

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

Affiliated to Mahatma Gandhi University, Kottayam



**CURRICULUM FOR
M.Sc HOME SCIENCE
(Branch A) Child Development**

Under Credit & Semester System
(2020 Admissions Onwards)

ST. TERESA'S COLLEGE (AUTONOMOUS), ERNAKULAM
DEPARTMENT OF HOME SCIENCE & CENTRE FOR RESEARCH
BOARD OF STUDIES IN HOME SCIENCE

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9. **Dr. Susan Cherian**, Associate Professor, Department of Home Science, St. Teresa's College, Ernakulam (Member).
10. **Dr. Anu Joseph**, Associate Professor, Department of Home Science, St. Teresa's College, Ernakulam (Member).
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17. **Smt. Nimmi Jacob**, Assistant Professor, Department of Home Science, St. Teresa's College, Ernakulam (Member).

**MINUTES OF THE BOARD OF STUDIES MEETING OF THE
DEPARTMENT OF HOME SCIENCE & CENTRE FOR
RESEARCH HELD ON 19/03/2020**

This is to certify that the revised syllabus of the M.Sc. Home Science (Branch A) Child Development, (Branch B) Resource Management and Interior Designing and (Branch C) Food Science and Nutrition for 2020 admissions onwards has been scrutinized and approved at the Board of Studies Meeting which was held on 19th March 2020.

The following members attended the meeting:

1. Dr. Thara Sebastian (Chairperson)
2. Dr. Lizmitha Godwin (BOS Member – Alumna)
3. Dr. Betty Rani Isaac (BOS Member)
4. Smt. Teresa Kuncheria (BOS Member)
5. Dr. Susan Cherian (BOS Member)
6. Dr. Anu Joseph (BOS Member)
7. Smt. Rose Mary Francis (BOS Member)
8. Dr. Shilpa Jose (BOS Member)
9. Dr. Dhanya. N (BOS Member)
10. Dr . Leena Leon (BOS Member)
11. Dr. Rashmi H. Poojara (BOS Member)
12. Dr. Nisha Vikraman (BOS Member)
13. Smt. Nimmi Jacob (BOS Member)

Dr. Thara Sebastian
Chairman
Board of Studies in Home Science

**FACULTY OF THE DEPARTMENT WHO HAVE
CONTRIBUTED TOWARDS CURRICULUM AND SYLLABUS IN
M.Sc. HOME SCIENCE**

1. Dr.Thara Sebastian, Head and Assistant Professor (Child Development)
2. Dr. Betty Rani Isaac, Associate Professor (Food Science and Nutrition)
3. Smt. Teresa Kuncheria, Associate Professor (Textiles and Clothing)
4. Dr. Susan Cherian, Associate Professor (Family Resource Management)
5. Dr. Anu Joseph, Associate Professor (Food Service Management and Dietetics)
6. Smt. Rose Mary Francis, Associate Professor (Family Resource Management)
7. Dr. Shilpa Jose, Assistant Professor (Food Science and Nutrition)
8. Dr. Dhanya.N, Assistant Professor (Human Development)
9. Dr. Leena Leon, Assistant Professor (Family Resource Management)
10. Dr. Nisha Vikraman, Assistant Professor (Extension Education)
11. Dr. Rashmi .H. Poojara , Assistant Professor (Foods and Nutrition)
12. Smt. Nimmi Jacob, Assistant Professor (Food and Nutrition)
13. Smt. Leena George, Assistant Professor- Guest (Human Development)
14. Smt. Jumana Haseen. A, Assistant Professor- Guest (Child Development)
15. Smt. Betty Joseph, Associate Professor (Statistics)
16. Smt. Shanty. B. P., Associate Professor (Statistics)

ACKNOWLEDGEMENT

I would like to extend my sincere thanks to Rev. Dr. Sr. Vinitha, director of St. Teresa's College, Ernakulam for her support, also acknowledge with gratitude, the guidance extended by Principal, Dr. Sajimol Augustine. M during the course of the restructuring of the syllabus of MSc Programme in Home Science (Branch A) Child Development, (Branch B) Resource Management and Interior Designing and (Branch C) Food Science and Nutrition.

I thank all the esteemed experts of the BOS for their valuable and expert suggestions. I wish to individually thank all the members of the BOS who have provided valuable inputs on course structure and content. I gratefully acknowledge the unstinted support and guidance extended by the faculty members of the Home Science Department during the course of restructuring of the syllabus. I am also grateful to all the members of the Curriculum Committee of the college for their guidelines and generous support. I extend my immense sense of gratitude and respect to all those who extended help and guidance. Above all, I bow my head before God Almighty for all the help given to us in all our endeavours.

Dr.Thara Sebastian

Head, Department of Home Science & Centre for Research

Chairman, Board of Studies in Home Science

PREFACE

As an autonomous college under Mahatma Gandhi University, St. Teresa's College has taken conscientious efforts to strengthen the curriculum by retaining all the fundamental stipulations of the University/Higher Education Council, to ensure a well-balanced Curriculum. Within the constraints of prescribed syllabi, we have resolved to take a collective effort to create an inspiring academic culture in the institution, essential for teachers and students to access deeper knowledge and participate in its expansion and transmission. It is also to re-articulate almost lost or forgotten fact that production and transmission of Quality Knowledge, essential for the development of students in particular and society in general, are the primary functions of any Educational Institution.

The restructured syllabi of the programmes aim to provide students many opportunities to engage with authentic, real world learning which will foster their reasoning, imagination, intelligence and problem solving skills, thereby enabling them to acquire true knowledge of universal validity and relevance which will lead to individual development, civil efficiency, economic competency and welfare of the whole of humanity.

I acknowledge the efforts taken by the teachers in restructuring the syllabi and course outcomes of the programmes that focus on the cognitive and intellectual skills of the learners, confidence to carry out independent and scholarly research in the area of professional interest to them and to position themselves as globally effective cross-cultural educators.

I congratulate the efforts taken by the Principal Dr.Sajimol Augustine M. and Convenor, PG syllabus restructuring 2020, Smt. Shanty B.P who coordinated the syllabus restructuring of all the programmes in an effective manner. Transformation is what makes St. Teresa's distinctive; transforming lives in order to make a real impact on the local and international stage through the creation, sharing and application of knowledge. We look forward to sharing with you the outcomes of our curriculum restructuring and I hope that these resources will enable you to reflect on the learning gain in our institution.

**DR. SR. VINITHA (CELINE. E),
DIRECTOR, ST. TERESA'S COLLEGE**

FOREWORD

Autonomy in the field of higher education implies responsibility and accountability and this in turn leads to excellence in academics and proactive governance. St Teresa's College was given autonomous status in the year 2014 and we have made a concerted attempt to maintain a high level of quality in the standard of education that we impart. In 2019 the college has been re-accredited with A++ grade (CGPA 3.57)

Academic autonomy has granted us the freedom to fine tune the syllabus keeping in mind the changing needs of the new generation of students. Education in the current scenario throws up a multitude of challenges and the curricula and syllabi ought to reflect the paradigm shift that has occurred in the various disciplines. Structured feedback was taken from the Students, Alumni and the experts from the industry and the changes suggested by them were duly incorporated in the restructured syllabi.

The Board of Studies constituted for each department meet regularly in the stipulated time frame and in depth discussions are conducted about the different dimensions of the curricula and syllabi. The IQAC team has felicitated the conduct of a number of workshops and conferences to equip the faculty with the necessary skill set to restructure the syllabi, set question papers for internal tests that evaluate whether the learning outcomes enlisted in the syllabus have been achieved and to ensure the fair and transparent conduct of examinations.

The responsibility that autonomy has placed on us is indeed onerous but we have strived together to meet all the challenges that were placed in our way. We have worked towards moulding young women as responsible citizens who will carry forward the task of nation building in an exemplary manner. All effort has been made to nurture their academic ambitions as well as their skills in co-curricular activities. To keep in pace with the need of the new generation students, we have decided to restructure post graduate programmes in the next academic year.

With sincere gratitude I acknowledge the instinct support and constant guidance extended by Rev. Sr. Dr. Vinitha, the Director of the College.

I specially thank the team headed by Smt. Shanty B. P. for coordinating the syllabus restructuring of the programmes, the Heads of the Departments and all the faculty members for their diligence, commitment and exceptional contribution towards this endeavour.

**DR. SAJIMOL AUGUSTINE M.
PRINCIPAL**

CONTENTS

	Page No.
1. Preamble	1
2. Programme Outcome	2
3. Programme Specific Outcome	3
4. Structure of M.Sc Home Science(Branch A) Child Development	6
5. Distribution of Courses and credits	
Core Courses	8
Elective Courses	9
6. Evaluation and Grading	
In-Semester Assessment	12
End-Semester Assessment	14
Computation of CGPA	19
7. Syllabi for Courses	
Core Courses	20
Elective Courses	75

PREAMBLE

The Department of Home Science and Centre for Research, St. Teresa's College, Ernakulam is the pioneer institute in Kerala for undertaking Master's Programme in Child Development in 1964. Child Development or early years is of great importance in life and hence, the quality of care and education given to children at this age are of great significance. Brain development is most rapid in the early years of life. When the quality of stimulation, support and nurturance is deficient, child development is seriously affected. As this is the age of great opportunity and vulnerability, parents and other caregivers need to be equipped with the knowledge and skills to provide the right opportunities for children to bloom and to serve as future builders of the society and the world at large.

The main objective of the programme is to equip the students with skills and knowledge on the scientific study of children and to create an aptitude for research in child development. The syllabus is framed in tune with the current issues including mental health issues facing children and to assist students to address them. The programme is designed to cater the needs of the society in terms of early childhood care and education, child rights, children with special needs, early intervention and stimulation of children, adolescent development, and counselling and guidance. The curriculum also offers a firm theoretical background in child development 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 to be able to communicate effectively. The courses of the programme are selected and practical experiences are enhanced so as to give them hands-on experiences and to increase their career prospects. The MSc Child Development programme is designed to enhance the persona of students and to empower them to make positive changes in the society.

The Board of Studies acknowledges and appreciates the good effort put in by the faculty members of Department of Home Science to frame the syllabus for M.Sc. in Home Science (Branch A) Child Development in the institution which will be implemented for the admissions from 2020 onwards.

PROGRAMME OUTCOME

The Department of Home Science & Centre for Research is committed to provide an enriched educational experience to develop the knowledge, skills and attributes of students to equip them for life in a complex and rapidly changing world.

On completion of M.Sc Home Science (Branch A) Child Development our students should be able to demonstrate the programme outcomes listed below:

PO1. Disciplinary knowledge

- Demonstrate a mastery of the fundamental knowledge and skills required in the discipline to function effectively as an entry-level professional in the field.

PO2. Scientific Temper

- Experiment with new approaches, challenge existing knowledge boundaries and take informed action to solve problems related to society.
- Identify, define, and deal with problems through logical, analytical and critical thinking acquired from different domains of knowledge.

PO3. Research and Digital Competence

- Develop a research culture for lifelong learning and demonstrate competency in creating new knowledge.
- Analyze and choose from available data and information sources to communicate, collaborate and network through a range of digital media.

PO4. Communication Skills

- Develop language proficiency through interactions embedded in meaningful contexts.
- Demonstrate communicative competence particularly using technology in social and global environments.

PO5. Leadership, Teamwork and Interpersonal Skills

- Function effectively both as leader and/or member of a team.
- Collaborate and interact effectively with others.

PO6. Moral & Ethical Awareness and Social Responsibility

- Demonstrate social and national responsibility.

- Engage in activities that contribute to the betterment of society, with a preferential option for the economically challenged and the marginalized.

PROGRAMME SPECIFIC OUTCOME

The syllabi are framed in such a way that it provides a more complete and logic framework in almost all areas of Home Science (Branch A) Child Development

By the end of the programme, the students should

- PSO 1.** Demonstrate in-depth knowledge in advanced child development, to create environments that are healthy, respectful, supportive and challenging for each child.
- PSO 2.** Apply the theoretical knowledge in child development to promote ethical research in children and helping in future policy making to promote protection of child rights and welfare.
- PSO 3.** Acquire intra-personal for the development of self; interpersonal skills to provide awareness to stake holders in the area of child development.
- PSO 4.** Demonstrate skills to design, implement, and evaluate meaningful, challenging curricula that promote comprehensive developmental and learning outcomes for every young child.
- PSO 5.** Develop competencies to manage preschool centres, design the infrastructure, learning/stimulating materials and equipment for preschool centres and train students to be remedial teacher/counsellor in educational setting for children with special needs.
- PSO 6.** Assist children with special needs through appropriate intervention and addressing their needs.
- PSO 7.** Assess developmental delays and provide appropriate early stimulation for children at risk.
- PSO 8.** Demonstrate clinical competence to ensure mental well-being in children based on the theoretical and practical knowledge obtained in the area of guidance and counselling.
- PSO 9.** Enable transition to employment using skills learned in the programme.

Job Opportunities

The programme in M.Sc. in Home Science (Branch A) Child Development would enable students to work as teaching faculty in colleges and universities, researchers, early childhood educators and co-ordinators /supervisors /programme planners in government and non- government organisations at national and international level. Students can work as school counsellors, resource teachers and special educators. They are also eligible to work as early intervention specialists in child development centres. The students having adequate background in planning, evaluating, monitoring and organizing skills would be able to work as entrepreneurs in the area of early childhood education and also play advocacy related roles in the area of child rights and welfare.

Eligibility for admission

- For admission to the post graduate programme in Child Development, the applicant must have passed B.Sc Family and Community Science/Home Science Model I and II/Human Development and Family Studies/Child Development of the Mahatma Gandhi University or any statutory university recognized by the Mahatma Gandhi University. Weightage will be given to the above mentioned degrees.
- B.Sc Degree in Psychology/Nursing
- Any B.Sc degree with PG Diploma in Early Childhood Care and Education/Child Development/Guidance and Counselling and Family Therapy/Special Education/Open Course in Life Skills Strategies and Techniques/Nutrition and Wellness are also eligible.
- Any B.Sc degree are also eligible provided they do the bridge courses offered by the department.

It is mandatory to pass the Foundation Course (Bridge Course) to proceed to the second semester. The marks of the foundation course will not be reflected in the end semester marklist.

Candidates who have passed qualifying examination CBCSS (2009) should possess CGPA of not less than 2.00 out of 4.00 in the core group (core plus open and complementary courses).

Candidates who have passed qualifying examinations in CBCSS (2013) pattern should possess CGPA of not less than 5.00 out of 10 in the core group (core plus open and complementary courses).

Candidates who have passed qualifying examinations in other patterns should possess not less than 50% marks in the main and subsidiary subjects under Part III.

Duration of the Course: Four Semesters

Examination: Credit and Semester System (CSS)

Direct Grading System with 7 point scale

Medium of instruction and assessment: English

Faculty under which the Degree is awarded: Science

STRUCTURE OF M.Sc. HOME SCIENCE **(Branch A) CHILD DEVELOPMENT**

The programme shall include two types of courses, Core courses and Elective courses. There shall also be a project and comprehensive viva-voce as core courses. The programme also includes assignment/seminar/practical etc. The total credit for the programme is at 80.

Theory Courses:

There are **fifteen** theory courses spread in all the four semesters of the M.Sc. Programme. Distribution of theory courses are as follows. There are twelve core courses common to all students. Semester I, II and III will have **four** core courses each and Semester IV will have **three** elective courses. Any **three** elective courses can be chosen as per the interest of the students, availability of faculty and academic infrastructure.

Practical:

All four semesters will have a course on laboratory practical. The practical examinations will be conducted by external and internal examiner appointed by the controller of examinations at the end of even semesters only. The first and second semester examinations of laboratory practical courses will be conducted at the end of Semester II while the third and fourth semester practical examinations will be conducted at the end of Semester IV.

Project:

The project of the PG programme should be relevant and innovative in nature. The type of project can be decided by the student and the guide (a faculty of the department or other department/college/university/institution). The project work should be taken up seriously by the student and the guide. The project should be aimed to motivate the inquisitive and research aptitude of the students. The students may be encouraged to present the results of the project in seminars/symposia. The conduct of the project may be started at the beginning of Semester III, with its

evaluation scheduled at the end of Semester IV. The project is evaluated by external and internal examiner.

Viva Voce:

A viva voce examination will be conducted by internal and external examiners at the time of evaluation of the project. The components of viva consists of subject of project related topics, thrust areas of research in Child Development, topics covering all semesters and awareness on current topics.

Course Code:

The courses in the programme are coded according to the following criteria. The first two letters of the code indicates the name of programme, i.e., CD stands for Child Development. Next digit is to indicate the semester. i.e., CD1 (Child Development, 1st semester) followed by the letter C or E indicating whether the course is a core course or elective course as the case may be. Next digits indicate course number. The letter/letters T/P/ PR/V follows it and is used to indicate theory/practical/project/viva. The next letter will be M which indicates that the programme is for masters. The last two digits is 20 representing the year in which restructuring is done. Example theory CD1C01TM20 and for core practical CD1C01PM20.

DISTRIBUTION OF COURSES AND CREDITS

Semester	Course Code	Course Title	Teaching hours per week	Credit	Total credit
I	CD1C01TM20	Advanced Child Development	4	4	19
	CD1C02TM20	Early Childhood Care and Education	4	4	
	CD1C03TM20	Child Health and Nutrition	4	4	
	CD1C04TM20	Research Methods and Statistics I	3	3	
	CD1C01PM20	Early Childhood Care and Education-Internship and Practical	10	4	
II	CD2C05TM20	Theories of Child Development	4	4	19
	CD2C06TM20	Administration and Management of Early Childhood Education Centres	4	4	
	CD2C07TM20	Research Methods and Statistics II	4	4	
	CD2C08TM20	Learning Disability	3	3	
	CD2C02PM20	Learning Disability- Internship and Practical	10	4	
III	CD3C09TM20	Child Rights and Welfare	4	4	19
	CD3C10TM20	Brain Development and Stimulation in Early Years	4	4	
	CD3C11TM20	Inclusive Education I	4	4	
	CD3C12TM20	Mental Health	3	3	
	CD3C03PM20	Infant Stimulation and Special Education-Internship and Practical	10	4	
IV	CD4E01TM20	Guidance and Counselling	5	4	23
	CD4E02TM20	Inclusive Education II	5	4	
	CD4E03TM20	Development of the Self	5	3	
	CD4C04PM20	Guidance and Counselling – Internship and Practical	10	4	
	CD4PRM20	Project		5	
	CD4VM20	Viva-voce		3	
	Total				80

ELECTIVE COURSES

Course code	Course Title	Teaching hours per week	Credit
ELECTIVE COURSES BUNCH 1			
CD4E01TM20	Guidance and Counselling	5	4
CD4E02TM20	Inclusive Education II	5	4
CD4E03TM20	Development of the Self	5	3
ELECTIVE COURSES BUNCH 2			
CD4E01TM20	Gifted and Creative Children	5	4
CD4E02TM20	Gerontology and Care of the Elderly	5	4
CD4E03TM20	Public Health Nutrition	5	3
ELECTIVE COURSES BUNCH 3			
CD4E01TM20	Entrepreneurship Development	5	4
CD4E02TM20	Women's Studies	5	4
CD4E03TM20	Gender Issues in Human Development and Family Relations	5	3

Distribution of credits:

The total credit for the programme is 80. The distribution of credit points in each semester and allocation of the number of credit for theory courses, practical, project and viva are as follows:

Semester	Courses	Credit	Total Credit	
I	3 Theory Core Courses	4	3 X 4 = 12	19
	1 Theory Core Course	3	1 X 3 = 3	
	1 Practical Core Course	4	1 X 4 = 4	
II	3 Theory Core Courses	4	3 X 4 = 12	19
	1 Theory Core Course	3	1 X 3 = 3	
	1 Practical Core Course	4	1 X 4 = 4	
III	3 Theory Core Courses	4	3 X 4 = 12	19
	1 Theory Core Course	3	1 X 3 = 3	
	1 Practical Core Course	4	1 X 4 = 4	
IV	2 Theory Elective Courses	4	2 X 4 = 8	23
	1 Theory Elective Course	3	1 X 3 = 3	
	1 Practical Core Course	4	1 X 4 = 4	
	1 Project	5	1 X 5 = 5	
	1 Viva- Voce	3	1 X 3 = 3	
GRAND TOTAL				80

EVALUATION AND GRADING

The evaluation for each course shall contain two parts such as In-Semester Assessment (ISA) and End Semester Assessment(ESA). The ratio between ISA and ESA shall be 1:3 and 25% weightage shall be given to ISA and 75% weightage to ESA. Both ISA and ESA shall be carried out using direct grading system.

Evaluation (Both ISA and ESA) to be done by the teacher is based on a six point scale shown in the table below:

GRADE	GRADE POINT	RANGE
A ⁺	5	4.50 to 5.00
A	4	4.00 to 4.49
B	3	3.00 to 3.99
C	2	2.00 to 2.99
D	1	0.01 to 1.99
E	0	0.00

Direct Grading System based on a 7 – point scale is used to evaluate the performance of students in both ISA and ESA.

For all courses (theory & practical) / semester/overall programme letter grades for GPA/SGPA/CGPA and its indicators are given in the following table:

RANGE	GRADE	INDICATOR
4.50 to 5.00	A ⁺	Outstanding
4.00 to 4.49	A	Excellent
3.50 to 3.99	B ⁺	Very good
3.00 to 3.49	B	Good(Average)
2.50 to 2.99	C ⁺	Fair
2.00 to 2.49	C	Marginal
0.00 to 1.99	D	Deficient(Fail)

In-Semester Assessment (ISA)

The pass minimum for ISA for each course is C grade. The In Semester Assessment is to be done by continuous assessments of the components given below.

The components of the In-Semester assessment for theory and practical and their weightage are as in the following table:

THEORY		PRACTICAL	
COMPONENTS	WEIGHTAGE	COMPONENTS	WEIGHTAGE
Assignment	1	Written / Lab test	3
Seminar	2	Lab involvement and record	1
Test Papers (Average of 2)	2	Viva	1
TOTAL	5	TOTAL	5

The two test papers should be in the same model as the End Semester examination question paper. For test papers questions shall be set in such a way that the answers can be awarded A⁺, A, B, C, D, E grade. Students with attendance less than 75% in a course are not eligible to attend End Semester examination of that course. Condonation of shortage of attendance to a maximum of 15 days in a semester subject to a maximum of two times during the whole period of the programme may be granted. The performance of students in the seminar and assignment should also be documented in terms of grades.

The components for assignments and seminars are as in the following table:

ASSIGNMENTCOMPONENTS	SEMINAR COMPONENTS
Punctuality	Content
Content	Presentation

The components of the In-Semester assessment for Project and their weightage are as in the following table:

COMPONENTS	WEIGHTAGE
Relevance of the topic and analysis	2
Project content and presentation	2
Project viva	1
TOTAL	5

The In Semester Assessment of the project is done by the supervising guide of the department or the member of the faculty decided by the head of the department. The project work may be started at the beginning of the Semester III. The supervising guide should keenly and sincerely observe the performance of the student during the course of project work. The supervising guide is expected to inculcate in student(s), the research aptitude and aspiration to learn and aim high in the realm of research and development. Only one student may be allowed to perform one project work. Project evaluation begins with (i) the selection of problem (ii) literature survey (iii) work plan (iv) experimental / theoretical setup/ data collection (v) characterization techniques/ computation/ analysis (vi) use of modern software for data analysis/experiments (SPSS,R software,..etc) and (vi) preparation of project report. The project internal grades are to be submitted at the end of Semester IV.

The components of the In-Semester assessment for comprehensive viva- voce are as in the following table:

COMPONENTS	WEIGHTAGE
Fundamental concepts	3
Awareness of current / advanced topics	2
TOTAL	5

General Instructions for In-Semester Assessment:

- The In-Semester Assessment should be fair and transparent. The responsibility of evaluating the In-Semester Assessment is vested on the teacher(s) who teach the course. The evaluation of the components should be published and acknowledged by students. All documents of In-Semester Assessment are to be kept in the institution for 2 years.
- The assignments/ seminars / test papers are to be conducted at regular intervals. These should be marked and promptly returned to the students.
- One teacher appointed by the Head of the Department will act as a coordinator for consolidating grade sheet for In-Semester Assessment in the department, in the format supplied by the Controller of the Examinations. The consolidated

grade sheets are to be published in the department notice board one week before the closing of the classes for End Semester Assessment. The grade sheet should be signed by the coordinator and counter signed by the Head of the Department and the college Principal.

- The consolidated grades in specific format are to be kept in the college for future references. The consolidated grades in each course should be uploaded to the Institution Portal at the end of each semester as directed by the Controller of the Examinations.
- There shall not be any chance for improvement of ISA grade points.
- Grievance Redressal Mechanism for In-Semester Assessment:

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

1. At the level of teacher concerned,
2. At the level of departmental committee consisting of Head of the Department, Coordinator and teacher concerned,
3. At the level of college committee consisting of the Principal, Controller of Examinations and Head of the Department

College level complaints should be filed within one week of the publication of results and decisions taken within the next two weeks.

End Semester Assessment (ESA)

The End Semester Assessment of all semesters shall be conducted by the institution on the close of each semester. The End Semester Assessment will be of 3 hours duration for each lecture based and practical courses. A minimum C grade is required for a pass in both ISA and ESA. Also a minimum C grade is required for a pass in a course.

Students with less than 75% aggregate attendance during a semester are not eligible to attend ESA of any course.

If a student represents her Institution/ University / State/ Nation in Sports /NCC/NSS or Cultural programme or any other officially sponsored activities such as college union/university union etc, she shall be eligible to claim the attendance for the actual number of days participated subject to a maximum of 15 days in a semester

based on the specific recommendations of the Head of the Department or teacher concerned.

For reappearance/ improvement, students may appear along with the next batch.

Question Paper Pattern for Theory Courses:

All the theory question papers are of three hour duration. All question papers will have three parts. The question shall be prepared in such a way that the answers can be awarded the grades A+, A, B, C, D, E.

Part A: Questions from this part are very short answer type. Eight questions have to be answered from among ten questions. Each question will have weightage one and the Part A will have a total weightage of eight. A minimum of two questions must be asked from each unit of the course.

Part B: Part B consists of problem solving and short essay type questions from the course concerned. Six questions out of eight given have to be answered. Each question has a weightage two making the Part B to have total weightage of twelve.

Part C: Part C will have four questions. One question from each module must be asked. Two questions have to be answered out of four questions. Each question will have a weightage of five making the total weightage ten in Part C.

Maximum weightage for End Semester Assessment is 30. Therefore Maximum Weighted Grade Point (WGP) is 150.

Directions for question setters:

- 1) Questions shall be set to assess knowledge acquired, standard and application of knowledge in new situations, critical evaluation of knowledge and the ability to synthesize knowledge.
- 2) Due weightage shall be given to each module on content/teaching hours allotted to each module.
- 3) The question setter shall ensure that questions are set as per the course outcome.

- 4) A question paper shall be a judicious mix of short answer type, short essay type/problem solving type and long essay type questions.
- 5) The questions shall be set in such a way that the answers can be awarded A⁺, A, B, C, D, E grade.
- 6) Different types of questions shall be given different weightage to quantify their range as shown below:

	Type of Questions	Weightage	Number of questions to be answered
Part A	Short answer type questions	1	8 out of 10
Part B	Short essay/ problem solving type questions	2	6 out of 8
Part C	Long essay type questions	5	2 out of 4

PRACTICAL, PROJECT AND VIVA VOCE EXAMINATIONS

Practical Examination:

First and second semester practical examinations are conducted at the end of Semester II and third and fourth semester practical examinations are conducted at the end of Semester IV. The practical examinations are conducted immediately after the second and fourth semester theory examinations respectively. There will be two practical examination boards every year to conduct these practical exams. All practical examinations will be of six hours duration.

One external examiner will be selected from the panel of examiners and one internal examiner will be selected by the department.

Evaluation of Practical Examinations:

The Scheme of Evaluation of the practical examination will be decided by the Board of Examiners. The different weightage for assessment of different components is shown in the following table:

COMPONENTS	WEIGHTAGE
Written/Lab test	10
Lab involvement and Record	3
Viva	2
TOTAL	15

Project Evaluation:

The project is evaluated by internal and external examiners deputed from the board of examination. The project is examined along with the oral presentation of the project. The examiners should ascertain that the project and report are genuine. Innovative projects or the results/findings of the project presented in national seminars may be given maximum advantage. The supervising guide or the faculty appointed by the head of the department may be allowed to be present at the time of project evaluation. This is only to facilitate proper evaluation of the project. The different weightage for assessment of different components are shown in the following table:

COMPONENTS	WEIGHTAGE
Relevance of the topic and analysis	2
Project content and presentation	10
Project viva	3
TOTAL	15

Comprehensive Viva- Voce Examination:

Viva- voce examination is conducted only by the internal and external examiners of the board of examinations. The components of the End Semester Assessment for comprehensive viva- voce and their weightage are as in the following table:

COMPONENTS	WEIGHTAGE
Fundamental concepts	9
Awareness of current topic/advanced topic	6
TOTAL	15

Both project evaluation and viva- voce examination are to be conducted in batches of students formed for the practical examinations.

Reappearance/Improvement:

- A student who fails to secure a minimum grade (Grade C) for a pass in a course will be permitted to write the examination along with the next batch.
- The candidates who wish to improve the grade/grade point of the End-Semester Assessment of a course / courses she has passed can do the same by appearing in the End Semester Assessment of the semester concerned along with the immediate junior batch. This facility is restricted to first and second semesters of the programme.
- There shall be supplementary examinations (no improvement) for third semester.
- **One Time Betterment Programme:** A candidate will be permitted to improve the CGPA of the programme within a continuous period of four semesters immediately following the completion of the programme allowing only once for a particular semester . The CGPA for the betterment appearance will be computed based on the SGPA secured in the original or betterment appearance of each semester whichever is higher.
- If a candidate opts for the betterment of CGPA of a programme, she has to appear for the external examination of the entire semesters excluding practicals/project/comprehensive viva voce. One time betterment programme is restricted to students who have passed in all courses of the programme at the regular (first) appearance.

Promotion :

- A student who registers for a particular semester examination shall be promoted to the next semester.
- A student having 75% attendance and fails to register for examination of a particular semester will be allowed to register notionally and is promoted to the next semester, provided application for notional registration shall be submitted within 15 days of the commencement of the next semester.

Computation of GPA/SGPA/CGPA

Grade Point Average (GPA): ISA and ESA are separately graded using a six point scale and the combined grade point with weightage 1 for ISA and 3 for ESA shall be applied to calculate the grade point average (GPA) of each course.

The Semester Grade Point Average (SGPA): After the successful completion of a semester, SGPA of a student in that semester is calculated using the formula given below:

Semester Grade Point Average (SGPA) = $\frac{\sum(C_i \times GPA_i)}{\sum C_i}$ where C_i and GPA_i are the credit point and GPA of each course respectively.

Cumulative Grade Point Average (CGPA) for the programme is calculated as follows:

CGPA = $\frac{\sum(C_i \times SGPA_i)}{\sum C_i}$ where C_i and $SGPA_i$ are the total credit point and SGPA of each semester respectively.

Note: GPA/SGPA/CGPA is graded on a 7 – point scale. A separate minimum of **C** Grade each for ISA and ESA (for both theory and practical) is required for pass for a course. For a pass in a programme, a separate minimum of Grade **C** is required for all the individual courses.

If a candidate secures **D** Grade for any one of the courses offered in a Semester/Programme, only **D** grade will be awarded for that Semester/Programme until she improves this to **C** grade or above within the permitted period.

Note on compliance with the UGC minimum standards for the conduct and award of postgraduate degrees:

Credit and semester system is followed in this programme. The program has 4 semesters with eighteen weeks in each semester. In each week there are 15 lecture hours and 10 laboratory hours (may change). In each semester there are 270 lecture hours and 180 practical hours; thus a total of 450 calendar hours in each semester which is in compliance with the minimum 390 hours stipulated by the UGC.

All rules and regulations are subject to change as and when modified by MG University to which St Teresa's College (Autonomous) is affiliated .

SYLLABUS

M.Sc HOME SCIENCE

(Branch A) Child Development

SEMESTER I

CORE COURSES

SEMESTER I

CD1C01TM20- ADVANCED CHILD DEVELOPMENT

Total Credits: 4

Total Lecture Hours: 72 hours

Course Outcome:

CO1: Describe the major developmental stages, milestones, and processes for children from conception through adolescence in all domains of child development and compare the relative influence of nature and nurture.

CO2: Compare the operation of dominant and recessive inheritance, polygenic inheritance and sex-linked and autosomal chromosomal abnormalities.

CO3: Explain the influence of teratogens in prenatal development and discuss the recent advances in research in the foetal development and list the sensory and perceptual capacities of new-borns.

CO4: Explain, predict, and optimize the developmental outcomes in children and suggest intervention measures.

CO5: Discuss the current status of adolescents' physical and psychological well-being in India.

Course Content:

Module 1: Concept of Child Development (10 hours)

Major domains of Development: Physical, Cognitive, Psycho-social; Basic Issues/Themes in Child Development: Nature and Nurture, Continuity and Discontinuity in Development, Universality and Diversity.

Module 2: Influences on Development and Prenatal Development (20 hours)

Behaviour genetics, Maturation, Gene-environment interaction, Timing of influence: Critical and Sensitive Period. Patterns of Genetic Inheritance: Dominant-Recessive inheritance, X-linked inheritance, Polygenic inheritance, Chromosomal Abnormalities.

Stages of Prenatal Development, and Environmental influences. Sensory and Perceptual capacities of new born babies. Reflexes of the new born.

Module 3: Infancy and Toddler years (15 hours)

Growth and Development in infancy and toddler hood. Motor Mile stones from birth

to two years: Gross and Fine motor skills. Dynamic System View of motor development; Sensory and Perceptual Development of infants, Infant States.

Cognitive development, Language development, Infant and toddler temperament

Module 4: Early and Late Childhood years (15 hours)

Physical Development, Social and Emotional development, Language development: Definition, Components of language, Language development through different stages, Cognitive development.

Module 5: Adolescence (12 hours)

Physical, neuro-developmental changes, psychological and social changes, Cognitive development, State of the adolescents in India: physical and psychological.

Related Experiences

1. Visit a neonatal clinic in hospital to observe the new born.
2. Collect information on neonatal screening tests available in the local Government hospital.
3. Conduct an educational programme for rural mothers on ante-natal care.
4. Give an awareness programme for parents/teachers to promote self-esteem/emotional competence in children.
5. Observe the difference in temperamental characteristics while observing the preschool children
6. Design, plan and conduct an awareness programme for promoting physical health in adolescents.

Learning Resources:

References:

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

- Papalia, D.E, Olds, S.W, & Feldman, R.D (2015). Human Development (9th Edition), New Delhi: McGraw Hill Education(India) pvt ltd.

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CD1C01TM20 : ADVANCED CHILD DEVELOPMENT

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	10	2	1	1
2	20	2	3	
3	15	2	1	1
4	15	2	2	1
5	12	2	1	1

MODEL QUESTION PAPER

M. Sc Degree (C.S.S) Examination

First Semester

Faculty of Science-Home Science (Branch A) Child Development

Course Code: CD1C01TM20

Course Title: ADVANCED CHILD DEVELOPMENT

(2020 admission onwards)

Time: 3 hours

Max.Weightage: 30

Part A

(Answer any eight questions. Each question carries a weightage of 1)

1. Differentiate between nature and nurture in the development of children
2. What are alleles?

3. Define behaviour genetics.
4. What is Apgar scale?
5. List the different infant states
6. What are secondary sex characteristics?
7. List the components of language.
8. What is bilingualism?
9. Define attachment.
10. State the reflexes of a new-born.

(8 x 1 = 8 weightage)

Part B

(Answer any six questions. Each question carries a weightage of 2)

11. Explain visual perception in new born.
12. Write the role of teratogens influencing prenatal development
13. Explain the language milestones during the first year of life.
14. What is co-dominance in genetic transmission?
15. Describe X-linked inheritance with one example.
16. Briefly describe the main themes in child development.
17. Describe Critical period with reference to pre-natal development.
18. Describe the psychological changes during puberty.

(6 x 2 = 12 weightage)

Part C

(Answer any two questions. Each question carries a weightage of 5)

19. Elaborate on the significance of bonding and attachment on the development of Children.
20. Describe Dynamic System view on motor development.
21. Explain the importance of peer relationships during adolescent age.
22. Discuss the role of recessive and dominant genes in genetic transmission.

(2 x 5 = 10 weightage)

SEMESTER I

CD1C02TM20- EARLY CHILDHOOD CARE AND EDUCATION

Total Credits: 4

Total Lecture hours: 72 hours

Course Outcome:

CO1: List the benefits of child centered curriculum development

CO2: Identify the roles of teacher in various curriculum models in early childhood classrooms

CO3: Prepare and implement developmentally appropriate indoor and outdoor learning school readiness programme including routines and lesson plan

CO4: Use the implication of cognitive theories in classrooms and prepare appropriate learning materials.

CO5: Apply the importance of play in learning during teaching internships.

Course Content:

Module 1: Introduction to Early Childhood Education & Historical Trends (15 hours)

Significance, Objectives of preschool education and objectives put forward by education commissions – Kothari Commission, Yashpal committee, Maharashtra preschool centre Act, Existing educational policy, Contribution, Ideas and philosophy of Comenius, Pestalozzi, Rousseau, Frobel, John Dewey, McMillan sisters, Maria Montessori, Rabindranath Tagore, Mahatma Gandhi, Tarabai Modak, Gijubhai Badeka, Aurobindo, Krishnamurthi

Module 2: Well-known curriculum models/outlines (15 hours)

High Scope curriculum, Project approach, Reggio Emilia approach, Head Start Program, Te Whariki approach, Waldorf curriculum, Swedish curriculum – Goals for a modern preschool system

Module 3: Programme Planning and School Readiness (15 hours)

Pedagogical approaches to principles of programme planning, Types of planning – long term, short term, weekly, daily plan- Developmentally appropriate practices;

School Readiness Curriculum and its importance; characteristics of learning experiences; Supporting young children in language, mathematics and emergent literacy-linguistic, print related concepts.

Module 4: Theoretical influence and concept of creativity in early childhood curriculum (15 hours)

Implication of Theories of cognitive development- Piaget and Vygotsky in classroom; Experiential Learning Process, Approaches to the study of psychometric approach (Guilford and Torrence), Confluence approach (Gardner); Stages in creativity development. Different forms of creativity, methods of teaching creativity.

Module 5: Teaching learning materials and activities for fostering creativity in early childhood educational programmes (12 hours)

Understanding importance and value of play, theories of play and its implications for fostering creativity in ECCE programmes; role and importance of fostering creativity, strategies to foster creativity in classroom-Visual, Auditory, tactile, Kinesthetic- (VATK) kits, music and movement, storytelling, puppets, field trips

Related Experiences

1. Visit to various ECE centers. Develop a checklist to compare and contrast on the type of curriculum followed and write a report.
2. Design an appropriate low cost and environment friendly learning materials for: Story telling, readiness, art and craft, rhyme booklets, language and literacy, numeracy Skills.
3. Theme based weekly programme- plan a curriculum and execute for preschool school children.
4. Organise a workshop/exhibition for parents of pre-school children
5. Developing prototype designs for toys
6. Market survey – early childhood education resource materials.
7. Book Reviews: Study any two groups of young children in different preschool settings- Teacher centered and child centered setting and note the extent and type of creative behavior.
8. Compile the creative works of young children and study the creative component involved. Study the pattern, extent and variety of creative concepts and make a presentation

Learning Resources:

References:

- Selamawit, T. (2016). Quality Early Childhood Environments for Young Children Training For Early Childhood Caregivers And Teachers, Edited by David Snyder, Hilton Publications.

- Curriculum of Preschool Education: Swedish Approach; International Journal of Business and Social Science; Vol. 3 No. 22 (Special Issue – November 2012)
- Bredekamp, S., and Copple, C. (eds.) (1997). *Developmentally Appropriate Practice in Early Childhood Programs*. Washington, D.C.: National Association for the Education of Young Children (NAEYC).
- Carlson, F. (2006). *Essential Touch: meeting the needs of young children*. Washington, D.C. National Association for the Education of Young Children.
- Catron, C., and Allen, J. (2003). *Early Childhood Curriculum: A Creative Play Model*. 3rd Ed. Upper Saddle River, New Jersey: Merrill Prentice Hall
- Krogh, S., and Morehouse, P. (2008) *The Early Childhood curriculum: Inquiry learning through integration*. New York: McGraw-Hill Higher Education.
- Wortham, S. (2006). *Early Childhood Curriculum 4th Edition*. Upper Saddle River, New Jersey: Merrill Prentice -Hall.
- Broström, S. (2003) *Understanding Te Whāriki from a Danish Perspective*.
- Nuttal (Ed.). *Weaving Te Whāriki: New Zealand's Early Childhood Curriculum Document in Theory and Practice*. Wellington: New Zealand Council for Education Research.
- Carr, M., May, H. & Podmore, V. (2000) *Learning and Teaching Stories: Action research on evaluation in early childhood*. Final report to the Ministry of Education. Wellington: New Zealand Council for Educational Research.
- Curtis, D., & Carter, M. (2008). *Learning together with young children: A curriculum framework for reflective teachers*. St Paul, MN: Redleaf Press.
- *From Nurturing Creativity: An Essential Mindset for Young Children's Learning*, by R. Isbell & S.A. Yoshizawa. Copyright © 2016 by the National Association for the Education of Young Children.

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CD1C02TM20 : EARLY CHILDHOOD CARE AND EDUCATION

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	15	2	1	1
2	15	2	1	
3	15	2	2	1
4	15	2	2	1
5	12	2	2	1

MODEL QUESTION PAPER

M.Sc Degree (C.S.S) Examination

First Semester

Faculty of Science-Home Science (Branch A) Child Development

Course Code: CD1C02TM20

**Course Title: EARLY CHILDHOOD CARE AND EDUCATION
(2020 admission onwards)**

Time: 3 hours

Max. Weightage: 30

Part A

(Answer any eight questions. Each question carries a weightage of 1)

1. Recall the highlights of Kothari Commission?
2. Mention the characteristics of learning approaches and experiences.
3. Enumerate the importance of fostering creativity during early childhood years.
4. Learning takes place best through story telling during preschool years.-Justify.
5. List the principles of programme planning.
6. What are the principles underlying the preparation of learning materials?
7. State the objectives of preschool education.

8. Highlight on the importance of school readiness curriculum.
9. Make plausible implication of vygotsky theory in classroom learning.
10. Relate the importance of classroom teaching materials in fostering creativity during early childhood years.

(8 x 1 = 8 weightage)

Part B

(Answer any six questions. Each question carries a weightage of 2)

11. Evaluate the contribution of Maria Montessori towards early childhood education.
12. Illustrate the implication of cognitive theory in preschool curriculum.
13. Discuss about the importance of play in early childhood years.
14. Elaborate on activity based play way method followed in preschools.
15. Explore the benefits of the head start programme approach in early childhood education.
16. Enumerate the different types of programme planning.
17. Analyze the benefits of VAKT Kits in preschool curriculum.
18. Critically judge the contribution of Mc Millan sisters, Rabindranath Tagore and Frobel to early childhood education.

(6 x 2 = 12 weightage)

Part C

(Answer any two questions. Each question carries a weightage of 5)

19. Relate the basic perception and need of developmentally appropriate practices and pedagogical approaches to principles of programme planning .
20. Explain the confluence approach on Gardener's concept of creativity in early childhood curriculum.
21. Give an account of various teaching learning materials and activities for fostering creativity in early childhood educational programmes.
22. Exemplify on the various curriculum models in existence under ECCE.

(2 x 5 = 10 weightage)

SEMESTER I

CD1C03TM20- CHILD HEALTH AND NUTRITION

Total Credits: 4

Total Lecture Hours: 72 hours

Course Outcome:

CO1: Study the developmental phases of the child, the physical and physiological changes involved.

CO2: List the nutritional requirements of the mother and child in relation to their growth and development

CO3: Learn to make dietary modifications to be made to meet the nutritional demands of the child.

CO4: Analyse the nutritional and feeding concerns in the child at each stage of development

CO5: Apply suitable direct and indirect methods of nutritional assessment for the developmental phases and compare with appropriate standards for growth monitoring.

Course Content:

Module 1: Nutrition in Pregnancy (18 hours)

Importance of Nutrition prior to and during Pregnancy, Pre requisites for successful outcome, Effect of undernutrition on mother-child dyad - Short term and long term. Physiology and endocrinology of Pregnancy. Pregnancy weight gain. Nutritional requirements during Pregnancy, Iron and Folic acid supplementation, Diet plan for a pregnant mother. Immunisation during Pregnancy.

Adolescent Pregnancy, Intra Uterine Growth Retardation (IUGR), Congenital malformation, Foetal alcohol syndrome, Gestational Diabetes Mellitus. Common problems encountered in pregnancy.

Module 2: Nutrition in Lactation (10 hours)

Physiology and endocrinology of lactation-Synthesis of milk, let down reflex, role of hormones, lactational amenorrhea. Human milk composition. Value of colostrum. Advantages of Breast Feeding. Nutritional requirements of lactation. Diet plan for a lactating mother.

Module 3: Infant and Young Child Feeding (18 hours)

IYCF guidelines, Exclusive breastfeeding and Baby Friendly Hospital Initiative-Steps and Policies, Common problems during breastfeeding.

Operational guidelines for breast feeding. Artificial feeding-Adverse effects.

Feeding of low birth weight and preterm babies.

Complementary feeding, Feeding related Problems.

HIV and Infant Feeding. Concept and need of Human milk bank in India.

Infant Feeding in Maternal illness.

Growth monitoring and Promotion.

Module 4: Nutrition in Childhood and Adolescence (10 hours)

Normal Pattern of Growth and Development, Standards for Growth in children, Nutritional requirements of children and adolescents, Nutritional concerns- Vitamin A deficiency, Iron Deficiency Anemia, PEM, Obesity.

Module 5: Assessment of Nutritional Status (16 hours)

Direct Assessment of Nutritional Status. Anthropometry- Length and height, Weight, BMI, Z scores and percentiles, MUAC, Biochemical assessment, Clinical and Dietary Assessment. Indirect measures of Nutritional status.

Learning Resources:

References:

- National guidelines on Infant and Young child feeding (2004). Ministry of Human Resource Development, Department of Women and Child Development (Food and Nutrition Board), Government of India.
- ACC/SCN Reports
- Bamji S.M., Rao N. P and Reddy V.1998.Text book of Human Nutrition. Oxford and IBH Publishing C. New Delhi.
- Barker, D.J.P. (1998). Mothers, Babies and Health in Later Life. Edinburgh:Churchill Livingstone Publishing.
- Gibney J.M.,Macdonald A.I.,& Roche M.H.(2003).Nutrition and Metabolism. Blackwell Publishing.
- International Child Health: A Digest of Current Information
- International Food Policy Research Institute (1997). Care and Nutrition: Concepts and Measurement.International Food Policy Research Institute Washington DC., USA
- King, F.S. (1992). Helping Mothers to Breastfeed. Association for Consumers Action on Safety and Health, Mumbai.

- Luke, B. Johnson, T.R.B.; Petrie, R.H. (1993). Clinical Maternal-Foetal Nutrition. Boston: Little Brown and Company
- Nutrient Requirements and Recommended Dietary Allowances for Indians-A report of the expert group of the ICMR 2010.
- Sachdev, H.P.S. & Choudhary, P. (1995). Nutrition in Children-Developing Country Concerns. New Delhi: Cambridge Press.
- Tanner, J.M. (1988). Foetus into Man: Physical Growth from Conception to Maturity. Great Britain :Wheaton and Co Ltd..
- Chander V. 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. Oakland.: Third Party Publishing Company
- Ward, R.H.T; Smith, S.K.; Donnai, D. (Ed.) (1994) Early Foetal Growth and Development, London: RCOG Press
- WHO.1995.Physical Status: The Use and Interpretation of Anthropometry. Report of a WHO Expert Committee, Geneva.

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CD1C03TM20: CHILD HEALTH AND NUTRITION

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	18	2	3	1
2	10	2	1	1
3	18	2	2	1
4	10	2	1	1
5	16	2	1	

MODEL QUESTION PAPER

M.Sc Degree (C.S.S) Examination

First Semester

Faculty of Science-Home Science (Branch A) Child Development

Course Code: CD1C03TM20

Course Title: CHILD HEALTH AND NUTRITION

(2020 admission onwards)

Time: 3 hours

Max. Weightage: 30

Part A

(Answer any eight questions. Each question carries a weightage of 1)

1. Bring out the weight gain in pregnancy.
2. What is the recommendation and need for folic acid supplementation during the gestational period?
3. What is let down reflex?
4. Write a note on the benefits of colostrum.
5. What is the need for milk banks in India?
6. What are the benefits of growth monitoring?
7. What is the BFHI Initiative?
8. What are the forms of PEM that occur in children?
9. What are Z scores?
10. What the BMI cut offs indicating the nutritional status using centile growth curves in children?

(8x 1 = 8 weightage)

Part B

(Answer any six questions. Each question carries a weightage of 2)

11. What are the implications of adolescent pregnancy on the mother and child?
12. Explain the causes and consequences of IUGR.
13. What are the physiological changes that take place during pregnancy?

14. What are the nutritional requirements of a lactating woman?
15. Explain the need for exclusive breastfeeding and the initiatives to promote it.
16. What are the physiological problems faced by preterm babies?
17. Give an account of the nutritional problems faced during adolescence.
18. Discuss the indirect methods of assessing nutritional status.

(6 x 2= 12 weightage)

Part C

(Answer any two questions. Each question carries a weightage of 5)

19. Explain the role of hormones in pregnancy.
20. Discuss the physiology of lactation.
21. Give the Indian National guidelines for IYCF.
22. What are the direct methods of assessing nutritional status of preschool children?

(2 x 5 = 10 weightage)

SEMESTER I

CD1C04TM20- RESEARCH METHODS AND STATISTICS I

Total Credits: 3

Total Lecture Hours: 54 hours

Course Outcome:

CO1: Examine the different types of research and ways to determine a research problem of interest.

CO2: Identify the variables of a research problem and formulation of hypothesis

CO3: List the practical issues arising in data collection tool development methods and prepare tool using the scales learnt.

CO4: Organize, manage and present data for descriptive statistics.

CO5: Calculate measures of central tendency, dispersion, regression and coefficient of variance.

Course Content:

Module 1: Introduction to Research (3 hours)

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 (10 hours)

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

Module 3: Methods and Tools for data Collection (5 hours)

Methods – Survey, observation, interview, experimental, clinical methods.

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

Module 4: Descriptive Statistics (18 hours)

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 5: Correlation and Regression (18 hours)

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

Related Experience

1. Prepare a research design with a research topic of your choice, spelling out objectives, formulating hypothesis.
2. Prepare a tool for the topic chosen for research design.
3. Compute measures of central tendency and dispersion on MS excel and SPSS.

Learning Resources:

References:

- Gupta, S. (2001). Research Methodology and statistical techniques. New Delhi: Deep and Deep Publishers.
- Pagano, M. (2008). Principles of Biostatistics. Second edition. Brooks/Cole.
- Sarma, K.V.S. (2001). Statistical made simple: Do it yourself on PC. New Delhi: Prentice-hall.
- Best, J.W &, Kahn, J.V. (2017). Research in Education, (8th Edition). Boston: Allyn and Bacon Publications.
- Walliman, N. (2011). Research Methods-The basics, New York: Routledge, Taylor and Francis Publications.
- Research Methodology (2014). Copyright @ www.explorable.com

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CD1C04TM20: RESEARCH METHODS AND STATISTICS I

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	3	1	-	1
2	10	2	1	
3	5	1	1	1
4	18	3	3	1
5	18	3	3	1

MODEL QUESTION PAPER

M.Sc Degree (C.S.S) Examination

First Semester

Faculty of Science-Home Science (Branch A) Child Development

Course Code: CD1C04TM20

Course Title: Research Methods and Statistics I

(2020 admission onwards)

Time: 3 hours

Max. Weightage: 30

Part A

(Answer any eight questions. Each question carries a weightage of 1)

1. Define research.
2. State the objectives of research.
3. Recall measures of central tendency.
4. Differentiate between questionnaire and schedule.
5. Construct a flowchart of a research design.
6. Categorize the sources of research problem.
7. Illustrate a scatter diagram.
8. Explain descriptive research with an illustration.

9. Mention the importance of coefficient correlation.
10. Calculate the range of the following scores: 50, 40, 39, 35, 29, 28, 24, 19, 18.

(8 x 1 =8 weightage)

Part B

(Answer any six questions. Each question carries a weightage of 2)

11. Outline the characteristics of different types of research..
12. Critically analyze the different types of variables in a chosen research problem.
13. Differentiate between i) Multiple and partial correlation ii) Negative and non-linear correlation.
14. Summarize the components of a good questionnaire.
15. Describe the various scales in framing a questionnaire.
16. Calculate Karl Pearsons coefficient of correlation from the following data

X	40	42	46	48	50	56
Y	10	12	15	23	27	30

17. Explore the Measures of Dispersion.
18. Compute rank correlation coefficient from the following data.

X	48	33	40	9	16	16	65	24	46	57
Y	13	13	24	6	15	4	20	9	6	19

(6 x 2 = 12 weightage)

Part C

(Answer any two questions. Each question carries a weight of 5)

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

Class Interval	71-75	66-70	61-65	56-60	51-55	46-50	41-45
Frequency	3	4	9	15	8	6	5

20. Exemplify on the various methods of data collection in research .

21.

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

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

22. Define hypothesis. Analyze and interpret the different types of hypothesis using suitable example.

(2 x 5 =12 weightage)

SEMESTER I

CD1C01PM20- EARLY CHILDHOOD CARE AND EDUCATION- INTERNSHIP AND PRACTICAL

Total credits: 4

Teaching hours: 180 hours

Course Outcome:

CO1: Develop skills in planning, organizing and implementing programme in a pre-school (rural and urban).

CO2: Prepare teaching aids to impart knowledge of readiness skills.

CO3: Organise community and parental awareness programmes in rural and urban areas relating to early childhood.

Course Content:

Module 1 (30 Hours)

- Developing plans for ideal nursery schools – rural and urban set up
- Designing outdoor and indoor space, Classroom arrangement, learning centres
- Market survey on equipment for preschools and prepare a list of equipment suitable for ideal nursery schools – urban and rural.

Module 2 (36 Hours)

- Preparation of classroom display materials to enhance emergent literacy – (Development of instructional materials for teaching three R's in English, Maths, Science, Art and Craft activities, fine and gross motor activities-instructional materials) made based on the field placement theme
- Development of a prototype toy and its evaluation

Module 3 (36 Hours)

- Story telling in India-Record should include an outline about story telling basics, Puppetry-an overview.
- Preparation of classroom display material (flash cards, flip charts, flannel board, puppets,improvised music) on any one form of storytelling practiced in India
- Development of digital story telling aid

Module 4 (30 Hours)

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

- Interview of beneficiaries /staff to know more about facilities and activities under Sarva Shiksha Abhiyan ,scholarships, freeships, special schemes to promote education in rural preschool.

Module 5 (48 Hours)

- Field Placement: Develop a theme based programmes including menu planning for preschool children in rural and urban preschools and execute them for two weeks. Evaluate the experience and document the placement experience. Conduct an awareness programme for parent in rural and urban set up on any topic related to ECCE.

Learning Resources:

References:

- Eliason.C & Jenkins.L.(2015).A Practical Guide to Early Childhood Curriculum Paperback.London: Pearson Publication.
- Harms.T & Clifford.R.M..Early Childhood Environment Rating Scale (ECERS-3) Spiral-bound. (2014).; 3rd Revised edition ,Newyork : Teachers' College Press.
- Machado.J.(2014).Early Childhood Experiences in Language Arts: Early Literacy (11th edition).London: Cengage Learning Custom Publishing

SEMESTER II

SEMESTER II

CD2C05TM20- THEORIES OF CHILD DEVELOPMENT

Total Credits: 4

Total Lecture Hours: 72 hours

Course Outcome:

CO1: Outline and compare different theories of child development.

CO2: Discuss the chief concerns, strengths and weaknesses of child developmental theories.

CO3: Predict child behaviour and development using theories of child development.

CO4: Apply theories of child development to promote better parenting and education.

CO5: Discuss theoretical principles of development in research settings.

CO6: Design and execute intervention programmes based on theoretical knowledge in child and adolescent development.

Course Content:

Module 1: Introduction to Theories and Psychoanalytic Theories (15 hours)

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

Module 2: Cognitive Theories (15 hours)

Piaget's Theory of Cognitive development: Processes of Development, Stages of cognitive development, Contributions and limitations. Information Processing Theory, Contributions and Limitations. Gardner's Theory of Multiple Intelligences, Contributions and Limitations.

Module 3: Learning Theories/Perspectives /Behaviourism (15 hours)

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

Module 4: Contextual-Systems Theories and Biological/Ethological/Evolutionary Theories (15 hours)

Vygotsky's Contextual/ Socio-cultural theory, Contributions and Limitations. Bronfenbrenner's Ecological system Theory, Contributions and Limitations. Ethology, Imprinting by Lorenz, Ethologically Oriented Theories: Attachment Theories - Bowlby, Ainsworth

Module 5: Theories on Language development and Socio-cultural theory (12 hours)

The Learning view, The Nativist View, Interactionist view, Contributions and Limitations. Kohlberg's Theory of Moral Development, Contributions and Limitations

Related Experiences

1. Visit an infant/toddler programme and observe the role the child care workers play to reinforce the different aspects of language development.
2. Conduct an awareness programme to young parents, child-care workers, on the techniques promoting language development in children
3. Discuss the theories of multiple intelligences and make the students examine the type of intelligences they are good at.
4. Conduct an awareness session on multiple intelligences to all stakeholders in child development.

Learning Resources:

References:

- Berk. L.E (2010). Child Development (8th Edition), New Delhi: PHI Learning pvt ltd.
- 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
- Papalia, D.E, Olds, S.W, & Feldman, R.D (2015) Human Development (9th Edition). New Delhi: McGraw Hill Education(India) pvt ltd.
- Mooney, C. G (2013). Theories of Childhood, Second Edition: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky (Redleaf Professional Library)

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CD2C05TM20: THEORIES OF CHILD DEVELOPMENT

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	15	2	1	1
2	15	2	1	1
3	15	2	2	1
4	15	2	2	1
5	12	2	2	

SEMESTER II
CD2C06TM20- ADMINISTRATION AND
MANAGEMENT OF EARLY CHILDHOOD EDUCATION
CENTRES

Total Credits:4

Total Lecture hours: 72 hours

Course Outcome:

CO1: Plan and design space for children's participation, free movement and intellectual curiosity.

CO2: Examine the need to reflect, think and plan classroom transactions keeping socio-cultural and diverse skills and interests of children in focus.

CO3: Use the knowledge about significance of records of children's growth and progress as necessary for mapping developmental patterns and prepare sample records.

CO4: Preparedness for emergency situations, disaster management and have skills in basic first aid.

CO5: Comprehend the importance of parent teacher and community partnership and conceptualise ways to strengthen it.

Course Content:

Module 1: Designing early childhood facilities (15 hours)

Physical set up and building, choosing the site; General design principles, setting up early childhood classroom, Planning space allotment – designing and maintaining outdoor and indoor space, storage, need for play spaces and its influence in learning, Characteristics of good play equipment and materials, Care and uses of play equipment, Indigenous play materials

Module 2: Management of Pre-school Centres (15 hours)

Personnel for preschools – teaching and non teaching (Selection of staff, academic qualification, personality characteristics, functioning of personnel working at different levels). Staff employment-staffing schedule, support staff, salary rates, job descriptions, employment agreement, employment documentation, policies and procedures, advertising for staff, Pre service and in service training for personnel involved in ECE programmes. Supervision and defining quality in preschool programmes – adult child ratio and interaction, staff consistency

Module 3: Budgeting and maintenance of records (15 hours)

Budgeting- need and model of a budget and Need for maintaining different kinds of records such as child related, teacher related and material related records.

Registers for attendance, admission, fees, teachers and other financial matters, Records of monitoring and regulating children's growth and development such as health, anecdotal and cumulative records, Developing systems and schedules for observing and recording children's responses with daily/weekly diaries, Familiarity with evaluation measures for children's progress.

Module 4: Disaster Management (15 hours)

Safety of ECCE centre and Nature of disaster and emergency, Familiarity with first-aid, fire drills and display of pictures and material for dealing with emergencies. Understanding children's fears and anxiety in course of natural or man-made disasters, Engaging with parents to cope up with and resolve childhood fears

Module 5: Teacher, parent and community partnerships in early education (12 hours)

Meaning of parent involvement, Benefits of the partnership for children, parents, teachers, Potential barriers to teacher-parent partnership, Techniques of parent education in preschool setting, Formal: Open house, workshops, circular.

Related Experiences

1. Classroom activity: Discuss and develop staffing schedules for any two types of Early Childhood Education service.
2. Bring out a directory of the Early Childhood Education Centre's existing in your locality. Classify the centres according to the services being offered.
3. Review any two books on establishing Early Childhood Education Centre's and briefly present a report.
4. Visit six different early childhood centres and compile the various records maintained at these centres. Critically evaluate the records and make a classroom presentation of your evaluation.
5. Demonstration of First Aid methods and hands on experience for the care of children in emergency through "mock exercises".
6. Visit four early childhood centres and document the classroom transactions taking place. Critically evaluate the transactions and make a presentation of your evaluation.
7. Organise a workshop to educate parents on the disaster management drills that should be carried out in an early childhood centre.
8. Activities to conserve nature like plant a tree, do not waste energy, no to use of polythene bags as a measure for preservation and conservation of environment.

Learning Resources:

References:

- Everlson & Emma (2017). Classroom Management for elementary Teachers, 10th Edition .New York: Pearson Publishing,
- Jenkins, Elizabeth.(2007). Administration in Early Education. New York: Thomson Delmar Learning
- Sciarra, June,D., & Anne G. Dorsey.(2007). Developing and Administering a Child Care and Education Program. 6th Edition. New York: Thomson Learning.
- Clarke, P. (2001). Teaching & learning: the culture of pedagogy. New York: Sage Publication
- Thomson, C.L., Holmberg, M.C., Baer, D.M., Hodges, W. L., and Moore, S.G. (1978). An Experimental Analysis of Some Procedures to Teach Priming and Reinforcement Skills to Preschool Teachers. *Monographs of the Society for Research in Child Development*. 43 (4),pp 1-86.
- Kress, J.S., Norris, J. A., Schoenholz, D. A., Elias, M.J., and Seigle, P. (Nov., 2004). Bringing Together Educational Standards and Social and Emotional Learning: Making the Case for Educators. *American Journal of Education*, 111 (1), pp 66-89
- Torkington, K. and Landers, C.(2012). Enhancing the Skills of Early Childhood Trainers: Rationale for experimental: *Volume 4 of Enhancing the Skills of Early Childhood Trainers* , Kate Torkington . The Hague: Bernard van Leer Foundation.
- Gestwicki.C & Cengage (2013).Home, School, and Community Relations, (2013), 8th Edition.
- Prakash,S., Begum,I & Rita (2014). Activity book on Disaster Management, National Institute of Disaster Management ,New Delhi.
- Parent Teacher Association Handbook: Unity of Home and School, Life with Love and Care, Committee on Home School Co operation. <http://www.chsc.hk/main.php>

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**CD2C06TM20: ADMINISTRATION AND MANAGEMENT OF EARLY
CHILDHOOD EDUCATION CENTRES**

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	15	2	1	1
2	15	2	1	1
3	15	2	2	1
4	15	2	2	1
5	12	2	2	

SEMESTER II

CD2C07TM20- RESEARCH METHODS AND STATISTICS II

Total Credits: 4

Total Lecture Hours: 72 hours

Course Outcome:

CO1: Compare and contrast the different sampling techniques in research methods.

CO2: Identify the best possible method to represent the data graphically.

CO3: Outline the different parts of dissertation.

CO4: Use normal distribution curve and central limit theorem in analysis of data.

CO5: Examine and compute the concept of Type I and Type II error.

Course Content:

Module 1: Sampling (12 hours)

Sampling - Population and Sample, Sampling techniques, Determination of size of sample, Merits and Limitations of sampling, Errors in sampling

Module 2: Organization of Data, Classification and Tabulation (12 hours)

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

Module 3: Parts of dissertation, Grants & Ethics in research (12 hours)

Report writing- dissertation and article, Plagiarism, IPR, Writing for grants ,ethics in research

Module 4: Concept of Probability and Random Variable (18 hours)

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 5: Sampling distributions and Analysis of Data (18 hours)

Sampling distributions, 't', 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). Analysis of Variance (concept only).

Related Experience

Application of computers in research

- Working with MS Word (formatting document and text, designing tables and graphs for research purpose)
- MS Excel – application/usage of electronic spread sheet, manipulation of cells, providing formulas for computation of various statistical functions - average, mean, median, mode, standard deviation, correlation.
- MS Power Point
- Introduction to SPSS or 'R' Features of SPSS for Windows, Operating Windows in SPSS, Basic steps in data analysis, data analysis (relationship between variables).

Learning resources:

References:

- Gupta, S. (2001). Research Methodology and statistical techniques. New Delhi: Deep and Deep Publishing house.
- Pagano, M. (2008). Principles of Biostatistics. Second edition. Brooks/Cole.
- Sarma, K.V.S. (2001). Statistical made simple: Do it yourself on PC. New Delhi: Prentice-hall Publishers.
- Best.J.W &, Kahn.J.V.(2017).Research in Education,(8th Edition), Boston: Ally and Bacon Publications.
- Walliman.N.(2011).Research Methods-The basics, Routledge,New York:Taylor and Francis Publications.
- Research Methodology(2014).Copyright @www.explorable.co

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CD2C07TM20: RESEARCH METHODS AND STATISTICS II

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	12	2	1	1
2	12	2	1	
3	12	2	2	1
4	18	2	2	1
5	18	2	2	1

SEMESTER II
CD2C08TM20- LEARNING DISABILITY

Total Credits: 3

Total Teaching hours: 54 hours

Course Outcome:

CO1: Identify learning disabled children

CO2: Assess learning disability in children and prepare an individualised education plan for children with LD

CO3: Undertake remedial classes and help the learning disabled children overcome their difficulties in learning.

Course Content:

Module 1: Overview of Learning Disability (8 hours)

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

Module 2: The ways of learning (10 hours)

How learning works. Eight systems of learning- Attention control, memory, language, motor, higher order thinking, social thinking, temporal and spatial , how to formulate a neurodevelopmental profile. Effect of lifestyles on learning styles. Learning styles (VARK).

Module 3: Formal assessment and identification of the student with learning disabilities (12 hours)

The multidisciplinary team process, Guidelines for assessment. Intelligence Quotient (IQ) (SPM, VSMS, Sequin form board, Bhatiya's battery of performance intelligence test), visual perception, auditory perception, memory. Academic assessment – Commonly used tests, classroom and playground observations, time-on-task assessment, language assessment, health assessment, behaviour assessment.

Module 4: Intervention for specific problems and designing IEPS (12 hours)

Intervention and teaching strategies for visual perceptual deficits, auditory processing deficits, spatial awareness deficits, conceptual deficits, memory deficits, students with poor work habits, intervention for other common LD classroom problems, students with poor social relationships, dyslexia, ADD/ADHD. What is IEP, step by step process of writing an IEP, incorporating BIPS into IEPS, Smart IEPS – goals and objectives, Plops.

Module 5: Accommodations and modifications to be made in classroom set ups and strategies for behaviour management (12 hours)

Strategy levels of adopting classroom assignment, accommodations and modifications needed in fine motor skills, penmanship, reading, writing, spelling and maths. Grading children in line with accommodations and modifications. Behavioural techniques and approaches using positive reinforcements and punishments, classic therapy techniques, metaphor therapy techniques, creative therapy techniques, NLP techniques and CBT. Classroom management strategies for teachers.

Related Experiences

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

Learning Resources:

References:

- Levine.M. (2002). A Mind at a Time. USA:Simon and Schuster Paperbacks.
- Pohlman,C., & Robinson.M. (2010). Schools for all kinds of minds. USA : Wiley publications.
- Mangal, S.K. (2009) Educating Exceptional Children: An Introduction to Special Education, Phi Learning.
- Rebecca B. Evers, Spencer.S.S. (2011). Planning effective instruction. New Jersey: Pearson Education.
- Ramaswamy.B.(2013). Learning Disability. New Delhi : Kanishka publishers.

- What Every Special Educators Must know: Ethics, Standards, and Guidelines for Special Educators, (2009) Council for Exceptional children.
- Accommodations, modifications and interventions –Jersey public schools.
- Pierangelo and Giuliani. (2014). Understanding, developing and writing effective IEPs. Corwin press.
- Calvin and Luker. Roadmap to success.
- IEP. (2004). Ontario :Ministry of Education.

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CD2C08TM20: LEARNING DISABILITY

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	8	2	1	1
2	10	2	1	
3	12	2	2	1
4	12	2	2	1
5	12	2	2	1

SEMESTER II
CD2C02PM20- LEARNING DISABILITY- INTERNSHIP
AND PRACTICAL

Total Credits: 4

Total Lecture Hours: 180 Hours

Course Outcome:

CO1: Assess children with learning disabilities

CO2 : Plan, implement and evaluate individualised early intervention programme for children with learning disability

CO3: Prepare different teaching strategies and adopt them for intervention

Course Content:

Module 1 (30 hours)

- Case study of children identified with learning disability.
- Solve given cases and give solutions for their problems. (Vignettes)

Module 2 (30 hours)

- Identify the learning styles of 20 children in different age group and make them aware of the strategies that will help them learn with interest.

Module 3 (48 hours)

- Identify children with Specific learning disabilities
- Prepare IEP and remedial strategies for children having problems with reading, spelling, mathematics, writing, comprehension. (Select any two and do for different age groups).

Module 4 (48 hours)

- Develop and display strategies/aids that will help in accommodations in the classroom for children having difficulty with (a) fine motor skills/penmanship (b) reading (c) spelling (d) maths

Module 5 (24 hours)

- Develop a material for sensitizing the public on learning disabilities (or) Conduct an awareness programme for teachers on strategies that can be used to teach in accordance with the learning styles adopting the accommodations and modifications.

Learning Resources:

References:

- Guerin.G.& Male.M.(2006).Addressing Learning Disabilities and Difficulties: How to Reach and Teach Every Student. Texas:Sage Publications.
- Bender.W.(2007). Differentiating Instruction for Students with Learning Disabilities: Best Teaching Practices for General and Special Educators,Second edition .London: Corwin Publishers.
- Carpenter. B., Egerton Jo, Cockbil .B, Bloom. T & Thistlethwaite.(2009).Engaging Learners with Complex Learning Difficulties and Disabilities: a Resource Book for Teachers and Teaching Assistants,4th Edition. New Zealand:Rochward Publication.

SEMESTER III

SEMESTER III

CD3C09TM20- CHILD RIGHTS AND WELFARE

Total Credits: 4

Total Lecture Hours: 72 hours

Course Outcome:

CO1: List the rights of children and correlate the current status of girl children in India.

CO2: Examine the legislations pertaining to children and state the current issues concerning child rights.

CO3: Learn to correlate child sex ratio and gender issues

CO4: Explore the existing issues and problems faced by slum children, children of migrant workers and other children belonging to the lower sections of our country

CO5: Develop an understanding about schemes, benefits and development programme at national and state level and judge its present mode of working.

Course Content:

Module 1: Rights of Children (15 hours)

Basic rights of children : right to survival, right to protection, right to development, right to participate, UNCRC, Organisations working under The Ministry of Women and Child Development : NIPCCD, NCW, NCPCR, CARA, CSWB, RMK.

Module 2: Current status and problems faced by children in India (15 hours)

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

Module 3: Legislation pertaining to children (15 hours)

Child Labour (Prohibition and Regulation) Act 1986; The Pre-conception and Prenatal Diagnostic Technique (Prohibition of Sex Selection) Act, 1994; Juvenile Justice (Care and Protection of Children) Act, 2000; Prohibition of Child Marriage Act, 2006; Commission for the Protection of Child Rights Act, 2005; HAMA 1956; Persons with Disabilities (Equal Protection of Rights and Full Participation) Act 2000,

POCSO (2012), RTE (2009), Policies for children, National Plan of Action for Children, 2005

Module 4: Government schemes and programmes for protection, welfare and development of children and adolescents (15 hours)

Integrated Child Developmental Scheme (ICDS); Integrated Programme for Street Children; Integrated Child Protection Scheme (ICPS); Beti Bachao Beti Padhao; Sukanya Samridhi Account; Mission Indradhanush; Child India Foundation (CIF); Mid Day Meal; Sarva Siksha Abhiyan; Rajiv Gandhi National Crèche Scheme for Children of Working mother, Scheme for Adolescent Girls (SAG), POSHAN

Module 5: Process of rehabilitation and social reintegration (12 hours)

Adoption, foster care, sponsorship , Redressal mechanisms – (Police, vanitha cell, child line, human rights commission, child rights commission). Role of NGOs-Non Government Organisation

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.

Learning Resources:

References:

- Sanghere, G.S. (2016). Child Labour in India: Globalisation , Power and Politics of International Children's Rights, Oxford University Press.
- Das, D. (2011). Child Labour in India: Rights, Welfare and Protection, Balaji World of Books
- Bajpai, A. (2003). Child Rights in India: Law, Policy and Practices. New Delhi: Oxford University Press.
- Sarada, D.& Rajani, N.(2009). Child Rights and Young lives. New Delhi : Discovery Publishing house pvt ltd
- Childrens rights india.org
- <http://wcd.nic.in/wgchilprotection.pdf>

- Implementation Handbook for the Convention on the Rights of the child. Fully Revised 3rd by UNC fund.

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CD3C09TM20- CHILD RIGHTS AND WELFARE

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	15	2	1	1
2	15	2	2	1
3	15	2	2	1
4	15	2	2	1
5	12	2	1	

SEMESTER III

CD3C10TM20- BRAIN DEVELOPMENT AND STIMULATION IN EARLY YEARS

Total credits: 4

Total teaching hours: 72 hours

Course Outcome:

CO1: Differentiate between normal and abnormal milestones

CO2: Equipped to educate the community on the causes of developmental delay and its repercussions

CO3: Assess developmental delays in children using standardised tools

CO4: Develop materials that can be used at home for early stimulation

CO5: Spread awareness to the community on the importance and techniques of early intervention

Course content:

Module 1: Neurobiology (15 hours)

Anatomy and physiology of the brain and nervous system (stages of development of brain, its structure and functions – laterality, plasticity, pruning), structure and functions of nervous system – (synapsis and transmission). Functioning of the brain – laterality and plasticity. Neurofunctional indicators of early brain insults – epilepsy, level of activity, sleep disturbances. Motor development and sensory perceptual development. Conditions and substances that affect the developing brain (Infectious diseases, stress and the developing brain, neural tube defects).

Module 2: Developmental Delays - Assessment, intervention and evaluation (15 hours)

Definition and causes for developmental delays. Knowledge of milestones of development. Introduction to assessment tools used in early intervention and screening for developmental delays and Autism – TDSC, DASII, DOC, Denver, CDC grading for major motor milestones, MCHAT, Autism screening tool, Language Evaluation Scale Trivandrum (LEST), Bayley's scale, assessment of vision and hearing in early infancy, other informal and formal tools and instruments. Development and implementation of Individualised Early Intervention Programme (IEP), setting therapy goals.

Module 3: Therapeutics and Early Intervention (14 hours)

Early Intervention - Definition, need and importance of early intervention. Sensory integration, occupational therapy, speech, language and communication, special education. Organisation of early intervention services in the community.

Module 4: Early Developmental Stimulation (14 hours)

Early stimulation – meaning, definition and importance. Role of parents in early stimulation. Who needs early stimulation. Early stimulation programme upto 15 months. Massaging techniques, materials used for early stimulation.

Module 5: Early Intervention for Developmental Delays (14 hours)

Definition of early intervention. Techniques of intervention for head control, rolling, creeping, sitting, standing and walking, development of hand functions. Stimulation techniques for vision, hearing, speech and communication and attention. Age appropriate toys and their role in intervention.

Related experiences

1. Visit to early intervention centres
2. Document case studies of children with developmental delay.
3. Learn about assessment techniques – attention and concentration, neuro psychological test battery.
4. Preparation of low cost stimulation materials for holistic development of infants.

Learning Resources:

References:

- Smith, (2000). Occupational therapy for children and adolescents. <https://ecu.on.worldcat.org/oclc/921182773>
- Meisels and Shonkoff. Handbook of early childhood intervention. <http://catdir.loc.gov/catdir/samples/cam032/99025362.pdf>
- Playing for their lives. <https://www.freepsychotherapybooks.org/ebook/playing-for-their-liveshelping-troubled-children-through-play-therapy/>
- Moustakas. Existential Child Therapy. <https://www.freepsychotherapybooks.org/ebook/existential-child-therapy/>

- Koscinski. The parents guide to occupational therapy for autism and other special needs. <https://parent-s-guide-occupational-therapy-autism-other-special-needs>
- Yudkovitz. Communication therapy. <https://www.freepsychotherapybooks.org/ebook/communication-therapy/>
- Clifford O'Brien. Introduction to occupational therapy. <https://ecu.on.worldcat.org/oclc/957634466>
- Smith, Allen, Pratt. Occupational therapy for children. external-identifier:"urn:acs6:occupationalther00case:pdf:33fa61bd-6d8c-4e9e-a081-4f345491cf52"
- Mc-Cauley, Fey, Gillam. Treatment of language disorders in children. <http://archive.brookespublishing.com/documents/treatment-of-language-disorders-in-children-second-edition-introduction.pdf>
- Anthony. Child therapy techniques. <https://www.freepsychotherapybooks.org/ebook/child-therapy-techniques/>
- Visual stimulation activities for infants and toddlers by NIMH.
- Early intervention – a service model by NIMH
- Shelden, Rush. The early intervention teaming handbook.
- <https://www.naeyc.org/resources/pubs/books>
- Naeyc
- <https://www.alleducationschools.com/>
- <https://www.alleducationschools.com/>
- Illinois early intervention clearing house.
- <https://www3.gallaudet.edu/clerc-center/info-to-go/early-intervention.html>
- Resources Especially for Child Care Providers and Preschools
- <https://www.parentcenterhub.org/childcare/>
- <https://www.asha.org/PRPSpecificTopic.aspx?folderid=8589943999§ion=Resources>
- <https://www.samadhanindia.org/programmes/early-intervention.html>

- <https://www.mncindia.org/upanayan.html>
- Rashtriya Bal Swasthya Karyakram Child Health Screening and Early Intervention Services under NHM Ministry of Health & Family Welfare Government of India
- http://www.nhmmp.gov.in/WebContent/RBSK/01-08-16/OG_DEIC.pdf

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CD3C10TM20: BRAIN DEVELOPMENT AND STIMULATION IN EARLY YEARS

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	15	2	2	1
2	15	2	2	1
3	14	2	1	1
4	14	2	1	1
5	14	2	2	

SEMESTER III

CD3C11TM20- INCLUSIVE EDUCATION I

Total Credits: 4

Teaching hours: 72 hours

Course outcome:

CO1: Help the disabled by making them aware of the existing assistive technology and its availability and use

CO2: Identify children with impairments in vision, hearing and speech delays.

CO3: Assess children with difficulties in vision and speech and teach them adopting appropriate teaching methods, aids and strategies.

Course Content:

Module 1: Concept of Exceptional Children and Special Education (12 hours)

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

Module 2: Children with Intellectual disability (15 hours)

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

Module 3: Visually Challenged Children (15 hours)

Definition, Basic anatomy and functioning of the eye, Classification of visual impairment, Education of visually impaired – Assessment, Teaching strategies. Attitude of parents, teachers and peers towards visually impaired. Attitude modification and role of teachers in developing positive attitude.

Module 4: Children with Speech, Language and Communication Disorders (15 hours)

Definition and description of speech sounds and phonetics, assessment of voice and language – standardized language test, Indian test. Description and classification of speech disorders, correction of disorders, models of speech teaching (developmental

and correctional), speech correction – uni sensory and multisensory approach, electronic, visual and tactile aids. Classroom assessment techniques -

Module 5: Children with Hearing Impairments (15 hours)

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

Related Experiences

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

Learning Resources:

References

- Hallahan, D.P.& Kauffman, J.M. (1998) *Exceptional Children.*, New Jersey: Prentice Hall.
- Heward, W. L.(1992).*Exceptional Children: An Introductory Survey of Special Education*, New York :McGraw Hill Companies.
- Heward,W.(2009). *Exceptional Children: An Introduction to Special Education (Book Alone): International Edition.* Pearson Education, Limited
- Panda, K.C. (1997). *Education of Exceptional children.* New Delhi: Vikas Publishing Company.
- *What Every Special Educators Must know: Ethics, Standards, and Guidelines for Special Educators*, (2009) Council for Exceptional children

- Mangal, S.K. (2009). Educating Exceptional Children: An Introduction to Special Education, Phi Learning.
- Singh, B. (2005). Modern Teaching of Exceptional Children, Agra: Anmol Publishers.
- Cynthia, S. M. (2005). Understanding Special Education: A Helpful Handbook For Classroom Teachers [Paperback] Scholastic Inc.
- Diane, S. (2005). Including Children With Special Needs: A Handbook For Educators And Parents, USA: Greenwood publishers.

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CD3C11TM20: INCLUSIVE EDUCATION I

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	12	2	1	1
2	15	2	2	
3	15	2	2	1
4	15	2	2	1
5	15	2	1	1

SEMESTER III

CD3C12TM20- MENTAL HEALTH

Total Credits: 3

Total Lecture Hours: 54 hours

Course Outcome:

CO1: Describe the concept and significance of mental health of children and adolescents and its relevance in the present scenario.

CO2: Discuss the status of mental health of children and adolescents in India

CO3: List the programmes developed by governmental and non-governmental agencies to promote mental health in children.

CO4: Critically evaluate the risk factors to mental health of children during infancy, toddlerhood, early childhood, middle childhood and adolescence.

CO5: Examine the contribution of attachment and bonding in early years for promoting mental health.

CO6: Identify the mental health needs at different stages of development and plan strategies to promote.

CO7: Plan and construct activities to promote emotional literacy and coping skills in children and adolescents.

Course Content:

Module 1: Introduction (10 hours)

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

Module 2: Risk factors to Mental health (14 hours)

Child risk factors: Prematurity, pre natal teratogens, Chronic/serious illness, Temperament, Low intelligence, learning disabilities, developmental delays, Childhood trauma. *Parental/Family Risk factors:* Insecure attachment, Single parenthood, Harsh parenting/maltreatment, Family disorganization, Domestic violence, Crisis in the family, Parental psychopathology, Parental substance abuse. *Social/Environmental risk factors:* Poverty, Parental unemployment, Frequent change of residence and schools, exposure to environmental toxins, community violence, exposure to media violence.

Module 3: Mental health needs of children (10 hours)

Attachment and bonding as a key to mental health. Mental health needs - safety, security, relationships, autonomy and self-esteem, recognition, appreciation, friendship and industry.

Module 4: Mental health issues during adolescence (10 hours)

Anxiety disorders, Mood disorders, Suicide, Substance abuse, Academic pressure Peer pressure, Internet and Social media addiction, Eating disorder, bullying, sexual abuse, Issues related to sexual orientation-Gay, Lesbian and Gender Identity.

Module 5: Promoting Mental Health (10 hours)

Role of school and family/parenting in ensuring mental health. Need for providing guidance to children, parents, teachers etc. Promoting mental health literacy and coping skills. Stress Management techniques.

Related experiences

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

Learning Resources:

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.
- Davies, Douglas, (2011). *Child Development: A Practitioners's Guide* (3rd edition) New York, Guilford Press.

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

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CD3C12TM20: MENTAL HEALTH

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	10	2	1	1
2	14	2	3	
3	10	2	2	1
4	10	2	1	1
5	10	2	1	1

SEMESTER III

CD3C03PM20- INFANT STIMULATION AND SPECIAL EDUCATION- INTERNSHIP AND PRACTICAL

Total Credits: 4

Total Lecture Hours: 180 hours

Course Outcome:

CO1: Assess children for developmental delays

CO2 : Plan, implement and evaluate individualised early intervention programme for children with developmental delay

CO3: Teach differently abled children in schools

Course Content:

Module 1 (30 hours)

- Visit centres/hospitals/clinics providing early intervention services to children with developmental delay/autism and document two cases. Observe and report the intervention services offered (occupational therapy, speech and language therapy, special education and sensory integration) and the materials used for intervention in speech and communication, daily living skills, vision and hearing, sensory integration. Make a note of the assessment tests/techniques used to detect developmental delays in children.

Module 2 (36 hours)

- Development of play material to help provide early stimulation to normal/children with developmental delay using recyclable and reusable material.

Module 3 (36 hours)

- Plan an Individualised Early Intervention Programme for a child detected with autism/delayed speech and communication/visual impairment/delayed milestones. Prepare suitable materials that can be used for providing intervention.

Module 4 (48 hours)

- Field placement – Two weeks teaching experience in a school catering to children with special needs (blind, deaf, orthopaedic impairments).

Module 5 (30 hours)

- Conduct an awareness programme in a rural area on brain development/early stimulation and early detection and intervention of at risk babies/prevention of disabilities in children (or) conduct sports day or any event for children with special needs.

Learning Resources:

References:

- Sasse.M. (2010).Active Baby, Healthy Brain: 135 Fun Exercises and Activities to Maximize Your Child's Brain Development from Birth Through Age 5 ½. London: Experiment Publishers.
- Polin.R.A.,& Yoder.M.C.(2012).Workbook in Practical Neonatology E-Book Kindle Edition, 6TH Edition.London: Elsevier Publication.
- Lowdermil. D.L.(2014).Maternity and Women's Health Care E-Book Kindle Edition , 12th Edition, New York: Mosby Publications.

SEMESTER IV

ELECTIVE COURSES

SEMESTER IV

CD4E01TM20- GUIDANCE AND COUNSELLING

Total Credits: 4

Total Lecture Hours: 90 hours

Course Outcome:

CO1: Describe the meaning, principles and goals of counselling

CO2: Outline the scope of counselling for children with reference to Indian scenario.

CO3: Compare and contrast the different theoretical approaches to counselling.

CO4: Examine the innovative approaches to counselling, focusing on the approaches to be followed for child and adolescent counselling.

CO5: Describe various tests on intelligence, personality, and aptitude for children.

CO6: Make recommendations to various stakeholders involved in child and adolescent care on the need for guidance and counselling.

Course Content:

Module 1: Fundamentals of Counselling (15 hours)

Definition and meaning of Counselling, Goals of Counselling, Principles of Counselling. Scope of Counselling with special reference to the Indian scenario. The counselling Process: Stages, Variables affecting the counselling process, Qualities and skills of a Counsellor-communication skills, Counsellee features. Types of Counselling: Crisis, Facilitative, Preventive, and Developmental.

Module 2: Theories/Approaches to Counselling and Therapy (25 hours)

Psychoanalytic Approach: Freud's psychoanalysis; Humanistic Approach: Client-Centered Therapy, Carl Roger's Non-directive therapy; Behavioural Approach: Systematic desensitization, Aversive Conditioning, Behaviour modification. Cognitive Approach: Behaviour therapy (CBT); Transactional Analysis; Online counselling.

Module 3: Counselling in different settings (15 hours)

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

Module 4: Special and Innovative approaches with children (15 hours):

Talk therapy, Play therapy, Music therapy, Dance Therapy, Drama therapy, Art therapy, Bibliotherapy, Horticultural therapy, Yoga, meditation

Module 5: Psychological testing (20 hours)

Tests for Intelligence: Binet-Stanford Test, Wechsler Intelligence Scale for Children, Raven's Progressive Matrices, Tests for aptitude; Personality tests: 16 PF, Big Five personality inventory; Projective Tests: Children's Apperception test, Draw a man test, Sentence Completion Test;

Related Experiences

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

Learning Resources:

References:

- Soundararajan, R. (2012). *Counseling: Theory, Skills and Practice*. New Delhi: Tata McGraw Hill.
- Rao, N S, & Sahajpal, P .(2013) *Counselling and Guidance*, New Delhi: Tata McGraw Hill.
- Dave, L. (1991). *The Basic Essentials of Counselling*, Sterling Publishers Pvt ltd
- Hough, M.(2010).*Counselling Skills and Theory (3rded)*, UK:MPG Books, Cornwall.
- Jacobs,M.(2010).*Psychodynamic Counselling in Action (4thed)* New Delhi:Sage publications.
- McLeod, J. (2003). *An Introduction to Counselling (3rded)* Open University press, Berkshire : McGraw Hill Publishers.

- Mearns & Thorne (2007). Person-Centered Counselling in Action (3rded), New Delhi : Sage publications.
- Rao, S.N. (1991). Counselling and Guidance, New Delhi: Tata McGraw Hill Publishers.
- Rogers, C.(2003). Client-Centered Therapy: Its Current Practice, Implications and theory, London: Constable publishers.
- Shankar, L.(1993). Guidance: Educational, Vocational, Personal and Social, Enkay Pub Ltd
- Singh ,R.(1994). Educational and Vocational Guidance, New Delhi: Common Wealth Publishing House.
- Trower,P.,Jones,J.Dryden,W.&Casey,(2011).Cognitive Behavioural Counselling in Action (2nded), New Delhi : Sage publications.
- Soundararajan, R. (2012). Counselling Theory, Skills and Practice. Tata McGraw Hill Education pvt ltd.

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CD4E01TM20: GUIDANCE AND COUNSELLING

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	15	2	1	1
2	25	2	2	1
3	15	2	1	1
4	15	2	2	
5	20	2	2	1

SEMESTER IV

CD4E02TM20- INCLUSIVE EDUCATION II

Total Credits: 4

Teaching hours: 90 hours

Course outcome:

CO1: Identify the gifted and creative children and engage them in a better manner

CO2: Trace children with social and emotional problems and channelize them in a positive way as early as possible

CO3: Enlighten the disabled on the different provisions/concessions available in the government and help them accordingly.

Course Content:

Module 1: Laws, legislations and concessions for the disabled (18 hours)

Definition, Classification, Special needs and Rights of the disabled. Definition, Objectives, Types, Role of National Institutes and the Rehabilitation Council of India. Government policies, Acts and Schemes such as NPE 1986, POA 1992, RCI Act 1992, IEDC Scheme 1992, PD Act 2019, National Trust Act, 1999. Use of technology and assistive devices in Special education and Rehabilitation. Recent trends in special education – Integrated education, inclusive education.

Module 2: Multiple disabilities (18 hours)

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

Module 3: Gifted and Creative Children (18 hours)

Gifted and creative children - Definition, causes, classification, characteristics, prevalence, identification, screening, assessment, need for early intervention and rehabilitation, educational practices and approaches. Importance of functional skills – daily living, self-help, and social skills.

Module 4: Socially Maladjusted children and Emotionally Disturbed Children (18 hours)

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

Module 5: Children with Orthopaedic impairments (18 hours)

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

Related Experiences

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

Learning Resources:

References

- Hallahan, D.P. and Kauffman, J.M. (1998). *Exceptional Children.*, Prentice Hall, New Jersey.
- Heward, W. L. (1992). *Exceptional Children: An Introductory Survey of Special Education*, New York : McGraw Hill Companies.
- Heward, W. (2009). *Exceptional Children: An Introduction to Special Education (Book Alone): International Edition.* Pearson Education, Limited
- Panda, K.C. (1997). *Education of Exceptional children.* New Delhi: Vikas Publishing.
- *What Every Special Educators Must know: Ethics, Standards, and Guidelines for Special Educators*, (2009) Council for Exceptional children

- Mangal, S.K. (2009) Educating Exceptional Children: An Introduction to Special Education, New Delhi: Phi Learning Publishers.
- Singh, B. (2005). Modern Teaching of Exceptional Children, Agra: Anmol Publishers
- Cynthia,S. M. (2005), Understanding Special Education: A Helpful Handbook For Classroom Teachers [Paperback] Scholastic Inc
- Diane,S. (2005). Including Children With Special Needs: A Handbook For Educators And Parents, USA: Greenwood publishers.

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CD4E02TM20: INCLUSIVE EDUCATION II

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	18	2	1	1
2	18	2	2	
3	18	2	1	1
4	18	2	2	1
5	18	2	2	1

SEMESTER IV

CD4E03TM20- DEVELOPMENT OF THE SELF

Total Credits: 3

Total Lecture Hours: 90 hours

Course Outcome:

CO1: Use the understanding of the central concepts gained in defining self and identity, reflect critically on factors that shape the understanding of self, build an understanding about themselves, i.e. the development of self as a person as well as a teacher.

CO2: Reflect on one's experiences, aspirations and efforts towards becoming a humane individual and teacher.

CO3: Develop effective communication skills including the ability to listen, observe and implement in internships.

CO4: Build resilience within themselves to deal with conflicts at different levels and learn to draw upon collective strengths to live in harmony with one's surroundings

CO5: Implement the knowledge about the importance of emotional intelligence in an individual's lives in classroom teaching and work environment.

Course Content:

Module 1: Self Understanding and Understanding others (15 hours)

Self Understanding: Meaning Developmental Changes during infancy, early, middle and late childhood, adolescence.

Understanding of others: Social Cognition during infancy, early, middle and late childhood, adolescence.

Self esteem and self concept: assessment, developmental changes, variations in self esteem, Impact of positive self concept, Revisiting one's childhood experiences

Identity: Developmental changes, Social context, Maslov's Hierarchy of needs.

Module 2: Individual and the context in the development of self (15 hours)

Influence of family-domain specific socialisation, adapting parenting to developmental changes in children, parenting styles and discipline, parent-adolescent relationship, sibling relationship and the changing family

Influence of Peer- Peer relationship, peer statuses, friendship functions in childhood and adolescence.

Influence of Mass media, Religion and school

Module 3: Gender Identity and the self (15 hours)

Biological, social, cognitive influence on the developmental of the self, gender stereotyping –similarities and differences, Gender role classification and transcendence

Module 4: Emotional Intelligence (15 hours)

Overview of Emotional Intelligence; Theories of multiple intelligence-why emotional intelligence matters in workplace; Models of emotional intelligence- Solvey & Mayer, Daniel Goleman-emotional intelligence competencies

Module 5: Religion and Spirituality in the development of the self (12 hours)

Role of religion and Influence of school on adolescent; Role of teacher in the development of self among students

Related Experiences:

1. Viewing and analyzing film(s) Objectives
2. Viewing films with social and educational content
3. Sharing different points of view on a film Suggested workshop themes o Purposive film viewing
4. Ways of analyzing themes
5. Detailed observation of a key scene and discussion
6. Ways of seeing situations in the film

Learning Resources:

References:

- Santrock, J.W. (2011). *Child Development*, New York: Mc Graw Hill Publishing.
- Goleman, D. (1995). *Emotional intelligence: why it can matter more than IQ*. New York: Bantam Books.
- Bhatt, H. (2017). *The diary of a school teacher*. An Azim Premji University Publication. Retrieved from www.arvindguptatoys.com/arvindgupta/diary-school-teachereng.pdf
- Bhattacharjee, D.K (ed). (2010). *Psychology and Education – Indian Perspectives*, NCERT, New Delhi
- Dalal, A.S. (ed) (2001). *A Greater Psychology – An Introduction to the Psychological thoughts of Sri Aurobindo*. Puducherry, Sri Aurobindo Ashram
- Delors, J. (1996). *Learning the Treasure within –Twenty First Century Education*. UNESCO Education Commission Report.

- Goel, D.R. (2005). Quality Concerns in Education. Centre for advanced study in Education-M. S. University of Baroda □ Gulati, S., and Pant, D. (2012). Education for Values in Schools – A Framework. New Delhi : NCERT,
- Krishnamurti, J. (1998). On Self- knowledge. Chennai, Krishnamurti Foundation India.
- Krishnamurti, J. (2000). Education and Significance of Life. Chennai: Krishnamurti Foundation India.
- Mukunda, K.V. (2009). What did you ask at school today? A handbook of child learning. London: Harper Collins Publishing House.
- Olson, D.R, & Bruner, J.S. (1996). Folk Psychology and folk pedagogy. In D.R. Olson & N. Torrence (Eds.), The Handbook of Education and Human Development (pp. 9 -27), Blackwell Publishers.
- Pant, D. & Gulati, S. (2010). Ways To Peace – A Resource Book for Teachers. NCERT, New Delhi
- Venkateshamurthy, C. G., & Rao, A.V.G (2005). Life Skills Education Training

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CD4E03TM20: DEVELOPMENT OF THE SELF

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	15	2	1	1
2	15	2	1	
3	15	2	2	1
4	15	2	2	1
5	12	2	2	1

SEMESTER IV

CD4C04PM20- GUIDANCE AND COUNSELLING –

INTERNSHIP AND PRACTICAL

Total Credits: 4

Total Lecture Hours: 180 hours

Course Content:

CO1: Analyze the emotional problems confronting children and adults.

CO2: Develop the skills of the students in offering guidance and counselling for children and parents/ adults

CO3: Build skills in organizing programmes related to preventive / facilitative / developmental counselling

CO4: Develop knowledge on preparing a case study of a child

Course Content:

Module 1 (32 hours)

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

Module 2 (38 hours)

- Use any one of the following for psychological testing and make a report: personality test/ Self Concept Inventory/ Self Esteem Inventory/ Emotional Maturity Scale/ Mental Health Scale/ Decision Making Scale

Module 3 (42 hours)

- Internship – two weeks Participation in a counselling centre and observe the counselling process / participate in the activities of a Child guidance clinic/ Remedial centre or Resource centre and report

Module 4: (32 hours)

- Organizing an educational programme related to preventive / facilitative / developmental counselling for the community and report

Module 5: (36 hours)

- Interview adolescents/ college students/ housewives/mothers using a standardized questionnaire and report. **(OR)**
- Prepare a proforma and undertake a case study of a child in a child guidance centre.

Learning Resources:

References:

- McLeod.J.(2011).Counselling Skills: A Practical Guide for Counsellors and Helping 2ND edition. New York: National University Press.
- Evans.J.(2009).Online Counselling and Guidance Skills: A Practical Resource for Trainees and Practitioners.. London: Sage Publications.
- Sundaram.G.(2007).Principles And Practice Of Guidance And Counselling..London: Pointer Publishers.

SEMESTER IV

CD4E01TM20- GIFTED AND CREATIVE CHILDREN

Total Credits: 4

Total Lecture Hours: 90 hours

Course Outcome:

CO1: Use the knowledge of the concept of gifted children and creative thinking in classroom.

CO2: Effectively implement the role of parents and teachers in educating gifted children and enhancing creativity in classroom teaching.

CO3: Use the knowledge gained about the characteristics of gifted and creative thinking to identify them.

Course Content:

Module1: Gifted and Creative Children (15 hours)

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

Module 2: Creativity (20 hours)

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

Module 3: Enhancing Creativity (25 hours)

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

Module 4: Assessment of Giftedness and Creativity (15 hours)

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

Module 5: Educational Provision of gifted (15 hours)

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

Related Experiences

1. Test of creativity: Torrance test of creative thinking, Baquer mehdi's Indian Adaptation.
2. Use of brain storming techniques for problem solving.
3. Use of Parne's 5 stage method of creative problem solving.

4. In 6-10 seasons develop a plot of a story with active participation of children and dramatise it with them as role-players.
5. Use of consensual assessment technique to rate the creative work of children and adults.
6. Discuss the theories of multiple intelligence and make the studentsexamine the type of intelligence they are good at.

Learning Resources:

References:

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

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CD4E01TM20: GIFTED AND CREATIVE CHILDREN

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	15	2	1	1
2	20	2	2	1
3	25	2	2	1
4	15	2	1	1
5	15	2	2	

SEMESTER IV

CD4E02TM20- GERONTOLOGY AND CARE OF THE ELDERLY

Total Credits: 4

Total Lecture Hours: 90hours

Course Outcome:

CO1: List the issues facing the elderly in India

CO2: Use the knowledge of the theoretical frame work of ageing in research work.

CO3: To impart necessary skills for making effective interventions for care of elderly.

Course Content:

Module1: Introduction (15 hours)

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

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

(20 hours)

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

Module 3: Dementia and related disorders in Elderly (15 hours)

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

Module 4: Families and Living Arrangements of elderly with special reference to India (15 hours)

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

Module 5: Governmental and Nongovernmental support for elderly in India (25 hours)

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

Status of women in different stages and their rights.

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

Related Experiences

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

Learning Resources:

References

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

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CD4E02TM20: GERONTOLOGY AND CARE OF THE ELDERLY

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	15	2	1	1
2	20	2	1	
3	15	2	2	1
4	15	2	2	1
5	25	2	2	1

SEMESTER IV

CD4E03TM20- PUBLIC HEALTH NUTRITION

Total Credits: 3

Total Lecture Hours: 90 hours

Course Outcome:

CO1: 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.

CO2: Learn the causes/determinants and consequences of nutritional problems in society.

CO3: Familiarise with various approaches to nutrition and health interventions programmes and policies

Course Content:

Module 1: Nutrition Situation in India and Principles of epidemiology (20 hours)

Hunger in India, India state Hunger Index(ISHI),Food and Nutrition security, production and availability of foods in India, consumption pattern, trends in nutrient intake and nutritional status Introduction to epidemiology, aims, classifying epidemiological study methods, nutrition epidemiology and public health nutrition.

Module 2: Assessment of nutritional status in community setting (20 hours)

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

Module 3: Epidemiology of Nutritional disorders (25 hours)

Prevalence, Aetiology, Consequences and treatment of-PEM-Clinical syndromes, prevention of malnutrition, managing PEM Vitamin A Deficiency-Consequences, epidemiology, aetiological factors, intervention strategies for preventing Vitamin A deficiency disorders (VADD) Iron Deficiency Anaemia-Epidemiology, Prevalence, aetiological consequences, approaches for prevention and control of anaemia, National Nutritional Anaemia Control Programme.

Iodine Deficiency Disorders-Epidemiology, aetiological factors, consequences of IDD, IDD as a public health problem, elimination of IDD-An International

focus, National Iodine Deficiency Disorders Control Programme Of India Zinc Deficiency-Epidemiology, public health significance, clinical manifestations of zinc deficiency, Zinc supplementation in pregnancy, Fluorosis

Nutrition related non communicable chronic disorders

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

Organisations and Programmes in the field of nutrition monitoring and Interventions

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

Module 4: Nutrition Education (15 hours)

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

Module 5: Food Fortification (10 hours)

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

Related Experiences

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

Learning Resources:

References:

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

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CD4E03TM20: PUBLIC HEALTH NUTRITION

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	20	2	1	1
2	20	2	2	1
3	25	2	2	1
4	15	2	2	1
5	10	2	1	

SEMESTER IV

CD4E01TM20- ENTREPRENEURSHIP DEVELOPMENT

Total Credits: 4

Total Lecture Hours: 90 hours

Course Outcome:

CO1: Develop an understanding about setting up of enterprise.

CO2: Use the knowledge about enterprise in entrepreneurial ventures.

CO3: Compare the various infrastructures for employment and its income generation.

CO4: Prepare project proposals for startup enterprises.

Course Content:

Module 1: Introduction - Entrepreneurship (20 hours)

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

Module 2: Entrepreneurial Development Programme (20 hours)

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

Module 3: Enterprise Establishment (15 hours)

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

Module 4: Finance (20 hours)

Concept of the need for book keeping and accounting, Maintenance of essential account records, Money: handling and resourcing working capital, Costing and pricing, Profit and loss calculation , Auditing and preparation of balance sheets, Store: Purchasing, managing stores, and organizing production. Personnel: Organizing workers for better performance: Basic principles and techniques.

Module 5: Marketing (15 hours)

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

Related Experience:

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

Learning Resources:

References:

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

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CD4E01TM20: ENTREPRENEURSHIP DEVELOPMENT

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	20	2	1	1
2	20	2	1	1
3	15	2	2	1
4	20	2	2	1
5	15	2	2	

SEMESTER IV

CD4E02TM20- WOMEN'S STUDIES

Total Credits: 4

Total Lecture Hours: 90 hours

Course Outcome:

CO1: Compare and contrast the status of women in India before and after independence

CO2: List issues and problems faced by women and measures taken by government to address it.

CO3: Create opportunities for students to work for the betterment of women.

Course Content:

Module 1: Introduction (20 hours)

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

Module 2: Special Issues and Problems (20 hours)

Infanticide, Foeticide, Dowry, Domestic violence, Sexual harassment and abuse, Child Marriage, Portrayal of women in mass media. Women in distress: single, widowed, and divorced women, unmarried mothers. Maternal and reproductive health issues

Module 3: Women in workforce (20 hours)

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

Module 4: Women and Law (15 hours)

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

Module 5: Developmental Programmes for Women (15 hours)

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

Related Experiences

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

Learning Resources:

References:

- Ashok S. Kolaskaer & Motilal Dash (2012). Women and Society; The road to change; Oxford University press.
- Gupta, C. (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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CD4E02TM20: WOMEN'S STUDIES

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	20	2	1	1
2	20	2	2	1
3	20	2	2	1
4	15	2	1	1
5	15	2	2	

SEMESTER IV

CD4E03TM20- GENDER ISSUES IN HUMAN DEVELOPMENT AND FAMILY RELATIONS

Total Credits: 3

Total Lecture Hours: 90 hours

Course Outcome:

CO1: To create an awareness among the students about the status of women in India.

CO2: To familiarize with the issues and problems of women.

CO3: To motivate students to work for the betterment of women.

Course Content:

Module 1: Introduction (20 hours)

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

Module 2: Special Issues and Problems (15 hours)

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

Module 3: Women in workforce (20 hours)

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

Module 4: Women and Law (20 hours)

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

Module 5: Developmental Programmes for Women (15 hours)

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

Related Experiences

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

Learning Resources:

References

- Ashok S. Kolaskaer & Motilal Dash (2012), Women and Society; The road to change; Oxford University press.
- Gupta.C. (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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CD4E03TM20: GENDER ISSUES IN HUMAN DEVELOPMENT AND FAMILY RELATIONS

Module	Hours	Part A 8/10 1 weightage	Part B 6/8 2 weightage	Part C 2/4 5 weightage
1	20	2	2	1
2	15	2	1	
3	20	2	2	1
4	20	2	2	1
5	15	2	1	1

