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 2020-2021

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

PO No. 1 **Apply knowledge of theory and research for holistic development of** individuals and families over the lifespan period with a special focuses on early foundation years.

PO No. 2 Identify, understand and **solve the behavioural and psychological problems** with a mastery of counselling skills thereby increase students" control over the decisions that affect their lives both within and outside the household.

PO No. 3 Capable to **design,** implement and evaluate interventions for early developmental delays to improve physical, cognitive and psycho-social wellbeing of children, their parents and elderly people.

PO No. 4 Utilize theory based knowledge and methods to address real life problems and to collect data , 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 , teachers and significant others in the community.
PO No. 9	Demonstrate **ethical** principles in the context of counselling practice and psychological testing by following unbiased and truthful actions in all aspects of assessments and maintaining confidentiality of case studies while doing documentation and publication.
PO No.10	Understand the availability of Government and non-government programmes and services for rehabilitation of children , indigent families and elderly and through intervention programmes provide **sustainable** solutions and build resilient families and communities.
PO No.11	**Demonstrate knowledge and understanding of management of pre-schools,** welfare institutions for children and needy people/elderly, education of special children and counseling practice, with innovative, appropriate ,advanced techniques, skills, and modern psychological tools with an understanding of limitations.
PO No. 12	Recognize the need for self-motivated **life-long learning** for the holistic development for meeting their professional and personal needs in varying environment and changing contexts .

Programme Specific Outcomes (PSO):

After completion of this programme the students will able to;

PSO1.	Apply skills, knowledge and goal setting toward employment in the fields of **early childhood education** as pre-school teachers, pre-school coordinators and pre-school teacher trainers , as **special educators** in schools and colleges, as **counsellors** 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 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 2019 -2020)

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

SI. 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). Development of learning material and children's literature 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

SI. 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). Behavioral problems and Disorders among Children	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 2019-20 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", biological foundations of human development and pre-natal diagnostic tests.

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 on development.

Pre-Natal Development and Birth – Genetic and environmental determinants – Genetic and chromosomal abnormalities–Prenatal Diagnostic tests, Course of prenatal development, Birth process and types of birth,.
Brain Development and Gene engineering.

Unit – II   **Development During Early Years**

Infancy and babyhood -Assessing the infant development -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.

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

Unit – IV   **Adolescence** – Definition, Needs- Physical and Physiological changes, Social behaviour, Emotional Maturity – Peer relationship,
Parent- Adolescent relationship – Attachment and conflict.
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 , chromosomes and pre-natal diagnostic tests.

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.

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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		2		
CO3	3		3		3	2		3	2			
CO4	3		3	2	3		3		3	3	2	3

3-High,   2- Medium, 1- Low

(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 and nutritive values of different foods, Functions of foods and nutrients – cereal grains, millets, pulses, nuts and oil seeds fruits and vegetables, milk and milk products, meat, egg, poultry and fish, spices and condiments.

Nutrition Through Life Span – Infancy, Early and late childhood, Adolescence, Adulthood and Ageing – Nutritional requirements and Recommended Dietary Allowances (RDA)– Principles of menu planning appropriate to age and stage of life span.

Justification for special needs during periods of growth and development, pregnancy and lactation – significance of breast feeding –

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

Need - Methods of Assessment - (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 - Etiology –Symptoms - Government programmes to eradicate PEM, vitamin-A, Iron and Iodine deficiencies –
Principles of planning diets for different conditions of malnutrition

Unit – IV: Strategies to Combat Malnutrition:

Food security – Definition – Management of food insecurity - -Food Fortification and enrichment-.

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

Nutrition Education - Importance - Approaches Media and Methods

REFERENCES - 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.

Course Out comes

Upon completion of this course, students will be able to

CO1   Know the nutritional problems of the community.

CO2   Acquire knowledge about food groups, RDA and steps in planning a diet.
CO3   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 outco2es	PO	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
Objectives of pre – school education
Need and significance of preschool education
Anganwadi of ICDS -objectives and current trends of ECE
Historical Trends – Contribution of Rousseau, Pestalozzi, Froebel and Montessori.
Contribution of - M.K. Gandhi, Rabindra Nath Tagore, Sri Aruobindo Ghosh

UNIT – II   Curriculum for ECCE
Curriculum -Definition, Importance, Indicators of effective curriculum
Different experiences in curriculum –
● **Play –** Types and importance of play
● **Language experiences**– Informal talk, Storytelling- Story books and Music.
● **Science Experience,**
● **Creative Activities,**
● **Dramatization.**
● **Readiness**–   Importance of Readiness Activities, 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
National Early Childhood Care and Education (ECCE) Policy, (2009) - The policy, Vision of the policy, key areas of the policy

Curricular Issues and Concerns – Multilingualism, Inclusion, multi age grouping Gender equality, harms of early formal instruction, preparing ECCE teacher, School readiness- Ready children, Ready school and Ready Family.

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

REFERENCES

1. Audey Curtis and Maureen O‟Hagan. (2008). *Care and education in early childhood: A student's guide to theory and practice*, 2nd Edition.
2. Grewal, J.S. (1984). *Early childhood education – Formulations and practices*, National psychological corporation, Agra.
3. Jeanne M.Machado and Helen C.Meyer. (1984). *Early childhood practicum guide*, Deleme Publishers, New York.
4. Lucille lindbers and Rita Swedlow. (1979). *Early childhood education – A guide for observation and participation,* John Wiley of sons., New York
5. Leeper*et al*., (1970). *Good schools for young children – A guide for working with three, four, five years old children*, second edition, McMillan Co, New York.
6. Mohanty, J. and Mohanty,B. (1996). *Early childhood care and education (ECCE)*, Deep and Deep Publications, New Delhi.
7. Sen Gupta, M. (2009).*Early childhood care and education*, PHI Learning Pvt. Ltd.,

JOURNALS

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

Course Outcomes

After studying the course, students will able to

CO1   Define and differentiate the terms „ECE", „ECCE" and „ECD" and concept of „school readiness"s".

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 Practical

Course Objectives:

This course helps the students to:

1. Understand the terms EC, 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.

PRACTICALS

1. Observation of a day‟s Programme in Nursery School
2. Observation of a day‟s Programme in Anganwadi centre
3. Evaluation of pre- school Teachers in different sectors
4. Planning of Yearly, Quarterly, Monthly, Weekly and Daily Programme
5. Planning a week programme based on Theme approach
6. Preparation of ECE kit- Story, Creative Activity Rhyme and Readiness
7. 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	Define and differentiate the terms „ECE‟, „ECCE‟ and „ECD‟ and concept of „school readiness‟s‟.
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.

HDCW-105 Practical-II Community Nutrition Practical

Course Objectives - To enable the students to:
1. Apply the techniques to assess the nutritional status of different age groups.
2. Apply skills for planning diets for nutritional disorders.

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

Course Out comes- After completion of this course, students will be able to:
  CO1 Skills in planning and calculating nutritive values for different nutritional disorders.
  CO2 Understand the skills in assessing the nutritional status by different method different age groups.

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‟and family crises .

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, Role expectations at various stages,Marital quality, Marital stabilitiy

UNIT – II. Family Variations/Alternative Family Forms

Single parent or Binuclear families, Dual career families, Women headed families, Child less families,

Family Crisis- 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" and family crises .

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		2	3		2	3		3

3-High,   2- Medium,   1- Low

HDCW 108: HUMAN VALUES AND PROFESSIONAL ETHICS - I
(Revised Syllabus with effect from 2019-2020)

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

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

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 2019-20 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, key domains and Components of Quality Standards
Quality Assurance in ECE –Process quality and Structural quality
Accreditation – Definition, importance of accreditation for quality improvement

UNIT – II   Infrastructure / Physical Environment

Ideal requirements for establishment of a preschool - Location, Site and Building plan, Rooms, Ventilation etc – Indoor and outdoor
Space for learning/activity corners – reading and story books, Dramatic play, puzzles and blocks, creative corner, science corner and music corner
Facility for drinking water, sanitary facilities, sleeping facilities and storage facility.
Equipment and Material – outdoor and indoor equipment,
- Selection and Maintenance of Equipment
Promotion of Child Friendly Environment –Significance, characteristics and aspects of child friendly schools

UNIT – III   ECCE Educator and Other personnel
Personal and professional competencies of ECCE Educator.
Responsibilities and Common problems of student teachers.
Goals of Student Teacher and Self-evaluation of student teacher
Other Personnel in ECCE Centres

UNIT – IV **Monitoring and Evaluation in ECE Centers**

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

Evaluation – Meaning and Need for Evaluation
Criteria for Evaluation – Teacher and Children
Assessment- Assessment of children‟s development and learning – Concept, principles and methods of assessment.

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

REFERENCES

1. Audey Curtis and Maureen O‟Hagan. (2008). *Care and education in early childhood: A students guide to theory and practice*, 2nd Edition.
2. Bilman, J. and Sherman, J.(2003). *Observation and participation in early childhood settings*, Allyn and Bacon, New York.
3. GilfertR.Lustin.(1976). *Early childhood education*, Academic Press, New York,
4. Grewal, J.S. (1984). *Early childhood education – formulations and practices*, National psychological corporation, Agra.
5. Helen F. Robineon. (1989). *Exploring teaching in early childhood education*, IInd edition, Allyn and Bacon Inc. Boston, London.
6. Leeper*et al.,*(1970). *Good schools for young children – A guide for working with three, four, five years old children*, second edition, McMillan Co, New York,
7. Many Crawl Day and Ronald K. Parker. (1980). *The pre –school in action exploring early childhood programs*, second edition, Allyn and Bacon Inc. Boston, London.
8. SarallonHammonal, RrithJ.Dales, Doa fakes skipper and Ralph.LWitherspon. (1965).*Schools for the young*, Mac Millan Company, New York.
9. Sen Gupta, M. (2009).*Early childhood care and education*, PHI Learning Pvt. Ltd.,

JOURNALS

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

Course Outcomes:

After studying the course, students will able to:

CO1   Locate pre-schools run by Government, private and voluntary Initiatives at local , 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					L					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 – Definition, Stages of Assessment, Reliability and Validity of tests, Norms and Interpretation of Test scores

Alternative Assessment Techniques – Observation, Interview, Case Study, Check lists, Rating Scales – Types and Uses of different techniques.

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

LEARNING EXPERIENCE:
- Children‟s Apperception Test
- Rorschach Inkblot Test
- Cattle 16 P.F. Test

REFERENCES
1. Anasthasi, A. (1984).*Psychological testing*, Macmillan Company, London.
2. Freeman, F.S. (1963).*Theory and practice of mental testing*, Prentice Hall, New Delhi.
3. Guilford. (1980).*Psychometric Methods*.
4. Mangal, S.K. (1987).*Psychological foundations of education*, Prakash brothers, New Delhi.
5. Mussen, P.H. (1980).*Hand Book of research methods in child development* , Wiley, Eastern Pvt. Ltd.,

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

Course Outcomes

After studying the course, students will able to:

CO1   Define the concepts of 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 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	3	2	3	3		2	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 of children with developmentally challenged

Professionals working for developmentally challenged children

Current status of Disabilities in Indian context

UNIT-II Differently Abled Children

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

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

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

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

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

UNIT-III Children with Impairments

Visual 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 Emotional or Behavioural Disorders

Behaviour problems - Nature of behavioural problem, types, characteristics--Management of children with behaviour problems.

Juvenile Delinquency, Abused/ neglected children -Characteristics and causes.

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

REFERENCES

1. Chauhan,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). *Exceptionalchildren*,Macmillan publishing Company, Inc., New York.
7. Gargiulo (2003). Special education in contemporary society – An introduction to exceptionality, Thompson Wordsworth.
8. Heward, W.L. (2013). Exceptional children – An introduction to special education – Pearson.

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

Course Outcomes

After studying the course, students will able to:

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

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

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

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

CO-PO Mapping

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

3-High,   2- Medium,   1- Low

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

Course Objectives

This course helps the students to;

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

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

PRACTICALS

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

Course Outcomes

After studying the course, students will able to ;

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

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

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- PRACTICAL-III: CHILDREN WITH DEVELOPMENTAL CHALLENGES

Course Objectives

This course helps the students to;

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

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

PRACTICALS

1. Institutional visits/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 , Rating 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 andtechniquesof social research*, Himalaya Publishing House, Mumbai.
2. Batnagar, G.L. (1990).*Research methods and measurements in behavioural and social sciences,* Agri. Cole publishing Academy, New Delhi.
3. BajPai, S.M. (1987).*Methods of social survey and research,* KitabGhat, Kanpur-3

4. Black, T.R. (1999).*Doing quantitative research in the social sciences*, Sage Publications, New Delhi.
5. Dev Doss, R.P. and Kulandavel, K. (1985). *Hand book of methodology of research,*Oxford Press,
6. Garett. (1986). *Statistics in psychology and education,*10th Indian Re-print Valeits Fefer and Simons Co., Bombay.
7. Goode, J.W. and Hatt, P.K. (1975). *Methods in social science research,* Mc. Graw hill-Co., New York.
8. Kothari, C.R. (2004). *Research methodology (Methods and Techniques),* NewAge 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 disadvantages of each type of research

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

CO4   Prepare a research proposal in the appropriate scientific style

CO-PO Mapping

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

3-High,   2- Medium,   1- Low

HDCW 208 - HUMAN VALUES AND PROFESSIONAL ETHICS - II
(Revised Syllabus with effect from 2019-20)

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. John S Mackenjie: A manual of ethics.
2. The Ethics of Management" by Larue Tone Hosmer. Richard D. Irwin Inc.
3. "Management Ethics' integrity at work' by Joseph A. Petrick and John F. Quinn. Response Books: New Delhi.
4. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly: Introduction to Ethics
8. Sinha: A Manual of Ethics
9. 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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11. CarakaSamhita :Tr.Dr. Ram Karan Sarma and VaidyaBhagavan Dash, Chowkambha Sanskrit Series office. Varanasi I, 11.111 VolIPP 183-191.
12. Ethics, Theory and Contemporary Issues. Barbara Mackinnon Wadsworth/Thomson Learning, 2001.
13. Analyzing Moral.Issues, Judith A. Boss. May Field Publishing Company - 1999.
14. An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad. Cosmo Publications
15. Text Book for Intermediate First Year Ethics and Human Values. Board of Intermediate Education- Telugu ~ Akademi, Hyderabad.
16. I.C Sharma Ethical Philosophy of India. Nagin& co Julundhar

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.
CO4	Apply skills for anger management, care of elderly, environmental protection and thereby develop well balanced personality and will contribute to society as morally finer, socially responsible and physically fit persons.

CO-PO Mapping

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
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 2019-20 for students of Third Semester onwards)

SEMESTER III

HDCW 301: PARENT EDUCATION
CORE -THEORY

Course Objectives:

This course helps the students to:

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

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

3. Explains critically about child rearing practices, 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**
Setting goals of parent education – Broad goals and specific goals. Theoretical approaches to parent education.
Formulating curricula for parent education – Parent Initiated, Teacher Initiated and   Action Oriented Curricula.
Need for parent education in India.

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

UNIT-III   **Parent Education – Child Rearing Practices**
- Importance of Child rearing practices
- Role of culture and environment in child rearing practices
- Changing role of parents in parenting. Role of father in child rearing.
- Parenting Styles -democratic, authoritative, authoritarian

UNIT-IV   **Parent Education – Difficult Circumstances**
- Parents of Adopted children
- Parents of Handicapped Children
- Divorced/single parents

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.

5. and PTA meetings

Course Outcomes

After studying the course, students will able to:

CO1   Know the need and goals for parent education and PTA meetings .

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

CO3   Explains critically about child rearing practices, different parenting styles and its impact on children"s Behavior.

CO4   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, language and attachment theories .

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.   **Theory-** 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"s 16. P. F Trait Theory
Social learning theory of Bandura
Psycho-Social theory of Erik Erikson

Unit – II.

Learning Theories – Pavlov and Watson"s classical conditioning, Skinner"s operant conditioning, Thorndike"s Stimulus-Response theory
Cognitive Development Theories – Cognitive Development theory of Jean Piaget – Gardner"s Multiple intelligence theory
Theories of Moral Development – Kohlberge and Piaget theories
Language Theories – Chomsky and Vygotsky theories
Theories Attachment – John Bowlby"s theory

Unit – III

Causes and Determinants of Common Childhood Problems – Genetic,

Psychological and Socio-cultural problems

Therapeutic Methods for Parents and children – Counseling, ,Psychotherapy

Group therapy- family Therapy, Play therapy

Behavior Modification – Concept – Techniques of Behavior Modification – Systematic Desensitization, Relaxation Training, Reinforcement, Extinction, Punishment, Aversion Therapy, Modeling – Shaping

Unit – IV

Child Guidance Centre – Definition–Value of Symptom in understanding psychological problems,

Equipment in CGC - Therapeutic Equipment and Test materials

Diagnosis in CGC – Case taking Interview in CGC–Importance and components

Diagnostic methods – Psychiatrist, Psychological, Psycho somatic and Play way methods.

Team work in CGC – **Basic team** – Psychologist, Social worker, Child Psychiatrist

Other members of CGC team – Special teacher, Psychotherapist, Speech therapist

Evaluation - Documentation of case material-Importance of referral in counseling

LEARNING EXPERIENCE

1. Visit to child Guidance Clinic – S.V.R.R Hospital
2. Study of case at S.V.R.R Hospital
   - Case analysis
   - Planning therapy for families
3. Planning and Preparation of Equipment for play therapy

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 Psychometric
4. British Journal of Guidance.
5. Journal of Counselling Psychology.
6. The School Counsellor.
7. Journal of Community Guidance and Research.

Course Outcomes

After 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 and attachment theories.

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

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 area. 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, which carries 4 credits is mandatory for MSc., Home Science Students.

Course outcomes:

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

CO1   Understand and experience the rural life; their socio-economic conditions; problems of rural people; agencies involved in rural development.

CO2   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

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.

The students are required to place themselves as interns and complete internship for 30 days in any **Child Development / Child welfare/ Human development organizations** of their choice (subject to approval of the senior faculty of the Specialization). The students can select wide range of educational institutions and Government and Non-Govt Organizations as below:

- Early Childhood Institutes/ Trainers / Curriculum developers
- Institutions Catering to Children with Special needs
- Women's and Youth related programmes
- Institutions Catering to the welfare of Elderly
- Counselling Centres

The students" role in the internship agency must be clearly specified and the contribution made in 30 days must be recorded. An evaluation report for 100 marks need to be given by the Institution / Agency attended for internship and a certificate of internship from the Institution has to be enclosed along with the report (hard bound copy) and should be submitted to the Department.

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 Early Interaction
>	Early interaction, a beginning in attachment formation
>	Course of attachment – Attachment theory
>	Dyadic versus multi caring
>	Supportive care – Role of grandparents, Role of child care centres

REFERENCES
1. Caldwell. (1981). *Infant stimulation – Assessment; Role of environment*, University of Kansas, USA,
2. Stone L.J., Smith, T.H. and Murphy, C.B. (1974). *The competent infant,*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,
4. Bostoan: AllynBacon.

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

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

Course objectives:

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

Theory:

UNIT-I

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

UNIT-II

Planning and developing material for -physical, motor, language , creativity ,psychological and personality development-Care and maintenance of materials.

UNIT -III

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

UNIT -IV

Types and importance of poetry ,picture book ,short stories and fables in educational programmes - Role of puzzles ,cartoons ,comics , comic strips, skits ,role plays ,dance in educating children .Creating literary environment in school-Role of children's library.

Learning Experience

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

References:

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

Course outcomes:

CO1. Understand the significance of teaching learning materials for early childhood programmes.

CO2. Gain skills in planning and development f materials for all round

development of children.
CO3.Critically explain the need and sources of literature for children.
CO4. Can able to prepare teaching and learning materials and create literacy environment in schools.

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
Interpretation of results
Report Writing
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 de limitations 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

HDCW 306 (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 fiber.
- Fats and Oils: Definition, classification, saturated and unsaturated fatty acids, cholesterol, Food sources, requirements, RDA and biological functions.
- Protein: Definition, classification, essential and non-essential amino acids, protein quality, supplementary value of protein, food sources, RDA and functions.

UNIT-III : Micronutrients

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

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

REFERENCES - TEXT BOOKS

1.   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:

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

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:

CO1   Acquire knowledge on Nutritional Surveillance.

CO2   Apply direct and indirect techniques to assess nutritional status.

CO3   Gain knowledge on methods of dietary assessment at individual and house hold level.

CO4   Identify signs and symptoms of different nutrient deficiencies.

IV SEMESTER

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 therapies, techniques of counseling, process of counseling and ethics in counseling

4. Apply counseling skills and cognitive therapies to practice counseling process.

UNIT- I	**Personality and Psychological Disorders**

Personality - Meaning, Definition, Determinants of personality, Adjustment, Conflict- types, Development of a healthy personality, Development of self concept during childhood, Roger"s Self-theory, Johari window model of personality.

Psychological Disorders – Definition, Major and Minor disorders – Habit disorder, Conduct disorder, Neurotic disorder and psychotic disorder – Aetiology.

UNIT – II	**Approaches and Therapies to Counselling**

Approaches to Counselling -
The Directive or Authoritarian Approach, Humanistic approach, Behaviouristic approach
Therapies - Client centred therapy, Behaviour therapy, Cognitive therapy, Rational Emotive Behaviour therapy (REBT), Transactional Analysis (TA).

UNIT – III	**Guidance**

Meaning, Definition, Needs related to education and vocational guidance, Objectives of guidance, Principles of guidance – Functions of guidance – Types of Guidance, Use of Aptitudes and Interest tests in guidance.
Guidance in Schools - Elementary school level, Secondary school level, College level,
Marriage Counselling -Pre-marital and Marital.
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 – Direct, Non directive and Elective 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 Client centred therapy, Behaviour therapy, Cognitive therapy, Rational Emotive Behaviour therapy (REBT), Transactional Analysis (TA).
process of counseling and ethics in counseling

CO4   Apply counseling skills to practice counselling process

CO-PO Mapping

Course Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
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

Characteristics and Developmental tasks
Physical and physiological changes
  Adjustment – Vocational and marital adjustment
  Parenthood – Adjustment to parenthood – factors affecting adjustment to parenthood

Unit – II   Middle Adulthood

Characteristics and Developmental tasks
  Adjustment – Personal, Social and Vocational
  Role of family – Maintenance of family relations and Friendship
  Menopause in women, Adult Sexuality – Sexual changes in women and men

Unit – III   Late Adulthood

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

Unit – IV   Elderly

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
Problems of elderly and coping up strategies

Learning experiences:
1. Assessment of roles, responsibilities and satisfaction during young adulthood - case study.
2. Assessment of marital adjustment among young adults

3. Problems of adjustment during 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

Course Outcomes	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			3			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

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

UNIT-II   Rehabilitation of Children with Developmental Challenges

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

UNIT-III Management of Children with Developmental Challenges

Management - Role of parents, Role of schools- Role of Government, Voluntary organizations and community

Concepts of Normalization and Integration, Mainstreaming and Inclusion, Special schools, Resource rooms and IEP- parent – Teacher partnership.

Multidisciplinary team approach

Therapeutic interventions- Clinical assessment, physio therapy, occupational therapy, special education, speech therapy, hydro therapy play therapy and behaviour modification.

UNIT-IV Community Based Rehabilitation Services

Definition, Basic concepts of community based rehabilitation, objectives, steps and evaluation.

Roles and responsibilities of community based rehabilitation

community based rehabilitation matrix.

REFERENCES
1. Bhatia, M.S. (1992).   *Essentials of psychiatry*, New Delhi: CBS Publishers and Distributors.
2. Coleman, M.C. (1986).   *Behaviour disorders theory and practice*, London: Prentice Hall.
3. Sankar, U. (1991). *Exceptional children*, New Delhi, Enkay Publication.

4. Hargrove, I. J. (1984). *Assessment of special education*, Prentice Hall Publication.
5. Mehta, D.S. 1983. Handbook of Disabled in India, New Delhi: Allied Publishers.
6. Cellier.(1979).*Teacher*,Macmillian Publications, London
7. Michel J. Curalnick. (1978).*Early intervention and the integration of handicapped*, University Park Press, London
8. Gargiulo (2003). Special education in contemporary society – An introduction to exceptionality, Thompson Wordsworth.
9. Heward, W.L. (2013). Exceptional children – An introduction to special education – Pearson.

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

Course Outcomes

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

3-High,   2- Medium,   1- Low

HDCW-404 -PRACTICAL-I: GUIDANCE AND COUNSELLING

Course Objectives

This course helps the students to;

1. Students apply skills in assessment of behavior problems among children, analysis of self and vocational interests using checklist and scales.

2. students practice counseling skills using different methods

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

Course Outcomes

After studying the course, students will able to;

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

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

HDCW 405(a): CHILD AND HUMAN RIGHTS

GENERIC ELECTIVE – THEORY

Course Objectives

This course helps the students to:

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

UNIT-I

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

UNIT-II

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

UNIT-III

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

UNIT-IV

Classification of Human Rights
- Moral rights
- Legal rights
- Civil and political rights
- Social emotional and cultural rights

International convention of Human rights and Advocacy for Human Rights

LEARNING EXPERIENCES

1. Visit to observation home for boys
2. Visit to observation home for girls
3. Visit to home for street children

REFERENCES

1. Burner, T.(1986). *Actual minds – possible words*, London: Harvard University Press.
2. Butterworth, D. and Fulmer, A. (1993). *Conflict, control power, perth: child and family consultant.*
3. Digumarti, B.R. and Digumarti, P.L.(1998).*International Encyclopedia of Women* (vol.1) New Delhi: Discovery.
4. Dreze, Jean and Sen, Amartya. (1989). *Hunger and public action*, U.K., Oxford University Press.
5. D"Souza, D. and Menon, J. *Understanding human rights*. (Series 1-4). Bombay: Research and Documentation Centre, St. Pius College.
6. Government of India. (1992b). *National Plan of Action: A commitment to theChild*, Department of women and child Development, New Delhi.
7. Government of India. (1993c), *Education for All: The Indian Scenario*, Department of Education, New Delhi.
8. Government of India (1993b), *Ministry of Finance, Economic Survey 1992-93,* New Delhi.
9. Government of India (1994), *Ministry of Finance, Economic Survey 1993-94*, New Delhi.
10. Government of Tamil Nadu (1993). *Dr. J. Jayalalita 15 point programme for child werfare*, Department of Social Welfare and Nutrious Meal Programme, Madras.
11. Kudchedkar, S.(1998). *Violence against women: women against violence*. Delhi: Pencraft International.
12. National Institute of Nutrition. (1993). *Nutrition Trends in India*, National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
13. 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 Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	2											
CO2		2										
CO3							3					
CO4										2		2

3-High, 2- Medium, 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

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

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

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

Management, Administration, organization structure of various institutions like - creches, pre-schools, Day care centres, home for destitute, play centres, hobby centres and recreation centres.

UNIT-IV

Supervision - Definition, types; importance, objectives, Principles of Supervision. Responsibilities and qualities of supervisors - 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 Outcomes	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12
CO1	3		3								3	
CO2			3	2			3				3	3
CO3			3	2	3					3	3	
CO4			1		3	3				3	3	

3-High,   2- Medium, 1- Low

HDCW-405 (c) Behavioral Problems and Management

Course Objectives:

This Course helps the students

- To learn the concept of common behavioral problems with which children are suffering from
- Learn to recognize the symptoms and management of children with emotional and behavioral disorders
- To understand the role of parents and teachers as well as counselor in dealing children with behavioral problems.

Generic Elective Theory

UNIT-I Behavioral Problems-I

Behavior problems-Definition-Prevalence of Behavioral Problems-Causes of Behavioral Problems-Types of behavioral problems -Habit disorder, speech, sexual, eating, sleep, anxiety, personality, Fear of school etc-common behavioral problems- Thumb sucking, Nail biting, Masturbates, Attention seeking, Fears, Stealing ,Lying ,Runs away from home , Refuses of Eat and Disturbed sleep -Causes, Characteristics and Management.

UNIT -II Behavioral Problems -II

Emotional and behavioral disorder -Definition ,symptoms, management of Enuresis or bed wetting-Encopresis-Thumb sucking -Nail biting-Breath Holding Spell-Tic Disorder-Pica-Anorexia-Somnambulism-Sleep talking(Soliloquy)-Teeth Grinding(BRUXISM)Anxiety Disorder ,Separation and Social Anxiety Disorder, Attention Deficit Hyperactive Disorder , Conduct Disorder ,Obsessive Compulsive Disorder -Causes and Characteristics and Management.

UNIT -III

Behavior modification techniques-systematic desensitization, reinforcement -Modelling, shaping and Token economy -Merits and Demerits of behavioral therapy-Play therapy-Role of parents and teachers dealing with problematic children; Role of counselor

UNIT-IV

Causes and Determinants of Common Childhood Problems -Genetic causes Genetic defects, Physical deprivations -Psycho-social factors -Maternal deprivation, Pathogenetic family patterns-Early Psychic trauma, Disordered interpersonal relationships and key stresses of modern life-Socio Cultural causes -Economic and Employment

REFERENCES:

1. Paul, Laura Zionts , Richard L .Sipson (2016) Emotional and Behavioral Problems-A handbook for understanding and Handling students , Corwin; First edition.
2. Samuel L. Odem , Robert H. Horper , Martha E. Smell , Jan Blacher (2009) Handbook of Developmental Disabilities ,The Gulford Press , New York ,London
3. Coleman J ,C.(1966) .Abnormal Psychology , JB ThanepranWala and Sons Co.

Course Outcomes

After studying this course the student will be

- Able to identify the normal and problematic behaviors that occur in children
- Acquire the skills to plan and conduct the educational or intervention program involving parents and teachers .
- Sensitive enough to understand the unmet emotional needs and role of parents/teachers in managing the children with emotional and behavioral problems.

Course Objectives

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

 3-High,   2- Medium, 1- Low

HDCW 406 (b): DISASTER MANAGEMENT

OPEN ELECTIVE - THEORY

COURSE OBJECTIVES

The Course helps the Student to:

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

UNIT I

Natural Disasters

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

UNIT II

Man Made Disasters-

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

UNIT III

Chemical Hazards:

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

UNIT IV

Disaster Management-

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

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

REFERENCES

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

4. 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 role of NGOs, Community based organizations , central state, District and local Administration, Police and armed forces, in Disaster management

SRI VENKATESWARA UNIVRSITY:: TIRUPATI

Table. 1.3.1. Courses which address Professional Ethics, Gender, Human values, Environment and sustainability into the curriculum.

A. Professional Ethics:

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction	Description of the course addressing Professional Ethics

B. Gender:

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction	Description of the course addressing Professional Ethics
					-

C. Human Values:

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction	Description of the course addressing Professional Ethics
M.Sc Human Development and Child Welfare	232	Human Values and Professional Ethics –I	108	2017	
M.Sc Human Development and Child Welfare	232	Human Values and Professional Ethics –II	208	2017	

D. Environment & Sustainability:

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction	Description of the course addressing Professional Ethics

Table. 1.1.1. Details of Courses Addressing Local, National, Regional and Global Developmental Needs.

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction

 I. Local Needs: 2018-19
II. National Initiatives/Needs

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction
M.Sc Human Development and Child Welfare	232	Trends in Early Childhood Education	103	2017
M.Sc Human Development and Child Welfare	232	Quality Standards in Early Childhood Years	201	2017
M.Sc Human Development and Child Welfare	232	Children with Developmental Challenges	203	2017
M.Sc Human Development and Child Welfare	232	Rehabilitation and Management of Children with Developmental Challenges	403	2017
M.Sc Human Development and Child Welfare	232	Organizational Management of Child Welfare	405	2017

National Biotechnology Initiatives:

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction

Geographical Integration System (GIS) Initiatives:

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction

National Digital Initiatives:

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction

Initiatives on Environment & Sustainability:

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction

Initiatives on water Resources:

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction

Initiatives on Agricultural Sustainability:

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction

Initiatives on Health Promotions:

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction

Initiatives on Nanovission:

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction

Initiatives on Translational Mission:

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction

Initiatives on Sarva Siksha Abhiyan:

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction
M.Sc Human Development and Child Welfare	232	Trends in Early Childhood Education	103	2017

M.Sc Human Development and Child Welfare	232	Quality Standards in Early Childhood education	201	2017
M.Sc Human Development and Child Welfare	232	Development of Learning Materials and children's Literature	305-b	2018

Initiatives on Rural Development:

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction
M.Sc Human Development and Child Welfare	232	Rural Work Experience	303	2017

III. Regional Needs:

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction
M.Sc Human Development and Child Welfare	232	Advanced Study of Adolescent Development	**101**	**2017**
M.Sc Human Development and Child Welfare	232	Child Study Techniques	202	2017
M.Sc Human Development and Child Welfare	232	Guidance and Counseling in Human Development	401	2017
M.Sc Human Development and Child Welfare	232	Behaviour Problems and Disorders among Children	405-c	2018

III. Global Needs:

Programme Name	Programme Code	Course Name	Course Code	Year of Introduction

1.1.3. Employability / Entrepreneurship / Skill Development – Mapping (2020-21)
SEMESTER I

S.No.	Name of the Programme	Course Code	Title of the Course	Years of Introduction	Employability	Entrepreneurship	Skill
1.	M.Sc Human Development and Child Welfare	HDCW-101	Advanced Study of Child Development	2019			✓
2.	M.Sc Human Development and Child Welfare	HDCW-102	Community Nutrition	2019			✓
3.	M.Sc Human Development and Child Welfare	HDCW-103	Trends in Early Childhood Education	2019	✓		✓
4.	M.Sc Human Development and Child Welfare	HDCW-104	Developmental Assessment Practical	2019			✓
5.	M.Sc Human Development and Child Welfare	HDCW-105	Community Nutrition Practical	2019			✓
6.	M.Sc Human Development and Child Welfare	HDCW-106	Early Childhood Education Practical	2019	✓		✓
7.	M.Sc Human Development and Child Welfare	HDCW-107	Family Dynamics	2019			
8.	M.Sc Human Development and Child Welfare	HDCW-108	Human Values and Professional Ethics - I	2019			

SEMESTER II

S.No.	Name of the Programme	Course Code	Title of the Course	Years of Introduction	Employability	Entrepreneurship	Skill
1.	M.Sc Human Development and Child Welfare	HDCW-201	Quality Standards in ECE Centers	2019	✓	✓	
2.	M.Sc Human Development and Child Welfare	HDCW-202	Child Study Techniques	2019			✓
3.	M.Sc Human Development and Child Welfare	HDCW-203	Children with Developmental Challenges	2019	✓		✓
4.	M.Sc Human Development and Child Welfare	HDCW-204	Participation in ECE Center Practical	2019			✓
5.	M.Sc Human Development and Child Welfare	HDCW-205	Child Study Techniques Practical	2019			✓
6.	M.Sc Human Development and Child Welfare	HDCW-206	Children with Developmental Challenges Practical	2019	✓		✓
7.	M.Sc Human Development and Child Welfare	HDCW-207	Research Methodology	2019			
8.	M.Sc Human Development and Child Welfare	HDCW-208	Human values and Professional Ethics-II	2019			

SEMESTER III

S.No.	Name of the Programme	Course Code	Title of the Course	Years of Introduction	Employability	Entrepreneurship	Skill

1.	M.Sc Human Development and Child Welfare	HDCW-301	Parent Education	2019				✓
2.	M.Sc Human Development and Child Welfare	HDCW-302	Theories and Approaches to Child Guidance	2019	✓			✓
3.	M.Sc Human Development and Child Welfare	HDCW-303	Rural Work Experience	2019				✓
4.	M.Sc Human Development and Child Welfare	HDCW-304	Internship	2019	✓			✓
5.	M.Sc Human Development and Child Welfare	HDCW-305 (A)	Infant Development and Stimulation	2019				✓
6.	M.Sc Human Development and Child Welfare	HDCW-305 (B)	Family Life Education	2019			✓	
7.	M.Sc Human Development and Child Welfare	HDCW-305 (C)	) Planning For Project Management	2019				
8.	M.Sc Human Development and Child Welfare	HDCW-306 (A)	(a) Fundamentals of Food, Nutrition and Health (	2019				
9.	M.Sc Human Development and Child Welfare	HDCW-306 (B)	b) Nutritional Assessment	2019				✓

SEMESTER IV

S.No.	Name of the Programme	Course Code	Title of the Course	Years of Introduction	Employability	Entrepreneurship	Skill
1.	M.Sc Human Development and Child Welfare	HDCW-401	Guidance and Counseling in Human Development	2019	✓		✓
2.	M.Sc Human Development and Child Welfare	HDCW-402	Advanced Human Development	2019			✓
3.	M.Sc Human Development and Child Welfare	HDCW-403	Thesis/Rehabilitation and Management of Children with Special Needs	2019	✓		✓
4.	M.Sc Human Development and Child Welfare	HDCW-404	Guidance and Counseling Practical	2019	✓		✓
5.	M.Sc Human Development and Child Welfare	HDCW-405 (A)	Child and Human Rights	2019	✓		
6.	M.Sc Human Development and Child Welfare	HDCW-405 (B)	Care for Elderly	2019	✓		
7.	M.Sc Human Development and Child Welfare	HDCW-406 (A)	Child Welfare Programmes	2019	✓	✓	
8.	M.Sc Human Development and	HDCW-	Disaster management	2019			

	Child Welfare	406 (B)					