

**Home Science**  
**DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES**

**M.Sc and Ph.D programmes**

**List of courses**

S. No	Course No.	Title of the Courses	Credits
<b>Major Courses</b>			
1	HDFS 501	Theories of Human Development and Behaviour	3(3+0)
2	HDFS 502	Advances in Life Span Development	3(2+1)
3	HDFS 503	Gender Issues in Human Development and Family Relations	3(2+1)
4	HDFS 504	Children with Developmental Challenges	3(2+1)
5	HDFS 505	Innovative Programmes in Early Childhood Care and Education	3(2+1)
6	HDFS 506	Methods and Techniques of Assessment in Human Development	3(2+1)
7	HDFS 507	Guidance and Counselling	3(1+2)
8	HDFS 508	Gerontology	3(2+1)
9	HDFS 509	Adolescent Development and Challenges	3(2+1)
10	HDFS 510	Parent and Community Education	3(1+2)
11	HDFS 511	Appraisal of Child and Family Welfare Institutions	2(1+1)
12	HDFS 512	Development of Learning Material and Children Literature	3(1+2)
13	HDFS 513	Family Therapy	3(2+1)
14	HDFS 514	Special Project –I	1(0+1)
15	HDFS 601	Adulthood Dynamics	3(2+1)
16	HDFS 602	Advances in Family Studies	3(2+1)
17	HDFS 603	Programme Development for Vulnerable Families	3(2+1)
18	HDFS 604	Principles and Strategies in Developmental Intervention	3(2+1)
19	HDFS 605	Women's Studies	2(1+1)
20	HDFS 606	Trends and Issues in Human Development	3(3+0)
21	HDFS 607	Qualitative Research Methods	3(2+1)
22	HDFS 608	Ecology and Human Development	3(3+0)
23	HDFS 609	Cross- Cultural Perspectives in Family Studies	2(2+0)
24	HDFS 610	Special Project - II	2(0+2)
25	HDFS 591	Master's Seminar	1(1+0)
26	HDFS 599	Master's Research	20
27	HDFS 691	Doctoral Seminar -I	1(1+0)
28	HDFS 692	Doctoral Seminar -II	1(1+0)
29	HDFS 699	Doctoral Research	45

**MINOR COURSES**

- Department of Foods and Nutrition
- Department of Apparel and Textiles
- Department of Home Science Extension and Communication Management
- Department of Resource Management and Consumer Sciences

S.No	Course No	Title Of the Courses	Credits
<b>SUPPORTING COURSES</b>			
1	HSC 500	Research Methods in Home Science	3(2+1)
2	STAT 500	Statistical Methods	3(2+1)
3	HSC-600	Research Project Management	3(2+1)
4	STAT 600	Data Processing	2(1+1)

<b>NON- CREDIT COMPULSORY COURSES</b>			
1	PGS 501	Library and Information Services	1(0+1)
2	PGS 502	Technical Writing and Communication Skills	1(0+1)
3	PGS 503 (e-Course)	Intellectual Property And Its	1(1+0)
4	PGS 504 (e-Course)	Basic Concepts In Laboratory Techniques	1(0+1)
5	PGS 505 (e-Course)	Agricultural Research, Research Ethics	1(1+0)
6	PGS 506 (e-Course)	Disaster Management	1(1+0)

**M.Sc :** Minor courses - Any one discipline from the list

**Ph.D :** Minor courses and seminar-Any one discipline from the list

### **M.SC- HOME SCIENCE COMPULSORY COURSES**

<b>S. No</b>	<b>Course No.</b>	<b>Title of the Course</b>	<b>Credits</b>
1	HDFS 501	Theories of Human Development and Behaviour	3(3+0)
2	HDFS 502	Advances in Life Span Development	3(2+1)
3	HDFS 503	Gender Issues in Human Development and Family Relations	3(2+1)
4	HDFS 504	Children with Developmental Challenges	3(2+1)
5	HDFS 506	Methods and Techniques of Assessment in Human Development	3(2+1)
6	HSC 500	Research Methods in Home Science	3(2+1)
7	HDFS 591	Master's Seminar	1(1+0)
		<b>Total</b>	<b>19(14+5)</b>

**HDFS 501**

**THEORIES OF HUMAN DEVELOPMENT AND BEHAVIOUR**

**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 Bowlby, 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*. 4<sup>th</sup> Ed. John Wiley.

Sailkind NJ. 2004. *An Introduction to Theories of Human Development*. Sage Publ.

**HDFS 502                      ADVANCES IN LIFE SPAN DEVELOPMENT                      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.

**HDFS 503                      GENDER ISSUES IN HUMAN DEVELOPMENT AND**  
**2+1**  
**FAMILY RELATIONS**

**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 well being (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.

**HDFS 504**

**CHILDREN WITH DEVELOPMENTAL CHALLENGES**

**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.

HDFS 505

#### **INNOVATIVE PROGRAMMES IN EARLY CHILDHOOD 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.

HDFS 506

**METHODS AND TECHNIQUES OF ASSESSMENT IN**

**2+1**

**HUMAN DEVELOPMENT**

**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.

HDFS 507

**GUIDANCE AND COUNSELING**

**1+2**

**Objective**

To acquaint the students about the concept and needs of guidance and counseling, qualities of guidance worker and counselor and different techniques of guidance and counseling.

**Theory**

UNIT I

Introduction to guidance and counseling, concept, aims, need, nature and scope of guidance and counseling -Basic principles of guidance and counseling.

UNIT II

Types of guidance and counseling services - educational, vocational, personal, marriage and family, leisure time. Research trends in guidance and counseling in India and abroad.

#### UNIT III

Competencies and role of a guidance and counseling professionals. Modes and methods of counselling. Essential of conducting guidance and counselling session. Understanding the process of guidance and counseling. UNIT IV

Knowledge and skills to handle assessment tools. Effective communication and documentation skills. Networking with allied professionals and institutions.

#### **Practical**

Compile research reviews on various aspect of guidance and counseling. Prepare a observation checklist to analyze guidance and counseling centers

-organizational structure, Objective, types of services provided, facilities available etc. Competencies of the personnel, feed back of the clients towards the services, financial management /budget, support of other professionals /agencies to centre etc. Successful case studies of the centre. Simulation exercises of guidance and counseling children and parents. Reports of films/ Video shows related to the course

#### **Suggested Readings**

Alam S. 2008. *Basics of Guidance & Counselling*. Global Vision.

Barki BC & Mukhopadhaya B. 1989. *Guidance and Counseling, A Manual*. Sterling.

Cooper S. 2005. *Counselling, Inception, Implementation & Evaluation*.

Infinity Books.

Dryden W. 1987. *Counseling Individual- the Rational Emptive Approach*.

Taylor & Francis.

Gunner J. 1984. *Counseling and Therapy for Children*. The Free Press. Ivey AE, Ivey MB & Downing LS. 1987. *Counseling and Psychotherapy -*

*Interpreting, Skills Theory and Practice* . Prentice Hall.

Kenedy E.1977. *On Becoming a Counselor. A Basic Guide for Non- professional Counselor*. Gill and Macillan.

Skinner C. 2006. *Educational Psychology*. Prentice Hall of India.

**HDFS 508**

**GERONTOLOGY**

**2+1**

#### **Objective**

To orient the students regarding the theoretical perspectives and current issues of aging and inculcate in them knowledge regarding the methods and techniques in conducting researches in gerontology.

#### **Theory**

##### UNIT I

Definition - socio demographic profile of the aged in Indian context. Theoretical perspective on aging. Impact of aging on physical, psychological, socio-emotional aspects, abuse.

##### UNIT II

Aging and health. Aging and financial status. Stress among the aged and coping strategies.

##### UNIT III

The aged in the family context- problems and prospects, support systems. Contemporary socio-cultural changes and their effects on the aged- international scenario.

#### UNIT IV

Research trends in gerontology and methodological issues. Welfare of the aged –policies and programmes.

#### **Practical**

Review of study methods in gerontology, Identification of focus areas on aging. Developing a tool on selected topics on aging, field testing and appraisal. Visit to institutions for aged and critical evaluation. Project proposal for developmental programmes for aged.

#### **Suggested Readings**

Dandekar K. 1996. *The Elderly in India*. Sage Publ.

Hayslip B & Panek P. 1989 *Adult Development and Aging*. Harper & Row. Richardson B & Barusch A. 2005. *Gerontological Practice for the 21<sup>st</sup> Century*. Columbia University Press.

Sheets D, Bradley D & Hendricks J. 2005. *Enduring Questions in Gerontology*. Springer.

### **HDFS 509                      ADOLESCENT DEVELOPMENT AND CHALLENGES      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.

**HDFS 510                      PARENT AND COMMUNITY EDUCATION                      1+2**  
**Objective**

To acquaint the students with the significance and approaches of parent education and develop skills in using various techniques of parent education.

**Theory**

UNIT I

Concept and history of parent education; with special reference to India; Objective and theoretical approaches to parent education programmes.

UNIT II

Basic approaches to communication; group, mini group approach, large group and individual approaches, single and multi-media approach. Distance home education; parent education in school and community; teachers as a parent educator.

UNIT III

Communication techniques; written media/ printed matter and visual media. Increasing competency of a parent educator; knowledge of the subject matter, training of personnel. Special projects – open house parent training centres; parent involvement in community programmes.

UNIT IV

Special target groups for parent education; parents of young children, economically and socially backward, adopted, divorced, single and other needy parents living in urban, slum and rural areas, developmental problems and disability during childhood and adolescence.

**Practical**

Conducting parent teacher meetings in urban, rural, slum areas and schools; assessing knowledge of youth and parents regarding various aspects of family and community life and starting short-term action oriented / rehabilitative programmes using various techniques of parent education; preparing educational material for community participation.

**Suggested Readings**

Brim H, Orville G & Brjm Jr.1980. *Learning to Parents, Principles, Programmes and Methods*. Sage Publ.

Fine MJ. (Ed.). 1980. *Handbook on Parent Education*. Academic Press. Kulkarni S. 1980. *Parent Education Perspectives and Approaches*. Rawat Publ.

Ramiya K. 1977. *Minimum Content of Parent Education. A Survey of Expert's Opinion*. Tata Insinuate of Social Sciences, Bombay.

**HDFS 511                      APPRAISAL OF CHILD AND FAMILY WELFARE                      1+1**

**INSTITUTIONS**

**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.

## HDFS 512

## DEVELOPMENT OF LEARNING MATERIAL AND 1+2 CHILDREN'S LITERATURE

### Objective

To develop the skills of preparing learning material and literature for children of various age groups.

### Theory

#### UNIT I

Significance of teaching materials for early childhood education programs. Principles of developing materials for children. Concept, importance and characteristics of creativity, promoting creative environments.

#### UNIT II

Planning and developing learning material for – physical, motor, social, language, creativity, mental and personality

development. Care and maintenance of materials.

### UNIT III

Literature for Children: Need and scope of children's literature, Children's literature through the ages. Contributors to children's literature. Characteristic features of literature for children: sources, features and significance of folk tales, folk songs, folk arts, mythology, historical events, science concept, biographies, fantasy and fairy tales.

### UNIT IV

Types and importance of poetry, picture book, short stories and fables in educational programmes. Role of puzzles, cartoons, comics, comic strips, skits, role plays, dance in educating children. Creating literary environment in school. Role of children's library.

### **Practical**

Visit to play centers, toy manufacturing units, shops, fairs etc. and observing practical utility of different toys and teaching materials. Preparation of teaching materials for different developmental domains. Field testing and critical analysis of developed materials. Survey of existing children's literature, observational visit to book exhibition, book fair, libraries and mobile vans. Group discussion on elements of writing for children-poem, stories, puppet shows, cartoon strips, picture books. Developing items of literature for different domains using pictures, audio- video materials and computer aided designs.

### **Suggested Readings**

Brahma D. 1989 *Children's literature and education in India*.

Deep & Deep Publ.

Green MM & Woods EL. 1969 *A Nursery School Handbook for Parents Teachers*. Universal Book Stall.

Marshall MR. 1982 *An Introduction to the World of Children's Books*.

Grower Publ.

Rudolph M & Cohen DH. 1977 *Kindergarten and Early Schooling*.

Prentice Hall.

Seefeldt C. 1980 *Teaching Young Children*. Prentice Hall.

**HDFS 513**

**FAMILY THERAPY**

**2+1**

### **Objective**

To orient the students regarding various methods and techniques of family therapy.

### **Theory**

#### UNIT I

Theoretical developments in marital and family therapy; Schools for family therapy, structured, strategic, experimental family and integrated family therapy.

#### UNIT II

Social learning approach: Cotemporary marital therapies, psychoanalytic, behavioural, system theory approaches; areas and scope of marriage and family therapy.

#### UNIT III

Psychosomatic symptoms, psychiatric disorders, marital distress, alcoholism, drug dependence, juvenile offences, problems of adolescence, conduct problems, work and school phobias.

#### UNIT IV

Qualities of marriage and family therapist. Advanced techniques

of marriage and family therapy; future direction for marriage and family therapy- bridging research, theory and practices, advances in clinical assessment, preventive and enrichment programmes.

**Practical**

Observational visits and screening families in need of therapy. Case studies of different areas of marriage and family therapy. Case studies of different methods and techniques of marriage and family therapy.

**Suggested Readings**

Mark R. 2003. *Family Therapy in Focus*. Sage Publ.

Roger L. 2004. *Family Therapy - A Constructive Framework*. Sage Publ.

**HDFS 601                      ADULTHOOD DYNAMICS                      2+1**  
**Objective**

To acquaint the student to developmental perspectives in relation to adult life stages, theoretical perspectives of the aging process and give the theoretical and practical experiences about changes and adjustments at various stages of adulthood aging.

**Theory**

UNIT I

Adulthood: Theoretical perspectives in adult development, transition to adulthood, stages of adulthood.

UNIT II

Issues and adjustment related to occupation, self and family, supportive services.

UNIT III

Theoretical perspectives on developmental changes, biological health cognitive, changes and adjustment.

UNIT IV

Death, dying and bereavement, attitude towards death, grief and bereavement.

**Practical**

Case studies on roles and family relations, changes during adulthood, menopausal changes. Development of case studies on adults with special focus on different ecological settings, intergenerational perspectives. Visit to recreational centers, health clubs and other institutes working for adults. Critical evaluation of portrayal of adulthood in media. Film shows / panel discussion / appraisal of community on issues and policies related to adulthood. Presentation of reports on case studies.

**Suggested Readings**

Dandekar K. 1996. *The Elderly in India*. Sage Publ.

Hayslip B & Panek P. 1989 *Adult Development and Aging*.

Harper & Row. Leme BH. 1995. *Development in Adulthood*.

Allyn & Bacon.

**HDFS 602                      ADVANCES IN FAMILY STUDIES                      2+1**  
**Objective**

To develop an understanding in students regarding various approaches and frameworks for understanding the family and expose them to the current issues in Indian families and orient them regarding methods and techniques of family therapy.

**Theory**

### UNIT I

Definition and changing patterns of Indian family, different approaches to family studies: Nature and importance of conceptual framework, Institutional framework, Structural functional framework, Developmental framework, Interactional framework.

### UNIT II

Sociological viewpoint of family by Persons. Research methodology-inter disciplinary approaches to family measurement. Psychological approaches to assessment in family. The Psychiatric approach, Interactive approach-measurement of marital roles and relationship, Ethnographic approach, Demographic approach.

### UNIT III

Ethics in family research, Current issues for research in Indian family, Fatherhood: Concept. Changing role of parents in parenting, Disorganized and reorganized families, marital distress, psychiatric disorder and family

therapy. Alternate family patterns -single parent families, female headed households, dual career families, sibling families etc. Adoptive families. National policies and programmes for family welfare.

### UNIT IV

Theoretical developments in marital and family therapy, schools for family therapy, structured, strategic, experiential family and integrated family therapy.

#### **Practical**

- 1.1. Appraisal of tools in family area (at least ten tools). Critical evaluation of family welfare programmes towards family welfare. Developing research proposal on current issues relating to family. Survey of family patterns in rural, slum and urban areas.
- 1.2. Case studies of different areas of marriage and family therapy using different methods and techniques.

#### **Suggested Readings**

Bharat S. 1996. *Family Measurement in India*. Sage Publ.

Roger L. 2004. *Family Therapy - A Constructive Framework*.

Sage Publ. White JM & Klein DM. 2007. *Family Theories*.

Sage Publ.

**HDFS 603**

**PROGRAMME DEVELOPMENT FOR VULNERABLE**

**2+1**

### **FAMILIES**

#### **Objective**

To learn to identify vulnerable population in rural and urban areas and develop an understanding regarding techniques of planning, implementing and evaluating development and research projects.

#### **Theory**

##### UNIT I

Concept of developmental programmes, types of projects - Development and Research Projects – polycentric and cyclical approaches to scientific research and development. Holistic and inter disciplinary approach to research project management.

##### UNIT II

Scientific values and professional ethics. Identifying research needs/ thrust areas in human development. Vulnerable population – AIDS, drug addiction. prostitutes, delinquents, street children, disadvantaged, hospitalized, destitute women and children, abused children, women and senior citizens.

### UNIT III

Developing Programmes- project proposal - steps/ process involved, principles of project design, , aspects of appraisal, basic considerations- risks and returns.

### UNIT IV

Donors/ funding agencies and their types – National and International donors; public and private donors, their thrust, expectations and guidelines. Project sustainability: factors, components and action plan.

#### **Practical**

Identifying vulnerable population in rural and urban areas. Develop programmes for their rehabilitation, execution and evaluation of programmes. Learning to use selected PRA techniques – focus group discussions/ interviews, transit walk, social mapping, time line, executing the use of each technique and appraisal. Developing a concept note and a pre-project proposal and appraisal. Developing a project - planning, implementing and proposing monitoring and evaluating strategies using appropriate techniques. Implementing / stimulating management techniques- Programme Evaluation and Review Technique (PERT), Critical Path Method (CPM), Line of Balance (LOB), and Gantt Chart, SWOT analysis. Dissemination / publishing of success stories, popular article.

#### **Suggested Readings**

Chandra P. 1995. *Projects-Planning, Analysis, Selection, Implementation and Review*. Tata McGraw.

Choudhary DP. 1992. *Women Welfare and Development*. NIPCCD.

Singh PN. 1994. *Training for Management Development*. Suchandra Publ. & Indian Society for Training and Development.

**HDFS 604**

**PRINCIPLES AND STRATEGIES IN DEVELOPMENTAL INTERVENTION 2+1**

#### **Objective**

To make the students aware about significance and strategies of imparting intervention.

#### **Theory**

##### UNIT I

Intervention – definition and current orientation towards intervention- vulnerable groups for intervention and their characteristics.

##### UNIT II

Need assessment for intervention-contemporary issues and current trends in intervention-multi disciplinary approach to intervention, intervention strategies, approaches and methods.

##### UNIT III

Developing network with agencies- generating resources. Role of family and community in implementation of intervention programmes.

##### UNIT IV

Evaluation of intervention programmes.

#### **Practical**

Identification of groups for intervention and assessment, Selection of groups and conducting need assessment. Development of intervention package, Evaluation of available intervention packages, Conducting intervention for the selected group with developed intervention packages. Field testing

developed intervention packages.

### **Suggested Readings**

Berk LE. 1996. *Child Development*. Prentice Hall.

Choudhary DP. 1992. *Women Welfare and Development*.

NIPCCD. Hetherington EM & Parke RD. 1993. *Child Psychology: A Contemporary View Point*. Mc Graw Hill.

Saraswathi TS & Kaur P. 1999. *Human development and Family Studies in India*, Sage Publ.

**HDFS 605**

**WOMEN'S STUDIES**

**1+1**

### **Objective**

To impart knowledge regarding scope and perspectives to women studies in cultural context and acquaint them to various important issues regarding women's studies and development.

### **Theory**

#### UNIT I

Meaning and scope of women studies. Women's perspective and its constituent elements in present socio-economic and cultural context. Women's movement in pre-independent and post independent periods and present trends. Milestones and obstacles in women's movement in India.

#### UNIT II

Feminism, its basic types and their relevance to Indian context Facts and myths of feminism. Importance of women's participation in economics, educational, social and political development. Gender role and sex role stereotypes. Changes in educational, economic, social and familial status of women.

#### UNIT III

Population statistics and sex ratio. Working women and challenges. Problems of women workers in un-organized sector. Gender violence- dowry harassment and deaths, suicides, commercial and religious prostitution, sexual harassment and exploitation, family violence, amniocentesis, foeticide, infanticide, eve teasing.

#### UNIT IV

Laws and women-family courts, parivarik mahila lok adalat, a critique of laws for women. Women and mass media-women's health and family planning and health indicators. Child marriage. National Women's Commission and State Commissions for women and their role in women studies and policy issues.

### **Practical**

Observational visits to women's organizations. Planning and organising awareness campaigns on vital women's issues. Portrayal of women in mass media - news papers, magazines, television, movies. Study of practices in various castes, communities and religions and status of women. Study of attitude towards women's education, employment. Situational analysis of gender equality and equity.

### **Suggested Readings**

Desai N & Krishna M. 1988. *Women and Society in India*.

Ajanta Publ. Krishnaraj M. (Ed.). 1986. *Women Studies in India*. Popular Prakshan. Patil AK. 1995. *Women and Development*. Ashish Publ.

Poonacha V. 1999. *Understanding Women Studies*.

SNDT

Women's University. Mumbai.

**HDFS 606                      TRENDS AND ISSUES IN HUMAN DEVELOPMENT      3+0**  
**Objective**

To impart knowledge to students regarding theoretical foundations, current trends and issues in human development.

**Theory**

UNIT I

Classical and contemporary theoretical orientation to Human development: regulation of development – Developmental psychology to Developmental Science from deficit to diversity in development.

UNIT II

Consistency of concepts, phenomena and methods of study – foundations of developmental thinking, multilevel nature of developmental processes ; constructing general model for development – developmental behaviour genetics - Cognitive and emotional development – dynamic structure in cognitive and emotional development – growth cycle, brain activity.

UNIT III

dynamics of stability and variability in development – role of experience in development – optimal experience theory – human action perspective to development developmental diversity and regularity- intentional personal development – personal control over development.

UNIT IV

Life span theory in development five levels of analysis – life cause theory basic concepts life transitions and historical change – future directions for life course and behaviour genetics – religious and spiritual development through life span – positive and negative correlates.

**Suggested Readings**

Berk Laura E. 1989. *Child Development*. Allyn & Bacon.

David Ausubel & Ednaund V Sullivan 1970. *Theory and Problems of Child Development*. Grune & Stratton.

Dolly Singh 1995. *Child Development – Issues, Policies and Programme*. Kanishka Publ.

*Handbooks of Child Psychology*. 1998 & 2006. Vol. IV. John Wiley & Sons. Saraswathi TS & Kaur B. 1993. *Human Development and Family Studies in India*. Sage Publ.

**HDFS 607                      QUALITATIVE RESEARCH METHODS                      2+1**  
**Objective**

To orient the students regarding the need and scope of qualitative research and impart them knowledge regarding the methods and techniques of qualitative research.

**Theory**

UNIT I

Need and scope of qualitative research methods. Types and overview of qualitative research methods.

UNIT II

Case studies, naturalistic design, historical methods, content analysis, ethnography, single cases experimental design.

UNIT III

Trends, challenges, limitations and constraints of qualitative

research methods.

#### UNIT IV

Ethical issues in conduct of research.

#### **Practical**

Critiquing research papers using qualitative methods. Extensive review of the empirical research work using qualitative method, identifying researchable issues that can be researched for qualitative methods, conducting in-depth interviews, focused group interviews. Analysis of data interpretation and reporting.

#### **Suggested Readings**

Barbour R. 2008. *Introducing Qualitative Research*. Sage Publ.

Corbin J & Strauss A. 2008. *Basics of Qualitative Research*.

Sage Publ. Denzin N & Lincon Y. 2008. *Collecting and Interpreting Qualitative Materials*. Sage Publ.

### **HDFS 608                      ECOLOGY OF HUMAN DEVELOPMENT                      3+0**

#### **Objective**

To acquaint students regarding the theories and issues pertaining to ecological impact on human development.

#### **Theory**

##### UNIT I

Ecological theories of human development – Bio ecological model and developmental assessment.

##### UNIT II

Socio-cultural and sub-cultural differences in child's environment and its effect on child-rearing practices and development. Terrain, climate and demographic and economic factors and their effects on human development.

##### UNIT III

Socio-political, legal systems and policies, religion and caste systems, minority and deprived states and their effects on human development. Community support and its value for human development.

##### UNIT IV

Environmental aspects – overcrowding, pollution, socio cultural imbalances impacts on development- time factor's impact on development - contemporary child rearing practices and their implications for human development.

#### **Suggested Readings**

Bronfenbrenner U. 1979 *Ecology of Human Development; Experiments by Nature and Design*. Harward Universsity, Cambridge.

Bronfenbrenner U. 1989. Ecological System Theory. In: R. Vasta (Ed.). *Annals of Child Development*. Vol. VI. CT Jai Press, Greenwich.

Gerrig RJ & Zimbardo PG. 2006. *Psychology and Life*. Dorling Kindersley.

### **HDFS 609                      CROSS-CULTURAL PERSPECTIVES IN FAMILY**

**2+0**

#### **STUDIES**

#### **Objective**

To sensitize the students regarding the theories and issues pertaining to cultural difference in family studies.

#### **Theory**

##### UNIT I

Definition of culture-components of cultures, characteristics of culture.

#### UNIT II

Cultural factors and impact on families; functions, roles and responsibilities, socialization practices, family cohesion, interpersonal communication patterns, conflict resolution, family crisis and adaptations. UNIT III

Legal provisions – emerging cultural trends. Cross-cultural variations and their impact on families.

#### UNIT IV

Research trends in cross-cultural family studies, methodological issues.

#### **Suggested Readings**

Brislin RW. 1990. *Applied Cross Cultural Psychology*.

Sage Publ. Giles B. 2005. *Social Psychology*. Grange Books Co.

Saraswathi TS. 2003 *Cross-cultural Perspectives in Human Development*. Sage Publ.

## **HUMAN DEVELOPMENT AND FAMILY STUDIES**

### **List of Journals**

- Asian Journal of Psychology and Education
- Behavioural Scientist
- Child Development
- Disabilities and Impairments
- Early Childhood Education
- Exceptional Children
- Indian Journal of Psychological Researches
- Indian Journal of Psychometric and Educational Research Association
- Indian Psychological review -
- Journal of Human Ecology
- Journal of Indian Education
- Journal of Psychometry
- Journal of Social Sciences
- Journal of the Indian Academy of Applied Psychology
- Marriage and Family
- Navtika Journal of Early Childhood Care and Education
- Praachi Journal of Psycho-cultural Dimensions
- Psycho-Lingua
- Studies of Tribes and Tribals
- The Anthropologist
- The Primary Teacher

### **e-Resources**

- <http://cmsgls.myweb.uga.edu/theories.html>
- <http://www.teach12.com/ttcx/coursedesclong2.aspx?cid=197>
- [http://en.wikipedia.org/wiki/Developmental\\_psychology](http://en.wikipedia.org/wiki/Developmental_psychology)
- [http://en.wikipedia.org/wiki/Child\\_development](http://en.wikipedia.org/wiki/Child_development)
- [http://www.businessballs.com/erik\\_erikson\\_psychosocial\\_theory.htm](http://www.businessballs.com/erik_erikson_psychosocial_theory.htm)
- [http://www.associatedcontent.com/article/78543/theories\\_of\\_human\\_development\\_freudian.html?cat=47](http://www.associatedcontent.com/article/78543/theories_of_human_development_freudian.html?cat=47)
- <http://www.jsu.edu/library/pdfs/handouts/lifespanddevelopment.pdf>
- [http://findarticles.com/p/articles/mi\\_m2248/is\\_145\\_37/ai\\_86056781](http://findarticles.com/p/articles/mi_m2248/is_145_37/ai_86056781)
- [http://www.coursework.info/AS\\_and\\_A\\_Level/Psychology/Developmental\\_Psychology/Theories\\_of\\_Human\\_Development\\_-\\_Stages\\_of\\_L15051.html](http://www.coursework.info/AS_and_A_Level/Psychology/Developmental_Psychology/Theories_of_Human_Development_-_Stages_of_L15051.html)
- <http://www.massey.ac.nz/~alock/virtual/trishvyg.htm>

- [http://www.travelsmart.vic.gov.au/doi/doiect.nsf/2a6bd98dee287482ca256915001cff0c/eac8a984b717095bca256d100017ba50/\\$FILE/Theories%20and%20models%20of%20behaviour%20change.pdf](http://www.travelsmart.vic.gov.au/doi/doiect.nsf/2a6bd98dee287482ca256915001cff0c/eac8a984b717095bca256d100017ba50/$FILE/Theories%20and%20models%20of%20behaviour%20change.pdf)
- <http://www.informaworld.com/smpp/content~content=a785832627~db=all>
- <http://www.amazon.com/Life-Span-Development-Behavior-Paul-Baltes/dp/0124318037>
- <http://gerontologist.gerontologyjournals.org/cgi/content/citation/47/3/404>
- <http://www.developmentalpsychologyarena.com/books/Theoretical-Approaches-to-Lifespan-Development-isbn9780805894707>
- <http://www.lavoisier.fr/notice/frNOOX6S3XXRD3AO.html>
- <http://nobelprize.org/nobel.foundation/symposia/medicine/ns89/index.html>
- [http://www.intute.ac.uk/fe/casestudies/care/life\\_span/life\\_span.ppt](http://www.intute.ac.uk/fe/casestudies/care/life_span/life_span.ppt)
- <http://www.lclark.edu/dept/cpsy/objects/GF07506Mortola.pdf>
- [http://books.google.com/books?id=EBWgBAkEqnIC&pg=PA319&lpg=PA319&q=advances+in+life+span+development+&source=web&ots=8sNr-oJuE5&sig=DcHwgAf4X8ILY4k6kNt4uh4IJKs&hl=en&sa=X&oi=book\\_result&result=10&ct=result](http://books.google.com/books?id=EBWgBAkEqnIC&pg=PA319&lpg=PA319&q=advances+in+life+span+development+&source=web&ots=8sNr-oJuE5&sig=DcHwgAf4X8ILY4k6kNt4uh4IJKs&hl=en&sa=X&oi=book_result&result=10&ct=result)
- <http://www.tpub.com/fcv2/11.htm>
- [http://www.tpub.com/content/fc/14099/css/14099\\_26.htm](http://www.tpub.com/content/fc/14099/css/14099_26.htm)
- <http://www.glc.k12.ga.us/pandp/guidance/ind-guid.htm>
- [http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?\\_nfpb=true&\\_ERICExtSearch\\_SearchValue\\_0=ED281900&ERICExtSearch\\_SearchType\\_0=no&accno=ED281900](http://eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=ED281900&ERICExtSearch_SearchType_0=no&accno=ED281900)
- <http://www.answers.com/topic/guidance-and-counseling>
- [http://www.uwf.edu/cutla/ALP/Guidance-Counseling\\_EdS\\_ALP.pdf](http://www.uwf.edu/cutla/ALP/Guidance-Counseling_EdS_ALP.pdf)
- <http://www.morainepark.edu/pages/920.asp>
- <http://www.slvhs.slv.k12.ca.us/curriculum/mission.htm>
- <http://www.clayton.k12.ga.us/departments/counseling/collprepchklist.asp>
- <http://americanheart.mediaroom.com/index.php?s=43&item=400>
- <http://www.informaworld.com/smpp/content~content=a782893291~db=all~tab=content~order=pubdate>
- <http://jpepsy.oxfordjournals.org/cgi/content/abstract/11/3/343>
- <http://www.pubmedcentral.nih.gov/articlerender.fcgi?artid=492742>
- <http://psycnet.apa.org/index.cfm?fa=main.doiLanding&uid=1974-04857-001>
- <http://www.jstor.org/pss/1127535>
- <http://www.le.ac.uk/psychology/amc/lepsdeve.html>
- <http://unesdoc.unesco.org/images/0014/001472/147240e.pdf>
- <http://unesdoc.unesco.org/images/0014/001471/147175e.pdf>
- [www.iadb.org/biz/ppt/0706thompson.pdf](http://www.iadb.org/biz/ppt/0706thompson.pdf)
- <http://ssamanipur.nic.in/InnovativeActivities.htm>
- [www.unescobkk.org/fileadmin/user\\_upload/aims/7th\\_TWG\\_Meeting/2007\\_GMR\\_outline.pdf](http://www.unescobkk.org/fileadmin/user_upload/aims/7th_TWG_Meeting/2007_GMR_outline.pdf)
- <http://education.nic.in/cd50years/g/T/HB/0THB0901.htm>
- [http://www.worldforumfoundation.org/wf/global\\_leaders/ppt/presentation\\_india\\_3.ppt](http://www.worldforumfoundation.org/wf/global_leaders/ppt/presentation_india_3.ppt)
- [file:///C:/Documents%20and%20Settings/BCD/Local%20Settings/Temporary%20Files/Content.IE5/CKT3NZ5E/ecce\\_training\\_day\\_1%5B1%5D.pps#257,2>Welcome](file:///C:/Documents%20and%20Settings/BCD/Local%20Settings/Temporary%20Files/Content.IE5/CKT3NZ5E/ecce_training_day_1%5B1%5D.pps#257,2>Welcome) Internet
- [www.bsppssa.org/components.htm-40k](http://www.bsppssa.org/components.htm-40k)
- <http://depts.washington.edu/lend/coresem/socialwork/5a.htm>
- <http://www.otal.umd.edu/hci-rm/dvlpmeth.html>
- [hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm](http://hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/teachtip.htm)

- [http://www.eoearth.org/article/Tools\\_and\\_methods\\_for\\_integrated\\_analysis\\_and\\_assessment\\_of\\_sustainable\\_development](http://www.eoearth.org/article/Tools_and_methods_for_integrated_analysis_and_assessment_of_sustainable_development)
- [www.lumsa.it/Lumsa/Portals/File/En06-07/post/Valut06-07En.pdf](http://www.lumsa.it/Lumsa/Portals/File/En06-07/post/Valut06-07En.pdf)
- [www.umass.edu/oapa/oapa/publications/online\\_handbooks/course\\_based.pdf](http://www.umass.edu/oapa/oapa/publications/online_handbooks/course_based.pdf)
- [www.eng.cam.ac.uk/papers/include2003/assessment.htm](http://www.eng.cam.ac.uk/papers/include2003/assessment.htm)
- <http://www.lup://rehab>
- [http://en.wikipedia.org/wiki/Abnormal\\_psychology](http://en.wikipedia.org/wiki/Abnormal_psychology)
- <http://www.purgatory.net/merits/index.htm>
- [www.unex.berkeley.edu/cat/course55.html](http://www.unex.berkeley.edu/cat/course55.html) - 8k
- <http://www.psyppress.com/pip/resources/slp/chapter.asp?chapter=ch22>
- <http://www.encyclopedia.com/doc/1O87-abnormalpsychology.html>
- <http://bc.barnard.columbia.edu/~erafaeli/abnormal-syllabus.pdf>
- <http://psychology.about.com/od/glossaryfromatoz/g/abnormalpsyc.htm>
- <http://www.yourdictionary.com/abnormal-psychology>
- [en.wikipedia.org/wiki/Gerontology](http://en.wikipedia.org/wiki/Gerontology) - 53k
- <http://content.karger.com/ProdukteDB/produkte.asp?Aktion=JournalHome&ProduktNr=224091>
- <http://www.geron.org/>
- <http://hss.fullerton.edu/gerontology/>
- <http://www.careersinaging.com/careersinaging/what.html>
- <http://www.careersinaging.com/careersinaging/what.html>
- <http://content.karger.com/ProdukteDB/produkte.asp?Aktion=JournalGuidelines&ProduktNr=224091>
- <http://www.etr.org/recapp/theories/AdolescentDevelopment/index.htm>
- <http://social.jrank.org/pages/16/Adolescence.html>
- <http://www.nlm.nih.gov/medlineplus/ency/article/002003.htm>
- <http://www.cognitie.nl/events/adolescent-development-processes-of-coordination-change/view>
- <http://bmj.bmjournals.com/cgi/content/full/330/7486/301>
- <http://www.ext.vt.edu/pubs/family/350-850/350-850.html>

## **Suggested Broad Topics for Master's and Doctoral Research**

- **Developmental aspects and strategies for improvement of development**
  - o Developmental assessment of early childhood years, school age, Assessment of adolescents aptitudes, Interests, personality etc
  - o Intervention programmes for infants, young children and school age children from disadvantaged families.
- **Child rearing practices**
  - o Child rearing practices in village community.
  - o Intervention package for parents on child rearing.
  - o Role of media and community in improvement of child rearing practices.
  - o Alternative childcare systems and their impact
- **Adolescents problems**
  - o Stress among adolescents
  - o Strategies used by parents to cope with adolescents problems.
  - o Development of moral values among adolescents.
  - o Gender discrimination among rural adolescents.
- **Rehabilitation of senior citizens**
  - o Study on rehabilitation services of institutions for senior citizens
  - o Problems of senior citizens
  - o Life satisfaction
  - o Assessment of the senior citizen abilities and remedial programmes
- **Mental health**
  - o Human ecology system and mental health of adolescents.
  - o Promoting rural child health care practices through community participation.
  - o Urban / rural family environment as affecting child's development and strategies

- o Working women and their problems
  - o Family conflicts and crises
- **Children with special needs**
  - o Study on selected special need children/ exceptional children.
  - o Problems faced by parents of exceptional children.
- **Behaviour analysis**
  - o Mother – child interaction
  - o Adult interactions
  - o School children and adolescent interactions

## SUPPORTING COURSES

M. Sc.

**HSC 500 RESEARCH METHODS IN HOME SCIENCE 3+0**

**Objective**

To understand the meaning and importance of research, research procedures and develop skills in designing and executing research.

**Theory**

Research – Meaning and Importance; Types of Research; Qualities of Researcher; Steps of Research; Selection and delineating of research problem, statement of general and specific Objective, formulation of assumptions and hypothesis, planning research design, selection and development of data collection tools, collection of data, analysis and interpretation of data, drawing conclusion, writing research report. Understanding some concepts in research; Assumption, delimitations, operational definition, Measurement and its levels, Variable and their types. Hypothesis – Meaning, importance, characteristics and ways of stating hypothesis. Review of literature – Importance, sources of literature, organizing review, collection and presentation. Research Design; Historical or documentary, Experimental, Ex-post-facto, Survey, Case study, Field studies. Sampling – Meaning and importance; Sampling techniques, determine size of sample. Techniques of data collection; Observation, interview and questionnaire, Projective technique. Scale and tests – Meaning and construction; validity and reliability of tools. Data analysis – tools and methods, interpretations of data, documentation and presentation. Summary, conclusion and recommendations; Writing abstract. The research report; Formal style of writing, chapterisation, heading, pagination, Tables and figures, Appendices and bibliography, acknowledgement. Writing for publications

**Suggested Readings**

Bajpai SR. 1966. *Methods of social Survey and Research*.

Kitab Ghar. Best W. 1983. *Research in Education*. 4<sup>th</sup> Ed.

Prentice Hall of India.

Carter Good V. 1966. *Essential of Education Research*.

Appleton Century Profits, Educational Division, Mereelith Corp.

Kaul Lokesh 1984. *Methodology of Education Research*. Vikas

Publ. Kerlinger F. 1973. *Foundations of Behavioural Research*.

Rinehart Winetons.

**STAT 500 STATISTICAL METHODS 2+1**

**Objective**

To develop understanding among students about sampling and data analysis techniques, methods of data analysis using various statistics.

**Theory**

Probability and probability distribution: Various definitions of probability, Addition and multiplication laws of probability and simple problems based on them. Expectation of a random variable, Moments, Skewness and Kurtosis. Binomial and Poisson distribution, their fitting and simple problems based on them, Normal distribution, their properties and uses. Sampling:

Sampling v/s Complete enumeration, Probability and non probability sampling, S.R.S. with and without replacement. Test of significance: Hypothesis, null and Alternative hypothesis, type-I and type- II error, Level of significance, Critical region, one and two tailed tests, Procedure for testing of hypotheses. Standard Normal deviate test for single mean, difference of two means. Proportion, difference of proportion and confidence interval, students 't' test, for comparison involving one and two sample means, paired 't' test, Confidence interval, Chi-square test for goodness of fit and independence of two attributes (2x2 and r x s contingency table) and Yate's correction for continuity, Correlation and Regression : Simple and partial correlation coefficients, Linear and multiple regressions. Partial regression coefficients, multiple correlation coefficients and their tests of significance. Design of Experiments : Analysis of C.R.D., R.B.D. and L.S.D. with one observation per cell.

### Practical

Simple problem based on probability, Simple problems based on Binomial, Poisson and Normal distribution. Problem based on area tables of Normal distribution. Draw simple random-sample of size 'n' from a given population of size 'N' with and without replacement scheme and obtain the estimate of (i) population mean (ii) population variance and (iii) standard error. Standard normal deviate tests for testing (i)  $\mu = \mu_0$ , (ii)  $\mu_1 = \mu_2$ . 't'- test for testing (i)  $\mu = \mu_0$ , (ii)  $\mu_1 = \mu_2$ , Confidence interval for means, for small and large samples. Chi-square test for goodness of fit. Chi-square test for independence of two attributes, 2x2, r x s contingency table and Yates' correction . Fitting of Regression line (i)  $Y = a+bX$  and test for  $y_x =$   
0 (ii)  $Y = a+b_1X_1 + b_2X_2$ . Partial correlation coefficients and its tests of significance. Multiple correlation coefficient and its test by F-test

### Suggested Readings

Gupta SC & Kapoor VK. 2006. *Fundamentals of Mathematical Statistics*.

Sultan Chand & Sons.

Gupta SC. 2006. *Fundamentals of Statistics*. Himalaya Publ. House.

Panse VG & Sukhatme PV. 1985. *Statistical Methods for Agricultural Workers*. ICAR.

Rao GN. 2007. *Statistics for Agricultural Science*. Oxford &

IBH. Snedecor GW & Cochran WG. 1968. *Statistical Methods*.

Oxford & IBH. Sukthame & Ashok C. 1984. *Sampling*

*Theories and Surveys with Application*. 3<sup>rd</sup> Ed. ICAR.

**Ph. D.**

**HSC 600**

**RESEARCH PROJECT MANAGEMENT**

**2+1**

### Objective

To enable the students to prepare and execute research project and develop skill in managing research data, its interpretation, report writing, popular communication and research paper writing.

### Theory

Importance of research in Home Science; Research Management-Concept, process, elements and characteristics; Research methodologies for field and laboratory studies-problem selection, research designs, sampling, data collection, statistical methods - their uses and limitations; Criteria for selecting research project; planning project proposal- statement

of problem and its justification and implication. Technical plan of work, time estimation and scheduling, preparing project work flow, resource requirement- human, material and others, cost estimation and budget; project review techniques; project estimation and evaluation; reporting results of research; holistic and interdisciplinary approach to research management; data processing- collection, statistical analysis, interpretation of results and drawing generalizations; funding agencies for research project- different national and international agencies, guidelines for preparing the proposal; project appraisal techniques and SWOT analysis, conflicts- concept, process and types; managing conflicts, resource smoothing in research project; factors influencing research efficiency; monitoring and control of research project- concept and techniques; scientific research communication- writing research paper, popular articles and technical report.

#### **Practical**

Critical review and SWOT analysis of any two research projects with respect to – Research Objective and design, Implementation, Monitoring and evaluation system and impact assessment; Planning a research project in view of funding agency; Writing at least one – Research paper, Review paper, Popular article, Technical report.

#### **Suggested Readings**

Bajpai SR. 1969. *Methods of Social Survey and Research*.

Kitab Ghar. Best W. 1983. *Research in Education*. 4<sup>th</sup> Ed. Prentice Hall of India.

Carter Good V. 1966. *Essential of Education Research*.

Appleton Century Profits, Educational Division, Mereelith Corp.

Kaul L. 1984. *Methodology of Educational Research*. Vikas

Publ. Kerlinger F. 1973. *Foundations of Behavioural Research*.

Rinehart Winetons.

<b>STAT 600</b>	<b>DATA PROCESSING</b>	<b>1+1</b>
<b>Objective</b>		

To develop understanding about data processing techniques and enable students in handling, analyzing and presentation of data.

#### **Theory**

Data processing- Concept and technique, Graphical presentation of data, Computer application in data processing.

#### **Practical**

Practicing various techniques of data processing and presentation of data through computer.

#### **Suggested Readings**

Bajpai SR. 1969. *Methods of Social Survey and Research*. Kitab

Ghar. Carter Good V. 1966. *Essential of Education Research*.

Appleton Century Profits, Educational division, Mereelith Corp.

## COMPULSORY NON-CREDIT COURSES

(Compulsory for Master's programme in all disciplines; Optional for Ph.D. scholars)

CODE	COURSE TITLE	CREDITS
PGS 501	LIBRARY AND INFORMATION SERVICES	0+1
PGS 502	TECHNICAL WRITING AND COMMUNICATIONS SKILLS	0+1
PGS 503 (e-Course)	INTELLECTUAL PROPERTY AND ITS MANAGEMENT IN AGRICULTURE	1+0
PGS 504	BASIC CONCEPTS IN LABORATORY TECHNIQUES	0+1
PGS 505 (e-Course)	AGRICULTURAL RESEARCH, RESEARCH ETHICS AND RURAL DEVELOPMENT PROGRAMMES	1+0
PGS 506 (e-Course)	DISASTER MANAGEMENT	1+0

### Course Contents

**PGS 501                      LIBRARY AND INFORMATION SERVICES                      0+1**

**Objective**

To equip the library users with skills to trace information from libraries efficiently, to apprise them of information and knowledge resources, to carry out literature survey, to formulate information search strategies, and to use modern tools (Internet, OPAC, search engines etc.) of information search.

**Practical**

Introduction to library and its services; Role of libraries in education, research and technology transfer; Classification systems and organization of library; Sources of information- Primary Sources, Secondary Sources and Tertiary Sources; Intricacies of abstracting and indexing services (Science Citation Index, Biological Abstracts, Chemical Abstracts, CABI Abstracts, etc.); Tracing information from reference sources; Literature survey; Citation techniques/Preparation of bibliography; Use of CD-ROM Databases, Online Public Access Catalogue and other computerized library services; Use of Internet including search engines and its resources; e- resources access methods.

**PGS 502                      TECHNICAL WRITING AND COMMUNICATIONS SKILLS                      0+1**

**Objective**

To equip the students/scholars with skills to write dissertations, research papers, etc.  
To equip the students/scholars with skills to communicate and articulate in English (verbal as well as writing).

**Practical**

**Technical Writing** - Various forms of scientific writings- theses, technical papers, reviews, manuals, etc; Various parts of thesis and research communications (title page, authorship contents page, preface, introduction, review of literature, material and methods, experimental results and discussion); Writing of abstracts, summaries, précis, citations etc.; commonly used abbreviations in the theses and research communications; illustrations, photographs and drawings with suitable captions; pagination, numbering of tables and illustrations; Writing of numbers and dates in scientific write-ups; Editing and proof-

reading; Writing of a review article. **Communication Skills** - Grammar (Tenses, parts of speech, clauses, punctuation marks); Error analysis (Common errors); Concord; Collocation; Phonetic symbols and transcription; Accentual pattern: Weak forms in connected speech: Participation in group discussion: Facing an interview; presentation of scientific papers.

### **Suggested Readings**

*Chicago Manual of Style*. 14<sup>th</sup> Ed. 1996. Prentice Hall of India.

*Collins' Cobuild English Dictionary*. 1995. Harper Collins.

Gordon HM & Walter JA. 1970. *Technical Writing*. 3<sup>rd</sup> Ed. Holt, Rinehart & Winston.

Hornby AS. 2000. *Comp. Oxford Advanced Learner's Dictionary of Current English*. 6<sup>th</sup> Ed. Oxford University Press.

James HS. 1994. *Handbook for Technical Writing*. NTC Business Books. Joseph G. 2000. *MLA Handbook for Writers of Research Papers*. 5<sup>th</sup> Ed. Affiliated East-West Press.

Mohan K. 2005. *Speaking English Effectively*. MacMillan India. Richard WS. 1969. *Technical Writing*. Barnes & Noble.

Robert C. (Ed.). 2005. *Spoken English: Flourish Your Language*. Abhishek. Sethi J & Dhamija PV. 2004. *Course in Phonetics and Spoken English*. 2<sup>nd</sup> Ed. Prentice Hall of India.

Wren PC & Martin H. 2006. *High School English Grammar and Composition*. S. Chand & Co.

**PGS 503**

## **INTELLECTUAL PROPERTY AND ITS MANAGEMENT IN AGRICULTURE**

**1+0**

**(e-Course)**

### **Objective**

The main objective of this course is to equip students and stakeholders with knowledge of intellectual property rights (IPR) related protection systems, their significance and use of IPR as a tool for wealth and value creation in a knowledge-based economy.

### **Theory**

Historical perspectives and need for the introduction of Intellectual Property Right regime; TRIPs and various provisions in TRIPs Agreement; Intellectual Property and Intellectual Property Rights (IPR), benefits of securing IPRs; Indian Legislations for the protection of various types of Intellectual Properties; Fundamentals of patents, copyrights, geographical indications, designs and layout, trade secrets and traditional knowledge, trademarks, protection of plant varieties and farmers' rights and bio-diversity protection; Protectable subject matters, protection in biotechnology, protection of other biological materials, ownership and period of protection; National Biodiversity protection initiatives; Convention on Biological Diversity; International Treaty on Plant Genetic Resources for Food and Agriculture; Licensing of technologies, Material

transfer agreements, Research collaboration Agreement, License Agreement.

### **Suggested Readings**

Erbisch FH & Maredia K.1998. *Intellectual Property Rights in Agricultural Biotechnology*. CABI.

Ganguli P. 2001. *Intellectual Property Rights: Unleashing Knowledge Economy*. McGraw-Hill.

*Intellectual Property Rights: Key to New Wealth Generation*. 2001. NRDC & Aesthetic Technologies.

Ministry of Agriculture, Government of India. 2004. *State of Indian Farmer*. Vol. V. *Technology Generation and IPR Issues*. Academic Foundation.

Rothschild M & Scott N. (Ed.). 2003. *Intellectual Property Rights in Animal Breeding and Genetics*. CABI.

Saha R. (Ed.). 2006. *Intellectual Property Rights in NAM and Other Developing Countries: A Compendium on Law and Policies*. Daya Publ. House.

*The Indian Acts - Patents Act, 1970 and amendments; Design Act, 2000; Trademarks Act, 1999; The Copyright Act, 1957 and amendments; Layout Design Act, 2000; PPV and FR Act 2001, and Rules 2003; National Biological Diversity Act, 2003.*

### **PGS 504                      BASIC CONCEPTS IN LABORATORY TECHNIQUES                      0+1**

#### **Objective**

To acquaint the students about the basics of commonly used techniques in laboratory.

#### **Practical**

Safety measures while in Lab; Handling of chemical substances; Use of burettes, pipettes, measuring cylinders, flasks, separatory funnel, condensers, micropipettes and vascupets; washing, drying and sterilization of glassware; Drying of solvents/chemicals. Weighing and preparation of solutions of different strengths and their dilution; Handling techniques of solutions; Preparation of different agro-chemical doses in field and pot applications; Preparation of solutions of acids; Neutralisation of acid and bases; Preparation of buffers of different strengths and pH values. Use and handling of microscope, laminar flow, vacuum pumps, viscometer, thermometer, magnetic stirrer, micro-ovens, incubators, sandbath, waterbath, oilbath; Electric wiring and earthing. Preparation of media and methods of sterilization; Seed viability testing, testing of pollen viability; Tissue culture of crop plants; Description of flowering plants in botanical terms in relation to taxonomy

#### **Suggested Readings**

Furr AK. 2000. *CRC Hand Book of Laboratory Safety*. CRC Press.

Gabb MH & Latchem WE. 1968. *A Handbook of Laboratory Solutions*.

Chemical Publ. Co.

PGS 505

AGRICULTURAL RESEARCH, RESEARCH ETHICS

1+0

(e-Course)

### Objective

To enlighten the students about the organization and functioning of agricultural research systems at national and international levels, research ethics, and rural development programmes and policies of Government.

### Theory

#### UNIT I

History of agriculture in brief; Global agricultural research system: need, scope, opportunities; Role in promoting food security, reducing poverty and protecting the environment; National Agricultural Research Systems (NARS) and Regional Agricultural Research Institutions; Consultative Group on International Agricultural Research (CGIAR): International Agricultural Research Centres (IARC), partnership with NARS, role as a partner in the global agricultural research system, strengthening capacities at national and regional levels; International fellowships for scientific mobility.

#### UNIT II

Research ethics: research integrity, research safety in laboratories, welfare of animals used in research, computer ethics, standards and problems in research ethics.

#### UNIT III

Concept and connotations of rural development, rural development policies and strategies. Rural development programmes: Community Development Programme, Intensive Agricultural District Programme, Special group – Area Specific Programme, Integrated Rural Development Programme (IRDP) Panchayati Raj Institutions, Co-operatives, Voluntary Agencies/Non-Governmental Organisations. Critical evaluation of rural development policies and programmes. Constraints in implementation of rural policies and programmes.

### Suggested Readings

Bhalla GS & Singh G. 2001. *Indian Agriculture - Four Decades of Development*. Sage Publ.

Punia MS. *Manual on International Research and Research Ethics*. CCS, Haryana Agricultural University, Hisar.

Rao BSV. 2007. *Rural Development Strategies and Role of Institutions - Issues, Innovations and Initiatives*. Mittal Publ.

Singh K.. 1998. *Rural Development - Principles, Policies and Management*.

Sage Publ.

PGS 506

DISASTER MANAGEMENT

1+0

(e-Course)

### Objectives

To introduce learners to the key concepts and practices of natural disaster management; to equip them to conduct thorough assessment of hazards, and risks vulnerability; and capacity building.

## Theory

### UNIT I

Natural Disasters- Meaning and nature of natural disasters, their types and effects. Floods, Drought, Cyclone, Earthquakes, Landslides, Avalanches,

Volcanic eruptions, Heat and cold Waves, Climatic Change: Global warming, Sea Level rise, Ozone Depletion

### UNIT II

Man Made Disasters- Nuclear disasters, chemical disasters, biological disasters, building fire, coal fire, forest fire. Oil fire, air pollution, water pollution, deforestation, Industrial wastewater pollution, road accidents, rail accidents, air accidents, sea accidents.

### UNIT III

Disaster Management- Efforts to mitigate natural disasters at national and global levels. International Strategy for Disaster reduction. Concept of disaster management, national disaster management framework; financial arrangements; role of NGOs, Community-based organizations, and media. Central, State, District and local Administration; Armed forces in Disaster response; Disaster response: Police and other organizations.

## **Suggested Readings**

Gupta HK. 2003. *Disaster Management*. Indian National Science Academy. Orient Blackswan.

Hodgkinson PE & Stewart M. 1991. *Coping with Catastrophe: A Handbook of Disaster Management*. Routledge.

Sharma VK. 2001. *Disaster Management*. National Centre for Disaster Management, India.