

Semester wise syllabus for Post Graduates
As recommended by board of studies
Govt. K.R.G. P.G. Autonomous College Gwalior M.P.

M.Sc. (Home Science)
Human Development
SEMESTER - I

Paper -IV
Research Methods and Statistics
20. -18 - 19

Marks: (85+15)100

Objective:

- To understand the significance of statistics and research methodology in Home Science research.
- To understand the types tools, methods of research and develop the ability to construct data gathering instruments appropriate to the research design.
- To understand and apply the appropriate statistical technique for measurement and testing.

Unit-I

- Research: meaning, objectives and significance of research.
- Science, scientific methods, scientific approach.
- Role of statistics and research in Home Science discipline
- Types of Research: Historical, descriptive, experimental, case study, social research, observation

Unit-II

- Definition and Identification of a Research problem.
- Selection, justification & limitation of research problem.
- Hypothesis - meaning nature, characteristics, types & functions of hypothesis.
- Variables: meaning, nature, type & selection of variables.

Unit-III

Sampling methods:

- Meaning of Population and sample
- Probability & Semi probability sampling, sample random, systematic random sampling, two stages and multi stage sampling, cluster sampling, Non-Probability sampling, Purposive quota and volunteer sampling Merits & Demerits of sampling.

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Unit-IV

Research Design:

- Meaning, features concept & purpose of research design

Qualitative Research Method:

- Definition theory, design, types, reliability & validity of:-
 - (i) Case study
 - (ii) Interview
 - (iii) Observation

Unit-V

Quantitative research Method

- Definition, theory, design, types, reliability & validity of
 - (i) Socio metric scale
 - (ii) Questionnaire
 - (iii) Schedule

Writing a research report

References:

1. Bandarkar, P.I. and Wilkinson T.S. (2000): Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai.
2. Bhatnagar, G.I. (1990): Research Methods and Measurements in Behavioural and social Sciences, Agri. Cole Publishing Academy, New Delhi.

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M.Sc. (Home Science)
Human Development
SEMESTER - II
Paper - I
Advanced Study in Human Development

20 -18-19

Marks:(85+15)100

Objective:

- To undertake an advanced study of the stages in human development with special focus on stages from prenatal development to adolescence.
- To understand the principles and factors influencing human development in these stages.

Unit-I

Principles and Concepts of Development

- Principles of growth and development.
- Developmental tasks.
- Basic concepts of development - maturation and learning, critical periods, individual differences, nature-nurture issue.

Unit-II

Prenatal Development

- Recapitulation of stages in prenatal development, genetic and environmental factors: maternal conditions and teratogens.
- Importance of Indian practices during pregnancy

Infancy: (Birth - 2 years)

- The newborn: birth process and the neonate, physical description, sensory capacities and reflexes, becoming coordinated - feeding, sleeping, crying.
- Imitation, objects permanence and other cognitive accomplishments.
- Early language development
- Social relationships during infancy
- The cultural experience of being an infant.

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Unit-III

Early Childhood (2-6 years)

- Transition from infancy to childhood.
- Physical and motor development.
- Play and social relationships. The emerging self.
- Language, cognition and emotions in early years.
- Early childhood education.
- Early socialization, parenting and cultural processes.

Unit-IV

Late Childhood (7-11 years)

- Physical and motor development: changes and challenges.
- Sense of industry and personality development.
- Cognitive, moral and language development.
- Social relationships - peers, siblings and parents
- The experience of schooling - academic achievement.

Unit-V

Adolescence (11-18 years)

- Transition from childhood to sexual maturity - puberty and its consequences, emotional changes.
- Development of formal operations - Adolescent thought, integration of the self, issues of identity
- Role of family, peers, community and ethnic group.
- Moral reasoning and judgment
- Health, sexuality, mental health, delinquency, conformity.

References:

1. Rice, F.P. (1995). Human Development. New Jersey: Prentice Hall.
2. Berk, LE. (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.
4. Dutt, S. (1998). Moral Values in child Development. New Delhi: Anmol.
5. Santrock, J.W. & Vussen, S.R. (1988). Child development: An introduction. Iowa: Wm. C. Brown Publishers.
6. Bee, H. (1997). The developing child (VIII ed.). New York: Longman.
7. Clarke-Stewart, A. & Friedman, S. (1987). Child development: Infancy through adolescence. New York: John Wiley.
8. Mussen, P.H.; Conger, J.J.; Kagan, J. & Huston, A.C. (1996). Child development and personality. New York: Harper & Row.

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M.Sc. (Home Science)

Human Development

SEMESTER - II

Paper - IIA & IIB

IIA - Infant Development and Stimulation

2018-19

Objective:

Marks: (IIA+IIB) (85+15) 100

- To get an overview of infancy and infant development as a first stage in the life span development process.
- To gain an understanding of theoretical, empirical and applied work in the field of infancy.
- To form a meaningful and practical understanding of infancy with special reference to the Indian context.

Unit-I

Newborn and infant development and behaviour:

- New born behaviour and capacities
- Development and abilities during infancy.
- Adaptation strategies to cultural settings and practices.

Early Experiences and development consequences:

- Optimal and non-optimal growth
- Influence on physical psychomotor and cognitive growth and development
- At risk conditions.

Early interaction: A beginning in attachment formation:

- Course of attachment.
- Role of father information of attachment.
- Interaction as a cultural process.

Unit-II

Language development in infancy:

- Environmental, interactional and cultural perspective.
- Variations in development.
- Multilingualism.

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Developmental Assessment:

- Understanding the process of development.
- Need and reasons for infant assessment.
- Methodological issues related to infant assessment.

Intervention and Stimulation programmes/activities:

- The need and rationale for intervention and stimulation programmes/activities.
- The process involved in planning and implementing intervention programmes with specific reference to the Indian setting.
- Traditional methods, games, songs of infant care and stimulation.

Paper - IIA

Infant Development and Stimulation

Practical

Max. Marks -(IIA+IIB) 50

Practical Experience may be related to:

1. Observing infants in various settings.
2. Perception of different groups/cultures on infants care and development.
3. Testing and assessment of infants.
4. Formulating activities for stimulation

References:

1. Bornstein, M.M. (Eds.) (1991), Cultural approaches to parenting, New jersey: Lawrence Erlbaum Associates.
2. Chiasholm, J.S. (1980), Development and adaptation in infancy, New Directions for Child Development, 8,15-29.
3. Cole, M. & Cole, S. (1989), The Development of Children, New York: Scientific American Books.
4. Evas, J.L. Myers, R.G. and Held, E.H. (2000). Early childhood counts: A programming guide on early childhood care for development. Washington: The World Bank (WBI Learning Resource Series).
5. Frakenburg, W.K., Emde, R.N. & Sullivan, T.W. (Eds.) (1985). Early identification of children at risk: An international perspective, New York: Plenum press.
6. Helbruegge, T. (Ed.) (1980). The first 365 days in then Life of a Child: The Development of infant. Bombay: Max Mueller Bhavan.
7. Lewis, H. & Rosenblum, L.A. (Eds.). The Child in its Family, New York: Plenum Press.

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8. Lidhoo M. (1987). Child rearing and Psycho-social Development. New Delhi: Ashish Publications.
9. Monroe, R. and Whiting, B. (Eds.) (1981). Handbook of Cross-Cultural Human Development, New York: Garland.
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12. Roonaraine, J.C. Talukdar, E. Jain, P. Joshi, P & Srivastav, P. (1990). Characteristics of holding patterns of play and social behaviour between parents and infants in New Delhi, India: Development Psychology, 26,667-673.
13. Sharms, N. (1990). Current trends in infant care: An Indian Experience Early Child Development Care, 58,71-79.
14. Stone, L.J. Smith, T.H. & Murphy, C.B. (Eds.) 1974. The component infant, Great Britain: Tavistock Publications.
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16. Super, C.H. & Harkness, S. (1986). The developmental niche: A conceptualization of the interface of child and culture, International Journal of Behaviour and Development, 9,545-569.
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M.Sc. (Home Science)
Human Development
SEMESTER - II
Paper - IIB
IIB - Parenting in Early Childhood
2018-19

Objective:

- To understand the significance of parents role in early childhood.
- To develop skills to involve parents in early childhood education programmes.
- To learn to conduct parent education programmes.

Unit-III

Introduction

- The task of parenting and the concept of parenting skills.
- Changing concept of parenthood and childhood.
- Being a competent parent.

Individual Parenting Roles

- Determinants of parenting behaviour.
- Characteristics of parenting roles.
- The mothering role.
- The fathering role.
- concept of family, the family life cycle stages in contced of parenting role.

Unit-IV

Developmental Interaction in Early Childhood Years:

- Parents role in developing self awareness in children.
- Family relations and communication.
- Helping the child to learn to express and control emotions.
- Helping children discover personal capacities.
- Establishing routines and showing responsible behaviour.
- Learning social role and interactions with others.
- Meeting family needs during this stage.
- Meeting children's needs.

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Unit-V

Techniques of Parent Education in Preschool Setting:

- Informal Meetings: Occasional/accidental meeting, written/printed newsletters, circulars, notices etc.
- Parent library, toy library.
- Workshops/demonstration centre.
- Parent's corner.
- Open House
- Large/small group meetings.
- Individual meetings: Home visits, individual sessions.
- Working with Vulnerable families.

Parent Education and Support:

- Role of Professionals.
- Parents as family workers.
- Flexibly to different needs.
- Personal development for parents.

Paper - IIA&B

II-B - Parenting in Early Childhood

Practical

Marks - 50

- Conducting home visits and interviewing/talking to parents.
- Arranging workshops for parents school lunch preparation in early childhood.
- Organising parent education programs based on parents needs.
- Conducting parent - teacher meetings.
- Reports and resource files to be maintained by students.

References:

1. Bigner, J. (1979): Parent child relations: A introduction to parenting N.Y. McMillan Pub.
2. Brim, Harman (1980): Learning to be parents: Principles, programmes and methods, Saga Pub.
3. Fine Marwin (1980): Handbook on parent education, New York: Academic Press Inc.

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M.Sc. (Home Science)
Human Development
SEMESTER - II
Paper - III
Adolescence and Youth
 2017-18-19

Marks: (85+15) 100

Objective:

- To understand the stages of adolescence and youth in human development.
- To study the major developmental characteristics of these stages.
- To study the issues of identity, developmental tasks and problems associated with these stages.

Unit-I

The adolescent stage:

- Its link with late childhood and youth.
- The concept of adolescence in India.
- Developmental tasks of adolescence.

Theoretical Perspectives:

- Anna Freud, Kagan and Margaret Mead, Indian Perspectives.

Unit-II

Physical and sexual development :

- Puberty, development of primary and secondary sex characteristics.
- Psychological response to puberty.
- Gender differences, Sexuality, Sexual need and sex education.

Cognitive Development:

- Formal operations - Piaget's theory, Intellectual development during adolescence and youth.
- Reasoning, thinking critically, reflective judgment, moral reasoning and judgement.

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Govt. K.R.G. P.G. Autonomous College Gwalior M.P.
M.Sc. (Home Science)
Session : 2016-17
Subject : HUMAN DEVELOPMENT

S.No.	Semester	Paper	Title of the Paper	Max. Marks	Total
1.	1 Semester	Theory	First - History and Theories of Human development	100	400
			Second- IIA- Methods of studying Human development	100	
			IIB- Study of Family in Society	100	
			Third - Early Childhood Care and Education	100	
		Practical	Fourth - Research method and Statistics	100	200
			Practical I - IIA- Methods of studying Human development	100	
			IIB- Study of Family in Society	100	
			Practical II - Early Childhood Care and Education	100	
2.	II Semester	Theory	First - Advanced Study in Human Development	100	400
			Second - IIA- Infant Development and Stimulation	100	
			IIB- Parenting in Early Childhood	100	
			Third - Adolescence and Youth	100	
		Practical	Fourth - Statistics and computer application	100	200
			Practical I - IIA- Infant Development and - Stimulation	100	
			IIB- Parenting in Early Childhood	50	
			Practical II - Adolescence and Youth	50	
			Practical III - Statistics and computer application	50	

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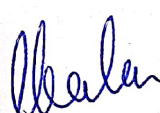
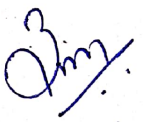
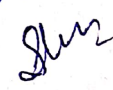
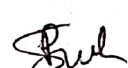
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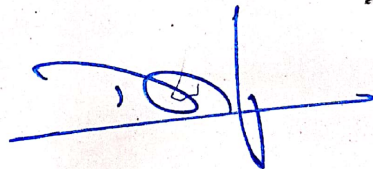
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3.	III Semester	Theory	First - Advanced Study in Human Development - I Second - Persons with Special - I Third - Principles of Guidance and counselling- 1 Fourth - Scientific Writing and Communication Technology	100 100 100 100	400
		Practical	Practical I Persons with Special Practical II - Principles of Guidance and counselling- 1 Practical III- Scientific Writing	100 50 50	
4.	IV Semester	Theory	First - Advanced Study in Human Development -II Second- Persons with Special Third - Principles of Guidance and counselling- II Fourth - Mass communication	100 100 100 100	400
		Practical	Practical I Persons with Special Practical II Principles of Guidance and counselling- II Practical III - Mass Communication Project	100 50 50 100	



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M.Sc. (Home Science)
Human Development
SEMESTER - I

Paper - I
History and Theories of Human Development
20 -18 -19

Marks: 100 (85+15)

Objective:

- To understand the need for theory in Human Development.
- To see theories in context.
- To examine historical perspective in the evolution of theory.
- To understand the practical applications of a theory.
- To discuss various theories of Human Development.
- To critically evaluate the cross - cultural applicability of theory.

Unit-I

- **Early Theories:** Preformationism, Locke, Rousseau.
- **Ethological Theories:** Darwin, Lorenz, Tinbergen and Bowlby cross-cultural relevance, current status.

Unit-II

- **Freud's Psychoanalytic Theory:** Freudian theory, Non-Freudians: Horney, Fromm, Sullivan cross-cultural relevance, current status.
- **Learning Theory:** Pavlov, Watson, Skinner cross-cultural relevance current status.

Unit-III


- **Cognitive Developmental Theory:** Piaget's theory, cross-cultural relevance, current status.
- **Vygotsky's theory,** cross cultural relevance, current status.

Unit-IV

- **Social learning and social cognition theories:** Bandura's theory, cross-cultural relevance and current status.
- **Theories of the Self:** Mead, Kohut, Myers Briggs Type indicator, Johar, Kakar, Hermans, Eastern Philosophy.

Unit-V

- **Conclusion:** Humanistic psychology and development theory.

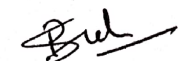
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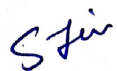
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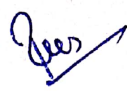
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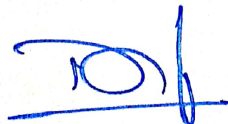
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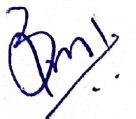
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M.Sc. (Home Science)
Human Development
SEMESTER - I

Paper - II

IIA - Methods of Studying Human Development

2018-19

Marks: (II A+ II B)100 (85+15)

Objective:

- To study different methods and techniques of understanding Human Development.
- To apply the various methods studied in a practical context.

Unit-I

- **Understanding the self:** Administration, scoring and evaluation of any test about the self e.g. Myers Briggs Type indicator, the subjective well being inventory (WHO).
- **Observation Method:** Theoretical perspectives, use of checklists establishing reliability in observations, maintaining an observation record, report writing and evaluation.
- **Interview Method:** Theoretical perspectives, development of different types of interview protocols, analysis and coding of interview data.
- **Questionnaire Method:** Theoretical perspectives; development of different types of questionnaire protocols, analysis and coding of questionnaire data.

Unit-II

- **Some Psychometric Method:** Scales for infant assessment. Wechsler battery of test. Children's Apperception Test, Draw a Man Test, House - Tree Person. Raven's Progressive Matrices. Self-Esteem inventory.
- **Case Study Method:** Theoretical perspectives, development of different types of case study protocols, analysis and coding of data.

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M.Sc. (Home Science)

Human Development

SEMESTER - I

Paper -II A & B

II B - Study of Family in Society

20 -18 -19

Objective:

- Understand family as a component of Socio-cultural milieu and context.
- To familiarize students with the developmental perspective in family life cycle.
- To realize and appreciate universals and variations in family life patterns across cultures and sub-cultures.
- To create awareness regarding philosophy, structure, function, needs and strengths of families with specific reference to the Indian family.
- To understand theoretical and methodological concerns related to family studies.

Unit-III

- **The family in Social Context:** Family as a component of social system, structure and context. Family as an evolving and dynamic institution, Functions of family.
- **Socio-cultural studies of family patterns in India:** Family structure, Traditional, extended/joint families. Alternate families: single parent, childless, female headed families, Unitary families: Cause and effect of different family structures on changing roles of family.

Unit-IV

- **Approaches and theories in Family Studies:** Developmental approach, Interactional approach, Institutional approach, Systemic approach, Family life cycle approach, Cyclical theory, Progressive theory, Structural - functional theory.
- **Family and Social Exchange/Influence:** Work and family, Education and family, Health and family, Religion and family, Ecology and family, Government and family.

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Unit-V

- **Contemporary issues and concerns:** Family violence, battered women, child maltreatment, sexual abuse, Dowry and ~~family violence~~, Child rearing and socialization, Gender roles, Divorce and remarriage.

References

1. Adams, B.N. (1975), The family: A sociological interpretation, Chicago: Rand Mc Nilly.
2. Anuja R. (1997) Indian Social System (2nd Ed.) Jaipur, Rawat.
3. Arcus, H.E. and Others (1993), Handbook of Family Life Education: The practice of Family life education (Vol. II). N.Y.: Macmillan.
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. Colemar, J.C. (1988) Intimate relationships: Marriage and family patterns N.Y. Macmillan.
8. Coor, R. (1975), Family: Its structure and functions, New York : Macmillan.
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11. Jahna 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 to the elderly: Social and Cultural Changes. N.Y. Stage.
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.

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डॉ. पूनम श्रीवा..

डॉ. मंजू दुबे

डॉ. शैलजा जैन

डॉ. अमिता तिवारी सुश्री निरूपमा मालपानी

डॉ. चरणजीत कौर
दिनांक 28 जून 2016

डॉ. चारु कटारे

डॉ. पूर्णिमा शाह

डॉ. सुनीता शर्मा

डॉ. अपर्णा शर्मा सुश्री रुवि राय

16. Mandelbaum, D.G. (1972). Society in India: Continuity and change, Berkley Unive of California Press.
17. Queen SA (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 Dural and Single Earner Couples, New Delhi: Stage.
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 L.S. Saraswathi and B. Karu (Eds) Human Development and Family Studies.
21. Touliatos J and Others (Eds.) (1990), Handbook of family measurement techniques, Newbury Park: Stage.

डॉ. वंदना श्रीवा.

डॉ. पूनम श्रीवा.

डॉ. मंजू दुबे

डॉ. शैलजा जैन

डॉ. अमिता तिवारी सुश्री निरूपमा मालपानी

डॉ. चरणजीत कौर
दिनांक 28 जून 2016

डॉ. चारु कटारे

डॉ. पूर्णिमा शाह

डॉ. सुनीता शर्मा

डॉ. अपर्णा शर्मा सुश्री रुवि राय

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M.Sc. (Home Science)
Human Development
SEMESTER - I
Paper - II
IIA & IIB - Methods of Studying Human Development &
Study of family in Society
2017-18

Marks: 100

Practicals:

1. Scales for Instant assessment
2. Self concept
3. Draw a Man Test
4. House - Tree - Person
5. Raven's Progressive Matrices
6. Self - Esteem Inventory
7. C.A.T. (Children Apperception Test)
8. Project - On Family & Parent Education (Any One)
 - Single Parent Family
 - Joint Family
 - Nuclear Family
9. Preparation of Charts, Family Tree, Pamphlet
10. Prepare Project on Social Issues (Any One)
 - Family Violence
 - Child Rearing & Socialization
 - Gender Roles
 - Divorce and Remarriage
 - Child Maltreatment
 - Sexual Abuse
 - Dowry
 - Battered Women

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Semester wise syllabus for Post Graduates
As recommended by board of studies
Govt. K.R.G. P.G. Autonomous College Gwalior M.P.
M.Sc. (Home Science)
Human Development
SEMESTER - I

Paper -III

III - Early Childhood Care and Education

20 -18 -19

Marks: (85+15)100

Objective:

- To gain knowledge and insight regarding principles of early childhood care and education.
- To development the skills and techniques to plan activities in ECCE, Centers of different types to conduct activities in early childhood car and education and to work effectively with parents and community.

Unit-I

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.
- Concepts of non-formal, formal and play way methods.

Unit-II

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, M.K. Gandhi, Ravindranath Tagore.

Unit-III

- Contribution of the following agencies/programmes to ECCE in India: ICCW, IAPE, NCERT, ICDS, UNICEF, NCTE, Mobile Creche etc.
- Organization of Pre-School centres
- Concept of organization and administration of early childhood centres.
- Administrative set up and functions of personnel working at different levels.

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- 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 and equipment and material. Staff/Personnel service conditions and role, Role and responsibilities, essential qualities of a care giver/teacher, other personnel.

Unit-IV

Record and Report

- Types, aim and purpose/need, general characteristics e.g. anecdotal, cumulative, sample work, medical etc.

Programmer planning

- Planning: Setting goals and objectives of plans-long term, short term, weekly and daily planning, routine and schedules.

Unit-V

Activities for ECCE

- Language Arts: Goals of language, types of listening and activities to promote listening, Various activities (Songs, Object talk, picture talk, free conversation, books, games, riddles, jokes, stories, Criteria and selection of activities, teacher's role).
- Art and craft activities (Creative activities of Expression): Types of activities Chalk, caryon, paints, paper work and best out of waste, Role of teacher in planning the activity, motivating children, Fostering appreciation of art and craft activities.
- Music: Songs, objectives of music education, establishing goals, setting the stage and role of the teacher. Three aspects of music: making listening and singing.
- mathematics: Goals of mathematical learning, developmental concepts at different stages: principles of teaching mathematics first hand experience, interaction with others, using language, reflection, Mathematical concepts like: Classification, conversation, seriation, comparison, counting, fraction, one to one correspondence, addition and subtraction.
- Science (a) Thinking: Observing, inferring, classifying, communicating
(b) Concept formation: Differentiation, grouping, labelling, Role of Science, developing scientific outlook by a spirit of inquiry, objectivity, observation role of teacher in some important science experiences.
- Social Studies: Goals of social studies, field trips, fostering good self-concept and respect for others, Promoting social studies through celebrations of festivals, Role of teacher.

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M.Sc. (Home Science)
Human Development
SEMESTER - I

Paper -III

III - Early Childhood Care and Education
2017-18

Marks: 100

Practicals:

1. Visits to various centers, which cater to the preschool stage e.g. Day care Centre, Balwadi, Anganwadi, Mobile Creche etc.
2. Preparing a resource 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
 - Art and craft portfolio
 - Song booklet and low cost musical instruments
 - Readiness games and material
 - Picture talk and object talk related material etc.
4. Preparing a programme of activities for children with special abilities
5. Planning and executing activities in ECCE centres
6. Role play, Conducting a home visit to a family known through practice teaching.
7. Planning of a parent teaching meeting: Stimulation of meeting/event/function planning programme - evaluating and reporting the programme.
8. Preparing for early childhood stage any nutritive dish.

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डॉ. वंदना श्रीवा.

डॉ. पूनम श्रीवा.

डॉ. मंजू दुबे

डॉ. शैलेजा जैन

डॉ. अमिता तिवारी सुश्री निरूपमा मालपानी

डॉ. चरणजीत कौर
दिनांक 28 जून 2016

डॉ. चारु कटारे

डॉ. पूर्णमा शाह

डॉ. सुनीता शर्मा

डॉ. अपर्णा शर्मा सुश्री रुवि राय