

**Department of
Human Development and Family Studies
(HDFS)**

Center of Advanced Study (CAS) in Human Development

A PROFILE

**DEPARTMENT OF
HUMAN DEVELOPMENT AND FAMILY STUDIES**



**Touching Lives...
Infants to Older Persons**

Nehru Chair Pubic Lecture and Panel Discussion on 'Dialogues on Advancement of Technologies and Human Well-Being' by Mr. Nipun Mehta, January 11, 2018



I PROMISE Student Campaign on 'Save the Girl Child', January 13, 2018



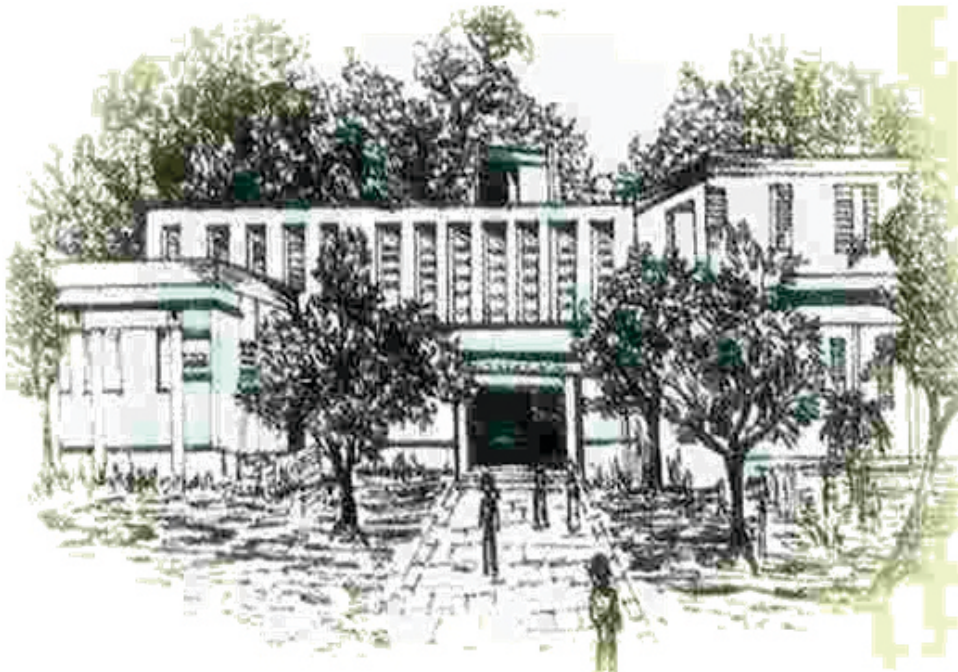
Workshop on 'Youth and Identity and Politics', September 19, 2018



National Workshop on 'Culturally Sensitive Research Methods: Principles and Practices', February 8-10, 2018



**Department of
Human Development and Family Studies
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2019

HUMAN DEVELOPMENT AND FAMILY STUDIES: MILESTONES

Established at The Maharaja Sayajirao University of Baroda in the year 1949 as a Laboratory Nursery School – Chetan Balwadi.

Rechristening of the Department from Child Development to Human Development and Family Studies to reflect its life-span orientation to development (1980).

Recognition as the Center of Advanced Study (CAS) in Human Development by University Grants Commission (UGC) in the year 2003. (CAS Phase I 2004-2009, CAS Phase II 2010-2015, CAS Phase III 2016- 2021.

Recognition by the UGC for the Department Research Scheme (DRS) (1985-1991), Department Special Assistance (DSA) (Phase I: 1992-1996, Phase II: 1997-2002).

Culture sensitive and life-span perspectives in teaching, research and community outreach.

Identification as Early Child Development–Learning Resource Center (ECD-LRC) by the National Council of Educational Research and Training (NCERT) and UNICEF in the year 1990 to strengthen early child development in Gujarat State.

Institution of the prestigious Nehru Chair for distinguished national and international visiting scholars (1990).

Establishment of developmental norms for Indian Infants. Introduction of infant testing services for identification of infants at risk. Implementation of a play based, individualized and developmentally appropriate infant stimulation program.

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About the Department

The Department of Human Development and Family Studies (HDFS) was founded in 1949 and is India's pioneering institution in this discipline.

The HDFS program focuses on the interdisciplinary developmental study of individuals and families across life span. More specifically it aims at developing teaching, research, program planning, training, evaluation and consultation.

The uniqueness of the department is characterized by a tradition that focuses on collective ethos, free sharing, and team work, scope for autonomy and innovations and critical inward reflection with a strong concern and commitment for striving towards maintaining high academic standards.

Through support from the University Grants Commission (UGC) as well as research funds from other national and international agencies, the department continues to strengthen its academic, research and community outreach programs.

Recognizing the potential of the department, the UGC has awarded the Special Assistance Program (SAP) in the following stages:

DRS Phase	1985- 1991
DSA Phase I	1991-1996
DSA Phase II	1997-2002
CAS Phase I	2005-2009
CAS Phase II	2010-2015
CAS Phase III	2016-2021

The department program comprises a judicious balance of theoretical knowledge and field applications. Students engage in service learning through fieldwork in various settings which involves working with individuals across the life span – infants to older persons. In addition, through innovative outreach efforts, the department extends knowledge to policy makers, professionals, and social development organizations.

1. Programs of Study

Programs of Study
<ul style="list-style-type: none">● Doctoral program● Master of Philosophy program● Masters program<ul style="list-style-type: none">➤ Life Span Development (LSD)➤ Development and Education for Sustainable Development (CDESD)● Post-graduate diploma program

Graduates from the department have a variety of job prospects. The students can obtain academic positions in teaching and research institutions, work as consultants in developmental and educational organizations (for example, preschool or day care); involve as trainers/educators of para-professionals, community level workers, and teachers; assume leadership in planning and implementing developmental programs for children, adolescents, or adults; and may take upon independent assignments (such as scripting for radio and television programs, writing in the newspaper or evaluating ongoing community development programs).

In view of the Department's contribution to the field over the past five decades, the University Grants Commission (UGC) recognized the Department as a center for Special Assistance (DRS and DSA programs from the years 1985-1991 and 1992-2002 respectively). The **University Grants Commission (UGC) has accorded the Department the status of Center of Advanced Study (CAS) in Human Development** (CAS Phase I 2004- 2009; CAS Phase II 2010-2015; CAS Phase III 2016-2021).

2. Facilities

2.1 Chetan Balwadi – The Laboratory Nursery School

Established in 1949, Chetan Balwadi is a laboratory nursery school essentially serving as a training center for students of the Department. It offers a three year preschool program aimed at providing enriched opportunities for holistic development of each child. The main facets of Chetan Balwadi include a quality Early Child Development program for children, training of professional and paraprofessional personnel, research and advocacy. The program is activity based, encouraging exploration of environment, opportunities for self-expression and hands-on concrete experiences within a meaningful context. Active involvement of parents is emphasized, and over the years parents have served as partners in strengthening the program.

2.2 Unnayan: Center for Human Development Assessment and Support

Unnayan is an integration of the community development inputs, advocacy, and training and capacity building services for individuals and families across life span, aspects that have been an inherent feature of the department program.

At Unnayan our aim is to identify

- Developmental delays, disabilities, and difficulties in infants and children through individual assessment and consultation, and recommend educational measures and interventions.
- Offer counseling and support services to adolescents and youth.
- Conduct sensitization and capacity building workshops and courses for parents, paraprofessionals and professionals.

Developmental Assessment of Infants

The Department has a rich history of research in the area of infancy. In the early 1960s, a longitudinal study of infants using the Bayley's Scale of Infant Development (BSID) was initiated. One major outcome of this research was the development of Baroda norms for the BSID. This study is the only normative study available on the development of Indian infants. The significant contribution of the study provided the background for the establishment of the Infant Testing Center in the year 1983-84, in collaboration with Shrimati Maharani Shantadevi Trust Hospital, Baroda. A unique feature of the Center is the regular services for assessing infants on the Developmental Assessment Scale for Indian Infants (DASII) to determine their developmental status in motor and mental domains. Infants suspected to be at risk are referred to the center by local pediatricians for assessment. Periodically, the center also conducts training program for using the DASII scale. Participants include pediatricians, child development workers, social workers, and researchers interested in the area.

An extension of the assessment services has taken the form of an Infant Stimulation Center. The infant stimulation program caters to infants (mild to moderate developmental delay) in the age range of 1-3 years. These infants are those who have been referred to for testing by local pediatricians. The center offers an individualized, play based and developmentally appropriate stimulation program. Training sessions for mothers are also a regular feature of the center. The program offers both individualized need based sessions for each infant as well as group activity to promote social and adaptive skills.

An interdisciplinary team comprising a trained play therapist and HDFS professionals is involved in the different programs. For other therapeutic inputs (e.g., speech therapy, occupational therapy and play therapy) children are referred to specialized clinics in the city. The center also serves as a training setting for graduate students of the department.

- Assessment for developmental delays in physical, cognitive, language, and socio-emotional domains using the Developmental Assessment Scale for Indian Infants (DASII).

Developmental and Learning Assessment of Children

The department has offered services to children with special needs since 1967. The departmental services have assumed different focal points through the years. Starting with recreational services for a small group of children with disability that was essentially managed by their parents, the program has grown into an early stimulation and intervention center, with well-planned individualized developmental packages. The center offers services for children in the age range of 2-6 years with mild to moderate mental retardation, cerebral palsy, emotional – behavioral problems and learning disabilities.

The program is based on the philosophy that young children benefit immensely from stimulation through play in their overall development. A unique feature of the center is active parent participation on a day to day basis with the purpose of training them and enabling them to carry out the program effectively in the home setting. Integrating children in the preschool (*Chetan Balwadi*) or other schools in the city once they achieve basic functional and cognitive skills is a major aim of the center.

The center also serves as a training ground for students by offering the opportunity to undertake intensive work with individual children, for extended periods of time.

- Screening for learning difficulties and disabilities, and recommending educational inputs.
- Training workshops for parents and teachers in early identification of developmental delays.
- Training workshops on developmental assessment for professionals and paraprofessionals.

Support for Adolescents and Youth

Adolescence, a critical period in the life span, is a vital area of study in the department program. The current global scenario presents a unique combination of social and economic conditions that are creating new opportunities and challenges for the youth. Poised on the threshold of adulthood, the adolescents are eager to participate in these changes, as agents as well as beneficiaries. In this dynamic

process of embracing and adapting to the myriad changes, the young individuals need support and guidance to enable them to activate their capabilities and make a meaningful contribution to their communities and society.

Considering this context, a Youth Study and Support Center (YSSC) has been set up in the department. The primary aim of the YSSC is to enable young individuals to develop the life skills needed to meet the demands and challenges of everyday life. Based on a developmental orientation, the YSSC is committed to promote psychosocial well being and competence in youth. The YSSC constitutes three key dimensions of research, outreach and development of teaching-learning materials.

Research focusing on various themes such as parent and peer relationships, stress and coping is being undertaken.

Outreach comprises individual and group support and guidance on various issues of concern to the Indian youth, such as interpersonal relationships, career choice, and bodily changes.

Teaching -Learning materials in the different domains of life skills are being compiled and developed.

- Workshops on life skills, family life education and other related themes.
- Guidance and counseling for students at the faculty level.

2.3 The Library

The department has its own collection of books, journals, institutional reports, dissertations and theses which are accessible to students and faculty.

- The book collection has around 200 books on interdisciplinary and core subjects.
- The journal collection constitutes 1500 back volume of both national and international journals and periodicals in the area of Human Development and Family Studies.
- The institutional repository around 250 various in-house reports of the Department.
- The reference section consists of:
 - Around 2000 dissertations submitted by post graduates students of the Department.
 - PhD theses submitted by doctoral students of the Department.

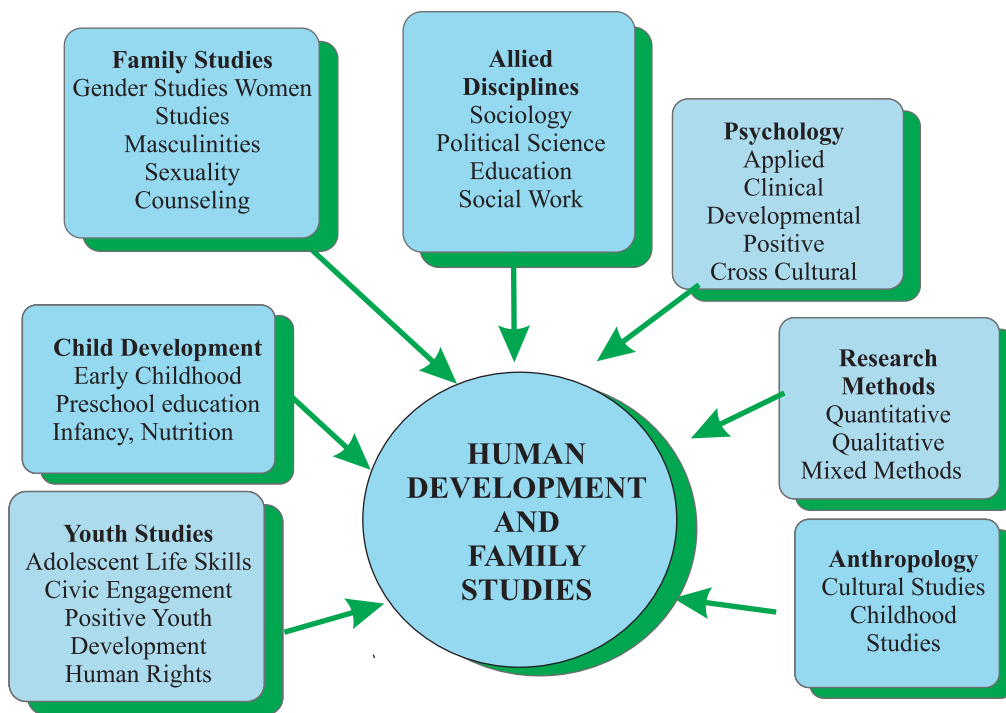


Figure 1. Books and journals: An Interdisciplinary collection

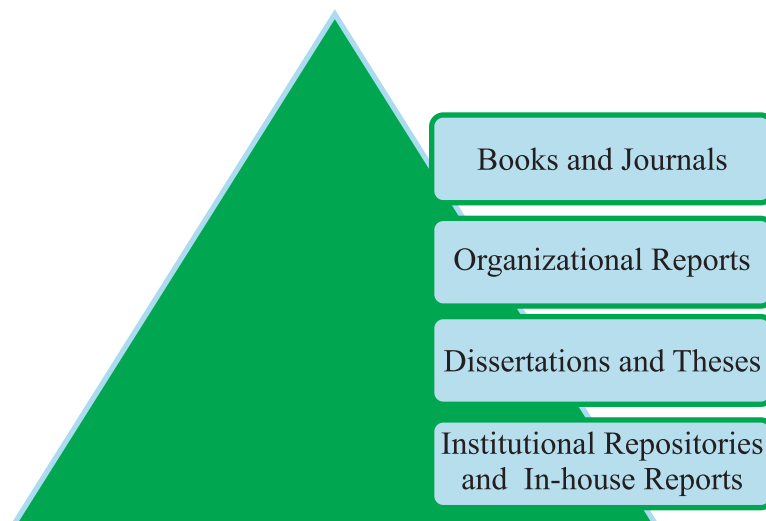


Figure 2. Library collection

2.4 Awards and Scholarships

The department offers awards and scholarships to students for excellence in academic performance; research and fieldwork (see Appendix A).

3. Faculty

3.1 Department Teaching Faculty

Presently the department has fourteen members on the faculty and two nursery school teachers. The faculties are recruited from human development and allied disciplines such as psychology, education, social work and special education. The specific designations of the faculty with their fields of specialization are included in Appendix B.

Over the years, the achievements of the faculty have grown. The faculty members are engaged actively in research and community outreach services, besides teaching and training. Several have secured prestigious fellowships such as the Fulbright, Shastri Indo-Canadian, and various travel grants from national and international organizations (see Appendix C). Lists of select publications by the faculty are provided in Appendix D.

3.2 Visiting Faculty

The program of visiting faculty (through the UGC Special assistance Programs) has enabled the Department to arrange for seminars/lectures by scholars in the field of HDFS and allied disciplines from India and abroad. The institution of the Nehru Chair, to invite eminent scholars in the department for short- and long-term has given further impetus to the program. A number of renowned scholars from Indian, African, Australian, Canadian, European and the American sub-continent have visited the department as Nehru Chair Professors during the last decade. A list of the visiting faculty and their respective lecture topics is provided in Appendix F.

4. Areas in Human Development and Family Studies

The department program is designed to provide both theoretical and empirical knowledge, as well as the skills for working in a variety of applied settings. In view of this, both research as well as outreach experiences form key dimensions of the curriculum.

4.1 Program

The programs of study are designed to provide a variety of experiences focusing on theoretical and empirical understanding as well as practical training. The program is continually updated with relevance to contemporary social issues and priorities. Frequently organized seminars as well as interactive sessions with visiting faculty from within and outside the country supplement and feed into course work and expose students to various perspectives, current issues and concerns in the field as well as orient them to future career prospects.

4.2 Curriculum

A dynamic, contextually relevant curriculum is a key feature of the department across all levels. Periodic review and revision of the curriculum with a view to incorporate relevant culture and context sensitive perspectives as well as current developments in the discipline is an integral practice.

Curricular Aspects: A conscious attempt is made to break away from the dominant western worldview of human development and behavior towards understanding human development and issues from the Indian and cross-cultural perspectives. Through the visiting faculty program, critical feedback from students, and accessibility to relevant books and journals in particular, the department has made significant inroads in reorienting perspectives and developing indigenous ideas and methodologies

which are incorporated into the research and teaching programs. The cross-cultural and gender perspectives are well reflected in the curriculum. Continuous review of curriculum according to advances in the field and changing social context has been a special focus. A recent example is the two specializations in the masters program in HDFS, Life Span Development (LSD) Development and Education for Sustainable Development (CDESD).

4.3 Research

A noteworthy practice has been to evolve focal areas in research based on social relevance, advances in the discipline, department's needs and interests of individual faculty. In addition, interactions with visiting faculty, program planners and practitioners, has led to focus on cross-cultural research as well as action projects. Students are encouraged to opt to work in these specific areas. This not only contributes to building a body of knowledge in a specific area, but also conserves staff energy and time. Young faculty is encouraged to co-guide with senior faculty and also avail research grants from within and outside the University with a view to building their research capacities. Opportunities for networking and training in research methodology facilitate continuous refinement of research skills of the faculty. The department has been awarded several research projects funded by national and international agencies (e.g., NCERT, ICSSR, ICPR, ICAR, Ministries of HRD, Social Justice and Empowerment, Science, Planning Commission, Ford Foundation, UNICEF, IDRC, Population Council). The details of the recent research projects conducted by the faculty are included in this report (see Appendix E). Figure 3 illustrates the major research areas



Figure 3 Research areas and themes

The figure below depicts the major themes under which researches were undertaken over the last eight years (2010-2018).

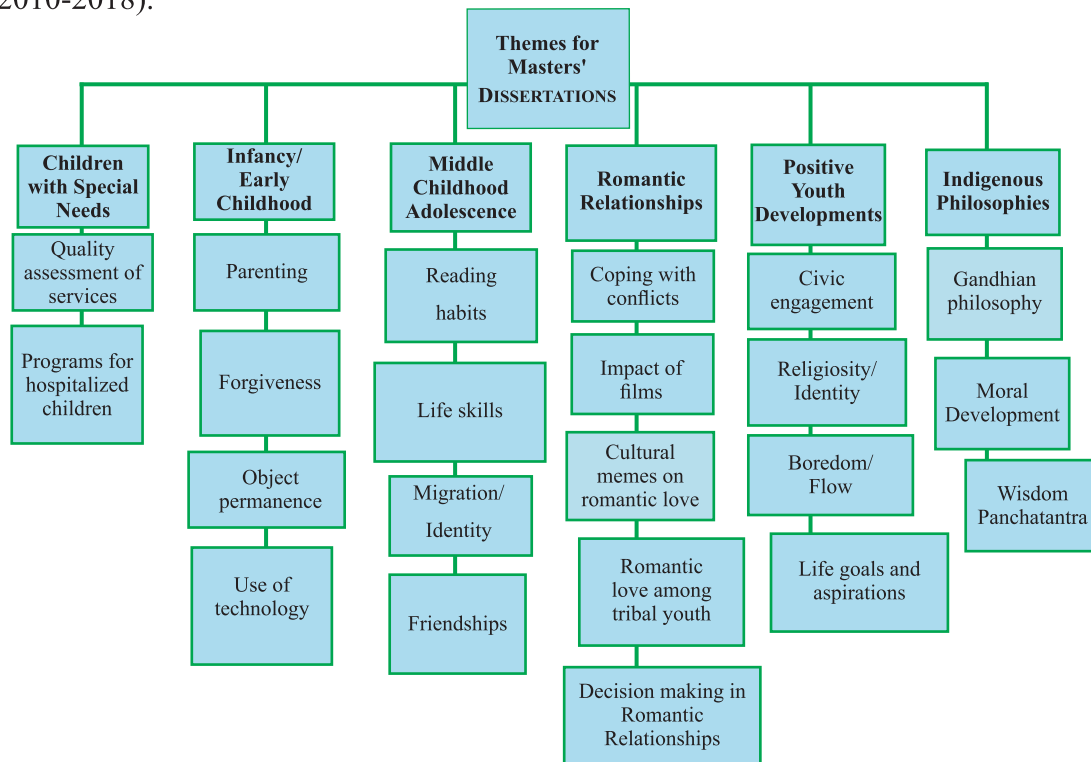


Figure 4. Research themes for masters' dissertation (2010-2018)

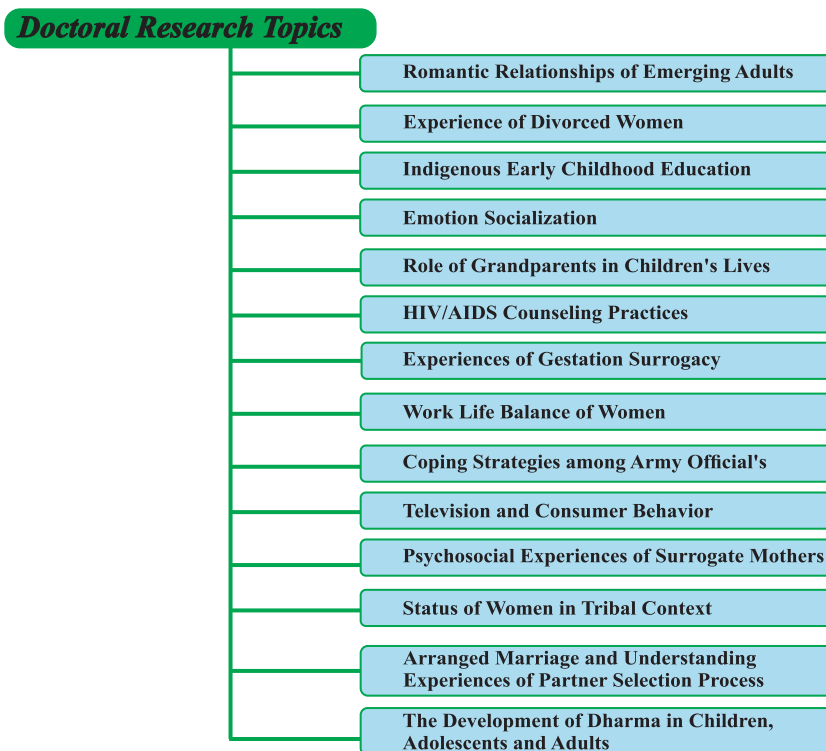


Figure 5. Research themes for doctoral theses (2010-2018)

4.4 Outreach

Community Outreach or “Fieldwork” is an integral part of the Department curriculum. It is a required experience for both, under-graduate and post-graduate students. The program aims at building capacity to work with children, adolescents, women, older persons and families in different settings. It offers students a unique opportunity to translate knowledge into practice and also to generate indigenous theoretical perspectives.

Student field placement programs and invitations from NGOs, educational bodies and state government departments for research and evaluation of training and community development programs provide scope and opportunity for extension. Almost all faculty members are involved in extension in some capacity.

A significant off-shoot of research and extension has been the emergence of consultancy, both informal and formal. The department has a rich collection of program modules, research tools, training packages, audiovisual materials, and equipment to support consultancy activities. The research as well as community outreach programs of the department have been instrumental in establishing linkages with agencies/organizations in community development programs, either through assuming leadership in starting innovative programs or contributing towards consolidation and expansion of the ongoing programs in a given agency.

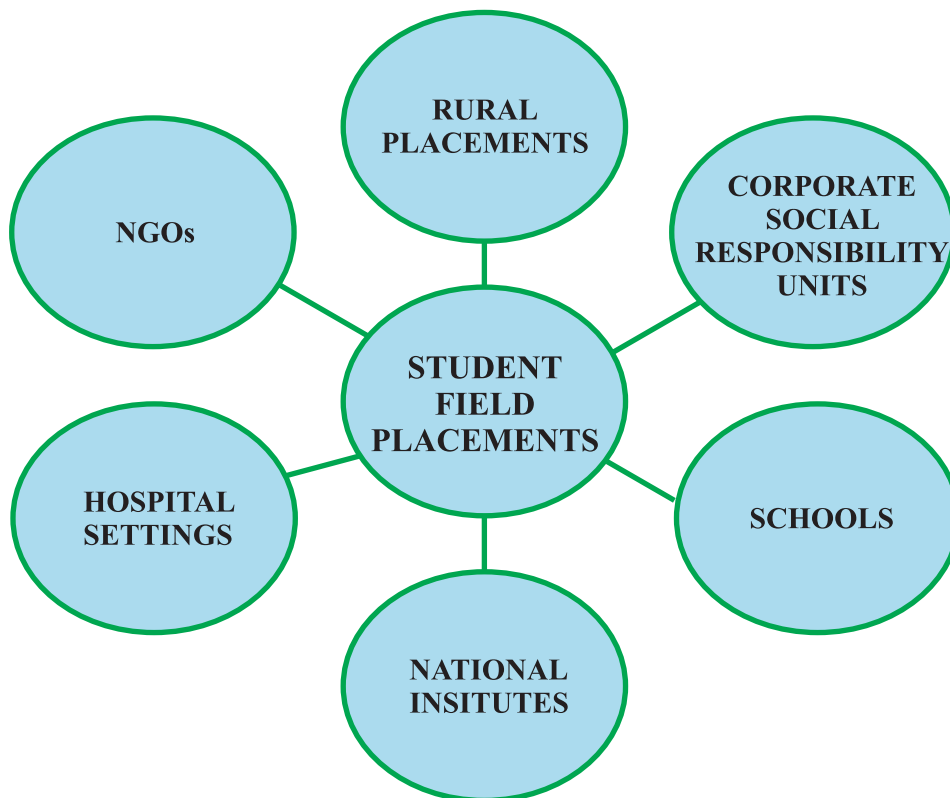


Figure 6. Community outreach

5. Special Programs Organized by the Department of Human Development and Family Studies (2013-2018)

Given below are a few vignettes outlining the department's involvement in special programs.

Upcoming

Pre-conference workshop on Academic Publishing and Grant Proposal Writing, January 30, 2019, by the Center of Advanced Study, Department of Human Development, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda

The workshop is planned for early career scholars and will be conducted by Prof. Peter Martin, renowned researcher from Iowa State University, USA.

International Conference on Human Development in a Globalizing World: Perspectives from South and South-East Asia, January 31 – February 2, 2019, by the Center of Advanced Study, Department of Human Development, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda

The major focus of this conference is to understand the impact of rapidly changing, globalized (and post-globalized) contexts on lifelong development and well-being. The conference strongly encourages discussions on cross-cultural, indigenous, and Indian perspectives that have potential to pave the way forward in responding to these challenges in culturally sensitive ways.

The conference aims to bring together scholars from within Human Development and Family Studies and allied interdisciplinary fields. The conference especially focuses on the South and South East Asian regions to deliberate upon human development issues and policy-related matters in a globalizing context.

Objectives

- To deliberate upon issues of survival, development, vulnerability and resilience in the early years and childhood.
- To discuss youth studies in the context of the positive youth development framework.
- To examine changes in adulthood and aging experience in traditional but technologically advancing societies.
- To understand the critical interface of culture, human development and digital socialization.
- To appraise the family and workplace contexts with reference to human development outcomes and gender issues across cultures.

The conference includes keynote addresses and plenary sessions on select themes by renowned national and international scholars from across disciplines and parallel sessions for individual paper and poster presentations.

Themes for Paper and Poster Presentations

- Impact of social change on life transitions (childhood, adolescence, emerging / mature adulthood, aging)
- The early years: Building resilience for healthy development
- Disabilities and inclusion across the life span
- Education and sustainability
- Human responses to environmental crises: The way forward
- Technological advancements and human development
- Positive youth development: Innovative programs and perspectives
- Adulthood in the 21st century: Interpersonal relationships and technological advancements
- The changing face of family: Structural and functional challenges
- Work place and human wellbeing: Opportunities and challenges
- Counseling for human development and wellbeing
- Parenting and intergenerational relationships
- Prosocial development: Nurturing human values
- Gender, sexuality and human development: New perspectives
- Poverty, marginalization and issues of equity: Effects on human capabilities
- Programs, policies and impact on human development outcomes

Post-conference workshop on The Beliefs, Events, and Values Inventory (BEVI)', February 3, 2019, by the Center of Advanced Study, Department of Human Development, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda

The workshop will be conducted by Dr. Craig Shealy, renowned professor from James Madison University, USA.

2018

Brain Waves, December 14, 2018, Department of Human Development, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda

Brain Waves was held on December 14, 2018 for the students and by the students of HDFS. To celebrate Children's Day and to enhance students' understanding of child development, this program was conceptualized. In this program, there were four competitions, namely poster making, infomercial making, one minute talk and quiz.

Themes for the program were - child development, current trends & issues, child rights, child education, parent education, and so forth. Student participation was overwhelmingly positive. Nearly 20-50 students for each competition. They enthusiastically participated, not only in competitions, but also in the organization and decorating the campus as well.

Brain Waves has been a fulfilling and joyful celebration of children's day. It was a celebration of knowledge and enthusiasm.

Nehru Public Lecture and Panel Discussion on Dialogues on Advancement of Technologies and Human Well-Being, Thursday, January 11, 2018, by Mr. Nipun Mehta, Founder Servicespace, USA

Mr. Nipun Mehta, Founder, Servicespace, USA was invited under the Nehru Chair program 2017-18. He has received numerous awards and recognitions including the Jefferson Award for Public Service, Wavy Gravy's Humanitarian Award and the Dalai Lama Unsung Hero of Compassion. Since September 2015, he is also on President Barack Obama's advisory council on poverty and inequality in the USA. He delivered a public lecture on 'Technology and Human Well Being'.

The event was an attempt to transcend disciplinary boundaries for collective thinking about technological advancement and its impact on human well-being. The eminent panelists each represented varied fields of expertise like technology, medicine, finance and neuroscience.

He focused on the vulnerability of the human psyche to the onslaught of technology and the consumerism around it. Our biggest challenge in this era is the lack of time to ask the right questions before consuming what is offered by the market. He compared the studies of the developed and developing countries in designing and managing a monoculture versus a poly culture. He further stated that human values like kindness and compassion can guide us from Transaction to Relationships of trust that ensure human well-being.

The Nehru Chair Public Lecture was followed by the Panel Discussion.

Panelists:

Dr. Usha Vasthare, Neuroscientist and Co-founder of YogaKshema Rehabilitation & Wellness Center, Bengaluru

K. Thaygrajan Iyer, Co-Founder ICreate, Ahmedabad

Mr. Maulik Mehta, Infinity Consultants, Vadodara,

Dr. Nayan Swadia, Senior Laparoscopic Surgeon, Vadodara

Dr. Nayan Swadia, senior laparoscopic surgeon from Vadodara commented on how Nanotechnology, Robotics, and Telemedicine have improved the field of surgery and medicine for the benefit of patients..He also raised several ethical questions around screening tests for early diagnoses and issues of extending human life, especially in case of terminal diseases.

Mr. Maulik Mehta, financial consultant Infinity Consultants, Vadodara pointed out that there has been a drastic advancement in the finance sector after the advent of technology. However, technology also raises important questions around new concepts like block chain and bit coin, which have not been

encountered before. The 3 pillars for the success of any firm, according to him were – Institutional Framework – Trust – Recourse.

Dr. Usha Vasthare, Neuroscientist and founder Yoga Kshema Rehabilitation and Wellness Center, Bengaluru talked about neuroplasticity of the human brain. She brought forth ideas of a “spiri-science” and stressed on the study of eastern scriptures with science.

Mr. K. Thaygrajan, founder member ICreate, Ahmedabad talked about climate change, biodiversity, ethics and community. He focused on advances in industry the benefits of Industry 4.0. He further talked about the challenges of cybersecurity and over-automation.

The session ended with Question and Answer hour, where the moderator, Mr. Madhu Metha, founder member, Vadodara Innovation Council (VIC) stressed on the inner locus of control, a conscious effort to reflect and take responsibility for our choices, and move towards the attitude of gratitude. Only this will help us to leave the world in a good condition for the next generation.

The session was attended by doctors, teachers, engineers, parents, faculty and students of the university. In all, around 150 participants attended the Nehru Chair Public Lecture and Panel Discussion.

Rethinking Visual Arts in Early Childhood Curriculum- An Experiential Workshop for Educators, Saturday, January 20, 2018, by Dr. Namita Bhatt, Assistant Professor, Department of HDFS, The Maharaja Sayajirao University of Baroda

The workshop began with a brainstorming session and asked the participants to describe why art is important for them. Description about Indigenous Art Forms through pictures and a description of the origins of these art forms were discussed. The Indigenous art forms are as under, the participants were given design sheets and they were guided on how using the techniques of the indigenous art forms, they could use the same concepts within a classroom setup to teach pre-reading, pre-writing, pre-math and science concepts. Different art forms like -

- Gond Art
- Kalamkari Art
- Madhubani Art

In addition to this; all participants were given a worksheet of “Tree of Life” where participants could fill colors or make designs, decorate according to their choice. They were told a story of a tree from birth to death and its journey through the world. Zen Meditation Music was played in the background while the activity was ongoing and teachers were asked to paint with music according to whatever feelings that emerged while engaging with the material.

Nehru Chair Public Lecture on Different Cultural Pathways of Development, Saturday, February 3, 2018, by Prof. Heidi Keller, Eminent Cross Cultural Psychologist, Professor Emeritus, University of Osnabruck, Germany

Prof. Keller discussed and reflected upon the cultural differentiation of two paths of development; one path leads to the independent self, the other to the interdependent self. Each pathway leads through universal, age-related issues in development for example, close relationships, knowledge and intelligence, and autonomy/relatedness etc. The nature of the issues and their developmental sequencing provide the universals of development. At the same time, the cultural structuring of each issue leads to contrasting deep structure outcomes for each domain, one outcome eizing independence and individuation, the other outcome emphasizing interdependence and sociocentrism.

She further elaborated that empirical studies have linked child outcomes to parental values and practices of socialization and apprenticeship. These are the interlinked components of the two cultural pathways through universal development. This theory of the cultural differentiation of two major developmental paradigms leads, paradoxically, to unifying different developmental domains under one theoretical umbrella. Classical treatments of early relationships, intelligence and knowledge, and autonomy/relatedness are all linked as steps in the developmental path toward independence and individuation. Newer cultural research on these topics is beginning to illuminate parallel steps in the developmental path toward interdependence. Future research must establish outcomes in these different arenas as connected steps on a given cultural path. All of these lines of research will contribute to the further development of a unified theory of cultural pathways through universal tasks of development.

Nehru Chair Public Lecture on Culture, Context and Human Development, Thursday, February 8, 2018, by Prof. Ajit K. Mohanty, Professor, Emeritus, Jawaharlal Nehru University

Prof. Mohanty referred to the homogenizing trends of globalization and raised particular concerns about “transcultural cosmopolitanism (TC)”. He mentioned his experience at a conference on TC at the University of Calgary, Canada. Many papers in the conference were aimed at reexamining the role of pedagogy of literacy. His paper was a lone voice of dissent in the conference which celebrated TC or its future.

Prof. Mohanty emphasized that TC was not a post globalization phenomenon. Using examples from his work on multilingualism with the Saora and Kond tribes of Odisha, he explained how emphasis on literacy was not a classroom exercise by a skill that could be extended into the community. He mentioned the “synergistic reading program” they launched through government primary schools that brought adults and children of the tribal community together. Orality and oral traditions, like story telling were used to document the social history of the community. Bilingual books that reflected the diversity in understanding the social history of the community were published. Similarly, stories from

newspapers were discussed followed by reflections about issues prevalent in the tribal context. It was the first systematic effort for an Odiya community to reflect on their social and local history. Multiple versions and voices of history emerged in the process. This demonstrates that people are inextricably rooted in their history but they also want to extend their awareness beyond immediate history, to the contemporary context. Literacy engagement can enable communities to transcend their immediate context. In the face of TC and globalization, diversity rose like a phoenix and thus, TC must remain diverse and varied. Through our research on various cultural groups, we must engender a global humanism that responds to broader human consciousness and rootedness in our own culture. This is a continuous process, natural and intuitive. TC in its stereotypical form reinforces a reductionist view and prematurely celebrates the death of nation states, 'without reflecting on the other'.

Keynote Address session on Culture: The Invisible Obvious, Thursday, February 8, 2018, Prof. Heidi Keller, Eminent Cross Cultural Psychologist, Professor Emeritus, University of Osnabruck, Germany

Prof. Keller, talked about Culture to a large extent is invisible especially to those who do not share that culture (even within the same country). Children grow up and develop within cultural scripts embodied in everyday routines. In Germany however, people think of culture only as art forms, such as painting, music etc., yet everything we do is culture. Becoming competent in a socio-ecological environment and learning to cope with in that environment is important. Environment differ in many respects, in 1970's ecological psychologists studied effects of ecology on children. We develop place identity, which means a bond that we all develop with places we grow up in. She shared data from researches done on family meals together and said in Germany this was the most important thing. In Germany, family time means having fun together, going on joint excursions, having individual space. In Gujarati rural families and in Cameroon, it is about cooperation, participation in real life activities and sharing space and artifacts. Prof. Keller said caregiver is mediated socialization goals. These shape parenting values which are invisible but very powerful and shared some examples for the mirror self-recognition experiments.

Session on Elements of Doing Culturally Sensitive Research: Sociological Dimensions, Thursday, February 8, 2018, by Prof. N. Rajaram, Professor Emeritus, and Dean, School of Social Sciences, Central University of Gujarat, Gandhinagar

Prof. Rajaram started the session with the importance of decolonizing the knowledge during the process of learning. In the earlier times, knowledge in USA across the social sciences field was limited to White Christian men. Later people realized, what about the Black, Latino populations and Women. In Sociology, culture is a very important aspect in regard to research process and methodology. One of the earlier aspects that focused on culture was raised in late 1950s in India. The debate was between two research scholars on 'Sociology of India' (Dumont, 1957) vs 'Sociology for India' (Bailey, 1959). (The

debate of Dumont/Bailey was between two different traditions of West). Dumont's argument was, Indian civilization represents a set of values located in the principle of 'hierarchy'. This is reflected in facts of representations (as opposed to facts of behavior). He emphasized on Indological approach. Bailey on the other hand, emphasized on Sociology- as the study not of representations, but of relations, roles, and structures from an empirical perspective. Dumont was talking about culture but the Indian culture is very different from the west, for example, in India- we have caste system which is not present in the west. One of the important phenomena of understanding the social system of India includes understanding Caste. So how can one study Indian society without understanding the caste system, reflects Prof. Rajaram.

Prof. Rajaram further talked about - How to be a culturally sensitive, the Ontology, the Epistemology, and the Ethics of doing a culturally sensitive research.

Session on Social Exclusion, Sectarianism and Poverty, Wednesday, March 7, 2018, by - Prof. Sunita Nambiyar, Professor, Faculty of Social Work, The Maharaja Sayajirao University of Baroda

Prof. Nambiyar emphasized on two main areas in poverty where changes in policy could boost economic equality: taxation and social spending. She also explained the vicious cycle of poverty and the present situation of India where rich is becoming richer and poor are becoming poorer.

Exclusionary processes can have various dimensions like Political, Economic, Social and Cultural exclusion. These relationships are interconnected and overlapping and it is impossible to identify a single specific cause in the context of social exclusion. The causes of social exclusion that lead to poverty, suffering and sometimes death can be attributed to the operations of unequal power relations. Social exclusion has many contributors. Major contributors include

- Race, religion, caste
- Income, employment status
- Social class
- Geographic location,
- Personal habits and appearance
- Education,
- Political affiliation.

Sectarianism

Sectarianism is a form of bigotry, discrimination, or hatred arising from attaching relations of inferiority and superiority to differences between subdivisions within a group. Common examples are denominations of a religion, ethnic identity, class, or region for citizens of a state and factions of a political movement.

2017

***Workshop on Hands-on Training for Effective Communication, January 9-10, 2017,
by Dr. Annapoorna Ravichander, Management Trainer and Consultant, Bangalore***

A two day workshop was organized in association with Women's Studies Research Center, The Maharaja Sayajirao University of Baroda, wherein 27 students of Department of HDFS participated.

Dr. Annapoorna Ravichander has her Ph.D in History from the Maharaja Sayajirao University of Baroda. She has to her credit Two semesters in Portuguese language at the Universidade de Lisboa, Portugal; Two Years French Course-Certificate and Diploma, from the Maharaja Sayajirao University and One-Year French Course at the Alliance Française, Bangalore.

She has an experience for more than 25 years as a trainer, communicator, leader and manager. She is a trainer and mentor in Delivering training, Designing training packages, Reviewing documents, Documenting Building media relationships, Editing and Building Communication Strategies.

The workshop included several interesting and expressive exercises. It also had sessions on objectives and types of communication. The resource person further discussed about the ground rules for effective communication. The workshop also had sessions on modes and types of communication; barriers to communication and tips on effective communication. The workshop ended with session on written communication, storytelling, report writing, promotional leaflet designing etc.

Workshop: Shadow Teaching, September 14 - September 15, 2017, by Ms. Kirti Shah and Ms. Ashwini Deshpande Nagarhalli

A two-day workshop was organized on 'Shadow Teaching' at the Department of Human Development and Family Studies, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda, as a part of the ongoing activities under UGC CAS Phase III, from September 14 to September 15, 2017. The above workshop was conducted by Ms. Kirti Shah and Ms. Ashwini Deshpande Nagarhalli from a Mumbai based Service organization, named "KNACK Ability Enhancement Services. The workshop was organized for the junior and senior M.Sc. students of the HDFS Department. The total number of participants was 20. Among the participants, was also a mother of a special child who on special request, was allowed as the workshop participant. On day 1, the third year students of the department also attended the first session prior to the tea break. The department curriculum offers two courses on special education, one offered at the T.Y. B.Sc. level and the other offered at the Jr. M.Sc. level. The workshop included sessions on - Introduction to the field of Inclusive Education; Career Options and prospects in the field of Inclusive Education; Basics of Neuro-developmental disorders- Down's Syndrome and Intellectual disability; Academic Concerns and Need for support in the classroom for special needs including Learning Disability, Slow Learners and

Language Deficits; Roles and responsibility of a Shadow Teacher; Intervention Planning as a shadow teacher; Weaning off Shadow support and Understanding concessions in the mainstream.

Theatre Workshop, December 28 -29, 2017 by Mr. P. S. Chari

Mr. P.S .Chari, Theatre Artist and Director, Triveni Theatre Group, Vadodara conducted a theater workshop with Third Year B.Sc. (HDFS) students. The workshop was planned as part of preparations for students' forthcoming outreach activities by way of placements in rural areas.

The workshop involved various sessions like –

- Session on Introductions
- Session on Hindi syllables
- Session on Voice Modulations
- Session on Chinese Whisper
- Session on Gender Issues
- Skit Performance

2016

Short course on Advances in Human Development and Education for Supervisors, Principals and Teachers (Pre-primary and Primary Sections), February 23 -27, 2017, Department of Human Development & Family Studies

A five day short course was conducted by the Department of Human Development & Family Studies for the Educators, for Supervisors, Principals and Teachers (Pre-primary and Primary Sections) on Advances in Human Development and Education.

Objectives

1. To share recent research advances in the fields of human development that interface with education and schooling.
2. To discuss recent trends in value education, special and inclusive education in schools.
3. To strengthen supervision and class room management strategies, and emphasize the importance of positive guidance and leadership for education administration at different levels.

Themes:

The main themes covered were as follows:

- What does Research say to the classroom?
- Culture, context and learning for development

- Gender development and implications for classroom settings
- Guiding child behavior and development
- Learning problems in classrooms
- Action Research: what, why and how
- Value Education: general perspective and researches, strategies for inculcating good values in the cultural context
- Mindfulness in schools, strategies to cultivate values
- Compassion in classroom and in curriculum
- Panel Discussion and an open session of interaction with the Resource Persons

Workshop on Building Child Friendly Environment in Hospitals, February 24 -25, 2017, by Dr. Satish Pandya, Pediatrician, Varun Children's Hospital and Ms. Perminder Wadhvani, Department of Human Development & Family Studies

This workshop aimed to facilitate understanding regarding psychosocial concerns of children and families in healthcare settings. A brief overview of India's healthcare services for children and their families was provided. Introduction to the profession of child life and strategies to enhance coping skills and resiliency of children and families in stressful healthcare circumstances was discussed. The course explored career and research opportunities of child life services within India.

Panel Discussion on Expressions: Me and My Selfie, March 4, 2017, by the Department of Human Development & Family Studies, in collaboration with the Women's Studies Research Center and Faculty of Journalism and Communication, the M.S. University of Baroda. Invited panelists—Prof. Matthijs Cornelissen, Dr. Khushbu Pandya & Dr. Falguni Oza

The objective of the discussion was to question interesting exploration on how we relate the selfie phenomenon with the inner workings of the self and how it influences youth identity in the Indian context. The Panel Discussion, *Expressions: Me and My Selfie'* was an opportunity to explore the impact of selfie on self as expressed in the social world and cyber world and the gender issues therein. The main objective of the *_Me and My #Selfie'* Contest was to see how an individual perceive his/her own self while taking a *Selfie* and portraying themselves and also throw light on why do people take *selfies*, what were its implications and whether there are any gender issues associated with it.

Selfie as a form of self-presentation has primarily changed self- expression since the advent of smart phones and social media. The need for self-expression is universal in human beings and the smart phone device provides practically an effortless and instantaneous way to do so through a selfie. The selfie phenomenon is such a global rage that the Oxford Dictionary announced selfie as the word of the year in 2013 as the frequency of use of the word selfie in English language had significantly increased by 17,000 percent since 2012. It is believed that the word selfie had first appeared in an Australian chat

room on September 2, 2002. In 2004, self-portraits tagged as #selfie appeared on Flickr and MySpace and later in 2005, the word 'selfie' found its way in Urban Dictionary.com. Along with the evolution of the word, the actual selfie has also been evolving. Selfie has evolved to various forms such as a usie (a couple selfie), felfie (a farmer selfie), and healthie (a selfie of healthy body).

The smart phone helps to create a socially desirable identity while designing and posting selfies that get more likes in the cyber world. Different types of selfies are clicked and posted on different platforms, Instagram and Facebook being the more popular ones. Eventually, a cyber self or multiple cyber selves are thoughtfully negotiated and created. In essence, there is a cyber self in the cyber world and a self in the social world. A self is conveniently distributed in multiple layers; a differing version of self-portrayed in different spaces.

The phenomenon of selfie has psychological and sociological impact on the self and society both positive and negative. Undoubtedly, a smart phone has been an equalizer among classes with individuals in labor class owning a smart phone equivalent to a white collared professional. Women who have been covering their faces are now enabled to express themselves by clicking a selfie with a smart phone. For adolescents, selfie has become an integral part of their existence providing a medium to connect, explore and carve an identity. In this context, some questions interesting for exploration are how we relate the selfie phenomenon with the inner workings of the self and how it influences youth identity in the Indian context. The panel discussion, Expressions: Me and My Selfie was an opportunity to explore the impact of selfie on self as expressed in the social world and cyber world.

Panel Discussion on Child Rights, March 7, 2017, by the Department of Human Development and Family Studies

The panel discussion was designed to promote discussions on the rights of children. Eminent personalities from the fields of academics, law, social work, preschool and school sector were engaged with this miniscule but huge issue during the course of the event.

Objectives

1. To understand the laws given by UNCRC and Indian laws
2. To understand how the novel initiatives of our education forefathers are being misinterpreted by the present schooling system
3. To discuss ways to provide love and affection to child from both the parents
4. To understand that a child is not a child for his/her parents but the whole society.

During the panel discussion academician, lawyer, social sector personnel and preschool & school sector critique put forward their points for the right of our child.

The invited panelists

- Prof. Zubair Meenai, Professor, UGC Centre of Advanced Study, Department of Social Work, Jamia Millia Islamia, Director at the Centre for Early Childhood Development and Research, Jamia Millia Islamia.
- Mr. Neelambar Jha, Advocate, Supreme Court of India
- Mr. Rewati Raman Vishewar, Independent Consultant
- Mr. Kumar Jahagirdar, Social Activist & Founder President of CRISP (Children's Rights Initiative for Shared Parenting)

Seminar on Ethics in Academia, March 17, 2017, by the Department of Human Development and Family Studies

The above seminar was open for all. In a world where the use of internet is increasing and where written publications have become global documents, it is imperative for us to educate ourselves about ethical practices and implications of plagiarism. This seminar was designed to cater to this need among students, Following were the seed questions that the seminar proposed to address:

- What are ethical practices in academics?
- What are the principles of publishing?
- What constitutes plagiarism? What are its many forms and implications?
- What are the rules and regulations governing academic dishonesty and theft of intellectual property?
- How do we know what are reliable sources of information?
- What are predatory journals? How do we identify and avoid them?
- What are plagiarism tools and software available in India?
- What are implications and penalties associated with violation of ethical norms?
- What is the Maharaja Sayajirao University's policy on academic integrity?

The invited speakers:

- Shri. Manoj Kumar, Scientist-D (CS) & Convener, CALIBER 2017, An Inter University Centre of University Grants Commission, INFLIBNET Centre, Gandhinagar, Gujarat
- Dr. Bhakti Gala, Assistant Professor, School of Library & Information Sciences, Central University of Gujarat (CUG), Gandhinagar, Gujarat
- Prof. Neharika Vohra, Professor, Indian Institute of Management Ahmedabad

2015

Public lecture on Be Selfish, Be Generous, December 2, 2015 by Shri Nipun Mehta

At the age of 24, Mr. Nipun quit his job to become a "full time volunteer." He is the founder of Service Space, an all volunteer-run organization using technology to inspire greater volunteerism.

Flying in the face of conventional economic theory, which assumes that people only want to maximize their self interest, a group of college kids started a series of experiments with the opposite idea -- that people are drawn to behave selflessly. What began with four friends in the Silicon Valley as Service Space has now spread to millions around the globe, and is birthing some radically unique designs. Projects like Karma Kitchen, a restaurant with no prices on the menu, where your bill has already been paid by a previous diner and you are invited to donate for the guests after you. When our systems rely on our innate kindness towards each other, it unlocks a profound inner transformation that changes our way of being and relating to each other. That inner transformation, coupled with Internet's capacity connect small, loosely-knit pieces of goodness, gives birth to micro "gift economies" that reconnect ancient values with modern application. In this gathering, Nipun Mehta, shared some of the pioneering experiments of "giftivism", speak about the lessons he's learned from his personal practices, and brainstorm ideas for creating a broader gift culture in our societies.

Panel Discussion on Vision and Making of Modern India, August 8, 2015 in collaboration with Samashti Institute of Integrated Learning (SHIIL)

Invited Speakers

Lord Bhikhu Parekh, Eminent Political Philosopher & Professor, University of Westminster and Shri P. K. Laheri, Director, Torrent Energy Limited, Ex-Chief Principal Secretary, Government of Gujarat.

The struggle For India's independence from the foreign rule also endowed her with modern Indian nationhood. The founding fathers of modern India had themselves suffered the tyranny of an unjust, self seeking, callous/merciless, and autocratic ruling system. Thus when the drawing board was set for drafting the constitution of modern India, all of this experience and collective wisdom was put to use. In essence the Indian constitution articulated the philosophical foundation of the modern Indian society and prescribed a concomitant governing system to realize a society based on such a foundation.

The founding fathers dreamt of a society which was to be secular and, democratic in its orientation, imbued with a sense of collective interdependence and coexistence.

- A society which was to be free, fair and just, a society which would respect and secure fundamental human rights to all of its citizens
- A society, where sense of individual dignity and fraternity prevailed.
- Gurudev Rabindranath Tagore, Mahatma Gandhi, Pandit Jawaharlal Nehru and Sardar Vallabhbhai Patel are amongst the core contributors to this vision of modern India.

The objective was to ask the esteemed speakers to illuminate us on to

What actually was at the heart of this vision?

Is it worthy enough to be pursued today?

Given that it is worth and relevant in the present context, What attempt needs to be made to ensure that it is fully understood and internalised by the citizenry at large and at the very least by the political class of this country?

Child Life Summer Institute (July, 2015)

The department will organize a Child Life Summer Institute in July 2015. This course aims to facilitate understanding regarding psychosocial concerns of children and families in healthcare settings. A brief overview of India's healthcare services for children and their families will be provided. Introduction to the profession of child life and strategies to enhance coping skills and resiliency of children and families in stressful healthcare circumstances will be discussed. The course will explore career exploration and research opportunities of child life services within India.

Dr. Priti P. Desai (PhD, MPH, CCLS) who is a pioneer in the field of Child Life from India, currently working as Assistant Professor in the Department of Child Development and Family Relations, East Carolina University, USA will be conducting the training sessions. The target group for the course would be professionals and graduate level students from the following disciplines would benefit from taking the course: Child Development, Human Development and Family Studies, Early Childhood Education, Developmental Psychology, Pediatric Psychologists, Medical Social Work and other closely related fields.

Brain Awareness Week (March 31-April 9, 2015)

Brain Awareness Week was jointly organized in collaboration with National Brain Research Center, Gurgaon (NBRC) and the Department of Human Development and Family Studies, Vadodara. National Brain Research Center is the only institute in India dedicated to neuroscience research and education.

Objectives

- To create awareness about developing brain and significance in early years.
- To discuss the influence of stimulation and care of child and its impact on later life.
- To highlight the role of caregivers in enhancing children's brain development.
- To suggest age appropriate stimulation activities to enhance child development across cognitive, physical, language, emotional and social domains of development.

The participants for the brain awareness expert talk were parents of Chetan Balwadi (Lab Nursery School of HDFS department), teachers, university students, professors and other parents.

For the workshop in agencies, the participants were parents of Kashiben Govardhans Patel children's hospital (KGP) hospital and youths of friend's society.

Expert talk by two renowned local pediatric neurologists was held followed by exhibition, workshops and poster making competition on the theme "Significance of early years and brain development".

Use of Theater in Preschool Education (February, 2015)

The workshop on “Use of theatre in preschool education” was conducted by Dr. Asha Singh, Lady Irwin College, New Delhi on February 11, 2015. The workshop was organized for all preschool teachers of Baroda High School at its Alkapuri branch, Vadodara. Dr. Asha Singh focused on the use and role of theatre arts as an enabling resource in teaching pedagogy. She emphasized that theatre inherently has tremendous potential to deal with variations of ability, performance and cultural plurality. With a propensity for allowing narrative authority, theatre provides pedagogy with a slant for facilitating individual identity. India being a land of contrasts abounds in inequity, linguistic multiplicity and ethnic plurality are, the defining character of the Indian mosaic. Several homogenizing forces dominant in schools often negate the multiplicity of socio-cultural identities. Tensions between social diversity and academic conformity impose a problematic contest for children's cultural confidence, making schools sites that impact the lives of children in unintended ways. Using theatre as a classroom device connects teachers with glimpses of how children grow. This personalizing of pedagogical space honors children and schools become supportive in letting each child carve individuality despite being part of a collective negotiating many market forces. She attempted to generate a compelling concern to use methods of theatre and drama in pedagogy for knowing children's socio-cultural selves. Through the processes of theatre educators revisit the experience of childhood, reconstruct images to reorient their own adult psyches towards the spirit of childhood.

Discussion meeting on Early Childhood Development, Disability and Early Intervention, March 27, 2015

The talk on “Early Childhood Development, Disability and Early Intervention” by Dr. Ashwini Vaishampayan, Occupational Therapist and Senior Program Manager, Ummeed, Mumbai was organized on March 27, 2015. Dr. Vaishampayan first shared about various activities, research and programs that are carried out in Ummeed. She focused on importance of developmental monitoring and developmental screening at early age in children as many children with developmental delays are not being identified as early as possible. As a result, these children must wait to get the help they need to do well in social and educational settings (for example, in school). She stated that research shows that early intervention treatment services can greatly improve a child's development. Early intervention services help children from birth through 3 years of age (36 months) learn important skills. Services include therapy to help the child talk, walk, and interact with others. The Individuals with Disabilities Education Act (IDEA) says that children younger than 3 years of age (36 months) who are at risk of having developmental delays, might be eligible for early intervention treatment services even if the child has not received a formal diagnosis. These services are provided through an early intervention system in each state. In addition, treatment for particular symptoms, such as speech therapy for language delays, often does not require a formal diagnosis. Although early intervention is extremely important, intervention at any age can be helpful.

2014

Workshops on Life skills

An interactive workshop on life skills for 150 first year and second year students of the faculty on conflict management, decision making, delayed gratification, gender sensitization was organized in September, 2014.

Topics and sub themes of the workshops:

Interpersonal Relationships and Decision Making

Gender Sensitization

Interpersonal Relationship and Conflict Management

Thinking skills

The students enjoyed the topic on conflict management and appreciated the workshop, especially understood all the topics of the workshop. They are looking forward to attending more such kind of workshops.

National Seminar on Youth Civic Engagement in India: Interdisciplinary Perspectives, HDFS-HRE Program, Vadodara, September 17-19, 2014

A three day National Seminar on “*Youth Civic Engagement in India: Interdisciplinary Perspectives*”, September 17 to 19, 2014 was organized under HDFS – HRE Program. The seminar engaged scholars, students and civil society representatives on themes related to youth civic engagement.

Objectives

- Bring together eminent social scientists from the fields of human development, psychology, social work, political science and allied fields to deliberate upon youth development and civic engagement as potent avenues for social change in Indian society
- Discuss Indian philosophical underpinnings of civic engagement and the role of youth in nation building
- Provide opportunities for civically engaged youth and their mentors to address student groups and inspire them to volunteer.
- Delineate policy recommendations and strategies for effective interventions to enhance positive youth development.
- Publish a book based on select papers presented during the seminar.

Fifty participants including graduate students and young faculty working in the area of positive youth development / Indian youth within and outside Vadodara from Departments of Psychology, Human Development, Child Development and related disciplines participated in the seminar. Regional institutes were given priority in selection. 20 graduate, doctoral students and faculty from the Department of HDFS, The M. S. University of Baroda also participated. On 19th September, undergraduate students of the department were invited to attend select sessions.

Workshop on Enhancing Religious Tolerance among Youth in India and Poster Making Competition, July 12, 2014, Baroda Productivity Council, HDFS-HRE Program, Vadodara,

A workshop on “Enhancing Religious Tolerance among Youth in India” and a Poster Making Competition were organized for school and college students between 14-25 years of age on July 12, 2014. Through the program, we tried to provide opportunities to youth to reflect upon and contribute proactively to issues affecting Indian society. Resource persons interacted with a group of 35 school going adolescents and college students on themes like religious tolerance, religious diversity in India, peace compassion and non violence, youth for religious tolerance and human rights and nation building. Later, the participants worked in groups and made posters on the same themes.

Short films festival Manthann: Youth Reflections for Change, February 28 & March 1, 2014, Shamiana Cine Café, HDFS-HRE Program, Vadodara,

“Manthann: Youth Reflections for Change” was a short film fest for youth between 18-30 years of age organized by HDFS-HRE Program in collaboration with Shamiana Cine Café on February 28th and March 1st, 2014. One of the aims of the HDFS-HRE Program was to popularize the concept of positive youth development and youth civic engagement through various sensitization programs. Through the programs, we tried to provide opportunities to youth to reflect upon and contribute proactively to issues affecting Indian society. Short films on various themes like youth in social development/politics, peace and non violence in everyday life and youth & social media were screened followed by an interactive discussion session with experts.

The film festival provided a platform for discussing issues projected in films with the experts. It created opportunities for youth to have a positive attitude about their role in finding viable solutions for resolving these issues at the local level. Approximately 60-70 youth participated on both the days of the film fest. The event was publicized widely through social networking sites, radio and participants were identified from within and outside the university.

Communication and Team Building Workshop for Faculty Students, March, 2014

The workshop on “Communication and Team Building” was organized on March 20, 2014 at Department of Human and Development and Family Studies, Faculty of Family & Community Sciences, The M. S. University of Baroda, Vadodara, Gujarat.

Objectives

- To create an environment that facilitates trust and empathy between workshop participants

- To provide an opportunity to appreciate the power of clear and complete instructions.
- To enhance listening skills
- To enhance their non verbal communication skills
- To create awareness about importance of having common aims and working in coordination to achieve them for effective team building

The workshop aimed at enhancing their communication skills and competencies required for effective team building. The participants of the workshop were students of second year HDFS (major) from the Faculty of Family and Community Sciences, M.S.University of Vadodara.

Workshop on Positive Youth Development: Promoting the Spirit of Volunteerism, February 1-2, 2014, HDFS-HRE Program, Vadodara

A two day workshop was organized with the aim to popularize the concept of youth civic engagement for positive youth development and to promote the spirit of volunteerism. The objective of the workshop was to discuss the potential and need for self development and civic engagement at individual and societal levels.

The workshop mainly focused on the following themes/topics/concepts:

- Self-in-relationships
- Communication skills and self reflection
- Avenues of participation
- Adopting a healthy lifestyle by beating stress
- Bringing personal transformation

30 undergraduate students and / or youth in the age range of 18-25 years from Vadodara city participated in the workshop

Workshop on Developmentally Appropriate Curriculum for Preschoolers, January, 2014

The workshop on “Developmentally appropriate curriculum for preschoolers was organized for preschool teachers of Baroda High School, Vadodara on January 11, 2014. The workshop was conducted by Prof. Prerana Mohite and 2 project associates of CAS. The workshop focused on importance of using curriculum models while planning the curriculum for preschoolers. The need to plan a developmentally appropriate curriculum was explained to teachers by using various examples and group activities. A demonstration of how to plan a curriculum was shown to teachers and they were asked to plan the same in groups too. At the end a group presentation was kept where all teachers in group presented their plan and required inputs were given by the experts.

2013

National Conference on Human Development and Family Studies: Crystallizing a Disciplinary Identity in India, Vadodara, October 17-19, 2013 (In collaboration with International Society for the Study of Behavioral Development (ISSBD) - India)

The field of Human Development and Family Studies (HDFS) has carved a niche for itself in the social sciences. The transition from being a field of child development to human development and family studies has been rewarding. Taking advantage of its inherent interdisciplinary nature, the field has move from strength to strength, contributing significantly to a deeper understanding of developmental and familial processes. Successful cross-fertilization in the fields of HDFS, anthropology, cultural and cross-cultural psychology has reinstated the role of culture and contextual influences on development.

In the last 15 years, the context in India has changed considerably. Globalization and technological advancement have ushered in a new era. The processes of migration and acculturation in a global world have sprung up touch challenges for individuals and families in India. These changes have given rise to new opportunities as well as challenges for scholars in the field. The time is right to engage in collective reflection about our field and etch further directions towards understanding individual and family development that is grounded in the Indian social reality. The following concerns will be addresses in the conference:

Objectives

- Share and deliberate upon major research themes and areas of research interest of Indian scholars of human development.
- Discuss the commonly used methods of research and intervention.
- Discuss processes and methods of research documentation and dissemination.
- Explore the interface between research and policy at the local, regional and national levels.
- Design a roadmap for the future of the discipline in India with reference to student training, curriculum and research agenda.
- Explore possibilities of forming a 'National Forum of Human Development.'

As a Center of Advanced Study, the department brought together scholars from across the nation working in the field of HDFS under one wing to deliberate on the above issues and to create a space for sustained academic dialogue and exchange. With reference to the latter we would like to discuss the possibility of forming a National Association of Human Development with the multifold aims of enhancing academic networking between scholars and institutions, creating avenues for dissemination of Indian work in the field, and strengthening the collective representation of the discipline at regional, national and international levels.

More than 100 participants, senior and junior scholars, as well as graduate students of the department, participated in the conference. Papers were presented on a variety of themes in the field of human development and round table discussions were held on the status of the discipline as well future initiatives.

Workshop on Experiential Learning and Graphic Organizers, September, 2013

The workshop on “Experiential Learning and Graphic Organizers” was on September 7, 2013.

Objectives

- Create awareness regarding the need and importance for Experiential Learning and graphic organizers in school teaching.
- Orient participants to the Experiential Learning and its use within classrooms.

The workshop participants were a varied group. It ranged from department staff, Chetan Balwadi teachers and students from the Post graduate ECCE program of the department; as well as the T.Y. students and CAS staff.

Panel Discussion on Assessment of Children and Youth, March 16, 2013

Panel discussion on 'Assessment of children and youth' was organized considering the timing of another event being organized by the department in form of a developmental Assessment Week (March 18 – 23, 2013). The following were the main objectives of the program:

- To deliberate upon the issues related to assessment in the field of Human Development.
- To discuss the ethical and legal concerns regarding assessment from a Human Development perspective.
- To identify the day to day concerns and issues faced by Children and Youth in the present context.

Guest speakers included professionals in their respective fields from Vadodara and Mumbai. The topics of discussion were varied such as parents understanding of students' assessment methods and need for changing the mindset, communicating with adolescents, practical issues faced by adolescents today and their assessment, and effective identification of children with multiple disabilities.

The participants (approximately 80) formed a dynamic group comprising of principals and teachers from the schools of Vadodara city, practicing Pediatricians and students and staff from the department

Assessment Week, March, 2013

The Assessment week for children and youth was organized from March 18th to March 23rd, 2013 with the aim to identify the day to day concerns and issues faced by children and youth in the present context.

The Assessment Week, as the name suggests, was a week long program wherein four distinct developmental assessments for the groups of children (from birth-six years) and youth were undertaken in the department by experts. These standardized tests included the Developmental Assessment Scale for Indian Infants (DASII) (birth to 30 months), Seguin Form board (3 – 6 years), Comprehensive Interest Scale (adolescents and youth) and Learning Styles (11 years and above). The main goal of the assessment week was to establish the Human Development Assessment Centre as the destination for Developmental Assessment across different age groups (birth – old age) in the city of Vadodara. Extensive ways of reaching out to the city schools and pediatric testing centers were adopted. The assessments were conducted by Dr. Divya Sharma, Ms. Namita Bhatt, Ms. Smita Bammidi, Ms. Veena Panjwani and students of Jr. MSc (2012-14 batch). The numbers of assessments conducted during the assessment week were as follow :

- Developmental Assessment Scale for Indian Infants (DASII) (birth to 30 months)
- Seguin Form board (3 – 6 years) – **18 + 2 (after the assessment week)**

- Comprehensive Interest Scale (adolescents and youth) – 15
- Learning Styles (11 years and above) - 11

With collective efforts, the first ever Assessment Week was a decent success, with over 50 assessments undertaken. The response from the parents regarding these assessments was very positive and most of the parents were satisfied with the reports of their children. The parents were guided about the reports and its interpretations in detail by the assessors.

Panel Discussion on Youth for Development: Issues and Concerns, February 2, 2013

CAS in collaboration with the Azim Premji University, Bangalore, organized a panel discussion on theme “Youth for development: issues and concerns. Young people from different disciplines participated in the program. Prof. Rajaram, Dean, School of Social Sciences, Central University, Gandhinagar was the chair-person of the program. Dr. Sujit Sinha, faculty member at the Azim Premji University, and Ms. Trupti Shah, working with *Sahiyar* (NGO) were the resource person. Many students expressed concern over the practical problems which obstruct the path of development at micro and macro levels and create ambiguity in the practice of Human Development professionals.

DASII In-house Training, January 29, 2013 onwards

DASII, a revised version of Bayley Scale of Infant Development, was developed by Professor Pramila Pathak, alumnus the department of Human Development and Family Studies and was used for various outreach programs, workshops and testing programs. From 2007 to 2009, the centre was known as the 'Pramila Phatak Diagnostic and Training Center', where assessment and testing for infants and children are done under one umbrella.

In the year 2009, the department launched the Human Development Assessment Center (HDAC), with the vision of carrying out various assessments related training workshops and services for infants, adolescents, youth and adults across all the life stages. In-house capacity-building training was initiated at the department level with the following objectives:

- Build capacity of department and CAS personnel on DASII as a tool for assessment.
- Revive the Human Development Assessment Centre (HDAC) by conducting regular testing.

Doctoral fellows, staff of the department and project fellows of CAS were trained for the initial phase; later training would be imparted at larger scale. Training comprised of theoretical interactive session between staff and trainees followed by practical sessions being conducted with young children. Dr. Arun Phatak, renowned pediatrician from K.G.P hospital took few sessions on scoring and practical tips of DASII.

Workshop on Developing Tools for Pedagogical Inquiry, January 17-18, 2013

Prof. Vivienne Baumfield, Professor of Pedagogy, Policy and Innovation in the Faculty of Education, University of Glasgow was the resource person of the workshop. Participants of the workshop included school teachers from local schools, students pursuing diploma course in ECCE, master's and doctoral fellows.

The objectives of the workshop were:

- Create awareness regarding the need and importance for pedagogical inquiry in school teaching.
- Orient participants to the pedagogical inquiry tools and its use within classrooms.

Awards / Scholarships Instituted by the Department of Human Development and Family Studies

Pramila Phatak Post Graduate Research Scholarship

This scholarship was instituted in 1975 in honor of Dr. Pramila Phatak, who retired from service after many fruitful years of work. Her contributions in the area of infant assessment have put the Department on the international map. The Pramila Phatak Scholarship is awarded once a year to a senior master's student who has demonstrated competence in research.

Rajbala Sharma Memorial Prize in Child Development

This prize for master's students was instituted by the Department in memory of late Ms. Rajbala Sharma, a master's student in Child Development, who endeared herself to the teachers and peers as a genuine seeker of knowledge. Her life was cut short in June 1979 following a major heart surgery.

Ansuya Krishnamurthy Community Outreach Award

This award is given to a master's student who excels in fieldwork. It is named after Smt. Ansuya Krishnamurthy, who was associated as a preschool teacher with Chetan Balwadi, the laboratory nursery school of the Department, from its inception. It was initiated in 1995 by Prof. Parul Dave, an alumni achievement awardee.

Prof. Amita Verma Prize

Awarded to a post-graduate diploma student who secures first rank, this award was initiated in 1998-99 by Ms. Nita Patel, herself an alumni achievement awardee, in honor of Prof. Amita Verma in recognition of her invaluable contribution to the genesis and growth of the Department.

Shri Harilal Muljibhai Trivedi Prize

Awarded to a post-graduate diploma student who score highest in fieldwork, the prize was initiated in 1998-99 by Ms. Rajeshwari Trivedi, an alumni achievement awardee.

Shantaben Gajanan Bhatt Gold Medal

This Gold Medal is awarded to an under graduate student who obtains first rank across all the semesters at the undergraduate level in the Department of Human Development and Family Studies.

The Alumni Achievement Award

This award seeks to recognize, encourage and promote the contribution of the alumni. Any significant contribution by way of action programs, research, seminars/workshops/training programs, publications, development of educational materials or any other related activity is selected for the award. In the nomination and selection of candidates for the award, the spirit in which the award was instituted is always kept in mind.

Shrimati Parvatiben Patel Gold Medal

This Gold Medal is awarded to a master's student with the highest score in the M.Sc. final examination.

Faculty Gold Medal

The Srimati Itchhagauri Naik Gold Medal is instituted by the Faculty of Home Science for final year under-graduate students who top in the faculty.

Nalanda Awards

These awards are given out by Nalanda International School for meritorious performance in academics and fieldwork.

Dr. Sangeeta Chaturbbuj Chaudhary Memorial Gold Medal

This Gold Medal is awarded to candidate who has secured highest grade point in final years of HDFS Department, Faculty of Family and Community Sciences. Ms. Priyanka Jayantibhai Patel was awarded this award in the year 2016 for highest quality point in HDFS.

Faculty Profiles

Name of Faculty	Specialization
Shagufa Kapadia, Ph.D. Head and Professor	Indian and Cross-Cultural Perspectives in Human Development: Adolescent and Youth Studies, Morality, Parenting and Socialization, Immigration and Acculturation, Gender Studies/Women's Studies, Qualitative Research
Divya Sharma, Ph.D. Assistant Professor and Superintendent Chetan Balwadi	Human Development and Family Studies, Early Childhood Care and Education, Value Studies-Wisdom and Forgiveness
Rachana Bhangaokar, Ph.D. Assistant Professor Superintendent, ChetanBalwadi: The Laboratory Nursery School	Moral Development, Concepts of Dharma and Religion in India, Youth Civic Engagement, Positive Youth Development, Prosocial values – Compassion, Kindness Outreach: ICDS Anganwadis
Jigisha Gala, Ph.D. Assistant Professor	Human Development and Family Studies, Positive Youth Development, Interpersonal Relationships, Life Skills
Namita Bhatt, Ph.D. Assistant Professor	Early Childhood Care and Education
Swati Tulshan Assistant Professor	Aspects of Youth and Young Adults
Tripti Kathuria Assistant Professor	Emotion socialization, Parenting
Nidhi Shah Teaching Assistant	Gender Studies, Human Development and Family Studies
Perminder Wadhvani Teaching Assistant	Early Childhood Care and Education
Jayana Padalia Teaching Assistant	Human Development and Family Studies and Early Childhood Care and Education
Faeza Jariwala Teaching Assistant	Early Childhood Care and Education, Child Psychology, ICDS, Socio-cultural Psychology
Bhoomi Sorathiya Teaching Assistant	Human Development and Family Studies, Emerging Adulthood, Romantic Relationships
Roshni Verma Teaching Assistant	Social Work (Gender Studies)
Uma Athavale Teaching Assistant	Early childhood Care and Education, Human Development and Family Studies

Prerna Mohite, Ph.D. Professor Emeritus	Early Childhood Care and Education
Rajalakshmi Sriram, Ph.D. Professor Emeritus	Family Studies

Staff Profiles

HDFS Administrative Staff Technical Assistant Kunjal Gajjar	CAS Administrative Staff Project Fellows Pooja Gandhi Pallavi Desale
Laboratory Assistant Shefali Rathod	Technical Assistant Geetha Srinivasan
Peons Chandrakant Solanki Pankaj Solanki	Peon Ashok Thakor
Chetan Balwadi: Laboratory Preschool Staff	
Superintendent Dr. Rachana Bhangaokar	Teaching Faculty Preeti Dharpale Preeti Sadarani
Office Assistant Falguni Helaiya	Peons Sunil Ratudi Mahesh Parmar Kalpesh More
Kitchen Staff Tara Parmar	Cleaner Lata Solanki

Awards and Recognitions Received by the Faculty

Name of the Faculty Member	Name of the Award / Fellowship
Prof. Shagufa Kapadia Dr. Divya Shama	Shastri Indo Canadian Studies Faculty Research Award
Prof. Shagufa Kapadia Dr. Rachana Bhangaokar	Fulbright Fellowship
Dr. Rachana Bhangaokar	ICSSR Indo-China Exchange Award Fulbright-Nehru International Education Administrators (IEA) Seminar - 2015
Prof. Shagufa Kapadia Dr. Divya Sharma Dr. Rachana Bhangaokar Dr. Jigisha Gala Dr. Namita Bhatt	ISSBD, Early Career Scholar and Travel Grants by Jacobs Foundation, Zurich
Ms. Nidhi Shah	Human Development and Capability Association (HDCA) HDCA Tokyo - 2016 Conference Scholarship
Ms. Perminder Wadhvani	Association of Child Life Professionals (ACLP) Child Life Annual Conference USA - 2018

Select Publications of the Faculty (organized year wise)

Books

2017 - 2018

Sriram, R. (Ed.). (2018). *Fathering in India: Images and realities*. New Delhi: Springer.

Kapadia, S. (2017). *Adolescence in urban India: Cultural construction in a society in transition*. New Delhi: Springer.

2009 - 2014

Sriram, R. (2014). *Engaging in social interventions – Vol.1, A resource book for learners*. New Delhi, India: Concept Publishing.

Sriram, R. (2014). *Engaging in social interventions – Vol.2, A resource book for mentors*. New Delhi, India: Concept Publishing.

Misra, G., Kapadia, S., Chadha, N., & Ratra, A. (2010). (Eds.). *Human development: Theoretical approaches* (Vol.1). Human Development and Family Relationships (MCFT - 001). New Delhi: IGNOU.

Misra, G., Kapadia, S., Chadha, N., & Ratra, A. (2010). (Eds.). *The family: Theoretical perspectives* (Vol.2). Human Development and Family Relationships (MCFT - 001). New Delhi: IGNOU.

Misra, G., Kapadia, S., Chadha, N., & Ratra, A. (2010) (Eds.). *Family life cycle stages-1* (Vol. 3). Human Development and Family Relationships (MCFT – 001). New Delhi: IGNOU

Sharma, N., & Kapadia, S. (Eds.) (2009). *Human ecology and family sciences* (NCERT class XI textbook), New Delhi: NCERT.

Chapters in Books

In press

Bhangaokar, R. (2019, in press,). Upholding *Dharma*, offering *Seva*: The development of communal and spiritual dutifulness in India. In L. Jensen Arnett (Ed.). *The Oxford Handbook of Moral Development*. New York: Oxford University Press

Kapadia, S., Mehrotra, C., Nastasi, B., & Rodriguez M.D. (in press). International research: Possibilities and partnerships for psychology and psychologists. In C. Shealy & M. Bullock (Eds.), *Going global: How psychologists and psychology can meet a world of need*. APA Books.

Kapadia, S. (in press.) Socialization and parenting: Mapping the landscape. In G. Misra (Ed.), *ICSSR research survey and explorations in psychology - Part II*. Oxford University Press.

2018 - 2019

- Joshi, S. & Kapadia, S. (2019). Marriage, divorce and remarriage: Perspectives of women who are divorced and separated. In L. Lobo & K. Bharati (Eds.). *Marriage and divorce in India: Changing concepts and practices* (pp. 131 -151). New Delhi: Manohar Publications.
- Bhangaokar, R. (2018). Prosocial behavior in the Indian context. In Saundra, K. Ciccarelli, J. Noland, White. Adapted by Girishwar Misra (Eds.). *Psychology* (5th ed) (pp.497-501). New Delhi: Pearson.
- Bhangaokar, R. & Pandya, N. (2018). Family life education in India: Policies and Prospects. In A. Taylor and M. Robila (Eds.). *Global Perspectives on Family Life Education* (pp. 75-89). Springer. ISBN 978-3-319-77589-0
- Gala, J. (2018, in press). Love in Indian cultural context. In Saundra, K. Ciccarelli, J. Noland ,White, Adapted by Girishwar, Misra (Eds.). *Psychology* (5th ed). New Delhi: Pearson
- Kapadia, S. (2018). Indian adolescents. In S.K. Ciccarelli & J.N. White adapted by G. Misra (Eds.). *Psychology* (5th ed.) (pp. 342-345). New Delhi: Pearson.

2015 - 2016

- Pendleton, C., Cochran, S., Kapadia, S., & Iyer, C. (2016). Understanding the gendered self: Implications from EI Theory, EI Self, and the BEVI. In C.N. Shealy (Ed.), *Making sense of beliefs and values*. New York: Springer Publishing. ISBN-13: 978-0826104526 ISBN-10: 0826104525.
- Bhangaokar, R. (2015). Community leadership and detachment in later adulthood across culture. In L. Jensen (Ed.) *The oxford handbook of human development and culture: An interdisciplinary perspective* (pp. 680-696). New York: USA, Oxford University Press.
- Kapadia, S., & Bhangaokar, R (2015). An Indian moral worldview: Developmental patterns in adolescents and adults. In L. A. Jensen (Ed.), *Moral development in a global world: Research from a cultural-developmental perspective* (pp.69-91). UK: Cambridge University Press.
- Kapadia, S., & Gala, J. (2015). Gender across cultures: Sex and socialization in childhood. In L.A.Jensen (Ed). *The oxford handbook of human development and culture: An interdisciplinary perspective*. (pp. 307-354). New York: USA, Oxford University Press.
- Pandya, N. & Bhangaokar, R. (2015). *Divinity in children's moral discourse: An Indian perspective*. In L. Jensen (Ed.). *Moral development in a global world: Research from a cultural-developmental perspective* (pp.20-45). UK: Cambridge University Press.

2010 - 2014

- Gala, J. & Kapadia, S. (2014). "Gender across Cultures: Sex and Socialization in Childhood." *For The Oxford Handbook of Human Development and Culture: An Interdisciplinary Perspective* The handbook will form part of the *Oxford Library of Psychology*, a landmark series of handbooks published by Oxford University Press (OUP).

- Sriram, R. (2014). Sowing the seeds of gender equality and creating a fearless society for women: From awareness to action. In A. Kherdekar (Ed.). *An Attempt towards gender sensitisation: Teachers and students as vectors of change, women cell: Dhanwate National College* (pp 55-59) Nagpur.
- Bhangaokar, R. (2011). Culture and socialization. In R. Dhingra, N. Chadha & A. Ratra (Eds.), *Socio-cultural influences of applied social psychology* (MCFT-006). New Delhi: IGNOU.
- Bhangaokar, R. (2011). Understanding of self. In M. Mehta, N. Chadha & A. Ratra (Eds.), *Positive psychology of applied social psychology*, (MCFT-006). New Delhi: IGNOU.
- Bhangaokar, R. (2011). Cohesiveness, adaptation and resilience. In G. Misra, N. Chadha & A. Ratra (Eds.), *Socio-cultural influences of applied social psychology*. (MCFT-006). New Delhi: IGNOU.
- Bhangaokar, R. (2011). Self in family: Analysis of roles and conflicts. In R. Sonawat, N. Chadha & A. Ratra (Eds.), *Reflective journal (MCFTL-008). Manual for supervised practicum*. New Delhi: IGNOU.
- Sharma, D. (2011). Values, families and human development: In Indian context. In G. Misra (Ed.), *Handbook of psychology in India* (pp. 193-204). New Delhi: Oxford University Press.
- Sharma, D. (2011). Interpersonal communication. In G. Misra, N. Chadha, & A. Ratra (Eds.), *Socio-cultural influences of applied social psychology*. (MCFT-006). New Delhi: IGNOU.
- Sharma, D. (2011). Understanding of interpersonal communication. In R. Dhingra, N. Chadha, & A. Ratra (Eds.), *Socio-cultural influences of applied social psychology* (MCFT-006). New Delhi: IGNOU.
- Chaudhary, S. (2010). Characteristics of good qualitative research. Issues of excellence in academic research. In P. Arvindan (Ed.), *MGR Educational and Research Institute*. (pp 441-444) Chennai: India, Dr.. ISSN no.1447-9508.
- Pandya, N. & Bhangaokar, R. (2010). Power in Education: Influences on children's reasoning capacities. In R. Pandya (Ed.). *Adult and non formal education*. (pp 87-105) New Delhi: Kalpaz. ISBN: 978-81-7835-837-6.

2008 - 2009

- Gala, J. & Chaudhary, S. (2009). Coping with stress among Indian adolescents belonging to the high income group. In A.K. Tiwari (Ed.) *Psychological perspectives on social issues and human development* (pp. 329-60). Concept Publishing Company: ND
- Gala, J. & Unhelkar, B. (2008). Impact of mobile technologies and gadgets on adolescent's interpersonal relationships. In B. Unhelkar (Ed.) *Handbook of research in mobile business: Technical, methodological, and social perspectives* (2nd edition pp.326-33). Information Science Reference: NY

Journal articles

2017 - 2018

Bhatt, N. (2018) '*Balvikasni Sa Re Ga Ma Pa Dha Ni*' Balmurti, Nutan Balshikshan Sangh Publications. Vol. 2 (Pg 16-18) November 2018 Reg.-VDR (W) 259 RNI-GUJ/2006/22400. Bhatt, N. (2018) '*Lekhan ane Vanchan-Bal Manovigyan ni Drashtie*' Balmurti, Nutan Balshikshan Sangh Publications. Vol. 1 (Pg 23-24) October 2018 Reg.-VDR (W) 259 RNI-GUJ/2006/22400.

Fourat, E., Kapadia, S., Shah, U., Zararia, V., & Bricas, N. (2018 July 30). Understanding transition in animal based food consumption: A case study in the city of Vadodara in Gujarat (India). *Review of Agricultural Food and Environmental Studies*, 1-17. doi : <https://doi.org/10.1007/s41130-018-0076-7> (ISSN: 2425-6870 Print; 2425-6897 Online).

Thakkar, M., & Kapadia, S., (September 2018, 6-7). Gender Identity of Emerging Adult Men. Paper presented at the International Conference on Gender Equality through the Strategy of Gender Mainstreaming, Presidency University in collaboration with UN Information Centre for India and Bhutan, Bengaluru

Mathur, S. and Gala, J. (2017). Attachment and coping strategies of emerging adults in romantic relationship. *The International Journal of Indian Psychology* 4(3). DIP: 18.01.075/20170

Miller, J., Akiyama, H., & Kapadia, S. (2017). Cultural variation in communal vs. exchange norms: Implications for social support. *Journal of Personality and Social Psychology*, 113(1), 81-94. doi: <http://dx.doi.org/10.1037/pspi0000091> (ISSN 0022-3514/17/) (H index 297; Impact factor (2017) 5.017

Tulshan, S., & Sonawat, R. (2017). E process and challenges faced by start-up companies in India: A Study. *India*, 7(2), 716-719.

2015 - 2016

Bhatt, N. (2016) '*Standard Operating Procedures*' A Manual of the Faculty Exam Section, Faculty of Family and Community Sciences, The Maharaja Sayajirao University of Baroda.

Bhatt, N. (2016) '*Balakona Pathdarshak: Vaali ane Shikshak*' Balmurti, Nutan Balshikshan Sangh Publications. Vol. 2 (Pg 18-19) March 2016. Reg.-VDR (W) 259 RNI-GUJ/2006/22400.

Bhatt, N. (2015) '*Shikhvadvu, Shikhvu ane Samajhvu-Ek sikka ni chaar baju?*' Balmurti, Nutan Balshikshan Sangh Publications. Vol. 10. (Pg 7-9) March 2015 Reg.-VDR (W) 259 RNI-GUJ/2006/22400.

Bhatt, N. (2015). '*Shikhvadvu, Shikhvu ane Samajhvu-Ek sikka ni chaar baju?*' Balmurti' Nutan Balshikshan Sangh Publications Reg.-VDR (W) 259 RNI-GUJ/2006/22400. Vol. 10. (Pg 7-9)

Sriram, R and Shah, K. (2015). *Bal Sambhal ni Sampoorna Margadarshika*. Shishupalak Vrund , Dept of HDFS, MSUB Baroda

2013 - 2014

- Gala, J., & Kapadia, S. (2014). Romantic love, commitment and marriage in emerging adulthood in an Indian context: Views of emerging adults and middle adults. *Psychology and Developing Societies*, ISSN 09713336, Vol. 26, No. 1, pp. 115-141, 2014doi: 0.1177/0971333613516233
- Ojha, J. K. (2014). Weaving threads of development: A case study of Urmul Marusthal Bunkar Vikas Samiti-Phalodi, Rajasthan. *Journal of Development Management and Communication*, ISSN 2348 – 7739, Volume 1 Number 2, pp.233-240, April-June, 2014
- Gala, J. & Kapadia, S. (2013). Romantic relationships in an Indian context: A developmental perspective. *Psychological Studies*, Doi: 10.1007/s12646-013-0219-5
- Gala, J. & Kapadia, S. (2013). Romantic Relationships: Glimpses from an Indian context. *Indian Journal of Home Science*, Vol. 29 (1). p.1-13
- Kapadia, S. (2013). Adolescents in Indian immigrant families in Canada: Navigating two cultural worlds. *The International Journal of Interdisciplinary Global Studies*.

2010 - 2012

- Bhangaokar, R. (2012). Lessons in joyful learning: Strengthening ECD interventions in ICDS *anganwadis*. *ARNEC Connections: Working together for early childhood*, 6, 44-46.
- Bhangaokar, R. & Mehta, D. (2012). Youth civic engagement in India: A case in point. *Psychology and Developing Societies*, 24 (1), 35-59.
- Chaudhary, S. (2012). Today's youth: Views of silver citizen. *Ageing in 21st Century*, 2, 304-316.
- Chaudhary, S., & Mehta, B. (2012). Life skills education for economically backward adolescent boys and girls: An intervention programme. *International Journal of Social Sciences and Interdisciplinary Research*, 1(5), 63-72.
- Chaudhary, S., Mehta, B., & Trivedi, H. (2011). Life skills education for tribal adolescents: An intervention program. *Indian Journal of Life Skills Education*, 2(2), 343-358.
- Sriram, R., & Navalkar, P. (2012). Who is an ideal father? Fathers, mothers and children's views. *Psychology and Developing Societies*, 24 (2), 207-239.
- Sriram, R., & Navalkar, P. (2012). Fathering in India: Understanding challenges and opportunities in J. Pattnaik (Ed.), *Father Involvement in young children's lives: An international analysis* (pp. 277-.298), *Educating the Young Child* 6), USA: Springer.
- Sriram, R. (2012). Fathering to ensure child's success: What urban Indian fathers do? *Journal of Family Issues*, XX(X) 1-23. jrn1
- Kapadia, S. (2011). Psychology and human development in India. Country paper. *International Society for the Study of Behavioral Development Bulletin*, 2 (60), 37-42.

- Sriram, R. (2011). Evidence of change and continuity in fathering: The case of western India. *Marriage & Family Review*, 47 (8), 625-647.
- Sriram, R. (2011). Role of fathers in children's lives: A view from urban India. *Childhood Education*. 87(3), pp. 185-190
- Chaudhary, S. & Verghese, S. E.(2010). Friendship patterns of Adolescents: A study from middle income context in India. *Research Journal of Philosophy and Social Sciences*. Vol (2),pp 49-80
ISSN -0048-732536
- Kotecha, P. V., Baxi, R. K., Patel, S., Kapadia, S., & Mehta, M. (2010). Providers' perspectives on injectible contraceptives: A view from Vadodara, India. *Asian Journal of Obs and Gynae Practice*, Vol. (3).

Funded Research Projects

The following funded research projects were taken up during 2010-2018. The details of resources generated from these are listed below.

Internationally Funded Projects

Principal Investigator – India, of a 10 nation collaborative research project funded by the German Research Foundation, Germany titled “*Why People Eat in a Traditional or Modern Way: A Cross-Country Study*”. Project headed by Dr. Gudrun Sproesser, Post Doctoral Researcher, University of Konstanz, Germany (2017-2019).

The Cultural Context of Social Support Exchange: Cross-Cultural Project with Partners from U.S., Japan and India (November 2008 - April 2013)

Principal Investigators: Prof. Shagufa Kapadia (With Prof. Joan Miller, New School for Social Research, New York, USA and Prof. Hiroko Akiyama, University of Tokyo, Japan)

Funding Agency: National Science Foundation, U.S.A

Grant Amount: Rs. 11, 88,926

Project Description: The objective of the research was to contribute to a theoretical understanding of the processes underlying cultural variation in the experience of social support exchange in the context of family and friend relationships. Four cultural groups were studied, African-American, European-American, Japanese, and Indian college students.

Empowering Mothers of Disabled Children in the Community Context (August 2011 -January 2012)

Principal Investigator: Dr. Divya Sharma

Funding Agency: Shastri Indo Canadian Institute (SICI), Calgary, Canada

Grant Amount: Canadian \$ 10,000

Project Description: The research focused on identifying children with mental retardation and cerebral palsy between the age of 0 to 6 years and their mothers in the community set up. In Phase II sessions were conducted with mothers to build their capacity in understanding the child's condition and strategies for working with them.

Nationally Funded Projects

Forgiveness (*Kshama*) as a theme in Indian Psychology of Values (August 2011- August 2013)

Principal Investigator: Dr. Divya Sharma

Funding Agency: Indian Council of Philosophical Research, (ICPR)

Grant Amount: Rs.2, 00,000.

Project Description: The study focused on understanding the perception of adults on the conception

of *Kshama/Maafi* (forgiveness) in their interpersonal relationship and developing a process model.

Life Skills Program for Tribal Adolescents of Chota Udaipur, Vadodara (July 15, 2011- March, 2013)

Principal Investigator: Dr. Sangeeta Chaudhary

Funding Agency: Project Administrator, Integrated Scheduled Tribe Development Program, Office Project Administrator, Chota Udaipur, Dist. Vadodara, Govt. of Gujarat

Grant Amount: Rs. 6, 23, 760

Project Description: Adolescent boys and girls face many changes and challenges during these important growing up years. It was important to equip the adolescents with the necessary skills to adapt to these changes and deal effectively with the demands of everyday life. The project was planned to implement life skill education to the less-reached tribal adolescents. The impact of the program was evaluated in terms of knowledge gained regarding the selected life skills.

Life Skills Program for Tribal Adolescents of Rajpipla, District Narmada (July 15, 2011- December, 2011)

Principal Investigator: Dr. Sangeeta Chaudhary

Funding Agency: Project Administrator, Integrated schedule tribe Development Program, Office Project Administrator, Chota Udaipur, Dist. Vadodara, Govt. of Gujarat

Grant Amount: 2, 12, 750

Project Description: The project was the first phase of a larger project where a baseline survey was carried out to understand the status of knowledge of life skills in tribal adolescents. Further, based on the data, a module was prepared which included various life skills needed for tribal adolescents.

Friendship during Adolescence: Changing Face of Relationships (April 1, 2011-December, 2012 months)

Principal Investigator: Dr. Sangeeta Chaudhary

Funding Agency: Indian Council of Social Science Research, New Delhi

Grant Amount: Rs. 3, 22,500/-

Project Description: The main aim of this research project was to explore the perception of friendship (both same sex and opposite sex) among adolescents and their parents. With changing times, due to many factors such as westernization, globalization, consumerism, changing environment in schools, changed parental expectations, every relationship is undergoing change and so is friendship among adolescents. In the present scenario, it becomes imperative to understand the changed meaning of friendship from adolescents' perspective.

Is the Mahatma “Thriving”? The Interface of Youth Civic Engagement and Gandhian Philosophy (April 2012-2014)

Principal Investigator: Dr. Rachana Bhangaokar

Funding Agency: Indian Council of Philosophical Research (ICPR), New Delhi

Grant Amount: Rs. 1, 00,000

Project Description: The study proposed to understand the developmental aspects of youth civic engagement within the clear boundaries of Gandhian philosophy, principles and ideologies. The study was conducted with 20 youth (18-25 years old) who volunteered at Gandhian institutions and 20 senior *Gandhian* mentors (35 years and above), who were also associated with these institutions.

HDFS-Human Rights Education Program (2013 -2015)

Principal Investigator: Dr. Rachana Bhangaokar

Funding Agency: Human Rights Education (HRE) Scheme, University Grants Commission (UGC), New Delhi

Grant Amount: Rs. 10 Lakhs

Project Description: The project was sanctioned under the UGC scheme of Human Rights Education (HRE) (2011-2012) for Promotion of Human Rights Standards, Social Concerns, and Human Development. It had the following components –

1. A research project on youth civic engagement: A qualitative study with 20 civically engaged youth and 10 mentors was conducted to identify factors that enabled or hindered positive youth development and civic engagement.
2. Outreach and promotional activities
3. A three day national seminar on “Youth Civic Engagement in India: Interdisciplinary Perspectives”
4. Preparation of a manuscript for book publication based on proceedings from the national seminar and results of the research.

Promoting Father Involvement: Awareness and Advocacy- Through ShishuPalakVrund (April 1, 2011- 2014)

Principal Investigator: Prof. Rajalakshmi Sriram

Funding Agency: United Way of Vadodara, Baroda

Grant Amount: Rs. 0.65 LAKHS

Project Description: The main aim of the project is to create platforms/ opportunities for showcasing fathers and their positive contributions to children, families and society. The project carries out multifaceted advocacy, training programs and development of resources to enhance father's positive

contributions to children's lives and use innovative strategies to take the theme forward with a variety of clients groups such as parents, teachers, trainers, grass root functionaries of development programs CSR units.

Apart from the funded projects, some non funded research projects have also been undertaken. The details of which are given below.

International Cross-Cultural Projects (Non-Funded)

Emotion Socialization in Interdisciplinary and Cultural Perspective Co-Investigator in India: Shagufa Kapadia (2013-ongoing)

Collaborating Partners: Grand Valley State University, Michigan, USA, Bogazici University, Istanbul, Turkey, University of Haifa, Israel, Babes-Bolyai University, Cluj, Romania, and Department of Human Development and Family Studies, MSU, Baroda, India.

Project Description: The research aims to expand the cultural knowledge of emotion socialization practices with young children (goals, practices, perception of child competence, sources of information) using lab observations of mother and child and interviews with mothers. The emerging trends of the results in the Indian context reveal emotion socialization practices aimed at promoting relational emotional competence and interpersonal harmony.

Cultural Influences on Perceptions of Family Expectations in Emerging Adulthood India Co-Investigator: Shagufa Kapadia (2013-ongoing)

Collaborating Partner: New School for Social Research, New York, USA

Project Description: The project aims to identify cultural differences in psychological perceptions of family expectations during emerging adulthood among three cultural groups European Americans; Indian Americans, and Indian. It also seeks to explore the construction of agency in the two cultural contexts.

Social norms around dating, sex and marriage and identify risk and protective factors that influence relationship distress and stability

India Co-Investigator: Prof. Shagufa Kapadia and Dr. Jigisha Gala

Project Description: This research is part of a cross-cultural project involving Kansas State University – Marriage and Family Therapy Program, the M.S. University of Baroda and Christ University, Bangalore. The main objective of this research is to examine social norms around self-selected romantic relationships, sex and marriage, and identify risk and protective factors that influence relationship distress. Thus the objective of this quantitative, longitudinal study is to respond to this urgent need by examining social norms around dating, sex and marriage and identify risk and protective factors that influence relationship distress and stability. The central research questions are 1) What are the social norms around self-selected romantic relationships or “dating” and related issues of sex, cohabitation and marriage? 2) How do the reported social norms predict relationship initiation and progression? 3) What individual and relationship-level factors predict relationship distress and stability?

List of International Collaborations and Networks Established

Research and Publications

- Collaborative cross-country research with international scholars from 10 countries as part of the traditional and modern eating project (USA, Germany, Japan, Ghana, Mexico, Brazil, Turkey, France, and China)
- Collaborative cross-cultural researches with international scholars (US, Canada, Japan, Germany)
- Section and guest editor of international journals (Childhood Education; Culture and Psychology)
- Nominations on international review panels (e.g. Culture and Psychology, Childhood Education)
- National editorial boards: Psychological Studies

Forum Memberships and International Networking

- Coordinator of International Society for the Study of Behavioral Development (ISSBD) in India
- Member, Founding Board, Society for Study of Emerging Adulthood
- Visiting Scholar, James Madison University, USA (Prof. Shagufa Kapadia)
- Visiting Scholar, Chinese Academy of Social Sciences (CASS), Beijing, Shanghai Academy of Social Sciences (SASS), Shanghai and Research Institute of Moral Education (RIME), Nanjing Normal University, Nanjing, People's Republic of China (Dr. Rachana Bhangaokar)

Memorandum of Understanding (MOU) and Online Initiatives

- MOUs
 - James Madison University, Virginia, USA
 - Osnabruck University, Germany (every year we have at least one student coming from Germany to take a course)
- Representation on Global Consortium to develop an online masters program in Family Studies (with Tata Institute of Social Sciences, Mumbai)
- Virtual classroom project “Global Understanding” with East Carolina University, USA (and partners from China, Spain, Morocco, Mexico, Peru)

Nehru Chair Professors

The Gujarat State Government granted the Nehru Chair Visiting Professors program, to the Department of Human Development and Family Studies, Faculty of Family and Community Sciences in recognition of its contribution to the discipline. The program has enabled the department to invite eminent scholars from different disciplines in India and abroad from countries such as USA, Australia, Africa, Canada, Germany and the likes. The interaction the visiting scholars with the department faculty and staff has resulted in significant outcomes such as initiation of collaborative research, joint publications and strengthening of cross cultural perspectives in teaching and research.

Upcoming Nehru Chair Professors (2019)

Prof. Nirmala Rao is Professor, Faculty of Education, The University of Hong Kong. She is a Developmental and Chartered (Educational) Psychologist, known for her research on Child Development and Education in Asian cultural contexts. Her work focuses on early child development and education and she has conducted research in Cambodia, China, Hong Kong, India and the US. Professor Rao has published numerous articles in international peer reviewed journals and book chapters and has been invited to give talks in Asia, Africa, Europe, North America and South America.

Prof. Peter Martin is an internationally renowned researcher in the area of aging and a leading authority on the role of personality in adult development. As director of Iowa State University's interdisciplinary gerontology program from 1992 to 1995 and 2000 to 2012 he was instrumental in laying the foundation for Iowa State's master's and doctoral degrees in gerontology, and has encouraged and mentored more than 100 undergraduate and graduate students.

Prof. Girishwar Misra is a social scientist, psychologist and author. He obtained an M.A. and Ph.D. in Psychology from Gorakhpur University. He started his career as lecturer in psychology at Lecturer, Gorakhpur University in 1970. Thereafter he remained Reader at Allahabad University (1979-1983), Professor, Bhopal University (1983-1993), before joining as Professor, Delhi University in 1993, where he served for the rest of his career.

Prof. Merry Bullock is an American psychologist. She studied at Brown University for her BA and University of Pennsylvania for her PhD, both in psychology. She is currently Consultant at the American Psychological Association's (APA's) Office of International Affairs. In that role, she coordinates APA's representation at the United Nations. Bullock served as Deputy Secretary-General of the International Union of Psychological Science (IUPsyS), as editor for IUPsyS's web portal *Psychology Resources Around the World*, and as associate editor for IUPsyS' International Journal of Psychology focusing on its *International Platform*.

Prof. Craig N. Shealy Ph.D. is Executive Director of the International Beliefs and Values Institute (www.ibavi.org) and Professor of Graduate Psychology at James Madison University (<http://www.psyc.jmu.edu/gradpsyc/people/shealy.html>). Dr. Shealy works with the IBAVI's Executive and Advisory Boards to lead and coordinate a wide range of scholarly, educational, and service activities and partnerships with individuals and organizations in the United States and internationally, including *Cultivating the Globally Sustainable Self*, a multi-year, multi-institution Summit Series hosted by James Madison University (www.jmu.edu/summitseries); various research and applied projects from the Summit Series will be published in a forthcoming book that Dr. Shealy edits for Oxford University Press.

Invited Nehru Chair Professors (2010 – 2018)

Mr. Nipun Mehta, Founder Servicespace, USA was invited under the Nehru Chair program 2017-18. He has received numerous awards and recognitions including the Jefferson Award for Public Service, Wavy Gravy's Humanitarian Award and the Dalai Lama Unsung Hero of Compassion. Since September 2015, he is also on President Barack Obama's advisory council on poverty and inequality in the USA. He delivered a public lecture on 'Technology and Human Well Being' Thursday, January 11, 2018 under Nehru Chair Program 2017-18 on 'Dialogues on Advancement of Technologies and Human Well-Being'.

Prof. Heidi Keller, Eminent Cross Cultural Psychologist, Professor Emeritus, University of Osnabruck, Germany was invited under the Nehru Chair program 2017 -18. She gave a Public Lecture on 'Different Cultural Pathways of Development' on Saturday, February 3, 2018.

Prof. Ajit Mohanty, Emeritus Professor, Zakir Hussain Center for Educational Studies, Jawaharlal Nehru University, New Delhi gave the Nehru Chair Public Lecture on 'Culture, Context and Human Development: Is Culture Irrelevant in the Age of Borderless Cosmopolitanism?' on Thursday, February 8, 2018.

Prof. Sudir Kakar, a psychoanalyst and writer who lives in Goa, India. Kakar took his Bachelor's degree in mechanical engineering from Gujarat University, his Master's degree (Diplom- Kaufmann) in business economics from Mannheim in Germany and his doctorate in economics from Vienna before beginning his training in psychoanalysis at the Sigmund- Freud Institute in Frankfurt, Germany in 1971. Between 1966 and 1971, Sudhir Kakar was a Lecturer in General Education at Harvard University, Research Associate at Harvard Business School and Professor of Organizational Behaviour at Indian Institute of Management, Ahmedabad. As Nehru Chair visiting professor to the department, Prof. Kakar delivered a public lecture on 'Psychological Encounter-India and the West', on February 11, 2017.

Prof. Matthijs Cornelissen, teaches Integral Psychology at the Sri Aurobindo International Centre of Education in Pondicherry, and is the director of the Indian Psychology Institute. He is a Dutch physician who settled in India in 1976. From 1977 to 1992 he worked in the Delhi Branch of the Sri Aurobindo Ashram, where he co-founded, together with Neeltje Huppes, Mirambika, a research centre for integral education. In 1992 he moved to the main Sri Aurobindo Ashram in Pondicherry. Presently he is involved in a variety of projects concerned with the development of a new approach to psychology based on the Indian tradition. In celebrations of 25 years of Nehru Chair Program, Prof. Cornelissen conducted a Workshop on 'Mindfulness and Beyond' on March 3, 2017.

As Nehru Chair visiting professor to the department, Prof. Cornelissen also delivered a public lecture under the aegis of *Prof. T.S. Saraswathi Lecture Series*; titled 'Application of *Aurobindo* philosophy to Education and Human Development' on March 4, 2017.

Prof. Wolfgang Friedlmeier Full Professor of Psychology at Grand Valley State University, Allendale, MI, USA visited the department in February 25 to March 10, 2016, He has his Ph.D in Social Sciences from University of Konstanz, Germany and a Habilitation Degree, from the University of Konstanz, Germany. He is on the review board of more than 20 international peer reviewed journals and specialized in research related to emotion socialization.

Prof. Jaipaul Roopnarine, Jack Reilly Professor of Child and Family Studies, Syracuse University, Syracuse, New York (USA), visited the Department under Nehru Chair from February 11-25, 2014. He is also an adjunct Professor of Education and Research Scientist FDCRC, School of Education, University of the West Indies, Trinidad and Tobago. During his visit to the department, he conducted two seminars for staff and students on “Cultural variations in beliefs about play, parent-child play and children's play: Meaning for childhood development.” and “Father-child Relationships across cultures: Implications for childhood development”. He also delivered a public lecture on “Parental Warmth and Control Across Cultures: Connections to Childhood Development”.

Prof. Vivienne Baumfield, Professor of Pedagogy, Policy and Innovation, Faculty of Education, University of Glasgow visited the Department under Nehru Chair from January 8 to 25, 2013. She was involved in various activities such as sessions on early childhood education and care (ECCE) for master and P.G. diploma students, curriculum meeting with post graduate diploma students, issues in translation and creation of knowledge across cultures. During her visit two days workshop was also being organized on “Developing Tools for Pedagogical Inquiry” for school teachers from local schools, students pursuing diploma course in ECCE, master's and doctoral fellows. Public lecture was also being organized on “Supporting professional learning through a community of inquiry” for department students, staff and other sister departments. Meeting with doctoral fellows was scheduled to share the research experiences of the students. Besides, meeting Lab school (Chetan Balwadi) teachers was also organized to discuss and enhance the existing curriculum of the lab school.

Prof. Ajit Mohanty (Ph.D, Alberta) is an ICSSR National Fellow and is an internationally renowned psychologist and educationist. He visited the department from September 6, 2012 to September 18, 2012. During his visit various academic activities were conducted such as sessions on research methodology for master and doctoral students, seminars for students and class lectures. Prof. Mohanty also shared his research experience on *“Education of Tribal Children in India: The Double Divide, Language Barrier and Multilingual Education”*. Later, an interactive teaching session as part of a course on Trends and Issues in Human Development was also conducted with senior masters. A public lecture was organized on *“Mother Tongue? Other Tongue? English? Hinglish: Myth and Reality of English Medium Schooling: Doon Schools and Doom Schools”* Besides the department staff and students, academicians and scholars from allied fields attended the seminar. His visit ended with an individual meeting with department staff for feedback on the research and teaching.

Prof. Jeffrey Arnett Jensen and Dr. Lene Jensen Arnett, Clark University, MA, USA, December 2010. Both, Prof. Arnett and Prof. Jensen visited the department from December 27, 2010 to January 7, 2011. On December 29, 2010 Prof. Arnett gave a lecture to department staff and students on *“Emerging adulthood(s): International variations in ages 18-25”* and on January 4, 2011, he gave a public lecture on *“Emerging adulthood: The new life stage from age 18-25”*. Both lectures were widely publicized and well received. Dr. Jensen gave a public lecture on December 30, 2010 on *“Moral reasoning in a global world: Bridging human development and culture”* and a department seminar on January 5, 2011 on *“Civic engagement and cultural identity: Immigrants to the US from India and El Salvador”*. Besides this, both the scholars met with department faculty for research consultations. They made field visits and met graduate students to guide them for publications in journals.

CAS Visiting Fellows

Under the CAS Visiting fellow program, the department has invited scholars of national and international repute to contribute to the existing curriculum through their expertise and interaction with faculty and students.

Upcoming CAS Visiting Fellows, 2019

Prof. Prerna Mohite, Professor Emeritus, Department of HDFS, The Maharaja Sayajirao University of Baroda.

Prof. Rajalakshmi Sriram, Professor Emeritus, Department of HDFS, The Maharaja Sayajirao University of Baroda.

Prof. Reeta Sonawat, Professor, and Former Head, Human Development, SNDT Women's University, Mumbai.

Prof. Rajani Konantambigi, Professor, Dean, School of Human of Ecology, Tata Institute of Social Sciences, Mumbai.

Dr. Neerja Sharma, Former Associate Professor, Department of HDCS, Lady Irwin College, New Delhi.

Dr. Jigisha Shastri, Early Childhood Care and Education Specialist, Azim Premji University, Bengaluru.

Prof. Bhavna Mehta, Professor, Faculty of Social Work, The Maharaja Sayajirao University of Baroda.

Prof. Suman Verma, Developmental Psychologist, Former Head, Human Development and Family Relations Department, Government Home Science College, Punjab University, Chandigarh.

Prof. Neerja Chadha, Professor, Child Development, Indira Gandhi National Open University (IGNOU), New Delhi.

Prof. Nilika Mehrotra, Professor, Centre for the Study of Social Systems, School of Social Sciences, Jawaharlal Nehru University (JNU), New Delhi.

Dr. Amiteshwar Ratra, Assistant Professor, STRIDE, Indira Gandhi National Open University (IGNOU), New Delhi.

Invited CAS Visiting Fellows (2010 -2018)

Dr. Ravneet Chawla, Assistant Professor, Department of HDFR, Government Home Science College, Chandigarh gave a session on 'Cross-Cultural Research Exemplars' on February 9, 2018.

Prof. Shubhada Kanani, Nutrition Specialist, Founder, PRANALI Nutri-Communication, Vadodara conducted a workshop on 'Qualitative Research Methods' on February 27, 2018 and March 6, 2018.

Dr. Rashmin Sompura, Professor, Department of Psychology, The Maharaja Sayajirao University of Baroda, conducted Training Workshop on 'Basics in Statistical Analysis using SPSS and MS Excel' on February 23, 24th & 28th, 2018 and March 1st & 6th, 2018.

Mr. Amit Arora, Founder - InBin Waste Management Solutions conducted a workshop on 'Sustainable Development and Waste Management', on January 4, 2017.

Dr. Annapoorna Ravichander, Management Trainer and Consultant, Bangalore conducted a workshop on 'Hands-on Training for Effective Communication' on January 9 -10, 2017.

Dr. Thomas Vadaya, Retired Professor of Education at the Maharaja Sayajirao University of Baroda and founder of INSIGHT—a Center for Mental Health conducted a workshop on 'Basic Counseling Skills' on February 8 -10, 2017.

Ms. Shivani Joshi & Ms. Trupty Kankaria, Mentors, AURA Education Trust conducted a workshop on 'Non-violent Communication' on February 18, 2017.

Dr. Hemangini Gandhi, Teaching Assistant Professor Department of Foods and Nutrition Faculty of Family and Community Sciences gave a talk on 'Importance of Nutrition for Young Children' on March 11, 2017.

Mr. P. S. Chari, Theatre Artist conducted a 'Theatre Workshop' on December 29 -30, 2017.

Dr. Ashwini Vaishampayan, Occupational Therapist and Senior Program Manager, Ummeed, Mumbai, delivered a talk on “Early Intervention and Disability in Children” during the students' award function on March 27, 2015.

Dr. Asha Singh, Associate Professor, Lady Irwin College, New Delhi to deliver a talk on “Researching with children: Myths and Facts” for students and teachers of preschools”. Dr. Singh also conducted workshops on “Use of theatre for Children” from 11th and 12th Feb, 2015.

Dr. Reva Joshee, Associate Professor, Ontario Institute for Studies in Education (OISE), Toronto, Canada, November 13-15, 2014. She delivered a talk on “Connecting Gandhian thought with Canadian education” and interacted with faculty and graduate students.

Ms. Alaukika Khachar, Headmistress, Primary School, Rajkumar College, Rajkot, September 7, 2013 for a workshop on 'Experiential Learning and Graphic Tools'.

Prof. Rakesh Srivastava, Professor. Department of Statistics, Faculty of Science, The Maharaja Sayajirao University of Baroda, July 19 - 21, 2013 for workshop on “Statistical tools and inferential techniques”.

Dr. Bhavna Mehta, Associate Professor from the faculty of Social Work, The Maharaja Sayajirao University of Baroda undertook lecture on “*Women's studies and women's movement in India*” on May 26, 2013.

Dr. Lajwanti Chhatani, Associate Professor at the Department of Political Science, The Maharaja Sayajirao University of Baroda visited the department on March 12 & March 14, 2013. The themes of the lectures were “*Women and Empowerment: Uncovering the Politics of Subordination*” and “*Curing the Antidote: Gendered Reflections on the Ongoing Discourse on Justice.*” The lectures were interactive in nature and were attended by departmental students, staffs and faculties from other allied fields.

Dr. U. Vindya, Professor of Psychology and Women's Studies from Tata Institute of Social Sciences, Mumbai visited the department from January 30, 2012 to February 4, 2012. She took sessions on feminist counseling for graduate students such as introduction to feminist counseling, a feminist critique of mainstream mental health practice, needs, principles, goals and techniques of feminist counseling. She also gave a feminist perspective in psychology for graduate students.

Tiny Tots of Chetan Balwadi in Sports Day Races



Dance performance of Children during Annual Concert, 2018



Students' Rural Placement Desert School of Little Rann of Kutch, Ganatar, January 6-10, 2018



Children Interacting with Visitors during Project Approach Exhibition, 2018



Event on 'Joy of Sharing' at Chetan Balwadi December 26, 2017





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