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

The members of Board of Studies in Home Science (Combined) , met on **01-05-2017 at 11 am** to approve the PG syllabus revised as per Outcome Based Education (OBE) to be implemented for the students joining from 2017-2018 academic year onwards and the following are the minutes of the BOS Meeting :

- Resolved that the course objectives and outcomes of Post-graduate syllabus for four M.Sc., programmes viz., Food Science Nutrition and Dietetics and Food Technology , Human Development and Child Welfare , Extension Management and Communication Technology offered by the Department of Home Science were meeting the Programme objectives of the respective specializations and it has been approved .
- Resolved to recommend that in paper 302 Advance Human Nutrition of FSND programme minor changes were carried out in the chapter 2 and topics of Immunity were approved .
- Resolved that in FSND syllabus in place of Generic Elective 405 B Improving health and Nutrition IEC approaches" , a new value added paper entitled " 405 B Baking Technology" was introduced.

	Members Present	**Signatures**
1	**Prof. R. K.Anuradha** Chairperson , BOS Dept. of Home Science S.V.University, TIRUPATI	
2	**Prof. K.Anuradha** Head, Ex-Officio Member Dept. of Home Science S.V.University, TIRUPATI	
3	**Dr.K.V.Sucharitha.** Member Dept. of Home Science S.V.University, TIRUATI	
4	**Dr. K.Manjula** Member Dept. of Home Science S.V.University, TIRUPATI	
5	**Dr. Jacinta** External Member Dept. of Home Science, S.PW College S.V.University. TIRUPATI	Retired from services
6	**Dr.P.Kumari,** External Member Dept. of Home Science, S.PW College S.V.University. TIRUPATI	

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
2017-2018

SYLLABUS
Choice Based Credit System (CBCS)

DEPARTMENT OF HOME SCIENCE

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

Vision

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

Mission

The Department of Home Science is committed to empower the students in capacity building skills through teaching, research and community oriented extension activities, thereby widening the scope for self development and Employability and preparing themas 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 completion of this programme the students will able to;

PO 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, formulate research literature 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 ofchildren, their parents and elderly people.
PO No. 4	Utilise theory based knowledge and methods to address real life problems and to collect data , analyse 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 , teachersand 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.
PO No.10	Understand the availability of Government and non-government programmes and services for rehabilitation ofchildren , indigent families and elderly

	andthroughintervention programmes provide **sustainable** solutions and build resilient families and communities.
PO No.11	**Demonstrate knowledgeand understanding of management of pre-schools,** welfare institutionsfor children and needy people/elderlyeducation of special childrenand counselling practice, with innovative,appropriate ,advanced techniques, skills, and modern psychological tools with an understanding of limitations.
PONo. 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** in schools 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 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 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 2017- 2018)

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M.Sc. Human Development and Child Welfare

SEMESTER-I

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

SEMESTER-II

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

SEMESTER-III

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

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

SEMESTER-IV

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

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

I SEMESTER

DEPARTMENT OF HOME SCIENCE
M. Sc. HUMAN DEVELOPMENT AND CHILD WELFARE
CHOICE BASED CREDIT SYSTEM (CBCS)
(With effect from academic year 2017-18 onwards for students
admitted into First Semester)

SEMESTER – I

HDCW 101: ADVANCED STUDY OF CHILD DEVELOPMENT

CORE–THEORY

Course Objectives:

This course helps the students to:

1. Know the terms 'child development', 'human development' , 'life skills' and biological foundations of human development

2. Describe the developmental tasks of children from infancy to late Childhood.

3. Relate   different domains of child development and critically apply knowledge to explain milestones of physical, emotional, social and cognitive development of children from infancy to adolescence period

4. Assess physical, social , emotional and cognitive development of children from early childhood to adolescent period and life skills among adolescents.

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

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

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

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

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

Puberty – Early and Late matures

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

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

REFERENCES

1. Berk, E.L. (2001).*Child development*, Prentice Hall of 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. DevDass, R.P. and Jaya, N. (1999). *A textbook on child development*, Mac Millan Co.
5. Hurlock, E.B. (1990).*Child development*, MC. Graw Hill Company Ltd, New York.
6. Mussen, P.H., ConpaKapan, J. and Hussain. (1987).*Child development*, Halt rinehant and Winston Inc.
7. Santrock, J.W. (1981). *Life span development*, Brown Bench mall.
8. Suriakanthi,A. (2009).*Child development*, Kavithapublications,Gandhigram, Tamilnadu.

JOURNALS

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

Course Outcomes

After studying the course, students will be able to ;

CO1. Define the terms 'child development', 'human development' 'life skills', genes and chromosomes .

CO2. Explain the developmental tasks of children from infancy to late childhood.

CO3. Apply the knowledge of milestones of physical, emotional, social and cognitive development of children from infancy to adolescence to relate development process at different stages.

CO4. Assess different developments like physical, social , emotional and cognitive development of children from early childhood to adolescent period using simple tests and life skills among adolescents using a standardized scale.

CO_PO Mapping

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

3-High, 2- Medium,   1- Low

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

CORE –THEORY

Course Objectives

This course helps the students to:

1. Know about nutrients in foods and their functions

2. Understand the consequences of deficiency of taking nutrients.

3. Comprehensive knowledge on the role of nutrients in different stages of human life and methods nutritional assessment.
4. Learn the community level problems and policies

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

Food groups – Classification – food composition, properties, characteristics culinary aspects and nutritive values of different foods, Functions of foods and nutrients – cereal grains, millets, pulses, nuts and oil seeds fruits and vegetables, milk and milk products, meat, egg, poultry and fish, spices and condiments.
Nutrition through life span – Infancy, Pre-school children, childhood, Adolescence, Adulthood and Ageing – Nutritional requirements and Recommended Dietary

Allowances (RDA)– Justification for special needs during periods of growth and development, pregnancy and lactation – significance of breast feeding – Principles of menu planning appropriate to age and stage of life span.

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

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

Unit – III: Major Nutrition Problems of the Community:

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

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

Unit – IV: Strategies to Combat Malnutrition:

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

Food Assistance and Food Supplementation - Policies and Programmes of the Government - Governmental Policies and Programmes - Food Assistance and Food Supplementation Programmes - Public Distribution System (PDS) - Food For Work (FFW), Special Nutrition Programme (SNP), School Lunch Programme (SLP), Mid Day Meal Programme (MMP), Balawadi Nutrition Programme (BNP), Integrated Child Development Services (ICDS) - MCH Services - Immunization- Universal Immunization Programme (UIP).

Nutrition Education - Importance - Approaches Media and Methods

REFERENCES - TEXT BOOKS

1. Davidson and Passmore R., Brock, J.F., and Truswell, A.S. (1979). *Human Nutrition and Dietetics,* 7th ed. New York. Churchill Living stone.
2. Gopalan, C. (1992). *Basic issues in combating malnutrition*- NFI Publication.
3. Gopalan, C. (1990). *Women nutrition in India*. NFI Publication.
4. Jelliffe, D.B.(1966).*Assessment of nutritional status of the community*, WHO Monograph, Series No. 53. WHO Geneva
5. Mehtab S. Bamji. (1996).*Text book of human nutrition*, Oxford & IBH Co.PVT.LTD, New Delhi,
6. WHO.(1981).*Measuring change in nutritional status* - (NCHS Standards)
7. Monograph on Integrated Training on National Programmes for Mother and Child Development of Women and Child Department, Government of India, New Delhi.

8. Seymour L. Harpen M.D.(1979).*Quick reference to clinical nutrition*
9. Suitor, C.W. and Hunter, M.F. (1980).*Nutrition principles and application in health promotion*, J.B. Lippincot Company, Philadelphia
10. Swaminathan, M. (1990). *Essentials of food and nutrition*, Vol. I and Vol. II Ganesh and co. Madras

JOURNALS AND PROCEEDINGS

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

Course Out comes

Upon completion of this course, students will be able to

CO 1 .Know the nutritional problems of the community.

CO 2 .Acquire knowledge about food groups, RDA and steps in planning a diet.

CO 3. Skills in planning and calculating nutritive values for the foods and recipes.

CO 4 .Identify the signs and symptoms of different nutrient disorders in community.

CO_PO Mapping

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

3-High, 2- Medium,   1- Low

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HDCW 103 – TRENDS IN EARLY CHILDHOOD EDUCATION

CORE–THEORY

Course Objectives:

This course helps the students to:

1. Understand the terms 'ECE', 'ECCE' and 'ECD' and 'School readiness'.

2. Infer the significance of ECE , readiness activities in ECE and contributions of educational philosophers to pre-school education.

3. Critically explain the importance of different ECE activities for children's all round development

4. Plan ECE programmes based on Theme approach and to prepare teaching, learning materials for effective implementation of programme.

UNIT- I   Early Childhood Education

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

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

UNIT – II   and Contribution **Curriculum for ECCE**
Curriculum -Definition, Importance, Indicators of effective curriculum
Different experiences incurriculum
Language experiences– Informaltalk, Storytelling- Story books,Music,
Science Experience,Creative Activities, Dramatization.
Readiness – Reading, Writing and Arithmetic
     - Role of Teacher in Effective   implementation of different experiences
     - Equipment necessary for providing experiences in curriculum

UNIT – III   Current Trends in ECE
ECCE in Five year plans
National Early Childhood Care and Education (ECCE) Policy, (2009).
National Early Childhood Care and Education (ECCE) Curriculum
Frame work, (2013).
Curricular issues and concerns

UNIT – IV   Programme Planning in ECE
Principles of programme planning
Long term and Short term, Planning - Yearly, Term, Weekly and Daily plan
Reggio Emilia Approach
Project Method
Theme Based Approach
Developmentally Appropriate Approach

REFERENCES

1. EEC Training Module for Anganwadi Workers_1.pdf (2017) https://wcd.nic.in/sites.
2. Grewal, J.S. (1984). *Early childhood education – Formulations and practices*, National psychological corporation, Agra.
3. Jeanne M.Machado and Helen C.Meyer. (1984). *Early childhood practicum guide*, Deleme Publishers, New York.

4. Mohanty, J. and Mohanty,B. (1996). *Early childhood care and education (ECCE)*, Deep and Deep Publications, New Delhi.
5. National Early Childhood Care and Education-Resolution.pdf-(2013), Ministry of women and child Development , https://wcd.nic.in/sites.
6. National ECCE Curriculum Framework final .doc(2017),) https://wcd.nic.in/sites.
7. Suryakanthi , A.(2009). Child Development, An /introduction, Kavitha Publications , Gandhigram, Tamilnadu.

JOURNALS

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

Course Outcomes

After studying the course, students will able to

CO1. Define and differentiate the terms 'ECE', 'ECCE' and 'ECD' and concept of 'school readinesses.

CO2. Describe the significance of ECE and readiness activities in ECE. They can associate the relevance of different philosophies to pre-school education.

CO3. Critically explain the importance of different ECE activities for children's all round development

CO4. Plan a day's activities and weekly activities for pre-school children based on 'Theme approach'. Prepare different teaching, learning materials for effective Implementation of programme and evaluate them for further improvement

CO-PO Mapping

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

3-High,   2- Medium,   1- Low

HDCW 104 PRACTICAL-I- DEVELOPMENTAL ASSESSMENT

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Course Objectives:

This course helps the students to:

1. Apply skills of observation and recording of all round development among infants and children below 5 years

2. Assess physical, cognitive, social, emotional development of children from late childhood to adolescent period and life skills among adolescents.

PRACTICALS

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

Course Outcomes

After studying the course, students will able to

CO1: Apply the knowledge of milestones of physical, emotional, social and cognitive development of children from infancy to adolescence to relate development process at different stages.

C02: Assess different developments like physical, social, emotional and cognitive development of children from early childhood to adolescent period using simple tsts and lifeskills among adolescents using a standardized scale.

HDCW- 105- PRACTICAL-II - COMMUNITY NURTITION PRACTICALS

Course Objectives - To enable the students to:

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

PRACTICALS

1. Planning and Preparation of Cereal and Pulse Products.
2. Planning and Preparation of Milk and Meat Products
3. Planning and Preparation of Fruits and Vegetable Products.
4. Assessment of Nutritional Status using Anthropometry, Dietary and Clinical methods.
5. Planning of Diets for Different Age Groups and Physiological Conditions.
6. Planning Diets for Different Nutritional Deficiency like PEM, Iron Vit-A, Obesity.
7. Planning and Preparation of Programmes for Significant Days like Breast Feeding Week Nutrition Week, World Food Day.
8. Study of the following through visits
    - Govt School Lunch Programme
    - ICDS Programme
    - Anganwadi Training Centers.
9. School Lunch Programme at Sri Venkateswara University Laboratory Nursery School.
10. Preparation of Visual Aids for Nutrition Education, and Method Demonstration on a
    - Nutrition Recipe.

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

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

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

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HDCW-106: PRACTICAL-III- EARLY CHILDHOOD EDUCATION

Course Objectives:

This course helps the students to:

1. Plan ECE programmes based on Theme approach and to prepare teaching, learning

   materials for effective implementation of programme.

2. Present the skills of arrangement of different corners like story, music, drama, creative activity and science experience corner at nursery school.

PRACTICALS

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

Course Outcomes

After studying the course, students will able to,

CO1. Plan ECE programmes based on Theme approach and to prepare teaching, learning

   Materials for effective implementation of programme.

CO2. Present the skills of arrangement of different corners like story, music, drama, creative

   activity and science experience corners at nursery school.

HDCW 107: FAMILY DYNAMICS

COMPULSORY FOUNDATION –THEORY

Course Objectives:

This course helps the students to :

1. Know about the terms 'Family; 'Family life cycle'' Single family' 'Disorganized and re organized families'.

2. Understand the changing pattern of Indian family and ethics in family research

3. Critically explain the laws related marriage and family and role of family counselling centre in providing marital counselling

4. Assess issues for research in Indian family

UNIT- I. Family

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

UNIT – II. Family Variations/Alternative Family Forms

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

Laws related to Marriage and Family-

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

REFERENCES

1. Gupta, G.R. (1976). *Family and social change in India*, Vikas Publishing House, New Delhi,

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

JOURNALS

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

Course Outcomes:

After studying the course, students will able to ;

CO1. Define the terms 'Family; 'Family life cycle'' single family' Disorganized and reorganized families'.

CO2. Discuss the changing pattern of Indian family and Ethics in family research.

CO3. Critically explain the laws related marriage and family and role of family counseling centre in providing marital counselling .

CO4. Assess different areas of research in Indian family and hypothesize issues for research.

CO-PO Mapping

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

3-High, 2- Medium,   1- Low

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

ELECTIVE FOUNDATION-THEORY

Course Objectives

This course helps the students to;

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

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

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

4. Demonstrate knowledge of ethical values in non-class room activities, internships and field work and resolve the moral issues. .

Unit-I:

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

Unit-II:

Nature of Values- Good and Bad, Ends and Means, Actual and potential Values, Objective

and Subjective Values, Analysis of basic moral concepts- right, ought, duty, obligation, justice, responsibility and freedom. Good behavior and respect for elders, Character and Conduct.

Unit-III:

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

Unit-IV:

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

Unit-V:

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

REFERENCES:

1. The Ethics of Management" by Larue Tone Hosmer. Richard D. Irwin Inc.
2. "Management Ethics' integrity at work' by Joseph A. Petrick and John F. Quinn. Response Books: New Delhi.
3. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
4. Harold H. Titus: Ethics for Today
5. Maitra, S.K: Hindu Ethics
6. William Lilly: Introduction to Ethics
7. Sinha: A Manual of Ethics
8. Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C.Halighton.
9. SusrptaSamhita: Tr.KavirajKunjanlal, KunjalalBrishagratha. Chowkarnba Sanskrit series. VolLlI and Ill, Varnasi, Vol I 00,16'20,21-32 and 74-77 only.
10. CarakaSamhita :Tr.Dr. Ram Karan Sarma and VaidyaBhagavan Dash, Chowkambha Sanskrit Series office. Varanasi I, 11.111 VolIPP 183-191.
11. Ethics, Theory and Contemporary Issues. Barbara Mackinnon Wadsworth/Thomson Learning, 2001.
12. Analyzing Moral.Issues, Judith A. Boss. May Field Publishing Company - 1999.
13. An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad. Cosmo Publications
14. Text Book for Intermediate First Year Ethics and Human Values. Board of Intermediate Education- Telugu ~ Akademi, Hyderabad.

Course Outcomes:

After studying the course, students will able to ;

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

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

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

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

CO-PO Mapping

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

3-High, 2- Medium,   1- Low

II SEMESTER

DEPARTMENT OF HOME SCIENCE
M. Sc. HUMAN DEVELOPMENT AND CHILD WELFARE
CHOICE BASED CREDIT SYSTEM (CBCS)
(With effect from academic year 2017-18 onwards for students of First Semester)

SEMESTER- II
HDCW 201: QUALITY STANDARDS IN ECCE CENTRES

CORE–THEORY

Course Objectives:

This course helps the students to:

1. Identify Government, private and voluntary Initiatives that are offering ECE.

2. Understand principles of quality standards and the ideal requirements for establishing a pre-school.

3. Explain Personal and professional competencies of ECCE Educator and qualities of ECE supervisors.

4. Plan a day's activities for pre-school children, prepare Teaching Learning Materials and to participate as student teacher in S.V.U Laboratory nursery school for six weeks.

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

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

UNIT – II   **Infrastructure / Physical Environment**

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

UNIT – III   **ECCE Educator**
Personal and professional competencies of ECCE Educator.Responsibilitiesof ECCE educator.

Role of Student teacher in organization of ECE activities

Goals of Student Teaching– Common problems of student teachers.

Self-evaluation of Teacher

Other Personnel in ECCE Centres

UNIT – IV   **Monitoring and Evaluation in ECE Centres.**
Documentation – Records and Registers related to Teacher, Child and School – Use of records and registers.

Meaning and Need for Evaluation
Criteria for Evaluation – Teacher and Children
Supervision – Definition, Qualities of Supervisor, Principles of Supervision,
Home School relationship – Home visits, PTA meetings and Informal meetings

REFERENCES

.
1. Bilman, J. and Sherman, J.(2003). *Observation and participation in early childhood settings*, Allyn and Bacon, New York.

2. GilfertR.Lustin.(1976).   *Early childhood education*, Academic Press, New York,
3. Grewal, J.S. (1984). *Early childhood education – formulations and practices*, National psychological corporation, Agra.
4. Helen F. Robineon. (1989). *Exploring teaching in early childhood education*, IInd edition, Allyn and Bacon Inc. Boston, London.
5. Quality standards for ECCE(Draft) .(2012). Ministry of Women and Child development, Government of india, http;/ Quality_Standards_for_ECCE_%28Draft%29.pdf.
6. SarallonHammonal, RrithJ.Dales, Doa fakes skipper and Ralph.LWitherspon. (1965).*Schools for the young*, Mac Millan Company, New York.
7. Sen Gupta, M. (2009).*Early childhood care and education*, PHI Learning Pvt. Ltd.,
8. Suryakanthi , A.(2009). Child Development, An /introduction, Kavitha Publications , Gandhigram, Tamilnadu.

JOURNALS

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

Course Outcomes:

After studying the course, students will able to ;

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

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

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

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

CO-PO Mapping

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

3-High,   2- Medium,   1- Low

HDCW 202: CHILD STUDY TECHNIQUES
CORE–THEORY
Course Objectives

This course helps the students to;

1. Recognize the concepts of of IQ, Personality and Psychological tests

2. Understand about different types of Psychological tests and also about reliability and Validity of Psychological tests

3. Apply knowledge on the use of tests of intelligence and Projective Techniques to measure the intelligence and personality of individuals.

4. Assess the intelligence of children using standardized tests.

UNIT-I
Child Study
Psychological Tests – Nature, Characteristics and Uses of Psychological Tests – Types of Psychological tests – Importance of rapport in Testing – Ethics in interpretation and Test results.
Significance of child study techniques, Approaches to child study techniques

UNIT-II
Assessment Techniques
Assessment – Definitions, Stages of Assessment,Reliability of Tests, Validity of tests, Norms and Interpretation of Test scores

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

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

UNIT-IV
Projective Techniques
Meaning, types of Projective Techniques, Advantages
- Rorschach ink Blot Test
- Children's Apperception Test
- Children's Anxiety picture Test
- Word Association Test
- Draw a Person Test
- Cattle 16 PF

REFERENCES
1. Anasthasi, A. (1984).*Psychological testing*, Macmillan Company, London.

2. Freeman, F.S. (1963).*Theory and practice of mental testing*, Prentice Hall, New Delhi.
3. Guilford. (1980).*Psychometric Methods*.
4. Mangal, S.K. (1987).*Psychological foundations of education*, Prakash brothers, New Delhi.
5. Mussen, P.H. (1980).*Hand Book of research methods in child development* , Wiley, Eastern Pvt. Ltd.,

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

Course Outcomes

After studying the course, students will able to;

CO1. Define the concepts of of IQ, Personality and Psychological tests

CO2. Explain about types of psychological tests and also about methods of obtaining reliability and validity of psychological tests

CO3. Apply knowledge on the use of tests of intelligence to measure the intelligence and and Projective Techniques to assess personality of individuals.

CO4. Assess the intelligence of children using Alexander's Pass-A-long Test, Raven's Progressive Matrices Test , Seguin Form Board Test and Draw- a -person test and calculate I.Q of sample children.

CO-PO Mapping

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

3-High, 2- Medium,   1- Low

HDCW203: CHILDREN WITH DEVELOPMENTAL CHALLENGES

CORE–THEORY

Course Objectives

This course helps the students to;

1. Define the terms 'disability', 'impairment',' handicapped' and 'Juvenile delinquency'.

2. Understand the classification of children with developmental challenges and can explain causes for various impairments like visual, hearing impairment, speech and language disorders among children and legislations for their welfare.

3. Apply knowledge of principles of assessment of students with disabilities importance of education plans for their management.

4.Assess gifted children , children with speech disorders and children with learning disability in local elementary school using simple assessment tests.

UNIT-I Developmentally Challenged - Classification

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

UNIT-II Differently Abled Children

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

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

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

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

UNIT-III Children with Impairments

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

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

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

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

UNIT-IV Children in Difficult Circumstances

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

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

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

Course Outcomes

After studying the course, students will able to ;

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

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

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

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

CO-PO Mapping

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

3-High,   2- Medium,   1- Low

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

Course Objectives

This course helps the students to;

1. Apply skills to evaluate personal and professional qualities of a pre-school teacher.

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

PRACTICALS

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

Course Outcomes

After studying the course, students will able to ;

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

CO2: Prepare teaching learning material (TLM) and demonstrate skills as good pre-school teacher and preschool co-ordinator.

HDCW-205: CHILD STUDY TECHNIQUES

PRACTICAL-II

Course Objectives

This course helps the students to;

1. Assess the intelligence of children using standardized tests.

2. Apply skills to assess personality using projective techniques.

PRACTICALS
1. Assessment of Intelligence of children using Intelligence tests
    - Raven's Progressive Matrices
    - Alexander's Pass-A-long Test
    - Seguin Form Board Test
    - Malin's Intelligence Scale for Indian Children

2. Assessment of Personality
    - Picture drawing Tests
    - Children's Apperception Test
    - Rorschach Inkblot Test
    - Cattle 16 PF

Course Outcomes

After studying the course, students will able to ;

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

CO2. Apply skills to assess personality using projective techniques.

HDCW-206: CHILDREN WITH DEVELOPMENTAL CHALLENGES PRACTICAL-III

Course Objectives

This course helps the students to;

1. Students understand the method of collecting case studies from the institutions catering to the needs of children with special needs.

2. Apply skills to assess gifted children, children with speech disorders and children with learning disability in local elementary school using simple assessment tests.

PRACTICALS

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

Course Outcomes

After studying the course, students will able to ;

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

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

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

COMPULSORY FOUNDATION - THEORY

Course Objectives

This course helps the students to;

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

2. Understand different types of research like experimental, survey, applied , action research etc., and differentiate advantages and disadvantages each type of research.

3. Critically apply knowledge to select a sample by using different sampling methods like probability and non-probability sampling .

4. Develop a research proposal in the appropriate scientific style.

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

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

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

REFERENCES
1.   Bandarkar, P.L. and Wilkinson, T.S. (2000).*Methodology andtechniquesofsocial research*, Himalaya Publishing House, Mumbai.
2.   Batnagar, G.L. (1990).*Research methods and measurements in behavioural and social sciences,* Agri. Cole publishing Academy, New Delhi.
3.   BajPai, S.M. (1987).*Methods of social survey and research,* KitabGhat, Kanpur-3
4.   Black, T.R. (1999).*Doing quantitative research in the social sciences*, Sage Publications, New Delhi.
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7.   Goode, J.W. and Hatt, P.K. (1975). *Methods in social science research,* Mc. Graw hill-Co., New York.
8.   Kothari, C.R. (2004). *Research methodology (Methods and Techniques),* New Age International (p) Ltd., New Delhi.

9.   Kerlinger, F.N.(1983). *Foundations of behaviouring research,* SagePublications, Delhi.
10. Sharma S.R. (1994). *"Statistical   methods   in   educational   research"*, Anmol Publications Pvt. Ltd., New Delhi.

Course Outcomes

After studying the course, students will able   ;

CO1. Define terms like 'variables', 'hypothesis', research' and state the purpose of
          doing research
CO2. Understand different types of research and can compare the advantages and dis
          advantages of each type of research

CO3. Critically know the procedures for identifying an ideal sample for scientific research.

CO4. Prepare a research proposal in the appropriate scientific style

CO-PO Mapping

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

3-High,   2-Medium,   1- Low

HDCW 208 - HUMAN VALUES AND PROFESSIONAL ETHICS - II
(Revised Syllabus with effect from 2015-16)

ELECTIVE FOUNDATION- THEORY

Course Objectives

This course helps the students to;

1. Associate the terms 'value education' 'self-introspection' and 'self-esteem' which are the core aspirations of all human beings.

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

3. Apply the knowledge to assess issues and problems in each profession and correlate the concepts in addressing the ethical issues while choosing and joining a profession.

4.   Develop all round and well balanced personality of the students and shapes them to become morally finer, socially responsible and physically fit persons of the society.

Unit-I:

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

Unit-II:

Medical ethics- Views of Charaka, Sushruta and Hippocratus 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.Characterics of ethical problems in management, ethical theories, causes of unethical behavior, ethical abuses and work ethics.

Unit-IV:

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

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

REFERENCES:

1. The Ethics of Management" by Larue Tone Hosmer. Richard D. Irwin Inc.
2. "Management Ethics' integrity at work' by Joseph A. Petrick and John F. Quinn. Response Books: New Delhi.
3. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
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5. William Lilly: Introduction to Ethics
6. Sinha: A Manual of Ethics
7. Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C.Halighton.
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9. CarakaSamhita :Tr.Dr. Ram Karan Sarma and VaidyaBhagavan Dash, Chowkambha Sanskrit Series office. Varanasi I, 11.111 VolIPP 183-191.
10. Ethics, Theory and Contemporary Issues. Barbara Mackinnon Wadsworth/Thomson Learning, 2001.
11. Analyzing Moral.Issues, Judith A. Boss. May Field Publishing Company - 1999.
12. An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad. Cosmo Publications

Course Outcomes

After studying the course, students will able ;

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

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

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

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

CO-PO Mapping

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

3-High, 2- Medium,   1- Low

III SEMESTER

DEPARTMENT OF HOME SCIENCE
M. Sc. HUMAN DEVELOPMENT AND CHILD WELFARE
CHOICE BASED CREDIT SYSTEM (CBCS)
(With effect from academic year 2017-18 for students of Third Semester onwards)

SEMESTER III

HDCW301: PARENT EDUCATION

CORE -THEORY

Course Objectives:

This course helps the students to;

1. Know about the concept of parenting and the need for parent education.

2. Identify problems of parents under stress and apply knowledge to provide interventions.

3. Explains critically about different parenting styles and its impact on children's Behavior

4. Apply skills to plan, conduct and organize parent education programmes.

UNIT-I **Parent Education - Approaches**
    Philosophy and goals of parent education.
    Theoretical approaches to parent education.
    Formulating curricula for parent education.
    Need for parent education in India.

UNIT-II **Parent Education -Methods**
    Methods of parent education in Preschool settings.Direct and Indirect, Individual and Group Methods.
    Planning, organizing and evaluation of group educational programmes.

UNIT-III **Parenting Styles**

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

UNIT-IV **Educating Parents under Stress**–
    - Parents of Adopted children
    - Parents of Handicapped Children
    - Divorced/single parents
    Importance of Parent Teacher Association (PTA)
    Planning, Organizing and Evaluation of PTA meetings

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

Course Outcomes

After studying the course, students will able to;

 CO1 Know the need and goals for parent education.
 .

CO2
.   Understand about problems of parents under stress and apply knowledge to provide Interventions.

CO3
.   Explains critically about different parenting styles and its impact on children's Behavior

CO
4.   Apply skills to plan, conduct and organize parent education programmes in a pre-school setting.

CO-PO Mapping

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

3-High, 2- Medium,   1- Low

HDCW302: THEORIES AND APPROACHES TO CHILD GUIDANCE
CORE–THEORY

Course Objectives:

This course helps the students to:

1. Describe the meaning of 'theory' , 'defense mechanism' and Child Guidance Clinic (CGC),

2. Understand principles of personality theories, learning theories, , cognitive development , theories, theories of moral and language development. .

3. Gain knowledge about team work in management of children in child guidance clinic.

4. Apply the knowledge of theories to management of children and its relationship to therapies.

Unit – I
Meaning, types and functions of theory, concepts and implications.
Personality Theories- Self-Actualization theory of Abraham Maslow
Freud's Psycho-Analytic Theory – Psycho'-sexual stages of Development, Defense Mechanisms.
Cattle's16. P.F Trait Theory
Social learning theory by Bandura
Psycho –Social theory of Erik Erikson

Unit – II
Learning theories -Pavlov and Watson's classical conditioning, Skinner's operant conditioning, Thorndike's S-R theory

Cognitive Development Theories-Cognitive Development theory of Jean Piaget, - Howard Gardner's Multiple intelligence theory
Theories of Moral Development – Kohlberge and Piaget

Language theories -Chomsky, Vygotsky

Unit - III Application of Theory to Child Guidance
Causes and determinants of common childhood problems – Genetic, Psychological and socio -cultural problems.
Child Guidance Clinic – definition, techniques of management of children in CGC-Case taking interview and team approach. Psychotherapy, behavior modification, group therapy and play therapy

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

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

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

Course Outcomes

After studying the course, students will able to;

CO1.   Describe the meaning of a 'theory' , 'defense mechanism' of Freud's theory and Importance of Child Guidance Clinic(CGC) in management of behavior problems among children.

CO2.   Understand principles of Freud's, Erickson's, Bandura and Allport's personality theories, learning theories of Pavlov and Watson's , cognitive development theories of Piaget and Gardner's multiple intelligence theory, Kohlberge and Piaget's theories of moral development and Chomsky, Vygotsky theories of language development.

CO3.   Explains about the role of Psychiatrist, Psychologist, Pediatrician and Human development expert in management of children in Child Guidance Clinic

CO4   Learn about the methods and techniques like behavior modification and play therapy used to treat behavior problems among children and its relationship to child development theories.

CO-PO Mapping

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

3-High,   2- Medium,   1- Low

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

Course Objectives

The Rural work experience helps the students to ;

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

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

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

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

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

Course outcomes ;

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

1. Understand and experience the rural life; their socio-economic conditions; problems of rural people; agencies involved in rural development.

2. Develop communicative skills, confidence, and competence, to solve the problems related to women, children and youth in the rural areas; use extension teaching methods in the transfer of technologies to the rural families; develop leadership among people and help them in organizing groups to solve their problems; improve the standard of living of the rural people.

CO-PO Mapping

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

3-High, 2- Medium,   1- Low

HDCW-304: - INTERNSHIP

Course Objectives:

This course helps the students to:

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

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

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

Course Outcomes

After completing the Internship, students will able to

CO1. Recognize specialized interests related to work and careers by utilizing theory based knowledge and practical orientation.

CO2. Infer hands-on experience in real-life work settings relevant to their field.

CO3. Apply theoretical knowledge to the work settings skills in already existing work settings relevant to their field .

CO4. Build practical skills and knowledge in already excising work settings and Create work opportunities for themselves

CO-PO Mapping

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

3-High, 2- Medium, 1- Low

HDCW 305(a): INFANT DEVELOPMENT AND STIMULATION

GENERIC ELECTIVE- THEORY

Course Objectives :

This course helps the students to;

1. Know the terms 'child rearing practices', 'stimulation' and identifies the importance of attachment during infancy period.

2. Understand the importance of culture , role of father and grandparents in child rearing practices.

3. Apply knowledge of stimulation activities for physical, language, cognitive and social development of infants.

4. Plan stimulating activities for infants and prepare them using indigenous materials.

UNIT-I New Born and Infant Development
New born behaviour
New born capacities
Sleeping Patterns of new born
Early deprivation and enrichment-impact on Infant's development

UNIT-II Child Rearing Practices
Importance of child rearing practices
Role of environment in child rearing
Types of child rearing-role of culture
Child Rearing Practices –Massage, Bathing Toilet Training and
Sleeping patterns
Role of father's in child rearing

UNIT-III Stimulation
Stimulation -Definition, Importance, Early experiences and developmental consequences, Family and environmental stimulation.
Stimulation to nurture holistic development-
– Activities for physical development
– Activities for social and emotional developments
– Activities for language development
– Activities for cognitive development

UNIT-IV EarlyInteraction
Early interaction, a beginning in attachment formation
Course of attachment – Attachment theory
Dyadic versus multi caring
Supportive care – Role of grandparents, Role of child care centres

REFERENCES

1. Caldwell. (1981). *Infant stimulation – Assessment; Role of environment*, University of Kansas, USA,
2. Stone L.J., Smith, T.H. and Murphy, C.B. (1974). *The competent infant,*GreatBritain,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, Bostoan: AllynBacon.
4. Super, C. H. and Harkness, S. (1986).*The Developmental niche: A conceptualization of the interface of child and culture,*International Journal of Behaviour and Development, 9, 545-569.
5. Swaminathan. (1998). The*First five years: A critical perspective onyearly childhood carry and education in India*. New Delhi: Sage.

JOURNALS

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

Course Outcomes

After studying the course, students will able to;

CO1. Define the terms 'child rearing practices', 'stimulation' and identifies the importance of attachment during infancy period.

CO2. Understand the importance of culture , role of father and grand parents in child rearing practices.

CO3.Apply knowledge of stimulation activities for physical, language, cognitive and social development of infants.

CO4. Plan stimulating activities for infants and prepare them using indigenous materials

CO-PO Mapping

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

3-High, 2- Medium, 1- Low

HD 305 (b): FAMILY LIFE EDUCATION

GENERIC ELECTIVE- THEORY

Course Objectives:.

This course helps the students to;

1. Describe the terms "family life education' 'quality of life' and 'Population Explosion'
2. Understand the consequences of early marriage,over population and about special Problems like STD (HIV) AIDS .
3. Critical explain about cultural factors that influence family life and need for environmental conservation and protection
4. Apply knowledge oflife skills education to educate adolescents for reparation to family life.

UNIT-I

Introduction to family life education.Strengthening of families.Strategies for promotion of family life and alleviation of familial problems.
Communication with in family - Verbal and non verbal, their contribution to intra family relationships.Cultural factors influencing and their influence on decisions regarding nature and size of families.

UNIT-II

Family life and Responsible parenthood.Family life cycle,Marriage and preparation for marriage.
. Early marriages and consequences.Delayed marriage Fertility management and family size.
Responsible sexual behavior and responsible parenthood

UNIT-III

Population Explosion and Population Education, Population Problems -Health hazards,
Special Problems STD (HIV) AIDS.
Over population and environmental degradation.
Need for environmental conservation and protection.

UNIT-IV

Communication strategies in population education.
Life skills education related to reproductive health and family life. Importance of life skills education to adolescents.
Family life education as a means of raising quality of life.

REFERENCES:

1. Sarada, D. (1999). *Family life education for adolescent girls,* Discovery publishers, New Delhi,
2. Saraswathi, T.S.andKaur, B. (1993). *Human development and family studies in India - An agenda for research and policy*', Sage Publications, New Delhi,
3. Sauber, R.S., Labate, L., Weeks, R.G., and Buchaman, L.W. (1993). *The Dictionary of Family Psychology and Family Therapy*, Saga Publications India Pvt. Ltd., New Delhi,
4. Tata Institute of Social Sciences, *A Compendium on Adolescence Education*, Mumbai, Dept. of Extension Studies.
5. Turner, R.H. (1970). *Family Interaction*, John Wiley and Sons Inc. New York,
6. Adler, R. and Towne, N. (1975). *Interpersonal Communication*, Holt - Rinhart and Winston. San Francisco.
7. JagannathMohanthy and SasandhyaMohanty.(1997). *Family life education (Adolescence education)*, Deep and Deep Publications, F-159, Rajouri Garden, New Delhi,

Course Outcomes

After studying the course, students will able to;

CO1. Describe the terms "family life education' 'quality of life' and 'Population Explosion'.

CO2.Understand the consequences of early marriage, over population and about special Problems like STD (HIV) AIDS .

CO3. Critically explain about cultural factors that influence family life and need for environmental conservation.

CO4. Apply knowledge of life skills education to educate adolescents for paration to family life.

CO-PO Mapping

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

3-High,   2- Medium,   1- Low

HDCW 305 (c): PLANNING FOR PROJECT MANAGEMENT

GENERIC ELECTIVE - THEORY

Course Objectives

This course helps the students to;

1. Get awareness about terms like 'Review of literature', Bibliography, Limitations and delimitations in research project.

2. Understand principles in development of research design.

3. Critical explain the research process

4. Apply knowledge to prepare a Project report

UNIT- I

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

UNIT- II

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

UNIT- III

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

UNIT- IV

Management of the Project
Report Writing
Interpretation of results
Bibliography
Project Report,

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

Course Outcomes

After studying the course, students will able   ;

CO1. Get awareness about terms like 'Review of literature', bibliography, limitations and delimitations in research project.

CO2. Understand principles in development of research design .

CO3. Critically explain the steps like selection of sample, data collection pooling and analysis Of data

CO4. Plan and prepare a report for a mini project.

CO-PO Mapping

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

3-High,   2- Medium,   1- Low

HDCW306 (a): FUNDAMENTALS OF FOOD, NUTRITION AND HEALTH

OPEN ELECTIVE- THEORY

Course Objectives

This course will help students to;

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

UNIT-I: Food Composition

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

UNIT-II : Macronutrients

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

UNIT-III : Micronutrients

● Vitamins: Definition, classification
● Fat soluble Vitamins (A, D, E, K) - Functions, sources, RDA, Deficiency diseases and symptoms.
● Water soluble Vitamins (B complex and C): Functions, sources, RDA, Deficiency diseases and its symptoms.

- Macro minerals: Calcium, phosphorous, sodium, potassium, chloride- sources, biological functions, factors affecting availability, Deficiency diseases and symptoms.
- Micro minerals: Copper, zinc, Iron, Iodine and fluorine in human nutrition, biological functions, factors affecting availability, Deficiency diseases and symptoms.

Unit - IV: Major Nutritional Problems of the Community:
- Malnutrition - PCM, obesity, micronutrient malnutrition, governmentprogrammes to eradicate PCM, vitamin-A, iron and iodine deficiencies, principles of planning diets for different conditions of malnutrition.

REFERENCES - TEXT BOOKS

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

JOURNALS AND PROCEEDINGS
- World review of Nutrition and Dietetics. S. Karger New York and Sydney 1959 onwards.
- Proceedings of Nutrition society of India. ICMR. NIN Hyderabad, India 1969 onwards.
- Nutrition Quarterly Journal (ICMR) NIN, Hyderabad.
- The Indian Journal of pediatrics.
- Journal of Human Nutrition / Applied Nutrition.
- Future' quarterly journal / UNICEF.

- Monographs and other publications by ICMR, WHO, FAO, UNICEF and UNESCO, Nutrition Foundation of India.
- Indian Journal of Nutrition and dietetics, Coimbatore, India.

Course Out comes
Upon completion of this course, students will be able to

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

HDCW 306 (b): NUTRITIONAL ASSESSEMENT

OPEN ELECTIVE- THEORY

Course Objectives
This course will help students to:

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

UNIT-I

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

UNIT-II

Methods of assessment: Direct and Indirect methods of Nutritional assessment of human groups-ABCD- Techniques.
Assessment of age: Using local events calendar
Anthropometry Assessment: Measurement used, use of equipment, standards for comparison.
Classification used to categorize malnutrition, cut of points used to distinguish current and long term malnutrition.
Indicators of nutritional status
Guidelines for interpretations of growth charts.

UNIT-III

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

UNIT-IV

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

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

REFERENCES - TEXT BOOKS

1. Gopalan, C., Ramasastri, B.V. and Bala Subramanian, S.C. (2012). *Nutritive value of Indian foods,* National Institute of Nutrition, Indian Council Medical Research Hyderbad.
2. David L. Kartz. (2008). *Nutrition in clinical practice.* Lippincott Williams and Wilkins. USA.
3. *Dietary guidelines for Indians- a manual.* (2011). National institute of nutrition. Hyderabad.
4. Jelliffe, D.B. (1966). *Assessment of nutritional status of the community.* WHO Monograph. Series No. 53. WHO Geneva.
5. Swami Nathan, M. (2010). *Food and nutrition,* Volume-1, Second Edition, the Bangalore Printing and Publishing Co Ltd, Bangalore 560018.
6. Swami Nathan, M. (2010). *Food and nutrition* ,Volume-2, Second Edition, the Bangalore Printing and Publishing Co Ltd, Bangalore 560018.
7. Madhu Sharma. (2013). *Pediatric nutrition in health and disease*, Jaypee Brother's Medical Publishers (P) Ltd New Delhi London Philadelphia Panama.
8. Mahtabs, Bamji. andPralhadRao, N.(2004). *Text book of human nutrition*, Second Edition, Oxford and IBH publishing co. PVT LTD., New Delhi,
9. Mehtab S. Bamji. (1996). *Text book of human nutrition*, Oxford & IBH Co. PVT. LTD, New Delhi.
10. Nutrient Requirements and Recommended Dietary Allowance for Indians. (2010). *A Report of the Expert Group of Indian Council Medical Research.*
11. Seymour L. Haspern. *Quick reference to clinical nutrition,* J.B. LippinCott Company.
12. Swaminathan, M. (1990). *Essentials of food and nutrition*, Vol. I and Vol. II Ganesh and co. Madras.
13. Whitney, E. N. (1983). *Understanding normal and clinical nutrition*, West publishing company. USA.

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

Course Out comes
Upon completion of this course, students will be able to

CO 1. Acquire knowledge on Nutritional Surveillance.
CO 2. Apply direct and indirect techniques to assess nutritional status.
CO 3. Gain knowledge on methods of dietary assessment at individual and house hold

level.
CO 4. Identify signs and symptoms of different nutrient deficiencies.

IV SEMESTER

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

Course Objectives

This course helps the students to;

1. Describe the terms 'psychological disorders, 'guidance' and 'counseling'

2. Explain different types of conflicts in psychology, qualities and skills of a good counselor and different approaches to counseling

3. Critically explain, techniques of counselling, process of counseling and ethics in counseling

4. Apply counseling skills to practice counselling process.

UNIT- I   Personality and Approaches to Counselling

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

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

UNIT – II   Psychological Disorders and Use of Tests in Counselling

Behaviour problems among children – Assessment,
Psychological Disorders – Definition and Major Psychological Disorders
Test use in Counseling Situations– Intelligence tests, Aptitude tests, Achievement tests, Personality tests, Interest inventories
Non-Test - client appraisal techniques in counselling – Autobiography, Anecdotal records, Rating scales, Socio-metry and Case study

UNIT – III   Guidance

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

UNIT – IV   Counselling.

Meaning, Definition, Goals of counselling, Essential elements of counselling, Qualities and Skills of counsellor, Techniques of counselling, Process of counselling, Stages in Counselling process, variables affecting the counselling process.
Individual and Group counselling – Advantages and Disadvantages
Ethics in Counselling.

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

JOURNALS
1. British Journal of Guidance.
2. Counselling Psychologist.
3. Indian Journal of Clinical Psychology.
4. Journal of Counselling Psychology.

5. Personnel and Guidance.
6. The School Counsellor.
7. Journal of Community Guidance and Research.

Course Outcomes

After studying the course, students will able

CO1. Describe the terms 'psychological disorders, 'guidance' and'counselling' .

CO2. Explain different types of conflicts in psychology , qualities and skills of a good Counselor and different approaches to counseling

CO3. Critically explain, techniques of counselling, process of counseling and ethics in counseling

CO4. Apply counseling skills to practice counselling process

CO-PO Mapping

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

3-High,   2- Medium,   1- Low

HDCW 402: ADVANCED HUMAN DEVELOPMENT

CORE–THEORY

Course Objectives

This course helps the students to

1. Describe developmental tasks of early adulthood, middle adulthood, and late adulthood

2. Understand the physical, physiological and psychological changes during early and late adult hood

3. Explain adjustments and problems during early and late adulthood.

4. Assess needs, adjustments and problems during different stages of adulthood using questionnaires and case study methods .

UNIT-I   **Early Adulthood (20-35 years)**
Characteristics, Physical and physiological changes. Developmental tasks – Adjustment – Vocational and marital adjustment - parenthood

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

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

UNIT-III   **Late Adulthood (50-65 years)**
Characteristics and Developmental tasks
Physical, Physiological and Psychological changes
Social relationship and family adjustment
Adjustments to retirement, family life and singlehood
Grand parenthood, Intergenerational relationships
Problems during late years.

UNIT-IV   **Elderly (65$^+$ years)**
Characteristics and changes in cognitive and Creative activities
Changes in family life cycle-Mental health during elderly
Institutional living in the context of Indian culture
Safety issues during elderly.

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

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

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

Course Outcomes

After studying the course, students will able to;

CO1. Describe developmental tasks of early adulthood, middle adulthood, and late adulthood

CO2. Understand the physical, physiological and psychological changes during early and late adult hood.

CO3. Explain adjustments and Problems during early and late adulthood.

CO4. Assess needs, adjustments and problems during different stages of adulthood using questionnaires and case study methods.

CO-PO Mapping

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

3-High, 2- Medium, 1- Low

HDCW 403: REHABILITATION AND MANAGEMENT OF CHILDREN WITH DEVELOPMENTAL CHALLENGES

CORE –THEORY

Course Objectives

This course helps the students to;

1. Describe the terms 'rehabilitation', 'community based rehabilitation', normalization integration, mainstreaming and inclusion.

2. Understand the role of government, voluntary organizations and community in management of children with developmental challenges.

3. Explain rehabilitation of children with developmentally challenges through multi-disciplinary approach

4. Apply practical skills in developing schedule and collecting case studies of children with developmental challenges

UNIT-I   Early Identification of Children with Developmental Challenges

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

UNIT-II   Rehabilitation of Children with Developmental Challenges

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

UNIT-III   Management of children with Developmental Challenges

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

UNIT-IV   Community Based Rehabilitation Services

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

Learning Experiences

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

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

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

Course Outcomes

After studying the course, students will able to;

CO1. Define the terms 'rehabilitation', 'community based rehabilitation' normalization integration, mainstreaming and inclusion

CO2. Explain the government, voluntary organizations managing children with developmental Challenges at local, district , state and national level.

CO3. Apply knowledge of rehabilitation of children who are mentally challenged, visually impaired, hearing impaired, learning disabled, gifted child, orthopedically challenged, children with social and emotional problems and children with neurological problems

CO4. Prepare schedule to collect case studies from children with developmental challenges

CO-PO Mapping

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

3-High, 2- Medium, 1- Low

HDCW-404: PRACTICAL-I- GUIDANCE AND COUNSELLING

Course Objectives

This course helps the students to;

1. Apply skills in assessment of behavior problems among children, analysis of self and vocational interests using checklist and scales.
2. Practice counseling skills using different techniques.

PRACTICALS

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

Course Outcomes

After studying the course, students will able to;

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

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

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

Course Objectives

This course helps the students to;

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

UNIT-I

Definition and Evolution of Rights
>   Human rights
>   Child rights
>   Women's rights
>   Charter
>   Convention
>   Policy
>   Right to Education

UNIT-II

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

UNIT-III

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

UNIT-IV

Classification of Human Rights
>   Moral rights
>   Legal rights
>   Civil and political rights
>   Social emotional and cultural rights
International convention of Human rights and Advocacy for Human Rights

REFERENCES

1. Dreze, Jean and Sen, Amartya. (1989). *Hunger and public action*, U.K., Oxford University Press.
2. D"Souza, D. and Menon, J. *Understanding human rights*. (Series 1-4). Bombay: Research and Documentation Centre, St. Pius College.
3. Government of India. (1992b). *National Plan of Action: A commitment to theChild*, Department of women and child Development, New Delhi.
4. Government of India. (1993c), *Education for All: The Indian Scenario*, Department of Education, New Delhi.
5. Government of India (1993b), *Ministry of Finance, Economic Survey 1992-93,* New Delhi.

6. Government of India (1994), *Ministry of Finance, Economic Survey 1993-94*, New Delhi.
7. Government of Tamil Nadu (1993). *Dr. J. Jayalalita 15 point programme for child werfare*, Department of Social Welfare and Nutrious Meal Programme, Madras.
8. Kudchedkar, S.(1998). *Violence against women: women against violence*. Delhi: Pencraft International.
9. National Institute of Nutrition. (1993). *Nutrition Trends in India*, National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
10. National Institute of Public Cooperation and Child Development (1993). *A Statistics on children in India Packet Book 1993*, New Delhi.

Course Outcomes

After studying the course, students will able to;

CO1. Define the concept of 'human rights', 'child rights' and 'women rights'.

CO2. Identify and classify different types of human rights like moral, legal, civil, political , socio-emotional and cultural rights

CO3. Critically explains demographic distribution of children in difficult circumstances Like Children of prostitutes, child prostitutes, child labour, street children, refugee children, abused and neglected children

CO4. Articulate different issues faced by women like violence against women in home, work places and society, sexual harassment, rape, health and nutrition based deprivations.

CO-PO Mapping

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

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

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

GENERIC ELECTIVE–THEORY

Course Objectives

This course helps the students to;

1. Define the 'concept of 'child welfare' 'integrated approach' and 'supervision'.

2. Understand the need for effective communication skills with children, personnel, parents and to manage institutions

3. Identify the national and international organizations working for child welfare

4. Apply knowledge to monitor different child welfare institutions

UNIT- I

A Brief history of child welfare in India.
Charter of children's rights
Liberation of child labour and changing philosophy and concept of programs and services for children. Importance of integrated approach.

UNIT-II

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

UNIT- III

Principles, objectives and significance of the above institutions, organisations and their activities and programmes.
Development of effective communication skills with children, personnel, parents and other adults.
Management of these institutions, Administration, organization structure of various institutions like - crèches, pre-schools, Day care centres, orphanages. Home for destitute, play centres, hobby centres and recreation centres.

UNIT-IV

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

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

JOURNALS
1. Social Welfare

2. Yojana
3. Balak
4. Indian Journal of Extension Education.

Course Outcomes

After studying the course, students will able to;

CO1.   Define the 'concept of 'child welfare' 'integrated approach' and supervision.

CO2.   Understand the need for effective communication skills with children, personnel, parents and to manage institutions.

CO3.   Identify the national and international organizations like I.C.C.W, CSWB, NIPCCD, NCERT, ICSW,UNICEF, WHO, FAO and CARE.

CO4   Apply knowledge to monitor child welfare institutions like - crèches, pre-schools, day care centres, orphanages. Home for destitute, play centres, hobby centres and recreational centres.

CO-PO Mapping

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

3-High,   2- Medium,   1- Low

HDCW-405(C) CARE FOR ELDERLY

Course Objectives

This course helps 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 .

UNIT- I

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

UNIT -II

Theories related to ageing
Recent research trends on the interests 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 Gerentology
3. Journal of Social Welfare

Course Outcomes

After studying 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. Identify 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

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

3-High,   2- Medium,   1- Low

HDCW 406 (a): CHILD WELFARE PROGRAMME

OPEN ELECTIVE–THEORY

Course Outcomes

This course helps the students to;

1. Define the terms 'child' and 'child welfare', enlist children in need of care and difficult circumstances.

2. Understand the role of government, voluntary organizations responsible for the welfare and development of children .

3. Utilize the knowledge on child welfare programmes to disseminate information as preventive, promotive , developmental and rehabilitative manner to the disadvantaged people in the society

4. Apply the knowledge about monitoring and evaluation of organizations during personal and professional visits.

UNIT – I Child Welfare programmes

Need and History of Child Welfare programmes in India.

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

UNIT – II Different Child Welfare Organizations -

Orphanage, Juvenile homes, Home for street children and Observation homes

Administration, organization structure of Different organizations

Child labour- Child Trafficking -Prevention

UNIT-III Monitoring and Evaluation of Child Welfare Institutions

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

UNIT-IV International Organizations

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

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

REFERENCES

1. Alfred, D.Souja. (1973). *Children in India, critical issues in human development*, Indian Social Science Research Institute, Delhi.
2. NIPCCD.(1985).*Approaches to perspective plan on child development.*
3. D'Arcy and Daviscase. (1989).*Community forestry: participatory assessment monitoring and evaluation*, Rome: Food and Agriculture Organization.
4. Fecistein, M. (1986). *Patterns in evaluation*, London: Macmillan.

5. Jayakaran, R.L. (1996).   *Participatory learning and action: user guide and manual*, Madras: World Vision India.
6. Kumar, R. (2003).*Child development in India*, Ashish Publishing House, New Delhi, Reprint
7. Paul Chowdary, D. (1995).*Child welfare and development*, Atmarani and Co., New Delhi.

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

Course Outcomes

After studying the course, students will able to;

CO1. Define the terms 'child' and 'child welfare', enlist children in need of care and difficult circumstances viz.,orphans, street children, abused, exploited , children affected by natural calamities and disasters etc.,

CO2.   Understand the role of government organizations like ICDS, NIPCCD and voluntary organizations like ICCW , SOS villages etc. responsible for the welfare and development of children .

CO3.   Utilize the knowledge on child welfare programmes to disseminate information as preventive, promotive , developmental and rehabilitative manner to the disadvantaged people in the society.

CO4. Apply the knowledge about monitoring and evaluation of organizations during visit with personal interest or as a part of professional interest in child welfare organizations .

CO-PO Mapping

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

3-High, 2- Medium,   1- Low

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HDCW 406(b): DISASTER MANAGEMENT

OPEN ELECTIVE – THEORY

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COURSE OBJECTIVES

The Course helps the Student to;

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

UNIT I

Natural Disasters

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

UNIT II
Man Made Disasters-

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

UNIT III

Chemical Hazards:

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

UNIT IV

Disaster Management-

- Efforts to mitigate Natural Disasters at National and Global levels. International Strategy for Disaster reduction.
- Concept of disaster management, National Disaster Management framework; financial arrangements
- Role of NGOs, Community-based organizations, and Media.Central, State, District and local Administration; Armed forces in Disaster response
- Disaster response: Police and other organizations.

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

Course Outcomes
After studying the course, Students will be able to;

CO1 .   Gain in-depth knowledge about natural disasters; manmade disasters; chemical hazards : disaster management.

CO2.   Design and administer a schedule for collection of Information regarding the roles of NGOs, Community based organizations , central state, District and local Administration, Police and armed forces, in Disaster management