

BABASAHIB BHIMRAO AMBEDKAR UNIVERSITY
SCHOOL OF HOME SCIENCES
Department of Human Development and Family Studies

SEMISTER – I

MHD 101: PRINCIPLES OF HUMAN DEVELOPMENT AND FAMILY STUDIES

Unit I

Parenthood and Parenting: Meaning and responsibilities of parenthood, adjustments during parenthood, factors to be considered while making decisions about parenthood.

Meaning and concepts of parenting skills, tasks of parenting, determinants of parenting behaviour, characteristics of parenting roles – mothering and fathering , parenting styles and disciplinary methods.

Unit II

Early childhood Care and Developments: Growth and developments during early childhood years: physical, and Motor, Emotional, Social, personal and Intellectual developments. Care during neonatal, infancy, babyhood and preschool period -handling, feeding, bathing, dressing, sleeping and, toilet training. Health care and Immunization.

Unit III

Early Childhood Education: Definition, types of early childhood care and education, personal qualities and responsibilities of child care provider. Factors to be considered by the parents to select appropriate child care centers/pre-schools. Importance of parent-teacher interactions and parent education.

Unit IV

Problems during Early Childhood: Common Illness And Ailments – fever , cold ,chicken pox, measles, mumps, rubella (German measles), burns, colds and flue, diarrhea and vomiting, insect bites and stings, minor cuts and grazes, nose bleeds, strains, sprains and backache, stomach ache, sunburn, Prevention of accidents and illness. Handling emergencies and sick children. Challenged Children: Physical, mental and emotional disabilities – Prevalence, characteristics, management and available referral services in India.

Unit V

Parents Role in Guiding Children's Behavior and Developments: Role of parents in socialization of children, establishing daily routines and showing responsible behaviour, developing self awareness and discovering personal capabilities among children, helping the child to learn to express and control emotions, maintaining family relations. Parents' role in dealing with behavior and emotional problems.

MHD 102: SOCIO-CULTURAL PERSPECTIVES IN HUMAN DEVELOPMENT AND FAMILY STUDIES

Unit I

Culture: concepts, components and characteristics. Socialization and acculturation – socialization, multi-culturalism, social assimilation and issues associated with socialization processes.

Unit II

Prosocial and antisocial behaviour. Morality. Aggression. Delinquency. Discipline and punishment. Influence of child's micro and macro environment – parent child interactions, changing family forms.

Unit III

Child abuse and social discrimination. Changes in socio-economic aspects. Impact of technological developments. wars and natural disasters. Child and family welfare concerns.

Unit IV

Interface between family and culture. Changing functions of the family. Parenthood. Family issues: education, discipline, status of women, family relations, middle years.

Unit V

Grand parenthood, care of elderly. Intergenerational relations. Impact of religion on family life across cultures. Family Laws.

MHD 103: THEORIES OF HUMAN DEVELOPMENT AND FAMILY STUDIES

Unit I

Human Development – Introduction, importance and characteristics of Development. Need of Interdisciplinary approach to Human Development. History of Child development, Adolescence, Adult development and Aging. Theoretical perspective of Human Development.

Unit II

Early Theories and Ethological Theories – Preformationism, Darwin's theory, Bowlby's theory. Developmental Theories – Gesell's theory and Baldwin's theory, Bronfenbrenner's Ecological theory.

Unit III

Personality Theories – Psychoanalytical theories of Freud and Erickson, Jung's and Adler's theory of personality, Theories of Self –Field theory of Lewin, Self-actualization theory of Abraham Maslow.

Unit IV

Theories of Learning – Pavlov and Watson’s classical conditioning, Skinner’s operant conditioning, Thorndike’s S-R theory, Chomsky theory of Language development.

Social Learning and Social Cognitive Theories – Bandura’s social cognitive theory, Selman’s theory of peer relations.

Unit V

Cognitive Development Theories – Piaget’s theory of cognitive development, Vygotsky’s sociocultural theory. Theories of Moral Development – Piaget’s theory, Kohlberg’s theory, Social cognitive theory of morality.

MHD 104: RESEARCH METHODS IN HUMAN DEVELOPMENT AND FAMILY STUDIES

Unit I

Research Methodology – Meaning, objectives and types of research. Research approaches, Significance of research, Research and scientific methods, Research process and Criteria of good research.

Definition and Identification of a Research Problem – Selection of Research problem, Justification, Theory, Hypothesis, Basic assumptions, Limitations and delimitations of the problem.

Unit II

Research Design – Meaning and needs, Features of a good design; Important concepts relating to research design, Variables, Experimental and Control groups, Different research designs—exploratory, descriptive and diagnostic, Hypothesis testing research.

Sampling Design– Population and Sample, Steps in sampling design, Criteria for selecting a sampling procedure, Different types of sampling techniques—Probability sampling and Non-probability sampling.

Methods of Data collection—Schedules and Questionnaires, Interview, Case study, Home visits, Scaling methods, Reliability and Validity of measuring instruments.

Unit III:

Concept and characteristics of a normal probability curve.

Analysis of Data – Graphical and Diagrammatic presentation, Measures of Central tendencies (Mean, Median and Mode), Measure of dispersion (Range, Mean deviation and Standard deviation) and their relative measures. Qualitative methods of data analysis.

Unit IV

Simple Linear Correlation and Regression Analysis – Analyses of categorical data – Contingency tables, Association of Attributes – Testing of Hypothesis – Normal test and t-tests of one and two samples problems – Chi-square test for comparing variance, Conversion of χ^2 into phi coefficient and Coefficient by contingency.

Analysis of Variances, Covariance and Multivariate Techniques – Concept of ANOVA, One – way ANOVA and Two – way ANOVA, - Analysis of Co-variance, Technique and assumptions in ANOCOVA, Multivariate analysis – Characteristics and Applications, Classification of techniques and Important Methods of Factor Analysis – R-Type and Q-Type factor analysis.

Unit V.

Interpretation – Meaning of Interpretation, Technique of Interpretation, Precaution in Interpretation– Interpretation of tables and figures. Report Writing - Significance of report writing, Different steps in writing report; Types of reports, Mechanics of writing a Research Report and precautions for writing research reports. Use of Computers in Statistical Analysis – The computer system and technology, Important characteristics of computer applications in researches.

MHD 105: PRACTICAL

Unit I

Observations on general development of new born and preschoolers.

Unit II

Rapid participatory observations with adolescent groups and families across various socio-economic status.

Unit III

Rapid participatory observation among old people in institutions and non- institutional setups.

Unit IV

Exercises relating to preparation of research designs. Preparation of tools for data collection. Administration of these tools.

Unit V

Exercises involving analysis of data. Computation of tests of significance, multivariate analysis and correlations. Introduction to statistical computing – Data entry, spread sheets – data analysis and statistical interpretation using statistical software like SPSS and MINITAB – reporting.

SEMESTER II

MHD 201: EARLY CHILDHOOD EDUCATION

Unit I

Early Childhood Care and Education (ECCE) – Need and Importance, Scope of ECCE; objectives of ECCE; Types of preschools – Play centers, Day care, Montessori, Kindergarten, Balwadi, Anganwadi, Mobile crèche.

Historical Perspective of Early Childhood Care and Education in India and other Countries – Pre Independence and Post Independence period. Contribution of Educators to the development of ECCE – Commonius, Rousseau, Pestalozzi, Frobel, John Dewey, Maria Montessori, McMillan Sisters. M. K. Gandhi, Rabindranath Tagore, Annie Besant, Gijubhai Badheka, Tarabai Modak.

Unit II

Contributions of Five year plans to ECCE in India .Contribution of the Agencies and its Programmes to ECCE in India – CSWB, ICCW, IAPE, NCERT, UNICEF, NIPCCD, CARE, ICDS.

Unit III

Requisite for a Preschool – Site, Location, Building plan at different levels, Space allotment for various activities for Children and Staff; Personnel – personal and professional qualifications.

Curriculum and Programme Planning – Principles and Characteristics of curriculum planning, Curriculum Models; Principles and Types of programme planning – Long term, Short term, Weekly and Daily planning; Major types of preschool Programmes – Kindergarten type, Montessori type, Nursery type, Open type, Balwadi type, Pre-basic type, Day care type.

Unit IV

Play Way Approach – Concept and Role of play, Types of play, Values of play, Factors influencing the play pattern, Theories of play – classical theories, Psychoanalytic theory, Piaget’s developmental theory of play.

Activities for a Early Childhood Care and Education:

- i) Language – Goals, Type of activities to promote listening and talking, Role of teachers;
- ii) Art and Craft – Type of activities Role of teacher in planning and motivating children in fostering appreciation of art and craft.
- iii) Music – Songs, Objectives of music education, Goals, Setting the stage and Role of teacher.
- iv) Mathematics – Goals, Developmental concepts, Principles of teaching.
- v) Nature and Science – Concept formation, Developing scientific outlook and Role of teacher – Field trips, Fostering self-concept and respect for others, Promoting socialization – Celebrating festivals.
- vi) Importance of 3R’s and Readiness programmes for preschool children.
- vii) Parent-Teacher Association – Importance and Methods- Direct and Indirect

Unit V

a. Equipments and Materials for Play and Learning – Selection, Care and Use of equipments; Material needed for learning – Teaching Aids for various activities; Indigenous Teaching and Play equipments; Equipment needed for Urban and Rural preschools of different type.. Supervision and Management of Preschool: Administration, Budgeting, Records – Needs, Importance and Principles of Record keeping, Types of records maintained in preschool – Admission, Attendance, Health, Developmental record, Teacher’s estimation record, Family back ground record, Anecdotal records and Reports.

MHD 202: TECHNIQUES IN HUMAN DEVELOPMENT**Unit I**

Techniques of research in Human Development – Significance and source of information; Time span approach-cross sectional, longitudinal, sequential approach. Methods of Studying Behaviour – Observation, Interview and Questionnaire, Case study methods – Types, Factors involved in preparation and administration, Advantages and disadvantages of techniques, Case history- report writing.

Unit II

Methods of Studying Growth and Body Size– Significance of Anthropometric measurements – Height, Weight, Mid upper arm circumference, Skin fold thickness, Head and Chest circumference, Waist and Hip circumference. Psychological Test Development –characteristics and uses, limitations and ethical considerations in testing.

Unit III

Assessment of Mental Ability – Verbal and Non-verbal tests – Bayley Scales of Infant ability, The Wechsler Intelligence Scales, Raven (Colour) Progressive Matrices, Modern Binet tests – Uses and limitations of tests. Measurement of Social and Emotional Development – Sociometric method and sociogram, Emotional intelligence and competencies - Uses and limitations.

Unit IV

Personality Assessment – Rating Scales and Inventories – Purpose and developmental procedures, Types of inventories – Cattle 16 PF, Adjustment inventories. Projective Techniques – Children Apperception tests, Word Association test, Draw-a-man test, Rorschach ink-blot test, Role play.

Unit V

Assessment of Aptitude, Interest and Achievement – Survey of batteries and specific subject test – Differential aptitude test, Vocational interest scales-Thurston scale, Academic achievement test, Specific subject achievement tests. Assessment of Attitudes –Survey of batteries and specific subject test: Attitudes of various persons towards

various social issues-Parental attitude scale towards Pre school education, Attitude scale towards marriage, family planning and population education etc.

MHD 203: EXTENSION TECHNIQUES IN HUMAN DEVELOPMENT AND FAMILY STUDIES

Unit I

Extension Education – Meaning and changing concepts of extension education, Philosophy, Objectives, Principles, Functions, Components of extension and Dimension of extension, Process and Elements involved in extension education, Resources and their mobilization.

Methods of Approaching People – Individual, Group, Mass, Methods of teaching extension, Merits and limitation of each method. Leadership – Concepts, Types, Role, Functions; Identifying and Utilizing local leadership.

Unit II

Communication Technology – Concept, Scope, Process and Approaches to communication, Types of communication, New communication technologies in extension education.

Audio-Visual Aids – Preparation of audio-visual aids and its role in extension teaching – Guidelines for preparation and Effective use – Selection of different types of audio-visual aids based on issues and mass, Preparation of messages and Script writing.

Unit III

Programme Planning – Meaning, Concepts and Importance of programme planning in extension education, Principles and Factors to be considered while planning the programmes and Types of planning.

Organizing and Coordinating Programmes in Extension – Meaning and Organizational structure – Formal and Informal organization – Span of management – Role of Functional committee in organizing the programmes. Involvement of organization at different levels during coordination.

Unit IV

Personnel Management – Selection, Training and Developmental needs, Methods, Performance appraisal, Organizational conflicts. Qualities of a good Extension Manager - Conflict resolution, Grievance handling, Learning about Controlling Techniques.

Efficiency of Personnel – Orientation and Training of the worker, Incentives, Code of ethics, Supervision, Appreciation.

Unit V

Monitoring and Evaluation – Meaning, Purpose and Objectives, Types, Criteria and Techniques used in monitoring and evaluation of programmes, Efficiency cum Performance, Audit and Reporting. Factors Responsible for Conducting Successful Extension Programmes.

MHD 204: NUTRITION IN HEALTH AND DISEASE

Unit I

Factors Affecting Food habits and Dietary patterns – Definition of food, nutrition and health, Inter relationship between nutrition and health, Concepts of a desirable diet for optimum nutrition and health. Basic Principles of Planning and Healthy Diet – Nutritional assessment, RDA for Indians, Food groups and balanced diet, Dietary guides.

Unit II.

A Brief Review of Nutrients in general- carbohydrate, protein, fat; functions, sources, deficiency disorder and recommended intakes, energy and macronutrients, Vitamins-A, D, E, K, B-complex-B1, B2, Niacin, Folic acid, Vitamin C .Minerals- Calcium, Iron, Iodine, Zinc Water .Energy Balance and Body Composition – Effect of aging, Body weight management and health.

Unit III

Nutrition through Life Cycle. Infancy, Childhood and Adolescence – nutritional need, problems, supplementary foods. Adulthood and Later years – nutritional need, nutrition / health problems and intervention. Nutrition for Special Groups – Pregnancy And Lactation– effect of nutrition on the outcome of pregnancy and lactation performance, nutritional need.

Unit IV

Major Nutritional Problems Of India And Nutrition Intervention Programmes to combat Diarrhea, PEM, Anemia, Vitamin A deficiency, Goitre. Public Health Programmes to control TB, Malaria, Polio, AIDS.

Unit V

Diet and Health – Nutrition and Chronic (non communicable) Diseases –obesity, diabetes, heart disease and strokes, arthritis, and cancer-dietary recommendations. Consumer Education - Consumers concern about Food And Water, Food adulteration and food labeling etc.

MHD 205: PRACTICAL

Unit I

Visits to institutions concerned with early childhood education – Day care centre, Play home, Crèche in different areas. Preparation of teaching materials for pre-school children. Planning and Participation in preschool organization and evaluation Organizing the Parent education programme in a preschool in slum areas – Parents' meeting, Workshop, Exhibition.

Unit II

Assessment of Physical growth of pre-school child and self by using anthropometric Measurement. Preparation of schedule/questionnaire to study the behaviors of children/adolescents. Assessment of Intellectual development of preschool and school

children by using intelligence scales. Study the social relations using Sociometric method on school age children.

Unit III

Assessment of personality of children/adolescents/adults by using personality inventories and projective techniques. Assessment of aptitude, interest, achievement and attitude of children / adolescents/ adults. Preparation of visual/non-projected materials for extension programmes on various topics using the following methods. Pamphlet (leaflet) / Booklet / Posters / Flash cards/ Stick puppet/ Finger puppet /Flannelograph.

Unit IV

Organizing the extension education programme in urban slum, rural, and tribal areas using the following techniques. Lecture cum demonstration/ Exhibition/ Drama and Dance/ Audio-visual aids. Visits - District Social Welfare Department to understand on-going programmes. Audio Visual Research Center to observe modern communication technologies in educational programmes

Unit V

Assessment of Nutritional status of Pre-school child and self. Formulation and preparation of weaning and supplementary foods for infants and children. Planning regular diets for – Pre School and school children, adolescence, adults (including elderly), pregnant women and lactating mothers. Visit to ICDS center and schools to observe mid day meal pattern, primary health centre and maternal health centre.

SEMESTER III

MHD 301: CHILD GUIDANCE AND FAMILY WELFARE

Unit I

Guidance, Counseling and Therapy – Meaning, Nature, Scope, Principles and Goals; Historical movement of guidance and counseling service; Relationship between guidance and counseling; Distinction between counseling and therapy.

Needs of Guidance and Counseling – Basic needs of the individual, societal needs, and expectations, Needs of different groups and Developmental characteristics – Age, Gender, Peers, Mass media, Family and Community, Changes in socio-economical, Changes in curricular offering and objectives of education.

Unit II

Types and Techniques used in guidance – Educational, Vocational, Sociopersonal, Leisure time guidance. Individual Guidance – Advantages, Techniques used, Role of audio-visual aids in Individual guidance.

Group guidance – Meaning and needs – Advantages of group guidance, Techniques of group guidance, Role of audio-visual aids in group guidance.

Unit III

Counselors –Characteristics, Qualification and qualities, Skills and Competencies – communication skills, attending, listening, questioning and responding; interpersonal skills, Professional skills and Ethics – Do's and Don'ts, Limitations and Professional growth of counselors, Tips for becoming effective counselors.

Counseling Process – Preparation and Pre requisites for counseling stages in counseling process Follow up and Review.

Unit IV

Counseling Approaches, Theories and Techniques – Meaning, Origin, Procedure, Merit and Limitations of counseling approaches; Psychoanalysis, Carl Roger's self theory, Gestalt theory, Behaviorist learning theory, Developmental counseling, Reality therapy, Rational-Emotive counseling; Counseling techniques – Client-centered, Counselor-centered and Eclectic counseling.

Types of Counseling and Tools Required – Individual and Group counseling: Individual counseling tools–Interview, Case study, Tests and Clinical assessment; Group counseling–Informal discussion; Group reports, Lectures, Dramatics, Case conference; Merits and Limitations – Situations that lend for group counseling situation; Types of groups – Psycho-educational group, Interpersonal problem solving groups, Personality reconstruction groups, Task group, Self-help groups; Process of Group counseling – Formation of the group, Exploration, Transition, Working, Termination and Follow up.

Unit V

Areas of Counseling – Family counseling, Parental counseling, Adolescent counseling, Counseling for girls and children belonging to special groups – Emotionally, Socially,

Physically, Mentally challenged children and Gifted children; Premarital and Marital counseling.

Special Concerns of School Counselor – Child’s issues related to academic achievement, School drop out, Child abuse, Sexual abuse, Substance abuse, Family life, AIDS education, Awareness of the rights of the child – Role of counselor.

MHD 302: MANAGEMENT OF ELDERLY AND AGE CARE

Unit I

Adulthood and Development – Adult growth and development psychology, Theoretical perspectives in adult development; Individual, Family and Career perspective ; Adult life stages – Early, Middle and Late adulthood.

Unit II

Early adulthood:

- i. Biological and Developmental tasks of Early adulthood – Physical development, Sensory and Psycho-Motor functioning, Health status, Intellectual, Moral and personality development.
- ii. Vocational Patterns and Adjustments
- iii. Family Development Stage and Adjustment – Single life, Marriage and Marital adjustment, Non-parenthood and Parenthood, Divorce, Remarriage.

Unit III

Middle Adulthood

- i. Characteristics and Developmental tasks of Middle age, Physical continuity and changes – Sensory abilities, Physiological functioning, Appearance. Health status and Problems, Mental changes, Social and Recreational interest.
- ii. Vocational Adjustment, Midlife transition.
- iii. Personal relationship - Marriage and Divorce, Siblings, Friends, Grown up children/married children, Aging parents. Becoming grand parents – Quality of life.

Unit IV

Gerontology and Aging Process

- i. Emergence and Scope of Gerontology, Historical Perspective and Current status of Elderly.
- ii. Concept of Aging and Theories of aging – Social themes (Disengagement Theory and activity theory), Biological theories (Wear and Tear theories and Genetic Programmed theories).
- iii. Aging Process – Biological and Physiological aspects of aging, Psychological and sociological aspects of aging.

Unit V

Late adulthood

- i. Developments, Adjustment pattern, Changing life styles and Welfare programmes: Physical changes – Sensory, Psychomotor functioning, Health status, Care and Problems, Mental capacities and Changes in Memory, Work and Retirement.

- ii. Changing roles in Family life and Social relationships – Husband-wife relations, Grand parenthood, widowhood/single hood, Alternative life style; Leisure time activities.
- iii. Death and Bereavement; Welfare programs and services for the aged.

MHD 303: MARRIAGE AND FAMILY THERAPY

Unit I

Theoretical developments in marital and family therapy; schools of family therapy-structured, strategic, experimental family and integrated family therapy; social learning approach.

Unit II

Contemporary marital therapies – psychosomatic symptoms, psychiatric disorders, marital distress, alcoholism & drug dependence,

Unit III

Juvenile offences, problems of adolescents, conduct problems, work and school phobias

Unit IV

Qualities of marriage and family therapist, advanced techniques of marriage and family therapy; future directions in marriage and family therapy – bridging research, theory and practice,

Unit V

Advances in clinical assessment, sex therapy, divorce therapy, preventive and enrichment programme

MHD 304: GENDER STUDIES

Unit I

The Rationale for Women's Studies. – Meaning and Significance, Growth of women studies in India and other countries. Women's Movement in India – Pre-Independence period and post-Independence period.

Unit II

Theoretical Perspectives in Women's Studies - Historical and Socio-cultural bases of woman status, Present status of women in India.

Gender Division of Labour and Its Implications – Discrimination, Invisibility Devaluation, Consequences of gender differences.

Unit III

Understanding Concepts Related to Gender Difference from the Perspective of Indian Society – Patriarchy, Caste, Class Culture, Gender interface, Economic empowerment.

Feminist Methodologies in Women Studies. – Gender sensitive surveys, Generational studies, Content analysis of media and literature.

Unit IV

Problems and Issues Related to Women in India - Child marriage, Female Foeticide, Infanticide, Female mortality, Girl child socialization. Discrimination in nutrition and health care, Female mobility, Single/widowhood, Sexual harassment and exploitation, Violence

Women in Employment, Politics, Mass media, Identity, Legal status of women and Policy implications of Women Studies.

Unit V

Women's Rights and Empowerment – Need for supportive network –Government and Non-government Women's Organization and their contributions, Self employed women's association, Working women's forum, National Federation of Indian women, Indian Association for Women Studies, Women's Activists Organization and their contributions.

MHD 305: PRACTICAL**Unit I**

To organize child guidance clinics in schools. Studying perception of men and women on parenting responsibilities. Organizing parent education programs or workshops for parents based on their need.

Unit II

To organize programmes for empowerment of girl child and women in distress.
To organize family counseling and family welfare camps in villages and slums.

Unit III

Observational visits and screening families where therapy is required; case study of different areas of marriage and family therapy; use of different techniques of marriage and family therapy in dealing with case studies

Unit IV

Visits to old age homes and planning and execution of specific programmes for the elderly. Visit to old age homes, and writing case histories on two inmates.

Unit V

Organizing recreational activities and counseling activities for the aged with help of resource person (Yoga, lectures etc.,) with a report writing.

SEMESTER IV

MHD 401: CHILD AND FAMILY WELFARE PROGRAMMES AND ORGANIZATIONS

Unit I

The concept of Women, Child and Family Welfare - Objectives and Needs of welfare services, Classification of services, Types of programmes for women child and family welfare; History of women, child and family welfare in India, Social change and Social welfare.

Welfare Organization – The structure of community welfare organization, Personnel administration, Budget and Finance, Trends in welfare management and administration related to women, child and family programmes.

Unit II

Women Welfare Programmes – Concept of various schemes for women, Training centers for rehabilitation of women in distress, Employment and Income generating programmes, Socio-economic programmes for women, Hostel for working women, Condensed courses of education.

Important Legislation for Women's Welfare – Maternal benefit scheme, Pension schemes for widow, Life insurance policy for women.

Unit III

Child Welfare programmes – Concept of various programmes and services for children – Baby clinics, Crèches, Day care centers and Preschool centers; Training and rehabilitation programs for children with antisocial behaviour, Destitute home, Orphanages.

Legislation Related to Child Welfare – Compulsory and Free education for children, Child Labour Prohibition Act, Disabled Children Act, Child Health and Nutrition Policy, Girl child protection schemes.

Unit IV

Family welfare programmes – concept of various programmes for family welfare – Poverty Alleviation programme, Saksharatha andolana(Literacy programme) Housing schemes, Food for work programmes, Chief Minister's Employment Programme for youth.

Agencies working for the Welfare of Women, Children and Families at various levels – Local, National and International – Aims, Objectives Organizational set up, Programmes, beneficiaries coverage and Funding pattern – UNICEF, CARE, WHO, FAO, DANIDA, IAPE, PPF, CSWB and SSWB, BGMS, KGNMT, AIWC, NIPCCD, NIN, ICCW, ICDS, IRDP, DWCRA, FPAI, NCERT.

Unit V

Method of appraisal, Process of monitoring, Sustainability of analysis and Significance in developmental programmes, Institutional capacity and Organizational competence of organizations working for the welfare of women, children and family.

Community perception on programmes and developing proposals on intervention programmes for women and children, special groups.

MHD 402: CHILDREN WITH SPECIAL NEEDS**Unit I**

Children with Special Needs – Need for recognizing individual difference; Various approaches to defining and understanding disability –Philanthropic, Medical, Administrative, Legal and Social approach; Types of disability and Rights of disabled children.

Special Education Programmes and Policies for Disabled – Need of special education and Philosophy of inclusions, Types of programmes and Recent trends in special education, Policies for persons with disabilities; Role of family and community in management of disabled.

Unit II

Physically Challenged Children: Orthopaedically and Neurologically Impaired – Definition, Classification, Causes, Prevalence, Techniques of identification and assessment, Special educational programmes and policies, Rehabilitation and Management.

Children with Sensory Impairment: Visually and Acoustically challenged –Definition, Classification, Characteristics, Causes, Prevalence, Techniques of identification and assessment, Special educational programmes and policies, Rehabilitation and Management.

Unit III

Intellectually Challenged Children: Definition, Classification, Characteristics, Causes, Prevalence, Techniques of identification and assessment, Special educational Programmes and policies, Rehabilitation and Management.

Intellectually Superior Children: Definition, Characteristics, Causes, Identification, Special education and training.

Unit IV

Children with Speech and Language Disorders: Definition, Classification, Characteristics, Causes, Techniques of identification and assessment, Remedial and Special educational programmes.

Children with Learning Disabilities: Definition, Slow learners, Learning disabilities in reading, writing, spelling and mathematics, Prevalence, Characteristics, Causes, Techniques of identification and assessment, Special educational programmes.

Unit V

Socially Disadvantaged Children: Definition, Classification, Characteristics, Causes, Prevalence, Identification, Characteristics, Educational and Rehabilitation Programmes.

Emotionally Disturbed Children: Definition, Classification, Characteristics Causes, Prevalence, Identification, Educational provisions and Therapy.

MHD 403: SEMINAR AND GROUP DISCUSSION

Every student is to be evaluated on the basis of two seminars to be presented before the faculty and students. There will be at least two group discussions with a group of ten students being anchored by the faculty members on contemporary topics from the field of Human Development and Family Studies. Every student is to be evaluated on the basis of participation and group discussion.

MHD 404: DISSERTATION/PROJECT WORK

MHD 405: PRACTICAL

Unit I

To provide hands on experiences in welfare (Government or Non-government organization) programmes of social intervention and be able to apply knowledge of human development principles in the field setting. To provide opportunities to understand and experience ground realities / policies / programme structure

Unit II

Observation / participation with client's / beneficiaries of the agency / programme. Collecting information and preparing report of agency / institution; programme, objectives, structure, functions strengths and weaknesses.

Unit III

Visits to institutions for exceptional children – rehabilitation centers and special educational institution.

Unit IV

Case study of challenged children (any two categories). Developing special educational teaching material for children with special needs.

Unit V

Participation in institutions catering to the needs of exceptional children. Organizing workshop/ educational programme for parents of disabled children.

SUGGESTED BOOKS:

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- Council for advancement of people's action and rural technology (CAPART). (1996). Disability: A strategy to promote the participation of people with disabilities in programmes for rural development. New Delhi: CAPART.
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- Dooley, D. (1995): Strategies for interpreting Qualitative Data; Sage Publications, California.
- Dunn, F.V. and Others. (Ed.) (1994). Disseminating research: changing practice. NY: sage.
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