

**DEPARTMENT OF HOME SCIENCE  
S.V.U COLLEGE OF SCIENCES  
SRI VENKATESWARA UNIVERSITY**



**RESTRUCTURED CURRICULAM FOR  
M.Sc. HUMAN DEVELOPMENT AND CHILD WELFARE (REGULAR)  
PROGRAMME  
TO BE IMPLEMENTED WITH EFFECT FROM THE ACADEMIC YEAR  
2018-2019**

**SYLLABUS  
Choice Based Credit System (CBCS)**

## **DEPARTMENT OF HOME SCIENCE**

### **M. Sc. HUMAN DEVELOPMENT AND CHILD WELFARE (HDCW)**

#### **Vision**

To be a premiere centre for excellence in higher education in the areas of specialization fostering nurturing and building careers for students and to be an apex body playing a pivotal role in planning and monitoring community development.

#### **Mission**

The Department of Home Science is committed to empower the students in capacity building skills through teaching, research and community oriented extension activities, thereby widening the scope for self development and Employability and preparing them as socially useful and responsible citizens

#### **DEPARTMENT OBJECTIVES:**

- Enable the students to understand the interrelation of Food and Health.
- To foster knowledge across the life span in inter connected Human Development factors to become efficient counselor and early childhood educator.
- Develop sensitivity towards the community problems and train the students in extension and out reach activities.
- To focus on training students in application of techniques to process and preserve the food.

The department of Home Science has been adopting the systematic procedure for development, revision and implementation of the curriculum for four different post-graduate programmes offered viz., **Food Science Nutrition and Dietetics (FSND)**, **Human Development and Child Welfare (HDCW)**, **Extension Management and Communication Technology (EMCT)** and **Food Technology (FT)** . Following the regulations of the S.V University all the academic programmes are structured keeping in mind the aspirations of the students and changing trends in higher education. The learning outcomes of each course are framed such that they help students to gain theoretical knowledge as well as skills to meet local, national and global trends. The curriculum of each course has practicals, field visits, visit to institutions and a mandatory

internship programme, which focus on imparting essential skills and hands-on experience and experiential learning thereby can excel when they get employment in Government and Non-Government Organizations to work individually as well as in teams. The cross cutting issues namely, technology, gender, child rights, human values and professional ethics are incorporated in core theories and electives to enable the students to lead a purposeful and independent life filled with moral and ethical values . Majority of the courses offered across all programmes do focus on nurturing employability/entrepreneurship/skill development. The outcomes of each programme have the emphasis on commitment to the contribution to the interest of the society as a whole and perform well in their careers.

The academic programmes, research and extension activities are planned and executed meticulously so as to reflect the vision and mission of the Department, focusing on the empowerment of students through quality education by updating syllabus with current trends and providing appropriate knowledge and skills compete at the global level. The Department through motivated staff always strives towards reaching proficiency through teaching and community oriented extension programmes.

**Human Development and Child Welfare ( HDCW)** programme has been contextualized and embedded in the broader perspective of life span development. HDCW is unique in its interdisciplinary focus on individuals and families over a lifespan, especially in the stages of pre-natal period, early childhood , late childhood , adolescence, adulthood and late adulthood . It also focuses on education , management and rehabilitation of children with developmental challenges and about organization and management of centers for human welfare.

### **Programme Educational Objectives (PEO)**

To enable students to:

1. Describe the distinctive growth and development of individuals from conception to late adulthood, as well as to understand developmental challenges through scientific measures and to provide stimulating environment and intervention for needy people for their optimum development.
2. Create suitable teaching learning materials, select and apply appropriate approaches to teach pre-school children for all round development. Apply research innovations and appropriate educational strategies that support learning of differently abled students, understand the availability of Government and Non-government programmes and services for rehabilitation of children, indigent families and elderly.

3. Facilitate the students to work professionally and efficiently in academics, research, curriculum development, management of institutions and welfare programmes, training, extension and community services related to human development.
4. Develop effective skills in counseling with theoretical background and provide intervention by learning to deal with personal and family issues through scientific measures like psychological tests, case study approach, research methodologies and practical sessions on promotion of counseling skills.
5. Apply the skills knowledge and goal setting toward employment in the fields of early childhood education as pre-school teachers, pre-school coordinators and pre-school teacher trainers , as special educators in schools and colleges, as counsellors in schools and mental health institutions, and as supervisors and extension officers in Government and Non-government organizations catering to the welfare of children.

**Human Development and Child Welfare ( HDCW)** specialization has the following programme objectives.

**Programme Objectives:**

To enable the students to:

- 1 Know about holistic development of individuals and families over the lifespan period with a special focus on early foundation years.
- 2 Understand the reasons for behavioral and psychological problems among people and role of counselling in solving problems.
- 3 Explain about importance of interventions for early developmental delays to improve physical, cognitive and psycho-social wellbeing of children, and role of parents and community .
- 4 Prepare schedules to collect data through interview and case study approaches and understand reasons for problems related to lifespan development.
- 5 Plan suitable Teaching Learning Materials (TLM) based on appropriate approaches to teach pre-school children for all round development. Explain appropriate educational strategies that support learning of differently abled students.
- 6 Distinguish and can explain the problems related to children, family and society . Gains knowledge about different child welfare programmes and organizations catering to the welfare of children.
- 7 Communicate effectively and accurately, using written, visual, and verbal means to present class reports, research reports and pre-school teaching practice. Develop skills in verbal and non-verbal communication in preparation and presentation of IEC while working with children and communities to disseminate information related to human development aspects.
- 8 Estimate normal and delayed mile stones of development among children . Assess impact of

different parenting styles on children's behaviour and explore reasons for problem behaviour .

- 9 Apply knowledge of ethical principles in the context of counselling practice , research and psychological testing .
- 10 Appraise different Government and non-government programmes and services for rehabilitation of children , indigent families and elderly.
- 11 Plan activities and programmes to promote all round development among normal pre-schools children and also for management of special children. Practice counseling skills for professional and personal development .
- 12 Create goal setting toward employment in the fields of early childhood education as pre-school teachers, pre-school coordinators and pre-school teacher trainers , as special educators in schools and colleges and as counsellors. Apply skills, knowledge in schools and mental health institutions in Government and Non-government organizations catering to the welfare of children.

### Programme Outcomes (PO)

| PO NO.          | PROGRAMME OUTCOMES   |
|-----------------|--|
| <b>PO No. 1</b> | <b>Apply knowledge of theory and research for holistic development of individuals and families over the lifespan period with a special focuses on early foundation years.</b>  |
| <b>PO No. 2</b> | Identify, formulate research literature and <b>solve the behavioural and psychological problems</b> with a mastery of counselling skills thereby increase students' control over the decisions that affect their lives both within and outside the household.                                    |
| <b>PO No. 3</b> | Capable to <b>design</b> , implement and evaluate interventions for early developmental delays to improve physical, cognitive and psycho-social wellbeing of children, their parents and elderly people.   |
| <b>PO No. 4</b> | Utilise theory based knowledge and methods to address real life problems and to collect data , analyse and understand <b>solutions for problems</b> related to lifespan development.   |
| <b>PO No. 5</b> | Create suitable teaching learning materials, select and <b>apply appropriate approaches</b> to teach pre-school children for all round development. Apply research <b>innovations and appropriate educational strategies</b> that support learning of differently abled students.                |
| <b>PO No. 6</b> | Able to employ critical thinking to resolve the problems efficiently related children , family and society either <b>independently</b> or with the support of concerned authorities .Ability to guide and lead needy people in the <b>community/work setting</b> in the right direction          |
| <b>PO No. 7</b> | <b>Communicate effectively</b> and accurately, use written, visual, and verbal means to present class reports , research reports and pre-school teaching practice . Develop skills in verbal and non-verbal communication in preparation and presentation of IEC while working with children and |

|                  |   |
|------------------|---|
|                  | communities to disseminate information related to human development aspects.  |
| <b>PO No. 8</b>  | <b>Demonstrate understanding of knowledge</b> related to normal and delayed mile stones of development of children , impact of different parenting styles on children’s behaviour and reasons for problem behaviour and responsibilities as <b>Human Development Expert</b> to disseminate same to parents , teachersand significant others in the community. |
| <b>PO No. 9</b>  | Demonstrate <b>ethical</b> principles in the context of counselling practice and psychological testing by following unbiased and truthful actions in all aspects of assessments and maintaining confidentiality of case studies.  |
| <b>PO No.10</b>  | Understand the availability of Government and non-government programmes and services for rehabilitation ofchildren , indigent families and elderly andthroughintervention programmes provide <b>sustainable</b> solutions and build resilient families and communities.   |
| <b>PO No.11</b>  | <b>Demonstrate knowledgeand understanding of management of pre-schools</b> , welfare institutionsfor children and needy people/elderlyeducation of special childrenand counselling practice, with innovative,appropriate ,advanced techniques, skills, and modern psychological tools with an understanding of limitations.                                   |
| <b>PO No. 12</b> | Recognize the need for self-motivated <b>life-long learning</b> for the holistic development for meeting their professional and personal needs in varying environment and changing contexts .   |

### Programme Specific Outcomes (PSO):

After completion of this programme the students will able to;

|              |   |
|--------------|---|
| <b>PSO1.</b> | Apply skills, knowledge and goal setting toward employment in the fields of <b>early childhood education</b> as pre-school teachers, pre-school coordinators and pre-school teacher trainers , as <b>special educators</b> in schools and colleges, as <b>counsellors</b> in schools and mental health institutions, and as <b>supervisors and extension officers</b> in Government and Non-government organizations catering to the welfare of children. The students also can establish centres for human welfare – crèche, Play centres, guidance and counselling centres, foster cares and day care centres for both children and elderly citizens. |
| <b>PSO2.</b> | The students of HDCW play an important role in protecting the wellness of individuals and communities. By working to design programs and implement interventions, they help to ensure that people are able to access the resources they need in order to reach their full potential. They help parents and community in early identification of developmental delays and and behavior disorders among children and can suggest suitable referral services.  |

**SRI VENKATESWARA UNIVERSITY COLLEGE OF SCIENCES**  
**DEPARTMENT OF HOME SCIENCE**  
**CHOICE BASED CREDIT SYSTEM (C.B.C.S) SYLLABUS AND SCHEME OF EXAMINATION**  
**(WITH EFFECT FROM THE ACADEMIC YEAR 2018 ONWARDS)**

**M.Sc. Human Development and Child Welfare**

**SEMESTER-I**

| Sl. No | Course Code | Components of Study   | Title of the Course                      | No. of Credits | IA Marks | End SEM Exam Marks | Total      |
|--------|-------------|-----------------------|--|----------------|----------|--------------------|------------|
| 1      | HDCW-101    | Core-Theory           | Advanced Study of Child Development      | 4              | 20       | 80                 | 100        |
| 2      | HDCW-102    | Core-Theory           | Community Nutrition                      | 4              | 20       | 80                 | 100        |
| 3      | HDCW-103    | Core-Theory           | Trends in Early Childhood Education      | 4              | 20       | 80                 | 100        |
| 4      | HDCW-104    | Practical-I           | Developmental Assessment Practical       | 2              | -        | -                  | 50         |
| 5      | HDCW-105    | Practical-II          | Community Nutrition Practical            | 2              | -        | -                  | 50         |
| 6      | HDCW-106    | Practical-III         | Early Childhood Education Practical      | 2              | -        | -                  | 50         |
| 7      | HDCW-107    | Compulsory Foundation | Family Dynamics                          | 2              | 10       | 40                 | 50         |
| 8      | HDCW-108    | Elective Foundation   | Human Values and Professional Ethics - I | 4              | 20       | 80                 | 100        |
|        |             | <b>Total</b>          |  | <b>24</b>      |          |                    | <b>600</b> |

**SEMESTER-II**

| Sl. No | Course Code | Components of Study   | Title of the Course                              | No. of Credits | IA Marks | End SEM Exam Marks | Total      |
|--------|-------------|-----------------------|--|----------------|----------|--------------------|------------|
| 1      | HDCW-201    | Core-Theory           | Quality Standards in ECE Centers                 | 4              | 20       | 80                 | 100        |
| 2      | HDCW-202    | Core-Theory           | Child Study Techniques                           | 4              | 20       | 80                 | 100        |
| 3      | HDCW-203    | Core-Theory           | Children with Developmental Challenges           | 4              | 20       | 80                 | 100        |
| 4      | HDCW-204    | Practical-I           | Participation in ECE Center Practical            | 2              | -        | -                  | 50         |
| 5      | HDCW-205    | Practical-II          | Child Study Techniques Practical                 | 2              | -        | -                  | 50         |
| 6      | HDCW-206    | Practical-III         | Children with Developmental Challenges Practical | 2              | -        | -                  | 50         |
| 7      | HDCW-207    | Compulsory Foundation | Research Methodology                             | 2              | 10       | 40                 | 50         |
| 8      | HDCW-208    | Elective Foundation   | Human values and Professional Ethics-II          | 4              | 20       | 80                 | 100        |
|        |             | <b>Total</b>          |  | <b>24</b>      |          |                    | <b>600</b> |

**SEMESTER-III**

| S. No | Course Code | Components of Study                   | Title of the Course  | No. of Credits | IA Marks | End SEM Exam Marks | Total      |
|-------|-------------|---------------------------------------|--|----------------|----------|--------------------|------------|
| 1     | HDCW-301    | Core-Theory                           | Parent Education   | 4              | 20       | 80                 | 100        |
| 2     | HDCW-302    | Core-Theory                           | Theories and Approaches to Child Guidance  | 4              | 20       | 80                 | 100        |
| 3     | HDCW-303    | Practical -I                          | Rural Work Experience  | 4              | -        | -                  | 100        |
| 4     | HDCW-304    | Practical-II                          | Internship   | 4              | -        | -                  | 100        |
| 5     | HDCW-305    | Generic Elective*                     | a)) Infant Development and Stimulation<br>b). Development of learning material and children's literature<br>c) Planning For Project Management | 4              | 20       | 80                 | 100        |
| 6     | HDCW-306    | Open Elective (For other departments) | (a) Fundamentals of Food, Nutrition and Health<br>or<br>(b) Nutritional Assessment   | 4              | 20       | 80                 | 100        |
|       |             | <b>Total</b>                          |  | <b>24</b>      |          |                    | <b>600</b> |

\*Among the Generic Elective a student shall choose any one.

**SEMESTER-IV**

| S.No | Course Code | Components of Study                    | Title of the Course   | No. of Credits | IA Marks | End SEM Exam Marks | Total      |
|------|-------------|--|---|----------------|----------|--------------------|------------|
| 1    | HDCW-401    | Core-Theory                            | Guidance and Counseling in Human Development  | 4              | 20       | 80                 | 100        |
| 2    | HDCW-402    | Core-Theory                            | Advanced Human Development  | 4              | 20       | 80                 | 100        |
| 3    | HDCW-403    | Project work/ Paper                    | Thesis/Rehabilitation and Management of Children with Special Needs   | 4              | 20       | 80                 | 100        |
| 4    | HDCW-404    | Practical                              | Guidance and Counseling Practical   | 4              | -        | -                  | 100        |
| 5    | HDCW-405    | Generic Elective*                      | Child and Human Rights<br>b) Organization and Management of Child Welfare Institutions<br>c).Behavioral problems and Disorders among children | 4              | 20       | 80                 | 100        |
| 6    | HDCW-406    | Open Elective* (For other departments) | (a) Child Welfare Programmes<br>or<br>(b) Disaster management   | 4              | 20       | 80                 | 100        |
|      |             | <b>Total</b>                           |   | <b>24</b>      |          |                    | <b>600</b> |

\*Among the Generic Elective a student shall choose any one.



# **I SEMESTER**

**DEPARTMENT OF HOME SCIENCE  
M. Sc. HUMAN DEVELOPMENT AND CHILD WELFARE  
CHOICE BASED CREDIT SYSTEM (CBCS)**

(With effect from academic year 2017-18 onwards for students admitted into First Semester)

## SEMESTER – I

### HDCW 101: ADVANCED STUDY OF CHILD DEVELOPMENT

#### CORE–THEORY

#### Course Objectives:

This course helps the students to:

1. Know the terms ‘child development’, ‘human development’, ‘life skills’ and biological foundations of human development
2. Describe the developmental tasks of children from infancy to late Childhood.
3. Relate different domains of child development and critically apply knowledge to explain milestones of physical, emotional, social and cognitive development of children from infancy to adolescence period
4. Assess physical, social, emotional and cognitive development of children from early childhood to adolescent period and life skills among adolescents.

**Unit – I Biological foundations of Human Development** - Genes; chromosomes, Role of Heredity and Environment.

**Pre-Natal Development**– Genetic and environmental determinants – Genetic and chromosomal abnormalities –Brain Development, Gene engineering.

**Unit – II Infancy and Babyhood** – New born reflexes, Developmental tasks-Milestones of development during Infancy and baby hood. – Physical, Social, Emotional, Language and Cognitive development.

Early Childhood years – Needs, development tasks and Milestones of development – Physical, Social, Emotional, Language and Cognitive.

**Unit – III Late childhood** – Needs and developmental tasks – Physical, social, emotional and cognitive development during Late Childhood years.

Puberty – Early and Late matures

**Unit – IV Adolescence**–Definition, Needs- Physical and Physiological changes, Social behaviour, Emotional Maturity – Hetero- sexual relationship.

Life skills- definition-Core set of Life Skills and need for Life Skill Education during adolescence.

#### REFERENCES

1. Berk, E.L. (2001).*Child development*, Prentice Hall of India, New Delhi.
2. Cole, M. and Cole, R.S. (1998).*The development of children*, W.H. Freeman and company, New York.

3. Damon,W. and Lerner,R.M.(2008).*Child and adolescent development- an advanced course*, Wiley Publishers.
4. DevDass, R.P. and Jaya, N. (1999). *A textbook on child development*, Mac Millan Co.
5. Hurlock, E.B. (1990).*Child development*, MC. Graw Hill Company Ltd, New York.
6. Mussen, P.H., ConpaKapan, J. and Hussain. (1987).*Child development*, Halt rinehant and Winston Inc.
7. Santrock, J.W. (1981). *Life span development*, Brown Bench mall.
8. Suriakanthi,A. (2009).*Child development*, Kavithapublications,Gandhigram, Tamilnadu.

## JOURNALS

1. Child Development
2. PRACHI Journal
3. Psycho Lingua
4. Indian Journal of Psychology

## Course Outcomes

After studying the course, students will be able to ;

- CO1.** Define the terms ‘child development’, ‘human development’ ‘life skills’, genes and chromosomes .
- CO2.** Explain the developmental tasks of children from infancy to late childhood.
- CO3.** Apply the knowledge of milestones of physical, emotional, social and cognitive development of children from infancy to adolescence to relate development process at different stages.
- CO4.** Assess different developments like physical, social , emotional and cognitive development of children from early childhood to adolescent period using simple tests and life skills among adolescents using a standardized scale.

## CO PO Mapping

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1             | 3   |     |     |     | 3   |     |     |     |     |      |      |      |
| CO2             | 3   |     | 3   |     | 3   |     | 3   | 3   |     |      |      |      |
| CO3             | 3   |     | 3   |     | 3   | 2   |     | 3   | 2   |      |      |      |
| CO4             | 3   |     | 3   | 2   | 3   |     | 3   |     | 3   | 3    | 2    | 3    |

3-High, 2- Medium, 1- Low

**HDCW 102: COMMUNITY NUTRITION**  
**(Common to M.Sc.Human Development and Child Welfare**  
**M.Sc. Extension Management and Communication Technology)**

## CORE –THEORY

### Course Objectives

This course helps the students to:

1. Know about nutrients in foods and their functions
2. Understand the consequences of deficiency of taking nutrients.
3. Comprehensive knowledge on the role of nutrients in different stages of human life and methods nutritional assessment.
4. Learn the community level problems and policies

### UNIT-I: Food Composition - Grouping and Menu Planning:

*Food groups* – Classification – food composition, properties, characteristics culinary aspects and nutritive values of different foods, Functions of foods and nutrients – cereal grains, millets, pulses, nuts and oil seeds fruits and vegetables, milk and milk products, meat, egg, poultry and fish, spices and condiments.

*Nutrition through life span* – Infancy, Pre-school children, childhood, Adolescence, Adulthood and Ageing – Nutritional requirements and Recommended Dietary Allowances (RDA)– Justification for special needs during periods of growth and development, pregnancy and lactation – significance of breast feeding – Principles of menu planning appropriate to age and stage of life span.

### Unit – II: Assessment of Nutritional Status of the Community:

Need - Methods of Assessment - (a) Direct Methods - (i) Diet Surveys (ii) Anthropometric Assessment - (iii).clinical and (iv). Biochemical Assessment (b) Indirect Methods - Vital Statistics - Merits and Demerits of methods - Nutrition surveys - longitudinal and cross sectional - Family, individual and institutional surveys - Techniques for assessment of age - use of reference standards for the assessment of nutritional status.

### Unit – III: Major Nutrition Problems of the Community:

Malnutrition and under nutrition-PEM/CED, obesity- deficiencies vit-A, iron /iodine

Aetiology –Symptoms - government programmes to eradicate PEM, vitamin-A, Iron and Iodine deficiencies – principles of planning diets for different conditions of malnutrition

### Unit – IV: Strategies to Combat Malnutrition:

Food security – Definition – Management of food insecurity - Food Production, Processing and Preservation-Food Fortification and enrichment- New Foods - Formulation of Food Mixtures.

Food Assistance and Food Supplementation - Policies and Programmes of the Government - Governmental Policies and Programmes - Food Assistance and Food Supplementation Programmes - Public Distribution System (PDS) - Food For Work (FFW), Special Nutrition Programme (SNP), School Lunch Programme (SLP), Mid

Day Meal Programme (MMP), Balawadi Nutrition Programme (BNP), Integrated Child Development Services (ICDS) - MCH Services - Immunization- Universal Immunization Programme (UIP).

Nutrition Education - Importance - Approaches Media and Methods

## REFERENCES - TEXT BOOKS

1. Davidson and Passmore R., Brock, J.F., and Truswell, A.S. (1979). *Human Nutrition and Dietetics*, 7th ed. New York. Churchill Living stone.
2. Gopalan, C. (1992). *Basic issues in combating malnutrition*- NFI Publication.
3. Gopalan, C. (1990). *Women nutrition in India*. NFI Publication.
4. Jelliffe, D.B.(1966).*Assessment of nutritional status of the community*, WHO Monograph, Series No. 53. WHO Geneva
5. Mehtab S. Bamji. (1996).*Text book of human nutrition*, Oxford & IBH Co.PVT.LTD, New Delhi,
6. WHO.(1981).*Measuring change in nutritional status* - (NCHS Standards)
7. Monograph on Integrated Training on National Programmes for Mother and Child Development of Women and Child Department, Government of India, New Delhi.
8. Seymour L. Harpen M.D.(1979).*Quick reference to clinical nutrition*
9. Suitor, C.W. and Hunter, M.F. (1980).*Nutrition principles and application in health promotion*, J.B. Lippincot Company, Philadelphia
10. Swaminathan, M. (1990). *Essentials of food and nutrition*, Vol. I and Vol. II Ganesh and co. Madras

## JOURNALS AND PROCEEDINGS

1. World review of Nutrition and Dietetics. S. Karger New York and Sydney 1959 onwards.
2. Proceedings of Nutrition society of India. ICMR. NIN Hyderabad, India 1969 onwards.
3. Nutrition Quarterly Journal (ICMR) NIN, Hyderabad.
4. The Indian Journal of pediatrics.
5. The American Journal of clinical nutrition.
6. Journal of Human Nutrition / Applied Nutrition.
7. Future' quarterly journal / UNICEF.
8. Monographs and other publications by ICMR, WHO, FAO, UNICEF and UNESCO,
9. Nutrition Foundation of India.
10. Indian Journal of Nutrition and dietetics, Coimbatore, India.

## Course Out comes

Upon completion of this course, students will be able to

- CO 1 .Know the nutritional problems of the community.
- CO 2 .Acquire knowledge about food groups, RDA and steps in planning a diet.
- CO 3. Skills in planning and calculating nutritive values for the foods and recipes.
- CO 4 .Identify the signs and symptoms of different nutrient disorders in community.

## CO\_PO Mapping

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1             | 3   |     |     |     |     | 3   |     |     |     | 3    |      | 2    |
| CO2             | 3   |     | 2   | 3   |     | 1   |     |     |     |      |      | 2    |
| CO3             |     | 3   | 3   | 3   |     | 2   | 2   |     | 2   | 3    |      | 3    |
| CO4             |     | 3   | 3   | 3   |     | 3   | 2   |     |     | 3    |      | 3    |

3-High, 2- Medium, 1- Low

## HDCW 103 – TRENDS IN EARLY CHILDHOOD EDUCATION CORE–THEORY

## Course Objectives:

This course helps the students to:

1. Understand the terms 'ECE', 'ECCE' and 'ECD' and 'School readiness'.
2. Infer the significance of ECE, readiness activities in ECE and contributions of educational philosophers to pre-school education.
3. Critically explain the importance of different ECE activities for children's all round development
4. Plan ECE programmes based on Theme approach and to prepare teaching, learning materials for effective implementation of programme.

### UNIT- I      **Early Childhood Education**

Emerging definitions of ECE, ECCE, and ECD  
Need and significance of ECE, Demand from Neuro Perspective  
Objectives of ECE and Activities to achieve the objectives

**Historical Trends** – Contribution of Pestalozzi, Montessori, Froebel John Dewey of - M.K. Gandhi, GijubahaiBadheka, TarabaiModak

### UNIT – II      **Curriculum for ECCE**

Curriculum -Definition, Importance, Indicators of effective curriculum

#### **Different experiences in curriculum**

**Language experiences**– Informal talk, Storytelling- Story books, Music, Science Experience, Creative Activities, Dramatization.

**Readiness** – Reading, Writing and Arithmetic

- Role of Teacher in Effective implementation of different experiences
- Equipment necessary for providing experiences in curriculum

### UNIT – III      **Current Trends in ECE**

ECCE in Five year plans

National Early Childhood Care and Education (ECCE) Policy, (2009).

National Early Childhood Care and Education (ECCE) Curriculum

Frame work, (2013).

Curricular issues and concerns

### UNIT – IV      **Programme Planning in ECE**

Principles of programme planning

Long term and Short term, Planning - Yearly, Term, Weekly and Daily plan

Reggio Emilia Approach

Project Method

Theme Based Approach

Developmentally Appropriate Approach

## REFERENCES

1. EEC Training Module for Anganwadi Workers\_1.pdf (2017) <https://wcd.nic.in/sites>.

2. Grewal, J.S. (1984). *Early childhood education – Formulations and practices*, National psychological corporation, Agra.
3. Jeanne M.Machado and Helen C.Meyer. (1984). *Early childhood practicum guide*, Deleme Publishers, New York.
4. Mohanty, J. and Mohanty,B. (1996). *Early childhood care and education (ECCE)*, Deep and Deep Publications, New Delhi.
5. National Early Childhood Care and Education-Resolution.pdf-(2013), Ministry of women and child Development , <https://wcd.nic.in/sites>.
6. National ECCE Curriculum Framework final .doc(2017), ) <https://wcd.nic.in/sites>.
7. Suryakanthi , A.(2009). *Child Development, An /introduction*, Kavitha Publications , Gandhigram, Tamilnadu.

## JOURNALS

1. Experiments in Education
2. Perspectives in Education
3. Journal of Community Guidance and Research
4. Edutracks

## Course Outcomes

After studying the course, students will able to

- CO1. Define and differentiate the terms ‘ECE’, ‘ECCE’ and ‘ECD’ and concept of ‘school readinesses.
- CO2. Describe the significance of ECE and readiness activities in ECE. They can associate the relevance of different philosophies to pre-school education.
- CO3. Critically explain the importance of different ECE activities for children’s all round development
- CO4. Plan a day’s activities and weekly activities for pre-school children based on ‘Theme approach’. Prepare different teaching, learning materials for effective Implementation of programme and evaluate them for further improvement

## CO-PO Mapping

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1             | 2   |     | 2   |     | 3   |     | 3   |     |     |      | 3    | 3    |
| CO2             |     |     |     |     | 3   |     | 3   | 2   |     |      | 3    | 3    |
| CO3             |     |     |     |     | 3   |     | 3   | 2   |     |      | 3    | 3    |
| CO4             |     |     |     |     | 3   |     | 3   | 3   |     |      | 3    | 3    |

3-High, 2- Medium, 1- Low



## HDCW 104 – PRACTICAL-I- DEVELOPMENTAL ASSESSMENT

### Course Objectives:

This course helps the students to:

1. Apply skills of observation and recording of all round development among infants and children below 5 years
2. Assess physical, cognitive, social, emotional development of children from late childhood to adolescent period and life skills among adolescents.

### PRACTICALS

1. Observation of infants, Preparation of stimulation materials
2. Recording all round development of children below 5 years
3. Assessment of cognitive development during late childhood years.
4. Assessment of social development during late childhood years.
5. Assessment of physical development during adolescence.
6. Assessment of Emotional Maturity during adolescence.
7. Assessment of Life Skills among adolescents

### Course Outcomes

After studying the course, students will able to

- CO1: Apply the knowledge of milestones of physical, emotional, and cognitive development of children from infancy to adolescence to relate development process at different stages and identify developmental delays.
- C02: Assess different developments like physical, social, emotional and cognitive development of children from early childhood to adolescent period using simple tests and life skills among adolescents using a standardized scale.

## HDCW- 105- PRACTICAL-II- COMMUNITY NUTRITION PRACTICALS

**Course Objectives** - To enable the students to:

1. Apply the techniques to assess the nutritional status of different age groups.
2. Apply skills for planning diets for nutritional disorders.

### **PRACTICALS:**

1. Assessment of Nutritional Status using Anthropometry,
2. Assessment of Nutritional Status using Dietary method
3. Planning of Diets for Different Nutritional Deficiencies like PEM, Anemia, Vit-A.
4. Planning and Preparation of Programmes for Significant Days like Breast Feeding Week, Nutrition Week, World Food Day.
5. Study of the following through visits
  - Govt School Lunch Programme
  - ICDS Programme
  - Anganwadi Training Centers.
6. School Lunch Programme at Sri Venkateswara University Laboratory Nursery School.
7. Community Nutrition Programme Planning - Introduction, Identification of problem, nutritional assessment, analysis of causes, resources, constraints, selection of interventions, setting a strategy, implementations, evaluation of the programme

**Course Out comes**- After completion of this course, students will be able to:

**CO1** Plan diets for different age groups and calculate nutritive values.

**CO2.** Assess nutritional status of people in community using different methods .

## **HDCW-106- PRACTICAL-III : EARLY CHILDHOOD EDUCATION**

### **Course Objectives:**

This course helps the students to:

1. Plan ECE programmes based on Theme approach and to prepare teaching, learning materials for effective implementation of programme.
2. Present the skills of arrangement of different corners like story, music, drama, creative activity and science experience corner at nursery school.

### **PRACTICALS**

1. Observation of a day's Programme in Nursery School
2. Planning of Yearly, Quarterly, Monthly, Weekly and Daily Programme
3. Planning a week programme based on Theme approach
4. Preparation of ECE kit- Story, Creative Activity Rhyme and Readiness
5. Arrangement of Different corners at Nursery School– Science Experience, Creative Activity, Story, Drama, Music etc.,

### **Course Outcomes**

After studying the course, students will able to,

- CO1. Plan ECE programmes based on Theme approach and to prepare teaching, learning Materials for effective implementation of programme.
- CO2. Present the skills of arrangement of different corners like story, music, drama, creative activity and science experience corners at nursery school.

**HDCW 107: FAMILY DYNAMICS**  
**COMPULSORY FOUNDATION –THEORY**

**Course Objectives:**

This course helps the students to :

1. Know about the terms ‘Family; ‘Family life cycle’’ Single family’ ‘Disorganized and re organized families’.
2. Understand the changing pattern of Indian family and ethics in family research
3. Critically explain the laws related marriage and family and role of family counselling centre in providing marital counselling
4. Assess issues for research in Indian family

**UNIT- I. Family**

Definition- Changing pattern and Structure of Indian family. Different stages of family life cycle — Family functions, family crisis- Role expectations at various stages. Implications for child development. Ethics in family research, current issues for research in Indian family.

**UNIT – II. Family Variations/Alternative Family Forms**

Single parent or Binuclear families, Dual career families, Women headed families, Child less families, Disorganized and Re-organized families, Marital distress, Divorced families – Family counseling centres and family court.

**Laws related to Marriage and Family-**

- Hindu Marriage Act, Special Marriage Act
- P.N.D.T (Pre-Natal Diagnostic Technique Act – 1994).Regulation and Prevention of Misuse.

**REFERENCES**

1. Gupta, G.R. (1976). *Family and social change in India*, Vikas Publishing House, New Delhi,
2. Kulkarni, S. (1986). *Introduction to educational technology*, Oxford and I.B.H. Publishing Co.
3. Kulkarni, S. (1988). *Parent education perspectives and approaches*
4. Kumud Desai. (1981). *Indian Law of marriage and divorce*, N.M.Tirupati Pvt.Ltd.,
5. Raju, M.L. and Krishna, G.R. (1996). *Future of India family challenges for social work education*.
6. Smart, M.S., and Smart, L.S. (1976). *Families developing relationships*, Mac Millian Publishing Co.Inc., New York,
7. Student, N.and Watters, T. (1977). *Relationship in marriage and family*, Macmillian Publishing Co.Inc.,

## JOURNALS

1. Journal of Education
2. Journal of Parenting
3. Journal of Community Guidance and Research

### Course Outcomes:

After studying the course, students will be able to ;

- CO1. Define the terms ‘Family; ‘Family life cycle’ single family’ Disorganized and reorganized families’.
- CO2. Discuss the changing pattern of Indian family and Ethics in family research.
- CO3. Critically explain the laws related marriage and family and role of family counseling centre in providing marital counselling .
- CO4. Assess different areas of research in Indian family and hypothesize issues for research.

### CO-PO Mapping

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1             | 3   | 3   |     | 2   |     |     |     |     |     |      |      |      |
| CO2             | 3   | 3   |     | 2   |     | 2   | 2   | 3   | 3   | 3    |      |      |
| CO3             | 3   | 3   |     | 2   |     | 2   | 2   |     | 3   | 3    | 3    | 2    |
| CO4             | 3   | 3   |     | 2   |     | 1   | 1   |     | 2   | 3    |      | 3    |

3-High, 2- Medium, 1- Low

**HDCW 108: HUMAN VALUES AND PROFESSIONAL ETHICS - I**  
**(Revised Syllabus with effect from 2015-2016)**

**ELECTIVE FOUNDATION-THEORY**

**Course Objectives**

This course helps the students to;

1. Define the term ‘ethics’ , ‘good and bad values’, crime and punishment and religious tolerance.
2. Understand the importance of good character, conduct and values embedded in various religions.
3. Apply knowledge of professional ethics and correlate the concepts in addressing the ethical issues outside the class room .
4. Demonstrate knowledge of ethical values in non-class room activities, internships and field work and resolve the moral issues. .

**Unit-I:**

Definition and Nature of Ethics- Its relation to Religion, Politics, Business, Legal, Medical and Environment. Need and Importance of Professional Ethics - Goals - Ethical Values in various Professions.

**Unit-II:**

Nature of Values- Good and Bad, Ends and Means, Actual and potential Values, Objective and Subjective Values, Analysis of basic moral concepts- right, ought, duty, obligation, justice, responsibility and freedom. Good behavior and respect for elders, Character and Conduct.

**Unit-III:**

Ahimsa (Non- Violence), Satya (Truth), Brahmacharya (Celibacy), Asteya (Non-possession) and Aparigraha(Non- stealing). Purusharthas(Cardinal virtues)-Dharma (Righteousness), Artha (Wealth), Kama( Fulfillment Bodily Desires). Moksha (Liberation).

**Unit-IV:**

Bhagavad Gita- (a) Niskama karma. (b) Buddhism- The Four Noble Truths – AryaAstangamarga, (c) Jainism- mahavrata and anuvratas. Values Embedded in Various Religions, Religious Tolerance, Gandhian Ethics.

**Unit-V:**

Crime and Theories of punishment- (a) Reformative, Retributive and Deterrent. (b) Views on manu and Yajnavalkya.

## REFERENCES:

1. "The Ethics of Management" by Larue Tone Hosmer. Richard D. Irwin Inc.
2. "Management Ethics' integrity at work' by Joseph A. Petrick and John F. Quinn. Response Books: New Delhi.
3. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
4. Harold H. Titus: Ethics for Today
5. Maitra, S.K: Hindu Ethics
6. William Lilly: Introduction to Ethics
7. Sinha: A Manual of Ethics
8. Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C.Halighton.
9. SusrptaSamhita: Tr.KavirajKunjanlal, KunjalalBrishagratha. Chowkarnba Sanskrit series. VolLII and III, Varnasi, Vol I 00,16'20,21-32 and 74-77 only.
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11. Ethics, Theory and Contemporary Issues. Barbara Mackinnon Wadsworth/Thomson Learning, 2001.
12. Analyzing Moral.Issues, Judith A. Boss. May Field Publishing Company - 1999.
13. An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad. Cosmo Publications
14. Text Book for Intermediate First Year Ethics and Human Values. Board of Intermediate Education- Telugu ~ Akademi, Hyderabad.

## Course Outcomes:

After studying the course, students will be able to ;

CO1. Define the term 'ethics' , 'good and bad values', crime and punishment and religious tolerance.

CO2. Understand the importance of good character, conduct and values embedded in various religions.

CO3. Apply knowledge of professional ethics and correlate the concepts in addressing the ethical issues outside the class room.

CO4. Demonstrate the ability to face difficult situations in non-class room activities, internships and field work and resolve them confidently.

CO-PO Mapping

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1             | 3   | 2   |     |     |     |     |     |     | 3   |      |      | 2    |
| CO2             | 3   | 2   |     |     |     |     |     |     | 3   | 1    |      | 2    |
| CO3             | 3   | 2   |     |     |     |     |     |     | 3   |      |      | 2    |
| CO4             | 3   | 2   |     | 2   |     | 3   |     |     | 3   |      |      | 3    |

3-High, 2- Medium, 1- Low

# **II SEMESTER**

**DEPARTMENT OF HOME SCIENCE  
M. Sc. HUMAN DEVELOPMENT AND CHILD WELFARE**



**CHOICE BASED CREDIT SYSTEM (CBCS)**  
**(With effect from academic year 2017-18 onwards for students of First Semester)**

**SEMESTER- II**  
**HDCW 201: QUALITY STANDARDS IN ECCE CENTRES**

**CORE–THEORY**

**Course Objectives:**

This course helps the students to:

1. Identify Government, private and voluntary Initiatives that are offering ECE.
2. Understand principles of quality standards and the ideal requirements for establishing a pre-school.
3. Explain Personal and professional competencies of ECCE Educator and qualities of ECE supervisors.
4. Plan a day's activities for pre-school children, prepare Teaching Learning Materials and to participate as student teacher in S.V.U Laboratory nursery school for six weeks.

**UNIT- I      Quality Standards in ECCE Centres**

Early childhood Initiatives – Government, Private and Voluntary Initiatives.  
Quality Standards – Principles of Quality Standards,  
Accreditation for improving quality  
Standards and Quality Improvement  
Quality Assurance in ECE –Process quality and Structural quality

**UNIT – II    Infrastructure / Physical Environment**

Ideal requirements for establishment of a preschool - Location, Site and Building, Rooms, Ventilation etc  
Indoor and Outdoor space requirement and indoor and outdoor Equipment.  
Selection and Maintenance of Equipment – Principles of selection  
Provision of safe drinking water, Sanitary facilities and storage facility  
Promotion of child friendly environment – Methods of providing Child friendly environment.

**UNIT – III    ECCE Educator**

Personal and professional competencies of ECCE Educator. Responsibilities of ECCE educator.  
Role of Student teacher in organization of ECE activities  
Goals of Student Teaching– Common problems of student teachers.  
Self-evaluation of Teacher  
Other Personnel in ECCE Centres

**UNIT – IV    Monitoring and Evaluation in ECE Centres.**

Documentation – Records and Registers related to Teacher, Child and School – Use of records and registers.

Meaning and Need for Evaluation

Criteria for Evaluation – Teacher and Children

Supervision – Definition, Qualities of Supervisor, Principles of Supervision,

Home School relationship – Home visits, PTA meetings and Informal meetings

## REFERENCES

1. Bilman, J. and Sherman, J.(2003). *Observation and participation in early childhood settings*, Allyn and Bacon, New York.
2. GilfertR.Lustin.(1976). *Early childhood education*, Academic Press, New York,
3. Grewal, J.S. (1984). *Early childhood education – formulations and practices*, National psychological corporation, Agra.
4. Helen F. Robineon. (1989). *Exploring teaching in early childhood education*, IInd edition, Allyn and Bacon Inc. Boston, London.
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6. SarallonHammonal, RrithJ.Dales, Doa fakes skipper and Ralph.LWitherspon. (1965).*Schools for the young*, Mac Millan Company, New York.
7. Sen Gupta, M. (2009).*Early childhood care and education*, PHI Learning Pvt. Ltd.,
8. Suryakanthi , A.(2009). *Child Development, An /introduction*, Kavitha Publications , Gandhigram, Tamilnadu.

## JOURNALS

1. Edutracks
2. Experiments in Education
3. Journal of Community Guidance and Research
4. Perspectives in Education
5. Psycho-lingua

## Course Outcomes:

After studying the course, students will be able to ;

CO1. Locate pre-schools run by Government, private and voluntary Initiatives at local , District, state and national levels.

CO2. Explain principles of quality standards and the ideal requirements for establishing a pre-school.

CO3. Apply knowledge to become a competent of ECCE Educator and Supervisor to monitor pre-schools.

CO4. Plan a day's activities for pre-school children, prepare Teaching Learning Materials(TLM) and to demonstrate skills of good pre-school teacher and Pre-school coordinator

### CO-PO Mapping

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1             | 3   |     |     |     |     | 1   |     |     |     |      | 3    |      |
| CO2             |     |     | 2   |     | 3   | 3   | 2   |     |     |      | 3    |      |
| CO3             | 3   |     | 3   | 2   | 3   | 2   | 3   |     |     |      | 3    | 3    |
| CO4             | 3   |     | 3   |     | 3   | 3   | 3   | 3   |     |      | 3    | 3    |

3-High, 2- Medium, 1- Low

## CORE–THEORY

### Course Objectives

This course helps the students to;

1. Recognize the concepts of IQ, Personality and Psychological tests
2. Understand about different types of Psychological tests and also about reliability and Validity of Psychological tests
3. Apply knowledge on the use of tests of intelligence and Projective Techniques to measure the intelligence and personality of individuals.
4. 4. Assess the intelligence of children using standardized tests.

### UNIT-I

#### Child Study

Psychological Tests – Nature, Characteristics and Uses of Psychological Tests – Types of Psychological tests – Importance of rapport in Testing – Ethics in interpretation and Test results.

Significance of child study techniques, Approaches to child study techniques

### UNIT-II

#### Assessment Techniques

Assessment – Definitions, Stages of Assessment, Reliability of Tests, Validity of tests, Norms and Interpretation of Test scores

Alternative Assessment Techniques – Observation, Interview, Case Study, Check lists, Rating Scales,

### UNIT-III

#### Tests of Intelligence

- Alexander's Pass-A-long Test
- Raven's Progressive Matrices Test
- Seguin Form Board Test
- Wechsler's Scale of Intelligence
- Malin's Intelligence Scale for Indian Children
- Stanford-Binets Test

### UNIT-IV

#### Projective Techniques

Meaning, types of Projective Techniques, Advantages

- Rorschach ink Blot Test
- Children's Apperception Test
- Children's Anxiety picture Test
- Word Association Test
- Draw a Person Test
- Cattle 16 PF

### REFERENCES

1. Anasthasi, A. (1984). *Psychological testing*, Macmillan Company, London.
2. Freeman, F.S. (1963). *Theory and practice of mental testing*, Prentice Hall, New Delhi.
3. Guilford. (1980). *Psychometric Methods*.

4. Mangal, S.K. (1987).*Psychological foundations of education*, Prakash brothers, New Delhi.
5. Mussen, P.H. (1980).*Hand Book of research methods in child development* , Wiley, Eastern Pvt. Ltd.,

## JOURNALS

1. Journal of Psychometry
2. PRACHI Journal
3. Psycho Lingua
4. Indian Psychological Review

## Course Outcomes

After studying the course, students will able to;

- CO1. Define the concepts of of IQ, Personality and Psychological tests
- CO2. Explain about types of psychological tests and also about methods of obtaining reliability and validity of psychological tests
- CO3. Apply knowledge on the use of tests of intelligence to measure the intelligence and and Projective Techniques to assess personality of individuals.
- CO4. Assess the intelligence of children using Alexander’s Pass-A-long Test, Raven’s Progressive Matrices Test , Seguin Form Board Test and Draw- a -person test and calculate I.Q of sample children.

## CO-PO Mapping

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1             | 3   |     |     |     |     |     |     |     |     |      |      |      |
| CO2             |     | 2   |     |     |     |     | 2   |     | 3   |      |      |      |
| CO3             | 3   | 2   | 3   | 3   |     | 2   |     |     | 3   |      | 3    | 2    |
| CO4             | 2   | 1   | 3   | 3   |     | 3   | 2   | 2   | 3   |      | 3    | 2    |

3-High, 2- Medium, 1- Low

**CORE–THEORY**

**Course Objectives**

This course helps the students to;

1. Define the terms ‘disability’, ‘impairment’, ‘handicapped’ and ‘Juvenile delinquency’.
2. Understand the classification of children with developmental challenges and can explain causes for various impairments like visual, hearing impairment, speech and language disorders among children and legislations for their welfare.
3. Apply knowledge of principles of assessment of students with disabilities importance of education plans for their management.
4. Assess gifted children, children with speech disorders and children with learning disability in local elementary school using simple assessment tests.

**UNIT-I Developmentally Challenged - Classification**

Definition and concepts of children with developmental challenges/ disabilities/ impairments, delays and handicapped, classification- professionals working for developmentally challenged children, Current Statistics,

**UNIT-II Differently Abled Children**

Gifted children-Definition, Screening and Identification, Characteristics, Educational programmes.

Mentally Challenged- Definition and classification, Causes, Identification, Characteristics, Contemporary educational provisions.

Learning disability – Definition, Causes, Identification, types of educational approaches.

Behaviour problems - Nature of behavioural problem, types, characteristics, providing appropriate management services.

**UNIT-III Children with Impairments**

Visual disorders- Definition, classification, Causes, Characteristics, Educational consideration for the visually impaired children.

Hearing impairment- Definition, classification, Causes, Characteristics, Methods of educating learning impaired.

Children with crippling condition /physical disorders- Definition, classification, adaptive equipment, early intervention

Speech and language disorders-Nature, classification of speech disorders. Language disorders- Causes, Identification, Characteristics, Management.

**UNIT-IV Children in Difficult Circumstances**

Juvenile delinquency, street children, abused/ neglected children, child labour, orphan children etc.-Characteristics and causes.

Policies, Government Provisions, concessions and facilities, legislations and programmes for developmentally challenged children.

## REFERENCES

1. Chuhan,S.S. (1989). *Education of exceptional children*,Indus Publishing Company, New Delhi.
2. CruickShunk,W.M. and Jhonson O.G. (1961). *Education of exceptional children and youth*,Englewood Cliff ,N.J .Prentice Hall,Inc.,
3. Drum,M.Lloyal. (1973). *Exceptional children in the schools - Special education in transition*,Indedin,HoltInchart and Winston,Inc.,New York,
4. Milton Seilgman.(1979). *Strategies for helping parents of exceptional children, A guide for teacher*,CeillierMacmillianPublications,London.
5. SternleyW.Jhonson and Robert L.Molasky. (1980). *Learning disabilities*, Indedition,Allyn and BalonInc.,Boston
6. William L.Heward and Michael D.Orlandsky. (1992). *Exceptional children*,Macmillan publishing Company, Inc., New York,

## Course Outcomes

After studying the course, students will able to ;

CO1. Define the terms ‘Disability’, ‘Impairment’ and ‘ Handicapped’ and explain the Classification of children with developmental challenges

CO2. Understand about causes for various impairments like visual, hearing impairment, speech and language disorders among children and legislations for their welfare.

CO3. Apply knowledge of principles of assessment of students with disabilities, development of individualized education plans for their management.

CO4. Grade the children as gifted and learning disabled in an elementary school using simple tests

## CO-PO Mapping

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1             | 2   | 1   | 3   | 1   | 3   | 2   | 3   |     |     |      | 3    |      |
| CO2             | 2   | 3   | 3   | 3   | 3   | 2   | 3   | 3   | 3   | 3    | 3    |      |
| CO3             | 1   | 3   | 3   | 3   | 3   | 2   | 3   | 3   | 3   | 3    | 3    | 1    |
| CO4             | 1   | 3   | 3   | 2   | 3   | 2   | 3   | 1   | 3   |      | 3    |      |

3-High, 2- Medium, 1- Low

## **HDCW-204- PRACTICAL-I: PARTICIPATION IN ECE CENTERS**

### **Course Objectives**

This course helps the students to;

1. Apply skills to evaluate personal and professional qualities of a pre-school teacher.
2. Plan a day's activities for pre-school children, prepare Teaching Learning Materials and to participate as student teacher in S.V.U Laboratory nursery school for six weeks.

### **PRACTICALS**

1. Evaluation of pre-school teacher using a scale
2. Preparation of plans for ECE based on Theme approach and Developmentally appropriate approach
3. Student Teacher participation for 6 weeks
  - Planning programme
  - Preparation of Audio-Visual Aids
  - Implementation of programme
  - Evaluation of Student Teacher's Participation

### **Course Outcomes**

After studying the course, students will able to ;

CO1: Plan a day's activities for pre-school children based on theme approach and developmentally appropriate approach.

CO2: Prepare teaching learning material(TLM) and demonstrate skills as good pre-School teacher and pre-school coordinator.

## **HDCW-205- PRACTICAL-II: CHILD STUDY TECHNIQUES**



## **Course Objectives**

This course helps the students to;

1. Assess the intelligence of children using standardized tests.
2. Apply skills to assess personality using projective techniques.

## **PRACTICALS**

1. Assessment of Intelligence of children using Intelligence tests
  - Raven's Progressive Matrices
  - Alexander's Pass-A-long Test
  - Seguin Form Board Test
  - Malin's Intelligence Scale for Indian Children
2. Assessment of Personality
  - Picture drawing Tests
  - Children's Apperception Test
  - Rorschach Inkblot Test
  - Cattle 16 PF

## **Course Outcomes**

After studying the course, students will able to ;

- CO1. Assess the intelligence of children using Alexander's Pass-A-long Test, Raven's Progressive Matrices Test , Seguin Form Board Test and Draw- a -person test and calculate I.Q of sample children.
- CO2. Apply skills to assess personality using projective techniques.

## Course Objectives

This course helps the students to;

1. Students understand the method of collecting case studies from the institutions catering to the needs of children with special needs.
2. Apply skills to assess gifted children, children with speech disorders and children with learning disability in local elementary school using simple assessment tests.

## PRACTICALS

1. Institutional visits/Home visits to collect case studies of the following.
  - a) Mentally Challenged
  - b) Hearing Impaired
  - c) Physically challenged
  - d) Orthopedically handicapped
  - e) Socially maladjusted
  - f) Visual impaired
2. Identification of the following challenges in school age children
  - a) Gifted
  - b) Speech disorders
  - c) Learning disabled

## Course Outcomes

After studying the course, students will able to ;

CO1: Students acquire the skills of collecting information from institutions catering to the needs of Children with special needs.

CO2: Students identify gifted children, children with speech disorder by using check list from local Schools.

**HDCW207: RESEARCH METHODOLOGY**  
**(Common to all Branches of M.Sc. Home Science and**  
**MS Food Technology Course)**

## COMPULSORY FOUNDATION - THEORY

### Course Objectives

This course helps the students to;

1. Get awareness about terms like ‘variables’, ‘hypothesis’, research ‘and recognize the purpose of doing a research.
2. Understand different types of research like experimental, survey, applied, action research etc., and differentiate advantages and disadvantages each type of research.
3. Critically apply knowledge to select a sample by using different sampling methods like probability and non-probability sampling.
4. Develop a research proposal in the appropriate scientific style.

### UNIT – I: Research Purpose and Types

- Research – Significance, meaning, objectives, Approaches, Research process, Criteria of good research, Variable- types –Types of Research : Historical, descriptive, experimental, case study, survey research, participatory research, Fundamental, applied and action, exploratory research.
- Research hypothesis-Characteristics of good hypothesis.

### UNIT –II: Methods of Data Collection and Sampling

- Different Methods and techniques of data collection: Interview, Observation, Social mapping, Participatory assessment Techniques, Data Gathering Instruments, Observation check list, Questionnaire, Interview schedule, Measurement scales.
- Sampling Methods : *Probability sampling*- Simple random, systematic random sampling, two Stages and multi stage sampling, cluster sampling and *Non-probability sampling* - Purposive, quota and volunteer sampling / Snowball Sampling.
- Research Proposal – Preparation.

### LEARNING EXPERIENCE

1. Identification of different variables in specialization of study.
2. Framing of hypothesis-Null and alternate Hypothesis
3. Preparation of schedule/questionnaire.
4. Preparation of research proposal
5. Study of an article in a journal-Abstract, Methodology, Results and Bibliography

### REFERENCES

1. Bandarkar, P.L. and Wilkinson, T.S. (2000). *Methodology and techniques of social research*, Himalaya Publishing House, Mumbai.

2. Batnagar, G.L. (1990). *Research methods and measurements in behavioural and social sciences*, Agri. Cole publishing Academy, New Delhi.
3. BajPai, S.M. (1987). *Methods of social survey and research*, KitabGhat, Kanpur-3
4. Black, T.R. (1999). *Doing quantitative research in the social sciences*, Sage Publications, New Delhi.
5. Dev Doss, R.P. and Kulandavel, K. (1985). *Hand book of methodology of research*, Oxford Press,
6. Garett. (1986). *Statistics in psychology and education*, 10<sup>th</sup> Indian Re-print Valeits Fefer and Simons Co., Bombay.
7. Goode, J.W. and Hatt, P.K. (1975). *Methods in social science research*, Mc. Graw hill-Co., New York.
8. Kothari, C.R. (2004). *Research methodology (Methods and Techniques)*, New Age International (p) Ltd., New Delhi.
9. Kerlinger, F.N.(1983). *Foundations of behaviouing research*, SagePublications, Delhi.
10. Sharma S.R. (1994). *“Statistical methods in educational research”*, Anmol Publications Pvt. Ltd., New Delhi.

## Course Outcomes

After studying the course, students will able ;

- CO1. Define terms like ‘variables’, ‘hypothesis’, research’ and state the purpose of doing research
- CO2. Understand different types of research and can compare the advantages and disadvantages of each type of research
- CO3. Critically know the procedures for identifying an ideal sample for scientific research.
- CO4. Prepare a research proposal in the appropriate scientific style

## CO-PO Mapping

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1             | 3   | 2   |     |     |     |     |     |     |     |      |      |      |
| CO2             |     | 2   |     | 3   |     |     |     |     | 2   |      |      |      |
| CO3             |     |     |     | 3   | 3   |     | 3   |     |     |      |      |      |
| CO4             |     | 2   |     | 3   |     |     | 3   |     |     | 3    |      |      |

3-High, 2-Medium, 1- Low

## ELECTIVE FOUNDATION- THEORY

### Course Objectives

This course helps the students to;

1. Associate the terms 'value education' 'self-introspection' and 'self-esteem' which are the core aspirations of all human beings.
2. Understand the importance of ethics in different fields like medical, business , environment and social ethics and ethics of media.
3. Apply the knowledge to assess issues and problems in each profession and correlate the concepts in addressing the ethical issues while choosing and joining a profession.
4. Develop all round and well balanced personality of the students and shapes them to become morally finer, socially responsible and physically fit persons of the society.

#### Unit-I:

Value Education- Definition - relevance to present day - Concept of Human Values - self introspection – Self-esteem - Family values-Components, structure and responsibilities of family- Neutralization of anger - Adjustability - Threats of family life - Status of women in family and society - Caring for needy and elderly - Time allotment for sharing ideas and concerns.

#### Unit-II:

Medical ethics- Views of Charaka, Sushruta and Hippocrates on moral responsibility of medical practitioners. Code of ethics for medical and healthcare professionals. Euthanasia, Ethical obligation to animals, Ethical issues in relation to health care professionals and patients. Social justice in health care, human cloning, problems of abortion. Ethical issues in genetic engineering and Ethical issues raised by new biological technology or knowledge.

#### Unit-III:

Business ethics- Ethical standards of business-Immoral and illegal practices and their solutions.Characteristics of ethical problems in management, ethical theories, causes of unethical behavior, ethical abuses and work ethics.

#### Unit-IV:

Environmental ethics- Ethical theory, man and nature- Ecological crisis, Pest control, Pollution and waste, Climate change, Energy and population, Justice and environmental health.

**Unit-V:** Social ethics- Organ trade. Human trafficking.Human rights violation and social disparities, Feminist ethics.Surrogacy/pregnancy. Ethics of media- Impact of Newspapers, Television, Movies and Internet.

#### REFERENCES:

1. "The Ethics of Management" by Larue Tone Hosmer. Richard D. Irwin Inc.
2. "Management Ethics' integrity at work' by Joseph A. Petrick and John F. Quinn. Response Books: New Delhi.

3. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
4. Maitra, S.K: Hindu Ethics
5. William Lilly: Introduction to Ethics
6. Sinha: A Manual of Ethics
7. Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C.Halighton.
8. SusrptaSamhita: Tr.KavirajKunjanlal, KunjalalBrishagratha. ChowkarnbaSanskrit series. VolLII and III, Varnasi, Vol I 00,16'20,21-32 and 74-77 only.
9. CarakaSamhita :Tr.Dr. Ram Karan Sarma and VaidyaBhagavan Dash, Chowkambha Sanskrit Series office. Varanasi I, 11.111 VolIPP 183-191.
10. Ethics, Theory and Contemporary Issues. Barbara Mackinnon Wadsworth/Thomson Learning, 2001.
11. Analyzing Moral.Issues, Judith A. Boss. May Field Publishing Company - 1999.
12. An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad. Cosmo Publications

### Course Outcomes

After studying the course, students will able ;

CO1. Associate the terms ‘value education’ ‘self-introspection’ and ‘self-esteem’ which are the core aspirations of all human beings.

CO2. Understand the importance of ethics in different fields like medical, business , environment and social ethics and ethics of media.

CO3. Apply the knowledge to assess issues and problems in each profession like medical, business , environment and social ethics and ethics of media and correlate the concepts in addressing the ethical issues while choosing and joining a profession.

CO.4. Apply skills for anger management, care of elderly, environmental protection and thereby develop well balanced personality and will contribute to society as morally finer, socially responsible and physically fit persons.

### CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1    |     |     |     |     |     |     |     |     | 3   |      |      | 3    |
| CO2    |     |     |     |     |     |     |     |     | 3   |      |      | 3    |
| CO3    |     |     |     |     |     |     |     |     | 3   |      |      | 3    |
| CO4    |     | 2   |     |     |     | 2   |     |     | 3   |      |      | 3    |

3-High, 2- Medium, 1- Low

# **III SEMESTER**

**DEPARTMENT OF HOME SCIENCE**

**M. Sc. HUMAN DEVELOPMENT AND CHILD WELFARE  
CHOICE BASED CREDIT SYSTEM (CBCS)  
(With effect from academic year 2016-17for students of Third Semester onwards)**

**SEMESTER III  
HDCW301: PARENT EDUCATION**

**CORE -THEORY**

**Course Objectives:**

This course helps the students to;

1. Know about the concept of parenting and the need for parent education.
2. Identify problems of parents under stress and apply knowledge to provide interventions.
3. Explains critically about different parenting styles and its impact on children's Behavior
4. Apply skills to plan, conduct and organize parent education programmes.

**UNIT-I Parent Education - Approaches**

Philosophy and goals of parent education.  
Theoretical approaches to parent education.  
Formulating curricula for parent education.  
Need for parent education in India.

**UNIT-II Parent Education -Methods**

Methods of parent education in Preschool settings.Direct and Indirect, Individual and Group Methods.  
Planning, organizing and evaluation of group educational programmes.

**UNIT-III Parenting Styles**

Parenting Styles -democratic, authoritative, authoritarian  
Disciplinary Strategies-Physical assertive, Inductive, Love with drawl  
– Changing role of parents in parenting. Role of father in child rearing.

**UNIT-IV Educating Parents under Stress–**

- Parents of Adopted children
- Parents of Handicapped Children
- Divorced/single parents

Importance of Parent Teacher Association (PTA)  
Planning, Organizing and Evaluation of PTA meetings

**REFERENCES**



1. Bhalla, N.M. (1985).*Studies in child care*, (NIPCCD).
2. Fine, Rarving.(1980).*Handbook on parent education*.
3. Kulkarni, S. (1986).*Introduction to Educational Technology*, Oxford and I.B.H. Publishing Co.
4. Kulkarni, S. (1988).*Parent Education perspectives and approaches*.
5. Paul Choudary. (1995).*Child welfare and development*, Atma Ram and Sons, New Delhi.

## Course Outcomes

After studying the course, students will able to;

- CO1. Know the need and goals for parent education.
  - CO2. Understand about problems of parents under stress and apply knowledge to provide Interventions.
  - CO3. Explains critically about different parenting styles and its impact on children's Behavior
- Apply skills to plan, conduct and organize parent education programmes in a pre-school setting.
- CO4.

### CO-PO Mapping

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1             | 2   |     |     | 3   |     | 3   |     | 3   |     |      |      |      |
| CO2             |     |     | 3   | 3   |     | 2   |     | 3   |     | 3    | 2    |      |
| CO3             |     | 1   |     | 3   |     | 3   | 3   | 3   |     |      |      |      |
| CO4             |     |     | 2   | 3   | 2   | 3   | 3   | 3   |     |      |      |      |

3-High, 2- Medium, 1- Low

## HDCW302: THEORIES AND APPROACHES TO CHILD GUIDANCE

### CORE–THEORY

#### Course Objectives:

This course helps the students to:

1. Describe the meaning of ‘theory’ , ‘defense mechanism’ and Child Guidance Clinic (CGC),
2. Understand principles of personality theories, learning theories, , cognitive development , theories, theories of moral and language development. .
3. Gain knowledge about team work in management of children in child guidance clinic.
4. Apply the knowledge of theories to management of children and its relationship to therapies.

#### Unit – I

Meaning, types and functions of theory, concepts and implications.

**Personality Theories-** Self-Actualization theory of Abraham Maslow

Freud’s Psycho-Analytic Theory – Psycho’-sexual stages of Development, Defense Mechanisms.

Cattle’s16. P.F Trait Theory

Social learning theory by Bandura

Psycho –Social theory of Erik Erikson

#### Unit – II

**Learning theories** -Pavlov and Watson’s classical conditioning, Skinner’s operant conditioning, Thorndike’s S-R theory

**Cognitive Development Theories**-Cognitive Development theory of Jean Piaget, - Howard Gardner’s Multiple intelligence theory

**Theories of Moral Development** – Kohlberge and Piaget

**Language theories** -Chomsky, Vygotsky

#### Unit - III Application of Theory to Child Guidance

Causes and determinants of common childhood problems – Genetic, Psychological and socio -cultural problems.

Child Guidance Clinic – definition, techniques of management of children in CGC-Case taking interview and team approach. Psychotherapy, behavior modification, group therapy and play therapy

#### Unit – IV

Guidelines for setting up child guidance and counselling unit – building, equipment and staff pattern. Documentation of case material, referral services.

## REFERENCES

1. Bakri and Mukhopadyay. (1975). *A manual of guidance and counselling*, Himalaya PublishingHouse.
2. Baldwin,A. (1980).*Theories of child development*,2nd edition, John Wiley and Sons, New York.
3. Bower and Hilgard, E.R. (1966).*Learning theories*, 5th edition,Eastern Economy edition.
4. Coleman J, C. (1976).*Abnormal Psychology*, JB ThanepuranWala and Sons Co.
5. Hall CS and LindZay, G. (1985).*Theories of personality*, 3rd edition, Wiley Eastern Limited, New York.
6. Murray Thomas. (1999).*Comparing theories of Human development*, Saga Publication.
7. Narayan Rao, S. (1992).*Counseling and guidance*, 2<sup>nd</sup> Edition, Tata Mcgraw hill Co,
8. Chanhan, S.S. (1982). *Principles and techniques of guidance*, Vikas Publishing House.

## JOURNALS

1. Psycho Lingua
2. Indian Journal of Psychology
3. Journal of Counselling Psychology.
4. The School Counsellor.
5. Journal of Community Guidance and Research.

## Course Outcomes

After studying the course, students will able to;

- CO1. Describe the meaning of a ‘theory’ , ‘defense mechanism’ of Freud’s theory and Importance of Child Guidance Clinic(CGC) in management of behavior problems among children.
- CO2. Understand principles of Freud’s, Erickson’s, Bandura and Allport’s personality theories, learning theories of Pavlov and Watson’s , cognitive development theories of Piaget and Gardner’s multiple intelligence theory, Kohlberge and Piaget’s theories of moral development and Chomsky, Vygotsky theories of language development.
- CO3. Explains about the role of Psychiatrist, Psychologist, Pediatrician and Human development expert in management of children in Child Guidance Clinic
- CO4 Learn about the methods and techniques like behavior modification and play therapy used to treat behavior problems among children and its relationship to child development theories.

## CO-PO Mapping

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1             | 3   | 3   |     | 3   |     |     |     | 3   |     |      | 3    | 3    |
| CO2             | 3   | 3   |     | 3   |     |     |     | 3   |     |      | 3    |      |
| CO3             | 3   | 3   |     |     |     |     |     | 3   |     |      | 3    |      |
| CO4             | 3   | 3   |     | 3   |     |     |     | 3   | 2   |      | 3    |      |

3-High, 2- Medium, 1- Low

## **HDCW-303- RURAL WORK EXPERIENCE ( Community Development Programme)**

### **Course Objectives**

The Rural work experience helps the students to ;

1. Expose students to the natural setting of the village situations, to understand the rural life by students.
2. Develop an understanding of rural life situations prevailing in villages with special reference to Home science among the students.
3. Familiarize with the socioeconomic conditions of people and their problems and several agencies and institutions involved in rural development.
4. Develop communication skills in students using extension teaching methods in the transfer of technology.
5. Develop confidence and competence to solve the problems.
6. Acquaint students with on-going extension and rural development programmes.
7. Impart diagnostic and remedial knowledge to the students relevant to real field situations through practical training.
8. Improve the overall nutritional status of rural communities by identifying the problems related to health and nutrition.
9. Impart the knowledge and skills in the fields like Food and nutrition, Human development, Textiles and clothing, Human resource management, can be provided to the needy families.
10. Develop leadership among people and help them in organizing groups to solve their problems.

The Rural Work Experience (RWE) is a compulsory course offered in III<sup>rd</sup> Semester M.Sc. students primarily to understand the rural situations, prioritize the rural problems and to develop skills & attitude of working with rural people for all-round development in rural areas. This programme develops competency in the areas of technological, managerial and communication skills among the students. To develop communications skills in students using extension training methods through planning, preparing of Teaching Learning materials and providing education in the areas of Nutrition, Child development and transfer of technology.

Specific survey schedules are used for collection of general information, assessment of nutritional status of members of each household, measurement of developmental aspects and anthropometric data of children. After analysis of the collected data, needs of the people will be identified. Based on the felt needs, combination of methods of extension for effective dissemination of information will be planned, with the help of local leaders, students will stay in the village for 10-15 days and through participatory approach the action projects will be organized,

lecturing, demonstrations, organization of exhibitions, dissemination of messages through role play, skits etc. are some of the techniques used. From the starting of the programme ,the total programme is monitored and evaluated meticulously by the staff of the Department.

The Rural Work Experience Programme, is mandatory for M Sc. Home Science Students.

**Course outcomes ;**

After completion of the RWE programme, students will be able to;

1. Understand and experience the rural life; their socio-economic conditions; problems of rural people; agencies involved in rural development.
2. Develop communicative skills, confidence, and competence, to solve the problems related to women, children and youth in the rural areas; use extension teaching methods in the transfer of technologies to the rural families; develop leadership among people and help them in organizing groups to solve their problems; improve the standard of living of the rural people.

**CO-PO Mapping**

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1             |     |     |     | 3   | 2   | 3   | 3   | 3   |     | 3    | 3    | 3    |
| CO2             | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 2   | 3    | 3    | 3    |

3-High, 2- Medium, 1- Low

## **HDCW-304: - INTERNSHIP**

### **Course Objectives:**

**This course helps the students to:**

1. Select specialized interests related to work and careers by utilizing theory based knowledge and practical orientation.
2. Provide hands-on experience in real-life work settings relevant to their field.
3. Rehearse skills analogous to job search skills in already existing work settings relevant to their field.
4. Build practical skills and knowledge in already existing work settings and Create work opportunities for themselves .

Students studying Human Development and Child Welfare (HDCW) specialization are required to place themselves as interns and complete an internship of 30 days in any : Human Development agency of their choice(subject to the approval of the senior faculty of specialization such as: counsellor trainees with counsellors/ Counselling institutes like Christian Counselling Centre (CCC), (Vellore) , VIMHANS (Vijayawada) .NIMHANS, (Bangalore) etc, curriculum developers/teacher trainers with Government or Non-Governmental institutions like SODHANA ( Cheepurupalli, Vijayanagaram), soft skill trainers with an HR department, special education trainers in special education institutes like RASS (Tirupati), PASS (Tirupati) , etc., Students can select from a wide range of educational, research, mental health and welfare settings.

At the end of the internship, students are required to submit a hard copy report to the concerned faculty. Internship will be graded by the supervisor at the place of internship and also faculty of HDCW specialization on the completion of internship. The internship has to be concluded before the commencement of semester-end examinations.

## Course Outcomes

After completing the Internship, students will able to

- CO1. Recognize specialized interests related to work and careers by utilizing theory based knowledge and practical orientation.
- CO2. Infer hands-on experience in real-life work settings relevant to their field.
- CO3. Apply theoretical knowledge to the work settings skills in already existing work settings relevant to their field .
- CO4. Build practical skills and knowledge in already excising work settings and Create work opportunities for themselves

## CO-PO Mapping

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1             | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   |     | 3    | 3    | 3    |
| CO2             | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 2   | 2    | 3    | 3    |
| CO3             | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 3    | 3    | 3    |
| CO4             | 3   | 2   | 3   | 3   | 3   | 3   | 3   | 3   | 3   | 2    | 3    | 3    |

3-High, 2- Medium, 1- Low

## HDCW 305 (a): INFANT DEVELOPMENT AND STIMULATION

### GENERIC ELECTIVE- THEORY

#### Course Objectives :

This course helps the students to;

1. Know the terms ‘child rearing practices’, ‘stimulation’ and identifies the importance of attachment during infancy period.
2. Understand the importance of culture , role of father and grandparents in child rearing practices.
3. Apply knowledge of stimulation activities for physical, language, cognitive and social development of infants.
4. Plan stimulating activities for infants and prepare them using indigenous materials.

#### UNIT-I New Born and Infant Development

New born behaviour

New born capacities

Sleeping Patterns of new born

Early deprivation and enrichment-impact on Infant’s development

#### UNIT-II Child Rearing Practices

Importance of child rearing practices

Role of environment in child rearing

Types of child rearing-role of culture

Child Rearing Practices –Massage, Bathing Toilet Training and

Sleeping patterns

Role of father’s in child rearing

#### UNIT-III Stimulation

Stimulation -Definition, Importance, Early experiences and developmental consequences, Family and environmental stimulation.

Stimulation to nurture holistic development-

- Activities for physical development
- Activities for social and emotional developments
- Activities for language development
- Activities for cognitive development

#### UNIT-IV EarlyInteraction

Early interaction, a beginning in attachment formation

Course of attachment – Attachment theory

Dyadic versus multi caring

Supportive care – Role of grandparents, Role of child care centres



## REFERENCES

1. Caldwell. (1981). *Infant stimulation – Assessment; Role of environment*, University of Kansas, USA,
2. Stone L.J., Smith, T.H. and Murphy, C.B. (1974). *The competent infant*, Great Britain, Tavistock Publications.
3. Super C.H. (1981). *Cross Cultural Research on infancy*, In H. Triandis and Heron (Eds), *Handbook of Cross Cultural Psychology*, Vol. 4, 17-53, Boston: AllynBacon.
4. Super, C. H. and Harkness, S. (1986). *The Developmental niche: A conceptualization of the interface of child and culture*, *International Journal of Behaviour and Development*, 9, 545-569.
5. Swaminathan. (1998). *The First five years: A critical perspective on yearly childhood carry and education in India*. New Delhi: Sage.

## JOURNALS

1. Journal of Pediatrics
2. Journal of Abnormal Child Psychology
3. Journal of Child Development

### Course Outcomes

After studying the course, students will be able to;

- CO1. Define the terms ‘child rearing practices’, ‘stimulation’ and identify the importance of attachment during infancy period.
- CO2. Understand the importance of culture, role of father and grand parents in child rearing practices.
- CO3. Apply knowledge of stimulation activities for physical, language, cognitive and social development of infants.
- CO4. Plan stimulating activities for infants and prepare them using indigenous materials

### CO-PO Mapping

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1             | 3   |     | 3   | 3   |     |     |     | 2   |     |      |      |      |
| CO2             | 3   |     | 3   |     |     | 3   |     | 2   |     |      |      |      |
| CO3             | 3   |     | 3   | 3   |     |     |     | 2   |     |      |      |      |
| CO4             | 3   |     | 3   |     | 2   |     |     | 2   |     |      |      |      |

3-High, 2-Medium, 1-Low

## **HDCW 305 (b): DEVELOPMENT OF LEARNING MATERIAL AND CHILDREN'S LITERATURE**

### **Course objectives:**

1. Understand the significance of teaching learning materials for early childhood programmes.
2. Gain skills in planning and development of materials for all round development of children.
3. Critically explain the need and sources of literature for children.
4. Can able to prepare teaching and learning materials and create literacy environment in schools.

### **Theory:**

#### **UNIT-I Material for Physical and Motor Development**

Significance of teaching materials for early childhood education programs-Principles of developing materials for children-Planning and development material for physical and motor development.

#### **UNIT-II Material for Language , Creativity and Cognitive Development**

Planning and developing material for – Language development , Promoting Creativity , and Cognitive development-Care and maintenance of materials.

#### **UNIT -III Literature for Children**

Literature for children: Need and scope of children's literature, children's literature through the ages-Contributors to children's literature-Characteristic features of literature for children :sources, features and significance of folk tales, folk songs, folk arts , mythology ,historical events ,science concept , biographies ,fantasy and fairy tales.

#### **UNIT -IV Educational and Recreational Material**

Educational Materials- Types -importance of poetry ,picture book ,short stories and fables in educational programmes –

Recreational Material- Cartoons ,comics , comic strips, skits , role plays and dance .Creating literary environment in school-Role of children's library.

### **Learning Experience**

- Visit to play centers, toy manufacturing units, shops ,fairs etc. and observing practical utility of different toys and teaching materials .
- Preparation of teaching materials for different developmental domains .
- Survey of existing children's literature ,observational visit to book exhibition ,book fair ,libraries and mobile vans.
- Group discussion on elements of writing for children -poem, stories ,puppet shows ,cartoon strips picture books.
- Developing items of literature for different domains using pictures, audio -video materials and computer aided designs.

## References:

1. Brahma D.1989 *Children's literature and education in India*. Deep & Deep Publ.
2. Green MM & Woods EL.1969 *A Nursery School Handbook for Parents Teachers*. Universal Book Stall.
3. Marshall MR . 1982 *An Introduction to the World of Children's Books*. Grower Publ.
4. Rudolph M & Cohen DH.1977 *Kindergarten and Early Schooling*. Prentice Hall.
5. Seefeldt C.1980 *Teaching Young Children*. Prentice Hall.

## Course outcomes:

- CO1. Understand the significance of teaching learning materials for early childhood programmes.
- CO2. Gain skills in planning and development of materials for all round development of children.
- CO3. Critically explains the need and sources of literature for children.
- CO4. Can able to prepare teaching and learning materials and create literacy environment in schools.

## CO-PO Mapping

| Course outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1             | 3   |     | 3   | 3   | 3   | 3   | 2   | 2   |     |      | 2    |      |
| CO2             | 3   |     | 3   | 3   | 2   | 2   | 2   | 2   |     |      | 2    |      |
| CO3             | 1   |     | 3   | 3   | 2   | 2   | 2   | 2   |     |      | 1    |      |
| CO4             | 1   |     | 3   | 3   | 2   | 2   | 2   | 2   |     |      | 1    |      |

3-High, 2- Medium, 1- Low

## HDCW 305 (c): PLANNING FOR PROJECT MANAGEMENT

### GENERIC ELECTIVE - THEORY

#### Course Objectives

This course helps the students to;

1. Get awareness about terms like 'Review of literature', Bibliography, Limitations and delimitations in research project.
2. Understand principles in development of research design.
3. Critical explain the research process
4. Apply knowledge to prepare a Project report

#### UNIT- I

##### Identification of a Project

Review of Literature  
Identification of a problem  
Defining the objectives  
Limitations and Delimitations

#### UNIT- II

##### Preparation of Project Proposal

Selection of tools  
Identification of Data Collection methods  
Establishment of Reliability, Validity and Item Analysis of tools  
Development of Research Design

#### UNIT- III

##### Implementation

Identification of population  
Selection of Sample  
Collection of Data  
Pooling of Data, Analysis of Data  
Preparation of tables

#### UNIT- IV

##### Management of the Project

Report Writing  
Interpretation of results  
Bibliography  
Project Report,

## REFERENCES

1. Chandra, P. (1995). *Projects – planning, analysis, selection, implementation and review*. New Delhi: Tata McGraw Publishing Company Limited.
2. Khandwalla, P.H. (1995). *Management styles*. New Delhi: Tata McGraw Hill.
3. Cole, G.A. (1993). *Management theory and practice*. London: ELBS
4. Leeper, S.H., Witherspoon, R.L. and Dae, B. (1984). *Good schools for young children* (5<sup>th</sup> Edition). New York: Macmillan Publishing Company
5. Grossman, B.D., and Keyes, C. (1985). *Early childhood administration*, Boston: Allyn and Becon.

## Course Outcomes

After studying the course, students will able ;

- CO1. Get awareness about terms like ‘Review of literature’, bibliography, limitations and delimitations in research project.
- CO2. Understand principles in development of research design .
- CO3. Critically explain the steps like selection of sample, data collection pooling and analysis Of data
- CO4. Plan and prepare a report for a mini project.

## CO-PO Mapping

| Course Outcomes | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|-----------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1             | 3   | 2   |     |     |     |     |     |     |     |      |      |      |
| CO2             |     |     |     |     |     |     |     |     |     |      |      |      |
| CO3             |     |     |     |     |     |     | 3   |     |     |      |      |      |
| CO4             |     |     |     | 3   |     |     | 3   |     |     |      |      | 3    |

3-High, 2- Medium, 1- Low

**OPEN ELECTIVE- THEORY**

**Course Objectives**

This course will help students to;

1. Know about foods, food groups, balanced diet for different age groups.
2. Understand the importance of macro and micronutrients in daily diet.
3. Apply comprehensive knowledge on deficiency symptoms of different nutrients.
4. Able to get knowledge on nutritional problems in community.

**UNIT-I: Food Composition**

- Food groups – Classification – food composition and nutritive values of different foods, Functions of foods. Balanced Diet, RDA for all age groups.

**UNIT-II : Macronutrients**

- Carbohydrates: Definition, classification, food sources, Function in human body, Recommended Daily Allowance (RDA) and importance of fibre.
- Fats and Oils: Definition, classification, saturated and unsaturated fatty acids, cholesterol, Food sources, requirements, RDA and biological functions.
- Protein: Definition, classification, essential and non-essential amino acids, protein quality, supplementary value of protein, food sources, RDA and functions.

**UNIT-III : Micronutrients**

- Vitamins: Definition, classification
- Fat soluble Vitamins (A, D, E, K) - Functions, sources, RDA, Deficiency diseases and symptoms.
- Water soluble Vitamins (B complex and C): Functions, sources, RDA, Deficiency diseases and its symptoms.
- Macro minerals: Calcium, phosphorous, sodium, potassium, chloride- sources, biological functions, factors affecting availability, Deficiency diseases and symptoms.
- Micro minerals: Copper, zinc, Iron, Iodine and fluorine in human nutrition, biological functions, factors affecting availability, Deficiency diseases and symptoms.

**Unit - IV: Major Nutritional Problems of the Community:**

- Malnutrition - PCM, obesity, micronutrient malnutrition, government programmes to eradicate PCM, vitamin-A, iron and iodine deficiencies, principles of planning diets for different conditions of malnutrition.

## REFERENCES - TEXT BOOKS

1. Jelliffe, D.B. (1966). Assessment of Nutritional Status of the Community. WHO Monograph. Series No. 53. WHO Geneva.
1. Mehtab S. Bamji. (1996). Text book of Human Nutrition, Oxford & IBH Co. PVT. LTD, New Delhi.
2. Swaminathan, M. (1999). Essentials of Food and Nutrition, Vol. I and Vol. II Ganesh and co. Madras.
3. Mahtab S. Bamji and N. Pralhad Rao. (2004). "Text book of Human Nutrition, Second Edition, Oxford and IBH Publishing co. PVT LTD. New Delhi,
4. C. Gopalan, B. V. Ramasastri and S. C. Bala Subramanian. (2012). Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council Medical Research Hyderabad.
5. Madhu Sharma. (2013). Pediatric Nutrition in Health and Disease, Jaypee Brother's Medical Publishers (P) Ltd New Delhi London Philadelphia Panama.
6. M Swami Nathan. (2010). Food and Nutrition Volume-1 Second Edition the Bangalore Printing and Publishing Co Ltd Bangalore 560018.
7. M Swami Nathan. (2010). Food and Nutrition Volume-2 Second Edition the Bangalore Printing and Publishing Co Ltd Bangalore 560018.
8. Nutrient Requirements and Recommended Dietary Allowance for Indians A Report of the Expert Group of Indian Council Medical Research. 2010.
9. Dietary guidelines for Indians- a manual. National institute of nutrition. Hyderabad. 2011.
10. David L. Kartz. (2008). Nutrition in Clinical Practice. Lippincott Williams and Wilkins. USA.
11. Whitney E. N. (1983). Understanding normal and clinical nutrition. West publishing company. USA.

## JOURNALS AND PROCEEDINGS

- World review of Nutrition and Dietetics. S. Karger New York and Sydney 1959 onwards.
- Proceedings of Nutrition society of India. ICMR. NIN Hyderabad, India 1969 onwards.
- Nutrition Quarterly Journal (ICMR) NIN, Hyderabad.
- The Indian Journal of pediatrics.
- Journal of Human Nutrition / Applied Nutrition.
- Future' quarterly journal / UNICEF.
- Monographs and other publications by ICMR, WHO, FAO, UNICEF and UNESCO, Nutrition Foundation of India.
- Indian Journal of Nutrition and dietetics, Coimbatore, India.

## Course Out comes

Upon completion of this course, students will be able to

- CO 1. Acquire knowledge on food groups and functions of food.
- CO 2. Gain knowledge on importance of macro and micronutrients in different age groups.
- CO 3. Identify signs and symptoms of different nutrient deficiencies.
- CO 4. Illustrate the nutritional problems in community.

## HDCW 306(b) : NUTRITIONAL ASSESSEMENT

### OPEN ELECTIVE- THEORY

#### Course Objectives

This course will help students to:

1. Learn the determinants of Nutritional Surveillance.
2. Understand the direct and indirect methods of nutritional assessment.
3. Apply the knowledge on dietary assessment at individual and house hold level.
4. Identify the clinical symptoms and biochemical tests for different nutritional problems.

#### UNIT-I

Nutritional Surveillance: Need determinants, Nutritional Surveillance over view of the methods of assessment of Nutritional and health status.

#### UNIT-II

Methods of assessment: Direct and Indirect methods of Nutritional assessment of human groups-ABCD- Techniques.

Assessment of age: Using local events calendar

Anthropometry Assessment: Measurement used, use of equipment, standards for comparison. Classification used to categorize malnutrition, cut of points used to distinguish current and long term malnutrition.

Indicators of nutritional status

Guidelines for interpretations of growth charts.

#### UNIT-III

Dietary assessment: Methods and techniques for assessing dietary intakes of individual, house hold level and institutional level.

#### UNIT-IV

Clinical assessment: Study of different methods and techniques for clinical assessment of nutritional status and diagnosis of sign of relation to various nutrient deficiencies.

Biochemical assessment: Methods and techniques for major nutritional disorders, standards for comparison, field level assessment techniques.

#### REFERENCES - TEXT BOOKS

1. Gopalan, C., Ramasastry, B.V. and Bala Subramanian, S.C. (2012). *Nutritive value of Indian foods*, National Institute of Nutrition, Indian Council Medical Research Hyderabad.
2. David L. Kartz. (2008). *Nutrition in clinical practice*. Lippincott Williams and Wilkins. USA.
3. *Dietary guidelines for Indians- a manual*. (2011). National institute of nutrition. Hyderabad.
4. Jelliffe, D.B. (1966). *Assessment of nutritional status of the community*. WHO Monograph. Series No. 53. WHO Geneva.



5. Swami Nathan, M. (2010). *Food and nutrition*, Volume-1, Second Edition, the Bangalore Printing and Publishing Co Ltd, Bangalore 560018.
6. Swami Nathan, M. (2010). *Food and nutrition*, Volume-2, Second Edition, the Bangalore Printing and Publishing Co Ltd, Bangalore 560018.
7. Madhu Sharma. (2013). *Pediatric nutrition in health and disease*, Jaypee Brother's Medical Publishers (P) Ltd New Delhi London Philadelphia Panama.
8. Mahtabs, Bamji. and Pralhad Rao, N. (2004). *Text book of human nutrition*, Second Edition, Oxford and IBH publishing co. PVT LTD., New Delhi,
9. Mehtab S. Bamji. (1996). *Text book of human nutrition*, Oxford & IBH Co. PVT. LTD, New Delhi.
10. Nutrient Requirements and Recommended Dietary Allowance for Indians. (2010). *A Report of the Expert Group of Indian Council Medical Research*.
11. Seymour L. Haspern. *Quick reference to clinical nutrition*, J.B. Lippincott Company.
12. Swaminathan, M. (1990). *Essentials of food and nutrition*, Vol. I and Vol. II Ganesh and co. Madras.
13. Whitney, E. N. (1983). *Understanding normal and clinical nutrition*, West publishing company. USA.

### **JOURNALS AND PROCEEDINGS**

1. World review of Nutrition and Dietetics. S. Karger New York and Sydney 1959 onwards.
2. Proceedings of Nutrition society of India. ICMR. NIN Hyderabad, India 1969 onwards.
3. Nutrition Quarterly Journal (ICMR) NIN, Hyderabad.
4. The Indian Journal of pediatrics.
5. Journal of Human Nutrition / Applied Nutrition.
6. Future' quarterly journal / UNICEF.
7. Monographs and other publications by ICMR, WHO, FAO, UNICEF and UNESCO,
8. Nutrition Foundation of India.
9. Indian Journal of Nutrition and dietetics, Coimbatore, India.

### **Course Out comes**

Upon completion of this course, students will be able to

- CO 1. Acquire knowledge on Nutritional Surveillance.
- CO 2. Apply direct and indirect techniques to assess nutritional status.
- CO 3. Gain knowledge on methods of dietary assessment at individual and house hold level.
- CO 4 . Identify signs and symptoms of different nutrient deficiencies.

# **IV SEMESTER**

**DEPARTMENT OF HOME SCIENCE**  
**M. Sc. HUMAN DEVELOPMENT AND CHILD WELFARE**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**  
**(With effect from academic year 2017-18 for students of Third Semester onwards)**  
**SEMESTER IV**  
**HDCW 401 –GUIDANCE AND COUNSELLING IN HUMAN DEVELOPMENT**  
**CORE -THEORY**

## **Course Objectives**

This course helps the students to;

1. Describe the terms ‘psychological disorders, ‘guidance’ and ‘counseling’
2. Explain different types of conflicts in psychology, qualities and skills of a good counselor and different approaches to counseling
3. Critically explain, techniques of counselling, process of counseling and ethics in counseling
4. Apply counseling skills to practice counselling process.

### **UNIT- I      Personality and Approaches to Counselling**

Personality - Meaning, Definition, Determinants of personality, Adjustment, Conflict- types, Development of a healthy personality.

Approaches to Counselling -

The Directive or Authoritarian Approach, Humanistic approach – Rogers’ Self-Theory, Behaviouristic approach, Trait and factor approach, Client centred approach, Eclectic approach.

### **UNIT – II      Psychological Disorders and Use of Tests in Counselling**

Behaviour problems among children – Assessment,

Psychological Disorders – Definition and Major Psychological Disorders

Test use in Counseling Situations– Intelligence tests, Aptitude tests, Achievement tests, Personality tests, Interest inventories

Non-Test - client appraisal techniques in counselling – Autobiography, Anecdotal records, Rating scales, Socio-metry and Case study

### **UNIT – III      Guidance**

Meaning, Definition, Needs related to education and vocational guidance, Objectives of guidance, Principles – Functions – Types of Guidance, Guidance in Schools - Elementary school level, Secondary school level, College level, Individual and Group guidance-Advantages and Disadvantages

### **UNIT – IV      Counselling.**

Meaning, Definition, Goals of counselling, Essential elements of counselling, Qualities and Skills of counsellor, Techniques of counselling, Process of counselling, Stages in Counselling process, variables affecting the counselling process.

Individual and Group counselling – Advantages and Disadvantages

Ethics in Counselling.

## REFERENCES

1. Kaur and Surajit. (1971). *Fundamentals of counselling*, Sterling Publishers, New Delhi
2. Kiruba Charles and Jyothsna. (2013). *Guidance and counselling*, Neelkamal Publications Pvt. Ltd., New Delhi
3. Kochhar, K. (1976). *Educational and vocational guidance in secondary schools*, Sterling Publishers, New Delhi.
4. Mukhopadhyaya. (1989). *Guidance and counselling*, (A Manual), Himalaya Publishing house Ltd, New Delhi
5. Narayana Rao. (2000). *Counselling and guidance*, 2nd Edition, Tata McGraw-Hill Publishing Ltd., New Delhi 2000.
6. Parricha and Prem. (1976). *Guidance and counselling in Indian higher education*, NCERT, New Delhi,
7. Prashantham, B.J. (2005). *Indian case studies in therapeutic counselling*, 6<sup>th</sup> edition, Christian Counselling Center, Vellore.
8. Sitaram Jayaswal. (1990). *Guidance and counselling- An eclectic approach*, Prakashkendra, Lucknow.
9. Tolber. (1973). *Counselling for career development*, Houghton Mifflin, Co., Boston,

## JOURNALS

1. British Journal of Guidance.
2. Counselling Psychologist.
3. Indian Journal of Clinical Psychology.
4. Journal of Counselling Psychology.
5. Personnel and Guidance.
6. The School Counsellor.
7. Journal of Community Guidance and Research.

## Course Outcomes

After studying the course, students will able

- CO1. Describe the terms 'psychological disorders, 'guidance' and 'counselling' .
- CO2. Explain different types of conflicts in psychology , qualities and skills of a good Counselor and different approaches to counseling
- CO3. Critically explain, techniques of counselling, process of counseling and ethics in counseling
- CO4. Apply counseling skills to practice counselling process

## CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1    | 3   | 3   |     | 3   |     | 3   | 3   | 3   |     |      |      |      |

|     |   |   |  |   |  |   |   |  |   |   |   |   |
|-----|---|---|--|---|--|---|---|--|---|---|---|---|
| CO2 | 3 | 3 |  | 3 |  | 3 | 3 |  |   |   | 3 | 2 |
| CO3 |   | 3 |  |   |  |   | 3 |  | 3 |   | 3 |   |
| CO4 |   | 3 |  | 3 |  | 3 | 3 |  |   | 3 | 3 | 2 |

3-High, 2- Medium, 1- Low

## CORE–THEORY

### Course Objectives

This course helps the students to

1. Describe developmental tasks of early adulthood, middle adulthood, and late adulthood
2. Understand the physical, physiological and psychological changes during early and late adulthood
3. Explain adjustments and problems during early and late adulthood.
4. Assess needs, adjustments and problems during different stages of adulthood using questionnaires and case study methods .

#### **UNIT-I Early Adulthood (20-35 years)**

Characteristics, Physical and physiological changes. Developmental tasks – Adjustment – Vocational and marital adjustment - parenthood

#### **UNIT-II Middle Adulthood (35-50 years)**

Characteristics and Developmental tasks.  
Adjustment – Personal, Social and Family  
Role of family – Maintenance of family relations and Friendship.  
Menopause in women, Adult Sexuality.

#### **UNIT-III Late Adulthood (50-65 years)**

Characteristics and Developmental tasks  
Physical, Physiological and Psychological changes  
Social relationship and family adjustment  
Adjustments to retirement, family life and singlehood  
Grand parenthood, Intergenerational relationships  
Problems during late years.

#### **UNIT-IV Elderly (65+ years)**

Characteristics and changes in cognitive and Creative activities  
Changes in family life cycle-Mental health during elderly  
Institutional living in the context of Indian culture  
Safety issues during elderly.

### Learning Experience

1. Assessment of roles, responsibilities and satisfaction during young adulthood - case study.
2. Assessment of marital adjustment among young adults
3. Problems of adjustment during adulthood – case study.
4. Assessment of needs and problems of elderly.
5. Case study of elderly man and woman.
6. Visit to old age home – report and evaluation.

**REFERENCES:**

1. Bhatia, H.S. (1983). *Aging and society*, Udupus, TheAryas book, center publishes.
2. Bin Stock, H.R. and Sharma, E.(1985). *Hand book of agency and the social sciences*, New York.
3. Krishna, P.andMahadivan, K. (1991). *Elderly population today policies, problem and perspectives* B.R. Publishing House, Delhi.
4. Santrock, J.W. (1981). *Life span development*, Brown Benchmall, New York

**JOURNALS**

1. Child Development
2. PRACHI Journal
3. Psycho Lingua
4. Indian Journal of Psychology
5. Journal of Psychometric
6. Journal of Gerontology

**Course Outcomes**

After studying the course, students will able to;

- CO1. Describe developmental tasks of early adulthood, middle adulthood, and late adulthood
- CO2. Understand the physical, physiological and psychological changes during early and late adult hood.
- CO3. Explain adjustments and Problems during early and late adulthood.
- CO4. Assess needs, adjustments and problems during different stages of adulthood using questionnaires and case study methods.

**CO-PO Mapping**

| Coursee | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1     | 3   |     |     | 3   |     |     |     |     |     |      |      |      |
| CO2     | 3   |     |     | 3   |     |     |     |     |     |      |      | 2    |
| CO3     | 3   |     | 3   | 3   |     |     | 3   |     |     |      |      |      |
| CO4     | 3   |     | 3   | 3   |     |     | 2   |     |     | 2    |      |      |

3-High, 2- Medium, 1- Low

# HDCW 403: REHABILITATION AND MANAGEMENT OF CHILDREN WITH DEVELOPMENTAL CHALLENGES

## CORE –THEORY

### Course Objectives

This course helps the students to;

1. Describe the terms ‘rehabilitation’, ‘community based rehabilitation’, normalization integration, mainstreaming and inclusion.
2. Understand the role of government, voluntary organizations and community in management of children with developmental challenges.
3. Explain rehabilitation of children with developmentally challenges through multi-disciplinary approach
4. Apply practical skills in developing schedule and collecting case studies of children with developmental challenges

### UNIT-I Early Identification of Children with Developmental Challenges

Need, Assessment process – Identification, Screening, Diagnosis, programme planning, placement, monitoring and evaluation – Linking assessment with intervention process.

### UNIT-II Rehabilitation of Children with Developmental Challenges

Vocational, educational and recreational rehabilitation Rehabilitation of the children with developmental challenges - Mentally challenged, visually impaired, hearing impaired, learning disabled, gifted child, Orthopedically challenged, children with Social and emotional problems, children with neurological problems, Autism-. Rehabilitation through multidisciplinary approach.

### UNIT-III Management of children with Developmental Challenges

Role of parents, schools- Role of Government, Voluntary organizations and community – Concepts of Normalization and Integration, Mainstreaming and Inclusion- parent – Teacher partnership.

### UNIT-IV Community Based Rehabilitation Services

Definition and Basic Concepts of Community Based Rehabilitation – Roles and responsibilities of community based rehabilitation functionaries – Organizations working towards children with developmental challenges – NIHM, NIHH, etc.

### Learning Experiences

1. Visit to Rehabilitation centre for orthopedically challenged children.
2. Visit to physiotherapy centre.
3. Development of schedule for Identification of children with Developmental Challenges
4. Visit to clinics to take Case studies of children with developmental challenges.
5. Study of management structures in Rehabilitation centres.
  - Government
  - Voluntary Organization



## REFERENCES

1. Bhatia, M.S. (1992). *Essentials of psychiatry*, New Delhi: CBS Publishers and Distributors.
2. Coleman, M.C. (1986). *Behaviour disorders theory and practice*, London: Prentice Hall.
3. Sankar, U. (1991). *Exceptional children*, New Delhi, Enkay Publication.
4. Hargrove, I. J. (1984). *Assessment of special education*, Prentice Hall Publication.
5. Mehta, D.S. 1983. *Handbook of Disabled in India*, New Delhi: Allied Publishers.
6. Cellier.(1979).*Teacher*,Macmillian Publications, London
7. Michel J. Curalnick. (1978).*Early intervention and the integration of handicapped*, University Park Press, London

## JOURNALS

1. Disabilities and Impairment
2. Indian Journal of disabilities and rehabilitation
3. Psychological counselling.
4. Journal of Educational Psychology

## Course Outcomes

After studying the course, students will able to;

- CO1. Define the terms ‘rehabilitation’, ‘community based rehabilitation’ normalization integration, mainstreaming and inclusion
- CO2. Explain the government, voluntary organizations managing children with developmental Challenges at local, district , state and national level.
- CO3. Apply knowledge of rehabilitation of children who are mentally challenged, visually impaired, hearing impaired, learning disabled, gifted child, orthopedically challenged, children with social and emotional problems and children with neurological problems
- CO4. Prepare schedule to collect case studies from children with developmental challenges

## CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1    | 3   | 2   | 3   |     |     |     |     |     |     | 3    |      |      |
| CO2    |     |     | 2   |     |     | 2   | 2   | 2   |     | 3    | 2    |      |
| CO3    |     | 3   | 3   | 2   | 3   |     | 3   |     |     | 3    | 2    | 2    |
| CO4    |     |     | 1   | 3   |     |     |     | 2   |     | 2    | 2    |      |

3-High, 2- Medium, 1- Low

## **HDCW-404 -PRACTICAL-I: GUIDANCE AND COUNSELLING**

### **Course Objectives**

This course helps the students to;

1. Students apply skills in assessment of behavior problems among children, analysis of self and vocational interests using checklist and scales.
2. students practice counseling skills using different methods

### **PRACTICALS**

1. Assessment of Behaviour Problems among children
2. Analysis of the content of semi-structural autobiography.
3. Assessment of Vocational Interests.
4. Semantic Differentia Scale – Analysis of self
5. Adjustment Inventory
6. Analysis of Case study
7. Practice of Counseling process using different models like SOLER, CRAVE analysis etc.

### **Course Outcomes**

After studying the course, students will able to;

Co1: Students assess behavior problems among children, understand their vocational interest and congruence between real self and ideal self.

Co2: Practice of counseling process using different models, gives hands-on experience to serve as Counselors in mental health institutions.

**HDCW 405(a): CHILD AND HUMAN RIGHTS  
GENERIC ELECTIVE–THEORY**

## **Course Objectives**

This course helps the students to;

1. Define the concept of ‘human rights’, ‘child rights’ and ‘women rights’ .
2. Identify and classify different types of human rights .
3. Critically explains demographic distribution of children in difficult circumstances.
4. Articulate different issues faced by women in India.

### **UNIT-I**

Definition and Evolution of Rights

Human rights  
Child rights  
Women’s rights  
Charter  
Convention  
Policy  
Right to Education

### **UNIT-II**

Status of Indian Children and their rights

Demographic distribution  
Gender disparities (infanticide, foeticide, girl child)  
Children in difficult circumstances -Children of prostitutes, child prostitutes,  
Child labour, street children, refugee children, Abused and neglected children  
Child trafficking

### **UNIT-III**

Status of Women and their Rights

Status of women in India  
Women and human rights  
Forms of violation of women’s rights  
Violence against women in home, works places and society.  
Sexual harassment, rape  
Health and nutrition based deprivations  
Crime against women  
Political discrimination

### **UNIT-IV**

Classification of Human Rights

Moral rights  
Legal rights  
Civil and political rights  
Social emotional and cultural rights

## REFERENCES

1. Dreze, Jean and Sen, Amartya. (1989). *Hunger and public action*, U.K., Oxford University Press.
2. D'Souza, D. and Menon, J. *Understanding human rights*. (Series 1-4). Bombay: Research and Documentation Centre, St. Pius College.
3. Government of India. (1992b). *National Plan of Action: A commitment to the Child*, Department of women and child Development, New Delhi.
4. Government of India. (1993c), *Education for All: The Indian Scenario*, Department of Education, New Delhi.
5. Government of India (1993b), *Ministry of Finance, Economic Survey 1992-93*, New Delhi.
6. Government of India (1994), *Ministry of Finance, Economic Survey 1993-94*, New Delhi.
7. Government of Tamil Nadu (1993). *Dr. J. Jayalalita 15 point programme for child welfare*, Department of Social Welfare and Nutrious Meal Programme, Madras.
8. Kudchedkar, S.(1998). *Violence against women: women against violence*. Delhi: Pencraft International.
9. National Institute of Nutrition. (1993). *Nutrition Trends in India*, National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
10. National Institute of Public Cooperation and Child Development (1993). *A Statistics on children in India Packet Book 1993*, New Delhi.

## Course Outcomes

After studying the course, students will able to;

- CO1. Define the concept of 'human rights', 'child rights' and 'women rights'.
- CO2. Identify and classify different types of human rights like moral, legal, civil, political , socio-emotional and cultural rights
- CO3. Critically explains demographic distribution of children in difficult circumstances  
Like Children of prostitutes, child prostitutes, child labour, street children, refugee children, abused and neglected children
- CO4. Articulate different issues faced by women like violence against women in home, work places and society, sexual harassment, rape, health and nutrition based deprivations.

## CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1    | 2   |     |     |     |     |     |     |     |     |      |      |      |
| CO2    |     | 2   |     |     |     |     |     |     |     |      |      |      |
| CO3    |     |     |     |     |     |     | 3   |     |     |      |      |      |
| CO4    |     |     |     |     |     |     |     |     |     | 2    |      | 2    |

3-High, 2-2edium, 1- Low

## HDCW 405 (b): ORGANISATION AND MANAGEMENT OF CHILD WELFARE INSTITUTIONS

### GENERIC ELECTIVE–THEORY

#### Course Objectives

This course helps the students to;

1. Define the ‘concept of ‘child welfare’ ‘integrated approach’ and ‘supervision’.
2. Understand the need for effective communication skills with children, personnel, parents and to manage institutions
3. Identify the national and international organizations working for child welfare
4. Apply knowledge to monitor different child welfare institutions

#### UNIT- I

A Brief history of child welfare in India.

Charter of children's rights

Liberation of child labour and changing philosophy and concept of programs and services for children. Importance of integrated approach.

#### UNIT-II

Existing Government and voluntary organizations for children in India. I.C.C.W, CSWB, NIPCCD, NCERT, ICSW, National Society for children, Balbhavan Society - Functions and services; All NGO's like RASS, Action Aid, S.O.S.

International Organisations - UNICEF, WHO, FAO, CARE.

#### UNIT- III

Principles, objectives and significance of the above institutions, organisations and their activities and programmes.

Development of effective communication skills with children, personnel, parents and other adults.

Management of these institutions, Administration, organization structure of various institutions like - crèches, pre-schools, Day care centres, orphanages. Home for destitute, play centres, hobby centres and recreation centres.

#### UNIT-IV

Supervision - Definition, types; importance, objectives, responsibilities and qualities of supervisors - Principles of Supervision-Evaluation of supervision - Development of evaluation schedule

#### REFERENCES

1. NIPCCD. (1985). *Approaches to perspective plan on child development*
2. Alfred D. Souja. (1973). *Children in India, critical issues in human development*, Indian Social Science Research Institute, Delhi.
3. Kumar, R.(2002). *Child Development in India*, Ashish Publishing House, New Delhi, Reprint
4. Paul Choudary, D. (1995). *Child welfare and development*, Atmaram and Co. New Delhi.
5. Tara Alibaig. (1979). *Our Children*, Publication division, Ministry of information and Broad Casting Govt. of India.

## JOURNALS

1. Social Welfare
2. Yojana
3. Balak
4. Indian Journal of Extension Education.

## Course Outcomes

After studying the course, students will able to;

- CO1. Define the ‘concept of ‘child welfare’ ‘integrated approach’ and supervision.
- CO2. Understand the need for effective communication skills with children, personnel, parents and to manage institutions.
- CO3. Identify the national and international organizations like I.C.C.W, CSWB, NIPCCD, NCERT, ICSW, UNICEF, WHO, FAO and CARE.
- CO4 Apply knowledge to monitor child welfare institutions like - crèches, pre-schools, day care centres, orphanages. Home for destitute, play centres, hobby centres and recreational centres.

## CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1    | 3   |     | 3   |     |     |     |     |     |     |      | 3    |      |
| CO2    |     |     | 3   | 2   |     |     | 3   |     |     |      | 3    | 3    |
| CO3    |     |     | 3   | 2   | 3   |     |     |     |     | 3    | 3    |      |
| CO4    |     |     | 2   |     | 3   | 3   |     |     |     | 3    | 3    |      |

3-High, 2- Medium, 1- Low

## HDCW-405 (c) : Behavioral Problems and Disorders among Children

### Generic Elective Theory

### Course Objectives:

This Course helps the students to:

1. Learn the concept of common behavioral problems among children
2. Understand the symptoms and management of children with emotional and behavioral disorders
3. Explain the role of parents and teachers as well as counselor in dealing children with behavioral problems.
4. Apply skills of behaviour modification to treat problem behaviour among children

### **UNIT -I Behavioral Problems and Disorders -Causes**

Behavior problems and Behaviour disorders -Definition-Prevalence - Causes and Determinants of Common Childhood Problems and disorders-Genetic , Psycho-social factors -Maternal deprivation, Pathogenetic family patterns-Early Psychic trauma , Disordered interpersonal relationships and key stresses of modern life-Socio Cultural life.

### **UNIT-II Behaviour Problems**

Common Behavioral problems- Thumb sucking, Nail biting, Masturbation, Attention seeking, Fears, Stealing , Lying , Refusal to Eat ,Disturbed sleep, Enuresis , Encopresis, Pica- Somnambulism- Soliloquy -Teeth Grinding, -Causes, Characteristics and Management.

### **UNIT -III Behavioral Disorders**

Emotional and Behavioral Disorders - Habit disorder, Oppositional defiant disorder (ODD), Attention deficit hyperactivity disorder (ADHD) , Tic Disorder- Anxiety Disorder , Conduct Disorder ,Obsessive Compulsive Disorder -Causes, Characteristics and Management.

### **UNIT -IV Behavior Modification Techniques**

Behavior Modification Techniques-Systematic desensitization, Reinforcement - Modelling, Shaping and Token economy -Merits and Demerits of behaviour therapy-Play therapy-Meaning and technique -Role of parents and teachers in dealing with problematic children; Role of counselor. ]

### **REFERENCES:**

1. Paul, Laura Zionts , Richard L .Sipson (2016) Emotional and Behavioral Problems- A handbook for understanding and Handling students , Corwin; First edition.
2. Samuel L. Odem , Robert H. Horper , Martha E. Smell , Jan Blacher (2009) Handbook of Developmental Disabilities ,The Guilford Press , New York ,London

### **Course Outcomes**



After studying this course the student will be

CO1. Identify the normal and problematic behaviors that occur among children

CO2. Acquire the skills to plan and conduct the educational or intervention program involving parents and teachers .

CO3. Sensitive enough to understand the role of parents/teachers in managing the children with emotional and behavioral problems.

CO4. Apply skills of behaviour modification to treat problem behaviour among children

#### CO-PO Mapping

| Coursee | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1     | 3   | 3   | 3   | 3   | 2   |     | 2   | 3   |     |      |      | 1    |
| CO2     | 3   | 3   | 3   | 3   | 2   |     |     | 2   |     |      |      |      |
| CO3     | 2   | 2   | 2   | 2   | 1   |     |     | 3   |     | 3    |      |      |
| CO4     | 3   | 3   | 3   | 3   | 1   | 3   | 2   | 1   |     |      |      | 2    |

3-High, 2- Medium, 1- Low

## HDCW 406 (a): CHILD WELFARE PROGRAMME

### OPEN ELECTIVE–THEORY

#### Course Outcomes

This course helps the students to;

1. Define the terms ‘child’ and ‘child welfare’, enlist children in need of care and difficult circumstances.
2. Understand the role of government, voluntary organizations responsible for the welfare and development of children .
3. Utilize the knowledge on child welfare programmes to disseminate information as preventive, promotive , developmental and rehabilitative manner to the disadvantaged people in the society
4. Apply the knowledge about monitoring and evaluation of organizations during personal and professional visits.

#### UNIT – I Child Welfare programmes

Need and History of Child Welfare programmes in India.

Existing Government and Voluntary Organizations for Children in India - ICDS, ICCW, CSWB, NIPCCD, NCERT, ICSW, Women Development and Child Welfare (WD&CW), Balbhavan society - Functions and services of all NGO's like RASS, PASS, Action AID, SOS - Principles, objectives and significance of organizations and activities.

#### UNIT – II Different Child Welfare Organizations -

Orphanage, Juvenile homes, Home for street children and Observation homes  
Administration, organization structure of Different organizations  
Child labour- Child Trafficking -Prevention

#### UNIT-III Monitoring and Evaluation of Child Welfare Institutions

Purpose and objectives of monitoring, monitoring of quality, indicators of monitoring, process of monitoring.  
Objectives and techniques of evaluation  
Parameters for Evaluation  
Process of evaluation, evaluation personnel.

#### UNIT-IV International Organizations

Principles, Objectives and Significance of International Organizations- UNICEF, WHO, CARE, CRY.

Changing philosophy and concept of programmes and services for children, Importance of Integrated approaches.

#### REFERENCES

1. Alfred, D.Souja. (1973). *Children in India, critical issues in human development*, Indian Social Science Research Institute, Delhi.
2. NIPCCD.(1985). *Approaches to perspective plan on child development*.

3. D'Arcy and Davis. (1989). *Community forestry: participatory assessment monitoring and evaluation*, Rome: Food and Agriculture Organization.
4. Fecistein, M. (1986). *Patterns in evaluation*, London: Macmillan.
5. Jayakaran, R.L. (1996). *Participatory learning and action: user guide and manual*, Madras: World Vision India.
6. Kumar, R. (2003). *Child development in India*, Ashish Publishing House, New Delhi, Reprint
7. Paul Chowdary, D. (1995). *Child welfare and development*, Atmarani and Co., New Delhi.

## JOURNALS

1. Social Welfare
2. Yojana
3. Balak
4. Indian Journal of Extension Education.

## Course Outcomes

After studying the course, students will able to;

- CO1. Define the terms 'child' and 'child welfare', enlist children in need of care and difficult circumstances viz.,orphans, street children, abused, exploited , children affected by natural calamities and disasters etc.,
- CO2. Understand the role of government organizations like ICDS, NIPCCD and voluntary organizations like ICCW , SOS villages etc. responsible for the welfare and development of children .
- CO3. Utilize the knowledge on child welfare programmes to disseminate information as preventive, promotive , developmental and rehabilitative manner to the disadvantaged people in the society.
- CO4. Apply the knowledge about monitoring and evaluation of organizations during visit with personal interest or as a part of professional interest in child welfare organizations .

## CO-PO Mapping

| Course | PO1 | PO2 | PO3 | PO4 | PO5 | PO6 | PO7 | PO8 | PO9 | PO10 | PO11 | PO12 |
|--------|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|------|------|
| CO1    | 3   |     | 3   |     |     |     |     |     |     |      | 3    |      |
| CO2    |     |     | 3   | 2   |     |     | 3   |     |     |      | 3    | 3    |
| CO3    |     |     | 3   | 2   | 3   |     |     |     |     | 3    | 3    |      |
| CO4    |     |     | 1   |     | 3   | 3   |     |     |     | 3    | 3    |      |

3-High, 2- Medium, 1- Low

## **HDCW 406(b): DISASTER MANAGEMENT**

### **OPEN ELECTIVE – THEORY**

#### **COURSE OBJECTIVES**

The Course helps the Student to;

1. Know about natural disasters: manmade disasters; chemical hazards; National and International strategies to mitigate disaster management.
2. Understand natural disasters (like floods, drought, cyclone, earthquakes, global warming etc); Nuclear disasters; Biological disasters;.
3. Illustrate the efforts made by the NGOs, Community based organizations and local administration in disaster management.
4. Discriminate disaster responses of Armed forces and Police.

#### **UNIT I**

##### **Natural Disasters**

- Meaning and nature of natural disasters, their types and effects.
- Floods, Drought, Cyclone, Earthquakes, Landslides, Avalanches, Volcanic eruptions, Heat and cold Waves,
- Climatic Change: Global warming, Sea Level rise, Ozone Depletion

#### **UNIT II**

##### **Man Made Disasters-**

- Nuclear disasters, biological disasters, building fire, coal fire, forest fire. Oil fire, air pollution, water pollution, deforestation, Industrial wastewater pollution, road accidents, rail accidents, air accidents, sea accidents.

#### **UNIT III**

##### **Chemical Hazards:**

- Release of Toxic chemicals, Sedimentation processes, Global Sedimentation Problems, Regional Sedimentation Problems, Sedimentation and Environmental Problems.

#### **UNIT IV**

##### **Disaster Management-**

- Efforts to mitigate Natural Disasters at National and Global levels. International Strategy for Disaster reduction.
- Concept of disaster management, National Disaster Management framework; financial arrangements

- Role of NGOs, Community-based organizations, and Media. Central, State, District and local Administration; Armed forces in Disaster response
- Disaster response: Police and other organizations.

## REFERENCES

1. Gupta, H.K. (2003). *Disaster management*. Indian National Science Academy. Orient Blackswan.
2. Hodgkinson, P.E. & Stewart, M. (1991). *Coping with catastrophe: A handbook of disaster management*.
3. Routledge. and Sharma, V.K. (2001). *Disaster management*. National Centre for Disaster Management, India.

## Course Outcomes

After studying the course, Students will be able to;

- CO1 . Gain in-depth knowledge about natural disasters; manmade disasters; chemical hazards : disaster management.
- CO2. Design and administer a schedule for collection of Information regarding the roles of NGOs, Community based organizations , central state, District and local Administration, Police and armed forces, in Disaster management

