

**DEPARTMENT OF HOME SCIENCE  
S.V.U. COLLEGE OF SCIENCES**



**M.Sc. HOME SCIENCE – HUMAN DEVELOPMENT  
&  
CHILD WELFARE (HSHD)  
(REGULAR) PROGRAMME**

**SYLLABUS**

**Choice Based Credit System (CBCS)**

**Restructured P.G. Programme (CBCS) As Per NEP 2020,  
National Higher Education Qualification Frame Work (NHEQF)  
and Guidelines of APSCHE**

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**

**Accredited by NAAC with A+ Grade**

**2024**

**M.Sc. HUMAN  
DEVELOPMENTS  
AND  
CHILD WELFARE**

**SRI VENKATESWARA UNIVERSITY COLLEGE OF  
SCIENCES DEPARTMENT OF HOME SCIENCE  
CHOICE BASED CREDIT SYSTEM (C.B.C.S) SYLLABUS as per NEP2020**

(WITH EFFECT FROM THE ACADEMIC YEAR 2024 -2025 onwards)

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

**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.

### **Programme Outcomes ( PO)**

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

<b>PO No. 1</b>	<b>Apply knowledge of theory and research for holistic development of</b> individuals and families over the lifespan period with a special focuses on early foundation years.
<b>PO No. 2</b>	Identify, understand and <b>solve the behavioural and psychological problems</b> with a mastery of counselling skills thereby increase students' control over the decisions that affect their lives both within and outside the household.
<b>PO No. 3</b>	Capable to <b>design</b> , implement and evaluate interventions for early developmental delays to improve physical, cognitive and psycho-social wellbeing of children, their parents and elderly people.
<b>PO No. 4</b>	Utilize theory based knowledge and methods to address real life problems and to collect data, analyse and understand <b>solutions for problems</b> related to lifespan development.
<b>PO No. 5</b>	Create suitable teaching learning materials, select and <b>apply appropriate approaches</b> to teach pre-school children for all round development. Apply research <b>innovations and appropriate educational strategies</b> that support learning of differently abled students.
<b>PO No. 6</b>	Able to employ critical thinking to resolve the problems efficiently related children, family and society either <b>independently</b> or with the support of concerned authorities. Ability to guide and lead needy people in the <b>community/work setting</b> in the right direction
<b>PO No. 7</b>	<b>Communicate effectively</b> and accurately, use written, visual, and verbal means to present class reports, research reports and pre-school teaching practice. Develop skills in verbal and non-verbal communication in preparation and presentation of IEC while working with children and communities to disseminate information related to human development aspects.
<b>PO No. 8</b>	<b>Demonstrate understanding of knowledge</b> related to normal and delayed mile stones of development of children , impact of different parenting styles on children's behaviour and reasons for problem behaviour and responsibilities as <b>Human Development Expert</b> to disseminate same to parents , teachers and significant others in the community.
<b>PO No. 9</b>	Demonstrate <b>ethical</b> principles in the context of counselling practice and psychological testing by following unbiased and truthful actions in all aspects of assessments and maintaining confidentiality of case studies while doing documentation and publication.

<b>PO No.10</b>	Understand the availability of Government and non-government programmes and services for rehabilitation of children, indigent families and elderly and through intervention programmes provide <b>sustainable</b> solutions and build resilient families and communities.
<b>PO No.11</b>	<b>Demonstrate knowledge and understanding of management of pre-schools,</b> 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.
<b>PO No. 12</b>	Recognize the need for self-motivated <b>life-long learning</b> for the holistic development for meeting their professional and personal needs in varying environment and changing contexts.

### **Programme Specific Outcomes (PSO):**

After completion of this programme the students will able to;

<b>PSO1.</b>	Apply skills, knowledge and goal setting toward employment in the fields of <b>early childhood education</b> as pre-school teachers, pre-school coordinators and pre-school teacher trainers, as <b>special educators</b> in schools and colleges, as <b>counsellors</b> in schools and mental health institutions, and as <b>supervisors and extension officers</b> in Government and Non-government organizations catering to the welfare of children. The students also can establish centres for human welfare – crèche, Play centres, guidance and counseling centres, foster cares and day care centres for both children and elderly citizens.
<b>PSO2.</b>	The students of HDCW play an important role in protecting the wellness of individuals and communities. By working to design programs and implement interventions, they help to ensure that people are able to access the resources they need in order to reach their full potential. They help parents and community in early identification of developmental delays and 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 AS PER NEP 2020  
(WITH EFFECT FROM ACADEMIC YEAR 2024-2025 ONWARDS)  
HUMAN DEVELOPMENT AND CHILD WELFARE (HSHD)**

**SEMESTER-I**

<b>S. No</b>	<b>Components of Course</b>	<b>Title of the Course</b>	<b>Title of the Paper</b>	<b>Hrs/Week</b>	<b>No. of Credits</b>	<b>SEE</b>	<b>IA</b>	<b>Total</b>
1	<b>CC</b>	<b>HSHD -101</b>	1-Community Nutrition	<b>4</b>	<b>4</b>	<b>70</b>	<b>30</b>	<b>100</b>
2		<b>HSHD -102</b>	2(A)-Advanced study of Human Development-I	<b>4</b>	<b>3</b>	<b>50</b>	<b>25</b>	<b>75</b>
			2(B) - Infant Development and Stimulation					
3		<b>HSHD -103</b>	3(A) -Family Dynamics	<b>4</b>	<b>3</b>	<b>50</b>	<b>25</b>	<b>75</b>
			3(B) -Gender Issues					
4		<b>P</b>	<b>HSHD 104</b>	<b>Practical I</b> (CC 102 + CC 103 )	<b>6</b>	<b>2</b>	<b>35</b>	<b>15</b>
5	<b>SOC</b>	<b>HSHD -105</b>	1(A)- Curriculum and Activities for ECE	<b>4</b>	<b>3</b>	<b>50</b>	<b>25</b>	<b>75</b>
6			1(B) - Development of Learning Materials for ECE					
		<b>HSHD 106</b>	2(A)- Life Skills Education	<b>4</b>	<b>3</b>	<b>50</b>	<b>25</b>	<b>75</b>
			2(B)–Mental Health of Children					
7	<b>P</b>	<b>HSHD -107</b>	<b>Practical II</b> (SOC 105+ SOC 106)	<b>6</b>	<b>2</b>	<b>35</b>	<b>15</b>	<b>50</b>
			<b>Total</b>	<b>36</b>	<b>20</b>	<b>340</b>	<b>160</b>	<b>500</b>
8	<b>Audit Course</b>	<b>HSHD -109</b>	Indian Knowledge System -1	<b>4</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>

**SEMESTER-II**

<b>S.No</b>	<b>Components of Course</b>	<b>Title of the Course</b>	<b>Title of the Paper</b>	<b>Hrs/Week</b>	<b>No. of Credits</b>	<b>SE E</b>	<b>IA</b>	<b>Total</b>
1	<b>CC</b>	HSHD -201	4-Research Methodology	4	4	70	30	100
2		HSHD -202	5(A)-Organizations and Management of Child Welfare Institutions	4	3	50	25	75
			5(B)- Child and Human Rights					
3		HSHD -203	6(A)-Parent and Community Education	4	3	50	25	75
			6(B)- Management of ECE Centres					
4		<b>P</b>	HSHD -204	<b>Practical- III (CC 202 +CC 203 )</b>	6	2	35	15
5	<b>SOC</b>	HSHD -205	3(A)-Planning and Participation in ECE	4	3	50	25	75
			3(B) - Entrepreneurship in Human Development					
6		HSHD -206	4(A)-Children with Developmental Challenges	4	3	50	25	75
			4(B)-Personality Development					
7	<b>P</b>	HSHD -207	<b>Practical IV (SOC 205 +SOC 206 )</b>	6	2	35	15	50
8	<b>OOTC</b>	HSHD -208	Open Online Transdisciplinary Course-1	-	2	-	100	100
			<b>Total</b>	<b>36</b>	<b>22</b>	<b>340</b>	<b>260</b>	<b>600</b>
9	<b>Audit Course</b>	HSHD -209	Indian Knowledge System -2	4	0	0	100	0

### SEMESTER-III

SI. No	Components of Course	Title of the Course	Title of the Paper	Credit Hrs/Week	No. of Credits	SE E	IA	Total	
1	CC	HSHD -301	7-Theories of Human Development	4	4	70	30	100	
2		HSHD -302	8(A)-Advanced Human Development-II	4	3	50	25	75	
			8(B)- Elderly Problems and Care						
3		HSHD -303	9(A)- Guidance and Counselling	4	3	50	25	75	
			9(B)-Special and Inclusive Education						
4		P	HSHD -304	Practical -V (CC 302+CC 303)	6	2	35	15	50
5	SOC	HSHD -305	5(A)-Planning and Project Management	4	3	50	25	75	
			5(B)-Rehabilitation Management of Children with Developmental Challenges						
6		HSHD -306	6(A)-Child Study Techniques	4	3	50	25	75	
			6(B)-Measurement and Evaluation in Education						
7		P	HSHD -307	Practical – VI (SOC 305+SOC 306)	6	2	35	15	50
8		OOTC	HSHD -308	Open Online Transdisciplinary Course-2	-	2	-	100	100
*	Seminars/tutorials/remedial classes and Quiz as part of internal assessment			4	-	-	-	-	
<b>Total</b>				<b>36</b>	<b>22</b>	<b>340</b>	<b>260</b>	<b>600</b>	



### SEMESTER-IV

Sl.No	Components of Course	Title of the Course	Title of the Paper	Credit Hrs/ Week	No. of Credits	SEE	IA	Total
1.	OOSDC	HSHD-401	Open Online Skill Development Courses	-	8	-	200	200
2.	PW	HSHD-402	Project Work – Orientation Classes	24	12	300	0	300
*	Conducting classes for competitive exam, communication skills UGC /CSIR NET Examinations			12	-	--	-	-
			<b>Total</b>	<b>36</b>	<b>20</b>	<b>300</b>	<b>200</b>	<b>500</b>
			<b>Total semesters</b>	<b>144</b>	<b>84</b>	<b>1320</b>	<b>880</b>	<b>2200</b>

# **SEMESTER - I**

**SRI VENKATESWARA UNIVERSITY COLLEGE OF  
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CHOICE BASED CREDIT SYSTEM (C.B.C.S) SYLLABUS AS PER NEP 2020  
(WITH EFFECT FROM ACADEMIC YEAR 2024-2025 ONWARDS)  
HUMAN DEVELOPMENT AND CHILD WELFARE (HSHD)**

**SEMESTER-I**

<b>S. No</b>	<b>Components of Course</b>	<b>Title of the Course</b>	<b>Title of the Paper</b>	<b>Hrs/Week</b>	<b>No. of Credits</b>	<b>SEE</b>	<b>IA</b>	<b>Total</b>
1	<b>CC</b>	<b>HSHD -101</b>	1-Community Nutrition	<b>4</b>	<b>4</b>	<b>70</b>	<b>30</b>	<b>100</b>
2		<b>HSHD -102</b>	2(A)-Advanced study of Human Development-I	<b>4</b>	<b>3</b>	<b>50</b>	<b>25</b>	<b>75</b>
			2(B) - Infant Development and Stimulation					
3		<b>HSHD -103</b>	3(A) -Family Dynamics	<b>4</b>	<b>3</b>	<b>50</b>	<b>25</b>	<b>75</b>
			3(B) -Gender Issues					
4		<b>P</b>	<b>HSHD 104</b>	<b>Practical I (CC 102 + CC 103 )</b>	<b>6</b>	<b>2</b>	<b>35</b>	<b>15</b>
5	<b>SOC</b>	<b>HSHD -105</b>	1(A)- Curriculum and Activities for ECE	<b>4</b>	<b>3</b>	<b>50</b>	<b>25</b>	<b>75</b>
6			1(B) - Development of Learning Materials for ECE					
		<b>HSHD 106</b>	2(A)- Life Skills Education	<b>4</b>	<b>3</b>	<b>50</b>	<b>25</b>	<b>75</b>
			2(B)–Mental Health of Children					
7	<b>P</b>	<b>HSHD -107</b>	<b>Practical II (SOC 105+ SOC 106)</b>	<b>6</b>	<b>2</b>	<b>35</b>	<b>15</b>	<b>50</b>
			<b>Total</b>	<b>36</b>	<b>20</b>	<b>340</b>	<b>160</b>	<b>500</b>
8	<b>Audit Course</b>	<b>HSHD -109</b>	Indian Knowledge System -1	<b>4</b>	<b>0</b>	<b>0</b>	<b>100</b>	<b>0</b>

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CHOICE BASED CREDIT SYSTEM (C.B.C.S) SYLLABUS AS PER NEP 2020  
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HUMAN DEVELOPMENT AND CHILD WELFARE (HSHD)**

**SEMESTER - 1  
CORE COURSE**

**HSHD - 101:1- COMMUNITY NUTRITION**

**(Common to all specializations of M.Sc Home Science:**

Food Science Nutrition and Dietetics (HSFS), Human Development and Child Welfare (HSHD),  
Extension Management and Communication Technology ( HSEM)and MS Food Technology courses)

**Course Objectives-**

To enable the students to:

1. Know about nutrients in food and their functions.
2. Understand the consequences of deficiency of taking nutrients.
3. Apply skills for planning diets for nutritional disorders.
4. Apply the techniques to plan menus for different socio economic groups.

**THEORY**

**UNIT-I: Concept of Community Nutrition**

- Definition of Health, Nutrition and Community Nutrition-Factors Affecting Community Nutrition and Health- Food habits
- 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.
- Nutritional requirements-Recommended Dietary Allowances-Balanced diet-Menu planning for different socio economic groups

**UNIT – II: Nutrition in Life Cycle**

- Pregnancy - Physiological changes-Complications - Nutritional Requirements
- Lactation-Physiological changes- Nutritional Requirements
- Infancy-Growth and Development-Breast Feeding-Composition of Human Milk- Nutritional Requirements- Weaning and Supplementary Foods
- Preschool and School going children –Importance of nutrition- Nutritional requirements - Nutrition related problems in children.
- Adolescents and Adults: Physiological changes- Nutritional Requirements- Nutritional problems: Eating disorders- Nutrition in Adult hood period on the basis of gender& activities

- Elderly: Physiological changes-Nutritional requirements- Problems during old age

### **UNIT – III: Major Nutritional Problems of the Community**

- Protein energy mal-nutrition- Types of Malnutrition, Ecology of malnutrition- environmental, social, and economical factors. Classification of PEM- causes, signs and symptoms, Treatment and Preventive measures.
- Common Nutritional Deficiencies in the Community  
Etiology - Signs and Symptoms-Prevention and Control of-  
-Vitamin A deficiency-  
-Iron deficiency (anaemia)  
-Iodine deficiency

### **UNIT – IV: Strategies to resolve common nutritional problems**

- Food Fortification-Food Supplementation and Enrichment.
- Government Policies and Programmes - Integrated Child Development Services (ICDS)- Balawadi Nutrition Programme (BNP)- Targeted Public Distribution System (TPDS) - Food For Work (FFW). Nutrition Programmes- Special Nutrition Programme (SNP), **Pradhan Mantri Poshan Shakti Nirman (PM POSHAN)-Scheme for Adolescent Girls (SAG)**.
- Pophylaxis Programmes-Vitamin A- Anaemia-Iodine.

### **REFERENCES**

1. Suryatapa Das (2023) “*Textbook of Community Nutrition*” (2023), 6<sup>th</sup> Edition, Academic Publishers, Kolkata.
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. Seymour L. Harpen M.D.(1979). *Quick reference to clinical nutrition* Suitor, C.W. and Hunter, M.F. (1980). *Nutrition principles and application in health promotion*, J.B. Lippincot Company, Philadelphia
7. Swaminathan, M. (1990). *Essentials of food and nutrition*, Vol. I and Vol. II Ganesh and co. Madras

### **Course Out comes:**

After completion of this course, students will be able to

- CO 1** Know the nutritional problems of the community.
- CO 2** Acquire knowledge about food groups, RDA and steps in planning a diet.
- CO3** Skills in planning and calculating nutritive values for different nutritional disorders.
- CO4** Apply the techniques to plan menus for different socio economic group

### CO-PO Mapping

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

High-1, Medium-2, Low-3

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**SEMESTER -I**  
**(Specialization: 'B' Human Development and Child Welfare)**  
**(NEP 2020 for the students admitted from 2024-25 onwards)**  
**HSHD - 101: 1-COMMUNITY NUTRITION**

Time:

**Max Marks: 70**

**SECTION- A**

4x5=20Marks

Answer any FOUR of the Following  
Each question carries 5 marks

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

**SECTION- B**

4x12.5 =50 Marks

Answer ALL questions  
Each Question carries 12.5  
Marks

9. (a).

(b) (or)

10. (a).

(b) (or)

11. (a).

(b) (or)

12. (a).

(b) (or)

## CORE COURSE

### HSHD: 102 : 2(A) -ADVANCED STUDY OF HUMAN DEVELOPMENT – I

#### Course Objectives:

To enable the students to:

1. Know the terms ‘child development’, ‘human development’, genes, chromosomes, ‘Gene engineering’ and pre-diagnostic tests.
2. Describe the developmental tasks of children from infancy to adolescence period.
3. Relate different domains of child development and critically apply knowledge to explain milestones of physical, emotional, social and cognitive development of children from infancy to adolescence period.
4. Assess physical, social, emotional and cognitive development of children from early childhood to adolescent period.

#### THEORY

##### UNIT – I **Biological foundations of Human Development**

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

##### UNIT – II **Development During Early Years**

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

##### UNIT– III **Late childhood**

- Late childhood - Needs and developmental tasks – Physical, social, emotional and cognitive development during Late Childhood years.
- Moral Development and reasoning during school age
- Peer relationship
- Determinants of Puberty – Psychological implications of early and late maturation.

##### UNIT – IV **Adolescence**

- Adolescence - Definition, Needs and developmental tasks- Physical and Physiological changes, Emotional Maturity–Socio emotional development in Adolescence
- Peer relationship



- Moral Development and reasoning during adolescence
- Parent- Adolescent relationship – Attachment and conflict.
- Challenges and Problems of Adolescents

### **PRACTICALS**

1. Recording all round development of children below 5 years
2. Assessment of cognitive development during late childhood years.
3. Assessment of social development during late childhood years.
4. Assessment of Emotional Maturity during adolescence.
5. Assessment of adjustment problems 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. Mussen, P.H., ConpaKapan, J. and Hussain. (1987). *Child development*, Halt rinehant and Winston Inc.
5. Santrock, J.W. (1981). *Life span development*, Brown Bench mall.
6. Suriakanthi, A. (2009). *Child development*, Kavitha publications, Gandhigram, Tamilnadu.

### **JOURNALS**

1. Child Development
2. PRACHI Journal
3. Psycho Lingua
4. Indian Journal of Psychology
5. **Course Outcomes**

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

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

## CO\_PO Mapping

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

H - High (3), M - Medium (2),

L - Low (1)

**Model Question Paper**

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

(Specialization 'B' – Human Development & Child Welfare  
(NEP 2020 for students admitted from 2024 – 2025 onwards)

**HSHD: 102 : 2(A) – ADVANCED STUDY OF HUMAN DEVELOPMENT-I**

**Time:**

**Max: 50 Marks**

**SECTION – A**

**Answer any five of the following**

**Each question carry 2 marks**

**(5X2=10 Marks)**

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

**SECTION – B**

**Answer all questions**

**Each Question carries 10 Marks**

**(4x10 =40 Marks)**

9. (a)

(Or)

(b)

10.(a)

(Or)

(b)

11(a)

(Or)

(b)

12(a)

(Or)

(b)

## **CORE COURSE**

### **HSHD:102: 2(B)- INFANT DEVELOPMENT AND STIMULATION**

#### **Course Objectives**

To enable the students to:

1. Know the terms 'child rearing practices', 'stimulation' and identify 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.

#### **THEORY**

##### **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 Care Practices**

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

##### **UNIT III Stimulation**

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

##### **UNIT IV Early Interaction**

- Early interaction, a beginning in attachment formation
- Course of attachment –

- Attachment theory
- Dyadic versus multi caring
- Supportive care – Role of grandparents,
- Role of child care centres

## **PRACTICALS**

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

## **REFERENCES**

1. Caldwell. (1981). *Infant stimulation – Assessment; Role of environment*, University of Kansas, USA,
2. Stone L.J., Smith, T.H. and Murphy, C.B. (1974). *The competent infant*, Great Britain, Tavistock Publications.
3. Super C.H. (1981). *Cross Cultural Research on infancy*, In H. Triandis and Heron (Eds), *Handbook of Cross Cultural Psychology*, Vol. 4, 17-53, Boston: Allyn Bacon.
4. Super, C. H. and Harkness, S. (1986). *The Developmental niche: A conceptualization of the interface of child and culture*, *International Journal of Behaviour and Development*, 9, 545-569.
5. Swaminathan. (1998). *The First five years: A critical perspective on early childhood 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 completion of P 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 grandparents in child rearing practices.
- CO3** Apply knowledge of stimulation activities for physical, language, cognitive and social development of infants
- CO4** Plan stimulating activities for infants and prepare them using indigenous materials

### CO-PO Mapping

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

H- High (3), M- Medium (2),

L- Low (1)

**Model Question Paper**

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

(Specialization 'B' – Human Development & Child Welfare  
(NEP for students admitted from 2024 – 2025 onwards))

**HSHD:102 : 2(B)- INFANT DEVELOPMENT AND STIMULATION**

**Time:**

**Max: 50 Marks**

**SECTION – A**

**Answer any five of the following**

**Each question carry 2 marks**

**(5X2=10 Marks)**

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

**SECTION – B**

**Answer all questions**

**Each Question carries 10 Marks**

**(4x10 =40 Marks)**

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

(Or)

(Or)

(Or)

(Or)

## **CORE COURSE**

### **HSHD 103: 3(A) - FAMILY DYNAMICS**

#### **Course Objectives:**

To enable the students to:

1. Know about the terms “Family” “Family life cycle” ‘Single family’ and ‘family crisis’.
2. Understand the changing pattern of Indian family and ethics in family research.
3. Critically explain the laws related marriage and family and role of family counseling centre in providing marital counselling.
4. Assess issues in family like marital adjustments and family crisis through schedules and case study methods.

### **THEORY**

#### **UNIT- I Family**

- Family -Definition-Family as component of social system; and as an Institution - Functions of family.
- Different stages of family life cycle, Developmental tasks during family lifecycle- Role expectations at various stages.
- Traditional Indian family -Impact of social change on family and changing patterns in Indian families-Factors influencing, Advantages and disadvantages of changing family patterns.
- Ethics in family research.

#### **UNIT-II Family Interactions**

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

#### **UNIT –III Family Variations and Family under Stress**

- Family Variations -Dual career families and Women headed Families, Single parent or Binuclear families, Child less families, Divorced families and adaptive families.
- Family crisis-Disorganized and Re-organized families
- Family resilience and protective factors for promotion of family resilience. - Family counseling centers.

#### **UNIT-IV Acts and policies related to Marriage and Family**

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



## **PRACTICALS**

1. Assessment of Family relationships
2. Assessment of communication patterns in families
3. Case studies of marital disharmony- divorce
4. Assessment of marital adjustment in families
5. Case studies of women headed families

## **REFERENCES**

1. Kulkarni, S. (1988). *Parent education perspectives and approaches*
2. Raju, M.L. and Krishna, G.R. (1996). *Future of India family challenges for social work education*.
3. Roger L. (2004). *Family Therapy - A Constructive Framework*. Sage Publ.
4. White JM & Klein DM. 2007. *Family Theories*. Sage Publ. Bridget A. W. Lydia D, Melissa M. B, (2017), *Introduction to Human Development and Family Studies*, Taylor and Fancis Ltd.
5. Christine A. P., Kevin R. B. and Sharon J. P. (2016), *Families & Change: Coping With Stressful Events and Transitions*, SAGE Publications, Inc.
6. Pauline E. B., Chalandra M. B. and Jay A. M. (2014) *Family Stress Management: A Contextual Approach*, SAGE Publications, Inc.
7. Froma and Walsh (2017), *Strengthening Family Resilience*, Third Edition, Guilford Press.
8. Radosveta D., Michael B., Fons V., (2016), *Global Perspectives on Well-Being in Advances Families*, Springer Pvt. Ltd.
9. Martha J. C. and Jeanne G. B. (2016), *Conflict and Cohesion in Families: Causes and Consequences (Advances in Family Research Series)*, Routledge Publisher.

## **JOURNALS**

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

## **Course Outcomes:**

After studying the course, students will able to:

- |            |  |
|------------|--|
| <b>CO1</b> | Define the terms Family, Family life cycle, single family and family crisis.   |
| <b>CO2</b> | Discuss the changing pattern of Indian family and Ethics in family research.   |
| <b>CO3</b> | Critically explain the laws related marriage and family and role of family counseling centre in providing marital counselling. |
| <b>CO4</b> | Assess issues like marital adjustments and family crisis through schedules and case study methods.                             |

## CO\_PO Mapping

Course Outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO1	PO1	PSO1	PSO2
CO1	H	H		M									M	
CO2	H	H		M		M	M	H	H	H				
CO3	H	H		M		M	M		H	H	H	M	H	H
CO4	H	H		M		L	H		H	H		H	H	H

igh(3), M- Medium(2),

L- Low(1)

**Model Question Paper**

**SRI VENKATESWARA UNIVERSITY:: TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**SEMESTER - I**  
(Specialization 'B' – Human Development & Child Welfare  
(NEP for students admitted from 2024 – 2025 onwards))

**HSHD: 103: 3(A) - FAMILY DYNAMICS**

**Time:**

**Max: 50 Marks**

**SECTION – A**

**Answer any five of the following**

**Each question carry 2 marks**

**(5X2=10 Marks)**

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

**SECTION – B**

**Answer all questions**

**Each Question carries 10 Marks**

**(4x10 =40 Marks)**

9. (a)

(Or)

(b)

10. (a)

(Or)

(b)

11. (a)

(Or)

(b)

12. (a)

(Or)

(b)

**CORE COURSE**  
**HSHD : 103: 3(B) - GENDER ISSUES**

**Course Objectives:**

To enable the students  
to:

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

**THEORY**

**UNIT I Concept of gender**

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

**UNIT II Gender issues in family**

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

**UNIT III Role of Values and ethics in family relations**

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

**UNIT IV Trends in gender role orientation**

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

## PRACTICALS:

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

## REFERENCES:

1. Channa K. 1988. *Perspective in Indian Development: Socialization, Education and Women: Exploration in Gender Identity*. Orient Longman.
2. Coltrance S. 1997. *Gender and Families*. Fine Forge Press.
3. Gherardi S. 1995. *Gender Symbolism and Organizational Structures*. Sage Publ.
4. Narsimhan S. 1999. *Empowering Women An Alternative Strategy for Rural India*. Sage Publ.

## Course Outcomes:

After studying the course, students will able to:

- CO1** Define the concepts of gender.
- CO2** Discuss the gender issues in human development
- CO3** Critically explain the role of values and ethics in family relations.
- CO4** Apply the skills in assess the gender differences in three generations and role of gender in media

## CO\_PO Mapping

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

igh (3), M- Medium(2),

L- Low(1)

**Model Question Paper**

**SRI VENKATESWARA UNIVERSITY:: TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**SEMESTER -I**  
(Specialization 'B' – Human Development & Child Welfare  
(NEP2020 for students admitted from 2024 – 2025  
onwards)

**HSHD : 103: 3(B) - GENDER ISSUES**

**Time:**

**Max: 50 Marks**

**SECTION – A**

**Answer any five of the following**

**Each question carry 2 marks**

**(5X2=10 Marks)**

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

**SECTION – B**

**Answer all questions**

**Each Question carries 10 Marks**

**(4x10 =40 Marks)**

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

(Or)

(Or)

(Or)

(Or)

**PRACTICAL -I**

**HSHD: 104 (CC102 & CC 103)**

## **SKILL ORIENTATED COURSE**

### **HSHD: 105: 1(A)- CURRICULUM AND ACTIVITIES FOR ECE**

#### **Course Objectives**

To enable the students to:

1. Understand the terms 'ECE', 'ECCE' and 'ECD'
2. Infer the importance of curriculum in early child hood education.
3. Critically explain the importance of different activities for children's all round development
4. Apply skills in development of Teaching Learning Materials (TLM) for pre-school children for rhymes , stories and creative activities .

#### **THEORY**

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

- Definitions of ECE, ECCE, and ECD - Need for ECCE- Importance of Brain development and stimulation during early years.
- Objectives of pre – school education
- Pedagogy -Definition-Components- Pedagogy in ECE -Teacher centered and Child Centered- Importance of play from pedagogical perspective
- Principle Educators - Friedrich Froebel, Maria Montessori, Mahatma Gandhiji and Rabindranath Tagore
- ECCE in National Educational Policy -2020

##### **UNIT-II Curriculum for ECCE -School Readiness**

- Curriculum for ECCE- Curriculum -Definition, Importance, Indicators of effective curriculum
- Different Activities for promoting all round development of pre-school children-
- Readiness activities- Definition , Importance – Foundational literacy - Pre reading and Pre writing activities .
- Foundational Numeracy- Development of number sense and mathematical thinking -Role of teacher.
- Ready children, ready schools and ready families concept.

##### **UNIT-III Curriculum for ECCE - Activities for Language Development**

- Promotion of language and communication skills - -Informal talk and storytelling
- Stories-Importance during early years –Elements of story telling - Techniques of story telling- Role of Teacher
- Music -Importance - Selection of Rhymes for different age groups- Materials and instruments for music and Rhyme singing -Role of teacher



## **UNIT-IV Curriculum for ECCE -Creativity, Dramatization and Science Skills**

- Creativity- Definition- Importance of Promoting creativity in Early childhood education. Stages in creativity.
- Different creative activities- Painting, Drawing, Collage, Clay modelling etc.,- Advantages of each type of activity. Role of teacher in fostering creative activities.
- Dramatization-Importance -Types of dramatic play-Role of teacher
- Science Skills –Importance of Science experience in ECE – Different Topics for Science experience – Role of teacher.

## **PRACTICALS**

1. Observation of a day's Programme in Nursery School/ Anganwadi center.
2. Developing materials to teach readiness concepts -Foundational literacy -pre-reading, pre-writing and Foundational Numeracy.
3. Developing a story booklet with stories appropriate for young children
4. Preparation of Art file/ Creative activities booklet appropriate for young children
5. Preparation of simple musical instrument with indigenous materials.
6. Developing rhyme booklet with rhymes appropriate for young children.

## **REFERENCES**

1. Audey Curtis and Maureen O'Hagan. (2008). *Care and education in early childhood: A student's guide to theory and practice*, 2<sup>nd</sup> 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. Leeperet al., (1970). *Good schools for young children – A guide for working with three, four, five years old children*, second edition, McMillan Co, New York.
5. Mohanty, J. and Mohanty,B. (1996). *Early childhood care and education (ECCE)*, Deep and Deep Publications, New Delhi.
6. Sen Gupta, M. (2009).*Early childhood care and education*, PHI Learning Pvt. Ltd.,

## **JOURNALS**

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

## Course Outcomes

After completion of the course, students will able to:

- CO1** 1. Understand about different philosophies of pre-school education.
- CO2** 2. Explain about importance of readiness activities
- CO3** 3. Exhibits skills in preparation of art file / creative activities appropriate for young children.
- CO4** 4. Demonstrate skills in teaching rhymes and stories for young children

## CO-PO Mapping

Course outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	O11	O12	PSO1	PSO2
<b>CO1</b>	H					L					H		H	
<b>CO2</b>			M		H	H	M				H		H	
<b>CO3</b>	H		H	M	H	M	H				H	H	H	H
<b>CO4</b>	H		H		H	H	H	H			H	H	H	

High (3), M- Medium(2),

L- Low(1)

**Model Question Paper**

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

(Specialization - Human Development & Child Welfare  
(NEP2020 for students admitted from 2024 – 2025  
onwards)

**HSHD: 105: 1(A)- CURRICULUM AND ACTIVITIES FOR ECE**

**Time:**

**Max: 50 Marks**

**SECTION – A**

**Answer any five of the following**

**Each question carry 2 marks**

**(5X2=10 Marks)**

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

**SECTION – B**

**Answer all questions**

**Each Question carries 10 Marks**

**(4x10 =40 Marks)**

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

(Or)

(Or)

(Or)

(Or)

**SKILL ORIENTED COURSE**  
**HSHD :105:1(B)- DEVELOPMENT OF LEARNING MATERIALS FOR ECE**

**Course Objectives**

To enable the students to:

1. Understand the significance of teaching learning materials for early childhood programmes.
2. Gain knowledge in planning and development of materials for all round development of children.
3. Critically explain the need and sources of literature for children.
4. Apply skills in preparing 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 of material for physical and motor development.

**UNIT-II**

- Planning and developing material for promotion of –Cognitive, Emotional and language development
- Development of materials for folk arts and creativity.

**UNIT -III**

- Literature for children: Need and scope of children's literature, children's literature through the ages
- Contributors to children's literature-Characteristic features of literature for children: sources, features.

**UNIT -IV**

- Folk tales: Significance of folk tales, short stories and fables in educational programmes
- Role of comic strips, skits, puzzles, cartoons, role plays in educating children
- Significance of poetry, folk songs and dances- Importance in educational programmes.

## PRACTICALS:

1. Visit to different centers for observing practical utility of different toys and teaching materials -play centers, toy manufacturing units, shops, fairs etc.
2. Preparation of teaching materials for different developmental domains – Physical and emotional development.
3. Preparation of teaching materials for different developmental domains – Cognitive and language development.
4. Survey of existing children’s literature- Observational visit to book exhibition, book fair, libraries and mobile vans.
5. Collection of writing for children -Poems, stories, cartoons and picture books.
6. materials and computer aided designs.Developing items of literature for different domains using pictures, audio -video

## REFERENCES:

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

## Course Outcomes

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

1. Understand the principles of developing teaching learning materials for early childhood programmes.
2. Gain skills in planning and development of materials for all round development of children.
3. Gain skills in planning and development of materials for stories.
4. Gain skills in planning and development of materials for songs.

## CO-PO Mapping

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

igh(3), M- Medium(2),

L- Low(1)

**Model Question Paper**

**SRI VENKATESWARA UNIVERSITY:: TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**SEMESTER -I**  
(Specialization 'B' – Human Development & Child Welfare  
(NEP2020 for students admitted from 2024 – 2025  
onwards)

**HSHD :105 : 1(B)- DEVELOPMENT OF LEARNING MATERIALs FOR ECE**

**Time:**

**Max: 50 Marks**

**SECTION – A**

**Answer any five of the following**

**Each question carry 2 marks**

**(5X2=10 Marks)**

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

**SECTION – B**

**Answer all questions**

**Each Question carries 10 Marks (4x10 =40 Marks)**

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

(Or)

(Or)

(Or)

**SKILL ORIENTED COURSE**  
**HSHD: 106: 2(A) - LIFE SKILLS EDUCATION**

**Course**

**Objectives**

To enable the students to:

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

**THEORY**

**Unit I - Life Skills – Meaning and Significance**

- Definitions of Skill and Life skills -Introduction to Core Life Skills -Decision Making, Problem Solving, Critical Thinking, Effective Communication Skills, Creative Thinking, Interpersonal relationships, Self-awareness, Empathy, Coping with Stress and Emotions.
- Classification of Life Skills – Social skills and Negotiation skills, Thinking skills and Coping Skills.
- Importance of life skills education for adolescents

**Unit II- Social Skills and Negotiation Skills**

- Self-awareness – Definition, Need , SWOT Analysis – Jo-Hari Window - strategies to improve internal and external Self-awareness.
- Empathy – Difference between Empathy and Sympathy, Role of empathy in developing inter-personal relationships- Strategies to improve empathy skills for improving negotiations
- Effective Communication-Meaning -Types and channels of communication – Verbal and Non-verbal communications- Functions, characteristics , Process of effective communication- Elements of effective Communication: Barriers to Communication.

**Unit III - Thinking Skills**

- Thinking -definition -Types of thinking
- Creative Thinking –Definition - Importance of improving creative Skills - Characteristics of creative person -Barriers to creative thinking - Techniques to improve Creative thinking skills.
- Critical Thinking–Definition and parts of critical thinking- Characteristics of critical thinking person -Steps in critical thinking skills - Barriers to critical thinking
- Problem Solving – Defining a problem, Types of problem solving skills - steps in problem solving skills- Barriers to recognize solutions to problems
- Decision Making-Importance- Common mistakes and steps in Decision Making- De Bono's technique of Six Thinking Hats

**Unit IV Coping Skills**

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

emotions.

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

### **PRACTICALS**

1. SWOT Analysis and discussion
2. Jo-Hari Window exercise-Discussion
3. Six Thinking Hats for Decision making exercise-
4. Empathy games-Boomerang game
5. Identifying problem and working out Problem solving steps

### **REFERENCES**

1. Dahama O.P.,Bhatnagar O.P,(2005).Education and Communication for Development, (2nd Edn.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi.
2. Debra McGregor, (2007). Developing Thinking; Developing Learning –A guide to thinking skills in education, Open University Press, New York, USA
3. Nair.V.Rajasenan, (2010). Life Skills, Personality and Leadership, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
4. Stella Cottrell, (2005). Critical Thinking Skills: Developing Effective Analysis and Argument, Palgrave Macmillan Ltd., New York
5. Prakash B. (Ed). (2003). Adolescence and life skills Common Wealth Youth Program, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.
6. Nair.A.Radhakrishnan,(2010). Life Skills Training for Positive Behaviour, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
7. RGNIYD.(2008). Facilitators Manual on Enhancing Life Skills. Tamil Nadu

### **Course Outcomes**

After studying the course, students will able to

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



### CO-PO Mapping

Course Outcome	PO	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO1	PO1	PSO1	PSO2
CO1	H	H	H	M	M	H	H	H	L	L	H	H	H	M
CO2	H	M	H	H	M	M	H	M	H	M	H	H	H	H
CO3	H	H	M	H	M	H	M	H	H	M	H	H	H	H
CO4	H	H	H	H	M	H	H	H	H	H	H	H	H	H

igh(3), M- Medium(2),

L- Low(1)

**Model Question Paper**

**SRI VENKATESWARA UNIVERSITY:: TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**SEMESTER -I**  
(Specialization 'B' – Human Development & Child Welfare  
(NEP for students admitted from 2024 – 2025 onwards)

**HSHD: 106: 2(A) - LIFE SKILLS EDUCATION**

**Time:**

**Max: 50 Marks**

**SECTION – A**

**Answer any five of the following**

**Each question carry 2 marks**

**(5X2=10 Marks)**

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

**SECTION – B**

**Answer all questions**

**Each Question carries 10 Marks**

**(4x10 =40 Marks)**

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

(Or)

(Or)

(Or)

(Or)

**SKILL ORIENTED COURSE**  
**HSHD 106: 2(B)- MENTAL HEALTH OF CHILDREN**

**Course Objectives**

To enable the students to:

1. Understand the concept of mental health and holistic health.
2. Understand the mental health issues of children at different stages
3. Apply knowledge in identification of children with learning disability
4. Apply skills to organize awareness programmes to the parents and teachers to deal children with mental health problems

**THEORY**

**Unit I -Mental Health**

- Mental Health – Definition, Concept and Importance of holistic health, well-being and happiness.
- National Mental Health policy of India (1982); Needs and Programmes for community mental health.

**Unit II-Mental Health during Infancy**

- Infancy – Implication of attachment and bonding for mental health; Deprivation syndrome.
- Severe Malnutrition during infancy and its effect on brain development.
- Symptoms of mental health problems -Intervention with families, and Professionals from allied fields.

**Unit III - Mental Health during Early Childhood Years**

- Mental health needs and behaviour difficulties manifested at Early Childhood
- Problems related to -Safety, Security, Relationships- Feeding problems, Aggression, Withdrawal and Problems related to early schooling.
- Conflict of Autonomy Vs Guilt -Development of Self concept

**Unit IV -Mental Health during School Years**

- Elementary School Years - Mental health needs, Problems related to school, Maladjustment at home and school.
- Friendships-Conflict of Industry Vs Inferiority –
- Common problems -Truancy, fears and phobias, violence and sexual abuse.
- Learning difficulties and disabilities-Types
- Providing guidance / Intervention work with children, parents, teachers, peers and school administration.

## PRACTICALS

1. Assessment of anthropometric measurement and identification of malnourished children
2. Assessment of problem behaviour during infancy
3. Assessment of behaviour problems during early childhood period
4. Identification of children with learning difficulties
5. Planning awareness programmes to parents of children with problem behaviour

## REFERENCES

1. M.C. Sandhyarani, (2019), Adolescents mental health: A situational analysis, Himalaya publishing house.
2. John, K.L (2008), Teenage mental health, Oxford University Press.
3. Srinivasa Murthy, Mahan K. Isaac, C.R. Chandrashekar and K.V. Kishore Kumar (2009) Mental Health care by Primary care Doctors, national Institute of Mental health and Neuro Sciences
4. K.P. Neeraja (2009), Essentials of Mental Health and Psychiatric Nursing, Volume 1, Jaypee Brothers Medical Publishers
5. K.P. Neeraja (2009), Essentials of Mental Health and Psychiatric Nursing, Volume 2, Jaypee Brothers Medical Publishers

## Course Outcomes

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

- CO1. Define the concept of mental health and holistic health.
- CO2. Explain the mental health issues of children at different stages .
- CO3. Apply knowledge in identification of children with learning disability
- CO4. Apply skills to organize awareness programmes to the parents and teachers to deal children with mental health problems

## CO\_PO mapping

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

H(3), M- Medium(2),

L- Low(1)

**Model Question Paper**

**SRI VENKATESWARA UNIVERSITY:: TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**SEMESTER -I**  
(Specialization 'B' – Human Development & Child Welfare  
(NEP2020 for students admitted from 2024 – 2025 onwards)  
**HSHD 106: 2(B)- MENTAL HEALTH OF CHILDREN**

**Time:**

**Max: 50 Marks**

**SECTION – A**

**Answer any five of the following**

**Each question carry 2 marks**

**(5X2=10 Marks)**

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

**SECTION – B**

**Answer all questions**

**Each Question carries 10 Marks**

**(4x10 =40 Marks)**

9.(a)

(Or)

(b)

10.(a)

(Or)

(b)

11.(a)

(Or)

(b)

12.(a)

(Or)

(b)

**PRACTICAL -II**  
**HSHD -107 (SOC 105 & 106)**

**AUDIT COURSE**

**HSHD: 108 - INDIAN KNOWLEDGE SYSTEM - I**

# **SEMESTER II**



**SRI VENKATESWARA UNIVERSITY COLLEGE OF  
SCIENCES DEPARTMENT OF HOME SCIENCE  
CHOICE BASED CREDIT SYSTEM (C.B.C.S) SYLLABUS AS PER NEP 2020  
(WITH EFFECT FROM ACADEMIC YEAR 2024-2025 ONWARDS)  
HUMAN DEVELOPMENT AND CHILD WELFARE (HSHD) SEMESTER-II**

S.No	Components of Course	Title of the Course	Title of the Paper	Hrs/Week	No. of Credits	SE E	IA	Total
1	CC	HSHD -201	Research Methodology-4	4	4	70	30	100
2		HSHD -202	5(A)-Organizations and Management of Child Welfare Institutions	4	3	50	25	75
			5(B)- Child and Human Rights					
3		HSHD -203	6(A)-Parent and Community Education	4	3	50	25	75
			6(B)- Management of ECE Centres					
4		P	HSHD -204	Practical- III (CC 202 +CC 203 )	6	2	35	15
5	SOC	HSHD -205	3(A)-Planning and Participation in ECE	4	3	50	25	75
			3(B) - Entrepreneurship in Human Development					
6		HSHD -206	4(A)-Children with Developmental Challenges	4	3	50	25	75
			4(B)-Personality Development					
7	P	HSHD -207	Practical IV (SOC 205 +SOC 206 )	6	2	35	15	50
8	OOTC	HSHD -208	Open Online Transdisciplinary Course-1	-	2	-	100	100
			<b>Total</b>	<b>36</b>	<b>22</b>	<b>340</b>	<b>260</b>	<b>600</b>
9	Audit Course	HSHD -209	Indian Knowledge System -2	4	0	0	100	0

**DEPARTMENT OF HOME SCIENCE**

**M. Sc. HUMAN DEVELOPMENT AND CHILD WELFARE  
CHOICE BASED CREDIT SYSTEM (CBCS)  
As per NEP 2020 for students admitted from 2024-2025 onwards  
SEMESTER – 1I**

**CORE COURSE**

**HSHD 201 A- RESEARCH METHODOLOGY-4**

**(Common to specializations of M.Sc Home Science: Human Development and Child Welfare (HSHD) and Extension Management and Communication Technology ( HSEM))**

**Course Objectives**

To enable the students to:

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

**THEORY**

**UNIT – I : Research Purpose and Types**

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

**UNIT – II: Research Problem and Sample design**

- Definition and Identification, Selection of Research problem, Technique involved in defining the research problem.
- Population and Sample –Definition and difference -Reasons for sampling -Sampling error.
- Sampling Methods : Probability sampling- Simple random, systematic random sampling, two Stages and multi stage sampling, cluster sampling and Non-probability sampling - Purposive, quota and volunteer sampling / Snowball Sampling.

**UNIT –III : Methods of Data Collection**

- Primary and Secondary Data, Selection of appropriate method for data collection

- Different Methods and techniques of data collection - Interview, Observation, Social mapping, Participatory assessment Techniques, Observation check list, Questionnaire, Interview schedule, Group discussions, Case studies

#### **UNIT –IV: Measurement and Report Writing**

- Measurement in Research, Levels of Measurement -Nominal, ordinal, Ratio and Interval
- Reliability and Validity in Measurement-Different ways of establishment
- Research report writing- APA style of writing report-Abstract , Chapterization, Tables and figures, Interpretation and writing Bibliography

#### **REFERENCES**

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

#### **Course Outcomes**

After studying the course, students will able to:

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

### CO-PO Mapping

Course	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PSO1	PSO2
C01	H			H		H	M		M		M	H	M	
C02				H		H	H				M	H	H	
C03		L		H		H			M		H	H	H	L
C04				H		H	H		H			H	H	H

igh-3, M- Medium-2,

L- Low-1

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**SEMESTER-II**

(Specialization: 'B' Human Development and Child Welfare)  
(NEP2020 for the students admitted from 2024-25 onwards)  
(Common to specializations of M.Sc Home Science: Human Development and Child Welfare  
(HSHD) and Extension Management and Communication Technology (HSEM))  
**HSHD - 201: RESEARCH METHODOLOGY-4**

Time:

Max Marks: 70

**SECTION- A**

4x5=20Marks

Answer any FOUR of the Following  
Each question carries 5 marks

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

**SECTION- B**

4x12.5 =50 Marks

Answer ALL questions  
Each Question carries 12.5  
Marks

9. (a).

(b) (or)

10. (a).

(b) (or)

11. (a).

(b) (or)

12. (a).

(b) (or)

## **CORE COURSE**

### **HSHD 202-5(A) :ORGANISATIONS AND MANAGEMENT OF CHILD WELFARE INSTITUTIONS**

#### **Course Objectives**

To enable the students to:

1. Define the 'concept of 'child welfare' 'integrated approach' and 'supervision'.
2. Explain the national and international organizations working for child welfare
3. Apply Knowledge in explaining administration and management of child welfare institutions
4. Apply skills in communication to deal with different stakeholders of child welfare institutions.

#### **THEORY**

##### **UNIT- I History**

- Child welfare-concept- Goals-History of child welfare in India.
- Charter of children's rights
- Liberation of child labour and changing philosophy and concept of programs and services for children.
- Integrated approach to child welfare- Meaning and Importance

##### **UNIT-II National and International Organization**

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

##### **UNIT- III Administration and Management of Child Welfare Institutions**

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

##### **UNIT-IV Supervision and Evaluation of Child Welfare Institutions**

- Supervision -Definition, types; importance, objectives, Principles of Supervision of child welfare organizations.
- Supervisory styles -Responsibilities and qualities of supervisors
- Evaluation- Purpose-Steps in evaluation-Development of evaluation schedule

## **PRACTICALS**

1. Visit to RASS Organization
2. Visit to SOS village
3. Visit to home for destitute/orphanage
4. Observation of organization structure of ICDS
5. Assessment of qualities of supervisor in a child welfare organization

## **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 completion of the course, students will able to

- CO1** Define the ‘concept of ‘child welfare’ ‘integrated approach’ and supervision.
- CO2** Understand the need for effective communication skills with children, personnel and parents to manage institutions.
- CO3** Apply Knowledge in explaining administration and management of child welfare institutions.
- CO4** Apply skills in communication to deal with different stakeholders of child welfare institutions..

## CO-PO Mapping

Course Outcom	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO1	PO1	PSO1	PSO2
CO1	H		H								H		H	H
CO2			H	M			H				H	H	H	H
CO3			H	M	H					H	H		H	H
CO4			L		H	H				H	H		H	H

igh(3), M- Medium(2),

L- Low(1)



**Model Question paper**

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**SEMESTER-II**

**(Specialization: M.Sc Human Development and Child Welfare)**  
**(NEP 2020 for the students admitted from 2024-25 onwards)**

**HSHD 202-5(A) :ORGANISATIONS AND MANAGEMENT OF CHILD WELFARE**  
**INSTITUTIONS**

Time:

**Max Marks: 50**

**SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

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

**SECTION- B**

4x10=40 Marks

Answer ALL questions

Each Question carries 10Marks

9. (a).

(b).

(or)

10. (a).

(b).

(or)

11. (a).

(b).

(or)

12. (a).

(b)

(or)

## **CORE COURSE**

### **HSHD 202: 5(B)- CHILD AND HUMAN RIGHTS**

#### **Course Objectives**

This course helps the students to:

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

#### **THEORY**

##### **UNIT-I Definition and Evolution of Rights**

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

##### **UNIT-II Status of Indian Children**

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

##### **UNIT-III Status of Women**

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

##### **UNIT-IV Classification of Human Rights**

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

#### **PRACTICALS:**

1. Collecting of case studies of Street children
2. Collecting of case studies of children doing child labour
3. Collection of case studies on Domestic violence / sexual harassment among women from reported news in media
4. Create awareness on child and Human rights in community
5. Visit to family court and observation of cases

## REFERENCES

1. Digumarti, B.R. and Digumarti, P.L.(1998).*International Encyclopedia of Women* (vol.1) New Delhi: Discovery.
2. Government of India. (1992b). *National Plan of Action: A commitment to theChild*, Department of women and child Development, New Delhi.
3. Government of India. (1993c), *Education for All: The Indian Scenario*, Department of Education, New Delhi.
4. Government of Tamil Nadu (1993). *Dr. J. Jayalalita15 pointprogramme for child welfare*, Department of Social Welfare and Nutrious Meal Programme, Madras.
5. Kudchedkar, S.(1998). *Violence against women: women against violence*. Delhi: Pencraft International.
6. National Institute of Public Cooperation and Child Development (1993). *A Statistics on children in India Packet Book 1993*, New Delhi.

## Course Outcomes

After completing the course, students will able to:

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

## CO-PO Mapping

Course outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO1	PO1	PSO1	PSO2
<b>CO1</b>	M													
<b>CO2</b>		M												
<b>CO3</b>							H					H	H	H
<b>CO4</b>										M		M	H	H

igh(3), M- Medium(2),

L- Low(1)

**Model Question Paper**

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

(Specialization 'B' – Human Development & Child Welfare  
(NEP 2020 for students admitted from 2024 – 2025 onwards)

**HSHD 202:5(B)- CHILD AND HUMAN RIGHTS**

**Time:**

**Max: 50 Marks**

**SECTION – A**

**Answer any five of the following**

**Each question carry 2 marks**

**(5X2=10 Marks)**

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

**SECTION – B**

**Answer all questions**

**Each Question carries 10 Marks (4x10 =40 Marks)**

9.(a)

(Or)

(b)

10.(a)

(Or)

(b)

11.(a)

(Or)

(b)

12.(a)

(Or)

(b)

## **CORE COURSE**

### **HSHD 203: 6(A)- PARENT AND COMMUNITY EDUCATION**

#### **Course Objectives**

To enable the students to:

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

## **THEORY**

### **UNIT-I Parent Education - Approaches**

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

### **UNIT-II Parent Education -Methods**

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

### **UNIT-III Parent Education – Child Rearing Practices**

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

## **UNIT-IV Special Target groups for Parent Education**

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

### **PRACTICALS**

1. Planning, Organizing and Evaluation of PTA meeting in urban, rural, slum areas
2. Preparing an interview schedule to study the knowledge and attitudes of parents on child care practices
3. Assessment of child rearing practices adopted by parents
4. Assessment Adolescents perception of parenting styles adopted by their parents
5. Sensitizing parents on behavioural problems and management techniques.
6. Preparation of educational material for community participation.

### **REFERENCES**

1. Fine, Rarving.(1980).Handbook on Parent Education.
2. Kulkarni, S. (1986).Introduction to Educational Technology, Oxford and I.B.H. Publishing Co.
3. Kulkarni, S. (1988).Parent Education Perspectives and Approaches.
4. Paul Choudary. (1995).Child Welfare and Development, Atma Ram and Sons, New Delhi.
5. Downey, D. B. (2002). Parental and family involvement in education. In A. Molnar (Ed.), School reform proposals: The research evidence. Tempe, AZ: Education Policy Unit (EPRU), College of Education. Arizona State University. <http://www.asu.edu/educ/eps1/EPRU/documents/EPRU%202002-101/Chapter%2006-Downey-Final.pdf>
6. Dryfoos, J. G. (2000). Evaluations of community schools: Findings to date. Washington, DC: Coalition for Community Schools. ED450204. <http://www.communityschools.org/evaluation/evalprint.html>
7. Tett, Lyn (2006). Community Education, Lifelong Learning & Social Inclusion. Edinburgh: Dunedin Academic Press. [ISBN 1-903765-56-0](http://www.dunedin.academicpress.com/).
8. McConnell, Charlie (2002). Community Learning and Development: The Making of an Empowering Profession. Edinburgh: Community Learning Scotland/PAULO. [ISBN 0-947919-75-9](http://www.communitylearning.org.uk/).

## Course Outcomes

After completion of the course, students will able to:

- CO1** Know about the concept of parenting, need for parent education in difficult circumstances.
- CO2** Identify different child rearing practices and different parenting styles adopted by Parents.
- CO3** Explain critically about impact of different parenting styles on children's behavior.
- CO4** Developing educational materials and apply skills to plan, conduct and organize parent education programmes in community and PTA meetings in school.

## CO-PO Mapping

Course outcome	PO1	PO2	PO3	PO4	PO	PO6	PO7	PO8	PO9	PO10	PO1	PO1	PSO1	PSO2
<b>CO1</b>	M			H		H		H					H	H
<b>CO2</b>			H	H		H		H		H	M			H
<b>CO3</b>		L		H		H	H	H						H
<b>CO4</b>			M	H	M	H	H	H					H	H

igh(3), M- Medium(2),

L- Low(1)

**Model Question Paper**

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

(Specialization 'B' – Human Development & Child Welfare  
(NEP 2020 for students admitted from 2024 – 2025 onwards)

**HSHD 203:6(A)- PARENT AND COMMUNITY EDUCATION**

**Time:**

**Max: 50 Marks**

**SECTION – A**

**Answer any five of the following**

**Each question carry 2 marks**

**(5X2=10 Marks)**

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

**SECTION – B**

**Answer all questions**

**Each Question carries 10 Marks (4x10 =40 Marks)**

9.(a)

(Or)

(b)

10.(a)

(Or)

(b)

11.(a)

(Or)

(b)

12.(a)

(Or)

(b)



## **CORE COURSE**

### **HSHD 203:6(B) -Management of ECE Centres**

#### **Course Objectives:**

##### **To enable the student to:**

1. Understand the concepts and importance of quality in a pre-school
2. Learn the requirements for physical structure , space and the resource management of an ECE center
3. Describe the qualities of an ideal pre-schoolteacher.
4. Apply skills in establishment / managing a pre-school with quality standards

### **THEORY**

#### **Unit – 1: Quality in Organization of Preschool**

- Quality in ECE-Structural and Process Quality
- Quality standards -Indicators
- Types of pre-schools – Day care centres, Kindergarten, Montessori schools, Balwadis and anganwadis
- Anganwadi- ICDS scheme-objectives -Current trends related to ECE in ICDS

#### **Unit – 2: Resource Management**

- Identifying local needs,Location, Site andBuilding
- Types of rooms, Arrangement of room (activity centers),ventilation, lighting &safety
- Space- Indoor and outdoor -Minimumrequirement
- Equipment – Indoor and Outdoor - Principles in selection of equipment andmaintenance
- Child friendly environment ,Provision of Safe drinking water and Sanitary facilities.

#### **Unit – 3: Personnel Management**

- Qualities of an Ideal pre-school teacher-personal and professional
- Role of Care taker and other Staff involved in Welfare and Care of Children.
- Teacher – ChildRatio -ideal and importance
- Need and Importance of training to personnel
- 

#### **Unit – 4: Evaluation ,Records and Registers**

- Evaluation -Meaning and Importance
- Methods of evaluation of pre-school children, teacher and School
- Need, Importance and Maintenance of records andregisters
- Types of records and Registers – Teacher related, Child related and school related.
- Importance of Paren-Teacher Associations

## **PRACTICALS:**

1. Observation and recording of a day's programme in a pre-school, Anganwadi centre, Nursery school and report writing
2. Observation of pre-school teacher in different managements
3. Observation of methods of evaluation in ECE centre
4. Observation and recording of equipment in different ECE centers
5. Observation of records and registers maintained in a nursery school
6. Planning and Conducting PTA meeting

## **REFERENCES**

1. Mujibul Hasan Siddiqui 2004-early childhood education, APH publishing corporation, New Delhi.
2. Crosser, S. (2005). What Do We Know About Early Childhood Education? Research based Practice (pp. 154-165). U.S.A: THOMSON Delmar Learning.
3. Dorothy, J. S. A., & Dorsey, G. (2003). Developing and Administering, A childcare center, 5th edition (pp. 361-374). U.S.A: Thomson Delmar Learning.
4. Choudhari D. Paul – Voluntary efforts in social welfare and Development Sidhartha Publishers, New Delhi.
4. Latith N.V. 1984–Voluntary Work in India, a study of volunteers in welfare Agencies, New Delhi,
5. Gangrade K.D. – Social Work and Social Development, Northern Book Centre, New Delhi Young India foundation New Delhi
6. Kulkarni V.M. – Voluntary Action in a Developing Society, New Delhi

## **Course Outcomes**

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

- CO1** Realize the importance of maintaining quality in a pre-school centre
- CO2** Describe quality indicators
- CO3** Learn understand personal and professional qualities of ECE educator
- CO4** Apply skills in management of ECE centre with quality standards

### CO-PO Mapping

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

igh(3), M- Medium(2),

L- Low(1)

**Model Question Paper**

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

(Specialization 'B' – Human Development & Child Welfare  
(NEP 2020 for students admitted from 2024 – 2025 onwards)

**HSHD 203:6(B) -Management of ECE Centers**

**Time:**

**Max: 50 Marks**

**SECTION – A**

**Answer any five of the following**

**Each question carry 2 marks**

**(5X2=10 Marks)**

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

**SECTION – B**

**Answer all questions**

**Each Question carries 10 Marks (4x10 =40 Marks)**

9.(a)

(Or)

(b)

10.(a)

(Or)

(b)

11.(a)

(Or)

(b)

12.(a)

(Or)

(b)

## **Practical -III**

**HSHD – 204 (CC 202 & CC 203)**

## **SKILL ORIENTED COURSE**

### **HSHD 205:3(A) - PLANNING AND PARTICIPATION IN ECE**

#### **Course Objectives**

To enable the students to:

1. Understand the importance of programme planning in early childhood education.
2. Critically explain different types of programme planning
3. Plan ECE programmes according to different pedagogies and prepare teaching, learning materials
4. Apply skills in dealing with children through participation in ECE centres

## **THEORY**

#### **Unit-I: Programme Planning**

- Need and importance of Programme Planning in ECE
- Principles of Programme Planning
- Steps in planning
- Factors to be considered for Planning – Philosophy, Duration Equipment and Budget
- Personal and Professional qualities of an ideal teacher

#### **Unit-II: Programme Planning in ECE**

- Long-term planning – Yearly Planning-Topics for yearly planning
- Short term planning – Weekly planning and daily planning
- Characteristics of a good lesson plan
- Writing a day's Programme and significance of each activity in the programme.

#### **Unit-III: Approaches to Programme Planning-Theme Approach**

- Theme Based approach – Concept and Importance
- Planning for a Theme Based approach
- Identifying Themes,– Planning a week programme based on theme approach
- Implementation of the Theme -Advantages and disadvantages of theme approach

#### **Unit-IV: Approaches to Programme Planning – Project and DAP**

- Other Approaches to Programme planning in ECE
- Project method-Steps-Advantages and Dis advantages
- Developmentally Appropriate Approach - (DAP) concept and principles
- Planning DAP for pre-school children-

## **PRACTICALS**

1. Observation of a day's Programme in Nursery School/ Anganwadi center.
2. Planning a week programme based on Theme approach.
3. Planning a day's programme based on Developmentally appropriate approach
4. Student Teacher participation in a pre-school
  - Planning programme
  - Preparation of Audio-Visual Aids
  - Implementation of programme
  - Evaluation of Student Teacher's Participation

## **REFERENCES**

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

## **JOURNALS**

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

## **Course Outcomes**

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

1. Understand the need for programme planning in pre-school education
2. Learn about approaches to planning programme.
3. Apply knowledge to plan programmes based on theme approach and DAP .
4. Apply skills in management of children through participation as student teacher in a pre-school.

## CO-PO Mapping

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

igh(3), M- Medium(2),

L- Low(1)



**Model Question Paper**

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

**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
SEMESTER -I**

(Specialization 'B' – Human Development & Child Welfare  
(NEP 2020 for students admitted from 2024 – 2025 onwards)

**HSHD 205:3(A) - PLANNING AND PARTICIPATION IN ECE**

**Time:**

**Max: 50 Marks**

**SECTION – A**

**Answer any five of the following**

**Each question carry 2 marks**

**(5X2=10 Marks)**

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

**SECTION – B**

**Answer all questions**

**Each Question carries 10 Marks (4x10 =40 Marks)**

9.(a)

(Or)

(b)

10.(a)

(Or)

(b)

11.(a)

(Or)

(b)

12.(a)

(Or)

(b)

## **SKILL ORIENTED COURSE**

### **HSHD-205:3(B)- ENTREPRENEURSHIP IN HUMAN DEVELOPMENT**

#### **Course Objectives:**

To enable the students to:

1. Understand the terms entrepreneur and entrepreneurship
2. Explain significance of entrepreneurial management and planning.
3. Apply knowledge in preparing plans for establishing care centers for children and elderly.
4. Apply skills to setup and manage entrepreneurial ventures in the field of Human development.

### **THEORY**

#### **Unit – I: Entrepreneur**

- Entrepreneurship - Concept, Definition, need and characteristics of entrepreneurship, difference between an entrepreneur and an entrepreneurship.
- Entrepreneurial Development Programme (EDP) – concept, importance and programmes. Factors affecting the entrepreneurial growth.

#### **Unit – II Preparation of Business Plan**

- Introduction, purpose of business plan, ways to generate business opportunity
- Guidelines in preparation of business plan, procedure for setting up an enterprise.
- Importance of Market survey, Sources for financial support

#### **Unit-III Entrepreneurial Ventures in Child Development**

- Objectives of setting promoting small scale units and major steps involved in setting up a small scale unit.
- Establishment of early childhood centres, special schools, inclusive preschool centres, and crèche.
- Resource mobilization and skills for coordination of stake holders for different centres.
- Issues and Challenges in establishment of centres related to Children

#### **Unit – IV- Entrepreneurial Ventures in Human Development:**

- Entrepreneurship support for youth- Growth-oriented approach vs. Livelihoods-oriented (or micro-entrepreneurship) programs . soft skills training, and/or finance and counseling services for youth
- Day care center for senior citizens, , establishment of recreational clubs, old age homes.
- Counsellor for expectant and lactating mothers, adolescents, marriage and family counsellor.
- Opportunities and Challenges in India

## **PRACTICALS:**

1. Collecting case studies of successful youth entrepreneurs.
2. Visit to enterprise run by women entrepreneurs and regional entrepreneurship support system.
3. Visit to Entrepreneurial Development Cell
4. Preparation of Project proposal for a center catering to the needs of children .
5. Budget plan to establish a center catering to the needs of elderly

## **REFERENCES:**

1. Charantimath M P (2019), Entrepreneurship Development and Small Business Enterprises, Pearson India Education Services Pvt.Ltd.
2. Gupta C.B. and Khanka S.S. (2017), Entrepreneurship and Small Business Management, Sultan Chand & Sons, New Delhi.
3. Irani, L. (2019). Chasing Innovation: Making Entrepreneurial Citizens in Modern India (Vol. 22). Princeton University Press.
4. Kumar, A. (2012). Entrepreneurship: Creating and leading an entrepreneurial organization. Pearson Education India.
5. Kuratko, D. F., & Rao, T. V. (2012). Entrepreneurship: A South-Asian Perspective. Cengage Learning.
6. Masouras, A., Maris, G., & Kavoura, A. (Eds.). (2020). Entrepreneurial Development and Innovation in Family Businesses and SMEs. IGI Global.
7. McAdam, M., & Cunningham, J. A. (Eds.). (2019). Entrepreneurial behaviour: Individual, contextual and microfoundational perspectives. Springer.
8. Mitra, J. (2019). Entrepreneurship, innovation and regional development: an introduction. Routledge.
9. Sergi, B. S., & Scanlon, C. C. (Eds.). (2019). Entrepreneurship and Development in the 21st Century. Emerald Publishing Limited.
10. Singh, A., & Reji, E. M. (Eds.). (2020). Social Entrepreneurship and Sustainable Development. Taylor & Francis.

## **Course Outcomes:**

After studying the course; students will be able to :

- |     |  |
|-----|--|
| CO1 | Understand the terms entrepreneur and entrepreneurship,  |
| CO2 | Explain significance of entrepreneurial management and planning.                                   |
| CO3 | Analyze the institutional support of entrepreneurship and the agencies promoting entrepreneurship. |
| CO4 | Apply skills to setup and manage entrepreneurial ventures in the field of Human development        |

## CO-PO Mapping

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

High(3), M- Medium(2),

L- Low(1)

## Model Question paper

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree**  
**Examination Semester-II**  
**(Specialization: M.Sc Human Development and Child Welfare)**  
**(NEP 2020 for the students admitted from 2024-25 onwards)**

### **HSHD-205:3(B)- ENTREPRENEURSHIP IN HUMAN DEVELOPMENT**

Time:

**Max Marks: 50**

#### **SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

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

#### **SECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(b) (or)

10. (a).

(b) (or)

11. (a).

(b) (or)

12. (a).

(b) (or)

## **SKILL ORIENTED COURSE**

### **HSHD 206:4(A) - CHILDREN WITH DEVELOPMENTAL CHALLENGES**

#### **Course Objectives**

To enable the students to:

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

### **THEORY**

#### **UNIT I Developmentally Challenged - Classification**

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

#### **UNIT II Differently Abled Children**

- Gifted children-Definition, Screening and Identification, Characteristics, Educational programmes.
- Mentally Challenged -Definition and classification, Causes, Identification, Characteristics, Contemporary educational provisions.
- Learning disability – Definition, Causes, Identification, types of educational approaches.
- Autism Spectrum Disorder- Definition, Causes, Characteristics, Identification, types of educational approaches.
- Attention Deficit Hyperactive Disorder-Definition, Causes, Characteristics, Identification, types of educational approaches.

#### **UNIT III Children with Impairments**

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

## **UNIT IV Emotional or Behavioural Disorders among Children**

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

### **PRACTICALS**

1. Institutional visits to collect case studies of the following.
  - a) Mentally Challenged
  - b) Hearing Impaired
  - c) Visual impaired
  - d) Orthopedically handicapped
  - e) Socially maladjusted
2. Identification of the following challenges in school age children.
  - a) Gifted
  - b) Speech disorders
  - c) Learning disabled
3. Institutional visit to plan and implement intervention programmes for any one type of challenged.

### **REFERENCES**

1. Chauhan,S.S. (1989). *Education of exceptional children*, Indus Publishing Company, New Delhi.
2. Gargiulo (2003). *Special education in contemporary society – An introduction to exceptionality*, Thompson Wordsworth.
3. Heward, W.L. (2013). *Exceptional children – An introduction to special education – Pearson*.
4. M.S. Thambirajah (2011) *Developmental assessment of the school- Aged child with developmental disabilities- A clinician Guide*, Jessica Keinsley Publication
5. David dossetor, Donna White and Lesley Whatson (2011) *Mental health of children and adolescents with intellectual and developmental disabilities A frame work for professional practice*, Paperback
6. Megan Mc Donald and Samuel W. Logan (2017) *Health and children with disabilities*, *Front Public Health*, 5: 175, doi: 10.3389/fpubh.2017.00175
7. [Richard M. Gargiulo](#), [Jennifer L. Kilgo](#), (2019), *An introduction to young children with special needs*.
8. Cindy Watson, (2017), *Special Education, A beginners guide to serving all students*, University of North Texas Libraries

### **JOURNALS**

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

## Course Outcomes

After completion of the course, students will able to:

- CO1** Define the terms ‘Disability’, ‘Impairment’ and ‘ Handicapped’ and explain the Classification of children with developmental challenges.
- CO2** Understand about causes for various impairments like visual, hearing impairment, speech and language disorders among children and legislations for their welfare.
- CO3** Apply knowledge of principles of assessment of children with disabilities for individualized education plans and their management.
- CO4** Grade the children as gifted and learning disabled in an elementary school using simple tests.

## CO-PO Mapping

Course outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO1	PO1	PSO1	PSO2
<b>CO1</b>	M	1	H	1	H	M	H				H		L	M
<b>CO2</b>	M	H	H	H	H	M	H	H	H	H	H		H	H
<b>CO3</b>	L	H	H	H	H	M	H	H	H	H	H	L	H	H
<b>CO4</b>	L	H	H	M	M	M	H	L	H		H		H	H

igh(3), M- Medium(2),

L- Low(1)



**Model Question Paper**

**SRI VENKATESWARA UNIVERSITY:: TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**SEMESTER –II**  
(Specialization 'B' – Human Development & Child Welfare  
(NEP 2020 for students admitted from 2024 – 2025 onwards)

**HSHD 206:4(A) - CHILDREN WITH DEVELOPMENTAL CHALLENGES**

**Time:**

**Max: 50 Marks**

**SECTION – A**

**Answer any five of the following**

**Each question carry 2 marks**

**(5X2=10 Marks)**

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

**SECTION – B**

**Answer all questions**

**Each Question carries 10 Marks (4x10 =40 Marks)**

9.(a)

(Or)

(b)

10.(a)

(Or)

(b)

11.(a)

(Or)

(b)

12.(a)

(Or)

(b)

## **SKILL ORIENTED COURSE**

### **HSHD: 206:4(B) -PERSONALITY DEVELOPMENT**

#### **Course Objectives**

To enable the students to:

1. Define the terms personality and conflict in personality.
2. Understand the reasons for psycho-pathology among individuals.
3. Explain the reasons for stress and learn stress coping strategies.
4. Apply skills to understand major and minor psychological disorders.

#### **THEORY**

##### **Unit – I**

- Personality – Meaning, concept, pattern
- Determinants of personality – Heredity, Endocrine glands, Environment , Self etc
- Developing a healthy personality

##### **UnitII**

- Adjustment- Meaning, Definition, Areas of Adjustments
- Conflicts- Causes, Types of conflicts- Approach-Approach Conflict, Avoidance-Avoidance Conflict, Approach-Avoidance Conflict and Double Approach-Avoidance conflict..
- Strategies for conflict resolution

##### **UnitIII**

- Psychopathology-Meaning - types of abnormal behaviour, causes of abnormal behaviours- Genetic, Constitutional, maternal, family patterns, discipline, social factors etc.
- Psychological disorders- Definition- Major and minor disorders- Habit disorders- Conduct disorders- neurotic and psychotic disorders- Aetiology.

##### **UnitIV**

- Mental Health – Meaning, definition, determinants of mental health
- Stress- Reasons and consequences of Stress- Coping up strategies
- Methods to promote positive mental health .

#### **PRACTICALS**

1. Assessment of Personality using a scale
2. Observation of behaviour disorders among children
3. Visit to a Psychiatric Centre
4. Assessment of Mental health
5. Case study of persons with psychological disorders

#### **REFERENCES**

1. Alex, K.2009. Soft Skills. New Delhi:S.Chand and Company Ltd.
2. Hunsaker, P.L. 2001. Training in Management Skills. New Jersey: Prentice Hall.

3. Hurlock, E.B. 2016. Personality Development. New Delhi: Tata McGraw-Hill Publishing Company Ltd.
4. Mc Garth, S.J. 2006. Basic Managerial Skills for All. New Delhi: Prentice Hall of India Pvt. Ltd.
5. Narula, S.S. 2013. Personality Development and Communication skills. <https://www.taxmann.com/bookstore/academic>
6. Goal, A. and Goal, S.L. 2005. Stress Management and Education. New Delhi: Deep and Deep Publications Pvt. Ltd.
7. Bharathi. T. 2004. Personality Development. New Delhi: Neel Kamal Publications Pvt. Ltd.
8. Singh, N. 2005. Motivation- Theories and Practical Applications. New Delhi: Deep and Deep Publications Pvt. Ltd.
9. Shircer, S. and Sherwani, N.U.K. 2004. Creativity in Management. New Delhi: Deep and Deep publications Pvt. Ltd.

#### **JOURNALS**

1. Journal on Personality Development
2. Journal of Research in Personality
3. Personality Development in Adolescents
4. Recent Journal of Research in Personality

#### **Course Outcomes**

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

1. Understand the concept of personality.
2. Examine the ways to solve conflicts and improve adjustments
3. Analyse stress and stress management strategies.
4. Apply skills to develop healthy personality

#### **CO-PO Mapping**

Course Outcome	PO	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO11	PO12	PS	PSO2
CO1	H	H	H	M	M	H	H	H	L	L	L	H	H	M
CO2	H	M	H	H	M	M	H	M	H	M	L	H	H	L
CO3	H	H	M	H	M	H	M	H	H	M	L	H	H	L
CO4	H	H	H	H	M	H	H	H	H	H	L	H	H	H

H(3), M- Medium(2),

L- Low(1)

**Model Question Paper**

**SRI VENKATESWARA UNIVERSITY:: TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**SEMESTER -II**  
(Specialization 'B' – Human Development & Child Welfare  
(NEP 2020 for students admitted from 2024 – 2025 onwards)

**HSHD: 206:4(B) -PERSONALITY DEVELOPMENT**

**Time:**

**Max: 50 Marks**

**SECTION – A**

**Answer any five of the following**

**Each question carry 2 marks**

**(5X2=10 Marks)**

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

**SECTION – B**

**Answer all questions**

**Each Question carries 10 Marks (4x10 =40 Marks)**

9.(a)

(Or)

(b)

10.(a)

(Or)

(b)

11.(a)

(Or)

(b)

12.(a)

(Or)

(b)

## **Practical IV**

**HSHD - 207(SOC 205 &SOC 206)**

## **HSHD 208 - Open Online Transdisciplinary Course-I**

## **HSHD -209-Indian Knowledge System -II**

# **SEMESTER III**



**SRI VENKATESWARA UNIVERSITY COLLEGE OF  
SCIENCES DEPARTMENT OF HOME SCIENCE  
CHOICE BASED CREDIT SYSTEM (C.B.C.S) SYLLABUS AS PER NEP 2020  
(WITH EFFECT FROM ACADEMIC YEAR 2024-2025 ONWARDS)  
HUMAN DEVELOPMENT AND CHILD WELFARE (HSHD)**

**SEMESTER-III**

SI. No	Components of Course	Title of the Course	Title of the Paper	Credit Hrs/Week	No. of Credits	SE E	IA	Total	
1	CC	HSHD -301	Theories of Human Development-7	4	4	70	30	100	
2		HSHD -302	8(A)-Advanced Human Development-II	4	3	50	25	75	
			8(B)- Elderly Problems and Care						
3		HSHD -303	9(A)- Guidance and Counselling	4	3	50	25	75	
			9(B)-Special and Inclusive Education						
4		P	HSHD -304	Practical -V (CC 302+CC 303)	6	2	35	15	50
5	SOC	HSHD -305	5(A)-Planning and Project Management	4	3	50	25	75	
			5(B)-Rehabilitation Management of Children with Developmental Challenges						
6		HSHD -306	6(A)-Child Study Techniques	4	3	50	25	75	
			6(B)-Measurement and Evaluation in Education						
7		P	HSHD -307	Practical – VI (SOC 305+SOC 306)	6	2	35	15	50
8		OOTC	HSHD -308	Open Online Transdisciplinary Course-2	-	2	-	100	100
*	Seminars/tutorials/remedial classes and Quiz as part of internal assessment			4	-	-	-	-	
<b>Total</b>				<b>36</b>	<b>22</b>	<b>340</b>	<b>260</b>	<b>600</b>	

**DEPARTMENT OF HOME SCIENCE**  
**M. Sc. HUMAN DEVELOPMENT AND CHILD WELFARE**  
**CHOICE BASED CREDIT SYSTEM (CBCS)**  
**As per NEP 2020 for students admitted from 2024-2025 onwards**

**SEMESTER – III**

**CORE COURSE**

**HSHD -301: THEORIES OF HUMAN DEVELOPMENT-7**

**Course Objectives**

To enable the students to:

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

**THEORY**

**Unit - I Introduction to Theory and Psycho-Dynamic Theories**

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

**Unit - II Psycho-Social and Cognitive theories**

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

**Unit - III Behavioural and Ecological Systems Theories**

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

## Unit – IV Moral, Attachment and Self Theories

- Kohlberg's theory of Moral Development-
- Chomsky's theory of Language Development- Key Principles of Chomsky's Model of Language Acquisition-
- Vygotsky Sociocultural Theory of Cognitive Development
- Bowlby's Attachment theory-The Stages of Attachment-factors that influence attachment.
- Abraham Maslow's self-actualization theory-The Hierarchy of Needs- Characteristics of a self-actualized person.

## REFERENCES

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

## JOURNALS

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

## Course Outcomes

After completion the course, students will able to

- CO1** Describe the meaning of a 'theory', characteristics of theory and different theoretical approaches to human development.
- CO2** Understand principles of Freud's, Erickson's, Bandura and Allport's personality theories, learning theories of Pavlov and Watson's , cognitive development theories of Piaget and Gardner's multiple intelligence theory, Kohlberge and Piaget's theories of moral development and theories of language and attachment .
- CO3** Relate principles of different theories, and explain the reasons for maladaptive behavior.
- CO4** Apply the knowledge of theories to understand the behavior of individuals and also in extending counseling.

### CO-PO Mapping

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

H- High(3), M- Medium(2),

L- Low(1)

**Model Question paper**  
**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**SEMESTER – III**  
**(Specialization: M.Sc Human Development and Child Welfare)**  
**(As per NEP2020 for the students admitted from 2024-25 onwards)**

**HSHD -301: THEORIES OF HUMAN DEVELOPMENT-7**

Time:

**Max Marks: 70**

**SECTION- A**

4x5=20Marks

Answer any FOUR of the Following  
Each question carries 5 marks

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

**SECTION- B**

4x12.5 =50 Marks

Answer ALL questions  
Each Question carries 12.5  
Marks

9. (a).

(b) (or)

10. (a).

(b) (or)

11. (a).

(b) (or)

12. (a).

(b) (or)

## **CORE COURSE**

### **HSHD 302:8(A)- ADVANCED STUDY OF HUMAN DEVELOPMENT-II**

#### **Course Objectives**

To enable the students to:

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

## **THEORY**

### **UNIT – I Early Adulthood**

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

### **UNIT – II Middle Adulthood**

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

### **UNIT – III Late Adulthood**

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

### **UNIT – IV Elderly**

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

## **PRACTICALS:**

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

## **REFERENCES:**

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

## **JOURNALS**

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

## **Course Outcomes**

After completion of the course, students will able to:

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

### CO-PO Mapping

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

H- High(3), M- Medium(2),

L- Low(1)



## Model Question paper

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**SEMESTER – III**  
**(Specialization: M.Sc Human Development and Child Welfare)**  
**(NEP 2020 for the students admitted from 2024-25 onwards)**

### **HSHD 302:8(A)- ADVANCED STUDY OF HUMAN DEVELOPMENT-II**

Time:

**Max Marks: 50**

#### **SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

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

#### **SECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(b) (or)

10. (a).

(b) (or)

11. (a).

(b) (or)

12. (a).

(b) (or)

## **CORE COURSE**

### **HSHD 302: 8(B)- ELDERLY PROBLEMS AND CARE**

#### **Course Objectives**

To enable the students to:

1. Understand the concept of aging and classification of old age
2. Explain theoretical perspectives of aging and aging process
3. Apply knowledge to explain reasons psychological problems during old age
4. Apply skills to plan awareness programmes related to care of elderly

#### **THEORY**

##### **Unit – I Ageing -Concept and Demography**

- Old age – Definition,- Classification , Characteristics and needs.
- Demographics of Aging – Birth and Death Rates, Sex Ratio, Dependency Ratio, Life Expectancy
- Theories of ageing

##### **Unit – II Physical and Social changes**

- Changes in Old Age – Physical changes -Coping up strategies
- Common problems during old Age- preventive measures by self and family members.
- Quality of life of older persons -Domains and determinants.
- Social changes during old age – Changing Interests and leisure time activities .Adjustment to

##### **Unit – III Psychological and Cognitive Changes**

- Psychological changes during old age .
- Common Psychological Disorders -Reasons -Strategies for prevention.
- Cognitive changes-Dementia and Alzheimer's -Reasons -Strategies for prevention.
- Elderly Care – Concept Self-Care, Role of Family and Non-Government Organizations.

##### **Unit – IV Welfare of Elderly**

- Elder Abuse-Definition, Types, Risk factors, Interventions
- Home verses Institutional living - Care Givers Stress, Stress Management techniques for care takers and elderly .
- Welfare of the Aged - Welfare Programmes for the Aged, Financial Securities for the Aged, Policies and Legal Services.

#### **PRACTICALS**

1. Visits to old age home.
2. Case study of Elderly man/woman-Living at homes and institution
3. Assessment of Quality of life of senior citizens using a scale
4. Assessment of mental health of elderly
5. Organizing awareness programme for elderly care

## REFERENCES

1. Abramson, A. 2004. The Caregiver's Survival Handbook. New York: The Berkley Publishing group.
2. Chiu, H. and Shulman, K. (Eds). 2017. Mental Health and Illness of the Elderly Care in India. New York: Springer publishing company.
3. IrudayaRajan, S. and GayathriBalagopal (Eds).2017. Elderly Care in India. New York: Springer publishing company.
4. Liebig,P. and IrudayaRajan,S. 2003. An Aging India- Perspectives, Prospects and Policies. London: RoulledgeFalmer.
5. Nerenberg, L.2008 Elderly Abuse-Prevention. New York: Springer publishing company
6. Mellor, M.J. and Brownwell, P. (Eds) 2006. Elderly Abuse and Mistreatment: Policies, Practices and Research. New York: RoulledgeFalmer.

## Course Outcomes

After completion of the course, students will able to:

- CO1** Understand the concept of aging, and classification of old age
- CO2** Learn theoretical perspectives of aging and aging process
- CO3** Explain about physical, psychological and social changes and problems of elderly
- CO4** Apply skills in organizing awareness programmes about elderly care .

## CO-PO Mapping

Course outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO1	PO1	PSO1	PSO2
<b>CO1</b>	H		H	H			M					L		H
<b>CO2</b>			H	H										
<b>CO3</b>										H			H	H
<b>CO4</b>	H		H	H		H	M					M		H

H- High(3), M- Medium(2),

L- Low(1)

## Model Question paper

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**SEMESTER – III**  
**(Specialization: M.Sc Human Development and Child Welfare)**  
**(NEP 2020 for the students admitted from 2024-25 onwards)**  
**HSHD 302: 8(B) ELDERLY PROBLEMS AND CARE**

Time:

**Max Marks: 50**

### **SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

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

### **SECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(b) (or)

10. (a).

(b) (or)

11. (a).

(b) (or)

12. (a).

(b) (or)

## **CORE COURSE**

### **HSHD- 303:9(A)- GUIDANCE AND COUNSELLING**

#### **Course Objectives**

To enable the students to:

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

#### **THEORY**

##### **UNIT-I Guidance and Counselling**

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

##### **UNIT-II Counselling Process**

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

##### **UNIT-III Approaches and Therapies to Counseling –I**

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

## UNIT-IV Approaches and Therapies to Counseling-II

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

### PRACTICALS

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

### REFERENCES

1. Kiruba Charles and Jyothsna. (2013). *Guidance and counselling*, Neelkamal Publications Pvt. Ltd., New Delhi
2. Mukhopadhyaya. (1989).*Guidance and counselling*,(A Manual), Himalaya Publishing house Ltd, New Delhi
3. Narayana Rao. (2000). *Counselling and guidance*, 2nd Edition, Tata McGraw-Hill Publishing Ltd., New Delhi 2000.
4. Prashantham, B.J. (2005). *Indian case studies in therapeutic counselling*, 6<sup>th</sup> edition, Christian Counselling Center, Vellore.
5. SitaramJayaswal. (1990).*Guidance and counselling- An eclectic approach*, Prakashkendra, Lucknow.
6. SunitaChhabra (2015), *Guidance and Counseling*, Gen Next Publications,
7. Marianne Mitchell Robert L. Gibson (2015), *Introduction to Counseling and Guidance*, (7<sup>th</sup> Edition), Pearson Publishing
8. BhartiDimri, ManishaMinocha, Monika Auplish (2016), *Guidance And Counselling*, Bookman; First edition
9. Rao S. (2017), *Counseling and Guidance*, (3<sup>rd</sup> edition), McGraw Hill Education.

### JOURNALS

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

## Course Outcomes

After studying the course, students will able

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

## CO-PO Mapping

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

High(3), M- Medium(2),

L- Low(1)

**Model Question paper**

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**SEMESTER – III**

**(Specialization: M.Sc Human Development and Child Welfare)**  
**(NEP for the students admitted from 2024-25 onwards)**

**HSHD- 303: 9(A)- GUIDANCE AND COUNSELLING**

Time:

**Max Marks: 50**

**SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

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

**SECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

(b).



## **CORE COURSE**

### **HSHD 303:9(B)- SPECIAL AND INCLUSIVE EDUCATION**

#### **Course Objectives:**

To enable the students to:

1. Develop insight into the challenges of special and inclusive education.
2. Understand the policies and Programmes pertaining to special and inclusive education
3. Recognize the contribution of special and inclusive schools in the education of children.
4. Incorporate innovative practices to educate children with special needs

#### **THEORY**

##### **Unit – I- Special Education:**

- **Special Education** -Concept, definition, objectives, principles, merits and demerits. Role of a special teacher. Importance of early intervention.
- **Teaching Strategies:** Planning IEP, Teaching learning process, need for adaptation, accommodation and modification.
- **Home Based Education:** concept, need, importance, merits and demerits. Role of special educators and family.

##### **Unit – II Inclusive Education:**

- **Inclusive Education** - Meaning, definition, need, types, principles, advantages. Role of inclusive schools. Importance of early intervention. School readiness.
- Role of general, itinerant and shadow teacher. Importance of resource room.
- Attitude of the public towards inclusive education.
- Barriers in inclusive education.

##### **Unit-III Inclusive Learning Environment**

- School environment, classroom environment and management, effective communication, promoting positive behaviour.
- Strategies to teach in inclusive classroom: reflective teaching, co-teaching, mentoring and coaching, peer tutoring, co-operative learning, social learning, buddy System and multisensory teaching. Need for accommodation, adaptation and modification.

##### **Unit-IV Pre-requisites for Special and Inclusive Schools**

- Importance of resource rooms, instructional design and development of short term, long term, and specific objectives,
- Individualized Educational Plan (IEP)-Need and components, IEP meetings and documentation. Planning of Individualized Family Educational Plan (IFSP).

- Teaching Learning Materials (TLM)- Importance, need and guidelines on use of TLM with reference to disabilities and multi-sensory teaching approach.
- Information & Communication Technology (ICT) and its influence on education.
- Use of token economy system and cues. social integration and vocational training.

### **PRACTICALS**

1. Observation of classroom in special schools-Visual impairment and Hearing Impairment
2. Observation of classroom in Inclusive schools
3. Evaluation of skills of special educator
4. Assessment of teacher's attitude about inclusive education
5. Assessment of teacher's awareness about assistive technology in the field of special education

### **Course Outcomes**

After studying this course, the students will be able to

1. Develop positive attitudes towards children with special needs and identify their diverse needs.
2. Recognize the contribution of special and inclusive schools in the education of children
3. Able to plan need-based programmes for all children with varied abilities
4. Use specific strategies involving skills in teaching special needs children in special and inclusive classrooms

### **REFERENCES:**

1. Chennat, S. (Ed.). (2020). Disability Inclusion and Inclusive Education. Springer Nature.
2. Corbett, J. (2013). Bad mouthing: The language of special needs. Routledge.
3. Crockett, J. B., Billingsley, B., & Boscardin, M. L. (Eds.). (2012). Handbook of leadership and administration for special education. Routledge.
4. Hornby, G. (2016). Inclusive special education. Springer-Verlag New York.
5. Hornby, G., Howard, J., & Atkinson, M. (2013). Controversial issues in special education. Routledge.
6. KarChintmani (2016). Exceptional Children: Their Psychology and Education. Sterling Publishers Pvt.Ltd., New Delhi.
7. Mangal, S.K. (2011). Educating Exceptional Children. New Delhi. PHI Learning Private Limited
8. McLeskey, J., Council for Exceptional Children, & Collaboration for Effective Educator Development, Accountability and Reform. (2017). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children.
9. Mitchell, D., & Sutherland, D. (2020). What really works in special and inclusive education: Using evidence-based teaching strategies. Routledge.
10. Rieser, R. (2012). Implementing inclusive education: a Commonwealth guide to implementing Article 24 of the UN Convention on the Rights of Persons with Disabilities. Commonwealth Secretariat.

### CO-PO Mapping

Course outcome	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PO8	PO9	PO10	PO1	PO1	PSO1	PSO2
<b>CO1</b>	M	L	H	L	H	M	H				H		L	M
<b>CO2</b>	M	H		H	M	M	H	H	H	H	H		H	H
<b>CO3</b>	L	H	M	H	H		H	H		H	H	L	M	H
<b>CO4</b>	L	H	H	M	M	M	H	L	H		H		H	H

High(3), M- Medium(2),

L- Low(1)

**Model Question Paper**

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

(Specialization 'B' – Human Development & Child Welfare  
(NEP 2020 for students admitted from 2024 – 2025 onwards)

**HSHD 303:9(B)- SPECIAL AND INCLUSIVE EDUCATION**

**Time:**

**Max: 50 Marks**

**SECTION – A**

**Answer any five of the following**

**Each question carry 2 marks**

**(5X2=10 Marks)**

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

**SECTION – B**

**Answer all questions**

**Each Question carries 10 Marks (4x10 =40 Marks)**

9.(a)

(Or)

(b)

10.(a)

(Or)

(b)

11.(a)

(Or)

(b)

12.(a)

(Or)

(b)

**Practical -IV**

**HSHD – 304 (CC 302 &CC303)**

## **SKILL ORIENTED COURSE**

### **HSHD-305:5(A) - PLANNING FOR PROJECT MANAGEMENT**

#### **Course Objectives**

To enable the students to:

1. Understand the need for planning a research project.
2. Understand principles in development of research design.
3. Critically explain the research process
4. Apply knowledge to prepare a Project report

#### **THEORY**

##### **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- Sampling and Data Collection**

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

##### **UNIT- IV- Report Writing**

- Report Writing
- Interpretation of results
- Bibliography
- Project Report,

#### **PRACTICALS**

1. Identification of a research problem
2. Development of tools for data collection
3. Standardization of tools
4. Data collection
5. Report preparation

## REFERENCES

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

## Course Outcomes

After studying the course, students will be able to ;

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

CO2. Understand principles in development of research design .

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

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

## CO-PO Mapping

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

H- High, M- Medium, L- Low

## Model Question paper

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**SEMESTER – III**

**(Specialization: M.Sc Human Development and Child Welfare)**  
**(NEP 2020 for the students admitted from 2024-25 onwards)**

**HSHD-305:5(A) - PLANNING FOR PROJECT MANAGEMENT**

Time:

**Max Marks: 50**

### **SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

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

### **SECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

9. (a).

(or)

(b).

10. (a).

(or)

(b).

11. (a).

(or)

(b).

12. (a).

(or)

(b).



## **SKILL ORIENTED COURSE**

### **HSHD-305:5(B) - REHABILITATION AND MANAGEMENT OF CHILDREN WITH DEVELOPMENTAL CHALLENGES**

#### **Course Objectives**

To enable the students to:

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

#### **THEORY**

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

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

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

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

##### **UNIT-III Management of Children with Developmental Challenges**

- Management of Children with Developmental Challenges - Role of parents, Role of schools- Role of Government, Voluntary organizations and community .
- Concepts of Normalization and Integration, Mainstreaming and Inclusion, Special schools, Resource rooms, Individualized Family Service Plan (IFSP) and Individualized Education Programme (IEP)- parent – Teacher partnership.
- Multidisciplinary team approach -Services provided by different experts and their role.

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

#### **UNIT-IV Community Based Rehabilitation Services**

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

#### **PRACTICALS**

1. Visit to early intervention center and preparing report
2. Visit to Physiotherapy/Occupational therapy Centre and preparing a report
3. Identification of children with Learning disability and planning individualized plan.
4. Planning and designing community based rehabilitation
5. Implementation of Community based rehabilitation management

#### **REFERENCES**

1. Bhatia, M.S. (1992). *Essentials of psychiatry*, New Delhi: CBS Publishers and Distributors.
2. Sankar, U. (1991). *Exceptional children*, New Delhi, Enkay Publication.
3. Cellier.(1979).*Teacher*,Macmillian Publications, London
4. Gargiulo (2003). *Special education in contemporary society – An introduction to exceptionality*, Thompson Wordsworth.
5. Heward, W.L. (2013). *Exceptional children – An introduction to special education –* Pearson.

#### **JOURNALS**

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

#### **Course Outcomes**

After completion of the course, students will able to:

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

**CO-PO Mapping**

Course Outcom	PO	PO	PO	PO	PO	PO	PO	PO	PO	PO1	PO1	PO1	PSO	PSO
CO1	H	M	H							H			H	H
CO2			M			M	M	M		H	M		H	H
CO3		H	H	M	H		H			H	M	M	H	H
CO4			L	H				M		M	M			

igh-3, M- Medium-2,

L- Low-1

## Model Question paper

**SRI VENKATESWARA UNIVERSITY: TIRUPATI**  
**M.Sc Home Science Degree Examination**  
**SEMESTER – III**  
**(Specialization: M.Sc Human Development and Child Welfare)**  
**(NEP 2020 for the students admitted from 2024-25 onwards)**

**HSHD-305:5(B) - REHABILITATION AND MANAGEMENT OF CHILDREN WITH  
DEVELOPMENTAL CHALLENGES**

Time:

**Max Marks: 50**

### **SECTION- A**

5x2=10Marks

Answer any FIVE of the Following  
Each question carries 2 marks

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

### **SECTION- B**

4x10=40 Marks

Answer ALL questions  
Each Question carries 10Marks

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

(or)

(or)

(or)

(or)

# SKILL ORIENTED COURSE

## HSHD 306: 6(A): CHILD STUDY TECHNIQUES

### Course Objectives

To enable the students to:

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

### THEORY

#### UNIT I Child Study Approaches

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

#### UNIT II Assessment Techniques

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

#### UNIT III Assessment of Physical and Cognitive abilities

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

#### UNIT IV Assessment of Personality–

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

## **PRACTICALS**

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

## **REFERENCES**

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

## **JOURNALS**

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

## **Course Outcomes**

After completion of the course, students will able to:

- CO1** Define the concepts of IQ, Personality and Psychological tests
- CO2** Explain about types of psychological tests and also about methods of obtaining reliability and validity of psychological tests
- CO3** Apply knowledge to use tests of intelligence to measure the intelligence and Projective Techniques to assess personality of individuals.
- CO4** Assess the physical, psychomotor, social and Cognitive development / intelligence of children using different Psychological tools.

### CO\_PO mapping

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

igh(3), M- Medium(2),

L- Low(1)

**Model Question Paper**

**SRI VENKATESWARA UNIVERSITY:: TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**SEMESTER -III**  
(Specialization 'B' – Human Development & Child Welfare  
(NEP 2020 for students admitted from 2024 – 2025 onwards)

**HSHD 306:6(A): CHILD STUDY TECHNIQUES**

**Time:**

**Max: 50 Marks**

**SECTION – A**

**Answer any five of the following**

**Each question carry 2 marks**

**(5X2=10 Marks)**

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

**SECTION – B**

**Answer all questions**

**Each Question carries 10 Marks (4x10 =40 Marks)**

9.(a)

(Or)

(b)

10.(a)

(Or)

(b)

11.(a)

(Or)

(b)

12.(a)

(Or)

(b)



## **SKILL ORIENTED COURSE**

### **HSHD 306:6(B) -Measurement and Evaluation in**

#### **Education**

#### **Course Objectives**

To enable the students to:

1. Identify different measurement scales.
2. Describe the types and techniques of evaluation.
3. Explain different ways of standardization of tools
4. Apply the skills of establishing reliability and validity for scales.

#### **THEORY**

##### **Unit-I: Measurement and Evaluation in Education**

- Concept of Measurement and Evaluation, Different Types of Measuring Scales
- Need for Measurement and Evaluation in Education- Placement, Diagnostic, Formative and Summative Evaluation.
- Role of Teachers in an Evaluation Programme-Taxonomy of Educational objectives (Cognitive, Affective and Psycho-motor)-Specification of Objectives
- Steps in the Process of Evaluation.

##### **Unit-II: Major Tools and Techniques in Educational Evaluation**

- Major Tool and Techniques in Educational Evaluation.
- Different Types of Tests- Teacher made Vs. Standardized, Criterion-referenced vs. Norm-referenced Test .
- Essential Qualities of Good Measuring Instrument.

##### **Unit-III: Standardization of Educational Materials**

- Education Tests, Measurement of Achievement-Construction of Achievement Tests.
- Standardization. Reliability, Validity, Item analysis- Difficulty Index. Relative Merits and Demerits of Using Different Types of Test Items.
- Diagnostic Test -construction and Usefulness.

##### **Unit-IV :Psychological Testing**

- Psychological Tests in the Area of Intelligence-
- Attitude and Personality Tests
- Examination System-Current Strategies
- Examination Reforms-Open Book Examination-Semester System-Advantages and Disadvantages.

#### **PRACTICALS**

1. Developmental of tests for evaluation in educational setting
2. Establishment of reliability for a tool
3. Establishment of validity for a tool
4. Assessment of attitude using a standardized scale
5. Construction of a diagnostic test

## REFERENCES

1. Aggarwal J.C. Essentials of Examination System Evaluation Test and Measurement, New Delhi Vikas publications.
2. Jordan A. N. Measurement in Education and Introduction, New York, McGraw Hill publications.
3. Gronlund, N.E. & Linn, R.L. (1990). Measurement and Evaluation in Teaching (6th ed.). USA: MacMillan Publishing Company.
4. Miller, M.D., Linn, R.L., Gronlund, N.E. (2009). Measurement and Assessment in Teaching. Pearson Education: Upper Saddle River, NY, 07458
5. Haladyna, T. M. (1994). Developing and validating multiple-choice test items. Hillsdale: Lawrence Erlbaum.
6. Pallant, J. (2007). SPSS Survival Manual a Step by Step Guide to Data analysis. McGrawHill, NY. third edition.

## Course Outcomes:

After completion of course students will be able to:

1. Identify different measurement scales.
2. Describe the types and techniques of evaluation.
3. Explain different ways of standardization of tools
4. Apply the skills of establishing reliability and validity for scales .

## CO-PO Mapping

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

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

**Model Question Paper**

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

(Specialization 'B' – Human Development & Child Welfare  
(NEP 2020 for students admitted from 2024 – 2025 onwards)

**HSHD 306:6(B) - Measurement and Evaluation in Education**

**Time:**

**Max: 50 Marks**

**SECTION – A**

**Answer any five of the following**

**Each question carry 2 marks**

**(5X2=10 Marks)**

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

**SECTION – B**

**Answer all questions**

**Each Question carries 10 Marks (4x10 =40 Marks)**

9.(a)

(Or)

(b)

10.(a)

(Or)

(b)

11.(a)

(Or)

(b)

12.(a)

(Or)

(b)

**PRACTICAL-VI**  
**HSHD 307- (SOC 305 &SOC 306)**

**HSHD-308 Open Online Transdisciplinary Course -II**

# **SEMESTER – IV**

**SRI VENKATESWARA UNIVERSITY COLLEGE OF  
SCIENCES DEPARTMENT OF HOME SCIENCE  
CHOICE BASED CREDIT SYSTEM (C.B.C.S) SYLLABUS AS PER NEP 2020  
(WITH EFFECT FROM ACADEMIC YEAR 2024-2025 ONWARDS)  
HUMAN DEVELOPMENT AND CHILD WELFARE (HSHD)**

**SEMESTER-IV**

<b>Sl.No</b>	<b>Components of Course</b>	<b>Title of the Course</b>	<b>Title of the Paper</b>	<b>Credit Hrs/ Week</b>	<b>No. of Credits</b>	<b>SEE</b>	<b>IA</b>	<b>Total</b>
1.	<b>OOSDC</b>	HSHD-401	<b>Open Online Skill Development Courses</b>	-	8	-	200	200
2.	<b>PW</b>	HSHD-402	<b>Project Work – Orientation Classes</b>	24	12	300	0	300
*	Conducting classes for competitive exam, communication skills UGC /CSIR NET Examinations			12	-	--	-	-
			<b>Total</b>	<b>36</b>	<b>20</b>	<b>300</b>	<b>200</b>	<b>500</b>
			<b>Total semesters</b>	<b>144</b>	<b>84</b>	<b>1320</b>	<b>880</b>	<b>2200</b>

## **HSHD-401 Open Online Skill Development Courses**



## **HSHD – 402- PROJECT WORK**

### **Dissertation**

The students will be asked to collect reviews on a selected topic, exploration of tools and collection of data during semester. They have to prepare and submit the research report /Dissertation at the end of semester.

### **Seminar**

The student has to present the seminar based on the project work done in the presence of Department Research Committee.

### **Viva-Voce**

The viva-voce will be conducted on the project at the end of the semester.

\*Students have to undergo Internship Programme in institution related to the specialization during summer vacation for a period of one month.

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