

# M.Sc. Human Development (from 2009-10 onwards)

## SCHEME OF INSTRUCTION

Code	Titel	Marks		
		Theory	Practical	Total
<b>Sem I</b>				
	Research Methods	100	-	
	History & Theories of Human Development	100	-	
	Development :-			
	Infancy through Childhood	100	100	
	Person with special needs	100	100	
	Remedial- Foods & Nutrition (Internal)			
	<b>Total</b>	<b>400</b>	<b>200</b>	<b>600</b>
<b>Sem II</b>				
	Statistics & Computer Application	100	100	
	Family in Society	100		
	Adolescence & Youth	100	100	
	Abnormal Psychology	100	-	
	Remedial- Extension education (Internal)			
	<b>Total</b>	<b>400</b>	<b>200</b>	<b>600</b>
<b>Sem III</b>				
	Early Childhood Care & Education	100	100	
	Guidance & Counseling	100	100	
	Innovative Programmes of Education & Development	100	-	
	Adulthood & old age	100	-	
	Remedial- Textile & Clothing (Internal)			
	<b>Total</b>	<b>400</b>	<b>200</b>	<b>600</b>
<b>Sem IV</b>				
	Dissertation/Project and internship			400
	Remedial- Resource Management (Internal)			
	<b>Total</b>			<b>400</b>
<b>Grand Total</b>				<b>2200</b>

**SEMESTER-I (Human Development)**  
**PAPER (Code 001) —RESEARCH METHODS**

**M.M. - 100**  
**[THEORY-100, PRACTICAL-0]**

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**UNIT I**

- Science, Scientific Methods, Scientific approach, Role of statistics and research in Home Science discipline, Objective of Research.
- Definition & identification of research problem - Process, Justification, Limitation & delimitation of the Problem, Hypothesis formulation, types.

**UNIT II**

- Type of research-Historical, Descriptive, Experimental, Action, Ex-post facto, Survey.
- Case Study, Participatory, Qualitative, and Longitudinal, Cross sectional & their basic design.

**UNIT III**

- Method of data collection-observation, Schedules, Questionnaire, Scaling method, Home visit, Case study, Scales of Measurement, Interview, Group Discussion.
- Reliability & Validity of measuring instrument.

**UNIT IV**

- Theory of sampling; Population and sample; Probability sampling-simple random, systematic random sampling, Two stages and multistage sampling, cluster sampling; non-probability sampling-purposive, quota and volunteer sampling.

**UNIT V**

- **Scientific writing as a means of communication:**
  - Different form of scientific writing (Articles in Journals, Research notes & report, Review articles, Monographs, Dissertation, Bibliographies).
- **Part of dissertation/research report/articles:**
  - Introduction
  - Review of Literature
  - Method
  - Result & discussion
  - Summary & abstract
  - Reference
- Ask question related to: Content, continuity, clarity, validity, internal consistency and objectivity during writing each of the above parts.
- **Critical analysis of research.**

**SEMESTER-I (Human Development)**  
**PAPER (code 002) HISTORY & THEORIES OF HUMAN DEVELOPMENT**  
**M.M. - 100**  
**[THEORY-100 PRACTICAL-0]**

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**UNIT I**

**Ethological Theories:**

Darwin, Lorenz, Tinbergen, cross cultural relevance, current status.

**UNIT II**

**Psychoanalytic and Psychosocial Theory:**

Freudian theory, Neo-Freudians, cross cultural relevance (Kakar), current status.

**UNIT III**

**Learning Theory and Social learning theory:**

Pavlov, Watson, Skinner, and Bandura's theory, cross cultural relevance, current status.

**UNIT IV**

**Cognitive Developmental and Language development Theories:**

Piaget and Vygotsky's theory, Chomsky's theory cross cultural relevance, current status.

**UNIT V**

**A. Ecological Theories:**

Bronfenbrenner, cross cultural relevance, current status.

**B. Theories of the self:**

Roger and Maslow's theory, cross cultural relevance, current status.

**C. Moral development Theories:**

Kohlberg

**SEMESTER-I (Human Development)**  
**PAPER (Code 003) —DEVELOPMENT: INFANCY THROUGH CHILDHOOD**  
**M.M. - 200**  
**[THEORY-100, PRACTICAL-100]**

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**UNIT I**

**Introduction:**

- 1) History of Human Development
- 2) Biological Foundation of Development
- 3) Environmental Foundation of development.
- 4) Understanding the concepts & process related to culture & psychology:-developmental psychology & culture: Epistemological consideration, positivist & post positivist approach, critical theory, constructive approach and socio-historical approach.
- 5) Methodological issues & theoretical concerns in study of cultural psychology:- biological approach, cultural approach, theoretical concerns, methodological issues.

**UNIT II**

**Principles and concept of Development**

- 1) Principles of Growth & Development
- 2) Developmental Tasks
- 3) Basic concepts of development - maturation and learning, sensitive periods, individual differences, nature-nurture issue.
- 4) Secular trend in growth.

**UNIT III**

**Prenatal Development:**

- 1) Recapitulation of stages in prenatal development, genetic and environmental factors: maternal conditions and tetragons.
- 2) Importance of Indian Practices during pregnancy.
- 3) Postpartum Period: The nature of Postpartum Period Physical Adjustment, Emotional & Psychological Adjustment.

**UNIT IV**

**Infancy: (Birth- 2 years)**

- 1) The newborn: birth process and the neonate. Physical description, sensory capacities and reflexes. Becoming coordinated-feeding, sleeping, crying.
- 2) Intellectual development: - piaget,s perspective:-Imitation, object permanence and other cognitive accomplishments.
- 3) Emotional & social development & concept of attachment
- 4) Foundation of language development.
- 5) The cultural experience of being an infant.

**UNIT V**

**CHILDHOOD**

**A. Early childhood: (2-6 years)**

- 1) Transition from infancy to childhood.
- 2) Physical and motor development.
- 3) Social development & concept of self
- 4) Process of Language acquisition.
- 5) Development of Cognitive abilities
- 6) Parenting & Cultural Processes

## **B. MIDDLE CHILDHOOD: (7-11 YEARS)**

- 1) Physical and motor development: changes and challenges.
- 2) Emotional Development: Fear, anxiety and stress.
- 3) Intellectual & Cognitive Changes.
- 4) Language development & Moral Development
- 5) Social development: Peers, siblings & Parents.
- 6) Sense of industry and personality development.
- 7) The experience of schooling academic achievement.
- 8) The self: - impact of birth, role of childhood experiences.
- 9) Impact of culture and development.

### **PRACTICALS:**

1. Collecting information regarding birth Related customs & ceremonies in different communities.
2. Observing Infants in various settings.
3. Compiling 'Norms' of development for infant and children.
4. Testing and Assessment of Infants:
  - (i) Reflexes
  - (ii) Intelligence
  - (iii) Attachment
  - (IV) Anthropometrics Measurement
5. Formulating stimulating activities for infants and children to promote development:
  - (i) Physical
  - (ii) Motor
  - (iii) Socio-Emotional
  - (iv) Language
  - (v) Cognitive
6. Planning leisure time activities for children.
7. Visit to Maternity home/Hospitals & submitting report.
8. To understand various development in regard to various culture in Indian context.

**SEMESTER-I (Human Development)**  
**PAPER (Code 004) — PERSON WITH SPECIAL NEEDS**

**M.M. - 200**  
**[THEORY-100, PRACTICAL-100]**

**UNIT I: -**

**Introduction**

- 1) Definition: - Definition of disability
- 2) Incidence & prevalence in India
- 3) Classification & labeling
- 4) Rights & policies of disabled persons
- 5) Need for intervention, education & rehabilitation
- 6) Normalization & mainstreaming.
- 7) Various approaches to understanding disability :- philanthropic, medical administrative, legal and social.

**UNIT II: -**

**A. Mental Retardation**

- 1) Definition of intelligence adaptive behavior & mental retardation
- 2) Classification of mental retardation
- 3) Genetic & environmental causes & prevention
- 4) Characteristics of children with mental retardation
  - a) Physical, motor
  - b) Cognitive
  - c) Language
  - d) Personal and social
  - e) Emotional
- 5) Family & community mutual support role in development attitudes & integration of child

**B. Children with Difficulty & Disability**

- 1) Definition of learning disability, difference b/w difficulty & disability, criteria for identification & diagnosis.
- 2) Characteristics of children
  - a) Sensory
  - b) Motor
  - c) Perceptual
  - d) Learning difficulties as related to academic & psychological problems
- 3) Classification of learning disability
- 4) Learning disabled child in school & in the family

**UNIT III: -**

**Person with sensory deficits**

**1-Auditory impairment**

- a) Definitions: -Deaf & Hard of hearing
- b) Classification: - Mild, Moderate, Severe & Profound loss
- c) Genetic, Prenatal & Prenatal causes of deafness
- d) Cognitive language, social & emotional development of children with hearing loss.

- e) Communication in children with hearing loss.
- f) Prevention, early treatment & stimulation
- g) Family-it's role in detection & child language developed
- h) Community: - role in prevention & awareness

## **2-Visual Impairment: -**

- 1) Definition, Blindness & Partial sight
- 2) Genetic & environmental causes
- 3) Prevention & treatment
- 4) Motor, Language, Social & Emotional development
- 5) Family-it's role in detection & early stimulation
- 6) Community –role in prevention & awareness

## **UNIT IV: -**

### **Child with Cerebral Palsy & Orthopedic Disability**

- 1) Definition, Classification & Prevalence
- 2) Causes & associated conditions, prevention & treatment approaches
- 3) Role of family & community, stress in family & support mechanisms integration of children.

## **UNIT V: -**

### **Child with Behavioral & Emotional Disorders: -**

- 1) 1) Definition & characteristics of behavioral & Emotional disorders.
- 2) Classification: -Ecology & Clinical
- 3) Behavior problems associated with autism, schizophrenia, attention deficit hyper activity disorder.
- 4) Behavior problems of children showing excessive anxiety school refusal, phobia, temper tantrum & delinquency
- 5) Causes of behavioral & emotional disorders
- 6) Role of family in treatment & therapy

### **The Philosophy of Inclusion**

- 1) Issues in planning inclusive programmes for persons with disability.
- 2) Modification of physical & social environment, enabling participation of persons with disabilities as a contribution member of social .

## **PRACTICALS**

- 1) Visit to local educational & rehabilitation institution.
- 2) Report writing & presentation of a case study.
- 3) Planning need based programme for children with special needs: -
  - Developing objectives
  - Planning activities
  - Developing suitable aids
  - Execution of prepared programme in mock situation.

**SEMESTER-II (Human Development)**  
**PAPER (Code 005) —STATISTICS & COMPUTER APPLICATIONS**  
**M.M. - 200**  
**[THEORY-100, PRACTICAL-100]**

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**UNIT I**

**Conceptual understanding of statistical measures and Binomial distribution:**

- Classification and tabulation of data. Measurement of central tendency, measures of variation.
- Frequency distribution, histogram, frequency, polygons, ogive.
- Normal distribution: Use of normal probability tables.

**UNIT II**

**Parametric and non-parametric tests:**

- **Testing of hypothesis:** Type I and Type II errors. Levels of Significance.
- **Chi-square test:** Goodness of fit. Independence of attributes  $2 \times 2$  and  $r \times c$  contingency tables.
- **Application of student 't' test for small samples:** Difference in proportion for means and difference in means.

**UNIT III**

- **Correlations, coefficient of correlation, rank correlation.**
- **Regression and predication.**
- **Analysis of variance**-Ony way and two-way classification.

**UNIT IV**

**Introduction to computers & its classification:**

- What is computer, functional units of computer, its Characteristics history, generation, classification acc. to data processing mode

**UNIT V**

- Primary & Secondary storage devices, Data processing concepts Introduction to storage devices, characteristics, main memory, Secondary Storage, Data, information & data processing.
- Representation of information, number system (binary, octal, decimal, hexadecimal) & their conversions. Bits, bytes, kilobyte, megabyte, gigabyte.
- **Application of computers:**
- Business, Education, Science, Engineering, Internet, advantages & disadvantages.

**PRACTICAL:**

1. Give hand on experience to use appropriate software package for selected statistical analysis of research data.



**SEMESTER-II (Human Development)**  
**PAPER (Code 006) —FAMILY IN SOCIETY**

**M.M. - 100**  
**[THEORY-100, PRACTICAL-0]**

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**UNIT I**

**The family in social context:**

- 1) Family as a component of social system, structure and context.
- 2) Family as an evolving and dynamic institution.
- 3) Functions of family.

**UNIT II**

**Socio-cultural studies of family patterns in India:**

- 1) Family structure — Traditional extended/joint families.
- 2) Alternate families — Single parent, Childless, Female headed Unitary families.
- 3) Cause and effect of different family structures on changing roles of family.

**UNIT III**

**Approaches and theories in Family Studies:**

- 1) Developmental approach
- 2) Interactional approach
- 3) Institutional approach
- 4) Systemic approach
- 5) Family life-cycle approach
- 6) Cyclical theory
- 7) Progressive theory
- 8) Structural functional theory

**UNIT IV**

**A. Family & societal exchange/influences:**

- a. Work & Family
- b. Education & Family
- c. Health & Family
- d. Religion & Family
- e. Ecology & Family
- 2) Government & Family
- 3) Parenting roles-task of parenting & the concepts of parenting skills.
- 4) Changing concept of parenthood mothering & Fathering roles.
- 5) Different technique of parent education in preschool setting. Informal meeting, Parent library, Workshop, Parents corner, Open house, Individual meeting, Parent teacher association meeting.
- 6) Family relation & Communication: help child to learn to express & control emotion, discover child personal capabilities etc.

## **UNIT V**

### **Family in social context:-**

- 1) Influence of SES, culture, religion on family.
- 2) Intergenerational conflict in family.
- 3) Family as eco system- ecological and sociological factors affecting the intergenerational relationship.
- 4) Interfamilial influences on personality development- secure and insecure experiences, crises in family; death, divorce, alcoholism, illness and employment.
- 5) Where and how the family helps the individual member through :-
  - Shared responsibility
  - Proper use of leisure hours.
  - Family customs.
  - Family rituals.
  - Sound sex education.
- 6) Some contemporary buring issues affecting the child in the family :-
  - Rising divorce rate.
  - Single parenthood.
  - Living together without marriage.
  - Battered women.
  - Stress and coping strategies in family.
- 7) Family and women laws.

**SEMESTER-II (Human Development)**  
**PAPER (Code 007) —ADOLESCENCE & YOUTH**

**M.M. - 200**  
**[THEORY-100, PRACTICAL-100]**

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**UNIT I**

**A. The Adolescent Stage:**

Link between middle childhood & youth concept of adolescence in India  
Developmental task of adolescence.

**B. Theoretical perspectives :**

Anna Freud, Erik Erikson, Kagan, G. Stanley Hall. Indian perspective.

**C. Physical & sexual development:**

- 1) Puberty, development of primary & secondary sex characteristic
- 2) Psychological response to puberty
- 3) Gender differences, Sexuality, Sexual needs & sex education.

**UNIT II**

**A. Cognitive & moral development:**

- 1) Formal Operation - Piaget's theory, Intellectual development at adolescence & youth
- 2) The information and processing view
- 3) Reasoning, thinking critically, reflective judgment, moral reasoning and judgment.
- 4) Moral development.

**B. Identity Formation:**

- 1) Different perspective: Construct of self and development of self-concept & self esteem.
- 2) Approaches to self:-enquiry and introspection, memories of childhood & their influence, family history & its impact, biographies of significant persons as illustrations.
- 3) Influence of family, peers and school on the development of the self esteem.
- 4) Community & culture in relation to the development of the self.
- 5) Gender identity & self:- biological, psychological & cultural aspects of being male & female, stereotypes, beliefs & gender discrimination, cultural & sub-cultural differences.
- 6) Role of spirituality on the development of the self:-experiences, values, beliefs and attitudes in society.
- 7) Self improvement techniques.
- 8) Indian view on adolescent's identity.

**UNIT III**

**Important agents of Influence:**

- 1) Electronic media
- 2) Family, Peer, School, College, Work
- 3) Relatives Community
- 4) Culture

**UNIT IV**

**Marriage:**

- 1) Legal age and in relationship to development. Marriage as family & individual issue.
- 2) Marriage choice & significance of marriage in Human Development

## **UNIT VI**

### **Concerns and issues of adolescence:-**

- 1) Importance of academy achievement & family Social & emotional development
- 2) Interpersonal relationship.
- 3) Conflict situation
- 4) Emotional Competence
- 5) Vocational aspiration and opportunities, education and career problems.
- 6) Deviant sexual behaviors and STD, HIV AIDS – causes and prevention.
- 7) Psychological disturbances – fantasies and obsession, depression, suicide, delinquency, aggression, drug abuse and violence.
- 8) Helping Youth: - Prevention, intervention, rehabilitation and environmental consideration.

### **PRACTICALS:-**

1. Presentation/debate on issues & perspective related to different aspects of adolescents life.
2. Read an important biography and analyze the events and factors that contribute to the development of self.
3. Write an autobiography highlighting the development of the self through different stages.
4. Conduct a case study of an individual and profile the development of self in cultural and social context.

**SEMESTER-II (Human Development)**  
**PAPER (code 008) ABNORMAL PSYCHOLOGY**

**M.M. - 100**  
**[THEORY-100, PRACTICAL-00]**

## **UNIT I**

### **Introduction: -**

- 1) Meaning, definition and concept of psychology as a science and application of psychology.
- 2) Meaning and definition of abnormal behavior.
- 3) Multi perspective approach.
- 4) Diagnosis and methods of assessment.

## **UNIT II**

Nature of psychological disorders at different stages;- childhood, adolescence, adulthood, and old age.

## **UNIT III**

### **Emotional Disorders: -**

- 1) Anxiety disorders, meaning and classification, symptoms and identification.
- 2) Dissociate and somato form disorders – meaning, classification and identification.
- 3) Psychological stress.
- 4) Mood disorder.

## **UNIT IV**

### **Psychotic and organic disorders: -**

- 1) Schizophrenia & paranoia
- 2) Organic brain disorder.
- 3) Substance abuse.
- 4) Personality disorder.

## **UNIT V**

### **Measures of dealing with disorders: -**

- 1) Individual psychotherapy.
- 2) Behavioral cognitive approach to treatment.
- 3) Institutional care and community based services.
- 4) Biological therapy, medication, electro convulsive therapy, psychosurgery.

**SEMESTER-III (Human Development)**  
**PAPER (Code 009) GUIDANCE & COUNSELLING AND**  
**M.M. - 200**  
**[THEORY-100, PRACTICAL100]**

**UNIT I**

**Introduction**

- 1) Guidance: Meaning, concept, need, aims and principles. counselling and therapy.
- 2) Counseling: Meaning, characteristics, principles and scope of Counselling.
- 3) Basic differences.
- 4) Role of culture in influencing counseling needs and practices.

**UNIT II**

**THE PROCESS OF COUNSELLING-**

First contact, assessment, intervention closure, follows up.  
Qualities and skills of a counselor.

**UNIT III**

**Techniques of Counselling:**

- 1) Directive.
- 2) Non- Directive.
- 3) Eclectic.
- 4) Behavioral.
- 5) Psycho-dynamic.

**UNIT IV**

**Approaches/ therapies of counseling:-**

- 1) Reality therapy.
- 2) Rational Emotive Therapy.
- 3) Cognitive and Behavioral Therapy.
- 4) Play therapy and psychodrama.
- 5) Family therapy/ counseling.
- 6) Transactional Analysis.

**UNIT V**

- 1) Tools and techniques for collecting information- observation, interviews, anecdotal records, cumulative records, auto biography, rating scales, sociometry, case history, questionnaires
- 2) Criterion for selecting “Good Psychological test.”
- 3) Procedure and cautions while using.
- 4) Some psychometric tests to measure: - Intelligence, Aptitude, Creativity, Personality, Interests, Emotional intelligence, self esteem, sex roles.

## **PRACTICALS:**

- a. Interactions with practicing counselors & therapists through visit to schools clinic, women's centers & hospitals.
- b. Learn about the counseling process role-play, mock session.
- c. Compile the articles and research reviews on various aspects of counseling.
- d. Arranging counseling activities for children with psycho emotional problems.
- e. Administration, scoring & evaluation of psychological tests:-
  1. Scales for infant assessment.
  2. The Wechsler battery of test.
  3. Children's apperception test.
  4. Draw a man test.
  5. House- Tree Person.
  6. Raven's Progressive Matrices.
  7. Self Esteem Inventory.
  8. Sex-Role Inventory.
  9. Emotional Intelligence Inventory.
  10. Test of Creativity:- Torrance Test of Creativity, Baquer Mehndi's Indian adaptation.

## **SEMESTER-III (Human Development)**

### **PAPER (Code 010) ADULTHOOD AND AGING**

M.M. - 100

### **THEORY-100, PRACTICAL-00]**

#### **UNIT I**

##### **Young Adulthood (20-35 years):**

- 1) Biological, cultural & developmental perspectives on youth & adulthood.
- 2) Physical, intellectual, social and personality development during early adulthood.
- 3) Identity formation
- 4) Life cycle approach-sexuality, marital adjustment, Parenthood.
- 5) Economic and occupational issues and adjustment.
- 6) Census data on adult population in India.

#### **UNIT II**

##### **Middle Adulthood (35-50 years):**

- 1) Physical continuity & changes. Menopause in women, Health & disease, Adult, Sexuality,
- 2) Intellectual, personality and social development during middle adulthood.
- 3) Development of self.
- 4) Inter generation relationship. Maintaining family relationship.
- 5) Parenting adult offspring & their marriage
- 6) Work & career development, gender difference.
- 7) Menopause in women, health & disease.

#### **UNIT III**

##### **Late adulthood and Aging (50-65 years):**

- 1) Continuity & change in personality.
- 2) Social relationship.
- 3) Planning for retirement - consequences and adjustment.
- 4) Health and disease.
- 5) Grand parenthood- intergenerational relation
- 6) Occupational continuity & change- effect on identity
- 7) Cultural variations, achieving selfhood at adulthood.

#### **UNIT IV**

##### **Old age (65 years):**

- 1) Historical & Theoretical perspective on aging process: Disengagement theory, Human Development theory, continuity theory and Age stratification theory.
- 2) Concept of aging & problems: - social, medical, psychological & occupational.
- 3) Biological & Physiological aspects of aging, social aspects, social status.
- 4) Spiritual aspects: - Karma theory & religion.
- 5) Change in cognitive abilities & creativity, change in personality, social and emotional aspect.
- 6) Problems and adjustment during old age.



## UNIT V

### **A. Adjustment pattern & changing life style in old age:**

- 1) Family patterns in later life: Changing roles & the aging family, conjugal relationship (wife-husband), sexual adjustment.
- 2) Inter generational family relation - Grand Parenthood, Widowhood/ Single Alternative life Style Second marriage hood life.
- 3) Work, leisure & retirement patterns: Meaning of work, individual motivation, Leisure,
- 4) Retirement - benefit, freedom of retirees, retired status.
- 5) Attitude toward retirement - poverty poor health, abandonment, Liberation & diachronic solidarity, social worth, use of authority.
- 6) Death Dying & Bereavement:  
Impact of death on society, Attitude toward death, Denial & thought of death, bereavement, grief & social setting.

### **B. Services and Program for the Aged:**

Categories of services-Housing, health leisure time activities, Instituion for the aged, day care center, economic programme, Reengagement (after retirement) Retirement pension, death cum retirement gratuity, PF health measure, Insurance scheme, taxation & property.

**SEMESTER-III (Human Development)**  
**PAPER (Code 011 ) —INNOVATIVE PROGRAMME OF EDUCATION & DEVELOPMENT**

**M.M. - 100**  
**[THEORY-100, PRACTICAL-0]**

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**UNIT I**

**The context & need for Innovative Programmes:**

- Changing philosophical orientation at the international & national level. (Human right, equity & equality)
- National/International convention, ratification policies & commitments (Promotion of breast feed, protecting right of women of children)
- Response to diverse cultural situation & need.
- Special need of special groups of people tribal women, children/person with special need, refugee so on.
- Availability of resources
- Issue of out reach & impact
- Theoretical consideration & cultural contend of various approaches e.g. child-to-child, child right.

**UNIT II**

**Historical overview of innovative approach to intonation:**

- Mobile create, New Delhi
- Both trust Rajasthan
- Women's Development Programme
- Their theoretical foundation, philosophy personal talent, commitments & sustenance mechanism of these visionaries.

**UNIT III**

Management:- meaning& importance, management skills, evaluation of different programmes.

**Overview of selected innovative programmes (Detailed):**

- Description of Programme should focus on theoretical orientation, philosophy, Approach to programming, Training, Community involvement, impact, cost/Benefit, Issue of sustainability, Key feature of Programme.

**(A) Child care & education:**

- SIDH: Society of the integrated development of Himalayas.
- SHAISHAV : Creches, Day care centre

**(B) Women's Development Programmes:**

- Mahila Samakhya: A programmes for education for women's equality.
- women's empowerment through cooperative self employed women's association.

**(C) Community Development & Health:**

- SANCHETANA: From clinic to community health, Ahmedabad.
- CHETNA: Initiative in Awareness, Education & Training Ahmedabad.

**(D) International Context:**

- MOCEF : Mother and child education project
- Community Resource Centre for ECE Programmes (Australia, Canada)

**(E) Innovative Programmes in Regional Context**

**PRACTICAL:**

1. Orientation to selected innovative programmes that may be in the vicinity.  
Observational visit.
2. Video films on programmes followed by discussion.
3. Placement/Internship in any programmes.
4. To offer opportunities to the students to organize, implement & evaluate programmes & critically evaluate them.

**SEMESTER-III(Human Development)**  
**PAPER (Code 012 ) —EARLY CHILDHOOD CARE & EDUCATION**  
**M.M. - 200**  
**[THEORY-100, PRACTICAL-100]**

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**UNIT I**

**Principles of ECCE:**

- Importance, need and scope of ECCE.
- Objectives of ECCE
- Types of preschools/Programmes: Play centre, Day care, Montessori, Kindergarten, Balwadi, Anganwadi etc.
- Concepts of non-formal, Formal and play way methods.

**UNIT II**

**Historical Trends (overview):**

- Contribution of the following thinkers to the development of ECCE (Their principles, applications and limitations) in the context of ECCE.
- Pestalozzi, Rousseau, Locke, Froebel, Maria Montessori, John Dewey, Gijudhai Badheka, Tarabai Modak, M.K. Gandhi, Rabindranath Tagore, Arbindo.

**ECCE in India:**

- Pre Independence period post independence — Kothari Commission, Contribution of the five year plans to ECCE — Yashpal committee, Maharashtra preschool centre Act.

**Contribution of the following agencies/Programmes to ECCE in India:**

- ICCW, IAPE, NCERT, ICDS, UNICEF, NCTE, Mobile Creche etc.

**UNIT III**

**Organization of Pre-school Centre:**

- Concept of organization and administration of early childhood centre.
- Administrative set up and functions of personnel working at different levels.
- Building and equipment: Location and site, arrangement of rooms, different types and size of rooms, play ground, storage facilities, selection of different types of outdoor and indoor equipment, maintenance and display of equipment and material.
- Staff/Personnel service conditions and role; Role and responsibilities, essential qualities of a care giver/teacher, other personnel.
- Record and Report: Types aim and purpose/need, general characteristics e.g. anecdotal, cumulative, sample work, medical etc.

**UNIT IV**

**A. Trends and issues related to early child development and early childhood care and education:**

- Demographic status in early preschool/and primary years, gender equality and equity.
- Issues and concerns related to children in difficult circumstances; street children, adopted children, girl child, single parent children, refugee and migrant children, children with disability and other vulnerable groups.

- Issues and concerns related to quality in early childhood and primary curriculum
- Issues and concerns related to training of ECCE personnel and accreditation processes.

**B. Programme Planning:**

- Planning: Setting goals and objectives of plans-long term, short term, weekly and daily planning, routine and schedules.

## UNIT V

**A. Definition and concept of creativity:**

- Types and degree of creativity (everyday creativity and eminent creativity).
- Domains, insight and problem solving as related to creativity.
- Relevance and scope of the study of creativity
- Influence of child-rearing practices, family and culture on creativity.
- Enhancing creativity-brainstorming, problem solving, creative dramatics & visualization, approaches, relationship between creativity and intelligence.

## UNIT VII

**B. Activities of ECCE:**

- Language arts: Goals of language, types of listening and activities to promote listening various activities —(Songs, object talk, picture talk, free conversation, books, games, riddles, jokes, stories, criteria and selection of activities, teacher's role).

Art and Craft activities (Creative activities of expression): Types of activities - chalk, crayon, paints, paper work and best out of waste. Role of teacher in planning the activity, motivating children. Fostering appreciation of art and craft activities.

- Music: Songs, objectives of music education, establishing goals, setting the stage and role of the teacher. Three aspects of music, making, listening and singing.
- Mathematics: Goals of mathematical learning, developmental concepts at different stages : Principles of teaching mathematics - first hand experience, interaction with.
- Others, using language, reflection. Mathematical concepts like: Classification, conservation, seriation, comparison, counting, fraction, one to one correspondence, addition and subtraction.
- **Science:** (a) Thinking: Observing, inferring, classifying and communicating.  
(b) Concept formation: Differentiation, grouping, labeling. Role of science, developing scientific outlook by a spirit of inquiry, objectivity, observation. Role of teacher in some important science experiences.
- Social studies: Goals of social studies, field trips of fostering good self-concept and respect for others. Promoting social studies through celebrations of festivals. Role of teacher.

## **PRACTICAL:**

1. Visits to various centres, which cater to the preschool stage e.g. : Day care centre, balwadi, anganwadi, mobile creche etc.
2. Preparing a resource unit file on the basis of play way method/approach.
3. Preparing teaching material kit and presentation in mock set up:
  - Story and their techniques.
  - Types of puppets and mobiles.
  - Art and craft portfolio.
  - Song booklet and low cost musical instruments.
  - Readiness games and material
  - Picture talk and object talk related material etc.
4. Preparing a programme of activities for children with special abilities.
5. Planning and executing activities in ECCE centre.
6. Role-play of home visits and conducting a home visit to a family known through practice teaching.
7. Planning of a parent teacher meeting: Stimulation of meeting/event/function-planning programmes-evaluating and reporting the programmes.

**SEMESTER-IV (Human Development)**  
**(Code 013) —DISSERTATION & INTERNSHIP /FIELD PLACEMENT**  
**PROJECT**

**M.M. - 400**  
**[THEORY-0, INTERNSHIP-100, PRACTICAL-300]**

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**DISSERTATION:**

The thesis/dissertation/survey report/field work shall be written & submitted in four copies. Only such candidates shall be permitted to offer Dissertation (if provided in the scheme of the examination) in lieu of the paper as have secured at least 55% or more marks in the aggregate of all the papers prescribed for the previous examination.

The dissertation shall be of 300 marks.

The board of internal examiners shall consists of

- a) Principal or his/her nominee.
- b) Head of the Department, &
- c) Supervisor concerned.

The total of the three awards shall be taken as Final award.

**N.B.** - Where there is any difficulty in the constitution of the internal board according to the procedure laid down above, the principal will constitute the board.

**PROJECT:**

Project report will be on any topic related to the paper allotted. In project equal number of students will be divided according to merit for each semester paper.

The project presentation must be on following points:

1. Selection of relevant topic.
2. Written matter (minimum typed 20 pages double space. A-4 Size paper.) List of references to be written in the report.
3. Oral presentation of 20 minutes by the students.
4. Audiovisual aids to be used in presentation.
5. Question-Answer session of ten minutes.

**INTERNSHIP: 100 MARKS**

**Distribution of Dissertation Marks:-**

Selection of Problem	:	25 Marks
Introduction	:	25 Marks
ROL	:	25 Marks
Methodology & Results	:	50 Marks
Presentation	:	100 Marks
Vivo voice	:	75 Marks
<b>Total</b>	:	<b>300 Marks</b>

**SEMESTER-I**  
**PAPER (Code004A) — QUALIFYING PAPER—Applied food & Nutrition**  
**M.M. - 100**  
**[THEORY-100, PRACTICAL-0]**

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**UNIT I**

- 1) Food: Definition, function of food.
- 2) Nutrition: Good nutrition, malnutrition.
- 3) Basic food groups
- 4) Nutrients: Composition, Sources, Requirements, Functions & Deficiency Diseases.
- 5) Balanced Diet
- 6) Brief overview of nutrients: Carbohydrates, Proteins, fats, vitamins & Minerals.

**UNIT II**

**Cooking:**

- 1) Various methods of cooking, Principles of cooking.
- 2) Processing of food before cooking.
- 3) Effect on Nutritive values of food during cookery.

**UNIT III**

**Improving Nutritional quality of Food:**

- 1) Germination
- 2) Fermentation
- 3) Supplementation
- 4) Substitution
- 5) Fortification and Enrichment

**UNIT IV**

**A. Diet planning**

- 1) Diet Planning.
- 2) Weaning & its importance; ARF.
- 3) Planning of diet for-
  - i. Infants.
  - ii. Adolescence.
  - iii. Adults
  - iv. Pregnancy
  - v. Lactation

**B. Therapeutic Nutrition:-**

- 1) Diabetes
- 2) Hypertension
- 3) Under Weight; Over Weight
- 4) Fever

**UNIT V**

**Microbiology:**

Useful & Pathogenic organism



**SEMESTER-II**  
**PAPER (Code008A) — QUALIFYING PAPER—EXTENSION**  
**EDUCATION**

**M.M. - 100**  
**[THEORY-100, PRACTICAL-0]**

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**UNIT I**

- What is extension education, aims and objective of extension education.
- Home Science extension education, Principles of extension education
- Formal and non-formal education.

**UNIT II**

- What is communication, Scope of communication, Tools of communication, process and approaches of communication.

**UNIT III**

**Different media, their characteristics and use**

- **Audio Visual Aids:** O.H.P, Slide projector, L.C.D. Projector.
- **Visual Aids:** Booklets, leaflets, charts, posters, pamphlets
- **Mass Media:** Radio, T.V., e-mail, internet, advertisements, newspaper, magazines, incorporating the use of video films in presentation i.e. the selected clippings, Satellite distribution and broadcast networking.
- Developing close circuit television package on (cc TV) topics.  
Slides: Making use of power point slides with audio commentaries for presentations.
- Development and use of transparencies.
- Digital method of communication.
- Computer Graphic Designing.

**UNIT IV**

**Programme Planning:**

- Needs and benefits of programme planning
- Principles of programme planning
- Process of programme planning

**UNIT V**

**Polices and Programmes:**

- Mid-day meal, DWCRA, Bhartiya, TRYSEM,
- JRY, ICDS, Applied Nutrition Programme, Vitamin A Prophylaxis Programme.
- Special Nutrition Programme, National Nutrition Policy

**ORGANIZATION:**

CARE, WHO, UNICEF, UNDP, NIPCCD, FAO

**SEMESTER-III**  
**PAPER (Code 012A) — QUALIFYING PAPER—TEXTILES AND**  
**CLOTHING**

**M.M. - 100**  
**[THEORY-100, PRACTICAL-0]**

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**UNIT I**

Importance of Textile & Clothing in relation to home science.

**UNIT II**

- 1) What is fiber & classification of fiber.
- 2) Properties of fiber
- 3) Brief outline of natural & man made fiber.
- 4) Weaving & its brief classification: Plain, twill, satin, decorative & knitted.

**UNIT III**

- 1) What is yarn and its classification —simple yarn, complex yarn, Complex single yarn, Complex ply yarn.
- 2) Weaving and its brief classification —plain, twill, satin, Decorative, knitted.
- 3) Brief Overview of spinning & its types.

**UNIT IV**

Finishes and its various types.

**UNIT V**

Principles of Clothing.

Selection of clothing for various age groups- infant, adolescent, old age.

Storage.

Dry cleaning & wet cleaning.

**SEMESTER-IV**  
**PAPER (Code 013A) — QUALIFYING PAPER—RESOURCE**  
**MANAGEMENT**

**M.M. - 100**  
**[THEORY-100, PRACTICAL-0]**

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**UNIT I**

- 1) Concept of Home Management.
- 2) Meaning, scope & role of home management in family living.
- 3) Resources: Classification; Characteristics, objectives & uses.
- 4) Standard, Values & Goal.

**UNIT II**

Steps in Management Process

**UNIT III**

Decision making

**UNIT IV**

- 1) Elements of design.
- 2) Principles of design
- 3) Types of colour scheme

**UNIT V**

- 1) Time Management
- 2) Energy Management
- 3) Work Simplification
- 4) Budget, saving & investment
- 5) Types of income