

M.Sc HOME SCIENCE
MSc. Child Development (Draft Syllabus)

PROGRAMME STRUCTRE AND SYLLABUS
2019-20 ADMISSIONS ONWARDS

(UNDER MAHATMA GANDHI UNIVERSITY PGCSS REGULATIONS 2019)



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2019

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BRANCH XA

MSc. Child Development

Introduction

The Master's programme in Child Development is built upon knowledge and competencies developed during the undergraduate programme. The focus of the post-graduate programme is to develop professional and entrepreneurial skills in the domains of early childhood care and education, working for persons with special needs, working with the elderly, empowerment of families and communities, development programming and dealing with behavioural and mental health issues.

The curriculum focus at post-graduate level is to foster a firm theoretical background with amalgamation of practical skills and development of research related abilities, so that the graduates are capable of critical and analytical thinking, sensitive to societal issues and concerns, and able to communicate skillfully. The programme aims at creating professionals who will utilize the substantive knowledge in the realm of Child Development to respond to the challenges of a dynamic socio-economic-political situation and system. The students would be competent to address emergent issues and concerns of society with sensitivity to understand cultural, psychological and life-span developmental perspectives. The programme would enable graduates to work as: teachers at university level, researchers, co-ordinators/supervisors/programme planners in government and non-governmental organizations/agencies at national and international level. The students having adequate background in planning, evaluating, monitoring and organizing skills would be able to work as entrepreneurs and also play advocacy related roles.

The Master's programme in Child Development gives firm foundation in all the domains of child development including physical, cognitive, social and emotional. The main focus is on early childhood development and care. Early years of life are very critical in developing later intelligence, personality, social behavior and educational achievement. The programme also focus on differently abled children, children at risks, early intervention strategies, and a basic knowledge on guidance and counselling. In the present scenario of material and technological advancements, children in almost every country are being callously exploited, more so in India. The programme addresses many emerging issues in relation to present day children and adolescents. The Child development Program represents an integration of theory, research, and

practical experience from a multidisciplinary view point, for example, from developmental psychology, health and nutrition, counselling and guidance etc.

Career Prospects

The Post-Graduate programme in Child development will focus on developing knowledge and competence for:

- (i) Teaching and research in academic and other institutions.
- (ii) Planning and conducting intervention, guidance and advocacy for empowerment of families and communities.
- (iii) Supervisory, training and consultancy roles and responsibilities in Government and non-government agencies/institutions.
- (iv) Entrepreneurship in specific areas of human development and family studies.
- (v) Planning, monitoring and evaluation of various programmes for children, women and families in general.
- (vi) Advocacy and policy related roles

Eligibility

For admission to the post graduate programme in Child Development (Branch X A) the applicant must have passed B.Sc. Family & Community Science / Home Science Model I & II of the Mahatma Gandhi University or any statutory university recognized by the Mahatma Gandhi University with not less than 55% in Part III. Graduates in Food Science and Quality control with not less than 55% in Part III are also eligible. In addition to the existing criteria, candidates with B.Sc. Degree in Food Service Management & Dietetics, Clinical Nutrition and Dietetics are also eligible. Weightage will be given to the above mentioned degrees. Graduates in Psychology, Human Development, Nursing or any Science graduate with PG Diploma in Pre-School Education/Counselling Psychology or Science Graduates with Open Course namely Life Skills Strategies and Techniques are also eligible.

BRANCH XA
M.Sc. CHILD DEVELOPMENT

COURSE OUTLINE
TOTAL CREDITS- 80

Semester	Course	Title of The Course	Teaching Hours Per Week	Credits	Total Credits
I	HS010101T	Advanced Child Development	4	4	19
	HS010102T	Early Childhood Education	4	4	
	HS010103T	Early Developmental Stimulation	4	4	
	HS010104T	Nutrition Through lifecycle	3	3	
	HS010101P	Early stimulation, early childhood Education Practicals	10	4	
II	HS010205T	Theories of Child Development	4	4	19
	HS010206T	Methods and Techniques of child study	3	3	
	HS010207T	Research methods and Statistics	4	4	
	HS010208T	Child Rights and welfare	4	4	
	HS010202P	Promotion of child rights and welfare Practicals	10	4	
III	HS010309T	Children with special needs	4	4	19
	HS010310T	Communication disorder and learning disability	4	4	
	HS010311T	Mental health in developmental perspectives	3	3	
	HS010312T	Fostering language, literacy and creativity In early years	4	4	
	HS010303P	Management of differently abled children Practicals	10	4	
IV	HS010490T	Gifted and creative children	5	3	23
	HS010491T	Guidance and counselling	5	3	
	HS010492T	Administration and management of ECE centres	5	3	
	HS010404P	Guidance and counselling Practicals	10	3	
	DISSERTATION			5	
	VIVA VOICE			3	
	TOTAL				80

ELECTIVES

Group A		Group B		Group C	
Course	Name of course	Course	Name of course	Course	Name of course
HS010490T	Gifted and Creative Children	HS010491T	Guidance and Counselling	HS010492T	Administration and Management of ECE Centres
HS010493	Gerontology and Care of the Elderly	HS010494T	Women's Studies	HS010495T	Entrepreneurship Development
HS010496T	Public Health Nutrition	HS010497T	Development of the Self	HS010498T	Gender Issues in Human Development and Family Relations

FIRST SEMESTER COURSES

COURSE	NAME OF COURSE
HS010101T	Advanced Child Development
HS010102T	Early Childhood Education
HS010103T	Early Developmental Stimulation
HS010104T	Nutrition Through lifecycle
HS010101P	Early stimulation, early childhood Education Practicals

SECOND SEMESTER COURSES

COURSE	NAME OF COURSE
HS010205T	Theories of Child Development
HS010206T	Methods and Techniques of child study
HS010207T	Research methods and Statistics
HS010208T	Child Rights and welfare
HS010202P	Promotion of child rights and welfare Practicals

THIRD SEMESTER COURSES

COURSE	NAME OF COURSE
HS010309T	Children with special needs
HS010310T	Communication disorder and learning disability
HS010311T	Mental health in developmental perspectives
HS010312T	Fostering language, literacy and creativity In early years
HS010303P	Management of differently abled children Practicals

FOURTH SEMESTER COURSES

COURSE	NAME OF COURSE
HS010490T	Gifted and creative children
HS010491T	Guidance and counselling
HS010492T	Administration and management of ECE centres
HS010404P	Guidance and counselling Practicals

SEMESTER- I
ADVANCED CHILD DEVELOPMENT

Course Code: HS010101T

Teaching hours: 4hrs/week

Credit: 4

CORE

Course Outcome

- To understand recent researches or advancements in the study of child development.
- To make a study on the stages of child development from prenatal development up to adolescence.
- To make the students aware of the current issues confronting adolescents.

Course outline

Module 1: Concept of Child Development

12 hours

Trends in contemporary research in child development, Basic issues or Themes in child development

Module 2: Heredity and Prenatal development

18 hours

Genetic transmission, Genes and Chromosomes, Patterns of Genetic Inheritance, Chromosomal Abnormalities, Behavioral Genetics, Stages, Maternal conditions and Teratogens, Screening for Abnormalities – Ultrasound, Amniocentesis, Chorionic Villus Sampling, Assistive reproduction, Stages of prenatal development, Maternal conditions and teratogens

Module 3: , Infancy and Toddler years

12 hours

Newborn reflexes, Infant states and hazards Infant's sensory and perceptual capacities, Infant and toddler Temperament, Sensitive and critical periods in development, Cognitive and Language Development.

Module 4: Early childhood (2-6) and Late childhood (6 –adolescence) years 12 hours

Early Childhood and Late Childhood years: Physical and Motor development, Cognitive and Language development, Social and Emotional development.

Module 5: Adolescence 18 hours

Physiological and Psychological changes during Adolescence, Cognitive Development; Identity formation and Identity crisis, Self Regulation and Positive Youth Development, Factors influencing academic achievement, Career choice, Government Programmes for Adolescents in India.

References

- Berk, L.E (2014), Child Development (7th edition) PHI learning Ltd, New Delhi.
- Hetherington and Parke (1999); Child Psychology: A contemporary view point (5th edition); Tata McGraw Hill; New York.
- Patterson, C.J (2009) Infancy and Childhood (McGraw Hill), New York.
- Novak G and Pelaez M (2004). Child and Adolescent Development .A Behavioral system Approach .Sage publications, New Delhi.
- Santrock, J .W (2010) .Child Development: An Introduction (12th edition) New York; McGraw Hill Pub.
- Shaffer, D.R and Kipp, K (2007). Developmental Psychology: Childhood and Adolescence (7th edition).
- Sigelman, C.K and Rider, E.A (2003) Human Development, Cengage Learning Pvt Ltd, New Delhi.

Related Experiences

- Visit a neonatal clinic in hospital to observe the new born children.
- Conduct an educational programme for rural mothers on ante-natal care
- Study of physical, motor, social, emotional, intellectual, language, moral and personality development at different ages using standard measurement tools/instruments
- Writing interpretative reports for parents, teachers and referral services.

EARLY CHILDHOOD EDUCATION

Course code: HS010102T

Teaching hours: 4hrs/week

CORE

Credit: 4

Course Outcome

- To gain knowledge and insight regarding principles of early childhood education.
- To enable students to gain knowledge in organising and administering play schools.
- To develop the skills and techniques to plan activities in ECE Centres of different types.
- To conduct activities in early childhood education and to work efficiently with parents and community.

Module 1: Introduction to Early Childhood Education

18 hours

Significance, Course outcome, Types of preschools: playschool, Day Care, Montessori, Kindergarten, Anganwadi, concept of Formal, non Formal and play way methods. Basic principles of developmentally appropriate practices and their need

Module 2: Historical Trends

18 hours

Contributions of the following Thinkers to the development of ECE (Principles, applications and limitations) Pestalozzi, Rousseau, Frobel, John Dewey, Maria Montessori, Rabindranath Tagore , Mahatma Gandhi, Aurobindo and Krishnamurthy. Curriculum models and approaches; Childhood needs, care and education.

Module 3: ECE in India

18 hours

Contributions of Five Year plans to ECCE, contribution of National Agencies and programmes to ECCE: ICCW, IAPE, NCERT, UNICEF, ICDS. Early Childhood Education in India.

Module 4: Activities for ECCE

18 hours

Language, Art and Craft activities, Music, Movements and Aesthetics, Mathematics, Science, Social Studies, dramatization, Reading and Writing Readiness Activities to promote socio – emotional development, physical and motor development, play methods of engaging with children.

Relater Experiences

- Visit to pre- schools in rural/urban setup,
- Home visits in rural/urban setup
- Preparation of creative album/universal curriculum/ puppets and other teaching aids
- Conduct awareness campaigns as an ECCE teacher for improving the status of young children
- Design a simple pamphlet with pictures or use any medium such as songs for advocacy in the local language keeping in mind the needs and literacy status, Visit to play centers, toy manufacturing units, shops, fairs etc. and observing practical utility of different toys and teaching materials.
- Preparation of teaching materials for different developmental domains.
- Field testing and critical analysis of developed materials. observational visit to book exhibition, book fair, libraries and mobile vans.
- Visits to study child welfare institutions and evaluation of strategies for enhancing managerial skills of personnel and generation of resources, implementing developed plan of action and its evaluation, report writing.
- Visit to play centers, toy manufacturing units, shops, fairs etc. and observing practical utility of different toys and teaching materials.

- Study any two groups of young children in different preschool settings- Teacher centered and child centered setting and note the extent and type of creative behavior.
- Market survey on equipment for preschools and prepare a list of equipment suitable for ideal nursery schools – urban and rural.
- Observe and document (i) festivals/celebrations in preschools (ii) observance of days of national importance in preschools (iii) anecdotes of children's responses.

References

- Aggarwal J. C, Gupta S (2007) Early Childhood Care and Education: Principles and practices (Paperback) Shipra Publications.
- Krogh, S.L, Slentz K. L (2010) Early Childhood Education: Yesterday, Today and Tomorrow (Paperback) by Publisher: Routledge.
- Ray, S (2009) Early Childhood Education and Sustainable Society (Hardcover) by publisher: Adhyayan Publishers.
- Selbie, P, Clough, P, Nutbrown, C(2008) Early Childhood Education: History, Philosophy and Experience (Paperback) by publisher: Sage Publications
- Whitebread, D (2011) Developmental Psychology and Early Childhood Education: A Guide for Students and Practitioners (Paperback) by publisher: Sage Publications.

EARLY DEVELOPMENTAL STIMULATION

Course code : HS010103T

CORE

Teaching hours: 3 hours /week

Credit : 3

Course outcome:

- To understand the developmental milestones
- To promote an awareness on developmental stimulation
- To gain knowledge and insight regarding early stimulation programme

Course outline

Module: 1 Developmental Milestones

12 hours

Definition. Physical and motor, Intellectual, Social & Emotional, Language milestones; Significance of milestones on the overall development

Module: 2 Early Developmental Stimulation

12 hours

Definition, aims, importance; Early stimulation and Parents- Mother the key stimulator, Safety measures to be taken while giving stimulation.

Module 3: New Born Stimulation

12 hours

New born sensory stimulation at home; Baby massage. Touch therapy- Mother's Clinical Touch. Touch –its effect on infants.Role of interaction and the importance of touch and movement in development during infancy. Toys, objects and play as sources of stimulation and learning.

Module 4: Early Stimulation Programmes

18 hours

Definition. Visual, Auditory, Tactual & Kinesthetic stimulation for children from birth to 1 ½ years.design of intervention –assistive technology ,Developmental hazards with relevance to

developmental task collapses. Sensory integration, occupational therapy, speech, language and communication. Setting therapy goals.

Related Experiences

- Visit to early intervention centres
- Document case studies of children with developmental delay.
- Learn about assessment techniques – attention and concentration, neuro psychological test battery.
- Observation of infants while providing them with visual and sensory stimulation (toys, pictures, different shapes and textures), auditory – natural sounds like clap, conversation etc.
- Conduct an awareness programme in a rural area on brain development/early stimulation and early detection and intervention of at risk babies.

Reference

- Marshall, J and Stuart S (2001) Child Development, Heinemann Educational Pub.
- Minett, P. (2005). Child Care & Development, 5th Ed. John Murray Pub. Ltd.
- Nair, M.K.C (2004). Module on Early Stimulation, CDC, Medical College, Tvm.

NUTRITION THROUGH LIFE CYCLE

Course code : HS010104T

Teaching hours: 4 hours /week

CORE

Credit: 4

Course outcome

- To understand the basis of human nutritional requirements.
- To enable the students to understand the role of nutrition in different stages of life cycle

Module 1: Human Nutritional Requirements

18 hours

Definition of RDA. Food groups. Food Pyramid. RDA for life cycle by ICMR- Energy, Protein, Fat, Vitamins and Minerals (Calcium, Phosphorous, Iron, Zinc, Thiamin, Riboflavin, Folic acid Vitamin A, Vitamin C, Vitamin D) and Dietary fiber

Module 2: Nutrition in Pregnancy

12 hours

Physiological changes, Nutrition Demands, Pregnancy Weight gain, Principles of estimating nutritional needs in pregnancy, Physiological changes affecting nutritional needs of pregnancy.

Module 3: Nutrition in Lactation

18 hours

Physiology and Endocrinology of Lactation – Synthesis , Regulation and production of Milk , Let Down Reflex , Human Milk composition, advantages of Breastfeeding, Methods and techniques of breastfeeding skills , Rooming In Problems, Exclusive Breast Feeding – Baby Friendly Hospital Initiative Breast feeding.

Module 4: Nutrition in Infancy and Childhood

12 hours

- a. Infancy- Nutritional needs in infancy, feeding problems of infants, Pre- term and Low birth Weight (LBW) infants. Nutrients and mental development.
- b. Childhood- Nutritional needs of school going children. Packed lunch. Factors affecting food habits.

Module 5: Nutrition in Adolescence and Elderly

12 hours

- a. Adolescents- Nutritional requirement of adolescents. Factors affecting food intake. Health issues related with inadequate intake of nutrients among adolescents.
- b. Old age- Physiological changes in old age, Nutritional requirements and food modifications in old age , Factors influencing nutritional status among elderly people

Related experience

Planning and preparation of a compact meal or snack for the following:

Pregnant woman, Lactating woman, Infant, Preschooler ,Schoolgoing children, adolescent and elderly

Reference

- Bamji S. M., Rao N. P and Reddy (1998) Text Book of Human Nutrition. Oxford and IBH Publishing, New Delhi.
- King, F. S (1992). Helping Mothers to Breastfeed, Association for consumer's action on safety and health, Mumbai.
- Luke B. Johnson T.R.B; Petrie, R. H (1993). Clinical maternal- Foetal Nutrition. Little Brown and co, Boston.
- WHO.1995.Physical status: The use and interpretation of Anthropometry. Report of a WHO Expert Committee, Geneva.

INFANT STIMULATION, EARLY CHILDHOOD EDUCATION AND DEVELOPMENTAL STRATEGIES – PRACTICALS

Course code : HS010101P

CORE

Teaching hours: 10 hours /weeks

Credit : 4

Course outcome

- To acquire skills in planning , organizing and implementing programmes in a preschool
- To develop skills in organizing community and parental awareness programmes in rural and rural areas relating to early childhood years
- To familiarize students with celebrations in preschools and develop documentation skills.

Course outline

Module: 1

Visit and report the activities of preschools in urban /rural setup (one each) catering to early childhood development and education.

Module: 2

Observe and study early intervention approaches adopted to mainstream children with developmental delays (Occupational therapy, sensory integration, speechtraining, counseling).

Module: 3

Identification and screening of hearing loss in children, referral process, basic hearing aid usage, auditory training, cochlear implants. Assessment of developmental delays in infants (0-2 years).

Module: 4

Conduct one awareness programme for rural/urban mothers based on any topic related to women and children.

Module: 5

Involvement in the pre – school programme of an urban & rural pre-schools (one week each).
Evaluate and document the field experience.

Module: 6

Prepare aids (One each) suitable for visual, auditory, tactual & kinesthetic stimulation in children.

OR

Prepare an e- learning material on any topic related to early childhood education / early developmental stimulation.

SEMESTER – II
THEORIES OF CHILD DEVELOPMENT

Course code: HS010205T

CORE

Teaching hours: 4hrs /week

Credit: 4

Course outcome:

- To help students understand and predict Child Development and Behaviour.
- To develop a critical appraisal of important theoretical approaches in the study of Child development.
- To know the practical application of theory in Child Development and to promote research.

Course Outline

Module 1: Introduction **12**
hours

Developmental theory: Definition of Theory, Functions of Theory; Theories in Perspective.

Module 2: Psychoanalytic Perspective **12**
hours

Freud's Psychoanalytic / Psychodynamic/ Psychosexual Theory, Erickson's psychosocial theory: General Orientation, Description of Stages, Contributions and Limitations.

Module 3: Learning Theory Perspective **18**
hours

Classical Conditioning- Pavlov, Behaviourism- Watson, Operant Conditioning- B. F Skinner, Observational Learning and Social Learning/ Social Cognitive Theory- Bandura. Contributions and Limitations

Module 4: Cognitive and Language Perspective

18

hours

Cognitive Learning Theory- Piaget, information processing theory- Neo- Piagetian Theorists, Language Theory: The Learning View, The Nativist View, Interactionist view. Contributions and Limitations, Gardner's Theory of Multiple Intelligence

Module 5: Biological/ Ethological/ Evolutionary Perspective

12

hours

Ethology Theory- Lorenz, Ethologically Oriented Theories- Bowlby, Ainsworth Contextual/ Socio Cultural Theory- Vygotsky, Ecological Theory-Bronfenbrenner. Contributions and Limitations

Related Experiences

- Familiarize the tools used for developmental assessment (i) Developmental Observation Card (DOC) (ii) Trivandrum Developmental Screening Chart (TDSC – 0-6 years) (iii) Denver Developmental Screening Test (DDST) (iv) Developmental Assessment Scale for Indian Infants (DASII) (v) Trivandrum Autism Behavioural Checklist (TABC) (vi) Checklist for Autism in Toddlers (CHAT) (vii) ChildhoodAutism Rating Scale (CARS).
- Make students do some simple tasks with pre-school children for demonstrating the Piagetian Conservation task.

References

- Hetherington and Park (1999). Child Psychology: A Contemporary View point (5th edition). New York: Tata McGraw Hill
- Patterson, C.J (2009). Infancy and Childhood. International Ed. New York: McGraw Hill
- Santrock, J.W (2010). Child Development: An Introduction (12th International Ed). New York: McGraw Hill
- Shaffer, D.R, and Kipp, K (2007). Developmental Psychology: Childhood and Adolescence (7th Ed). Australia: Thomson Wadsworth.
- Siglman, C.K and Rider, E.A (2003). Human Development, New Delhi: Cengage Learning Pvt Ltd.
- Vasta, R. (Ed), (1992). Six Theories of Child Development: Revised Formulations and Current Issues. London: Jessica Kingsley Publishers Ltd.

METHODS AND TECHNIQUES OF CHILD STUDY

Course Code: HS010206T

Teaching Hours: 3hrs/week

Credit: 3

Course outcome:

- To understand the significance of studying children
- To acquaint students with various methods for studying children
- To develop the ability to select appropriate methods for studying children

Course outline

Module 1: Significance of studying children **18**
hours

Significance of studying children, need for developmental assessment, Ethics in testing. Significance of Systematic observation, interview, questionnaire, case study, Ethnography, Social survey, Clinical Method, projective techniques as a method of method of child study.

Module 2: Assessment from Birth to Two years **18**
hours

Anthropometric measurements- Height, Weight, Mid Upper Arm Circumference, Head Circumference, Chest Circumference, Waist Circumference, Hip Circumference and Skin Fold Thickness. Need and importance of assessing infants, Different assessment techniques available in India :- Denver Neonatal Behavioural Assessment Scale, Brazelton Neonatal Behavioural Assessment Scale, Bayley Scale of Infant Developmental Screening Test, Psychosocial Developmental Screening Test (ICMR).

Module 3: Assessment of Cognitive Abilities and Measurement of Emotional and Social Development **18 hours**

- a. Cognitive assessment methods: Binet- Kamath Intelligence Test, Wechsler Scale for Children,
- b. Emotional assessment method: Raven Progressive Matrices;

c. Social assessment methods: Sociometric technique- sociogram, Vineland Social Maturity Scale, Fear Checklist, Anxiety Scale.

d. Techniques to handle children with learning disabilities

Module 4: Assessment of Personality

18

hours

The Minnesota Multiple Personality Inventory, Cattle 16 PF, Thomas, Chess and Birch (1972), Parent Questionnaire to measure temperament/ Behavioural profile of children, Projective techniques: Children Apperception Tests, Word Association Test, Draw-a-man Test, Rorschach ink-blot Test, Role play, Completion techniques.

Related Experiences

- Screening & diagnostic assessment for various development through different tools & techniques, physical –
 - Anthropometric measurement
 - Psychomotor and mental development (Bayley's scale etc.)
 - Cognitive & language -Wechsler's scale of intelligence.
 - Achievement interest & Aptitude scale
 - Personality & behavior - Emotional maturity and temperament, parent child relations, child -rearing practices, parenting styles achievement and aptitude. Interpretation of assessment and report to parent and teachers.
- Visit to a Child Guidance Centre
- Observe administration of tests and its assessment in a child guidance centre
- Administration of Sociogram in a class room set up.
- Preparation of likert scale
- Visit a neonatal clinic in hospital to observe the new born.

- Collect information on neonatal screening tests available in the local Government hospital.
- Conduct an educational programme for rural mothers on ante-natal care.

References

- Anastasi, A and Urbina, S (1997) Psychological Testing (7th ed) Phi Learning ltd, New Delhi
- Aylward, G (1994) Practitioners Guide to Developmental and Psychological Testing, Plenum press, New York.
- Blaxter, L. Hughes, C and Tight, M. (1999) How to Research, Viva Book, New Delhi.
- Hayes, N (1997) Doing Qualitative Analysis in Psychology. Hove Psychology Press.
- Kaplan, R. M and Saccuzzo D. P (2005) Psychological Testing: Principles, Applications and Issues, Thomson, Australia.
- Napal R and Sell, H (1995) Subject Well Being Inventory, WHO, New Delhi.
- Smith, J. A. Harre, R. and Van, Langenhove, L (1995) Rethinking Psychology, Sage Pub. London.

RESEARCH METHODS AND STATISTICS

Course Code: HS010207T

CORE

Teaching hours: 4hrs/week

Credit: 4

Course outcome:

- To understand the significance of research methods and statistics 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 techniques to analyze numerical data and draw inferences.
- To comprehend the ethics in research and to aid in scientific writing.

Course Outline

Module 1: Fundamentals and Ethics of research **18**
hours

Definition, Course outcome and Characteristics of research, Types of Research – Basic, Applied and Action research, Exploratory and Descriptive, Ex-post facto research. Ethics in research: Permission, Data Fabrication and falsification, Plagiarism, IPR. Research design: Research problem: sources, Statement of problem, Criteria for the selection of research problem. Definition of concepts, operational definition; variables – independent and dependent, control and intervening variables, Hypothesis: Meaning and importance, types of hypotheses.

Module 2: Sampling techniques, Research methods and tools **12**
hours

Sample: Sampling techniques, Size of sample, Merits and Limitations of sampling, Sampling and Non sampling errors.. Methods: Survey, observation, interview, experimental, case study.

Tools: Questionnaire, Schedule (for interview and observation) Rating Scales, Attitude Scales.
Reliability and validity.

Module 3: Descriptive Statistics

12

hours

Measures of Central Tendency: Mean, Median, Mode. Measures of Dispersion: Range, Quartile deviation, Standard deviation. Coefficient of variation: Correlation and Regression. Coefficient of Correlation: Karl Pearson and Rank Correlation Coefficients.

Module 4: Concepts of Probability, Random Variable and Sampling distributions

18 hours

Random variable, Normal distribution, Sampling distributions. Standard normal distribution and calculation of probability of events: F, χ^2 and t distributions. Standard error, its importance and applications. Testing of Hypothesis: Type I and Type II errors, Significance Level and size of test, critical Region, concept of P Value in testing. Large and small sample tests (Z, t, F and χ^2 statistics), ANOVA, Use of software packages in data analysis – SPSS

Module 5: Presentation of data and Report Writing

12

hours

Preliminary processing of data: Classification, Tabulation of data, Representation of data: diagrams and graphs, Research report writing: Parts of dissertation- Abstract, Introduction, Review of Literature, Methodology, Results and Discussion, Summary and Conclusion, Bibliography; Articles in journals, Writing for grants.

Related Experience

- A five day training in using SPSS or similar package used in statistical analysis of data.

References

- APA (1994). Publication Manual of American Psychological Association (4th Ed), Washington: APA.
- Bandarkar, P.L. and Wilkinson T.S. (2000) : Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai.
- Batnagar, G.L. (1990) : Research Methods and Measurements in Behavioural and Social Sciences, Agri. Cole Publishing Academy, New Delhi.
- Cooper, H. M (1990). Integrating research: A Guide for Literature reviews (2nd Ed). California: Sage.
- Dooley, D. (1995) : Strategies for Interpreting Qualitative Data: Sage Publications, California.
- Gay, L.R. (1981, 2nd Ed) : Educational Research, Columbus, Ohio.
- Kothari C.R. (2000). Research Methodology, Wiley Eastern Limited, New Delhi.
- Long, J.S. (Ed) (1988) : Common Problems Proper Solutions: Avoiding Errors in Quantitative Research, Beverly Hills, Sage Publications, California.
- Mukherjee, R. (1989) : The Quality of Life: Valuation in Social Research, Sage Publications, New Delhi.
- Stranss, A. and Corbin, J. (1990) : Basis of Qualitative Research: Grounded Theory Procedures and Techniques, Sage Publications, California.

CHILD RIGHTS AND WELFARE

Course Code: HS010208T

CORE

Teaching Hours: 4hrs/ week

Credit: 4

Course outcome

- To understand the situation of children in India and to know the challenges faced by children.
- To create an awareness and sensitivity to children's rights.
- To make students aware of the welfare programs/ services for children.
- To review the legislations pertaining to children.

Course Outline

Module 1: Children in India and their Rights **18**
hours

Demographic Profile, Current status of girl child, Children's Rights (UNCRC), National Commission for the Protection of Child Rights (NCPCR) 2007. Agencies and institutions involved in promotion of child's rights and means of advocating.

Module 2: Issues Facing Children in India **18**
hours

Gender disparities: Adverse Child Sex Ratio, Female Feticide and Infanticide. Child Poverty, Child Marriage, Child Labour, Child Abuse, Refugee Children, Street Children, Slum Children and Children of Migrant Workers, Orphans, Children with HIV/AIDS, Trafficked Children, Children in Conflict with Law, Children of Prostitutes, Child Sex Tourism and Child Pornography, Children in Disaster Situations (Natural and Manmade), Children Affected by Substance Abuse, children addicted to social media.

Module 3: Legislation Pertaining to Children

18 hours

Child Labour (Prohibition and Regulation) Act 1986; The Pre-conception and Prenatal Diagnostic Technique (Prohibition of Sex selection) Act, 1994; Juvenile Justice (Care and Protection of Children) Act, 2000; Prohibition of Child Marriage Act 2006; Commission for the Protection of Child Rights Act, 2005; Hindu Adoption and Maintenance Act (HAMA) 1956; Adoption Guidelines: Central Adoption Resource Agency (CARA) Persons with Disabilities (Equal protection of rights and Full Participation) Act 2000. POCSO (Protection of Children from Sexual Offences) Act, 2012.

Module 4: National Policies/ Governmental Schemes/ Programmes for the benefit of Children

18 hours

Integrated Child Developmental Scheme (ICDS), National Plan of Action of Children, 2005, Rajiv Gandhi National Creche Scheme of Working Mother, Kishori Sakti Yojana (KSY), Nutrition Programme for Adolescent Girls (NPAG), Counselling and Guidance Services provided by the State Child Line Foundation (CIF), Integrated Programme for Street Children, Childline Service.

Related Experiences

- Group discussion on child abuse as reported in the media .
- List the welfare programmes available to street children in the city.
- Arrange talks by guest speakers on laws pertaining to children.
- Visit to any institution working for the welfare of children.
- Group discussion on child abuse as reported in the media
- List the welfare programmes available to street children in the city.
- Arrange talks by guest speakers on laws pertaining to children.
- Visit to any institution working for the welfare of children.

References

- Bajpai A (2003) Child Rights in India: Law, Policy and Practices, Oxford University Press.
- Sarada D and Rajani N (2009). Child Rights and Young Lives, New Delhi Discovery Publishing House Pvt Ltd.
- Implementation hand book for the convention on the rights of the child. Fully revised 3rd ed by UNC fund

PROMOTION OF CHILD RIGHTS AND WELFARE – PRACTICALS

Course Code: HS010202P

Teaching hours: 10hrs /Week

Credit: 4

CORE

Course outcome:

- To develop a critical appraisal of important theoretical approaches in the study of Child Development.
- To acquaint students with various methods for studying children
- To understand the situation of children in India and to know the challenges faced by children.

Course Outline

Module: 1

Document the welfare programmes and services by the Government for the welfare of children.

Module: 2

Make a list of the institutions working in your District for the welfare of children .Visit any four Institutions, evaluate and report.

Module: 3

Prepare an album using the cutouts of Child abuse from the print media, evaluate and report.

Module: 4

Observe and document the right fulfillment of a child:-family/boarding/hostel/educational institutions/street children/migrant children/special children/orphanages.

Module: 5

Two week Internship in any institution promoting the welfare of children.

Viva Voce

SEMESTER – III

CHILDREN WITH SPECIAL NEEDS

Course code: HS010309T

CORE

Teaching hours: 4hrs/week

Credit: 4

Course outcome :

- To be informed about the special education strategies available for disabled children.
- To understand about the characteristics of children with special needs.
- To become familiar with rehabilitative measures for challenging children.

Course outline

Module 1: Concept of children with Special Needs **12**
hours

Definition, types, demographic profile of children with special needs in India. Current statistics, its implications on the quality of life. Multi disciplinary view of children with special needs. Special education – Course outcome, recent trends; National Institutes for children with special needs. RCI.

Rights and Provisions for disabled in Government Agencies- Policies, Government provisions, Concessions, Facilities and Legislations for challenged children.

Module 2: Physical and Health Impairment **12**
hours

Definition, Classification, Etiological Factors, Treatment and Rehabilitation, Prevention and intervention strategies.

Module 3: Children with Sensory Disabilities**12 hours**

Definition, Classification, Identification and Characteristics, Causes, Prevention, Special Education and Rehabilitation Measures and intervention strategies.

Module 4: Children with Mental and Neurological disorders**18 hours**

Definition, Types, Identification and Characteristics, Causes, Special Education, Treatment and Rehabilitation, intervention strategies.

Module5: Emotionally Disturbed and Socially Maladjusted Children**18****hours**

Definition, Classification, Characteristics, Causes, Prevention, Treatment and Rehabilitation, Special Education Measures and intervention strategies.

Related Experience

- Planning, execution and evaluation of innovative programmes for intellectual, social, emotional and motor growth of young children.
- Case study of two persons with disability-a child and an adult.
- Case study of an organisation with particular reference to its physical and social environment.
- Understand the needs of exceptional children and the importance of early identification
- Appraise the causative factors and characteristics of children with special needs
- Recognise the types of impairment and disorders and suggest suitable referral services

- Explore the stimulating strategies to bring them into the mainstream
- Apply the knowledge in formulating societal norms and regulation to assist children with special needs
- Give an awareness programme for parents/teachers to promote self-esteem/emotional competence in children.
- Conduct a class on the management strategies for common behavioural problems encountered at various stages of development
- Identification and screening of hearing loss in children, referral process, basic hearing aid usage, auditory training, cochlear implants. Assessment of developmental delays in infants (0-2 years). Visit and report the functioning of (i) early development stimulation clinics (ii) Pervasive developmental disorders services (iii) preschool clinic (iv) speech stimulation clinic (v) child developmental referral unit clinic.
- Observe and study early intervention approaches adopted to mainstream children with developmental delays (Occupational therapy, sensory integration, speech training, counseling).

References

- Batshaw, M.L and Y.M Perret (1992), Children with Disabilities: A Medical Printer (3rd ed), Baltimore: Brookes.
- Grossman, H. G (Ed) (1993), Classification in Mental Retardation, Washington, D C: American association on Mental Retardation.
- Best, A. B, (1991). Teaching Children with Visual Impairment, Philadelphia: Open University Press.
- Kaplan, P, (1996). Pathways for Exceptional Children, Minneapolis M. N: West Publishing Co.
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- Chand.I(1997).Climb every mountain. Hasper colins publishers India.New Delhi
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- Mangal S.K., (2009). “Educating Exception Children”, PHI Learning Private Limited, New Delhi.
- Reddy G.L., and Sujatha J., (2006). “Children with Disabilities” Discovery Publishing House, Newdelhi.
- Reddy G.L., (2007). “Education of Children with Special Needs” Discovery publishing House, New Delhi.
- Reddy L., Ramar R., and Kusuma A., (2004). “Hearing Impairment-An Educational Consideration”, Discovery Publications, New Delhi
- Relakar S., Delvi U., and Kaut A., (2006). “Fundamentals of speech and speech teaching”.
- Sharma K., (2006). “Rehabilitation of Hearing Impaired Children”, Sarup and Sons, New Delhi.
- Singh V., (2004). “Education of the blind and Visually Impaired”, Sarup and Sons, New Delhi.
- Taneja C.B., (2005). “Importance and need for special education, ABH Publications, Jaipur.
- Vijayan P., and Victoria G., (2006). “Education of Children with Low Vision”, Kanishka Publishers, New Delhi.

COMMUNICATION DISORDER AND LEARNING DISABILITY

Course Code: HS01010T

Teaching hours: 4hrs/ week

CORE

Credit: 4

Course outcome:

- To become aware of the categories of children with communication and learning disabilities.
- To gain information on the causes and prevention of disabilities.
- To enable students to become aware of the various impairments that affect children and the special education methods that can be employed.

Course outline

Module 1: Communication Disorder

12

hours

Definition, Classification, Identification, Characteristics, Assessment Techniques, Causes, Prevention, Treatment and Rehabilitation

Module 2: Genetics & Communication Disorders

18 hours

Introduction, Survey, Rationale Role of Clinician in Genetic Referral , Embryological development of the nervous system , Pre & post-natal craniofacial development ,Development of the Outer Ear and Hyoid Bone, Development of the Inner Ear Dymorphology .

Module 3: Learning Disabilities

18 hours

Definition, Classification, Identification and Characteristics, Educational Strategies, Causes, Preventive Measures, Rehabilitation -scope of remedial education, different methods of remediationand learning strategies– Reading, Writing and spelling, phonics, maths.

Module 4: The Ways of Learning**18 hours**

. Eight systems, Neurodevelopmental profiles, Effect of lifestyles on learning styles. Theories of learning

Module 5: Comorbid conditions associated with Learning disability (ADHD, ASD)**12****hours**

Attention Deficit Hyperactivity Disorder – Definition, diagnosis, Causes, Treatment and education, educational provisions. Autism spectrum disorders – meaning and definition, nature and characteristics, diagnosis and identification, causes, education measures.

Related Experiences

- Observe and identify children with learning disability and communication disorder in a classroom
- Observe different methods of remediation adopted for teaching the learning disabled children. Prepare a checklist of pointers to identify issues concerned with learning and attention.
- Prepare a scrap book containing (i) conversation samples (ii) writing samples of children with learning disability.
- Collect writing samples of children having difficulty in the primary areas namely (i) Reading – comprehension, listening (ii) Spelling (iii) Writing – mechanical and expressive (iv) Mathematics (v) Learning another language and develop a neurodevelopmental profile for the selected samples.
- Formulate a strategy based lesson plan for children having difficulties in (i) reading, writing, comprehending and listening – English (ii) maths and prepare an IEP to strengthen the assets of the individual child.

- Develop an IEP based study skill strategy on a topic in science and social science and record the academic progress of the child.
- Develop a brochure/video for dyslexia sensitization programme.

References

- Heward, W. L (1992). *Exceptional Children: An Introductory Survey of Special Education*, McGraw Hill Companies, New York.
- Panda, K. C. (1997). *Education of Exceptional Children*: Vikas Publishing.
- Morgan, S.K.(2009). *Educating Exceptional Children: An Introduction to Special Education*, Phi Learning.
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- Schwartz Diane, (2005) *Including Children with Special Needs: A Handbook for Educators and Parents*, Greenwood Pub., United States.
- Kirk, Samuel .A And James, J (1993). *Educating Exceptional Children (7th Ed)*, Boston; Houghton Muffin Company.
- Shprintzen, Robert J. (2001). *Syndrome Identification for Audiology: an illustrated PocketGuide*. Singular/Thomson Learning. Shprintzen, Robert J. (2000). *Syndrome Identification for Speech-Language Pathology: an illustrated PocketGuide*. Singular/Thomson Learning.

MENTAL HEALTH IN DEVELOPMENTAL PERSPECTIVES

Course Code: HS010311T

CORE

Teaching hours: 3hours / week

Credit: 3

Course outcome:

- To understand the importance of mental health in different stages
- To develop skill for promoting mental health across the life span
- To identify mental health issues in the community and sensitising its members
- To develop skills of organising school mental health programme.

Course Outline

Module 1: Introduction

18 hours

Definition, concept and importance of mental health, National Mental Health Policy of India (1982). Current mental status in mental health, Community mental health: needs and programmes.

Module 2: Mental Health in Infancy

12hours

Infancy: Development of attachment phases, Attachment to significant members and objects, Types, Factors affecting Attachment. Implication of attachment and bonding for mental health. Early Childhood Years: Mental health needs: Safety, security, relationships, autonomy and self esteem. Behaviour difficulties.

Module 3 : Mental Health in Early childhood years

12 hours

Mental health needs- Safety, security, relationships, autonomy and self concept, nutrition and health. Behaviour difficulties manifested at this stage; feeding problem, aggression, withdrawal, problems related to early schooling and forma leaving.

Module 4: Mental Health in Middle Childhood Years

18 hours

Middle Childhood Years: Mental health needs- recognition, appreciation, friendship and industry. Mal adjustment at Home and school. Need for providing guidance to children, parents and teachers.

School Mental health programmes- Need for mental health programmes for identification and interventions. Improving school climate.

Importance of sensitizing and involving administrators and teachers in mental health aspects of children.

Orienting teachers to attend to developmental behaviour problems in the classroom to make referrals wherever necessary.

Module 5: Issues and Concerns in Adolescence

18

hours

Health issues: Obesity, Underweight, Anaemia in girls, Sexually Transmitted Diseases, Reproductive Health Issues.

Mental health issues: Anxiety, Depression, and Suicide, Eating Disorders: Anorexia Nervosa and Bulimia, Substance abuse

Social issues: Peer pressure, Bullying, Sexual Abuse, Delinquency, Anti- social Behaviour. Social change and adolescent behaviour.

Mental Health Problems in the Community- Major Stressors in Life, Physiological and Psychological Reaction to Stress, Managing Stress, Neurotic and Psychotic Behaviour, General therapeutic measures.

Related Experiences

- Visit to schools/institutions that have counselling centres/mental health programmes.
- Design a mental health intervention programmes for any one age group.
- Organize an awareness programme on the current mental health issues among children / adolescents / adults.
- Discuss in class the reasons for the increasing incidences of mental health problems during adolescence.

- Visit a counselling centre to understand the counselling set up and to note the current mental health issues facing children, adolescents and adults.
- Discuss the strategies for promoting mental health of children in the class.

References

- Barry, P. D (1990), Mental Health and Mental illness. Philadelphia: J. B. Lippincott Co.
- Kapur, M. (1995). Mental Health of Indian Children. New Delhi: Sage publication.
- Fitch S. K. (2001). Child Development in the 21st Century. North West Publishing.

FOSTERING LANGUAGE, LITERACY AND CREATIVITY IN EARLY YEARS

Course Code: HS010312T

CORE

Teaching hours: 4hours / week

Credit: 4

Course outcome

- This course explores children's communication development, including verbal and written language acquisition and other forms of communication.
- Upon completion, students will be able to select, plan, implement and evaluate developmentally appropriate literacy experiences.

Course Outline

12 hours

Module 1: Significance and types of teaching learning materials for early childhood educational programmes

Selection of instruction materials, principles.- Design, development and evaluation of instruction materials. Types of teaching learning materials- Art and craft, curriculum and lesson plans, educational games and puzzles, language and literacy, number and concepts, music and movement, multimedia kits. Instructional materials of Montessori curriculum, kindergarten, play way method, anganwadi.

Module 2: Creativity/Divergent thinking

18 hours

Definition, importance of creativity, Concept of creativity, Creative intelligence and the brain characteristics of a creative person. Domains, insight and problem solving as related to creativity. Identification of creativity. Stages in creativity development. Different forms of creativity; Wallas (1926), methods of teaching creativity. Approaches to the study of creativity – mystic, dynamical (Freud), psychometric approach (Guilford and Torrance), Cognitive approach (Weisberg), Social personality approach (McKinnon), Confluence approach (Gardner).

Module 3: Identification of creative abilities in a child.12 hours

Methods of identifying creativity - formal and informal. Cognition, abilities, interests, attitude, motivation, intelligence, knowledge, skills, beliefs, values and cognitive styles. Relation to academic achievement, learning and creativity. Theoretical Perspectives on Creativity, Identification of creativity. Enhancing creative skills through different mediums (brain storming, problem solving, creative dramatics and visualization) Role of teachers in planning and organising creative activities. Teaching techniques and strategies for facilitating creative performance.

Module 4: Teaching learning materials

18hours

Motor development- Materials for body balancing, body co-ordination and sensory integration- (Gross {movement, jumping, climbing, obstacle course– rolling and tumbling, throwing and catching, kicking and batting, blocks, sand, using tools} and finer {manipulative equipments, beads, sorting, drawing, painting, stacking rings, small plastic figures}). Visual, Auditory, tactile, Kinesthetic-(VATK) kits.

Speech and language: Expressive, receptive, vocabulary. Language acquisition and use, language comprehension, receptive and expressive language, functions of language. Developmental lag, modules to foster language development during early years.

Socio-Emotional Activities: Fostering Pro-social Behaviour in young children, (Socio-dramas, puppetry, role play, street play, music, dance, emotive cards, sand play, water play, clay modeling, drawing and painting etc), fostering self esteem, social studies activities, respect for multiple cultures, forms and peace education. Activities of daily living kits

Cognitive: Developmentally appropriate Concept kits- age appropriateness, everyday cognition, attention span, perception, thinking, reasoning, memory, creativity, concept formation and analytical skills, modules to foster cognitive development, readiness, pre-reading and writing skills.

Module 5: Emergent literacy

18 hours

Skills, knowledge and attitude as pre readiness skill to reading and writing. - Literacy stimulating environments in child care programs, literacy and home environment. Everyday literary activities – Formal and Informal. Responsive teaching Visual and auditory processing modalities.- Developmentally appropriate, culturally sensitive learning environments for

children that promote language and communication development. Aids to enhance Listening Skills. Games and activities to promote good listening skills in children.- Literacy experiences for children at each stage of literacy development:- Linguistic processing- listening comprehension, oral language and phonological awareness.- Print-related – print awareness, written language, alphabet knowledge and text comprehension, print concepts.- Children and Books, children's literature and use of graphic media.

Related Experiences

- Market survey – early childhood education resource materials.
- Present or showcase cultural activity of children with age appropriate props.
- Book review – creating teaching learning-aids.
- Exercise: Construct developmentally appropriate creative activities using different mediums.
- Activity: Design and implement one creative model facilitating a specific creative ability developmentally appropriate to meet the needs of children.
- Survey: Conduct a survey study to find out the patterns of creativity/nurturance in different early childhood centres.
- Book Reviews: Study any two groups of young children in different preschool settings- Teacher centred and child centred setting and note the extent and type of creative behaviour.
- Compile the creative works of young children and study the creative component involved. Study the pattern, extent and variety of creative concepts and make a presentation.

- Preparation of teaching materials for different developmental domains. Field testing and critical analysis of developed materials.
- Design an appropriate low cost and environment friendly learning materials for:
 - Story telling
 - Readiness
 - Art and craft
 - Rhyme booklets
 - Language and Literacy
 - Numeracy Skills

References

- Ranjan Amin (1997) *Leaning for life- from birth to five*, A books for changepublications, Mumba
- Aggarwal, J.C. (2005) *Child Development and Process of Learning*, Shiprapublications, New Delhi.
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- Runco, M. A. etal (1999). *Encyclopaedia of creativity*. New York: AcademicPress.
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- Bredekamp, S., & Copple, C. (1997). *Developmentally appropriate practice in early childhood programs*. Washington, DC: National Association for the Education of Young Children.
- Clark, A. (2007). A hundred ways of listening: Gathering children's perspectives of their early childhood environment. *Young Children*, 62(3), 76-81. Washington, DC: National Association for the Education of Young Children.

MANAGEMENT OF DIFFERENTLY ABLED CHILDREN -PRACTICAL

Course Code: HS010303P

Teaching hours: 10hrs/week

Credit: 4

CORE

Course outcome:

- To gain experience in planning and executing educational programmes for children with special needs.
- To interact with parents of disabled children and understand their special needs and problems.
- To spread awareness in the community regarding the causative factors and strategies for the management and prevention of disabilities.

Course Outline

Module: 1

Visits to institutions/ Rehabilitation Centres catering to children with special needs and assess the facilities available and special methods of educating children.

Module: 2

Assessment of learning disability using available tool and suggest measures to overcome it.

Module: 3

Study of etiology, characteristics, diagnosis of children with different disabilities, conducting individual home based intervention by collaborating with other professionals and also with institutions for center-based intervention- schools, clinics, also with pediatric wards, special schools. Collaborative work with professionals in development of intervention packages for children with special needs.

Module: 4

Two week teaching practice in any special school/Rehabilitation centres and vocational skills.

Module 5

Visit a physiotherapy unit to Understand the various therapies used in the treatment of non sensory physical handicaps and make a report on that.

Module 6

Conduct an awareness programme based on any topic related to children with special needs

Module 7

Prepare study materials/teaching aids for children with differently abled and test the efficiency of it

Viva Voce

SEMESTER – IV

GIFTED AND CREATIVE CHILDREN

Course Code: HS010490T

ELECTIVE

Teaching hours: 5hrs/week

Credit: 3

Course outcome:

- To understand the concept of gifted children and creative thinking.
- To be aware of the role of parents and teachers in educating gifted children and enhancing creativity.
- To be informed about the characteristics of gifted and creative thinking.

Course Outline

Module1: Gifted and Creative Children **18**
hours

Definition, Identification and Characteristics, Special Education, Vocational Guidance and Counseling.

Module 2: Creativity **18**
hours

Definition, Concept, Types, Degree of Creativity, Nurturing Creativity, Factors Affecting Creativity.

Module 3: Enhancing Creativity **18**
hours

Brainstorming, Problem Solving, Creative Dramatics and Visualization, Teaching Techniques and Strategies for Facilitating Creative Performance.

Module 4: Assessment of Giftedness and Creativity

12 hours

Need for assessing giftedness and creativity, types of assessment: IQ test, achievement test and ability test.

Module 5

12 hours

Provisions for education and placement of gifted and creative children in India and Abroad

Related Experiences

- Test of creativity: Torrance test of creative thinking, Baquer mehdi's Indian Adaptation.
- Use of brain storming techniques for problem solving.
- Use of Parne's 5 stage method of creative problem solving.
- In 6-10 seasons develop a plot of a story with active participation of children and dramatise it with them as role-players.
- Use of consensual assessment technique to rate the creative work of children and adults.
- Discuss the theories of multiple intelligence and make the student examine the type of intelligence they are good at.

References

- Chaddha, N.K (1984). Perspectives in Creativity. New Delhi. EssEss Publications.
- Best, A. B, (1991). Teaching Children with Visual Impairment, Philadelphia: Open University Press.
- Kaplan, P, (1996). Pathways for Exceptional Children, Minneapolis M. N: West Publishing Co.
- Moores, D. F (1996). Educating the Deaf: Psychology Principles and Practices (4thed), Boston: Houghton Mifflin.
- Singh, B (2005), Modern Teaching of Exceptional Children, Animal Publishers.

GUIDANCE AND COUNSELLING

Course Code: HS010491T

ELECTIVE

Teaching Hours: 5hrs/week

Credit: 3

Course outcome

- To enable students to understand the significance of guidance and counselling in the current scenario.
- To develop awareness among the students about the methods of dealing with the emotional problems of children and adults.
- To familiarize students with the theories relating to psycho social issues.

Course Outline

Module 1: Introduction to Guidance and Counselling 12 hours

Definition and meaning of guidance and counseling, Goals of counseling, Difference between guidance and counseling, Significance of counseling with special reference to Kerala.

Module 2: Guidance -Conceptual and Basic Features 12 hours

Characteristics of Guidance, Governing principles of Guidance, Functions of Guidance: Adjustmental, Orientational and Developmental. Types of Guidance: Vocational, Personal, Economic, Health etc.

Module 3: Fundamental of Counselling 18 hours

The Counselling process: Stages, Variables affecting the counseling process, counselee features. Types of Counselling: Crisis, Facilitative, Preventive, and Developmental. Qualities and skills of a counselor; Counselee Features

Competencies and role of a guidance and counseling professionals. Modes and methods of counselling. Essential of conducting guidance and counselling session. Understanding the process of guidance and counseling.

Module 4: Theories/Approaches to Counselling and Therapy

18 hours

Freud's Psychoanalytic Therapy/psychoanalysis; Client- Centered Therapy: Carl Roger's Non-directive therapy; Behaviour therapy: Systematic desensitization, Aversive conditioning, Behaviour modification. Cognitive Behaviour Therapy (CBT), Rational- Emotive Behaviour Therapy (REBT), Transactional Analysis; Special and Innovative approaches with children: Play therapy, Music therapy, Art therapy, Bibliotherapy, Horticultural therapy, Yoga, Meditation etc.

Module 5: Processes of Counselling

12 hours

Knowledge and skills to handle assessment tools. Effective communication and documentation skills. Networking with allied professionals and institutions.

Related Experiences

- Compile research reviews on various aspect of guidance and counselling.
- Prepare a observation checklist to analyze guidance and counselling centres -organizational structure, Objective, types of services provided, facilities available etc.
- Competencies of the personnel, feed back of the clients towards the services, financial management /budget, support of other professionals /agencies to centre etc.
- Simulation exercises of guidance and counselling children and parents.
- Reports of films/ Video shows related to the course.

- Compile a list of the guidance and counselling services available in the local area /town and discuss the adequacy of the services.
- Make a visit to a Child Guidance Centre / Counselling centre and make a report on its functioning.
- Discuss with counsellors on the commonly encountered problems among children and the common techniques of management and report.
- Organizing an educational programme related to preventive / facilitative /developmental counselling for the community and report.
- Interview adolescents/ college students/ housewives/mothers with regard to the pressures they experience in their lives and report.

References

- Dave, L (1991). *The Basic Essentials of Counselling*, Sterling Publishers Pvt Ltd.
- Hough, M (2010) *Counselling Skills and Theory* (3rd ed), MPG Books, Cornwall, UK.
- Jacobs, M (2010) *Psychodynamic Counselling in Action* (4th ed) Sage Publications, New Delhi.
- McLeod, J (2003) *An Introduction to Counselling* (3rd ed), Open University press, McGraw Hill, Berkshire.
- Mearns and Thorne (2007) *Person- Centered Counselling in Action* (3rd ed), Sage Publications, New Delhi.
- Rao, S. N. (1991) *Counselling and Guidance*, Tata McGraw Hill Pub, New Delhi.
- Rogers, C (2003) *Client Centered Therapy: Its Current Practices, Implication and theory*, Constable pub. London.
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- Kenedy E.1977. *On Becoming a Counselor. A Basic Guide for Nonprofessional Counselor*. Gill and Macillan.
- Skinner C. 2006. *Educational Psychology*. Prentice Hall of India.

ADMINISTRATION AND MANAGEMENT OF ECE CENTRES

Course Code: HS010492T

ELECTIVE

Teaching Hours: 5hrs/week

Credit: 3

Course outcome

- To enable students to gain knowledge in organizing and administrating preschools.
- To develop the skills and techniques to plan activities in ECE centres of different types

Course outline

Module 1: Organization and Management of Pre- school Centre's **18 hours**

Physical Setup- Building, Furniture, Equipment and Materials, Personnel for preschools- Teaching and non- teaching. Management of preschools- Budgeting, administration and records, Defining in quality in preschool programmes: Ratio, Child- Adult interaction, Physical environment, staff consistency, organizing and structuring the physical environment, Disaster management

Module 2: Programme Planning **12 hours**

Principles of programme planning: long term and short term planning, weekly and daily planning, Routine and Schedules, Planning Developmentally appropriate curriculum (Schedule).

Module 3: Designing and Maintaining **12 hours**

Designing and maintaining outdoor and indoor Space, maintenance of records; materials, indoor and outdoor equipment. Community involvement.

Module 4: Management of Pre-school Centres **18 hours**

Personnel for preschools – teaching and non- teaching (Selection of staff, academic qualification, personality characteristics, functioning of personnel working at different levels).

Staff employment-staffing schedule, support staff, salary rates, job descriptions, employment agreement, employment documentation, policies and procedures, advertising for

staff. Need and significance of personnel involved in ECCE programme. Pre-service and in-service training for personnel involved in ECE programmes.

Management of preschools and budgeting- Administration and maintenance of records (Cost of maintenance of school, fees, medical, attendance, routine schedule, family background, stock, contingency, admission, repairs and salary, student record and progress, PTA records, records of home visits, visitors book, record of inspection, observation charts and cumulative records, folders for children, anecdotal records), need for maintaining records, developing systems and schedules for observing and recording children's responses with daily/weekly diaries, familiarity with evaluation measures for children's progress.

Defining quality in preschool programmes – adult child ratio and interaction, staff consistency

Supervision – principal and functions of supervision, organizing supervision, techniques of supervision, qualification and qualities of a supervisor

Module 5: Disaster Management

12hours

Safety of ECCE centre and Nature of disaster and emergency - Familiarity with first-aid, fire drills and display of pictures and material for dealing with emergencies.- Understanding children's fears and anxiety in course of natural or manmade disasters- Engaging with parents to cope up with and resolve childhood fears- Activities to conserve nature like plant a tree, do not waste energy, no to use of polythene bags as a measure for preservation and conservation of environment.

Related Experiences

- Assignment: Develop indoor and outdoor plans in consultation with architects/teachers/ community for an early childhood education centre.
- Classroom activity: Discuss and develop staffing schedules for any two types of Early Childhood Education service.
- Bring out a directory of the Early Childhood Education Centre's existing in your locality. Classify the centres according to the services being offered.

- Review any two books on establishing Early Childhood Education Centres and briefly present a report.
- Visit six different early childhood centres and compile the various records maintained at these centres. Critically evaluate the records and make a classroom presentation of your evaluation.
- Demonstration of First Aid methods and hands on experience for the care of children in emergency through “mock exercises”.
- Visit four early childhood centres and document the classroom transactions taking place. Critically evaluate the transactions and make a presentation of your evaluation.
- Organise a workshop to educate parents on the disaster management drills that should be carried out in an early childhood centre.
- Understand the policies and programmes of ECCE at National and Global level
- Recognize the need to create ideal learning environment according to the principles of development
- Appraise the qualities and required skills of ECCE Personnel
- Apprehend documentation skills to maintain the records and registers of ECE institution
- Developing plans for ideal nursery schools – rural and urban set up

References

- Jenkins, Elizabeth.(2007). Administration in Early Education. New York: Thomson Delmar Learning.
- Sciarra, Dorothy June and Anne G. Dorsey.(2007). Developing andAdministering a Child Care and Education Program. 6th Edition. New York:Thomson Learning.
- Clarke, P. (2001). *Teaching &learning: the culture of pedagogy*. New York: Sage
- Thomson, C.L., Holmberg, M.C., Baer, D.M., Hodges, W. L., and Moore, S.G. (1978). An Experimental Analysis of Some Procedures to Teach Priming and Reinforcement Skills toPreschool Teachers. *Monographs of the Society for Research in C Development*. 43 (4),pp 1-86.
- Kress, J.S., Norris, J. A., Schoenholz, D. A., Elias, M.J., and Seigle, P. (Nov., 2004). Bringing Together Educational Standards and Social and Emotional Learning: Making the Case for Educators. *American Journal of Education*, 111 (1), pp 66-89
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- Home, School, and Community Relations, (2013), 8th Edition by Carol Gestwicki, Cengage.
- Gupta, S. M. Early Childhood Care and Education. Phi learning publishers.
- Sharma, A (2006) Text Book for Pre- primary, Nursery Teacher Training and D.I.E.T. Entrance Examination. Surjeet Publications, New Delhi.

GUIDANCE AND COUNSELLING-PRACTICALS

Course Code: HS010404P

Teaching Hours: 10hrs/week

CORE

Credit: 3

Course outcome

- To develop the skills of the students in offering guidance and counselling for children and parents or adults.
- To develop skills in organizing programmes
- To acquaint students to basic concepts of guidance, counselling and therapy.

Module 1

Make a list of services available for elderly in India and abroad.

Module 2

Visit and conduct an awareness/cultural programme in the institution working for the welfare of elderly.

Module 3

Interaction with practicing counselors and therapist on the issues of children and the common techniques of management and report.

Module 4

Make a visit to Counselling centre/remedial centre working for children and make a report on its functioning.

Module 5

Internship- one month internship in a hospital (maternity/neonatal wards/ psychiatry wards) / schools / orphanages/palliative care centres

OR

Internship / Participate in a counselling centre and observe the counselling process / participate in the activities of a remedial centre or Resource Centre for one month and report.

GERONTOLOGY AND CARE OF THE ELDERLY

Course Code: HS010493

ELECTIVE

Teaching Hours: 5hrs/week

Credit: 3

Course outcome

- To make the students aware of the issues facing the elderly in India
- To know the theoretical frame work in the study of ageing
- To impart necessary skills for making effective interventions for care of elderly

Course Outline

Module 1: Introduction 18 hours

Concept of Gerontology: Demographic Trends in Ageing in India with special reference to Kerala. Ageing Process: Physical, Psychological, Social, Economic and Spiritual aspects of ageing.

Module 2: Issues and Challenges of Ageing with special reference to India. 12 hours

Economic dependence/ Poverty, Elderly in Rural/ Urban areas, Abuse, Neglect, Abandonment, Physical health and Sensory problems, Lack of civic amenities- transportation, housing, recreation, Crimes against elderly, Retirement and related issues, Death and Bereavement.

Module 3: Dementia and related disorders in Elderly 12 hours

Prevalence in India, Risk factors, Signs and Symptoms, Awareness, Programmes, Support for the care givers, Intervention Strategies

Module 4: Families and Living Arrangements of elderly with special reference to India -

12 hours

Institutional care, day care centres, retirement communities, living alone, living with other family members, home nursing (hiring in- home caregivers), and respite care.

Module 5: Governmental and Nongovernmental support for elderly in India **18 hours**

National Old Age Pension Scheme (NOAPS) -1995, National Policy for Older Pensions- 1999, Non- governmental agencies working in favour of the aged- Help age India, Legislations in support of elderly: Maintenance of Parents and Senior Citizen Act 2007.

Status of women in different stages and their rights.

Services and Programmes for the Aged- Categories of services: Housing, health, leisure time activities; institution for the aged; day care centres; economic programmes; Re-engagement(after retirement); Retirement pension, death cum retirement gratuity, provident fund, health measures. Insurance scheme, investment and taxation and property.

Related Experiences

- Discuss and list the range of services available for elderly in the community
- Interact with elderly people to understand the physical, emotional and social concerns.
- Visit any institution working for the welfare of elderly in the community.

References

- Bali, P A(2001). Care of the Elderly in India: changing configuration, Indian institute of advanced study, Shimla.
- Bhai, L. T (2002). Ageing an Indian Perspective, decent books Pub, New Delhi
- Hill R. D (2008). Strategies for positive ageing, W W Norton and Company, New York
- Moody H. R (2010). Ageing: Concepts and Controversies 6th edition, Sage publication, London.
- www.gerontologyindia.com

Journal of geriatric psychiatry and neurology

WOMEN'S STUDIES

Course Code: HS010494T

ELECTIVE

Teaching hours: 4 hrs/week

Credit: 4 : 72 hours

Course Outcome

- To create an awareness among the students about the status of women in India.
- To familiarize with the issues and problems of women
- To motivate students to work for the betterment of women

Course Outline

Module 1: Introduction

12 hours

The Concept and Significance of Women's Studies; Scope of Women's Studies, Women's Studies as an academic discipline; Women's Movements- Pre independent, Post independent and Current women movements; Need for empowerment of women. Status of women in India: Demographic profile of women with reference to health, education, employment, social and political aspects, Gender bias; The Indian girl child. The changing role of women

Module 2: Special Issues and Problems

18 hours

Infanticide, Foeticide, Dowry, Domestic violence, Sexual harassment and abuse, Child Marriage, Portrayal of women in mass media. Women in distress: Single, Widowed, and Divorced women, Unmarried mothers. Maternal and reproductive health issues

Module 3: Women in workforce

12 hours

Concept of work- productive and non productive work, Use value and market value, Women in organized and unorganized sectors, Special problems and needs; Gender division of work, Micro enterprises and women entrepreneurship development; NGOs and women development, Globalization and impact on women's employment; Role of SHGs

Module 4: Women and Law

18 hours

Indian constitution and provisions relating to women, Need for legal literacy, Laws pertaining to Marriage, Divorce, Dowry, Succession/Property rights, Sexual abuse, Immoral Traffic, and Abortion, Indecent Representation of Women Act 1986, Family courts, Enforcement machinery – Police and Judiciary. Human Rights as Women's Rights

Module 5: Developmental Programmes for Women

12 hours

Services for protection, care and rehabilitation, Poverty alleviation and economic empowerment, Nutrition and health care programmes, Education and legal literacy. National and State Commissions for women

Related Experiences

1. Visit to an institution providing care and support to needy women
2. Debate on the pros and cons of dowry
3. Interact with women in a self-help group and understand its functioning.
4. Visit to any unit for women in a self-help group and understand its functioning
5. Visit to any unit of women entrepreneurs.
6. Discuss the procedure for availing help by women in distress.

References

- Ashok S. Kolaskaer and Motilal Dash (2012), *Women and Society; The road to change*; Oxford University press.
- Charu Gupta (2012), *Gendering Colonial India, Reforms, Print, Caste and Communalism*, Orient blackswan
- Mary E. John ed.(2008), *Women's Studies in India: A Reader*, New Delhi: Penguin Books India.

ENTREPRENEURSHIP DEVELOPMENT

Course Code: HS010495T

ELECTIVE

Teaching hours: 3hrs/week

Credit: 3: 54 hours

Course Outcome

- To enable students to:
- • To develop understanding of enterprise
- •To develop understanding about entrepreneurial growth
- • Understand the various infrastructures for employment and income generation.
- • Acquire skills in planning project proposals.

Course Outline

Module 1: Introduction - Entrepreneurship

6 hours

Concept of entrepreneurship, Growth of entrepreneurship in India, Role of entrepreneurship, Factors affecting entrepreneurial growth. Women Entrepreneurship -Status and categories of employment of women in India, Challenges of women entrepreneurs, Entrepreneurial opportunities in different sectors, Entrepreneurship development programmes.

Module 2: Entrepreneurial Development Programme

12 hours

Factors influencing entrepreneurial development and motivation; Role of culture in entrepreneurial development; Entrepreneurial development programme (EDP), Managing the problems faced by entrepreneurs Development of women entrepreneurs-with reference to SHGs,Options available to entrepreneurs, ancillarisation franchising and outsourcing. Social Entrepreneurship-Definition, importance and social responsibilities NGOs

Module 3: Enterprise Establishment

12 hours

Essentials of Enterprise Setting, Drafting of project proposal, Insurance, Registration, Support systems: Financial and non-financial .Enterprise feasibility & viability - Technical, Financial, Social

Module 4: Finance

12 hours

Concept of the need for book keeping and accounting, Maintenance of essential account records, Money: handling and resourcing working capital, Costing and pricing, Profit and loss calculation , Auditing and preparation of balance sheets, Store: Purchasing, managing stores,

and organizing production. Personnel: Organizing workers for better performance: Basic principles and techniques.

Module 5: Marketing

12 hours

Marketing infrastructure, Advertising and salesmanship, Quality control, maintaining and improving standards; Packaging, Standardization (ISO, BIS Agmarks and others), Success stories

Related Experience:

- 1 Visits to agencies involved in development of entrepreneurship
- 2 Preparation of a project proposal by
 - Selection of a trade
 - Visits to 1 or 2 units related to trade
 - Study the infrastructural requirements
 - Records to be maintained
 - Procedure for obtaining loan

REFERENCES

- Akhouri, M.M. P., 1990, 'Entrepreneurship for women in India' NIESBUD, New Delhi
- Ansari, M.A and Jain, G.R 1988, 'Self-made impact Making Entrepreneurs', EDII, Ahmedabad
- Deshpande, M.V (1984) Entrepreneurship of small scale industries, concept, growth, sand management Deep and Deep Publications,D-1/24, R- Garden, New Delhi(Unit1- III).
- Entrepreneurship Development (1982). Institute of India- A handbook for New Entrepreneurs, Entrepreneurs Development Institute of India. (Unit IX, X).
- Gundry Lisa K. &Kickul Jill R.,2007, Entrepreneurship Strategy: Changing Patterns in New Venture Creation, Growth, and Reinvention, SAGE Publications, Inc
- Hisrich Robert, D. and Brush Candida, G., 1986,' The Women Entrepreneurs' D.C. Health and company/ Laxington, Toronto.

PUBLIC HEALTH NUTRITION

Course Code : HS010496T

Teaching hours: 4hrs/week

ELECTIVE

Credit: 4 : 72 hours

Course Outcome

- To develop a holistic knowledge base and understanding of the nature of nutritional problems and their prevention and control for the disadvantaged and upper socioeconomic strata in society.
- To understand the causes/determinants and consequences of nutritional problems in society.
- To be familiar with various approaches to nutrition and health interventions programmes and policies.

Course Outline

Module 1: Nutrition Situation in India and Principles of epidemiology 12 hours

Hunger in India, India state Hunger Index (ISHI), Food and Nutrition security, production and availability of foods in India, consumption pattern, trends in nutrient intake and nutritional status

Introduction to epidemiology, aims, classifying epidemiological study methods, nutrition epidemiology and public health nutrition.

Module 2: Assessment of nutritional status in community setting 18 hours

Nutritional assessment, Importance and Objectives, Indirect assessment of Nutritional status – Age, specific mortality rates, cause specific mortality rates, nutritionally relevant morbidity rates, ecological factors. Direct assessment of nutritional status - Nutritional Anthropometry- Height, length, weight, waist circumference, waist hip ratio, body fat, skin fold measurements. Clinical assessment of Nutritional disorders, Biochemical assessment for nutritional deficiencies and Dietary assessment- Family diet survey, Individual diet survey, quantitative diet surveys, Institutionalised surveys and Food balance sheet.

Module 3: Epidemiology of Nutritional disorders 18 hours

Prevalence, Aetiology, Consequences and treatment of-PEM-Clinical syndromes, prevention of malnutrition, managing PEM

Vitamin A Deficiency-Consequences, epidemiology, aetiological factors, intervention strategies for preventing Vitamin A deficiency disorders (VADD)

Iron Deficiency Anaemia-Epidemiology, Prevalence, aetiological consequences, approaches for prevention and control of anaemia, National Nutritional Anaemia Control Programme.

Iodine Deficiency Disorders-Epidemiology, aetiological factors, consequences of IDD, IDD as a public health problem, elimination of IDD-An International focus,National Iodine Deficiency Disorders Control Programme Of India

Zinc Deficiency-Epidemiology, public health significance, clinical manifestations of zinc deficiency, Zinc supplementation in pregnancy, Flourosis

Nutrition related non communicable chronic disorders

Prevalence at global and national level, cardiovascular disease, hypertension,obesity, diabetes mellitus,cancer.Risk factors for Non Communicable Diseases-Community based programmes for primary prevention,Health education and role of mass media,secondary and tertiary prevention.

Organisations and Programmes in the field of nutrition monitoring and Interventions

Brief outline of WHO, FAO, UNICEF,CARE, NFHS, NNMB, ICDS, ICMR,ICAR

Module 4: Nutrition Education

12 hours

Definition,Significance,Design and implementation of NHE Programme Receiver,Communicator, Message Channel,Theories of Nutrition Education, Evaluation-Purpose and Types of evaluation.

Module 5: Food Fortification

12 hours

Technical considerations, technology for food fortification, fortificants, planning food fortification intervention, fortification of selected food items

Related Experiences

1. Conduct a visit to any food industry to learn about the methods of food fortification.

REFERENCES

- Modern Nutrition in Health and Disease edited by Maurice B Shils,Moshe Shike.A,Catherine Ross, Benjamin Cabellero,Robert J Cousins, Lippincott Williams al Wilkins 2006.
- Nutrient Requirements and Recommended Dietary allowances for Indians. A report of the expert group of the Indian Council of Medical Research ICMR 2010.
- Public Health Nutrition in Developing Countries Edited by Sheila Chander Vir Woodhead Publishing India.Part I & II. 2011

DEVELOPMENT OF THE SELF

Course Code: HS010497T

ELECTIVE

Teaching hours: 4hrs/week

Credit: 4

Course Outcome

- To initiate self-enquiry and introspection;
- To discuss different aspects of the self and its development;
- To contextualize the self in culture.

Course Outline

Module 1: Definitions of development and self

12 hours

Definitions of self constructs: Self-esteem self-concept Self-confidence: Self-efficacy
Developmental patterns in the development of self-constructs; Historical conceptions of "self"

Module 2: Approaches to self

12 hours

Enquiry and introspection. Memories of childhood and their influence. Family history and its impact on individuals. Biographies of significant persons as illustrations.

Module 3: The self in the life-span

18 hours

Significance of birth; role of childhood experiences; changing roles and responsibilities. With age; the sense of self at adolescence; Cultural variations, achieving selfhood at adulthood

Module 4: The individual and the context

12 hours

Influence of family, peers and school on the development of self-esteem. Community and culture in relation to the development of self.

Module 5: Gender identity and the self

18 hours

Biological, psychological and cultural aspects of being male and female, stereotypes, beliefs and gender discrimination. Gender identity and gender role, Transgender. Self – Improvement techniques :Fostering psycho-social competence through Life Skills Education, Relaxation Techniques

Related Experiences

1. Read an important biography and analyze the events and factors that contributed to the development of the self in the individual.
2. Write an autobiography highlighting the development of the self through different stages.
3. Conduct a case study of an individual and profile the development of the self in a cultural and social context.

References

- Kakar, S. (1978). The inner world. New Delhi : Oxford University Press. □ Gandhi, M.K. (1927). An autobiography or the story of my experiments with truth .Ahmedabad :Navajivan Trust.
- □ Llewellyn-Jones, D. (1971). Every girl. London: Faber & Faber.
- Mead, M. (1976). Male and female UK : Penguin.
- □ Bee, H. (1989). The developing child. New York: Harper & Row.

**GENDER ISSUES IN HUMAN DEVELOPMENT AND
FAMILY RELATIONS**

Course Code: HS010498T

Teaching hours: 4hrs/week

Credit:4

ELECTIVE

Course Outcome

- To orient the students regarding the gender issues in human development and family relationships to impart experiences regarding gender issues, family practices and biases prevalent in Indian Society.

Module 1 Concept of gender

12 hours

Concept of gender- its biological and socio-cultural connotations. Importance of gender differences in human development. Gender theories gender orientation theory of Sandra Bem, gender schema theory, theory of ego development and gender.

Module 2 Impact of gender

12 hours

Demographic challenges to family ecology, gender issues in family involvement and cohesiveness (socialization, family roles, responsibilities and family adjustment) impact of gender roles, responsibilities and socialization practices.

Module 3 Happy family life

12 hours

Working towards family solidarity and social well being (values and ethics in the promotion of happy family life).

Module 4 Changing trends

12 hours

Changing trends in gender role orientation, its socio- economic and cultural impact on the family and society.

Related Experiences

1. Gender analysis of mass media content, books, television and films.
2. Interviewing children and parents to study gender socialization practices.
3. Administering gender role orientation scale to adolescents /women interpreting the results.
4. Case study of three generation families to identify the differences in the gender orientation roles and responsibilities. Case studies for gender role performance.

References

- Channa K. 1988. *Perspective in Indian Development: Socialization, Education and Women: Exploration in Gender Identity*. Orient Longman.
- Coltrance S. 1997. *Gender and Families*. Fine Forge Press.
- Gherardi S. 1995. *Gender Symbolism and Organizational Structures*. Sage Publ.
- Narsimhan S. 1999. *Empowering Women An Alternative Strategy for Rural*

MODEL QUESTIONS

HS010101T

ADVANCED CHILD DEVELOPMENT

Maximum: 30 Weightage

Time: 3 hrs

PART A

I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 1.

1. What are teratogens ?
2. What is ultrasound?
3. Genes
4. List infant states
5. Define Bilingualism.
6. List the motor milestones from 0 to 1 year
7. List any four characteristics of children's emotions.
8. List the basic issues in child development
9. What are the recent trends in child development?
10. Differentiate between infancy and toddler years.

(8x1 = 8 weightage)

PART B

II. Answer any Six questions. Each answer should not exceed two pages. Each question carries a weightage of 2.

11. Explain any four basic themes in Child Development.
12. Give an account of the basic issues in Child development.
13. Trace the cognitive development of a child during the late childhood years.
14. Explain the perceptual capacities of an infant.
15. Explain the patterns of genetic inheritance.
16. Trace the language development of a child during the early childhood period.
17. Why prepositional thought is important in adolescence
18. Explain on ultrasonic testing.

(6x2 = 12 weightage)

PART C

III. Answer any Two questions. Each answer should not exceed three pages. Each question carries a weightage of 5.

19. Explain the major prenatal screening and diagnostic techniques.
20. Government Programmes for Adolescents in India.
21. What is temperament ? Briefly explain the temperamental characteristics of infant.
22. What are the trends in contemporary research in Child Development ?

(2x5 = 10 weightage)

EARLY CHILDHOOD EDUCATION

Maximum: 30 Weightage

Time: 3 hrs

PART A

I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 1.

1. Bring out the contribution of ICDS towards the importance of ECCE.
2. What is the role of music in preschool education?
3. What are the limitations of Tagore's views on ECCE?
4. Give a few examples of teaching science concepts to children.
5. List down the Course outcome of ICCW favouring ECCE.
6. How will you celebrate Gandhi Jayanthi in a preschool?
7. What is the role of the assistant teacher in a preschool?
8. What is meant by formal education?
9. What was the educational concept of Mahatma Gandhi?
10. Explain on early childhood care and education

(8x2 = 8 weightage)

PART B

II. Answer any Six questions. Each answer should not exceed two pages. Each question carries a weightage of 2.

11. Explain how Montessori schools are different from Frobel's idea of preschool education.
12. Develop a theme chart for a week on the topic 'Animals'.
13. How can you teach mathematics through play way method to preschoolers ?
14. Explain about the various types of preschool and their functions
15. Explain about the curriculum models and approaches in childhood education
16. Explain on the importance of parental awareness programme in a preschool.
17. Explain about the new early childhood curriculum in India.
18. What was the contribution of NCERT and IAPE to early childhood care and education.

(6x2 = 12 weightage)

PART C

III. Answer any Two questions. Each answer should not exceed three pages. Each question carries a weightage of 5.

19. Elaborate on the contribution made by Mahatma Gandhi and Aurobindo towards. Early Childhood Care and Education.
20. Explain the contribution of national agencies in the development of ECCE.
21. Justify art and craft as highly stimulating activities in a preschool. Explain the different types of art and craft activities.
22. Explain the Basic principles of developmentally appropriate practices and their need.

(2x5 = 10 weightage)

EARLY DEVELOPMENTAL STIMULATION

**Maximum : 30 Weightage
hrs**

Time: 3

PART A

I. I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 1.

1. Define developmental milestones
2. What is early stimulation?
3. Define play.
4. List the benefits of toys and objects to stimulation and learning.
5. Does stress in mothers during pregnancy affect brain development in infancy?-Discuss.
6. Differentiate fine and gross motor skills.
7. What is sensory integration therapy?
8. Explain the various areas of development.
9. List out the baby massaging steps.
10. How touch is important for a developing baby?

(8x1 = 8 weightage)

PART B

II. Answer any Six questions. Each answer should not exceed two pages. Each question carries a weightage of 2.

11. Explain about the importance and types of sensory stimulation which can be given at home
12. Analyze and explain the purpose of early intervention services.
13. Elaborately discuss the conditions and substances affecting the developing brain.
14. Discuss the benefits in early stimulation in home and preschool setting.
15. Explain occupational therapy.
16. Enumerate the importance of play in early stimulation.
17. Importance of touch and movement in infant development.
18. Give a note on speech therapy.

(6x2 = 12 weightage)

PART C

III. Answer any Two questions. Each answer should not exceed three pages. Each question carries a weightage of 5.

19. Explain about the role of mother as a key stimulator during early developmental stimulation
20. Analyze and explain the purpose of early intervention services.
21. Elaborately discuss the baby massage
22. Discuss the benefits in early stimulation in home and preschool setting.

(2x5 = 10 weightage)

NUTRITION THROUGH LIFE CYCLE

Maximum : 30 Weightage

Time: 3 hrs

PART A

I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 1

1. Eating disorders of adolescents.
2. Baby friendly hospital initiative.
3. Let down reflex.
4. Ideal weight gain in pregnancy.
5. Malnutrition and mental development.
6. Physiological changes during pregnancy.
7. Differentiate between preterm and low birth weight infants.
8. Define RDA.
9. What are the physiological changes seen during pregnancy?
10. A note on human milk composition.

(8x1 = 8 weightage)

PART B

II. Answer any Six questions. Each answer should not exceed two pages. Each question carries a weightage of 2.

11. Elaborate on human milk composition and its benefits
12. Justify the increased nutritional requirements in pregnancy.
13. Elaborate effects of ageing on food and nutrient intake.
14. How is RDA for Iron arrived at for various age groups
15. Elaborate on the nutritional requirements and the dietary modifications during lactation.
16. Explain the nutritional care of pre term infants
17. Prepare a menu for packed lunch for school going child.
18. Explain on the nutritional needs during infancy.

(6x2 = 12 weightage)

PART C

III. Answer any Two questions. Each answer should not exceed three pages. Each question carries a weightage of 5.

19. Discuss the physiology and endocrinology of lactation
20. Bring out importance of good geriatric nutrition with reference to physiological changes in old age.
21. Write a note on the mode of feeding premature infants.
22. Discuss the dietary modifications to be followed for a geriatric diet. Justify.

(2x5 = 10 weightage)

THEORIES OF CHILD DEVELOPMENT

**Maximum : 30 Weightage
hrs**

Time: 3

PART A

I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 1.

1. What are the functions of theories?
2. Bring out the importance of early life experiences in later development according to Freud's theory.
3. List the stages of psychosexual development according to Freud.
4. How does Erikson's theory explain Identity formation in adolescence?
5. What are the different stages in Piaget's theory?
6. Explain Meso system?
7. What is imprinting?
8. What do you mean by a theory?
9. Give the reason why psychoanalytic theory is called so.
10. What is Pavlov's contribution in our understanding of learning?

(8x1 = 8 weightage)

PART B

II. Answer any Six questions. Each answer should not exceed two pages. Each question carries a weightage of 2.

11. How is the nature-nurture controversy explained through Vygotsky's socio-cultural theory?
12. Explain the Bronfenbrenner's Ecological system theory.
13. Discuss the strengths and limitations of Piaget's theory.
14. What is the significance of Social-learning theory.
15. Explain the classical conditioning experiment of Pavlov.
16. Explain the Nativistic view of language development.
17. What is developmental Cognitive Neuroscience ?
18. How is Bowlby's theory helpful as to understand child's development?

(6x2 = 12 weightage)

PART C

III. Answer any TWO questions. Each answer should not exceed three pages. Each question carries a weightage of 5.

15. Write on the contributions and limitations of Behaviourism and Social Learning Theory
16. How does ethological theory explain the sensitive period concept?
17. Explain any one theory, citing the role of it in policy making in Child Development?
18. How does Bowlby's theory explain the development of attachment in infants?

(2x5=10 weightage)

**Maximum : 30 Weightage
hrs**

Time: 3

PART A

I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 1.

1. What is Word Association Test?
2. Bring out the importance of assessing infants.
3. What are the different types of rating scales?
4. Explain observation as a method of child study
5. Assessment of motor development in children.
6. What is fear checklist?
7. How is interview technique used to study children?
8. Give the meaning of the term systematic observation.
9. How do we know whether a child is wasted and stunted?
10. What is the need for assessing cognitive abilities in children?

(8x1 = 8 weightage)

PART B

II. Answer any Six questions. Each answer should not exceed two pages. Each question carries a weightage of 2.

11. Explain Rorschach's Ink Blot Test.
12. How is the Trivandrum Developmental Screening Test used to assess motor development in children?
13. Explain the use of Minnesota Multipurpose Personality Inventory in assessing personality.
14. What is the significance of studying children?
15. Explain the Vineland Social Maturity Scale.
16. Explain the need and implication of developmental assessment.
17. Bring out the use of Raven Progressive Matrices in assessing the cognitive abilities of children.
18. Compare and contrast interview and questionnaire.

(6x2 = 12 weightage)

PART C

III. Answer any Two questions. Each answer should not exceed three pages. Each question carries a weightage of 5.

19. Explain the various anthropometric measures used to assess children.
20. Give an account on (i) ethnography (ii) social survey (iii) clinical method.
21. Explain any two tests used to assess motor development in children.
22. What are projective techniques? Explain any three.

(2x5 = 10 weightage)

HS010207T

RESEARCH METHODS AND STATISTICS

Maximum: 30 Weightage

Time: 3 hrs

PART A

I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 2

1. Define intervening variables
2. What are partition values ? Give the different partition values
3. Define a standard normal distribution
4. What is standard error ?
5. What is a scatter diagram?
6. Write on the types of questionnaires?
7. What is sampling error?
8. What are the Qualities of a research worker?
9. Explain absolute & relative measures of dispersion?
10. How will you determine the size of a sample for a research?

(8x1 = 8 weightage)

PART-B

II. Answer any Six questions. Each answer should not exceed two pages. Each question carries a weightage of 2.

11. Distinguish between absolute and relative measures of dispersion
12. Briefly explain the types of research
13. Differentiate between interview and observation
14. Explain the advantages and limitations of questionnaires as a research tool.
15. Calculate the correlation coefficient from the following data sheet:
 $N X = 444$ $N Y = 443$ $N X^2 = 19806$ $N Y^2 = 20065$ $N XY = 19711$ $n = 10$
16. Define variables and discuss the types of variables
17. What are the properties of normal distribution?
18. Explain the criteria for the selection of research problem?

(6x2 = 12 weightage)

PART C

III. Answer any Two questions. Each answer should not exceed three pages. Each question carries a weightage of 5.

19. The BMI of people follows a normal distribution with mean 20 and standard deviation
20. Find probability that a person selected at random is having BMI
a) Between 16 and 23 b) Above 25 c) Below 20
21. Define sample. Briefly explain different types of sampling.
22. Discuss briefly on any two tools used in research

(2x5 = 10 weightage)

CHILD RIGHTS AND WELFARE

Maximum: 30 Weightage

Time: 3 hrs

PART A

I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 1

1. Children of migrant workers.
2. Child-sex ratio.
3. Define POCSO ACT
4. Explain the law on female foeticide.
5. Write a short note on the adoption guidelines in India .
6. Write a note on the Rights of children in line with UNCRC.
7. Services for street children in your community.
8. Who are children with special needs?
9. What is meant by child protection?
10. What are the constitutional guarantees that are meant specifically for children in India?

(8x1 = 8 weightage)

PART-B

II. Answer any Six questions. Each answer should not exceed two pages. Each question carries a weightage of 2.

11. Rehabilitation of children of prostitutes.
12. How does the State deal with children who come in conflict with the law ?
13. Discuss the National Plan of Action for Children, 2005?
14. Explain the Counselling and Guidance services provided by the State Child Line Foundation?
15. What is the significance of nutrition programmes for adolescent girls?
16. Explain Kishori Shakti Yogana?
17. Explain the need for services for children affected with HIV/AIDS?
18. Explain the rights of the child.

(6x2 = 12 weightage)

PART C

III. Answer any Two questions. Each answer should not exceed three pages. Each question carries a weightage of 5.

19. Explain the problems of street children.
20. Write a short note on the extent of child sex tourism in India and the steps taken by the government to combat the problem?
21. Discuss the prevalence of child abuse in Kerala as reported by media.
22. Write a detailed account on any one institution functioning for the welfare of children which you have visited

(2x5 = 10 weightage)

SEMESTER III

HS010309T

CHILDREN WITH SPECIAL NEEDS

Maximum: 30 Weightage

Time: 3 hrs

PART A

I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 1.

1. Define the term Juvenile delinquency
2. What is Phobia?
3. What is Epilepsy?
4. What is auditory training?
5. How can physical and health impairments be classified?
6. What are the causes of cerebral palsy?
7. What are the methods of educating the hearing impaired?
8. Who are children with special needs?
9. List down the government provisions for disabled.
10. What are the characteristics of emotionally disturbed children?

(8x1 = 8 weightage)

PART-B

II. Answer any Six questions. Each answer should not exceed two pages. Each question carries a weightage of 2.

11. What measures can be adopted to prevent hearing impairments in children?
12. Explain how parents become responsible for delinquency in their children.
13. Types of children with special needs
14. What are the causes of childhood schizophrenia?
15. What are the educational strategies to be adopted while teaching children with sensory disability?
16. What are the methods of educating the hearing impaired?
17. Current statistics and its implications on the quality of life of special children.
18. Give a detailed note on children mental disorder.

(6x2 = 12

weightage)

PART C

III. Answer any Two questions. Each answer should not exceed three pages. Each question carries a weightage of 5.

19. What is autism? What are the etiological factors of autism?
20. What are the rights and provisions for disabled in government agencies?
21. Explain the types of emotionally disturbed children
22. What are the methods of preventing juvenile delinquency?

(2x5 = 10 weightage)

COMMUNICATION DISORDER AND LEARNING DISABILITY

Maximum: 30 Weightage

Time: 3 hrs

PART A

I. I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 1

1. Classification of communication disorder.
2. Development of the Inner Ear Dymorphology.
3. Causes of learning disability.
4. What is autism spectrum disorder.
5. Explain ADHD.
6. Pre & post-natal craniofacial development.
7. Nature and characteristics of an autistic child.
8. Rationale Role of Clinician in Genetic Referral.
9. Parts of an Ear.
10. List down the theories of learning.

(8x1 = 8 weightage)

PART B

II. Answer any Six questions. Each answer should not exceed two pages. Each question carries a weightage of 2.

11. Diagnosis and identification of ADHD children.
12. Explain the Theories of learning.
13. Different methods of remediation and learning strategies of learning disability.
14. Identification and Characteristics of LD.
15. Embryological development of the nervous system.
16. What are Assessment Techniques, Prevention, Treatment of communication disorder.
17. What are the educational provisions to be given for ADHD Children.
18. What are the educational measures to be adopted to teach an autistic child?

(6x2 = 12 weightage)

PART C

III. Answer any Two questions. Each answer should not exceed three pages. Each question carries a weightage of 5.

19. How learning works? Explain about the eight systems of learning
20. How lifestyles affect on learning styles
21. Give a detailed note on ADHD Children
22. Give a detailed note on learning disability

(2x5 = 10 weightage)

HS010311T

MENTAL HEALTH IN DEVELOPMENTAL PERSPECTIVES

Maximum: 30 Weightage

Time: 3 hrs

PART A

I. I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 1.

1. Define mental health.
2. What is meant by attachment?
3. List the factors for improving school climate
4. Peer pressure.
5. Substance abuse.
6. Drug therapy.
7. Phobia.
8. What is Cognitive behavioural therapy?
9. Give a short note on National mental health policy of India.
10. What is secure attachment? Add a notes on its importance?

(8x1 = 8

weightage)

PART B

II. Answer any Six questions. Each answer should not exceed two pages. Each question carries a weightage of 2.

11. What according to you are the reasons for the increasing levels of stress among people ?
12. Distinguish between neurosis and psychosis.
13. Enumerate the causes of suicide among adolescents.
14. Explain the types of attachment among infants.
15. Explain anxiety neurosis.
16. What guidance can be given to parents to prevent the incidence of sexual abuse among children ?
17. How can substance abuse among adults be dealt with?
18. Suggest measures to overcome suicidal tendency amongst adolescents?

(6x2 = 12 weightage)

PART C

III. Answer any Two questions. Each answer should not exceed three pages. Each question carries a weightage of 5.

19. Briefly explain the physiological effects of stress on an individual.
20. What are the factors affecting attachment of an infant to its care taker ?
21. What guidance can be provided to parents to deal effectively with the psychological problems of adolescents ?
22. What programmes are available in your community to deal with the mental health issues of the people ?

(2x5 = 10 weightage)

**FOSTERING LANGUAGE, LITERACY AND CREATIVITY IN EARLY
YEARS**

Maximum: 30 Weightage

Time: 3 hrs

PART A

I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 1.

1. List a few equipments that can be used in the listening centre.
2. What are the domains of creativity?
3. What do you understand by reading readiness in a preschooler?
4. List down the principles underlying the selection of instructional materials.
5. What is a kindergarten?
6. Enumerate the values of play.
7. Bring out the relation between creativity and cognition.
8. What are the things to be kept in mind while selecting instructional materials for teaching?
9. List down the types of teaching learning material.
10. What is meant by divergent thinking?

(8x1 = 8 weightage)

PART B

II. Answer any Six questions. Each answer should not exceed two pages. Each question carries a weightage of 2.

11. Differentiate between the instructional materials used in a kindergarten and a montessori school.
12. Enumerate the various forms of creativity.
13. What are the goals of mathematical learning?
14. Enumerate the role of a teacher in imparting knowledge related to science to preschoolers.
15. Bring out the benefits of the play way method of education.
16. What is inclusive language? Why is it essential in the learning environment?
17. List out the hindrances in the development of creative abilities in children.
18. Explain the stages of creativity development.

(6x2 = 12 weightage)

PART C

III. Answer any Two questions. Each answer should not exceed three pages. Each question carries a weightage of 5.

19. Broadly describe the activities that would foster socio emotional development in children.
20. Brief on the setting up of early learning centres in a preschool and the significance of each area.
21. Elaborate on the developmentally appropriate principles in a preschool set up.
22. What are the brain based strategies that will help in creating supportive early childhood learning environments?

(2x5 = 10 weightage)

SEMESTER IV

HS010490T

GIFTED AND CREATIVE CHILDREN

Maximum: 30 Weightage

Time: 3 hrs

PART A

I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 1.

1. Define gifted and creative children
2. Differentiate between achievement and ability test
3. Characteristics of gifted children
4. Need for vocational counselling
5. Brainstorming
6. Types of creativity
7. Special Education
8. List down the factor affecting creativity.
9. Methods to improve creativity among children.
10. IQ.

(8x1 = 8 weightage)

PART B

II. Answer any Six questions. Each answer should not exceed two pages. Each question carries a weightage of 2.

11. What are the Identification strategies of gifted children
12. What are the Factors affecting creativity
13. How can you foster creativity in children
14. What are the intervention strategies for gifted children
15. Role of creative dramatics and visualization while enhancing creativity
16. Need for assessing giftedness
17. Teaching techniques and strategies for facilitating creative performance
18. Give a detailed note on the ways of improving creativity.

(6x2 = 12 weightage)

PART C

III. Answer any Two questions. Each answer should not exceed three pages. Each question carries a weightage of 5.

19. Provisions for education and placement of gifted and creative children in India
20. Explain the types of assessment
21. Definition, Identification and Characteristics, Special Education of gifted children
22. Explain the types of achievement tests

(2x5 = 10 weightage)

GUIDANCE AND COUNSELLING

Maximum: 30 Weightage

Time: 3 hrs

PART A

I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 1

1. Differentiate between guidance and counselling
2. What is preventive counselling?
3. Explain the developmental function of guidance.
4. State the importance of crisis intervention counselling.
5. Explain horticulture therapy.
6. What is meant by systematic desensitization?
7. State any four governing principles of guidance.
8. Governing principles of Guidance.
9. Vocational guidance.
10. List the features of a counslee.

(8x1 = 8 weightage)

PART B

II. Answer any Six questions. Each answer should not exceed two pages. Each question carries a weightage of 2.

11. Briefly explain psychoanalysis as a method of treating mental disorders.
12. What is Transactional Analysis?
13. Bring out the significance of Child Guidance Clinics.
14. Explain the importance of art therapy in treating children.
15. Define the process of counselling
16. Why is educational counselling important in the current scenario?
17. Explain any four variables affecting the counselling process.
18. Give a detailed note on Freud's Psychoanalytic Therapy.

(6x2 = 12 weightage)

PART C

III. Answer any Two questions. Each answer should not exceed three pages. Each question carries a weightage of 5.

19. Explain the Rational ñ Emotive Behaviour Therapy.
20. Explain the need for guidance and counselling, with special reference to the Kerala population.
21. Explain any three innovative therapies that can be used with adults.
22. Explain the salient features of the Cognitive Behaviour Therapy.

(2x5 = 10 weightage)

ADMINISTRATION AND MANAGEMENT OF ECE CENTRES

Maximum: 30 Weightage

Time: 3 hrs

PART A

I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 1

1. What do you mean by anecdotal records?
2. Elucidate the need for providing inservice training to preschool teachers.
3. What is budgeting? How is it applicable in a preschool?
4. What are the points to be considered while selecting a site for a preschool?
5. What are the principles of programme planning
6. What are the records to be maintained in a preschool?
7. Enumerate the need for setting up early childhood education centres.
8. Steps to be taken for disaster management.
9. Duties of the personnel's of a preschool.
10. Differentiate between routines and schedules.

(8x1 = 8 weightage)

PART B

II. Answer any Six questions. Each answer should not exceed two pages. Each question carries a weightage of 2.

11. Trace the developmental needs of preschoolers.
12. Give an account on indigenous play material.
13. How can you add to the quality of a preschool programme?
14. List the indoor and outdoor play equipments
15. What are the considerations to be kept in mind while procuring play materials for preschoolers?
16. Discuss the elements of the building plan of an urban playschool.
17. Enumerate the basic goals of a preschool curriculum
18. Importance of maintaining records in a preschool.

(6x2 = 12 weightage)

PART C

III. Answer any Two questions. Each answer should not exceed three pages. Each question carries a weightage of 5.

19. Enumerate the roles and responsibilities of various personnel in a preschool set up.
20. Describe the various types of programme planning
21. Give an account of disaster management in a preschool.
22. Enumerate the resources available for families with young children.

(2x5 = 10 weightage)

GERONTOLOGY AND CARE OF THE ELDERLY

Maximum: 30 Weightage

Time: 3 hrs

PART A

I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 1

1. List the sensory problems of the elderly.
2. Importance of providing recreational facilities for the elderly.
3. List the Governmental programmes for the benefit of the elderly.
4. Write one law protecting the elderly
5. The need for institutional care for elderly
6. Psychological aspects of ageing.
7. What are the issues faced by elderly living alone?
8. What is meant by demographic trends?
9. What is the effect of increase in the old age dependency ratio?
10. What are the sensory problems of aged people?

(8x1 = 8 weightage)

PART B

II. Answer any Six questions. Each answer should not exceed two pages. Each question carries a weightage of 2.

11. Explain any one theory on the ageing process?
12. Discuss the problems faced by elderly in terms of transportation and public amenities?
13. Explain the counselling services available for elderly in your community?
14. Discuss the issues facing elderly in terms of housing?
15. Explain the National Old age Pension scheme.
16. Explain the need for services for caregivers of elderly suffering from dementia and related disorders?
17. Bring out the issues facing elderly in terms of economic empowerment?
18. Write about the advantage of institutional care for the aged.

(6x2 = 12 weightage)

PART C

III. Answer any Two questions. Each answer should not exceed three pages. Each question carries a weightage of 5.

19. Enumerate the roles and responsibilities of various personnel in a preschool set up.
20. Brief on the significance of teacher parent partnership in early childhood education.
21. Give an account of disaster management in a preschool.
22. Enumerate the resources available for families with young children.

(2x5 = 10 weightage)

PART A

I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 1

1. What are the legislations available to counteract domestic violence?
2. What do you understand by the term SHG?
3. What are the objectives of womens studies education?
4. What are the support services for the elderly?
5. Write any one legislative measure available to check immoral traffic?
6. Write a note on child marriage?
7. What is the role of the State commission for women?
8. Need for empowerment of women.
9. List down the various types of abuses towards women.
10. Explain the problems faced by the divorced children.

(8x1=8weightage)

PART-B

II. Answer any Six questions not exceeding two pages. Each question carries a weightage of 2.

11. Discuss the negative aspects of the Dowry system in India?
12. What are the common problems faced by women working in the unorganised sector?
13. Write a note on nutrition programmes for women?
14. Discuss the involvement of women in the political field?
15. What can be done to prevent sexual harrasment at the work place?
16. Briefly explain the need for imparting education to all children. What are the provisions offered by the government for the same?
17. Comment on the portrayal of women in the media today?
18. Give a detailed note on reproductive health issues seen among children.

(6x2=12 weightage)

PART C

III. Answer any Two questions not exceeding three pages. Each question carries a weightage of 5.

19. Define Legal Literacy. Bring to light the various legal provisions available with regard to marriage, divorce and dowry?
20. Briefly explain the various services for the protecton and care of destitute women?
21. Discuss the need for empowerment. What steps will you take to empower today's youth?
22. Write a note on the common problems faced by the senior citizens of Kerala?

(5x2=10 weightage)

Part-A

I. Answer any Eight questions, not exceeding one page. Each question carries a weight of 1

1. Define entrepreneurship?
2. State the barriers to entrepreneurship?
3. Distinguish between unemployment and underemployment?
4. What do you mean by BIS and ISO?
5. Enlist the objectives of KSICS
6. What is term loan?
7. Distinguish between cash book and ledger?
8. Define advertising.
9. EDP
10. What is the importance of NGOs

(8x1=8weightage)

Part-B

II. Answer any Six questions, not exceeding two pages. Each question carries a weight of 2.

11. Enumerate the types of entrepreneurs.
12. Explain the institutional support to women entrepreneurship with special reference to Kerala.
13. What are the factors to be considered for estimating project capital cost.
14. Explain the essentials of successful business.
15. What problems are commonly faced by entrepreneurs while establishing a new project.
16. Discuss briefly the steps in starting a small scale unit.
17. What are the qualities of successful salesman?
18. How does SIDBI help the small scale sector.

(6x2=8weightage)

Part- C

III. Answer any Two questions, not exceeding three pages. Each question carries a weight of 5

19. Discuss the factors affecting the entrepreneurial growth in India
20. Elaborate the causes of unemployment in INDIA?
21. Discuss the role of KSIDC in promoting entrepreneurship in your state.
22. Describe the method of accounting and recording system to be followed by an enterprise

(2x5=8weightage)

Maximum: 30 Weightage**Time: 3hrs****PART A****I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 1**

1. Write a note on nutrition security.
2. Discuss aetiology of fluorosis.
3. Write a note on Iodine Deficiency disorders.
4. Discuss consequences of Iron Deficiency anaemia.
5. What is food fortification?
6. Write a note on zinc deficiency.
7. Discuss relation between infection and immunity.
8. Indian State Hunger Index.
9. What are the direct assessment methods to assess the nutritional status?
10. What are the clinical syndromes seen among people with PEM?

(8x1=8 weightage)**PART B****II. Answer any Six questions not exceeding two pages. Each question carries a weightage of 2.**

11. Discuss in detail 24 hr dietary recall method.
12. Elucidate the principles of effective nutrition education.
13. List functions of the NFHS.
14. Discuss treatment of Protein Energy Malnutrition.
15. Discuss the National Nutrition Anemia Control Programme.
16. What are the indirect methods of assessment of nutritional status?
17. What is nutrition epidemiology?
18. What are the programmes done by National Iodine Deficiency Disorders Control Programme Of India?

(6x2=12weightage)**PART C****III. Answer any Two questions not exceeding three pages. Each question carries a weightage of 5.**

19. Explain in detail the National Nutrition Policy.
20. Write an essay on prevalence, aetiology, consequences and treatment of Iron Deficiency anaemia in India
21. Explain assessment of Nutritional status.
22. Discuss in detail technical considerations and impact of food fortification.

(5x2=10 weightage)

HS010497T

DEVELOPMENT OF SELF

Maximum: 30 Weightage

Time: 3hrs

PART A

I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 2

1. Write a note on Self Esteem
2. Discuss aetiology of gender discrimination.
3. Write a note on influence of family on development of self esteem.
4. Discuss consequences of peer group influences.
5. What is self efficacy?
6. Write a note on transgender
7. Discuss relation between self esteem and self concept.
8. A short note on changing role and responsibilities according to age.
9. What is the role of peers in achieving self esteem?
10. What is meant by development of self.

(8x1=8 weightage)

PART B

II. Answer any Six questions not exceeding two pages. Each question carries a weightage of 2.

11. Discuss in detail the role of childhood experience in the development of self
12. Elucidate gender identity and gender role.
13. List various relaxation techniques.
14. Discuss the role of community and culture in relation to the development of self.
15. Discuss enquiry and introspection.
16. Explain the role of family history and its impact on individuals?
17. What is gender identity and gender role?
18. What are the various relaxation techniques to improve the self?

(6x2=12weightage)

PART C

III. Answer any Two questions not exceeding three pages. Each question carries a weightage of 5.

19. Explain in detail the various self- improvement techniques.
20. Write an essay on the role of spirituality and religion in the development of self.
21. Explain the changing roles and responsibilities with age.
22. Discuss in detail the influence of family, peers and school on the development of self esteem.

(5x2=10 weightage)

HS010498T

**GENDER ISSUES IN HUMAN DEVELOPMENT AND
FAMILY RELATIONS**

Maximum: 30 Weightage

Time: 3 hrs

PART A

I. Answer any Eight questions, not exceeding one page. Each question carries a weightage of 1.

1. Gender
2. Cultural impact of family and society
3. Theory of ego development
4. Importance of gender differences in human development
5. Gender theories
6. Challenges to family ecology
7. Impact of gender roles
8. A short note on gender schema theory
9. Define value.
10. Explain the changing trends in the gender role orientation.

(8x1 = 8 weightage)

PART B

II. Answer any Six questions. Each answer should not exceed two pages. Each question carries a weightage of 2.

11. Discuss in detail the changing trends in gender role orientation
12. Explain gender orientation theory of Sandra Bem.
13. Elucidate gender issues in family involvement.
14. Importance of gender difference in human development.
15. Differentiate between gender schema theory and theory of ego development and gender.
16. Discuss in detail the demographic challenges to family ecology
17. How can we work towards family solidarity and social well being?
18. Give a short note on any two gender oriented theory.

(6x2 = 12 weightage)

PART C

III. Answer any TWO questions. Each answer should not exceed three pages. Each question carries a weightage of 5.

19. What are the changing trends in gender role orientation ,its socio- economic and cultural impact on the family and society?
20. Explain the Concept of gender- its biological and socio-cultural connotations.
21. Explain in detail the Importance of gender differences in human development
22. Write a Case study report of three generation families to identify the differences in the gender orientation roles and responsibilities

(5x2=10 weightage)

