

M.Sc.(Home Science)

Prospectus No. 2012196

Semester-I & III Examination - Winter-2011,
Semester-II & IV Examination - Summer-2012

संत गाडगे बाबा अमरावती विद्यापीठ
SANT GADGE BABA AMRAVATI UNIVERSITY

गृहविज्ञान विद्याशाखा
(FACULTY OF HOME SCIENCE)

PROSPECTUS

OF

M.Sc. (Home Science) (Human Development)
Semester-I & III Examination, Winter-2011
Semester-II & IV Examination, Summer-2012



2011

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(Semester-I to IV)
(Prospectus No.2012196)

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SANT GADGE BABA AMRAVATI UNIVERSITY
SPECIAL NOTE FOR INFORMATION OF THE STUDENTS

- (1) Notwithstanding anything to the contrary, it is notified for general information and guidance of all concerned that a person, who has passed the qualifying examination and is eligible for admission only to the corresponding next higher examination as an ex-student or an external candidate, shall be examined in accordance with the syllabus of such next higher examination in force at the time of such examination in such subjects, papers or combination of papers in which students from University Departments or Colleges are to be examined by the University.
- (2) Be it known to all the students desirous to take examination/s for which this prospectus has been prescribed should, if found necessary for any other information regarding examinations etc. refer the University Ordinance Booklet the various conditions/provisions pertaining to examinations as prescribed in the following Ordinances-
- | | | |
|-----------------------|---|--|
| Ordinance No. 1 | : | Enrolment of Students. |
| Ordinance No.2 | : | Admission of Students |
| Ordinance No. 4 | : | National Cadet Corps |
| Ordinance No. 6 | : | Examination in General (relevant extracts) |
| Ordinance No. 18/2001 | : | An Ordinance to provide grace marks for passing in a Head of passing and Improvement of Division (Higher Class) and getting Distinction in the subject and condonation of deficiency of marks in a subject in all the faculties prescribed by the Statute NO.18, Ordinance 2001. |
| Ordinance No.9 | : | Conduct of Examinations (Relevant extracts) |
| Ordinance No.10 | : | Providing for Exemptions and Compartments |

Ordinance No. 19	:	Admission of Candidates to Degrees
Ordinance No.109	:	Recording of a change of name of a University Student in the records of the University
Ordinance No.6 of 2008	:	For improvement of Division/Grade.
Ordinance No.19/2001	:	An Ordinance for Central Assessment Programme, Scheme of Evaluation and Moderation of answer books and preparation of results of the examinations, conducted by the University, Ordinance 2001.

Dineshkumar Joshi

Registrar

Sant Gadge Baba Amravati University

PATTERN OF QUESTION PAPER ON THE UNIT SYSTEM

The pattern of question paper as per unit system will be broadly based on the following pattern.

- (1) Syllabus has been divided into units equal to the number of question to be answered in the paper. On each unit there will be a question either a long answer type or a short answer type.
- (2) Number of question will be in accordance with the unit prescribed in the syllabi for each paper i.e. there will be one question on each unit.
- (3) For every question long answer type or short answer type there will be an alternative choice from the same unit. However, there will be no internal choice in a question.
- (4) Division of marks between long answer and short answer type question will be in the ratio of 40 and 60.
- (5) Each short answer type question shall contain 4 to 8 short sub question with no internal choice.

Syllabus Prescribed for M.Sc. (Home Science) (Human Development) Semester-I & Semester-II (Implemented from the Academic Session 2010-11)

Semester-I

Subject Code : 113TH45

Theories of Human Development

Theory : 4 Periods/Wk (4 Credits)	Theory Paper	: 60
	Theory Internal	: 40
	Total Marks	: 100

Learning objectives : After completion of the course students will be able to

- understand the need of theory in human development for practical application
- critically evaluate the cross cultural applicability of theory

Theory

Unit 1 : Human Development

- Introduction of theories of behaviour and development
- Theoretical perspective of human development
- Role and nature of behaviour theories
- History of child development
- Importance and characteristics of development

Unit 2 : 2.1 Early theories and ethological theories

- Darwin's theory
- Bowlby's theory

2.2 Development theories

- Gesells theory
- Baldwin's theory
- Bronfenbrenner's Ecological theory

Unit 3 : 3.1 Personality theories

- Psychoanalytical theory (Freud and Erikson's)
- Jung's and Adler's theory of personality

3.2 Theories of Self

- Field theory of Lewin
- Self actualization theory of Abraham Maslow

- Unit 4 :**
- 4.1 Theories of Learning**
- Pavlov and Watson's classical conditioning
 - Skinner's operant conditioning
 - Thorndike's S-R theory
- 4.2 Social learning and social cognitive theories**
- Bandura's social cognitive theory
 - Selman's theory of Peer relations
- Unit 5 :**
- 5.1 Cognitive Development theories**
- Piaget's theory of cognitive development
 - Vygotsky's socialcultural theory
- 5.2 Theories of Moral Development**
- Kohlberg's theory
 - Social cognitive theory of morality

References

- 1) Crain W. (1992) Theories of Development, Concepts and Application. New Jersey, Prentice Hall
- 2) James A. and Pront J. (Ed) (1990) Constructing and Reconstructing Childhood. London Falmer Press
- 3) Kanker S. (1992) Culture and Psycho-selected essays. Delhi Oxford University Press
- 4) Ronald A. (1996) Cultural Pluralism and Psycho analysis. New York, Ron Hedge
- 5) Ronald A. (1989) In search of self in Indian and Japan. Princeton N.J. Princeton University Press
- 6) Smith J.A. et al. (1992) Six Theories of Child Development: Revised formulation and current issues. London Sesstea, Kingsley publishers Ltd.

Semester-I

Subject Code : 113PH46

Problems of Human Nutrition

Theory : 4 Hrs/wk / Credits 4	Theory Paper :	60
Practical : 4 Hrs/wk / Credits 2	Th. Int.Asst.Mks. :	40
	Practical Marks –	35
	Pra.Int.Ass.Mks.	15
	Total Marks-	150

Learning Objectives :- After completion of the course students will be able to-

- understand nutritional problems of India, their causes, treatment, prevention and control measures.
- know various approaches in nutrition and health interventions, prevention and control measures.

Theory

Unit-1 : Nutritional Status.
Assessment of nutritional status through

- Diet survey
- Anthropometry.

Role of nutrition in national development, concept of health care, levels of health care and health care delivery.

Unit-2 : **Common nutritional problems.**
Prevalence, causes, treatment and control measures for the following.

- Chronic Energy Malnutrition in adults.
- Protein Energy Malnutrition.
- Vitamin A deficiency.
- Iron deficiency anaemia.
- Iodine deficiency.

Unit-3 : **Strategies to combat nutritional problems.**

- Diet or food based strategies.
- Dietary diversification / modification.
- Food fortification.
- Nutrition and Health Education.
- Nutrient based approach – The medicinal approach to combat nutritional problems.
- Supplementation.

Unit-4 : **Nutrition Policy and Programmes.**

- National Nutrition Policy
- Nutrition
- Programmes

- Integrated Child Development Services Scheme
- Nutrient Deficiency Control Programmes
- Supplementary feeding programmes
- Food Security Programmes
- Self Employment and Wage Employment Schemes.

Unit-5 : Chronic and Non-communicable Diseases

Epidemiological factors, assessment, prevention and control programmes to overcome the following diseases.

- Cardiovascular diseases
- Hypertension
- Cancer
- Diabetes mellitus
- Obesity.

Practicals :-

- (1) Formulation and preparation of weaning and supplementary foods.
- (2) Formulation and preparation of a days two meals :- Lunch and snacks for ICDS supplementary feeding programme, providing 12-15 gm proteins and 300-500 kcal out of low cost and locally available foods.
- (3) Assessment of nutritional status of pre-school children through anthropometry.
- (4) Study of ongoing nutrition programmes of children, pregnant women and lactating mother.
- (5) Celebration of days – World Brest Feeding Week, National Nutrition Week, Heart Day, Diabetes day, World Health Day etc.

References :-

- (1) Park K (2000), Preventive and Social Medicine M/s Banarsidas Bhanot, Jabalpur.
- (2) Bamji, M.S.; Rao, P.N. (1996), Textbook of Human Nutrition, Oxford and IBH Publishing Co. Pvt.Ltd., New Delhi.
- (3) Gopalan C., Kaur S. (1993), Towards Better Nutrition Problems and Policies, Nutrition Foundation of India.
- (4) Jellife D.B., Jellife E.F.P. (1989), "Community Nutritional Assessment, Oxford University Press.
- (5) Gopaldas T., Seshadri S. (1987), Nutrition Monitoring and Assessment, Oxford University Press.

- (6) World Health Organization (1998), World Health Report : Life in the 21st Century. Report of the Director General, WHO, Geneva, Switzerland.
- (7) National Plan and Action on Nutrition (1995), Food and Nutrition Board, Deptt. of WCD, Govt. of India.
- (8) IGNOU Literature, MFN-006 – Public Nutrition.

Semester-I

Subject Code : 113PH47

Psychology of Human Behaviour

Theory : 2 Periods/wk (Credits 2)	Theory Paper :	35
Practical : 2 Periods/wk (Credits 1)	Th. Int.Asst.Mks. :	15
	Practical Marks	20
	Pra.Int.Ass.Mks.	05
	Total Mks. :	75

Learning Objectives :- After completion of the course students enable to-

- sensitize with importance of psychology of human behaviour.
- understand personality traits.
- develop skill of measurement of IQ, EQ and Personality.

Theory

Unit-1 : 1.1 Psychology

- Meaning, scope and importance.
- Psychology of human behaviour.

1.2 Perception

- Nature
- Laws and selectivity in Perception
- Sensory factors in Perception
- Importance of Perception.

1.3 Attitude

- Meaning and characteristics
- Formation of stereo types and prejudices.
- Factors in attitude change.

- Unit-2 :**
- 2.1 Motivation**
- Nature, characteristics.
 - Theories and types of motives.
- 2.2 Learning**
- Definition, principles, indicators.
 - Theories of learning.
 - Experimental learning.
- Unit-3 :**
- 3.1 Emotion**
- Nature, types of emotional responses.
 - Theories and role of emotion in regular human behaviour.
- 3.2 Intelligence**
- Meaning, types
 - Measurement of intelligence.
 - Constancy of IQ
 - Mental age.
- Unit-4 :**
- 4.1 Defence Mechanism**
- Types and importance.
- 4.2 Personality**
- Personality and individual differences
 - Personality as a set of traits
 - Personality as a self
 - Roger's self theory
 - Maslow's set actualisation theory
- Unit-5 :**
- 5.1 Emotinal Intelligence :**
- Meaning
 - Types of Emotinal Intelligence
 - Essentials ingredients for Emotinal Intelligence.
- Practical :-**
- (1) Study and development of knowledge and attitude scales.
 - (2) Preparation of resource file.
 - (3) Measurement of IQ, EQ and personality with the help of standard scale.

References :-

- (1) Alex K., Soft Skills, S.Chand.
- (2) Atwater F. (1995), Psychology for leaving, adjustment, growth and behaviour.
- (3) Back C., Robert (1986), Apply Psychology understanding People, Prentice Hall.
- (4) Baron, R.D. (1995), Psychology, Prentice Hall.
- (5) Chattopadhyaya, Aparna (2001), What's Your Emotion IQ, PUstal Mahal, New Delhi.
- (6) Morgan, C.T. et al (1979), Introduction to Psychology, Tata M Graw Hill Publishing Co., New Delhi.
- (7) Raymond B. Cattell (1950), Personality- A Systematic Theory and Factual Study, Mac Graw Hill.
- (8) Quilford J.A. (1959), Personality, Mac Graw Hill.
- (9) Robert S., Woodsworth and Donald G. Marquis, Psychology, Mathew Co. Ltd., London.
- (10) Garden Murphy, Personality – A Biosocial approach to Origins and structure.
- (11) Aaran Q.S. et al (1958) understanding Human Behaviour, Mc Graw Hill.

Semester-I**Subject Code : 114HD48****Human Development Programme Design and Evaluation**

Theory : 2 Periods/wk (Credits 2)	Theory Paper :	35
Practical : 4 Periods/wk Credits 2)	Th. Int.Asst.Mks. :	15
	Pra.Int.Ass.Mks.	50
	Total Mks. :	100

Learning Objectives :- After completion of this course students will be able to-

- understand use of computer in statistical analysis in Human Development.
- develop skill of drafting text, tables, figure, etc.

Theory**Unit-1 : Programme, Planning and Implementation****1.1 Planning :-**

- Meaning, and importance.

- Pre-requisite for developing plan.
 - Programme planning process.
- 1.2 Implementation :-
- Aspects of Execution.
 - Factors responsible for the successful conduction of a programme.

Unit-2 : Evaluation, Follow up and Documentation

- 2.1 Evaluation
- Meaning and purpose of Evaluation.
 - Types and tools of Evaluation.
- 2.2 Follow up
- Need for follow up.
 - Methods of follow up
- 2.3 Documentation
- Need for reporting and recording.
 - Aspects to be covered.

Unit-3 : Human Development Programme Design

- 3.1 Formulate objectives and target group.
- 3.2 Map Resources
- 3.3 Administrative Structures
- 3.4 Implementation process.
- 3.5 Monitoring and evaluation of designed programme.

Unit-4 : Study the components of programme design and evaluation of ongoing human development programmes.

- 4.1 NGO
- 4.2 GO

Unit-5 : Management Information System (MIS)

Practical :-

- (1) Design awareness/skill development/counselling/guidance/assessment programme for children, adolescent, exceptional, aged, etc.
Implement at least two programmes.
- (2) Visit ongoing Human Development programmes.

References :-

- (1) Sandhu, A.S. (1994), Extension Programme Planning, Oxford & IBH Publishing, New Delhi.
- (2) Chaube B.K. (1979), A Handbook of Extension Education, Jyoti Prakashan, Allahabad.

- (3) Dhama O.P. and Bhatnagar O.P. (1987), Education and Communication for Development, Oxford & IBH Publishing Co., New Delhi
- (4) Ray, G.L. (1999), Extension Communication and Management. Naya Prakashan; Calcutta.

Semester-I

Subject Code : 111CA49

Computer Application in Human Statistics

Practical : 4 Periods/wk (Credits 2)	Practical Mks. :	35
	Pra.Int.Ass.Mks.	15
	Total Mks. :	50

- Learning Objectives :-** After completing course students will be able to-
- Understand use of computer in distributional and statistical analysis in Human Development.
 - Develop skill of drafting text, tables, figure, etc. with the help of computer.

Practical : (1) Computer Basics

- 1.1 Computer Hardware and software.
- 1.2 Input and out put devices.
- 1.3 Basic Operations in data handling (copy, paste, prepare file / folder, burn CD's etc.)

(2) MS Word

- 2.1 Introducton to MS Word.
- 2.2 Use in drafting letters and reports.
- 2.3 Drafting tables.

(3) MS Excel

- 3.1 Introduction to MS Excel.
- 3.2 Use for analysis of data in human development.
Descriptive Statistics – Mean, Standard Deviation.
Correlation – Pearson correlation between two or more variables.
Parametric test – t test, z test, analysis of variance.
Non-parametric text – chi test.

- 3.3 Graphical Presentation – Graphs and bar diagrammes.
- 3.4 Introduction to applicable statistical analysis softwares.

References :-

- (1) Literature of MSCIT.
- (2) Garrett, Henry E. (1971), Statistics in Psychology and Education, David Hanley and Co.
- (3) Edward, Experimental Design in Psychological Research.
- (4) Kerlinger, Foundation of Educational Research.

Semester – II
Subject code : 123PT50
Psychological Testing

Theory : 3 Periods/Wk (3 Credits)	Theory Paper	:45
Practical : 4 Periods/Wk (2 Credits)	Theory Internal	:30
	Practical Marks	:20
	Practical Internal	:05
	Total Marks	:100

Objectives : After completion of course students will be able to become aware of psychological tests suitable for assessing human development

Theory

Unit 1 : Methods of Studying Human Development

- 1.1 Observation method : Theoretical perspectives, use of checklists, establishing reliability in observations, maintaining an observation record, report writing and evaluation.
- 1.2 Interview method : Theoretical perspectives, development of different types of interview protocol, analysis and coding of interview data
- 1.3 Observation method : Theoretical perspectives, development of different types of questionnaire protocols, analysis and coding of questionnaire data

- 1.4 Case study method : Theoretical perspectives, development of different types of case study protocols, analysis and coding of data

Unit 2 : Psychological Testing

- 2.1 Nature, objectives
- 2.2 Types of tests
- 2.3 Basic characteristics of psychological tests
- 2.4 Standardization – Concept and estimation of reliability, validity
- 2.5 Administration of tests – Environmental conditions and report-scoring tests-expression of performance norms profile

Unit 3 : Intelligence and Personality

- 3.1 Measurement of intelligence
- 3.2 Potential and functional intelligence
- 3.3 Mental growth and constancy of IQ
- 3.4 Development of personality
- 3.5 Concept of personality

Unit 4 : Psychometric Methods

- 4.1 Scale for infant assessment
- 4.2 The Wechsler battery of tests
- 4.3 Children's apperception test
- 4.4 Draw a Man test
- 4.5 House-Tree-Person
- 4.6 Self Esteem Inventory
- 4.7 Sex-Role Inventory

Unit 5 : Psychological Tests

- 5.1 Intelligence tests : Bhatia battery of intelligence test, Kamat's test
- 5.2 Personality assessment : Rosenz Weig's PF Study, Thematic Appreciation test, 16 PF tests
- 5.3 Aptitude tests : Different Aptitude Tests
- 5.4 Family relationship test
- 5.5 Husband wife relationship test

Practicals

- 1) Standardize any one psychological scale
- 2) Study techniques of administering the tests
- 3) Work on psychological test and prepare report

References

- 1) Kuppaswamy B. Child Behaviour and Development
- 2) Aylward G. (1994) Practitioner's Guide to Development and Psychological Testing. Plenum Press, New York
- 3) Hayes N. (1997) Doing Qualitative Analysis in Psychology, Hove : Psychology Press
- 4) Smith J.A., Harre R. and Van Langenhove L. (1996) Rethinking Psychology. London Sage
- 5) Yin R. (1994) Case Study Research Design and Methods (2nd edi) Beverly Hills, CA : Sage Publishing

Semester – II**Subject code : 123CA51****Communication Approaches in Human Development**

Theory : 3 Periods/Wk (3 Credits)	Theory Paper	:45
Practical : 2 Periods/Wk (1 Credit)	Theory Internal	:30
	Practical Internal	:50
	Total Marks	:125

Objectives : After completion of course students will be enable to

- understand use of communication approaches in human development
- develop skill of preparing tools of communication

Theory**Unit 1 : Approaches of Communication in Human Development**

- 1.1 Traditional Approach – Folk media, Songs, Story, Shows, Drama
- 1.2 Modern Approach – Participatory, Analytical, Dialogue, Persuasive and Educational games. Use of modern approach for communication and extension

- 1.3 Modified Approach – Combination of traditional and modern approaches
- 1.4 Presentation of above said approaches

Unit 2 : Methods of Communication

- 2.1 Individual communication
- 2.2 Group communication
- 2.3 Mass communication
- 2.4 Planning and preparation of communication methods

Unit 3 : Projected tools of communication

- 3.1 Transparencies for OHP
- 3.2 Soft copies of presentation (CD and Pen drive) for computer and computer aided projectors
- 3.3 Other E. learning material. Script for radio and TV
- 3.4 Preparation and presentation of projected tools

Unit 4 : Non projected tools of Communication.

- 4.1 Models – Working, Non working
- 4.2 Print material – Leaflets, folders, poster, charts, flash cards, news letter, circular letter, bulletin
- 4.3 Preparation of non projected tools

Unit 5 : 5.1 Themes and Messages

- Themes in Human Development
- Messages in Human Development

5.2 Strategies in Human Development

- Individual
- Community
- Presentation of the operation of strategies

Practicals

1. Identify themes in human development through literature research, experiences, pilot study or survey and prepare, present and evaluate following projected and non projected tools for effective communication.
2. Posters, banners, slogans, charts, flash cards, folder, leaflets, games, transparencies, CD, scripts.

Note : Any two out of projected and two out of non projected tools.

References

- 1) Maan, Gurmeet Singh (1987) The Story of Mass Communication : An Indian Perspective. New Delhi, Harnam Publishers.
- 2) Tiwari I.P. (1987) Communication Technology and Development. New Delhi, Ministry of Information and Broadcasting.
- 3) Sharma S.C. (1987) Media Communication and Development. Jaipur, Rawat Publishers.
- 4) Gamble M.W. and Gamble T.K. (1989) Introducing Mass Communication. IInd Ed. New York, McGraw Hill Book.
- 5) Day P.R. (1977) Methods of Learning Communication Skills. Oxford, Peragamon.
- 6) Hartman, Paul and others (1986) The Mass Media and the Village Life : An Indian Study. New Delhi, Sage Publication.
- 7) Melkote S.R. (1991) Communication for Development in Third World : Theory and Practice. New Delhi, Sage.
- 8) Bhatnagar S. and Satyapal A. (eds.) (1988) education and Communication Technology : Perspective, Planning and Implementation. New Delhi.
- 9) Scott B. (1986) The Skills of Communication. Aldershot Gower Press.
- 10) Joshi P.C. (1989) Culture Communication and Social Change. New Delhi, Vikas Publications.
- 11) Mahajan K. (1990) Communication and Society. New Delhi, Classical Publications.

Semester – II

Subject code : 123EH52

Entrepreneurship in Human Development

Theory : 3 Periods/Wk (3 Credits)	Theory Paper	:45
Practical : 4 Periods/Wk (2 Credits)	Theory Internal	:30
	Practical Marks	:35
	Practical Internal	:15
	Total Marks	:125

Objectives : After completion of course students will be able to

- provide conceptual inputs regarding entrepreneurship development in human development
- sensitise and motivate towards entrepreneurship development

- orient and impart knowledge towards identifying and implementing entrepreneurship opportunities

Theory

Unit 1 : Conceptual Framework

- 1.1 Concept, need and process in entrepreneurship development
- 1.2 Types of enterprise – merits and demerits
- 1.3 Role of enterprise in national and global economy

Unit 2 : The Entrepreneur

- 2.1 Entrepreneurial motivation – dynamics of motivation
- 2.2 Entrepreneurial competency – concepts
- 2.3 Developing entrepreneurial competencies – requirements and understanding the process of entrepreneurship development, self awareness, interpersonal skills, creativity, assertiveness, achievement, factors affecting entrepreneur's role

Unit 3 : Launching and Organising an Enterprise

- 3.1 Environment scanning – information, sources, schemes of assistance, problems
- 3.2 Enterprise selection, enterprise, feasibility study, SWOT analysis
- 3.3 Resource mobilization – finance technology, raw material, site and man power
- 3.4 Market assessment, costing and quality control

Unit 4 : Areas of Entrepreneurship

- 4.1 Production of teaching aids, toys and literature
- 4.2 Consultancy areas – Child guidance clinics, rehabilitation centres, child development centres, home for aged persons
- 4.3 Services : Testing IQ, EQ, SQ

Unit 5 : Agencies for Development of Entrepreneurship

- 5.1 Government of India's policy towards promotion of entrepreneurship reservations and sanctions for small scale sector

5.2 Role of SSI, Procedures and formalities for setting up SSI

5.3 Role of banks and other agencies for development of entrepreneurship

Practicals

- 1) Enlist entrepreneurial opportunities in human development.
- 2) Select any enterprise and prepare a report of SWOT analysis.
- 3) Visit to funding agencies offices for understanding the formalities for registrations and the licences for enterprise.
- 4) Prepare and use the business games for development of entrepreneurial qualities.
- 5) Case study of an Entrepreneur and prepare a report.

References

- 1) Hisrich R.D. and Peters M.P. (1995) Entrepreneurship – starting, developing and managing a new enterprise. Richard D. Irwin INC, USA.
- 2) Meredith C.G. et al (1982) Practice of Entrepreneurship. ILO , Geneva.
- 3) Deshpande M.V. (1984) Entrepreneurship of small scale industries, concept, growth and management. Deep and Deep Publication D-1/24, R-Garden, New Delhi.
- 4) Parekh U. and Rao T.V. (1978) Personal Efficacy in Development Entrepreneurship, Learning system. New Delhi.
- 5) Vasant Desai (1991) Entrepreneurship and Entrepreneur Development, Vol. I, II, III, Himalaya Publishing House.
- 6) Maratha Chamber of Commerce, Industrial Development of Maharashtra, Latest edition.

Semester – II

Subject code : 123HA53

Human Anatomy and Physiology

Theory : 3 Periods/Wk (3 Credits)	Theory Paper	:45
Practical : 2 Periods/Wk (1 Credit)	Theory Internal	:30
	Practical Marks	:20
	Practical Internal	:05
	Total Marks	:100

Learning objectives : After completion of course students will be able to

- understand the integrated function of all systems

- advance their understanding of some of the relevant issues and topics of human physiology

Theory

Unit 1 : Introduction to Physiology

- Meaning
- Physiology of body systems
- Physiology of growth and development
- Physiology of ageing

Unit 2 : Cell and Blood

- Structure of cell, cell cycle
- Tissue and their functions
- Blood : composition
- Haemostasis

Unit 3 : The Reproductive System

- Female
- Male
- Growth and development during pregnancy
- Physiology of lactation
- Role of hormones in reproduction
- Contraception
- Tests during pregnancy

Unit 4 : Nervous System

- Nervous cell
- Structural organization of nervous system
- Peripheral nervous system
- Electroencephalogram

Unit 5 : Physiology of the Endocrine Glands

- Hormones
- Endocrine gland
- Thyroid gland
- Para thyroid gland
- Pancreas
- Adrenal glands

- The pineal gland
- Kidney as an endocrine gland

Practicals

- 1) To study Total Leucocyte Count (TLC)
 - Different Leucocyte Count (DLC)
 - Red Blood Cell Count (RBC count)
- 2) Haemoglobin estimation by Sahli's method
- 3) Determination of blood groups
- 4) Measurement of blood pressure

References

- 1) Applied Physiology, MFM 001 Course, Indira Gandhi National Open University
- 2) Vander A.J., Sherman J.H., Luciono D.S. (2000) Human Physiology. 7th edition, New York, McGraw Hill
- 3) Jain A.K. Textbook of Physiology. Vol. I and II, Avichal publishing co., New Delhi
- 4) Guyton A.C. and Hall J.B. (1996) Textbook of Medical Physiology. 9th edition, W.B. Sanders Company, Prism Books (Pvt.) Ltd., Bangalore.

Semester – II

Subject code : 123RM54

Research Methods in Human Development

Theory : 3 Periods/Wk (3 Credits)	Theory Paper	:45
Practical : 2 Periods/Wk (1 Credits)	Theory Internal	:30
	Practical Internal	:25
	Total Marks	:100

Objectives : After completion of course students will be able to-

- know importance of research in human development
- understand the types, tools applicable to research problem
- develop skills of preparing out line of research work

Theory

Unit 1 : Foundation of Scientific Research

- 1.1 Research – meaning and definition
- 1.2 Need of research in communication and extension

- 1.3 Research process
 - Selection and formulation of research problem
 - Specifying objectives
 - Formulating hypothesis
 - Deciding variables

Unit 2: Design Strategies in Research

- 2.1 Descriptive studies
 - Correlation studies
 - Case studies
 - Cross sectional/Survey
- 2.2 Analytical studies
 - Observational studies
 - Cohort studies
 - Cross sectional studies/Survey

Unit 3 : Methods of Sampling

- 3.1 Characteristics of good sampling
- 3.2 Probability or random sampling
- 3.3 Non probability sampling

Unit 4 : Research Tools

- 4.1 Levels of data measurements and characteristics of good measurement
- 4.2 Types of tools and their uses
 - Questionnaire
 - Schedule
 - Rating scale
 - Attitude scale
 - Interview – structured and unstructured
 - Observation – participant and non participant
- 4.3 Concept of data
 - Types of Data – Qualitative and Quantitative data
 - Analysis of Data – Qualitative and Quantitative data analysis

Unit 5 : Statistical Testing of Hypothesis

- 5.1 Application of parametric tests

- r test
- t tests
- Z test
- F test
- ANOVA

5.2 Application of non parametric tests

- Chi square test
- Spearman's Rank correlation

Practicals

- 1) List research areas in human development
- 2) Prepare synopsis/outline of dissertation work
 - Select problem for dissertation from literature research, experiences of guide & teachers, and experiment/pilot study/survey.
 - Find out key words, their meaning and definition from dictionary and encyclopedias.
 - Design conceptual model of the study.
 - Collect review on selected variables from national and international journals and prepare note cards and reference cards (follow the rules of scientific writing)
 - Decide and prepare tools of measurement of variables
 - Specify objectives
 - Frame hypothesis
 - Select locale of the study
 - Decide sample size and sampling techniques
 - Decide applicable statistical tests
- 3) Conduct pilot study for calculating validity, reliability and usability of the tools.
- 4) Prepare master table for analysis
- 5) Prepare time schedule and facilities required for dissertation work.

References

- 1) Van Maanen (1983) Qualitative Methodology. Sage Publication
- 2) Sumati Mulay and Sabarathanam V.E. (1980) Research Methods in Extension Education. New Delhi, Sole Selling Agents, MANASHYAN, 32.

- 3) Bryman A. and Cramer D. (1994) Quantitative Data Analysis for Social Scientist
- 4) Aravindra Chandra and Saxena T.P. Style Manual for Writing : Thesis, Dissertations and Papers in Social Sciences. New Delhi, Metropolitan Book Co. Pvt. Ltd.
- 5) Kerlinger, Foundation of Educational Research
- 6) Ingle P.O. Scientific Report Writing. Nagpur, Sarla P. Ingle.

(**Note:** The syllabi for General Interest Course shall be as per Science faculty.)

**Syllabus Prescribed for M.Sc. (Home Science) (Human Development)
Semester-III & Semester-IV
(Implemented from the Academic Session 2011-12)**

**Semester-III
Subject Code : 233WP55
Working with Parents and Community**

Practical :- 4 Periods/wk (Credits 2)	Practical Marks :- 35
	Pra.Int.Marks :- 15
	Total Marks :- 50

Learning Objectives :- To make the students aware about the importance of parent and community involvement for overall development of young children.

Practicals :-

1. Assessing attitudes of young adults towards marriage, family & career.
2. Study perception of men & women on parenting responsibilities.
3. Assess the parent-adolescent relationship & vocational interests of adolescent.
4. Organizing recreational activities & counseling activities for the parents & aged (at old age home) with the help of resource person (yoga, lectures etc.) with a report writing.
5. Prepare educational visual clippings with the help of computers on different issues of urban / slum / rural / tribal people.
6. Prepare & standardize schedule / questionnaire on disciplinary practices of parents towards – children.
7. Visits to –
 - District Social Welfare Departments to understand on-going programmes.
 - Audio visual Research Center to observe modern communication technologies in educational programmes & programmes for community development.
 - Child guidance clinic, day care centers, medical and community development centers.
 - Rural, tribal, urban slum areas to study the characteristics and need problems.

References :-

- (1) Hara Lonbos – sociology – Themes & Perspectives.
- (2) Korten, D.C. (1990), People centered Development Getting to the 21st Century.
- (3) Bimard P. (1999) : Counselling Skills Training, New Delhi, Viva Books.
- (4) Kapur M. (1995), Mental Health of Indian Children, New Delhi, Sage Publication.

**Semester-III
Subject Code : 233CH56
Child and Human Rights**

Practical :- 4 Periods/wk (Credits 2)	Practical Marks :- 35
	Pra.Int.Marks :- 15
	Total Marks :- 50

Learning Objectives :- After completion of the course the students will be able to sensitize with child and human rights.

Practicals :-

1. Case studies of women and children in difficult circumstances in NGO setting.
2. Legal case history of child at Govt. observation center.
3. Visit to women's & child organizations.
4. Interview with activists and legal advisors in society.
5. Class discussions / debates on Child & Human rights.
6. Case study of child labour.
7. Planning & organization of intervention programme for marriage & family problems.
8. Planning & organization of intervention programme for child in distress.

References :-

- (1) Butterworth, D. and Fulmer, A. (1993). Conflict, Control Power. Perth : Child and Family consultants.
- (2) Bruner, T. (1986). Actual minds – possible words. London : Harvard University Press.
- (3) Digumarti, B.R., Digumarti, P.L. (1998). International Encyclopedia of Women (Vol.1). New Delhi : Discovery.

- (4) D'Souza, C. and Menon, J. Understanding Human Rights. (Series 1-4). Bombay : Research and Documentation Centre, St.Pius College.
- (5) Dreze, Jean and Sen, Amartya (1989). Hunger and Public Action, U.K., Oxford University Press.
- (6) Government of India (1992b). National Plan of Action : A commitment to the Child, Department of Women and Child Development, New Delhi.
- (7) Government of India (1993c). Education for All : The Indian Scene, Department of Education, New Delhi.
- (8) Government of India (1993d). Ministry of Finance : Economic Survey 1992-93, New Delhi.
- (9) Government of India (1994). Ministry of Finance : Economic Survey 1993-94, New Delhi.
- (10) Government of Tamil Nadu (1993). Dr.J.Jaylalita, 15 Point Programme for Child Welfare, Department of Social Welfare and Nutrious Meal Programme, Madras.
- (11) Kudchedkar, S. (Ed.) (1998). Voilence against Women : women against violence. Delhi : Pencraft International.
- (12) National Institute of Nutrition (1993). Nutrition Trends in India, National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
- (13) National Institute of Public Cooperation and Child Development (1993). A Statistics on Children in India Packet Book 1993, New Delhi.

Semester-III

233ELI57 : Elective-I

Subject Code : 233ELI.1

Development of Self

Theory :- 3 Periods/wk (Credits 3)	Theory Marks :- 45
Practical :- 4 Periods/wk (Credits 2)	Th.Int.Marks :- 30
	Practical Marks :- 35
	Pra.Int.Marks :- 15
	Total Marks :- 125

Learning Objectives :-

- (1) To initiate self enquiry & introspection in students.
- (2) To discuss different aspects of the self & its development.
- (3) To contextualize the self in culture.

Course Content

Theory :

- Unit-1 :**
- 1.1 Definitions of development of self.**
 - 1.2 Emergence of self.
 - 1.3 Self concept –
 - Early childhood
 - Middle childhood
 - Adolescence
 - 1.4 Cognitive, social & cultural influences on self-concept.
- Unit-2 :**
- 2.1 Self Esteem :-**
 - The structure of self-esteem.
 - Changes in level of self esteem.
 - Influences on self esteem culture.
 - Child rearing practices.
 - 2.2 Identity Development :-**
 - Influences on Identity Development.
 - Personality
 - Family
 - Peers
 - School & community.
 - The larger society.
- Unit-3 :**
- Approaches to self :-**
- 3.1 Enquiry & introspection.
 - 3.2 Memories of childhood & their influence.
 - 3.3 Family history & its impact on individuals.
 - 3.4 Biographies of significant person as illustrations.
- Unit-4 :**
- Gender Identity & the Self :-**
- 4.1 Biological, psychological & cultural aspects of being male and female.
 - 4.2 Stereotyped beliefs and gender discrimination.
 - 4.3 Effect on sense of self.
 - 4.4 Cultural & sub-cultural differences.
- Unit-5 :**
- Role of Spirituality & Religion in the Development of the Self :-**
- 5.1 Experiences.

- 5.2 Values
- 5.3 Beliefs & attitudes in society.
- 5.4 Self-Improvement techniques.

Practicals :-

1. Intervention programme for children of weaker section.
2. Working on self-esteem tests & reporting.
3. Conduct a case study of an individual & prepare profile.
4. Prepare a work book on biographies highlighting the development of self.

References :-

- (1) Laura E. Berk – Child development, 7th Edition, Pearson, Prentice Hall Publication.
- (2) Kakar, S. – The inner world, New Delhi, Oxford University Press.
- (3) Gandhi M.K. : An Autobiography, Ahmedabad, Navjivan Trust.
- (4) Bee, H. (1989) : The developing Child, New York, Harper & Row.
- (5) Mead, M. (1976) – Male and Female, UK, Penguins.
- (6) Liewellyn, Jones D., Every Girl, London, Faber & Faber.
- (7) Liewellyn, Jones D., Every Women, London, Faber & Faber.

Semester-III**233ELI57 : Elective-I****Subject Code : 233ELI.2****Advanced Child Development**

Theory :- 3 Periods/wk (Credits 3)	Theory Marks :- 45
Practical :- 4 Periods/wk (Credits 2)	Th.Int.Marks :- 30
	Practical Marks :- 35
	Pra.Int.Marks :- 15
	Total Marks :- 125

Learning Objectives :-

- (1) To develop broad perspective in studies of historical & research trends in children.
- (2) To make the students aware about the recent developments in Human Development Studies.

Course Content**Theory :****Unit-1 : Child Development Study :-**

- 1.1 History and Research in Human Development.
- 1.2 History and Perspectives in Child Development.
- 1.3 Techniques of Research in Human Development studies.
 - Significance & source of Information.
 - Time span approach – cross sectional, longitudinal, sequential approach.

Unit-2 : Methods of Studying Behavior :-

Observation, interview & questionnaire, case study methods – types, factors involved in preparation & administration. Advantages & Disadvantages of Techniques. Case History – Report Writing.

Unit-3 : 3.1 Methods of Studying Growth and Body Size :-

Significance of anthropometric measurements – Height, weight, mid upper arm, circumference, skin fold thickness, head and chest circumference, waist & hip circumference.

3.2 Psychological Test Development :-

Characteristics & uses, limitations & ethical consideration in testing.

Unit-4 : 4.1 Assessment of Mental Ability :-

- Verbal & non-verbal tests.
- Bayley scales of infant ability.
- The Wechsler Intelligence scales.
- Raven (colour) Progressive Matrices.
- Modern Binet Test.
- Uses & limitation.

4.2 Personality Assessment :-

- Rating scales & inventories.
- Purpose & developmental procedure.
- Types of Inventories – Cattle, 16 PF, Adjustment Inventories.

Unit-5 : Assessment of Aptitude, Interest and Achievement :-

- Survey of batteries & specific subject test.
Differential aptitude test.
- Vocational Interest Scales – Thurston Scale.
- Academic Achievement Test.

Practicals :-

- 1) Conducting home visits & Interviewing / talking to parents.
- 2) Preparation & use of audio visual aids.
- 3) Organizing parent educational programmes based on parents need.
- 4) Administration of psychological tests related to children's intelligence, abilities, aptitude & creativity.

References :-

- (1) Rice F.P. (1995). Human Development, New Jersey : Prentice Hall.
- (2) Berk L.E. (1995). Child Development, London : Allyn & Bacon.
- (3) Cole, M. & Cole S. (1993). The development of children. (2nd Ed.) New York : Scientific American Books Freeman & Co.
- (4) Dutt, S. (1998). Moral Values in Child Development. New Delhi : Anmol.
- (5) Santrock, J.W. & Yussen, S.R. (1988). Child Development : An Introduction. Iowa : Wm.C.Brown Publishers.
- (6) Bee, H. (1997). The developing child (VIII ed.). New York : Longman.
- (7) Clarke-Stewart, A. & Friedman, S. (1987). Child Development : Infancy through adolescence. New York : John wiley.
- (8) Mussen, P.H.; conger, J.J.; Kagan, J. & Huston, A.C. (1996). Child Development and Personality. New York.

Semester-III**233ELI57 : Elective-I****Subject Code : 233ELI.3****Family and Child Welfare**

Theory :- 3 Periods/wk (Credits 3)

Theory Marks :- 45

Practical :- 4 Periods/wk (Credits 2)

Th.Int.Marks :- 30

Practical Marks :- 35

Pra.Int.Marks :- 15

Total Marks :- 125

Learning Objectives :- After completing the course, students will be able to understand child and family welfare programme.

Course Content**Theory :****Unit-1 : 1.1 The Concept of Women, Child & Family Welfare :-**

- Objectives & needs of welfare services.
- Types of programmes for women, child & family welfare.

1.2 Welfare Organizations :-

- Types of services rendering to child and family by various organizations.

Unit-2 : 2.1 Women Welfare Programmes :-

- Concept of various schemes for women.
- Training centers for rehabilitation of women in distress.
- Employment & income generation programme.
- Hostel for working women.

2.2 Important Legislation for women's welfare :-

- Maternal benefit scheme.
- Pension schemes for widow.
- Life insurance policy for woman.

Unit-3 : 3.1 Child Welfare Programmes :-

- Concept of various programmes & services for children – preschool centers.
- Training & Rehabilitation Programmes for children with antisocial behavior, destitute home, orphanages,

3.2 Family Welfare Programmes :-

- Concept and various programmes for family welfare.
- Poverty Alleviation programme.
- Sakshratha Andolan (Literacy programmes)
- Housing schemes.
- Food for work programme.

Unit-4 : Agencies working for welfare of women, children & families at various level – Aims, objectives organizational set up, Programmes, beneficiaries coverage & funding patterns – UNICEF, CARE, WHO, ICDS, IRDP, NCERT, NIN, ICCW, PPF, BFMS, KGNMT, FAO, DANIDA.

Unit-5 : Legislation related to Child Welfare :-

- Compulsory & free education for children.
- Child labour prohibition Act.
- Disabled Children Act.
- Child Health & Nutrition Policy.
- Girl child protection scheme.

Practical :-

- (1) Case study of women in distress.
- (2) Visits to various welfare organization.
- (3) Design an intervention programme for women in distress.

References :-

- 1) Astana, P. (1974). women's movement in India : Vikas, Delhi.
- 2) Antony, M.J. (1985). Women's Rights : Dialogue. New Delhi.
- 3) Baker, H.A., Berheide, G.W. and Others (Eds.) (1980). Women Today : A multi disciplinary approach to Women's Studies. Brooks/Cole Publication.
- 4) Baral, J.K. and Patnaik, K. (1990). Gender Politics. New Delhi : Discovery.
- 5) Dak, T.M. (1988). Women and Work in Indian Society : Discovery. New Delhi.
- 6) Desai, N. (1988). A decade of Women's Movement in India : Himalaya, Bombay.
- 7) Desai, N. & Patel V. Indian women : Change and Challenges in the International Decade : Popular Prakashan. Bombay.
- 8) Gunew, A.R. (1990). Feminist Knowledge Critic and Constituent : Routledge. London.
- 9) Gupta, N.K. & Sudan, I.K. (1990). Women at work in Developing Economy : Amol, New Delhi.
- 10) Joseph, A. & Sharma K. (Eds.) (1994). Whose News? The media and Women's Issues : Sage. New Delhi.
- 11) Kalia, N.N. (1979). Sexism in Indian Education : Vikas. New Delhi s.

- 12) Jain, D. & Banerjee, N. (1985). The Tyranny of House Hold : Investigative essays on women and work : Vikas. New Delhi.
- 13) Okin, S.M. (1989). Justice, gender and family : Basic Books. N.Y.
- 14) Pant, N. (1995). Status of girl child and women in India. Delhi : APH.
- 15) Parashar, A. (1992). Women and Family law reforms in India : Uniform civil code and gender equity : Sage. New Delhi.
- 16) Ranjankumari, (1989). Brides are not for burning : Dowry victims in India : Radiant. New Delhi.
- 17) Sarma, U. (1986). Women's work, class and the urban household : Tavistock. London.
- 18) Shrivastava, T.N. (1985). Women and the Law : International. New Delhi.
- 19) Varghese, H.A. (1990). Women administrators in Education : Vikas. New Delhi.
- 20) Vianello, M. & Siemienska, R. (1990). Gender inequality : A comparative study of discrimination and participation : Sage, London.
- 21) Williams, J.E. (1990). Sex and psyche : Gender and Self viewed cross-culturally. N.Y. : Sage.

Semester-III

233ELII58 : Elective-II

Subject Code : 233ELII.1

Projective Techniques of Psychological Testing

Theory :- 3 Periods/wk (Credits 3)	Theory Marks :- 45
Practical :- 4 Periods/wk (Credits 2)	Th.Int.Marks :- 30
	Practical Marks :- 35
	Pra.Int.Marks :- 15
	Total Marks :- 125

Objectives :-

- (1) To understand different methods & techniques.
- (2) To know the application and administrations of various techniques of psychological testing.

Course Content

Theory :

- Unit-1 :**
- 1.1 Nature of Psychological testing.
 - 1.2 Purpose & objectives of tests.

- 1.3 Types of tests
- 1.4 Basic Characteristics of psychological tests.
 - Standardization
 - Concept and estimation of reliability & validity.
- 1.5 Administration of tests – Environmental conditions & report, swing test, expression of performance, norms, profile.

Unit-2 : Projective Techniques.

- Children Apperception tests.
- Word Association test
- Draw A man test.
- Rorschach in blot test.
- Role play.
- Self-esteem inventory.

Unit-3 : 3.1 Intelligence Test :-

- Wechsler battery of tests.
- Kamat's
- Bhatia battery of intelligence test.
- Group test of intelligence.
- I.Q. testing for adults.'

3.2 Personality Assessment :-

- Rosenzweig's Pictures Frustration test.
- Thematic Apperception test (T.A.T.)
- 16 PF Test.
- Adjustment inventory

Unit-4 : Aptitude Test :-

- 4.1 Differential Aptitude test –
 - Verbal Reasoning.
 - Space Relation
 - Numerical Ability
 - Abstract thinking
 - Language.
- 4.2 Vocational Interest Scales-
 - Thurston Scale.
 - Academic Achievement Test.

Unit-5 : Family Relationship Scale :-

- Parental Disciplinary practices inventory (PDPI)
- Husband wife relationship scales.
- PCR parent child relationship tests.
- Family relationship.

Practicals :-

- (1) Administration of various tests.
- (2) Preparation of questionnaire, interview schedule & observation schedule.
- (3) Preparation of 3 point & 5 point scales & standardization of the scale.

References :-

- (1) Psychological testing by Ana Anastasy.
- (2) Aylward, G. (1994). Practitioner's guide to developmental and psychological testing. New York : Plenum Press.
- (3) Blaxter, L., Hughes, C. and Tight, M. (1999). How to Research. New Delhi : Viva Books.
- (4) Hayes, N. (ed). (1997). Doing Qualitative Analysis in Psychology. Hove : Psychology Press.
- (5) Smith, J.A., Harre, R., and Van Langenhove, L. (1995). Rethinking Psychology. London : Sage.
- (6) Yin, R. (1994). Case study research : Design and methods (2nd Ed.) Beverly Hills, CA : Sage Publishing.
- (7) Nagpal, R. and Sell, H. (1985). Subjective well-being inventory. New Delhi : World Health Organization.

Semester-III

233ELII58 : Elective-II

Subject Code : 233ELII.2

Behavioural Problems, Child Guidance and Counselling

Theory :- 3 Periods/wk (Credits 3)

Theory Marks :- 45

Practical :- 4 Periods/wk (Credits 2)

Th.Int.Marks :- 30

Practical Marks :- 35

Pra.Int.Marks :- 15

Total Marks :- 125

Objectives :-

- 1) Get acquainted with various techniques of guidance and ways of understanding children.

- 2) To provide the students information about the characteristics of children with special needs.
- 3) To enable the students to understand rehabilitating the children with special needs.
- 4) To give the students factual information about the types of handicaps and their causes.

Course Content

Theory :

Unit-1 : Behavioural Problems in Children :

- 1.1 Common Behavioural Disorders – Bed wetting, thumb sucking, nail biting, fear complex, eating problems.
- 1.2 Excessive Behaviour : Aggression, withdrawal, phobia, hypertension, regression.
- 1.3 Psycho-physiological Disorders – Asthma, enuresis, insomnia, inferiority complex.

Unit-2 : 2.1 Guidance Counselling and Therapy :

- Meaning, nature, scope, principles & goals.
- Historical movement of guidance & counselling service.
- Relationship between guidance & counselling.

2.2 Needs of Guidance and Counselling :

- Basic needs of the individual, societal needs & expectations.
- Needs of different groups.
- Developmental characteristics – Age, gender, peers, mass media, family & community.
- Changes in socio-economical, changes in curricular offerings & objectives of education.

Unit-3 : 3.1 Group Guidance

- Meaning and needs.
- Advantages of Group Guidance
- Techniques of Group Guidance
- Role of Audio-Visual aids in Group Guidance

3.2 Counsellors :-

- Characteristics, Qualification, qualities of counsellor.
- Communication Skills – Attending & listening, questioning & responding.
- Professional Skills and ethics.
- Limitations & professional growth of counsellors.
- Tips for becoming effective counsellor.

Unit-4 : 4.1 Counselling Process :

- Preparation and Prerequisites for counselling stages in counselling process.
- Follow up and review.

4.3 Areas of Counselling :

- Family Counselling
- Parental Counselling
- Adolescent Counselling
- Counselling for girls and children belonging to special group.
- Gifted children
- Emotionally, socially, physically & mentally challenged children.
- Premarital & marital Counselling

Unit-5 : 5.1 Types of Counselling & Tools Required :

- Individual & group Counselling
- Interview, case study, tests & clinical assessment.
- Group Counselling
- Informal Discussion
- Group reports, lectures, dramatics, case conference.
- Process of group Counselling – formation of the group, exploration, transition, working, termination & follow up.

5.2 Special Corners of School Counsellor :

- Child issues related to academic achievement.
- School dropout, child abuse, sexual abuse.
- Substance abuse, AIDS education.

- Awareness of the rights of the child.
- Role of Counsellor.

Practical / Sessional -

1. Visit to institutions such as - Child guidance clinics, Schools for mentally retarded and physically handicapped children, Psycho therapy clinic, Deaf and Dumb school, blind school.
2. Internship for two/three weeks in any three above institution.
3. Seminar and Discussions on topics given in theory.
4. Case study and reporting (maintain record of practicals)

References :

1. Colmen J.C. - Abnormal Psychology and modern life 5th Edition, 1976.
2. Mahe, J. Abnormal Psychology, 1983.
3. Lily, Stephan, M. Children with exceptional needs, Holt. Rinehart, 1979.
4. Shanmugam, T.K. Abnormal Psychology. Tata Mcgraw Hill, 1981.
5. Hult and Gubby, Patterns of Abnormal Behaviour.
6. Landis and Bolles or Eleires - Text Book of Abnormal Psychology.
7. L.E.Moser and R.S.Moser, Counselling and Guidance, An Exploration.
8. A.J.Jones, Principles of Guidance.
9. Mehta, Parin and others, NCERT, New Delhi Hnadbook of Councillors.
10. J.Warters, Techniques of Counselling.
11. Sleffewer - Theories of Counselling.
12. S.Narayanrao - Counselling Psychology.
13. S.Glueek, The Problems of Delinquency.
14. Bakwin and Bakwin - Clinical Management of Behavioural Disorders in Children.
15. N.R.Sharma, Educational and Vocational Guidance - Vinod Pustak Mandir, Agra-1982.
16. Uday Shanker - Problem Children - Atma Ram and Sons, Delhi, 1978.
17. Krik, S.A.Education of Exceptional Children, Boston, Mongton, Hiffein, Co. 1970.
18. Cruickchank, W.H.Psychology of Exceptional Children and youth, New Jersey, Prentice Hall, 1956.
19. Problem of the Physically Handicapped Bombay Popular Book Depot.
20. Good enough, F.L.Exceptional Children, New York, Appleten Century Crafts, 1956

Semester-III

233ELII58 : Elective-II

Subject Code : 233ELII.3

Family and Marriage Counseling

Theory :- 3 Periods/wk (Credits 3)	Theory Marks :- 45
Practical :- 4 Periods/wk (Credits 2)	Th.Int.Marks :- 30
	Practical Marks :- 35
	Pra.Int.Marks :- 15
	Total Marks :- 125

Objectives :-

- 1) To introduce the need & basic concept of counselling.
- 2) To discuss the process involved in counselling.
- 3) To develop the insight for conflicts related to marriage and family & remedial aspects.

Course Content

Theory :

Unit-1 : Counselling & Therapy :

- 1.1 Meaning, nature, scope, principles & goals of counselling.
- 1.2 Historical movements of guidance & counselling service.
- 1.3 Distribution between counselling & therapy.

Unit-2 : Counselling Areas :

- 2.1 Family counselling, parental counselling, adolescent counselling, individual counselling on marriage, premarital & post marital counselling, counselling on marital conflicts, parent-child.
- 2.2 Relationship – Inlaws relationship.

Unit-3 : 3.1 Counselling Process :

- Preparations and pre requisites counselling stages in counselling process.
 - Follow up and review.
- 3.2 Counselling Approaches and Techniques :
- Meaning, origin, procedure, merit and limitations of counselling approaches.

- client centered, counsellor centered & eclectic counselling techniques.

Unit-4 : Counsellors :

- 4.1 Characteristics, qualification & qualities of counsellor.
- 4.2 Skills & competencies of counsellor – communication skill, attending, listening, questioning & responding.
- 4.3 Interpersonal & professional skills & ethics.
- 4.4 Tips for becoming effective counsellor.

Unit-5 : Special Corners of Counselling : For, child issues related to academic achievement, school drop out, sexual abuse, family life counselling, pre-marital and extra marital counselling, AIDS problems.

Practicals :-

- (1) Interaction with practicing counselors & therapists through visits to schools, clinics, women's centers & hospitals.
- (2) Administer the tests to find out problem areas needed counselling.
- (3) Learning about the counselling, process – Role play, mock sessions etc.

References :-

- (1) Bumard, D. – Counselling Skills Training, New Delhi, Viva Books.
- (2) Manthei, R. – Counselling, The Skills of finding the solutions to problems, London; Routledge.
- (3) Nicolson, D. & Ayers H. – Individual Counselling Therapy and Practice, London, David Fulton.

Semester-III**233ELIII59 : Elective-III****Subject Code : 233ELIII.1****Mental Health in Developmental Perspectives**

Theory :- 3 Periods/wk (Credits 3)

Theory Marks :- 45

Practical :- 4 Periods/wk (Credits 2)

Th.Int.Marks :- 30

Practical Marks :- 35

Pra.Int.Marks :- 15

Total Marks :- 125

Objectives :-

- 1) To understand the importance of mental health at different stages at life.
- 2) To develop skills for promoting mental health across the life span.
- 3) To develop skills of organizing school mental health programmes.

Course Content**Theory :**

Unit-1 : Mental Health :- Definition, concept & importance of holistic health, well being & happiness; National Mental Health Policy of India (1982); Needs & Programmes of Community Mental Health.

Unit-2 : Mental Health of Infants :- Implications of attachment & bonding for mental health; Deprivation syndrome, Malnutrition & its effect on growth & behaviour (intervention with families & professionals from allied fields).

Unit-3 : Childhood Years :-

- Mental Health needs & behaviour difficulties. Manifested at early childhood years- safety; Security Relationships, autonomy & self-concept, Nutrition & Health, feeding problems, Aggression, withdrawal & problems related to early schooling & formal leaving.
- Mental Health needs, problems related to school, mal adjustment at home, school – recognition, appreciation, friendships & industry, discipline, truancy, fears &

phobias, violence & sexual abuse, learning difficulties & disabilities.

- Providing Guidance/ Intervention work with Children, parents, teachers, peers & school administration.

Unit-4 : Adolescence & Mental Health Problems :-

- Mental Health needs of adolescent problems related to physical appearance, development, relationship, sexuality, parent – adolescents conflicts, school authority – adolescent conflict.
- Guidance and counselling of adolescents, parents & other significant adults. Orientation programmes for teachers on developmental behaviour problems in the class room.

Unit-5 : Adulthood :-

- Mental Health Problems in the Community.
- Life events that cause stress, substance abuse & addiction, violence & sexual abuse, marital adjustment & career adjustment; Management of Stress – Counselling training in relaxation. Yoga – meditation.

Practical :-

- (1) Design a mental health intervention programme.
- (2) Visit a case study to institutions that have mental health programme.
- (3) Visit to schools having counselling centres.
- (4) Internship at psychiatry clinic for 2 weeks & report.
- (5) Seminars & discussion.

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Semester-III

233ELIII59 : Elective-III

Subject Code : 233ELIII.2

Child with Special Needs

Theory :- 3 Periods/wk (Credits 3)

Theory Marks :- 45

Practical :- 4 Periods/wk (Credits 2)

Th.Int.Marks :- 30

Practical Marks :- 35

Pra.Int.Marks :- 15

Total Marks :- 125

Objectives :-

- 1) To enable the students to integrate knowledge about children with special needs.
- 2) The students should know the various areas & requirements of children with special needs.
- 3) To develop the understanding regarding educational facilities & rehabilitation of children with special needs.

Course Content**Theory :**

- Unit-1 :**
- 1.1 Children with special needs :**
- Needs for recognizing individual difference.
 - Various approaches to defining & understanding disability.
 - Philanthropic,
 - Medical
 - Administrative, legal and social approaches.
 - Types of disability
 - Rights of disabled children.
- 1.2 Special Education Programmes & Policies for Disabled:**
- Need and Philosophy.
 - Types of Programmes.
 - Policies for person with disabilities.
 - Family and Community in management of disabled.
- Unit-2 :**
- 2.1 Physically Challenged Children (Orthopedically & Neurologically impaired) :** Definition, Classification, Causes, Special education programmes and policies, Rehabilitation and management.
- 2.2 Children with Sensory Impairment : Visually & Acoustically Challenged.**
Definition, Classification, Characteristics, Causes, Special education programmes and policies, Rehabilitation and management.
- Unit-3 :**
- 3.1 Intellectually Superior Children :**
Definition, Classification, Characteristics, Causes, Special education programmes and policies, Rehabilitation and management.
- 3.2 Intellectually Superior Children :**
Definition, Characteristics, Causes, Identification, Special Education and Training
- Unit-4 :**
- 4.1 Children with Speech and Language Disorder :**
Definition, Classification, Characteristics, Causes, Remedial and Special education programmes.

4.2 Children with Learning Disabilities :

Definition, Slow learners, Learning Disabilities in reading, Writing, Spelling, Mathematics, Techniques of identification & assessment.

Unit-5 : Socially disadvantaged and Emotionally Disturbed Children :

Definition, Classification, Characteristics, Causes, Emotionally provisions and therapy.

Practicals :-

- (1) Identification, prevalence of children with special need.
- (2) Techniques of Identification & assessment.
- (3) Case studies of children with special needs.
- (4) survey of educational facilities available in the areas.
- (5) Preparation of Educational Tools for children with special need.

References :-

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- (2) Hallahan, D.P. & Kauffman, J.M. (1991) : Introduction to exceptional children (fifth ed.) Boston : Allyn and Bacon (Chapters 1-9, 11).
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- (8) Suran, B.G. & Rizzo, J.R. (1979) : Special Children : An Integrative approach, London : Scott, Foresman & Co. (Chapters 15,16).
- (9) Taylor, R.L. & Sternberg, L. (1989) : Exceptional Children : Integrating Research and Training, New York : Springer-Verlag (Chapters 2-14).
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Semester-III
233ELIII59 : Elective-III

Subject Code : 233ELIII.3

Family Dynamics

Theory :- 3 Periods/wk (Credits 3) Theory Marks :- 45

Practical :- 4 Periods/wk (Credits 2) Th.Int.Marks :- 30

Practical Marks :- 35

Pra.Int.Marks :- 15

Total Marks :- 125

Objectives :-

- 1) To make aware of the family in relation to social change.
- 2) To create awareness regarding the contemporary issues in family studies.
- 3) To make the students aware of the various forces that interact in Family Dynamics.

Course Content

Theory :

Unit-1 : 1.1 Family in Social Context :

- Family as component of social culture.
- Family structure and context.
- Family as an institution.

1.2 Functions of Family.

Unit-2 : Family Patterns in India :

- 2.1 Family structure – Traditional extended / joint families, families in transition / Extended families, Modern/nuclear families. Advantages & disadvantages.
- 2.2 Alternative Families – Single parent, children families, female headed, families with adopted children.
- 2.3 Causes & effect of different family structure on changing role of family.

Unit-3 : 3.1 Family Life Cycle and Developmental Tasks, role, expectations at various stages.

- 3.2 Marriages : Definition & universality of marriage, significance & functions of marriage, forms of marriage, marriages process.

3.3 Alternative Marriage :- Child marriage, group marriage, open marriage, widow remarriage, staying single, cohabitation, lesbianism & gay culture.

3.4 Adjustment Problems in Marital Relationship :-

- Facilitating & debilitating factors for marital adjustment.
- Internal personal problems among family members.

Unit-4 : 4.1 Family Disorganisation due to – Extramarital relations, sexual infidelity.
Separation – Informal & legal, divorce & remarriage, effects on family members.

4.2 Family Crisis -

Family violence, battered women, substance abuse, sexual abuse, child abuse, dowry, gender discrimination.

Unit-5 : 5.1 Status of Women in India :-

• Pre-Independence & post Independence periods.

• Factors responsible for changes in status of women.

5.2 Legal laws related to marriage and property for women in India :-

- The Hindu Marriage Act
- Special Marriage Act
- The Dowry Prohibition Act.
- The Hindu Adoption & Maintenance Act.
- The Child Marriage Restraint Act.
- Christian Act, Muslim Act.

Practical :-

- (1) Seminar and Discussions on topics conveyed in theory.
- (2) Observation of working of Child & Family Guidance clinic.
- (3) Surveys on family issues.
- (4) Visit to various family welfare organizations.
- (5) Preparation of Resource file on different issues of family.

References :-

- (1) Gerald L.R., "The Family in Social Context", Oxford University Press, 1976.

- (2) Mandelbaum D.G., "Society in India", Popular Prakashan, 1972.
- (3) Alfred De Souza, Children in India.
- (4) Adams B.N. (1975), The Family, A Sociological Interpretation.
- (5) Coleman J.C. (1988) Intimate Relationships, Marriage & Family Patterns, New York, McMillan Publishing Co.
- (6) Bahr S.J. (1989) Family Interaction, New York, McMillan Co.

Semester-IV

Subject Code : 243PE60

Personal Empowerment

Theory : 3 Periods / wk (Credits 3)	Theory Marks	:45
Practical :- 4 Periods/wk (Credits 2)	Th.Int.Ass.Mks.	:-30
	Pra.Int.Marks	:- 50
	Total Marks	:- 125

Objectives :- After completion of the course the students will be able to-

Course Content

Theory :

Unit-1 : Personal Growth and Personality Development :-

- 1.1 The Challenge (through exercise, role play, discussions) : Understanding and meaning one self – being aware ones strengths and weaknesses.
- 1.2 Personality Development :- Factors and influences; emotional and motivational aspects; assertion vs aggression.
- 1.3 Peer Pressures : Issues and Management; Group conformity and individualism as co-existing aspects.
- 1.4 Conflicts and stresses, simple coping strategies.
- 1.5 Adjustment and readjustment to changing needs and conditions of contemporary society (technological changes, social changes, changes in values).

Unit-2 : Empowerment of Women :-

- 2.1 Women and Development :- The personal, familiar, societal and national perspectives.

- 2.2 Capacity Building for women :- Education, decision making abilities and opportunities, awareness and information on legal and political issues.
- 2.3 Women's organizations and collective strengths : Women's action groups, women's participation in development initiatives.

Unit-3 : Study and Decision of Life Histories, case studies of illustrious Indian women from different walks of life (e.g. Indira Gandhi, Jansi ki Rani, Medha Patkar, Kiran Bedi, Vijayalaxmi Pandit, Sudha Chandran, Anutai Wagh, Ila Bhat, Bhanvari Devi.)

Unit-4 : Home Science Education as Empowerment :-

- 4.1 The interdisciplinary of Home Science Education.
- 4.2 The role of Home Science Education for personal growth and professional development.
- 4.3 Home Science as Holistic Education with integration of goals for persons, enhancement and community development..

Unit-5 : Some Significant Contemporary Issues of Concern :-

- 5.1 Gender Issues : Inequities and discriminations, biases and stereo types, myths and facts.
- 5.2 Substance abuse : Why and how to say no.
- 5.3 Healthy Habits :- In relation to physical, to studies, to hetero sexual interests.
- 5.4 AIDS : Awareness and Education.

Practicals :-

- Study all the issues of women empowerment said in the theory through, group discussion, role play, sketches, profiles, brain storming, etc.
- Prepare resource file on life histories of power women.

References :-

- (1) Anatomy A.J. (1989) : Women's Rights, New Delhi, Hind Pocket Books Pvt.Ltd.
- (2) Chandrashekhar R. (1992) : (Ed) Women's Resource and National Development – A perspective, New Delhi, Gourav Publishing House.

- (3) Gupta J.L. (1988) : Challenges to the fair sex – Indian Woman : Problems, Plights and Progresses.
- (4) Rathur S. and Brid J. (1983) :- Adjustment and Growth : The Challenge of Life, New York : CBS College Publishing Co.
- (5) Singh R.N. (1992) : Sky is the limit : Practical Guide Lines on Effective Career Planning, Bombay : Bombay Schandra Publication.

Semester-IV

Subject Code : 243CT61

Current Trends and Issues in Human Development

Theory :- 3 Periods/wk (Credits 3) Theory Marks :- 45

Practical :- 4 Periods/wk (Credits 2) Th.Int.Marks :- 30

Pra.Int.Marks :- 50

Total Marks :- 125

Objectives :-

- 1) To create awareness regarding current trends, issues & researches related to various aspects of Human Development.
- 2) To understand the importance of innovative / new programmes in the field.
- 3) To develop an understanding of the role of advocacy in promoting issues & concerns related to Human Development.

Course Content

Theory :

Unit-1 : Trends & issues related to processes of Development :

- 1.1 Psycho-motor development.
- 1.2 Perceptual development.
- 1.3 Cognitive development.
- 1.4 Socio-emotional development.
- 1.5 Language development.
- 1.6 Moral development.

Unit-2 : Trends & issues related to Early Childhood Development, Care and Education :

- 2.1 Issues and concerns related to children in difficult circumstances-
 - Street children.

- Adopted children.
- Girl child (Discrimination).
- Single parent children.
- Refugee & migrant children.
- Children with disabilities.
- Other vulnerable group.

2.2 Issues and concerns related to ECCE

- Quality in curriculum.
- Training of ECCE personnel.

Unit-3 : Trends & issues related to Life Span Development :

- 3.1 Infancy
- 3.2 Childhood
- 3.3 Adulthood
- 3.4 Old age.

Unit-4 : Contribution of Indian Educators & its implications for programme planning :

- 4.1 Programme content.
- 4.2 Learning environment.
- 4.3 Role of teacher.
- 4.4 Role of learner & parents.

Unit-5 : 5.1 Contemporary theories, practices & policies in ECCE.

- 5.2 Current Research & Trends in ECCE.
- 5.3 Role of parents & community in Early Childhood Development (ECD) Programmes.

Practicals :-

- (1) Planning Programmes for various ECE settings.
- (2) Observations in various day care, pre-school anganwadi etc.
- (3) Term papers, presentation, debates on issues & perspectives related to different aspects of adulthood & senior citizen's life.
- (4) Seminar on topics conveyed in theory.
- (5) Detail study of the programmes for women & children.

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- 2] Anderson R.H., Shane H.G. (1971) As the twig is bent. Boston : Houghton Mifflin.
- 3] Balsara M., (1996) New Education Policy and development challenge New Delhi Kanishka.

- 4] Brewer, J.A. (1998), Introduction to early Childhood Education Preschool through primary grades, Boston : Allyn and Bacon.
- 5] Bruner, J. (1972). Poverty and Childhood, In the Relevance of Education London : Allen & Unwin.
- 6] Buch, M.B. (Ed.) (1991). Fourth Survey of Research in Education, Vol. I-II, 1983-88, New Delhi : NCERT.
- 7] Caldwell, B.M. and Riccui, H.W. (Eds) (1993). Review of child development research (Vol.3) Chicago : University of Chicago Press.
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- 9] Erickson, S.C. (1985) : The essence of good teaching, Sanfrancisco : Jossey Bass.
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Semester-IV

Subject Code : 243SW62

Scientific Writing

Theory : 3 Periods/wk (Credits 3)	Theory marks -	45
Practical : 4 Periods/wk (Credits 2)	Theory internal marks -	30
	Practical internal marks -	50
	Total -	-125

Objective - After completing course students will be able to understand national / international standards of scientific writing and develop skill of writing research reports.

Course Content

Theory :

Unit 1 : Introduction to Scientific Writing

- 1.1 Meaning, definition
- 1.2 Characteristics and Principles
- 1.3 Types of report
- 1.4 Format of report
- 1.5 National and international standards
- 1.6 Lay out of thesis / dissertation :-
Preliminaries, Text, End Matter

Unit 2: Writing preliminaries

- 2.1 Title page, Title of dissertation / thesis.
- 2.2 Certificates : Declaration by students certificate of guide
- 2.3 Acknowledgement
- 2.4 Table of content - list of Table, list of Figure
- 2.5 Glossary / Abbreviation / Acronym

Unit 3 : Writing Text / Main Body

- 3.1 Writing introduction
- 3.2 Writing Review of Literature
- 3.3 Writing Methodology Material and Methods
- 3.4 Writing Results
- 3.5 Writing Discussion
- 3.6 Writing Summary, Conclusion and Implication

Unit 4 : Writing End Matter

- 4.1 Writing References / Literature cited
 - Books
 - Journal / Periodical
 - Websites
 - Magazines, newspaper
- 4.2 Appendices

Unit 5 : General Guidelines

- 5.1
 - Size of paper, margin, font type and size
 - Headings and Subheadings
 - Number of chapters and pagination
 - Punctuations.
- 5.2 Evaluating structure of dissertation / thesis

Practicals :

1. Use of Library -
Get acquainted with the-
 - Type of Library (Traditional, modern, digital, virtual)
 - Services provided by Libraries
 - Various sources (Printed and electronic)
 - Technical work (classification, cataloguing)
 - Information retrieval (i.e. OPAC, WEBOPAC, SOUL, Library Portal, e-books etc.)
2. Practice of writing references on reference cards and notes on note cards from different sources.
3. Review, understand and critically evaluate.
 - Thesis
 - Dissertation
 - Abstract

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