

**SRI VENKATESWARA UNIVERSITY::TIRUPATI****S.V.U.COLLEGE OF SCIENCES****DEPARTMENT OF HOME SCIENCE****(Syllabus common for SV University College and affiliated by SVU Area)****( Revised Scheme of Instruction and Examination, Syllabus etc., with effect from the Academic Years 2016-17 for I and II Semesters and 2017-18 for III and IV Semesters )****M.Sc. Human Development and Child Welfare****SEMESTER-I**

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

**SEMESTER-II**

<b>Sl. No</b>	<b>Course Code</b>	<b>Components of Study</b>	<b>Title of the Course</b>	<b>No. of Credits</b>	<b>IA Marks</b>	<b>End SEM Exam Marks</b>	<b>Total</b>
1	HDCW-201	Core-Theory	Quality Standards in ECE Centers	4	20	80	100
2	HDCW-202	Core-Theory	Child Study Techniques	4	20	80	100
3	HDCW-203	Core-Theory	Children with Developmental Challenges	4	20	80	100
4	HDCW-204	Practical-I	Participation in ECE Center Practical	2	-	-	50
5	HDCW-205	Practical-II	Child Study Techniques Practical	2	-	-	50
6	HDCW-206	Practical-III	Children with Developmental Challenges Practical	2	-	-	50

7	HDCW-207	Compulsory Foundation	Research Methodology	2	10	40	50
8	HDCW-208	Elective Foundation	Human values and Professional Ethics-II	4	20	80	100
		Total		24			600

### SEMESTER-III

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

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

### SEMESTER-IV

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

6	HDCW-406	Open Elective* (For other departments)	(a) Child Welfare Programmes or (b) Disaster management	4	20	80	100
		Total		24			600

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

## I SEMESTER

### **HDCW 101: ADVANCED STUDY OF CHILD DEVELOPMENT**

#### **CORE - THEORY**

Unit – I Biological foundations of Human Development - Genes; chromosomes, Role of Heredity and Environment. Pre-Natal Development – Genetic and environmental determinants – Genetic and chromosomal abnormalities – Brain Development, Gene engineering.

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

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

Unit – IV Adolescence – Definition, Needs- Physical and Physiological changes, Social behaviour, Emotional Maturity – Hetero- sexual relationship. Life skills- definition- Core set of Life Skills and need for Life Skill Education during adolescence.

#### **PRACTICALS**

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

#### **REFERENCES**

1. Berk, E.L. (2001). *Child development*, Prentice Hall of India, New Delhi.
2. Cole, M. and Cole, R.S. (1998). *The development of children*, W.H. Freeman and company, New York.
3. Damon, W. and Lerner, R.M. (2008). *Child and adolescent development- an advanced course*, Wiley Publishers.
4. DevDass, R.P. and Jaya, N. (1999). *A textbook on child development*, Mac Millan Co.
5. Hurlock, E.B. (1990). *Child development*, M.C. Graw Hill Company Ltd, New York.
6. Mussen, P.H., ConpaKapan, J. and Hussain. (1987). *Child development*, Holt Rinehart and Winston Inc.
7. Santrock, J.W. (1981). *Life span development*, Brown Bench mall.
8. Suriakanthi, A. (2009). *Child development*, Kavitha Publications, Gandhigram, Tamilnadu.

#### **JOURNALS**

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

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

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

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

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

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

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

Unit – III: Major Nutrition Problems of the Community:

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

Atiology –Symptoms - government programmes to eradicate PEM, vitamin-A, Iron and

Iodine deficiencies – principles of planning diets for different conditions of malnutrition

Unit – IV: Strategies to Combat Malnutrition:

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

Food Assistance and Food Supplementation - Policies and Programmes of the Government - Governmental Policies and Programmes - Food Assistance and Food Supplementation

Programmes - Public Distribution System (PDS) - Food For Work (FFW), Special Nutrition Programme (SNP), School Lunch Programme (SLP), Mid Day Meal Programme (MMP),

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

Nutrition Education - Importance - Approaches Media and Methods

**PRACTICALS**

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

## REFERENCES - TEXT BOOKS

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

## JOURNALS AND PROCEEDINGS

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

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

### UNIT- I Early Childhood Education

Emerging definitions of ECE, ECCE, and ECD

Need and significance of ECE, Demand from Neuro Perspective

Objectives of ECE and Activities to achieve the objectives

Historical Trends – Contribution of Pestalozzi, Montessori, Froebel John Dewey and

Contribution of - M.K. Gandhi, GijubahaiBadheka, TarabaiModak

### UNIT – II Curriculum for ECCE

Curriculum -Definition, Importance, Indicators of effective curriculum

Different experiences incurriculum

*Language experiences*– Informaltalk, Storytelling- Story books,Music,

Science Experience,Creative Activities, Dramatization.

*Readiness* – Reading, Writing and Arithmetic

- Role of Teacher in Effective implementation of different experiences

- Equipment necessary for providing experiences in curriculum

### UNIT – III Current Trends in ECE

ECCE in Five year plans

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

National Early Childhood Care and Education (ECCE) Curriculum

Frame work, (2013).

Curricular issues and concerns

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

Principles of programme planning

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

Reggio Emilia Approach

Project Method

Theme Based Approach

Developmentally Appropriate Approach

### **PRACTICALS**

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

### **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

## **HDCW 107: FAMILY DYNAMICS COMPULSORY FOUNDATION -THEORY**

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

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

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

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

Laws related to Marriage and Family-

Hindu Marriage Act, Special Marriage Act

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

## REFERENCES:

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

## JOURNALS

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

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

### ELECTIVE FOUNDATION-THEORY

#### Unit-I:

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

#### Unit-II:

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

#### Unit-III:

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

#### Unit-IV:

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

#### Unit-V:

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

## REFERENCES:

1. John S Mackenjie: A manual of ethics.
2. "The Ethics of Management" by Larue Tone Hosmer. Richard D. Irwin Inc.
3. "Management Ethics' integrity at work' by Joseph A. Petrick and John F. Quinn. Response Books: New Delhi.
4. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly: Introduction to Ethics

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



## II SEMESTER

DEPARTMENT OF HOME SCIENCE

M. Sc. HUMAN DEVELOPMENT AND CHILD WELFARE

CHOICE BASED CREDIT SYSTEM (CBCS)

(With effect from academic year 2016-17 onwards for students of First Semester)

SEMESTER- II

HDCW 201: QUALITY STANDARDS IN ECCE CENTRES

CORE - THEORY

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

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

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

Role of Student teacher in organization of ECE activities

Goals of Student Teaching– Common problems of student teachers.

Self-evaluation of Teacher

Other Personnel in ECCE Centres

UNIT – IV Monitoring and Evaluation in ECE Centres.

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

Meaning and Need for Evaluation

Criteria for Evaluation – Teacher and Children

Supervision – Definition, Qualities of Supervisor, Principles of Supervision, Home School relationship – Home visits, PTA meetings and Informal meetings

## PRACTICALS

Evaluation of pre-school teacher using a scale

Preparation of plans for ECE based on Theme approach and Developmentally appropriate approach

Student Teacher participation for 6 weeks

Planning programme

Preparation of Audio-Visual Aids

Implementation of programme

Evaluation of Student Teacher's Participation

## REFERENCES

Audey Curtis and Maureen O'Hagan. (2008). *Care and education in early childhood: A students guide to theory and practice*, 2<sup>nd</sup> Edition.

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

Gilfert R.Lustin.(1976). *Early childhood education*, Academic Press, New York,

Grewal, J.S. (1984). *Early childhood education – formulations and practices*, National psychological corporation, Agra.

Helen F. Robineon. (1989). *Exploring teaching in early childhood education*, IInd edition, Allyn and Bacon Inc. Boston, London.

Leeper et al.,(1970). *Good schools for young children – A guide for working with three, four, five years old children*, second edition, McMillan Co, New York,

Many Crawl Day and Ronald K. Parker. (1980). *The pre –school in action exploring early childhood programs*, second edition, Allyn and Bacon Inc. Boston, London.

Sarallon Hammonal, Rrith J.Dales, Doa fakes skipper and Ralph. LWitherspon.

(1965).*Schools for the young*, Mac Millan Company, New York.

Sen Gupta, M. (2009).*Early childhood care and education*, PHI Learning Pvt. Ltd.,

## JOURNALS

Edutracks

Experiments in Education

Journal of Community Guidance and Research

Perspectives in Education

Psycho-lingua

SRI VENKATESWARA UNIVERSITY:: TIRUPATI  
MODEL QUESTION PAPER  
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
Second Semester  
(Specialization 'B' – Human Development)  
(CBCS for the students admitted from 2016-2017)

HDCW 201 – QUALITY STANDARDS IN ECE CENTERS

Time: 3 Hrs

Max Marks: 80

Part – A

Answer any four questions

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

Accreditaion for improving quality in ECE?

Explain indoor and outdoor space?

Discuss the method of provision of child friendly environment in ECE?

What is self-evaluation? Explain its importance for ECCE educator?

Use of records and registers in ECE?

Importance of Home visits?

Other personnel in ECCE services?

Meaning and need for evaluation in ECCE services?

Part – B

Answer all questions

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

a) Explain the method of establishing quality assurance in ECE?

(Or)

b) Describe the principles of quality standards in ECE services?

a) Enumerate the principles of selection of equipment for pre-schools?

(Or)

b) Give the ideal requirements for establishment of a pre-school?

a) Write the personnel and professional competencies of ECCE educator?

(Or)

b) Discuss the common problem of Student Teacher?

a) Define supervision? Enumerate the stages in planning supervision?

(Or)

b) Discuss the importance of records and registers in ECE centers?

HDCW 202: CHILD STUDY TECHNIQUES

CORE - THEORY

UNIT-I

Child Study

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

## UNIT-II

### Assessment Techniques

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

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

## UNIT-III

### Tests of Intelligence

Alexander's Pass-A-long Test

Raven's Progressive Matrices Test

Seguin Form Board Test

Wechsler's Scale of Intelligence

Malin's Intelligence Scale for Indian Children

Stanford-Binets Test

## UNIT-IV

### Projective Techniques

Meaning, types of Projective Techniques, Advantages

Rorschach ink Blot Test

Children's Apperception Test

Children's Anxiety picture Test

Word Association Test

Draw a Person Test

Cattle 16 PF

## PRACTICALS

### 1. Assessment of Intelligence of children using Intelligence tests

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

### 2. Assessment of Personality

- Picture drawing Tests
- Children's Apperception Test
- Rorschach Inkblot Test
- Cattle 16 PF

## REFERENCES

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

Freeman, F.S. (1963). *Theory and practice of mental testing*, Prentice Hall, New Delhi.

Guilford. (1980). *Psychometric Methods*.

Mangal, S.K. (1987). *Psychological foundations of education*, Prakash brothers, New Delhi.

Mussen, P.H. (1980). *Hand Book of research methods in child development*, Wiley, Eastern Pvt. Ltd.,

## JOURNALS

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



SRI VENKATESWARA UNIVERSITY:: TIRUPATI  
MODEL QUESTION PAPER  
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
Second Semester  
(Specialization 'B' – Human Development)  
(CBCS for the students admitted from 2016-2017)

HDCW 202 – CHILD STUDY TECHNIQUES

Time: 3 Hrs

Max Marks: 80

Part – A

Answer any four questions

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

Write the significance of child study techniques?

Discuss the characteristics of Psychological tests?

Explain the importance of rapport in testing?

Write about rating scales?

Meaning of projective techniques? Write about word association test?

Explain about validity and types of validity?

Discuss on seguin form board?

Discuss the uses of psychological tests?

Part – B

Answer all questions

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

a) Explain the ethics in interpretation of psychological tests?

(Or)

b) Write about different approaches to child study techniques?

a) What is assessment? Explain the stages of assessment?

(Or)

b) Discuss the norms and interpretation of test scores?

a) Write in detail about Alexander pass-a-long test?

(Or)

b) What is intelligence? Discuss about Wechsler's scale of intelligence

a) Explain about Rorschach ink blot test?

(Or)

b) Discuss about uses of projective techniques and discuss about Good Enough's draw a person test?

HDCW 203: CHILDREN WITH DEVELOPMENTAL CHALLENGES

CORE - THEORY

UNIT-I Developmentally Challenged - Classification

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

UNIT-II Differently Abled Children

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

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

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

approaches.

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

#### UNIT-III Children with Impairments

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

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

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

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

#### UNIT-IV Children in Difficult Circumstances

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

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

#### PRACTICALS

1. Institutional visits/Home visits to collect case studies of the following.

Mentally Challenged

Hearing Impaired

Physically challenged

Orthopedically handicapped

Socially maladjusted

Visual impaired

2. Identification of the following challenges in school age children

Gifted

Speech disorders

Learning disabled

#### REFERENCES

Chuhan,S.S. (1989). *Education of exceptional children*,Indus Publishing Company, New Delhi.

CruickShunk,W.M. and Jhonson O.G. (1961). *Education of exceptional children and youth*,Englewood Cliff ,N.J .Prentice Hall,Inc.,

Drum,M.Loyal. (1973). *Exceptional children in the schools - Special education in transition*,IIndedin,HoltInchart and Winston,Inc.,New York,

Milton Seilgman.(1979). *Strategies for helping parents of exceptional children, A guide for teacher*,CeillierMacmillianPublications,London.

SternleyW.Jhonson and Robert L.Molasky. (1980). *Learning disabilities*, IIndedition,Allyn and BalonInc.,Boston

William L.Heward and Michael D.Orlandsky. (1992). *Exceptional children*,Macmillan publishing Company, Inc., New York,

#### JOURNALS

Abnormal Psychology

Exceptional children

SRI VENKATESWARA UNIVERSITY:: TIRUPATI  
MODEL QUESTION PAPER

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
Second Semester

(Specialization 'B' – Human Development)

(CBCS for the students admitted from 2016-2017)

HDCW 203 – CHILDREN WITH DEVELOPMENTAL CHALLENGES

Time: 3 Hrs

Max Marks: 80

Part – A

Answer any four questions

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

Differentiate between Impairment and Disability. Give any three definitions of Developmental Challenges.

Write about management of services for children with Behaviour Problems.

Write about the characteristics of Gifted Children?

Define Learning Disability? Explain the Causes for Learning disability among children?

Define Visual Impairment and write the causes for Visual Impairment?

What are the early intervention programmes for children in crippled condition?

Explain the causes of Juvenile Delinquency?

Enumerate the policies and legislations for children with developmental challenges?

Part – B

Answer all questions

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

(a).Classify children with developmental challenges and give an account of professionals



working for developmentally Challenged children?

(Or)

(b).Enumerate the current statistics of children with developmental challenges?

(a).Define Mentally Challenged – Discuss the classification and write the characteristics of children with mental challenges?

(Or)

(b).How will you identify children with learning disability? Explain different types of education approaches available for children with learning disability?

(a)Define hearing Impairment – Explain its causes and classification of hearing impairment?

(Or)

(b).Describe the method of identification of children with Speech and Language disorders? Discuss the management techniques.

(a).Discuss the causes and characteristics of children in difficult circumstances?

(Or)

(b).Enumerate the government provisions, concessions and facilities for children with developmental Challenges?

HDCW 207: RESEARCH METHODOLOGY

(Common to all Branches of M.Sc. Home Science and

MS Food Technology Course)

## COMPULSORY FOUNDATION - THEORY

### UNIT – I: Research Purpose and Types

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

Research hypothesis-Characteristics of good hypothesis.

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

Different Methods and techniques of data collection: Interview, Observation, Social mapping, Participatory assessment Techniques, Data Gathering Instruments, Observation check list, Questionnaire, Interview schedule , Measurement scales.

Sampling Methods : *Probability sampling* - Simple random, systematic random sampling, two Stages and multi stage sampling, cluster sampling and *Non-probability sampling* - Purposive, quota and volunteer sampling / Snowball Sampling.

Research Proposal – Preparation.

## LEARNING EXPERIENCE

Identification of different variables in specialization of study.

Framing of hypothesis-Null and alternate Hypothesis

Preparation of schedule/questionnaire.

Preparation of research proposal

Study of an article in a journal-Abstract, Methodology, Results and Bibliography

## REFERENCES

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

Batnagar, G.L. (1990).*Research methods and measurements in behavioural and social sciences*, Agri. Cole publishing Academy, New Delhi.

BajPai, S.M. (1987).*Methods of social survey and research*, KitabGhat, Kanpur-3

Black, T.R. (1999).*Doing quantitative research in the social sciences*, Sage Publications, New Delhi.

Dev Doss, R.P. and Kulandavel, K. (1985). *Hand book of methodology of research*, Oxford Press,  
Garett. (1986). *Statistics in psychology and education*, 10<sup>th</sup> Indian Re-print ValeitsFefer and Simons Co., Bombay.  
Goode, J.W. and Hatt, P.K. (1975). *Methods in social science research*, Mc. Graw hill-Co., New York.  
Kothari, C.R. (2004). *Research methodology (Methods and Techniques)*, New Age International (p) Ltd., New Delhi.  
Kerlinger, F.N.(1983). *Foundations of behaviouing research*, SagePublications, Delhi.  
Sharma S.R. (1994). “*Statistical methods in educational research*”, Anmol Publications Pvt. Ltd., New Delhi.

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

(Specialization ‘B’ – Human Development & Child Welfare  
(CBCS for the students admitted from 2016-17)

HDCW-207 – RESEARCH METHODOLOGY  
(Common to all the specializations: FSND, HDCW, EMCT&FT)

Time: 1hr 30min

Max: 40 Marks

#### SECTION- A

Answer any TWO questions

Each question carry equal marks      Marks: 2X5=10

Define research? Enumerate the significance of research?

Explain the need and features of a good research design?

Write about Quota and snow ball sampling?

Describe case study as a research technique?

#### SECTION- B

Answer all questions

Each question carry equal marks      Marks: 2 X 15=30

(a).How will you identify a research problem? Write about limitations and delimitations of the problem?

(Or)

(b).Write about Probability Sampling Technique?

(a).Describe in detail the methods of collection of data?

(Or)

(b).Define qualitative research and explain the types of qualitative research?

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

ELECTIVE FOUNDATION- THEORY

Unit-I:

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

#### Unit-II:

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

#### Unit-III:

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

#### Unit-IV:

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

#### Unit-V:

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

#### REFERENCES:

John S Mackenzie: A manual of ethics.

"The Ethics of Management" by Larue Tone Hosmer. Richard D. Irwin Inc.

"Management Ethics' integrity at work' by Joseph A. Petrick and John F. Quinn. Response Books: New Delhi.

"Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.

Harold H. Titus: Ethics for Today

Maitra, S.K: Hindu Ethics

William Lilly: Introduction to Ethics

Sinha: A Manual of Ethics

Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C.Halighton.

SusrptaSamhita: Tr.KavirajKunjanlal, KunjalalBrishagratha. ChowkarnbaSanskrit series. VolII and III, Varnasi, Vol I 00,16'20,21-32 and 74-77 only.

CarakaSamhita :Tr.Dr. Ram Karan Sarma and VaidyaBhagavan Dash, Chowkambha Sanskrit Series office. Varanasi I, 11.111 VolIPP 183-191.

Ethics, Theory and Contemporary Issues. Barbara Mackinnon Wadsworth/Thomson Learning, 2001.

Analyzing Moral.Issues, Judith A. Boss. May Field Publishing Company - 1999.

An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad. Cosmo Publications

Text Book for Intermediate First Year Ethics and Human Values. Board of Intermediate Education- Telugu ~ Akademi, Hyderabad.

I.C Sharma Ethical Philosophy of India. Nagin& co Julundhar

SRI VENKATESWARA UNIVERSITY:: TIRUPATI  
MODEL QUESTION PAPER  
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
Second Semester  
(Specialization 'B' – Human Development)  
(CBCS for the students admitted from 2016-2017)  
HDCW 208 – HUMAN VALUES AND ETHICS - II

Time: 3 Hrs

Max: 80 Marks

Part – A

Answer any four questions

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

Part – B

Answer all questions

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

a)

(Or)

b)

a)

(Or)

- b)
- a)
- (Or)
- b)
- a)
- (Or)
- b)

## III SEMESTER

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

### SEMESTER III

#### HDCW 301: PARENT EDUCATION

#### CORE - THEORY

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

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

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

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

### UNIT-III Parenting Styles

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

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

### REFERENCES

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

SRI VENKATESWARA UNIVERSITY ::TIRUPATI  
MODEL QUESTION PAPER

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

Third Semester

(Specialization 'B' – Human Development & Child Welfare  
(CBCS for the students admitted from 2016-17)

HDCW 301-PARENT EDUCATION

Time: 3 hrs

80

Max Marks:

PART- A

(5x4=20

Marks)

Answer any four questions

Each question carry equal marks

Explain the need for parent education?

Explain the role of father in child rearing?

Enumerate the views on role of parents of special need children?

Write a note on democratic parenting style?

Discuss the problems faced by single parent families

Discuss the goals of parent education

Explain the importance of formulating curriculum for parent education

Write a short note on changing role of parents

Part-B

(15x4=60 Marks)

Answer all questions

Each question carry equal marks

(a) Explain the theoretical approaches to parent education ?

Or

(b).Discuss the direct and indirect methods of parent education?

(a) Explain the various steps involved in parent education programme.

Or

(b) Discuss the various parenting styles with relevant examples

(a) What criteria would you follow to evaluate the parent education programme conducted in a rural area?

Or

(b) Discuss about approaches to communicate parent education – group/ Mass?

(a) Explain parent Teacher Association ( PTA) in preschool ?.

Or

(b) How will you prepare educational materials to educate the parents under stress?

HDCW 302: THEORIES AND APPROACHES TO CHILD GUIDANCE

CORE - THEORY

Unit – I

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

Personality Theories- Self-Actualization theory of Abraham Maslow

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

Cattle's 16. P.F Trait Theory  
Social learning theory by Bandura  
Psycho –Social theory of Erik Erikson

#### Unit – II

Learning theories -Pavlov and Watson's classical conditioning, Skinner's operant conditioning, Thorndike's S-R theory  
Cognitive Development Theories-Cognitive Development theory of Jean Piaget, - Howard Gardner's Multiple intelligence theory  
Theories of Moral Development – Kohlberge and Piaget  
Language theories -Chomsky, Vygotsky

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

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

#### Unit – IV

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

#### PRACTICALS

Visit to Child Guidance Clinic – S.V.R.R Hospital  
Visit to Local Psychiatry Clinic (Manas Hospital)  
Planning and Preparation of Equipment for play therapy  
Demonstration of Mirror Drawing experiment, Maze learning experiment, Demonstration of Cattle 16PF Inventory

#### REFERENCES

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

#### JOURNALS

Psycho Lingua  
Indian Journal of Psychology  
Journal of Psychometric  
British Journal of Guidance.  
Journal of Counselling Psychology.  
The School Counsellor.  
Journal of Community Guidance and Research.



SRI VENKATESWARA UNIVERSITY:: TIRUPATI  
MODEL QUESTION PAPER  
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
Third Semester  
(Specialization 'B' – Human Development & Child Welfare  
(CBCS for the students admitted from 2016-2017)

HDCW 302 – THEORIES AND APPROACHES TO CHILD GUIDANCE

Time: 3 Hrs

Max Marks: 80

Part – A

Answer any four questions

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

Write about the meaning and functions of theories

Enumerate different defense mechanisms according to Freud's theory

Explain Skinners operant conditioning theory?

Describe Chomsky's language theory

Enumerate different stages of Erikson's psycho-social theory

Describe case taking interview?

Write an account of play therapy?

Discuss genetic causes for childhood problems?

Part – B

Answer all questions

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

(a).What are personality theories? Discuss the self-actualization theory of Abraham Maslow?

(Or)

(b).Explain Freud's Psycho-analytic theory?

(a).Describe the cognitive development theory of Jean Piaget?

(Or)

- (b).Explain Cattle’s PF Trait theory?  
 (a).Explain in detail about psycho therapy?  
 (Or)  
 (b).Define CGC? Discuss the techniques of management of children in CGC?  
 (a).Write about the guidelines for setting up child guidance and counseling unit?  
 (Or)  
 (b).Explain different Behaviour modification techniques?

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

### GENERIC ELECTIVE- 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 Rearing Practices

Importance of child rearing practices

Role of environment in child rearing

Types of child rearing-role of culture

Child Rearing Practices –Massage, Bathing Toilet Training and

Sleeping patterns

Role of father’s in child rearing

#### UNIT-III Stimulation

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

Stimulation to nurture holistic development-

Activities for physical development

Activities for social and emotional developments

Activities for language development

Activities for cognitive development

#### UNIT-IV EarlyInteraction

Early interaction, a beginning in attachment formation

Course of attachment – Attachment theory

Dyadic versus multi caring

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

### REFERENCES

Caldwell. (1981). *Infant stimulation – Assessment; Role of environment*, University of Kansas, USA,

Stone L.J., Smith, T.H. and Murphy, C.B. (1974). *The competent infant*, Great Britain, Tavistock Publications.

Super C.H. (1981). *Cross Cultural Research on infancy*, In H. Triandis and Heron (Eds), *Handbook of Cross Cultural Psychology*, Vol. 4, 17-53, Boston: AllynBacon.

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.

Swaminathan. (1998). *The First five years: A critical perspective on yearly childhood carry and education in India*. New Delhi: Sage.

## JOURNALS

Journal of Pediatrics  
Journal of Abnormal Child Psychology  
Journal of Child Development

## SRI VENKATESWARA UNIVERSITY:: TIRUPATI MODEL QUESTION PAPER

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

Third Semester

(Specialization 'B' – Human Development)

(CBCS for the students admitted from 2016-2017)

HDCW 305 (a)– INFANT DEVELOPMENT AND STIMULATION

Time: 3 Hrs

MaxMarks: 80

Part – A

Answer any four questions

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

Write about the characteristics of infants?  
Discuss the sleeping patterns of new born?  
What is the importance of child rearing?  
Discuss on baby massage?  
Explain the importance of stimulation?  
List out stimulation activities for infant language development?  
Explain about the Dyadic caring?  
Why early interaction is important during infancy?

Part – B

Answer all questions

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

- a) What is infant development? Write the new born behaviour?  
(Or)  
b) Explain the impact of early deprivation on infant development?  
a) Define the child rearing? Explain the types of child rearing?  
(Or)  
b) Write about role of environment in child rearing practices?  
a) Discuss the stimulation to nurture holistic development?  
(Or)  
b) What is stimulation? Write about environmental stimulation?  
a) Define attachment? Discuss about attachment theory?  
(Or)  
b) Explain about dyadic versus multi caring?

HD 305 (b): FAMILY LIFE EDUCATION

GENERIC ELECTIVE - THEORY

UNIT-I

Introduction to family life education. Strengthening of families. Strategies for promotion of family life and alleviation of familial problems.

Communication within family - Verbal and non verbal, their contribution to intra family relationships. Cultural factors influencing and their influence on decisions regarding nature and size of families.

#### UNIT-II

Family life and Responsible parenthood. Family life cycle, Marriage and preparation for marriage.

Early marriages and consequences. Delayed marriage Fertility management and family size.

Responsible sexual behavior and responsible parenthood

#### UNIT-III

Population Explosion and Population Education, Population Problems -Health hazards,

Special Problems STD (HIV) AIDS.

Over population and environmental degradation.

Need for environmental conservation and protection.

#### UNIT-IV

Communication strategies in population education.

Life skills education related to reproductive health and family life. Importance of life skills education to adolescents.

Family life education as a means of raising quality of life.

#### REFERENCES:

Sarada, D. (1999). *Family life education for adolescent girls*, Discovery publishers, New Delhi,

Saraswathi, T.S. and Kaur, B. (1993). *Human development and family studies in India - An agenda for research and policy*, Sage Publications, New Delhi,

Sauber, R.S., Labate, L., Weeks, R.G., and Buchaman, L.W. (1993). *The Dictionary of Family Psychology and Family Therapy*, Saga Publications India Pvt. Ltd., New Delhi,

Tata Institute of Social Sciences, *A Compendium on Adolescence Education*, Mumbai, Dept. of Extension Studies.

Turner, R.H. (1970). *Family Interaction*, John Wiley and Sons Inc. New York,

Adler, R. and Towne, N. (1975). *Interpersonal Communication*, Holt - Rinhart and Winston. San Francisco.

Jagannath Mohanty and Sasandhya Mohanty. (1997). *Family life education (Adolescence education)*, Deep and Deep Publications, F-159, Rajouri Garden, New Delhi,

SRI VENKATESWARA UNIVERSITY :TIRUPATI

MODEL QUESTION PAPER

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

Third Semester

(Specialization 'B' – Human Development & Child Welfare

(CBCS for the students admitted from 2016-17)

HDCW305 (b) - FAMILY LIFE EDUCATION

Time :3 hrs

Max Marks :80

Answer any four questions

Each question carry equal marks

Explain the concept of family life education.

Explain the need for preparation for marriage.

Bring out the consequences of early marriage.

Explain in population explosion and population education.

Explain STD

Explain the forms of communication with in the family.

What sort of communication help in promoting intra family relationship?

Explain the association between fertility management and family size.

Part-B

(4x15=60 Marks)

Answer all questions

Each question carry equal marks

(a) Discuss the influence of cultural factors on decisions regarding the nature and size of families

Or

(b).Discuss the importance of life skills education for adolescents regarding reproductive health?

(a) Write about the effect of responsible sexual behavior of men on the family and on population issues

Or

(b) Explain the various health hazards and special problems resulting from population explosion

(a) Discuss the strategies for promotion of family life education for strengthening off families

Or

(b) How overpopulation is related to environmental degradation? Bring out the need for environmental conservation and protection

(a) Family life education raises the quality of lie- Explain with relevant examples.

Or

(b) Elucidate the importance of family life education to adolescents. Develop content on issues related to reproductive health care of adolescents.

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

### GENERIC ELECTIVE - 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

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

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

#### REFERENCES

Chandra, P. (1995). *Projects – planning, analysis, selection, implementation and review*. New Delhi: Tata McGraw Publishing Company Limited.  
Khandwalla, P.H. (1995). *Management styles*. New Delhi: Tata McGraw Hill.  
Cole, G.A. (1993). *Management theory and practice*. London: ELBS  
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  
Grossman, B.D., and Keyes, C. (1985). *Early childhood administration*, Boston: Allyn and Becon.

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

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
Third Semester  
(Specialization 'B' – Human Development & Child Welfare  
(CBCS for the students admitted from 2016-17)

#### HDCW305 (c) – PLANNING FOR PROJECT MANAGEMENT

Time :3 hrs

MaxMarks :80

PART- A

(5x4=20

Marks)

Answer any four questions

Each question carry equal marks

What is a research problem?

Give an account of limitations in a research programme?

Explain the need for research design?

Write about different interview methods of data collection?

Enumerate the steps involved in pooling of data?

Explain criteria of selecting a sample?

Write about the precautions that the researcher should take while interpreting the findings?

Write a short notes on bibliography?

Part-B

(15x4=60 Marks)

Answer all questions

Each question carry equal marks

(a) Enumerate the steps involved in identifying a research problem?

Or

(b) Explain in detail about experimental research design?

(a) What is meant by validity and reliability? Explain different methods of establishing validity and reliability in measuring the tools?

Or

(b) Describe in detail basic principles of research design? And explain the features of a good research design?

(a) Enumerate different methods of collecting data? Explain its merits and demerits?

Or

(b) Explain the importance of tabulation of information in a research project?

(a) Write about different types of analysis of data pointing out the significance of each?

Or

(b) Plan and prepare a research project proposal with suitable examples?

## HDCW 304 A: FUNDAMENTALS OF FOOD, NUTRITION AND HEALTH

### OPEN ELECTIVE- THEORY

#### UNIT-I: Food Composition

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

#### UNIT-II : Macronutrients

Carbohydrates: Definition, classification, food sources, Function in human body, Recommended Daily Allowance (RDA) and importance of fibre.

Fats and Oils: Definition, classification, saturated and unsaturated fatty acids, cholesterol, Food sources, requirements, RDA and biological functions.

Protein: Definition, classification, essential and non-essential amino acids, protein quality, supplementary value of protein, food sources, RDA and functions.

#### UNIT-III : Micronutrients

Vitamins: Definition, classification

Fat soluble Vitamins (A, D, E, K) - Functions, sources, RDA, Deficiency diseases and symptoms.

Water soluble Vitamins (B complex and C): Functions, sources, RDA, Deficiency diseases and its symptoms.

Macro minerals: Calcium, phosphorous, sodium, potassium, chloride- sources, biological functions, factors affecting availability, Deficiency diseases and symptoms.

Micro minerals: Copper, zinc, Iron, Iodine and fluorine in human nutrition, biological functions, factors affecting availability, Deficiency diseases and symptoms.

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

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

#### REFERENCES - TEXT BOOKS

1. Jelliffe, D.B. (1966). Assessment of Nutritional Status of the Community. WHO Monograph. Series No. 53. WHO Geneva.

Mehtab S. Bamji. (1996). Text book of Human Nutrition, Oxford & IBH Co. PVT. LTD, New Delhi.

Swaminathan, M. (1999). Essentials of Food and Nutrition, Vol. I and Vol. II Ganesh and co. Madras.

Mahtabs. Bamji and N.Pralhad Rao. (2004). "Text book of Human Nutrition, Second Edition, Oxford and IBH Publishing co. PVT LTD. New Delhi,

C.Gopalan, B.V.RamasastriandS.C.BalaSubramanian.(2012). Nutritive Value of Indian Foods. National Institute of Nutrition, Indian Council Medical Research Hyderabad.

MadhuSharma. (2013). Pediatric Nutrition in Health and Disease, Jaypee Brother's Medical Publishers (P) Ltd New Delhi London Philadelphia Panama.

M Swami Nathan .(2010). Food and Nutrition Volume-1 Second Edition the Bangalore Printing and Publishing Co Ltd Bangalore 560018.

M Swami Nathan .(2010). Food and Nutrition Volume-2 Second Edition the Bangalore Printing and Publishing Co Ltd Bangalore 560018.

Nutrient Requirements and Recommended Dietary Allowance for Indians A Report of the Expert Group of Indian Council Medical Research.2010.

Dietary guidelines for Indians- a manual. National institute of nutrition. Hyderabad. 2011.

David L. Kartz. (2008). Nutrition in Clinical Practice. Lippincott Williams and Wilkins. USA.

Whitney E. N. (1983). Understanding normal and clinical nutrition. West publishing company. USA.

#### JOURNALS AND PROCEEDINGS

World review of Nutrition and Dietetics. S. Karger New York and Sydney 1959 onwards.

Proceedings of Nutrition society of India. ICMR. NIN Hyderabad, India 1969 onwards.

Nutrition Quarterly Journal (ICMR) NIN, Hyderabad.

The Indian Journal of pediatrics.

Journal of Human Nutrition / Applied Nutrition.

Future' quarterly journal / UNICEF.

Monographs and other publications by ICMR, WHO, FAO, UNICEF and UNESCO, Nutrition Foundation of India.

Indian Journal of Nutrition and dietetics, Coimbatore, India.

SRI VENKATESWARA UNIVERSITY:: TIRUPATI

MODEL QUESTION PAPER

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

Third Semester

(Specialization 'B' – Human Development)

(CBCS for the students admitted from 2016-2017)

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

Time: 3 Hrs

Max: 80 Marks

Part – A



Answer any four questions

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

Part – B

Answer all questions

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

a)

(Or)

b)

a)

(Or)

b)

a)

(Or)

b)

a)

(Or)

b)

## HDCW 306 B: NUTRITIONAL ASSESSEMENT OPEN ELECTIVE- THEORY

### UNIT-I

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

### UNIT-II

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

Assessment of age: Using local events calendar

Anthropometry Assessment: Measurement used, use of equipment, standards for comparison.

Classification used to categorize malnutrition, cut of points used to distinguish current and long term malnutrition.

Indicators of nutritional status

Guidelines for interpretations of growth charts.

### UNIT-III

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

### UNIT-IV

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

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

## REFERENCES - TEXT BOOKS

Gopalan, C., Ramasastry, B.V. and Bala Subramanian, S.C. (2012). *Nutritive value of Indian foods*, National Institute of Nutrition, Indian Council Medical Research Hyderabad.

David L. Katz. (2008). *Nutrition in clinical practice*. Lippincott Williams and Wilkins. USA.

*Dietary guidelines for Indians- a manual*. (2011). National institute of nutrition. Hyderabad.

Jelliffe, D.B. (1966). *Assessment of nutritional status of the community*. WHO Monograph. Series No. 53. WHO Geneva.

Swami Nathan, M. (2010). *Food and nutrition*, Volume-1, Second Edition, the Bangalore Printing and Publishing Co Ltd, Bangalore 560018.

Swami Nathan, M. (2010). *Food and nutrition*, Volume-2, Second Edition, the Bangalore Printing and Publishing Co Ltd, Bangalore 560018.

Madhu Sharma. (2013). *Pediatric nutrition in health and disease*, Jaypee Brother's Medical Publishers (P) Ltd New Delhi London Philadelphia Panama.

Mahtabs, Bamji. and Pralhad Rao, N. (2004). *Text book of human nutrition*, Second Edition, Oxford and IBH publishing co. PVT LTD., New Delhi,

Mehtab S. Bamji. (1996). *Text book of human nutrition*, Oxford & IBH Co. PVT. LTD, New Delhi.

Nutrient Requirements and Recommended Dietary Allowance for Indians. (2010). *A Report of the Expert Group of Indian Council Medical Research*.

Seymour L. Haspern. *Quick reference to clinical nutrition*, J.B. Lippincott Company.

Swaminathan, M. (1990). *Essentials of food and nutrition*, Vol. I and Vol. II Ganesh and co. Madras.

Whitney, E. N. (1983). *Understanding normal and clinical nutrition*, West publishing company. USA.

#### JOURNALS AND PROCEEDINGS

World review of Nutrition and Dietetics. S. Karger New York and Sydney 1959 onwards.

Proceedings of Nutrition society of India. ICMR. NIN Hyderabad, India 1969 onwards.

Nutrition Quarterly Journal (ICMR) NIN, Hyderabad.

The Indian Journal of pediatrics.

Journal of Human Nutrition / Applied Nutrition.

Future' quarterly journal / UNICEF.

Monographs and other publications by ICMR, WHO, FAO, UNICEF and UNESCO,

Nutrition Foundation of India.

Indian Journal of Nutrition and dietetics, Coimbatore, India.

SRI VENKATESWARA UNIVERSITY:: TIRUPATI  
MODEL QUESTION PAPER  
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
Third Semester  
(Specialization 'B' – Human Development)  
(CBCS for the students admitted from 2016-2017)  
HDCW 306 - B – NUTRITIONAL ASSESSMENT

Time: 3 Hrs

Max: 80 Marks

Part – A

Answer any four questions

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

Part – B

Answer all questions

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

a)

(Or)

b)

a)

(Or)

b)

a)

(Or)

b)

a)

(Or)

b)

IV SEMESTER

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

SEMESTER IV

HDCW 401 –GUIDANCE AND COUNSELLING IN HUMAN DEVELOPMENT

CORE - THEORY

UNIT- I      Personality and Approaches to Counselling

Personality - Meaning, Definition, Determinants of personality, Adjustment, Conflict- types, Development of a healthy personality.  
Approaches to Counselling -  
The Directive or Authoritarian Approach, Humanistic approach – Rogers’  
Self-                      Theory, Behaviouristic approach, Trait and factor approach, Client  
centred                      approach, Eclectic approach.

UNIT – II      Psychological Disorders and Use of Tests in Counselling

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

UNIT – III      Guidance

Meaning, Definition, Needs related to education and vocational guidance, Objectives of  
guidance, Principles – Functions – Types of Guidance, Guidance in Schools - Elementary

school level, Secondary school level, College level, Individual and Group guidance-Advantages and Disadvantages

#### UNIT – IV Counselling.

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

Individual and Group counselling – Advantages and Disadvantages

Ethics in Counselling.

#### PRACTICALS

Assessment of Behaviour Problems among children

Analysis of the content of semi-structural autobiography.

Assessment of Vocational Interests.

Semantic Differentia Scale – Analysis of self

Adjustment Inventory

Analysis of Case study

Practice of Counselling process using different models like SOLER, CRAVE analysis etc.

#### REFERENCES

Kaur and Surajit. (1971). *Fundamentals of counselling*, Sterling Publishers, New Delhi  
Kiruba Charles and Jyothsna. (2013). *Guidance and counselling*, Neelkamal Publications Pvt. Ltd., New Delhi

Kochhar, K. (1976). *Educational and vocational guidance in secondary schools*, Sterling Publishers, New Delhi.

Mukhopadhyaya. (1989). *Guidance and counselling*, (A Manual), Himalaya Publishing house Ltd, New Delhi

NarayanaRao. (2000). *Counselling and guidance*, 2nd Edition, Tata McGraw-Hill Publishing Ltd., New Delhi 2000.

Parricha and Prem. (1976). *Guidance and counselling in Indian higher education*, NCERT, New Delhi,

Prashantham, B.J. (2005). *Indian case studies in therapeutic counselling*, 6<sup>th</sup> edition, Christian Counselling Center, Vellore.

SitaramJayaswal. (1990). *Guidance and counselling- An eclectic approach*, Prakashkendra, Lucknow.

Tolber. (1973). *Counselling for career development*, Houghton Mifflin, Co., Boston,

#### JOURNALS

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

SRI VENKATESWARA UNIVERSITY:: TIRUPATI  
MODEL QUESTION PAPER  
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
Fourth Semester  
(Specialization 'B' – Human Development)  
(CBCS for the students admitted from 2016-2017)

HDCW 401 – GUIDANCE AND COUNSELLING IN HUMAN DEVELOPMENT

Time: 3 Hrs

Max Marks: 80

Part – A

Answer any four questions

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

Define conflict – explain different types of conflicts in human life?

Write briefly about Eclectic approach?

What are achievement tests? Explain its use in guidance and counseling?

Give an account of socio-metry?

Write short notes on Vocational guidance

Write short notes Marriage counseling

Give an account on Ethics in counseling

Write about Interest inventories

Part – B

Answer all questions

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

a) Explain about directive or authoritarian approach?

(Or)

b) Describe about Behavioristic approach in counseling?

a) Give a detailed account of behavior problems among children and discuss the method of assessment?

(Or)

b) Define psychological disorder and enumerate major psychological disorders?

a) What is a personality test? Discuss different personality tests used for assessing human personality?

(Or)

b) Discuss the advantages and disadvantages of individual and group counseling?

a) Define counseling? Explain the qualities and skills of counselor?

(Or)

b) Explain the stages in counselling process?

HDCW402: ADVANCED HUMAN DEVELOPMENT

CORE - THEORY

UNIT-I Early Adulthood (20-35 years)

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

UNIT-II Middle Adulthood (35-50 years)  
Characteristics and Developmental tasks.  
Adjustment – Personal, Social and Family  
Role of family – Maintenance of family relations and Friendship.  
Menopause in women, Adult Sexuality.

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

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

#### PRACTICALS

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

#### REFERENCES:

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

#### JOURNALS

Child Development  
PRACHI Journal  
Psycho Lingua  
Indian Journal of Psychology  
Journal of Psychometric  
Journal of Gerontology

SRI VENKATESWARA UNIVERSITY:: TIRUPATI  
MODEL QUESTION PAPER

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
Fourth Semester  
(Specialization 'B' – Human Development)  
(CBCS for the students admitted from 2016-2017)

HDCW 402– ADVANCED HUMAN DEVELOPMENT

Time: 3 Hrs

Max. Marks: 80

Part – A

Answer any four questions

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

Give short notes on parenthood?

Give an account of census data on adult population in India

Write about menopause in women

Describe adult sexuality during middle adulthood?

Explain the adjustments to retirement during late adulthood

Explain the grand parenthood and intergenerational relationships during late adulthood Years?

Enumerate the cognitive changes during elderly

Give an account of safety issues during elderly

Part – B

Answer all questions

Each question carry equal marks

(4X15=60 Marks)

(a).Enumerate the developmental tasks and characteristics of early adulthood?

(Or)

(b). Discuss the adjustments to be made during early adulthood years

(a).Enumerate the personal and social adjustments to be made during middle adulthood stage

(Or)

(b).Describe the role of family in maintaining family relations and friendships during middle adulthood?

(a).Describe the physical, physiological and psychological changes during late childhood?

(Or)

(b). Describe the problems faced by elderly people and the suggestions for minimizing the problem?

(a).What is mental health? Discuss the strategies to maintain positive mental health of elderly?

(Or)

(b).Discuss the institutional living of elderly in the context of Indian culture?

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

**THEORY**

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

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

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

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



UNIT-III Management of children with Developmental Challenges  
Role of parents, schools- Role of Government, Voluntary organizations and community –  
Concepts of Normalization and Integration, Mainstreaming and Inclusion- parent – Teacher  
partnership.

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

Learning Experiences

Visit to Rehabilitation centre for orthopedically challenged children.

Visit to physiotherapy centre.

Development of schedule for Identification of children with Developmental Challenges

Visit to clinics to take Case studies of children with developmental challenges.

Study of management structures in Rehabilitation centres.

- Government

- Voluntary Organization

#### REFERENCES

Bhatia, M.S. (1992). *Essentials of psychiatry*, New Delhi: CBS Publishers and Distributors.

Coleman, M.C. (1986). *Behaviour disorders theory and practice*, London: Prentice Hall.

Sankar, U. (1991). *Exceptional children*, New Delhi, Enkay Publication.

Hargrove, I. J. (1984). *Assessment of special education*, Prentice Hall Publication.

Mehta, D.S. 1983. *Handbook of Disabled in India*, New Delhi: Allied Publishers.

Cellier.(1979).*Teacher*,Macmillian Publications, London

Michel J. Curalnick. (1978).*Early intervention and the integration of handicapped*,  
University Park Press, London

#### JOURNALS

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

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

Fourth Semester

(Specialization 'B' – Human Development)

(CBCS for the students admitted from 2016-2017)

HDCW 403– REHABILITATION AND MANAGEMENT OF CHILDREN WITH SPECIAL NEEDS

Time: 3 Hrs

Max Marks:

80

Part – A

Answer any four questions

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

Write about the need for early identification of children with developmental challenges?

Write short notes on diagnosis process?

Explain about the educational rehabilitation for visually impaired children?

Explain about the vocational rehabilitation for orthopedically challenged children?

Give an account on main streaming?

Discuss about the concept of normalization and integration?

Define community based rehabilitation and write its basic concepts?

Explain about roles and responsibilities of community based rehabilitation functionaries?

Part – B

Answer all questions

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

(a).Enumerate different steps in assessment process for children with developmental challenges?

(Or)

(b).Discuss how multidisciplinary approach helps to rehabilitate the children with developmental challenges?

(a).Write about the importance of early intervention for children with developmental challenges?

(Or)

(b).Discuss about the educational rehabilitation for the gifted and learning disabled children?

(a).Explain the role of government and voluntary organizations in management of children with developmental challenges?

(Or)

(b).Describe about NIMH and NIHH organizations working towards children with developmental challenges?

(a).Explain the role of parent – teacher partnership in managing the children with developmentally challenges?

(Or)

(b).Explain about various community based rehabilitation services?

HDCW 405(a): CHILD AND HUMAN RIGHTS

GENERIC ELECTIVE - THEORY

UNIT-I

Definition and Evolution of Rights

Human rights

Child rights

Women's rights

Charter

Convention

Policy

## Right to Education

### UNIT-II

Status of Indian Children and their rights

Demographic distribution

Gender disparities (infanticide, foeticide, girl child)

Children in difficult circumstances -Children of prostitutes, child prostitutes, Child labour, street children, refugee children, Abused and neglected children

Child trafficking

### UNIT-III

Status of Women and their Rights

Status of women in India

Women and human rights

Forms of violation of women's rights

Violence against women in home, works places and society.

Sexual harassment, rape

Health and nutrition based deprivations

Crime against women

Political discrimination

### UNIT-IV

Classification of Human Rights

Moral rights

Legal rights

Civil and political rights

Social emotional and cultural rights

International convention of Human rights and Advocacy for Human Rights

### LEARNING EXPERIENCES

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

### REFERENCES

Burner, T.(1986). *Actual minds – possible words*, London: Harvard University Press.

Butterworth, D. and Fulmer, A. (1993). *Conflict, control power, perth: child and family consultant*.

Digumarti, B.R. and Digumarti, P.L.(1998).*International Encyclopedia of Women* (vol.1) New Delhi: Discovery.

Dreze, Jean and Sen, Amartya. (1989). *Hunger and public action*, U.K., Oxford University Press.

D'Souza, D. and Menon, J. *Understanding human rights*. (Series 1-4). Bombay: Research and Documentation Centre, St. Pius College.

Government of India. (1992b). *National Plan of Action: A commitment to theChild*, Department of women and child Development, New Delhi.

Government of India. (1993c), *Education for All: The Indian Scenario*, Department of Education, New Delhi.

Government of India (1993b), *Ministry of Finance, Economic Survey 1992-93*, New Delhi.

Government of India (1994), *Ministry of Finance, Economic Survey 1993-94*, New Delhi.

Government of Tamil Nadu (1993). *Dr. J. Jayalalita 15 point programme for child werfare*, Department of Social Welfare and Nutrious Meal Programme, Madras.

Kudchedkar, S.(1998). *Violence against women: women against violence*. Delhi: Pencraft International.

National Institute of Nutrition. (1993). *Nutrition Trends in India*, National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.

National Institute of Public Cooperation and Child Development (1993). *A Statistics on children in India Packet Book 1993*, New Delhi.

SRI VENKATESWARA UNIVERSITY:: TIRUPATI  
MODEL QUESTION PAPER

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION

Fourth Semester

(Specialization 'B' – Human Development)

(CBCS for the students admitted from 2016-2017)

HDCW 405 (a)– CHILD AND HUMAN RIGHTS

Time: 3 Hrs

Max Marks: 80

Part – A

Answer any four questions

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

Write about the articles related to child rights?

Explain the charter of human rights?

Discuss briefly the reasons for infanticide?

Describe the laws against child labour?

Discuss about the Violence against women at work places?  
Discuss briefly on political discrimination favoring males/females?  
Write a brief note on moral rights?  
Give an account on the advocacy of human rights?

Part – B

Answer all questions

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

(a).Write an essay on human rights?

(Or)

(b).Discuss briefly on child's rights?

(a).Explain the status of children?

(Or)

(b).Explain in detail about children in difficult circumstances?

(a).Write on domestic violence against women and major contributing factors for it?

(Or)

(b).What are the various forms of violation of women's rights?

(a).Write an essay on classification of human rights?

(Or)

(b).Elaborate on the international convention of Human rights?

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

### GENERIC ELECTIVE - THEORY

#### UNIT- I

A Brief history of child welfare in India.

Charter of children's rights

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

#### UNIT-II

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

International Organisations - UNICEF, WHO, FAO, CARE.

#### UNIT- III

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

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

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

#### UNIT-IV

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

## REFERENCES

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

## JOURNALS

- Social Welfare  
Yojana  
Balak  
Indian Journal of Extension Education.

## SRI VENKATESWARA UNIVERSITY:: TIRUPATI MODEL QUESTION PAPER

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
Fourth Semester

(Specialization 'B' – Human Development)

(CBCS for the students admitted from 2016-2017)

### HDCW 405 (b) – ORGANIZATION AND MANAGEMENT OF CHILD WELFARE INSTITUTIONS

Time: 3 Hrs

Max: 80 Marks

Part – A

Answer any four questions

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

Explain the concept of programmes and services for children?

Write short notes on NCERT and NIPCCD?

Give an account of functions and services of RASS?

Define supervision and describe the objectives and importance supervision?

Write short notes on ICCW and CSWB?

What are the functions and services of CARE?

Write short notes on organization structure of pre - schools?

Write the principles and objectives of UNICEF?

Part – B

Answer all questions

Each question carry equal marks

(4X15=60 Marks)

(a). Explain liberation of Child labour and changing philosophy and write the importance of integrated approach for child welfare programmes?

(Or)

(b). Write about the charter of children's rights?

(a). Give an account of existing government organizations for children in India?

(Or)

(b). Explain the services and functions provided by the voluntary organizations in India?

(a).Write in detail the principles, objectives and significance of international organizations related to child welfare?

(Or)

(b).Discuss about the administration, organization and management of crèche and home for destitute.

(a) How important is supervision in child welfare institutions? Discuss the roles and responsibilities of supervisor and do's and don'ts for supervision

(Or)

(b).Discuss different methods of development of effective communication skills with children, personnel and parents?

HDCW 405 (c): CARE FOR ELDERLY

GENERIC ELECTIVE- THEORY

UNIT- I

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

UNIT -II

Theories related to ageing

Recent research trends on the interests attitudes, needs, mental health of elderly. Role of interplay of cultural forces family interactions. Economic, social, cultural forces.

UNIT-III

Problems faced by Elderly.

Psychological, physiological, social, emotional problems - Causes, strategies for coping maintained positive mental health.

UNIT IV:

Welfare programmes for elderly - role of Government and non-government agencies, policy towards Elderly - Human right prospective.

LEARNING EXPERIENCE

Assessment of needs of elderly.

Mental Health - Elderly.

Case study of Elderly man and woman belonging to various social strata.

Visit to old age home - Report and evaluation.

REFERENCES:

Bhatia, H.S. (1983).*Ageing and society*, Udaipur, The Aryas' Book Centre Publishers.

Krishnan, P. and Mahadevan, K. (1991). *Elderly population today: policies, problems and perspectives*, B.R.Publishing House, Delhi.

Binstock, H.R. and Sharma, E.(1985).*Handbook of ageing and the social sciences*, New York.

JOURNALS:

Helpage India, Research and Development Journal (Quarterly), New Delhi.

Journal of Gerontology





SRI VENKATESWARA UNIVERSITY: TIRUPATI  
MODEL QUESTION PAPER

M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
Fourth Semester  
(Specialization 'B' – Human Development & Child Welfare  
(CBCS for the students admitted from 2016-17)

HDCW 405 (C) - CARE FOR ELDERLY

Time: 3 hrs

Max Marks: 80  
(4x5=20 Marks)

PART- A

Answer any four questions

Each question carry equal marks

- Bring out the demographic profile of elderly in India
- What are the needs of the aged?
- Role of interplay of cultural forces in family interactions.
- Write a research study on elders.
- Enumerate the physiological problems of the aged.
- Bring out the human rights perspective of the elderly.
- Report of the case study done
- What are the Policy towards elderly?

Part-B

(4x15=60 Marks)

Answer all questions

Each question carry equal marks

(a) Discuss the characteristics of the aged

Or

(b) Bring out the developmental process of ageing?

(a) What are the theories related to ageing.

Or

(b) Write an essay on the attitude and mental health of elderly

(a) What kind of strategies to be adopted by the elders to have peaceful life?

Or

(b) Write a report of a old age home you visited

(a) Discuss the ongoing welfare programmes for the aged.

Or

(b) How does aged people are suffered in the human rights perspective

HDCW 406 (a): CHILD WELFARE PROGRAMME

OPEN ELECTIVE - THEORY

UNIT – I Child Welfare programmes

Need and History of Child Welfare programmes in India.

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

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

UNIT-III Monitoring and Evaluation of Child Welfare Institutions  
Purpose and objectives of monitoring, monitoring of quality, indicators of monitoring, process of monitoring.  
Objectives and techniques of evaluation  
Parameters for Evaluation  
Process of evaluation, evaluation personnel.

UNIT-IV International Organizations  
Principles, Objectives and Significance of International Organizations- UNICEF, WHO, CARE, CRY.  
Changing philosophy and concept of programmes and services for children, Importance of Integrated approaches.

#### REFERENCES

- Alfred, D.Souja. (1973). *Children in India, critical issues in human development*, Indian Social Science Research Institute, Delhi.  
NIPCCD.(1985). *Approaches to perspective plan on child development*.  
D'Arcy and Daviscase. (1989). *Community forestry: participatory assessment monitoring and evaluation*, Rome: Food and Agriculture Organization.  
Fecistein, M. (1986). *Patterns in evaluation*, London: Macmillan.  
Jayakaran, R.L. (1996). *Participatory learning and action: user guide and manual*, Madras: World Vision India.  
Kumar, R. (2003). *Child development in India*, Ashish Publishing House, New Delhi, Reprint  
Paul Chowdary, D. (1995). *Child welfare and development*, Atmarani and Co., New Delhi.

#### JOURNALS

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

SRI VENKATESWARA UNIVERSITY:: TIRUPATI  
MODEL QUESTION PAPER  
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
Fourth Semester  
(Specialization 'B' – Human Development)  
(CBCS for the students admitted from 2016-2017)

#### HDCW 406 (a) – CHILD WELFARE PROGRAMMES

Time: 3 Hrs

Max: 80 Marks

Part – A

Answer any four questions

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

- Discuss the activities of NCERT?  
Explain the Objectives and Activities of SOS?  
Write about Administration and Organization of Juvenile Homes?  
How to prevent Child Trafficking?  
Discuss the Indicators of Monitoring?  
Define Evaluation? Personnel for evaluation?

Discuss about CRY?

Write about changing philosophy and concept of child welfare programmes?

Part – B

Answer all questions

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

9 a). Enumerate the need and history of Child Welfare Programmes in India?

Or

b). Discuss the Objectives and Activities of ICDS and ICCW?

10. a). Explain In Detail about administration and Organization of Orphanages?

Or

b). Discuss about functions and activities of Organizations working for Welfare of child labour and street children?

11. a). What is Monitoring? Explain the process of Monitoring?

Or

b). Enumerate the Objectives of Evaluation? Discuss the techniques of Evaluation?

12. a). Discuss the significance of International Organizations in Child Welfare UNICEF and WHO?

Or

b). Write about Importance of Integrated Approach?

HDCW 406 (b): DISASTER MANAGEMENT

OPEN ELECTIVE - THEORY

UNIT I

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

UNIT II

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

UNIT III

Disaster Management- Efforts to mitigate natural disasters at national and global levels. International Strategy for Disaster reduction. Concept of disaster management, national disaster management framework; financial arrangements; role of NGOs, Community-based organizations, and media. Central, State, District and local Administration; Armed forces in Disaster response; Disaster response: Police and other organizations.

REFERENCES

Gupta, H.K. (2003). *Disaster management*. Indian National Science Academy. Orient Blackswan.

Hodgkinson, P.E. and Stewart, M. (1991). *Coping with catastrophe: A handbook of disaster management*.

Routledge and Sharma, V.K. (2001). *Disaster management*. National Centre for Disaster Management, India.

SRI VENKATESWARA UNIVERSITY:: TIRUPATI  
MODEL QUESTION PAPER  
M.Sc. (HOME SCIENCE) DEGREE EXAMINATION  
Fourth Semester  
(Specialization 'B' – Human Development)  
(CBCS for the students admitted from 2016-2017)  
HDCW 406 (B)– DISASTER MANAGEMENT

Time: 3 Hrs

Max: 80 Marks

Part – A

Answer any four questions

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

Part – B

Answer all questions

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

a)

(Or)

b)

a)

(Or)

b)

a)

(Or)

b)

a)

(Or)

b)

**SRI VENKATESWARA UNIVERSITY:: TIRUPATI**  
**MODEL QUESTION PAPER**  
**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**First Semester**  
**(Specialization 'B' – Human Development & Child Welfare**  
**(CBCS for the students admitted from 2016-2017)**

**HDCW 101 – ADVANCED STUDY OF CHILD DEVELOPMENT**

Time: 3 Hrs

Max: 80 Marks

**Part – A**

**Answer any four questions**

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

1. Write the importance of brain development during early years?
2. Trace the reflexes of a neonate
3. Describe the developmental mile stones related to physical development during infancy and babyhood?
4. Write a note on genes and chromosomes
5. Explain the social developments during late childhood years
6. Trace the language development during early childhood years?
7. Discuss the Hetero - Sexual relationships during adolescence.
8. Explain the need for life skills education during adolescence?

**Part – B**

**Answer all questions**

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

9. (a).Discuss the reasons for genetic and chromosomal abnormalities during pre-natal period?  
a. (Or)
10. (b).Explain in detail the interaction of heredity and environment on all-round development of children?
11. (a).Explain the language, emotional and cognitive development during infancy?  
a. (Or)
12. (b).Describe the social and emotional developments during early childhood years?
13. (a).Spell out the needs and characteristics of late childhood years?  
a. (Or)
14. (b).What is puberty? Discuss the impact of onset of early and late puberty on child's
15. development?
16. (a).Define adolescence? Explain the physical and physiological changes during adolescence?  
a. (Or)
17. (b).Define life skills? Explain about core set of life skills that are helpful for adolescent development?

**MODEL QUESTION PAPER**  
**M.Sc.(HOME SCIENCE) DEGREE EXAMINATION**  
**First Semester**  
**(Specialization 'B' – Human Development & Child Welfare**  
**(CBCS for the students admitted from 2016-2017)**

**HDCW- 102: COMMUNITY NUTRITION**  
**(Common to HDCW and EMCT specializations)**

**Time: 3 hours**

**Max Marks: 80**

**Part- A**

**Answer any FOUR of the Following**  
**Each question carries 5 marks (4 x5=20Marks)**

1. Functional food grouping system.
2. Recommended dietary allowances.
3. Indirect methods of Assessment of nutritional status.
4. Clinical symptoms of Vit-A & C deficiencies.
5. Oetiology of PEM.
6. Iodine deficiency disorders control programme.
7. Mid day meal programme.
8. Role- of TV in Nutrition education.

**Part- B**

**Answer ALL questions**  
**Each Question carries 15 Marks (4x15=60 Marks)**

- (a) Discuss physiological changes that occur during pregnancy and state the nutritional requirements during pregnancy.
- (or)
- (a) State the RDA for an adolescent girl. Plan a menu and give justification.
- (or)
- (a) Describe briefly the methods of anthropometric measurements in altering nutritional status of the community.
- (or)
- (b).Explain the advantages and dis advantages of the Biochemical method of assesment of nutritional status.
- (or)
- (a) Write about Iron deficiency and its consequences
- (or)
- (b).Explain the consequences (or) maternal malnutrition on the growth and development of off spring.
- (or)
- (a).Describe the various programmes and policies implemented by government of India for achieving food security .
- (or)
- (b). Present a case study of any on governmental nutrition programme that you have studied.

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**M.Sc. (HOME SCIENCE) DEGREE EXAMINATION**  
**First Semester**  
**(Specialization 'B' – Human Development & Child Welfare)**  
**(CBCS for the students admitted from 2016-2017)**

**HDCW 103 – TRENDS IN EARLY CHILDHOOD EDUCATION**

Time: 3 Hrs

Max Marks: 80

**Part – A**

**Answer any four questions**

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

1. Differentiate and explain the terms ECE, ECCE and ECD?
2. Explain the demand for ECE from neuro perspective?
3. Define curriculum and explain the indicators of effective curriculum?
4. Explain the importance of music in ECE curriculum? Give an account of equipment necessary for providing musical experience?
5. Write about short term planning in ECE?
6. Describe the contribution of M.K. Gandhi towards pre-school education?
7. Explain developmentally appropriate curriculum?
8. Discuss about Reggio Emilia approach in ECE?

**Part – B**

**Answer all questions**

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

- a) Describe the contribution of Montessori towards early childhood education?
  1. (Or)
- b) Explain the contribution of Froebel to pre-school education?
  - a) Discuss the language experiences that can be provided in an ECE center?
    1. (Or)
- c) Write short notes on the following in ECE and explain the role of teacher in implementing the activities?
- d) i) Readiness Programme ii) Science experience
- a) Describe the development of ECCE in five year plans?
  1. (Or)
- b) Write in detail about National ECCE curriculum framework 2013?
  - a) Write in detail a lesson plan based on theme based approach?
    2. (Or)
  - b) Explain the principles involved in planning programme for early childhood education?

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MODEL QUESTION PAPER**

**M.Sc.(HOME SCIENCE) DEGREE EXAMINATION  
First Semester  
(Specialization 'B' – Human Development & Child Welfare  
(CBCS for the students admitted from 2016-17)**

**HDCW 107- FAMILY DYNAMICS**

**Time: 1 hr 30 min**

**Maximum Marks: 40**

**PART- A**

**Answer any TWO questions (2x5=10 Marks)**

**Each question carry equal marks**

1. Write about different types of families?
2. Why family cohesion is important?
3. Discuss about Hindu marriage Act?
4. Explain about problems faced in Dual career families ?

**Part-B**

**Answer all questions**

**Each question carry equal marks**

**(2x15=30 Marks)**

5. (a) Enumerate the functions of family?  
Or  
(b) Discuss the role expectations at various stages in family relation?
6. (a) Explain the details about stages of family life cycle?  
Or  
(b) Factors which lead to divorce



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**First Semester**  
**(Specialization 'B' – Human Development)**  
**(CBCS for the students admitted from 2016-2017)**  
**HDCW 108 – HUMAN VALUES AND ETHICS - I**

**Time: 3 Hrs**

**Max: 80 Marks**

**Part – A**

**Answer any four questions**

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

**Part – B**

**Answer all questions**

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

- a)
- (Or)
- b)
- a)
- (Or)
- b)
- a)
- (Or)
- b)
- a)
- (Or)
- b)

(Or)