

**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
2021-22**

Amended as per NEP 2020

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

SRI VENKATESWARA UNIVERSITY COLLEGE OF SCIENCES
DEPARTMENT OF HOME SCIENCE
CHOICE BASED CREDIT SYSTEM (C.B.C.S) SYLLABUS
(WITH EFFECT FROM THE ACADEMIC YEAR 2021 -2022 onwards)

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 out comes 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)

After successful completion of the program, the student is able to:

S.No	Programme Outcomes
PO No. 1	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.
PO No. 2	Identify, understand and solve the behavioural and psychological problems with a mastery of counselling skills thereby increase students’ control over the decisions that affect their lives both within and outside the household.
PO No. 3	Capable to design , implement and evaluate interventions for early developmental delays to improve physical, cognitive and psycho-social wellbeing of children, their parents and elderly people.
PO No. 4	Utilize theory based knowledge and methods to address real life problems and to collect data, analyze and understand solutions for problems related to lifespan development.
PO No. 5	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.
PO No. 6	Able to employ critical thinking to resolve the problems efficiently related children, family and society either independently or with the support of concerned authorities. Ability to guide and lead needy people in the community/work setting in the right direction
PO No. 7	Communicate effectively 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.
PO No. 8	Demonstrate understanding of knowledge 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 Human Development Expert to disseminate same to parents , teachers and significant others in the community.
PO No. 9	Demonstrate ethical 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 while doing documentation and publication.
PO No.10	Understand the availability of Government and non-government programmes and services for rehabilitation of children , indigent families and elderly and through intervention programmes provide sustainable solutions and build resilient families and communities.
PO No.11	Demonstrate knowledge and understanding of management of pre-schools , welfare institutions for children and needy people/elderly, education of special children and counseling practice, with innovative, appropriate, advanced techniques, skills, and modern psychological tools with an understanding of limitations.
PO No. 12	Recognize the need for self-motivated life-long learning 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;

PSO1.	Apply 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 inschools and mental health institutions, and as supervisors and extension officers 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
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	children and elderly citizens.
PSO2.	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 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 2021 -2022 onwards)

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

SEMESTER-I

Sl. No.	Components of Course	Title of the Course	Title of the Paper	Credit Hrs/ Week	No. of Credits	IA Marks	End SEM Exam Marks	Total
1	Core	HDCW-101	Advanced Study of Human Development -I	6	4	20	80	100
2	Core	HDCW-102	Curriculum for Early Years	6	4	20	80	100
3	Compulsory Foundation	HDCW-103-A	Family Dynamics	6	4	20	80	100
		HDCW-103-B	Gender Issues in Human Development and Family Relations					
4	Elective Foundation	HDCW-104-A	Community Nutrition	6	4	20	80	100
		HDCW-104-B	Nutrition during Life Span					
5	Practical –I	HDCW-105	101+ 103-A / 103-B	3+3 / 3	4	-	-	100
6	Practical- II	HDCW-106	102 + 104-A / 104-B	3+3 / 3	4	-	-	100
7	Total				24			600
8		HDCW-107	Human Values and Professional Ethics -I *(Audit Course)	0	0	100	0	0

***Audit course – Zero credits under self-study**

SEMESTER-II

Sl. No.	Components of Course	Title of the Course	Title of the Paper	Credit Hrs/ Week	No. of Credits	IA Marks	End SEM Exam Marks	Total
1	Core	HDCW-201	Quality Standards in ECE	6	4	20	80	100
2	Core	HDCW-202	Theories of Human Development and Behaviour	6	4	20	80	100
3	Compulsory Foundation	HDCW-203-A	Parent and Community Education	6	4	20	80	100
		HDCW-203-B	Infant Development and Stimulation					
4	Elective Foundation	HDCW-204-A	Research Methodology	6	4	20	80	100
		HDCW-204-B	Statistics and Computer Application					
5	Practical –I	HDCW-205	201 + 203-A / 203-B	3+3/3	4	-	-	100
6	Practical- II	HDCW-206	202 + 204-A / 204-B	3+3/3	4	-	-	100
7	Total				24			600
8	*Audit Course	HDCW-207	Human Values and Professional Ethics -II	0	0	100	0	0

***Audit course – Zero credits under self-study**

SEMESTER-III

Sl. No.	Component s of Course	Title of the Course	Title of the Paper	Credit Hrs/ Week	No. of Credits	IA Marks	End SEM Exam Marks	Total
1	Core	HDCW-301	Child Study Techniques	6	4	20	80	100
2	Core	HDCW-302	Children with Developmental Challenges	6	4	20	80	100
3	*Generic Elective	303-A	Organization and Management of Child Welfare Institutions	6	4	20	80	100
		303-B	Child and Human Rights					
4	Practical	HDCW-304	301 + 302	6	4	-	-	100
5	**Skill Oriented Course	HDCW – 305	Life Skills Education (Theory) + (Practicals)	3+6	4	10	90 (40+50)	100
6	***Open Elective	HDCW 306 –A	Fundamentals of Food, Nutrition and Health	6	4	20	80	100
		HDCW 306-B	Dynamics in Food Preparation					
7	Total				24			600

Internship is mandatory

*Generic Elective – Student has to choose any one paper

** Internship is mandatory

***Open Elective – Offered by Department to other Department students

Note: Interested student may register for MOOCS with the approval of DD

SEMESTER-IV

Sl . No.	Component s of Course	Title of the Course	Title of the Paper	Cre dit Hrs/ Wee k	No . of Cr ed its	IA Ma rks	End SEM Exam Mark s	Total
1	Core	HDCW -401	Guidance and Counseling in Human Development	6	4	20	80	100
2	Core	HDCW -402	Advanced Study of Human Development -II	6	4	20	80	100
3	*Generic Elective	HDCW -403-A	Rehabilitation and Management of Children with Special Needs	6	4	20	80	100
		HDCW -403-B	Gerontology					
4	Practicals	HDCW-404	401 + 402	6	4	-	-	100
5	Multi-disciplinary	HDCW-405	Human Recourse Management ((Theory) + (Practicals)	3+6	4	10	90 (40+50)	100
6	**Open Elective	406-A	Growth and Development During Early Years	6	4	20	80	100
		406-B	Disaster Management					
7	Total			36	24			600

* Generic Elective – Student has to choose any one Paper

** Open Elective - Offered by Department to other Department students

Note: Interested student may register for **MOOCS** with the approval of DDC

I SEMESTER

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

(With effect from academic year 2021 – 2022 onwards)

SEMESTER – I

HDCW 101: ADVANCED STUDY OF HUMAN DEVELOPMENT - I

Course Objectives:

To enable the students to:

1. Know the terms ‘child development’, ‘human development’, genes, chromosomes, ‘Gene engineering’ and pre-diagnostic tests.
2. Describe the developmental tasks of children from infancy to adolescence period.
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

CORE –THEORY

UNIT – I Biological foundations of Human Development

- Human development – Basic concepts and issues. Genetic foundation- Genes; chromosomes.
- Role of Heredity and Environment on development. Heredity and environment correlations-Epigenetic view
- Pre-Natal Development– Genetic and environmental determinants – chromosomal and Gene linked abnormalities
- Pre-natal Diagnostic tests,. Gene engineering and Genetic Counseling
- Course of Pre-natal development
- Perspectives of Lifespan Development

UNIT – II Development During Early Years

- Infancy and babyhood -Assessing the infant development -New born reflexes, Needs and Developmental tasks.
- Milestones of development during Infancy and baby hood. – Physical, Social, Emotional, Language and Cognitive development.
- Early Childhood years – Needs and development tasks
- Milestones of development during Early childhood– Physical, Social, Emotional, Language and Cognitive development.

UNIT– III Late childhood

- Late childhood - Needs and developmental tasks – Physical, social, emotional and cognitive development during Late Childhood years.
- Moral Development and reasoning during school age
- Peer relationship

- Determinants of Puberty – Psychological implications of early and late maturation.

UNIT – IV Adolescence

- Adolescence - Definition, Needs and developmental tasks- Physical and Physiological changes, Emotional Maturity –Socio emotional development in Adolescence
- Peer relationship
- Moral Development and reasoning during adolescence
- Parent- Adolescent relationship – Attachment and conflict.
- Challenges and Problems of Adolescents

REFERENCES

1. Berk, E.L. (2001). *Child development*, Prentice Hall of Indics, New Delhi.
2. Cole, M. and Cole, R.S. (1998). *The development of children*, W.H. Free man and company, New York.
3. Damon, W. and Lerner, R.M. (2008). *Child and adolescent development- an advanced course*, Wiley Publishers.
4. Mussen, P.H., ConpaKapan, J. and Hussain. (1987). *Child development*, Halt rinehant and Winston Inc.
5. Santrock, J.W. (1981). *Life span development*, Brown Bench mall.
6. Suriakanthi, A. (2009). *Child development*, Kavitha publications, Gandhigram, Tamilnadu.

JOURNALS

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

Course Outcomes

After completion of the course, students will be able to:

- CO1** Define the terms ‘child development’, ‘human development’, genes, chromosomes and pre-natal diagnostic tests.
- CO2** Explain the developmental tasks of children from infancy to adolescence.
- 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 adjustment problems among adolescents using a standardized scale.

CO_PO Mapping

Course outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	3				3								3	2
CO2	3		3		3		3	3		2			3	3
CO3	3		3		3	2		3	2				3	3
CO4	3		3	2	3		3		3	3	2	3	3	2

H-High (3), M- Medium (2), L- Low (1)

SRI VENKATESWARA UNIVERSITY:: TIRUPATI
MODEL QUESTION PAPER
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION
First Semester
(Specialization 'B' – Human Development & Child Welfare
(CBCS with effect from academic year 2021 – 2022 onwards)

HDCW 101 – ADVANCED STUDY OF HUMAN DEVELOPMENT-I

Time: 3 Hrs

Max: 80 Marks

Part – A

Answer any four questions

Each question carry equal marks (4X5=20 Marks)

1. Write the importance of brain development during early years.
2. Enumerate the reflexes of a neonate.
3. Give an account of mile stones related to physical development during infancy and babyhood.
4. Write a short note on genes and chromosomes.
5. Explain the social developments during late childhood years.
6. Write about language development during early childhood years.
7. Write short notes on Peer relationships during adolescence.
8. Write about the concept of Gene engineering.

Part – B

Answer all questions

Each Question carries 15 Marks (4x15 =60 Marks)

9. (a) Discuss about genetic and chromosomal abnormalities during pre-natal period.
(Or)
(b) Explain in detail the interaction of heredity and environment on all-round development of children.
10. (a) Explain the language, emotional and cognitive development during infancy.
(Or)
(b) Describe the social and emotional developments during early childhood years.
11. (a) Write about the needs and characteristics of late childhood years.
(Or)
(b) What is puberty? Discuss the impact of onset of early and late puberty on child's Development.
12. (a) Define adolescence. Explain the physical and physiological changes during adolescence.
(Or)

(b) Discuss about Challenges during Adolescence.

HDCW 102 -CURRICULUM FOR EARLY YEARS

Course Objectives:

To enable the students to:

1. Understand the terms 'ECE', 'ECCE' and 'ECD'
2. Infer the importance of curriculum in early child hood education.
3. Critically explain the importance of emergent literacy , numeracy , creativity and readiness for children's all round development
4. Plan ECE programmes according to different pedagogies and prepare teaching, learning materials for effective implementation of ECE programme.

CORE - THEORY

UNIT-I Early Childhood Education-Literacy and Numeracy

- Definitions of ECE, ECCE, and ECD - Need for ECCE-Importance of Brain development and stimulation during early years. Objectives of pre – school education
- Curriculum for ECCE- Curriculum -Definition, Importance, Indicators of effective curriculum
- Literacy and language Development–Informal talk, Storytelling- Importance - Elements of story –Methods and techniques of storytelling
- Numeracy- Pre –number concepts- categorization, Classification, sequential thinking, seriation and activities to promote problem solving and reasoning during early years.

UNIT-II Curriculum for ECCE -Creativity, Dramatization and Science Skills

- Creativity- Definition- Importance- Stages in creativity- Different Creative activities and their functions –Role of teacher in fostering creative activities.
- Dramatization-Importance -Types of dramatic play-Role of teacher
- Science Skills –Exploring with multiple senses- Aesthetic experiences- Appreciating nature - Topics for Science experience – Role of teacher

UNIT-III Curriculum for ECCE -School Readiness, Music and Play

- School Readiness Concept- Ready children, Ready school and Ready Family.
- Music – Importance — Criteria for selection of songs. – Creating environment for musical growth. – Developmental stages in musical activities – simple musical instruments useful in nursery school –Role of teacher
- Play-definition- Mile stones of play, Types of play and values of play. Promoting pro-social behavior in class room.

UNIT-IV Programme Planning and Pedagogical Approaches in ECE Programme Planning

- Need and importance of programme planning in ECE
- Principles of Programme planning, Long term and Short term, Planning – Yearly plan, Weekly schedule and Daily routine
- Pedagogical Approaches for Curriculum to Pre-school Education- Theme Based Approach, Activity based approach.

- Pedagogical Approaches -Developmentally Appropriate Approach, Project Method and integrated approach.

REFERENCES

1. Audey Curtis and Maureen O’Hagan. (2008). *Care and education in early childhood: A student’s guide to theory and practice*, 2nd Edition.
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. Lucille lindbers and Rita Swedlow. (1979). *Early childhood education – A guide for observation and participation*, John Wiley of sons., New York
5. Leeperet al., (1970). *Good schools for young children – A guide for working with three, four, five years old children*, second edition, McMillan Co, New York.
6. Mohanty, J. and Mohanty,B. (1996). *Early childhood care and education (ECCE)*, Deep and Deep Publications, New Delhi.
7. Sen Gupta, M. (2009).*Early childhood care and education*, PHI Learning Pvt. Ltd.,

JOURNALS

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

Course Outcomes

After completion of the course, students will able to:

- CO1** Realize the significance of brain development during early years and importance of play during pre-school age.
- CO2** Describe the importance of curriculum and activities to promote literacy and numeracy among pre-school children.
- CO3** Critically explain the importance of different curricular aspects for children’s all round development.
- CO4** Plan a day’s activities and weekly activities for pre-school children and prepare different teaching, learning materials for effective implementation of ECE programme.

CO-PO Mapping

Course outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	2		2		3		3				3	3	3	1

C02					3		3	2			3	3	3	3
C03					3		3	2			3	3	3	3
C04					3		3	3			3	3	3	3

H-High(3), M- Medium(2), L-Low(1)

SRI VENKATESWARA UNIVERSITY:: TIRUPATI
MODEL QUESTION PAPER
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION
 First Semester
 (Specialization 'B' – Human Development& Child Welfare)

(CBCS with effect from academic year 2021 – 2022 onwards)
HDCW 102 – CURRICULUM FOR EARLY YEARS

Time: 3 Hrs

Max Marks: 80

Part – A

Answer any four questions
Each question carry equal marks (4X5=20 Marks)

1. Differentiate and explain the terms ECE, ECCE and ECD.
2. Explain the significance of ECE.
3. Define curriculum and explain the indicators of effective curriculum.
4. Explain the importance of music in ECE curriculum.
5. Write about short term planning in ECE.
6. Write a short note on pre-number concepts.
7. Explain developmentally appropriate curriculum.
8. Enumerate values of play in ECE curriculum.

Part – B

Answer all questions
Each question carry equal marks (4X15=60 Marks)

9. a) Describe the need and scope for early childhood education.
(Or)
b) Explain the importance of Brain development and stimulation during pre-school age.
10. a) Discuss the language experiences that can be provided in an ECE center.
(Or)
b) Write short notes on the following in ECE and explain the role of teacher in implementing the activities.
i) Readiness Programme ii) Science experience
11. a) Describe the objectives of ECE.
(Or)
b) Explain about principles of programme planning.
12. a) Write in detail a lesson plan based on theme based approach for 5 year old children.
(Or)
b) Explain about developmentally appropriate approach for early childhood education.

HDCW 103-A: FAMILY DYNAMICS

Course Objectives:

To enable the students to:

1. Know about the terms “Family” “Family life cycle” ‘Single family’ and ‘family crisis’.
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 in family like marital adjustments and family crisis through schedules and case study methods.

COMPULSORY FOUNDATION –THEORY

UNIT- I Family

- Family -Definition-Family as component of social system; and as an Institution - Functions of family.
- Different stages of family life cycle, Developmental tasks during family lifecycle- Role expectations at various stages.
- Traditional Indian family -Impact of social change on family and changing patterns in Indian families-Factors influencing, Advantages and disadvantages of changing family patterns.
- Different approaches to family studies -Current issues for research in Indian family -Ethics in family research.
- Theories of family-Functionalism theory, Conflict theory and Symbolic interaction theory.

UNIT-II Family Interactions

- Marital adjustments-Areas of adjustment- Factors influencing marital adjustment, marital adjustment over life cycle. Marital stability and marital quality-Positive and negative dimensions.
- Family communication.-Role of communication in family relationships.
- Factors affecting family interactions- Strategies for improving family communication and interpersonal relations.

UNIT –III Family Variations and Family under Stress

- Family Variations -Dual career families and Women headed Families, Single parent or Binuclear families, Child less families, Divorced families and adaptive families.
- Family as an institution under stress- Family crisis-Disorganized and Re-organized families

- Family resilience and protective factors for promotion of family resilience. - Family counseling centers.
- Family Therapy-Behavioural Family Therapy, Communication Family Therapy.

UNIT-IV Acts and policies related to Marriage and Family

- Hindu Marriage Act, Special Marriage Act
- Dowry prohibition Act
- Domestic violence Act
- P.N.D.T (Pre-Natal Diagnostic Technique Act – 1994).Regulation and Prevention of Misuse.
- National policies and programs for family welfare- Janani Surakshya Yojana, National Health Policy.

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10. Radosveta D., Michael B., Fons V., (2016), *Global Perspectives on Well-Being in Advances Families*, Springer Pvt. Ltd.
11. Martha J. C. and Jeanne G. B. (2016), *Conflict and Cohesion in Families: Causes and Consequences (Advances in Family Research Series)*, Routledge Publisher.

JOURNALS

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

Course Outcomes:

After studying the course, students will able to:

- CO1** Define the terms Family, Family life cycle, single family and family crisis.
- 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 issues like marital adjustments and family crisis through schedules and case study methods.

CO_PO Mapping

Course outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	3	3		2									2	
CO2	3	3		2		2	2	3	3	3				
CO3	3	3		2		2	2		3	3	3	2	3	3
CO4	3	3		2		1	3		3	3		3	3	3

H-High(3), M- Medium(2), L- Low(1)

**SRI VENKATESWARA UNIVERSITY: TIRUPATI
MODEL QUESTION PAPER**

M.Sc.(HOME SCIENCE) DEGREE EXAMINATION

First Semester

(Specialization 'B' – Human Development & Child Welfare
(CBCS with effect from academic year 2021 – 2022 onwards)

HDCW 103-A: FAMILY DYNAMICS

Time: 3 hrs

Maximum Marks: 80

PART- A

Answer any FOUR questions

(4x5=20 Marks)

Each question carries equal marks

1. Write about different types of families.
2. What is family counseling centre ?
3. Write a short notes on Hindu marriage Act.
4. Explain about problems faced by Dual career families.
5. Write about Janani surakshya yojana scheme.
6. Explain the factors that influence the family interaction.
7. Discuss the advantages and disadvantages of changing family patterns in India.
8. Write a short note on marital stability.

PART-B

Answer all questions

Each question carry equal marks

(4x15=60 Marks)

9. (a) Enumerate the functions of family.
Or
(b) Discuss the impact of social change on Indian families.
10. (a) Describe about stages of family life cycle. Discuss role expectations during different stages of family life cycle.
Or
(b) Explain about behavioural family therapy.
11. (a) Explain the factors that influence the marital adjustments.
Or
(b) Define communication? Discuss the role of communication in family relations.
12. (a) Give an account on National policies for family welfare.
Or

(b) Explain about Domestic Violence Act in India.

HDCW103-B: GENDER ISSUES IN HUMAN DEVELOPMENT AND FAMILY RELATIONS

Course Objectives:

To enable the students to:

1. Know about the gender related concepts
2. Understand the theories and gender issues in human development
3. Critically explain the role of values and ethics in family relations.
4. Assess the gender differences in three generations and role of gender in media.

COMPULSORY FOUNDATION –THEORY

UNIT I Concept of gender

- Gender and its biological and socio-cultural connections.
- Importance of gender differences in human development.
- Gender theories- gender orientation theory of Sandra Bem,
- Gender schema theory, theory of ego development and gender.

UNIT II Gender issues in family

- Demographic challenges to family ecology,
- Gender issues in family involvement and cohesiveness (socialization, family roles, responsibilities and family adjustment)
- Impact of gender roles,
- Responsibilities and socialization practices.

UNIT III Role of Values and ethics in family relations

- Working towards family solidarity and social well being
- Role of values and ethics in the promotion of happy family life.
- Role of family in the process of socialization of the children

UNIT IV Trends in gender role orientation

- Changing trends in gender role orientation,
- Socio- economic and cultural impact on family and society.
- Gender sensitization
- Importance of gender equality

References:

1.Channa K. 1988. *Perspective in Indian Development: Socialization, Education and*

Women: Exploration in Gender Identity. Orient Longman.

2. Coltrance S. 1997. *Gender and Families.* Fine Forge Press.

3. Gherardi S. 1995. *Gender Symbolism and Organizational Structures.* Sage Publ.

4. Narsimhan S. 1999. *Empowering Women An Alternative Strategy for Rural India.* Sage Publ.

Course Outcomes:

After studying the course, students will able to:

CO1 Define the concepts of gender.

CO2 Discuss the gender issues in human development

CO3 Critically explain the role of values and ethics in family relations.

CO4 Apply the skills in assess the gender differences in three generations and role of gender in media

CO_PO Mapping

Course outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	3	3		2									2	
CO2	3	3		2		2	2	3	3	3				
CO3	3	3		2		2	L		2	2	3	2	3	3
CO4	3	3		2		1	3		2	3		3	3	3

H-High(3), 2- Medium(2), L- Low(1)

**SRI VENKATESWARA UNIVERSITY: TIRUPATI
MODEL QUESTION PAPER**

M.Sc.(HOME SCIENCE) DEGREE EXAMINATION

First Semester

(Specialization 'B' – Human Development & Child Welfare
(CBCS with effect from academic year 2021 – 2022 onwards)

**HDCW 103-B- GENDER ISSUES IN HUMAN DEVELOPMENT AND FAMILY
RELATIONS**

Time: 3 hrs

Maximum Marks: 80

PART- A

Answer any FOUR questions

(4x5=20 Marks)

Each question carries equal marks

1. Define Gender sensitization.
2. Write a note on gender and its socio culture relation?
3. Write a short note on family ecology?
4. What are socialization practices?
5. Discuss the role of values in social webeing
6. Explain the gender differences in human development
7. Give an account to gender issues in family adjustments
8. What is gender discrimination?

PART-B

Answer all questions

(4x15=60 Marks)

Each question carry equal marks

9. (a) Explain the gender schema theory.
Or
(b) Discuss the impact of gender roles on family relation.
- 10.(a) Discuss on gender analysis in mass media.
Or
(b) Enumerate on gender orientation theory sandra bem.
11. (a) Discuss the role of family in socialization
Or
(b) How does values and ethics impact on promotion of happy family life?
12. (a) Explain the changing trends in gender role orientation
Or
(b) Discuss on term “gender equality”

HDCW 104- A: COMMUNITY NUTRITION
(Common to all specializations of M.Sc., Home Science and M.S Food Technology)

Course Objectives

To enable the students to:

1. Know about nutrients in foods and their functions
2. Understand the consequences of deficiency of taking nutrients.
3. Comprehend knowledge on the role of nutrients in different stages of human life and methods nutritional assessment.
4. Identify the signs and symptoms of different nutrient disorders in community.

ELECTIVE FOUNDATION – THEORY

UNIT-I Food Composition - Grouping and Menu Planning:

- Food Groups – Classification – food composition, properties, characteristics 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, Early and late childhood, Adolescence, Adulthood and Ageing – Nutritional requirements and Recommended Dietary Allowances (RDA)– Principles of menu planning appropriate to age and stage of life span.
- Justification for special needs during periods of growth and development, pregnancy and lactation – significance of breast feeding –

Unit – II Assessment of Nutritional Status of the Community:

- Need - Methods of Assessment –
- 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 - Etiology –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 Fortification and enrichment.
- 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).
- Nutrition Education - Importance - Approaches Media and Methods

REFERENCES

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. HarpenM.D.(1979).*Quick reference to clinical nutrition*
9. Sutor, 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.

Course Outcomes

After completion of this course, students will be able to:

- CO1** Know the nutritional problems of the community.
- CO2** Acquire knowledge about food groups, RDA and steps in planning a diet.
- CO3** Apply skills in planning and calculating nutritive values for the foods and recipes.
- CO4** 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	PSO1	PSO2
CO1	3					3				3		2		3
CO2	3		2	3		1						2		3
CO3		3	3	3		2	2		2	3		3		3
CO4		3	3	3		3	2			3		3		3

H-High(3), M- Medium(2), L- Low(1)

SRI VENKATESWARA UNIVERSITY :: TIRUPATI

MODEL QUESTION PAPER

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

First Semester

(CBCS with effect from academic year 2021 – 2022 onwards)

HDCW- 104- A: COMMUNITY NUTRITION

(Common to all specializations of M.Sc., Home Science and M.S Food Technology)

Time: 3 hours

Max Marks:80

Part- A

Answer any FOUR of the Following

Each question carries 5 marks

(4 x5=20Marks)

1. Describe classification of foods with functions.
2. Write a short note on recommended dietary allowances.
3. Vital statistics.

4. Nutritional assessment.
5. Significance of breast feeding.
6. Clinical symptoms of Vitamin A&C deficiencies.
7. Describe about Mid-Day Meal programme.
8. Public distribution system.

Part- B

Answer ALL questions

Each Question carries 15 Marks (4x15=60 Marks)

9. (a) Explain about food groups, food composition and nutritive values of different foods.
(or)
(b) Define meal planning, principles and factors affecting meal planning.
10. (a) Describe briefly the methods of anthropometric measurements in altering nutritional status of the community.
(or)
(b) Explain the advantages and disadvantages of the Bio-chemical method of assessment of nutritional status.
11. (a) Discuss physiological changes that occur during pregnancy and state the nutritional requirements during pregnancy.
(or)
(b) State the RDA for an adolescent girl. Plan a menu and give justification.
12. (a) Discuss about food security, food fortification and enrichment.
(or)
(b) Write in detail about ICDS.

HDCW 104-B: NUTRITION DURING LIFE SPAN

(Common to all specializations of M.Sc., Home Science and M.S Food Technology)

Course Objectives - To enable the students to:

1. Gain knowledge on the importance of nutrition during life span
2. To do computation of nutrient allowances during life span.
3. Enlighten the principles and working applications during dietary modifications.
4. Comprehensive knowledge on analysing the nutritional requirements.

ELECTIVE FOUNDATION – THEORY

UNIT-I: Nutrition during Pregnancy & Lactation:

- Nutrient requirement during pregnancy, intake and gaps, prenatal and antenatal nutritional importance, metabolic adjustments in pregnancy.
- Nutrition intervention and pregnancy outcome, Nutritional management, problems and Complications.
- Nutritional requirements during lactation, physiology of milk production, effects of lactation on Nutrition composition of Human-Milk,

- Factors affecting breast milk quality and comparative advantages & disadvantages of breast and formula feeding.

UNIT-II: Nutrition during Infancy & Pre-school children:

- Nutritional requirements, concerns and overall development during Infancy.
- Need for infant formulae, types of infant formulae, care in Preparation, and importance of preparation of weaning foods.
- Home prepared versus commercial weaning foods, Feeding problems-Lactose and cow's milk protein intolerance.
- Pre-school children: Age, growth & development, nutrient requirements, Intake and gaps. Effects of Macro & Micro nutrient malnutrition on physical and mental development.

UNIT-III: Nutrition during School-going children & Adolescence:

- Dietary patterns and factors to be considered. Implications of childhood obesity and other nutritional concerns. Healthy food choices during childhood.
- Growth during adolescence, nutritional requirements, hormonal influences, age of menarche-factors affecting, physiological problems and nutritional issues in adolescence.
- Nutritional requirements and RDA. Behavioural characteristics and feeding problems.

UNIT-IV: Nutrition during adulthood and old age:

- Nutritional requirements for adult man and woman. Nutritional concerns, RDA, nutritional guidelines and work efficiency. Physiological changes in aging, effects of aging on nutritional health.
- Modification in diet, feeding old people. Nutritional concerns in old age and their management.

REFERENCES

1. Seth V and Singh K. Diet planning through life cycle: Part 1. Elite publishing house pvt ltd, New Delhi. 2006.
2. Mahtab S. Bamji, Kamala Krishna Swamy and G N V Brahmam. Text book of Human Nutrition. Oxford and IBH Publishing, New Delhi. 2009.
3. Michelle McGuire, Kathy A Beer Man. (2011). Nutritional sciences From Fundamental to Food, Second Edition, Wadsworth Cengage Learning, Belmont, USA
4. Shils, M.E., Olson, J.A., Shike, N. and Ross, A.C.(Ed)(1999). Modern Nutrition in Health and Disease, 9th Edition, Williams and Wilkins.
5. Whitney, E.N. and Rolfes, S.R.(1999). Understanding Nutrition, 8th Edition, West/Wadsworth, An International Thomson Publishing Co.

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

CO1 Acquire knowledge on nutritional requirements at various stages.

CO2 Apply the knowledge of nutrition during planning and preparation of diet.

CO3 Assess and compare diet and nutritional requirements relative to age, developmental and disease status.

CO4 Evaluate nutrition products for composition, quality, and appropriateness of use and formulate dietary interventions to address nutritional deficiencies.

CO-PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
--------	-----	-----	-----	-----	-----	-----	-----	-----	-----	------	------	------	------	------

CO1	3	3		2			2					2	3	
CO2	3	3	3	2			3					2	3	
CO3	3	3	3	2					2			2		3
CO4	3	3	3	2			3		2			2		3

H-High-3, M- Medium-2, L- Low-1

SRI VENKATESWARA UNIVERSITY:: TIRUPATI

MODEL QUESTION PAPER

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

First Semester

(CBCS with effect from academic year 2021 – 2022 onwards)

HDCW 104-B: NUTRITION DURING LIFE SPAN

(Common to all specializations of M.Sc., Home Science and M.S Food Technology)

Time: 3 Hrs

Max: 80 Marks

Part – A

Answer any four questions

Each question carry equal marks (4X5=20 Marks)

1. Write the effects of lactation on nutritional composition of Human milk.
2. What are the factors that affect the breast milk quality?
3. Explain the need for infant formulae.
4. Discuss the importance of nutrition during Pre-school children.
5. Write the nutritional issues in Adolescence.
6. Discuss the Nutritional requirements in School-going children.
7. Write the effects of aging on nutritional health.
8. Explain the nutritional concerns in old age and their management pregnancy outcome.

Part – B

Answer all questions

Each question carry equal marks (4X15 = 60 Marks)

9. (a). Explain about Nutritional intervention and pregnancy outcome & write the advantage and disadvantages of breast and formulae feeding.

(Or)

- (b). Discuss about the nutritional requirements during pregnancy and lactation? Write about common complications and problems.

10. (a).What are the effects of macro & micro nutrient malnutrition on physical and mental health?

(Or)

(b). Discuss about various types of Infant formulas and common problems during infancy.

11. (a). Explain the importance of nutritional requirement and RDA and discuss the importance of implications of child obesity.

(Or)

(b). Write in detail about various physiological problems during adolescence.

12. (a).Discuss the modification in diet, feeding old people. Nutritional requirement for adult man and woman.

(Or)

(b). Explain the principles to be considered while planning and preparation of diets.

HDCW-105: Practical –I -Advanced Study of Human Development (101) + Family Dynamics (103-A)/ Gender Issues in Human Development and Family Relations (103-B)

101-Advanced Study of Human Development

Course Objectives;

1. Acquire skills to assess physical, social, emotional and cognitive development of children from early childhood to adult period
2. Assessment of adjustment problems among adolescents using standardized schedules.

PRACTICALS

1. Observation of infants.
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 Emotional Maturity during adolescence.
6. Assessment of adjustment problems during adolescence.
7. Preparation/collection of materials for infant stimulation.

Course Out comes

1. Assess skills to assess physical, social, emotional and cognitive development of children from early childhood to adult period
2. Assessment of adjustment problems among adolescents using standardized schedules.

103-A Family Dynamics

Course Objectives:

To enable students to:

1. Acquire skills to assess family relationships and also communication patterns in a family.
2. Assess issues in families like marital adjustments and family crisis through schedules and case study methods.

PRACTICALS

1. Assessment of Family relationships
2. Assessment of developmental tasks at different stages of family
3. Assessment of communication patterns in families
4. Case studies of marital disharmony- divorce
5. Assessment of marital adjustment in families
6. Case studies of women headed families

7. Collecting tools to study family dynamics

Course Out comes

After completion of course students will be able to :

C01 – Apply skills to assess family relationship and communication patterns in a family

C01 – Analyze the reasons for family crisis and utilize the knowledge while providing Counseling to couples and families.

103-B Gender Issues in Human Development and Family Relations

Course Objectives:

To enable;

1. Apply the skills to assess the gender differences in three generations and gender in media.
2. Assessment of gender socialization practices by parents and gender role orientation among adolescents

PRACTICALS:

1. Gender analysis of mass media content, books, television and films.
2. Interview children and parents to study gender socialization practices.
3. Administering gender role orientation scale to adolescents /women interpreting the results.
4. Case study of three-generation families to identify the differences in the gender orientation roles and responsibilities.
5. Case studies for gender role performance.

Course Outcomes;

1. Apply the skills to assess the gender differences in three generations and gender in media.
2. Assessment of gender socialization practices by parents and gender role orientation among adolescents

HDCW-106: Practical –II- Curriculum for Early Years (102) + Community Nutrition (104-A)/Nutrition during Life Span (104-B)

102-Curriculum for Early Years

Course Objectives:

To enable students to;

1. Plan ECE programme according to pedagogies and prepare teaching learning materials for effective implementation for ECE programme.
2. Prepare materials to promote literacy and numeracy for pre-school children and know about different creative activities for young children.

PRACTICALS

1. Observation of a day's Programme in Nursery School/ Anganwadi center.
2. Planning a week programme based on Theme approach.
3. Planning a day's programme based on Developmentally appropriate approach.
4. Preparation / collection of materials for teaching emergent literacy for pre-school children (Story books, Picture cards etc).
5. Preparation/ collection of materials for teaching Numeracy for pre-school children.
6. Planning Creative activities for pre-school children.

Practical Outcomes:

1. Plan a day's activities and weekly activities for pre-school children and prepare different teaching learning materials for effective implementation of ECE programme.
2. Prepare materials to promote literacy and numeracy for pre-school children and plan different creative activities for young children.

104 –A Community Nutrition

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 Skills in planning and calculating nutritive values for different nutritional disorders.

CO4 Understand the skills in assessing the nutritional status by different method different age groups.

104 -B Nutrition during Life span

Course Objectives - To enable the students to:

1. Apply Computational skills in the Nutritional allowances during life span.
2. Develop skill in planning and preparation of diets for different age groups.

PRACTICALS:

1. Planning and preparation of diet for pregnant women.
2. Planning and preparation of diet for lactating women.
3. Planning and preparation of weaning foods.
4. Planning and preparation of diet for pre-school child.
5. Planning and preparation of diet for school going child.
6. Planning and preparation of diet for adolescent.
7. Planning and preparation of diet for adult.
8. Planning and preparation of diet for old age.

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

CO1 Assess and compare diet and nutritional requirements relative to age, developmental and disease status.

CO2 Evaluate nutrition products for composition, quality, and appropriateness of use and formulate dietary interventions to address nutritional deficiencies.

HDCW 107: HUMAN VALUES AND PROFESSIONAL ETHICS - I (AUDIT COURSE)

Course Objectives

To enable 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

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2. Harold H. Titus: Ethics for Today
3. Maitra, S.K: Hindu Ethics
4. William Lilly: Introduction to Ethics
5. Sinha: A Manual of Ethics
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10. Analyzing Moral.Issues, Judith A. Boss. May Field Publishing Company - 1999.
11. An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad. Cosmo Publications

Course Outcomes:

After studying the course, students will 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	PSO1	PSO2
CO1	3	2							2			2	3	
CO2	3	2							2	1		2		
CO3	3	2							2			2		3
CO4	3	2		2		3			2			3		3

H-High (3), M- Medium (2), L- Low(1)

II SEMESTER

DEPARTMENT OF HOME SCIENCE
M. Sc. HUMAN DEVELOPMENT AND CHILD WELFARE
CHOICE BASED CREDIT SYSTEM (CBCS)
(With effect from academic year 2021-22 onwards)

SEMESTER- II
HDCW 201: QUALITY STANDARDS IN ECE CENTERS

Course Objectives:

To enable 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 participate as student teacher in S.V.U Laboratory nursery school

CORE -THEORY

UNIT I Quality Standards in ECCE Centres

- Early childhood Initiatives – Government, Private and Voluntary Initiatives.
- Quality Standards – Importance - Principles of Quality Standards, Key domains of Quality Standards in India-
- Quality Assurance in ECE –Process quality and Structural quality
- ECCE in National Educational Policy 2020

UNIT II Infrastructure / Physical Environment

- Ideal requirements for establishment of a preschool - Location, Site and Building plan, Rooms, Ventilation etc – Indoor and outdoor Space requirements.
- Other Facilities- Sanitary, Storage and Drinking water .
- Learning/ Activity corners – reading and story book corner , Dramatic play corner , puzzles and blocks corner , creative corner, science corner and music corner.
- Essential learning and Play Materials – outdoor and indoor- Selection and Maintenance of Equipment
- Promotion of Child Friendly Environment –Significance, characteristics and aspects of child friendly schools

UNIT III ECCE Educator and Other personnel

- Personal and professional competencies of ECCE Educator.
- Role of teacher in different Philosophies- Montessori, Reggio Emilia and Froebel's kindergarten.
- Goals of Student Teacher, Common problems of student teachers.
- Other Personnel in ECCE Centers-Supportive staff , helper, cook , driver etc

UNIT IV Supervision and Monitoring in ECE Centers

- Supervision-Need and Purpose in ECE setting- Principles of effective supervision.
- Monitoring- Meaning and need for monitoring in ECE
- Records and Registers in ECE center – need and importance – Types of records and registers-Child related , staff and School related.
- Home School relationship – Home visits, PTA meetings and Informal meetings

REFERENCES

1. Audey Curtis and Maureen O'Hagan. (2008). *Care and education in early childhood: A students guide to theory and practice*, 2nd Edition.
2. Bilman, J. and Sherman, J.(2003). *Observation and participation in early childhood settings*, Allyn and Bacon, New York.
3. GilfertR.Lustin.(1976). *Early childhood education*, Academic Press, New York,
4. Grewal, J.S. (1984). *Early childhood education – formulations and practices*, National psychological corporation, Agra.
5. Helen F. Robineon. (1989). *Exploring teaching in early childhood education*, IInd edition, Allyn and Bacon Inc. Boston, London.
6. Many Crawl Day and Ronald K. Parker. (1980). *The pre –school in action exploring early childhood programs*, second edition, Allyn and Bacon Inc. Boston, London.
7. SarallonHammonal, RrithJ.Dales, Doa fakes skipper and Ralph.LWitherspon. (1965).*Schools for the young*, Mac Millan Company, New York.
8. Sen Gupta, M. (2009).*Early childhood care and education*, PHI Learning Pvt. Ltd.,

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 able to:

- CO1** Locate pre-schools run by Government, private and voluntary Initiatives at local, Level and gain knowledge of different initiatives at 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	PSO1	PSO2
CO1	3					1					3		3	
CO2			2		3	3	2				3		3	
CO3	3		3	2	3	3	2				3	3	3	3
CO4	3		3		3	3	3	3			3	3	3	

H-High(3), M- Medium(2), L- Low(1)

SRI VENKATESWARA UNIVERSITY:: TIRUPATI
MODEL QUESTION PAPER
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION
Second Semester
(Specialization 'B' – Human Development & Child Welfare)
(CBCS with effect from academic year 2021 – 2022 onwards)
HDCW 201 – QUALITY STANDARDS IN ECE CENTERS

Time: 3 Hrs

Max Marks: 80

Part – A

Answer any four questions
Each question carry equal marks **(4X5=20 Marks)**

1. Write about importance of quality in ECE center.
2. Explain about indoor and outdoor space in an ideal nursery school.
3. Write about the method of provision of child friendly environment in ECE.
4. Enumerate principles selection of equipment for a pre school.
5. Write a short notes on goals of student teacher.
6. Give an account of Importance of Home visits in ECE.
7. Write about the role of other personnel in ECCE services.
8. Meaning and need for monitoring in ECCE services.

Part – B

Answer all questions
Each question carry equal marks **(4X15=60 Marks)**

9. a) Explain the method of establishing quality assurance in ECE.
(Or)
b) Describe the principles of quality standards in ECE services.
10. a) Explain the method of establishment of child friendly environment in a nursery school.
(Or)
b) Give the ideal requirements for establishment of a pre-school.
11. a) Write the personnel and professional competencies of ECCE educator.
(Or)
b) Discuss the common problem of Student Teacher.
12. a) Define supervision. Enumerate the principles of effective supervision.
(Or)
b) Explain about different records and registers maintained in a pre school.

HDCW 202: THEORIES OF HUMAN DEVELOPMENT AND BEHAVIOR

Course Objectives

To enables the students to:

1. Describe the meaning of ‘theory’, characteristics of theory and different theoretical approaches to human development.
2. Understand the role of unconsciousness in usage of ‘defense mechanisms’ , stages in cognitive development and role of learning in determining behavior .
3. Relate principles of different theories, and explain the reasons for mal adaptive behavior.
4. Apply the knowledge of theories to understand the behavior of individuals and also in extending counseling.

CORE –THEORY

Unit - I Introduction to Theory and Psycho-Dynamic Theories

- Definition, Relation between concept, Theory and Hypothesis – Inductive and deductive reasoning, Characteristics of a theory, Functions of a theory.
- Major theoretical approaches to Human Development
- Freud’s Psychoanalytical theory, key concepts of psycho analytical theory, Structural model of personality. Psycho-sexual stages of personality development.
- Defense mechanisms-Definition -Different defenses - Contribution and criticism of Freudian theory.

Unit - II Psycho-Social and Cognitive theories

- Psycho-social theory of Erickson – concept and basis of development, Psycho-social stages of life.
- Cognitive Development Theories- Piaget’s theory of Cognitive Development - concepts, cognitive mechanism, cognitive structure and different stages of cognitive development.
- Howard Gardner’s Multiple Intelligence theory.

Unit - III Behavioural and Ecological Systems Theories

- Basic learning Principles – Pavlov Classical conditioning theory.
- Behavioural approach of Watson. Operant conditioning by Skinner and Thorndike.
- Social-Learning theory by Albert Bandura
- Ecological Systems theory of Urie Bronfrenbrenner.

Unit – IV Moral, Attachment and Self Theories

- Kohlberg’s theory of Moral Development-
- Chomsky’s theory of Language Development- Key Principles of Chomsky’s Model of Language Acquisition-
- Vygotsky Sociocultural Theory of Cognitive Development
- Bowlby’s Attachment theory-The Stages of Attachment-factors that influence attachment.

- Abraham Maslow's self-actualization theory-The Hierarchy of Needs- Characteristics of a self-actualized person.

REFERENCES

1. Hall CS and Lindzey, G. (1985). *Theories of personality*, 3rd edition, Wiley Eastern Limited, New York.
2. Murray Thomas. (1999). *Comparing theories of Human development*, Saga Publication.
3. Narayan Rao, S. (1992). *Counseling and guidance*, 2nd Edition, Tata Mcgraw hill Co,
4. Miller P H (2016). *Theories of Developmental Psychology*. Worth Publishers, New York.
5. Newman B and Newman R (2007). *Theories of Human Development*. Rutledge, New Jersey.
6. Sailkind N J (2004). *An Introduction to Theories of Human Development*. Sage Publications, New Delhi.
7. Neil J. S, (2016), *Theories of Human Development and Behavior*, SAGE Publications Inc
8. Barbara M. N, (2016), *Theories of Human Development Second Edition*, T&F/Routledge publisher.

JOURNALS

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

Course Outcomes

After completion the course, students will able to

- CO1** Describe the meaning of a 'theory', characteristics of theory and different theoretical approaches to human development.
- 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 theories of language and attachment .
- CO3** Relate principles of different theories, and explain the reasons for maladaptive behavior.
- CO4** Apply the knowledge of theories to understand the behavior of individuals and also in extending counseling.

CO-PO Mapping

Course outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	3	3		3				3			3	3		
CO2	3	3		3				3			3		3	3
CO3	3	3						3			3		3	3
CO4	3	3		3				3	2		3		3	3

High-(3), Medium -(2), Low -(1)

SRI VENKATESWARA UNIVERSITY:: TIRUPATI

MODEL QUESTION PAPER

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

Second Semester

(Specialization 'B' – Human Development & Child Welfare
(CBCS with effect from academic year 2021 – 2022 onwards)

HDCW 202 – THEORIES OF HUMAN DEVELOPMENT AND BEHAVIOR

Time: 3 Hrs

Max Marks: 80

Part – A

Answer any four questions

Each question carry equal marks

(4X5=20 Marks)

1. Write about the meaning and functions of theories.
2. What is meant by inductive and deductive reasoning?
3. Enumerate different defense mechanisms according to Freud's theory.
4. Explain Skinners operant conditioning theory.
5. Describe Chomsky's language theory.
6. Enumerate the characteristics of a self-actualized person.
7. Write about key principles of classical conditioning.
8. Write about stages of attachment in Bowlby's theory.

Part – B

Answer all questions

Each question carry equal marks

(4X15=60 Marks)

9. (a) Describe Erikson's psycho-social theory.
(Or)
(b) Explain Freud's Psycho-analytic theory.
10. (a) Describe the cognitive development theory of Jean Piaget.
(Or)
(b) Write in detail about Gardener's Multiple intelligence theory.
11. (a) Explain Ecological Systems theory of Urie Bronfrenbrenner.
(Or)
(b) Describe Social-Learning theory by Albert Bandura.
12. (a) Write about Kohlberg's theory of Moral Development.
(Or)
(b) Explain in detail about the self-actualization theory of Abraham Maslow.

HDCW 203 -A : PARENT AND COMMUNITY EDUCATION

Course Objectives

To enable the students to:

1. Know about the concept of parenting, need for parent education in difficult circumstances
2. Identify different child rearing practices and different parenting styles adopted by parents
3. Explain critically about impact of different parenting styles on children's behavior
4. Develop educational materials and apply skills to plan, conduct and organize parent education programmes in community and PTA meetings in school.

CORE -THEORY

UNIT-I Parent Education - Approaches

- Setting goals of parent education – Broad goals and specific goals
- Theoretical approaches to parent education- Dreikur's Democratic approach , Berne's Transactional analysis , Skinner's behaviour Modification approach and Ginott's Humanistic approach.
- Formulating curricula for parent education –Parent Initiated, Teacher Initiated and Action Oriented Curricula.
- Need and Importance of parent education in India.

UNIT-II Parent Education -Methods

- Methods of parent education in Preschool settings- Direct and Indirect, Basic approaches to communication – Group – Mass and mini group, Individual approach, Multimedia approach, Distance and home approach.
- Planning, organizing and evaluation of group educational programmes.
- Role of teacher as parent educator- Importance of Parent Teacher Association (PTA) meetings.
- Parent involvement in community programmes.

UNIT-III Parent Education – Child Rearing Practices

- Importance of Child rearing practices- Role of culture and environment in child rearing practices
- Changing role of parents in parenting. -Role of father in child rearing.
- Parenting Styles -democratic, authoritative, authoritarian- Impact of parenting styles on children's behaviour

UNIT-IV Special Target groups for Parent Education –

- Strategies and Management skills for parents to deal with normal children and children of developmental delays and disabilities.
- Strategies and Management skills for Parents of Economically and socially disadvantaged children
- Strategies and Management skills for Parents of - Developmentally challenged Children- Physically challenged and Mentally challenged children,
- Strategies and Management skills for Parents of Adopted children.- Single parent- Father headed and mother headed families- Dual career parents.

REFERENCES

1. Fine, Rarving.(1980).Handbook on Parent Education.
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. Paul Choudary. (1995).Child Welfare and Development, Atma Ram and Sons, New Delhi.
5. Downey, D. B. (2002). Parental and family involvement in education. In A. Molnar (Ed.), School reform proposals: The research evidence. Tempe, AZ: Education Policy Unit (EPRU), College of Education. Arizona State University. <http://www.asu.edu/educ/eps1/EPRU/documents/EPRU%202002-101/Chapter%2006-Downey-Final.pdf>
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8. McConnell, Charlie (2002). Community Learning and Development: The Making of an Empowering Profession. Edinburgh: Community Learning Scotland/PAULO. ISBN 0-947919-75-9.

Course outcomes

After completion of the course, students will able to:

- CO1** Know about the concept of parenting, need for parent education in difficult circumstances.
- CO2** Identify different child rearing practices and different parenting styles adopted by Parents.
- CO3** Explain critically about impact of different parenting styles on children's behavior.

CO4 Developing educational materials and apply skills to plan, conduct and organize parent education programmes in community and PTA meetings in school.

CO-PO Mapping

Course outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	2			3		3		3					3	3
CO2			3	3		3		3		3	2			3
CO3		1		3		3	3	3						3
CO4			2	3	2	3	3	3					3	3

H-High(3), M- Medium(2), L- Low(1)

**SRI VENKATESWARA UNIVERSITY ::TIRUPATI
MODEL QUESTION PAPER**

M.Sc.(HOME SCIENCE) DEGREE EXAMINATION

Second Semester

(Specialization 'B' – Human Development & Child Welfare
(CBCS with effect from academic year 2021 – 2022 onwards)

HDCW 203- A :PARENT AND COMMUNITY EDUCATION

Time: 3 hrs

Max Marks: 80

PART- A **(5x4=20 Marks)**
Answer any four questions
Each question carry equal marks

1. Explain the need for parent education.
2. Explain the role of father in child rearing.
3. Write about the need for parent education in India.
4. Write a note on parent initiated curriculum for parent education.
5. Give an account of problems faced by single parent families.
6. Enumerate the goals of parent education.
7. Explain the importance of parents involvement in community education programme.
8. Write a short note on changing role of parents

Part-B **(15x4=60 Marks)**
Answer all questions

Each question carry equal marks

9. (a) Explain the theoretical approaches to parent education
(Or)
(b).Discuss the direct and indirect methods of parent education
10. (a) Explain the various steps involved in parent education programme.
(Or)
(b) Discuss the various parenting styles and its impact on children's behaviour
11. a) Describe criteria to evaluate the parent education programme
(Or)
(b) Explain steps involved in conducting Parent Teacher Association (PTA) meeting in a preschool
12. (a) Discuss and differentiate the strategies and management skills for parents to deal with normal children and children of developmental delays and disabilities.
(Or)
(b) Discuss about strategies for management of Physically challenged and mentally challenged children

HDCW 203-B: INFANT DEVELOPMENT AND STIMULATION

Course Objectives

To enable 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.

GENERIC ELECTIVE - THEORY

UNIT I New Born and Infant Development

- New born behavior
- New born capacities
- Sleeping Patterns of new born
- Early deprivation and enrichment-impact on Infant’s development

UNIT II Child Care Practices

- Importance of child rearing practices
- Role of environment in child rearing
- Types of child rearing-role of culture
- Child care 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 Early Interaction

- 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: Allyn Bacon.
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 early childhood care 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 completion of P 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 grandparents 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	PSO1	PSO2
CO1	3		3	3				2					3	3
CO2	3		3			3		2						3
CO3	3		3	3				2					3	3
CO4	3		3		2			2						3

H-High(3), M-Medium(2), L-Low(1)

SRI VENKATESWARA UNIVERSITY:: TIRUPATI
MODEL QUESTION PAPER
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION
Second Semester
(Specialization 'B' – Human Development & Child Welfare)
(CBCS with effect from academic year 2021 – 2022 onwards)

HDCW 203- B: INFANT DEVELOPMENT AND STIMULATION

Time: 3 Hrs

Max Marks: 80

Part – A

Answer any four questions

Each question carry equal marks (4X5=20 Marks)

1. Write about the characteristics of infants.
2. Discuss the sleeping patterns of new born.
3. What is the importance of child rearing?
4. Why is baby massage important?
5. Explain the importance of stimulation.
6. List out stimulation activities for infant language development.
7. Explain about the Dyadic caring.
8. Why early interaction is important during infancy?

Part – B

Answer all questions

Each question carry equal marks (4X15=60 Marks)

9. a) What is infant development? Write the new born behavior.
(Or)
b) Explain the impact of early deprivation on infant development.
10. a) Define the child rearing. Explain the types of child rearing.
(Or)
b) Write about role of environment in child rearing practices.
11. a) Discuss the stimulation to nurture holistic development.
(Or)
b) What is stimulation? Write about environmental stimulation.
12. a) Define attachment. Discuss about attachment theory.
(Or)

b) Explain about dyadic versus multi caring?

HDCW 204-A: RESEARCH METHODOLOGY
(Common to All branches of Home Science and MS Food Technology Course)

Course Objectives

To enable the students to:

1. Get awareness about terms like ‘variables’, ‘hypothesis’, research ‘and recognize the purpose of doing 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.

ELECTIVE FOUNDATION-THEORY

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.
- Research Design – Meaning, Need, Concepts, Principles and Types of research design

UNIT – II: Research Problem and Sample design

- Definition and Identification, Necessity and Selection of Research problem, Technique involved in defining the research problem.
- Population and Sample – Implications, Steps, Criteria and Characteristics of a good design
- 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.

UNIT –III : Methods of Data Collection

- Primary and Secondary Data, Selection of appropriate method for data collection
- Different Methods and techniques of data collection - Interview, Observation, Social mapping, Participatory assessment Techniques, Observation check list, Questionnaire, Interview schedule, Group discussions, Case studies

UNIT –IV: Measurement Scales

- Measurement in Research, Measurement Scales, Sources of Error in Measurement, Tests of Sound Measurement, Technique of Developing Measurement Tools, Scaling, Meaning of Scaling, Scale Classification Bases, Important Scaling Techniques
- Research Proposal – Preparation.

Practicals

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. Kothari, C.R. (2004).:“*Research Methodology (Methods and Techniques)*”. New Age International (p) Ltd., New Delhi.
2. Bandarkar, P.L. and Wilkinson T.S. (2000) :“*Methodology and Techniques of Social Research*”, Himalaya Publishing House, Mumbai.
3. Batnagar, G.L. (1990) :“*Research Methods and Measurements in Behavioural and Social Sciences*”, Agri. Cole publishing Academy, New Delhi.
4. BajPai S.M. (1987). “*Methods of Social Survey and Research*” Kitab Ghat, Kanpur-3
5. Black, T.R. (1999).:“*Doing Quantitative Research in the Social Sciences*”, Sage Publications, New Delhi.
6. Dev Doss R.P. and Kulandavel K (1985).“*Hand book of methodology of research*” Oxford Press,
7. Goode J.W. and Hatt P.K. “*Methods in Social Science Research*” Mc. Graw hill-Co. New York.
8. Sharma S.R. (1994). “*Statistical methods in Educational Research*”, Anmol Publications Pvt. Ltd., New Delhi.

Course Outcomes

After studying the course, students will able to:

- CO1.** Define terms like ‘variables’, ‘hypothesis’, research’and state the purpose of doing research
- CO2.** Understand different types of search 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	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	3			3		3	2		2		2	3	2	
CO2				3		3	3				2	3	3	
CO3		1		3		3			2		3	3	3	1
CO4				3		3	3		3			3	3	3

H-High-1, M- Medium-2, L- Low-3

SRI VENKATESWARA UNIVERSITY:: TIRUPATI
MODEL QUESTION PAPER
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION
Second Semester
(CBCS with effect from academic year 2021 – 2022 onwards)
HDCW 204- A : RESEARCH METHODOLOGY
(Common to All branches of Home Science and MS Food Technology Course)

Time:3 hrs

Max: 80 Marks

SECTION- A

Answer any four questions

Each question carry equal marks Marks:4X5=20

1. Define research. Enumerate the significance of research.
2. Explain the need and features of a good research design.
3. Write about Quota and snow ball sampling.
4. Describe case study as a research technique.
5. What is meant by primary and secondary data?
6. Give an account of Nominal scale.
7. What is Social mapping?
8. Write about Observation check list.

S ECTION- B

Answer all questions

Each question carry equal marks Marks: 4 X 15=60

9. (a).Write in detail about types of research.
(Or)
(b).Write about the types of research design.
- 10.(a).Explain in detail about the definition , identification and selection of research problem.
(Or)
(b).Define qualitative research and explain the types of qualitative research.
- 11.(a). What is data? Explain in detail different methods of data collection.
(Or)
(b). Describe in detail about the Observation and Interview methods of data collection.
- 12.(a). What is Measurement scales? Explain its significance in statistical analysis?
(Or)

(b). Explain in detail about the steps in preparing a research proposal.

HDCW 204-B: STATISTICS AND COMPUTER APPLICATIONS
(Common to All branches of Home Science and MS Food Technology Course)

Course Objectives

To enable the students to:

1. Get awareness about the scope of statistics in research.
2. Understand the concepts of inferential statistics like t-test, chi-square, Correlation and Variance.
3. Critically apply knowledge of application of statistics in data analysis.
4. Know about the application of computers in research process.

ELECTIVE FOUNDATION-THEORY

UNIT- I: Statistics

- Statistics: Meaning, Definition and Scope, limitations – Role of statistics in Research
- Descriptive Statistics: Classification and tabulation of data, Graphic and diagrammatic presentation of data, measurement of central tendency, variation and dispersion, Normal distribution, Frequency distribution, histogram, frequency polygons, curve ogive
- Levels of Significance

UNIT – II: Inferential statistics

- ‘t’ test for large samples (mean and proportions) and small samples
- Chi square test for significance and association
- Analysis of variance-one way, two way
- Correlation, coefficient of correlation, rank correlation

UNIT – III: Computer Applications I

- Introduction to Computer-Block diagram, PC and its components, Memory capacity, Physical storage of data, various devices, Hardware and software operating- DOS commands for file handling.
- MS Office and its component – Word and its applications/ creating documents, editing spell check, auto correct and print preview, creating tables and sorting data in tables, mail merge and its usage.

UNIT – IV: Computer Applications II

- MS Excel for data analysis - Work sheet and its structure, data entry, editing, Sorting filtering and copying.
- Statistical functions in Excel – Data analysis park for performing descriptive statistics, t-test, ANOVA, Correlation and regression.
- Graphs in Excel – Various types of graphs, editing graphs

References

1. Kothari, C.R. (2004).: “*Research Methodology (Methods and Techniques)*”. New Age International (p) Ltd., New Delhi.
2. Bandarkar, P.L. and Wilkinson T.S. (2000) : “*Methodology and Techniques of Social Research*”, Himalaya Publishing House, Mumbai.
3. Batnagar, G.L. (1990) : “*Research Methods and Measurements in Behavioural and Social Sciences*”, Agri. Cole publishing Academy, New Delhi.
4. Bajpai S.M. (1987). “*Methods of Social Survey and Research*” KitabGhat, Kanpur-3
5. Black, T.R. (1999).: “*Doing Quantitative Research in the Social Sciences*”, Sage Publications, New Delhi.
6. Dev Doss R.P. and Kulandavel K (1985). “*Hand book of methodology of research*” Oxford Press,
7. Goode J.W. and Hatt P.K. “*Methods in Social Science Research*” Mc. Graw hill- Co. New York.
8. Sharma S.R. (1994). “*Statistical methods in Educational Research*”, Anmol Publications Pvt. Ltd., New Delhi.

Course Outcomes

After studying the course, students will able to:

CO1. Define terms like ‘frequency distribution’, ‘Variance’ , ‘Correlation’ and its scope in research data

CO2. Understand different types of statistics that are used in research data.

CO3. Critically know the calculations of different statistics of research data.

CO4. Know the use of computer applications in research process.

CO-PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	3			3		3	2		2		2	3		
CO2				3		3	3				2	3	1	
CO3		1		3		3			2		3	3	2	1
CO4				3		3	3		3			3	1	2

H-High-1, M- Medium-2, L- Low-1

SRI VENKATESWARA UNIVERSITY:: TIRUPATI

MODEL QUESTION PAPER

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

Second Semester

(CBCS with effect from academic year 2021 – 2022 onwards)

HDCW 204-B : Statistics and Computer Applications

(Common to All branches of Home Science and MS Food Technology Course)

Time:3 hrs

Max: 80 Marks

SECTION- A

Answer any four questions

Each question carry equal marks Marks:4X5=20

1. Frequency distribution.
2. Histogram.
3. Rank correlation.
4. Mean.
5. File handling.
6. Computer software.
7. What is data analysis?
8. Descriptive statistics.

SECTION- B

Answer all questions

Each question carry equal marks Marks: 4 X 15=60

9. (a). What is a *t*-test? When it is used and for what purpose(s)? Explain by means of examples.
(Or)

(b). In a test given to two groups of students, the marks obtained were as follows: *First Group* 18 20 36 50 49 36 34 49 41 *Second Group* 29 28 26 35 30 44 46 Examine the significance of difference between mean marks obtained by students of the above two groups. Test at five per cent level of significance.

10. (a). 200 digits were chosen at random from a set of tables. The frequencies of the digits were: Digit 0 1 2 3 4 5 6 7 8 Frequency 18 19 23 21 16 25 22 20 21 Calculate χ^2 .
(Or)

(b). What is Chi-square test? Explain its significance in statistical analysis.

11.(a). What is data? Explain in detail the data processing and analysis in computers.
(Or)

(b). Describe in detail about the PC and its components.

12.(a). What is an excel sheet? Explain its significance in statistical analysis?

(Or)

(b). Explain in detail about the steps in preparing different graphs in computers.

Practical –I HDCW 205 Quality Standards in ECE (201) + Parent and Community Education (203-A)/Infant Development and Stimulation (203-B)

201-Quality Standards in ECE

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.

PRACTICALS

1. Observation of indoor and outdoor equipment in a pre-schools of different sectors
2. Evaluation of pre-school teacher/ Student teacher using a scale
3. Observation of records and registers maintained in a pre-school
4. Student Teacher participation in a pre-school
 - Planning programme
 - Preparation of Audio-Visual Aids
 - Implementation of programme
 - Evaluation of Student Teacher's Participation

Course Outcomes:

After studying the course ,student 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(TL) material and demonstrate skills which helps to to establish pre-schools as entrepreneurs and to serve as pre-school teachers and coordinators in Government and Non-government organizations.

203-A Parent and Community Education

Course Objectives:

This course helps the students to;

1. To plan and prepare education materials for parent education programme.
2. To conduct parent education programme and evaluate.

PRACTICALS

1. Planning, Organizing and Evaluation of PTA meeting in urban, rural, slum areas
2. Preparing an interview schedule to study the knowledge and attitudes of parents on child

care practices

3. Assessment of child rearing practices adopted by parents
4. Assessment Adolescents perception of parenting styles adopted by their parents
5. Sensitizing parents on behavioural problems and management techniques.

Preparation of educational material for community participation

Course Outcomes:

After studying the course ,student will able to ;

1. To plan ,prepare education materials for parent education programme.

To plan ,conduct and evaluate parent education programmes

203-B Infant Development and Stimulation

Course Objectives:

This course helps the students to;

1. To plan stimulation activities for infants.
2. To prepare infant stimulation materials using indigenous materials..

Practicals

- Observation of Infants
- Preparation/collection of materials for infant stimulation.
- Assessment of child rearing practices in different religions
- Development of infant stimulation materials for
 - Physical development
 - Social development
 - Language development
 - Cognitive development
- Assessment of role of grandparents in child rearing practices

Course Outcomes:

After studying the course ,student will able to ;

1. To plan stimulation activities for infants.

To prepare infant stimulation materials using indigenous materials

**Practical –II HDCW 206 Theories of Human Development and Behaviour (202) +
Research Methodology (204-A)/Statistics and Computer Application (204-B)**

202-Theories of Human Development and Behaviour

Course Objectives:

This course helps the students to;

1. Apply the knowledge of theories to understand the behavior of individuals.
2. Explain the reasons for maladaptive behavior by assessment, analysis and comparison of different personalities.

PRACTICALS

1. Assessment of personality using a standardized scale
2. Analyzing Film/ TV/ Book/ characters –Assessment of usage of various defense mechanisms by characters.
3. Analyzing Film/ TV/ Book/ characters –Analyzing Humanistic perspective of any character striving to reach maximum potential.
4. Analyzing Film/ TV/ Book/ characters –Social cognitive perspective –Analyzing an instance where characters have observed, evaluated and imitated the behavior.
5. Comparisons of different personality theories.

Course Outcomes:

After studying the course, student will be able to;

1. Assess personality of individuals using different techniques.
2. Apply skills of personality theories in counselling when they join as counsellors in schools, colleges and mental health institutions.

204-A Research Methodology

Course Objectives - To enable the students to:

1. Critically apply knowledge to select a sample by using different sampling methods like probability and non-probability sampling.
2. Develop a research proposal in the appropriate scientific style.

PRACTICALS

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

Course Outcomes - After studying the course, students will able to:

CO1 Critically know the procedures for identifying an ideal sample for scientific research.

CO2 Prepare a research proposal in the appropriate scientific style.

204-B Statistics and Computer Applications

Course Objectives - To enable the students to:

1. Critically apply knowledge of application of statistics in data analysis.
2. Apply skills in using computer applications for data analysis

PRACTICALS

1. Graphic and diagrammatic presentation of data.
2. Calculation of Averages- Arithmetic mean, mode and median.
3. Calculation of Standard deviation and 't' test for large and small samples.
4. Calculation of Correlations.
5. Calculation of chi square to find out significance of association.

Course Outcomes - After studying the course, students will able to:

CO1 Critically know the calculations of different statistics of research data.

CO2 Apply skills in using computer applications for data analysis

HDCW 207- HUMAN VALUES AND PROFESSIONAL ETHICS - II

(Audit Course)

Course Objectives

To enable 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.

AUDIT COURSE - THEORY

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. Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C.Halighton.
2. SusrptaSamhita: Tr.KavirajKunjanlal, KunjalalBrishagratha. ChowkarnbaSanskrit series. VolLII and III, Varnasi, Vol I 00,16'20,21-32 and 74-77 only.
3. CarakaSamhita :Tr.Dr. Ram Karan Sarma and VaidyaBhagavan Dash, Chowkambha Sanskrit Series office. Varanasi I, 11.111 VolIPP 183-191.
4. Ethics, Theory and Contemporary Issues. Barbara Mackinnon Wadsworth/Thomson Learning, 2001.
5. Analyzing Moral. Issues, Judith A. Boss. May Field Publishing Company - 1999.
6. An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad. Cosmo Publications
7. Text Book for Intermediate First Year Ethics and Human Values. Board of Intermediate Education- Telugu ~ Akademi, Hyderabad.
8. I.C Sharma Ethical Philosophy of India. Nagin& co Julundhar

Course Outcomes

After completion of 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.
- CO4** 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 outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1									3			3	2	2
CO2									3			3	2	2
CO3									3			3	2	2
CO4		2				2			3			3	2	2

H-High(3), M- Medium(2), L- Low(1)

III SEMESTER

DEPARTMENT OF HOME SCIENCE

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

(With effect from academic year 2021-2022 onwards)

SEMESTER III

HDCW 301: CHILD STUDY TECHNIQUES

Course Objectives

To enable the students to:

- Recognize the concepts of IQ, Personality and Psychological tests
- Understand about different types of Psychological tests and about reliability and validity of Psychological tests
- Apply knowledge to use tests of intelligence and Projective Techniques to measure the intelligence and personality of individuals.
- Assess the physical, psychomotor, social and Cognitive development / intelligence of children using different standardized tools.

CORE -THEORY

UNIT I Child Study

- Psychological Tests – Nature, Characteristics and Uses of Psychological Tests – Significance of child study techniques,
- Types of Psychological tests
- Approaches to child study techniques

UNIT II Assessment Techniques

- Assessment – Definition, Functions of assessment, Domains of assessment, Stages of Assessment.
- Scale construction- Standardization through scientific methods- Item analysis, Reliability- types and Validity - types
- Norms and Interpretation of Test scores
- Importance of rapport in Testing.
- Ethical issues in assessment

UNIT III Assessment of Physical and Cognitive abilities

- Assessment of Physical Development -Gesell's Motor development schedule and anthropometric measurements-reference standards
- Assessment of Mental Ability-Raven's Progressive Matrices Test, Seguin Form Board Test, Wechsler's Scale of Intelligence, Alexander Pass a- long test
- Paper Pencil Test- Draw a Person Test

UNIT IV Assessment of Personality–Direct, projective techniques and Alternative assessment techniques

- Personality Assessment - Meaning, types of personality tests- Direct and projective techniques.
- Direct Techniques-Cattell 16PF
- Projective techniques- Rorschach Ink Blot Test, Children's Anxiety picture Test, and Word Association Test
- Alternative Assessment Techniques-Alternative Assessment Techniques – Observation, anecdotal records, Portfolio, Interview, Case Study, Check lists and Rating Scales.

REFERENCES

1. Gregory R J (2004). Psychological Testing - History, Principles and Applications. 4th Ed., Pearson Education, Atlantic.
2. Gumbiner J (2003). Adolescent Assessment. John Wiley & Sons, New Jersey.
3. Kumar R (2014). Research Methodology - A Step by Step Guide for Beginners, 4th Ed., Sage Publications, New Delhi.
4. Miller L A and Macintire S A and Lovler R L (2012). Foundations of Psychological Testing - A Practical Approach. 4th Ed., Sage Publications, New Delhi.
5. Anastasi, A. (1984). *Psychological testing*, Macmillan Company, London.
6. Mangal, S.K. (1987). *Psychological foundations of education*, Prakash brothers, New Delhi.
7. Mussen, P.H. (1980). *Hand Book of research methods in child development* , Wiley, Eastern Pvt. Ltd.
8. Gulati R &Gugnani A.1994 Child Development - A practical Manual. Phoenix Publ.
9. Kothari CR.1999, Research Methodology - Methods and Techniques.
10. WishwaPrakashan. Sharma RA. 1999. Essentials of Measurement in Education and Psychology

JOURNALS

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

Course Outcomes

After completion of the course, students will be able to:

- | | |
|------------|--|
| CO1 | Define the concepts 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 to use tests of intelligence to measure the intelligence and Projective Techniques to assess personality of individuals. |
| CO4 | Assess the physical, psychomotor, social and Cognitive development / intelligence of children using different Psychological tools. |

CO_PO mapping

Course outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	3													
CO2	3	2					3		3					3
CO3		2	3	3		3			3		3	2	3	3
CO4	3	3	3	3		2	2	2	3		2	2	3	3

H-High(3), M- Medium(2), L- Low(1)

SRI VENKATESWARA UNIVERSITY:: TIRUPATI
MODEL QUESTION PAPER

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

Third Semester

(Specialization 'B' – Human Development & Child Welfare)
(CBCS with effect from academic year 2021 – 2022 onwards)

HDCW 301 – CHILD STUDY TECHNIQUES

Time: 3 Hrs

MaxMarks: 80

Part – A

Answer any four questions

Each question carry equal marks

(4X5=20Marks)

1. Write the significance of child study techniques.
2. Discuss the ethical issues in assessment.
3. Explain the importance of rapport in testing.
4. Write about rating scales.
5. Meaning of projective techniques? Write about word association test.
6. Explain about validity and types of validity.
7. Give an account of Seguin form board as assessment technique.
8. Discuss the functions of psychological tests.

Part – B

Answer all questions

Each question carry equal marks

(4X15=60 Marks)

9. a) Explain about Cattell's 16 PF test.
(Or)
b) Write about different approaches to child study techniques.
10. a) What is assessment? Explain the stages of assessment.
(Or)
b) Discuss the steps in Construction of scale.
11. a) Write in detail about Alexander pass-a-long test.
(Or)
b) What is intelligence? Discuss about Wechsler's scale of intelligence.
12. a) Write about uses of projective techniques and explain about Rorschach ink blot test.
(Or)
b) Discuss about Good Enough draw a person test.

HDCW 302: CHILDREN WITH DEVELOPMENTAL CHALLENGES

Course Objectives

To enable the students to:

1. Define the terms ‘disability’, ‘impairment’, ‘handicapped’ and ‘Juvenile delinquency’.
2. Understand the classification of children with developmental challenges and 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 children with disabilities to plan for their management.
4. Assess the characteristics of gifted children, children with speech disorders and children with learning disability in local elementary school using simple assessment tests.

COMPULSORY FOUNDATION -THEORY

UNIT I Developmentally Challenged - Classification

- Definition and concepts of children with developmental challenges/ disabilities/ impairments, delays and handicapped.
- Classification of children with developmentally challenged
- Professionals working for developmentally challenged children
- Current status of Disabilities in Indian context

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.
- Autism Spectrum Disorder- Definition, Causes, Characteristics, Identification, types of educational approaches.
- Attention Deficit Hyperactive Disorder-Definition, Causes, Characteristics, Identification, types of educational approaches.

UNIT III Children with Impairments

- Visual impairment- Definition, classification, Causes, Characteristics, Educational consideration for the visually impaired children.
- Hearing impairment- Definition, classification, Causes, Characteristics, Methods of educating learning impaired.
- Children with Physically challenged- Definition, classification, problems, adaptive equipment, early intervention.
- Speech and language disorders-Nature, classification of speech disorders. Language disorders- Causes, Identification, Characteristics-Management.

UNIT IV Emotional or Behavioural Disorders among Children

- Behaviour problems - Nature of behavioural problem, types, characteristics-- Management of children with behaviour problems.
- Juvenile Delinquency, Abused/ neglected children -Characteristics and causes.
- Policies, Government Provisions, concessions and facilities, legislations and programmes for developmentally challenged children.

REFERENCES

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2. William L.Heward and Michael D.Orlandsky. (1992). *Exceptionalchildren*,Macmillan publishing Company, Inc., New York.
3. Gargiulo (2003). *Special education in contemporary society – An introduction to exceptionality*, Thompson Wordsworth.
4. Heward, W.L. (2013). *Exceptional children – An introduction to special education – Pearson*.
5. Hegarty S (2002). *Education and Children with Special Needs*. Sage Publications, New Delhi.
6. M.S. Thambirajah (2011) *Developmental assessment of the school- Aged child with developmental disabilities- A clinician Guide*, Jessica Keinsley Publication
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9. Megan Mc Donald and Samuel W. Logan (2017) *Health and children with disabilities*, Front Public Health, 5: 175, doi: 10.3389/fpubh.2017.00175
10. Richard M. Gargiulo, Jennifer L. Kilgo, (2019), *An introduction to young children with special needs*.
11. Cindy Watson, (2017), *Special Education, A beginners guide to serving all students*, University of North Texas Libraries

JOURNALS

1. Abnormal Psychology
2. Exceptional children
3. Clinical psychology
4. Abnormal Child Psychology
5. Journal of Special education

Course Outcomes

After completion of 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 children with disabilities for individualized education plans and 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	PSO1	PSO2
CO1	2	1	3	1	3	2	3				3		1	2
CO2	2	3	3	3	3	2	3	3	3	3	3		3	3
CO3	1	3	3	3	3	2	3	3	3	3	3	1	3	3
CO4	1	3	3	2	2	2	3	L	3		3		3	3

H-High(3), M- Medium(2), L- Low(1)

SRI VENKATESWARA UNIVERSITY:: TIRUPATI
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

Second Semester

(Specialization 'B' – Human Development & Child Welfare)
(CBCS with effect from academic year 2021 – 2022 onwards)

HDCW 302 – CHILDREN WITH DEVELOPMENTAL CHALLENGES

Time: 3 Hrs

Max Marks: 80

Part – A

Answer any four questions

Each question carry equal marks

(4X5=20 Marks)

1. Differentiate between Impairment and Disability. Give any three definitions of developmental challenges.
2. Write about management of services for children with behaviour problems.
3. Write about the characteristics of gifted children.
4. Define Learning Disability. Explain the causes for learning disability among children.
5. Define visual impairment and write the causes for visual impairment.
6. What are the early intervention programmes for children in crippled condition?
7. Explain the causes of juvenile delinquency.
8. Enumerate the policies and legislations for children with developmental challenges.

Part – B

Answer all questions

Each question carry equal marks

(4X15=60 Marks)

9. (a) Classify children with developmental challenges and give an account of professionals working for developmentally Challenged children.
(Or)
(b) Explain the current statistics of children with developmental challenges.
10. (a) Define and classify mentally challenged – Discuss the characteristics of children with mental challenges.
(Or)
(b) How will you identify children with learning disability. Explain different types of education approaches available for children with learning disability.
11. (a) Define hearing Impairment – Explain causes and classification of hearing impairment.
(Or)
(b) Describe the method of identification of children with speech and language disorders. Discuss the management techniques.
12. (a) Explain the characteristics of children in difficult circumstances. Discuss the causative factors for it.
(Or)
(b).Enumerate the government provisions, concessions and facilities for children with developmental Challenges.

HDCW 303-A : ORGANISATION AND MANAGEMENT OF CHILD WELFARE INSTITUTIONS

Course Objectives

To enable 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 and parents to manage institutions catering to child welfare.
3. Critically explain the national and international organizations working for child welfare
4. Apply knowledge as supervisors to monitor different child welfare institutions

GENERIC ELECTIVE- THEORY

UNIT- I History

- Child welfare-concept- Goals-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.
- Integrated approach to child welfare- Meaning and Importance

UNIT-II National and International Organization

- Organization catering to child welfare-Principles, objectives and significance of institutions,
- Government and voluntary organizations for children in India.-National organizations-I.C.C.W, CSWB, NIPCCD, NCERT, ICSW, National Society for children, Balbhavan Society - Functions and services.
- NGO's -RASS, Action Aid, S.O.S.
- International Organizations for child welfare - UNICEF, WHO, FAO, CARE.

UNIT- III Administration and Management of Child Welfare Institutions

- Development of effective communication skills with children, personnel, parents and other adults
- Management, of child Welfare institutes-Administration, organization structure of institutions – creches and pre-schools.
- Administration, organization structure of Day care centres, home for destitute, play centres, hobby centres and recreation centres.

UNIT-IV Monitoring and Supervision of Child Welfare Institutions

- Supervision -Definition, types; importance, objectives, Principles of Supervision of child welfare organizations.
- Supervisory styles -Responsibilities and qualities of supervisors
- Monitoring -Need for monitoring-Steps in monitoring of an organization.
- Evaluation- Purpose-Steps in evaluation-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 completion of 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 and parents to manage institutions.
- CO3** Explains the objective of 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, and orphanages. Home for destitute, play centres, hobby centres and recreational centres.

CO-PO Mapping

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	3		3								3		3	3
CO2			3	2			3				3	3	3	3
CO3			3	2	3					3	3		3	3
CO4			1		3	3				3	3		3	3

H-High(3), M- Medium(2), L- Low(1)

SRI VENKATESWARA UNIVERSITY:: TIRUPATI

MODEL QUESTION PAPER

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

Third Semester

(Specialization 'B' – Human Development & Child Welfare)

(CBCS with effect from academic year 2021 – 2022 onwards)

HDCW 303-A: ORGANIZATION AND MANAGEMENT OF CHILD WELFARE INSTITUTIONS

Time: 3 Hrs

Max: 80 Marks

Part – A

Answer any four questions

Each question carry equal marks

(4X5=20 Marks)

1. Explain the concept of programmes and services for children.
2. Write short notes on NCERT and NIPCC.
3. Give an account of functions and services of RASS.
4. Define supervision and enumerate the objectives of supervision in child welfare.
5. Write short notes on ICCW.
6. What are the functions and services of CARE.
7. Write short notes on organization structure of pre – school.
8. Write the principles and objectives of UNICEF

Part – B

Answer all questions

Each question carry equal marks

(4X15=60 Marks)

9. (a) Explain about the importance of integrated approach for child welfare programme.
(Or)
(b) Write about the charter of children's right.
10. (a) Give an account of existing government organizations for children in India.
(Or)
(b) Explain the services and functions provided by the voluntary organizations in India.
11. (a) Write in detail the principles, objectives and significance of any two international organizations related to child welfare.
(Or)
(b) Discuss about the administration, organization and management of crèche and home for destitute.
12. (a) How important is supervision in child welfare institutions? Discuss the roles and responsibilities of supervisor and do's and don'ts for supervision
(Or)
(b) Discuss different methods of development of effective communication skills with children, personnel and parents?

HDCW 303-B: CHILD AND HUMAN RIGHTS

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.

GENERIC ELECTIVE - THEORY

UNIT-I Definition and Evolution of Rights

- Human rights
- Child rights
- Women's rights
- Charter
- Convention
- Policy

UNIT-II Status of Indian Children

- 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

- Status of women in India
- 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
- International convention of Human rights and Advocacy for Human Rights

REFERENCES

1. Digumarti, B.R. and Digumarti, P.L.(1998).*International Encyclopedia of Women* (vol.1) New Delhi: Discovery.
2. Government of India. (1992b). *National Plan of Action: A commitment to theChild*, Department of women and child Development, New Delhi.

3. Government of India. (1993c), *Education for All: The Indian Scenario*, Department of Education, New Delhi.
4. Government of India (1993b), *Ministry of Finance, Economic Survey 1992-93*, New Delhi.
5. Government of India (1994), *Ministry of Finance, Economic Survey 1993-94*, New Delhi.
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9. National Institute of Public Cooperation and Child Development (1993). *A Statistics on children in India Packet Book 1993*, New Delhi.

Course Outcomes

After completing 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 and children like violence against women in home, work places and society, sexual harassment, rape, child abuse and nutrition based deprivations.

CO-PO Mapping

Course outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	2													
CO2		2												
CO3							3					3	3	3
CO4										2		2	3	3

H-High(3), M- Medium(2), L- Low(1)

SRI VENKATESWARA UNIVERSITY:: TIRUPATI
MODEL QUESTION PAPER
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

Third Semester

(Specialization 'B' – Human Development & Child Welfare)
(CBCS with effect from academic year 2021 – 2022 onwards)

HDCW 303–B: CHILD AND HUMAN RIGHTS

Time: 3 Hrs

Max Marks: 80

Part – A

Answer any four questions

Each question carry equal marks

(4X5=20 Marks)

1. Write about the articles related to child rights.
2. Explain the charter of human rights.
3. Discuss briefly the reasons for infanticide.
4. Describe the laws against child labour.
5. Write a note on violence against women at work places.
6. Write briefly on political discrimination favoring males/females.
7. Write a brief note on moral rights.
8. Give an account on the advocacy of human rights.

Part – B

Answer all questions

Each question carry equal marks

(4X15=60 Marks)

9. (a) Write an essay on human rights.
(Or)
(b) Discuss briefly on child's rights.
10. (a) Explain the status of children.
(Or)
(b) Explain in detail about children in difficult circumstances.
11. (a) Write on domestic violence against women and major contributing factors for it.
(Or)
(b) What are the various forms of violation of women's rights?
12. (a) Write an essay on classification of human rights.
(Or)
(b) Elaborate on the international convention of Human rights.

Practical – HDCW-304 Child Study Techniques (301) + Children with Developmental Challenges (302)

301- Child Study Techniques Course Objectives

This course helps the students to;

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

PRACTICALS

1. Assessment of physical and motor development of infants & toddlers
2. Anthropometric Assessment of psycho-motor development of infants & toddlers
3. Development of scales/ checklist
4. Standardization of scales/tools in terms of reliability and validity
5. Assessment of Intelligence of children using Intelligence tests
6. Assessment of personality by using inventory

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.

302- Children with Developmental Challenges

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 to collect case studies of the following.
 - a) Mentally Challenged
 - b) Hearing Impaired
 - c) Visual impaired
 - d) Orthopedically handicapped

- e) Socially maladjusted
- 2. Identification of the following challenges in school age children.
 - a) Gifted
 - b) Speech disorders
 - c) Learning disabled
- 3. Institutional visit to plan and implement intervention programmes for any one type of challenged.

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.

HDCW 305 –LIFE SKILLS **(SKILL ORIENTED COURSE)**

Marks (T=50+P= 50)

Course Objectives:

To enable the students to:

1. Define different life skills essential for positive and adaptive behaviour
2. Infer the importance of effective communication to maintain inter-personal and intra-personal communication
3. Critically explain about emotional intelligence and strategies to cope up with stress and emotions
4. Apply knowledge related to Life skills in personal and professional life.

SKILL ORIENTED COURSE -THEORY

Unit I Life Skills – Meaning and Significance

- Life skills -Definitions WHO- Core Life Skills -Decision Making, Problem Solving, Critical Thinking, Effective Communication Skills, Creative Thinking, Interpersonal relationships, Self-awareness, Empathy, Coping with Stress and Emotions.
- Categories of Life Skills - Social skills and Negotiation skills, Thinking skills and Coping Skills.

Social Skills and Negotiation Skills

- Self-awareness – Definition, Need, SWOT Analysis – Jo-Hari Window - strategies to improve Self-awareness.
- Empathy – Difference between Empathy and Sympathy, Strategies to improve empathy skills for improving negotiations
- Effective Communication and Interpersonal relationships – Types of communication – Verbal, Non-verbal communications, Effective Communication: Assertiveness, Effective Listening, Barriers of Communication,

Unit II. Thinking Skills

- Problem Solving – Defining a problem, steps in problem solving skills, Analytical thinking.
- Critical Thinking and Creative Thinking –Definition and Strategies for developing critical and creative thinking.
- Decision Making -Importance, steps in Decision Making- Six Thinking Hats for decision making.

Coping Skills

- Emotional Skills –Emotional intelligence –concept and areas -Characteristics of an emotionally intelligent person.
- Coping with Emotions – Positive and Negative emotions – Strategies for Management of emotions.

- Coping with Stress – Reasons and effects of stress, Strategies for coping up with stress.

Practical- HDCW 305 –LIFE SKILLS

Course Objectives:

This course helps the students to;

1. Assess emotional intelligence using a standardized scale.
2. Solve problems using different problem solving exercises.

PRACTICALS

1. Listening skills -Exercises for Probing-listening- Understanding and Interpreting
2. Speaking Skills – Preparing videos and assessment of speaking skills
3. Non-Verbal Communication- Mono acting
4. SWOT Analysis
5. Jo-Hari Window exercise
6. Six Thinking Hats for Decision making exercise
7. Empathy games
8. Problem solving exercises

Course Outcomes:

After studying the course ,student will able to ;

1. Apply skills to cope up which stress and emotions.
2. Apply skills in personal and professional life to adjust and manage using life skills

INTERNSHIP

- One month to Two months internship in any institute during the semester wherein the student should undergo training to get hands-on -experience .
- Internship Report - A Report to be maintained and submitted for evaluation- The contents of the report should contain the skills learnt, Tools used for assessment , Practice sessions report and Internship Outcome.

REFERENCES:

1. Dahama O.P., Bhatnagar O.P, (2005). Education and Communication for Development, (2nd Edn.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi.
2. Debra McGregor, (2007).Developing Thinking; Developing Learning - A guide to thinking skills in education, Open University Press, New York, USA
- 3.. Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

4. Stella Cottrell, (2005). Critical Thinking Skills: Developing Effective Analysis and Argument, Palgrave Macmillan Ltd., New York
5. Prakash B. (Ed). (2003). Adolescence and life skills Common Wealth Youth Program, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.
6. Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
7. RGNIYD. (2008). Facilitators Manual on Enhancing Life Skills. Tamil Nadu

Course Outcomes

After studying the course, students will able to

- CO1** Define different life skills essential for positive and adaptive behaviour
- CO2** Infer the importance of effective communication to maintain inter-personal and intra-personal communication
- CO3** Critically explain about strategies to cope up with stress and emotions by using knowledge of emotional intelligence.
- CO4** Apply knowledge related to Life skills in personal and professional life

CO-PO Mapping

Course outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO1	PO1	PSO1	PSO2
CO1	3	3	3	3	2	3	3	3	L	L	3	3	3	3
CO2	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
CO4	3	3	3	3	3	3	3	3	3	3	3	3	3	3

H-High(3), M- Medium(2), L- Low(1)

SRI VENKATESWARA UNIVERSITY:: TIRUPATI
MODEL QUESTION PAPER
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION
Third Semester
(Specialization 'B' – Human Development & Child Welfare)
(CBCS with effect from academic year 2021 – 2022 onwards)
HDCW 305 -LIFE SKILLS
(Skill Oriented Course)

Time:1hrs 30 mins

Max Marks: 40

Part – A

Answer any Two questions
Each question carry equal marks (2X5=10 Marks)

1. Define life skills and list out different life skills.
2. Define and differentiate between Sympathy and Empathy.
3. Enumerate steps in problem solving.
4. Write a short note on Emotional Intelligence.

Part – B

Answer all questions
Each question carry equal marks (2X15=30 Marks)

5. a) What is self-awareness? Discuss about SWOT analysis and strategies to improve self-awareness.
(Or)
b) Define Communication and explain types of communication.
6. a) Give an account of importance of decision making in personal and professional life. Explain steps involved in decision making process.
(Or)
b) What are the reasons for stress? Discuss the strategies to cope up with stress.

HDCW 306 -A: FUNDAMENTALS OF FOOD, NUTRITION AND HEALTH

Course Objectives

To enable the 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 comprehend knowledge on deficiency symptoms of different nutrients.
4. Apply skills to assess nutritional problems in community.

OPEN ELECTIVE- THEORY

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 fiber.
- 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. Swaminathan, M. (1999). Essentials of Food and Nutrition, Vol. I and Vol. II Ganesh and co. Madras.
2. Mahtabs. Bamji and N.PralhadRao. (2004). "Text book of Human Nutrition, Second Edition, Oxford and IBH Publishing co. PVT LTD. New Delhi,
3. C.Gopalan, B.V.RamasastriandS.C.BalaSubramanian.(2012). Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council Medical Research Hyderabad.
4. MadhuSharma. (2013). Pediatric Nutrition in Health and Disease, Jaypee Brother"s Medical Publishers (P) Ltd New Delhi London Philadelphia Panama.
5. M Swami Nathan .(2010). Food and Nutrition Volume-1 Second Edition the Bangalore Printing and Publishing Co Ltd Bangalore 560018.
6. M Swami Nathan .(2010). Food and Nutrition Volume-2 Second Edition the Bangalore Printing and Publishing Co Ltd Bangalore 560018.
7. Nutrient Requirements and Recommended Dietary Allowance for Indians A Report of the Expert Group of Indian Council Medical Research.2010.
8. Dietary guidelines for Indians- a manual. National institute of nutrition. Hyderabad. 2011.
9. David L. Kartz. (2008). Nutrition in Clinical Practice. Lippincott Williams and Wilkins. USA.
10. 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 Outcomes

After completion of this course, students will be able to:

- CO1** Acquire knowledge on food groups and functions of food.
- CO2** Gain knowledge on importance of macro and micronutrients in different age groups.
- CO3** Identify signs and symptoms of different nutrient deficiencies.
- CO4** Illustrate the nutritional problems in community.

SRI VENKATESWARA UNIVERSITY:: TIRUPATI
MODEL QUESTION PAPER
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

Third Semester

Open Elective

(CBCS with effect from academic year 2021 – 2022 onwards)

HDCW 306 – A: FUNDAMENTALS OF FOOD, NUTRITION AND HEALTH

Time: 3 Hrs

Max: 80 Marks

Part – A

Answer any four questions
Each question carry equal marks **(4X5=20 Marks)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Part – B

Answer all questions
Each question carry equal marks **(4X15 = 60 Marks)**

9. a)

(Or)

b)

10. a)

(Or)

b)

11. a)

(Or)

b)

12. a)

(Or)

b)

HDCW 306- B: DYNAMICS IN FOOD PREPARATION

Course Objectives

To enable the students:

1. Learn the principles of safe food preparation and food pyramid.
2. Understand the role of foods in cookery.
3. Apply knowledge about effect of cooking on nutrients.
4. Able to differentiate different cooking equipment and role of different food items in cookery.

OPEN ELECTIVE- THEORY

UNIT-I: Introduction

- Definitions in food science.
- Composition and functions of foods.
- Food pyramid.
- Principles of safe food preparation.

UNIT-II: Cooking Process

- Objectives of Cooking.
- Preliminary preparations.
- Cooking methods- Moist heat methods, Dry heat methods; Fat as medium of cooking, Microwave cooking.
- Effect of cooking on Nutrients.

UNIT-III: Cooking Equipments

- Types of cooking equipments- Grill, Boiler, Oven and Microwave. Mechanical processing equipments- Vegetable Peeler, Chopper, Mixer, Slicing machine and mincing equipment.
- Non cooking equipment: Refrigerator.

UNIT-IV: Role of foods in Cookery

- Role of cereals, pulses, fats/oils, milk and milk products, flesh foods, sugars, vegetables, fruits and spices in cookery

REFERENCES

1. Srilakshmi,B.(2001). *Food Science*, 2nd edition New Age International (P) Ltd., Publishers, Bangalore, Chennai & Hyderabad.
2. Swaminathan, M.(1979).*Food science and Experimental foods*. Ganesh & Co., Madras.
3. Dr.M Swami Nathan. (2010). *Food and Nutrition Volume-2* Second Edition the Bangalore Printing and Publishing Co Ltd Bangalore 560018.
4. Shubhangini A.Joshi. (2010). *Nutrition and Dietetics* Third Edition Tata Mecgraw Hill Education Private Limited New Delhi.

Course Out comes

After completion of this course, students will be able to:

- CO1** Acquire knowledge on Food Pyramid.
- CO2** Identify Role of foods on Cookery.
- CO3** Gain knowledge on methods of Cooking.
- CO4** Estimate the effects of cooking on Nutrients.

SRI VENKATESWARA UNIVERSITY:: TIRUPATI
MODEL QUESTION PAPER
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

Third Semester

Open Elective

(CBCS with effect from academic year 2021 – 2022 onwards)

HDCW 306- B: DYNAMICS IN FOOD PREPARATION

Time: 3 Hrs

Max: 80 Marks

Part – A

Answer any four questions

Each question carry equal marks

(4X5=20 Marks)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Part – B

Answer all questions

Each question carry equal marks

(4X15 = 60 Marks)

9. a)

(Or)

b)

10. a)

(Or)

b)

11. a)

(Or)

b)

12. a)

(Or)

b)

IV SEMESTER

DEPARTMENT OF HOME SCIENCE
M. Sc. HUMAN DEVELOPMENT AND CHILD WELFARE
CHOICE BASED CREDIT SYSTEM (CBCS)
(With effect from academic year 2021-2022 onwards)

SEMESTER IV

HDCW 401: GUIDANCE AND COUNSELLING IN HUMAN DEVELOPMENT

Course Objectives

To enable the students to:

1. Describe and differentiate the terms the terms 'guidance' and 'counseling'
2. Understand the qualities and skills of a good counselor and different approaches to counseling
3. Critically explain therapies, techniques of counseling, process of counseling and ethics in counseling
4. Apply counseling skills and cognitive therapies to practice counseling process.

CORE -THEORY

UNIT-I Guidance and Counselling

- Guidance– Meaning, Definition, Nature – Need for guidance-Principles of guidance and Functions of guidance .
- Types of guidance – Educational, Vocational, Personal, and Social guidance.
- Individual and Group Guidance -Advantages and limitations of guidance.
- Counselling - Meaning, Definition, Relationship and difference between guidance and counseling, Need for counseling .
- Individual and Group counselling –Merits and Limitations.

UNIT-II Counselling Process

- Counselling -Elements of counseling -Counsellor- Characteristics, qualities of a good counselor, Skills -Attending, Active listening -SOLER-Empathy, Probing, Responses- EISPU- Professional ethics in counseling.
- Preparation for counselling-Pre-counselling interview- Physical setting, Privacy- Counselling relationship.
- Counselling Process- Stages in Counselling process
- Variables affecting the counselling process-Characteristics of the client, Characteristics of the counsellor- Personal and professional variables .

UNIT-III Approaches and Therapies to Counseling –I

- Directive , Non-directive and Eclectic counseling
- Psychoanalytic approach - Psycho- therapy –Key techniques -Demerits of psycho-therapy,
- Cognitive Behavioural Counseling - Meaning , Core Principles- Rational Emotive Behaviour therapy (REBT)-Goals-Role of counsellor
- Cognitive Behaviour Therapy (CBT)- Meaning- Cognitive restructuring or reframing, journaling and thought records, Relaxation and stress reduction techniques.
- Comparison of REBT and CBT- Limitations

UNIT-IV Approaches and Therapies to Counseling-II

- Behavioristic approach –Behaviour modification techniques – Systematic Desensitization, Reinforcement, Modeling, Shaping and token economy-merits and - demerits of behavior therapy
- Humanistic approach- Carl Roger’s self-theory,–Personality Development and the Self-Concept-Ideal Self vs. Real Self.
- Therapy based on humanistic approach -Client centered therapy –Techniques- Genuineness and congruence, Unconditional positive regard, Empathetic understanding-Benefits of Client-Centered Therapy
- Transactional Analysis (TA) - Ego states of personality-Parent, adult, child-Goals - Role of counsellor. Benefits of Transactional Analysis Psychotherapy

PRACTICALS

1. Visit to local counselling/ Child Guidance clinic and observation of cases
2. Analysis of real self and Ideal self using Semantic Differential Scale
3. Practice of Counselling skills -SOLER
4. Practice of Counselling skills -EISPU
5. ABC functional analysis using work sheets
6. Analyzing and reframing emotions using ‘Thought Record Sheet

REFERENCES

1. Kiruba Charles and Jyothsna. (2013). *Guidance and counselling*, Neelkamal Publications Pvt. Ltd., New Delhi
2. Mukhopadhyaya. (1989).*Guidance and counselling*,(A Manual), Himalaya Publishing house Ltd, New Delhi
3. Narayana Rao. (2000). *Counselling and guidance*, 2nd Edition, Tata McGraw-Hill Publishing Ltd., New Delhi 2000.
4. Prashantham, B.J. (2005). *Indian case studies in therapeutic counselling*, 6th edition, Christian Counselling Center, Vellore.

5. Sitaram Jayaswal. (1990). *Guidance and counselling- An eclectic approach*, Prakashkendra, Lucknow.
6. Sunita Chhabra (2015), *Guidance and Counseling*, Gen Next Publications,
7. Marianne Mitchell Robert L. Gibson (2015), *Introduction to Counseling and Guidance*, (7th Edition), Pearson Publishing
8. Bharti Dimri, Manisha Minocha, Monika Auplish (2016), *Guidance And Counselling*, Bookman; First edition
9. Rao S. (2017), *Counseling and Guidance*, (3rd edition), McGraw Hill Education.

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 completion of the course, students will able:

- CO1** Describe and differentiate the terms ‘guidance’ and ‘counselling’.
- CO2** Understand the qualities and skills of a good Counselor and different approaches to counseling
- CO3** Critically explain about different techniques and approaches to counseling like psycho -therapy, Behavior therapy, Cognitive therapies, and Transactional Analysis (TA), process of counseling and ethics in counseling
- CO4** Apply counseling skills to practice counselling process

CO-PO Mapping

Course outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	H	H		H		H	H	H						H
CO2	H	H		H		H	H			H	M	H	M	H
CO3		H					H		H	H		H	H	
CO4		H		H		H	H			H	M	H	H	

H-High(3), M- Medium(2), L- Low(1)

SRI VENKATESWARA UNIVERSITY:: TIRUPATI

**MODEL QUESTION PAPER
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**

Fourth Semester

(Specialization 'B' – Human Development & Child Welfare)
(CBCS with effect from academic year 2021 – 2022 onwards)

HDCW 401 – GUIDANCE AND COUNSELLING IN HUMAN DEVELOPMENT

Time: 3 Hrs

Max Marks: 80

Part – A

Answer any four questions

Each question carry equal marks

(4X5=20 Marks)

1. Define guidance . Explain the need for guidance.
2. Write briefly about educational guidance.
3. Give an account of elements of counselling.
4. Write short notes on skills necessary for counselling.
5. What is meant by eclectic counselling .
6. Elucidate limitations of Cognitive behaviour therapies.
7. Give an account on professional ethics in counseling.
8. Write about variables affecting the counselling process.

Part – B

Answer all questions

Each question carry equal marks

(4X15=60 Marks)

9. a) Explain about advantages and limitations of Individual and Group Guidance.
(Or)
b) Discuss in detail about difference between guidance and counselling.
10. a) Discuss different stages in Counselling Process.
(Or)
b) Describe personal and professional characteristics of a good counsellor.
11. a) What is Psycho-therapy ? Explain key techniques of psycho- therapy .
(Or)
b) Give a detailed account of Rational Emotive Behaviour therapy (REBT).
12. a) What is meant by Behaviour modification . Discuss about different behavior modification techniques.
(Or)
b) Explain the techniques of Client centered therapy.

HDCW402: ADVANCED STUDY OF HUMAN DEVELOPMENT-II

Course Objectives

To enable the students to:

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

CORE -THEORY

UNIT – I Early Adulthood

- Adulthood-Stages - demography on adult population in India
- Early Adulthood-Characteristics and Developmental tasks
- Adult growth and development-Biological, cultural and developmental perspective
- Adjustments – Vocational, Sexuality and marital adjustment
- Parenthood – Adjustment to parenthood – factors affecting adjustment to parenthood

UNIT – II Middle Adulthood

- Middle Adulthood- Characteristics and Developmental tasks
- Adjustment – Personal, Social and Vocational
- Role of family – Maintenance of family relations and Friendship
- Parenting adult offspring and their marriage, Health and Disease, Menopause in Women, Adult sexuality; Work and Career development

UNIT – III Late Adulthood

- Late Adulthood-Characteristics and Developmental tasks
- Physical, Physiological and Psychological changes
- Social relationship and family adjustment- Adjustment to retirement and singlehood
- Work and Retirement; Alternative life styles and Leisure time activities;

UNIT – IV Elderly

- Elderly-Characteristics and changes in cognitive abilities and Creativity
- Physical aspects of aging; Health and disease
- Mental health during elderly- Institutional living in the context of Indian culture
- Changes in family life cycle and social relationship-Problems of elderly and coping up strategies
- Safety issues during elderly-Death, dying and bereavement

Learning Experiences

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 middle 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. Lerner R M and Newell K M (2014). Handbook of Developmental Systems Theory and Methodology. Pp. 19-65. The Guilford Press, New York.
2. Rogoff B (2005). The Cultural Nature of Human Development. Oxford University Press, New York.
3. India. Sage Publications, New Delhi.
4. Sharma N and Chaudhary N (2009). Human development: Context and Processes. In G. Misra (Ed.), Psychology in India (Vol.I) Basic Psychological Processes and Human Development. Pp. 69-109. Pearson, New Delhi.
5. Robert V. Kail, John C. Cavanaugh (2012), Human Development : A Life Span View, 3rd Edition
6. Laura E. Berk (2013), Child Development, Ninth Edition, Pearson Publication
7. Carol K. Sigelman, Elizabeth A. Rider (2015), Human Development, Cengage Learning, ISBN: 9788131508220, 8131508226
8. Thomas Crandell, Corinne Crandell, James Vander Zanden (2009), Human Development, 9 Edition, McGraw-hill Publishing.
9. Robin Santos Doak (2011) Bridge: Genetic Disorders, Benchmark Education Company, LLC

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 completion of 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, middle 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

Course outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	3			3									2	3
CO2	3			3								2	3	3
CO3	3		3	3			2						2	
CO4	3		3	3			2			2			3	

H-High(3), M- Medium(2), L- Low(1)

**SRI VENKATESWARA UNIVERSITY:: TIRUPATI
MODEL QUESTION PAPER**

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

Fourth Semester

(Specialization 'B' – Human Development & Child Welfare)

(CBCS with effect from academic year 2021 – 2022 onwards)

HDCW 402– ADVANCED STUDY OF HUMAN DEVELOPMENT-II

Time: 3 Hrs

Max. Marks: 80

Part – A

Answer any four questions

Each question carry equal marks

(4X5=20 Marks)

1. Give short notes on parenthood.
2. Give an account of Vocational adjustment during early adulthood.
3. Write about menopause in women.
4. Describe adult sexuality during middle adulthood.
5. Explain the adjustments to retirement during late adulthood.
6. Explain the grand parenthood and intergenerational relationships during late adulthood Years.
7. Enumerate the cognitive changes during elderly.
8. Give an account of safety issues during elderly.

Part – B

Answer all questions

Each question carry equal marks (4X15=60 Marks)

9. (a) Enumerate the developmental tasks and characteristics of early adulthood.
(Or)
(b) Discuss the adjustments to be made during early adulthood years.
10. (a) Enumerate the personal and social adjustments to be made during middle adulthood stage.
(Or)
(b) Describe the role of family in maintaining family relations and friendships during middle adulthood.
11. (a) Describe the physical, physiological and psychological changes during late childhood.
(Or)
(b) Describe the problems faced by elderly people and the suggestions for minimizing the problem.
12. (a) What is mental health? Discuss the strategies to maintain positive mental health of elderly.
(Or)
(b) Discuss the institutional living of elderly in the context of Indian culture.

HDCW 403-A: REHABILITATION AND MANAGEMENT OF CHILDREN WITH DEVELOPMENTAL CHALLENGES

Course Objectives

To enable 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

GENERIC ELECTIVE - THEORY

UNIT-I Early Identification of Children with Developmental Challenges

- Early identification of Children with Developmental Challenges- Concept, Need,
- Steps in assessment process – Identification, screening, diagnosis, programme
- Early Intervention – Types of early intervention and Linking assessment with intervention process.
- Intervention -Planning, placement, monitoring and evaluation.

UNIT-II Rehabilitation of Children with Developmental Challenges

- Rehabilitation –Definition and Concept-Vocational, educational and recreational rehabilitation of the children with developmental challenges
- Vocational, educational and recreational rehabilitation of Mentally challenged, visually impaired, Hearing impaired children, and children with Learning disability.
- Vocational, educational and recreational rehabilitation of Orthopedically challenged children and Autism spectrum disorder
- Vocational, educational and recreational rehabilitation of Children with Social and emotional problems .

UNIT-III Management of Children with Developmental Challenges

- Management of Children with Developmental Challenges - Role of parents, Role of schools- Role of Government, Voluntary organizations and community .
- Concepts of Normalization and Integration, Mainstreaming and Inclusion, Special schools, Resource rooms, Individualized Family Service Plan (IFSP) and Individualized Education Programme (IEP)- parent – Teacher partnership.

- Multidisciplinary team approach -Services provided by different experts and their role.
- Therapeutic interventions- Clinical assessment, Physio therapy, occupational therapy, special education, speech therapy, hydro therapy play therapy and behaviour modification.

UNIT-IV Community Based Rehabilitation Services

- Definition, Basic concepts of community based rehabilitation and objectives.
- Sectors and Roles for the development of community based rehabilitation
- Essential ingredients for sustainability which CBR programmes
- Community based Rehabilitation- steps - Situation analysis, Planning and designing.
- Implementation of Community based rehabilitation management - monitoring and Evaluation. Community based rehabilitation management matrix

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
8. Gargiulo (2003). *Special education in contemporary society – An introduction to exceptionality*, Thompson Wordsworth.
9. Heward, W.L. (2013). *Exceptional children – An introduction to special education –* Pearson.

JOURNALS

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

Course Outcomes

After completion of 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 that are 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, orthopedically challenged, children with social and emotional problems and children with neurological problems
- CO4 Prepare schedules to collect case studies from children with developmental challenges

CO-PO Mapping

Course outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	3	2	3							3			3	3
CO2			2			2	2	2		3	2		3	3
CO3		3	3	2	3		3			3	2	2	3	3
CO4			1	3				2		2	2			

H-High(3), M- Medium(2), L- Low(1)

SRI VENKATESWARA UNIVERSITY:: TIRUPATI
MODEL QUESTION PAPER
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

Fourth Semester
(Specialization 'B' – Human Development & Child Welfare)
(CBCS with effect from academic year 2021 – 2022 onwards)

HDCW 403-A: REHABILITATION AND MANAGEMENT OF CHILDREN WITH DEVELOPMENTAL CHALLENGES

Time: 3 Hrs

Max Marks: 80

Part – A

Answer any four questions

Each question carry equal marks (4X5=20 Marks)

1. Write about the need for early identification of children with developmental challenges.
2. Write short notes on diagnosis process of identifying children with developmental challenges.
3. Explain about the educational rehabilitation for visually impaired children.
4. Explain about the vocational rehabilitation for orthopedically challenged children.
5. Give an account on main streaming.
6. What do you know about the concept of normalization and integration?
7. Define community based rehabilitation and write its basic concepts.
8. Explain about roles and responsibilities of community based rehabilitation functionaries.

Part – B

Answer all questions

Each question carry equal marks (4X15=60 Marks)

9. (a) Enumerate different steps in assessment process for children with developmental challenges.
(Or)
(b) Discuss how multidisciplinary approach helps to rehabilitate the children with developmental challenges.
10. (a) Write about the importance of early intervention for children with developmental challenges.
(Or)
(b) Discuss about the educational rehabilitation for the gifted and learning disabled children.
11. (a) Explain the role of government and voluntary organizations in management of children with developmental challenges.
(Or)
(b) Describe about NIMH and NIHH organizations working towards children with developmental challenges.
12. (a) Explain the role of parent – teacher partnership in managing the children with developmentally challenges.
(Or)
(b) Explain about various community based rehabilitation services.

HDCW 403-B: GERONTOLOGY

Course Objectives

To enable the students to:

1. Define stages of late adulthood, understand the characteristics of old age
2. Describe theoretical perspectives of aging and aging process,
3. Explain problems faced by elderly.
4. Apply knowledge to assess needs and problems of elderly at home and in institutions

GENERIC ELECTIVE - THEORY

UNIT I Process of Ageing

- Process of Ageing: Old age - definition, characteristics, needs.
- Demographic profile of elderly in India.

UNIT II Research trends in ageing

- Theories related to ageing
- interest's, attitudes, needs, mental health of elderly.
- Role of interplay of cultural forces family interactions.
- Economic, social, cultural forces.

UNIT III Problems faced by Elderly.

- Psychological,
- Physiological,
- Social, emotional problems - Causes, strategies for coping maintained positive mental health.

UNIT IV Welfare programmes for elderly -

- Role of Government and non-government agencies,
- Policy towards Elderly –
- Human right prospective.

REFERENCES:

1. Bhatia, H.S. (1983). *Aging and society*, Udaipur, The Aryas' Book Centre Publishers.
2. Krishnan, P. and Mahadevan, K. (1991). *Elderly population today: policies, problems and perspectives*, B.R.Publishing House, Delhi.
3. Binstock, H.R. and Sharma, E.(1985). *Handbook of aging and the social sciences*, New York.

JOURNALS:

1. Helpage India, Research and Development Journal (Quarterly), New Delhi.
2. Journal of Gerontology
3. Journal of Social Welfare

Course Outcomes

After completion of the course, students will able to:

- CO1** Understand the concept of aging, changes/changing life style and adjustment pattern that takes place during late adulthood
- CO2** Learn theoretical perspectives of aging and aging process, research trends and Methodological issues in Gerontology
- CO3** Explain about welfare services for elderly.
- CO4** Assess different types of problems during elderly and provide coping up strategies to maintain Positive mental health.

CO-PO Mapping

Course outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	3		3	3			2					1		3
CO2			3	3										3
CO3										3			3	3
CO4	3		3	2		3	2					2		3

H-High(3), M- Medium(2), L- Low(1)

MODEL QUESTION PAPER

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

Fourth Semester

(Specialization 'B' – Human Development & Child Welfare)
(CBCS with effect from academic year 2021 – 2022 onwards)

HDCW 403 –B: GERONTOLOGY

Time: 3 hrs

Max Marks: 80

PART- A

Answer any four questions

Each question carry equal marks

(4x5=20 Marks)

1. Bring out the demographic profile of elderly in India.
2. What are the needs of the aged?
3. Role of interplay of cultural forces in family interactions.
4. Give an account of mental health during old age.
5. Enumerate the physiological problems of the aged.
6. Bring out the human rights perspective of the elderly.
7. Report of the case study done.
8. What are the Policy towards elderly?

Part-B

(4x15=60 Marks)

Answer all questions

Each question carry equal marks

9. (a) Discuss the characteristics of the aged.
(Or)
(b) Bring out the developmental process of ageing.
10. (a) What are the theories related to ageing.
(Or)
(b) Write an essay on the attitude and mental health of elderly.
11. (a) What kind of strategies to be adopted by the elders to have peaceful life?
(Or)
(b) Write a report of a old age home you visited.
12. (a) Discuss the ongoing welfare programmes for the aged.
(Or)
(b) How does aged people are suffered in the human rights perspective.

**Practical- HDCW:404 Guidance and Counselling in Human Development (401) +
Advanced Study of Human Development –II (402)**

**404- Guidance and Counselling in Human Development
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. They apply counseling skills to practice to counseling process.

PRACTICALS

1. Visit to local counselling/ Child Guidance clinic and observation of cases
2. Analysis of real self and Ideal self using Semantic Differential Scale
3. Practice of Counselling skills -SOLER
4. Practice of Counselling skills -EISPU
5. ABC functional analysis using work sheets
6. Analyzing and reframing emotions using ‘Thought Record Sheet

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.

402- Advanced Study of Human Development –II

Course Objectives

This course helps the students to;

1. Apply skills to assess the problems and adjustments during late childhood period.
2. Collect case studies from elderly people.

PRACTICALS

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 middle 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.

Course Outcomes

After studying the course, students will be able to;

- CO1: Assess needs, adjustments and problems during different stages of adulthood using schedules and questionnaires.
- CO2: Apply skills to collect data using case study method.

HDCW-405: HUMAN RESOURCE MANAGEMENT

Course Objectives:

To enable the students to:

1. Know the meaning of Human resource management, human resource development and human resource planning.
2. Understand the importance of Human Resource Management and HR manager to the organization and employees.
3. Critically explain the functions of Human resource management.
4. Apply the skills in administering tests in selection and recruitment of staff.

MULTI -DISCIPLINARY- THEORY

UNIT-I Human Recourse Management

- Human Resource Management- Definition and Concept- Importance of Human Resource management - for the Organization, for the employees and Importance for the society.
- HR Manager -Essential Functions and Role of HR manager
- Objectives of Human Resource Management-Societal, Organizational, Functional and personnel objectives.
- Human Resource Planning and Human Resource Development - Meaning, Objectives and factors influencing.

UNIT-II Human Resource Functions

- Human Resource Functions -Job Analysis, Job description, job specification, recruitment, selection, placement and induction and socialization.
- Job Analysis- Meaning, Techniques of Job Analysis-Steps involved - Method to be Adopted to Collect the Information- Observation, Interview method, Questionnaires, Checklists, Group discussion etc.,-Advantages of job analysis and problems.
- Selection and Recruitment -Selection methods- Types and uses of tests- Aptitude and interest tests, Personality tests, Vocational inventory. -Steps in selection process- Situational and stress Interview -Reference checks and background verification-hiring decision.

- Placement and induction -Definition- Importance and objectives - Induction Process, - Difference between placement and induction-Principles-Benefits and problems.

Practicals -HDCW-405: HUMAN RESOURCE MANAGEMENT

Course Objectives

This course helps the students to;

1. Apply skills in administrative aptitude and interest tests in selection and recruitment process.
2. Apply skills to do job analysis using different methods like questioners and check lists

PRACTICALS

1. Job analysis through Questionnaires- Development of questionnaires
2. Assessment of Personality using standard questionnaires
3. Assessment of Aptitude Using standard tests
4. Assessment of vocational interests using inventory
5. Development of Interview schedule for Assessing Strengths and Weaknesses
6. STAR Approach for Facing an Interview
7. Group discussion- Practice

Course Outcomes

After studying the course, students will able to;

1. Administer tests of aptitude and interests of individuals using standardized tests
2. Perform job analysis using different methods like questionnaires, checklists and group discussions etc.

REFERENCES:

1. Ghosh Biswanath. (2007). Human Resources Development and Management, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Rao, T. V. (1988). Alternative Approaches and Strategies of Human Resource Development , Rawat Publications, New Delhi.
3. Udai Pareek Rao T.V. (2009). Designing and Managing Human Resource Systems, Oxford and IBH publishing Company Pvt. Ltd. New Delhi.
4. Gary Dessler, (2008). Human Resource Management, Prentice Hall of India, (11th Edn.), New Delhi.
5. John. P. Welson (2005). Human Resources Development, (2nd Edn.), Kogan Page Ltd., London.

6. Jon M. Werner, Randy L. DeSimone, (2006). Human Resources Development, (4th Edn.) , Thomson South Western.
7. Pareek Udai, (2008). Training Instruments in HRD and OD, Tata McGraw – Hill, New Delhi

Course Outcomes:

After completion of the course, students will be able to:

CO1: Define the terms Human Resource Management, human resource development and human resource planning.

CO2: Understand the importance of Human Resource Management and HR manager to the organization and employees .

CO3: Critically explain the functions of Human resource management.

CO4: Apply the skills in administering tests in selection and recruitment of staff .

CO_PO Mapping

Course outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
CO1	1		2	2			3		3		3	3	3	
CO2				3			3		2		3	3	3	
CO3				3			3		3		3	3	3	
CO4	3			3			3		3		3	3	3	

H-High(3), M- Medium(2), L- Low(1)

SRI VENKATESWARA UNIVERSITY:: TIRUPATI
MODEL QUESTION PAPER
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION
Fourth Semester
(Specialization 'B' – Human Development & Child Welfare)
(CBCS with effect from academic year 2021 – 2022 onwards)
HDCW 405 - HUMAN RESOURCE MANAGEMENT
(Multi-Disciplinary Course)

Time:1hrs 30 mins

Max Marks: 40

Part – A

Answer any Two questions
Each question carry equal marks (2X5=10 Marks)

1. Define Human resource management and explain its nature.
2. Define and differentiate between Human resource development and human resource planning
3. Enumerate the functions of HR manager
4. Write a short note on induction in HRM.

Part – B

Answer all questions
Each question carry equal marks (2X15=30 Marks)

5. a) What are functions of human resource management ?
(Or)
b) Describe the objectives of human resource management.
6. a) Give an account of tests that are used in selection process
(Or)
b) What is meant by job analysis? Discuss different steps involved and problems in job analysis.

HDCW 406-A: CHILD GROWTH AND DEVELOPMENT

Course Objectives

To enable the students to:

1. Know the terms 'growth' , 'development' and stages of development across life span
2. Understand the characteristics of children at different stages of childhood
3. Explain different developments like physical, cognitive, language and social development during childhood.
4. Apply knowledge to understand normal development and developmental delays during childhood.

OPEN ELECTIVE - THEORY

Unit -I Foundations of Development

- Understanding the terms Child, Growth, Development, Child Development, Human Development, and Developmental tasks.
- Principles of Child Development and Factors influencing growth and Development of Children.
- Determinants of Development - Role of Heredity and Environment in Development
- Stages of Development across life span and domains of development.

Unit - II Infancy

- Infancy – Characteristics
- Sensory- Motor activities
- Language Development
- Socio-emotional development.

Unit - III Early Childhood

- Early Childhood Period –Characteristics
- Physical Development
- Cognitive development
- Emotional and Social development

Unit - IV Middle Childhood

- Middle/ Late Childhood Period-Characteristics
- Physical development

- Cognitive development.
- Emotional and Social development

REFERENCES

1. Berk, L. E. (2007). Child Development. Prentice-Hall of India Pvt.Ltd, New Delhi.
2. Feldman, R.S. (2011).Understanding Psychology, Tenth Edition. Tata MCGraw Hill Education Private Limited, McGraw- Hill, New Delhi.
3. Hallahan, D.P. and Kauffman, J.M. (1991). Introduction to exceptional children. 5th ed. Allyn and Bacon, Boston.
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. Rozario, J. and Karanth, P. (2003). Learning disability in India. Sage publication, New Delhi.
7. Santrock, J. W. (2013). Child Development. Tata McGraw Hill Company Ltd, New Delhi.
8. Singh, A. (Ed).(2015). Foundations of Human Development: A life span approach. Tata Mc Graw Hill ,New Delhi.
9. Prasad, J. and Prakash, R. (1996). Education of handicapped children, problems and solution. Kanishka publication distribution. New Delhi.

Course Outcomes

After completion of the course, students will able:

- CO1** Define the terms growth and development, and stages of development across life span
- CO2** Understand the characteristics of children at different stages of childhood.
- CO3** Critically explain different developments like physical, cognitive , language and social development during childhood
- CO4** Apply knowledge to understand normal development and developmental delays during childhood to assess all round development during childhood

**SRI VENKATESWARA UNIVERSITY: TIRUPATI
MODEL QUESTION PAPER**

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION
Fourth Semester
Open Elective
(CBCS with effect from the Academic Year 2021 -22 onwards)

HDCW 406-A: Child growth and Development

Time: 3 Hrs

Max: 80 Marks

Part – A

**Answer any four questions
Each question carry equal marks**

(4X5=20 Marks)

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

Part – B

**Answer all questions
Each question carry equal marks**

(4X15 = 60 Marks)

9. a)
- b)
10. a)
- b)
11. a)
- b)
12. a)
- b)

(Or)

(Or)

(Or)

(Or)

HDCW 406-B: DISASTER MANAGEMENT

Course Objectives

To enable 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.

OPEN ELECTIVE - THEORY

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 completion of 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 role of NGOs, Community based organizations, central state, District and local Administration, Police and armed forces, in Disaster management
- CO3** Illustrate the efforts made by NGOs, Community based organizations and local administration in disaster management.
- CO4** Discriminate disaster responses of Armed forces and policies

