

ST.TERESA'S COLLEGE (AUTONOMOUS) ERNAKULAM**DEPARTMENT OF HOME SCIENCE****M.Sc. PROGRAMME IN CHILD DEVELOPMENT****Under Credit & Semester System**

PREAMBLE

The department of Home Science, St. Teresa's College is the pioneer institute in Kerala for undertaking a Master's Programme in Child Development way back in 1964. The department has always played a key role in designing the curriculum and syllabus of Mahatma Gandhi University and of various other Universities.

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.

The curriculum aims 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 Master's programme in Child Development impart in addition to the knowledge and skills required for their discipline, social and personal attributes to equip them for life.

GRADUATE ATTRIBUTES

The Child Development Course aspires to develop graduates who have discipline based knowledge, apply knowledge in the wider context, personal development and employability. The following are the graduate attributes of the course.

- Demonstrate a sound research based knowledge of physical, socio-emotional intellectual, and language development of normal children and children with special needs.
- Aware of the recent trends in research in child development with development of affinity for research and carry out research in the area of child and adolescent development.
- Have knowledge on the theories of child development from different perspectives and application of theories to face challenges faced in educational and care settings.
- Have the capacity to provide awareness to all stake holders on all matters related to child development, utilising sound communication skills to ensure appropriate interaction and outcome.
- To be an empathetic and reflective listener, especially within a counselling setting.
- Demonstrate the capacity to develop, implement and evaluate programmes and interventions for the development of children and adolescents.
- Confident, responsible, autonomous and critically reflective lifelong learners
- Ability to work with children at risks, children with development delays, children with special needs.
- Collaborates and co-operates with other members of the child care team or stake holders.

- Have knowledge on the mental health needs at different stages of child development, with special reference to adolescent issues and the strategies to promote.
- An accomplished communicator, independent learner, flexible team worker, skilled in the use of IT.
- A well rounded individual, reflective, self-aware and self-motivated.

Career Prospects

The Master's 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 child 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.

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.

Association with other Institutions and Organisations

Hands-on experiences are critical part of career exploration and skill building. The Child Development course incorporates field experiences and internships which necessitate association with various organisations/institutions working for the care and welfare of children. The department links itself with institutions such as early childhood centres, Anganwadis, schools for children with special needs in Ernakulam district viz., Asha Kendram, Sneha Nilayam, Shradha Special School, Kerala Blind School Society, Raksha Special School, Punarjani-centre for autistic children. Counselling centres like Santhwana Institute of Counselling and Psychotherapy, Peejay's Child Guidance Clinic, Muktisadan, Centre for Deaddiction, Maithri Agency for Suicide Prevention, Chaithram Counselling centre, are some of the other institutes in Ernakulam where the students go for their internships in the final semester. The students also get their work experience associating with the resource and remedial Centres of Bharathiya Vidya Bhavan schools, Vigyan Valley School for Learning Disabled, Kochi. The department collaborates with governmental agencies like Kerala Institute of Local Administration (KILA), Trichur, Child Rights Observatory, Kerala, Department of Clinical Psychology and Neonatology of Amrita Institute of Medical Sciences, Kochi, Childline, Kochi, and Rajagiri Outreach Institute, Kochi, Child Development Centre (CDC), Govt. Medical College, Thiruvananthapuram, and Centre for Disability Studies (CDS), Thiruvananthapuram. The students undertake field visits to a number of institutions for differently abled children in Thiruvananthapuram like Polio Home and Cheshire Home, National Institute for Speech and Hearing (NISH), etc.

STRUCTURE OF MASTER'S PROGRAMME IN CHILD DEVELOPMENT

The Master's Programme in Child Development will comprise of four semesters. Each semester will have 90 working days, inclusive of examination, distributed over a minimum of 18 weeks of 5 working days each. The programme will include two types of courses, *Core (C) courses* and laboratory /field practicals and Elective courses. There will be a dissertation to be undertaken by all students. The programme will include assignments, seminars and practical viva. There will be 5 papers/courses in each semester.

Theory Courses

There will be a total of sixteen theory courses spread equally in all four semesters in the M.Sc. programme. The programme will include Core (C) courses in the first, second, third and fourth semesters with one elective course in the fourth semester. There are nineteen core courses and one elective course. The elective course will be selected from a group of electives. The department can offer one elective course from the group based on the interest of the students and availability of teaching staff.

Practicals.

All the four semesters will have a course on practical which will have a number of modules with field related activities. The activities undertaken under the practical include conducting awareness programmes with the aid of videos, power point presentations, leaflets and brochures, field visits, hands-on experiences in screening and assessments, familiarization of tools for developmental assessments etc. Internship or field placements in early childhood care centres, child counselling and guidance centres, remedial teaching centres in different schools, etc. also will be conducted under the practical. Each semester will have a record where all the field related activities under the practical are recorded and will be evaluated by an external examiner at the end of even semesters.

Dissertation

The dissertation is based on research to be carried out on any relevant issue facing children and will be decided by the student and the guide, a faculty of the department. The dissertation should be aimed to motivate the inquisitive and research aptitude of the students. The students may be encouraged to present the research paper in seminars and to publish in journals. The department conducts a Research Advancement Programme (ReAP) every year to promote the students' ability for paper presentation. Dissertation is compulsory for all students and there will be a presentation of the dissertation during a viva-voce examination.

Viva-Voce

The viva-voce examination is conducted by one external along with the internal examiner at the time of evaluation of the dissertation. The components of viva consists of questions related to the dissertation and on different topics covered in all the semesters.

Course Code

The nineteen core courses in the programme are coded according to the following criteria. The first two letters of the code indicate the name of the discipline i.e. CD for Child Development. One digit to indicate the semester. E.g., CD1 (1st semester) and one letter to indicate the type of course - Core Course – C and Elective Course- E. E.g., CD1C (Child Development, 1st semester, Core Course), CD1E (Child Development, 1st semester, Elective Course). Two digits to indicate the number of the course. All the courses are to be numbered continuously i.e., Core courses 01, 02, 03, etc., across the four semesters. E.g. CD3C04 (Child Development, 3rd Semester, Core Course, No 04). For Elective Papers, there shall be one digit denoting the number of the elective course. E.g, CD4E1 (Child Development, 4th Semester, Elective Course, no.1). The letter T or P that follows indicate Theory/Practical, E.g. CD3C04P (Child Development, 3rd Semester, Core Course, No 04, Practical). The last letter M indicates whether the programme is for masters. E.g. CD3C04TM (Child Development, 3rd Semester, Core Course, no. of the course 4, Theory, Master's Programme).

DETAILED DISTRIBUTION OF COURSES AND CREDITS

The detailed distribution of courses and credits in the programme are as follows.

Course Outline of M.Sc. Child Development**Core Courses**

Sem	Course code	Title of the Course	Hrs/ Week	No. of Credits	No. of Hrs./ Sem	Total Marks	
						Sessional	Final
I	CD1C01TM	Advanced Child Development	5	4	90	25	75
	CD1C02TM	Curriculum and Pedagogy in Early Childhood Education	5	4	90	25	75
	CD1C03TM	Research Methods	5	4	90	25	75
	CD1C04TM	Brain development and Stimulation in Early years	5	4	90	25	75
	CD1C05PM	Infant Development and Stimulation- Practical	5	2	90	25	75
II	CD2C06TM	Theories of Child Development	5	4	90	25	75
	CD2C07TM	Methods and Techniques of Child Study	5	4	90	25	75
	CD2C08TM	Statistics	5	4	90	25	75
	CD2C09TM	Learning Disability	5	4	90	25	75
	CD2C10PM	Learning Disability –	5	2	90	25	75

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		Internship and Practicals					
III	CD3C11TM	Child Rights and Welfare	5	4	90	25	75
	CD3C12TM	Mental Health in Developmental Perspective	5	4	90	25	75
	CD3C13TM	Fostering language, literacy and creativity in early years	5	4	90	25	75
	CD3C14TM	Nutrition through Life Cycle	5	4	90	25	75
	CD3C15PM	Early Childhood Education- Practical/Internship	5	2	90	25	75
IV	CD4C16TM	Guidance and Counselling	5	4	90	25	75
	CD4C17TM	Inclusive education	5	4	90	25	75
	CD4C18TM	Administration and Management of Early Childhood Centres	5	4	90	25	75
	CD4C19PM	Guidance and Counselling- Practical/Internship	6	3	90	25	75
		DISSERTATION		4		25	75
		GENERAL VIVA- VOCE		3		25	75

Electives

Sem	Course code	Title of the Course	Hrs/ Week	No. of Credits	No. of Hrs./S em	Total Marks	
						Sessional	Final
IV	CD4E1TM	Entrepreneurship Development for Women	4	4		25	75
	CD4E2TM	Developmental Communication and Extension	4	4		25	75
	CD4E3TM	Development of the Self	4	4		25	75
	CD4E4TM	Development of Creativity	4	4		25	75
	CD4E5TM	Public Health Nutrition	4	4		25	75

Distribution of Credits

The total credit for the programme is fixed at 80. The distribution of credit points in each semester and allocation of the number of credit for theory courses, practicals, dissertation and viva is as follows. The credit of theory courses is four per course, while that of practical course is two per course and three for the last semester. The dissertation and viva-voce will have a credit of four and three respectively.

Distribution of Credits

SEMESTER	COURSE	TEACHING HOURS	CREDIT	TOTAL CREDITS
I	Theory – 1	5	4	18
	Theory – 2	5	4	
	Theory – 3	5	4	
	Theory – 4	5	4	
	Practical Record	5	2	
II	Theory – 5	5	4	18
	Theory - 6	5	4	
	Theory - 7	5	4	
	Theory - 8	5	4	
	Practical Record	5	2	
III	Theory – 9	5	4	18
	Theory - 10	5	4	
	Theory - 11	5	4	
	Theory - 12	5	4	
	Practical Record	5	2	
IV	Theory- 13	5	4	26
	Theory- 14	5	4	
	Theory- 15	5	4	
	Theory - 16	4	4	
	Practical Record	6	3	
	DISSERTATION & VIVA – VOCE	-	4	
		-	3	
Total Credit of the M.Sc. Programme				80

EVALUATION

The evaluation of each course shall contain two parts – Sessional Assessment and Final Assessment. The ratio between the Sessional and Final shall be 1:3. The Sessional and Final Assessments shall be made using Mark- based Grading system based on a 7-point scale. Overall Sessional: Final ratio will be maintained as 25:75.

a) Sessional assessment

The Sessional evaluation is to be done by continuous assessment of the following components. The components of the evaluation for theory and practical and their weights are as below.

Theory		Practicals	
Component	Marks	Component	Marks
Attendance	5	Attendance	5
Assignment	5	Record	10
Seminar	5	Test paper (Average of 2)	10
Test paper	10		
Total	25	Total	25

Dissertation

The sessional evaluation of the project is done by the supervising guide of the department or the member of the faculty decided by the head of the department. The dissertation may be started at the beginning of the semester III. The supervising guide should keenly observe the performance of the student during the course of the work.

Internal Assessment – 25 marks

Component	Marks
Test paper /oral (viva)	10
Presentation	10
Punctuality	5
Total	25

External Assessment – 75 marks (Valuation of dissertation = 50 marks + 25 marks for Viva-voce)

Valuation of dissertation – 50 marks

Sl. No.	Components	Marks
1	Title (Clarity, brevity, originality)	2
2	Introduction (presentation of problem, Relevance, applicability, definition of terms, objectives in general)	5
3	Review of Literature (Relevance, recent literature, Studies done in the field, organisation of materials)	5
4	Methodology (specific objectives, research design, Tool-appropriateness, preparation, standardisation, Sample-size, technique of Selection, statistical techniques for data analysis)	10
5	Results & Discussion (Presentation interpretation of results, Tables, figures, Descriptive or statistical analysis, interpretation of results with supportive evidences, Relationship of results with variables studied &with general body of knowledge)	15
6	Summary &Conclusion	5

7	(Statement of problem, procedure Findings, conclusions, Recommendations) (in brief)	5
8	Bibliography/References Techniques of writing(consistent Format-standard pattern, accuracy of reference reporting(text of thesis Vs bibliography) General Get-up Absence of mistakes(typographical errors, grammar, omission of sentences, page numbering , style & clarity)	3

Viva-voce: 25 marks

Components	Marks
Novelty of the topic	3
Content	10
Knowledge of the topic	5
Presentation	5
Communication skill	2
Total	25

- Dissertation work shall be completed working outside the teaching hours.
- It shall be carried out under the supervision of a teacher in the concerned department/in certain cases permitted to work on the project in an industrial/research organization on the recommendation of the supervisor.
- The external evaluation of the project work is followed by presentation of work including dissertation and Viva-Voce.
- The external evaluation of the dissertation work shall be conducted by an external examiner at the end of fourth semester .
- Viva-voce shall be conducted by a Board of three examiners at the end of fourth semester. The Board shall have one external examiner, chairman of

the Board of Examiners and one internal examinee (nominee from Department) and can be scheduled by the chairman of the Board of Examiners.

DISTRIBUTION OF MARKS FOR ATTENDANCE, ASSIGNMENTS AND SEMINARS

Monitoring of attendance is very important in the credit and semester system. All the teachers handling the respective courses are to document the attendance in each semester. The performance of students in the seminar and assignments should also be documented.

Split up of marks for attendance and components of Seminar and Assignment

Attendance		Assignments		Seminar	
% Attendance	Marks	Component	Marks	Component	Marks
90% and Above	5	Punctuality	2	Content	2
85 % to 90 %	4				
80% to 85 %	3	Content	3	Presentation	3
75 % to 80 %	2				
Below 75%	0	Total	5	Total	5

ATTENDANCE EVALUATION

Distribution of marks for attendance- as per University rules

- Minimum attendance -75%
- Maximum leave that can be availed -22 days out of 90
- Union members/ sports students –attendance can be given on official letter of request from deans to the concerned teacher

- NCC/ NSS/ participants in youth festival –attendance– letter of request from teacher in charge/ dean after consultation with the principal
- 50% attendance for the days of absence up to a maximum of 10 days per semester may be granted on medical grounds. Proper medical certificate should be submitted for the same.
- Attendance may be given for exceptional cases on remittance of a fine of Rs. 10,000/- (Rupees ten thousand only) and on recommendation of the Academic Council.

TEST PAPER

- Average mark of two test papers. No retests will be conducted.
- In exceptional cases with valid reasons retests will be allowed with a penalty of Rs.1000/- (Rupees one thousand only) per paper.

GRACE MARKS

As per university norms and regulation

General instructions for sessional assessment

- 1) One teacher appointed by the head of the Department will act as a coordinator for consolidating score sheet for internal evaluation in the department in the format supplied by the controller of examination. The consolidated score sheets are to be published in the department notice board, one week before the closing of the classes for final examinations. The score sheet should be signed by the coordinator and counter signed by the Head of the Department and the College Principal
- 2) The consolidated score sheets in specific format are to be kept in the college for future references. The consolidated marks in each course should be uploaded to the institution portal at the end of each semester as directed by Controller of Examination
- 3) A candidate who fails to register for the examination in a Particular SEMESTER is not eligible to continue in the subsequent semester
- 4) Grievance redress Mechanism of internal evaluation;

There will be provision for grievance redress at four levels, viz,

- a) At the level of teacher concerned, at the level of the departmental committee consisting of Head of the Department, Coordinator, and teacher concerned
- b) At the level of college committee consisting of the Principal, Controller of Examination and Head of the Department

College level complaints should be filed within one week of publication of results.

b) Final Assessment

The final examination of all semesters shall be conducted by the institution on the close of each semester. For reappearance/improvement, students may appear along with the next regular batch of students. A maximum of two chances will be given for each failed paper. Only those papers in which candidate have failed need to be repeated. Chances of reappearance will be available only during eight continuous semesters starting with the semester in which admission/readmission is given to the candidate.

Pattern of question paper

All the theory papers are of three hour duration. All question papers will have three parts. Total marks for both theory and practical is 75.

PART A: Questions from this part are very short answer type. Five questions have to be answered from among seven questions. Each question will have 3 marks and the Part A will have total marks of 15.

PART B: Questions from this part will be long answer type. Six questions have to be answered from among nine questions. Each question will have 5 marks each and part B will have a total of 30.

PART C: Questions from this part will be essay type. Two questions have to be answered out of four questions. Each question will have 15 marks making the total marks 30 in Part C.

The pass minimum for each paper will be minimum of 30 marks out of 75 marks for final examinations and 10 out of 25 marks for sessional examinations.

Directions for question paper setters

- Follow as far as possible the references provided in the syllabusA
- The question paper should cover uniformly the entire syllabus.
- Set Part A questions to be answered in six minutes each, Part B questions in twelve minutes each and Part C questions in thirty five minutes each.

Weightage to objective and difficulty levels in the question paper should be given as the table below.

Weightage to Objectives		Weightage to Difficulty levels	
Objective	%	Level of Difficulty	%
Information	20	Easy	30
Understanding	60	Average	50
Application	20	Difficult	20

c) Computation of CCPA

Grade and Grade Point is given to each course based on the percentage of marks obtained as follows:

Percentage of Marks	Grade	Grade Point
90 and above	A+ - Outstanding	10
80-89	A - Excellent	9
70-79	B - Very Good	8
60-69	C - Good	7
50-59	D - Satisfactory	6
40-49	E - Adequate	5
Below 40	F - Failure	4

Note: Decimal are to be rounded to the next whole number

Credit point and credit point average

Credit Point (CP) of a course is calculated using the formula

$$CP = C \times GP, \text{ where } C = \text{Credit for the course}; GP = \text{Grade point}$$

Semester Credit Point Average (SCPA) is calculated as

$$\text{SCPA} = \frac{\text{TotalCreditPoints (TCP)}}{\text{TotalCredits(TC)}}$$

where *TCP = Total Credit Point; TC = Total Credit*

Grades for the different semesters / programme are given based on the corresponding SCPA on a 7-point scale as follows:

SCPA	Grade
Above 9	A+ - Outstanding
Above 8, but below or equal to 9	A - Excellent
Above 7, but below or equal to 8	B - Very Good
Above 6, but below or equal to 7	C - Good
Above 5, but below or equal to 6	D - Satisfactory
Above 4, but below or equal to 5	E - Adequate
4 or below	F - Failure

Cumulative Credit Point Average for the programme is calculated as follows:

$$\text{CCPA} = \frac{\text{TCP}_1 + \text{TCP}_2 + \dots + \text{TCP}_6}{\text{TC}_1 + \text{TC}_2 + \dots + \text{TC}_6}$$

where **TCP₁....., TCP₆** are the **Total Credit Points** in each semester and **TC₁....., TC₆** are the **Total Credits** in each semester

Note: A separate minimum of **30% marks** each for Sessionals and Finals (for both theory and practical) and an aggregate minimum of **40 %** is required for the pass of a course. For pass in a programme, a separate minimum of Grade E is required for all the individual courses. If a candidate secures **F** Grade for any one of the courses offered in a Semester/Programme only **F** grade will be awarded for that Semester/Programme until he/she improves this to **E** grade or above within the permitted period. Candidate who secures **E** grade and above will be eligible for higher studies.

SYLLABI FOR CORE COURSES

SEMESTER – 1**ADVANCED CHILD DEVELOPMENT****Course Code: CD1C01TM****Teaching hours:5hrs/week****Credit:4****AIM:**

The course aims to give in depth study of all domains of child development including cognitive, social and emotional aspects from prenatal through adolescence and to create an affinity for research in the area of child development.

COURSE OVERVIEW:

The course provide an in depth study of physical, social, emotional, language and cognitive development of children from prenatal through adolescence. The influence of family/caregivers, school, socio-cultural factors including electronic media on the development of children are also covered in the course. It covers aspects such as development of self-esteem and emotional intelligence in children. The course offers deeper understanding of child and adolescent development, highlighting recent trends in research in child development, promoting interest in research in the area of child and adolescent development.

Module 1: Concept of Child Development

Periods and Domains of Child Development.

Basic Issues/Themes in Child Development: Nature and Nurture, Continuity and Discontinuity in Development, Universality and Diversity.

Research in Child Development: Contemporary trends in research in Child Development, Ethics in Research on Child Development.

Module 2: Genetics and Heredity

Genes and Chromosomes, Genetic principles, Chromosomal and Sex-linked Abnormalities. Reproductive Challenges and Choices, Reproductive Technologies available in India.

Pre-natal Diagnostic tests

Behavioural Genetics: Heredity-Environment Correlations, Shared and Non-shared Environmental experiences, The Epigenetic View and Gene and Environmental

Interaction.

Module 3: Pre-natal development and Newborn

Pre-natal Development: Stages of Prenatal Development,

Environmental influences on Pre-natal Development.

New born: Screening and Assessment (Apgar scale, Screening for neonates conducted in Kerala), Infant States, Sensory and Perceptual capacities, Reflexes. Preterm and low birth weight infants, Bonding, Infant Stimulation programmes for Premature/at risk babies.

Module 4: Physical and Motor Development from infancy through adolescence.

Growth and Developmental Changes in the body

Motor Development: Dynamic Systems view, Motor Mile stones from birth to two years: Gross and Fine motor skills.

Sensory and Perceptual Development: Visual perception, other senses, Intermodal perception.

Module 5: Cognition and Language development from infancy through adolescence.

Intelligence, Thinking, Attention, Memory, Metacognition. Piaget's stages in Cognitive development.

Language development: Definition, Components of language, Language development through different stages, biological and environmental contributions to language development. Bilingualism, Link between language and Cognition.

Module 6: Emotional and Social Development from infancy through adolescence.

Infant and Toddler Temperament. Development of Attachment: Bowlby's phases of attachment, Ainsworth's individual differences in attachment, Factors affecting security of attachment.

Self-esteem: Definition, types, factors influencing the development of self-esteem.

Emotional Intelligence, Aggression, Prosocial behaviour and Self-control.

Environmental influences on behaviour: Parenting style, Parental Conflict, Separation and Divorce, Media, Peer relations.

Related Experiences

1. Visit a neonatal clinic in hospital to observe the new born.
2. Collect information on neonatal screening tests available in the local Government hospital.
3. Conduct an educational programme for rural mothers on ante-natal care.
4. Give an awareness programme for parents/teachers to promote self-esteem/emotional competence in children.
5. Observe the difference in temperamental characteristics while observing the preschool children
6. Conduct a class on the management strategies for common behavioural problems encountered at various stages of development.

References

- Berk, L E (2000) Child Development (8th edition) PHI learning Pvt 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.(International Ed): McGraw Hill, New York.
- Santrock, J.W. (2010). Child Development: An Introduction (12th edition International Edition). New York: McGraw Hill
- Shaffer, D.R, and Kipp, K (2007). Developmental Psychology: Childhood and Adolescence (7th edition). Australia: Thomson Wadsworth.
- Sigelman , C.K. and Rider, E.A. (2003). Human Development, New Delhi: Cengage Learning Pvt Ltd.
- Feldman, R.S and Babu N. (2011) Discovering the Life Span, New Delhi: Pearson Prentice Hall.

Competencies of the Course

- C1. Describe the major developmental milestones in physical, cognitive, social and emotional development from conception through to adolescence.
- C2. Aware of the recent trends in research in all domains of child development.
- C3. Develop an interest in specific areas in child development.
- C4. Formulate hypotheses and carry out research in child development.

- C5. Aware of ethics in research in child development.
- C6. Do volunteer work in the service of children and their families.
- C7. Conduct programmes in the community on the optimal approach to be taken while dealing with children.
- C8. Respond to issues facing children in the community.
- C9. Examine the role of environmental factors in prenatal development
- C10. Identify the teratogens affecting prenatal development in the Kerala context.
- C11. Discuss the infant screening and assessment tests available in Kerala.
- C12. Explain temperamental difference in children and conduct a class for parents/teachers.
- C13. List the environmental factors affecting behaviour in children.
- C14. Examine the link between language and cognition
- C15. Explain the term emotional intelligence and self management of their emotional Intelligence.
- C16. Conduct a debate on the effect of electronic media on the behaviour of children.
- C17. Appreciate the importance of self-esteem and ways to enhance self-esteem in children.

BLUE PRINT: ADVANCED CHILD DEVELOPMENT

Module	Hours	Marks 3 5/7	Marks 5 6/9	Marks 15 2/4	Total Marks 75
I	12	1	1	1	23
II	18	1	2	1	45
III	18	2	2	1	31
IV	16	1	2	-	13
V	12	1	1	-	8
VI	14	1	1	1	23

ST. TERESA'S COLLEGE (Autonomous) ERNAKULAM**FIRST SEMESTER****FACULTY OF SCIENCE****M.Sc. Home Science : Child Development****ADVANCED CHILD DEVELOPMENT****Time: Three Hours****Maximum: 75 Marks****PART A****I. Answer any five of the following (3 marks each).**

1. What is divergent thinking?
2. What is ultrasound?
3. List infant states.
4. What is pruning in brain development?
5. Define Bilingualism.
6. What is self-esteem?
7. What is brain plasticity?

(5x3 = 15 marks)**PART B****II. Answer any six of the following (5 marks each).**

8. Give an account of the basic issues in Child development.
9. Explain chromosomal abnormalities with special mention about Down's Syndrome.
10. What are teratogens and explain their influence on the foetus?
11. Write a short note on the different prenatal diagnostic tests.
12. Describe some of the new born reflexes.
13. How do gross motor skills develop during the first 2 years of life in a child?
14. Describe Piaget's preoperational stage in cognitive development.
15. Explain language development during first 2 years of a child's life.
16. What are the infant stimulation programmes for at risk babies?

(6x 5 =30 marks)**PART C****III. Answer any two of the following (15 marks each).**

17. What are the factors affecting security of attachment?
18. Explain the contemporary trends in research in Child development
19. Evaluate the role of heredity and environment in the development of children
20. Explain the sensory and perceptual capacities of the new born.

SEMESTER – 1**CURRICULUM AND PEDAGOGY IN EARLY CHILDHOOD EDUCATION****Course Code: CD1C02TM****Teaching hours:5hrs/week****Credit:4**

Aim of the Course: The aim of the course is to prepare the students to interact meaningfully with young children in contemporary India. It would help students to select, plan, implement and evaluate developmentally appropriate learning experiences for children

Course overview and context: The course is built on an understanding of the child as an active participant in events and activities around as well as a keen observer of phenomena. It aims to define developmentally appropriate practices in relation to room arrangement, activities, material and equipment in early childhood education centres.

Course Outline**Module 1: Introduction to Early Childhood Education**

- Significance
- Objectives of preschool education and objectives put forward by education commissions – Kothari Commission, Yashpal committee, Maharashtra preschool centre Act
- Methods and philosophies of preschool education in brief: (i) Idealism (ii) humanism (iii) realism (iv) naturalism
- Concept of formal, non formal and play way methods
- Basic principles of developmentally appropriate practices and their need

Module 2: Historical Trends

- Contribution, Ideas and philosophy of Commenius, Pestallozi, Rousseau, Frobel, John Dewey, Mc Millan sisters, Maria Montessori, Rabindranath Tagore, Mahatma Gandhi, Tarabai Modak, Gijubhai Badeka, Aurobindo, Krishnamurthi
- Piagetian application in Early childhood care and development progressive approach

Module 3: Perspectives and policies in early childhood care and education

- Contribution of five year plans to ECCE, ECCE in Millennium development goals (2000), Global monitoring report (UNESCO, 2007) – concerns and issues.

- Draft national early childhood care and education policy (2012), national curriculum framework (2005).
- Contribution of national agencies and programmes to ECCE: ICCW, IAPE, NCERT, UNICEF, ICDS, NCTE
- Early childhood education in contemporary India

Module 4: Curriculum and Pedagogy of Early Childhood Curriculum

- Introduction, meaning and definition, purpose, Learning styles and gender, Assessment and evaluation, Role of teachers, parents and community
- Theoretical influences on early childhood curriculum - Theories of cognitive development, perspectives on development of the brain, social and emotional context: the importance of relationships.
- Considerations influencing the curriculum development and design - Children, early childhood practitioners, learning environment, parents/community, lessons learned from international models of best practices.
- Types of planning – long term, short term, weekly, daily plan. Principles of programme planning

Module 5: Guiding principles of curriculum development

- Curriculum goals, content, pedagogy/teaching strategies, holistic development, active learning, interactive learning, integrated learning, learning through play, sequenced learning, individual learning, educator's and practitioner's multiple roles, inclusion of all children.
- Integrated curriculum and the domains of development – skills in affective domain, skills in creative/expressive domain, skills in cognitive domain, skills in psychomotor domain, integrated learning for infants, toddlers and preschoolers.

Module 6: Curriculum for Pre-school Education

- School Readiness Curriculum – physical, cognitive, socio-emotional dimensions; characteristics of learning experiences and approaches. early years curriculum – language and literacy, numeracy skills, environmental awareness, aesthetics, creative expression and appreciation of the arts, art and craft, music, movement and drama, self and social development, perceptual, fine and gross motor skill development. Approaches/ Resources for early childhood programs: Characteristics and rationale of programmes for different settings.

Module 7: General principles to curricular approaches –

- activity based play-way, child-centred, theme-based, holistic, joyful, inclusive – meaning, rationale and practical implications in specific contexts;
- story-telling, puppetry, musical and rhythmic exercises, dramatization, role-play, art activities, indoor and outdoor play, field trips and explorations as methods in primary and early primary stages –

- Transaction methods-meaning, rationale, selection criteria,
- Local specific community resources – human and material & their integration in curricular activities;
- preparation & use of learning and play materials – principles and characteristics;
- community involvement in effective implementation of ECCE programmes

Module 8: Developmental goals and Learning outcomes for young children

- Wellness, effective communication, intellectual empowerment, respect for self, others and environment, resilience.
- Role of curriculum in supporting children's achievement of developmental goals and learning outcomes

Module 9: Well known curriculum models/outlines

- Experiential education – effective learning through well being and involvement.
- High Scope curriculum – active learning through key experiences
- Project approach, Project Spectrum Approach,
- Reggio Emilia approach – truly listening to young children
- Thematic approach, Head Start Program
- Te Whariki approach – a woven mat for all to stand on
- Developmental Interaction approach, child centred, knowledge centred, teacher centred, heuristic, Waldorf curriculum
- Swedish curriculum – Goals for a modern preschool system
- Other select models/curriculum

Related Experiences

1. Visit to various ECE centers. Develop a checklist to compare and contrast on the type of curriculum followed and write a report.
2. Design an appropriate low cost and environment friendly learning materials for:
 - Story telling
 - Readiness
 - Art and craft
 - Rhyme booklets
 - Language and Literacy
 - Numeracy Skills

3. Theme based weekly programme- plan a curriculum and execute for preschool school children.
4. Organise a workshop/exhibition for parents of pre-school children

REFERENCES:

- Bredekamp, S., and Copple. C. (eds.) (1997). *Developmentally Appropriate Practice in Early Childhood Programs*. Washington, D.C.: National Association for the Education of Young Children (NAEYC).
- Carlson, F. (2006). *Essential Touch: meeting the needs of young children*. Washington, D.C. National Association for the Education of Young Children.
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- Gestwicki, C. (1999). *Developmentally appropriate practice: Curriculum and development in Early Childhood*. Toronto: Delmar Publishers.
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- Krogh, S., and Morehouse, P. (2008) *The Early Childhood curriculum: Inquiry learning through integration*. New York: McGraw-Hill Higher Education.
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- Broström, S. (2003) *Understanding Te Whāriki from a Danish Perspective*. In Joce Nuttal (Ed.). *Weaving Te Whāriki: New Zealand's Early Childhood Curriculum Document in Theory and Practice*. Wellington: New Zealand Council for Education Research.
- Carr, M., May, H. & Podmore, V. (2000) *Learning and Teaching Stories: Action research on evaluation in early childhood*. Final report to the Ministry of Education. Wellington: New Zealand Council for Educational Research.
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- García-Coll, C., and K. Magnuson 2000 Cultural differences as sources of developmental vulnerabilities and resources. Pp. 94-114 in *Handbook of*

Early Childhood Intervention, 2nd ed., J.P. Shonkoff and S.J. Meisels, eds. New York: Cambridge University Press.

- Schweinhart, L.J. & Weikart, D.P. (1997). Lasting Differences: The High/Scope® Preschool Curriculum Comparison Study through Age 23. Monographs of the High/Scope® educational research foundation. Ypsilanti, MI: High/Scope® Press.

Competencies of the course

- C1. Be sensitive and reflect on the perspectives, priorities and problems of early childhood and early primary education
- C2. Develop insight into the process of child development and learning
- C3. Plan and implement such tasks as shall meet children's need for education and development
- C4. Implement the methodology of ECCE for transacting different curricular areas in classes
- C5. Network with parents, community and other organizations to generate awareness and seek their involvement in ECCE programmes
- C6. Provide appropriate interventions to meet requirements of an inclusive classroom
- C7. Appreciate the language and cultural diversity that comprises the Indian social fabric and many co-existing social realities
- C8. Develop skill sets appropriate for transacting Activity Based Learning
- C9. Use local talents and skills along with contemporary use of computers in the classroom
- C10. Describe the process of child centered curriculum development
- C11. Develop guidelines for creating developmentally appropriate indoor and outdoor learning environments
- C12. Apply an understanding of teacher roles in early childhood classrooms
- C13. Prepare a developmentally appropriate schedule including routines and transitions

BLUE PRINT: CURRICULUM AND PEDAGOGY IN EARLY CHILDHOOD EDUCATION

Module	Hours	Part A (3 marks) 5/7	Part B (5 marks) 6/9	Part C (15 marks) 2/4	Total 75
I	10	1	1	-	8
II	10	1	1	-	8
III	10	1	1	1	23
IV	10	1	1	1	23
V	10	1	1	1	23
VI	10	-	1	1	20
VII	10	-	1	-	5
VIII	10	1	1	-	8
IX	10	1	1	-	8

M.Sc. HOME SCIENCE DEGREE (C.S.S.) EXAMINATION

SEMESTER I CORE COURSE 01

(Model Question Paper)

CURRICULUM AND PEDAGOGY IN EARLY CHILDHOOD EDUCATION

Time: Three Hours

Maximum: 75 Marks

PART A

Answer any five of the following (3 marks each).

1. Differentiate between formal and non formal education.
2. Bring out the characteristics of learning approaches and experiences.
3. What do you understand by inclusive learning in a preschool?
4. Differentiate between sequenced learning and integrated learning.
5. List the principles of programme planning.
6. What are the principles under lying the preparation of learning materials?
7. State the objectives of preschool education.

(5x3 = 15 marks)

PART B

Answer any six of the following (5 marks each).

8. Enumerate the various types of learning.
9. Illustrate the influence of cognitive theory on the preschool curriculum.

10. Discuss the factors influencing curriculum development and design in a preschool set up.
11. Elaborate on activity based play way method followed in preschools.
12. Give an account of the head start programme approach.
13. Enumerate the different types of programme planning.
14. What are the different types of preschool curriculum.
15. Enumerate the contribution of five year plans to early childhood education.
16. Highlight on the existing scenario of early childhood education in India.

(6x 5 =30 marks)

PART C

Answer any two of the following (15 marks each).

17. Bring out the basic perception and need of developmentally appropriate practices.
18. Discuss the contribution of Gandhiji and Maria Montessori towards ECCE.
19. Give an account of the various factors to be considered while designing a curriculum for preschoolers.
20. Elaborate on the various curriculum models in existence under ECCE.

(2x15=30 marks)

SEMESTER – 1

BRAIN DEVELOPMENT AND IMPORTANCE OF STIMULATION IN EARLY YEARS

Course Code: CD1C03TM

Teaching hours:5hrs/week

Credit:4

Aim of the course:

The aim of the course is to provide knowledge about infant/toddler brain physiology, development milestones and practices for stimulation and learning in home and preschool setting.

Course Overview and Context:

Early periods of development are critical for future development is highlighted in the course. Importance of early stimulation and the need for optimum nutrition and environment both at home and the preschool setting is emphasized.

Course Outline

Module 1: Brain Physiology and Development

Brain development – construction of the brain, development of the neurons, cerebral cortex, brain growth spurts. Functioning of the brain – laterality and plasticity, synapses, transmission, myelination. Function of the nervous system including special senses (vision, hearing, vestibular, tactile, proprioception and kinaesthetic). Critical periods of brain development. Important influences on brain development before birth.

Module 2: Early Stimulation

Early stimulation – meaning, definition and concept. Stimulation and brain development. Benefits of early childhood nutrition for brain development – brain nutrition. Prenatal stimulation, stimulating the senses and its benefits. Baby massage, play and baby games. Early learning basics – science of early learning, right brain learning, stimulating the baby to read. Fostering all round development. 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 3: Home and preschool as sources of early childhood stimulation

Early childhood stimulation methods to foster motor development, language development, socio-emotional development and activities of daily living. Cognitive stimulation and home environment. Cognitive stimulation and preschool learning programme. Effect of early experiences on the brain.

Module 4: Critical periods in development

Conditions and substances that affect the developing brain (Infectious diseases, stress and the developing brain, neural tube defects). Definition, causes, identification and screening for developmental delays. Knowledge of milestones of development.

Module 5: Early Intervention

Definition, need and importance of early intervention, design of intervention – assistive technology. Early intervention and the relevance of critical periods. Developmental hazards with relevance to developmental task collapses. Sensory integration, occupational therapy, speech, language and communication. Setting therapy goals.

Related experiences

1. Visit to early intervention centres
2. Document case studies of children with developmental delay.

3. Learn about assessment techniques – attention and concentration, neuro psychological test battery.

4. Preparation of low cost stimulation materials for holistic development of infants.

References

- Sharon A. Raver. Family centred early intervention.
- Early intervention guidebook for infants and toddlers

Competencies of the course:

- C1.** Develop an understanding of brain physiology and critical periods of brain development.
- C2.** Explore the factors influencing brain development before birth.
- C3.** Understand the interdependency of nervous system and senses.
- C4.** Appreciate the importance of early stimulation.
- C5.** Learn to correlate prenatal stimulation and its benefits.
- C6.** Encourage discussion on early learning and right brain learning.
- C7.** Develop an understanding about the role of interaction and touch in development during infancy.
- C8.** Sense an understanding about home and school as centres for early stimulation.
- C9.** Analyze the conditions and substances that affect the developing brain.
- C10.** Discuss about the importance of screening for developmental delays.
- C11.** Define and describe therapies relevant to early intervention.

BLUE PRINT: BRAIN DEVELOPMENT AND INFANT STIMULATION

Units	Hours	Part A (3 marks) 5/7	Part B (5 marks) 6/9	Part C (15 marks) 2/4	Total 75
Unit I	18	1	2	1	28
Unit II	18	2	2	-	31
Unit III	19	2	1	1	26
Unit IV	19	1	2	1	28
Unit V	16	1	2	1	28

M.Sc. HOME SCIENCE DEGREE (C.S.S.) EXAMINATION**SEMESTER I CORE COURSE 01****(Model Question Paper)****BRAIN DEVELOPMENT AND INFANT STIMULATION****Time: Three Hours****Maximum: 75 Marks****PART A****I. Answer any five of the following**

1. Define laterality of brain.
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?

(5x3 = 15 marks)**PART B****II. Answer any six of the following**

8. Describe the typical child development milestones of children from birth to three years of age.
9. Describe the functions of nervous system.
10. Explain the need for early childhood nutrition for brain development.
11. Enumerate the importance of a stimulating preschool learning programme.

12. How does touch and interaction during prenatal period affect all round development in a child?
13. Enumerate the importance of play in early stimulation.
14. What are the conditions that affect the developing brain ?
15. What does Brent Logan and Rene Van De Carr, Thomas Verry-prenatal experts have to say about early stimulation.
16. With an illustration, depict the different lobes of the brain and its corresponding functions.

(6x30= 30marks)**PART C****III. Answer any two of the following**

17. Explain brain development research and physiology and functions of brain.
18. Analyze and explain the purpose of early intervention services.
19. Elaborately discuss the conditions and substances affecting the developing brain.
20. Discuss the benefits in early stimulation in home and preschool setting.

(2 x15=30 marks)**SEMESTER – 1****RESEARCH METHODS****Course Code: CD1CO4TM****Teaching hours:5hrs/week****Credit:4****Aim**

The aim of the course is to orient the students about the basic concepts, constructs and principles in scientific approach to research.

Course Overview

The course is designed to help the learners understand the fundamentals of research process, use the knowledge of research methodology to conduct their own research and process, analyze and interpret the data in order to make it verifiable and draw necessary conclusions.

Course Outline

Module 1 – Introduction to Research

Definition, Objectives and Characteristics of research, Types of Research – Basic, Applied and Action research, Exploratory and Descriptive, Ex-post facto research.

Module 2 – Identification of Research Problem

Sources of research problem, Criteria for the selection of research problem. Research design, Rationale, Statement of problem, Setting objectives, Definition of concepts, operational definition, variables: Types– independent and dependent, control and intervening variables, limitations and delimitation. Hypothesis – Meaning and importance, types of hypotheses.

Module 3 – Sampling

Population and Sample, Sampling techniques, Size of sample, Merits and Limitations of sampling, Sampling and Non sampling errors.

Module 4 – Research methods and tools

Methods – Survey, observation, interview, experimental, clinical methods. Tools – Questionnaire, Schedule (for interview and observation), Case study, Rating Scales, Attitude Scales. Reliability and validity.

Module 5 – Organization of Data, Classification and Tabulation

Primary and Secondary Data, Classification-Objectives of Classification, Tabulation-General rules of tabulation, Tables, Parts of a table, Types of tables, Representation of data-significance of diagrams and graphs, Types of diagrams and graphs-advantages and limitations.

Module 6 -- Parts of dissertation/research report/article

Introduction, Review of literature, Methods, Results and discussion, Summary and conclusion, abstract, Bibliography. Ask questions related to: content, continuity, clarity, validity, internal consistency and objectivity during writing each of the above parts.

Module 7 – Scientific writing as a means of communication

Different forms of scientific writing. Articles in journals, Research notes and reports, Review articles, Monographs, Thesis, Dissertations, Bibliographies, Book chapters and articles, Editorials, writing for grants.

Module 8 -- Ethics in research

Permission, Data fabrication and falsification, Plagiarism, Redundant and duplicate publication, Conflict of interest, Authorship issues, Animal and human welfare concerns, Reviewer responsibility, IPR

Related Experience

Prepare a project proposal to apply for grant from a funding agency

References

- 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.
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- Gay, L.R. (1981, 2nd Ed) : Educational Research, Columbus, Ohio.
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- 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. APA (1994).Publication Manual of American Psychological Association (4th Edition), Washington : APA.
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- Richardson, L. (1990) Writing strategies. Reaching diverse audience. California: Sage.

- Sternberg, R.J. (1991) , The psychologist's companion: A guide to scientific writing for students & researchers. Cambridge : CUP.
- Thyer, B.A. (1994) Successful publishing in scholarly journals. California : Sage.
- Wolcott, H.F. (1990). Writing up qualitative research. Newbury Park : Sage

Competencies of the Course

- C1. Understand the significance of research methods.
- C2. Explore the types, tools and methods of research
- C3. Develop the ability to construct data gathering instruments appropriate to the research design.
- C4. Appreciate and understand importance of writing scientifically.
- C5. Develop competence in writing and abstracting skills.
- C6. Explain the concept of population, sample and other concepts linked with sampling.
- C7. Familiarize with the procedures for classification, tabulation and graphical representation of data.
- C8. Understand the types and characteristics of research design
- C9. Know the characteristics and steps involved in the conduct of research design
- C10. Familiarize with the concepts of reliability and validity in research.

BLUE PRINT:RESEARCH METHODS

Module	Hours	Part A (3 marks) 5/7	Part B (5 marks) 6/9	Part C (15 marks) 2/4	Total 75
I	11	1	1	-	8
II	11	1	1	-	8
III	11	-	1	1	20
IV	11	1	1	1	23
V	11	1	1	1	23
VI	11	1	1	-	8
VII	11	1	1	1	23
VIII	12	1	1	-	8

M.Sc. HOME SCIENCE DEGREE (C.S.S.) EXAMINATION

SEMESTER I CORE COURSE 01

(Model Question Paper)

RESEARCH METHODS

Time: Three Hours

Maximum: 75 Marks

PART A

Answer any five of the following (3 marks each).

1. Define research.
2. Budgeting a project.
3. Executive summary.
4. Importance of bibliography.
5. Pilot study.
6. Importance of setting a time frame.
7. What is sampling error?

(5x3 = 15 marks)

PART B**Answer any six of the following (5 marks each).**

8. Explain the parts of a table.
9. What are the objectives of classification of data.
10. What are the important points to be mentioned while writing the introduction of a dissertation ?
11. Explain the importance of the graphical presentation of data. Briefly mention its limitations.
12. What is the significance of reviewing the literature ?
13. Briefly explain the principles of report writing.
14. What are the general rules of tabulation ?
15. Explain the non probability sampling methods.
16. Explain descriptive research with an illustration.

(6x 5 =30 marks)**PART C****Answer any two of the following (15 marks each).**

17. Choose a research topic related to your field of study and write a research proposal for securing a university grant.
18. Briefly explain the parts of a dissertation.
19. What are the salient points to be borne in mind while writing research articles for journals.
20. Define hypothesis. Explain the different types of variables.

(2x15=30 marks)**SEMESTER I****INFANT DEVELOPMENT AND STIMULATION - PRACTICALS****Course Code: CD1C05PM****Teaching hours: 5hrs/week****Credit: 2****Objectives**

- To realize the need for early identification and intervention of hearing impairment for language development.
- To familiarize students with tools used for developmental assessments.
- To develop skills in early intervention approaches and techniques adopted to mainstream children with developmental delays.

Course Outline

Module 1

Observation of infants while providing them with visual and sensory stimulation (toys, pictures, different shapes and textures), auditory – natural sounds like clap, conversation etc.

Module 2

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

Module 3

Development of play material to promote sensory experiences for infants using recyclable and reusable material. Compiling materials to help children recognize different objects and build vocabulary. Compiling different forms of music in the environment to stimulate infants to experience music.

Module 4

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) Childhood Autism Rating Scale (CARS).

Module 5

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

Module 6

Conduct an awareness programme in a rural area on brain development/early stimulation and early detection and intervention of at risk babies.

SEMESTER – II**THEORIES OF CHILD DEVELOPMENT****Course Code: CD2C06TM****Teaching hours:5hrs/week****Credit:4****AIM**

The course aims to provide information on all the major theories in child development that will provide a framework for the presentation of physical, cognitive, social and emotional development from conception through adolescence. Theories that are learned in course will form the background promoting research in child development.

COURSE OVERVIEW

The course is designed to give the student a detailed description of theories from different perspectives; from psychoanalytic, learning, cognitive, contextual system, biological/ethological perspectives. Theories relating to language development will be covered in detail. Dynamic system Theory and Maslow's motivational theory will also be included in the course. A critical evaluation of each of the developmental theories in terms of child development will be emphasized under each module.

Module 1: Introduction :Developmental theory

Meaning and importance of theories, Functions of theories, Theories in perspectives.

Module 2: Psychoanalytic Theories/Perspectives

Freud's Psychoanalytic Theory: Instincts and unconscious motives, Id, Ego and Superego, Psycho-sexual stages, Contributions and limitations; Neo-Freudian Psychoanalytic Theory: Erikson's Psychosocial theory, Psycho-social stages, Contributions and limitations.

Module 3: Learning Theories/Perspectives /Behaviourism

Classical Conditioning - Pavlov, Watson. Thorndike-Instrumental conditioning, B.F. Skinner-Operant Conditioning, Contributions and Limitations. Bandura and Walters-Observational Learning and Social Learning/cognitive Theory, Contributions and Limitations.

Module 4: Cognitive Theories/Perspectives

Piaget's Theory of Cognitive development: Processes of Development, stages of cognitive development, Contributions and limitations. Information Processing

Theories-Neo-Piagetian theorists, Contributions and Limitations. Gardner's Theory of Multiple Intelligences, Contributions and Limitations.

Module 5: Contextual-Systems Theories/Perspectives

Vygotsky's Contextual/ Socio-cultural theory, Contributions and Limitations. Bronfenbrenner's Ecological system Theory, Contributions and Limitations. Kohlberg's Theory of Moral Development, Contributions and Limitations.

Module 6: Biological/Ethological/Evolutionary Theories/Perspectives

Ethology, Imprinting by Lorenz, Critical period and Sensitive period. Ethologically Oriented Theories: Attachment Theories - Bowlby, Ainsworth

Module 7: Language Development theories/Perspectives

The Learning view, The Nativist View, Interactionist view; Contributions and Limitations.

Module 8: Dynamic Systems Theory/Perspective; Motivation theory

Dynamic System theory: Thelen ; Maslow's Hierarchy of needs theory.

Related Experiences

1. Interview childcare workers in a crèche/play school to find out the how and what techniques they use to develop trust and security in children.
2. Visit an infant/toddler programme and observe the role the child care workers play to reinforce the different aspects of language development.
3. Discuss the theories of multiple intelligence and make the students examine the type of intelligence they are good at.
4. Make students do some simple tasks with pre-school children for demonstrating the Piagetian Conservation task.

References

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- Patterson, C.J. (2009). Infancy and Childhood. International Ed. New York: McGrawHill .
- Santrock, J.W. (2010). Child Development: An Introduction (12th edition International Edition). New York: McGraw Hill

- Shaffer, D.R, and Kipp, K (2007). *Developmental Psychology: Childhood and Adolescence* (7th edition). Australia: Thomson Wadsworth.
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- Vasta, R. (Ed), (1992). *Six Theories of Child Development: Revised Formulations and Current Issues*. London: Jessica Kingsley Publishers Ltd

Competencies of the Course

- C1. Predict/understand the basis of child development and behaviour
- C2. Examine theories of child development from different perspectives: psychoanalytic, learning, cognitive, ethological, contextual system perspective etc.
- C3. Describe the contributions of each theory in explaining child development.
- C4. Apply theoretical knowledge in promoting research in child development. Call for further theoretical and research enquiry.
- C5. Plan intervention programmes based on theoretical knowledge in child and adolescent development.
- C6. Compare the major theories of child development and critically evaluate the major developmental theories for strengths and weaknesses.
- C7. Application of theories to face challenges faced in educational and care settings.

BLUE PRINT: THEORIES OF CHILD DEVELOPMENT

Module	Hours	Marks 3 5/7	Marks 5 6/9	Marks 1 5 2/4	Total Marks 75
I	10	1	1		8
II	14	1	2	1	28
III	14	1	1	1	23
IV	12	1	1		8
V	14	1	1	1	23
VI	10	1	1		8
VII	10	1	1	1	8
VIII	6		1		5

ST. TERESA'S COLLEGE (Autonomous) ERNAKULAM**SECOND SEMESTER**

FACULTY OF SCIENCE

M.Sc. Home Science : Child Development

THEORIES OF CHILD DEVELOPMENT**Time: Three Hours**
75 Marks**Maximum:****PART A****I Answer any five of the following (3 marks each).**

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 mind 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 Mesosystem?
7. What is imprinting?

(5x3 = 15 marks)

PART B**II Answer any six of the following (5 marks each).**

8. How is the nature-nurture controversy explained through Vygotsky's socio-cultural theory?
9. Explain the Bronfenbrenners Ecological system theory?
10. Discuss the strengths and limitations of Piaget's theory?
11. What is the significance of Social-learning theory?
12. Explain the classical experiment of Pavlov?
13. Explain the Nativistic view of language development?
14. What is developmental Cognitive Neuroscience?
15. How is Lorenz explaining the significance of Critical period in his study?
16. Explain behaviour modification.

(6x 5 =30 marks)**PART C****11 Answer any two of the following (15 marks each).**

17. Write on the contributions and limitations of Behaviourism and Social Learning Theory
18. Explain any one theory, citing the role of it in policy making in child development?
19. How does Bowlby's theory explain the development of attachment in infants?
20. Explain psychoanalytic theory stating the limitations and contributions?

SEMESTER – II**METHODS AND TECHNIQUES OF CHILD STUDY****Course Code: CD2C07TM****Teaching hours:5hrs/week****Credit:4**

Aim of the Course: The aim of the course is to demonstrate an independent, critical way of thinking in wide range of issues associated with children and childhood.

Course overview and context

The course covers topics such as the significance of studying children, various methods for studying children and develops the ability to select appropriate methods for studying children

Course Outline**Module 1: Introduction**

Significance of studying children, Need for developmental assessment, Ethics in Testing

Module 2: Methods of Studying Children

Systematic Observation, Interview, Questionnaire, Case study, Ethnography, Social Survey, Clinical Method

Module 3: Assessment of Growth in children

Anthropometric measurements – Height, Weight, Mid upper arm circumference, Head circumference.

Module 4: Assessment of Cognitive Abilities

Binet-Kamath Intelligence Test, Weschler scales for children, Raven Progressive Matrices

Module 5: Measurement of Social and Emotional Development

Sociometric technique-sociogram, Vineland Social Maturity Scale, Fear Checklist, Anxiety Scale.

Module 6: Assessment of Personality

Rating Scale, Attitude scale, Test for Aptitude and achievement. Inventories – Purpose and Types; Mooney Problem Checklist, The Minnesota Multi-purpose Personality Inventory Cattell 16 PF, Thomas, Chess and Birch (1972), Parent questionnaire to measure temperament/behavioural profile of children.

Module 7: Projective Techniques

Children Apperception Tests, Word Association Test, Draw-a-man Test, Rorschach ink-blot Test, Role play, Completion techniques. Creative or Constructive technique: Clay modelling, finger painting, play with toys, drawing or writing imaginative stories etc.

Module 8: Research design and Computer applications

Correlational design, experimental design, designs for studying development. Documentation of research using computers – MS Word and Excel, formatting document and text, designing tables and graphs. Use of statistical functions like average, sum, SD and correlation using Excel. Slide preparation using MS PPT. Item analysis, reliability and validity.

Related experiences

1. Visit to a Child Guidance Centre
2. Observe administration of tests and its assessment in a child guidance centre
3. Administration of Sociogram in a class room set up.

References

- Anastasi, A and Urbina, S (1997) *Psychological Testing* (7thed) 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 Books, New Delhi.*
- *Hayes, N. (ed) (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 Publications, London.*

Competencies of the course

- C1. Demonstrate the ability to identify and formulate issues critically.
- C2. Autonomously and creatively plan and use appropriate methods of studying children.
- C3. Undertake tasks within predetermined time frames.
- C4. Demonstrate ability to writing report clearly and discuss his or her conclusions.
- C5. Explore the skills required for participation in research.
- C6. Demonstrate awareness of ethical aspects of research work.
- C7. Identify the personal need for further knowledge.

C8. Learn the possibilities and limitations of research.

C9. Explore the different standardized tests used for studying the various domains of Development.

BLUE PRINT: METHODS AND TECHNIQUES OF CHILD STUDY

<i>Units</i>	<i>Hours</i>	<i>Part A (3 marks) 5/7</i>	<i>Part B (5 marks) 6/9</i>	<i>Part C (15 marks) 2/4</i>	<i>Total 75</i>
Unit I	11	1	1	-	8
Unit II	11	1	1	-	8
Unit III	11	-	1	1	20
Unit IV	11	1	1	1	23
Unit V	11	1	1	1	23
Unit VI	11	1	1	-	8
Unit VII	11	1	1	1	23
Unit VIII	12	1	1	-	8

M.Sc. HOME SCIENCE DEGREE (C.S.S.) EXAMINATION

SEMESTER II CORE COURSE 01

(Model Question Paper)

METHODS AND TECHNIQUES OF CHILD STUDY

Time: Three Hours

Maximum:

75 Marks

PART A

IV. Answer any five of the following (3 marks each).

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?

(5x3 = 15 marks)

PART B**Answer any six of the following (5 marks each).**

8. Explain Rorschach's Ink Blot Test.
9. How is the Trivandrum Developmental Screening Test used to assess motor development in children?
10. Explain the use of Minnesota Multipurpose Personality Inventory in assessing personality.
11. What is the significance of studying children?
12. Explain the Vineland Social Maturity Scale.
13. Explain the need and implication of developmental assessment.
14. Bring out the use of Raven Progressive Matrices in assessing the cognitive abilities of children.
15. Write a short note on (i) attitude scales (ii) aptitude scales.
16. Bring out the use of projective techniques in the study of children.

(6x 5 =30 marks)**PART C****Answer any two of the following (15 marks each).**

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

(2x15=30 marks)**SEMESTER – II****LEARNING DISABILITY****Course Code: CD2C08TM****Teaching hours:5hrs/week****Credit:4**

Aim of the course: The aim of the course is to equip the students better understand of how each of us learns and an approach to teaching that provides hope and optimism for all students.

Course Overview and Context: The course will begin with definitions of learning disability, the need for understanding the ways of learning and utilize this knowledge earned as a teacher for children with learning disabilities.

Course Outline**Module 1: Overview of Learning Disability**

Overview and introduction to learning disabilities. Medical aspects of learning disabilities. Types and classification of learning disabilities – dyslexia, dysgraphia, dyscalculia, nonverbal learning disability, slow learners or educationally backward children. Characteristics of students with learning disabilities.

Module 2: The ways of learning

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

Module 3: Our attention control system , memory system and language system

Mental energy controls, intake controls, output controls, impacts of attention controls. Practical considerations. Memory system – short term, active working memory, long term memory, differences in memory, practical considerations. Language system – automatic Vs literate language, basic Vs higher language, receptive Vs expressive, language levels, special challenge of language production, practical considerations.

Module 4: Motor system, higher order thinking system, social thinking system

Forms of motor functions –gross, fine, graphomotor, ormotor, musical. Practical considerations. Higher order thinking – concepts, problem solving, critical thinking, creativity, rules, role of intuitive thinking in influencing higher thinking, practical considerations. Social thinking system – 3 social missions – friendship, popularity, political. Social functions and dysfunctions, social language function, social behavior, practical considerations.

Module 5: Identification, diagnosis and assessment of learning disability

Identifying young children and adolescents with LD (breakdown points, identifying and mining a child's precious assets, identifying and understanding emotional complications, demystification). Educational assessment – formal tests (Woodcock Johnson test, Wide range achievement test, diagnostic test for LD and Reading disability), Informal test, curriculum based test, behavior checklist.

Module 6: Comorbid conditions associated with Learning disability (ADHD, ASD)

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.

Module 7: Remediation of learning disability

Meaning, need and scope of remedial education, different methods of remediation and learning strategies– Reading, Writing and spelling, phonics, maths.

Management – Individualized education programme, task analysis, lesson plan, curriculum planning.

Related Experiences

1. Observe and identify children with learning disability in a classroom
2. Observe different methods of remediation adopted for teaching the learning disabled children.
3. Prepare a scrap book containing (i) conversation samples (ii) writing samples of children with learning disability.

References

- Mel Levine. (2002). A Mind at a Time. Simon and Schuster Paperbacks, USA.
- Craig Pohlman and Michele Robinson. (2010). Schools for all kinds of minds. Wiley publications. USA.
- Mangal, S.K. (2009) Educating Exceptional Children: An Introduction to Special Education, Phi Learning.
- Rebecca B. Evers. Sue S. Spencer. (2011). Planning effective instruction. Pearson Education. New Jersey.
- B. Ramaswamy. Learning Disability. (2013). Kanishka publishers. New Delhi.
- What Every Special Educators Must know: Ethics, Standards, and Guidelines for Special Educators, (2009) Council for Exceptional children.

Competencies of the course:

- C1. Develop an understanding of how learning takes place in an individual's mind.
- C2. Develop a keen awareness of eight major neurodevelopmental functions.
- C3. Understand how dysfunctions in any of these neurodevelopmental systems can obstruct roads to success.
- C4. Explore the multiple forces determining a child's neurodevelopmental profile.
- C5. Learn to correlate how lifestyles may affect learning styles.
- C6. Describe how each of the neurodevelopmental constructs are organized.

- C7. Discuss the importance of focusing on strengths of a child.
- C8. Explore ways to identify the breakdown points of a child.
- C9. Develop an understanding about co-morbid conditions associated with learning Disability.
- C10. Explore the different methods of remediation.
- C11. Identify the actionable steps like Individualised Educational Program to deal with deficiencies in learning process.

BLUE PRINT: LEARNING DISABILITY

Units	Hours	Part A (3 marks) 5/7	Part B (5 marks) 6/9	Part C (15 marks) 2/4	Total 75
Unit I	12	1	1	-	8
Unit II	12	1	2	-	13
Unit III	13	1	1	-	8
Unit IV	13	1	1	1	23
Unit V	12	1	1	1	23
Unit VI	14	1	1	1	23
Unit VII	14	1	1	1	23

M.Sc. HOME SCIENCE DEGREE (C.S.S.) EXAMINATION

SEMESTER II CORE COURSE 01

(Model Question Paper)

LEARNING DISABILITY

Time: Three Hours

Maximum: 75 Marks

PART A

V. Answer any five of the following

1. What is higher order thinking?
2. List few activities that display gross motor functions.
3. What is Learning Disability?

4. Write down some typical spelling problems seen among children with Learning Disabilities?
5. What are Pre Reading Skills?
6. Define Graphomotor Function.
7. What are the two kinds of memory that merit observation in middle school years?

(5x3 = 15 marks)**PART B****VI. Answer any six of the following**

8. Enumerate the neuro developmental framework developed by Mel Levine.
9. Practical considerations about management of memory system during school years.
10. Signs and symptoms prevalent in individuals with dyslexia
11. Explain the different language that make up for communication.
12. Bring out the implication of Multiple Intelligence Theory.
13. How reading as a process develops in an individual?
14. Write a note on distinct forms of motor function.
15. Write a note on spatial and ordering sequential ordering and their levels of operation.
16. Illustrate the language levels that a teacher or a parent need to be aware of to detect language slowdowns.

(6x 5 =30 marks)**PART C****VII. Answer any two of the following .**

17. Write an essay on social thinking system and its functions.
18. Discuss the co morbid conditions associated with Learning Disability.
19. Give an account of working of our memory system.
20. Bring out the need and scope for remedial education and learning strategies with special emphasis on reading and writing.

(2 x15=30 marks)**SEMESTER – II****STATISTICS****Course Code: CD2C09TM****Teaching hours:5hrs/week****Credit:4****Aim**

The aim of this course is to acquaint the students with descriptive and inferential statistical analysis.

Course Overview

Explains descriptive and inferential statistical techniques and highlights computer applications in research and statistics.

Course Outline

Module 1 - Descriptive Statistics:

Measures of Central Tendency – Mean, Median, Mode; Partition Values – Quartiles, Deciles and Percentiles, Measures of Dispersion – Range, Quartile deviation, Standard deviation. Absolute and Relative measures of dispersion, Coefficient of variation.

Module 2 - Correlation and Regression:

Correlation and Regression. Scatter diagram, Correlation, Coefficient of Correlation – Karl Pearson and Rank Correlation Coefficients. Interpretation of Calculated coefficients. Concept of Regression, Regression Lines and their estimation.

Module 3 - Concept of Probability and Random Variable.

Concept of Probability and Random Variable. Normal distribution and its properties. Standard normal distribution and calculation of probability of events. Importance and use of distribution in research.

Module 4 - Sampling distributions

Sampling distributions, F and χ^2 distributions. Central Limit theorem, Standard error and its importance and applications. Testing of Hypothesis – Hypothesis, Null and Alternative hypothesis, Determination of sample size, Type I and Type II errors, Significance Level and size of test, Critical Region, Testing Procedure concept of P Value in testing. Large and small sample tests (Z, t, F and χ^2 statistics). Analysis of Variance. (Concept only)

Module 5- Application of computers in research

Working with MS Word (formatting document and text, designing tables and graphs for research purpose), MS Excel – application/usage of electronic spread sheet, manipulation of cells, providing formulas for computation of various statistical functions - average, mean, median, mode, standard deviation, correlation. MS Power Point – Picture insertion and animation.

Module 6 - Application of software in data analysis

Introduction to SPSS, Features of SPSS for Windows, Operating Windows in SPSS, Basic steps in data analysis, data analysis (relationship between variables).

Related Experience

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

References

- Gupta, S. (2001). Research Methodology and statistical techniques. Deep and Deep. New Delhi.
- Marcello Pagano. (2008). Principles of Biostatistics. Second edition. Brooks/Cole.
- Sarma, K.V.S. (2001). Statistical made simple: Do it yourself on PC. Prentice-hall, New Delhi.

Competencies of the Course

C1. Understand and apply the appropriate statistical techniques to analyse numerical data and draw inferences.

C2. Develop an understanding on descriptive statistical analysis

C3. Understand sampling distribution of means and various applications of parametric tests

C4. Familiarize the fundamentals of SPSS and its applications

C5. Explore the use of computers in statistical analysis

C6. Apply computers in documenting text related to research and statistics

C7. Equip with the skill of presenting results obtained pictorially

BLUE PRINT: STATISTICS

Units	Hours	Part A (3 marks) 5/7	Part B (5 marks) 6/9	Part C (15 marks) 2/4	Total 75
Unit I	13	1	2	1	28
Unit II	16	2	1	-	11
Unit III	16	1	1	1	23
Unit IV	16	1	2	1	28
Unit V	11	1	1	1	23
Unit VI	18	1	2	-	13

M.Sc. HOME SCIENCE DEGREE (C.S.S.) EXAMINATION

SEMESTER II CORE COURSE 01

(Model Question Paper)

STATISTICS

Time: Three Hours

Maximum: 75 Marks

PART A

Answer any five of the following (3 marks each).

1. Define arithmetic mean for ungrouped and grouped data.
2. Bring out the relationship between variance and standard deviation.
3. Calculate the range of the following scores: 50, 40, 39, 35, 29, 28, 24, 19, 18.
4. Define Spearman's rank order coefficient.
5. What is SPSS? List four operating windows in SPSS.
6. What is probability? Explain with an example.
7. What is a pie diagram?

(5x3 = 15 marks)

PART B

Answer any six of the following (5 marks each).

8. Calculate Karl Pearson's coefficient of correlation from the following data
 X 40 42 46 48 50 56
 Y 10 12 15 23 27 30
9. Calculate rank correlation coefficient from the following data.
 X 48 33 40 9 16 16 65 24 46 57
 Y 13 13 24 6 15 4 20 9 6 19
10. Differentiate between i) Multiple and partial correlation ii) Negative and non linear correlation
11. Write a short note on commonly used measures of central tendency.
12. Explain the Measures of Dispersion.
13. Explain the application of Z test for testing the significance of difference between means of two independent large samples.
14. Explain the different types of windows in SPSS used in data management and analysis stages.
15. Enumerate the steps involved in calculating standard deviation using MS Excel.
16. How will you import images into a power point presentation and introduce animation to the same?

(6x 5 =30 marks)

PART C

Answer any two of the following (15 marks each).

17. Calculate the variance and standard deviation from the data grouped in the following frequency distribution

Class Interval: 71-75 66-70 61-65 56-60 51-55 46-50 41-45

Frequency: 3 4 9 15 8 6 5

18. Explain (i) sampling distribution of means (ii) confidence intervals and levels of significance (iii) degrees of freedom

19. X 1 6 3 4 2
Y 2 8 5 6 4

- i) Find the two regression lines
- ii) Calculate the value of Y when $x=4$
- iii) Find correlation coefficient from the regression lines

20. Explain the basic steps in data analysis using SPSS with an example.

(2x15=30 marks)

SEMESTER – II

LEARNING DISABILITY – PRACTICAL/INTERNSHIP ON REMEDIAL INTERVENTION

Course Code: CD2C10PM

Teaching hours:5hrs/week

Credit: 2

Course Outline

Module 1

Observation of lessons delivered by experienced teachers and staff of institutions rendering remedial education for the learning disabled. Prepare a checklist of pointers to identify issues concerned with learning and attention.

Module 2

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.

Module 3

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.

Module 4

Develop an IEP based study skill strategy on a topic in science and social science and record the academic progress of the child.

Module 5

Develop a brochure/video for dyslexia sensitization programme.

SEMESTER III

CHILD RIGHTS AND WELFARE

Course Code: CD3C11TM

Teaching hours:5hrs/week

Credit:4

Aim of the Course: The aim of the course is to create an awareness about the situation of children in India, review legislations pertaining to them and equip the students with knowledge about the welfare programmes available for children.

Course overview and context

Examines the policy and legal framework that have led to the discourse on child rights. deals with the legal framework as regards children in India. Looks into the policies and laws on various issues pertaining to children and child protection in addition to the special categories of children. Deals with the application of rights based perspectives in working directly with children.

Course Outline

Module 1: Children in India and their Rights

Child status Profile, Current status of Girl child, Definition and evolution of Child Rights (UNCRC), Introduction to current issues concerning child rights, National Commission for the Protection of Child Rights (NCPCR) 2007, Evolution of Human Rights and Universal declaration of human rights, situational analysis of children and childhood in India. Policies for children.

Module 2: Problems and issues faced by children in India

Gender Disparities: Adverse Child -Sex Ratio, Female Foeticide and Infanticide; Child Poverty, Child Marriage, Child Labour, Child Abuse (Physical, mental, neglect, sexual), 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, Child prostitutes

Module 3: Legislation pertaining to children

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, POSCO (Protection of Children from Sexual

Offences) 2012.

Process of Rehabilitation and social reintegration – adoption, foster care, sponsorship, after care organizations, SURRENDER - adoption via online, redressal mechanisms – (Police, vanitha cell, child line, human rights commission, child rights commission).

Module 4: Overview of schemes, benefits and development programmes in the present scenario at National and State for the benefit of children

Integrated Child Developmental Scheme (ICDS); National Plan of Action for Children, 2005, Rajiv Gandhi National Crèche Scheme for Children of Working mother, Kishori Shakti 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, Integrated child protection scheme, National child awards for exceptional achievements, National rural health mission, Sarva Shiksha abhiyan.

Module 5: Right based programming and protection of child rights and advocacy

Monitoring and evaluating of child rights programmes. Significance and provisions for rehabilitation of children out of families for child rights and working with children in multidisciplinary settings. Role of NGOs in care and protection of the essential features of rights perspective and the agency of the child.

Related Experiences

1. Group discussion on child abuse as reported in the media
2. List the welfare programmes available to street children in the city.
3. Arrange talks by guest speakers on laws pertaining to children.
4. 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
- Childrensrightsindia.org
- <http://wcd.nic.in/wgchilprotection.pdf>
- Implementation Handbook for the Convention on the Rights of the child. Fully Revised 3rded by UNC fund
- Sarada D and Rajani N (2009), Child Rights and Young lives. New Delhi Discovery Publishing house pvt ltd

Competencies of the Course

- C1. Explore the current status of girl children in India.
- C2. Learn the definition and evolution of child rights
- C3. Examine the current issues concerning child rights.
- C4. Learn to correlate child sex ratio and gender issues.
- C5. Understand the existing issues and problems faced by slum children, children of migrant workers and other children belonging to the lower sections of our country.
- C6. Develop an understanding about schemes, benefits and development programme at national and state level.
- C7. Appreciate the role of NGOs in advocating and protecting child rights.

BLUE PRINT: CHILD RIGHTS AND WELFARE

Units	Hours	Part A (3 marks) 5/7	Part B (5 marks) 6/9	Part C (15 marks) 2/4	Total 75
Unit I	18	1	2	1	28
Unit II	18	2	2	-	31
Unit III	19	2	1	1	26
Unit IV	19	1	2	1	28
Unit V	16	1	2	1	28

M.Sc. HOME SCIENCE DEGREE (C.S.S.) EXAMINATION**SEMESTER III CORE COURSE 01****(Model Question Paper)****CHILD RIGHTS AND WELFARE****Time: Three Hours****Maximum: 75 Marks****PART A****Answer any five of the following (3 marks each).**

1. Children of migrant workers.
2. Child-sex ratio.
3. List the Governmental programmes for the benefit of children.
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.

(5x3 = 15 marks)**PART B****Answer any six of the following (5 marks each).**

8. How does the State deal with children who come in conflict with the law ?
9. Discuss the National Plan of Action for Children, 2005?
10. Explain the Counselling and Guidance services provided by the State Child Line Foundation?
11. What is the significance of nutrition programmes for adolescent girls?
12. Explain Kishori Shakti Yojana?
13. Explain the need for services for children affected with HIV/AIDS?
14. Explain the problems of street children.
15. Write a short note on the extent of child sex tourism in India and the steps taken by the government to combat the problem?
16. Write a detailed account on any one institution functioning for the welfare of children which you have visited.

(6x 5 =30 marks)**PART C****Answer any two of the following (15 marks each).**

17. Discuss the prevalence of child abuse in Kerala as reported by media.
18. Give an account on mental health issues facing today's adolescents.
19. Explain the strategies to promote legal awareness among public on children's rights.
20. Write on the role of non-governmental programmes for the welfare of children using a few examples

(2x15=30 marks)

SEMESTER III**MENTAL HEALTH IN DEVELOPMENTAL PERSPECTIVE****Course Code: CD3C12TM****Teaching hours:5hrs/week****Credit:4****AIM**

The course aims to enhance the understanding of infant, early childhood and adolescent mental health and promote the skills necessary to support social-emotional development of young children and adolescents.

COURSE OVERVIEW

The course covers the concept of mental health in children, National Mental Health Policy of India, and the status of child and adolescent mental health in India. The course signifies mental health of early years and the risk factors including the child-risk factors, parental risk factors, environmental risk factors to mental health of children and adolescents. The programme covers the mental health needs at different stages of child development and the strategies to promote. It serves to highlight the mental health issues in adolescence, also gives an overview of the neurotic and psychotic behaviours.

COURSE OUTLINE**Module 1: Introduction**

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

Module 2: Risk factors to Mental health

Child risk factors: Prematurity, pre natal teratogens, Chronic/serious illness, Temperament, Low intelligence, learning disabilities, developmental delays, Childhood trauma.

Parental/Family Risk factors: Insecure attachment, Single parenthood, Harsh parenting/maltreatment, Family disorganization, Domestic violence, Crisis in the family, Parental psychopathology, Parental substance abuse.

Social/Environmental risk factors: Poverty, Parental unemployment, Frequent change of residence and schools, exposure to environmental toxins, community violence, exposure to media violence.

Module 3: Mental health in Infancy and Toddlerhood

Development of attachment phases, Attachment to significant members and objects, Types, Factors affecting attachment. Multiple attachments, Attachment and bonding as a key to mental health.

Module 4: Mental Health in Early childhood years

Mental health needs - safety, security, relationships, autonomy and self-esteem. Behaviour difficulties. Behaviour problems: Sources, symptoms, remedy.

Module 5: Mental Health in Middle childhood

Mental health needs: recognition, appreciation, friendship and industry. Maladjustments at home and school. Role of school and family/parenting in ensuring mental health. Need for providing guidance to children, parents, teachers etc.

Module 6: Mental health issues during adolescence

Difficulties related to physical changes, Anxiety, Phobia, Depression, suicide, substance abuse. Peer pressure, bullying, sexual abuse, antisocial behaviour, issues related to sexual orientation-Gay, Lesbian, Transgender.

Module 6: Mental health problems in the community

Major stressors in life, Physiological and psychological reactions to stress, Managing stress. Neurotic and psychotic behaviour.

Related experiences

1. Discuss in class the reasons for the increasing incidences of mental health problems during adolescence.
2. Visit a counselling centre to understand the counselling set up and to note the current mental health issues facing children, adolescents and adults.
3. Design an intervention programme to improve student's academic self-concept/academic performance/ promote emotional competence.
4. Discuss the strategies for promoting mental health of children in the class.

References :

- Barry, P.D. (1990). *Mental Health and Mental Illness* (4th ed.) Philadelphia: J.B. Lippincott Co.
- Bono, E. de (1991). *Handbook for the Positive Revolution*. London: Penguin Publications.
- Carter, F & Cheesman, P. (1988). *Anxiety in Childhood & Adolescence – Encouraging Self-help through Relaxation Training*. London: Croom helm.
- Davies, Douglas, (2011). *Child Development: A Practitioners's Guide* (3rd edition) New York, Guilford Press.

- Goleman, D. (1996). Emotional Intelligence. N.Y. Bantam Books.
- Gopalakrishnan, N. (1994). Mental health and You. Mumbai: Popular Prakashan.
- Govt. of India. Ministry of Health & Family Welfare. (1982). National Health Program for India.

Competencies of the Course

- C1. Understand the concept and significance of mental health of children and adolescents and its the relevance in the present scenario.
- C2. Examine the status of mental health of children and adolescents in India.
- C3. Investigate the programmes developed by governmental and non-governmental agencies to promote mental health in children.
- C4. Critically evaluate the risk factors to mental health of children in infancy, toddlerhood, early childhood, middle childhood and adolescence.
- C5. Analyse the contribution of attachment and bonding in early years for promoting mental health.
- C6. Understand the mental health needs at different stages of development and the strategies to promote.
- C7. Develop skills in organizing mental health programmes for the community

BLUE PRINT: MENTAL HEALTH IN DEVELOPMENTAL PERSPECTIVE

Module	Hours	Marks 3 5/7	Marks 5 6/9	Marks 1 5 2/4	Total Marks 75
I	12	1	1	1	23
II	18	1	2	1	45
III	18	2	2	1	31
IV	16	1	2		13
V	12	1	1		8
VI	14	1	1	1	23

ST. TERESA'S COLLEGE (Autonomous) ERNAKULAM

SEMESTER III

FACULTY OF SCIENCE

M.Sc. Home Science : Child Development

MENTAL HEALTH IN DEVELOPMENTAL PERSPECTIVE

Time: Three Hours

Maximum: 75 Marks

PART A

I Answer any five of the following (3 marks each).

1. Write on the importance of mental health in children.
2. Name the attachment phases
3. Give the importance of recognition and appreciation in parenting
4. What is phobia?
5. List the major stressors in the life of adolescents.
6. What is the importance of autonomy in early childhood years?
7. Explain safety in terms of mental health?

(5x3 = 15 marks)

PART B

II Answer any six of the following (5 marks each).

8. Explain the importance of developing self-esteem in children.
9. Describe the mental health needs of children.
10. Give an account of the behaviour difficulties in early childhood
11. What can be done by parents to prevent alcohol abuse in adolescents?
12. What is the significance of friendship in children?
13. What are the factors affecting the development of attachment behaviour in children?
14. What are the reasons for increasing suicide in adolescents?
15. Write on the incidences of substance abuse among children in Kerala?
16. Explain the consequences of peer pressure on adolescents.

(6x 5 =30 marks)

PART C

III Answer any two of the following (15 marks each).

17. Write on the incidences of sexual abuse in children and the measures to be taken by parents to prevent?

18. Give an account of the mental health programmes undertaken by government in promoting the mental health of children?
19. Describe the influence of peers in the development of adolescents.
20. Describe neurotic disorders in children.

SEMESTER III

FOSTERING LANGUAGE, LITERACY AND CREATIVITY IN EARLY YEARS

Course Code: CD3C13TM

Teaching hours:5hrs/week

Credit:4

Aim of the Course: 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 overview and context: Significance of teaching materials for early childhood education programs is dealt with in this paper. The principles of developing educational materials for children using various art and craft medium is emphasized. Importance of story as an educational method, preparation of puppets and various other developmentally appropriate educative materials and their care and maintenance are emphasized.

Course Outline

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

- 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 Torrence), Cognitive approach (Weisberg), Social personality approach (McKinnon), Confluene approach (Gardner).

Module 3:

- Identification of creative abilities in a child. 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

- 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, emote 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

- 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.

Module 6: Setting up early learning centres

- Effective methods of learning and teaching approach, creating an effective learning environment in class and the role of teacher in promoting learning in young children
- Literacy centre/Language Arts
- Art centre/Art and craft activities (Creative activities of expression)
- Music and movement centre
- Math centre
- Science and sensory centre
- Social studies
- Dramatic play centre
- Methods of engaging with children

Module 7: Creating learning environments that respects diversity

- Environment that reflect diversity in family styles, configurations, and socio-economic class
- Materials for children to explore their physical selves

Module 8: Brain based teaching strategies to create supportive early childhood learning environments

- **Creating conditions for success**
Experiences impact the architecture of the brain
channeling stimuli into long-term Learning
Environmental influences
- **Applying brain research in implementing learning standards**
Safe environments
Emotions
Multisensory practices
Differentiated teaching practice
Special needs

Related Experiences

1. Market survey – early childhood education resource materials.
2. Create and use the prepared materials in a classroom setup, critically evaluate and report.
3. Present or showcase cultural activity of children with age appropriate props.
4. Book review – creating teaching learning-aids
5. Exercise: Construct developmentally appropriate creative activities using different mediums.
6. Activity: Design and implement one creative model facilitating a specific creative ability developmentally appropriate to meet the needs of children
7. Survey: Conduct a survey study to find out the patterns of creativity nurturance in different early childhood centers.
8. Book Reviews: 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.
9. 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.

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Competencies of the Course

- C1 Recognize that learning in positive early childhood environments lays a critical foundation for the young child's later success in school, work, citizenship, and personal fulfillment.
- C2 Recognize that the child's environment and relationships with his/her family and other adults during the infant/toddler and preschool years will either support and nurture development or put it at risk.
- C3 Recognize that play, in concert with adult planning, guidance, support, and follow-up, is a vital experience of early development and promotes development of the whole child.
- C4 Recognize that children learn at their own pace, and that expectations in each domain will vary from child to child.
- C5 Recognize that learning environment is an important and powerful teaching tool.
- C6 To define developmentally appropriate practices in relation to room arrangement, activities, material and equipment in early childhood education centres
- C7 To describe the process of child centered curriculum development
- C8 To develop guidelines for creating developmentally appropriate indoor and outdoor learning environments
- C9 To apply an understanding of teacher roles in early childhood classrooms

- **C10** To prepare a developmentally appropriate schedule including routines and transitions

BLUE PRINT: FOSTERING LANGUAGE AND CREATIVITY

<i>Units</i>	<i>Hours</i>	<i>Part A (3 marks) 5/7</i>	<i>Part B (5 marks) 6/9</i>	<i>Part C (15 marks) 2/4</i>	<i>Total 75</i>
Unit I	11	1	1	-	8
Unit II	11	1	1	-	8
Unit III	11	-	1	1	20
Unit IV	11	1	1	1	23
Unit V	11	1	1	1	23
Unit VI	11	1	1	-	8
Unit VII	11	1	1	1	23
Unit VIII	12	1	1	-	8

M.Sc. HOME SCIENCE DEGREE (C.S.S.) EXAMINATION

SEMESTER III CORE COURSE 01

(Model Question Paper)

FOSTERING LANGUAGE, LITERACY AND CREATIVITY IN EARLY YEARS

Time: Three Hours

Maximum: 75 Marks

PART A

Answer any five of the following (3 marks each).

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.

(5x3 = 15 marks)

PART B**Answer any six of the following (5 marks each).**

8. Differentiate between the instructional materials used in a kindergarten and a montessori school.
9. Elaborate on the mathematical concepts that can be taught to preschool children.
10. Enumerate the various forms of creativity.
11. What are the goals of mathematical learning?
12. Enumerate the role of a teacher in imparting knowledge related to science to preschoolers.
13. Bring out the benefits of the play way method of education.
14. What is inclusive language? Why is it essential in the learning environment?
15. List out the hindrances in the development of creative abilities in children.
16. Personality has a role in creativity. Discuss.

(6x 5 =30 marks)**PART C****Answer any two of the following (15 marks each).**

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

(2x15=30 marks)**SEMESTER III****NUTRITION THROUGH LIFE CYCLE****Course Code:** CD3C14TM**Teaching hours:**5hrs/week**Credit:**4

Aim of the Course: The aim of the course is to enable students to understand the basics of human nutritional requirements and the role of nutrition in different stages of the life cycle.

Course Overview

This course is intended impart to the students a basic understanding of the basis of computation of recommended dietary allowances of the various nutrients. A detailed study of the development phases of the human life cycle, the physical and physiological changes involved, associated nutritional requirements. The dietary

modifications to be made to meet the nutritional demands are also to be taught. Nutrition in special events is also to be familiarised.

Course Outline

Module 1: Recommended Dietary Allowances (20 hrs)

Methods for studying human nutritional requirements, Principles of computation of RDA for Indian adults by ICMR – Energy, Protein, Fats, Mineral and Vitamin requirements (Calcium, Phosphorus, Iron, Zinc, Thiamine, Folic acid, Vitamin C, Vitamin A, Vitamin D) and Dietary Fiber.

Module 2: Nutrition in Pregnancy (15 hrs)

Physiological stages of Pregnancy and nutrition demands, Pregnancy weight gain, Principles of estimating nutritional needs in Pregnancy, Physiological adjustments that affect nutrient needs of pregnancy, Diet in Pregnancy, IUGR, foetal programming, Barker's hypothesis, Effect of Undernutrition on Mother and Child Health, Adolescent Pregnancy, Pregnancy and AIDS

Module 3: Nutrition in Lactation (15 hrs)

Physiology and Endocrinology of Lactation – Synthesis of Milk, regulation of milk production, Let Down Reflex, Human Milk Composition, Factors Affecting Breast Feeding, Effect of Breast Feeding on Maternal and Child health, Management of Lactation- Prenatal Breastfeeding Skills, Milk Banking, Rooming In Problems, Nutritional Requirements and dietary modifications during lactation, Exclusive Breast Feeding- Mother and Baby Friendly Hospital Initiative

Module 4: Nutrition in Infancy (8 hrs)

Pre Term and Low Birth Weight Infants-Nutritional requirement, Feeding of Pre Term and Low Birth Weight Infants, Importance of Good Weaning, ARF, Growth monitoring

Module 5: Nutrition in Childhood (8 hrs)

Normal Pattern of Growth and Development, Norms/ Standards for Growth in children, Nutritional requirements of children, Malnutrition and Mental Development.

Module 6: Nutrition in Adolescence (8 hrs)

Normal Pattern of Growth and Development, Nutritional requirements of adolescents, Eating Disorders in Adolescents

Module 7: Geriatric Nutrition (10 hrs)

Socio economic and psychological factors of elderly, Physiological changes in old age affecting nutrition, Nutritional requirements and food modifications in old age.

Module 8: Nutrition in special events (6 hrs)

Space nutrition, High altitude nutrition, Nutrition in Cold/Polar environments.

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Competencies

- C1. Understand the human nutrient requirements of both macro and micronutrients.
- C2. Comprehend the basis of computation of the ICMR Recommended Dietary Allowances of the various nutrients for Indians for adults.
- C3. Learn the additional nutritional requirements and associated dietary modifications to be made to meet the physiological demands during pregnancy and lactation.
- C4. Familiarise with the recent concerns in the field of nutrition such as foetal programming, pregnancy and lactation in the age of AIDS, adolescent pregnancy, mother and Baby friendly initiatives
- C5. Study the care and nutritional requirements of infants, pre-schoolers, giving emphasis to feeding practices of infants, preterm and low birth weight infants, importance of good weaning and supplementary feeding practices for all round development of children.
- C6. Understand the growth spurt and development in school going children and adolescents and their dietary habits and eating disorders.
- C7. Enable learners to discern the changes in elderly, their diet modifications in relation to the physical, physiological, social and emotional changes and incidence of NCD's.
- C8. Create a knowledge on the basics of special feeding events such as space flights, low temperature etc.

BLUE PRINT : NUTRITION THROUGH LIFE CYCLE

Unit	No. of hours	Section A (5/7) 3 mks	Section B (6/9) 5 mks	Section C (2/4) 15 mks	Total 75
1	20	1	1	1	23
2	15	1	1	1	23
3	15	1	1	0	8
4	8	1	1	0	8
5	8	1	1	1	23
6	8	1	1	0	8
7	10	0	1	0	5
8	6	1	1	1	23

**M.Sc. Degree Examination
NUTRITION THROUGH LIFE CYLCE**

Time: 3 hrs**Maxm Marks:75****Part A****I. Answer any FIVE questions, not exceeding one page.**

1. RDA computation of calcium for adults
2. Pre eclampsia
3. Let down reflex
4. ARF
5. Malnutrition and mental development
6. Bulimia
7. Space Nutrition

(5x3=15 marks)

Part B**II. Answer any FIVE questions not exceeding two pages.**

8. What are the methods for studying human nutritional requirements?
9. What are the principles of planning a diet for a woman with gestational diabetes mellitus?
10. What are the factors influencing breast feeding?
11. Give reasons for lactation failure and factors affecting the volume and composition of milk.

12. Write a note on the mode of feeding premature infants.
13. Write notes on the importance of weaning and ARF as a weaning food.
14. Explain the normal pattern of growth and development during adolescence.
15. Discuss the dietary modifications to be followed for a geriatric diet. Justify
16. Give an account of the physiological changes that occur at high altitudes.

(6 x 5=30mks)

Part C

III. Answer any THREE questions not exceeding three pages.

17. Outline the principles of computation of RDA for energy requirements of Indians.
18. What are the complications that can occur during pregnancy?
20. Discuss the etiology and prevention of PEM in India
21. Explain the changes that occur during old age that affect dietary intake.

(2x15=30 mks)

EARLY CHILDHOOD CARE AND EDUCATION – INTERNSHIP AND PRACTICALS

Course Code: CD3C15PM

Teaching hours:5hrs/week

Credit: 2

Objectives

- To acquire skills in planning, organizing and implementing programme in a pre-school (rural and urban)
- To familiarize students with community and parents regarding ECCE.
- To develop skills in organizing community and parental awareness programmes in rural and urban areas relating to early childhood.

Course Outline

Module 1

Developing plans for ideal nursery schools – rural and urban set up

Module 2

Evaluate and report the functioning and management of any one institution catering to early childhood care and education.

Module 3

Market survey on equipment for preschools and prepare a list of equipment suitable for ideal nursery schools – urban and rural.

Module 4

Observe and document (i) festivals/celebrations in preschools (ii) observance of days of national importance in preschools (iii) anecdotes of children's responses.

Module 5

Plan and organize two workshops/parental awareness classes for parents in urban and rural preschool settings.

Module 6

Field Placement: Organize, development and theme based programmes for preschool children in rural and urban preschools for two weeks. Evaluate the experience and document the placement experience.

SEMESTER IV**GUIDANCE AND COUNSELLING**

Course Code: CD4C16TM

Teaching hours:5hrs/week

Credit:4

Aim

The course aims to provide knowledge on the principles and fundamentals of guidance and counselling, theoretical approaches to counselling, counselling in different settings, focusing on child and adolescent counselling.

Course Overview

The students will be made aware of the significance of guidance and counselling in the current scenario. Students are encouraged to develop an understanding of how counselling skills can be applied in different settings like school, career, family/relationships etc. The different theoretical models of counselling will be outlined in detail with their contributions and limitations. Special and Innovative approaches to counselling will be covered including the approaches with children.

Course Outline**Module1: Introduction to Counselling**

Definition and meaning of Counselling, Goals of Counselling, Scope of Counselling with special reference to the Indian scenario.

Module 2: Fundamentals of Counselling

The counselling Process: Stages, Variables affecting the counselling process, Qualities and skills of a Counsellor-communication skills Counsellee features. Types of Counselling: Crisis, Facilitative, Preventive, and Developmental.

Module 3: Theories/Approaches to Counselling and Therapy

Psychoanalytic Therapy: Freud's 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; Onlinecounselling

Module 4: Counselling in different settings

School counselling, Career counselling, Family /relationship counselling, Workplace counselling, Hospital counselling, Grief/ Trauma counselling, Addiction counselling, Crisis counselling

Module 5: Child and Adolescent counselling

Special and Innovative approaches with children : Play therapy, Music therapy, Dance Therapy, Drama therapy, Art therapy, Bibliotherapy, Horticultural therapy, Yoga, meditation etc. Organization of Child Guidance Clinics, Infrastructure, Staff, Procedure, and Documentation

Related Experiences

1. Interaction with practicing counsellors and therapists through visits to schools, clinics, women's rehabilitation centres and other institutions.
2. Class room discussion on the common problems for which counselling is sought and write a report.
3. Learn about the counselling process-role play, mock sessions etc.
4. Interview a counsellor to get an awareness on the issues facing the present day clients.

References

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Competencies of the Course

- C1. Equip the students with the knowledge on meaning and goals of counselling .
- C2. Examine the scope of counselling for children with reference to Indian scenario.
- C3. Critically analyse the concepts, scope and theories that govern the process of guidance and counselling.

- C4. Describe the fundamental principles of guidance and counselling.
- C5. Become Aware on the different perspectives/theories of counselling
- C6. Examine the innovative approaches to counselling, focusing on the approaches to be followed for child and adolescent counselling.
- C7. Coordinate and communicate with various stakeholders in the process of guidance and counselling.

BLUE PRINT : GUIDANCE AND COUNSELLING

Module	Hours	Marks 3 5/7	Marks 5 6/9	Marks 15 2/4	Total Marks 75
I	14	1	1	1	23
II	20	1	2	1	45
III	24	2	3	1	
IV	16	1	1		13
V	16	1	1	1	23

ST. TERESA'S COLLEGE (Autonomous) ERNAKULAM**FOURTH SEMESTER**

FACULTY OF SCIENCE

M.Sc. Home Science : Child Development

GUIDANCE AND COUNSELLING**Time: Three Hours**
75 Marks**Maximum:****PART A****I Answer any five of the following (3 marks each).**

1. What is Psychoanalysis?
2. Differentiate between counselling and guidance
3. Explain Client-centered approach.

4. Write on the significance of counselling for Substance misuse.
5. List the goals of counselling.
6. Write on the importance of counselling in schools.
7. What is bibliotherapy?

(5x3 = 15 marks)

PART B

Answer any six of the following (5 marks each).

8. Significance of Child guidance Centres
9. Explain post-trauma counselling with an example?
10. What are the methods used to gather information on clients?
11. Write on cognitive behaviour therapy.
12. What is career counselling and the significance of career counselling?
13. Explain stressors in the life of a student.
14. Explain the main features of client centered approach
15. What are the qualities of an effective counsellor?

(6x5=30 marks)

PART D

Answer any 2 questions. Answer should not exceed 4 pages

16. Explain the relevance of counselling in the present scenario in Kerala?
17. . Explain Freud's psychoanalysis?
18. Give the importance of transactional analysis.
19. Describe the innovative approaches in counselling that are used with children.

(2X15=30 marks)

SEMESTER IV**INCLUSIVE EDUCATION****Course Code:** CD4C17TM**Teaching hours:**5hrs/week**Credit:**4

Aim of the Course: The aim of the course is to provide knowledge about the causes of various impairments that affect the children, the special education methods that can be employed and the prevention of disabilities.

Course overview and context: The course discusses the prevalence or incidences of different categories of exceptionalities, possible signs and characteristics of each area of exceptionality, the current terminologies and practices for intervention strategies.

Course Outline**Module 1: Concept of Exceptional Children and Special Education**

Introduction to children with special needs – meaning, definition, classification. Role of support system. Concept of special, inclusive and home based education.

Definition, Classification, Special needs and Rights of the disabled. Definition, Objectives, Types, Role of National Institutes and the Rehabilitation Council of India. Government policies, Acts and Schemes such as NPE 1986, POA 1992, RCI Act 1992, IEDC Scheme 1992, PD Act 1995, National Trust Act, 1999. Use of technology and assistive devices in Special education and Rehabilitation. Recent trends in special education – Integrated education, inclusive education.

Module 2: Multiple disabilities

Children with Multiple disabilities - Definition, causes, classification, characteristics, prevalence, identification, screening, assessment and need for early intervention. Importance of functional skills – daily living, self-help, and social skills.

Module 3: Children with Mental Retardation

Definition, Classification of mental retardation, Screening and identification, Assessment and evaluation, educational provisions.

Module 4: Visually Challenged Children

Definition, Basic anatomy and functioning of the eye, Classification of visual impairment, Education of visually impaired – Assessment, Teaching strategies.

Attitude of parents, teachers and peers towards visually impaired. Attitude modification and role of teachers in developing positive attitude.

Module 4: Gifted and Creative Children

Gifted and creative children - Definition, causes, classification, characteristics, prevalence, identification, screening, assessment, need for early intervention and rehabilitation, educational practices and approaches.

Importance of functional skills – daily living, self -help, and social skills.

Module 5: Socially Maladjusted children and Emotionally Disturbed Children

Children with Emotional and Behavioral disorders - Definition, causes, classification, characteristics, prevalence, identification, screening, assessment and need for early intervention. Juvenile delinquents

Importance of functional skills – daily living, self -help, and social skills.

Module 6: Children with Orthopaedic impairments

Children with Physical, Neurological, Orthopedically and Sensory Impairments - Definition, causes, classification, characteristics, prevalence, identification, screening, assessment and need for early intervention. Importance of functional skills – daily living, self -help, and social skills.

Module 7: Children with Speech, Language and Communication Disorders

Definition and description of speech sounds and phonetics, assessment of voice and language – standardized language test, Indian test. Description and classification of speech disorders, correction of disorders, models of speech teaching (developmental and correctional), speech correction – uni sensory and multisensory approach, electronic, visual and tactile aids. Classroom assessment techniques -

Module 8: Children with Hearing Impairments

Definition, basic anatomy and physiology of hearing mechanism, hearing loss Early identification of hearing loss, Audiometry – pure tone and speech audiometry, use of masking – parts and use of audiometers. Amplification devices, setting up classroom equipments – (acoustic classroom, amplification devices - hard-wire system, loop induction system, FM system, Infrared system), speech trainer. Auditory training Development of communication skills for the hearing impaired – aural, manual and total communication approach.

Related Experiences

1. Prepare a lesson plan for correction of speech and language disorders.
2. Preparation of improvised teaching learning material for visually impaired – use of Braille, slate and stylus, Perkin's Braille and other assistive devices – abacus, Taylor frame and other mathematical devices and ICT. Orientation and mobility (Use of sighted guide techniques, pre cane skills, cane techniques, electronic devices and mobility maps).
3. Observe the special methods of educating the mentally and visually challenged.
4. Undertake visits to institutions/rehabilitation centres to learn about their functioning

References

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- *What Every Special Educators Must know: Ethics, Standards, and Guidelines for Special Educators*, (2009) Council for Exceptional children
- Mangal, S.K. (2009) *Educating Exceptional Children: An Introduction to Special Education*, Phi Learning.
- Singh, B (2005) *Modern Teaching of Exceptional Children*, Anmol Publishers
- Stowe Cynthia M. (2005), *Understanding Special Education: A Helpful Handbook For Classroom Teachers* [Paperback] Scholastic Inc
- Schwartz Diane (2005) *Including Children With Special Needs: A Handbook For Educators And Parents*, Greenwood pub, United states

Competencies of the course

- C1. Summarizes causes, incidence and characteristics of exceptionality.
- C2. Define areas of exceptionality and special education .
- C3. Identifies exceptionality as to genetic environmental causes.
- C4. Describes the availability of screening and assessment instruments.
- C5. Identifies individuals and their roles in developing and implementing educational and family service plans.
- C6. Explore appropriate community resources and referrals for individual children and families.
- C7. Identify common needs and challenges facing families caring for children with special needs.
- C8. Gather information on resources available in the community.
- C9. Identify agencies that advocates for children with special needs and their families.
- C10. Create/modify environments, equipment materials, supplies and experiences to meet individual needs of all children.

BLUE PRINT: INCLUSIVE EDUCATION

Module	Hours	Marks 3 5/7	Marks 5 6/9	Marks 1 5 2/4	Total Marks 75
I	11	1	1	-	8
II	11	1	1	-	8
III	11	-	1	1	20
IV	11	1	1	1	20
V	11	1	1	1	23
VI	11	1	1	-	8
VII	11	1	1	1	23
VIII	12	1	1	-	8

M.Sc. HOME SCIENCE DEGREE (C.S.S.) EXAMINATION

SEMESTER IV CORE COURSE 01

(Model Question Paper)

INCLUSIVE EDUCATION

Time: Three Hours

Maximum: 75 Marks

PART A

Answer any five of the following (3 marks each).

1. Define the term 'Exceptional Children'. How does it differ from the terms disabled and handicapped ?
2. Briefly write about Braille.
3. List any four causes of Learning Disability.
4. What is ADHD ?
5. What is Rh incompatibility ?
6. What is dyslexia ?
7. Explain what is meant by adaptive behaviour. How can it be assessed ?

(5x3 = 15 marks)

PART B

Answer any six of the following(5 marks each).

8. How can mentally challenged individuals be classified ?
9. Explain methods of assessing Learning Disability.
10. List any four Rights of the disabled.
11. List any six causative factors of visual impairments.
12. Explain the objectives of special education.
13. What advice would you give regarding post natal prevention of disabilities to a group of young mothers ?
14. What is vocational rehabilitation ?
15. List the causes of ADHD.
16. Classify speech disorders and briefly explain them.

(6x 5 =30 marks)

PART C

Answer any two of the following (15 marks each).

17. Briefly explain the role and functioning of the Rehabilitation Council of India.
18. What are the prenatal, perinatal and post natal causes of mental retardation ?
19. What are the educational strategies that can be adopted to teach children with ADHD ?
20. How can exceptional children be classified ?

(2x15=30 marks)

SEMESTER IV**ADMINISTRATION AND MANAGEMENT OF EARLY CHILDHOOD CENTRES****Course Code: CD4C18TM****Teaching hours: 5hrs/week****Credit:4**

Aim of the Course: The aim of the course is to meet the increasing demand for early years specialists and provide a sound understanding of early childhood theory and practice. It also provides those already working in this field with the opportunity to enhance their practical work and improve career prospects with a better understanding of early childhood theory and practice.

Course overview and context: Establishing an early childhood education service is a big undertaking. The quality of an Early Childhood Education service is central to early childhood education's contribution to positive outcomes for children. This paper takes the learner through the process of establishing a quality early childhood education service through various steps. In this paper the need for Early Childhood Education Centres, legislations for early childhood services, community needs, building and staff requirements are dealt with.

Course Outline**Module 1: Significance of early years**

- Need for early childhood education centres and definition. Starting strong early childhood care and education - OCED
- Review of legal protection indicators in early childhood commissioned by UNESCO
- Deciding on type of service-Community needs assessment: planning the project: describing the community, describing the group, making the project visible, consulting the community-(survey, focus group, public meeting, and other sources), analyzing the information.

Module 2: Designing and building the service

- Physical set up and building, choosing the site, resource consent
- Design steps- developing indoor and outdoor plans; complying with local building norms;Elements of building plans (rural and urban)
- Planning space allotment – designing and maintaining outdoor and indoor space, storage
- Furniture, equipment and materials
- Principles and selection of equipment for various development

- Care and uses of play equipment
- Indigenous play materials
- Developing prototype designs for toys
- Planning learning centres (dramatic play, art corner, blocks area, library, listening and writing area, wood work, sand and water table, manipulatives, science and discovery, physical education area)
- Indoor environment and

Module 3: Management of Pre-school Centres

- 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.
- Preservice and inservice 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 supervision

Module 4: Disaster Management

- 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 man-made 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.
-

Module 5: Children and ECE Professional

- Teacher as a facilitator for child participation and guidance as well as setting routines, rhythms and variations in classroom interactions
- Modifying classroom interactions to address child rights and sensitivity towards social cultural contexts as also effective use of resources
- Developing use of contemporary skills (like use of computer, if funds allow) in the classroom for projects and work by children

Module 6: Basic Goals to Develop Child Care Program

- Importance of Positive Climate
- Staff Motivation
- Staff Meetings/Training Sessions
- Volunteers/Community Members
- Parent Involvement
- Evaluation of Center Components
- Staff Evaluation
- Program Evaluation – methodology and implications

Module 7: Teacher-parent partnerships in early education

- Meaning of parent involvement
- Benefits of the partnership for children, parents, teachers
- Potential barriers to teacher-parent partnership
- Foundations of a successful partnership
- Overcoming communication barriers to the partnership

Module 8: Advocating for children

- Raising awareness of current legislation in child care and early childhood education Corresponding with legislators to advocate for children

Module 9: Community resources

- Resources for families with young children

Related Experiences

1. Exercise: Carry out a community needs assessment to find out what kind of service would best meet your community's needs, and be affordable for families.
2. Assignment: Develop indoor and outdoor plans in consultation with architects/ teachers/ community for an early childhood education centre.
3. Classroom activity: Discuss and develop staffing schedules for any two types of Early Childhood Education service.
4. Bring out a directory of the Early Childhood Education Centre's existing in your locality. Classify the centres according to the services being offered.

5. Review any two books on establishing Early Childhood Education Centre's and briefly present a report.
6. 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.
7. Demonstration of First Aid methods and hands on experience for the care of children in emergency through "mock exercises".
8. Visit four early childhood centres and document the classroom transactions taking place. Critically evaluate the transactions and make a presentation of your evaluation.
9. Organise a workshop to educate parents on the disaster management drills that should be carried out in an early childhood centre.

References

- Jenkins, Elizabeth.(2007). Administration in Early Education. New York: Thomson Delmar Learning.
- Sciarra, Dorothy June and Anne G. Dorsey.(2007). Developing and Administering 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 to
- Preschool Teachers. *Monographs of the Society for Research in Child 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
- Torkington, K. and Landers, C. Enhancing the Skills of Early Childhood Trainers: Rationale for experimental: *Volume 4 of Enhancing the Skills of Early Childhood Trainers* , Kate Torkington . The Hague: Bernard van Leer Foundation.
- Home, School, and Community Relations, (2013), 8th Edition by Carol Gestwicki, Cengage.

Competencies of the Course

C1 Learn about the records that are needed to be maintained in an early childhood care and education centre.

C2 Know the significance of records of children's growth and progress as necessary for mapping developmental patterns

C3 Carry out staff and program evaluation to ensure smooth functioning of the early childhood centre.

C4 Be prepared for emergency situations, disaster management and have skills in basic first aid.

C5 Compare and contrast different family types represented in early childhood programs

C6 Analyze teacher-parent partnerships in early education classrooms

C7 Identify components of successful parent-teacher conferences

C8 Identify community resources appropriate for families with young children

C9 Compare and contrast ways of advocate for the early childhood profession

BLUE PRINT: ADMINISTRATION AND MANAGEMENT OF EARLY CHILDHOOD CENTRES

Units	Hours	Part A (3 marks) 5/7	Part B (5 marks) 6/9	Part C (15 marks) 2/4	Total 75
Unit I	10	1	1	-	8
Unit II	10	1	1	-	8
Unit III	10	1	1	1	23
Unit IV	10	1	1	1	23
Unit V	10	1	1	1	23
Unit VI	10	-	1	1	20
Unit VII	10	-	1	-	5
Unit VIII	10	1	1	-	8
Unit IX	10	1	1	-	8

M.Sc. HOME SCIENCE DEGREE (C.S.S.) EXAMINATION**SEMESTER IV****(Model Question Paper)****ADMINISTRATION AND MANAGEMENT OF EARLY CHILDHOOD CENTRES****Time: Three Hours****Maximum: 75 Marks****PART A****Answer any five of the following (3 marks each).**

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 potential barriers to parent teacher relationship?
6. What are the records to be maintained in a preschool?
7. Enumerate the need for setting up early childhood education centres.

(5x3 = 15 marks)**PART B****Answer any six of the following (5 marks each).**

8. Trace the developmental needs of preschoolers.
9. Give an account on indigenous play material.
10. How can you add to the quality of a preschool programme?
11. List down the legal protection indicators in early childhood as commissioned by UNESCO.
12. What are the considerations to be kept in mind while procuring play materials for preschoolers?
13. Discuss the elements of the building plan of an urban playschool.
14. Enumerate the basic goals of a preschool curriculum.
15. Bring out the importance of monitoring and supervision in a preschool set up.
16. Design a prototype of indoor play equipment to teach concept of colours to preschoolers.

(6x 5 =30 marks)**PART C****Answer any two of the following (15 marks each).**

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

(2x15=30 marks)

SEMESTER IV
GUIDANCE AND COUNSELLING PRACTICALS/INTERNSHIP

Course Code: CD4C19PM

Teaching hours: 6hrs/week

Credit: 3

Objectives

- To gain an understanding of the emotional problems confronting children and adults.
- To develop the skills of the students in offering guidance and counselling for children and parents/adults.
- To develop skills in organizing programmes related to preventive / facilitative / developmental counselling.

Module 1

Compile a list of the guidance and counselling services available in the local area / town and discuss the adequacy of the services

Module 2

Make a visit to a Child Guidance Centre / Counselling centre and make a report on its functioning.

Module 3

Discuss with counsellors on the commonly encountered problems among children and the common techniques of management and report.

Module 4

Internship – Participate in a counselling centre and observe the counselling process / participate in the activities of a Child guidance clinic, Remedial centre or Resource centre.

Module 5

Organizing an educational programmes related to preventive / facilitative / developmental counselling for the community and report.

Module 6

Interview adolescents/ college students/ housewives/mothers with regard to the pressures they experience in their lives and report.

SYLLABI FOR ELECTIVES

Entrepreneurship Development for Women**Course Code: CD4E1TM****Teaching hours:5hrs/week****Credit:4**

Aim of the Course: The aim of the course is to enable students to develop understanding of enterprise and entrepreneurial growth, the various infrastructures for employment and income generation and acquire skills in planning project proposals.

Course Content and context

The course focuses on development of entrepreneurial skills in women and opportunity to know the procedure to start an enterprise on their own. The student gets a complete idea of the procedures, formalities and maintenance of an enterprise.

Module I: Introduction -Entrepreneurship (5 hrs)

- Concept of entrepreneurship.
- Growth of entrepreneurship in India.
- Role of entrepreneurship.
- Factors affecting entrepreneurial growth.

Module II: Women Entrepreneurship (5 hrs)

- Status and categories of employment of women in India.
- Challenges of women entrepreneurs.
- Entrepreneurial opportunities in different sectors.
- Entrepreneurship development programmes.

Module III: Enterprise Establishment (12 hrs)

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

Module IV: Legal aspects (15 hrs)

- Business and Industrial laws.
- Taxation.

Module V : Enterprise Implementation and Monitoring. (10 hrs)

- Enterprise Growth and Development: Expansion and Diversification.
- Enterprise failure: Causes and remedies.
- Management of Enterprise

Module VI: Finance (15 hrs)

- 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 VII: Marketing (10 hrs)

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

References

- Jain, D. Women's Employment, Possibilities of Relevant Research Institute of Social Studies, 1980.
- Nayak, J. Pinto, T. and Costa, S. Towards Self reliance, Income Generation for Women, ISI Programme of Women's Development, 1980.
- Mitra, A. The Status of Women, Household and non-Household Economic Activity, ICSSR Programme of Women's Studies III Allied, 1979.

- Bhatt, E.R. Economic Status of Self Employed Women in Garment Industry, Gandhi Majdoor Sevalaya, Ahmedabad, 1979.
- Labour Bureau, Ministry of Employment of Labour, Chandigarh, study of Women in Selected Industries, 1979.
- Mitra, A. The status of Women-Literacy and Employment ICSSR Programme of women's Studies Allied, 1979.
- Paul, J: Kumar, N.J. and Mampilly, Paul J. Entrepreneurship development, Himalaya Publishing House, Mumbai, 1996.
- Young, Trevor L. Planning Project, Sterling Publishers Pvt. Ltd., New Delhi, 1998.
- Young Trevor L. Implementing Project, Sterling Publishers Pvt. Ltd., New Delhi, 1998.
- Akhouri, M.M.P. Entrepreneurship for women in India, New Delhi, NIESBUD, 1990.

Periodicals:

- Yojana, Publication Division, New Delhi
- Kurukshetra Publication Division, New Delhi

Competencies

- C1. Understanding on the concept of entrepreneurship.
- C2. Identification of prospective entrepreneurial opportunities
- C3. Awareness on procedures and documents to start an enterprise.
- C4. Know how of the subsidy and benefits for women entrepreneur.
- C5. Ability to do market analysis.
- C6. Development of a project proposal for funding.
- C7. Knowledge on selection of product, implementation and manpower selection.
- C8. Develop marketing strategies.
- C9. Maintain the accounts and manage the finance
- C10. Awareness on legal aspects related to the enterprise.
- C11. Ability to do cost analysis and profit calculation.
- C12. Knowledge and skill to be an entrepreneur.
- C13. Through entrepreneurship women empowerment.

BLUEPRINT : ENTREPRENEURSHIP DEVELOPMENT FOR WOMEN

Module	No. of hours	Section A (5/7) 3 mks	Section B (6/7) 5 mks	Section D (2/4) 15 mks	Total 75 mks
1	5	1	1	0	8
2	5	1	1	0	8
3	12	1	1	1	23
4	15	1	1	1	23
5	10	1	1	0	8
6	15	1	1	1	23
7	10	1	1	1	23

M.Sc. HOME SCIENCE DEGREE (C.S.S.) EXAMINATION
Entrepreneurship Development for Women
(Model Question Paper)

Time: Three Hours**Maximum: 75 Marks****PART A****Answer any five of the following (3 marks each).**

1. Define entrepreneurship and its importance.
2. What is Joint Stock Company?
3. Explain balance sheet.
4. What is auditing?
5. Define women entrepreneur?
6. What are the benefits of self employment?
7. Explain the importance of advertising.

(5x3 = 15 marks)**PART B****II. Answer any six of the following (5 marks each).**

8. What are the objectives of KITCO?
9. What are the problems faced by small scale industries ? Write a note on its remedies.
10. What are the accounting methods?
11. Explain the procedure for registration of a business.
12. Explain any 5 types of enterprises.

13. Explain the contents of a project proposal.
14. What are the important documents of companies?

(5x 5 =30 marks)

PART C

III. Answer any two of the following (15 marks each).

15. What is marketing? What are the different types of marketing techniques?
Explain its merits and demerits.
16. Explain the concept of small scale industries. What are the steps in setting up a small scale industry?
17. Prepare a project proposal for starting a handicrafts unit in your locality.
18. What are the causes and remedies of unemployment in India?

(2x15 =30 marks)

DEVELOPMENTAL COMMUNICATION AND EXTENSION**Course Code:** CD4E2TM**Teaching hours:** 4hrs/week**ELECTIVE****Credit:**4**Objectives**

- To make the students understand the various facets of communication and its significance for extension and national development.
- To make the students understand different forms of media and ways to promote them
- To help students to learn to handle different.
- To help students to understand the principles of administration, co-ordination and Supervision in Extension.
- To become aware of the administrative structure of the Rural Development Programme in India.
- To understand basic elements in extension management.

Course Outline**Module 1: Development communication**

Definition and understanding of development communication, Non development communication vs development communication, Development problems of developing countries; Objectives of development communication, Communication for human development; Planning development communication

Promotion of Development Communication; Government efforts: Role of Government agencies like Akashwani, DAVP, IEC Bureau, Resource Centers, IIMC, Songs and Drama Division etc. **Non-Government effort:** Role of NGOs in development. **Community Effort:** Role of Agencies of local self Government and local organization. **Recent advances.**

Module 2: Extension Administration and Supervision

Concept: The meaning. Nature and purpose of administration in extension and rural development. Principles of administration and organization. **Management:** meaning, nature and task of management. **Structure of organization:** Types, uses of centralization and decentralization, issues of delegation, authority and power. **Co-ordination:** Meaning, needs types and methods of bringing about co-ordination in extension administration' **Supervision:** Meaning, importance and methods of supervision. Human Resource Development in extension organization. **Extension Administration and Management:** The administrative set up, functions and specific programmes of various departments.

Module 3: Presentation skills

Use of visuals during presentation, Roles of visuals in communication; Clarity of message and image, Designing artwork in visuals, Oral presentation techniques, Organising message, Stage craft and delivery, Principles for effective delivery

Module 4: Facilitation skills development

Role of the facilitator, Balancing multiple responsibilities, Range of communication techniques, Building confidence, Addressing difficult behaviour; Techniques of facilitation: Asking Open-ended questions, Balancing the discussion; Reflective listening, Drawing people out – encouragement; Sequencing / stacking / tracking, Intentional silence; Reframing, Finding common ground

Module 5: Information & Communication Technology (ICT) and Rural Development

Introduction to ICT education, Various ICT tools and their uses, Roles of ICT in rural development, Research and development in ICT, Management of ICT, ICT as an alternative extension approach

Module 6: Mass media

Introduction to mass media, Types and roles of broadcast media, Types and roles of print media, Types and roles of screen media, Mass media in extension, Media and communication in Ministry of Agriculture

References:

- Dahama, O.P. and Bhatnagar O.P. Education and Communication for Development. Oxford and IBH Publishing 1980.
- Dc,D : A Handbook of Extension Education, Agrobios, Jodhpur, 2010.
- Dua, M.R. and Gupta V.S.: Media and Development, AMIC Singapore and Har Anand Publications, New Delhi – 1994.
- Govind and Tamilsalvi : Extion Education and Rural Development, Agrobios, 2010.
- Mehta SR (Ed.): Communication and Development: Issuer and Perspective, Rawat Publications, Jaipur – 1992.
- Melcote, S.R. and Vallath C.: Communication Gap in Development, Rawat Publications, Jaipur – 1992.
- Melcote. S.R.: Communication for Development in the Third World – Theory and Practice, Sage Publications, New Delhi, 1991.

- Mishra, S.N. and Verma, B.M. Evaluation of Training of Rural Youth for Self Employment (TRYSEM) in Rajasthan, 1982.
- Modi Bella: Designing Message for Development Communication and Audience Participation- Based Approach, Sage Publications, New Delhi-1991.
- Nair K.S. and White Shirley (Eds.) Perspective of Development Communication. Sage Publications, New Delhi – 1993.

DEVELOPMENT OF THE SELF**Course Code: CD4E3TM****Teaching hours: 4hrs/week****ELECTIVE****Credit:4****Objectives**

- 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**

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

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

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

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

Biological, psychological and cultural aspects of being male and female, stereotypes, beliefs and gender discrimination. Gender identity and gender role, Transgender

Module 6: Role of spirituality and religion in the development of the self.

Experiences, values, beliefs and attitudes in society.

Module 7: 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.
- Llewellyn-Jones, D. (1971). Every woman. London: Faber & Faber.
- Mead, M. (1976). Male and female UK : Penguin.
- Bee, H. (1989). The developing child. New York: Harper & Row.

DEVELOPMENT OF CREATIVITY**Course Code:** CD4E4TM**Teaching hours:** 4hrs/week**ELECTIVE****Credit:**4**Objectives**

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

Course Outline**Module 1: Definition and concept of creativity**

Types and degree of creativity (everyday creativity and eminent creativity), Domains, insight and problem solving as related to creativity. Factors that affect creativity

Module 2: Relevance and scope of the study of creativity

Relation to Academic Achievement; Learning and Creativity

Module 3: Approaches to the study of creativity

Mystical approach (divine gift), Psychology-dynamical approach (Freud), Psychometric approach (Guilford & Torrance), Cognitive approach (Weisberg), Social personality approach (McKinnon), Confluence approach (Gardner)

Module 4: The role of the individual

Cognition, abilities, interests, attitude, motivation, intelligence, knowledge, skills, beliefs, values and cognitive styles.

Module 5: Creativity, Intelligence and Personality

Relationship between creativity and intelligence; Personality Bases for Creativity

Module 6: Enhancing creativity

Brainstorming, problem solving, creative dramatics & visualization. Teaching techniques and strategies for facilitating creative performance

Module 7: Assessment of creativity**References**

- Chaddha, N.K.(1984). Perspectives in creativity. New Delhi: EssEss Publications.
- Dagar, B.S. (1989). Cultural Education and Creativity. New Delhi: Uppal Publication House.
- Khandwalla, P.N. (1988). Fourth eye: Excellence through creativity. Allahabad: A.H. Wheeler.
- Passi, B.K. (1979) Passi Test of Creativity. Agra : National Psychological Corporation.
- Petty, G. (1998). How to be better at creativity. London: Kagan Page (The Industrial Society).
- Runco,M.A. et.al (eds.) (1999). Encyclopaedia of creativity. Vol. I & II. New York: Academic Press.
- Sternberg, R.J. (Ed) (1999). Handbook of creativity. U.K.: Cambridge University Press.
- Vernon, P.E. (ed) (1982). Creativity: Selected readings. Middlesex U.K.: Penguin.
- Weisberg, R.W. (1986) Creativity, genius and other myths. NY; Freeman.

Journals

- Creative Research Journal
- Journal of Creative Behaviour

PUBLIC HEALTH NUTRITION**Course Code: CD4E5TM****Teaching hours: 4hrs/week****ELECTIVE****Credit:4****Objectives**

- 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: Food and Nutrition Situation in India**

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

Module 2: Principles of epidemiology and epidemiological methods

Introduction to epidemiology, aims, classifying epidemiological study methods, Importance of nutrition epidemiology in developing countries nutrition epidemiology and public health nutrition.

Module 3: Assessment of nutritional status in community setting

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 4: Epidemiology of Nutritional disorders

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

Module 5: Organisations and Programmes in the field of nutrition monitoring and Interventions

Brief outline of NFHS, NNMB, NNP, ICDS

Module 6: Nutrition Education

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

Module 7: Food Fortification

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

Module 8: 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.

Module 9: Research methods in Public Health Nutrition

Introduction, Designing a research study- critical factors, hypothesis testing and P value, Research design, Sampling, Analysis and Softwares.

References

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