

FOURTH SEMESTER

S. No	Subject Code	Course Title	Course Category	Cre - dit	Contact Hours Per Week			EoSE Duration (Hrs.)	
					L	T	P	Thy	P
1.	HDF XO1	Administration and Management of Welfare Agencies	CCC	4	4	0	0	3	0
2.	HDF XO2	Psychological Disorders	CCC	4	4	0	0	3	0
3.	HDF XO3	Contemporary Issues in Human Development	CCC	4	4	0	0	3	0
4.	HDF X11	Training with Disabled Children	CCC	6	0	0	9	0	4
5.	HDF DO1	Cross Cultural Psychology	ECC	4	4	0	0	3	0
6.	HDF D11	Family and Community Studies	ECC	4	0	0	6	0	4
7.	HDF D12	Dissertation -II	ECC	6	0	0	9	0	4
8.	HDF D13	Need Based care of Elderly	SSECC	4	0	0	6	0	4

CCC (18), ECC (14), SSECC (4)

FOURTH SEMESTER

ADMINISTRATION AND MANAGEMENT OF WELFARE AGENCIES (THEORY) Paper Code: HDF XO1 Credits: 4 Max.Marks:100 TeachingHours: 4 Hours /Week Total Teaching Workload: 60 Hours /Semester	
Objectives : 1.To make students aware about administration and management of various government and non government agencies, programs and policies related to nutrition, care and educational status of children in India. 2. To teach them about demographic profile of Indian population.	
Contents : UNIT-I	
1..	Health, nutrition and educational status of children in India with specific reference to girl child and rights of children.
2.	Welfare programs in India in five year plans.
UNIT-II	
3.	Existing Government organisations looking for welfare of children and women in India ICCW, CSWB, NIPCCD, NCERT, TNEP, EPAI, ICSW, CHEB, CRY, Helpage India.
4.	Welfare programmes in India – ICDS, SOS village, Chetana, Orphanages, Balbhawan society.
UNIT-III	
5.	International organisations – UNICEF, WHO, CARE, DANIDA, World Bank, CASA.
6.	NGOs – Bodh, I- India, Diganter, Vatsalya, Mother Teresa home and other existing nongovernmental organisations.
References :	
1. Koradia, K.: Narang, D. And Vaishnav, R. (2010) Status of Child and Welfare Organisations, Avishkar Publishers and Distributors, Jaipur. 2. Barr, A.S., Burton, W.H. & Brenckner. L.J. "Supervision" D. Appleton – Century Company, New York, 1938. 3. Social Welfare – CSWB.Periodicals 4. The Journal of the Welfare- Family planning, Association of India. 5. The Indian Journal of Social Work- Tata Institute of Social Sciences.	
PSYCHOLOGICAL DISORDERS (THEORY) Paper Code: HDF XO2 Credits: 4 Max. Marks: 100 Teaching Hours: 4 Hours /Week Total Teaching Workload: 60 Hours /Semester	

Objectives :

1. The students will be able to describe the diagnosis and classification process.
2. The students will be able to describe mood disorders.
3. The students will be able to identify the different personality disorders.
4. The students will be able to discuss the characteristics and traits associated with the different personality disorders.

Contents:**UNIT-I**

1. Meaning, definition of psychopathological disorders.
2. Childhood and adolescence psychiatric disorders-conduct disorders, ADHD.

UNIT -II

3. Mood disorders-depression, bipolar disorder.
4. Neurotic and psychotic disorders-phobia, obsessive compulsive disorder, schizophrenia, paranoia, hysteria.

UNIT -III

5. Personality Disorders:
(a) Dissociative (b) Impulsive (c) Anti-Social (d) Borderline
(e) Avoidance (f) Dependent Personalities.
6. Sexual variations and disorders: Changing views of sexual Behaviour - Homosexuality - Sexual Dysfunctions - Gender identify Disorder The paraphilias - Sexual Victimizations.
7. Psychological Models of Psychopathology: Biological, Psychodynamic, Behavioural, Cognitive-Behavioural, Humanistic, Existential, Socio-cultural.

References:

1. Atkinson, L et al. (2004). Attachment Issues in Psychopathology and Intervention. Lawrence Erlbaum.
2. Berrios, G.E.(1996) The History of Mental Symptoms: Descriptive Psychopathology since the 19th century. Cambridge University Press, Cambridge.
3. Davidson, G.C., Blankstein, K.R., Flett, G.L., & Neale, J.M. (2008). *Abnormal psychology*. Mississauga, John Wiley & Sons.
4. Keating, D P et al. (1991). Constructivist Perspectives on Developmental Psychopathology and Atypical Development. Lawrence Erlbaum.
5. Maddux, J E et al. (2005). Psychopathology: Foundations for a Contemporary Understanding. Lawrence Erlbaum.
6. McMaster University. (2011). Psychological disorders. In Discover psychology (pp. 154-155, 157-158, 162-164) [Introduction]. Toronto, ON: Nelson Education.
7. Roudinesco, Elisabeth, Why Psychoanalysis?, New York, Columbia University Press, 2003
8. Roudinesco, Elisabeth and Michel Plon, Dictionnaire de la Psychanalyse, Fayard, Paris, 2000
9. Sims, A. (2002) Symptoms in the Mind: An Introduction to Descriptive Psychopathology (3rd ed). Elsevier.

10. Widiger, T A et al. (2000). Adult Psychopathology: Issues and Controversies. Annual Review of Psychology.

CONTEMPORARY ISSUES IN HUMAN DEVELOPMENT (THEORY)

Paper Code: HDF XO3

Credits: 4

Max. Marks: 100

Teaching Hours: 4 Hours /Week

Total Teaching Workload: 60 Hours/Semester

Objectives :

1. To become aware of the current issues involved in Human Development.
2. To gain knowledge, insight and to analyze critical issues in society.

Contents:

UNIT-I

1. Changing trends across cultures ,impact of media and advanced technologies in families and community
2. Gender gap, Gender sensitization, Gender violence and equality
3. Empowerment of various sections of society

UNIT -II

4. Definition, status and problems of child abuse and violence, situation of child labor in organized and unorganized sectors of India.
5. Women and violence, types of violence, domestic violence, harassment at workplace, marital violence

UNIT -III

6. Understanding needs of special children and elderly persons
7. Enabling family members and creating innovative support system for disabled

References:

1. Narang D; Koradia K and Neelam (2013).Female feticide and infanticide: educational program for adolescents, Lambert Academic Publishing, Germany
2. Craig R. Fiedler, Richard L. Simpson, Denise M. Clark. (2007). Parents and families of children with disabilities: Effective School-based Support Services. Pearson Merrill/Prentice Hall, The University of Michigan.
3. Calder M with Gordon H and Howarth E (2004) *Children Living with Domestic Violence: Towards a framework for assessment and intervention*. Lyme Regis: Russell House Publishing.
4. Debal K Singharoy (2002). *Social Development and the Empowerment of Marginalised Groups Perspectives and Strategies* SAGE Publications Pvt. Ltd , New Delhi.

TRAINING AND WORKING WITH DISABLED CHILDREN (PRACTICAL) Paper Code: HDF X11 Credits: 6 Max. Marks: 100 Teaching Hours: 3 Practical/Week (3 Hours/Practical) Total Teaching Workload: 45 Practical/Semester	
Objectives : The students will be able 1. To identify the special needs of children and develop confidence in them to realize their potentials and abilities to meet the national development with self respect, dignity and freedom. 2. To develop skills and competencies to cater to the needs of children with disabilities in general and special class settings in particular, in cognitive, affective and skill domains.	
Contents : 1. Conduct special education assessment using appropriate assessment tools-Selection of 5 cases and develop need based assessment tools. 2. Plan and prepare individualized educational program (IEP)- Develop curriculum modules for selected cases. 3. Develop appropriate teaching learning material, implement, and evaluate and record the performance of the cases.	
CROSS CULTURAL PSYCHOLOGY (THEORY) Paper Code: HDF DO1 Credits: 4 Max. Marks: 100 Teaching Hours: 4 Hours /Week Total Teaching Workload: 60 Hours /Semester	
Objectives : 1. The field of cross-cultural psychology helps the students to understand the relationships between cultural context and human behavior. 2. The latter includes both overt behavior (observable actions and responses) and covert behavior (thoughts, beliefs, meanings)	
Contents: UNIT-I	
1.	Introduction and Overview: Theoretical Perspectives <ul style="list-style-type: none"> • Meaning , Definition and Importance of Culture, Components of Culture, Culture change and Diversity, Advances - Culture and Technology • Nature ,Importance and Scope of Cultural Psychology • Conceptual Models of Cross Cultural differences in Eastern and Western Cultures. A global Culture. • Research in Western and Non-Western Countries. • Methodological Issues in Cross-cultural Psychology

UNIT –II	
2.	<p>Applied Perspectives</p> <ul style="list-style-type: none"> • Selected Topics in Cross-cultural Research • Family Structure and Child Rearing Practices • Intercultural Perception and Interaction • Cross-Cultural consideration in Health, Happiness and Illness.
UNIT –III	
3.	<p>Application in Cross-cultural Research</p> <ul style="list-style-type: none"> • Applied aspects of cross-cultural research. • Development of educational programs, • Cross-cultural communication; cross-cultural management; training programs for cross-cultural transitions.
References:	
<ol style="list-style-type: none"> 1. Berry. J.W., Poortinga, Y.H., Pandey J. Dasen, P., Saraswathi, T.S., Segall, M., & Kagitcabasi, C. (1996). Handbook of cross-cultural psychology Vol. 1-3(2nd ed.). Allyn & Bacon. Boston 2. Berry, J.W., Poortinga, Y.H., Segall, M., Dasen, P.R., (1992). Cross-cultural psychology. Cambridge University Press. Cambridge. 3. Bodn, M.H., (Ed.) (1988). The cross-cultural challenge to social psychology. Newbury PK, Sage. California. 4. Bond, M.H. (Ed.) (1986). The psychology of the Chinese people. Oxford University Press. Hong Kong. 5. Bond., M.H. (Ed.) (1996). The handbook of the Chinese psychology. Oxford University Press. Hong Kong: 6. Brislin, R (Ed.) (1990). Applied cross-cultural psychology, Newbury Pk. Sage. California. 7. Lonner, W., & Berry, J.W. (Eds.), (1986). Field methods in cross-cultural research. Newbury Park, Sage. California. 8. Moghaddam, F., Taylor, D & Wright. S. (1993). Social psychology in cross-cultural perspective. W.H. Freeman. New York: 9. Pittu D. Laungani (2007) Understanding Cross-Cultural Psychology, Sage Publications New Delhi. 	
<p align="center">FAMILY AND COMMUNITY STUDIES (PRACTICAL)</p> <p>Paper Code: HDF D11</p> <p>Credits: 4</p> <p>Max.Marks:100</p> <p>Teaching Hours: 2 Practicals/Week (3 Hours/Practical)</p> <p>Total Teaching Workload: 30 Practicals/Semester</p>	
<p>Objectives :</p> <ol style="list-style-type: none"> 1. To develop skills and competencies among students to work in communities. 2. To understand various needs of parents and children within families and plan and implement need based activities for them. 	

Contents:	
1.	Observation of daily routine of families and play activities of children in different socio-economic groups.
2.	Survey of child rearing and disciplinary practices in rural/slum and urban settings.
3.	Early identification and assessment of special children.
4.	Working in communities for promoting education, health, hygiene, gender-equality, child and human rights, knowledge regarding HIV aids and income generating activities.
DISSERTATION II (PRACTICAL)	
Paper Code: HDF D12 Credits: 6 Max. Marks: 100 Teaching Hours: 3 Practicals /Week (3 Hours/Practical) Teaching Workload: 45 Practicals /Semester	
Objectives : <ol style="list-style-type: none"> To enable student to write and present thesis To impart systematic and practical knowledge of research & its applied aspects To develop scientist quality in student 	
1.	Data collection, analysis & interpretation of data in form graphs, charts, tables & others
2.	Thesis writing and presentation I <ul style="list-style-type: none"> • Introduction • Review of literature • Materials and methods • Result and discussions
3.	Thesis writing and presentation II <ul style="list-style-type: none"> • Conclusion • Summary • Bibliography • Annexures
4.	Writing and submission of one research paper based on conducted research findings
References: Refer available journals, research studies and abstract books	
Pre-requisite: A student has to clear Dissertation I in III rd Semester to be eligible for Dissertation II in IV th Semester.	
NEED BASED CARE OF ELDERLY (PRACTICAL)	
Paper Code : HDF D13 Credits: 4 Maximum Marks:100 Teaching Periods: 2 Practicals/Week (3 Hours/Practical) Teaching Load: 30 Practicals/Semester	

Objectives :

1. To orient students about various needs of elderly persons
2. The students will learn to work with elderly persons.

Contents :

1. Identification and working with specific programs running for elderly persons.
2. Reporting and presentation with Audio Visual Aids.
3. Organizing and implementing various recreational activities catering to the needs of elderly persons.
4. Interacting with two elderly persons from different demographic profiles.