

**DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES
FACULTY OF FAMILY AND COMMUNITY SCIENCES
THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA,
VADODARA**

**Semester Wise Distribution of Masters in HUMAN DEVELOPMENT AND FAMILY STUDIES Program (88 Credits)
2026-27**

Jr. M.Sc. (SEMESTER I)	Course Type	CREDIT		TOTAL (CREDITS)
		Theory	Practical	
Early Childhood Care and Education: Indian and Global Perspectives	Major	4	0	4(4+0)
Advanced Theories of Human Development	Major	4	0	4(4+0)
Families in Contemporary Societies: Transitions, Diversity, and Change	Major	4	0	4(4+0)
Human Development Across the Life Span: Perspectives from Bharatiya Knowledge Systems	BKS	4	0	4(4+0)
Gender and Life Span Development	MDC/Minor	4	0	4(4+0)
Infant Survival, Growth and Development	SEC/VAC	2	0	2(2+0)
				22 Credits
Jr. M.Sc. (SEMESTER II)	Course Type	CREDIT		TOTAL (CREDITS)
		Theory	Practical	
Adolescence and Youth: Emerging Perspectives	Major	4	0	4(4+0)
Adulthood and Aging Across Cultures	Major	4	0	4(4+0)

Developmental Research Methods	Research Methodology	4	0	4(4+0)
Human Development in Lived Contexts	Experiential Learning	0	4	4(0+4)
Advanced Disability Studies: Assessment, Intervention, and Inclusive Practices	MDC/Minor	4	0	4(4+0)
Guidance and Counseling	SEC/VAC	2	0	2(2+0)
				22 Credits
Sr. M.Sc. (SEMESTER III)	Course Type	CREDIT		TOTAL (CREDITS)
		Theory	Practical	
Child Protection in Professional Settings	Major	4	0	4(3+1)
Trends and Issues in Human Development	Major	4	0	4(4+0)
Family and Law	Major	4	0	4(4+0)
Curriculum and Pedagogy in Early Childhood for Sustainable Development	Major	2	2	4(2+2)
Connected Lives: Friendships, Romantic Love and Wellbeing	MDC/Minor	4	0	4(4+0)
Ethical AI for Impact: Documentation, Publication and Outreach	SEC/VAC	2	0	2(2+0)
				22 Credits
Sr. M.Sc. (SEMESTER IV)	Course Type	CREDIT		TOTAL (CREDITS)
		Theory	Practical	
Dissertation	Dissertation	22	0	22(22+0)
				22 Credits

Jr. M.Sc. CURRICULUM

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES

FACULTY OF FAMILY AND COMMUNITY SCIENCES

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA

VADODARA

Jr. M.Sc. – REGULAR PROGRAMME

COURSE OUTLINES

2026-2027

M.Sc. CURRICULUM FRAMEWORK 2026

DEPARTMENT OF HUMAN DEVELOPMENT AND FAMILY STUDIES

FACULTY OF FAMILY & COMMUNITY SCIENCES

THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA, VADODARA, GUJARAT

FACULTY OF FAMILY AND COMMUNITY SCIENCES
HUMAN DEVELOPMENT AND FAMILY STUDIES

Program Specific Outcome (PSO):

- PSO 1: Develop inclusive, culture - sensitive understanding of human development across life span (childhood, youth, adulthood, old age) through theory, research and application.
- PSO 2: Know about contemporary trends and issues in the area of family and society from a cross- cultural perspective.
- PSO 3: Develop leadership, supervision and management skills to plan and execute intervention programs for individuals with different developmental needs.
- PSO 4: Get equipped with knowledge, skills and sensitivity to work with individuals in different circumstances.
- PSO 5: Understand social science research and develop competencies to carry out research using quantitative and qualitative research methodologies.

Bloom's Taxonomy (BT) Levels

1. Remember 2. Understand 3. Application 4. Analysis 5. Evaluation 6. Creation Programme

- **Elements of** Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development (SD)
- **Relevance to** Local (L)/ National (N)/ Regional(R)/Global (G)
- **Relation to** Gender (G), Environment and Sustainability (ES), Human Values (HV)and Professional Ethics (PE)

SEMESTER –I

Masters in HUMAN DEVELOPMENT AND FAMILY STUDIES Program					
SEMESTER	COURSE NAME	Course Type	CREDIT		Total
			Theory	Practical	
I	Early Childhood Care and Education: Indian and Global Perspectives	MAJOR	4	0	4(4+0)
	Advanced Theories of Human Development	MAJOR	4	0	4(4+0)
	Families in Contemporary Societies: Transitions, Diversity, and Change	MAJOR	4	0	4(4+0)
	Human Development Across the Life Span: Perspectives from Bharatiya Knowledge Systems	BKS	4	0	4(4+0)
	Gender and Life Span Development	MDC/MINOR	4	0	4(4+0)
	Infant Survival, Growth and Development	SEC/VAC	2	0	2(2+0)
		Total	22	0	22(22+0)

Credit = Total (Theory + Practical) eg 4(4+0)

SEMESTER – II

		Masters in HUMAN DEVELOPMENT AND FAMILY STUDIES Program			
SEMESTER	COURSE NAME	Course Type	CREDIT		Total
			Theory	Practical	
II	Adolescence and Youth: Emerging Perspectives	MAJOR	4	0	4(4+0)
	Adulthood and Aging Across Cultures	MAJOR	4	0	4(4+0)
	Developmental Research Methods	RESEARCH METHODOLOGY	4	0	4(4+0)
	Human Development in Lived Contexts	EXPERIENTIAL LEARNING	0	4	4(0+4)
	Advanced Disability Studies: Assessment, Intervention, and Inclusive Practices	MDC/MINOR	4	0	4(4+0)
	Guidance and Counseling	SEC/VAC	2	0	2(2+0)
		Total	18	4	22(18+4)

Credit = Total (Theory + Practical) eg 4(4+0)

 सत्यं शिवं सुन्दरम्	NAAC Accredited “A+” Grade. Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda					Academic Year 2026-2027	2026-27					
M.Sc. IN HDFS (F.C.Sc.) Programme												
Year	I	Major Early Childhood Care and Education: Indian Perspectives				Credits / Hours per week	4 (4+0)/ 60 Hours					
Semester	I	Year of Introduction:2026-2027				Maximum Marks / Grade	100 / O					
Mode of Transaction		Lectures										
Course Outcome (CO) CO1 To analyze the historical evolution of early childhood education (ECE) in India CO2 To develop comprehensive awareness of diverse ECCE programs across Indian contexts and evaluate their implementation challenges and impacts. CO3 To critically appraise national policies of ECCE with reference to theoretical trends, research and practice tailored to India's multicultural diversity CO4 To understand the mechanisms of ECCE service delivery in India, with a focus on issues related to access and equity CO5 To familiarize with indigenous (Indian) and cross-cultural models of Early Childhood Education and explore the current early childhood research, theoretical trends and issues												
Unit No.	Topic				Conta ct Hours	Weighta ge (%)	BT Level	CO	PSO	Elemen ts of Employ ability (Emp)/	Releva nce to Local (L)/ Nation	Relatio n to Gender (G), Environ

							Entrepreneurship (Ent)/ Skill Development (SD)	al (N)/ Regional(R)/ Global (G)	ment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	ECCE IN INDIA 1.1 Philosophical Foundations 1.2 Key theoretical principles postulated by influential thinkers and philosophers. 1.3 Western: Comenius, Pestalozzi, Rousseau, Frobel, Maria Montessori, John Dewey 1.4 Indian: Gijubhai Badheka, Tarabhai Modak, M.K. Gandhi, Rabindranath Tagore, Shri Aurobindo, J. Krishnamurti								
2	HISTORICAL PERSPECTIVES 2.1 Overview of pre and post independence period. - Preschool education in the pre-independence era (very brief). - How the international trends have influenced the national trends. 2.2 Preschool education in the post-independence era	9	30%	1,2	CO1 CO2	PSO1 PSO2	EMP, SD	L,N,G	G,HV,PE

	- The changing perspectives over the decades - Focus of ECE in 1960s 1970s, including the recommendations of Kothari Commission, establishment of ICDS, role of central and state Social Welfare Boards, NIPCCD, NCERT, Government Departments and Non-government Organizations. - Changing focus in the 1980s, the New Education Policy and its basic text. - Reports of Kothari Commission, Ram Murthy Committee Report, Yashpal Committee Report - The period of 1990s including global events such as Education for All Conference, Convention on Children's Rights, World Summit for Children and Yashpal Committee recommendations-- Dakar Framework of Action, Millennium Development Goals, Sarva Shiksha Abhiyaan, RTE								
3	RECENT POLICIES IN ECCE 3.1 Critical Review and Analysis of Recent Documents in ECCE - National Policy of Education and Plan of Action 1986/2016 - National Curriculum Framework 2005 - National Policy on Early Childhood Care and Education 2013 - Curriculum Framework for Early Childhood Care and Education 2012/2013 - NEP (2020) - Focus on ECCE								

	National Curriculum Framework -Foundational Stage (2022)								
4	ECCE AND ELEMENTARY EDUCATION IN INDIA: SERVICE DELIVERY, ACCESS AND EQUITY 4.1 Service Delivery 4.2 Budget allocation and governmental funding - Public private partnership - International funding agencies: agenda and outcomes 4.3 Multiple Program Models: Issues of Access and Equity - Early childhood and primary education initiatives in India Government, private sector and NGO Programs/Initiatives - Overview of progress since independence and current status 4.4 Alternate Program Models (Ashram Shalas, Home Schooling) 4.5 ECCE Personnel in India - Categories and levels of personnel in ECCE programs - Different types of training models and strategies - Training programs/organizations in India. - Innovative and successful training programs	9	30%	1,2,3	CO2 CO3	PSO2 PSO3			
5	ECCE CURRICULUM AND INTERVENTION MODELS AND INNOVATIVE PROGRAMS AND APPROACHES 5.1 Overview of Indian Models of ECCE Curriculum Shree Daxinamurti Bal Mandir (Bhavnagar)	12	40%	4,5	CO3	PSO3 PSO4			

	- Chetan Balwadi (Vadodara) - Aga Khan Pre-School Model, AKES - Gram Bal Shikshan Kendra, Kosbad 5.2 Cross-Cultural Overview of ECCE: Comparison with Reference to India - Overview of different types of curriculum models - Programs and approaches to be studied with reference to: - Theoretical concepts - Programs content and strategies - Learning environment and teachers - Role of learner and parents Countries: - South East Asia- Pakistan, China, Japan, Bangladesh - Africa - Kenya, Zimbabwe - North America and Canada - Australia and New Zealand								
REFERENCES									
1	Adolph, K. E., & Kretch, K. S. (2012). Infants on the edge: Beyond the visual cliff. In A. Slater & P. Quinn (Eds.), <i>Developmental Psychology: Revisiting the classical studies</i> . London: Sage.								
2	Akshaya E, (2023). <i>Contribution of Indian philosophers in early childhood care and education</i> . International Journal of Home Science, 9(1): 238-241 DOI: https://doi.org/10.22271/23957476.2023.v9.i1d.1436								
3	All India Survey on Education (2011) <i>Pilot report</i> . New Delhi:MHRD, Department of Higher Education, Planning, Monitoring and Statistics Bureau.								
4	Bharti, D. D. V. (2025). HISTORY, EVOLUTION AND PHILOSOPHICAL FOUNDATIONS OF ECCE IN INDIA. <i>Archives</i> .								
5	Cannella, G. (1997). <i>Deconstructing early childhood education. Social justice and revolution</i> . New York: Peter Lang.								
6	Contemporary India and education (2015).								

	Retrieved from http://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf on 30-07-2018
7	De Lissovoy, N. (2010). Pedagogy in common: Democratic education in the global era. <i>Educational Philosophy and Theory</i> , 43(10), 1119–1134.
8	Fleer, M. (2010). <i>Early learning and development: Cultural–historical concepts in play</i> . Cambridge: Cambridge University Press.
9	Formosinho, J., & Formosinho, J. (2012). Praxeology research in early childhood: A contribution to the social science of the social. Praxeological research in early childhood: A contribution to a social science of the social [Special issue]. <i>European Early Childhood Education Research Journal</i> , 20, 471–476.
10	History of education policy in India. Retrieved from http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P000300/M013097/ET/145258955205ET.pdf
11	https://www.alternativeeducation.in/
12	Lewis, T. (2012). Exopedagogy: On pirates, shorelines, and the educational commonwealth. <i>Educational Philosophy and Theory</i> , 44, 845–861.
13	Meade, A., Robinson, L., Stuart, M., Smorti, S., Williamson, J., Carroll-Lind, J., Meagher-Lundberg, P., & Te Whau, S. (2012). <i>Early childhood teachers' work in education and care centres: Profiles, patterns and purposes</i> . Wellington: Te Tari Puna Ora o Aotearoa/NZ Childcare Association.
14	Ministry of Education, Government of India. (2020). <i>National Education Policy 2020</i> . https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
15	Ministry of Tribal Affairs. (2021). <i>Eklavya Model Residential Schools and Ashram schools guidelines</i> . https://tribal.nic.in/EMRSGuidelines.pdf
16	Ministry of Women and Child Development. (2021). <i>Anganwadi services under Saksham Anganwadi and POSHAN 2.0: Mission guidelines</i> . Government of India. https://wcd.nic.in/sites/default/files/Mission%20Saksham%20Anganwadi%20and%20Poshan%202.0.pdf
17	Mohapatra, J., Dehury, R. K., Dehury, P., & Pattnaik, R. (2021). The functions of integrated child development services (ICDS): An assessment of existing policy and practice in Odisha. <i>Journal of Development Policy and Practice</i> , 6(2), 231-251.
18	National Curriculum Framework for Foundational Stage, 2022
19	NCERT. (2021). <i>Position paper on early childhood care and education</i> . https://ncert.nic.in/pdf/focus-group/position_paper_npe.pdf
20	NCERT. (2022). <i>National Curriculum Framework for Foundational Stage (NCF-FS)</i> . National Council of Educational Research and Training. https://ncert.nic.in/pdf/NCF_for_Foundational_Stage_20_October_2022.pdf

21	NIPCCD. (2021). <i>Training strategy for Anganwadi workers and ECCE personnel</i> . National Institute of Public Cooperation and Child Development. https://nipccd.nic.in/file/reports/training_strategy_aww.pdf
22	Peterson, T. E. (2012). Constructivist pedagogy and symbolism: Vico, Cassirer, Piaget, Bateson. <i>Educational Philosophy and Theory</i> , 44, 878–891.
23	Purkait, B.R. (2005). <i>Milestones in modern Indian education</i> . Kolkata: New Central Book Agency.
24	Ray, S., & Guha, D. (2025). Challenges To Effective Implementation of Digital Pedagogy in Early Childhood Care and Education. <i>Policy, Perspectives and Pedagogy in Early Childhood Care and Education</i> , 149.
25	Singh, V.N. (2005). <i>Education in India: From earlier times to today</i> . New Delhi: Vista International Publishing House.
26	Tharakan, L. (2016). The history of alternative education in India-A brief study <i>Intercontinental Journal of Human Resource Research Review</i> , 4(3), (2-7) Available at http://icmrr.org/global/pdffiles/IJHRRR/H201603001.pdf
27	UNICEF. (2021). <i>Public financing of early childhood education in India</i> . https://www.unicef.org/india/media/2646/file/Public-Financing-of-ECCE-in-India.pdf

 THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA सत्यं शिवं सुन्दरम्	NAAC Accredited “A+” Grade. Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda					Academic Year 2026-2027		2026-27				
M.Sc. IN HDFS (F.C.Sc.) Programme												
Year	I	Major Advances Theories of Human Development				Credits / Hours per week		4 (4+0)/ 60 Hours				
Semester	I	Year of Introduction:2026-2027				Maximum Marks / Grade		100 / O				
Mode of Transaction		Lectures										
Course Outcome (CO) CO1: To appreciate the value of theory in understanding human development CO2: To examine historical perspectives in the evolution of theory CO3: To be introduced to the major schools of theories in human development CO4: To learn to critically evaluate the different theoretical viewpoints in terms of their contribution to a comprehensive understanding of human development CO5: To integrate multiple theoretical perspectives for a holistic and culturally sensitive understanding of human development.												
Unit No.	Topic				Conta ct Hours	Weighta ge (%)	BT Level	CO	PSO	Elemen ts of Employ ability (Emp)/ Entrepr	Releva nce to Local (L)/ Nation al (N)/	Relatio n to Gender (G), Environ ment

							eneursh ip (Ent)/ Skill Develo pment (SD)	Region al(R)/G lobal (G)	and Sustain ability (ES), Human Values (HV)an d Professi onal Ethics (PE)
1	SIGNIFICANCE OF THEORY 1.1 Need and value of theory 1.2 Key characteristics of theory, Theory– research interface, 1.3 Major models of development (old and new)	15	30	2,3	1,2,3	1,2,4	Emp, SD	L/N/R/ G	G, HV, PE
2	PSYCHO ANALYTIC SCHOOL 2.1 Sigmund Freud’s theory of psychosexual development, Neo Freudian Perspective 2.2 Erik Erikson’s theory of psychosocial development,	10	30	2,3	2,3,4	1,2,4	Emp, SD	L/N/R/ G	G, HV, PE
3	COGNITIVE SCHOOL 3.1 Jean Piaget’s Theory of Cognitive Development, 3.2 3.2 Lev Vygotsky’s Theory: Cultural-Historical Perspectives	10	20	2,3	2,3,4	1,2,4	Emp, SD	L/N/R/ G	G, HV, PE

4	SOCIAL LEARNING SCHOOL 4.1 Traditional learning theory, Bandura's social learning theory, Bandura's social cognition theory	10	20	2,3	2,3,4	1,2,4	Emp, SD	L/N/R/ G	G, HV, PE
5	RETHINKING HUMAN DEVELOPMENT THEORIES: INDIAN AND INDIGENOUS PERSPECTIVES	15	20	2,3	2,4,5	1,2,4	Emp, SD	L/N/R/ G	G, HV, PE
REFERENCES									
1.	Akhtar, S. & Tummala-Narra, P. (2008). Psychoanalysis in India. In S. Akhtar (Ed.). <i>Freud along the Ganges: Psychoanalytic reflections on the people and culture of India</i> (pp. 3-25). New Delhi: Stanza. Miller, P. (2000). <i>Theories of Developmental Psychology</i> (4th ed.). New York: Worth Publishers. (Chapter 1, 2, 3, 7)								
2.	Akhtar, S. & Choksi, K. (2008). Bollywood and the Indian unconscious. In S. Akhtar (Ed.). <i>Freud along the Ganges: Psychoanalytic reflections on the people and culture of India</i> (pp. 139-172). New Delhi: Stanza.								
3.	Ananthanarayanan, R. (2026, February 23). <i>Kotagiri conversation: Exploring Erikson and yoga</i> . Medium. https://medium.com/@raghu.tao/kotagiri-conversation-exploring-erickson-and-yoga-887d06388f8d								
4.	Bandura, A. (2002). Social cognitive theory in cultural context. <i>Applied Psychology: An International Review</i> , 51(2), 269-290. http://www.des.emory.edu/mfp/Bandura2002AP.pdf downloaded on December 29, 2009.								
5.	Cole, M. & Packer, M. (2011). Culture in development. In M. Lamb and M. Bornstein (Eds.). <i>Social and Personality Development: An Advanced Textbook</i> (pp. 67-120). New York: Taylor & Francis.								
6.	Crain, W. (2024). <i>Theories of development: Concepts and applications</i> . Routledge. https://doi.org/10.4324/9781003315483								
7.	Lerner, R., Lewin-Bizan, S. & Warren, A.E.A. (2011). Concepts and theories of human development. In M. Lamb and M. Bornstein (Eds.). <i>Social and Personality Development: An Advanced Textbook</i> (pp. 19-66). New York: Taylor & Francis.								
8.	Miller, P. (2000). <i>Theories of Developmental Psychology</i> (4th ed.). New York: Worth Publishers. (Chapter 1, 2, 3, 7)								
9.	Mishra, R. C. (2014). Piagetian studies of cognitive development in India. <i>Psychological Studies</i> , 59 (3), 207-222.								
10.	Newman, B. M. & Newman, P. R. (2007). <i>Evolutionary theory</i> (chp-2). <i>Theories of human development</i> (pp. 19-44). Mahwah, NJ: Lawrence Erlbaum Associates.								
11.	Newman, B. M., & Newman, P. R. (2022). <i>Theories of human development</i> . Routledge. https://doi.org/10.4324/9781003014980								

12.	Piaget, J. (2000). The stages of the intellectual development of the child. In M. Gauvain and M. Cole (Eds.). Readings on the development of children (3rd ed.). (pp.17-21). New York: Worth Publishers.
13.	Shweder, R. A. (2003). Mental Development in a post-structural age. In R. A. Shweder (Ed.). Why do men barbecue? Cambridge, MA: Harvard University Press.
14.	Thomas, R. M. (2000). Comparing theories of child development (5 th ed.).
15.	Thomas, R. M. (2001). Feminist perspectives. In <i>Recent Theories of Human Development</i> (pp. 237-250). New Delhi: Sage.

 THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA सत्यं शिवं सुन्दरम्	NAAC Accredited “A+” Grade. Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda						Academic Year 2026-2027	2026-27				
M.Sc. IN HDFS (F.C.Sc.) Programme												
Year	I	Major Families in Contemporary Societies: Transitions, Diversity, and Change					Credits / Hours per week	4 (4+0)/ 60 Hours				
Semester	I	Year of Introduction:2026-2027					Maximum Marks / Grade	100 / O				
Mode of Transaction		Lectures and Practical										
Course Outcome (CO) CO1 To understand the position of families within the socio-cultural context and develop an understanding of different theoretical perspectives. CO2 To understand the family life patterns across cultures of the world with reference to universals, variations and diversity and the need to develop an appreciation towards the same. CO3 To get oriented to current issues, concerns and changes related to families from a global perspective and emerging trends in policy and interventions. CO4 To develop a comprehensive understanding of the Indian family with reference to philosophy of family life, structure and functions, social change and contemporary trends, strengths, weaknesses and needs. CO5 To become familiar with the perspectives and approaches used in family studies, theoretical and methodological issues.												
Unit No.	Topic				Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/Entrepr	Relevance to Local (L)/ National (N)/	Relation to Gender (G), Environ ment

							eneursh ip (Ent)/ Skill Develo pment (SD)	Region al(R)/G lobal (G)	and Sustain ability (ES), Human Values (HV)an d Professi onal Ethics (PE)
1	A BRIEF OVERVIEW OF FAMILY IN A SOCIO-CULTURAL CONTEXT Overview of society, culture, social structure and social institutions., Family as a part of the social system, Structure and Functions of Family. 1.1 A glimpse into the socio-cultural evolution of the family: From Hunting-gathering societies to post-industrial society. Role of Economy, Education and Laws 1.2 Orientation to theoretical Frameworks • The rational choice and social exchange framework • Symbolic Interaction Framework • System's Framework • Strucuture- Functionalist perspective • Conflict and critical theories framework • Feminist Framework	15	20	1,2	1	2	SD, Emp	L,N,G	G,PE

	- Ecological framework - Family life course development framework - Cyclical theory of Zimmerman - Progressive theory – Ogburn W.F. 1.1 From Patriarchal to an Individual and Social Responsibility Model, Eichler, M.												
2.	AN OVERVIEW OF FAMILIES ACROSS VARIOUS CULTURES 2.1 Why study families across various cultures? 2.2 Salient features of family organization across societies cultures-a summary 2.3 Detailed study of family life across cultures (Select a few) 2.4 Family life in different cultures - Families in with Islamic countries (dominant) (Middle East Iran-Iraq,Pakistan) - Family in Africa, - Family in Europe/Canada/ USA - Families in other European regions - Family in China/ Japan, 2.5 Alternative forms of family organization (Kibbutz, Family life among tribes., Alternatives to traditional family) 2.6 World trends in family patterns: Analysis of linkages between societal systems using selected examples from above cultures, 2.7 The need for understanding culture and family for sensitive approaches to family interventions:	15	15	25	20	2,4,5	1,2,4,5	2	2	2	Emp SD	L,N,G	G,PE

	Some illustrations--key principles and features									
3.	CONTEMPORARY TRENDS AND ISSUES RELATED TO FAMILY, POLICIES AND PROGRAMMATIC CONCERNS 3.1 Emerging Trends related to Family life in Global context, Issues and concerns. (Living together, LAT- living apart together communes, open marriage, commuter marriages, single parent families, voluntary childlessness, same sex couples, elderly families and other variations.) 3.2 Impact of Women’s movement, empowerment, human rights, newer developmental stages such as emerging adulthood 3.3 International events affecting approaches to family policy and programs an overview 3.4 National events affecting approaches to family policy & programs An overview year of child; Decade of women; World social Summit; Population and development conferences; International year of family	15	20	1,2,4	3	2	Emp SD	L,N,G	G,PE	
4	FAMILY IN INDIA 4.1 Background and philosophy Hindu view of life; Social norms, principles of family /kinship structure and organization. Marriage and mate selection; general characteristics, regional variations. 4.2 Family structure: Traditional joint family, understanding jointness and togetherness beyond shared residence, contemporary changes in Indian	15	20	1,2,4,5	4	2	Emp SD	L,N,G	G,PE	

	families Alternative forms,-single parent / childless couples/ female headed: - Causes, effects on family and individuals 4.3 Marriage and Parenting • Divorce and remarriage (past to present an overview) \ • Dowry, family violence, homicides, stressors • Gender roles and responsibilities • Parenting styles, changes, struggles, socialisation 4.4 Elderly Care and Intergenerational Relations								
5	FAMILY STUDIES: A GLIMPSE INTO RESEARCH METHODOLOGIES 5.1 The development of the field of family studies: International and national context 5.2 Conceptual frameworks in family sociology: A brief overview. 5.3 Theoretical and Methodological Issues and means to address the same., Methodology for family studies selected examples. - Pictorial tools for family analyses - A Systems model of Family analysis - Use of fiction and literature	15	20	1,2, 3	5	2	Emp SD	L,N,G	
	EVALUATION OPTIONS • Quizzes and Class Participation • Written Assignments and Presentations • Written Exams								
REFERENCES									

1	Bhangaokar, R., & Kapadia, S. (2019). Gendered boundaries, cultured lives: The underexplored dimensions of duty (kartavya) in the Indian family context. <i>Psychology and Developing Societies</i> , 31(2), 252–282.
2	Chandra, V., & Blair, S. L. (Eds.). (2024). <i>Indian families: Contemporary family structures and dynamics</i> . Emerald Publishing Limited.
3	Choudhury, A., & D. K. (2006). <i>Family life education in India</i> . Rawat Publications.
4	Darling, C. A., Cassidy, D., & Ballard, S. M. (2022). <i>Family life education: Working with families across the lifespan</i> . Waveland Press.
5	Gangopadhyay, J. (2023). Living apart together (LAT): A new family form in urban India. <i>Sociological Bulletin</i> , 72(3), 332–348.
6	Georgas, J. (2003). Family: Variations and changes across cultures. <i>Online Readings in Psychology and Culture</i> , 6(3), Article 3. https://doi.org/10.9707/2307-0919.1061
7	Gupta, S. (2016). Transformation of Indian family structures: Traditional vs. contemporary dynamics. <i>International Journal of Next-Generation Research and Development</i> , 1(3), 1–10.
8	Jacobs, A. J. (2014, October). <i>The world's largest family reunion... we're all invited</i> [Video]. TED Conferences. https://www.ted.com/talks/aj_jacobs_the_world_s_largest_family_reunion_we_re_all_invited
9	Kagitcibasi, C. (2002). A model of family change in cultural context. <i>Online Readings in Psychology and Culture</i> , 6(3), Article 1. https://doi.org/10.9707/2307-0919.1059
10	Kashyap, L. (2004). The impact of modernization on Indian families: The counselling challenge. <i>International Journal for the Advancement of Counselling</i> , 26(4), 341–350.
11	Martinez, L. (2024). Family structures and their evolution in contemporary society. <i>Black Sea Scientific Journal of Academic Research</i> , 61(3), 13–14. https://doi.org/10.36962/GBSSJAR/61.3.007
12	Medora, N. P. (2014). Strengths and challenges in the Indian family. In <i>Strong families around the world</i> (pp. 165–194). Routledge.
13	Mothilal, M. D. (2007). <i>Integral development of the child: Perspectives from Hindi literature</i> [Master's dissertation, University of KwaZulu-Natal].
14	Prasad, B. D., Juvva, S., & Nayar, M. (Eds.). (2020). <i>The contemporary Indian family: Transitions and diversity</i> . Taylor & Francis.
15	Pratt, M. W., & Fiese, B. H. (Eds.). (2004). <i>Family stories and the life course across time and generations</i> . Lawrence Erlbaum Associates.
16	Robila, M., & Taylor, A. C. (Eds.). (2018). <i>Global perspectives on family life education</i> . Springer. https://doi.org/10.1007/978-3-319-77589-0
17	Ryan, C. (2012, February). <i>Are we designed to be sexual omnivores?</i> [Video]. TED Conferences. https://www.ted.com/talks/christopher_ryan_are_we_designed_to_be_sexual_omnivores
18	Savita. (2025). Changing dynamics of family structure in India. <i>International Journal of Sociology and Political Science</i> , 7(2), 48–52.

19	Social Work Institute. (2024, June 12). <i>The family life cycle: Understanding key stages and transitions</i> . https://socialwork.institute/life-characteristics-challenges/family-life-cycle-stages-transitions/
20	Sooryamurthy, R. (2012). The Indian family: Needs for a revisit. <i>Journal of Comparative Family Studies</i> , 1–9.
21	Sriram, R. (1993). Family studies in India: Appraisal and new directions. In T. S. Saraswathi & B. Kaur (Eds.), <i>Human development and family studies in India: An agenda for research and policy</i> . Sage.
22	Thakkar, B., & Kapadia, M. (2025). Negotiating the intersection of modernity and tradition: A qualitative investigation of perspectives on changing family care for older adults in Gujarat, India. <i>Journal of Population Ageing</i> , 1–19.
23	White, J. M., Martin, T. F., & Adamsons, K. (2019). <i>Family theories: An introduction</i> (5th ed.). SAGE Publications.
24	Winch, G. (2014, November). <i>Why we all need to practice emotional hygiene</i> [Video]. TED Conferences. https://www.ted.com/talks/guy_winch_the_case_for_emotional_hygiene

 THE MAHARAJA SAYAJIRAO UNIVERSITY OF BARODA सत्यं शिवं सुन्दरम्	NAAC Accredited “A+” Grade. Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda					Academic Year 2026-2027		2026-27				
M.Sc. IN HDFS (F.C.Sc.) Programme												
Year	I	BKS Human Development Across the Life Span: Perspectives from Bharatiya Knowledge Systems				Credits / Hours per week		4 (4+0)/ 60 Hours				
Semester	I	Year of Introduction:2026-2027				Maximum Marks / Grade		100 / O				
Mode of Transaction		Lectures										
Course Outcome (CO) CO1: Understand what Bharatiya Knowledge Systems and epistemological, ontological, ethical, and pedagogical frameworks in Bharatiya thought how it helps us study human development. CO2: Understand key Bharatiya ideas about the person, self, mind, body, emotions, values, and wellbeing across different stages of life. CO3: Explore childhood, adolescence, and education through Bharatiya ideas such as saṃskāra, brahmacharya, learning, discipline, memory, play, and the arts. CO4: Examine adulthood, family life, work, social responsibility, and relationships between generations through Bharatiya perspectives. CO5: Reflect on ageing, elderhood, detachment, wellbeing, and the completion of life in conversation with contemporary lifespan psychology, education, and family studies.												
Unit No.	Topic				Conta ct Hours	Weighta ge (%)	BT Level	CO	PSO	Elemen ts of Employ ability (Emp)/ Entrepr	Releva nce to Local (L)/ Nation al (N)/	Relatio n to Gender (G), Environ ment

							eneurship (Ent)/ Skill Develo pment (SD)	Region al(R)/G lobal (G)	and Sustain ability (ES), Human Values (HV)an d Professi onal Ethics (PE)
1	WHAT IS BHARATIYA KNOWLEDGE SYSTEMS (BKS)? CIVILIZATIONAL FOUNDATIONS, HISTORICAL CONTEXTS AND RELEVANCE FOR PSYCHOLOGY • Meaning and scope of BKS: śāstra, paramparā, lived traditions, and knowledge as theory-practice continuum • Civilizational, historical, and inclusive approaches to knowledge in India: plurality, continuity, and lived traditions • Major knowledge sources: Veda, Upaniṣads, Itihāsa, Purāṇa, Darśana, Yoga, Ayurveda, arts, and local knowledge traditions • Why BKS matters to the study of human development across the life span	12	20	1,2	CO1	PSO1	Emp, SD	L, N, G	G, HV, PE

	Introduction to the dominant western psychology in relation to self, consciousness, ethics, development, and wellbeing Decolonising categories in psychology, education, and family studies; contemporary relevance to Indian society and global psychology								
2	EPISTEMOLOGICAL, ONTOLOGICAL AND METHODOLOGICAL FOUNDATIONS IN BHARATIYA THOUGHT - Pramāṇas and ways of knowing: pratyakṣa, anumāna, upamāna, śabda, arthāpatti, and anupalabdhi - Ontological categories in Bharatiya thought: ātman, brahman, prakṛti, guṇa, karma, dharma, and puruṣārtha - Methodological resources: reflection, dialogue, tarka, vāda, jalpa, vitaṇḍā, and interpretive traditions - Core frameworks of personhood and development: pañcakośa, śarīra-traya, antaḥkaraṇa, citta, buddhi, ahaṃkāra, and manas Human development as integrated unfolding of body, mind, intellect, conduct, and consciousness	12	20	1,2	CO1, CO2	PSO1	Emp, SD	L, N, G	G, ES, HV
3	INDIAN PERSPECTIVES ON KEY HUMAN CONSTRUCTS: CONCEPTS AND EMPIRICAL APPROACHES Selected Indian perspectives on health, happiness, wellbeing, balance, sustainability, service, love, harmony, suffering, bhakti, dāna, vātsalya, kartavya, and madhyama mārga	12	20	2,3	CO1, 2	PSO2	SD	L, N, G	G, HV, SD

	- Classical sources and contemporary Indian psychological writings on these constructs - Empirical Indian research using qualitative, quantitative, textual, phenomenological, and mixed methods - Focused comparison of western and Indic approaches through selected constructs Applications for psychology, education, counselling, family studies, and community life; suitable for student presentations and seminar-based engagement								
4	CHILDHOOD, ADOLESCENCE AND EMERGING ADULTHOOD IN BHARATIYA THOUGHT - Conception, prenatal life, garbha-saṃskāra, and mother-child ecology and care - Infancy and childhood through saṃskāra, caregiving, play, storytelling, arts, embodiment, and early learning - Learning, discipline, memory, values, and holistic formation in family and educational contexts - Adolescence and emerging adulthood: identity, self-mastery, companionship, aspiration, vocation, and transition to responsibility Relevance for education, youth development, mental health, and contemporary India	12	20	2,3,4	CO3, CO4	PSO2	Emp, Ent, SD	L, N, G	G, HV, PE
5	ADULTHOOD AND AGEING IN BHARATIYA THOUGHT Gr̥hastha as developmental, ethical, and social stage: family life, livelihood, care work, and social responsibility	12	20	3,4,5	CO5	PSO3	Emp, SD	L, N, G	ES, HV, PE

	• Artha, kāma, dharma, lokasaṅgraha, service, leadership, reciprocity, and intergenerational relationships • Midlife, maturity, withdrawal, meaning, and inner reorientation through vānaprastha perspectives • Ageing, elderhood, detachment, care, grief, death, dying, and continuity of life Dialogue with modern lifespan psychology; applications for counselling, family studies, wellbeing, and community development							
Suggested Modes of Continuous and Comprehensive Evaluation								
	• Text-based review or annotated reading of one source from the course. • Seminar presentation on one core Bharatiya developmental concept, thinker, or text. • Lexical analysis of BKS terms • Comparative essay on Bharatiya and contemporary lifespan approaches. • Applied assignment, viva, or field-based observation related to family, education, ageing, death and dying, or community practices. • Short concept note on one key term such as saṃskāra, brahmacharya, puruṣārtha, vānaprastha, or mokṣa. • Case analysis using Bharatiya concepts to interpret a developmental issue across a life stage. • Classroom discussion leadership on a selected unit reading or theme. • Book review of a relevant text from Bharatiya Knowledge Systems or Indian psychology. • Observation report on rituals, life-cycle practices, caregiving patterns, or intergenerational relationships. • Group project on the relevance of BKS for counselling, education, family studies, or community development. • Poster, infographic, or concept map presentation on a Bharatiya developmental framework.. • Field reflection on schools, families, elder-care settings, or community institutions through a BKS lens. • Creative assignment such as designing a teaching module, awareness note, or community resource based on course ideas. • End-semester integrative essay connecting Bharatiya developmental thought with present-day India.							
REFERENCES								

1	Banavathy, V. K., & Choudry, A. (2014). Understanding happiness: A Vedantic perspective. <i>Psychological Studies</i> , 59(2), 141–152. https://doi.org/10.1007/s12646-013-0230-x
2	Bhawuk, D. P. S. (2011). <i>Spirituality and Indian psychology: Lessons from the Bhagavad-Gita</i> . Springer.
3	Brhat. (n.d.). <i>Brhat</i> ब्रह्म [YouTube channel]. YouTube. https://www.youtube.com/@brhat
4	Brhat. (n.d.). <i>Brhat Open Library</i> . https://www.brhat.in/library_books
5	Cornelissen, M., Misra, G., & Varma, S. V. S. S. (Eds.). (2013). <i>Foundations and applications of Indian psychology</i> . Pearson.
6	Cornelissen, R. M. M. (2014). A commentary on “Positive psychology and Indian psychology: In need of mutual reinforcement.” <i>Psychological Studies</i> , 59(2), 103–104. https://doi.org/10.1007/s12646-014-0248-8
7	Feldman, R., & Gala, J. (in press). <i>Life span development: Indian edition</i> . Pearson.
8	Gopal, P. (2024, January 26). <i>Indian knowledge systems part 1 - an overview</i> . <i>Brhat Dhiti</i> . https://www.brhat.in/dhiti/indianknowledgesystems1
9	Gopal, P. (2024, January 29). <i>Indian knowledge systems part 2</i> . <i>Brhat Dhiti</i> . https://www.brhat.in/dhiti/indianknowledgesystems2
10	Gopal, P. (2024, February 6). <i>Indian knowledge systems part 3</i> . <i>Brhat Dhiti</i> . https://www.brhat.in/dhiti/indianknowledgesystems3
11	Huppel, N. (2017). <i>Indian psychology: An experiential approach</i> . Indian Psychology Institute.
12	Mahadevan, B., & Bhat, V. R. (2022). <i>Introduction to Indian knowledge system: Concepts and applications</i> . PHI Learning.
13	Ministry of Education. (2023, September 13). <i>Indian Knowledge Systems</i> . https://www.education.gov.in/en/nep/indian-knowledge-systems
14	Ministry of Human Resource Development. (2020). <i>National Education Policy 2020</i> .
15	Pande, N. (2013). Kartavya: Understanding selfless acts. <i>Psychology and Developing Societies</i> , 25(1), 109–132. https://doi.org/10.1177/0971333613477310
16	Pande, N., & Naidu, R. K. (1992). Anāsakti and health: A study of non-attachment. <i>Psychology and Developing Societies</i> , 4(1), 89–104. https://doi.org/10.1177/097133369200400106
17	Pandit, S. (2021). <i>An introduction to psychology</i> . Sage.
18	Paranjpe, A. C. (2013). The concept of dharma: Classical meaning, common misconceptions and implications for psychology. <i>Psychology and Developing Societies</i> , 25(1), 1–20. https://doi.org/10.1177/0971333613477302
19	Paranjpe, A. C. (2021). Patañjali: The most distinguished psychologist from India. <i>Psychological Studies</i> . Advance online publication. https://doi.org/10.1007/s12646-021-00622-x
20	Patra, S. (2024). Preparing psychology for the future: Contribution of Indian thought system. <i>Psychological Studies</i> , 69(Suppl 1), S49–S54. https://doi.org/10.1007/s12646-023-00768-w
21	Rao, K. R., & Paranjpe, A. C. (2016). <i>Psychology in the Indian tradition</i> . Springer India.

22	Salagame, K. K. K. (2013). Well-being from the Hindu/Sanātana Dharma perspective. In I. Boniwell, S. A. David, & A. C. Ayers (Eds.), <i>The Oxford handbook of happiness</i> (pp. 371–383). Oxford University Press. https://doi.org/10.1093/oxfordhb/9780199557257.013.0029
23	Sen, R. S., & Pandit, S. (2013). Exploring vātsalyam: The emotion of love for the child. <i>Psychology and Developing Societies</i> , 25(1), 165–193. https://doi.org/10.1177/0971333613477303
24	Singh, K. (2024). Indianizing psychology: Continuing the legacy of Durganand Sinha. <i>Psychological Studies</i> , 69(Suppl 1), S11–S15. https://doi.org/10.1007/s12646-023-00733-7
25	Srivastava, A. K., & Misra, G. (2007). <i>Rethinking intelligence: Conceptualising human competence in cultural context</i> . Concept Publishing.
26	University Grants Commission. (2023). <i>Guidelines for incorporating Indian knowledge in higher education curricula</i> .

		NAAC Accredited “A+” Grade. Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda					Academic Year 2026-2027		2026-27			
M.Sc. IN HDFS (F.C.Sc.) Programme												
Year	I	Minor Gender and Life Span Development					Credits / Hours per week		4 (4+0)/ 60 Hours			
Semester	I	Year of Introduction:2026-2027					Maximum Marks / Grade		100 / O			
Mode of Transaction		Lectures										
Course Outcome (CO) CO1: Explore and interpret major theories and concepts related to gender and human development throughout the lifespan. CO2: Assess how societal structures and institutions shape and influence gendered patterns of development. CO3: Recognize the gender-specific difficulties as well as opportunities individuals encounter at different stages of life. CO4: Incorporate observations and experiences from fieldwork to strengthen theoretical understanding and inform policy perspectives. CO5: Critically analyze how intersecting identities influence individual developmental trajectories and life experiences.												
Unit No.	Topic				Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/	Relevance to Local (L)/ National (N)/ Regional(R)/G	Relation to Gender (G), Environment and Sustainability

							Skill Development (SD)	Global (G)	(ES), Human Values (HV) and Professional Ethics (PE)
1	BASICS IN GENDER 1.1 Major Concepts - Sex and Gender: Biological characteristics and socially constructed cultural meanings of gender. - Equality and Equity: Differences and their practical relevance in social structures and policymaking. - Gender Identity, Sexuality, Gender Roles, Gender Expression: Variability and development across different stages of life. - Performativity: Gender as a repetitive act; The Social Construction of the Body. - Intersectionality (Indian and Global Contexts): Influence of overlapping factors such as caste, class, religion, disability, and sexual orientation.						Emp, SD	L, N, G	G, HV, PE

	- Gendered Life Course: Childhood, adolescence, adulthood, and old age; influence of gender on experiences at each life stage. - Gender Norms vs Gender Justice: Social expectations about gender compared with fairness and rights in gender relations. - Heteronormativity: Assumption of heterosexuality as the norm and its effects across different stages of life. - Transgender and Non-Binary Lifespan Experiences: Life experiences and challenges of transgender and non-binary individuals at various ages. 1.2 Gender Socialization (Socialization agents like Family, peer, and school etc)									
2	WOMEN'S STUDIES DISCIPLINE AND WOMEN'S MOVEMENT IN INDIA 2.1 Status of Women in India (From Vedic Period Onward) - Vedic Period: women scholars like Gargi Vachaknavi and Maitreyi; practices like <i>swayamvara</i>. - Post-Vedic / Early Medieval Period: Gradual decline in status; increasing patriarchal control; restrictions on education and public participation. - Medieval Period: Practices such as <i>purdah</i>, child marriage, and <i>sati</i>							Emp, SD	L, N, G	G, ES, HV

	became more common; reduced mobility and autonomy for women. ● Colonial Period: Rise of social reform movements; campaigns against <i>sati</i>, child marriage; promotion of widow remarriage and women's education by reformers like Raja Ram Mohan Roy and Ishwar Chandra Vidyasagar. ● Post-Independence Period: Constitutional equality; legal reforms in marriage, inheritance, and education; increased participation in politics, employment, and public life. 2.2 Women's Studies in India ● Emergence (1970s): Growth after the publication of Towards Equality Report highlighting gender inequality. ● Institutional Development: Establishment of Women's Studies Centres in universities; support from University Grants Commission. ● Interdisciplinary Nature: Combines sociology, history, economics, literature, political science, and anthropology to study women's lives and gender relations. ● Key Focus Areas: Gender inequality, patriarchy, development policies, violence against women, labour participation, health, and education. Contemporary Scope: Expansion to Gender Studies including LGBTQ+ perspectives								
--	--	--	--	--	--	--	--	--	--

3	GENDER AND DEVELOPMENT 3.1 Gender and Development: Concepts and Approaches- WID, WAD and GAD 3.2 Studying Gender - Research paradigms- Feminist Methodologies 3.3 The Gender Spectrum ● Beyond the Binary: Non-binary, genderqueer, agender identities. ● Transgender Rights Movements in India (Advocacy for legal recognition and rights of transgender people, including developments such as the National Legal Services Authority v. Union of India and the Transgender Persons (Protection of Rights) Act.). ● Intersex Rights and Advocacy : Efforts to protect the rights, dignity, and bodily autonomy of intersex individuals. ● Gender Dysphoria and Healthcare. ● Representation of Gender Diversity in Media and Policy. ● The Care Economy 3.4 Gender and Men in Indian Society ● Hegemonic Masculinity & Toxic Masculinity and its societal impact. ● Men's Mental Health and Gender Expectations. ● Fatherhood and Gender Norms.						SD	L, N, G	G, HV, SD
---	---	--	--	--	--	--	----	---------	-----------

4	GENDER AND EDUCATION 4.1 Education & Gender - Gender Parity Index (GPI), literacy rates - Gender gap in higher education - Impact of socioeconomic status, caste, and region on education - Discrimination in education based on gender - Gender bias in curriculum and pedagogy - Barriers for LGBTQ+ students 4.2 Gender-sensitive Education - Inclusive policies and practices - Safe spaces and menstrual health management in schools - Representation in textbooks and academic spaces. Decolonizing education and indigenous knowledge systems							Emp, Ent, SD	L, N, G	G, HV, PE
5	GENDER ISSUES AND LAWS 5.1 Gender issues - Prenatal Gender Selection and Female Foeticide - Child Abuse and Neglect with Gendered Aspects - Domestic and Intimate Partner Violence - Sexual Violence and the Culture of Rape - Human Trafficking and Contemporary Forms of Slavery - Reproductive Coercion and Forced Sterilizations - Stalking and Online Harassment - Elder Abuse with Gendered Considerations - Violence Against LGBTQ+ Individuals, - Gendered Violence During Wars and Displacement							Emp, SD	L, N, G	ES, HV, PE

	● Intersection of Disability and Gender-Based Violence 5.2 Gender related Laws ● The Protection of Women from Domestic Violence Act, 2005 ● The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013 ● The Dowry Prohibition Act, 1961 ● The Prohibition of Child Marriage Act, 2006 ● The Pre-Conception and Pre-Natal Diagnostic Techniques (Prohibition of Sex Selection) Act, 1994 (PCPNDT Act)								
REFERENCES									
1	Arnot, M. (2002). <i>Reproducing gender? Essays on educational theory and feminist Politics</i> . London: Routledge								
2	Bhasin, K. (2000). Understanding gender. New Delhi: Women Unlimited.								
3	Chopra, R., Dasgupta, C., & Janeja, M. K. (2000). Understanding masculinity. <i>Economic and Political Weekly</i> , 35(19), 1607-1609.								
4	Chowdhury, R. (2016). Feminist negotiations: Theorizing feminism, agency, and violence in India. <i>Feminist Studies</i> , 42(1), 136-162. https://www.jstor.org/stable/10.15767/feministstudies.42.1.0136								
5	Chowdhury, R., & Al Baset, Z. (2015). Men doing feminism in India. <i>Economic & Political Weekly</i> , 20(20), 29-32								
6	Das, B. (2009). <i>Gender issues in development</i> . Jaipur: Rawat Publications.								
7	Dhanoa, R. (2012, November). Violation of women human rights in India. <i>International Journal in Multidisciplinary and Academic Research</i> , 1(4), 1-8.								
8	Dube, L. (2001). On the construction of gender: Socialization of Hindu girls in patrilineal India. In <i>Anthropological explorations in gender: Intersecting fields</i> (pp. 87-118). New Delhi: Sage.								
9	Griffin, G. (2012). The compromised researcher: Issues in feminist research methodologies. <i>Sociologisk Forskning</i> , 49(4), 333-347.								
10	Jhamb, B., & Mishra, Y. (2015). Gender responsive budgeting in India. <i>Economic and Political Weekly</i> , 50(50), 54-62.								
11	Khanna, R. (2012). A feminist, gender and rights perspective for evaluation of women's health programmes. <i>Indian Journal of Gender Studies</i> , 19(2), 259-278. doi:10.1177/0971521512019002								

12	KrishnaRaj, M. (2003).Challenges before women's movement in a changing context. <i>Economic and Political Weekly</i> , 38(43), 4536-4545.
13	Magnusson, E., & Marecek, J. (2012a). Theories of gender in psychology: An overview. In <i>Gender and culture in psychology: Theories and practices</i> (pp. 31- 43). Cambridge: Cambridge University Press.
14	Mehrotra, D. P. (2013). Gender in school textbooks: Silent girls and brave boys, invisible women and powerful men. In S. M. Channa & K.K. Misra (Eds.), <i>Gendering material culture: Representations and practice</i> (pp. 199-208). Jaipur: Rawat Publications.
15	Nagla, M. (2014). Understanding women's health and rights issues. In M. Akram (Ed.), <i>Maternal health in India: Contemporary issues and challenges</i> (pp. 45-66). Jaipur: Rawat Publications.
16	Raju, S., & Paul, T. (2014). Gendered labour in India. <i>Economic & Political Weekly</i> , 19(29), 197-208.
17	Sengupta, A., & Das, P. (2014). Gender wage discrimination across social and religious groups in India. <i>Economic & Political Weekly</i> , 49(21), 71-76.
18	Zalewski, M. (2010). 'I don't even know what gender is': A discussion of the connections between gender, gender mainstreaming and feminist theory. <i>Review of International Studies</i> , 36(01), 3-27. doi:10.1017/s0260210509990489

	The Maharaja Sayajirao University of Baroda Faculty of Family and Community Sciences Department of Human Development and Family Studies		Academic Year	2026-2027
M.Sc. IN HDFS (F.C.Sc.) Programme				
Year	I	SEC/VAC: Infant Survival, Growth and Development	Credits / Hours per week	2(2+0) 30 Hours
Semester	I	Year of Introduction:2026-2027	Maximum Marks / Grade	100
Course Outcomes (CO) CO1: Explain infancy as a stage of human development by engaging with major theoretical perspectives and understanding the role of biological, psychological and cultural factors. CO2: Examine prenatal conditions, birth processes, and socio-environmental factors that influence infant survival, growth, health, and nutrition. CO3: Identify patterns of early development and recognise developmental risks and delays across cognitive, language and socio-emotional domains. CO4: Analyse infant–caregiver relationships and diverse caregiving systems in shaping emotional, cognitive, and social development. CO5: Apply basic understanding of infant assessment and early intervention approaches, including the use of tools such as DASII in identifying developmental concerns. CO6: Examine caregiving practices, support systems and early intervention strategies within Indian contexts, including perspectives from Bharatiya Knowledge Systems and inclusive approaches to development.				



Unit No.	Topic	Contact Hours	Weight age (%)	BT Level	CO	PSO	Element s of Employ ability (Emp)/ Entrepreneursh ip (Ent)/ Skill Develop ment (SD)	Relevan ce to Local (L)/ Nationa l (N)/ Regiona l(R)/Glo bal (G)	Relatio n to Gender (G), Environ ment and Sustain ability (ES), Human Values (HV) and Professi onal Ethics (PE)

1	CONCEPTUALIZING INFANCY DEVELOPMENT, CONTEXT AND VARIATION 1.1 Infancy as a Stage in Human Development • Infancy as a biological, social, and cultural phase • Changing understanding of infancy across time • Cultural practices and caregiving differences 1.2 Theoretical Perspectives on Infancy • Psychoanalytic, attachment, learning, and neuroscience perspectives • Contributions of key thinkers (e.g., Bowlby, Ainsworth) • Evolutionary and socio-cultural views 1.3 Nature, Nurture, and Early Plasticity • Interaction of biology and environment • Differential susceptibility • Early experience and developmental trajectories 1.4 Early Development in Infancy • Sensory and perceptual development • Brain development and role of early experiences • Early behaviour and adaptation to cultural contexts 1.5 Developmental Risk and Protection • Early adversity and resilience • Contextual influences (family, poverty, culture)	-	12	35%	1,2,4	CO1	PSO1, PSO5	SD, Emp	L,N,G	G, HV
---	--	---	----	-----	-------	-----	------------	---------	-------	-------

2	INFANT SURVIVAL, GROWTH, HEALTH AND DEVELOPMENTAL CONCERNS 2.1 Prenatal and Birth Context - Genetics, conception, and prenatal development - Prenatal risks (nutrition, maternal health, stress) - Screening, diagnosis, and birth complications 2.2 Infant Survival in Context - Infant mortality and its causes - Vulnerable contexts (poverty, disasters, institutional care) - Social and environmental determinants 2.3 Physical Growth, Health, and Nutrition - Growth patterns and motor development - Breastfeeding, complementary feeding - Malnutrition and global trends - Immunization and common illnesses - Infant safety and injury prevention 2.4 Developmental Delays and Risks - Overview of cognitive, language, and socio-emotional development - Causes of developmental delays - Early identification of risk	10	32%	2,3,4	CO2, CO3	PSO1, PSO2, PSO4, PSO5	SD, Emp	L,N,G	G, ES, HV
3	CAREGIVING, ASSESSMENT, INTERVENTION, AND SUPPORT SYSTEMS 3.1 Infant–Caregiver Relationships - Attachment and emotional security - Co-regulation and self-regulation - Emotional climate of home	10	33%	3,5,6	CO4, CO5, CO6	PSO1, PSO4, PSO5	SD, Emp, Ent	L, N, G	G, ES,HV, PE

	3.2 Caregiving Systems and Contexts • Role of mother, father, and multiple caregivers • Grandparent and kin caregiving (Indian context) • Effects of parental employment • Cross-cultural caregiving differences 3.3 Assessment of Infants • Assessment at birth (Apgar, Brazelton) • Reflexes and sensory abilities • Developmental assessment tools (including DASII) • Issues and concerns in assessment 3.4 Early Stimulation and Intervention • Importance of stimulation in early years • Infant care in special conditions • Intervention approaches • Role of caregivers in promoting development 3.5 Family Adaptation and Support Systems • Transition to parenthood • Family stress and coping • Maternal mental health • ICDS, Anganwadi, ECCE and community support 3.6 Bharatiya Knowledge Systems (BKS) • Indigenous understanding of infancy and caregiving • Practices such as <i>Garbh Sanskar</i> as early sensory environment • Infant care in Ayurvedic traditions • Role of extended family and shared caregiving							
--	--	--	--	--	--	--	--	--

	Traditional stimulation practices (touch, oil massage, storytelling)								
REFERENCES									
1	Chaturvedi, S., Randive, B., Pathak, A., Agarkhedkar, S., Tillu, G., Darmstadt, G. L., & Patwardhan, B. (2020). <i>Prevalence and perceptions of infant massage in India: Study from Maharashtra and Madhya Pradesh states</i> . BMC Pediatrics, 20, 512 .								
2	Dash, B., & Sharma, B. K. (2005). <i>Ayurvedic Pediatrics (Kaumarbhritya)</i> .								
3	Government of India. (2020). <i>National Education Policy 2020</i> . https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf								
4	Lerner, R. M. (2018). Concepts and theories of human development (4th ed.). Routledge.								
5	Rothbaum, F., & Tsai, J. L. (2018). Cultural influences on attachment theory. <i>Current Opinion in Psychology</i> , 25, 42–48.								
6	Rowe, M. L. (2018). Understanding socioeconomic differences in parents' speech to children. <i>Child Development Perspectives</i> , 12(2), 122–127.								
7	Singh, A. (2015). Foundations of human development: A life span approach. New Delhi: Orient Black Swan.								
8	UNICEF, WHO, & World Bank. (2018). <i>Nurturing care framework for early childhood development</i> . https://nurturing-care.org								
9	Victora, C. G., (2016). Breastfeeding in the 21st century: Epidemiology and lifelong effect. <i>The Lancet</i> , 387(10017), 475–490.								
10	World Health Organization. (2024). <i>Breastfeeding</i> . https://www.who.int/health-topics/breastfeeding#tab=tab_1								
11	Yousafzai, A. K., (2018). Effect of responsive stimulation and nutrition interventions. <i>The Lancet</i> , 392 (10155), 1609–1618.								

	NAAC Accredited “A+” Grade. Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda					Academic Year 2026-2027		2026-27			
M.Sc. IN HDFS (F.C.Sc.) Programme											
Year	I	Major Adolescence and Youth: Emerging Perspectives				Credits / Hours per week		4 (4+0)/ 60 Hours			
Semester	II	Year of Introduction:2026-2027				Maximum Marks / Grade		100			
Mode of Transaction		Lectures									
Course Outcome (CO) CO1 To understand the bi-directional or reciprocal influence of individuals and the surrounding environments (culture-context). CO2 To be introduced to the theoretical and research perspectives in cross- cultural psychology. CO3 To understand adolescent/youth development across different regions of the world. CO4 To integrate multiple theoretical perspectives for a holistic and culturally sensitive understanding of adolescent development. CO5: To apply knowledge of adolescent development to real-world contexts including policy, programs, and practice.											
Unit No.	Topic			Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrep	Relevance to Local (L)/ National (N)/	Relation to Gender (G), Environment and

							reneurs hip (Ent)/ Skill Develo pment (SD)	Regio nal(R)/ Global (G)	Sustain ability (ES), Human Values (HV)an d Profess ional Ethics (PE)
1	BASIC CONCEPTS AND PROCESSES OF CROSS-CULTURAL RESEARCH 1.1 The socio-cultural nature of human beings ● Culture as a developmental context ● Interaction of biology, culture, and social structures ● Cultural models of childhood and adolescence 1.2 Culture and socialization, ● Cultural variation in parenting and socialization practices ● Role of family, peers, school, and community in adolescence 1.3 Methods in cross-cultural research: Etic & Emic Perspectives	10	20	1,3	1,2	1,2,5	Emp/S D/ ENT	L/G/N /R	G/ ES/ED/ HV/PE

2	THEORETICAL AND CRITICAL PERSPECTIVES ON ADOLESCENCE 2.1. Critique of dominant developmental frameworks (e.g., universality of “storm and stress”) 2.2. Cultural construction of adolescence (is adolescence universal?) 2.3. Feminist and gender perspectives - Intersectionality (gender, caste, class, disability) 2.4. Decolonizing developmental psychology - Global South perspectives on youth	15	20	4,5,6	2,3	1,2	Emp/S D/ ENT	L/G/N /R	G/ ES/ED/ HV/PE
3	ADOLESCENTS IN A GLOBAL CONTEXT 3.1 Global demographics of adolescence 3.2 Global trends shaping adolescence - Globalization and cultural change - Education, technology, and digital environments - Urbanization and migration 3.3 Key issues in adolescent development worldwide - Mental health and wellbeing - Identity formation and autonomy - Peer relationships and social media - Risk behaviors and resilience - Gender norms & family relationships - Digital Adolescence & Platform Cultures	15	20	1,3	2,3	1,2,4	Emp/S D/ ENT	G/L/R	G/ ES/ED/ HV/PE
4	ADOLESCENCE IN INDIA 4.1 Demographics and diversity of Indian adolescents Population trends and regional variation	10	20	1,3	2,3,4	1,2,4, 5	Emp/S D/ ENT	G/L/R	G/ ES/ED/ HV/PE

	- Socioeconomic, cultural, and rural–urban differences 4.2 Key developmental issues among Indian Adolescents - Mental health and wellbeing - Identity formation and autonomy - Peer relationships and social media - Risk behaviors and resilience - Gender norms & family relationships 4.3 Policy frameworks and programs for adolescents 4.4 Changing adolescence in contemporary India								
5	APPLIED, POLICY AND RESEARCH ENGAGEMENTS WITH ADOLESCENTS OF THE WORLD 5.1. Designing culturally sensitive interventions 5.2. Youth participation and voice 5.3. Adolescents in institutional contexts (schools, hospitals, communities) 5.4. Ethics in working with adolescents 5.5. Translating research into policy and practice	10	20	3,4,5,6	1,2,3,5	1,3,4,5	Emp/S D/ ENT	G/L/R	G/ ES/ED/ HV/PE
REFERENCES									
1.	Arnett, J. J. (2008). The neglected 95%: Why American psychology needs to become less American. <i>American Psychologist</i> , 63(7), 602–614. https://doi.org/10.1037/0003-066X.63.7.602								
2.	Arnett, J. J. (2012). Adolescent psychology around the world. Routledge. https://doi.org/10.4324/9780203808665								
3.	Barua, A., Watson, K., Plesons, M., et al. (2020). Adolescent health programming in India: A rapid review. <i>Reproductive Health</i> , 17, 87. https://doi.org/10.1186/s12978-020-00929-4								

4.	Brown, B., Larson, R., & Saraswathi, T. S. (Eds.).(2002). <i>Adolescence in eight regions of the world</i> . London: Cambridge University Press
5.	Government of India, Ministry of Youth Affairs and Sports. (2014). National youth policy 2014. https://yas.nic.in
6.	Greenfield, P. M. (2009). Linking social change and developmental change: Shifting pathways of human development. <i>Developmental Psychology</i> , 45(2), 401–418. https://doi.org/10.1037/a0014726
7.	International Institute for Population Sciences (IIPS) & ICF. (2021). National Family Health Survey (NFHS-5), 2019–21: India report. https://dhsprogram.com/pubs/pdf/FR375/FR375.pdf
8.	Jejeebhoy, S. J., Acharya, R., Pandey, N., & Santhya, K. G. (2017). Understanding the lives of adolescents and young adults (UDAYA) in Uttar Pradesh and Bihar, India. Population Council. https://doi.org/10.31899/pgy9.1020
9.	Ministry of Health and Family Welfare, Government of India. (2014). Rashtriya Kishor Swasthya Karyakram (RKSK): Strategy handbook. https://nhm.gov.in/images/pdf/programmes/RKSK/RKSK_Strategy_Handbook.pdf
10.	Santhya, K. G., Jejeebhoy, S. J., & Ghosh, S. (2014). Early marriage and sexual and reproductive health vulnerabilities of young women: A synthesis of recent evidence from developing countries. <i>Current Opinion in Obstetrics and Gynecology</i> , 26(5), 334–339. https://doi.org/10.1097/GCO.0000000000000109
11.	Saraswathi, T. S. (2003). Cross-cultural perspectives in human development: Theory, research, and applications. In T. S. Saraswathi (Ed.), <i>Cross-cultural perspectives in human development: Theory, research, and applications</i> (pp. 1–28). Sage Publications.
12.	Verma, S., & Saraswathi, T. S. (2002). Adolescence in India: Street urchins or Silicon Valley millionaires? In B. B. Brown, R. W. Larson, & T. S. Saraswathi (Eds.), <i>The world's youth: Adolescence in eight regions of the globe</i> (pp. 105–140). Cambridge University Press. https://doi.org/10.1017/CBO9780511613814.005
13.	United Nations Children's Fund (UNICEF). (2021). <i>The state of the world's children 2021: On my mind—Promoting, protecting and caring for children's mental health</i> . https://www.unicef.org/reports/state-worlds-children-2021
14.	UNICEF India. (2019). Adolescents and youth in India: Highlights from UNICEF programmes. https://www.unicef.org/india
15.	United Nations Population Fund (UNFPA). (2014). The power of 1.8 billion: Adolescents, youth and the transformation of the future. https://www.unfpa.org/publications/state-world-population-2014
16.	World Health Organization. (2017). Global accelerated action for the health of adolescents (AA-HA!): Guidance to support country implementation. https://www.who.int/publications/i/item/9789241512343

	NAAC Accredited “A+” Grade. Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda						Academic Year 2026-2027	2026-27				
M.SC. IN HDFS (F.C.Sc.) Programme 88 credits												
Year	I	Major Adulthood and Aging Across Cultures					Credits / Hours per week	4 (4+0)/ 60 Hours				
Semester	II	Year of Introduction:2026-2027					Maximum Marks / Grade	100 / O				
Mode of Transaction		Lectures										
Course Outcome (CO) CO1 To understand and analyse developmental transitions from emerging adulthood to Late adulthood. CO2 To learn context-specific evaluation of the bio-psychosocial Impact during different developmental stages of adulthood with reference to gender and culture. CO3 To help students develop an insight into the status of research, training, policies and interventions for adulthood stages. CO4 To develop academic skills to apply theoretical perspectives and research findings in seminars.												
Unit No.	Topic				Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/	Relevance to Local (L)/ National (N)/ Regional(R)/G	Relation to Gender (G), Environment and Sustainability

							Skill Development (SD)	Global (G)	(ES), Human Values (HV) and Professional Ethics (PE)
1	UNDERSTANDING DEVELOPMENT DURING EMERGING ADULthood WITHIN THE CONTEXT OF CULTURE AND GENDER 1.1 Understanding changes across physical, cognitive, and socio-emotional domains. 1.2 Understanding theoretical perspective - Arnett's theory of emerging adulthood, Erickson's theory, and Ashram Dharma 1.3 Emerging adulthood as a universal or context-specific experience - examine the influence of culture and gender 1.4 Developmental and socio-cultural concerns across emerging adulthood- Interventions, Policies and Programmes (Instability and exploration concerning education, career, romantic relationships - Government policies and programs - National Youth Policy, National Youth Corp)	15	20	1,2,3,4	1,2,3	1,3,5	Emp, Ent. SD	L,N,G	G, PE,HV
2.	UNDERSTANDING DEVELOPMENT DURING ESTABLISHED ADULthood WITHIN THE CONTEXT OF CULTURE AND GENDER	15	20	1,2,3,4	1,2,3	1,3,5	Emp, Ent. SD	L,N,G	G, PE,HV

	2.1 Understanding changes across physical, cognitive, and socio-emotional domains 2.2 Understanding theoretical perspective - Arnett and Mehta's theory of established adulthood, Erickson's theory, and Ashram Dharma 2.3 Established adulthood as a universal or context specific experience - examine influence of culture and gender, markers of establishment (Job, marriage, children, knowing one's self, anchored self, acceptance, other centeredness, Career and care crunch, work-life balance, gender roles, caregiving responsibilities - Maternity benefits, Caregiver friendly flexi work policies- Gender sensitive policies, Kartavya of Grihastha) 2.4 Developmental and socio-cultural concerns across established adulthood - Interventions, Policies and Programmes (Instability and exploration concerning education, career, romantic relationships - Government policies and programs - National Youth Policy, National Youth Corp								
3.	UNDERSTANDING DEVELOPMENT DURING MIDDLE ADULTHOOD WITHIN THE CONTEXT OF CULTURE AND GENDER 3.1 Understanding changes across physical, cognitive, and socio-emotional domains 3.2 Understanding theoretical perspective. (Erickson's theory, Karl Jung, Daniel Levinson's seasons of man's life, Ashram Dharma)	15	20	1,2,3,4	1,2,3	1,3,5	Emp, Ent. SD	L,N,G	G, PE,HV

	3.3 Middle Adulthood - wellbeing in middle adulthood Midlife crises vs regaining the self-focus, Vanaprastha and Anasakti								
4	UNDERSTANDING DEVELOPMENT DURING LATE ADULTHOOD ACROSS STAGES OF ADULTHOOD WITHIN THE CONTEXT OF CULTURE AND GENDER 4.1 Understanding changes across physical, cognitive, socio-emotional domains; demographic concerns (population ageing) 4.2 Understanding theoretical perspective (Erickson's theory, theories of Ageing, Activity theory, Role theory, Disengagement theory, Rowe and Kahn's Successful ageing, Gero transcendence theory, Ashram Dharma theory - Indian Perspective of old age) 4.3 Late adulthood - demographic concerns - Dependency ratios, economic implications, gender ageing, ageism, status of older persons in modern societies, Formal and Informal care in the context of socio-cultural and familial changes, perceived wellbeing, abuse and neglect, death and dying, policies and programs for welfare of the elderly.	20	27	1,2,3,4	1,2,3	1,3,5	Emp, Ent. SD	L,N,G	G, PE,HV
5	FUTURE PATH IN ADULT DEVELOPMENT 5.1 Focus of contemporary research in adulthood 5.2 Implications for research, training and Policies for adults across different stages. 5.3 Cross-cultural understanding and research	10	13	2,3,4,5,6	1,2,3	1,3,5	Emp, Ent. SD	L,N,G	G, PE,HV

	EVALUATION OPTIONS								
	- Quizzes and Class Participation - Written Assignments and Presentations - Written Exams								
REFERENCES									
1	Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. <i>American Psychologist</i> , 55(5), 469–480. https://doi.org/10.1037/0003-066X.55.5.469								
2	Arnett, J. J. (2015). <i>Emerging adulthood: The winding road from the late teens through the twenties</i> (2nd ed.). Oxford University Press.								
3	Karhu, J., Hintsanen, M., Ek, E., Koskela, J., & Veijola, J. (2022). Dispositional optimism and pessimism in association with cognitive abilities in early and middle adulthood. <i>Personality and Individual Differences</i> , 196, Article 111710. https://doi.org/10.1016/j.paid.2022.111710								
4	Kokko, K., Tolvanen, A., & Pulkkinen, L. (2013). Associations between personality traits and psychological well-being across time in middle adulthood. <i>Journal of Research in Personality</i> , 47(6), 748–756. https://doi.org/10.1016/j.jrp.2013.07.002								
5	Matthews, T., Rasmussen, L. J. H., Ambler, A., Danese, A., Eugen-Olsen, J., Fancourt, D., ... & Moffitt, T. E. (2024). Social isolation, loneliness, and inflammation: A multi-cohort investigation in early and mid-adulthood. <i>Brain, Behavior, and Immunity</i> , 115, 727–736. https://doi.org/10.1016/j.bbi.2023.11.011								
6	Mehta, C. M., & Arnett, J. J. (2023). Toward a new theory of established adulthood. <i>Journal of Adult Development</i> , 30(1), 1–5. https://doi.org/10.1007/s10804-023-09440-z								
7	Mehta, C. M., Arnett, J. J., Palmer, C. G., & Nelson, L. J. (2020). Established adulthood: A new conception of ages 30 to 45. <i>American Psychologist</i> , 75(4), 431–444. http://dx.doi.org/10.1037/amp0000600								
8	Mehta, C. M., & LaRiviere, K. (2023). "You have those adult responsibilities, but you're still getting your feet on the ground": The lived experience of established adulthood. <i>Journal of Adult Development</i> , 30(1), 36–52. https://doi.org/10.1007/s10804-022-09410-x								
9	Muhammad, T., Debnath, P., Srivastava, S., & Sekher, T. V. (2022). Childhood deprivations predict late-life cognitive impairment among older adults in India. <i>Scientific Reports</i> , 12(1), Article 12786. https://doi.org/10.1038/s41598-022-16954-w								
10	Nagargoje, V. P., James, K. S., & Muhammad, T. (2022). Moderation of marital status and living arrangements in the relationship between social participation and life satisfaction among older Indian adults. <i>Scientific Reports</i> , 12(1), Article 20604. https://doi.org/10.1038/s41598-022-25211-1								
11	Pulkkinen, L. (2017). <i>Human development from middle childhood to middle adulthood: Growing up to be middle-aged</i> . Routledge.								

12	Reifman, A., & Niehuis, S. (2023). Extending the five psychological features of emerging adulthood into established adulthood. <i>Journal of Adult Development</i> , 30(1), 6–20. https://doi.org/10.1007/s10804-022-09412-9
13	Reinilä, E., Saajanaho, M., Fadjukoff, P., Törmäkangas, T., & Kokko, K. (2023). The development of generativity in middle adulthood and the beginning of late adulthood: A longitudinal study from age 42 to 61. <i>Journal of Adult Development</i> , 30(3), 291–304. https://doi.org/10.1007/s10804-023-09444-9
14	Reynolds, C. F., 3rd, Jeste, D. V., Sachdev, P. S., & Blazer, D. G. (2022). Mental health care for older adults: Recent advances and new directions in clinical practice and research. <i>World Psychiatry</i> , 21(3), 336–363. https://doi.org/10.1002/wps.21003
15	Shankardass, M. K. (Ed.). (2020). <i>Ageing issues and responses in India</i> . Springer Nature.
16	Shankardass, M. K. (Ed.). (2021a). <i>Ageing issues, policies and practices in India</i> . Springer Nature.
17	Shankardass, M. K. (Ed.). (2021b). <i>Gerontological concerns and responses in India</i> . Springer Nature.
18	Shankardass, M. K., & Rajan, S. I. (Eds.). (2018). <i>Abuse and neglect of the elderly in India</i> . Springer Nature.
19	Shi, Y., Ma, D., Zhang, J., & Chen, B. (2023). In the digital age: A systematic literature review of the e-health literacy and influencing factors among Chinese older adults. <i>Journal of Public Health</i> , 31(5), 679–687. https://doi.org/10.1007/s10389-021-01570-y
20	Srivastava, S., John, O. P., Gosling, S. D., & Potter, J. (2003). Development of personality in early and middle adulthood: Set like plaster or persistent change? <i>Journal of Personality and Social Psychology</i> , 84(5), 1041–1053. https://doi.org/10.1037/0022-3514.84.5.1041
21	Willis, S. L., & Martin, M. (2005). <i>Middle adulthood: A lifespan perspective</i> . Sage.
22	Yoo, G., & Joo, S. (2022). Love for a marriage story: The association between love and marital satisfaction in middle adulthood. <i>Journal of Child and Family Studies</i> , 31(6), 1570–1581. https://doi.org/10.1007/s10826-021-02104-9
23	Yüksel, M. Y., Serezli, K., & Bostancıoğlu, N. (2024). The relationship between death anxiety, satisfaction with life and psychological well-being in mid-adulthood. <i>Spiritual Psychology and Counseling</i> , 9(1), 57–74. https://doi.org/10.37898/spc.2024.9.1.200

 सत्यं शिवं सुन्दरम्	NAAC Accredited “A+” Grade. Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda					Academic Year 2026-2027		2026-27				
M.SC. IN HDFS (F.C.Sc.) Programme 88 credits												
Year	I	Major Developmental Research Methods				Credits / Hours per week		4 (4+0)/ 60 Hours				
Semester	II	Year of Introduction:2026-2027				Maximum Marks / Grade		100				
Mode of Transaction		Lectures										
Course Outcome (CO) CO1: Demonstrate an in-depth understanding of key concepts, terminologies, and philosophical foundations of developmental research for empirical and outreach purposes. CO2: Understand and apply appropriate quantitative, qualitative, and mixed methods designs relevant to developmental inquiry. CO3: Develop competence in formulating developmental research problems, designing studies, and conducting ethical and rigorous research with diverse age groups. CO4: Develop practical competence in planning and conducting developmental research, including proposal writing, tool development, sampling, and ethical data collection. CO5: Analyse, interpret, and communicate developmental research findings in ways that support academic understanding and informed practice.												
Unit No.	Topic				Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/	Relevance to Local (L)/ Nation	Relation to Gender (G), Environ

							Entrepreneurship (Ent)/ Skill Development (SD)	al (N)/ Regional(R)/Global (G)	ment and Sustainability (ES), Human Values (HV) and Professional Ethics (PE)
1	FOUNDATIONS OF DEVELOPMENTAL RESEARCH 1.2 Nature, scope, and significance of developmental research 1.3 Philosophical foundations and ethics in developmental research 1.4 Concepts, variables, research questions, objectives, hypotheses, and theory in developmental inquiry 1.5 Developmental perspectives: age, change, context, and diversity	8	15	1,2	CO1, CO2	PSO5	Emp, SD	L/N/R/G	PE
2.	DEVELOPMENTAL RESEARCH DESIGNS AND METHODOLOGICAL APPROACHES 2.1 Quantitative, qualitative, and mixed methods 2.2 Exploratory, descriptive, explanatory, intervention-based and evaluative types. Experimental, correlational,	8	20	1,2	CO2, CO5	PSO5	Emp, SD	L/N/R/G	PE

	observational, survey, case study, and action research designs 2.3 Cross-sectional, longitudinal, sequential, and microgenetic designs								
3.	RESEARCH PROCESS AND PROPOSAL DEVELOPMENT 3.1 Identifying developmental research problems 3.2 Literature review and gap identification 3.3 Objectives, research questions, and hypotheses in developmental research 3.4 Writing a developmental research proposal	10	25	1,2,3	CO3, CO5	PSO5	Emp, SD	L/N/R/ G	PE
4	SAMPLING, MEASUREMENT AND DATA COLLECTION 4.1 Sampling definition and purpose in developmental studies 4.2 Types of samples and age-based sampling considerations 4.3 Sample selection methods and sampling bias 4.4 Basic concepts: scales of measurement; reliability and validity 4.5 Data gathering tools/instruments, techniques (observation, questionnaire, interview, rating scales) 4.6 Basic steps in constructing tools, including standardization 4.7 Principles of evaluating tools and tests	10	20	1,2,3,4,5	CO3, CO4	PSO5	Emp, SD	L/N/R/ G	PE
5	DATA ANALYSIS, INTERPRETATION AND SCIENTIFIC WRITING 5.1 Introduction to data coding and analysis (pre-analysis procedures: tabulation, coding, scoring)	15	20	1,2,3,4,5	CO4, CO5	PSO5	Emp, SD	L/N/R/ G	PE

	5.2 Quantitative analysis: Descriptive and inferential statistics (using SPSS/Open Softwares) 5.3 Qualitative analysis: Thematic analysis and coding (using software/manual) 5.4 Mixed methods integration and interpretation 5.5 Post-analysis procedures (data verification, storage) 5.6 Basics of scientific writing – Anatomy of a research paper, APA and basic principles of writing (conducting systematic literature reviews, managing citations, and avoiding plagiarism.)								
PRACTICALS									
1	WORKSHOPS / SPECIAL LEARNING EXPERIENCES • Workshop 1: Literature Search & Reference Management (using Google Scholar, Scopus, Web of Science, Zotero/Mendeley) • Workshop 2: Basic Statistics and SPSS for Developmental Research • Workshop 3: Qualitative Data Coding for Developmental Studies and NVivo/Manual Analysis • Workshop 4: Community Mapping and Field-Based Research Tools • Workshop 5: Interviewing and Focus Group Discussions in Field Setting These workshops will be integrated into the relevant units as hands-on sessions with the help of invited experts. Practical Exercises: • Identify developmental design and methodological orientation of published articles								

	• Class debate: Positivist vs Interpretivist research • Reflective writing on ethical dilemmas in developmental research • Designing a mini-study using two different approaches (e.g., quantitative, qualitative, or mixed methods) • Comparative critique of published developmental research using different designs • Drafting a mini-research proposal • Create a data collection plan and tool (observation schedule, interview schedule, questionnaire) • Pilot test and feedback • Coding a transcript (qualitative) • Basic analysis from mock data using software • Writing a results and discussion section • Conduct a community mapping exercise in a selected locality • Conduct one mock FGD and one key informant interview • Prepare a field reflection note on access, ethics, and rapport • Convert field findings into a short action-oriented community report								
2	EVALUATION OPTIONS • Quizzes and Class Participation • Written Assignments and Presentations • Research Proposal: Assess the formulation of developmental research questions and methodological planning.								

	• Written Exams								
REFERENCES									
1	Brown, K. W., Cozby, P. C., Kee, D. W., & Worden, P. E. (1999). <i>Research methods in human development</i> . Mayfield Publishing Company.								
2	Creswell, J. W., & Creswell, J. D. (2023). <i>Research design: Qualitative, Quantitative, and Mixed Methods Approaches</i> (6th ed.). SAGE Publications.								
	Graue, M. E., & Walsh, D. J. (1998). <i>Studying children in context: Theories, methods, and ethics</i> . SAGE Publications. https://us.sagepub.com/en-us/nam/studying-children-in-context/book205788								
3	International Federation of Red Cross and Red Crescent Societies. (2017, November). Participatory multi-hazard risk mapping methodology for urban and peri-urban contexts: Module 1 – Methodology guidelines and training materials. https://www.rcrc-resilience-southeastasia.org/wp-content/uploads/2017/12/Module-1_EN_FINAL-17-11-21.pdf								
4	Machum, S. (2022). <i>Triangulation</i> . In P. Ballamangie & D. Szanto (Eds.), <i>Showing theory to know theory</i> . https://ecampusontario.pressbooks.pub/showingtheory/chapter/triangulation/								
5	Miller, S. A. (2013). <i>Developmental research methods</i> (4th ed.). Sage Publications, Inc.								
6	McBurney, D. H. (2001). <i>Research methods</i> (5th ed.). Belmont, CA: Wadsworth/Thomson Learning.								
7	Patten, M. L., & Galvan, M. C. (2020). <i>Proposing empirical research: A guide to the fundamentals</i> (6th ed.). Routledge.								
8	Thomas, C. G. (2021). <i>Research methodology and scientific writing</i> (2nd ed.). Springer. https://doi.org/10.1007/978-3-030-64865-7								
9	Richey, R. C., & Klein, J. D. (2005). Developmental research methods: Creating knowledge from instructional design and development practice. <i>Journal of Computing in Higher Education</i> , 16(2), 23–38. https://myweb.fsu.edu/jklein/articles/Richey_Klein_2005.pdf								
10	Schoonenboom, J., & Johnson, R. B. (2017). How to construct a mixed methods research design. <i>KZfSS Kölner Zeitschrift für Soziologie und Sozialpsychologie</i> , 69(Suppl. 2), 107–131. https://doi.org/10.1007/s11577-017-0454-1								
11	Tashakkori, A., & Teddlie, C. (Eds.). (2010). <i>The SAGE handbook of mixed methods in social & behavioral research</i> (2nd ed.). SAGE Publications. https://doi.org/10.4135/9781506335193								
	JASP. (n.d.). <i>Getting started</i> . https://jasp-stats.org/getting-started/								
12	JASP. (n.d.). <i>How to use JASP</i> . https://jasp-stats.org/how-to-use-jasp/								
13	Taguette. (n.d.). <i>Taguette, the free and open-source qualitative data analysis tool</i> . https://www.taguette.org/								
14	Wheeldon, J. (2010). Mapping mixed-methods research. In <i>Visualizing social science research: Maps, methods, & meaning</i> (pp. 113–140). SAGE Publications. https://doi.org/10.4135/9781412984249								

	NAAC Accredited “A+” Grade. Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda					Academic Year 2026-2027	2026-27				
M.SC. IN HDFS (F.C.Sc.) Programme											
Year	I	Major Human Development in Lived Contexts				Credits / Hours per week	4(0+4) 120 Hours				
Semester	II	Year of Introduction: 2026-27				Maximum Marks / Grade	100				
Mode of Transaction		Outreach, Field Practicum, Workshops and Guided Reflection									
Course Outcome (CO) CO1: Develop grounded understanding of human development through observation of lived family, institutional, and community contexts across the life span. CO2: Build practical skills in rapport, observation, documentation, communication, and ethical engagement in real-world settings. CO3: Plan and participate in developmental activities, workshops, and outreach programmes for children, adolescents, adults, parents, and elders. CO4: Create simple field-based materials, awareness strategies, and group processes suited to different developmental stages and community needs. CO5: Reflect critically on field experience and connect it with developmental concepts, professional roles, and social realities.											
Unit No.	Topic			Contact Hours	Weightage (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneursh	Relevance to Local (L)/ National (N)/ Region	Relation to Gender (G), Environment and

							ip (Ent)/ Skill Develo pment (SD)	al(R)/G lobal (G)	Sustain ability (ES), Human Values (HV)an d Professi onal Ethics (PE)
1	OBSERVING HUMAN DEVELOPMENT IN LIVED CONTEXTS • Orientation to professional values and field ethics, observation, rapport, note writing, and reflective documentation. • Guided visits to homes, anganwadis, preschools, schools, colleges, neighbourhood spaces, workplaces, and elder settings. • Community mapping, routine mapping, and setting profiles to understand developmental contexts. • Shadowing caregivers, teachers, youth facilitators, or community workers to study lived roles and relationships.	12	20	2,3	CO1	PSO1	SD	L, N, G	G, ES, HV, PE
2.	CHILDHOOD, PARENTING AND FAMILY LIFE IN PRACTICE • Observation of parent-child interaction, play, caregiving, school readiness, and family routines.	12	20	2,3,4	CO2	PSO2	Emp, SD	L, N, G	G, ES, HV, PE

	- Participation in parenting sessions on positive parenting, child safety, nutrition, play, sleep, screen use, and developmental milestones. - Design of simple activity kits, storytelling sessions, parent handouts, or early stimulation materials. - Support for school-family meetings, child development awareness drives, and parent communication activities.								
3.	ADOLESCENCE, YOUTH AND EMERGING ADULTHOOD IN ACTION - Workshops on puberty, emotional regulation, peer relations, study skills, career questions, cyber safety, gender respect, and life skills. - Observation and participation in schools, colleges, youth groups, clubs, camps, or counselling-oriented activities. - Awareness activities on exam stress, mental health, menstrual health, bullying prevention, substance-use prevention, consent, and digital wellbeing. - Street plays, poster campaigns, discussion circles, and peer-led sessions for adolescent engagement.	12	20	2,3,4	CO3	PSO2	Emp, SD	L, N, G	G, ES, HV, PE
4	ADULTHOOD, FAMILY RESPONSIBILITY AND COMMUNITY OUTREACH - Field engagement with self-help groups, family welfare programmes, livelihood groups, working parents, and community centres. - Practical experiences related to couple communication, work-family balance, parenting stress, caregiving, and family decision-making.	12	20	3,4	CO4	PSO3	Emp, Ent, SD	L, N, G	G, ES, HV, PE

	• Organisation of awareness stalls, help desks, public talks, or neighbourhood campaigns on family wellbeing and community support. • Group work, community mobilisation, and crowd-facing outreach activities to build facilitation confidence.								
5	AGEING, INTERGENERATIONAL RELATIONS AND PUBLIC ENGAGEMENT • Visits to elder groups, hospitals, day-care settings, residential care spaces, and community associations. • Workshops on active ageing, memory support, loneliness, falls prevention, digital inclusion, caregiving, and elder dignity. • Intergenerational programmes such as oral history, story circles, skill-sharing, or child-elder interaction events. • Awareness rallies, walks, exhibitions, and campaigns on ageing, mental health, disability inclusion, caregiving, and intergenerational bonds.	12	20	3,4,5	CO5	PSO3	Emp, SD	L, N, G	ES, HV, PE
SUGGESTED MODES OF CONTINUOUS AND COMPREHENSIVE EVALUATION									
	• Field observation journal covering at least two life stages and two different settings. • Setting profile of an anganwadi, school, college, neighbourhood space, workplace, or elder-care setting. • Parenting workshop plan or facilitation note on topics such as positive parenting, discipline, play, nutrition, sleep, or screen use.								

	• Adolescent or youth workshop design on puberty, life skills, mental health, peer pressure, exam stress, digital wellbeing, or career readiness. • Community mapping, neighbourhood walk, or resource mapping exercise. • Awareness rally, public talk, help desk, stall, street play, poster campaign, or social media outreach on child safety, parenting, adolescent wellbeing, gender respect, substance-use prevention, elder dignity, or intergenerational care. • Design of Information, Education, and Communication material such as leaflet, poster, infographic, short video concept, or awareness note. • One interview/FGD with parents, adolescents, adults, caregivers, or elders, with reflective documentation. • Group work, community mobilisation, or crowd engagement activity in a real public or institutional setting. Compulsory Documentation Work: • Develop a domain-specific field documentation portfolio for one developmental outreach activity or setting, with systematic recording, ethical documentation, and reflective writing. • Build a basic domain-specific digital library of responses generated through a game, workshop, or awareness activity, and use it for simple coding, analysis, and report writing.								
--	--	--	--	--	--	--	--	--	--

	A simple set of formats for students could include: • Setting observation sheet: date, place, target group, physical setting, routines, interactions, inclusion, risks, strengths, reflections • Workshop observation checklist: topic, audience, participation, facilitation style, materials used, response of participants, follow-up needs • Community visit format: purpose, institutions present, resources, problems observed, local actors, outreach possibilities • Reflective field note: what was seen, what was felt, what developmental concepts connected, what questions emerged • Interview/FGD record sheet: respondent profile, themes discussed, key quotes, observations, ethics note								
REFERENCE BOOKS									
1	Brown, K. W., Cozby, P. C., Kee, D. W., & Worden, P. E. (1999). <i>Research methods in human development</i> . Mayfield Publishing Company.								
2	Bronfenbrenner, U. (1979). <i>The ecology of human development</i> . Harvard University Press.								
3	Dirkx, J. M., & Lavin, R. (1991). <i>Understanding and facilitating experience-based learning in adult education</i> .								
4	Miller, S. A. (2013). <i>Developmental research methods</i> (4th ed.). Sage Publications.								
5	Pickles, T. (2009, May 5). <i>Experiential learning</i> . On the Web.								
	Ramesh, R. (2020, June). <i>Participatory rural appraisal: PRA application in rural development planning</i> . National Institute of Rural Development and Panchayati Raj, Ministry of Rural Development, Government of India. https://nirdpr.org.in/nird_docs/sb/sb080720.pdf								
6	Robinson, L. (2009). <i>The problem with social marketing: Why you can't sell change like soap</i> .								
7	Sriram, R. (2014). <i>Engaging in social interventions</i> (Vol. 1): A resource book for learners. Concept Publishing.								

8	Sriram, R., Kapadia, S., & Joshi, A. (1999). <i>All that you want to know about fieldwork—A practical guide</i> . Department of Human Development and Family Studies, The Maharaja Sayajirao University of Baroda. (Reprinted 2013).
9	Tata Institute of Social Sciences. (2003). <i>Fieldwork manual for first-year social work</i> . Author.
10	Berk, L. E. (2018). <i>Development through the lifespan</i> (7th ed.). Pearson.
	Student reading materials before field visits for - models for checklist design and formats for documentation National Council of Educational Research and Training. (n.d.). <i>Professional development package for early childhood care and education</i>. https://ncert.nic.in/pdf/publication/otherpublications/Professional_Development_Package_for_ECCE.pdf National Council of Educational Research and Training. (2017). <i>Smooth and successful transitions</i>. https://ncert.nic.in/dee/pdf/smooth_successful.pdf Department of School Education and Literacy, Ministry of Education, Government of India. (2022). <i>PRASHAST: A disability screening checklist for schools (Part-1 and Part-2)</i>. https://ncert.nic.in/pdf/DSCS_booklet.pdf University Grants Commission. (2022). <i>Guidelines for fostering social responsibility and community engagement in higher education institutions in India 2.0</i>. https://www.ugc.gov.in/pdfnews/4187860_Revised-Final-Guidelines.pdf University Grants Commission. (2023). <i>Guidelines for internship/research internship for undergraduate students</i>. https://www.ugc.gov.in/pdfnews/0063650_Draft-Guidelines-for-Internship-and-Research-Internship-for-Under-Graduate-Students.pdf National Council of Educational Research and Training. (n.d.). <i>Theme based early childhood care and education programme: A teacher's guide</i>. https://ncert.nic.in/dee/pdf/deethemebased.pdf Tong, A., Sainsbury, P., & Craig, J. (2007). <i>Consolidated criteria for reporting qualitative research (COREQ): A 32-item checklist for interviews and focus groups</i>. UNICEF. (2022). <i>Photographing and filming children ethically</i>. https://www.unicef.org/romania/media/7441/file/Photographing%20and%20filming%20children%20ethically.pdf

 सत्यं शिवं सुन्दरम्	The Maharaja Sayajirao University of Baroda Faculty of Family and Community Sciences Department of Human Development and Family Studies				Academic Year 2026-2027		2026-2027				
M.SC. IN HDFS (F.C.Sc.) Programme											
Year	I	MDC Advanced Disability Studies: Assessment, Intervention, and Inclusive Practices				Credits / Hours per week		4(4+0) (60 Hours)			
Semester	II	Year of Introduction: 2026-27				Maximum Marks / Grade		100			
Course Outcome (CO) CO1: Critically trace the historical evolution of disability and examine major disability models in relation to their philosophical, socio-cultural, and political foundations. CO2: Analyse critical disability theories, language, and representation, and examine ableism as a structural, cultural, and discursive process. CO3: Critically examine diagnostic systems, classification practices, and assessment frameworks, with attention to their ethical, cultural, and political implications. CO4: Examine disability as a lived, relational, and socially situated experience across the lifespan, with particular attention to identity, intimacy, caregiving, and structural inequality in Indian and global contexts. CO5: Critically appraise interventions, assistive technologies, legal frameworks, and advocacy movements, and propose context-sensitive, rights-based, and inclusive responses to disability.											
Unit No.	Topic			Cont act Hou rs	Weighta ge (%)	BT Level	CO	PSO	Elemen ts of Emplo yability (Emp)/ Entrep reneur ship (Ent)/	Releva nce to Local (L)/ Nation al (N)/ Region al(R)/G	Relatio n to Gende r (G), Enviro nment and Sustain ability

							Skill Development (SD)	Global (G)	(ES), Human Values (HV) and Professional Ethics (PE)
1.	HISTORICAL FOUNDATIONS AND MODELS OF DISABILITY 1.1 Historical Trajectories of Disability • Early frameworks of disability: charity-based and moral understandings • Institutionalisation and deinstitutionalisation: shifts in care, control, and community inclusion • Emergence of rehabilitation paradigms: movement from custodial care to functional independence • Disability in colonial and postcolonial contexts: evolving policy, governance, and socio-cultural perspectives 1.2 Core Models of Disability • The medical model: disability as individual impairment and deficit • The social model: disability as a product of structural and environmental barriers • The biopsychosocial model (WHO–ICF, 2001):	8	15%	2,3,4	CO1	PSO1, PSO2	SD	L,N,G	HV

	integrating biological, psychological, and social dimensions 1.3 Disability in Global South Contexts • Critiques of Western disability frameworks in diverse socio-cultural settings • Disability within development discourse: links with poverty, policy, and global inequalities • Cultural and social constructions of disability in India: implications for identity, inclusion, and care								
2.	CRITICAL THEORIES, LANGUAGE, AND REPRESENTATION	10	20%	3,4,5	CO2, CO5	PSO1, PSO2, PSO5	Emp, SD	R,N,G	HV, PE

	2.1 Critical Frameworks in Disability Studies • Rights-based and minority perspectives: disability as a matter of justice, citizenship, and inclusion • Critical Disability Theory: interrogating power, norms, and structural exclusion • Feminist Disability Theory: gendered experiences and embodied differences • Crip Theory: challenging normative assumptions of ability, normalcy, and productivity • Intersectionality: interconnections of disability with caste, class, gender, and other identities • Lifecourse perspectives: disability across developmental stages and social transitions 2.2 Language, Power, and Ableism • Person-first and identity-first language: debates around representation and self-definition • Ableism as a structural and cultural system shaping exclusion and norms • Labelling, stigma, and the social construction of difference 2.3 Representation and Cultural Narratives • Media representations of disability: stereotypes, tropes, and “inspiration” narratives • Disability aesthetics and embodiment: rethinking beauty, form, and bodily diversity Cultural production and visibility: voice, agency, and representation in public discourse								
--	---	--	--	--	--	--	--	--	--

3.	DIAGNOSIS, CLASSIFICATION, AND ASSESSMENT SYSTEMS 3.1 Understanding Disabling Conditions Across the Lifespan • Neurodiversity and the autism movement: rethinking difference and variation • ADHD and executive functioning: implications for learning and daily life • Chronic illness and invisible disabilities: lived experiences and recognition • Neurodegenerative conditions: ageing, decline, and care contexts • Gendered experiences of disability across the lifespans 3.2 Psychiatric Diagnosis and Its Discontents • Debates around DSM-5-TR: classification, validity, and critique • Diagnostic expansion and inflation: boundaries of normality and disorder • Medicalisation and institutional authority in defining mental health • Mad Studies perspectives: lived experience and resistance to pathologisation • Trauma-informed frameworks: recontextualising distress and behaviour 3.3 Assessment, Classification, and Ethics • DSM and ICF frameworks: categorical versus functional approaches • Cultural bias in assessment and testing practices • Adaptive behaviour and vocational assessment in applied contexts	12	25%	3,4,5	CO3	PSO1, PSO4, PSO5	Emp, SD,Ent	N,G	PE
----	--	----	-----	-------	-----	------------------	-------------	-----	----

	- Disability certification systems: policy, access, and ethical concerns 3.4 Emerging Technologies and Diagnostics - AI-based diagnostics: opportunities and limitations - Digital ethics, data privacy, and surveillance in disability contexts								
4.	LIVED EXPERIENCE, IDENTITY, AND SOCIAL STRUCTURES 4.1 Identity, Embodiment, and Intimacy - Body image and stigma: negotiating visibility, difference, and self-perception - Sexuality and reproductive rights: autonomy, access, and social regulation - Romantic relationships and disability: intimacy, desirability, and relational dynamics - Gender identities and disability: intersections of embodiment and identity 4.2 Families and Caregiving Ecologies - Chronic sorrow and ongoing adaptation in caregiving contexts - Ambiguous loss: uncertainty, absence, and relational strain - Gendered dimensions of caregiving roles and responsibilities - Siblings and ageing caregivers: continuity of care across the lifespan 4.3 Education, Work, and Structural Exclusion - Debates on inclusive education: access, participation, and equity	10	20%	4,5	CO4	PSO1, PSO2, PSO4	Emp, SD	L,R,N, G	G, HV

	• Universal Design and accessibility in educational and work environments • Supported employment: pathways to inclusion and independence • Workplace precarity: exclusion, informalisation, and vulnerability 4.4 Disability in Indian Contexts • Cultural meanings and everyday understandings of disability in India • Rural–urban disparities in access, services, and opportunities • Intersections of caste, poverty, and marginalisation • Disability and informal economies: labour, survival, and precarity								
5.	INTERVENTIONS, POLICY, ADVOCACY, AND FUTURE DIRECTIONS	8	20%	5,6	CO5	PSO3, PSO4, PSO5	Emp, Ent,SD	L,N,G	PE,HV

5.1 Intervention Paradigms • Medical rehabilitation: clinical approaches to recovery and functional restoration • Community-Based Rehabilitation (CBR): community participation and inclusive development • Independent Living Movement: autonomy, choice, and self-determination • Participatory Action Research (PAR): collaborative knowledge production and social change 5.2 Assistive Technology and Accessibility • Augmentative and Alternative Communication (AAC) systems: enabling communication access • Digital accessibility: inclusive design in digital environments • Neuroprosthetics and emerging technologies: possibilities and limitations • Enhancement versus ethics: debates on technology, normalcy, and human augmentation 5.3 Law, Policy, and Rights Frameworks • Rights of Persons with Disabilities (RPWD) Act, 2016: legal recognition and entitlements • Mental Healthcare Act, 2017: rights-based approaches to mental health care • National Trust Act and RCI Act: institutional frameworks for support and regulation • United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), 2006: global rights framework • Sustainable Development Goals (SDGs) and disability inclusion								
--	--	--	--	--	--	--	--	--

	5.4 Advocacy and Disability Futures • Disability-led movements: voice, agency, and collective action • Grassroots activism in India: localised struggles and innovations • Monitoring and accountability in policy implementation • Disability futures: emerging debates on AI, bioethics, and inclusive societies								
REFERENCES									
1	American Psychiatric Association. (2022). <i>Diagnostic and statistical manual of mental disorders</i> (5th ed., text rev.; DSM-5-TR).								
2	Garland-Thomson, R. (2011). <i>Misfits: A feminist materialist disability concept</i> . <i>Hypatia</i> , 26(3), 591–609. https://doi.org/10.1111/j.1527-2001.2011.01206.x								
3	Ghai, A. (2015). <i>Rethinking disability in India</i> . Routledge India.								
4	Goodley, D. (2017). <i>Disability studies: An interdisciplinary introduction</i> (2nd ed.). Sage.								
5	Goodley, D., Lawthom, R., Liddiard, K., & Runswick-Cole, K. (2019). <i>Disability studies and the global South</i> . Palgrave Macmillan.								
6	Government of India. (2016). <i>The Rights of Persons with Disabilities Act, 2016</i> . https://legislative.gov.in/sites/default/files/A2016-49_1.pdf								
7	Government of India. (2017). <i>The Mental Healthcare Act, 2017</i> . https://egazette.nic.in/WriteReadData/2017/175248.pdf								
8	Iemmi, V., Gibson, L., Blanchet, K., Suresh, R., & Hartley, S. (2017). Community-based rehabilitation for people with disabilities in low- and middle-income countries: A systematic review. <i>Campbell Systematic Reviews</i> , 13(1), 1–177.								
9	Kafer, A. (2013). <i>Feminist, queer, crip</i> . Indiana University Press.								
9	Mehrotra, N. (2013). Disability, gender and caste: Marginality and exclusion in India. <i>Indian Journal of Gender Studies</i> , 20(2), 223–241.								
10	Mills, C. (2017). <i>Decolonizing global mental health: The psychiatrization of the majority world</i> . Routledge.								
11	United Nations. (2006). <i>Convention on the Rights of Persons with Disabilities (CRPD)</i> .								
12	World Health Organization. (2001). <i>International classification of functioning, disability and health (ICF)</i> . WHO.								
13	World Health Organization. (2013). <i>How to use the ICF: A practical manual for using the International Classification of Functioning, Disability and Health (ICF)</i> . WHO.								

 सत्यं शिवं सुन्दरम्	NAAC Accredited “A+” Grade. Faculty of Family and Community Sciences The Maharaja Sayajirao University of Baroda					Academic Year 2026-2027		2026-2027			
M.Sc. IN HDFS (F.C.Sc.) Programme											
Year	I	SEC/VAC Guidance and Counseling				Credits / Hours per week		2 (2+0) 30 Hours			
Semester	II	Year of Introduction:2026-2027				Maximum Marks / Grade		100 / O			
Mode of Transaction		Lectures									
Course Outcome CO1: Understand and gain an overview of personal, familial and social factors that lead to difficulties in development and adjustment. CO2: Understanding the theoretical concepts, principles and approaches related to individual and family counseling in the Indian context. CO3: Learn the approaches to guidance, counseling and therapy for individuals and families.											
Unit No.	Topic			Contact Hours	Weight age (%)	BT Level	CO	PSO	Elements of Employability (Emp)/ Entrepreneurship (Ent)/ Skill Development	Relevance to Local (L)/ National (N)/ Regional(R)/ Global (G)	Relation to Gender (G), Environment and Sustainability (ES), Human

							ment (SD)		Values (HV)an d Profess ional Ethics (PE)
1	A. BASIC CONCEPTS AND PERSPECTIVES 1.1 Understanding Key Concepts: Guidance, Counseling, Therapy 1.2 Understanding Mental health and Wellbeing • Concept of mental health and wellbeing • Understanding dysfunction, crises and identify when guidance, counseling, or therapy is needed • Early Diagnosis and Intervention • Addressing Stigma associated with mental health concerns 1.3 Types of Individual Counselling: School, Career, Clinical 1.4 Types of Family Counseling: Pre-Marital and Genetic Counseling, Marital Counseling, Parenting Counseling, Family Counseling B. UNDERSTANDING INDIVIDUALS' NEEDS FOR COUNSELING 1.5 Family situations or demands: Academic, career and marriage pressures, intimate relationships 1.6 Individual/personality factors: Mental illness such as depression, anxiety and difficulty in socio-emotional adjustments.	8	15	1,2,3,4	CO1 CO2	PSO1 PSO2 PSO4	Emp, SD, ENT	L,G, N R	G, ES,ED, HV,PE

2	COUNSELING AND FAMILY THERAPY MODELS AND APPROACHES Approaches to Counseling 2.1 Art Therapy: Using creative expression to explore emotions, reduce stress, and improve mental health. 2.2 Drama Therapy: Exploring role play, storytelling, music-movement, theatre and improvisation as therapeutic tools for self-expression and emotional healing. 2.3 Narrative Therapy: Empowering clients to reframe their personal stories, creating new meanings and possibilities for their lives. 2.4 Ecotherapy: Leveraging the natural environment for healing, focusing on connection to nature as a therapeutic practice. 2.5 Non-Clinical Applications of Counseling - Focus on reducing stigma, and enhancing well-being through informal, non-clinical therapeutic approaches. 2.6 Applied Learning and Experiential Activities 2.7 Counseling Skills - Empathy, Active Listening, Perspective-taking, Open-ended Questions, Non-verbal Communication, Maintaining Boundaries, Communication (Transactional Analysis Framework) 2.8 Key Counselling Theories Approaches - Person-centered therapy	14	35	1,2,3,4	CO2 CO3	PSO1 PSO4	Emp, SD, ENT	L,G, N R	G, ES,ED, HV,PE
---	---	----	----	---------	------------	--------------	--------------------	-------------	-----------------------

	- Cognitive-behavioral therapy (CBT) - Systems theory - Narrative therapy								
3	COUNSELING AS A PROFESSION 3.1 Ethical and Professional Issues in Counseling - Confidentiality, informed consent, and professional boundaries 3.2 Professional Attitudes and Skills - Developing a local referral network for specialized centers/services - Certifications and Professional Licensing (RCI) - Familiarity with Counseling Tools (DSM) 3.3 Career Pathways and Professional Opportunities - Educational Institutions, hospital settings - Specializations (Art, music, and expressive therapies)	8	30	2,3,5,6	CO3	PSO1 PSO3 PSO4	Emp, SD, ENT	L,G, N R	G, ES,ED, HV,PE
REFERENCES									
1	Arulmani, G., Bakshi, A. J., Leong, F. T. L., & Watts, A. G. (Eds.). (2014). Handbook of career development: International perspectives (1st ed.). Springer. https://doi.org/10.1007/978-1-4614-9460-7								
2	NCERT (January 2015). Guidance and counselling guidelines for states. New Delhi: Department of Educational Psychology and Foundations of Education and RMSA Project Cell. National Council of Educational Research and Training (NCERT). Government of India. Retrieved from http://www.ncert.nic.in/departments/nie/dse/activities/advisory_board/pdf/guidelines_for_guidance_and_counseling.pdf								
3	Berghs, M., Prick, A. J. C., Vissers, C., & van Hooren, S. (2022). Drama Therapy for Children and Adolescents with Psychosocial Problems: A Systemic Review on Effects, Means, Therapeutic Attitude, and Supposed Mechanisms of Change. Children (Basel, Switzerland), 9(9), 1358.								
4	Hyvönen, K., Pylvänäinen, P., Muotka, J., & Lappalainen, R. (2020). The effects of dance movement therapy in the treatment of depression: A multicenter, randomized controlled trial in Finland. Frontiers in Psychology, 11, Article 1687. https://doi.org/10.3389/fpsyg.2020.01687								

5	Prasad,K.M.,Angothu,H.,Mathews,M.M.,&Chaturvedi,S.K.(2016). How are social changes in the twenty-first century relevant to mental health? <i>Indian Journal of Social Psychiatry</i> , 32(3), 227.
6	Sharma, G., Yukhymenko-Lescroart, M., & Bernal-Arevalo, K. (2023). Counseling students' experiences and interpretations of purpose development. <i>Heliyon</i> , 9(3), e13760. https://doi.org/10.1016/j.heliyon.2023.e13760
7	Sriram,S.(Ed.).(2016). <i>Counseling in India: Reflections on the process</i> .New Delhi: Springer
8	Sharma, P. (2024). Culturally sensitive psychotherapy in India: Integrating traditional and Western approaches. <i>Practice Innovations</i> . Advance online publication. https://dx.doi.org/10.1037/pri0000257
9	Singh, R. (2009). Constructing 'the family' across culture. <i>Journal of Family Therapy</i> , 31, 4, 359-383.
10	Arulmani, G. (2007). Counselling psychology in India: At the confluence of two traditions. <i>Applied Psychology: An International Review</i> , 56(1), 69–82. https://doi.org/10.1111/j.1464-0597.2007.00275.x