

AC 27/2/13
Item no. 4.28

UNIVERSITY OF MUMBAI



Syllabus

SEMESTER III and IV

Program: M.Sc.

Course: Home Science

Branch II: Human Development

(Credit Based Semester and Grading System with effect
from the academic year 2013–2014)

M.Sc. (Home Science)
SEMESTER III
BRANCH II: HUMAN DEVELOPMENT

Course Code	Subject	Internal Marks	Semester End Examination	Total Marks	Periods/Week	Credits
PSHSII301	Advances in Research in Human Development	40	60	100	4	4
PSHSII302	Human Exceptionality and Psychological Disorders	40	60	100	4	4
PSHSII303	Advanced Family Studies	40	60	100	2	4
PSHSIIP301	Supervision and Administration in Human Development Agencies: Planning	—	50	50	1	2
PSHSIIP302	Supervision and Administration in Human Development Agencies: Conducting and Evaluating	—	100	100	2	2
PSHSIIP303	Dissertation	100	50	150	10	8
	TOTAL			600	22	24

Course Code	Title	Periods/week	Marks	Credits
PSHSII301	ADVANCES IN RESEARCH IN HUMAN DEVELOPMENT	4	100	4

Objectives

- To expand the vision we hold of human development and the systems within which it occurs.
- To create insights about human existence, both what is and what can be. Thus, to reflect on life as fashioned currently and explore alternatives.
- To facilitate an understanding of the following:
 - the different aspects of human development that receive scholarly attention;
 - the extent to which they are studied using a developmental framework;
 - theoretical, methodological and substantive changes in conceptualizations over the years/recently;
 - the inter-relationships between theoretical, methodological and substantive content and issues; and,
 - the changes in explanations of human development over the years.
- To examine alternative explanations of human development (e.g., by philosophers, theologians, religion, spirituality).
- To reflect on the writings of exemplary researchers/scholars.
- To hone scientific reading, analytical, and writing skills.

Course Content		Periods
Unit I	Introduction and Overview <u>Academic Perspective:</u> R. Lerner, Overton, Valsiner, P. Baltes, J. Brandtstadter, P. Benson, G. H. Elder (a) The disciplinary focus on human development: Human Development/ Developmental Psychology/ Developmental Science (b) Notions of Development; Key issues inherent in definitions of development (c) Understanding the relative and brittle nature of scientific truth. Processes and outcomes that characterize advancements in a(ny) science: Richard Rorty & Thomas Kuhn <u>Alternative Perspective:</u> Processes that explain advancements in science: D. Chopra	15
Unit II	History/Nature of Advancements in Human Development/Developmental Psychology; Principles of Development (Part 1): <u>Academic Perspective:</u> R. Stevenson and R. Cairns (a) History; nature of advancements/paradigmatic shifts (b) Principles of development; What characterizes development? How does human development proceed? (preformation versus epigenesis, mechanistic versus organismic explanations, structure-function relationships, plasticity, novelty/change/transformations/flexibility, recapitulation/acceleration versus deceleration, multiplicity/plurality of pathways, role of context in development, indivisibility of developmental influences) (c) Conceptual models (direct and indirect effects; proximal and distal effects; full mediation versus partial mediation) <u>Alternative perspective:</u> Principles characterizing development and life in general: J. Krishnamurti	15
Unit III	History/Nature of Advancements in Human Development/Developmental Psychology; Principles of Development (Part 2): <u>Academic Perspective:</u> Reese & Overton; Sameroff; J. Piaget; G. Gottlieb; Indian scholar (a) Paradigms in HD/DP; Paradigmatic shifts in HD/DP (b) Principles of development; What characterizes development? How does human development proceed? (epigenesis, mechanistic versus organismic models, structure-function relationships, plasticity, coactions, multiplicity/plurality/degeneracy/redundancy of pathways, competition or collaboration, canalization, resilience, role of context in development, indivisibility of developmental influences, continuity vs. discontinuity) <u>Alternative perspective:</u> Principles characterizing development and life in general	15
UNIT IV	Gene-Environment Contributions in Human Development <u>Gene-environment contributions: Academic perspective</u> Advancements in understanding gene-environment contributions in human	15

	development The nature-nurture debate Review of basic genetic principles; intelligence and gene-environment contributions; how people make their own environments; separating the inseparable; the indivisibility of reality <u>Alternative perspective:</u> indivisibility (Thích Nhất Hạnh); role of genes (Neale Donald Walsh)	
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Course Code	Title	Periods/week	Marks	Credits
PSHSII302	HUMAN EXCEPTIONALITY AND PSYCHOLOGICAL DISORDERS	4	100	4

Objectives

- To sensitize students to individuals with exceptionality and psychological disorders, their needs and problems
- To help students gain knowledge about the different categories of abnormality- their prevalence, symptomatology, causes, interventions and prevention.
- To help students gain knowledge about different categories of exceptionality- their characteristics, assessment, education and rehabilitation with special reference to the Indian context.

Course Content		Periods
Unit I	Introduction Definition of terms (exceptionality, abnormality, handicap, disability, deviance, disorder, developmental pathology, impairment). Relevance of studying exceptionality and abnormality in human development. Theories and causes of abnormal behaviour Classification of exceptionalities and abnormalities Perspectives on labelling Gifted and Talented Individuals Definition, concepts and characteristics Identification, assessment Working with gifted children and gifted adults Educational approaches Current issues and trends	15
Unit II	Physical and Functional Disabilities Physical Disabilities (Definition, types, characteristics, prevalence, causation, identification, assessment, prevention, rehabilitation services for disabled adults) Visual Impairment (Definition, types, characteristics, prevalence, causation, identification, assessment, prevention, rehabilitation services for visually impaired adults)	15

	Hearing impairment (Definition, types, characteristics, prevalence, causation, identification, assessment, prevention, rehabilitation services for hearing impaired adults) and Multiple Disabilities	
Unit III	Learning and Communication Disorders Mental retardation (Definition and classification; prevalence, causation, identification, assessment, prevention, rehabilitation into adulthood) Learning disability (Definition, characteristics and types; prevalence, causation, identification, assessment; prevention, legislation and services (e.g., medical, psychological, and educational). Communication disorders (Definitions of communication, language and speech; Definition and types of communication disorders; prevalence, causation, identification, assessment; prevention, working with children and adults with communication disorders)	15
Unit IV	Development Disorders Autism (Definition and characteristics; prevalence, causation, identification, assessment, treatment, prevention, rehabilitation into adulthood) Schizophrenia definition and features; psychiatric symptoms; prevalence, causation; theories; treatment, prevention, rehabilitation)	15

References

- Diagnostic and Statistical Manual of Mental Disorders (1994). (4th ed). New Delhi: Jaypee Brothers.
- Heward, W.L. (1996) *Exceptional Children : An Introduction to Special Education (5th ed)*. New Jersey: Prentice- Hall.
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Course Code	Title	Periods/week	Marks	Credits
PSHSII303	ADVANCED FAMILY STUDIES	2	100	4

Objectives

- To introduce the student to the key theories in family studies.
- To have students reflect on and examine key issues in research in family studies with a special focus on changing notions of family normality and models of family functioning

Course Content		Periods
Unit I	Overview of Family Theories – Part I Existing family theories, their assumptions, values, propositions, and applications. Structural/Functionalism Theory Developmental Theory Social Exchange Theory Symbolic Interaction Theory Conflict Theory Stress Theory	15
Unit II	Overview of Family Theories – Part II; and Family Processes Existing family theories, their assumptions, values, propositions, and applications. Family Systems Theory Feminist Family Theory Biosocial Theory Changing families in a changing world: Reconstructing family normality Models of Family Functioning: Family Function and Dysfunction Clinical views of family normality, health and dysfunction: Change in perspective from deficits to strengths Olson Circumplex Model: Cohesion, adaptability and communication	15

	Beavers-Timberlawn Model of Family Competence Family resilience: Strengths forged through adversity	
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References

- Broderick, C. B. (1993). *Understanding family process: Basics of family systems theory*. Sage.
- Ingoldsby, B. B., Smith, S., and Miller, J. E. (2004). *Exploring family theories*. Roxbury.
- Roy, P. K. (2003). *Family diversity in India. Patterns, practices and ethos*. Gyan.
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- Turner, L. H., and West, R. (2002). *The family communication sourcebook*. Sage.
- Walsh, F. (Ed.) (2002). *Normal family processes. Growing diversity and complexity*. New York: Guilford.
- White, J. M., and Klein, D. M. (2007). *Family theories*. Sage.

Course Code	Title	Periods/week	Marks	Credits
PSHSIIP301	SUPERVISION AND ADMINISTRATION IN HUMAN DEVELOPMENT AGENCIES: PLANNING	1	50	2

Objectives

To support students in learning administration and supervision skills through:

- Planning input sessions for student teachers.
- Facilitating student teachers in planning developmentally-appropriate educational and recreational activities for varied groups of children (in formal and non-formal educational settings).
- Facilitating student teachers in planning developmentally-appropriate workshops for varied groups of children (in formal and non-formal educational settings).

Course Content		Periods
Unit I	Plan input sessions for student teachers. Support student teachers to plan developmentally appropriate lessons/ recreational activities/workshops for underprivileged children in Non-Governmental Organizations. Support student teachers to plan developmentally appropriate lessons, recreational activities and workshops for preschool children. Support student teachers to plan developmentally appropriate lessons/ recreational activities/workshops for primary and secondary school children.	15

Course Code	Title	Lectures/week	Marks	Credits
PSHSIIP302	SUPERVISION AND ADMINISTRATION IN HUMAN DEVELOPMENT AGENCIES: CONDUCTING AND EVALUATING	2	100	2

Objectives

To support students in learning administration and supervision skills through:

- Conducting and evaluating input sessions for student teachers.
- Facilitating student teachers in conducting and evaluating developmentally-appropriate educational and recreational activities for varied groups of children (in formal and non-formal educational settings).
- Facilitating student teachers in conducting and evaluating developmentally-appropriate workshops for varied groups of children (in formal and non-formal educational settings).

Course Content		Periods
Unit I	Conduct and evaluate input sessions for student teachers. Support student teachers to conduct and evaluate developmentally appropriate educational and recreational activities for underprivileged children in Non-Governmental Organisations. Support student teachers to conduct and evaluate developmentally appropriate educational and recreational activities for preschool children. Support student teachers to conduct and evaluate developmentally appropriate educational and recreational activities for primary and secondary school	15

	children.	
Unit II	Support student teachers to conduct and evaluate developmentally appropriate workshop(s) for underprivileged children in Non-Governmental Organisations. Support student teachers to conduct and evaluate developmentally appropriate workshop(s) for preschool children. Support student teachers to conduct and evaluate developmentally appropriate workshop(s) for primary and secondary school children.	15

Course Code	Title	Periods/week	Marks	Credits
PSHSIIP303	DISSERTATION	10	150	8

Objectives

- To provide students with an opportunity to conduct independent research in their specialization (i.e., Foods, Nutrition and Dietetics; Human Development; and, Textile and Fashion Technology) under supervision.
- To encourage students to work in conjunction with relevant industries, institutes, hospitals, schools, etc.
- To assist students in developing general research skills as well as research skills specific to their specialization.
- To encourage students to adopt best practices in research.
- To facilitate students in accomplishing the beginning steps of the research process, formulate and defend a research proposal, begin data collection, and write the first two chapters of the dissertation (*Introduction and Review of Literature; Method*).

Course Content	
UNIT I	<p>A. Beginning Steps of the Research Process: I Contacting and communicating with experts (locally, nationally, and internationally) initially and periodically throughout the research process; reading relevant literature (e.g., scientific journals, dissertations, theses, books, literature on the Net); selecting appropriate topics in one's specialization; prioritizing these topics; checking topics for feasibility.</p> <p>B. Beginning Steps of the Research Process: II Identifying possible focus areas with regard to one topic; specifying one such focus area (using relevant reading and communication with experts); writing research objectives/ questions/ hypotheses; conducting a thorough literature review; presenting a clear and convincing argument in support of the study; writing the first chapter of the dissertation, namely, the <i>Introduction and Review of Literature</i>, with due acknowledgement of source of ideas.</p>
UNIT II	<p>A. Proposing Methods Specifying variables; defining variables (citing relevant literature); selecting an appropriate research design; making decisions related to sampling; selecting and/or constructing tools, pilot-testing tools; making a plan of analysis; writing the second chapter of the dissertation, namely, the <i>Method</i>, with due acknowledgement of source of ideas; orally defending a research proposal; integrating feedback.</p> <p>B. Beginning Data Collection: Obtaining consent from participants and relevant agencies/authorities; starting data collection; integrating changes if any; scheduling remaining data collection; starting data entry; revising the first two chapters of the dissertation.</p>

M.Sc. (Home Science)
SEMESTER IV
BRANCH II: HUMAN DEVELOPMENT

Course Code	Subject	Internal Marks	Semester End Examination	Total Marks	Periods/ Week	Credits
PSHSII401	Advances in Research in Human Development	40	60	100	4	4
PSHSII402	Human Exceptionality and Psychological Disorders	40	60	100	4	4
PSHSII403	Advanced Family Studies	40	60	100	2	4
PSHSIIP401	Supervision and Administration in Human Development Agencies: Planning	—	50	50	1	2
PSHSIIP402	Supervision and Administration in Human Development Agencies: Conducting and Evaluating	—	100	100	2	2
PSHSIIP403	Dissertation	100	50	150	10	8
	TOTAL			600	22	24

Course Code	Title	Periods/week	Marks	Credits
PSHSII401	ADVANCES IN RESEARCH IN HUMAN DEVELOPMENT	4	100	4

Objectives

- To expand the vision we hold of human development and the systems within which it occurs.
- To create insights about human existence, both what is and what can be. Thus, to reflect on life as fashioned currently and explore alternatives.
- To facilitate an understanding of the following:
 - the different aspects of human development that receive scholarly attention;
 - the extent to which they are studied using a developmental framework;
 - theoretical, methodological and substantive changes in conceptualizations over the years/recently;
 - the inter-relationships between theoretical, methodological and substantive content and issues; and,
 - the changes in explanations of human development over the years.
- To examine alternative explanations of human development (e.g., by philosophers, theologians, religion, spirituality).
- To reflect on the writings of exemplary researchers/scholars.
- To hone scientific reading, analytical, and writing skills.

Course Content		Periods
Unit I	<p>Cognitive Development and Language Development</p> <p><u>Cognitive Development: Academic perspective</u> Perspectives in the study of cognition and cognitive development, with a special focus on current perspectives (multiple intelligences, bioecological model of cognitive development, practical versus academic intelligences); mental abilities and cognitive styles; issues in the study of cognitive development/intelligence (metacognition, learning styles)</p> <p>Alternative perspective</p> <p><u>Language Development: Academic perspective</u> Current perspectives in the study of language development Advancements in the study of bilingualism/multilingualism</p> <p>Alternative perspective</p>	15
Unit II	<p>Emotional Development and Attachment</p> <p><u>Emotional Development: Academic perspective</u> History of the study of emotions; methodological and theoretical advancements in the study of emotions; the development of emotional competence; inter-relationships between emotional, social, cognitive and language developments</p> <p><u>Emotional Development: Alternative perspective</u> What constitutes emotional well-being, process of creating emotional well-being, inter-relationships between emotional, language and cognitive developments</p> <p><u>Attachment: Academic perspective</u> Definition; theoretical contributions of John Bowlby; the Strange Situation Paradigm and Secure/Insecure Infants; recent advances related to the Strange Situation Paradigm with special emphasis on facultative adaptations; issues related to narrow versus broad views of the scope of attachment; issues related to the durability versus plasticity of attachment classifications</p> <p><u>Attachment: Alternative perspective</u> Conceptualization of attachment in spiritual literature (e.g., The Bhagwad Gita)</p>	15
Unit III	<p>Personality, Self-Conceptions, and Gender-Typing</p> <p><u>Personality Development: Academic perspective</u> What is personality; tenability of personality; personality versus dynamism; the issue of continuity versus discontinuity in personality development</p> <p>Alternative perspective: Tenability of personality</p> <p><u>Self-Conceptions: Academic perspective: S. Harter</u> Development of the self-system versus self-representations; contributions of William James; the looking glass self and Cooley</p> <p>Alternative perspective: Notions of self vs. Self in the spiritual literature</p> <p><u>Gender-Typing</u> Changes in conceptualization and current perspectives</p>	15

Unit IV	Other Topics Physical Development and Motor Development <u>Issues in physical development and motor development: Academic perspective</u> Evolutionary theory and human development; the evolution of human childhood Advances in the study of motor development Alternative perspective: Deceleration <u>Socialization</u> Changes in conceptualization and current perspectives <u>Role of Religion/Spiritual Development</u> Advancements in the study of religion/spiritual development in psychology	15
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References

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Course Code	Title	Periods/week	Marks	Credits
PSHSII402	HUMAN EXCEPTIONALITY AND PSYCHOLOGICAL DISORDERS	4	100	4

Objectives

- To help students gain knowledge about the different categories of abnormality, their prevalence, symptomatology, causes, interventions and prevention.
- To familiarize students with the services available in the community for individuals with exceptionality and psychological disorders.
- To make students aware of the need to forge parent -teacher partnerships while working with children with an exceptionality/ abnormality

Course Content		Periods
Unit I	Behavioural disorders Attention Deficit Hyperactivity Disorder (DSM-IV defining characteristics, prevalence, causation; impact of family, peers, school, society; treatment, prevention) Conduct Problems (DSM-IV defining characteristics, prevalence, causation; impact of family, peers, school, society; treatment, prevention)	15
Unit II	Emotional Disorders Separation Anxiety (DSM-IV defining characteristics, age of onset, prevalence, causation; developmental course, symptomatology; treatment, prevention) School Reluctance and Phobia (DSM-IV defining characteristics, age of onset, prevalence, causation; developmental course, symptomatology; treatment, prevention) Obsessive-Compulsive Disorder (DSM-IV defining characteristics, age of onset,	15

	prevalence, causation; developmental course, symptomatology; treatment, prevention) Depression (DSM-IV defining characteristics, age of onset, prevalence, causation; developmental course, symptomatology; theories; significance of depression in young people, adults with depression, treatment, prevention)	
Unit III	Health – Related Disorders Elimination Disorders – Enuresis and Encopresis (Definitions, characteristics, prevalence, causes, treatment, prevention) Eating Disorders – Pica; Rumination; Anorexia; Bulimia; Obesity (Definitions, characteristics, prevalence, causes, treatment, prevention) Child Abuse and Neglect (Definition and types, prevalence, causes, consequences on psychopathology and adult outcomes, causes, prevention and intervention) Chronic and Terminal Illness – Diabetes, Asthma, AIDS and Cancer (Characteristics, prevalence, impact, prevention; intervention, hospitalization and care of the dying child and adult)	15
UNIT IV	Services, Working with Parents and families, Ethical practices Services available in the Indian context for different exceptionalities and abnormalities. Involving the community in advocacy and services for exceptional individuals. The parent, teacher and community partnerships. Guidelines for working with parents of exceptional children and those with psychological disorders. Facilitating transitions into adulthood Ethical practices to be followed while working with individuals with exceptionalities and abnormalities	15

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Course Code	Title	Periods/week	Marks	Credits
PSHSII403	ADVANCED FAMILY STUDIES	2	100	4

Objectives

- To have students reflect on and examine key issues in research in family studies with a special focus on marital dyad, and parent-child relationships.
- To study the current trends in family research.

Course Content		Periods
Unit I	Marital Dyad Measurement and Research on Marriages Conceptualization: Research and theory on the quality and stability of marriage and marital satisfaction Marital cohesion Communication and conflict in marriage Marital sexuality Marital types Marital enrichment The Process of Divorce Theory and research related to marital dissolution	15

	<p>The impact of divorce on children and adults: Risk and resilience</p> <p>Current Trends</p> <p>The Politics of Reproduction and Fertility Control</p> <p>The social construction of reproduction, including discourses and practices surrounding the body, pregnancy, birth, reproductive technology, and diseases. Ethical issues and social policies affecting women.</p> <p>Betrayal in Marital Relationships</p> <p>Disclosed and undisclosed affairs in married couples</p> <p>Interrelationships between jealousy, secrecy and intimacy</p>	
Unit II	<p>Parent-Child Relationships</p> <p>Conceptual Models</p> <p>Social mould perspectives: Parents as agents of socialization</p> <p>Parenting styles and child outcomes</p> <p>Child effects and reciprocity/Children's agency and mutuality</p> <p>Extradynamic and Systemic Models: The role of context</p> <p>Socio-cultural contexts of child rearing</p> <p>Research Trends</p> <p>Changing roles of fathers</p> <p>Parent-child connectedness in adolescence: A super-protector against health and social problems</p> <p>Parent-child relations in adulthood: Contexts, processes, and products of inter-generational relationships</p> <p>Current Trends</p> <p>Multicultural Families</p> <p>Advanced study of multicultural (racial, ethnic, social) families</p> <p>Social Neuroscience</p> <p>Social Neuroscience: A new field of research focusing on the impact of relationships and social systems on psychological health, physical health, and illness.</p> <p>Neurophysiological underpinnings of relationship-mind-body interconnections.</p>	15

References

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Kuczynski, L. (2002). *Handbook of dynamics in parent-child relations*. Sage.

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<http://psychology.uchicago.edu/people/faculty/cacioppo/index.shtml>

Course Code	Title	Periods/week	Marks	Credits
PSHSIIP401	SUPERVISION AND ADMINISTRATION IN HUMAN DEVELOPMENT AGENCIES: PLANNING	1	50	2

Objectives

To support students in learning administration and supervision skills through:

- Facilitating them in identifying varied Human Development (HD) agencies catering to the needs of various target groups.
- Planning relevant input sessions for student teachers (e.g., soft skills).
- Planning orientation visits to exemplary HD agencies for student teachers.
- Facilitating student teachers in planning developmentally-appropriate workshops and activities for varied target groups (e.g., the elderly in an Old Age Home, personnel at a company/organization).

Course Content	Periods
Unit I	15

	<p>Planning input sessions (resource persons/experts working in the respective fields) on best practices in the area of Human Resource Development. Planning visits to various organizations with excellent utilization of Human Resources.</p> <p>Workshops on Soft-Skills in Human Development Agencies Planning workshops on Soft Skills (e.g.: Team building; Leadership; Time/Stress Management).</p> <p>Activities for Varied Target Groups In Diverse Human Development Agencies Planning activities for varied target groups in diverse Human Development agencies (e.g., old age homes).</p>	
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Course Code	Title	Periods/week	Marks	Credits
PSHSIIP402	SUPERVISION AND ADMINISTRATION IN HUMAN DEVELOPMENT AGENCIES: CONDUCTING AND EVALUATING	2	100	2

Objectives

To support students in learning administration and supervision skills through:

- Conducting and evaluating relevant input sessions for student teachers (e.g., soft skills).
- Conducting and evaluating orientation visits to exemplary HD agencies for student teachers.
- Facilitating student teachers in conducting and evaluating developmentally-appropriate workshops and activities for varied target groups (e.g., the elderly in an Old Age Home, personnel at a company/organization).

Course Content		Periods
Unit I	<p>Introduction to Best Practices in Human Resource Development Organising and evaluating input sessions (resource persons/experts working in the respective fields) on best practices in the area of Human Resource Development. Organising and evaluating visits to various organizations with excellent utilization of Human Resources.</p> <p>Workshops on Soft-Skills in Human Development Agencies: Part I Supporting student teachers in conducting and evaluating workshops on Soft Skills (e.g.: Team building; Leadership; Time/Stress Management).</p>	15
Unit II	<p>Workshops on Soft-Skills in Human Development Agencies: Part II Supporting student teachers in conducting and evaluating workshops on Soft Skills (e.g.: Team building; Leadership; Time/Stress Management).</p> <p>Activities for Varied Target Groups in Diverse Human Development Agencies Supporting student teachers in conducting and evaluating activities for varied target groups in diverse Human Development agencies (e.g., old age homes).</p>	15

Course Code	Title	Periods/week	Marks	Credits
PSHSIIP403	DISSERTATION	10	150	8

Objectives

- To provide students with an opportunity to conduct independent research in their specialization (i.e., Foods, Nutrition and Dietetics; Human Development; and, Textile and Fashion Technology) under supervision.
- To encourage students to work in conjunction with relevant industries, institutes, hospitals, schools, etc.
- To assist students in developing general research skills as well as research skills specific to their specialization.
- To encourage students to adopt best practices in research.
- To facilitate students in completing data collection/data entry/data analysis, and writing the remaining three chapters of the dissertation (*Results, Discussion, Summary*).

- To support students to complete and submit the dissertation for the viva voce examination, integrate feedback, submit the final copy of the dissertation, and write a research paper using the findings of their research.

Course Content	
UNIT I	<p>A. Completing Data Collection</p> <p>B. Completing Data Entry and Preliminary Analyses Entering all data; checking for data entry errors; running preliminary analyses.</p> <p>C. Analyzing Data and Reporting Results Analyzing data; interpreting findings; reporting results in figures/tables and text using scientific protocol; writing the third chapter of the dissertation, namely, the <i>Results</i>, by research objectives/ questions/hypotheses; orally presenting the results and integrating feedback.</p>
UNIT II	<p>A. Discussing Findings Corroborating own findings with those in previous research and theory; explaining findings using relevant literature and communication with experts; discussing implications of findings for practice/ industry/family/society; suggesting recommendations for future research; writing the fourth chapter of the dissertation, namely, the <i>Discussion</i>, using appropriate scientific protocol</p> <p>B. Summarizing Findings and Completing the Writing of the Dissertation Writing the fifth chapter of the dissertation, namely, the <i>Summary</i>; writing the abstract; revising previous chapters as necessary; completing all other relevant work for the dissertation (e.g., reference list, appendices, table of contents, and list of figures/tables); submitting the dissertation for the viva voce examination.</p> <p>C. Submission and Oral Defense; Writing of the Research Paper Orally defending the dissertation; integrating feedback into the final document; submitting the completed dissertation (hard copy and soft copy). Using the dissertation to write a research paper; submitting the research paper (hard copy and soft copy).</p>

Scheme of Examination

The performance of the learners shall be evaluated into two parts. The learner's performance shall be assessed by Internal Assessment with 40% marks in the first part by conducting the Semester End Examinations with 60% marks in the second part. The allocation of marks for the Internal Assessment and Semester End Examinations are as shown below:-

Internal assessment for Theory 40 %

Sr. No	Evaluation type	Marks
1	One seminar based on curriculum assessed by teacher of the institution teaching PG learners / Publication of a research paper/ presentation of a research paper in seminar or conference. A. Selection of the topic, introduction, write up, references- 15 marks. B. Presentation with the use of ICT- 15 marks.	30
2	Active participation in routine class instructional deliveries	05
3	Overall conduct as a responsible learner, communication and leadership qualities in organizing related academic activities	05

Semester End Theory Examination 60 %

Semester End Theory Examination of 60 marks (three unit courses)

Duration: These examinations shall be of two and half hours duration.

Theory question paper pattern:

- There shall be five questions each of 12 marks. On each unit there will be one question and the first one will be based on entire syllabus.
- All questions shall be compulsory with internal choice within the questions. Each question will be of 18 to 20 marks with options.
- Question may be subdivided into sub-questions a, b, c... and the allocation of marks depend on the weightage of the topic.

Practicals Semester End Examination of 50 marks (No Internal Assessment)

Sr. No	Evaluation type	Marks
1	Laboratory work: Semester End Examination	40
2	Journal	05
3	Viva	05

Practicals Semester End Examination of 100 marks (No Internal Assessment)

Sr. No	Evaluation type	Marks
1	Laboratory work: Semester End Examination	80
2	Journal	10
3	Viva	10

Standard of Passing is as per the ordinances set by the University of Mumbai for the Credit Based Semester and Grading System for the postgraduate courses.