

## M.A./M.Sc. FOOD AND NUTRITION 2022-23

Years	Paper Code	No.	Paper Title	T+P	Credit
2022 I <sup>st</sup> Semester	A130701T	I	Research Methods	T	4
	A130702T	II	Statistics and Computer Application	T	4
	A130703T	III	Applied Physiology	T	4
	AI30704 T	IV	Advanced Nutritional Biochemistry	T	4
	A130705P	V	Practical based on 1,2,3,4	P	4
II Semester	AI30801T	I	Methods of Investigation	T	4
	A130802T	II	Problems in Human Nutrition	T	4
	A130803T	III	Public Nutrition	T	4
	A130804T	IV	Institutional food administration	T	4
	A130805P	V	Practical based on 1,2,3,4	P	4
	A130806R	VI	Pilot survey and synopsis presentation	R	8
2023 III Semester	A130901T	I	Advance in food Microbiology	T	4
	A130902T	II	Research Methods in food and Nutrition	T	4
	A130903T	III	Advance Nutrition	T	4
	A130904T	IV	Food Science	T	4
	A130905P	V	Practical based on I,II,III,IV	P	4
2023 IV Semester	A131001T	I	Assessment of Nutritional Status	T	4
	A131002T	II	Maternal and Child Nutrition	T	4
	A131003T	III	Scientific writing	T	4
	A131004T	IV	Nutrition in Emergencies and disaster	T	4
	A131005P	V	Practical based on I,II,III	P	4
	A131006R	VI	Dissertation	R	8

## M.A./M.Sc. I Semester I Paper I

### Human Development, Research Methods (Theory)

<b>Programme/Class:</b> Certificate	<b>Year : 1</b>	<b>Semester : I</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A130701T</b>	<b>Course Title :</b> <b>Research Methods</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture - 40</b>		

#### Objectives

- To understand the significance of statistics and research methodology in Home Science Research.

To understand the types, tools and methods of research and develop the ability to construct data gathering instruments appropriate to the research design To understand and apply the appropriate statistical technique for the measurement scale and design.

#### Contents :

##### Unit I

Total No. of Lecture- 6

- Savitri Bai Phule, C.V. Raman, Mother Teresa, Dr. Kailash Satyarthi
- Science, scientific methods, scientific approach.
- Role of statistics and research in Home Science discipline.

##### Unit II

Total No. of Lecture-6

**Objective of Research:** Explanation, control and prediction.

- Types of Research: Historical, survey, experimental, case study, social research, participative research.

- Definition and identification of a Research Problem.
  - Selection of research problem.
  - justification
  - Theory, Hypothesis, basic assumptions, limitations and delimitations of the problem
- Types of variables

### Unit III

Total No. of Lecture- 10

- Theory of probability
  - Population and sample
  - Probability sampling: Systematic random sampling, two stage and multi stage sampling, cluster sampling.
  - Non-probability sampling: purposive, quota and volunteer sampling / snow ball sampling.
- Basic principles of Research Design
  - Purpose of research design: Fundamental, applied and action exploratory and descriptive experimental, survey and case study, ex-post facto.
  - Longitudinal and cross sectional.

### Unit IV

Total No. of Lecture- 10

- Qualitative Research Methods
  - Theory and design in qualitative research
  - Definition and types of qualitative research
  - Methods and techniques of data collection
  - Informal group discussions

- Interviews; Key informant, in-depth interviews
- Observations
- social mapping
- participatory rapid assessment
- participatory learning assessment

Unit V

Total No. of Lecture-8

- Data Gathering Instruments.
  - Observation, questionnaire, interview, scaling methods, case study, home visits, reliability and validity of measuring instruments./
- Scales of measurement and the appropriate statistical techniques.
- Critical analysis of research
- Writing a research proposal.
- Analysis of data and research report.

## M.A./M.Sc. I Semester I Paper II

### STATISTICS & COMPUTER COMPUTER APPLICATIONS (Theory)

<b>Programme/Class:</b> <b>Certificate</b>	<b>Year : 1</b>	<b>Semester : I</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A130702T</b>	<b>Course Title :</b> <b>STATISTICS &amp; COMPUTER COMPUTER APPLICATIONS</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture - 30</b>		

### OBJECTIVES

- To understand the role of statistics and computer applications in research,

Note: Students should be given hands on experiences to use appropriate Software packages for selected statistical analyses.

### CONTENTS:

Unit I

Total No. of Lecture-8

- Conceptual understanding of statistical measures, classification and tabulation of data, measurement of central tendency, measures of variation.
- Frequency distribution, histogram, frequency, polygons, Oliver
- Binominal Distribution
- Normal Distribution-Use of normal probability tables.

## Unit II

Total No. of Lecture-8

- 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 x 2 and r x c contingency tables.
- Application of student 't' test for small samples. Difference in proportion for means and difference in means.

## Unit III

Total No. of Lecture-8

- Correlation, coefficient of correlation, ranks correlation. Regression and Prediction.
- Regression and prediction
- Analysis of variance-one way and two way classification.

## Unit IV

Total No. of Lecture-6

### Experimental Designs

- Completely randomised design
- Randomised block design
- Latin square design
- Factorial design
- Trend analysis

## M.A./M.Sc. I Semester I Paper III

### HISTORY AND THEORIES OF HUMAN DEVELOPMENT (Theory)

<b>Programme/Class:</b> Certificate	<b>Year : 1</b>	<b>Semester : I</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A130703T</b>	<b>Course Title :</b> <b>HISTORY AND THEORIES OF HUMAN DEVELOPMENT</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture - 40</b>		

#### OBJECTIVES

- To understand the need for theory in Human Development.
- To see theories in context.
- To examine historical perspectives in the evolution of theory.
- To discuss various theories of Human Development. To critically evaluate the cross-cultural application of theory.

#### CONTENTS:

Unit I

Total No. of Lecture-8

- Early Theories

Performationism, Locke, Rousseau, Eastern Philosphers

- Ethological theories

Darwin, Lorenz, Tinbergen and Bowlby; cross-cultural relevance, current status

## Unit II

Total No. of Lecture-10

- Freud's psychoanalytic theory

Freudian theory, neo- freudians, cross-cultural relevance and current status of learning theory.

- Learning theory

Pavlov, Watson, Skinner, cross-cultural relevance and current status of learning theory.

## Unit III

Total No. of Lecture-10

- Cognitive development theory

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

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

- Social learning and social cognition theories, Bandura's theory, cross-cultural relevance and current status.

## Unit IV

Total No. of Lecture-6

- Theories of the self

Mead, Kohut, Myres BriggsType indicator, Zohar, Kakar, Hermans, Eastern Philosophy

## Unit V

Total No. of Lecture-6

## Conclusion

Humanistic Psychology and developmental theory



## M.A./M.Sc. I Semester I Paper IV

### METHODS OF STUDYING HUMAN DEVELOPMENT (Theory)

<b>Programme/Class:</b> Certificate	<b>Year : 1</b>	<b>Semester : I</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A130704T</b>	<b>Course Title :</b> <b>METHODS OF STUDYING HUMAN DEVELOPMENT</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture – 40</b>		

#### OBJECTIVES

- To study different methods and techniques of understanding Human Development
- To apply the various methods studied in a practical context.

#### CONTENTS:

Unit I Total No. of Lecture-7

- Understanding the self  
Administration, scoring and evaluation of any test about the self, e.g. Myers Briggs Type Indicator, the subjective well-being inventory (WHO)

Unit II Total No. of Lecture-8

- Observation method  
Theoretical perspectives; use of checklists, establishing reliability in observations, maintaining an observation record, report writing and evaluation.

### Unit III

Total No. of Lecture-7

- Interview method

Theoretical perspectives, development of different types of interview protocols, analysis and coding of interview data

### Unit IV

Total No. of Lecture-8

- Questionnaire method

Theoretical perspectives, development of different types of questionnaire protocols, analysis and coding of questionnaire data.

### Unit V

Total No. of Lecture-10

- Some psychometric methods

- Scales for infant assessment
- The Wechsler battery of tests\draw a man test
- House-Tree Person
- Raven's Progressive Matrices
- Self-Esteem Inventory,
- Sex-Role Inventory

- Case study method

Theoretical perspectives, development of different types of case study protocols, analysis and coding of data.

## M.A./M.Sc. I Semester I Paper V

### Curriculum for Early Years and HIV/AIDS Counselling (Practical)

<b>Programme/Class:</b> <b>Certificate</b>	<b>Year : 1</b>	<b>Semester : I</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A130705P</b>	<b>Course Title :</b> <b>Curriculum for Early Years and HIV/AIDS Counselling</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture – 40</b>		

### Practicals

1. Observations in various ECCE settings e.g. day care pre-schools, primary schools, ECCE centres, anganwadis etc.
2. Planning programmes for various ECCE settings.
3. Implementing planned programmes in specific settings.
4. Supervising, monitoring and evaluating ECCE programmes in different settings.
5. Visit (and write the report) any two HIV/AIDS counselling centres.
6. Collect five case studies and analyse the psycho-social problems in each. Prepare case reports. Identify the various high-risk behaviours and discuss the link with HIV transmission, coping with the changing family dynamics.
7. Plan and organise life style education programs for adolescents to cover nutrition and diet. Exercise for physical and mental health, healthy and responsible sexual behaviour and practices.

8. Role plays and street plays to discuss an understand on the following:

- Dealing with stigma
- Pre and post-test counselling
- Enhancing values and self-regulation
- Behaviour change
- Laws and ethics

9. Collect five success stories of effective coping and discuss in the classroom.

ohj cgknqj flag iwokZa py fofo|ky;] tkSuiqj

$\frac{1}{4}m\dot{U}kj izns''k jkT; fofo|ky; \frac{1}{2}$

ubZ voLFkk esa fuEukuqlkj flQZ fo'k;ksadks ladk;ksa esa oxhZd`r fd;k x;k  
gSA vU; iz''kklfud ,oa ikB~;Øe fu/kkZj.k vkSj vU; O;oLFkk iwoZor  
jgsxhA

**A. Faculty of Language  $\frac{1}{4}Hkk'kk ladk; \frac{1}{2}$**

1-Arabic $\frac{1}{4}vjch \frac{1}{2}$	10-Modern Indian Languages and Literary Studies $\frac{1}{4}vk/kqfud Hkkjrh; Hkk'kk ,oa lkfgfR;d v/;;u \frac{1}{2}$
2-Communicative English $\frac{1}{4}lapkj vaxzsth \frac{1}{2}$	11-Pali $\frac{1}{4}ikyh \frac{1}{2}$
3-English $\frac{1}{4}vaxzsth \frac{1}{2}$	12-Prakrit $\frac{1}{4}izkd`r \frac{1}{2}$
4-Farsi $\frac{1}{4}Qkjlh \frac{1}{2}$	13-Punjabi $\frac{1}{4}iatkch \frac{1}{2}$
5-Foreign Language $\frac{1}{4}fons''kh Hkk'kk \frac{1}{2}$	14-Sanskrit $\frac{1}{4}laLd`r \frac{1}{2}$
6-French $\frac{1}{4}Ysap \frac{1}{2}$	15-Sindhi $\frac{1}{4}fla/kh \frac{1}{2}$
7-German $\frac{1}{4}teZuh \frac{1}{2}$	16-Tibbati $\frac{1}{4}frCCkrh \frac{1}{2}$
8-Hindi $\frac{1}{4}fgUnh \frac{1}{2}$	17-Urdu $\frac{1}{4}mnwZ \frac{1}{2}$
9-Linguistics $\frac{1}{4}Hkk'kk foKku \frac{1}{2}$	

**A. Faculty of Arts, Humanities and Social sciences  $\frac{1}{4}dyk] ekufodh ,oa lkekftd foKku ladk; \frac{1}{2}$**

1-Adult and Continuing Education $\frac{1}{4}izkS.k] Irr~,oa izlkj f''k{k \frac{1}{2}A$	15-Human Rights $\frac{1}{4}ekuokf/kdkj \frac{1}{2}$
2-Ancient History, Archaeology & Culture $\frac{1}{4}izkphu bfrgkl iqjkrRo ,oa laLd`r \frac{1}{2}$	16- Indian history and culture $\frac{1}{4}Hkkjrh; bfrgkl ,oa laLd`r \frac{1}{2}$
3-Anthropology $\frac{1}{4}eku''kkL = \frac{1}{2}$	17-Journalism $\frac{1}{4}i=dkfjrk \frac{1}{2}$
4-Archaeology and Musicology $\frac{1}{4}iqjkrRo ,oa laxzgky; \frac{1}{2}$	18- Journalism and Communication $\frac{1}{4}i=dkfjdrk ,oa tulapkj \frac{1}{2}$
5-Astrology $\frac{1}{4}T;ksfr'k foKku \frac{1}{2}$	19-Library & Information Science

	$\frac{1}{4}$ iqLrdky; ,oa lwpuk foKku $\frac{1}{2}$
<b>6-</b> Defense and Strategic Studies $\frac{1}{4}$ j{kk ,oa lkefjd j.kuhfrd v/;;u $\frac{1}{2}$ A	<b>20-</b> Mass Media $\frac{1}{4}$ lapkj ehfM;k $\frac{1}{2}$
<b>7-</b> Early Childhood care and Education $\frac{1}{4}$ ckY;dky dh vkjfEHkd ns[kHkky ,oa f"kk $\frac{1}{2}$	<b>21-</b> Media and Communication $\frac{1}{4}$ ehfM;k ,oa lapkj $\frac{1}{2}$
<b>8-</b> Economics $\frac{1}{4}$ vFkZ"kkL= $\frac{1}{2}$	<b>22-</b> Nutrition and Dietetics $\frac{1}{4}$ iks"kk ,oa vkgkj $\frac{1}{2}$
<b>9-</b> Education $\frac{1}{4}$ f"kk "kkL= $\frac{1}{2}$	<b>23-</b> Philosophy $\frac{1}{4}$ n"kZu"kkL= $\frac{1}{2}$
<b>10-</b> Geography $\frac{1}{4}$ Hkwxksy $\frac{1}{2}$	<b>24-</b> Physical Education $\frac{1}{4}$ "kkjhfd f"kk $\frac{1}{2}$
<b>11-</b> History $\frac{1}{4}$ bfrgk $\frac{1}{2}$ & Medieval and Modern History $\frac{1}{4}$ e/;dkyhu vkSj vk/kqfud bfrgk $\frac{1}{2}$	<b>25-</b> Political Science $\frac{1}{4}$ jkthfr foKku $\frac{1}{2}$
<b>12-</b> Home Science $\frac{1}{4}$ x`g foKku $\frac{1}{2}$	<b>26-</b> Psychology $\frac{1}{4}$ euksfoKku $\frac{1}{2}$
<b>13-</b> Human Development $\frac{1}{4}$ ekuo fodkl $\frac{1}{2}$	<b>27-</b> Public Administration $\frac{1}{4}$ yksd iz"kklu $\frac{1}{2}$
<b>14-</b> Human Resources Development $\frac{1}{4}$ ekuo lalk/ku fodkl $\frac{1}{2}$	<b>28-</b> Social Workers $\frac{1}{4}$ lkekftd dk;Z $\frac{1}{2}$
	<b>29-</b> Sociology $\frac{1}{4}$ lekt"kkL= $\frac{1}{2}$
	<b>30-</b> Women Studies $\frac{1}{4}$ efgyk v/;;u $\frac{1}{2}$
	<b>31-</b> Yoga $\frac{1}{4}$ ;ksx f"kk $\frac{1}{2}$

## M.A./M.Sc. II Semester II Paper I

### ADVANCED STUDY IN HUMAN DEVELOPMENT (Theory)

<b>Programme/Class:</b> Certificate	<b>Year : 2</b>	<b>Semester : II</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A130801T</b>	<b>Course Title :</b> ADVANCED STUDY IN HUMAN DEVELOPMENT	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture - 40</b>		

#### OBJECTIVES

- To undertake an advanced study of the stages in human development with special focus on stages from prenatal development to adolescence;
- To understand the principles and factors influencing human development in these stages

#### CONTENTS:

##### Unit I

Total No. of Lecture-6

- Principles and Concept of Development
  - Principles of growth and development.
  - Developmental tasks
  - Basic concepts of development maturation and learning, sensitive periods, individual difference, nature – nature issue
  - Secular trend in growth

- Prenatal development
  - Recapitulation of stages in prenatal development, genetic and environmental factors: maternal conditions and teratogens. Significance of the genome project for understanding human development.
  - Importance of Indian practices during pregnancy.

## Unit II

Total No. of Lecture-8

- Infancy: (birth – 2 years) –
  - The newborn: birth process and the neonate. Physical description, sensory capacities and reflexes. Becoming coordinated – feeding, sleeping, crying.
  - Imitation, object permanence and other cognitive accomplishments
  - Early language development
  - Social relationships during infancy
  - The cultural experience of being an infant

## Unit III

Total No. of Lecture-8

- Early childhood (2-6 years)
  - Transition from infancy to childhood
  - Physical and motor development
  - Play and social relationships. The emerging self
  - Language, cognition and emotions in early years
  - Early childhood education
  - Early socialization, parenting and cultural processes



Unit IV

Total No. of Lecture-8

- Middle childhood (7-11 years)
  - Physical and motor development: changes and challenges
  - Sense of industry and personality development.
  - Social relationships – peers, siblings and parents
  - The experience of schooling - academic achievement

Unit V

Total No. of Lecture-10

- Adolescence (11-18 years) –
  - Transition from childhood to sexual maturity - puberty and its consequences. Emotional changes
  - Development of Formal operations– Adolescent thought, Integration of the self-issues of identity
  - Role of family, peers, community and ethnic group.
  - Moral reasoning and judgement
  - Health, sexuality, mental health, delinquency conformity

## M.A./M.Sc. II Semester II Paper II

### MANAGEMENT OF PROGRAMMES FOR CHILDREN AND FAMILIES (Theory)

<b>Programme/Class:</b> <b>Certificate</b>	<b>Year : 2</b>	<b>Semester : II</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A130802T</b>	<b>Course Title :</b> <b>MANAGEMENT OF PROGRAMMES FOR CHILDREN AND FAMILIES</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture - 20</b>		

#### OBJECTIVES

- To understand the purpose, scope and challenges in the management of programmes for children and families.
- To understand the various approaches to programme management to offer students the opportunity to apply & translate the theoretical knowledge into practice.
- To organise, implement & Evaluate programme To critically & family.
- To critically evaluate & review programme models.

#### CONTENTS:

Unit I

Total No. of Lecture-6

- Management
  - Meaning and importance of management.

- Management skills.
- Review of success & failure of different programmes.

Unit II

Total No. of Lecture-6

- Programmes for children
  - Identification of Specific Programmes for Children.
  - Types of programmes & their management

Unit III

Total No. of Lecture-8

- Programmes for family
  - Identification of specific programmes for family.
  - Types of programmes & their management
  - Family Counselling

## M.A./M.Sc. II Semester II Paper III

### ADOLESCENCE AND YOUTH (Theory)

<b>Programme/Class:</b> Certificate	<b>Year : 2</b>	<b>Semester : II</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A130803T</b>	<b>Course Title :</b> <b>ADOLESCENCE AND YOUTH</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture - 40</b>		

#### OBJECTIVES

- To understand the stages of adolescence and youth in human development.
- To study the major developmental characteristics of these stages.
- To study the issues of identity, developmental tasks and problems associated with these stages.

#### CONTENTS:

##### Unit I

Total No. of Lecture-7

- The adolescent stage
  - Its link with middle childhood and youth.
  - The concept of adolescence in India.
  - Developmental tasks of adolescence.
- Theoretical perspectives

G. Stanley Hall, Anna Freud. Erik Erikson, James Marcia, Kagan and Margaret Mead. Indian perspectives.

## Unit II

Total No. of Lecture-10

- Physical and sexual development
  - Puberty, development of primary and secondary sex characteristics.
  - Psychological response to puberty.
  - Gender differences. Sexuality, sexual needs and sex education.
- Cognitive development
  - Formal operations – Piaget's theory. Intellectual development at adolescence and youth..
  - The Information - Processing view.
  - Reasoning, thinking critically, reflective judgement, moral reasoning and judgement.

## Unit III

Total No. of Lecture-8

- Identity formation
  - Different perspectives; construct of self and development of self – concept; Daniel offer.
  - Indian views on adolescent's identity
- Social and emotional development
  - Family, peers and friendships, Interpersonal relations. Emotional competence.
  - Conflict with authority.

## Unit IV

Total No. of Lecture-8

- School, college, work and career

- Adolescence and youth in the context of differential opportunities for education and formal training.
- Importance of academic achievement and failure, related issues.
- Training for career and work.
- Important agents of influence
  - Family, community and culture.
  - Electronic media.

#### Unit V

Total No. of Lecture-7

- Marriage
  - Legal age and its relationship to development. Marriage as a family/individual issue.
  - Marriage choices and significance of marriage in human development.
- Delinquency and disturbance
  - Juvenile delinquency; causes and prevention.
  - Psychological disturbances; depression, suicide, substance abuse.
  - Causes of HIV/AIDS and prevention

## M.A./M.Sc. II Semester II Paper IV

### PRINCIPLES OF GUIDANCE AND COUNSELLING (Theory)

<b>Programme/Class:</b> Certificate	<b>Year : 2</b>	<b>Semester : II</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A130804T</b>	<b>Course Title :</b> <b>PRINCIPLES OF GUIDANCE AND COUNSELLING</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture - 30</b>		

#### OBJECTIVES

- To understand the need for guidance and counselling in human development.
- To introduce basic concepts in guidance, counselling and therapy.
- To discuss the processes involved in counselling at different stages in life.

#### CONTENTS:

##### Unit I

Total No. of Lecture-10

- Constructs of guidance, counselling and therapy
  - Basic differences,
  - Guidance and counselling needs of individuals, families and systems.
  - Role of culture in influencing counselling needs and practices.

##### Unit II

Total No. of Lecture-12

- Nature of psychological disorders at different stages that require counselling and therapy
  - At childhood
  - At adolescence and youth
  - At adulthood
  - In Old age
- Principles of counselling and therapy
  - Approaches to counselling at different developmental stages.
  - Family therapy approach.

Unit III

Total No. of Lecture-8

- Qualities and skills of a counsellor
- The process of counselling

First contact, assessment, intervention. closure, follow up



## M.A./M.Sc. II Semester II Paper V

### PRINCIPLE OF GUIDANCE AND COUNSELLING AND MANAGEMENT OF PROGRAMME OF CHILDREN AND FAMILY (Practical)

<b>Programme/Class:</b> <b>Certificate</b>	<b>Year : 2</b>	<b>Semester : II</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A130805P</b>	<b>Course Title :</b> <b>PRINCIPLE OF GUIDANCE AND COUNSELLING AND MANAGEMENT OF PROGRAMME OF CHILDREN AND FAMILY</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture – 30</b>		

#### Practicals

1. Interactions with practicing counsellors and therapists through visit to schools, clinics, women's centres and hospitals etc.
2. Learn about the counselling process- role play, mock sessions etc.
3. Programme of Children
4. Programme of Family

## M.A./M.Sc. II Semester III Paper I

### ADVANCED STUDY IN HUMAN DEVELOPMENT-II (Theory)

<b>Programme/Class:</b> <b>Certificate</b>	<b>Year : 1</b>	<b>Semester : I</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A130901T</b>	<b>Course Title :</b> <b>ADVANCED STUDY IN HUMAN DEVELOPMENT-II</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture - 40</b>		

### OBJECTIVES

- To undertake an advanced study of the stages in human development with specific focus on youth, adulthood and old age:
- To understand the principles and factors influencing human development in these stages.

### CONTENTS:

Unit I

Total No. of Lecture-5

- **Youth/Young adulthood (20-30 years)**
  - Introduction : Biological, cultural and developmental perspectives on youth and adulthood.
  - Developmental needs importance of social organization. .  
Culmination of identity formation.
  - Life cycle approach - sexuality, marriage, marital adjustment, parenthood.
  - Census data on adult population in India.

Unit II

Total No. of Lecture-15

- **Middle adulthood (30-35 years)**

- Physical continuity and changes. Adlt intelligence. Personality development - role in family
- Development of the self. Inter - generation relationships, maintaining family relationships.
- Friendships.
- Parenting adult offsprings and their marriage.
- Menopause in women. Health and disease, adult sexuality. Work and career development – gender differences.

Unit III

Total No. of Lecture-10

- **Late adulthood (50-65)**

- Continuity and change in personality - the family life cycle.
- Social relationships.
- Grand parenthood – intergenerational relations.
- Occupational continuity and change - effect in identity. - Retirement from formal work.
- Health and disease.

Unit IV

Total No. of Lecture-10

- **Old age (65+ years)**

- Physical aspects of aging.
- Change in cognitive abilities and creativity.
- Psychosocial development.
- Changes in family life cycle. Health and disease.
- Death, dying and bereavement.

## M.A./M.Sc. II Semester III Paper II

### EARLY CHILDHOOD CARE AND EDUCATION (Theory)

<b>Programme/Class:</b> Certificate	<b>Year : 2</b>	<b>Semester : III</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A130902T</b>	<b>Course Title :</b> <b>EARLY CHILDHOOD CARE AND EDUCATION</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture – 40</b>		

#### OBJECTIVES

- To gain knowledge and insight regarding principles of early childhood care and education.
- To development the skills and techniques to plan activities in early childhood care and education and to work effectively with parents and community

#### CONTENTS:

- **Principles of Early childhood Care and Education**

##### Unit I

Total No. of Lecture-8

- Importance need and scope of ECCE.
  - Objectives of ECCE
  - Types of preschools/programmes; play centres, day care. Montessori. Kindergarten, balwadi, anganwadi etc.
  - Concepts of non-formal and play ay methods.
- **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, Froebel, Maria Montessori," John Dewey, Gijubhai Badheka, Tarabai Modak, M.K. Gandhi, Rabindranath Tagore

Unit II

Total No. of Lecture-7

- **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, NCTD, Mobile Crech etc.

Unit III

Total No. of Lecture-10

- **Organisation of pre-school centres**

- Concept of organisation and administration of early childhood centres.
- 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.
- **Programme planning**
  - Planning: Setting goals and objectives of plans long term, short term, weekly and daily planning, routine and schedules.
- **Activities for ECCE**

#### Unit IV

Total No. of Lecture 15

- 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 aspect 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,

serration, comparison, counting, fraction, one to one correspondence, addition and subtraction.

- Science; (a) thinking; observing, inferring, classifying, communicating. (b) Concept formation: differentiation, grouping, labelling, role of science. Developing observation. Role of teacher in some important science experiences.
- Social studies: Goals of social studies, field trips. of promoting social studies through celebrations of festivals Role of teacher.

**M.A./M.Sc. II Semester III Paper III**  
**CULTURE AND PHYSIOLOGY (Theory)**

<b>Programme/Class:</b> <b>Certificate</b>	<b>Year : 2</b>	<b>Semester : III</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A130903T</b>	<b>Course Title :</b> <b>CULTURE AND PHYSIOLOGY</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture – 20</b>		

**OBJECTIVES**

- To understand the basic concepts related to culture and psychology with specific reference to cross cultural psychology.
- To understand concerns and issues related to study of culture and psychology.
- To be familiar with research trends in the field of culture and psychology.
- To perceive the need for indigenization and development of humanistic approach in study of culture and psychology.

**CONTENTS:**

Unit I

Total No. of Lecture-8

- **Understanding the concepts and process related to culture and psychology**
  - Understanding the premise of basic concepts
  - Developmental psychology and culture



- Epistemological considerations
- Positivist and post positivist approach
- Critical Theory
  - Constructivist approach
  - Socio-historical approach

Unit II

Total No. of Lecture-7

- **Understanding Culture and Development**
  - Importance of Language
  - Social development
  - Personality development
  - Cognition
  - Emotion

Unit III

Total No. of Lecture-5

- **Methodological Issues and theoretical concerns in study of culture and psychology**
  - Biological approaches
  - Cultural approaches
  - Theoretical concerns
  - Methodological issues

## M.A./M.Sc. II Semester III Paper IV

### STUDY OF FAMILY IN SOCIETY (Theory)

<b>Programme/Class:</b> <b>Certificate</b>	<b>Year : 2</b>	<b>Semester : III</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A130904T</b>	<b>Course Title :</b> <b>STUDY OF FAMILY IN SOCIETY</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture – 40</b>		

#### OBJECTIVES

- To understand family as a component of socio-cultural milieu and context.
- To familiarize students with developmental perspective in family life cycle.
- To realize and appreciate universals and variations in family life patterns across cultures and sub-cultures.
- To create awareness regarding philosophy, structure, function, needs and strengths of families with specific reference to the Indian family.
- To understand theoretical and methodological concerns related to family studies.

#### CONTENTS:

Unit I

Total No. of Lecture-8

- **Family in social context**
  - Family as a component of social system, structure and context.

- Family as an evolving and dynamic institution
- Functions of family

Unit II

Total No. of Lecture-8

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

- Family structure: Traditional extended/joint families. ·
- Alternate families—single parent, childless, female headed –
- Unitary families
- Cause and effect of different family structures on changing roles of family.

Unit III

Total No. of Lecture-8

- **Approaches and theories in family studies**

- Developmental approach
- Interactional approach
- Institutional approach
- Family life-cycle approach
- Cyclical theory
- Progressive theory
- Structural functional theory

Unit IV

Total No. of Lecture-8

- **Family and societal exchanges/influences**

- Work and family
- Education and family
- Health and family
- Religion and family

- Ecology and family
- Government and family

Unit V

Total No. of Lecture-8

- **Contemporary issues and concerns**

- Family violence, battered women, child maltreatment, sexual abuse.
- Dowry and family violence.
- Child rearing and socialization
- Gender roles.
- Divorce and remarriage.

## M.A./M.Sc. II Semester III Paper V

### EARLY CHILDHOOD CARE AND EDUCATION AND STUDY OF FAMILY AND SOCIETY (Practical)

<b>Programme/Class:</b> <b>Certificate</b>	<b>Year : 2</b>	<b>Semester : III</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A130905T</b>	<b>Course Title :</b> <b>EARLY CHILDHOOD CARE AND EDUCATION AND STUDY OF FAMILY AND SOCIETY</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture – 30</b>		

#### Practicals

- Visits to various centres which enter to the preschool stage eg. Day care centre, Balwadi, Anganwadi, Mobile creche etc.
- Preparing a resources unit file on the basis of play way method approach.
- Prepared 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 talks and object talk related material etc.
- Preparing a programme of activities for children with special abilities

- Planning and executing activities in ECCI: centres.
- Role play of home visits and conducting a home visit to a family known through practice teaching.
- Planning of a parent teacher meeting: Stimulation of meeting/event/function - Planning programme-evaluating and reporting the programme.
- Study family violence
- Battered women
- Child maltreatment

**M.A./M.Sc. II Semester IV Paper I**  
**PERSONS WITH DISABILITIES (Theory)**

<b>Programme/Class:</b> <b>Certificate</b>	<b>Year : 2</b>	<b>Semester : IV</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A131001T</b>	<b>Course Title :</b> <b>PERSONS WITH DISABILITIES</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture – 30</b>		

**OBJECTIVES**

- To become aware of various impairments and the manner in which these affect the lives of individuals.
- To identify the physical and social barriers which create difficulties for people with disabilities.
- To understand that there is a wide a variation between people with disabilities and they are not a single group.
- To realise that the experiences of individuals with disabilities are related to their age, gender and also shaped by the context.
- To become aware of experiences of persons with disabilities and recognize that having an impairments is only one aspect of their lives.
- To develop an understanding gained from the experiences of people with disabilities in planning service for them.

**CONTENTS:**

Unit I

Total No. of Lecture-7

- Various approaches to defining and understanding disability  
Philanthropic, medical, administrative, legal and the social.
- Different types of impairments, causes and effects on individuals
  - Physical
  - Intellectual
  - Emotional
  - Sensory

#### Unit II

Total No. of Lecture-6

- The role of context in the meaning of normality and disability, attitudes of people towards disability.
- The philosophy of inclusion.

#### Unit III

Total No. of Lecture-6

- Techniques of identification and assessment.
- Physical and social barriers in the development of persons with disabilities. Modification of physical and social environment, enabling participation of persons with disabilities as a contributing member of society.

#### Unit IV

Total No. of Lecture-5

- Use of assistive devices.
- The shared and varied experiences of those so affected.

#### Unit V

Total No. of Lecture-6

- The rights versus needs of persons with disabilities.
- Examples of programmes and policies for persons with disabilities.
- Issues in planning inclusive programmes for persons with disabilities.



## M.A./M.Sc. II Semester IV Paper II

### SCIENTIFIC WRITING (Theory)

<b>Programme/Class:</b> Certificate	<b>Year : 2</b>	<b>Semester : IV</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A131002T</b>	<b>Course Title :</b> <b>SCIENTIFIC WRITING</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture – 40</b>		

#### OBJECTIVES

- To be able to appreciate and understand importance of writing scientifically.
- To develop competence in writing and abstracting skills.

#### CONTENTS:

Unit I

Total No. of Lecture-8

- **Scientific writing as a means of communication**
  - Different forms of scientific writing.
  - Articles in journals, research notes and reports, review articles:': monographs
  - Dissertations, Bibliographies, Book chapters and articles.
- **How to formulate outlines**
  - The reasons for preparing outlines :
    - As a guide for plan of writing
    - As skeleton for the manuscript

- kinds of outline
- topic outlines
- conceptual outlines
- sentence outlines
- combination of topic and sentence outlines

## Unit II

Total No. of Lecture-6

- **Drafting titles, sub titles, tables, illustrations**
  - Tables as systematic means of presenting data in rows and columns and lucid way of indicating relationships and results.
  - Formatting tables: Title, body tab, tab column, appendix: use and guidelines.

## Unit III

Total No. of Lecture-10

- **The writing process**
  - Getting started
  - Use outline as a starting device
  - Drafting
  - Reflecting, Re-reading
- Checking organization
- Checking headings
- Checking content
- Checking clarity
- Checking grammar
- Brevity and precision in writing
- Drafting and re-drafting based on critical evaluation

- **Parts of dissertation/research report/article**
  - Introduction
  - Review of literature
  - Methods
  - Results and discussion
  - Summary and abstract
  - References
- Ask questions related to : content, continuity, clarity, validity internal consistency and objectivity during writing each of the above parts.

- **Writing for Grants**
  - The question to be addressed
  - Rationale and importance of the question being addressed
  - Empirical and theoretical framework.
  - Presenting pilot study/data or background information
  - Research proposal and time frame
  - Specificity of methodology
  - Organization of different phases of study
  - Expected outcome of study and its implications
  - Budgeting
  - Available infra-structure and resources
  - Executive summary

## M.A./M.Sc. II Semester IV Paper III

### DEVELOPMENT OF CREATIVITY (Theory)

<b>Programme/Class:</b> <b>Certificate</b>	<b>Year : 2</b>	<b>Semester : IV</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A131003T</b>	<b>Course Title :</b> <b>DEVELOPMENT OF CREATIVITY</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture – 40</b>		

#### OBJECTIVES

- To understand the relevance and scope of studying creativity
- To discuss the concept of creativity and various approaches to its study
- To understand the role of the individual, the context and socialisation in developing creativity.
- To become familiar with psychometric measurement and alternate ways of assessing creativity.

#### CONTENTS:

Unit I

Total No. of Lecture-7

- **Definition and concept of creativity**
  - Types and degree of creativity (everyday creativity and eminent creativity)
  - Domains, insight and problems solving as related to creativity.
- **Relevance and scope of the study of creativity**

Unit II

Total No. of Lecture-10

- **Approaches to the study of creativity**
  - Mystical approach (divine gift)
  - Psychology-dynamical approach (Freud)
  - Psychometric approach (Guilford & Torrance)
  - Cognitive approach (Weisberg)
  - Social personality approach (McKinnon)
  - Confluence approach (Gardner)

Unit III

Total No. of Lecture-10

- **The role of the individual**
  - Cognition, abilities, interests, attitude, motivation, intelligence, knowledge. skills, beliefs, values and cognitive styles.

Unit IV

Total No. of Lecture-6

- **Relationship between creativity and intelligence.**
- **Influence of child-rearing practices, family and culture.**

Unit V

Total No. of Lecture-7

- **Enhancing creativity–brainstorming problem solving, creative dramatics & visualisation.**
- **Measurement**
  - Psychometric and alternate methods of assessing creativity.

**M.A./M.Sc. II Semester IV (Group B Elective) Paper IV  
CARE OF THE ELDERLY (Theory)**

<b>Programmc/Class: Certificate</b>	<b>Year: 2</b>	<b>Semester IV</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A131004T</b>	<b>Course Title : CARE OF THE ELDERLY</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min Passing Marks</b>	
<b>Total No. of Lecture - 25</b>		

**M.A./M.Sc. II ( Paper VII B/Group A) Elective**

**Objectives**

- To enable students to become aware and sensitized to issue related to care of the elderly.
- To enable students to understand the theoretical perspectives of the aging process.
- To develop skills for organising activities for the elderly.

**Contents**

**Unit I**

**No. of Lecture 06**

**1. Introduction**

- Emergence and scope of gerontology and elderly care.
- Historical perspective, demographic trends in india.
- Concept of aging and problems: Social, medical, psychological problems, occupational etc.

**2. Theoretical perspectives**

- Theories: Disengagement theory, Activity theory, Human development theory, Continuity theory, Age stratification theory, Labeling theory.

## **Unit II**

**No. of Lecture 04**

### **3. Aging Process**

- Biological and physiological aspects; Psychological aspects; Social aspects: Social status, retired status, single status, economic status, security, guide and teacher, social adjustment and recognition;
- Spiritual aspects: Karma theory and religion;
- Economic aspects.

## **Unit III**

**No. of Lecture 04**

### **4. Adjustment Patterns and Changing Lifestyles in Old Age**

- Family patterns in later life: Changing roles and the again family; Conjugal: Husband-Wife relations in old age; Sexual adjustment;
- Retirement years and marital adjustment;
- Intergenerational family relations; Grand Widowhood/singlehood; Alternative lifestyle: Second marriage in the later life.

## **Unit IV**

**No. of Lecture 04**

### **5. Work, leisure and retirement patterns parenthood**

- Work - Meaning of work, individual motivation Leisure; Retirement - benefits, freedom of retirees fear change in personal and social life, problems sense of loss, women retirees, awareness, use of authority, social worth; Attitude towards retirement; Poverty, poor health, retirement and suicide, abandonment, liberation and diachronic solidarity.

## **Unit V**

**No. of Lecture 07**

### **6. Death Dying and Bereavement**

- Impact of death on society; Attitude towards death; Denial and thoughts of death; bereavement, grief and social setting.

### **7. Services and programs for the Aged**

- Categories of services: Housing, health, leisure time activities; institution for the aged day care centre's; economic programmers; Re-engagement (after retirement); Retirement pension, death cum retirement gratuity, provident fund, health measures. Insurance scheme, investment & tax action and property.

## **Practicals**

1. Visit to and report of old age centre's/homes.
2. Organise recreational activities in homes for the aged.
3. Prepare case studies on any two inmates.
4. Arranging special service/counseling activities for the aged with the help of resource person, if necessary e.g. yoga, lectures etc.
5. Term papers, presentations, debates on issue and perspectives related to different aspects of the senior citizen's life.

## **References**

1. Aiken, L.R. (1978). The psychology of later life, Philadelphia: WB Saunders Company.
2. Bergmann, Klaus (1972). Aged: Their understanding and care, London: Wolfe Pub.
3. Binstock, R.H. and E. Shanes (eds) (1986). Handbook of aging and social sciences. New York: V.N. Reinhold Co.
4. Blau, Zana Smith (1983). Old age in a changing society, New York: New Prints.
5. Bose, A.B. and K.D. Gangrade (1988). Aging in India: Problems and Potentialities. New Delhi: Abhinav Pub.
6. Chowdhry Pal D. (1992). Aging and the aged. New Delhi: Inter India Pub.
7. Cook Alicia Skinner (1983). Contemporary Perspectives on Adult Development & Aging. New York: Macmillan.
8. Cox Harold (1984). Later life: The reality of aging. New Jersey: Prentice Hall Inc.
9. Desai, K.G. (1985). Problems of the retired people in greater Bombay. Bombay: TISS, Series No. 27.
10. Ghosh, B. (1988). Contemporary Social Problem in India, Bombay: Himalaya Pub.
11. Homban, D. (1978). Social Challenge of Aging. London: Groom Helm.



## M.A./M.Sc. II Semester IV Paper V

### PERSON WITH DISABILITIES AND DEVELOPMENT OF CREATIVITY (Practical)

<b>Programme/Class:</b> <b>Certificate</b>	<b>Year : 2</b>	<b>Semester : IV</b>
<b>Subject : Home Science</b>		
<b>Paper Code : A131005P</b>	<b>Course Title :</b> <b>PERSON WITH DISABILITIES AND DEVELOPMENT OF CREATIVITY</b>	
<b>Credit : 4</b>	<b>Core Compulsory/Elective</b>	
<b>Max Marks : 75+25</b>	<b>Min. Passing Marks</b>	
<b>Total No. of Lecture – 20</b>		

#### **Practical**

1. Review and critique of portrayal of persons with disabilities in the media.
2. To and approaches to assessment.
3. Case study of two persons with disability - a child and an adult.
4. Case study of an organisation with particular reference to its physical and social environment.
5. Tests of creativity: Torrance test of Creative Thinking (TTCT), Bagar Mehdi's Indian adaptation.
6. Use of brainstorming techniques for problem solving.
7. Use of Pame's 5 stage method of creative problems solving.
8. In 6-10 seasons, develop a plot of a story with active participation of children? And dramatise it with them as role-players.
9. Use of consensual assessment technique to rate the creative work of children and adults (stories, poems and artwork).

## **CURRICULUM FOR EARLY YEARS**

M.A./M.Sc., IV Semester (Group B) Elective

Paper III

Marks : Theory 50

Practical – 25

Credit 5

### **OBJECTIVES**

- To realise the importance of early years and why childhood matters.
- To understand the need for curriculum planning in early years and developing understanding of ECCE curriculum models and approaches.
- To develop understanding of current trends, issues, researches, theories and practices of ECCE programmes.
- To understand theories of play, value of play and its implication for ECCE programmes.
- To enable students to:
  - Plan programmes for various ECCE settings and implement the same.
  - Supervise participants in ECCE laboratory settings.
  - Monitor and evaluate different ECCE programmes.

## CONTENTS

Unit I    Credit 1    Total No. of Lecture-10

- **Early Childhood matters**

- The need and importance of Early Childhood Development (ECD) and Early Childhood Care and Education (ECCE).
- Determinants of Child Survival and Development.
- Ensuring quality and effectiveness in ECD programmes.
- Provision of equity and access to programmes.
- Diversity in programme conceptualization, training and implementation.

Unit II    Credit 1    Total No. of Lecture-10

- **A. Contributions of Indian educators and its implications for Programme Planning in India Context**

- Christian Missionaries, Arundales
- Indian innovations of western theories; Gijubhai Badheka Tarabhai Modak.

- **B. ECCE curriculum and intervention models and innovative programmes and approaches across countries.**

- **C. Programmes and approaches be studies with reference to**

- Programme content
- Learning environment
- Role of teacher
- Role of Learner and parents

Unit III    Credit 1    Total No. of Lecture-12

- **Contemporary theories, practices and policies in ECCE.**
- **Current research and trends in ECCE.**
- **Role of parents and community in Early, Child Development (ECD) Programmes**
  - Developing sensitivity to cultures and traditions community.
  - Methods and strategies for parent and community
  - Reasons for involvement and need assessment
  - Effective use of involvement to monitor and enhance programme quality.

Unit IV    Credit 1    Total No. of Lecture

- **Understanding importance and value of play. Theories of play and their Implications for planning ECCE programmes.**
- **Planning ECCE programmes**

Unit V    Credit 1    Total No. of Lecture-12

- **Issues and concerns related to ECCE/ECD programme**
  - Coverage of populations, reaching the unreached
  - Gender equality and equity
  - Quality and sustainability
  - Training of personnel
  - Accreditation
- **The need and role of advocacy for quality and ECCE programmes**
  - Consultancy and advocacy among ECD professionals.

- Advocacy role with NGOs Government Institutions, national and international organisations/agencies, policy planners and media.

## **MONITORING AND EVALUATION OF PROGRAMMES**

M.A./M.Sc. II (Paper VIJI A/Group B) Elective

Marks : Theory - 50

Practical - 25

- Stake holders in evaluation: agency clients. professional and other community, funding agency.
- Baseline or benchmark survey
- Formative, summative, ex-post evaluation
- Internal and external evaluation
- Result oriented evaluation
- Methods of evaluation
- Participatory Rapid Assessment (PRA)
- Participatory Learning Assessment (PLA)
- SWOC Analysis
- Culturally adapted/appropriate evaluation techniques.

### **5. Economic Evaluation**

- Effective use of resource
- Achieving value for resources/money
- Time Management efficiency
- Opportunity cost
- Cost minimization analysis (CMA)
- Cost benefit analysis (CBA)
- Cost utility Analysis (CSA)

- Steps in Economic Evaluation
  - Identification of costs and consequences
  - Measurement of costs and consequences
  - Valuation of costs and consequences
  - Incremental analysis
  - Sensitivity analysis
  - Strengths and weaknesses of economic evaluation.

### **Practicals**

Note: Practical would include observations of functioning of agency/agencies and conducting a small study of monitoring/evaluation of selected agencies.

# **CARE OF CHILDREN WITH DISABILITIES AND ILLNESSES**

M.A./M.Sc., IV Semester (Group A) Elective

Paper IV

Marks : Theory - 50

Practical – 25

Credit -5

## **OBJECTIVES**

- To gain information on different impairments and illnesses that affect children.
- To be sensitive to desires and wishes of children.
- To identify and assess impairment, illness, disability and the child's physical and social environment.
- To plan for inclusive education programmes for children and involving the disabled child in the process.
- To become sensitive to concerns of parents of children with disabilities and collaborate with them for children's education and development.
- To interact and relate sensitively with children with disability, accepting individual differences and enable others to do so.

## **CONTENTS**

Unit I

Credit 1

Total No. of Lecture-10

- Different types of impairments and serious illness, causes and the effects on children.
  - Physical, intellectual, sensory and emotional impairments.
  - Illnesses such as juvenile diabetes, asthma
- The philosophy of inclusion.

Unit II                                      Credit 1                                      Total No. of Lecture-15

- Attitudes of others in the family and community.
- Techniques for identification, and recording progress.
- Physical, organisational and social barriers in the development of children with disabilities.
  - Modification and adaptation of physical and social environment; the meaning of inclusion, enabling participation of children with disabilities in the school and community so that they have a sense of belonging as well as an opportunity to become contributing members.

Unit III                                      Credit 1                                      Total No. of Lecture-8

- Use of assistive devices.
- Listening to children and including their views in life at school and home.
- Care of the child in the family, role of parents, siblings and other members.

Unit IV                                      Credit 1                                      Total No. of Lecture-7

- The rights versus needs of his children.
- Examples of programmes for children with disabilities, innovative projects.
- Issues in planning inclusive care programmes.

### **Practicals**

1. Planning and working with children and parents.
2. Case study of a child with disability.
3. Case study of an organisation for young children with disabilities with particular reference to its physical and social environment.



## **HIV/AIDS COUNSELLING**

M.A./M.Sc., IV Semester (Group B) Elective

Paper IV

Marks : Theory – 50

Practical – 25

Credit 5

### **OBJECTIVES**

- To create awareness of the basic concepts in counselling of persons with HIV/AIDS
- To make them understand psycho-social aspects of HIV/AIDS in relation to family and community life.
- To develop the skills for counselling for behaviour change in persons living with HIV/AIDS.
- To develop skills for home based card and counselling for family members.

### **CONTENTS**

Unit I

Credit 2

Total No. of Lecture-15

- **Basic concepts and facts about HIV/AIDS**
  - Transmission of HIV infection, signs and symptoms of AIDS
  - Diagnosis of HIV infection
  - Management and Care of HIV infected persons
  - Prevention of HIV infection
  - Ethical issues and dilemmas
- **Understanding sexuality, reproductive health and the gender perspective**
  - The human reproductive organs and sexual characteristics

- Meeting the needs of childhood sexuality
- Forms of sexual practice, the harmful side of sex : Sexual abuse

Unit II

Credit 1

Total No. of Lecture-12

- **Psychological aspects of HIV/AIDS. What it means to be a HIV positive**
- **HIV/AIDS counselling**
  - The principles of counselling, goals of HIV/AIDS counselling
  - The prerequisites of counselling, stages of counselling, specific counselling skills
  - Assessment of risk behavior
  - Characteristics & attitudes of a counsellor, the do's and don'ts in counselling
  - Content of communication about HIV/AIDS

Unit III

Credit 1

Total No. of Lecture-7

- **Some specific counselling situations**
  - The activities of pre-test counselling, the concept of informed consent.
  - The types of post-test counselling, the activities of the various types of post-test counselling
  - The psycho-social issues linked with positive diagnosis

Unit IV

Credit 1

Total No. of Lecture-6

- **Coping strategies of HIV/AIDS person**
- **Legal Issues, rights and ethnics**