




UNIVERSITY OF CALCUTTA

Notification No. CSR/ 87 /18

It is notified for information of all concerned that the Syndicate in its meeting held on 13.07.2018 (vide Item No.11) approved the Syllabus of Two-Year Four- Semester M.A. / M.Sc. Course of Study in Home Science (Human Development) under CBCS in the Post-Graduate Departments of the University and in the affiliated Colleges offering Post-Graduate Courses under this University, as laid down in the accompanying pamphlet.

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE
KOLKATA-700073
The 26th September, 2018


(Dr. Soumitra Sarkar)
Registrar (Acting)

Syllabus

M.A. / M.Sc.

Home Science

(Human Development)

University of Calcutta

2018

M.A./ M.Sc. Programme in Home Science (Human Development)

Total Marks: 900(Core+DSE) + 100(GE)

Semester	Course Code	Paper	Name of the Course	Lectures/ Tutorials/ Practical	Credit Point	Full Marks
I	CC1	T1.1	Conception to Middle Childhood: Issues and Challenges	T	4	50
	CC2	T1.2	Adolescence and Youth: Challenges and Guidance	T	4	50
	CC3	T1.3	Theories of Human Development	T	4	50
	CC4	P1.1	Techniques of Assessment of Children	P	4	50
	CC5	P1.2	Techniques of Assessment of Adolescents and Youth	P	4	50
Semester	2					
II	CC6	T2.1	Adulthood and Aging: Challenges and Care	T	4	50
	CC7	T2.2	Research Methodology	T	4	50
	CC8	T2.3	Application of Statistics in Human Development	T	4	50
	CC9	T2.4	Children with Special Needs	T	4	50
	CC10	P2.1	Current Trends in Human Development: Project	Project	4	50
Semester	3					
III	CC11	T3.1	Early Childhood Care and Education	T	4	50
	CC12	T3.2	Extension Education: Techniques and Programmes	T	4	50
	CC13	T3.3	Family Welfare and Women Studies	T	4	50
	GE 1		Food and Nutrition/ Music	T	4	50
	GE 2		Food and Nutrition/ Music	T	4	50
Semester	4					
IV	CC14	T4.1	Application of Computer in Human Development	T	4	50
	DSE 1		(Any one from Group 1) 1.1: Family Health & Nutrition 1.2: Literature, Media and Children 1.3: Home and Community Resource Development	T	4	50
	DSE 2		(Any one from Group 2) 2.1: Mental Health in Developmental Perspectives 2.2: Clothing & Textiles 2.3: Application of Resources for Social and Mental Development	T	4	50
	CC15	P 4.1	Dissertation Part I	Dissertation	4	50
	CC16	P 4.2	Dissertation Part II	Dissertation	4	50
			Core Papers-16, DSE-2 GE-2	Total Credit	80	900+ 100

**Detailed Syllabus for Two Years (4 Semester)
M.A. / M.Sc. Programme in Home Science (Human Development)**

Semester 1(Theory: 150; Practical: 100)

Semester I: CC 1

50 Marks; 4 Credit Points; 50 Lecture Hours

T1.1: Conception to Middle Childhood: Issues and Challenges

1. Prenatal development: Significance of prenatal development, Hazards during different stages of prenatal period, Role of teratogens, fetal abnormalities.
Overview of the birth process, types of birth and complications during delivery.
2. Infancy: a) Neonate: Measures of neonatal health and responsiveness, Premature and low birth weight babies, physical and physiological state of neonates, reflexes and sensory capacities.
b) Toddler hood: Sensitive periods; significance of stimulation and parental involvement; social relationships.
3. Early childhood: Motor skills, Perceptual skills, Memory and mental representation, Language acquisition, the emerging self.
4. Middle childhood: Sensitive periods; the experience of schooling – academic achievement, Gender roles, Social relationships - peers, siblings and parents, Cultural influences.

References:

1. Berk, L. E. (1996). *Child development*. New Delhi: Prentice Hall.
2. Hurlock, E.B. (2007). *Developmental psychology: A life – span approach*. New Delhi: Tata McGraw – Hill.
3. Mussen, P. Conger, J. J., Kagan, J. and Huston, A. C. (1990). *Child development and personality*. New York: Harper and Row.
4. Papalia, D. E., Olds, S.W. and Feldman, R.D. (2006). *Human development*. 9th Ed. New Delhi: Tata McGraw- Hill.
5. Rosenblith, J.F. (1992). *In the beginning: Development from conception to age two years*. 2nd Ed. Newbury Park, CA: Sage.
6. Singh, A. (Ed.) (2015). *Foundations of human development: A life span approach*. New Delhi: Orient BlackSwan.

Semester I: CC 2

50 Marks; 4 Credit Points; 50 Lecture Hours

T1.2: Adolescence and Youth: Challenges and Guidance

1. Adolescence and Youth – Definition, Concept of adolescence and youth in India.
2. Theoretical perspectives – G. Stanley Hall, Erik Erikson, James Marcia; Indian Perspectives
3. Perspective of Adolescent and Youth Development –Identity formation; Changes in attitude, interest and behaviour; Factors influencing the developments and its consequences.

4. Relationships during Adolescence and Youth - Parent-adolescent/youth relationship, Sibling relationship; Peer relationship, Heterosexual relationship.
5. Adolescent health, Sexuality, Mental Health and Risk behaviours.

References:

1. Berk, L. E. (1996). *Child development*. New Delhi: Prentice Hall.
2. Hurlock, E.B. (2007). *Developmental psychology: A life – span approach*. New Delhi: Tata McGraw – Hill.
3. Mussen, P. Conger, J.J., Kagan, J. and Huston, A. C. (1990). *Child Development and Personality*. New York: Harper and Row.
4. Papalia, D.E., Olds, S.W. and Feldman, R.D. (2006). *Human Development*. 9th Ed. New Delhi: Tata McGraw- Hill.
5. Chauhan, S.S. (2004). *Principles and Techniques of Guidance*. New Delhi: Vikas Publishing House Pvt. Ltd.

Semester I: CC 3

50 Marks; 4 Credit Points; 50 Lecture Hours

T1.3: Theories of Human Development

1. Theories of early social development: Bowlby's theory of attachment; Harlow's ethological researches.
2. Psychoanalytic theories of Freud and Erikson- Implications for child rearing practices.
3. Cognitive developmental theories: Piaget's theory of cognitive development, Neo- Piagetian studies; Vygotsky's socio cultural theory.
4. Theories of learning: Pavlov's theory of classical conditioning; Skinner's theory of operant conditioning; Bandura's social learning theory.
5. Kohlberg's theory of moral development.

References:

1. Hall, C. S., Lindzey, G. and Campbell, J.B. (1998). *Theories of Personality*. 3rd Ed. New York: Wiley.
2. Heidbreder, E. (1990). *Seven Psychologies*. New Delhi: Kalyani Publishers.
3. Hurlock, E.B. (2007). *Developmental psychology: A life – span approach*. New Delhi: Tata McGraw – Hill.
4. Marx, M. H. and Cronan- Hillix, W. A. (1987). *Systems and theories in psychology*. 4th Ed. New York: McGraw- Hill.
5. Papalia, D.E., Olds, S.W. and Feldman, R.D. (2006). *Human development*. 9th Ed. New Delhi: Tata McGraw- Hill.
6. Smith, E.E., Nolen – Hoeksema, S., Fredrickson, B., Loftus, G.R., Bem, D.J. and Maren, S. (2003). *Atkinson and Hilgard's introduction to psychology*. 14th Ed. Bangalore: Thomson Wadsworth

Semester I: CC 4

50 Marks; 4 Credit Points; 50 Lecture Hours

P1.1: Practical: Techniques of Assessment of Children

1. Preparation of materials for generating awareness in the community about the hazards during prenatal period.

2. Assessment of infants and young children using developmental schedules.
3. Longitudinal study of infants and / or young children with respect to physical , motor, cognitive, linguistic , social and emotional development.
4. Study of child rearing practices in different eco cultural settings using interview technique with – a) children, b) parents and c) community.
5. Preparation of materials for stimulating the development of infants and young children.

Semester I: CC 5

50 Marks; 4 Credit Points; 50 Lecture Hours

P1.2: Practical: Techniques of Assessment of Adolescents and Youth

1. Assessment of academic and social adjustment of adolescents.
2. Assessment of intelligence and personality of adolescents and young adults using standardized tests.
3. Construction of scales for measuring attitudes towards social problems among the youth.
4. Visits to institutions like schools, vocational training centres, marital counselling centres, family courts, and preparation of report.

Semester 2 (Theory: 200; Practical: 50)

Semester 2: CC 6

50 Marks; 4 Credit Points; 50 Lecture Hours

T2.1: Adulthood and Aging: Challenges and Care

1. Introduction to Adulthood and Development – Stages of adulthood; Life span approach; Family and Career perspective; Gender differences in work and career development.
2. Early Adulthood- Importance of social organization- Single life, Marriage and Marital adjustments; Parenthood and Non-parenthood, Divorce and remarriage.
3. Middle Adulthood –Development of Self; Roles in family and Maintaining Family relationship, Friendships; Inter-generation relationships-Parenting adult offspring and their marriage, Health and Disease, Menopause in Women, Adult sexuality; Work and Career development.
4. Late adulthood and Old age –Physical aspects of aging; Health and disease; Continuity and change in personality; changes in family life cycle and social relationships; Work and Retirement; Alternative life styles and Leisure time activities; Death, dying and bereavement.

References:

1. Berk, L. E. (1996). Child development. New Delhi: Prentice Hall.
2. Hurlock, E.B. (2007). Developmental psychology: A life – span approach. New Delhi: Tata McGraw – Hill.
3. Mussen, B. Conger, J.J., Kagan, J. and Huston, A. C. (1990). Child development and personality. New York: Harper and Row.
4. Papalia, D.E., Olds, S.W. and Feldman, R.D. (2006). Human development. 9th Ed. New Delhi: Tata McGraw- Hill.
5. Roy, S. Shiksha manavidya

Semester 2: CC 7
50 Marks; 4 Credit Points; 50 Lecture Hours
T2.2: Research Methodology

1. Research: Definition; scope in Human Development; types of research – Survey, Experimental and Case Study.
2. Selection of a research problem; formulation of hypothesis and basic assumptions.
3. Research design: Definition, principles, purposes & models.
4. Sampling: Definitions of population and sample; types and selection of samples, evaluating a sample.
5. Tools and techniques of data collection; Analysis and interpretation of data; guidelines for presentation of data- tables, graphs and illustrations.
6. Report writing.

References:

1. Broota, K. D. (1989). *Experimental design in behavioural research*. New Delhi: Wiley Eastern.
2. Kerlinger, F.N. (1986). *Foundations of behavioural research*. 3rd Ed. Fort Worth, TX: Holt, Rinehart and Winston.
3. Kothari, C.R. (2001). *Research methodology: Methods and techniques*. New Delhi: Wishwa Prakashan.

Semester 2: CC8
50 Marks; 4 Credit Points; 50 Lecture Hours
T2.3: Application of Statistics in Human Development

1. Levels of measurement, discrete and continuous variables, the concept of probability; normal distribution; normal distribution curve; skewness and kurtosis; use of normal distribution tables.
2. Elements of testing of statistical hypothesis: Independent, dependent and control variables, Null and alternative hypotheses; Type I and Type II errors; levels of significance; critical values; Non-parametric tests- Chi-square; Large sample tests for difference in means – the z test.
3. Application of Student's t test for difference in means of small samples.
4. Correlation: Influencing factors; types; computation of Product – Moment Correlation Coefficient; significance of correlation coefficient.
5. Regression and prediction.
6. Analysis of Variance: One – way, Two-way.

References:

1. Broota, K. D. (1989). *Experimental design in behavioural research*. New Delhi: Wiley Eastern.
2. Garrett, H.E. (1982). *Statistics in psychology and education*. Paragon International.
3. Kothari, C.R. (2001). *Research methodology: Methods and techniques*. New Delhi: Wishwa Prakashan.
4. Sprinthal, N.C. (1990). *Basic statistical analysis*. 3rd Ed. Englewood Cliffs, NJ: Prentice Hall.

Semester 2: CC9
50 Marks; 4 Credit Points; 50 Lecture Hours
T2.4: Children with Special Needs

1. Children with Special Needs – Need for recognizing individual difference; Various approaches to defining and understanding disability – Philanthropic, Medical, Administrative, Legal and Social approach; Types of disability and Rights of disabled children.
2. The role of context in the meaning of normality and disability; attitudes of people towards disability.
3. The philosophy of inclusion; modification of physical and social environment enabling participation of children with special needs as contributing members of the society; use of assistive devices.
4. Children with Communication Disorders: Definition, Classification, Characteristics, Causes, Techniques of identification and assessment, Remedial and Special educational programme.
5. Persons with multiple disabilities: Autism Spectrum Disorders; Hydrocephalus; Cerebral Palsy; Multiple Sclerosis; Epilepsy –symptoms, causes, identification, assessment, management and rehabilitation.
6. Children with Emotional and Behavioural disorders: Types, Symptoms and Causes, Education and Management.

References:

1. Carson, R. C., Butcher, J.N. and Mineka, S. (1998). *Abnormal psychology and modern life*. 11th Ed. Allyn and Bacon.
2. Kirk, S.A. (1970). *Educating exceptional children*. Indian Edition. New Delhi: Oxford and IBH.
3. Orelove, F. P. and Sobsey, D. (1996). *Educating children with multiple disabilities: A transdisciplinary approach*. 3rd Ed. Baltimore: Brookes.
4. Skinner, C. E. (1970). *Educational psychology*. New Delhi: Prentice Hall.

Semester 2: CC10
50 Marks; 4 Credit Points; 50 Lecture Hours
P2.1: Current Trends in Human Development: Project

1. Trends and Issues related to process of Development – Psycho-motor, Perceptual, Cognitive, Socio-emotional, Language and Moral Development
2. Trends and Issues related to Early Childhood Development, Care and education – Demographic Status, Attrition in early Preschool and Primary Years, gender Equality and Equity, Issues related to curriculum of ECCE, Training of ECE Personnel
3. Trends and Issues related to Life Span Development – Infancy, Childhood, Adolescence, Adulthood and Old age
4. Trends and Issues related to Family Studies – Changing Pattern of Family Life, Alternative Families and Family Problems
5. Trends and Issues related to Children with Developmental Challenges

References:

1. Berk, L. E. (1996). Child development. New Delhi: Prentice Hall.
2. Hurlock, E.B. (2007). Developmental psychology: A life – span approach. New Delhi: Tata McGraw – Hill.
3. Mussen, B. Conger, J.J., Kagan, J. and Huston, A. C. (1990). Child development and personality. New York: Harper and Row.
4. Papalia, D.E., Olds, S.W. and Feldman, R.D. (2006). Human development. 9th Ed. New Delhi: Tata McGraw- Hill.

Semester 3 (Theory: 250)**Semester 3: CC11****50 Marks; 4 Credit Points; 50 Lecture Hours****T3.1: Early Childhood Care & Education**

1. Early Childhood Education - Definition, Need and importance, aims and objectives, Outcome of early childhood education on all round development
2. Contributions of Educators and its implications for programme planning; ECCE curriculum and Intervention models and innovative programme and approaches across countries
3. Programme content, learning environment, Role of teacher, Role of learner and parents; Contemporary theories, practices and policies in ECCE
4. Role of Parents and community in ECD Programme – Developing sensitivity to cultures and traditions of community, methods and strategies for parents and community; Reasons for involvement and need assessment; effective use of involvement to monitor and enhance programme quality;
5. Understanding importance and value of play, theories of play and its implications for planning ECCE programmes
6. Issues and concerns related to ECCE/ECD programme – Coverage of populations, reaching the unreached; gender equality and equity; Quality and sustainability; Training of personnel; Accreditation

References:

1. Sengupta, M. (2009). Early childhood care and education. New Delhi: PHI Learning Pvt. Ltd.
2. Aggarwal, J.C. and Gupta, S. (2007). Early childhood care and education: Principles and practices. India: Shipra Publications.
3. Mohanty, J. and Mohanty, B. (2007). Early childhood care and education. New Delhi: Deep & Deep Publications Pvt. Ltd.
4. Mukherji, P. and Dryden, L. (Eds.) Foundations of early childhood: Principles and practice. UK: Sage Publishers.
5. Adler, S. and Farrar, C. (1983). A curriculum for developing communication skills in the preschool child. Illinois : Thomas Publication
6. Anderson, P. and Lapp, D. Language skills in elementary education. NY: Mac Millan.
7. Harlan, J. (1984). Science experiences for the early childhood years. Columbus: Charles Merrill.
8. Roopnarine J. L. and Johnson J.E. (2009). Approaches to Early Childhood Education. PHI Learning Private Limited. New Delhi.

9. Lloyd, I. and Richardson, K. (1980). A mathematics activity curriculum for early childhood and special education. New York: Mac Millan.
10. Feeney S., Galper A. & Seefeldt C. (2011). Continuing Issues in Early Childhood Education. PHI Learning Private Limited. New Delhi.

Semester 3: CC12

50 Marks; 4 Credit Points; 50 Lecture Hours

T3.2: Extension Education : Techniques and Programmes

1. Extension education: Meaning; scope; principles; objectives. Elements involved in the extension education process. Concept and importance of Community; Classification of Communities; Difference between community and society.
2. Understanding adult learners: Characteristics and problems of adult learners; motivation techniques to urge adults to learn and adopt innovations.
3. Classification of extension teaching methods according to form and use.
4. Techniques of programme planning: Importance of programme planning, implementation and evaluation; principles of programme planning; criteria for evaluation, tools and techniques for evaluation.
5. Home science extension: Need for home science extension; origin and development of home science extension; role of home science extension workers.

References:

1. Dahama, O.P. and Bhatnagar, O.P. (1987). *Education and communication for development*. New Delhi: Oxford and IBH.
2. Ray, G.L. (1999). *Extension, communication and management*. Calcutta : Naya Prokash.
3. Sandhu, A. S. (1994). *Extension programme planning*. New Delhi : Oxford and IBH.
4. Supe, S. V. (1982). *Introduction to extension education*. New Delhi : Oxford Publishers.

Semester 3: CC 13

50 Marks; 4 Credit Points; 50 Lecture Hours

T3.3: Family Welfare & Women's Studies

1. Objectives and needs of welfare services, classification of services. Types of programmes for women, child and family welfare. Status of women and children in India.
2. Women's Studies: Meaning, basic concepts and significance. Growth of Women's Studies in India and in other countries, Millennium Development Goals, Women's movement in India
3. Theoretical approaches to feminism: Liberal; Radical; Post- Modernist; Psychoanalytical.
4. Problems and issues related to women in India: Female foeticide; female infanticide; gender discrimination in nutrition, healthcare and education; female mortality; child marriage; trafficking of women; domestic violence; harassment of women at work ; provisions for women in the Indian constitution.
5. Important legislation for women's welfare: Maternity benefit scheme, pension schemes for widows. Rights of women.

References:

1. Barooah, P.P. (1992) *Handbook on Child (with historical background)*. Concept Publishing Company. New Delhi.
2. Devi, L. *Encyclopaedia of Child & Family Welfare*. Vol (I-VI), Anmol Publications Pvt. Ltd., New Delhi.
3. Freud, S. (1953). *Three essays on the theory of sexuality, Complete psychological works*, Vol. 7. London: Hogarth.
4. Geetha, V. (2006). *Theorizing feminism: Gender*. Kolkata: Stree.
5. Lacan, J. (1981). *The four fundamental concepts of psychoanalysis*. New York: Norton.
6. Omvedt, G. (1990). *Violence against women: New movements and new theories in India*. Delhi: Kali for Women.
7. Rowbotham, S. (1992). *Feminism and social action*. New York: Routledge.
8. Schneir, M. (ed.) (1995). *The vintage book of feminism*. New York: Vintage.
9. Scott, J. W. (1989). Gender. In E. Weed (ed.) *Coming to terms: Feminism, theory, politics*. New York: Rout ledge.

Semester 3:GE1**50 Marks; 4 Credit Points; 50 Lecture Hours****Semester 3:GE2****50 Marks; 4 Credit Points; 50 Lecture Hours****Semester 4 (Theory: 150; Practical: 100)****Semester 4: CC 14****50 Marks; 4 Credit Points; 50 Lecture Hours****T4.1: Application of Computer in Human Development**

1. Introduction to the basics of computer :
 - a) Hardware features and uses.
 - b) Computer arithmetic and number systems.
 - c) Programming language classification.
 - d) Utility software packages.
2. Application of word processing :
 - a) Essential features of a word processing system.
 - b) Use of a word processing package.
 - c) Text creation using a word processor.
 - d) Text editing or manipulation.
 - e) Creation of files, files organization and access.
3. Application of software package for statistical analysis:
 - a) Data entry and tabulation.
 - b) Computation of mean, standard deviation and correlation using software package.
 - c) Computation of ANOVA using software package.
 - d) Graphical representation of data using software package.

4. Use of software package for preparing slide shows for presentation of research papers at seminars / conferences.

5. Internet: History, fundamentals and functions; Use of internet for accessing research literature on human development.

References:

1. Miller, M. (2005). *Absolute beginner's guide to computer basic*. 3rd Ed. Que.
2. SPSS/ PC for the IBM PC/XT, SPSS Inc/Excel/R
3. Web Wise Seniors (2003). *Basic computers for beginners*. Web Wise Seniors Inc.

Semester 4: Discipline Specific Elective –1

(Any One from Group 1)

1.1: Family Nutrition and Health

1.2: Literature, Media and Children

1.3: Home and Community Resource Development

50 Marks; 4 Credit Points; 50 Lecture Hours

DSE1.1: Family Nutrition and Health

1. Definition of food; fundamentals of nutrition; basic food groups and balanced diet; RDA for Indians and dietary guidelines; concept of BMI.
2. Nutrition through the lifespan :
 - a) Infancy – nutritional requirements and problems; deficiency diseases.
 - b) Childhood and Adolescence - nutritional requirements and problems; deficiency diseases.
 - c) Adulthood and Old Age – nutritional need; dietary guidelines for health problems.
 - d) Special groups - nutritional requirements and problems of pregnant and lactating women.
3. Diet and health :
 - a) Feeding the sick child.
 - b) Planning diets for children suffering from Gastro- Intestinal disorders and Protein Calorie Malnutrition.
 - c) Planning diets for adults suffering from Diabetes Mellitus and Heart Diseases.

References:

1. Srilakshmi, B. (2005). *Dietetics*. 5th Ed, New Age International (P) Ltd., New Delhi.
2. Srilakshmi, B. (2005). *Nutrition Science*. 2nd Ed, New Age International (P) Ltd., New Delhi.
3. Mudambi, S.R. & Rao, S.M. (2005). *Food Science*. 2nd Ed, New Age International (P) Ltd., New Delhi.
4. Srilakshmi, B. (2005). *Food Science*. 3rd Ed, New Age International (P) Ltd., New Delhi.

50 Marks; 4 Credit Points; 50 Lecture Hours
DSE1.2: Literature, Media and Children

1. Literary representations of children's lives
 - a) Children's social presence and notions of childhood in literary texts
 - b) Child protagonist gender roles and emerging themes about childhood
2. Children's relationship with different media
 - a) Childhood in art, advertising, television, and film
 - b) Violence and aggression and childhood perceptions
 - c) Social responsibility through media
3. Comparative Evaluation of Children's Literature
 - a) Exploring the status of children in any selected region of India through multiple textual sources

References:

1. Buckingham, D. (2003). Media Education: Literacy, learning and contemporary culture. Cambridge: Polity.
2. Coats, K. (2018). The Bloomsbury Introduction to Children's and Young Adult Literature. London: Bloomsbury.
3. Cullingford, C. (2000). Children's literature and its effects. London: Bloomsbury.
4. Hunt, P.ed. (2004). International companion encyclopedia of children's literature. London: Routledge.
5. Fass, P.S. (2007). Children of a new world; society, culture and globalization. New York: New York U Press, New York.
6. McCulloch, F. (2011). Children's literature in context. London: Continuum.
7. Natov, R. (2017). The courage to imagine: The child hero in children's literature. (Bloomsbury perspectives on children's literature). London: Bloomsbury.
8. Sundmark, B., Kelen, K. (2014). The Nation's in Children's Literature: Nations of Childhood. London: Routledge.

50 Marks; 4 Credit Points; 50 Lecture Hours
DSE1.3: Home and Community Resource Development

1. Concept of Home Organization, Socio-economic security and devising sustainable alternatives; Time and Energy demands in different stages of family life cycle; Family Housing Needs
2. Family Resources – Organization of Resources; Basic characteristics of Resources; Efficient methods of utilization of Resources; Role of woman in managing family income budgets; Definitions, importance and steps of decision making in home; Techniques and tools for decision making in home; Significance of decision making in home organization.
3. Family Life Cycle – Demands upon resources like time, energy and money. Changing nature of leisure time and factors affecting leisure time; Measures for Effective Interaction and Communication. Importance and application of

Ergonomics in home; Work Simplification; Role and status of women in home and community development.

References:

1. Basu, Alaka Malwade. *Culture, the status of women, and demographic behaviour: illustrated with the case of India*. Clarendon Press, 1992.
2. Budhwar, Pawan S., and Yaw A. Debrah, eds. *Human resource management in developing countries*. Routledge, 2013.
3. Cascio, Wayne. *Managing human resources*. McGraw-Hill Education, 2018.
4. Deacon, Ruth E., and Francille M. Firebaugh. "Home management; context and concepts." Houghton Muffin Co-Boston (1975).
5. Devi, A. Laxmi. *Rural women: Management In farm and home*. Northern Book Centre, 1988.
6. Dul, Jan, and Bernard Weerdmeester. *Ergonomics for beginners: a quick reference guide*. CRC press, 2003.
7. Felstead, Alan, and Nick Jewson. *In work, at home: Towards an understanding of homeworking*. Routledge, 2002.
8. Gadgil, Madhav, and Ramachandra Guha. *Ecology and equity: The use and abuse of nature in contemporary India*. Routledge, 2013.
9. Goel, S. (Ed.) 2016. Management of resources for Sustainable development. New Delhi: Orient BlackSwan.
10. Gross, Irma H., Elizabeth W. Crandall, and Marjorie M. Knoll. "Management for modern families. New York: Appleton-Century-Crofts." *TTT* (1954).
11. Gross, Irma H., Elizabeth W. Crandall, and Marjorie M. Knoll. "Management for modern families. New York: Appleton-Century-Crofts." *TTT* (1954).
12. Holliday, Adrian, Martin Hyde, and John Kullman. *Intercultural communication: An advanced resource book for students*. Routledge, 2010.
13. Lawler, Edward E., and Susan Albers Mohrman. *Creating an Effective Human Resources Organization: Trends and New Directions*. Stanford University Press, 2003.
14. Misra, Rameshwar Prasad, Kavasseri Vanchi Sundaram, and Rao Prakasa. *Regional development planning in India. A new strategy*. Vikas Publishing House, 1974.
15. Nadler, Gerald. *Work simplification*. McGraw-Hill, 1957.
16. Palriwala, Rajni, and Patricia Uberoi, eds. *Marriage, migration and gender*. Vol. 5. SAGE Publications Ltd, 2008.
17. Parker, Sharon K., Sharon Parker, and Toby D. Wall. *Job and work design: Organizing work to promote well-being and effectiveness*. Vol. 4. Sage, 1998.
18. Pfeffer, Jeffrey, and Gerald R. Salancik. *The external control of organizations: A resource dependence perspective*. Stanford University Press, 2003.
19. Pheasant, Stephen. *Bodyspace: Anthropometry, Ergonomics And The Design Of Work: Anthropometry, Ergonomics And The Design Of Work*. CRC Press, 2014.
20. Ranchod-Nilsson, Sita, and Mary Ann Tétreault, eds. *Women, States and Nationalism: At Home in the Nation?*. Routledge, 2003.
21. Stanton, Neville A., ed. *Human factors in consumer products*. CRC Press, 1997.
22. Swanson, Betty B. *Introduction to home management*. Macmillan, 1981

Semester 4: DSE2

(Any One from Group 2)

2.1: Mental Health in Developmental Perspective

2.2: Textiles and Clothing

2.3: Application of Resources for Social and Mental Development

50 Marks; 4 Credit Points; 50 Lecture Hours

DSE2.1: Mental Health in Developmental Perspective

1. Mental health: Definition; concept and importance of holistic health.
2. Mental health issues in infancy: Implication of attachment and bonding for mental health; deprivation syndrome.
3. Mental health issues in childhood :
 - a) Early Childhood – mental health needs. Problems of unsocialized behaviours and phobia. Intervention work with young children.
 - b) Middle Childhood - mental health needs. Problems of generalized anxiety and school phobia. Intervention work with older children.
4. Mental health issues in adolescence: mental health needs. Problems of eating disorders, delinquency, sexuality and addiction. Intervention work with adolescents.
5. Mental health issues in adulthood and old age :
 - a) Adulthood – Mental health needs. Problems of stress, depression and schizophrenia. Intervention work with adults.
 - b) Old Age – Problems of loneliness and geriatric depression. Intervention work with the elderly.

References:

1. American Psychiatric Association (2000). *Diagnostic and statistical manual of mental disorders* (4th Ed., text revision). Washington, DC: American Psychiatric Association Press.
2. Carson,R.C., Butcher, J.N. and Mineka, S. (1998).*Abnormal psychology and modern life*. 11th Ed. Allyn and Bacon.
3. Gelder, M.G.,Lopez- Ibor, J.L.and Andreasen, N. (Ed.).(2003). *New Oxford textbook of psychiatry*. (2 Vols.).USA: Oxford University Press.
4. Gotlib, I.H. and Hammen, C.L. (Ed.). (2008). *Handbook of depression*. New York: Guilford.
5. Robins, L. (Ed.). (1990). *Straight and devious pathways from childhood to adulthood*. Cambridge: Cambridge University Press.
6. Snyder, C.R. and Ingram, R. (Eds.). *Handbook of psychological change: Psychotherapy processes and practices for the 21st century*. New York: Wiley.
7. Winger, G., Hoffman, F.G. and Woods, J.H. (1992). *A handbook on drug and alcohol abuse*. 3rd Ed. New York: Oxford University Press.

50 Marks; 4 Credit Points; 50 Lecture Hours
DSE 2.2: Textiles and Clothing

1. Definition of textiles ; classification of fibres – natural and synthetic; principles underlying selection and buying of textiles- price and discount, fabric and colour preference, fashion trends, brand preference, socio economic status, personal needs and requirements.
2. Basic Types of Weaves: Plain, Twill and Satin.
3. Methods of Dyeing: Dyeing before Spinning, Yarn Dyeing, Piece Dyeing after Weaving or Knitting; Classification of Dyes: Acid, Mordant, Basic, Direct, Developed Direct, Disperse, Naphthol or Azoic, Pigments, Vat and Fibre Reactive; Printing: Block, Stencil, Direct Roller, Discharge and Resist.
4. Definition of clothing ; factors underlying selection and buying of clothes – price / cost, family and peer influence, cultural and social factors, personality ,design and fashion trends, personal needs and requirements.
5. Textiles and clothing requirements across the lifespan – Infancy, Childhood, Adolescence, Pregnant and Lactating women; Elderly.

References:

1. Cook, J. G. *Handbook of textile fibres*. England: Merrow Publishing Co.
2. Fritz, A. and Cant, J. *Consumer textiles*. Oxford University Press.
3. Harries, H.G. and Harries, T.E. *Textiles: Decision making for the consumer*. New York: McGraw- Hill.
4. Kumar, K. (1962). *Clothing for the home*. Directorate of Extension. Ministry of Food and Agriculture, Govt. of India.
5. Pandit, S. (1967). *Manual of children's clothing*. Orient Longmans Ltd.
6. Tate, M.T. and Glisson, C. (1961). *Family clothing*. John Wiley.
7. Rastogi, D. and Chopra, S. (Eds.) (2017). *Textile science*. New Delhi: Orient BlackSwan.
8. Soundararaj, S. (2011). *A textbook of household arts*. 4th Ed, New Delhi: Orient BlackSwan.

50 Marks; 4 Credit Points; 50 Lecture Hours
DSE 2.3: Application of Resources for Social and Mental Development

1. Indicators for social and mental health; Concept of Human Development index; Disability; Reproductive Health index; Gender development indices; Gender empowerment index, Major Health Problems in India.
2. National Health Programmes- ICDS, AIDS prevention Programme, Reproductive Child Health (RCH), birth control methods, population education; Support for physically, mentally and socially challenged. Role of NGOs and International Organizations in addressing the health issues in India.
3. Consumer Education – Meaning of consumption, utility and preference; Nature of wants and demand, its impact on standard of living; Role and responsibilities of consumers in the market; Laws protecting consumer; Techniques and principle in wise decision – making as a consumer; Role of consumer society in protecting consumer.

References:

1. Alsop, Ruth, and Nina Heinsohn. *Measuring empowerment in practice: Structuring analysis and framing indicators*. Vol. 3510. World Bank Publications, 2005.
2. Anderson, Roy M., and Robert M. May. *Infectious diseases of humans: dynamics and control*. Oxford university press, 1992.
3. Benería, Lourdes, Günseli Berik, and Maria Floro. *Gender, development and globalization: economics as if all people mattered*. Routledge, 2015.
4. Bijapurkar, Rama. *Winning in the Indian market: Understanding the transformation of consumer India*. John Wiley & Sons, 2008. Ul Haq, Mahbub. *Reflections on human development*. oxford university Press, 1995.
5. Blas, Erik, and Anand Sivasankara Kurup, eds. *Equity, social determinants and public health programmes*. World Health Organization, 2010.
6. Bowling, Ann. *Measuring health: a review of quality of life measurement scales*. Milton Keynes: Open University Press, 1991.
7. Clark, David, ed. *Adaptation, poverty and development: The dynamics of subjective well-being*. Springer, 2012.
8. Hargreaves, William A., Mardi J. Horowitz, and James E. Sorensen. *Evaluation of human service programs*. Ed. C. Clifford Attkisson. New York: Academic Press, 1978.
9. Inglehart, Ronald, and Pippa Norris. *Rising tide: Gender equality and cultural change around the world*. Cambridge University Press, 2003.
10. Land, Kenneth C., Alex C. Michalos, and M. Joseph Sirgy, eds. *Handbook of social indicators and quality of life research*. Springer Science & Business Media, 2011.
11. Lee, Kelley, Kent Buse, and Suzanne Fustukian, eds. *Health policy in a Globalising world*. Cambridge University Press, 2002.
12. Marten, Gerald G. *Human ecology: Basic concepts for sustainable development*. Routledge, 2010.
13. Nussbaum, Martha C. *Women and human development: The capabilities approach*. Vol. 3. Cambridge University Press, 2001.
14. Oppenheim, Irene. *The Family as Consumers*. New York Macmillan [1965], 1965.
15. Oza, Rupal. *The making of neoliberal India: Nationalism, gender, and the paradoxes of globalization*. Routledge, 2012.
16. Patel, Vikram, and R. Thara, eds. *Meeting the mental health needs of developing countries: NGO innovations in India*. Sage Publications India, 2003.
17. Patel, Vikram, and R. Thara, eds. *Meeting the mental health needs of developing countries: NGO innovations in India*. Sage Publications India, 2003.
18. Priestley, Mark, ed. *Disability and the life course: Global perspectives*. Cambridge University Press, 2001.
19. Ram, Kalpana, and Margaret Jolly, eds. *Maternities and modernities: Colonial and postcolonial experiences in Asia and the Pacific*. Cambridge University Press, 1998.
20. Rao, Surendra Laxminarayan, and I. Natarajan. *Indian market demographics: The consumer classes*. Global Business Press, 1996.
21. Sen, Gita, Asha George, and Pirooska Östlin, eds. *Engendering international health: The challenge of equity*. Vol. 4. MIT Press, 2002.
22. Tanner, Marcel. *Urban health in developing countries: progress and prospects*. Routledge, 2014.

23. Valente, Thomas W. *Social networks and health: Models, methods, and applications*. Vol. 1. New York: Oxford University Press, 2010.
24. World Health Organization. *WHO child growth standards: length/height for age, weight-for-age, weight-for-length, weight-for-height and body mass index-for-age, methods and development*. World Health Organization, 2006.

Semester 4: Core 15

50 Marks; 4 Credit Points; 50 Lecture Hours

P4.1: Dissertation Part I

(Introduction, Review of Literature & Methodology)

Students are required to undertake a piece of research work on any suitable topic of human development and to submit part of their dissertation consisting of the following sections:

- a) Introduction b) Review of related literature c) Methodology.

Full marks allotted to the internal examiner: 20.

Full marks allotted to the external examiner: 30.

Semester 4: Core 16

50 Marks; 4 Credit Points; 50 Lecture Hours

P4.2: Dissertation Part II

(Procedure, Result and Discussion & Conclusion)

Students are required to submit a dissertation based on their complete research work. Following the submission they are required to present highlights of their research in presence of internal and external examiners. The students are also required to answer questions asked by the examiners after the presentation.

Full marks allotted to the internal examiner: 20.

Full marks allotted to the external examiner: 30.

Syllabus
For
Human Development Generic Paper
At Post Graduate Level
(CBCS compliant)
University of Calcutta
2018

HUMAN DEVELOPMENT GENERIC PAPER

Full Marks-100

GE: T1.1: Issues in Lifespan Development-I

50 Marks; 4 Credit Points; 50 Lecture Hours

1. Human development and the need to study it; concept of human development index; roles of heredity and environment in human development; concepts of growth and development; the life span approach to human development.
2. Approaches to the study of human development – Longitudinal and Cross – Sectional; Methods of studying human development – Observation, Interview and Questionnaire.
3. Prenatal Development – Conception; Course of prenatal development; Conditions affecting prenatal development.
4. Infancy- Characteristics, Developmental tasks and Problems.
5. Early childhood- Characteristics, Developmental tasks and Behaviour problems.

References:

1. Berk, L. E. (1996). *Child Development*. New Delhi: Prentice Hall.
2. Hurlock, E.B. (2007). *Developmental psychology: A life – span approach*. New Delhi: Tata McGraw – Hill.
3. Mussen, B. Conger, J.J., Kagan, J. and Huston, A. C. (1990). *Child Development and Personality*. New York: Harper and Row.
4. Papalia, D.E., Olds, S.W. and Feldman, R.D. (2006). *Human development*. 9th Ed. New Delhi: Tata McGraw- Hill.
5. Roy, S. Shiksha manavidya.
6. Singh, A. (Ed.) (2015). *Foundations of human development: A life span approach*. New Delhi: Orient BlackSwan.

GE: T1.2: Issues in Lifespan Development-II
50 Marks; 4 Credit Points; 50 Lecture Hours

1. Middle Childhood - Characteristics, Developmental tasks and Behaviour problems.
2. Adolescence - Characteristics, Developmental tasks and Socio-emotional problems; Identity formation; Changes in attitude, interest and behaviour.
3. Adulthood - Characteristics, Developmental tasks and Problems; Family and Career perspective; Stages of adulthood.
4. Old Age – Physical changes, Developmental tasks and Emotional Problems; Health and Disease; Changes in family life cycle and Social relationships; Work and Retirement.

References:

1. Berk, L. E. (1996). *Child Development*. New Delhi: Prentice Hall.
2. Hurlock, E.B. (2007). *Developmental psychology: A life – span approach*. New Delhi: Tata McGraw – Hill.
3. Mussen, B. Conger, J.J., Kagan, J. and Huston, A. C. (1990). *Child Development and Personality*. New York: Harper and Row.
4. Papalia, D.E., Olds, S.W. and Feldman, R.D. (2006). *Human development*. 9th Ed. New Delhi: Tata McGraw- Hill.
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6. Singh, A. (Ed.) (2015). *Foundations of human development: A life span approach*. New Delhi: Orient BlackSwan.