

ORDINANCE NO. – V (86B)

Master of Science in Home Science (Human Development)

Department of Home Science



SWAMI VIVEKANAND SUBHARTI UNIVERSITY

MEERUT

ORDINANCE No. – V (86B)

MASTER OF SCIENCE IN HOME SCIENCE –HUMAN DEVELOPMENT

General

1. This ordinance may be called the “Ordinance Relating to Master of Science (M.Sc.) in Home Science (Human Development).
2. It shall come into force from session 2017-18. This syllabus is modification of CBSC pattern syllabus for Master of Science (M.Sc.) in Home Science (Human Development) as given by UGC.

Eligibility

3. An applicant must hold the degree of B.Sc. Home Science/B.Sc. with Human Development, Child Development and Psychology /Human Development related post graduate diplomas or equivalent from a recognized University with min. 50% .
4. There shall be relaxation of 5% marks for SC/ST/OBC (non-Creamy layers)/Differently-abled categories candidates based only on the qualifying marks without including the grace mark procedures.

Duration of Programme

5. The programme shall be spread over two academic years, spread over four semesters.
6. The entire course has to be completed within a maximum period of five years from the date of original admission in the course.

Programme Pattern

7. The Programme is planned according to Choice Based Credit System (CBCS) to provide an opportunity for the students to choose courses from the prescribed courses i.e Core courses (compulsory), Research courses (enhances research abilities) and Elective Courses (specialized or advanced or supportive to the discipline/ subject of study or which enables an exposure to some other discipline/subject/domain or nurtures the candidate’s proficiency/skill).
8. The curriculum offers a total of 25 courses out of which the student has to complete 19 courses and the total number of credits required for the award of degree is 75/80 credits.

8.1 Dissertation-

- 8.1.1 The duration of dissertation shall be of Duration 01 Year (2 semesters).
- 8.1.2 The guide and topic for the research shall be allotted after the completion of II semester.
- 8.1.3 The synopsis of the research work shall be presented in the III semester. Preparation of synopsis in the third semester should be done in context of the following points-
 - a. Introduction
 - b. Review of Literature
 - c. Research Methodology
 - i. Hypothesis
 - ii. Research Design

- iii. Sampling design
- iv. Selection/ Development of tools for data collection
- v. Method of Data Collection
- vi. Statistical Analysis
- vii. References and Citations (APA Style, 6th Edition)

8.1.4 In the fourth semester, the research work shall be evaluated and the Viva Voce will be conducted in the presence of an External Examiner. Preparation of Dissertation Report should be presented as-

- a. ABSTRACT
- b. Introduction
- c. Review of Literature
- d. Research Methodology
 - i. Hypothesis
 - i. Research Design
 - ii. Sampling design
 - iii. Selection/ Development of tools for data collection
 - iv. Method of Data Collection
 - v. Statistical Analysis
 - vi. Results and Discussions
 - vii. Summary and Conclusions
 - viii. References and Citations (APA Style, 6th Edition)

- a. References and Citations (APA Style, 6th Edition)
- b. Presentation of Research Work

8.1.5 Dissertation research document (Three copies) and soft copy in the CD must be submitted in support of candidature for an academic degree presenting the research done and findings presented.

8.2 Internship

8.2.1 Internship of 45 days from recognized Hospitals/NGOs/Projects/ Special Institutions / Counseling Centers/ Industries/ Childcare Institutions for which the students should produce a certificate from the concerned organization.

8.2.2 The report of internship shall be submitted by the students and the Viva Voce will be conducted in the presence of an External Examiner.

8.2.3 The report of internship should be prepared on the basis below given points-

- i. Infrastructure and facilities in organization/welfare project
- ii. Departments in the organization
- iii. Hierarchy of administration
- iv. Duties assigned
- v. Achievements and outcomes

8.2.4 The student is expected to submit a hard copy and a soft copy of the report along with a small video documentation.

9. The reports of internship and dissertation should be submitted according to the APA 6th edition.

Choice Based Credits
M.Sc. Home Science (Human Development)

Semester	Core Course	Cr.	Electives	Cr.	Research	Cr.
I	History & Theories of Human Development	4			Research Methodology	4
	Human Psychology & Methods of Studying Human Development	4				
	Guidance & Counselling	4				
	Family Dynamics & Parenthood	4				
II	Advanced study in Human Development I	4				
	Child and Human Rights	4			Statistics and Computer Application	4
	Child Study Techniques	4				
	HIV/AIDS Counselling	4				
III	Advanced study in Human Development II	4	Specializations (A) (Guidance & Counselling)		Dissertation	2
			Mental Health in Developmental Perspectives	5		
			Principles of Guidance & Counselling	5		
			Guidance and Coping in Crises	5		
			Specialization (B) (ECCE)			
			Early Childhood Care & Education	5		
			Management of Programmes for Children and Families	5		
			Planning For Project Management	5		

			Specialization (C) (Special Education)			
			Human Exceptionality	5		
			Rehabilitation and Management of Children with Developmental Challenges	5		
			Inclusive Education	5		
IV	Monitoring and Evaluation of Programmes	4		3	Dissertation	4
	Child Welfare Program	4			Internship	3
					Scientific Writing	4
	Total	44		15		21
Grand Total of All Courses,		44+15+21=80 credits				
Core Courses (11)		Elective courses (3)			Research Courses (6)	

10. The academic calendar shall be as follows-

I , III	Session – 1 st Aug. to 30 th Nov Exam - 1 st Dec. to 15 th Dec
Semester Break	16 th Dec-31 st Dec
II & IV Semester	Session - 1 st Jan. to 15 th May Exam - 16 th May to 31 st May

Credit Template

M. Sc Home Science (Human Development)

SEMESTER I					Theory		Practical		
Code	Title of paper	Credits	Theory	Practical	Int	Ext.	Int	Ext.	Marks

M.Sc.-HS-101	Research Methodology	4	4	-	30	70	-	-	100
M.Sc.-HD-102	History and Theories of Human Development	4	4	-	30	70	-	-	100
M.Sc.-HD-103	Human psychology and Methods of Studying Human Development	4	3	1	30	70	20	30	150
M.Sc.-HD-104	Guidance & counselling	4	3	1	30	70	20	30	150
M.Sc.-HD-105	Family Dynamics and Parenthood	4	3	1	30	70	20	30	150
Total		20	17	3	150	350	60	90	650

SEMESTER II

M.Sc.-HS-201	Statistics and Computer Application	4	3	1	30	70	20	30	150
M.Sc.-HD-202	Advanced Study in Human Development I	4	3	1	30	70	20	30	150
M.Sc.-HD-203	Child and Human Rights	4	4	-	30	70	-	-	100
M.Sc.-HD-204	Child Study Techniques	4	3	1	30	70	20	30	150
M.Sc.-HD-205	HIV/AIDS Counselling	4	3	1	30	70			100
Total		20	16	4	150	350	60	90	650

SEMESTER III

M.Sc.-HS-301	Dissertation	2	-	2	-	-	70	30	100
M.Sc.-HD-	Advanced Study in Human	4	4	-	30	70	-	-	100

302	Development II								
Any one of following out of A/B/C to be selected									
SEPCIALIZATION A- GUIDANCE AND COUNSELLING									
M.Sc.-HD-303A	Mental Health in Developmental Perspective	5	4	1	30	70	20	30	150
M.Sc.-HD-304A	Principles of Guidance and Counselling	5	4	1	30	70	20	30	150
M.Sc.-HD-305A	Guidance and Coping in Crises	5	4	1	30	70	20	30	150
Specialization A GUIDANCE AND COUNSELLING		21	16	5	120	280	130	120	650
SPECIALIZATION B- EARLY CHILDHOOD CARE AND EDUCATION									
M.Sc.-HD-303B	Early Childhood Care and Education	5	4	1	30	70	20	30	150
M.Sc.-HD-304B	Management of Programmes for Children and Families	5	4	1	30	70	20	30	150
M.Sc.-HD-305B	Planning for Project Management	5	4	1	30	70	20	30	150
Specialization B EARLY CHILDHOOD CARE AND EDUCATION		21	16	5	120	280	130	120	650
SPECIALIZATION C- SPECIAL EDUCATION									
M.Sc.-HD-303C	Human Exceptionality	5	4	1	30	70	20	30	150
M.Sc.-HD-304C	Rehabilitation and management of children with developmental challenges	5	4	1	30	70	20	30	150
M.Sc.-HD-305C	Inclusive Education	5	4	1	30	70	20	30	150

Specialization C SPECIAL EDUCATION									
		21	16	5	120	280	130	120	650
SEMESTER IV									
M.Sc.-HS-401	Dissertation	4	-	4	-	-	70	30	100
M.Sc.-HS-402	Internship	3	-	3	-	-	70	30	100
M.Sc.-HS-403	Scientific Writing	4	3	1	30	70	20	30	150
M.Sc.-HD-404	Child Welfare Program	4	3	1	30	70	20	30	150
Any one of following out of A/B/C to be selected									
SEPCIALIZATION A- GUIDANCE AND COUNSELLING									
M.Sc.-HD-405A	Monitoring and Evaluation of Programmes	4	3	1	30	70	20	30	150
Specialization A GUIDANCE AND COUNSELLING		19	9	10	90	210	200	150	650
SPECIALIZATION B- EARLY CHILDHOOD CARE AND EDUCATION									
M.Sc.-HD-405B	Innovative Programmes And Curriculum Planning For ECE Centre	4	3	1	30	70	20	30	150
Specialization B- EARLY CHILDHOOD CARE AND EDUCATION		19	9	10	90	210	200	150	650
SPECIALIZATION C- SPECIAL EDUCATION									
M.Sc.-HD-405C	Abnormal Psychology	4	3	1	30	70	20	30	150
Specialization C- SPECIAL EDUCATION		19	9	10	90	210	200	150	650
Grand Total		80	58	22	510	1190	450	450	2600

11. Examination and Evaluation

11.1 Attendance:

The students are expected not to have less than 75 % of attendance in theory as well as in practical classes, to become eligible to appear for the university examination. Short fall in attendance can, however be condoned in deserving cases to the extent of 10% by the Principal. If the short fall is more than 10% but not more than 15%, the Principal may recommend deserving cases to the Vice Chancellor for condonation. The order of the Vice Chancellor in this regard shall be final.

11.2 Examination:

M. Sc Home Science (Human Development) will have an evaluation system within two components as:

- Continuous Comprehensive Assessment (CCA) accounting for 30% of the final grade.
- End-Semester Examination (ESE) accounting for the remaining 70% of the final grade.

A student will have to pass in both the components i.e. CCA and ESE separately to become eligible to be declared successful in a course.

11.2.1 Continuous Comprehensive Assessment (CCA) :

Continuous Comprehensive Assessment (CCA) will be of **30 marks** comprising:

Midterm written test shall be of **20 marks** independently in each course.

A maximum of **10 marks** in each course shall be awarded for attending classes (theory / practical) as per the following norms:

Percentage of attendance	Award marks
85- 100% attendance	10
80- 84.99% attendance	9
75- 79.99% attendance	8
70 – 74.99 % attendance	7
65 – 69.99% attendance	5
60 – 64.99% attendance	3
51 - 59.99% attendance	2
50% attendance	1
Less than 50% attendance	0

11.2.2 End Semester Examination (ESE)

The remaining 70% of the final grade of the student in a course will be assessed on the basis of end Semester Examination (ESE) that will be of three hours duration and will cover the entire syllabus of the course.

The question papers for the ESE will be set by the Examination Department of the Swami Vivekanand Subharti University (SVSU) as per rules and regulations of SVSU.

11.2.3 Paper Setting

The work of setting the End Semester Examination papers and evaluation of scripts and conduct of the End Semester Practical Examination shall be assigned to the course teachers as well as to outside experts, ordinarily in the ratio of 50:50 for internal and external evaluation respectively.

12. Results

The result shall be prepared at the end of each academic year of the Programme by aggregating the marks obtained in the theory and practical examinations in all the semesters of the Programme.

12.1 A candidate shall be declared as passed at the end of an academic year if he/she secures minimum 40% in each theory & practical paper separately and 40% in aggregate.

12.2 If a student has obtained 40% in at least 50% of the papers including project report, he/she will be provisionally promoted to the next year with carryover papers and will have to appear & obtain pass in carryover papers.

12.3 Overall this course is comprised of 80 credits spread over the period of two years. For obtaining the degree, a candidate is required to obtain the entire 80 credits or 75 credits through audit system or with the help of grace in the following manner:

- a. An overall exemption of 5 credits is permissible to a candidate in total duration of 2 years program in **Elective course only**.
- b. Whereas, If a candidate fails in core course or research courses, a grace of 05 is permissible, having passed in all other courses of the given examination of a **semester per year**, then his/her deficiency may be fulfilled by grace under the following conditions:-
 - (i) A Grace Mark is not a matter of right of the student but is provided at the discretion of the University.
 - (ii) Provided that the candidate has appeared in the main examination of the concerned course and falls short of pass by not more than five (05) in theory paper only. Grace will be given in theory paper only.
 - (iii) Total number of Grace given to the student will be marked with asterisk (*) at the bottom of the mark sheet.
- c. A student will not be promoted to the next academic year, if the carryover courses are more than 50%.

13. Evaluation Under Grading Assessment

The minimum Grade/ Grade Point required to pass each paper in a semester examination under CBCS shall be Grade D/ Grade Point 4 in each theory paper/ Practical/Project in External Examination and Internal Assessment separately.

14. Calculation Criteria

To implement the following grading system, the UGC recommended 10 point grading system shall be applicable-

(%)	Letter Grades	Grade Points (G)
85-100	A++ (Outstanding)	10
75 to < 85	A+ (Excellent)	9
70 to <75	A (Very Good)	8
65 to <70	B+ (Good)	7
60 to <65	B (Above Average)	6
50 to <60	C (Average)	5
40 to <50	D (Pass)	4
0 to <40	F (Fail)	0
	AB (Absent)	0

15. Computation of SGPA AND CGPA

$(S_i) = \frac{\sum (C_i \times G_i)}{\sum C_i}$, where C_i is the number of credits of the i th course and G_i is the grade point scored by the student in the i th course.

$CGPA = \frac{\sum (C_i \times S_i)}{\sum C_i}$ where S_i is the SGPA of the i th semester and C_i is the total number of credits in that semester.

The SGPA and CGPA shall be rounded off to 2 decimal points and reported in the transcripts.

16. Power to Modify

In a situation, if any change/ deviation is considered necessary, the Vice Chancellor is authorized to modify the Ordinance, subject to subsequent ratification by the Executive Council.

SEMESTER I
RESEARCH METHODOLOGY
M.Sc.-HS-101

THEORY

OBJECTIVES:

1. To understand the significance of statistics and research methodology in Home Science research.
2. To understand the types, tools and methods of research and develop the ability to construct data gathering instruments appropriate to the research design
3. To understand and apply the appropriate statistical technique for the measurement scale and design

UNIT I: INTRODUCTION TO RESEARCH METHODOLOGY

- Meaning, Significance and Objective of research
- Role of statistics and research in Human Development

UNIT II: BASIC PRINCIPLE OF RESEARCH DESIGN

- Purpose of Research: Fundamental, Applied and Action, Exploratory and Descriptive, Experimental, Survey, Case Study, Ex-post Facto, Historical
- Longitudinal and Cross Sectional

UNIT III: 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

UNIT IV: DATA COLLECTION TECHNIQUES

- Questionnaire
- Interview
- Observations
- Case study
- Home Visits
- Participatory Rapid Assessment
- Participatory Learning Assessment
- Reliability and Validity of Measuring Instruments

UNIT V: WRITING A RESEARCH PROBLEM

- Selection of Research Problem
- Justification

- Objectives, Delimitation of the problem
- Theory
- Hypothesis
- Data Collection
- Coding and Tabulation
- Data Interpretation
- Concept- Real, Nominal and Operational Definition
- Variables- Types and Relationship

REFERENCES

1. Best, JW and Kahn, JV (1992) Research in Education. 6thed. New Delhi, Prentice Hall of India Pvt. Ltd.,
2. Kothari, CR (2004) Research Methodology, Methods & Techniques, 2nded. New Age International Publishers.
3. Goode, WJ and Hatt, PK (1981) Methods in Social Research, McGraw Hill International Editions, Sociology Series.
4. Kerlinger, FN (1983) Foundations of Educational Research. 2nded.
5. Marjory L. Joseph, William D Joseph (1996) Research Fundamentals in Home Economics / Human Ecology. Plycon Press.
6. WHO (2001) Health Research Methodology – A Guide for Training in Research Methods.
7. Stenning, R J (1991) The Psychologist's Companion: A Guide to Scientific Writing for students and Researchers. Cambridge: CUP.
8. Scrimshaw NS and Gleason GR: Rapid Assessment Procedures,
9. Qualitative Methodologies for Planning and Evaluation of Health Related Programmes. International Nutrition Foundation for Developing Countries, Boston.
10. Cresswell J : Research Design : Qualitative and quantitative Approaches Thousand Oaks CA, Sage Publications.

SEMESTER I
HISTORY AND THEORIES OF HUMAN DEVELOPMENT
M.Sc.-HD-102

THEORY

OBJECTIVES

1. To learn about the history of the study of human development
2. To comprehend the cultural notions of children and childhood
3. To focus on Indian history and tradition in the exploration of human behaviour and development
4. To provide a framework to locate human development and childhood in an interdisciplinary context

UNIT I: THEORETICAL ASPECTS

- Early Theories and Eastern Philosophers: Locke, Rousseau, Swami Vivekanand, Siddhartha Gautam.
- Ecological system theory- UrieBronfrenbrener
- Ethological theory-Bowlby

UNIT II: PSYCHOANALYTICAL THEORY

- Psychosexual Theory- Sigmund Freud
- Neo-Freudian

UNIT III: THEORIES OF PERSONALITY

- Personality Theory- Erik Erickson
- Self-Actualization Theory- Abraham Maslow
- Trait Theory: Alport

UNIT IV: SOCIO-CULTURAL NEED THEORY

- Need Theory- Henry Murray
- Sociocultural theory- Vygotsky
- Moral Development Theory- Kohlberg

UNIT V: COGNITIVE & LEARNING THEORIES

- Cognitive development theory-Jean Piaget and Howard Gardner multiple Intelligence theory.
- Social Learning and Behaviour theory– Albert Bandura, B.F. Skinner, Ivan Pavlov and Watson's classical conditioning, Thorndike's S-R Theory.

ASSIGNMENT: According to cognitive development theory; study the cognitive development of an infant, preschool child and prepare a report.

REFERENCES:

1. Crain, W. (1992). Theories of Development, Concepts and Applications. New Jersey: Prentice Hall

2. Thomas, R. M. (1979). *Comparing Theories of Child Development*. Belmont California.
3. Decaprio, N.S. (1963). *Personality Theories: A guide to Human Nature*. C.B.S College Publishing
4. Maier, H.W. (1978). *Three Theories on Child Development*. Harper and Row
5. Langer, J. (1969). *Theories of Child Development*. Holt Rinehart.
6. Dyrne, D. and Relley, K., (1981). *An Introduction to Personality*. Prentice Hall.
7. Looft, A. (1972). *Development Psychology. A Book of Readings* Dryden Press.
8. Gruber, H.E. and Vonecha, J.J. (1976). *The Essential Piaget*. Vincent Torre.
9. Newman, B.M. & Newman, P. R. (2007). *Theories of Human Development*. Mahwah, NJ: Lawrence Erlbaum.

SEMESTER I

HUMAN PSYCHOLOGY AND METHODS OF STUDYING HUMAN DEVELOPMENT M.Sc.-HD-103

THEORY

OBJECTIVES

1. To acquire a repertoire of skills for working with children and relevant adults in different contexts
2. To develop techniques and methods suited to different and various situations and contexts
3. To study selected standardised tests/protocols for the study including assessment of individuals, families/settings
4. To develop skills in recording fieldwork

UNIT- I: METHODS OF STUDYING HUMAN BEHAVIOUR

- | | |
|------------------|---------------|
| a) Introspection | b) Case Study |
| c) Observation | d) Interview |
| e) Experimental | f) Sociometry |
| g) Questionnaire | |

UNIT-II: 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-III SOME PSYCHOMETRIC METHOD

- Scales of Infant Assessment
- The Wechsler Battery of Tests
- Children's Appreciation Test
- Thematic Appreciation Test
- Draw a Man Test
- House-Tree-Person
- Raven's Progressive Matrices
- Self-Esteem Inventory
- Sex role inventory

UNIT-IV BEHAVIOURAL PROBLEMS

- a) Individual Differences
- b) Frustration
- c) Conflicts

PRACTICAL

1. Prepare and conduct an interview schedule to gather data on problems related to childhood/adolescence/adulthood/old age.
2. To collect and analyse the data of 30 sample using psychometric test on childhood/adolescence/adulthood/old age
3. Preparation and application of word association test, sentence completion test for preschoolers.

REFERNCES:

1. Aylward, G. (1994). Practitioner's Guide to Developmental and Psychological Testing. New York: Plenum Press
2. Blaxter, L. Hughes, C. and Tight, M. (1999). How to Research. New Delhi: Viva Books.
3. Hayes, N. ed. (1997). Doing Qualitative Analysis in Psychology. Hove: Psychology Press
4. Smith, J.A., Harre, R. and Van Langenhove, L. (1995). Rethinking Psychology. London: Sage
5. Yin, R. (1994). Case Study Research: Design and Methods (2nd ed.) Beverly Hills, CA: Sage Publishing

SEMESTER I
GUIDANCE & COUNSELLING
M.Sc.-HD-104
THEORY

OBJECTIVES

At the end of this course the participants will be able to:

- 1) Recognize differences among students
- 2) Identify educational problems of students at different stages
- 3) Administer and interpret different types of tests
- 4) Help students with learning difficulties and social/emotional problems

UNIT 1 SCOPE OF GUIDANCE AND COUNSELLING

- Definition of Guidance and Counselling, Phases of the Counselling Process
- Principles of Guidance
- Need and Importance of Guidance
- Need and Characteristics of an Effective Counsellor.

UNIT 2 GROUP AND INDIVIDUAL GUIDANCE

- Group Guidance- Advantages, Planning Group Counselling Sessions
- Individual Guidance- Advantages, The Counselling Set-up

UNIT 3 EDUCATIONAL GUIDANCE AND COUNSELLING

1.1 The Purpose of Educational Guidance

1.2 Factors Contributing to Educational Problems Self→ Home→ School→ Neighbourhood→ Community→

1.3 The Educational Guidance Programme

- Guidance at Primary School Level
- Guidance at Secondary School Level
- Guidance at College Level

1.4 Roles of the Counsellor

UNIT 4 VOCATIONAL GUIDANCE AND COUNSELLING

3.1 The Nature of Vocational Guidance.

3.2 The Need for Vocational Guidance the Socio-economic and Cultural Context→

3.3 The Concept of Vocational Development and Factors Contributing to Vocational Development

3.5 The Process of Vocational Counselling

3.6 Job Analysis and Job Satisfaction

3.7 Occupational Information

- Sources of Occupational Information
- Collection of Occupational Information
- Classification and Dissemination

UNIT 5 MEASUREMENT IN GUIDANCE 5.1 Need for Psychological Tests and Uses of Tests 5.2 Characteristics of a Good Psychological Test 5.3 Different Types of Test Intelligence Tests and their Interpretation→ Achievement and Aptitude Tests→ Personality Inventories, Interest Inventories, Projective Techniques→ 5.4 Testing Procedure, Scoring, Recording, Reporting Test Interpretations in Counselling 5.5 Limitations of Psychological Tests

PRACTICALS:

1. Educational counselling and case study at secondary school level and college level.
2. Plan a career counselling for Higher Secondary and Senior Secondary school children.

REFERENCES:

1. Kiruba Charles and Jyothsna. (2013). Guidance and counselling, Neelkamal Publications.Pvt., Ltd., New delhi.
2. Mukhopadhyaya, 'Guidance and Counselling' Himalya Publishing House Ltd., New Delhi 1989.
3. SitaramJayaswal, 'Guidance and Counselling'-An electric approach, Parkashendra, Lucknow 1990.
4. Burnard, P. (1999). Counselling Skills Training. New Delhi: Viva Books
5. Manthei, R. (1997). Counselling: the Skills of finding solutions to problems. London: Routledge

SEMESTER I
FAMILY DYNAMICS AND PARENTHOOD
M.Sc.-HD-105

THEORY

UNIT- I

- Definition of family
- Different stages in family life cycle
- Family functions
- Role of grand parents
- Contributions of the family to the development of children
- Parental attitudes
- Family size and factors influencing family relationship in different sized family

UNIT - II

- Family planning
- Types and patterns of families
- Forms of family- patriarchal and matriarchal
- Divorce in India
- Marriage and family problems in India

UNIT - III

- Parent child relationship during different stages of life
- Significance of parenting
- Types of parent-child relationship
- Parenting styles- authoritative, authoritarian, permissive, neglectful.

UNIT - IV

- Hindu marriage act, special marriage act
- Dowry prohibition act
- Domestic violence act
- PNDT (prenatal diagnostic act- 1994)

PRACTICALS

1. Assessment of type of families in the society
2. Assess the parenting styles exercised in families
3. Assessment of marital adjustment among families
4. Planning a parent education programme

5. Visit to family court

REFERENCES:

1. Fine, Rarving (Ed.) 1980 Hand book on Parent Education.
2. Gupta, G.R. Family and Social Change in India, Vikas Publishing House, New Delhi, 1976.
3. Kulkarni, S. (1986). Introduction to Educational Technology, Oxford and I.B.H. Publishing Co.
4. Kulkarni, S. (1988). Parent Education Perspectives and Approaches
5. Kumud Desai, Indian Law of Marriage and Divorce, N.M.Tirupati Pvt.Ltd., 1981.
6. Raju, M.L. and Krishna, G.R. (Ed.) Future of India Family Challenges for Social Work Education, 1996.
7. Smart, M.S., and Smart, L.S. Families Developing Relationships, Mac Millian Publishing Co.Inc., New York, 1976.
8. Student, N. and Watters, T. 1977. Relationship in Marriage and Family, Macmillian Publishing Co.Inc.,

SEMESTER II
STATISTICS AND COMPUTER APPLICATION
M.Sc.-HS-201

THEORY

OBJECTIVES:

- To understand the role of statistics and computer application in research
- To apply statistical techniques to research data for analysing and interpreting data meaningfully

UNIT I: INTRODUCTION TO STATISTICS

- Orientation to qualitative and quantitative analyses
- Introduction to quantitative procedures
- Basic principles and concepts in statistics

UNIT II: MEASUREMENT AND COMPUTATION

- Fundamentals of measurement: quantity and quality
- Scales of measurement: Nominal, ordinal, interval and ratio
- Reliability, validity and standardisation of measurement

UNIT III: ORGANISATION AND PRESENTATION OF DATA

- Data Reduction Strategies, Coding and tabulation
- Grouping of data: Frequency distributions
- Graphic representation: Graphs, diagrams and charts
- Descriptive Statistics Mean, Mode, Median, SD, SE and its Applications
- Applications of Descriptive Statistics
- Percentage, Percentile Ranking and Frequencies

UNIT IV: PROBABILITY AND NORMAL DISTRIBUTION

- Basic principles and applications of probability
- Characteristics of Distributions: Skewness, Kurtosis
- Testing hypotheses: Levels of significance and estimation
- Errors in hypothesis testing: Type I, Type II
- Sampling theory and method
- Z scores, calculation and application

UNIT V: PARAMETRIC AND NON-PARAMETRIC TESTS

- Parametric tests of difference: Z-test, F-test, t-test, ANOVA and post hoc analysis of significance

- Parametric tests of association: Pearson's product moment ' r '
- Non-parametric tests of difference: Mann-Whitney U test, Sign test, and Kruskal-Wallis test
- Non-parametric tests of association: Spearman's r
- Chi-square test: Goodness to fit, Independence of attributes 2x2 and rxc contingency tables.

UNIT VI: EXPERIMENTAL DESIGNS:

- Reliability, validity and standardization of measurement
- Research design: CRD, RBD, LSD & Factorial Design

UNIT VII: REGRESSION AND PREDICTION

- Correlation
- Regression equation
- Applications of regression

UNIT VIII: COMPUTER APPLICATIONS SOFTWARE

- EXCEL
- SPSS

PRACTICAL

1. Standardise the prepared tool through reliability and validity
2. To tabulate and apply the statistical method on the data collected
3. To represent the data graphically
4. To analyse the data using latest SPSS

REFERENCES:

1. Bernard, H.R. (2000). *Social Research Methods: Qualitative and Quantitative Approaches*. Thousand Oaks, Ca: Sage.
2. Gupta, S.P.: *Statistical Methods*, Sultan Chand and Company, New Delhi.
3. Elhane, D.N.: *Fundamentals of Statistics*, KitabMahal, Allahbad.
4. Simpson and Kafka: *Basic Statistics*, Oxford and IBH Publishers.
5. Goon, Gupta and Das: *Fundamentals of Statistics Vol. I and II*.
6. Snedecor and Cochran: *Statistical Methods*, Oxford and IBH Publishers.
7. Shukla, M.C. and Gulshan S.S.: *Statistics Theory and Practice*, Sultan Chand and Company, New Delhi.
8. Gupta, S.C. and Kapoor V.K.: *Fundamental of Mathematical Statistics*, Sultan Chand and Company, New Delhi

SEMESTER II
ADVANCED STUDY IN HUMAN DEVELOPMENT-I
M.Sc.-HD-202

THEORY

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

UNIT I: PRENATAL DEVELOPMENT

- Recapitulation of stages in prenatal development; Genetic and Environment factors; Maternal Conditions and Teratogens.
- Significance of the Genome Project for understanding human development
- Assessment of New Born- APGAR scale, Brazelton neonatal Behavioural Assessment Scale, Neonatal ICU network neurobehavioral scale (NNNS)
- Importance of Indian Practices during Pregnancy

UNIT II: INFANCY (BIRTH- 2 YEARS)

- The New-born: Birth Process and the Neonate
- Physical Description; Sensory Capacities and Reflexes
- Becoming Coordinates- Feeding, Sleeping, Crying
- Cognitive Accomplishment: Imitation, Object Permanence
- Early Language Development
- Social development during Infancy

UNIT III: CHILDHOOD (2-11 YEARS)

- Transition from Infancy to Childhood
- Physical and Motor Development
- Personality Development.
- Language and Cognitive development
- Socio-Emotional Development: Social Relationship: Peers, Siblings and Parents; Experience of Schooling: Academic Development
- Moral Development

UNIT VI: ADOLESCENCE (11- 18 YEARS)

- Transition from Childhood to Sexual Maturity: Puberty and its Consequences; Emotional Changes
- Development of Formal Operations: Adolescent Thought;
- Psychological disturbances: Depression, Suicide, Substance abuse.
- Mental Health, Juvenile Delinquency: Causes and prevention.
- HIV/AIDS: Causes and prevention.

ASSIGNMENT: Study the different characteristics of a preschooler according to domains of development.

PRACTICALS:

1. Prepare a check list for Physical Development (from infancy to adolescence period)
2. Prepare an assignment of Physiological changes occurs during adolescence period.
3. Prepare a scrap file for prenatal development.

REFERENCES

1. Rice, F.P. (1995). Human Development. New Jersey: Prentice Hall
2. Berk, L.E. (1995). Child Development. London: Allyn& Bacon
3. Cole, M. & Cole, S. (1993). The Development of Children. (2nd Ed.) New York: Scientific American Books Freeman & Co.
4. Hurlock, E.B., (1988). Child Development McGraw Hill, New York
5. Subash, C. Arya, (1972). Infant and child care for Indian Mothers. Vikas Publishers, Delhi.
6. Santrock, J.W. & Yussen, S.R. (MSHD2010). Life Span Development. Iowa: Wm. C. Brown Publisher

**SEMESTER II
CHILD AND HUMAN RIGHTS**

M.Sc.-HD- 203

THEORY:

OBJECTIVES:

- 1) Freedom For All seeks to promote and protect basic human rights around the world by drawing attention to abuses which contravene internationally accepted standards of behaviour and by calling upon nations to fulfil their obligations under United Nations' conventions and agreements to which they are signatories.
- 2) Freedom For All supports the fundamental freedoms of thought and expression, including the right to hold and express dissenting opinions without fear of arbitrary detention, torture or imprisonment.

UNIT-I

STATUS OF INDIAN CHILDREN AND THEIR RIGHTS

- Gender disparities (infanticide, foeticide, girl child)
- Children in difficult circumstances -Children of prostitutes, child prostitutes, Child labour, street children, refugee children.
- Abused and neglected children
- Child trafficking

UNIT-II

STATUS OF WOMEN AND THEIR RIGHTS

- Status of women in India
- Women rights
- Violence against women in home, works places and society.
- Sexual harassment, rape
- Health and nutrition based deprivations
- Crime against women
- Political discrimination

UNIT-III

CLASSIFICATION OF HUMAN RIGHTS

- i. Civil and political rights
- ii. Legal rights
- iii. Educational rights
- iv. Social and cultural right

UNIT IV: CHILD ADOPTION AND IT'S LAWS

REFERENCE

1. Burner, T.(1986). Actual minds – possible words, London: Harvard University Press.
2. Butterworth, D. and Fulmer, A. (1993). Conflict, Control Power, Perth: Child and Family Consultant.
3. Digumarti, B.R. Digumarti, P.L.(1998) International Encyclopedia of Women (vol.1) New Delhi: Discovery.
4. Dreze, Jean and Sen, Amartya (1989). Hunger and Public Action, U.K., Oxford University Press.
5. D'Souza, D. and Menon, J. Understanding Human Rights. (Series 1-4). Bombay: Research and Documentation Centre, St. Pius College.
6. Government of India (1992b). National Plan of Action: A commitment to the Child, Department of women and child Development, New Delhi.
7. Government of India (1993c), Education for All: The Indian Scen, Department of Education, New Delhi.
8. Government of India (1993b), Ministry of Finance, Economic Survey 1992-93 New Delhi.
9. Government of India (1994), Ministry of Finance, Economic Survey 1993-94, New Delhi.
10. Government of Tamil Nadu (1993). Dr. J. Jayalalita 15 point programme for child werfare, Department of Social Welfare and Nutrious Meal Programme, Madras.
11. Kudchedkar, S.(Ed)(1998). Violence against Women: Women against violence. Dlhi: Pencraft International.
12. National Institute of Nutrition(1993). Nutrition Trends in India, National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
13. National Insittue of Public Cooperation and Child Development (1993). A Statistics on children in India Packet Book 1993, New Delhi.

SEMESTER II
CHILD STUDY TECHNIQUES

M.Sc.-HD- 204

THEORY

OBJECTIVES:

- 1) To understand the applicability of various psychological tests.
- 2) To understand the assessment and scoring of psychological tests

UNIT-I

CHILD STUDY

Psychological Tests – Nature, Characteristics and Uses of Psychological Tests – Types of Psychological tests – Importance of rapport in Testing – Ethics in interpretation and Test results. Significance of child study techniques, Approaches to child study techniques

UNIT-II

ASSESSMENT TECHNIQUES

Assessment – Definitions, Stages of Assessment, Reliability of Tests, Validity of tests, Norms and Interpretation of Test scores

Alternative Assessment Techniques – Observation, Interview, Case Study, Check lists, Rating Scales,

UNIT-III

TESTS OF INTELLIGENCE

- Alexander's Pass-A-long Test
- Raven's Progressive Matrices Test
- Seguin Form Board Test
- Wechsler's Scale of Intelligence
- Malin's Intelligence Scale for Indian Children
- Stanford-Binets Test

UNIT-IV

PROJECTIVE TECHNIQUES

Meaning, types of Projective Techniques, Advantages

- Rorshack ink Blot Test
- Children's Apperception Test
- Children's Anxiety picture Test
- Word Association Test
- Draw a Person Test

PRACTICALS

Assessment of Intelligence of children using Intelligence tests

- Raven's Progressive Matrices
- Alexander's Pass-A-long Test
- Seguin Form Board Test
- Malin's Intelligence Scale for Indian Children

Assessment of Personality

- Picture drawing Tests
- Children's Apperception Test
- Rorschach Inkblot Test

REFERENCES 1. Anastasi .A (1984) Psychological testing Macmillan Company, London.

2. Freeman F.S. (1963) Theory and practice of mental testing Printice Hall, New Delhi.

3. Guilford (1980) Psychometric Methods.

4. Mangal S.K. (1987) Psychological foundations of education Prakash brothers,

New Delhi.

5. Mussen P.H. (1980) Hand Book of Research Methods in Child Development Wiley

Eastern Pvt. Ltd.

JOURNALS

1. Journal of Psychometry

2. PRACHI Journal

3. Psycho Lingua

4. Indian Psychological Review

SEMESTER II

HIV/AIDS COUNSELLING

M.Sc.-HD-205

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 care and counselling for family members

UNIT I: 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 infection persons
- Ethical Issues and Concerns

UNIT II: 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 III: PSYCHOSOCIAL ASPECTS OF HIV/AIDS

- What it means to be a HIV positive?

UNIT IV: HIV/AIDS COUNSELLING

- Principles of Counselling, goals of HIV/AIDS counselling
- Prerequisites of Counselling, stages of counselling, specific counselling skills
- Assessment of Risk Behaviour
- Characteristics & Attitudes of a counsellor, the do's and don't in counselling
- Content of Communication about HIV/AIDS

UNIT V: SOME SPECIFIC COUNSELLING SITUATIONS

- Activities of Pre-test Counselling, the concept of informed consent
- Types of Post-Test Counselling, the activities of the various types of post-test counselling
- Psycho-social Issues linked with positive diagnosis

UNIT VI: COPING STRATEGIES OF HIV/AIDS PERSONS

UNIT VII: LEGAL ISSUES, RIGHTS AND ETHICS

PRACTICALS

1. Visit and write the report of any two HIV/AIDS counselling centres
2. Collect five one or two case studies and analyse the psycho-social problems in each.
Prepare case reports
3. Plan a diet to overcome nutrition deficiencies.
4. Role Plays and Street Plays (to discuss and understand) on the following:
 - Dealing with Stigma
 - Behaviour Change
 - Laws and Ethics

REFERENCES

1. Panthaki, Dhun (1997). Education in Human Sexuality, Delhi: Family Planning Association of India.
2. Bharat, S (1996). Facing the challenge-household and community response to HIV/AIDS in Mumbai, Bombay: TISS
3. Ahmed, P.I (1992). Living and Dying with AIDS. New York: Plenum
4. Sonawat, R. and Mathur, S. (1999). HIV/AIDS persons Coping Strategies, Mumbai: Multi Tech Publishing Co.
5. Banerji, D. (1996). AIDS threat of India. Health for Millions.
6. Hackney, H & Cornier, L.S. (1988). Counselling Strategies and Interventions. N.J.: Prentice Hall, Englewood Cliffs.
7. HIV/AIDS Counselling Training Manual, AIDS Control Program, Ministry of Health, Malawi

SEMESTER III

DISSERTATION

M.Sc.-HS-301

Preparation of the synopsis in context of the following points-

1. Selection of the research topic
2. Objectives
3. Research Design
4. Formulation of Hypothesis
5. Sampling design and size
6. Selection/ Development of tools for data collection, e.g. Questionnaire, Interview Schedule, Observation, Rating Scale etc.
7. Standardization of procedures (as per requirement)
8. Statistical Analysis
9. References and Citations (APA Style, 6th Edition)
10. Presentation of the report in front of DRC

SEMESTER III

ADVANCED STUDY IN HUMAN DEVELOPMENT-II

M.Sc.-HD-302

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

UNIT I: YOUTH/YOUNG ADULTHOOD (20-35 YEARS)

- Transition from adolescent to young adulthood
- Physical development in young adulthood
- Cognitive development
- Sexuality: Attraction love and close relationship, sexually transmitted infections.
- Marriage: Marital Adjustment, Parenthood
- Careers and work

UNIT II: MIDDLE ADULTHOOD (35-50 YEARS)

- Physical and cognitive development in middle adulthood.
- Menopause in Women: Health and Disease.
- Close relationship: love and marriage at midlife, sibling relationship and friendships, integrated relationships, The empty nest and it's refilling.
- Career, work, and leisure: work in midlife, career challenges and changes

UNIT III: LATE ADULTHOOD AND OLD AGE (50-65 & 65+YEARS)

- Physical Development in late adulthood
- Physical aspects of ageing.
- Health issues in late adulthood and old age
- Cognitive development in late adulthood: cognitive functioning in older adults, language development, work and retirement, Mental health.
- Personality, the self and society
- Family and Social Relationship
- Grand Parenthood: Intergenerational Relations
- Occupational Continuity and Change: Effect on Identity
- Retirement from Formal Work
- Death, Dying and Grieving

REFERENCES

1. Rice, F.P. (1992). Human development: A Life-Span Approach. New Jersey: Prentice Hall
2. Schiamberg, L.B. & Smith, K.U. (1982). Human Development. New York: Macmillan
3. Santrock, J.W. (1997). Life Span Development. Brown and Benchmark
4. Deats, S.M. & Lenkar, L.T. (Eds.) (1999). Aging and Identity. London: Praeger.

SEMESTER III

SPECIALIZATION A- GUIDANCE AND COUNSELLING MENTAL HEALTH IN DEVELOPMENTAL PERSPECTIVE M.Sc.-HD-303A

OBJECTIVES

- To understand the importance of mental health at different stages in life
- To develop skills for promoting mental health across the life span
- To identify mental health issues in the community and sensitizing its members
- To develop skills of organizing school mental health programme

UNIT I: MENTAL HEALTH

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

UNIT II: INFANCY

- Implication of Attachment and Bonding for Mental Health; Deprivation Syndrome
- Malnutrition and its effect on growth and behaviour
- Intervention with families and professionals from allied fields.

UNIT III: EARLY CHILDHOOD YEARS

- Mental Health Needs: Safety, Security, Relationship, Autonomy and Self-Concept, Nutrition and Health
- Behaviour Difficulties: manifested at this stage, e.g. feeding problem, aggression, withdrawal, problems related to early schooling and formal leaving
- Intervention work with Children, Families, Teachers and Other Significant Adults

UNIT IV: MIDDLE CHILDHOOD

- Mental Health Needs: Recognition, Appreciation, Friendships and Industry
- School Related Problem e.g. discipline, truancy, fears and phobias, learning difficulties and disabilities
- Maladjustment at Home and School
- Providing Guidance to Children, Parents, Teachers, Peers and School Administration

UNIT V: ADOLESCENCE

- Mental Health Needs: Sense of Identity, Autonomy, Individualism/Families
- Problems related to physical appearance, development and relationships
- Problem related to sexuality
- Authority- Adolescent Conflicts (e.g. parents, school authority, grandparents)

- Guidance and Counselling of Adolescents, Parents and other significant Adults, School Personnel

UNIT VII: ADULTHOOD

- Mental Health Problems in the community:
- Life events that cause stress, e.g. separation due to death, migration etc.
- Substance Abuse and Addiction
- Violence and Sexual Abuse
- Management of Stress-Counselling, Training in Relaxation, Yoga. Meditation

PRACTICALS

- 1) Assignment on intervention program run by GOVT/NGO etcfor different age group.
- 2) Visit to a mental hospital in nearby area.
- 3) Case study on mentally challenged child.

REFERENCES:

1. Homban, D. (1978). *Social Challenge of Aging*. London: Groom Helm.
2. John Elizabeth (182). *Growing Old: social Problem of Aging*. New York: Holt Rinehart and Winston
3. Kimmel Douglas (1974). *Adulthood and Aging*. New York: Wiley
4. Mishra Saraswathi (1987). *Social Adjustment of Old Age*. Delhi: B.R. Pub Corp.
5. Pinkston, P.H and N.K. Linsk (1984). *Care of the Elderly: A Family Approach*. New York: Perhamon Press.
6. Sharma, M.L & T.M. Dak (1987). *Aging in India: Challenges for the Society*. Delhi: Janta Pub.

SEMESTER III

PRINCIPLES OF GUIDANCE AND COUNSELLING

M.Sc.-HD-304A

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

UNIT I: 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: PRINCIPLES OF COUNSELLING AND THERAPY

- Approaches to counselling at different developmental stages
- Family Therapy Approach
- Qualities and Skills of a Counsellor

UNIT III: NATURE OF PSYCHOLOGICAL DISORDERS AT DIFFERENT STAGES THAT REQUIRE COUNSELLING AND THERAPY

- At Childhood
- At Adolescence and Youth
- At Adulthood
- In Old Age

UNIT IV: PROCESS OF COUNSELLING

- First Contact; Assessment, Intervention; Closure and Follow-up

PRACTICAL

- Interactions with practicing counsellors and therapists through visits to schools, clinics, women's centres and hospitals etc.
- Prepare a case history.
- Plan and conduct individual/group counselling session
- Setting up and running a counselling unit

REFERENCES:

1. Burnard, P. (1999). Counselling Skills Training. New Delhi: Viva Books
2. Manthei, R. (1997). Counselling: the Skills of finding solutions to problems. London: Routledge

3. Nicolson, D. & Ayeres, H. (1995). *Individual Counselling: Therapy and Practice*. London: David Fulton.
4. Barry, P.D. (1990). *Mental Health and Mental Illness*. (4thed.) Philadelphia: J.B. Lippincott Co.
5. Bono, E. de (1991). *Handbook for the Positive Revolution*. London: Penguin Publication
6. Goleman, D. (1996). *Emotional Intelligence*. N.Y.: Bantam Books.
7. Gopalkrishnan, N. (1994). *Mental Health and You*. Mumbai: Poplar Prakashan
8. Govr. Of India. (1982). Ministry of Health & Family Welfare. National Mental Health Program for India
9. Kapur, M. (1995). *Mental Health of Indian Children*. New Delhi: Sage Publications
10. Malhotra, S. Malhotra, A & B, Varma, V.K. (1992). *Child Mental Health in India*. Delhi: Macmillan India Lid.
11. Pestonagee, D. M. (1992). *Stress and Coping: The Indian Experience*. New Delhi: Sage
Desai, K.G. (1985). *Problems of the retired people in greater Bombay*, Bombay: TISS, Series No.27

SEMESTER III

GUIDANCE AND COPING IN CRISES

M.Sc.-HD-305A

OBJECTIVES

1. To create in students the awareness of different types of crises
2. To develop insight into the impact and manner of coping with crises situations
3. To develop skills for guidance and promoting intervention programs for coping in crises
4. To understand situational crises and plan and organise specific intervention programs

UNIT I: UNDERSTANDING OF CRISIS SITUATIONS

- Nature, Concept
- Classification: Natural Disasters, Man-made crisis situations
- Normal and Abnormal events:
- Normal Events/Incidence in daily life
- Abnormal Events or Crises Experiences: At Home, At School, Community

UNIT II: REACTIONS TO CRISES EVENTS

- Coping Processes, Common Reaction and Consequences of Traumatic Events
- Protective & Risk Factors

UNIT III: GUIDANCE AND THERAPEUTIC INTERVENTION

- Normal Developmental Stages & Basic Needs
- Children in difficult circumstances
- Separation, Loss & Death
- Effect of Crises Events on different Age Groups
- Intervention Techniques
- Role of the Family
- Special Issues in treating Children

PRACTICALS

1. Plan and conduct therapeutic intervention programmes related to the following (any four):
 - Reproductive Health
 - Good Touch and Bad Touch
 - Test Anxiety (Time Management)
 - Personality Development
2. Conduct Classroom debates and discussions on the role of media in crises situation

REFERNCES:

Medicine Sans Frontiers (MSF)

- Handbook for a monthly course on Trauma Related Problems. Trainer's Manual, Oct 1997
- Mental Health Training Manual
- Shocking Events and Stressful Situation- Their Emotional Consequences. Amsterdam April 1993

Save the Children

- Helping Children in Difficult Circumstance. (A Teacher's Manual) London, 1992

Schauer, Margarete

- Posttraumatic Stress (PTSD) and Extreme Stress (DES)
- First Aid Kit for the Mental Health Team providing psycho-social service for the severely traumatized Kosova Albanians in the Refugee Camps. MSF Mental Health- Macedonia 1999

World Health Organization

- Mental Health of Refugees, Geneva, 1996.

SEMESTER III

SPECILIZATION B - EARLY CHILDHOOD CARE AND EDUCATION

EARLY CHILDHOOD CARE AND EDUCATION

M.Sc.-HD-303B

OBJECTIVES

- To gain knowledge and insight regarding principles of early childhood care and education
- To develop skills and techniques to plan activities in ECCE centres of different types
- To conduct activities in early childhood care and education and to work effectively with parents and community

UNIT-I: PRINCIPLES OF EARLY CHILDHOOD CARE AND EDUCATION

- Importance, need and scope of ECCE
- Objectives of ECCE
- Types of preschool/programmes: Play centres, Day Care, Montessori, Kindergarten, Balwadi, Anaganwadi etc.
- Concept 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, Froebel, Maria Montessori, John Dewey, GijubhaiBadheka, TarabaiModak, M.K. Gandhi, Rabindranath Tagore.

Unit- III ECCE in India

- Pre Independence Period, Post-Independence- Kothari Commission,
- Contribution of the five-year plans to ECCE- Yashpal Committee, Maharashtra Preschool Centre Act

UNIT- IV: 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 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 Characteristic e.g. anecdotal, cumulative, sample work, medical etc.

UNIT-V: PROGRAMME PLANNING

- Planning: Setting goals and objectives of plans: Long Term, Short Term, Weekly and Daily Planning, Routine and Schedules.

UNIT-VI: 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, objective of music education, establishing goals, setting the stage and role of the teacher. Three aspects of music, making, listening and signing.
- 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, labelling. Role of science, developing scientific outlook by 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

PRACTICALS

1. Visits to various centres which cater to the preschool stage e.g.: Day Care Centre, Balwadi, Anganwadi, Mobile Crèche 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
 - 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 centres
 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 programme-evaluating and reporting the programme

REFERNCES:

1. Clarke P. (2001) *Teaching & Learning: The Culture of Pedagogy*. New Delhi: Sage publications.
2. Day Barbara (1983). *Early Childhood Education*. New York: Macmilian
3. Grewal, J.S. (1984). *Early Childhood Education*. Agra National Psychological Corporation pub.
4. Gupta, A. (2006) *Early Childhood Education, Postcolonial Theory, and Teaching Practices in India: Balancing Vygotsky and the Veda*. New York: Palgrave.
5. Mohanti&Mohanti (1996). *Early Childhood Care & Education*. New Delhi: Deep & Deep Publication
6. Mohite, P. &Prochner, L (2009). *Early Childhood Care and Education: Theory and Practice*. New Delhi: Concept Publishing Company.
7. Murlidharan, R. (1991). *Guide to Nursery School Teacher*. New Delhi: NCERT
8. Saraswathi, T.S. (1988). *Issues in Child Development, Curriculum & other Training & Employment*, Mumbai: Somaiya.
9. Swaminathan Mina. *A source book on early childhood care and education, UNESCO, Clinical co-operative programme, Paris*
10. Swaminathan, M. (Ed.) (1998). *The First Five Years: A Critical Perspective on Early Childhood Care and Education in India*. New Delhi: Sage.
11. Viruru, R. (2001) *Early Childhood Education Postcolonial Perspectives from India*. New Delhi: Sage Publications.
12. <http://www.developing child.net> *The Science of Early Childhood Development* (2007) National Scientific Council on the Developing Child

SEMESTER III

MANAGEMENT OF PROGRAMMES FOR CHILDREN AND FAMILIES

M.Sc.-HD-304B

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 to work with children & families in different settings
- To offer students the opportunity to apply & translate the theoretical knowledge into practice
- To organise, implement & evaluate programmes for children & family
- To critically evaluate & review programme models.

UNIT I: MANAGEMENT

- Meaning and Importance of Management
- Management Skills
- Review of success & failure of different programmes

UNIT II: PROGRAMMES FOR CHILDREN

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

UNIT III: PROGRAMMES FOR FAMILY

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

PRACTICAL

1. To plan and prepare three programmes for welfare of women/children/adolescence in the field of Life skill development/nutrition/Health and Hygiene/Education (formal, informal)/Vocational Training
2. Implementation of the programme in the community
3. Write a report about programme implementation.

REFERENCES

1. Chaudhary, P. (1985). Child Welfare Services. New Delhi: Atmaram & Sons

2. Daughtery, A.S. & Ricks, B.R. (1989). Contemporary Supervision: Managing People and Technology. New York: Mac Grawh Hill
3. Grewal, J.S. (1984). Early Childhood Education Foundations & Practice, Agra: National Psychological Corporation
4. Hildbrand, V. (1984). Management of Child Development Centres, New York: Collier Macmilian Publishing
5. Mohanty, J. & Mohanty, J. (1984). Early Childhood care & Education, New Delhi: Deep & Deep
6. Maluccio, A.N., Fein, E and Olmstead, K.A. (1986). Permanency Planning for Children: Concepts & Methods. New York: Tavistock Publication

SEMESTER III

PLANNING FOR PROJECT MANAGEMENT

M.Sc.-HD-305B

OBJEVTIVES

- To understand the concepts, purpose and processes for planning and management
- To develop the skills for planning and managing projects
- To identify organisational goals and project objectives
- To assess the functioning of an ongoing project

UNIT I: PLANNING

- Basic Concepts; Need. Purpose; Feasibility; Project Formulation
- Functioning of Planning
- Steps in Planning
- Decide the time frame; plan the cost dimensions; plan implementation details

UNIT II: PROJECT IDENTIFICATION

- Identifying and Defining the Project Goals
- Project design and Strategic Planning

UNIT III: MANAGEMENT OF THE PROJECT

- Monitoring and Evaluation: Supervisory Meetings to Plan Overview
- Project Appraisal, Feedback, Follow-up meetings
- Project Report

UNIT IV: PROJECT SUSTAINABILITY

- Factors and Components of Project Sustainability
- Action Plan for Sustainability

PRACTICALS

1. Need Assessment and Project Identification
2. Prepare a project plan based on the information secured on an existing program in the locality (as a learning exercise on a known case).
3. Organise and fill in the appropriate format and send it to funding agency
4. Implement the program in the community

REFERENCES:

1. Chandra, P. (1995). *Project-Planning, Analysis, Selection, Implementation and Review*. New Delhi: Tata McGraw Publishing Company Limited
2. Cole, G.A. (1993). *Management Theory and Practice*. London: ELBS

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4. Singh, P.N (1994). *Training for Management Development*. Suchandra Publication and Indian Society for Training & Development
5. Bhasin, M.L. (1994). *The Process of Management- Managerial Experiences*. 125 Case Studies, Delhi: Global Business Press
6. Grossman, B.D., &C.Keyes (1985). *Early Childhood Administration*. Boston: Allyn and Becon

SEMESTER III

SPECIALIZATION C- SPECIAL EDUCATION

HUMAN EXCEPTIONALITY

M.Sc.-HD-303C

OBJECTIVES

- To become aware of various impairment and the manner in which these affect the lives of individuals
- To identify the physical and social barriers which creates difficulties for people with disabilities
- To understand that there is a wide 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 experience of persons with disabilities and recognise that having an impairment is only one aspect of their rights
- To apply the understanding gained from the experiences of people with disabilities in planning services for them

UNIT I: UNDERSTANDING DISABILITIES:

Definition ,meaning and concept of exceptional children.mainstreaming ,classification of impairments. Rights of handicapped.

UNIT II: GIFTED INDIVIDUALS: Definition and identification of gifted. Psychological and behavioural characteristics of gifted children.Educational consideration for the gifted.

UNIT III: MENTAL RETARDATION AND PHYSICAL HANDICAPS: Mental Retardation: Definition, classification ,causes, measurement of mental retardation. Physical and behavioural characteristics of mentally retarded children. Educational consideration for the retarded.Physical Handicaps: Definition and Classification

Unit IV: AUDITORY IMPAIRMENT: Definition and classification. Causes of hearing impairment. Measurement of hearing ability. Psychological and behavioural characteristics and educational consideration of the hearing impairment.

UNIT V: VISUAL IMPAIRMENT: Definition and classification. Causes of visual impairment.Measurement of visual ability. Psychological and behavioural characteristics and educational consideration of visual impairment.

UNIT VI: LEARNING DISABILITIES: Definition and classification.causes of learning disabilities. measurement of learning disabilities. Psychological and behavioural characteristics of learning-disabled children. Educational consideration for the learning disabled.

PRACTICALS

1. Visit to special school for Visual Impairment/Orthopaedic Impairment/Mental Retardation/Communication Impairment/Autism & Learning Disability
2. Case Study of two persons with disability- a child and an adult
3. Case Study of an organisation with particular reference to its physical and social environment
4. Tools and Approaches to Assessment
5. To plan an intervention program and implement an activity for Visual Impairment/Orthopaedic Impairment/Mental Retardation/Communication Impairment/Autism & Learning Disability

REFERENCES

1. Narasimhan, M.C. & Mukherjee, A.K. (1986). Disability a continuing Challenge. New Delhi: Wiley Eastern Limited
2. Pandey, R.S. & Advani, L. (1996). Perspective in Disability and Rehabilitation. New Delhi: Vikas Publishing House Private Limited.
3. Kirk, S.A. (1962). Education: Exceptional Children, Hungton, Niffhin
4. Kanga, F. (1990). Heaven on Wheels. New Delhi: Penguin Books
5. Gedkar, E. (1983). Disabled in India, Somariya.
6. Bootzin R. R. (1993). Abnormal psychology Current perspectives (6th ed.). McGraw Hill Inc. New York
7. Baquer, A. (1994). Disabled, Disablement, Disablism. New Delhi: Voluntary Health Association of India
8. Dunn, L.M. (ed.) (1963). Exceptional children in this school, Holt Rinehart and Winston.

SEMESTER III

REHABILITATION AND MANAGEMENT OF CHILDREN WITH DEVELOPMENTAL CHALLENGES

M.Sc.-HD-304C

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, illnesses, disability and the child's physical and social environment
- To plan for inclusive educational 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

UNIT I: EARLY IDENTIFICATION OF CHILDREN WITH DEVELOPMENTAL CHALLENGES

- Need, Assessment process-Identification, screening, diagnosis, programme planning, placement ,monitoring and evaluation -linking assessment with intervention process.

UNIT II: REHABILITATION OF CHILDREN WITH DEVELOPMENTAL CHALLENGES

- vocational ,educational and recreational rehabilitation of the children with developmental challenges - mentally challenged, visually impaired, hearing impaired, learning disabled, gifted child, orthopedically challenged , children with social and emotional problems, children with neurological problems.

UNIT III: MANAGEMENT OF CHILDREN WITH DEVELOPMENTAL CHALLENGES

- Role of parents, schools- role of government ,voluntary organizations and community-concepts of normalization and integration, mainstreaming and inclusion-parents-teacher partnership

UNIT IV: COMMUNITY BASED REHABILITATION SERVICES

- Definition and basic concept of community based rehabilitation -roles and responsibility of community based rehabilitation functionaries- organizations working towards children with developmental challenges.

PRACTICALS

- Visit to rehabilitation centre for orthopedically challenged children.
- Visit to physiotherapy centre
- Development of schedule for identification of children with developmental challenges
- Visit to clinics to take case studies of children with developmental challenges.
- Study of management structure in rehabilitation centres.-government-voluntary organisation.

REFERENCES

1. Bhatia, M. S.1992 Essentails of Psychiatry ,New Delhi :CBS Publication and distributors.
2. Colman, M. C. 1986. Behaviour disorders theory and practise , London : prentice hall.
3. Sankar, U.1991. Exceptional Children, New Delhi ,Enkay Publication.
4. Hargrove, I.J. 1984. Assessment of Special Education ,Prentice Hall Publication.
5. Mehta, D. S. 1983. Handbook of Disabled in India. New Delhi: Allied Publishers. teacher, collier Macmillian Publication, london 1979.
6. Michel J .Curalnick , Early intervention and the integration of handicapped ,University Park Press , London 1978.

SEMESTER III

INCLUSIVE EDUCATION

M.Sc.-HD-305C

OBJECTIVES

- Identification and assessment of children having disabilities.
- Providing various aids and appliances to all the deserving students with disabilities.
- Ensure that each disabled students should have access to learning material as per their requirement.
- Provide orientation to the educational administrators, principles and teachers in strategies to manage inclusive education.

UNIT I: INCLUSIVE EDUCATION

- Meaning, nature and importance of inclusive education.
- Factors affecting inclusive education.
- Creating an inclusive classroom: learning material, physical environment, child friendly evaluation system

UNIT II: LEGAL AND POLICY PERSPECTIVES

UNIT III: EARLY IDENTIFICATION, ASSESSMENT AND INTERVENTION

- Identification of Disabilities
- Assessment
- Early Intervention

UNIT IV: EDUCATIONAL OF CHILDREN WITH SPECIAL NEEDS:

- Educational challenges of children with special needs
- Curricular adaptations
- Facilities to cater learning needs of CWSN
- Inclusive class rooms

PRACTICAL:

- 1) Assignment on Legal and policy perspectives on Inclusive Education
- 2) Case study on Inclusive children.
- 3) Visit to a school having inclusive education.

REFERENCES

1. Narasimhan, M.C. & Mukherjee, A.K. (1986). Disability a continuing Challenge. New Delhi: Wiley Eastern Limited

2. Pandey, R.S. & Advani, L. (1996). Perspective in Disability and Rehabilitation. New Delhi: Vikas Publishing House Private Limited.
3. Kirk, S.A. (1962). Education: Exceptional Children, Hungton, Niffhin
4. Kanga, F. (1990). Heaven on Wheels. New Delhi: Penguin Books
5. Gedkar, E. (1983). Disabled in India, Somariya.
6. Bootzin R. R. (1993). Abnormal psychology Current perspectives (6th ed.). McGraw Hill Inc. New York
7. Baquer, A. (1994). Disabled, Disablement, Disablism. New Delhi: Voluntary Health Association of India
8. Dunn, L.M. (ed.) (1963). Exceptional children in this school, Holt Rinehart and Winston.
9. Siddiqui, H.(2017). Inclusive Education. Agra: Agarwal Publications.

SEMESTER IV

DISSERTATION

M.Sc.-HS-401

Preparation of thesis in context of the following points-

1. Selection of the research topic
2. Objectives
3. Research Design
4. Formulation of Hypothesis
5. Sampling design and size
6. Selection/ Development of tools for data collection, e.g. Questionnaire, Interview Schedule, Observation, Rating Scale etc.
7. Standardization of procedures (as per requirement)
8. Statistical Analysis
9. References and Citations (APA Style, 6th Edition)
10. Presentation of Research Work

SEMESTER IV
INTERNSHIP
M.Sc.-HS-402

OBJECTIVES

- To provide hands on experiences by placement/internship in various settings such as ECCE/Welfare/Training Centres/Institution for children with special needs/counselling centres/Hospitals
- To experience working in an Government or NGO programme of social intervention and be able to apply knowledge of Human Development principles and programme in the field setting
- To provide opportunities to understand and experience ground realities/policies/programme structure.
- To provide opportunities to work independently as Human Development personnel in an agency/programme setting

CONTENTS

1. Participation in on-going programmes of agencies/institutions and interaction with agency personnel at all levels
2. Observation/participation with clients/beneficiaries of the agency/programme
3. Collecting information and preparing report of agency/institution: programme, objectives, structure, functions, strength and weakness
4. The student after the internship would be required to present a written report to the respective agency and the department. This may be followed by oral seminar presentation by the group of student.

**SEMESTER IV
SCIENTIFIC WRITING
M.Sc.-HS-403**

OBJECTIVES

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

UNIT I: SCIENTIFIC WRITING AS A MEANS OF COMMUNICATION

- Different forms of scientific writing: Article in Journals, Research notes and Reports, Review Articles, Monographs
- Dissertations, Bibliographies, Book Chapters and Articles

UNIT II: DRAFTING TITLES, SUB-TITLES, TABLES AND ILLUSTRATIONS

- Tables as Systematic means of presenting data in rows and columns and lucid way on indicating relationships and results
- Formatting Tables: Titles, Body Stab, Stab Column, Column Head, Spanner Head, Box Head
- Appendices: Use and Guidelines

UNIT III: THE WRITING PROCESS

- Getting Started
- Use outline as a starting device
- Drafting
- Reflecting, Re-reading
- Checking Organisation, Headings, Content, Clarity and Grammar
- Plagiarism

UNIT IV: PARTS OF DISSERTATION/ RESEARCH REPORT/ ARTICLE

- Introduction
- Review of Literature
- Methods
- Results and Discussion
- Summary and Conclusion
- References

UNIT VI: WRITING FOR GRANTS

- The questions to be addressed
- Rationale and Importance of the question being addressed

- Empirical and Theoretical Framework
- Presenting Pilot Study/Data on background information
- Specificity of Methodology
- Organization of different phases of study
- Expected outcome of study and its implications
- Budgeting
- Available infra-structure and resources
- Executive Summary

PRACTICAL

1. To write an article related to Human Development and its allied fields
2. To write a scientific research paper and send it for publication.
3. To prepare a project proposal/proposal for conducting a conference/seminar/workshop and fill it in the format of concerned funding agencies.

REFERENCES

1. APA (MSHD2015). Publication Manual of American Psychological Association (4th Edition), Washington: APA
2. Harman, E. & Montagnes, I. (1997). The Thesis and the Book. New Delhi: Vistaar
3. Locke, L.F. and Others (1987). Proposals that Work: A Guide for Planning Dissertations & Grant Proposals (2nd Ed.). Beverly Hills: Sage
4. Robert A. Day. How to Write and Publish a Scientific Paper, 5th edition, Oryx Press, Phoenix, 1998.
5. Martha Davis. Scientific Papers and Presentations. Academic Press. 1997
6. Michael Alley. The Craft of Scientific Writing, 3rd edition, Prentice Hall, Inc., 1996.
7. Peter J. Gosling. Scientist's Guide to Poster Presentations, Kluwer academic/Plenum publishers, 1999
8. Edward Barrett, Leslie Perelman. The Mayfield Handbook of Technical and Scientific Writing, McGraw-Hill, 1997.

SEMESTER IV
A- CHILD WELFARE PROGRAMMES
M.Sc.-HD-404

THEORY

OBJECTIVES: 1) To bring awareness among the masses about the significance and functioning of different child welfare programs at National and International level.
2) To bring awareness among the masses about the monitoring and evaluation techniques of these institutions.

UNIT – I CHILD WELFARE PROGRAMMES

Existing Government and Voluntary Organizations for Children in India - ICDS, ICCW, CSWB, NIPCCD, NCERT, ICSW, National Society for Children, Women Development and Child Welfare (WD&CW), Balbhavan society - Functions and services of all NGO's like RASS, PASS, Action AID, SOS - Principles, objectives and significance of organizations and activities.

UNIT – II DIFFERENT CHILD WELFARE ORGANIZATIONS

Creches, pre-schools, Day care centres, Orphanage, Juvenile homes, Home for street children and Child labour- Child Trafficking -Prevention

UNIT- III INTERNATIONAL ORGANIZATIONS

Principles, Objectives and Significance of International Organizations- UNICEF, WHO CARE, CRY. Changing philosophy and concept of programmes and services for children,

UNIT- IV MONITORING AND EVALUATION OF CHILD WELFARE INSTITUTIONS

Purpose and objectives of monitoring, monitoring of quality, indicators of monitoring, process of monitoring. Objectives and techniques of evaluation Parameters for Evaluation Process of evaluation, evaluation personnel.

REFERENCES

1. Alfred.D.Souja (1973), 'Children in India', Critical Issues in Human Development, Indian Social Science Research Institute, Delhi.
2. Approaches to perspective plan on child development, NIPCCD, 1985.
3. D'Arcy, Davis-case (1989), Community Forestry: Participatory Assessment Monitoring and Evaluation, Rome: Food and Agriculture Organization.
4. Fecistein, M. (1986). Patterns in Evaluation, London: Macmillan.
5. Jayakaran, R.L. (1996). Participatory Learning and Action: User guide and manual, Madras: World Vision India.
6. Kumar, R. 'Child Development in India', Ashish Publishing House, New Delhi, Reprint 2003.
7. Paul Chowdary, D. Child Welfare and Development, Atmarani and Co., New Delhi.

JOURNALS: 1. Social Welfare; 2. Yojana; 3. Balak; 4. Indian Journal of Extension Education

SEMESTER IV
MONITORING AND EVALUATION OF PROGRAMMES
M.Sc.-HD-405A

OBJECTIVES

- To understand the need and rationale for effective monitoring of programmes
- To study the process and strategies for monitoring and evaluation
- To understand the process of cost benefit analysis
- To conduct a small scale experiment of monitoring/evaluation of a selected programme

UNIT I: COMPONENTS OF A PROGRAMME/PROJECT

- Objectives
- Population, i.e. clientele for stake holders
- Implementation Process
- Resource Mobilization and Funding
- Administrative Structure

UNIT II: PURPOSE AND OBJECTIVES OF MONITORING AND EVALUATION

- Need and Utility of Monitoring and Evaluation towards Effective and Efficient Project Management
- Scope and Meaning of Monitoring and Evaluation
- Linkages between Monitoring and Evaluation
- Definition of Terms: Input, Outputs, Indicators, Impact
- Formulating Indicators based on Programme Goals and Objectives

UNIT III: PROCESS AND TECHNIQUES OF MONITORING

- Delineating Goals and Indicators for Monitoring
- Duration and Stages of Monitoring Process
- Monitoring as a part of Management Information System (MIS)
- Monitoring Quality
- Balance in Programme Core Components
- Quality and Community Needs
- Quantity and Cultural Context
- Core Quality Indicators
- Modifying Existing System of Monitoring and Supervision based on outcomes

UNIT IV: EVALUATION AND APPRAISAL OF PROGRAMMES

- Stake holders in Evaluation: Agency, Clients, Professional and Other Staff, Community, Funding Agency
- Baseline or Benchmark Survey

- Kinds of Evaluation
 - 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

UNIT V: ECONOMIC EVALUATION

- Effective Use of Resources
- Achieving Value for Resource/Money
 - Time Management Efficiency
 - Opportunity Cost
 - Cost Minimization Analysis (CMA)
 - Cost Utility Analysis (CUA)
- Steps in Economic Evaluation
 - Identification of Costs and Consequences
 - Measurement of Costs and Consequences
 - Valuation of Costs and Consequences
 - Incremental Analysis
 - Sensitivity Analysis
 - Strength and Weakness of Economic Evaluation

PRACTICALS

Note: Practical would include observations of functioning of an agency/programmes and conducting a small study of monitoring/evaluation through checklist/rating scale selected agency/programmes

REFERENCES

1. Blau, D.M. (Ed) (1991). Quality Cost and Parental Choice of Child Care. New York: Russel Sage.
2. Fecistein, M. (1986). Partners in Evaluation. London: Macmillan
3. Jayakaran, R.L. (1996). Participator Learning and Action: User Guide and Manual. Madras: World Vision India.
4. Misra, R.P. and Others (Eds). Regional Planning and National Development. New Delhi: Vikas

5. Rossi, P.H. and Freeman, H.E. (1993). Evaluation: A Systematic Approach (5th Ed.). CA: Sage
6. Sandefur, G.D., Freeman, H.E., Rossi, P.H. (1986). Workbook for Evaluation: A Systematic Approach (3rd Ed.). CA: Sage
7. Sharma, A. (1987). Monitoring Social Components of Integrated Child Development Services. New Delhi: NIPCCD
8. Thesis, J. and Grady, M. (1991). Participatory Rapid Appraisal for Community Development. London: IIED (Integrated Institute for Environmental and Developmental)
9. UNICEF (1991). Making Differences? N.Y.: UNICEF
10. Wess, C.H. (1985). The Many Meanings of Research Utilization. In E. Cheimisky Programme Evaluation: Patterns and Directions. Washington DC: American Society for Public Administration

SEMESTER - IV
INNOVATIVE PROGRAMMES AND CURRICULUM PLANNING FOR ECE
CENTERS
M.Sc.-HD-405B

OBJECTIVES

- To gain preliminary understanding of the context of innovative approach to intervention.
- To study selected ongoing innovative programmes at the international, national and regional levels.
- To enable students to plan programmes, implement, supervise, participate, monitor and evaluate different ECCE Programmes.

UNIT – I

- Overview of innovative approaches (History, Programme Philosophy and other information).
- International context- community resource centers for ECE Programme (Australia/Canada).
- Indian context- Kosabad experience, Mobile crèche, New Delhi, URMUL, TRUST CHETNA
- Innovative program in regional context- WDP Tilonia Rajasthan. Bodh trust Rajasthan.

UNIT – II

- Innovative techniques used in ECE classrooms
 - Smart classroom
 - Interactive whiteboards
- Classroom computers/projectors
- You tube videos
- Text, images, audio, video, animation
- Role playing
- E-Learning
- STEM for beginners
- Engagement in Purposeful Play
- Library in ECE classroom

UNIT – III

- Demographic Status; Attrition in Early Preschool/Primary Years, Gender Equality and Equity.

- ISSUES AND Concerns related to Children in difficult circumstances: Street Children, Adopted Children, Gild Child, Single Parent Children, Refugee and Migration Children, Children with Disability and other vulnerable groups.

PRACTICAL:

- Visit a school and plan an activity for the development of any one domain of children.
- Make a educational toy for a child.
- Prepare a week planner to facilitate the different domains of children.

RECOMMENDED READINGS:

- Day Barbara(1983). Early Childhood Education. New York: Macmilian
- Grewal, J.S. (1984). Early Childhood Education. Agra National Psychological Corporation pub.
- Mohanti&Mohanti (1966). Early Childhood Care & Education. New Delhi: Deep & Deep Publication.
- Swaminathan Mina. A source book on early childhood care and education, UNESCO, Clinical co-operative programme, Paris.

SEMESTER – IV
ABNORMAL PSYCHOLOGY
M.Sc.-HD-405C

OBJECTIVES

1. To familiarize students to concept, areas and approaches of psychology.
2. To sensitize students about different abnormalities in human behavior.
3. To equip them with measures of dealing with different disorders.

UNIT- I

Abnormal behaviour:

- Meaning and definition of abnormal behaviour, measuring abnormalities, multi perspective approach, diagnosis and methods of assessment.

Dealing with disorder:

- Individual psychotherapy-
 - Psychodynamic approach to treatment
 - Behavioural approach to treatment
 - Cognitive approach to treatment
- Group, family and community therapy
 - Group therapy
 - Family & Marital therapy
 - Institutional care and community based services.
- Biological Therapy-
 - Drugs
 - Electroconvulsive therapy
 - Psychosurgery

UNIT – II

Emotional disorder-

- Anxiety disorder, meaning and classification, symptoms and identification.
- Dissociate and somato from disorder- introduction, classification and identification.
- Suicidal behaviors
- Latchkey children, homeless children.

UNIT – III

- Emotional problem- Frustration, inferiority, actual or imagined limitations, fantasy, frequent sad moods, lack of self confidence, feeling of insecurity, excessive fear anxiety and worrying.
- Adjustment problems- Aggression, poor socialization, difficulty in maintaining friends, feeling of loneliness, excessive shyness and withdrawal.
- Educational difficulties- school phobia, low achievement, short attention span, truancy, extreme sensitivity.
- Children in conflict with others- Fighting, verbal abusiveness, cruelty, destructiveness, tantrums, swearing, lying, stealing.

PRACTICALS:

- Case study on emotional disturbances and study of its therapies.
- Assignment on abnormal behaviour.
- Visit to a psychiatry department.

REFERENCES:

- Thompson Charles, L. Linda B. Rudolph, Counseling children, III Ed. Brooks/Cole Publishing Company, Pacific Grove, California.
- Gummaer Jim, Counseling and Therapy for Children, New York, The Free Press.
- Ivey A.E. Ivey M.B and Downing L.S., Counseling and psychotherapy- interpreting skills, Theory and Practice, New Jersey, Prentice Hall.
- Dave Indu, The basic essentials of counseling, STERLY Pub. Ltd. New Delhi.