M. Sc.
HUMAN DEVELOPMENT AND CHILDHOOD STUDIES

SEMESTER SYSTEM
CURRICULUM

DEPARTMENT OF HOME SCIENCE
(UNIVERSITY OF DELHI)

FEBRUARY 2010
### M. SC. HUMAN DEVELOPMENT AND CHILDHOOD STUDIES
#### SCHEME OF EXAMINATION

**Semester I**

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>Title of Paper</th>
<th>Credit</th>
<th>M. M</th>
<th>Periods/week</th>
<th>Duration of examination</th>
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**Semester II**

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NOTE:

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

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

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

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

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

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

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

SEMESTER I

STATISTICS AND COMPUTER APPLICATIONS

THEORY

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

OBJECTIVES

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

CONTENTS PERIODS

PART I – Statistics

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

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

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

UNIT 1V – Probability and normal distribution 5

5
• Basic principles and applications of probability
• Testing hypotheses: Levels of significance and estimation
• Errors in hypothesis testing: Type I, Type II
• Sampling theory and method
• Z scores, calculation and application

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

UNIT VI – Regression and prediction
• Regression equation
• Applications of regression

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

UNIT VIII – Computer Applications Software
• EXCEL
• SPSS
• Atlas.ti

REFERENCES
RECOMMENDED READINGS
HISTORY AND THEORIES OF HUMAN DEVELOPMENT - I

THEORY

Paper No.: 1132
Maximum Marks: 100
Teaching periods: 4/ week
Teaching load: 48 periods/ semester
OBJECTIVES
1. To learn about the history of the study of human development
2. To comprehend the cultural notions of children and childhood
3. To focus on Indian history and tradition in the exploration of human behaviour and development
4. To provide a framework to locate human development and childhood in an interdisciplinary context

CONTENTS

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

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

UNIT 1II – Ethnotheories, indigenous theories and academic theories
15
- The process and politics of theory construction: Scientific and lay knowledge
- Western scientific theories and their links with philosophical and religious thought
- Indigenous and universal theories of human development
- Ethnotheories

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

REFERENCES

RECOMMENDED READINGS


- Raman, V. (2003). The Diverse Life-Worlds of Indian Childhood. In M. Pernau, I. Ahmad, & H. Reifeld (Eds.), Family and gender: Changing values in Germany and India (pp. 84-111). New Delhi: Sage.

REFERENCES


PRINCIPLES OF DEVELOPMENT 1

THEORY

Paper No.: 1133
Maximum Marks: 100
Teaching periods: 4/week
Teaching load: 48 periods/semester
OBJECTIVES
1. To gain advanced knowledge of developmental processes and principles
2. To understand the importance of biological bases in human development
3. To explore contemporary concerns in the study of development

CONTENTS

UNIT 1: Introduction to concepts and processes 16
- Basic assumption for the study of development: Differentiation-integration, irreversible time
- Salient dimensions of study: normality-variation, rigidity-plasticity, continuity-discontinuity, competence-performance, critical periods and sex differences
- Life trajectories – pathways, ruptures and repairs in development and developmental tasks
- Study of life span – prenatal, early childhood, middle childhood, adolescence, adulthood and old age

UNIT 11: Biological bases of development 12
- Physiological processes
- The human genome
- Genetic influences in different stages
- Structure of nervous system and brain

UNIT 111: Developmental processes across the life-span 10
- Genetics and behavior
- Epigenesis and the linkages between physiological, psychological and social
- Brain and behaviour
- Physiological processes and behaviour

UNIT 1V: Interactional processes in development 10
- Nature and nurture interplay
- Interrelatedness between domains of development
- Cultural organization of human development
- Integration of development across the life-span

RECOMMENDED READINGS
REFERENCES


DIVERSITY, DISADVANTAGE AND INCLUSION

THEORY

| Paper No.: | 1134 |
| Maxima Marks: | 100 |
| Teaching periods: | 4/week |
| Teaching load: | 48 periods/semester |
OBJECTIVES
1. To engage with the diversity plurality of childhood in India
2. To gain knowledge of the status of children in India
3. To critically analyze the concerns related to specific groups
4. To understand the processes and principles of ‘rights based programming’

CONTENTS

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<tr>
<th>Unit I: Diversity</th>
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<td>• Situational analysis of children and childhood in India</td>
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<td>• Human Development Indices</td>
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<td>• Identity and personhood</td>
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<td>• Correlates of disadvantage</td>
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<td>- poverty, minorities, caste, migration, homelessness, abuse, institutionalization, disabilities, bondage, ill health, conflict with law, trafficking and armed conflict</td>
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<td>• Segregation and exclusion</td>
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<td>• Implications of disadvantage - access and equity</td>
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<td>• Ideologies for development work</td>
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<td>• Knowledge, attitudes and practices</td>
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<td>• Participatory approaches and methods</td>
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<td>• Dimensions of interface between the child, family and the State</td>
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<td>• Child Rights with the framework of Human Rights</td>
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<tr>
<td>• Examining the “Child Rights” perspective in the cultural context- with special reference to India.</td>
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<td>• State initiatives in addressing diversity</td>
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<td>• Study of “Right based programming” in work at the organizational as well as macro level to promote inclusion</td>
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RECOMMENDED READING
REFERENCES

- *The Constitution of India*
- *Current Human Development Report*
- *Census of India*
• Contemporary publications and documents of the Government of India, Un
bodies, established International and National Organisations
- Selected Legislations for Children and Women
- An Outside Chance: Street Children and Juvenile Justice - An International
available at
  http://www.juvenilejusticepanel.org/resources/?act=res&cat=&nod=\_root_&id=O
  utsideChanceStreetChildrenJJ&start=1
- Specials.mns.co.in/sp08/wmday/women_rights.asp
  • Concluding Observations of the Committee on the Rights of the Child on India
    Reports in its 23rd and 35th Sessions
  • http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/c1f60870f4bba946c1256967004744
  • http://www.unhchr.ch/tbs/doc.nsf/(Symbol)/CRC.C.93/Add.5.En?OpenDocumen
t
METHODS FOR THE STUDY OF HUMAN DEVELOPMENT AND
CHILDHOOD STUDIES

PRACTICAL

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

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

CONTENTS

UNIT 1: Overview of the procedures for study of children using specific and
multiple methods of fieldwork

- Observational study of children and their life settings using ethnographic methods
- Interviewing of children and relevant adults
- Focus group discussions/PLA techniques
- Theatre based techniques/method/activities
- Archival and secondary resources of data gathering
UNIT II  Single and mixed methods
- Use and development of observational checklists/guides/anthropometric measurements to study development across the major domains
- Experimental methods
- Case study of individuals with a focus on life stages
- Devise/assemble a suite of methods for study of salient issues/domains of development and life stages

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

UNIT IV Study tests, assessment protocols and developmental norms
- Developmental: Portage, BSID
- Tests of cognition, language and behaviour
- Norms of development

REFERENCES
SEMESTER II

RESEARCH METHODS AND SEMINAR

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

CONTENTS PERIODS

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

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

UNIT III: Components of research 18
• Defining the research area: developing research questions, the approach and design.
• Reading, reviewing and referencing studies, journals, books and papers
• Developing the objectives, methods of study, analyses.
• Writing a research proposal

UNIT IV: Seminar
• Preparation of seminar and presentation

REFERENCES

RECOMMENDED READINGS

HISTORY AND THEORIES OF HUMAN DEVELOPMENT - II

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

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

CONTENTS PERIODS

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

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

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

UNIT IV – Critical appraisal of theories 14
- Evaluating a theory for cultural and universal application
- Selecting theories as explanatory devices for phenomena
• Theorising as an activity
• Theoretical bases for intervention approaches
• How to use a theory.

REFERENCES

RECOMMENDED READINGS


REFERENCES

PRINCIPLES OF DEVELOPMENT 11

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

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

CONTENTS

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

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

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

PERIODS
10
12
14
UNIT IV – Developmental outcomes

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

RECOMMENDED READINGS


REFERENCES


### EARLY CHILDHOOD DEVELOPMENT: CARE AND EDUCATION

#### THEORY

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

#### OBJECTIVES

1. To study the contemporary emergence and positioning of Early Childhood Care and Education  
2. To provide theoretical and analytical framework for effective implementation and assessment of early childhood development programmes
3. To acquire local and global knowledge about approaches, methods and programmes fostering optimal growth of young children
4. To study the principles of pedagogy and curricular framework in ECD programmes

CONTENTS

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

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

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

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

RECOMMENDED READINGS
REFERENCES


EARLY CHILDHOOD DEVELOPMENT: CARE AND EDUCATION

PRACTICAL

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

OBJECTIVES –

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

CONTENT

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

UNIT II: Care in institutional settings
- Institutional facilities, rhythms and processes
• Building skills to assess quality of programmes with sensitivity to ecological contexts
• Recording individual children’s language, intellectual, and emotional social skills
• Adult child interactions to facilitate expression, communication and curiosity
• Health, nutrition and wellbeing

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

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

REFERENCES
DEVELOPMENTAL DISABILITIES

OBJECTIVES

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

CONTENTS

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

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

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

PERIODS

6
12
18
Therapeutic strategies

UNIT IV: Family, School and Community

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

RECOMMENDED READINGS


REFERENCES

CHILDHOOD AND ADOLESCENCE ACROSS ECOLOGICAL SETTINGS.
THEORY

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

OBJECTIVES
1. To understand the specific features of childhood and adolescence as distinct stages of development
2. To create an awareness about social processes during childhood and adolescence
3. To learn about the experiences of childhood and adolescence in different parts of the world
<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNIT 1: Introduction to childhood and adolescence</td>
<td>10</td>
</tr>
<tr>
<td>• Defining childhood as a distinct stage</td>
<td></td>
</tr>
<tr>
<td>• Adolescence: Special features and significance</td>
<td></td>
</tr>
<tr>
<td>• Formative adulthood: Adolescence and youth as a period of social renewal</td>
<td></td>
</tr>
<tr>
<td>• Cultural nature of human development</td>
<td></td>
</tr>
<tr>
<td>UNIT 11: Child rearing and socialisation</td>
<td>10</td>
</tr>
<tr>
<td>• Cultural diversity in child rearing</td>
<td></td>
</tr>
<tr>
<td>• Cultural practices for the arrival and care of children</td>
<td></td>
</tr>
<tr>
<td>• Socialisation: The transformation of a child into a member of society</td>
<td></td>
</tr>
<tr>
<td>• Dynamic interaction between individuals and society</td>
<td></td>
</tr>
<tr>
<td>UNIT 111: Childhood and adolescence in different cultures</td>
<td>18</td>
</tr>
<tr>
<td>• Child care and socialisation in different cultures</td>
<td></td>
</tr>
<tr>
<td>• A historical study of childhood and adolescence</td>
<td></td>
</tr>
<tr>
<td>• Moving between local and global understandings of childhood and adolescence</td>
<td></td>
</tr>
<tr>
<td>UNIT IV: Childhood and adolescence in Indian communities</td>
<td>10</td>
</tr>
<tr>
<td>• The child in India: History and culture</td>
<td></td>
</tr>
<tr>
<td>• Indian adolescence: Diversity and uniqueness</td>
<td></td>
</tr>
<tr>
<td>• Contemporary status of children and adolescents in India</td>
<td></td>
</tr>
<tr>
<td>• Implications for policy and planning for children with social disadvantage</td>
<td></td>
</tr>
</tbody>
</table>

**RECOMMENDED READINGS**

- Raman, V. (2003). *The Diverse Life Worlds of Indian Childhood*. In M. Pernau, I. Ahmad, & H. Reifeld (Eds.), *Family and Gender: Changing Values in Germany and India* (pp. 84-111). New Delhi: Sage.
REFERENCES


WOMEN AND SOCIETY

THEORY

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

OBJECTIVES

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

CONTENTS

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

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

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

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

RECOMMENDED READINGS

REFERENCES
• Menon, N. (2001). Gender and Politics in India. OUP
• Sharma, K. (1985).Gender Concerns and Development. New Delhi: Centre for Women’s Development Studies

CHILDREN, FAMILY AND SOCIETY

THEORY

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

OBJECTIVES
1. To study the family as a group with emphasis on socio-psychological dynamics
2. To understand multicultural families with diverse forms of child rearing and parent child relationships
3. To conceptualize contemporary changing family settings, social structures and processes

**CONTENTS**

<table>
<thead>
<tr>
<th>Unit I: Theoretical Approaches</th>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Multidisciplinary Perspectives: Sociology, Anthropology and Psychology</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit II: Child Rearing in Different Cultural Settings</th>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethnographic Studies</td>
<td>15</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit III: Changing Contemporary Families</th>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Effects of Divorce</td>
<td>25</td>
</tr>
<tr>
<td>Remarriage</td>
<td></td>
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<tr>
<td>Single-parent families</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit IV: Kinship and Marriage in different Settings</th>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Western Perspective</td>
<td>20</td>
</tr>
<tr>
<td>South Asian and Indian Perspectives</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit V: PROJECT</th>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prepare a project report on implications of research with diverse families, taking selected cultural examples.</td>
<td>12</td>
</tr>
</tbody>
</table>

**RECOMMENDED READINGS**


**REFERENCES**


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**SOCIAL PSYCHOLOGY FOR HUMAN DEVELOPMENT**

**THEORY**

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

**OBJECTIVES**

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

**CONTENTS**

<table>
<thead>
<tr>
<th>UNIT I: Introduction to Social Psychology, social interaction and social influence</th>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic concepts in Social Psychology</td>
<td>10</td>
</tr>
<tr>
<td>Fundamental principles of social behaviour and group dynamics</td>
<td></td>
</tr>
<tr>
<td>Formation of social self, self concept, self esteem, identity</td>
<td></td>
</tr>
<tr>
<td>Different types of groups: Peers, family, society, community, others</td>
<td></td>
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</tbody>
</table>

**UNIT II – Group dynamics and the individual**

<table>
<thead>
<tr>
<th>PERIODS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leadership, followership and group behaviour</td>
</tr>
<tr>
<td>Conformity and compliance</td>
</tr>
<tr>
<td>Social communication, control, discipline, persuasion and social influence</td>
</tr>
<tr>
<td>Prejudice, ethnocentrism, stereotypes and the fundamental attribution error</td>
</tr>
</tbody>
</table>

**UNIT III – Selected aspects of social behavior**

<table>
<thead>
<tr>
<th>PERIODS</th>
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</thead>
<tbody>
<tr>
<td>Attitudes, prejudice, beliefs and values</td>
</tr>
</tbody>
</table>
- Prosocial behaviour: Altruism, cooperation, empathy, sympathy, friendship and cohesion
- Antisocial behavior: Violence and aggression towards individuals and groups
- The application of Social Psychology to the understanding of psychopathology
- Creative social experiments

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


REFERENCES


LITERATURE, MEDIA AND CHILDREN

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

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

CONTENTS

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

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

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

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

RECOMMENDED READINGS
- http://www.pbs.org/parents/childrenandmedia/
- Buckingham, D. A Review of Media Literacy of Children and Young People
  http://www.ofcom.org.uk/advice/media_literacy/medlitpub/medlitpubres/ml_childre
in Sri Lanka.
Paper Number: 1334  
Maximum Marks : 100  
Practical: 2 /week (4-5 periods/practical)  
Teaching Load: 24 practicals /semester  

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

CONTENTS  
UNIT 1: Developmental assessment  

PRACTICALS  
UNIT 1: 4
- Assessment of children and adolescents for and with disability using observations and children’s play, screening schedules, and psychometric measures
- Assessment of institutions for children and adolescents with disability

**UNIT 11: Intervention strategies**

- Individual education plans (IEPs) and their use with children
- Special education and inclusive education techniques
- Conducting intervention activities with a child/ an adolescent

**UNIT 111: Guidance and Counselling**

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

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

**REFERENCES/COMMENDED READINGS**


**INTERNSHIP**

<table>
<thead>
<tr>
<th>Paper No.</th>
<th>1335 (a)</th>
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<tbody>
<tr>
<td>Max. Marks</td>
<td>50</td>
</tr>
<tr>
<td>Teaching Periods</td>
<td>2 / week</td>
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<tr>
<td>Teaching Load</td>
<td>24 / Semester</td>
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</table>

**OBJECTIVE**

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

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

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

OBJECTIVE

• To undertake an independent piece of research work on an issue of contemporary concern that contributes to the advancement of knowledge in the field of Human development and childhood studies. The student will present the proposal of the planned research work.

The student will be guided and supervised by a member of the teaching faculty of the concerned department. However, the dissertation in which the research culminates should reflect the student’s own work.
SEMESTER IV

EDUCATION FOR HUMAN DEVELOPMENT

Paper No.: 1431

Maximum Marks - 100
Teaching periods - 4/ week
Teaching load – 48 periods/semester

OBJECTIVES

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

CONTENTS

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

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

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

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

- **RECOMMENDED READINGS**
  
  

  
  
  
  
  
  
  

REFERENCES


LAW, POLICY AND PROGRAMMES FOR CHILDREN AND WOMEN

**THEORY**

Paper No.: 1432

Maximum Marks: 100

Teaching Periods: 4/ week
OBJECTIVES
1. To develop an understanding of constitutional provisions and legislations with reference to children and women in India
2. To acquire knowledge of prevalent social policies as they relate to lives of children and women
3. To engage with the linkages between social policy, legislations and implementation of schemes and programmes

CONTENTS PERIODS

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

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

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

RECOMMENDED READINGS
- India’s Second Report to the UN Committee under the CRC 2001.
- Concluding Observations of the Committee on the Rights of the Child on India Reports in its 23rd and 35th Sessions.
REFERENCES

- The Constitution of India
- Current Human Development Report
- Census of India
  - Selected Legislations for Children and Women.
**CHILD AND ADOLESCENT WELL-BEING**

**THEORY**

<table>
<thead>
<tr>
<th>Paper Number</th>
<th>1433(a)</th>
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<tbody>
<tr>
<td>Maximum Marks</td>
<td>100</td>
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<tr>
<td>Teaching Periods</td>
<td>4/week</td>
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<tr>
<td>Teaching Load</td>
<td>48 periods</td>
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</table>

**OBJECTIVES**

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

**CONTENTS**

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

**UNIT 11: Developmental psychopathology in infancy, childhood years and adolescence**

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

**UNIT III: Approaches to intervention and therapy for well being**

- Preventing and promotive approaches
- Individual counselling and family therapy

**UNIT IV: PROJECT**

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

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

**REFERENCES**

**RECOMMENDED READINGS**


**REFERENCES**


**SOCIAL ENTREPRENEURSHIP FOR CHILD DEVELOPMENT**

**THEORY**

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

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

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>PERIODS</th>
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<tbody>
<tr>
<td><strong>Unit I: Foundations of social entrepreneurship for child development</strong></td>
<td>10</td>
</tr>
<tr>
<td>• Strategies for management of programme</td>
<td></td>
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<tr>
<td>• Marketing of social ideas</td>
<td></td>
</tr>
<tr>
<td>• Finance and budgeting</td>
<td></td>
</tr>
<tr>
<td>• Adaptation of concepts for child development sector</td>
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</tbody>
</table>

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

| **Unit III: Case Studies of selected programmes**                       | 10      |
| • Select child development programs -conceptual articles and case studies,|         |
| • Independent child development consultancy- areas of functioning, skills and collaborator. |         |
Unit IV: PROJECT: any one of the following:

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

RECOMMENDED READINGS


REFERENCES


MODERNIZATION AND SOCIAL CHANGE:

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

OBJECTIVES

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

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

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

UNIT II: Culture change and its implications 8

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

UNIT III: Current trends of social change in India 10

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

UNIT IV: Dynamics of modernization 10

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

UNIT V: PROJECT: 12

Prepare a project report based on:

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

RECOMMENDED READINGS

REFERENCES


EVALUATION STUDIES

THEORY

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

OBJECTIVES

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

CONTENTS PERIODS

UNIT I: Meaning and purposes of evaluation 9
- Meaning of evaluation, monitoring and assessment
- Formative evaluation
- Process evaluation
- Outcome evaluation

UNIT II: Types of evaluation 9
- Internal evaluation
- External evaluation
• Participatory evaluation
• Case Studies

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

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

RECOMMENDED READINGS

REFERENCES

**ORGANIZATION AND MANAGEMENT OF PROGRAMMES FOR CHILDREN AND FAMILIES**

**PRACTICAL**

<table>
<thead>
<tr>
<th>Paper No.:</th>
<th>1434</th>
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<tbody>
<tr>
<td>Maximum Marks:</td>
<td>100</td>
</tr>
<tr>
<td>Teaching periods:</td>
<td>2/week (4-5 periods/practical)</td>
</tr>
<tr>
<td>Teaching load:</td>
<td>24 practicals/semester</td>
</tr>
</tbody>
</table>

**OBJECTIVES**

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

**CONTENTS**

**UNIT 1: Needs assessment**

- Survey of individual and group needs
- Mapping communities – baseline survey for program development
- Profile one individual/family in difficult circumstances

**UNIT 11: Programme evaluation**

- Governmental and non-governmental services
- Institution based and community based
- Different ideological approaches
- Small and large scale interventions
UNIT 111: Working with individuals /communities/organisations
- Identifying needs and developing activities to undertake with select individuals in communities
- Undertake activities within existing organisations for the disadvantaged

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

RECOMMENDED READINGS
- Childhood Matters by Bernard Van Leer Foundation
- Community Works Reports by Save the Children Fund

REFERENCES
- Childhood Matters by Bernard Van Leer Foundation
- Community Works Reports by Save the Children Fund

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

OBJECTIVE
- To continue the research work initiated in Semester III. Submit the Dissertation at the end of IV Semester.
The student will be guided and supervised by a member of the teaching faculty of the concerned department. However, the dissertation in which the research culminates should reflect the student’s own work.