

**SYLLABUS OF M.SC. HUMAN DEVELOPMENT
SCHEME OF EXAMINATION (2011-12)**

Paper Theory	Name	Max. Marks	Exam Duration
I	Theories of Human Development	75 (60 + 15*)	3 hrs
II	Methods of Studying Human Development.	75 (60 + 15*)	3 hrs
III	Study of Family in Society	80 (60 + 20*)	3 hrs
IV	Computer Applications	50 (40 + 10*)	3 hrs
V	Early Childhood Care and Education	80 (60 + 20*)	3 hrs

Paper Practical	Name	Max. Marks	Exam. Duration
VI	Methods of Studying Human Development.	40	3 hrs
VII	Early Childhood Care and Education	60	3 hrs
VIII	Computer Applications	40	4 hrs

* Internal Assessment

Semester-I
Paper-I
Theories of Human Development

Max. Marks: 75
Theory Exam: 60
Int. Assessment: 15
Duration of Exam: 3 hrs

NOTE:

- Examiner will set nine questions in all
- All the questions will carry equal marks
- Question No. -1 will be compulsory consisting of 5-10 short type questions and spread over the entire syllabus
- The remaining eight questions will be set from units I & II, four questions from each unit.
- The candidates are required to attempt five questions. Question No -1 will be compulsory, remaining four questions will be attempted by selecting two questions from each unit.

Unit-I

1. Meaning and significance of theories of Human Development.
2. Freud's psychoanalytic theory, current status.
3. Neo-Freudians-Alfred Adler, Carl Gustav Jung, Eric Erickson.
4. Learning theory:
Pavlov, Skinner, Current Status of learning theory.
5. Language development theory of Chomsky.

Unit-II

5. Cognitive Development theory.
Piaget's theory, Neo-Piagetian studies
6. Social learning theory-Bandura's theory
7. Lewin's field theory.
8. Theories of personality.
Vygotsky, Roger's Self Theory.
9. Ecological theory Urie Bronfenbrenner.

References

1. Aries, P. (1962). Centuries of Childhood. New York: Knopf.
2. Crain, W. (1992). Theories of Development, Concepts and applications. New Jersey: Prentice
3. Hall. James, A. and Prout, J. (Ed.). (1990). Constructing and Reconstructing Childhood. London: Falmer Press.
4. Kakar, S. (1977). Culture And Psyche- Selected Essays. Delhi: Oxford University Press.
5. Kakar, S. (1978) The Inner World. Delhi: Oxford University Press.
6. Roland, A. (1989). In Search of Self in India and Japan. Princeton, NJ:

Princeton University Press.

7. Roland, A. (1996). Cultural pluralism and psychoanalysis. New York: Routledge.

8. Smith, JA, Harre, R., and van Lange hove, L (1995) Rethinking Psychology. London: Sage.

9. Vasta, R. (ed.). (1992). Six Theories of Child Development: Revised formulations and current issues.

London: Sessica Kingsley Publishers Ltd.

Semester-I
Paper-II
Methods of Studying Human Development

Max. Marks: 75

Theory Exam: 60

Int. Assessment: 15

Duration of Exam: 3 hrs

NOTE:

- Examiner will set nine questions in all
- All the questions will carry equal marks
- Question No. -1 will be compulsory consisting of 5-10 short type questions and spread over the entire syllabus
- The remaining eight questions will be set from units I & II, four questions from each units.
- The candidates are required to attempt five questions. Question No -1 will be compulsory, remaining four questions will be attempted by selecting two questions from each unit.

Unit-I

1. Uses and History of Psychological tests.
2. Concept of measurement and evaluation.
3. Units of measurement - Scale, Norms and Transformation.
4. Methods of studying Human Development: Observation, Interview, Questionnaire, Case study method, sociometry, psychometric.

Unit-II

5. Anthropometry: Body landmark, instruments, Height, weight and other measurement of nutritional status.
6. Reliability and Validity.
7. Techniques of evaluation with special reference to Intelligence, personality, Interests and Aptitudes

References

1. Aylward, G. (1994). Practitioner's guide to developmental and psychological testing. New York: Plenum Press.
2. Blaxter, L., Hughes, C. and Tight, M. (1999). How to Research. New Delhi: Viva Books.
3. Hayes, N. (ed). (1997). Doing Qualitative Analysis in Psychology. Hove: Psychology Press.
4. . Smith, J.A., Harre, R., and van Langenhove, L. (1995). Rethinking Psychology. London: Sage.
1. Yin, R. (1994). Case study research: Design and methods (2nd ed.) Beverly Hills, CA: Sage Publication.
6. Nagpal, R. and Sell, H. (1985). Subjective well-being inventory. New Delhi: World Health Organization

Semester-I
Paper-III
STUDY OF FAMILY IN SOCIETY

Max. Marks: 80
Theory Exam: 60
Int. Assessment: 20
Duration of Exam: 3 hrs

NOTE:

- Examiner will set nine questions in all
- All the questions will carry equal marks
- Question No. -1 will be compulsory consisting of 5-10 short type questions and spread over the entire syllabus
- The remaining eight questions will be set from units I & II, four questions from each units.
- The candidates are required to attempt five questions. Question No -1 will be compulsory, remaining four questions will be attempted by selecting two questions from each unit.

Unit-I

1. The family in social context:
 - Family as a component of social system
 - Function's of family
 - Family life cycle
2. Socio-cultural studies of family pattern in India.
 - Family structure and forms

- Alternate families-Single parents, childless, cohabitation marriage without children.
 - Family patterns in India-Tribal, Rural, Urban.
 - Role relationship in the family.
 - Sex roles and division of labour
 - Cause and effect of family structure on changing roles of family.
 - Kinship in India.
 - Sociological significance of family.
3. Approaches to the study of the family.

Unit-II

4. Types of family crises and coping strategies- financial, behavioural, interpersonal relationships and health.
 5. Contemporary issues and concerns
 - Family violence, child maltreatment, sexual abuse(child abuse)
 - Gender role
 - Divorce and remarriage
 - Family planning
 - Effect of industrialization on family
 - Major world trends in family patterns.
 6. Family and societal exchanges/influences.
 - Education and family
 - Health and family
 - Ecology and family
 - Religion and family.
7. Disadvantaged family- its needs, problems and support mechanism.

References

1. Adams, B.N. (1975). The Family: A sociological interpretation. Chicago: Rand Mc Nully.
2. Ahuja, R (1997). Indian Social System (2nd Ed.).Jaipur: Rawat.
3. Arcus. H.E. and Others (1993). Handbook of Family Ufe Education: The Practice of Family life education (Vol. II). N.Y.: Sage.
4. Bahr, S.J. (1989). Family Interaction. N.Y.: Macmillan.
5. Bharat, S & Desai, M. (1995). Indian Bibliographies on the Family. Bombay: Tata Institute of Social Sciences.
6. Bharat. S. (1996). Family measurement in India. New Delhi: Sage.
7. Cole mar, J.C. (1988). Intimate relationships: Marriage and family patterns. N.Y.: Macmillan.
8. Cooer, R (1975). Family: Its structure and functions. New York: Macmillan.
9. Das, H.S. & Bardis, P.O. (Eds.) (1978). The World Revolution in Family

Patterns. New York: The Free Press.

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11. Jahan, R (1995). The elusive agenda: Mainstreaming women in development In Landers and Leonard (Eds.). Seeds supporting Women's Work Around the World. N.Y.: The Feminist Press.

12. Kesberg, J.I. (1992). Family care of the elderly: Social and Cultural Changes. N.Y.: Sage.

13. Leslie, G.R (1988). The family in social context, New York: Oxford.

14. Lerner, R.M. (Ed.). (1978). Child influences on marital and family interaction: A life span

perspective: N.Y. Academic Press.

15. Lock, S.L. (1992). Sociology of the Family. London: Prentice Hall.

16. Mandelbaum, D.G. (1972). Society in India: Continuity and Change. Berkeley: Univ. of California Press.

17. Queen, S.A (1985). The Family in Various Cultures. (5th Ed.) N.Y. : Harper & Row.

18. Ramu, G.N. (1989). Women Work and Marriage in Urban India: A Study of Dual and Single

Earning Couples. New Delhi: Sage.

19. Rao, U.P.P. & Rao, V.N. (1985). Marriage: The Family and Women in India. New Delhi: Heritage.

20. Sriram, R. (1993). Family Studies in India: Appraisal and New Directions. In T.S. Saraswathi

and B. Kaur (Eds.) Human Development and Family Studies in India: An Agenda for Research

and Policy. New Delhi : Sage.

21. Toulmin, J. and Others (Eds.) (1990). Handbook of Family Measurement Techniques.

Newbury Park: Sage.

**Semester I
Paper IV
Computer Applications**

Max. Marks: 50
Theory Exam: 40
Int. Assessment: 10
Duration of Exam: 3 hrs

Note:

- Examiner will set nine questions in all
- All the questions will carry equal marks
- Question No. -1 will be compulsory consisting of 5-10 short type questions and spread over the entire syllabus
- The remaining eight questions will be set from units I & II, four questions from each unit.
- The candidates are required to attempt five questions. Question No -1 will be compulsory, remaining four questions will be attempted by selecting two questions from each unit.

Unit-I

General awareness of computers and its applications. Introduction to various Input and Output devices like Key board, Printers, CD-ROM, mouse, floppy, Monitors. Introduction to DOS, MS DOS

MS- Windows

MS- Word

Unit-II

MS- Power Point

MS- Excel

Internet: What is Internet?

E-mail

Browsers

Any package related to Home Science

Semester I
Paper-V
EARLY CHILDHOOD CARE AND EDUCATION

Max. Marks: 80
Theory Exam: 60
Int. Assessment: 20
Duration of Exam: 3 hrs

NOTE:

- Examiner will set nine questions in all
- All the questions will carry equal marks
- Question No. -1 will be compulsory consisting of 5-10 short type questions and spread over the entire syllabus
- The remaining eight questions will be set from units I & II, four questions from each unit.
- The candidates are required to attempt five questions. Question No -1 will be compulsory, remaining four questions will be attempted by selecting two questions from each unit.

Unit-I

1. Principles of Early childhood Care and Education

- Importance, need and scope of ECCE.
- Objectives of ECCE
- Types of preschools/programmes: Play centres, day care, Montessori, kindergarten, balwadi, anganwadi etc.

2. Historical Trends (Overview)

- Contribution of the following thinkers to the development of ECCE (their principles, applications and limitations) in the context of ECCE.
- Pestalozzi, Rousseau, Froebel, Maria Montessori, John Dewey, Gijubhai Badheka, Tarabai Modak, M.K. Gandhi, Rabindranath Tagore.

3. ECCE in India

- Pre Independence period, Post Independence - Kothari Commission, contribution of the five-year plans to ECCE - Yashpal Committee, Maharashtra Preschool Centre Act.-

4. Contribution of the following agencies/programmes to ECCE in India.

ICCW, IAPE, NCERT ICDS, UNICEF, NCTE, Mobile Creche etc.

Unit-II

5. Organisation of Pre-School Centres

- Concept of organisation and administration of early childhood centres.
- Administrative set up and functions of personnel working at different levels.
- Building and equipment location and site, arrangement of rooms, different types and size of rooms, play ground, storage facilities, selection of different types of outdoor and indoor equipment, maintenance and display of equipment and material
- Staff/Personnel Service conditions and role: Role and responsibilities, essential qualities of a care giver/teacher, other personnel.
- Record and Report: Types, aim and purpose/need, general characteristics e.g. anecdotal, cumulative, sample work, medical etc.

6. Programme Planning

Principles of Programme Planning, Long term & short term planning (Annual , Monthly, weekly and daily planning), Theme Planning

7. Suggested Activities for ECCE:

- Art and Craft Activities
- Music.
- Mathematics, Science and Social Studies.
- Language Arts.

References

1. Bhatia & Bhatia (1995). Theory and Principles of Education, Doaba. House, Delhi.
2. Brewer, JA (1998). Introduction to early childhood Education. (3rd Ed.). Boston: Allyn & Bacon.
3. Carol, E.C. and Jan Allen (1993). Early childhood curriculum, University of Tennessee, New York: Macmillan.
4. Day Barbara (1983). Early childhood education, New York: Macmillan.
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7. Hildebrand Vema (1981). Introduction to Early Childhood Education, N.Y.: Macmillan.
8. Hildebrand Vema (1985). Guiding the young child, N.Y. : Macmillan.

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13. Kulkarni S. (1988). Parent Education, Perspectives and Approaches. Jaipur. Ravat Publications.
14. Maxim G. (1980). The very young, California: Wordsworth.
15. Mohanti & Mohanti (1996). Early childhood care & education. New Delhi: Deep & Deep Publication.
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17. Mutlidharan, R (1991). Guide to nursery school teacher. New Delhi: NCERT.
18. Pankajam, G. (1994). Preschool Education. Ambala : Indian Pub.
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24. Wagh Anutai. How to run a Balwadi, Thane: Gram Balshikshan Kendra.

Semester I
Paper-VI
Methods of Studying Human Development (Practical)

Max. Marks: 40
Duration of Exam: 3 hrs

- Overview of methods of child study.
- Tests scales and other methods of assessment of
 - i. Intelligence
 - ii. Social and personality development
 - iii. Emotional development.
 - iv. Cognitive development
 - v. Language Development
 - vi. Physical and motor development
 - vii. Home Environment
- Field report and project

Semester I
Paper VII
EARLY CHILDHOOD CARE AND EDUCATION (Practical)

Max. Marks: 60
Duration of Exam: 3 hrs

Practical

1. Visits to various centres, which cater to the preschool stage e.g.: Day care Centre, Balwadi, Anganwadi, Mobile Creche etc.
2. Preparing a resource unit file on the basis of play way method/approach.
3. Preparing teaching material kit and presentation in mock set. up:-
 - Story and their techniques
 - Types of puppets and mobiles.
 - Arts and crafts portfolio
 - Song booklet and low cost musical instruments.
 - Readiness games and material
 - Picture talk and object take related material etc.
4. Planning and executing activities in ECCE centers.

5. Role plays of home visits and conducting a home visit to a family known through practice teaching.
6. Planning of parent teacher meeting: Stimulation of meeting/event/function-planning programme-evaluating and reporting the programme.
7. Observation of Nursery Schools/ NGOs /Orphanage/any other organization for one week.

Semester I
Paper-VIII
Computer Applications (Practical)

Max. Marks: 40
Duration of Exam: 4 hrs

- 1 Determination of addition, Subtraction and average
- 2 MS- Word
- 3 MS- Power Point
- 4 MS- Excel
- 5 Internet.
- 6 E-mail
- 7 Project report

**DEPARTMENT OF HOME SCIENCE
KURUKSHETRA UNIVERSITY KURUKSHETRA**

**SYLLABUS OF M.SC. HUMAN DEVELOPMENT
SCHEME OF EXAMINATION (2011-12)**

SEMESTER –II

Paper Theory	Name	Max. Marks	Exam. Duration
IX	Advance Study in Human Development-I	70 (55 + 15*)	3 hrs
X	Research Methods and Statistics	100 (80 + 20*)	3 hrs
XI	Population Education & Family Welfare	70 (55 + 15*)	3 hrs
XII	Adolescence and Youth	70 (55 + 15*)	3 hrs
XIII	Management of Programmes for Children and Family	70 (55 + 15*)	3 hrs
Total		380	

Paper Practical	Name	Max. Marks	Exam. Duration
XIV	Adolescence and Youth	40	3 hrs
XV	Management of Programmes for Children and family	60 (40 + 20**)	3 hrs
	Seminar***	20	
Total		120	
Grand Total		500	

* Internal Assessment

** Viva-voce of training report

***A committee of three teachers will evaluate the seminar of each student and marks will be awarded based on subject matter, presentation and ability to answer questions

Semester-II
Paper-IX
Advance Study in Human Development -I

Max. Marks: 70
Theory Exam: 55
Int. Assessment: 15
Duration of Exam: 3 hrs

NOTE:

- Examiner will set nine questions in all
- All the questions will carry equal marks
- Question No. -1 will be compulsory consisting of 5-10 short type questions and spread over the entire syllabus
- The remaining eight questions will be set from units I & II, four questions from each unit.
- The candidates are required to attempt five questions. Question No -1 will be compulsory, remaining four questions will be attempted by selecting two questions from each unit.

Unit-I

1. Principles and concept of Development
 - Principles of growth and development.
 - Basic concepts of development, maturation and learning, sensitive periods, individual differences, nature- nurture issues.
 - Secular trends in growth
 - Developmental tasks.
2. Prenatal development
 - Recapitulation of stages in prenatal development, genetics and environmental factors: maternal conditions and teratogens.
 - Birth process and the neonate.
3. Infancy: (Birth - 2 years)
 - The newborn: Physical description, sensory & perceptual capacities and reflexes.
 - Becoming co-coordinated- feeding, sleeping, crying.
 - Imitation, object permanence & other cognitive accomplishments.
 - Early language development.
 - Social relationships during infancy
 - Early emotional development - temperament and attachment.

Unit-II

4. Early Childhood (2-6 years)
 - Physical and motor development
 - Language, cognition and emotions in early years.

- Play and social relationships, pro-social behaviour, the emerging self.
 - Early socialization.
5. Middle Childhood (7 - 11 years)
- Physical and motor development; changes and challenges
 - Personality development
 - Cognitive, moral and language development
 - Social relationship - Peers & siblings.
 - The experience of schooling - academic achievement
6. Adolescence (11 - 18 years)
- Development of Formal Operations - adolescent thought, integration of the self: issues of identity.
 - Transition from childhood to sexual maturity - Puberty and its consequences.
 - Early Vs Late matures and emotional changes.
 - Role of family, peers.
 - Moral reasoning and judgment.
 - Special Issue: health, sexuality.

References

1. Rice, F.P. (1995). Human Development. New Jersey: Prentice Hall.
2. Berk, L.E. (1995). Child Development. London: Allyn & Bacon.
3. Cole, M. & Cole, S. (1993). The development of children. (2nd ed.) New York: Scientific American Books Freeman & Co.
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8. Mussen, P.H.; Conger, J.J.; Kagan, J. & Huston, A.C. (1996). Child development and personality. New York: Harper & Row.

Semester II
Paper-X
Research Methods & Statistics

Max. Marks: 100
Theory Exam: 80
Int. Assessment: 20
Duration of Exam: 3 hrs

Note:

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- All the questions will carry equal marks
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- The candidates are required to attempt five questions. Question No -1 will be compulsory, remaining four questions will be attempted by selecting two questions from each unit.

Unit-I

Nature of research in Home Science, scientific approach.

Types of Research: Experimental, Field studies, Case study, and Survey research.

Designing research: Problem, hypothesis, concept and types of variables (dependent, independent, random, discrete, continuous, qualitative and quantitative).

Methods of data collection: Interview, observation, questionnaire, rating scales.

Research Designs: randomized groups, matched groups, pre and post test and factorial.

Sampling: Meaning, importance and types; random (simple, stratified, cluster), Non random (incidental, purposive, quota)

Unit-II

Statistics: Meaning, primary data, array, frequency, frequency distribution and its types.

Measures of central tendency: Mean, Median, Mode; Measures of dispersion: range, mean deviation, standard deviation, root mean square deviation, variance, moments about origin and moments about mean, Binomial and Normal distribution, Skewness and Kurtosis.

Parameter & Statistic, sampling distribution and sampling error, standard error,

Tests of significance: Null hypothesis, Alternative hypothesis, levels of significance- Type I and Type II errors, chi-square: goodness of fit.
T- test: single mean, independent mean, paired mean, Analyses Variance: One-way & Two-way. Correlation -Pearson's correlation, scatter diagram, Spearman's correlation.
Significance of difference between correlations

Books Recommended:

1. S.C. Gupta & V.K. Kapoor: Fundamentals of Mathematical Statistics
2. S.C. Gupta: Fundamentals of statistics
- 3 G. Udny Yule, N.M.G. Kendall: An Introduction to the theory of Statistics
- 4 Croxton, F.C. and Cowden, D. J. Applied General Statistics, Prentics hall Inc. 1955
- 2 Garrett. H. Statistical in Psychology and Education. Oxford book Co. 1960.
- 3 R.P. Hooda: Introduction to statistics. The MacMillon Co.
- 5 Scotharman, W. A. Textbook of Statistics, (Revised edition) 1973.
- 6 Kerlinge, Foundations of Behavioral Research
- 7 Sneedecer G. W. Statistical Methods. Applied Pacific Private Ltd., 1961.

Semester II

Paper-XI

POPULATION EDUCATION AND FAMILY WELFARE

Max. Marks: 70

Theory Exam: 55

Int. Assessment: 15

Duration of Exam: 3 hrs

NOTE:

- Examiner will set nine questions in all
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Unit-I

1. Study of population and population dynamics in developed and developing countries.
2. Population education – Role of national, international and non governmental agencies.

3. Population statistics with special reference to children and women infant mortality and morbidity.
4. Population growth.
5. Birth control measures

Unit-II

6. Reproductive and child health programmes. Reproductive rights of women.
7. Family welfare services- community based assistance to family, day care services, services for families in poverty and with problem children.
8. Family law and family courts
9. Agencies and organizations involved in the welfare of children, women and family.
10. National commission for women.

Semester II Paper-XII ADOLESCENCE AND YOUTH

Max. Marks: 70
Theory Exam: 55
Int. Assessment: 15
Duration of Exam: 3 hrs

NOTE:

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- Question No. -1 will be compulsory consisting of 5-10 short type questions and spread over the entire syllabus
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- The candidates are required to attempt five questions. Question No -1 will be compulsory, remaining four questions will be attempted by selecting two questions from each unit.

Unit-I

1. **The adolescent stage**
 - The concept of adolescence, Its link with middle childhood and youth.
 - Characteristics of adolescence
 - Developmental tasks of adolescence.
2. **Physical and sexual development**
 - Puberty, development of primary and secondary sex characteristics.
 - Psychological response to puberty.

- Sexuality and sex education.
 - Causes of HIV/AIDS and prevention.
- 3. Cognitive and moral development**
- Formal operation - Piaget's theory, changes in reasoning abilities
 - Moral reasoning and judgment.(Kohlberg's stages)
- 4. Identity formation**
- Different perspectives: construct of self and development of self - concept.

Unit-II

- 5. Social and emotional development**
- Peers and friendships. Interpersonal relations (parents , siblings).
 - Heightened emotionality.
 - Conflict with parents and grandparents.
- 6. School, college, work and career**
- Adolescence and youth in the context of differential opportunities for education and formal training.
 - Importance of academic achievements and failure, related issues.
- 7. Marriage**
- Legal age and its relationship to development.
 - Marriage choices and significance of marriage in human development.
- 8. Delinquency and disturbance**
- Juvenile delinquency: cause and prevention.
 - Psychological disturbances: depression, suicide, and substance abuse.

References

1. Balk, D.E. (1995). Adolescent development. New York: Brooks! Cole.
2. Erikson, E.H. (1968). Identity: Youth and crisis. London: Faber & Faber
3. Kroger, J. (1996). Identity in adolescence. London: Routledge.
4. Kakar, S. (1992). Identity and adulthood. Delhi: Oxford University Press.
5. NIPCCD. (2000). Adolescent Girls' Scheme - An evaluation. New Delhi: NIPCCD.
6. Sharma, N. (1996). Identity of the adolescent girl. New Delhi: Discovery Publishing House.
7. Saraswathi, T.S. & Dutta, R. (1988). Invisible boundaries: Grooming for adult roles. New Delhi: Northern Book Centre.
8. Sharma, N. (1999). Understanding adolescence. New Delhi: National Book Trust.

**Semester II
Paper-XIII**

MANAGEMENT OF PROGRAMMES FOR CHILDREN AND FAMILIES

Max. Marks: 70
Theory Exam: 55
Int. Assessment: 15
Duration of Exam: 3 hrs

NOTE:

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- All the questions will carry equal marks
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- The candidates are required to attempt five questions. Question No -1 will be compulsory, remaining four questions will be attempted by selecting two questions from each unit.

Unit-I

1. Programme Planning - Definition, Objectives, Principles, steps in planning.
2. Defining the project goals. Steps in goal formation.

Unit-II

3. Management of the project: Meaning, objectives, characteristics, steps and importance of management skills.
4. Monitoring and Evaluation: Supervision, meetings to plan, feedback. project report, programme evaluation and Review Techniques.
5. Child and Family Welfare programmes in India- Recent approaches.

References

1. Chaudhary, P. (1985). Child Welfare Services. New Delhi: Atmaram & Sons.
2. Daugherty, A.S. and Ricks, B.A. (1989). Contemporary Supervision: Managing people and technology. New York: Mac Graw Hill.
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5. Leeper, S.H. Wither Spoon, R. L & Day, B. (1984); Good Schools for Young" Children (5th edition), New York: Macmillan.
 6. Maluccio, A.N, Fein, E and Olmstead, K. A. (1986). Permanency Planning for Children: Concepts & Methods. New York: Tavistock Publication.
 7. Mohanty, J. Mohanty B. (1984). Early Childhood Care & education, New Delhi: Deep & Deep.
 8. Peter T (1997). The Circle of Innovation: You Can't Shrink Your Way to greatness, U. K.: Hodder & Stoughten.
 9. Shaffir, W.B. (1991). Experiencing Field-work. New York: Sage.
 10. Watkins, P.K. & Divant L. (1987). Preschool Director's Staff Development Handbook. New York: Center for applied research in education, Prferion publishing.

Other Sources

1. Encyclopedia of Social Work in India, Ministry of Welfare Govt. of India, Vol. 1, 2, 3, 4.
2. Social welfare Administration Vol 1, Theory & Practice. S. L. Goel, R. K. Jain, Deep & Deep Publications, New Delhi 1988.

Semester II Paper-XIV ADOLESCENCE AND YOUTH (Practical)

Max. Marks: 40
Duration of Exam: 3 hrs

- 1 Visit to various centers catering to youth
- 2 Preparing a youth education programmes
- 3 Plan and organize debates and discussions for adolescents for healthy and responsible sexual behavior to prevent HIV/AIDS
- 4 Organizing a play for youth education
- 5 Organizing a quiz on any relevant topic for today's youth

Semester II
Paper-XV
MANAGEMENT OF PROGRAMMES FOR CHILDREN AND FAMILIES
(Practical)

Max. Marks: 60
Practical Exam: 40
Training: 20
Duration of Exam: 3 hrs

- 1 Prepare a project plan based on the information secured on an existing program in the locality. (As a learning exercise on a Known case).
- 2 Organise and implement some activities and evaluate impact. Prepare report.
- 3 Identification of specific programmes for children and families.
- 4 One month training in preschools/ NGOs /Orphanage /Old Age home /any other welfare organization and report submission.