

*Dept. of Home Science, St. Teresa's College
(Autonomous), Ernakulam*

**ST. TERESA'S COLLEGE
(AUTONOMOUS)
ERNAKULAM**



**CURRICULUM FOR
MASTER'S PROGRAMME**

IN

**CHILD DEVELOPMENT & BEHAVIOUR
SCIENCE**

Curriculum and Syllabus, 2014

Admission

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**Under Credit & Semester System
(2014 Admission)**

FOREWORD

The higher education environment is changing rapidly in India, and particularly so in the year 2014-15, when the government of Kerala decided to give autonomy to thirteen educational institutions in the state, with the aim of improving quality. Quality in higher education has been a matter of high concern and priority in India especially after the National Policy on Education, 1986 has very categorically questioned the impact of education and suggested many measures for bringing innovative practices in education.

St.Teresa's College, Ernakulam has been sanctioned autonomy vide UGC letter No.f.22-1-2014 (AC) dated 19/6/2014. The college has decided to function as autonomous from the academic year 2014-15.

The academic year 2014 - 15 will follow the same syllabus and guidelines as per MG University.

HOME SCIENCE BRANCH A

CHILD DEVELOPMENT & BEHAVIOUR SCIENCE

Introduction

The Master's programme in Child Development gives firm foundation in all the domains of Child development including physical, cognitive, social and emotional. Early years of life are very critical in developing later intelligence, personality, social behavior and educational achievement. The programme also focuses 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 and behaviour science impart in

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addition to the knowledge and skills required for their discipline, social and personal attributes to equip them for life.

The programme would enable graduates to work as: teachers at university level, researchers, coordinators/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.

Objectives

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

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

Eligibility

For admission to the post graduate programme in Child Development & Behaviour Science (Branch X A) the applicant must have passed B.Sc. Family & Community Science / Home Science Model I & II of the Mahatma Gandhi University or any statutory university recognized by the Mahatma Gandhi University with not less than 55% in Part III.

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Graduates in Food Science and Quality control with not less than 55% in Part III are also eligible. In addition to the existing criteria, candidates with B.Sc. Degree in Food Service Management & Dietetics, Clinical Nutrition and Dietetics are also eligible. Weightage will be given to the above mentioned degrees. Graduates in Psychology, Human Development, Nursing or any Science graduate with PG Diploma in Pre-School Education/Counselling Psychology or Science Graduates with Open Course namely Life Skills Strategies and Techniques are also eligible.

**HOME SCIENCE BRANCH A: CHILD DEVELOPMENT & BEHAVIOUR
SCIENCE**

COURSE OUTLINE

TOTAL CREDITS-80

SEMESTER	COURSE	TITLE OF COURSE	TEACHING HOURS/WE EK	CREDIT	TOTAL CREDIT
I	HCD1ACD	Advanced Study in Child Development	5	4	18
	HCD1ECC	Early Childhood Care and Education	5	4	
	HCD1ADO	Adolescence: Development and Challenges	5	4	
	HCD1NLC	Nutrition through Life Cycle	5	4	
	HCD1ECCE	Early Childhood Care and Education – Internship and Practical	5	2	
II	HCD2ECSN	Education of Children with Special Needs I	5	4	18
	HCD2CRW	Child Rights and Welfare	5	4	
	HCD2MHDP	Mental Health in Developmental Perspective	5	4	
	HCD2RMS	Research Methods and Statistics	5	4	
	HCD2CRWP	Child Rights and Welfare: Practical	5	2	
	HCD3TCB	Theories of Child Development and Behavior	5	4	18

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III	HCD3MTC	Methods and Techniques of Child Study	5	4	
	HCD3ECS	Education of Children with Special Needs II	5	4	
	HCD3SWP	Scientific Writing and Project Formulation	5	4	
	HCD3SERP	Special Education and Rehabilitation Strategies	5	2	
IV	HCD4GCE	Gerontology and Care of the Elderly	5	4	26
	HCD4GC	Guidance and Counselling	5	4	
	HCD4WS	Women's Studies	5	4	
	HCD4EM	Entrepreneurship Management	4	4	
	HCD4GC (P)	Guidance and Counselling/Remedial	6	3	
	HCD4 (PD)	Dissertation cum Viva Voce		4	
	HCD4 (VV)	General Viva Voce		3	

Elective 6 – Developmental Communication and Extension
 Elective 7 – Hospitality Administration, Elective 8 – Development of Self
 Elective 9 – Development of Creativity, Elective 10 – Public Health Nutrition

SEMESTER – 1

ADVANCED STUDY IN CHILD DEVELOPMENT

Course Code: HCD1ACD

Teaching hours:5hrs/week

COR

Credit:4

Objectives:

- To make a study on the stages of Child Development from prenatal development up to adolescence.
- To understand the principles and factors affecting Child Development in these stages.
- To understand recent researches/advancements in the study of Child Development.
- To promote an interest in research in Child Development.

Course Outline

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Module 1: Concept of Child Development

Trends in Contemporary Research in Child Development, Basic Issues/Themes in Child development

Module 2: Heredity and Environment

Genetic Transmission: Genes and Chromosomes, Patterns of Genetic inheritance Chromosomal Abnormalities, Behavioural Genetics: Heredity and Environment.

Module 3: Pre-natal Development

Stages, Maternal conditions and Teratogens, Screening for Abnormalities- Ultrasound, Amniocentesis, Chorionic villus Sampling, test-tube screening, Assistive re-production.

Module 4: Infancy and Toddler years

New born Reflexes, Infant States, Hazards of infancy, Infant's Sensory and Perceptual Capacities : Cognitive and early Language development, Social and Emotional Development, Infant and Toddler Temperament, Sensitive and Critical periods in development, Environmental stimulation, Impoverishment, Intervention programmes for at risk babies.

Module 5: Early Childhood Years (2-6 years)

Physical and Motor Development, Play and Social Relationships, Language, Cognition and Emotional development.

Module 6: Late Childhood Years (from 6 years up to adolescence)

Physical and Motor development, Cognitive development, Social and Emotional development, Growth of peer relations.

Related Experiences

1. Visit a neonatal clinic in hospital to observe the new born children.
2. Conduct an educational programme for rural mothers on ante-natal care.

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

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- 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.

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Units	Hours	Part A 1 Weightage 5/8	Part B 2 Weightage 5/8	Part C 5 Weightage 3/6	Total Marks 30 Weightage
1	12	1	1	1	8
2	18	2	2	2	16
3	18	2	3	1	13
4	18	2	3	1	13
5	12	1	1	1	8
6	12	1	1	1	8

HCDIACD

**M.Sc. DEGREE EXAMINATION
FIRST SEMESTER**

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**HOME SCIENCE BRANCH A: CHILD DEVELOPMENT AND BEHAVIOUR
SCIENCE**

HCD1ACD– ADVANCED STUDY IN CHILD DEVELOPMENT

(2014 Admission)

Time: 3 hours

Max. Weightage: 30

PART – A

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

1. What are teratogens ?
2. What is genetic counselling ? Who needs it ?
3. At risk babies
4. Genes
5. Moro Reflex
6. Bilingualism
7. List the motor milestones from 0 to 1 year
8. List any four characteristics of children's emotions.

(5x1 = 5 weightage)

PART – B

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

9. Explain any four basic themes in Child Development.
10. What is the significance of play for a preschooler ?
11. Trace the cognitive development of a child during the late childhood years.
12. Explain the perceptual capacities of an infant.
13. Explain the patterns of genetic inheritance.
14. Trace the language development of a child during the early childhood period.
15. Write briefly on the intervention programmes for at risk babies.
16. Why prepositional thought is important in adolescence

(5x2 = 10 weightage)

PART – C

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

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17. Explain the major prenatal screening and diagnostic techniques.
18. What is attachment? Briefly explain the types of attachment and the factors influencing attachment formation in infants.
19. What is temperament? Briefly explain the temperamental characteristics of infant.
20. Explain the sensory capabilities of a neonate.
21. What are the trends in contemporary research in Child Development ?
22. Examine the nature-nurture controversy. (3x5 = 15 weightage)

EARLY CHILDHOOD CARE AND EDUCATION

Course Code:HCD1ECC

Teaching hours:5hrs/week

Credit:4

Objectives

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

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Course Outline

Module 1: Introduction to Early Childhood Education

Significance, Objectives, Types of preschools/programmes: Playschool, Day care, Montessori, Kindergarten, Anganwadi. Concept of formal, non-formal and play way methods. Basic principles of developmentally appropriate practices and their need.

Module 2:Historical Trends

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

Module 3:ECCE in India

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Contribution of Five Year Plans to ECCE, Contribution of National Agencies and programmes to ECCE: ICCW, IAPE, NCERT, UNICEF, ICDS, Early Childhood Education in Contemporary India

Module 4: Organization and Management of Pre-school Centres

Physical setup – Building, Furniture, Equipment and Materials, Personnel for preschools – Teaching & Non-Teaching, Management of Preschools – Budgeting, Administration and Records, Defining quality in preschool programmes: ratio, child adult interaction, physical environment, staff consistency, Organizing and structuring the physical environment, disaster management

Module 5: Programme Planning

Principles of programme planning, Long term and short term planning, weekly and daily planning, routine and schedules, Planning developmentally appropriate curriculum (scheduling), Designing and maintaining outdoor and indoor space, Maintenance of records; Materials, indoor and outdoor equipment

Module 6: Activities for ECCE

Language, Art and Craft activities, Music, movement and aesthetics, Mathematics, Science, Social studies, dramatization, reading and writing readiness, Activities to promote socio emotional development, physical and motor development, Play, Methods of engaging with children

Module 7: Community Involvement

Need for Parent - Teacher meeting, Parental awareness program

Related Experiences

1. Visit to pre- schools in rural/urban setup,
2. Home visits in rural/urban setup
3. Preparation of creative album/universal curriculum/ puppets and other teaching aids
4. Conduct awareness campaigns as an ECCE teacher for improving the status of young children
5. Design a simple pamphlet with pictures or use any medium such as songs for advocacy in the local language keeping in mind the needs and literacy status,

References

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- Aggarwal J. C., Gupta S. (2007) Early Childhood Care and Education: Principles and Practices (Paperback) Shipra Publications
- Curtis, A, O'hagan, M, (2009) Care and Education in Early Childhood: A Student's Guide to Theory and Practice (Paperback) by Publisher: Routledge
- early-childhood-care-and-education-in-india-1.pdf
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- Krogh, S.L, Slentz K L. (2010) Early Childhood Education: Yesterday, Today, and Tomorrow (Paperback) by Publisher: Routledge
- Morrison, G.S. (2011) Early Childhood Education Today (Hardcover) Publisher: Pearson Custom Publishing
- Nutbrown, C, (2011) Key Concepts in Early Childhood Education and Care (Paperback) by Publisher: Sage Publications (ca)
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- Selbie, P, Clough, P, Nutbrown, C(2008) Early Childhood Education: History, Philosophy and Experience (Paperback) by Publisher: Sage Publications (ca)
- Whitebread, D, (2011) Developmental Psychology and Early Childhood Education: A Guide for Students and Practitioners (Paperback) by Publisher: Sage Publications (ca)

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Units	Hours	Weightage 1 5/8	Weightage 2 5/8	Weightage 5 3/6	Total 30
1	10	1	1	1	8
2	15	1	1	1	8
3	12	1	1	1	8
4	16	1	2	1	10
5	14	1	1	1	8
6	14	1	1	1	8
7	9	2	1	-	4

**M.Sc. DEGREE EXAMINATION
FIRST SEMESTER
HOME SCIENCE BRANCH A: CHILD DEVELOPMENT AND BEHAVIOUR
SCIENCE
HCD1EC-EARLY CHILDHOOD CARE AND EDUCATION**

(2014 Admission)

Time: 3 hours

Max. Weightage: 30

PART – A

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

1. Bring out the contribution of ICDS towards the importance of ECCE.
2. What is the role of music in preschool education?
3. What are the limitations of Tagore's views on ECCE?
4. Give a few examples of teaching science concepts to children.
5. Differentiate between long term and short term planning.
6. List down the objectives of ICCW favouring ECCE.
7. How will you celebrate Gandhi Jayanthi in a preschool?
8. What is the role of the assistant teacher in a preschool?

(5x1=5 weightage)

PART-B

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

9. Explain how Montessori schools are different from Froebel's idea of preschool education.
10. What are the records to be maintained in a preschool?
11. Explain the principles to be followed in programme planning.
12. Develop a theme chart for a week on the topic 'Animals'.
13. How can you teach mathematics through play way method to pre-schoolers ?
14. What type of equipment would be suitable for a rural preschool?.
15. Chalk out a budget to run a preschool for a year
16. Explain on the importance of parental awareness programme in a preschool.

(5x2=10 weightage)

PART –C

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

17. Elaborate on the contribution made by Mahatma Gandhi and Aurobindo towards Early Childhood Care and Education.
18. Explain the contribution of national agencies in the development of ECCE.
19. Give an account on the different types of preschool education in India.
20. Who are the personnel in a preschool? Explain their roles and responsibilities.
21. Justify art and craft as highly stimulating activities in a preschool. Explain the different types of art and craft activities.
22. What are the factors to be considered while planning to start a preschool? Explain in detail.

(3x5=15 weightage)

ADOLESCENCE: DEVELOPMENT AND CHALLENGES

Course Code: HCD1ADO

Teaching hours:5hrs/week

Credit:4

Objectives

- To gain knowledge regarding the growth spurt of adolescents
- To understand the development and characteristics of adolescents

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- To make the students aware of the current issues confronting adolescents.

Course Outline

Module 1: Adolescent Development and the Biology of Puberty

Physical changes; Primary and secondary characteristics; Psychological response to puberty

Module 2: Social and Emotional Development

Agents of influence: Culture, Family, Peers, Electronic media; Emotional Competence, Sexual relationship, Parent-adolescent relationship, Conflict with authority.

Module 3: Cognitive and Moral Development

Reasoning, Critical thinking, Reflective judgement, Moral reasoning and judgement; Formal operations-intellectual development during adolescence, Changes in moral concepts, religious beliefs and attitudes

Module 4: Issues and concerns in Adolescence

Health Issues: Obesity, Underweight, Anaemia in girls, Sexually Transmitted Diseases, Reproductive health issues - Mental Health Issues: Anxiety, Depression, Suicide, Eating disorders: Anorexia Nervosa, Bulimia, Substance abuse - Social Issues: Peer Pressure, Bullying, Sexual abuse, Delinquency, Anti-social Behaviour - Social Change and Adolescent Development:

Module 5: Development of Self

Identity Formation: Identity Crisis, esteem. The Concept of Self in social context, Self-Regulation and Positive Youth Development. Motivation: Maslow's Hierarchy of Needs

Module 6: Academic Achievement and Career choice

Factors influencing academic achievement, Academic pressure, career choice, The Relationship between Academic Self-Concept and Achievement. Government programmes for education of adolescents in India

Related Experiences

1. Discussion in class about the problems confronting adolescents today.
2. Discuss on the issues relating to parent-adolescent relationship.
3. Make a study on the health problems, stress experienced by adolescents.

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4. Plan an education programme on any issues relating to adolescents in an urban/rural set up.
5. Group discussion on the use/misuse of electronic media by adolescents.

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
- <http://www.educationforallindia.com/Education-of-Youth-and-Adolescents-in-India.pdf>
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- 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.

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1	10	1	1	1	8
2	18	1	2	1	10
3	16	2	1	1	9
4	18	1	2	1	10
5	18	2	1	1	9
6	10	1	1	1	8

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**M.Sc. DEGREE EXAMINATION
FIRST SEMESTER
HOME SCIENCE BRANCH A: CHILD DEVELOPMENT AND BEHAVIOUR
SCIENCE
HCD1ADO- ADOLESCENCE: DEVELOPMENT AND CHALLENGES
(2014 Admission)**

Time: 3 hours

Max. Weightage: 30

PART – A

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

1. What do you understand by reflective judgement?
2. What is critical thinking?
3. Give a brief note on the intellectual development of adolescents.
4. List down the secondary sexual characteristics seen in girls and boys during adolescence.
5. What is the importance of self concept during adolescence.
6. Give reasons for suicides among adolescents.
7. Explain identity crisis.
8. What is peer pressure?

(5x1= 5 weightage)

PART-B

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

9. Peers play an important role in the life of adolescents. Justify.
10. Explain the influence of electronic media and culture on adolescence.
11. How do the physical changes affect adolescents?
12. What are eating disorders? Why is it prominent during adolescence?
13. Explain the Maslow's hierarchy of needs.
14. What are the governmental programmes available for education of adolescents?
15. Elaborate on the health issues affecting adolescents.
16. Give an account on sexually transmitted diseases.

(5x2=10 weightage)

PART –C

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

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17. Explain in detail the impact of bodily changes on the mental make up of adolescents.
18. Elaborate on (i) parent adolescent relationship (ii) conflict with authority during adolescence.
19. What is delinquency? Explain its causes.
20. 'Adolescence is a very vulnerable period wherein so many mental health issues creep in'. Explain any two such issues.
21. Explain the formation of identity during adolescence. Also add a short note on the importance of self esteem.
22. Elaborate the factors influencing academic achievement.

(3x5=15 weightage)

NUTRITION THROUGH LIFE CYCLE

Course Code: HCD1NLC

Teaching hours:5hrs/week

COR

Credit:4

Objectives

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

Course Outline

Module 1:Understanding Nutrition

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

Physiological stages of Pregnancy and nutrition demands, Pregnancy weight gain, Principles of estimating nutritional needs in Pregnancy, Physiological adjustments that may affect nutrient needs of pregnancy, Effect of Under nutrition on Mother and Child Health, Diet in Pregnancy, Adolescent Pregnancy, Pregnancy and AIDS

Module 3: Nutrition in Lactation

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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, Rooming In Problems, Nutritional Requirements and dietary modifications during lactation, Exclusive Breast Feeding- Baby Friendly Hospital Initiative, Breast Feeding in the age of AIDS

Module 4: Nutrition in Infancy

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

Module 5: Nutrition in Childhood

Normal Pattern of Growth and Development, Norms/ Standards for Growth in children, Nutritional requirements of children, Malnutrition and Mental Development, PEM- Types, Etiology, Classification, Nutritional Management

Module 6: Nutrition in Adolescence

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

Module 7: Geriatric Nutrition

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

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

References:

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- Bamji S.M., Rao N. P and Reddy V.1998.Text book of Human Nutrition. Oxford and IBH Publishing C. New Delhi.
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- Vir Chander S.2011.Public Health Nutrition in developing countries. Woodhead Publishing India, Food Science, Technology and Nutrition.
- Wallace, H.M. and Giri, K. (1990) Health Care of Women and Children in Developing Countries. Third Party Publishing Co, Oakland.
- Ward, R.H.T; Smith, S.K.; Donnai, D. (Ed.) (1994) Early Fetal Growth and Development, London, RCOG Press
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1	15	1	1	1	8
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3	17	1	1	2	13
4	8	1	1		3
5	12	1	1	1	8
6	9	1	1		3
7	6		1	1	7
8	8	1	1		3

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**M.Sc.DEGREE EXAMINATION
FIRST SEMESTER
HOME SCIENCE BRANCH A: CHILD DEVELOPMENT AND BEHAVIOUR
SCIENCE
(2014 Admission)
HCDINLC-NUTRITION THROUGH LIFE CYCLE
Time: 3 hours Max. Weightage: 30**

PART – A

- I. Answer any FIVE questions, not exceeding one page. Each question carries a weightage of 1**
1. Growth monitoring
 2. Eating disorders of adolescents
 3. Baby friendly hospital initiative
 4. Protein Energy Malnutrition

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5. Let down reflex
6. Ideal weight gain in pregnancy
7. Nutrition in Cold/Polar environments
8. Malnutrition and mental development

(5x1 = 5 weightage)

PART B

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

9. Elaborate on human milk composition and its benefits
10. Justify the increased nutritional requirements in pregnancy.
11. Elaborate effects of ageing on food and nutrient intake.
12. Elaborate the methods of studying human nutritional requirements.
13. Outline the principles of computation of RDA for Energy requirements of Indians.
14. Bring out the importance of good weaning. Add a note on ARF.
15. How is RDA for Iron arrived at for various age groups
16. Elaborate on the nutritional requirements and the dietary modifications during lactation.

(5x2 = 10 weightage)

PART C

III. Answer any 3 questions not exceeding 3 pages. Each question carries a weightage of 5.

17. Discuss the physiology and endocrinology of lactation
18. Explain the nutritional care of pre term infants
19. Bring out importance of good geriatric nutrition with reference to physiological changes in old age.
20. Explain foetal and maternal consequences of under nutrition .
21. Give an account of nutrition during space travel and type of foods used.
22. Explain the physiological changes at high altitudes and the principles of high altitude nutrition.

(3x5 = 15 weightage)

**EARLY CHILDHOOD CARE AND EDUCATION – INTERNSHIP AND
PRACTICALS**

Course Code: HCD1ECCEP

Teaching hours:5hrs/week

CORE

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

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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.

Viva

SCHEME OF PRACTICAL VALUATION

EARLY CHILDHOOD CARE AND EDUCATION – INTERNSHIP AND PRACTICALS

EXTERNAL VALUATION - 15 WT (RECORD – 10 WT. + VIVA - 5 WT.)

Components of Record Valuation – 10 wt

MODULE1: 1 Wt

MODULE1: 1 Wt

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MODULE 2: 1 Wt

MODULE1: 1 Wt

MODULE1: 1 Wt

MODULE1: 5 Wt

Components of Viva - 5 wt

1. Understanding of concepts studied – 2 wt.
2. Knowledge of subject matter- 2 wt
3. Clarity and presentation – 1 wt

SEMESTER – II

EDUCATION OF CHILDREN WITH SPECIAL NEEDS I

Course Code: HCD2ECSN

Teaching hours:5hrs/week

Credit:4

Objectives:

COR

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Admission

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

Course Outline

Module 1: Concept of Exceptional Children

Definition, Classification, Magnitude of the problem in India. Special needs and Rights of the disabled.

Module 2: Special Education

Definition, Objectives, Types, Role of National Institutes and the Rehabilitation Council of India. Use of technology and assistive devices in Special education and Rehabilitation. Recent trends.

Module 3: Mentally Challenged Children

Definition, Classification, Causes, Identification, Characteristics, Early Intervention and Special Education, Prevention.

Module 4: Visually Challenged Children

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

Module 5: Learning Disabled Children

Definition, Types, Causes, Characteristics, Identification and assessment, Educational approaches.

Module 6: Attention Deficit Hyperactive Disorder (ADHD)

Definition, Causes, Identification, Educational Strategies

Related Experiences

1. Observe the special methods of educating the mentally and visually challenged, the Learning Disabled and the children with ADHD.

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2. Undertake visits to institutions/rehabilitation centres to learn about their functioning
3. Interview school counsellors to know about the incidence of Learning disabilities/ADHD among children and the remedial measures offered.

References

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- Mangal, S.K. (2009) *Educating Exceptional Children: An Introduction to Special Education*, Phi Learning.
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<i>Module</i>	<i>Hours</i>	<i>Part A (1weightage) 5/8</i>	<i>Part B (2 weightage) 5/8</i>	<i>Part C (5 weightage) 3/6</i>	<i>Total 30 weightage</i>
1	10	1	1	1	8
2	20	2	2	1	11
3	20	2	2	1	11
4	10	1	1	1	8
5	15	1	1	1	8
6	15	1	1	1	8

**M.Sc.DEGREE EXAMINATION
SECOND SEMESTER
HOME SCIENCE BRANCH A: CHILD DEVELOPMENT AND BEHAVIOUR
SCIENCE
HCD2ECSN-EDUCATION OF CHILDREN WITH SPECIAL NEEDS**

(2014 Admission)

Time: 3 hours

Max. Weightage: 30

PART – A

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

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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 ?
8. IQ test.

(5x1=5 weightage)

PART-B

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

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

(5x2=10 weightage)

PART -C

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

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 ?
21. Explain the use of Technology and Assistive devices in the rehabilitation of disabled children.
22. Bring out the importance of early intervention and special education to the visually challenged children

(3x5=15 weightage)

CHILD RIGHTS AND WELFARE

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Course Code:HCD2CRW

Teaching hours:5hrs/week

COR

Credit:4

Objectives

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

Course Outline

Module 1: Children in India and their Rights

Demographic Profile, Current status of Girl child. Children's Rights (UNCRC), National Commission for the Protection of Child Rights (NCPCR) 2007.

Module 2: Issues facing Children in India

Gender Disparities: Adverse Child -Sex Ratio, Female Foeticide and Infanticide; Child Poverty, Child Marriage, Child Labour, Child Abuse, Refugee Children, Street Children, Slum Children and Children of Migrant workers, Orphans, Children with HIV/AIDS, Trafficked children, Children in conflict with Law, Children of Prostitutes, Child sex tourism and Child pornography, Children in Disaster situations (Natural and Manmade), Children affected by substance abuse.

Module 3: Legislation pertaining to children

Child Labour (Prohibition and Regulation) Act 1986; The Pre-conception and Pre-natal 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.

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

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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.

Module 5: Awareness and Advocacy for Child Rights (10 hrs)

Agencies and institutions involved in promotion of child's rights and means of advocating.

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

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<i>Module</i>	<i>Hours</i>	<i>Part A</i> <i>(1weightage)</i> <i>5/8</i>	<i>Part B</i> <i>(2</i> <i>weightage)</i> <i>5/8</i>	<i>Part C</i> <i>(5</i> <i>weightage)</i> <i>3/6</i>	<i>Total</i> <i>30</i> <i>weightage</i>
1	10	2	2	1	11
2	20	1	1	2	13
3	20	2	2	1	11
4	20	2	2	1	11
5	20	1	1	1	8

**M.Sc. DEGREE EXAMINATION
SECOND SEMESTER
HOME SCIENCE BRANCH A: CHILD DEVELOPMENT AND BEHAVIOUR
SCIENCE
HCD2CRW-CHILD RIGHTS AND WELFARE**

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(2014 Admission)

Time: 3 hours

Max. Weightage: 30

PART-A

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

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.
8. Rehabilitation of children of prostitutes.

(5x1=5 weightage)

PART-B

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

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

(5x2=10 weightage)

PART -C

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

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

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21. Write a detailed account on any one institution functioning for the welfare of children which you have visited.
22. How are achievement tests used in schools to assess the academic performance in children?

(3x5=15 weightage)

MENTAL HEALTH IN DEVELOPMENTAL PERSPECTIVE

Course Code:HCD2MHDP

Teaching hours:5hrs/week

COR

Credit:4

Objectives

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

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.

Module 2: Infancy

Development of attachment phases, Attachment to significant members and objects, Types, Factors affecting attachment. . Implication of attachment and bonding for mental health

Module 3: Early childhood years

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Mental health needs - safety, security, relationships, autonomy and self-esteem. Behaviour difficulties.

Module 4: Middle childhood

Mental health needs: recognition, appreciation, friendship and industry. Mal adjustment at home and school. Need for providing guidance to children, parents, teachers

Module 5: Mental health issues during adolescence

Anxiety, Depression, suicide, substance abuse. Peer pressure, bullying, sexual abuse, antisocial behavior

Module 6: Mental health problems in the community:

Major stressors in life, Physiological and psychological reactions to stress, Managing stress. Neurotic and psychotic behavior, General therapeutic measures.

Related experience

1. Discuss in class the reasons for the increasing incidences of mental health problems during adulthood.
2. Visit a counseling centre/organize a talk to understand the current mental health issues among children, adolescents and adults

References :

- Barry, P.D. (1990). Mental Health and Mental Illness (4thed.) 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.
- 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.

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- Kapur, M. (1995). Mental Health of India Children. New Delhi: Sage Publications.
- Malhotra, S. Malhotra, A & B Varma, V.K. (Eds.) (1992). Child Health in India. Delhi: McMillan India Limited.
- Maple, F.F. (1985). Dynamic Interviewing: An Introduction to Counselling. Beverly Hills: Sage Publications.
- Pestonjee, D.M. (1992). Stress and Coping: The Indian Experience. New Delhi: Sage Publications.

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<i>Module</i>	<i>Hours</i>	<i>Part A (1weightage) 5/8</i>	<i>Part B (2 weightage) 5/8</i>	<i>Part C (5 weightage) 3/6</i>	<i>Total 30 weightage</i>
1	10	1	1	1	8
2	20	2	2	1	11
3	10	1	1	1	8
4	20	2	2	1	11
5	20	1	1	1	8
6	10	1	1	1	8

**M.Sc. DEGREE EXAMINATION
SECOND SEMESTER
HOME SCIENCE BRANCH A: CHILD DEVELOPMENT AND BEHAVIOUR
SCIENCE
HCD2MHDP- MENTAL HEALTH IN DEVELOPMENTAL PERSPECTIVE**

(2014 Admission)

Time: 3 hours

Max. Weightage: 30

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PART A

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

1. Define mental health.
2. What is meant by attachment ?
3. What is schizophrenia ?
4. Peer pressure.
5. Substance abuse.
6. Drug therapy.
7. Phobia.
8. Self-esteem.

(5x1=5 weightage)

PART-B

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

9. Distinguish between neurosis and psychosis.
10. Enumerate the causes of suicide among adolescents.
11. Explain the types of attachment among infants.
12. Explain anxiety neurosis.
13. What guidance can be given to parents to prevent the incidence of sexual abuse among children ?
14. How can substance abuse among adults be dealt with ?
15. Explain the National Mental Health Policy of India.
16. What guidance can be given to teachers to prevent maladjustment of students in school ?

(5x2=10 weightage)

PART -C

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

17. Briefly explain the physiological effects of stress on an individual.
18. What are the factors affecting attachment of an infant to its care taker ?
19. What guidance can be provided to parents to deal effectively with the psychological problems of adolescents ?
20. What programmes are available in your community to deal with the mental health issues of the people ?
21. What according to you are the reasons for the increasing levels of stress among people ?
22. Explain the general therapeutic measures that can be adopted in dealing with emotional disturbances.

RESEARCH METHODS AND STATISTICS

Course Code: HCD2RMS

Teaching hours:5hrs/week

COR

Credit:4

Objectives

- To understand the significance of research methods and statistics in Home Science research.
- To understand the types, tools and methods of research and develop the ability to construct data gathering instruments appropriate to the research design.
- To understand and apply the appropriate statistical techniques to analyse numerical data and draw inferences.

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 – 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) Rating Scales, Attitude Scales. Reliability and validity.

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STATISTICS

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 co- efficients. 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, 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)

Related Experience

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

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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- Long, J.S. (Ed) (1988) : Common Problems Proper Solutions: Avoiding Errors in Quantitative Research, Beverly Hills, Sage Publications, California.
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<i>Module</i>	<i>Hours</i>	<i>Part A</i> <i>(1weightage)</i> <i>5/8</i>	<i>Part B</i> <i>(2 weightage)</i> <i>5/8</i>	<i>Part C</i> <i>(5 weightage)</i> <i>3/6</i>	<i>Total</i> <i>30</i> <i>weightage</i>
1	11	1	1	-	3
2	11	1	1	1	8
3	11	1	1	1	8
4	11	1	1	1	8
5	11	1	1	1	8
6	11	1	1	1	8
7	11	1	1	1	8
8	12	1	1	-	3

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**M.Sc. DEGREE EXAMINATION
SECOND SEMESTER
HOME SCIENCE BRANCH A: CHILD DEVELOPMENT AND BEHAVIOUR
SCIENCE**

HCD2RMS – RESEARCH METHOD AND STATISTICS

(2014 Admission)

Time: 3 hours

Max. Weightage: 30

PART – A

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

1. Define intervening variables
2. What are partition values ? Give the different partition values
3. Define a standard normal distribution
4. What is standard error ?
5. What is a scatter diagram?
6. Write on the types of questionnaires?
7. What is sampling error?
8. Pictograph

(5x1=5 weightage)

PART-B

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

9. Distinguish between absolute and relative measures of dispersion
- 10 Briefly explain the types of research
11. Differentiate between interview and observation
12. Explain the advantages and limitations of questionnaires as a research tool.
13. Calculate the correlation coefficient from the following data sheet:

$$\sum X = 444 \quad \sum Y = 443 \quad \sum X^2 = 19806 \quad \sum Y^2 = 20065 \quad \sum XY = 19711 \quad n = 10$$

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14. Define 'variable' and discuss the types of variables
15. What are the properties of normal distribution ?
- 16 . The following data was obtained in an investigation about the effect of vaccination for hepatitis. Examine whether vaccination is effective in preventing hepatitis.

	Vaccinated	Not Vaccinated
Attacked by hepatitis	3	12
Not attacked by hepatitis	8	5

(5x2=10 weightage)

PART –C

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

17. Define Interview .Construct an interview schedule on any relevant topic based on your interest.
18. The BMI of people follows a normal distribution with mean 20 and standard deviation 3. Find probability that a person selected at random is having BMI

- a) Between 16 and 23 b) Above 25 c) Below 20

19. Define sample. Briefly explain different types of sampling.
20. Discuss briefly on any two tools used in research
21. Compare the merits and demerits of mean, median and mode.
22. The following are the marks of 10 students before and after training. Test whether the training is effective.

Mark before training: 91 95 81 83 76 88 89 97 88 92

Mark after training: 89 101 85 88 81 92 92 99 97 87

(3x5=15 weightage)

CHILD RIGHTS AND WELFARE: PRACTICALS

Course Code: HCD2CRWP

Teaching hours: 5hrs/week

CORE

Credit: 2

Objectives

- To become aware of the programmes and services available to children in the community
- To understand and acquire skills for working with children.

Course Outline

Module 1

Report on the governmental welfare programmes and services for children

Module 2

Plan and organize an educational programme for parents/teachers to promote child rights in the community and document the proceedings of the programme.

Module 3

Visit any two institutions working for the welfare of children and study the rights based approach followed and report the experience.

Module 4

Discuss and report about the prevalence of child abuse in Kerala as reported by media.

Module 5

One week internship in any institution promoting the welfare of children.

Module 6

Organize an educational programme for children on any one of the following topics: (i) Nutrition/physical fitness/health (ii) Safeguarding children against abuse (iii) Study

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skills/academic achievement (iv) Mental health issues (v) Creativity/self esteem (vi) Legal awareness (vii) Rights of the child. Document the proceedings of the programme and the display materials used to generate awareness among the target group.

Viva

CHILD RIGHTS AND WELFARE PRACTICAL

SCHEME OF PRACTICAL VALUATION

EXTERNAL VALUATION - 15 WT (RECORD – 10 WT. + VIVA - 5 WT.)

Components of Record Valuation – 10 wt

MODULE 1: Wt 1

MODULE 2: Wt 1

MODULE3: Wt 1

MODULE4: Wt 1

MODULE5: Wt 4

MODULE6: Wt 2

Components of Viva - 5 wt

Understanding of concepts studied – 2 wt.

Knowledge of subject matter- 2 wt

Clarity and presentation – 1 wt

SEMESTER – III

THEORIES OF CHILD DEVELOPMENT AND BEHAVIOUR

Course Code:HCD3TCB

COR

Teaching hours:5hrs/week

Credit:4

Objectives:

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

Course Outline

Module 1: Introduction

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

Module 2: Psychoanalytic Perspective

Freud's Psychoanalytic/Psychodynamic/Psychosexual Theory: General Orientation; Description of Stages.Erikson's Psychosocial theory: General Orientation,

Module 3: Learning Theory Perspective

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

Module 4: Cognitive Perspective

**Dept. of Home Science, St. Teresa's College
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Piaget's Theory: General Orientation to the theory, Description of stages; Information Processing Theory-Neo-Piagetian theorists

Module 5: Contextual Perspective

Vygotsky's Contextual/ Socio-cultural theory; Bronfenbrenner's Ecological Theory

Module 6: Biological/Ethological/Evolutionary Perspective

Ethology theory of Lorenz, Ethologically Oriented Theories - Bowlby, Ainsworth

Module 7: Theories of Language development:

The Learning view, The Nativist View, Interactionist view

References

- Hetherington and Parke (1999). Child Psychology: A Contemporary View point (5th edition). New York: Tata McGraw Hill
- Patterson, C.J. (2009). Infancy and Childhood. International Ed. New York: 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.
- Sigelman , C.K. and Rider, E.A. (2003). Human Development, New Delhi: Cengage Learning Pvt Ltd.
- Vasta, R. (Ed), (1992). Six Theories of Child Development: Revised Formulations and Current Issues. London: Jessica Kingsley Publishers Ltd

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Module	Hours	Weightage 1 5/8	Weightage 2 5/8	Weightage 5 3/6	Total weightage 30

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1	12	2	1	1	9
2	14	1	2	1	10
3	14	1	1	1	8
4	12	1	1	1	8
5	14	1	1	1	8
6	12	1	1		3
7	12	1	1	1	8

**M.Sc. DEGREE EXAMINATION
THIRD SEMESTER
HOME SCIENCE BRANCH A: CHILD DEVELOPMENT AND BEHAVIOUR
SCIENCE**

**HCD3TCB THEORIES OF CHILD DEVELOPMENT AND BEHAVIOUR
(2014 Admission)**

Time: 3 hours

Max. Weightage: 30

PART – A

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

Time: 3 hrs

Maximum : 30 Weightage

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 psycho sexual development according to Freud.
4. How does Erikson's theory explain Identity formation in adolescence?
5. What are the different stages in Piaget's theory?
6. Explain Meso system?
7. What is imprinting?

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Admission

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8. Explain Behaviour modification.

(5x1=5 weightage)

PART-B

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

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

(5x2=10 weightage)

PART -C

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

17. Write on the contributions and limitations of Behaviourism and Social Learning Theory
18. How does ethological theory explain the sensitive period concept?
19. Explain any one theory, citing the role of it in policy making in Child Development?
20. How does Bowlby's theory explain the development of attachment in infants?
21. How is information processing theory explaining cognitive development?
22. What are the contributions and limitations of Psychoanalytic perspective by Freud?

(3x5=15 weightage)

METHODS AND TECHNIQUES OF CHILD STUDY

Course Code: HCD3MTC

Teaching hours:5hrs/week

Credit:4

Objectives

- To understand the significance of studying children

COR

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**Dept. of Home Science, St. Teresa's College
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- To acquaint students with various methods for studying children
- To develop 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 Motor Development in children

Need and importance of assessing infants, Denver Neonatal Behavioural Assessment Scale, Brazelton Neonatal Behavioural Assessment Scale, Bayley Scales of Infant Development Trivandrum Developmental Screening Test, Psychosocial Developmental Screening Test (ICMR)

Module 5: Assessment of Cognitive Abilities

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

Module 6: Measurement of Social and Emotional Development

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

Module 7: 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, Cattle 16 PF, Thomas, Chess and Birch (1972), Parent questionnaire to measure temperament/behavioural profile of children.

Module 8: Projective Techniques

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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.

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.

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Units	Hours	Weightage 1 5/8	Weightage 2 5/8	Weightage 5 3/6	Total weightage 30
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1	12	1	1		3
2	10	1	1	1	8
3	14	1	1	1	8
4	12	1	1	1	8
5	14	1	1	1	8
6	10	1	1	1	8
7	10	1	1	1	8
8	8	1	1		3

**M.Sc. DEGREE EXAMINATION
THIRD SEMESTER
HOME SCIENCE BRANCH A: CHILD DEVELOPMENT AND BEHAVIOUR
SCIENCE**

HCD3MTC- METHODS AND TECHNIQUES OF CHILD STUDY

(2014 Admission)

Time: 3 hours

Max. Weightage: 30

PART – A

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

1. What is Word Association Test?
2. Bring out the importance of assessing infants.
3. What are the different types of rating scales?
4. Explain observation as a method of child study
5. Assessment of motor development in children.
6. What is fear checklist?
7. How is interview technique used to study children?
8. Measurement of the mid upper arm circumference in children?

(5x1=5 weightage)

PART-B

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

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

(5x2=10 weightage)

PART -C

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

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.
21. What are inventories? Explain how Catell 16 PF is used to assess personality.
22. How are achievement tests used in schools to assess the academic performance in children?

(3x5=15 weightage)

Curriculum and Syllabus, 2014

EDUCATION OF CHILDREN WITH SPECIAL NEEDS II

Course Code: HCD3ECS

Teaching hours:5hrs/week

COR

Credit:4

Objectives

- To become informed about the special education strategies available for challenged children
- To be informed about the characteristics of children with special needs
- To be aware of the role of parents and teachers in educating children with special needs

Course Outline

Module 1: Gifted and Creative Children

Definition, Identification, Characteristics, Special education, Nurturing Creativity, Vocational Guidance and Counselling.

Module 2: Socially Maladjusted children

Juvenile Delinquents-Definition, Etiological factors, Rehabilitation and Reformatory measures for delinquents, Prevention.

Module 3: Emotionally Disturbed Children

Definition, Common Disorders-Phobia, Anxiety, Aggression, Obsessive Compulsive Disorders, Autism and Childhood Schizophrenia: Causes, Identification, and Assessment, Treatment and Remediation.

Module 4: Children with Physical and Health impairments

Definition, Classification, Etiological factors, Treatment, and Rehabilitation, Prevention.

Module 5: Children with Communication Disorders

Definition, Speech Disorders, Language Disorders, Causes, Assessment, and Remediation.

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Module 6: Children with Hearing Impairments

Definition, Etiological factors, Classification, Characteristics, Special Education and Rehabilitation, Prevention.

Related Experiences

1. Observing the special methods of educating children with hearing impairments
2. Understanding the various therapies used in the treatment of non-sensory physical handicaps.
3. Visiting child guidance centre/child counselling centre to understand its functioning.

References

- Davis, G. A. (2006) Gifted Children and Gifted Education: A Handbook for Teachers and Parents Great Potential Press.
- Folks, Homer, (2010) The Care of Destitute, Neglected and Delinquent Children, Gale publishers
- Heward, W (2009) Exceptional Children: An Introduction to Special Education (Book Alone): International Edition. Pearson Education, Limited
- Heward, W. L. (1992) Exceptional Children: An Introductory Survey of Special Education, McGraw Hill Companies, New York.
- Mangal, S.K. (2009) Educating Exceptional Children: An Introduction to Special Education, Phi Learning.
- Morgan, C.M. (2004) Gifted Children, Sabledrake publishers. Hallahar, D.P. and Kauffman, J.M. (1998) Exceptional Children., Prentice Hall, New Jersey.
- Panda, K.C. (1997) Education of Exceptional children. Vikas Publishing
- Schwartz Diane (2005) Including Children With Special Needs: A Handbook For Educators And Parents, Greenwood pub, United states
- 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

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- What Every Special Educators Must know: Ethics, Standards, and Guidelines for Special Educators, (2009) Council for Exceptional children.

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<i>Module</i>	<i>Hours</i>	<i>Part A</i> <i>(1weightage)</i> <i>5/8</i>	<i>Part B</i> <i>(2</i> <i>weightage)</i> <i>5/8</i>	<i>Part C</i> <i>(5</i> <i>weightage)</i> <i>3/6</i>	<i>Total</i> <i>30</i> <i>weightage</i>
1	10	2	2	1	11
2	15	1	1	1	8
3	20	2	1	1	9
4	15	1	2	1	10
5	15	1	1	1	8
6	15	1	1	1	8

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**M.Sc. DEGREE EXAMINATION
THIRD SEMESTER
HOME SCIENCE BRANCH A: CHILD DEVELOPMENT AND BEHAVIOUR
SCIENCE**

HCD3ECS– EDUCATION OF CHILDREN WITH SPECIAL NEEDS

(2014 Admission)

Time: 3 hours

Max. Weightage: 30

PART – A

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

1. Define the term 'Juvenile delinquency'.
2. What is Phobia ?
3. Explain 'Enrichment' as a method of educating the gifted.
4. What is Epilepsy ?
5. What is auditory training ?
6. What is meant by Articulation disorders ' ?
7. Who are the gifted children ?
8. Explain the functioning of the juvenile court.

(5x1=5 weightage)

PART-B

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

9. How can physical and health impairments be classified ?
10. What are the causes of cerebral palsy ?
11. What measures can be adopted to prevent hearing impairments in children ?
12. Explain how parents become responsible for delinquency in their children.
13. What is speech therapy ?
14. Explain the psychological problems that might arise in gifted children.
15. Classify speech disorders and briefly explain them.
16. What are the causes of childhood schizophrenia ?

(5x2=10 weightage)

Curriculum and Syllabus, 2014

PART –C

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

17. What is autism ? What are the etiological factors of autism ?
18. Explain the need for vocational counselling for academically gifted children.
19. How can parents nurture creativity in their children ?
20. What are the methods of preventing juvenile delinquency ?
21. What are the methods of educating the hearing impaired ?
22. What are the causes of speech disorders ?

(3x5=15 weightage)

SCIENTIFIC WRITING AND PROJECT FORMULATION

Course Code: HCD3SWP

Teaching hours:5hrs/week

COR

Credit:4

Objectives

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

Course Outline

Module 1: Scientific writing as a means of communication

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

Module 2: How to formulate outlines

The reasons for preparing outlines: as a guide for plan of writing, as skeleton for the manuscript, Kinds of outlines, Topic outlines, Conceptual outline, Sentence outlines, Combination of topic and sentence outlines

Module 3: Drafting titles, Sub titles, tables, illustrations

Preliminary processing of data, Classification and organization of data, Objectives of classification, Tabulation of data, General rules of tabulation. Tables , Parts of a table, Types of

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tables. Representation of data – Significance of diagrams and graphs, Types of diagrams and graphs, advantages and limitations

Module 4: The writing process

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

Module 5: Parts of dissertation/research report/article

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

Module 6: Writing for Grants

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

References

- APA (1994).Publication Manual of American Psychological Association (4th Edition), Washington : APA.
- Cooper, H.M. (1990) Integrating research: A guide for literature reviews (2nd Edition). California : Sage.
- Dunn, F.V. & Others. (Ed.) (1994). Disseminating research: Changing practice. NY : Sage.
- Harman, E &Montagnes, I. (Eds.) (1997). The thesis and the book. New Delhi:Vistaar.
- Locke, L.F. and others (1987). Proposals that work : A guide for planning dissertations & Grant proposals (2nd Ed.). Beverly Hills : Sage.
- Mullins. C.J. (1977). A guide to writing and publishing in social and behavioural sciences. New York : John Wiley & Sons.
- Richardson, L. (1990) Writing strategies. Reaching diverse audience. California: Sage.

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- 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

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<i>Module</i>	<i>Hours</i>	<i>Part A (1weightage) 5/8</i>	<i>Part B (2 weightage) 5/8</i>	<i>Part C (5 weightage) 3/6</i>	<i>Total 30 weightage</i>
1	10	2	1	1	9
2	15	1	1	1	8
3	20	2	2	1	11
4	15	1	2	1	10
5	15	1	1	1	8
6	15	1	1	1	8

HCD3SWP

**M.Sc. DEGREE EXAMINATION
THIRD SEMESTER
HOME SCIENCE BRANCH A: CHILD DEVELOPMENT AND BEHAVIOUR
SCIENCE**

HCD3SWP– SCIENTIFIC WRITING AND PROJECT FORMULATION

(2014 Admission)

Time: 3 hours

Max. Weightage: 30

PART – A

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

1. Objectivity in research.
2. Budgeting a project.
3. Executive summary.
4. Importance of bibliography.

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5. Pilot study.
6. Importance of setting a time frame.
7. Presentation of a project proposal.
8. Foot notes.

(5x1=5 weightage)

PART B

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

9. Explain the parts of a table.
10. What are the objectives of classification of data.
11. What are the important points to be mentioned while writing the introduction of a dissertation ?
12. Explain the importance of the graphical presentation of data. Briefly mention its limitations.
13. How do you write a review article ?
14. What is the significance of reviewing the literature ?
15. Briefly explain the principles of report writing.
16. What are the general rules of tabulation ?

(5x2=10 weightage)

PART C

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

17. Explain the following, citing their advantages, limitations and areas of application
(a) Bar diagram (b) Pie graph
18. Choose a research topic related to your field of study and write a research proposal for securing a university grant.
19. Briefly explain the parts of a dissertation .
20. What are the salient points to be borne in mind while writing research articles for journals.
21. What are the points to be borne in mind while explaining the results of a study and discussing it.
22. Briefly explain how to formulate outlines. Add a note on the kinds of outlines while reporting a research finding.

(3x5=15 weightage)

SPECIAL EDUCATION AND REHABILITATION STRATEGIES

Course Code: HCD3SERP

Teaching hours:5hrs/week

Credit: 2

CORE

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Objectives

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

Course Outline

Module 1

Visits to institutions/rehabilitation centres catering to children with special needs and assess the facilities available

Module 2

Interview parents of children (two children, a boy and a girl) to understand their problems and needs.

Module 3

Internship-collaborate with professionals in conducting centre based intervention/special education in special schools/clinics/paediatric wards/special education centres for two weeks.

Module 4

Conduct an educational programme on the causes/management/prevention of disabilities.

Module 5

Conduct sports and games for children with special needs

Module 6

Plan and coordinate art and craft activities (any two) for children with special needs

Viva

SPECIAL EDUCATION AND REHABILITATION STRATEGIES

SCHEME OF PRACTICAL VALUATION

EXTERNAL VALUATION - 15 WT (RECORD – 10 WT. + VIVA - 5 WT.)

Components of Record Valuation – 10 wt

MODULE 1: 1

MODULE 2: 1

MODULE3: 5

MODULE4: 1

MODULE5: 1

MODULE6: 1

Components of Viva - 5 wt

Understanding of concepts studied – 2 wt.

Knowledge of subject matter- 2 wt

Clarity and presentation – 1 wt

SEMESTER IV

GERONTOLOGY AND CARE OF THE ELDERLY

Course Code: HCD4GCE

Teaching hours:5hrs/week

ELECTI

Credit:4

Objectives

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

Course Outline

Module 1: Introduction

Concept of Gerontology, Demographic Trends in Ageing: Global Ageing, Demographic Trends in ageing in India with special reference to Kerala

Module 2: Theories of Ageing

Disengagement theory, Activity theory, Selective theory and Continuity theory

Module 3: Ageing Process

Physical, Psychological, Social, Economic and Spiritual aspects of ageing

Module 4: Issues and Challenges of Ageing with special reference to India.

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

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Module 5: Dementia and related disorders in elderly

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

Module 6: Families and Living arrangements of elderly with special reference to India.

Institutional Care, Day care Centres, Retirement Communities, Living alone, Living with other family members, Home Nursing (hiring in-home care givers), respite care.

Module 7: Governmental and Non-Governmental support for elderly in India

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

Module 8: Empowerment of the Elderly/Successful Ageing

Economic Security, Social Participation, Provision of Health Services, Creative outlets, Leisure activities, and Spiritual Activities, ICT and elderly, Grandparenthood.

Related Experiences

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

References

- Bali, P.A. (2001) Care of the Elderly in India: Changing Configurations, Indian Institute of Advanced study, Shimla.
- Bhai, L.T, (2002) Ageing an Indian Perspective, Decent Books Pubs, New Delhi.
- Hill R.D. (2008) Strategies for Positive Ageing, WW Norton and company, New York.
- Moody H.R. (2010) Ageing: Concepts and Controversies (6th edition) Sage publications, London.
- [www. Gerontologyindia.com](http://www.Gerontologyindia.com)
- Journal of Geriatric Psychiatry and Neurology

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Units	Hours	Weightage I 5/8	Weightage 2 5/8	Weightage 5 3/6	Total 30
1	8	1	1		3
2	16	1	1	1	8
3	12	2	1	1	9
4	18	1	1	1	8
5	14	2	1	1	9
6	10	1	1	1	8
7	12	0	1	1	7
8	10	0	1	0	2

**M.Sc.DEGREE EXAMINATION
FOURTH SEMESTER
HOME SCIENCE BRANCH A: CHILD DEVELOPMENT AND BEHAVIOUR
SCIENCE
(2014 Admission)**

Time: 3 hours

Max. Weightage: 30

HCD4GCE-GERONTOLOGY AND CARE OF THE ELDERLY

PART – A

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

1. List the sensory problems of the elderly.
2. Importance of providing recreational facilities for the elderly .
3. List the Governmental programmes for the benefit of the elderly.
4. Write one law protecting the elderly.
5. The need for institutional care for elderly
6. Psychological aspects of ageing.
7. What are the issues faced by elderly living alone?
8. Retirement communities.

(5x1=5 weightage)

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PART-B

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

9. Explain any one theory on the ageing process?
10. Discuss the problems faced by elderly in terms of transportation and public amenities?
11. Explain the counselling services available for elderly in your community?
12. Discuss the issues facing elderly in terms of housing?
13. Explain the National Old age Pension scheme.
14. Explain the need for services for caregivers of elderly suffering from dementia and related disorders?
15. Bring out the issues facing elderly in terms of economic empowerment?
16. Write a short note on the use of ICT for the welfare of elderly?

(5x2=10 weightage)

PART –C

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

17. Discuss the prevalence of crimes against elderly in Kerala? What remedial measures would you suggest ?
18. Give an account on mental health issues facing today's elderly?
19. Explain the measures to promote awareness among public on the rights of elderly?
20. Discuss the role of non-governmental programmes for the welfare of elderly citing a few examples?
21. Write a detailed account on any one institution functioning for the welfare of children which you have visited.
22. Discuss the problems ageing with reference to physical Psychological and social factors?

(3x5=15 weightage)

GUIDANCE AND COUNSELLING

Course Code: HCD4GC

Teaching hours:5hrs/week

Credit:4

Objectives

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

ELECTI

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- To familiarise students with the theories relating to psycho social issues.

Course Outline

Module1: Introduction to Guidance and Counselling

Definition and meaning of Guidance and Counselling, Goals of Counselling, Difference between Guidance and Counselling, Significance of Counselling with special reference to Kerala

Module 2: Guidance: Conceptual and Basic Features

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

Module 3: Fundamentals of Counselling

The counselling Process: Stages, Variables affecting the counselling process, Counselee features; Types of Counselling: Crisis, Facilitative, Preventive, and Developmental Qualities and skills of a Counsellor

Module 4: 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; Special and Innovative approaches with children : Play therapy, Music therapy, Art therapy, Bibliotherapy, Horticultural therapy, Yoga, meditation etc.

Module 5: Child Guidance Clinics

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. Learn about the common problems for which counselling is sought and write a report.
3. Role play a counselling situation

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BLUE PRINT

Units	Hours	Weightage I 5/8	Weightage 2 5/8	Weightage 5 3/6	Total 30
1	16	1	1	1	8
2	20	2	2	2	16
3	20	2	2	1	11
4	22	1	2	2	15
5	12	2	1	0	6

**M.Sc. DEGREE EXAMINATION
FOURTH SEMESTER
HOME SCIENCE BRANCH A: CHILD DEVELOPMENT AND BEHAVIOUR
SCIENCE**

HCD4GC– GUIDANCE AND COUNSELLING

(2015 Admission Onwards)

Time: 3 hours

Max. Weightage: 30

PART – A

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

1. Differentiate between guidance and counselling
2. What is preventive counselling ?
3. Explain the developmental function of guidance.
4. State the importance of crisis intervention counselling.

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5. Explain horticulture therapy.
6. What is meant by systematic desensitization ?
7. State any four governing principles of guidance.
8. Briefly explain aversive conditioning.

(5x1=5 weightage)

PART-B

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

9. Briefly explain psychoanalysis as a method of treating mental disorders.
10. What is Transactional Analysis?
11. Bring out the significance of Child Guidance Clinics.
12. Explain the importance of art therapy in treating children.
13. List the common causes of stress among adults.
14. Why is educational counselling important in the current scenario?
15. Explain any four variables affecting the counselling process.
16. What are the qualities and skills required by a counsellor?

(5x2=10 weightage)

PART –C

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

17. Explain the Rational – Emotive Behaviour Therapy.
18. Explain the need for guidance and counselling, with special reference to the Kerala population.
19. Explain any three innovative therapies that can be used with adults.
20. Explain the salient features of the Cognitive Behaviour Therapy.
21. What preventive measures can be adopted to reduce mental health problems in the community?
22. Enumerate the Innovative approaches with children in counselling therapy

(3x5=15 weightage)

WOMEN'S STUDIES

Course Code: HCD4WS

Teaching hours:5hrs/week

Credit:4

Objectives

ELECTI

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(Autonomous), Ernakulam**

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

Course Outline

Module 1: Introduction

The Concept and Significance of Women's Studies. Scope of Women's Studies. Women's Studies as an academic discipline. Women's Movements- Pre-independent, Post-independent and Current women movements. Need for empowerment of women.

Module 2: Status of women in India

Demographic profile of women with reference to health, education, employment, social and political aspects. Gender bias. The Indian girl child. The changing role of women.

Module 3: Special Issues and Problems

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

Module 4: Women in workforce

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

Module 5: Women and Law

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

Module 6: Developmental Programmes for Women

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

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Related experiences

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

References

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- Charu Gupta (2012), *Gendering Colonial India,Reforms,Print, Caste and Communalism*,Orient blackswan
- Mary E. John ed.(2008), *Women's Studies in India: A Reader*, New Delhi: Penguin Books India,
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Units	Hours	Weightage I 5/8	Weightage 2 5/8	Weightage 5 3/6	Total 30
1	10	1	1	1	8
2	15	1	2	1	10
3	15	2	1	1	9
4	15	1	1	1	8
5	15	1	2	1	10
6	20	2	1	1	9

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BLUE PRINT

**M.Sc. DEGREE EXAMINATION
FOURTH SEMESTER
HOME SCIENCE BRANCH A: CHILD DEVELOPMENT AND BEHAVIOUR
SCIENCE**

HCD4WS- WOMEN'S STUDIES

(2014 Admission)

Time: 3 hours

Max. Weightage: 30

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PART – A

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

1. What are the legislations available to counteract domestic violence?
2. What do you understand by the term SHG?
3. What are the objectives of women studies education?
4. What are the support services for the elderly?
5. Write any one legislative measure available to check immoral traffic?
6. Write a note on child marriage?
7. What is the role of the State commission for women?
8. What do you mean by the term infanticide?

(5x1=5 weightage)

PART-B

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

9. Discuss the negative aspects of the Dowry system in India?
10. What are the common problems faced by women working in the unorganised sector?
11. Write a note on nutrition programmes for women?
12. Discuss the involvement of women in the political field?
13. What can be done to prevent sexual harassment at the work place?
14. Briefly explain the need for imparting education to all children. What are the provisions offered by the government for the same?
15. Comment on the portrayal of women in the media today?
16. As an educated woman, how can you render support to the women of your community?

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(5x2=10 weightage)

PART –C

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

17. Define Legal Literacy. Bring to light the various legal provisions available with regard to marriage, divorce and dowry?
18. Briefly explain the various services for the protection and care of destitute women?
19. Discuss the need for empowerment. What steps will you take to empower today's youth?
20. Write a note on the common problems faced by the senior citizens of Kerala?
21. Give an account of the health profile of Indian women? Mention the programmes by the government which focuses on the health of pregnant women?
22. Critically evaluate poverty alleviation programmes by the Government?

(3x5=15 weightage)

ENTREPRENEURSHIP MANAGEMENT

Course Code: HCD4EM

Teaching hours: 4hrs/week

ELECTI

Credit:4

Objectives

- To gain an understanding of the various aspects and types of business organizations
- To impart information on the various sources of finance and also on the process of setting up small enterprise.
- To enable students to understand the relevance of entrepreneurship and to develop effective entrepreneurship skills among students.

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Course Outline

Module 1: Entrepreneurship and its development

Entrepreneurship-Definition, types, characteristics, Entrepreneurship development for employment generation- importance, Factors affecting entrepreneurial growth- economic, social, cultural and personal factors.

Module 2: Women and Employment

Women employment in India - categories of employment, problems related to employment, Unemployment in India- causes & remedies, Importance of self employment.

Module 3: Forms of Entrepreneurial Organizations

Scope and Objectives of modern business, Essentials of successful business, Sole proprietorship, Partnership, Joint Stock company, State enterprises and Co-operative societies – meaning, merits and demerits of each, Types of important documents of companies

Module 4: Entrepreneurship and Institutional support

Objectives, functions and assistance given by SIDCO, SIDO, SFCK, IDBI, SIDBI, KSIDC, KSWDC, KITCO, SEWA,SGSY (Swarnjayanti Gram Swarozgar Yojana), JGSY (Jawahar Gram Samridhi Yojana) , Agencies promoting entrepreneurship – role of NSIC (National Small Industry Corporation) , Small Industry Extension Training Institute (SIETI), Central Small Industry Organisation (CSIO) DCK, DRDA, KVIC (Khadi and Village Industry Commission) and other voluntary organizations, Small Scale Industries (SSI) - Definition, types, procedure for setting a small scale unit, training facilities for small scale unit, Problems faced by emerging small scale units and remedies

Module 5: Source of Finance

Importance of finance- sources of company finance - long term and short term, Role of banks and other financial institutions, Basics of Costs and Cost Control, Project Appraisal

Module 6: Book keeping & Accounting

Concepts and Basics of accounting methods- Journal and ledger, balancing, trial balance, cash book, subsidiary books, Brief study of Financial Statements, Basics of Auditing , Sales Tax- meaning and types, Registration of business, turnover, filing & assessment of returns.

Module 7: Marketing & Sales promotion

Marketing- Marketing mix, Functions, types, Advertising & Salesmanship, Public relations, Personal selling, Interpersonal skills, factors affecting the entrepreneur's skill

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Related Experience:

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

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- Chetnakal, Women and Development, Discovery Publishing House, New Delhi (1991)
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- Gupta C.B. (Dr.), Office Organization and Management, Sultan Chand & Sons, New Delhi, (1999)
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- Shukla M.C., Business Organisation, S. Chand & Co. New Delhi, (1970)

Blueprint

Units	Hours	Weightage I	Weightage 2	Weightage 5	Total
		5/8	5/8	3/6	30
1	10	1	1	0	3
2	12	1	1	1	8
3	12	1	1	1	8
4	12	1	1	1	8
5	12	1	1	1	8
6	17	2	2	1	11
7	15	1	1	1	8

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**M.Sc.DEGREE EXAMINATION
FOURTH SEMESTER
HOME SCIENCE BRANCH A: CHILD DEVELOPMENT AND BEHAVIOUR
SCIENCE**

HCD4EM- ENTREPREURSHIP MANAGEMENT

(2014 Admission)

Time: 3 hours

Max. Weightage: 30

PART – A

Answer any five of the following (1 weightage 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.
8. Describe a Fabian entrepreneur.

(5x1 = 5 weightage)

PART B

II. Answer any six of the following (2 weightage each).

9. What are the objectives of KITCO?
10. What are the problems faced by small scale industries? Write a note on its remedies.
11. What are the accounting methods?
12. Explain the procedure for registration of a business.
13. Explain any 5 types of enterprises.
14. Explain the contents of a project proposal.
15. What are the important documents of companies?
16. What are different types of tax?

(5x 2 =10 weightage)

PART C

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II. Answer any three of the following (5 weightage each).

17. What is marketing? What are the different types of marketing techniques? Explain its merits and demerits.
18. Explain the concept of small scale industries. What are the steps in setting up a small scale industry?
19. What do you mean by marketing mix? What is the importance of public relation in marketing.
20. Elaborate the functions, role and support of following organizations
(a) IDBI (b) KITCO (c) KVIC
21. Prepare a project proposal for starting a handicrafts unit in your locality.
22. What are the causes and remedies of unemployment in India?

(3x5 =15 weightage)

**GUIDANCE AND COUNSELLING/REMEDIAL TEACHING
PRACTICALS**

Course Code: HCD4GC(P)

Teaching hours: 6hrs/week

Credit: 3

ELECTI

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

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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 remedial centre or Resource Centre for two weeks and report.

Module 5

Organize an educational programme on the causes/management strategies/preventive measures of behaviour disorders/emotional problems among children and report.

Module 6

Interview parents of children with behavior/conduct disorders/academic difficulties or interview adults with marital problems/divorced persons and report their problems.

Viva

**GUIDANCE AND COUNSELLING/REMEDIAL TEACHING
PRACTICALS**

SCHEME OF PRACTICAL VALUATION

EXTERNAL VALUATION - 15 WT (RECORD – 10 WT. + VIVA - 5 WT.)

Components of Record Valuation – 10 wt

Module 1 : 1 Wt

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Module 2: 1 Wt

Module 3: 1 Wt

Module 4: 5 Wt

Module 5: 1 Wt

Module 6: 1 Wt

Components of Viva - 5 wt

Understanding of concepts studied – 2 wt.

Knowledge of subject matter- 2 wt

Clarity and presentation – 1 wt

ELECTIVES:

DEVELOPMENTAL COMMUNICATION AND EXTENSION

Teaching hours: 4hrs/week

ELECTI

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

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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

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References:

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- Nair K.S. and White Shirley (Eds.) Perspective of Development Communication. Sage Publications, New Delhi – 1993.

HOSPITALITY ADMINISTRATION

Teaching hours: 4hrs/week

ELECTI

Credit:4

Objectives

- To develop skill in managing accommodation department and dealing with the procedures

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- To know the organizational and procedural aspects of front office and housekeeping departments of hospitality institutions
- To identify the need and use of different tools and equipments belonging to the two departments
- To develop social skills and effective communication in dealing with guests, colleagues and management

Course Outline

Module 1: Introduction to hospitality and hotel industry and tourism

Classification of hotels and other hospitality Institutions, importance of tourism for hospitality industry, types of operations, Hostess training

Module 2: Organisation of departments

Departmental classifications, numbering of rooms and food plans, room types and rates, Tariff structure, rate policies

Module 3: Front Office and Guest reservation

Importance of the department, Layout and planning, Staffing pattern and duties, Basic Terminology used in the department, Qualities and etiquettes of front office staff

Module 4: Basic reservation system

VIP Procedures, Computerized reservation forecasting, Cancellation, penalty, Arrival and departure, C-Form, procedures of check- in and check-out, Key handling and control, Luggage handling, Book Keeping and Record Maintenance, Lobby management, Public relations, Co-ordination and communication of front office with other departments

Module 5: Records for control

Importance of reports, the front desk log, maintaining room status, maintaining account balance, monitoring availability, electronic front office, electronic point sale system, room status indicator, accounting equipment

Module 6: Housekeeping

Importance and need of Housekeeping Department, Organisation and duties, Hierarchy and Job descriptions, Layout, Inter-departmental coordination and communication, Interrelationship with Personnel Department: Importance and functions, Manpower planning, Recruitment, training and appraisals

Module 7: Linen room and Laundry management

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Classification and selection of linen, par stock determination, storage, distribution and control of linen and uniforms, condemnation and reuse, bed making and turning down, Layout and physical attributes of Linen room and storage and laundry, Staff and duties, wet and dry washing, finishing processes and stain removal

Module 8: Upkeep, Sanitation and hygiene

Cleaning Guest rooms and service areas, Rules, procedures and principles, Methods of Cleaning of various materials, types of room cleaning- daily, weekly, spring cleaning etc. Equipments, cleaning agents and maid's trolley, Sterilization, disinfection, Control of infestation, Integrated Waste Management (IWM), Room inspection checklist, repair and maintenance, Refrigeration and A/C, Public address system and music

Module 9: Aesthetic treatments of Interior environment

Interior decoration in Commercial / hospitality areas, window treatments, Selection and care of Furniture, furnishings, lighting and accessories, Floral decorations and table setting and layout, Indoor gardens and Landscaping

Module 10: Safety Education and First Aid

For shock, fainting, stroke, burns, fits, heart attack, etc. Safety measures, fire preventions and control, accident prevention, security measures

Related Experience:

- Visit to front office and housekeeping departments of various institutions
- Role play of guest handling / First Aid / Hostess duties / etiquettes
- Practical Bed making / Table setting / Flower Arrangement / Curtain Styles
- Internship in Housekeeping/ Front Office at any Institution/ Preparation of modules for training housekeeping attendants

Reference:

- Andrews S., (2000) Hotel Front Office Training Manual, Tata Mc Graw Hill Publications, New Delhi
- Andrews S., (2000) Hotel Housekeeping Training Manual, Tata Mc Graw Hill Publications, New Delhi
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- Ismail A., Front Office –Operations and Management, Thomson and Delmar Publishers, Canada
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- Negi J., (1997) Professional Hotel Management, S, Chand Company, N. Delhi
- Raghubalan and Smritee Raghubalan, Hotel Housekeeping- Operations and Management, Oxford University Press, New Delhi

DEVELOPMENT OF THE SELF

Teaching hours: 4hrs/week

ELECTI

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

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*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.

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- 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

Teaching hours: 4hrs/week

ELECTI

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

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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.

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- Weisberg, R.W. (1986) Creativity, genius and other myths. NY; Freeman.

Journals

- Creative Research Journal
- Journal of Creative Behaviour

PUBLIC HEALTH NUTRITION

Teaching hours: 4hrs/week

ELECTI

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

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and Dietary assessment-Family diet survey, Individual diet survey, quantitative diet surveys, Institutionalized surveys and Food balance sheet.

Module 4: Epidemiology of Nutritional disorders

Prevalence, Etiology, 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, etiological 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. Fluorosis

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

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Public Health Nutrition in Developing Countries Edited by Sheila Chander Vir Woodhead
Publishing India. Part I & II.

Nutrient Requirements and Recommended Dietary allowances for Indians A report of the expert
group of the Indian Council of Medical Research ICMR 2010.

Modern Nutrition in Health and Disease edited by Maurice B Shils, Moshe Shike.A, Catherine
Ross, Benjamin Cabellero, Robert J Cousins, Lippincott Williams al Wilkins 2006.