

# **M.Sc. Human Development and Child Welfare**

**SRI VENKATESWARA UNIVERSITY COLLEGE OF SCIENCES**  
**DEPARTMENT OF HOME SCIENCE**  
**CHOICE BASED CREDIT SYSTEM (C.B.C.S) SYLLABUS AND SCHEME OF EXAMINATION**  
**(WITH EFFECT FROM THE ACADEMIC YEAR 2015 -2016)**  
**M.Sc. Human Development and Child Welfare**

Sem	Course code	Title of the Course	Core/ Elective	No.of Credits	IA	SEE	Total Marks
<b>I</b>	HDCW-101	Essentials of Food and Community Nutrition	Core	4	30	70	100
	HDCW-102	Research Methodology	Core	4	30	70	100
	HDCW-103	Trends in Early Childhood Education	Core	4	30	70	100
	HDCW-104	Family Dynamics and Parenting	Core	4	30	70	100
		<b>Practical – I Community Nutrition and Research methodology</b>	--	4	--	100	100
		<b>Practical – II ECE and Family Dynamics</b>	--	4	--	100	100
<b>II</b>	HDCW-201	Advanced Study of Child and Adolescent Development	Core	4	30	70	100
	HDCW-202	Quality Standards in ECE centres	Core	4	30	70	100
	HDCW-203	Children with Developmental Challenges	Core	4	30	70	100
	HDCW-204	Child Study Techniques	Core	4	30	70	100
	HDCW-205	<b>Human Values and Professional Ethics – I</b>			30	70	100
		<b>Practical – I Student Participation and Child Development</b>	--	4	--	100	100
	<b>Practical – II Assessment Techniques for children</b>	--	4	--	100	100	
<b>III</b>	HDCW-301	Statistics and Computer Applications	Core	4	30	70	100
	HDCW-302	Theories and Approaches to Child Guidance	Core	4	30	70	100
	HDCW-303	Child and Human Rights	Core	4	30	70	100
	HDCW-304	Choose <b>ONE</b> of the Following A ) Family Life Education B) <b>Infant Development and Stimulation</b> C) Organization and Management of Child Welfare Institutions.	IE/EE  IE  IE/EE	4	30	70	100
		<b>Practical – I - Rural work Experience</b>	--	4	--	100	100
		<b>Practical – II – Internship</b>	--	4	--	100	100
<b>IV</b>	HDCW-401	Guidance and Counselling in Human Development	Core	4	30	70	100
	HDCW-402	Advanced Human Development	Core	4	30	70	100
	HDCW-403	<b>Thesis</b> (or) Rehabilitation and Management of Children with Special Needs	Core	4	50/ 30	50/ 70	100
	HDCW-404	Choose <b>ONE</b> of the Following A) <b>Child Welfare Programs</b> B) Monitoring and Evaluation of Programmes	Core IE/EE	4	30	70	100
	HDCW-405	Human Values and Professional Ethics – II			30	70	100
		Practical – I Guidance and Counselling in Human Development	--	4	--	100	100
	Practical – II Viva/Child welfare and Rehabilitation	--	4	--	100	100	

**Total mandatory credits 96**

**Note: Study Tour and Seminars are mandatory course requirement**

## **SEMESTER – I**

### **HDCW101:ESSENTIALS OF FOOD AND COMMUNITY NUTRITION (Common to all Branches of M.Sc Home Science and MS Food Technology Course)**

#### **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 – Aetiology –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:**

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

## REFERENCES - TEXT BOOKS

1. Davidson and Passmore R., Brock, J.F., and Truswell A.S. "Human Nutrition and Dietetics". 7th ed. New York. Churchill Living stone. 1979.
2. Gopalan, C (Editor) - Basic Issues in Combating Malnutrition - NFI Publication.
3. Gopalan, C (Editor) - Women Nutrition in India. NFI Publication.
4. Jelliffe, D.B."Assessment of Nutritional Status of the Community", WHO Monograph. Series No. 53. WHO Geneva 1966.
5. Mehtab S. Bamji, "Text book of Human Nutrition", Oxford & IBH Co.PVT.LTD, New Delhi, 1996.
6. Measuring change in nutritional status - WHO 1981 (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: Quick reference to clinical nutrition 1979.
9. Sutor C.W Hunter M.F. Nutrition principles and Application in Health Promotion. J.B. Lippincot Company Philadelphia 1980.
10. Swaminathan, M. Essentials of Food and Nutrition, Vol. I and Vol. II Ganesh and co. Madras

## 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.
- The American Journal of clinical nutrition.
- 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.

## HDCW102: RESEARCH METHODOLOGY

(Common to all Branches of MSc Home Science and MS Food Technology Course)

### THEORY:

#### UNIT – I: Research Purpose and Process

- i. Research – Significance, meaning, objectives, Approaches, Research process, Criteria of good research, Problems encountered by Researchers in India
- ii. Variable-types – Concepts, Theory-Inductive and Deductive
- iii. Types of Research : Historical, descriptive, experimental, case study, survey research, participatory research, Fundamental, applied and action, exploratory ex-post facto
  - Longitudinal and cross sectional, co-relational.
- iv. Basic Principles of Research Design : Meaning, Need and features of a good design - Purposes of research design, Steps in Research Design

#### UNIT –II: Research Problem and Methods of Sampling:

- i. Definition and Identification of a Research Problem
  - Selection of research problem
  - Justification
  - Theory, hypothesis, basic assumptions, limitations and delimitations of the Problem.
- ii. Probability and Non-probability Techniques
  - Population and sample
  - Probability sampling : simple random, systematic random sampling, two Stages and multi stage sampling, cluster sampling.
  - Non-probability sampling : purposive, quota and volunteer sampling/ Snowball Sampling.

### **UNIT –III: Qualitative Research Methods and methods of data collection**

- i. Qualitative Research.
  - Definition and types of qualitative research.
- ii. Methods and techniques of data collection.
  - Group discussions
  - Interviews : key informants, in-depth interviews
  - Observations
  - Social mapping
  - Participatory rapid assessment
  - Participatory learning assessment
- iii. Data Gathering Instruments:
  - Observation, questionnaire, interview, case study, home visits.

### **UNIT – IV: Measurement, Data Processing and Interpretation**

- i. Measurement Scales – Nominal, Ordinal, Interval and Ratio
- ii. Tests of Sound Measurement-Validity and Reliability and Practicality.
- iii. Important scaling Techniques
- iv. Analysis of data and research report.
- v. Project Proposal – Preparation.

### **PRACTICALS :**

1. Identification of different variables in specialization of study.
2. Framing of hypothesis-Null and alternate Hypothesis
3. Selection of Random sample, using tippets random number tables.
4. Preparation of schedule/questionnaire.
5. Development of a Rating scale.
6. Tabulation of data
7. Preparation of research proposal

### **REFERENCES**

1. Bandarkar, P.L. and Wilkinson T.S. (2000) : “*Methodology and Techniques of Social Research*”, Himalaya Publishing House, Mumbai.
2. Batnagar, G.L. (1990) : “*Research Methods and Measurements in Behavioural and Social Sciences*”, Agri. Cole publishing Academy, New Delhi.
3. BajPai S.M. (1987) “*Methods of Social Survey and Research*” KitabGhat, Kanpur-3
4. Black, T.R. (1999) : “*Doing Quantitative Research in the Social Sciences*”, Sage Publications, New Delhi.
5. Dev Doss R.P. and Kulandavel K (1985) – “*Hand book of methodology of research*” Oxford Press,
6. Garrett. (1986) “*Statistics in Psychology and Education*” 10<sup>th</sup> Indian Re-print Valeits Fefer and Simons Co., Bombay.
7. Goode J.W. and Hatt P.K. “*Methods in Social Science Research*” Mc. Graw hill-Co. New York.
8. Kothari, C.R. (2004) : “*Research Methodology (Methods and Techniques)*”. New Age International (p) Ltd., New Delhi.
9. Kerlinger F.N.(1983) “*Foundations of Behaviouring Research*”, Subject Publications, Delhi,
10. Sharma S.R. (1994) “*Statistical methods in Educational Research*”, Anmol Publications Pvt. Ltd., New Delhi.

## HDCW 103 – TRENDS IN EARLY CHILDHOOD EDUCATION

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

#### UNIT – II Curriculum for ECCE

– Definition, Indicators of effective curriculum, Importance, Different experiences in curriculum - Language experiences– Informal talk Storytelling, and Music Science Experience, Creative Activities, Dramatization, Readiness – Reading, Writing and Arithmetic –Role of Teacher in Effective implementation of these 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
- Ready children, Ready school and Ready families' concept.

#### 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:

- Observation of a day's Programme in Nursery School
- Planning of Yearly, Quarterly, Monthly, Weekly and Daily Programme
- Planning a week programme based on Theme approach
- Preparation of Creative Activities Booklet
- Preparation of Songs and Story Booklet
- Preparation of Readiness kit
- 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 students 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, Helen C. Meyer. 1984. Early Childhood Practicum guide, Deleme Publishers, New York.
4. Lucille Lindbergs 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. 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.104: FAMILY DYNAMICS AND PARENTING**

### **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.

- Family cohesion– Importance. Family communication –Role of communication in family relationship. Importance of Emotional Intelligence in enhancing family relations.

#### **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 counselling centres and family court.

#### **UNIT – III Parenting**

Parenting Styles (democratic, authoritative, authoritarian)– Changing role of parents in parenting. Role of father in child rearing.

Goals and philosophy of Parent Education. Need for parent education in India.

Basic Approaches to Parent Education – Group – mass/ large and mini group.

Individual approach, distant home education- Parent Education in schools.

#### **UNIT – IV Laws related to Marriage and Family.**

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

### **PRACTICALS**

1. Assessment of type of families in the society
2. Assess the parenting styles exercised in families
3. Assessment of marital adjustment among families
4. Assessment of relations in families
5. Planning a parent education programme
6. Visit to family counselling centre
7. Visit to family court

### **REFERENCES:**

1. Fine, Rarving (Ed.) 1980 Hand book on Parent Education.
2. Gupta, G.R. Family and Social Change in India, Vikas Publishing House, New Delhi, 1976.
3. Kulkarni, S. (1986). Introduction to Educational Technology, Oxford and I.B.H. Publishing Co.
4. Kulkarni, S. (1988). Parent Education Perspectives and Approaches
5. Kumud Desai, Indian Law of Marriage and Divorce, N.M. Tirupati Pvt. Ltd., 1981.
6. Raju, M.L. and Krishna, G.R. (Ed.) Future of India Family Challenges for Social Work Education, 1996.
7. Smart, M.S., and Smart, L.S. Families Developing Relationships, Mac Millian Publishing Co. Inc., New York, 1976.
8. 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

## **SEMESTER- II**

### **HDCW -201 :ADVANCED STUDY OF CHILD AND ADOLESCENT DEVELOPMENT**

**Unit – I Biological foundations of Human Development** - Genes; chromosomes, 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
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 Indics, New Delhi .
2. Cole, M. and Cole,R.S. (1998) the Development of Children, W.H. Free man and company, New York.
3. Damon,W.,Lerner,R.M.(2008).Child and Adolescent Development- An advanced course, Wiley Publishers.
4. DevDass R.P. and Jaya N. (1999). A textbook on Child Development, Mac Millan Co.
5. Hurlock – E.B. (1990) Child Development MC. Graw Hill Company Ltd, New York.
6. Mussen P.H. Conpa, Kapan, J. and Hussain (1987) Child Development, Halt rinehant and Winston Inc.
7. Santrock J.W. (1981). Life Span development, Brown Bench mall.
8. Suriakanthi,A. (2009) Child Development, Kavithapublications,Gandhigram, Tamilnadu.

### **JOURNALS:**

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



## HDCW - 202: QUALITY STANDARDS IN ECCE CENTRES

### 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 :

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

#### REFERENCES:

1. 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.
2. Bilman, J and Sherman, J 2003. Observation and participation in early childhood settings, Allyn and Bacon, New York.
3. Gilfert R. Lustin, 1976. Early Childhood education, Academic Press, New York,
4. Grewal J.S. 1984. Early Childhood Education – Formulations and practices, National psychological corporation, Agra.
5. Helen F. Robineon. 1989. Exploring Teaching in Early Childhood Education. IInd edition, Allyn and Bacon Inc. Boston, London.
6. Leeper *et al.*, 1970. Good Schools For Young Children – A guide for working with three, four, five years old children, second edition, McMillan Co, New York,
7. Many Crawl Day and Ronald K. Parker. 1980. The pre –school in action exploring early childhood programs, second edition, Allyn and Bacon Inc. Boston, London.
8. Sarallon Hammonal, Rrith J. Dales, Doa fakes skipper, Ralph. L Witherspon. 1965. Schools For The Young, Mac Millan Company, New York.
9. Sen Gupta, M., (2009), Early Childhood Care and Education, PHI Learning Pvt. Ltd.,

#### JOURNALS

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

# HDCW203- : CHILDREN WITH DEVELOPMENTAL CHALLENGES

## 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.
  - a) Mentally Challenged
  - b) Hearing Impaired
  - c) Physically challenged
  - d) Orthopedically handicapped
  - e) Socially maladjusted
- 2) Identification of the following challenges in school age children
  - a) Gifted
  - b) Speech disorders
  - c) Learning disabled

### REFERENCES:

- 1) Chuhan, S.S (1989), Education of Exceptional children, Indus Publishinh Company, New Delhi.
- 2) Cruickshank, W.M and Johnson O.G, education of exceptional children and youth, Englewood Cliff ,N.J .Prentice Hall, Inc., 1961.
- 3) Drum M.Loyal, Exceptional Children in the Schools, Special Education in Transition, Indedin, HoltInchart and Winston, Inc., New York, 1973.
- 4) Milton Seilgman ,Strategies for helping parents of exceptional children ,A guide for teacher, CeillierMacmillian Publications, London, 1979.
- 5) Sternley W. Jhonson, Robert L. Molasky, Learning Disabilities Indediton, Allyn and Balon Inc., Boston 1980.
- 6) William L.Heward and Michael D.Orlandsky, Exceptional children, Macmillan publishing Company, Inc. New York, 1992.

### JOURNALS

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

# HDCW 204: CHILD STUDY TECHNIQUES

## 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.

Significance of child study techniques, Approaches to child study techniques

### UNIT-II

#### Assessment Techniques

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

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

### UNIT-III

#### Tests of Intelligence

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

### UNIT-IV

#### Projective Techniques

Meaning, types of Projective Techniques, Advantages

- Rorshack ink Blot Test
- Children's Apperception Test
- Children's Anxiety picture Test
- Word Association Test
- Draw a Person Test

## PRACTICALS

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

Assessment of Personality

- Picture drawing Tests
- Children's Apperception Test
- Rorschach Inkblot Test

## REFERENCES

1. Anastasi .A (1984) Psychological testing Macmillan Company, London.
2. Freeman F.S. (1963) Theory and practice of mental testing Printice Hall, New Delhi.
3. Guilford (1980) Psychometric Methods.
4. Mangal S.K. (1987) Psychological foundations of education Prakash brothers, New Delhi.
5. Mussen P.H. (1980) Hand Book of Research Methods in Child Development Wiley Eastern Pvt. Ltd.,

## **JOURNALS**

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

## **HDCW 205:HUMAN VALUES AND PROFESSIONAL ETHICS - I**

**(Revised Syllabus with effect from 2015-2016)**

### **Unit-I:**

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

### **Unit-II:**

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

### **Unit-III:**

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

### **Unit-IV:**

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

### **Unit-V:**

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

### **REFERENCES:**

1. John S Mackenzie: 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. SusrutaSamhita: Tr.KavirajKunjanlal, KunjalalBrishagratha. Chowkarnba Sanskrit series. VolII and III, Varanasi, Vol I 00,16'20,21-32 and 74-77 only.
11. CarakaSamhita :Tr.Dr. Ram Karan Sarma and VaidyaBhagavan Dash, Chowkambha Sanskrit Series office. Varanasi I, 11.111 VolIPP 183-191.
12. Ethics, Theory and Contemporary Issues. Barbara Mackinnon Wadsworth/Thomson Learning, 2001.

13. Analyzing Moral Issues, Judith A. Boss. May Field Publishing Company - 1999.
14. An Introduction to Applied Ethics (Ed.) John H. Piet and Ayodhya Prasad. Cosmo Publications
15. Text Book for Intermediate First Year Ethics and Human Values. Board of Intermediate Education- Telugu ~ Akademi, Hyderabad.
16. I.C Sharma Ethical Philosophy of India. Nagin & co Julundhar

### **SEMESTER III**

#### **FSND 301: STATISTICS and COMPUTER APPLICATIONS**

**(Common to all Branches of MSc Home Science and MS Food Technology Course)**

#### **THEORY**

#### **PART - A - STATISTICS**

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

- i. Statistics: Meaning, Definition and Scope, limitations.  
Role of Statistics in Research.
- ii. Descriptive statistics :
  - Classification and tabulation of data.
  - Graphic presentation of data.
  - Diagrammatic presentation of data.
  - Measurement of central tendency, variation, and dispersion.
  - Normal distribution, Frequency distribution, histogram, frequency polygons, curve Ogive.
- iii. Testing of hypothesis :
  - Type I and Type II errors. Levels of significance.
  - Correlation, coefficient of correlation, rank correlation.
  - Regression and prediction.

##### **UNIT-II**

##### Inferential Statistics

- i. 't' test for Large samples (mean and proportions) small samples
- ii.  $\chi^2$  - test of significance of association
- iii. Analysis of variance – one way, two way  
(The student needs to understand only application and calculation procedures)

#### **PRACTICAL:**

1. Graphic presentation of data.
2. Diagrammatic representation of data.
3. Calculation of Averages – Arithmetic mean, mode of median.
4. Calculation of standard deviation, quartile deviation.
5. Calculation of product moment correlation to Rank correlation.
6. Fitting a straight line equation and testing the goodness of fit.
7. Calculating  $\chi^2$  to find the significance of association.
8. Calculation of 't' statistic to give inference for small sample and large sample.
9. Analysis of variance – one way; two way classification.

## PART – B - COMPUTER APPLICATIONS

### UNIT-III

- i. Introduction of Computer - Block diagram. The P.C and its component, Memory Capacity, Physical storage of data, various devices, Hardware and Software operating - DOS commands for file handling.
- ii. MS Office and its component - Word and its applications / creating documents - Editing spell check, auto correct and print preview, creating tables and sorting data in tables, Mail Merge and its usage.

### UNIT-IV

- i. MS Excel for data analysis, Work sheet and its structure - data entry-editing - Sorting filtering and Copying. Statistical functions in Excel - Data analysis park for performing descriptive statistics - t-test, ANOVA Correlation and regression. Graphs in Excel - Various types of graphs, Editing graphs, cut and copy operations.
- ii. Power Point Presentation and Internet Explorer.

### PRACTICALS

1. All relevant practical skills regarding usage of Computers.
2. Analysis of data using computers.

### TEXT BOOKS

1. Saxena, S. (2000). A first course in Computers, Vikas Publishing House Pvt. Ltd., New Delhi.
2. Rajaraman, V. (1999). Fundamentals of Computers, Printice Hall India Pvt. Ltd., New Delhi.
3. Kirlinger, F.N. (1983). Foundations of behavioural research Surjeeth Publications, New Delhi.
4. Singh (1992). Technique and Method of social survey research and statistics, Prakashan Kendra Publishers, New Delhi.
5. Goode J.W. and Hatt P.K. Methods in Social Science Research Mc. Graw Hill-Co. New York.

## HDCW.302 THEORIES AND APPROACHES TO CHILD GUIDANCE 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. Psycho therapy, 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**

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

### **REFERENCES:**

1. Bakri and Mukhopadyay. (1975). A manual of guidance and Counselling, Himalaya Publishing House.
2. Baldwin, A. (1980) Theories of Child Development, 2nd edition John Wiley and Sons, New York.
3. Bower and Hilgard E.R (1966) Learning theories 5th edition Eastern Economy edition.
4. Coleman J, C. (1976) Abnormal Psychology, JB ThanepuranWala and Sons Co.
5. Hall CS and Lindzey G (1985) Theories of personality, 3rd edition Wiley Eastern Limited, New York.
6. Murray Thomas (1999) Comparing theories of Human development, Saga Publication.
7. Narayan Rao S. (1992) Counseling and Guidance, 2<sup>nd</sup> Edition, Tata McGraw hill Co,
8. S.S Chanhani (1982).- Principle and Techniques of Guidance, Vikas Publishing House.

### **JOURNALS:**

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

## HDCW 303: CHILD AND HUMAN RIGHTS

### 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 , child victims of war
- 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

##### i. Classification of Human Rights

- Moral rights
- Legal rights
- Civil and political rights
- Social emotional and cultural rights

##### ii. International convention of Human rights and Advocacy for Human Rights

### PRACTICALS

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



## REFERENCE

1. Burner, T.(1986). Actual minds – possible words, London: Harvard University Press.
2. Butterworth, D. and Fulmer, A. (1993). Conflict, Control Power, Perth: Child and Family Consultant.
3. Digumarti, B.R. Digumarti, P.L.(1998) International Encyclopedia of Women (vol.1) New Delhi: Discovery.
4. Dreze, Jean and Sen, Amartya (1989). Hunger and Public Action, U.K., Oxford University Press.
5. D’Souza, D. and Menon, J. Understanding Human Rights. (Series 1-4). Bombay: Research and Documentation Centre, St. Pius College.
6. Government of India (1992b). National Plan of Action: A commitment to the Child, Department of women and child Development, New Delhi.
7. Government of India (1993c), Education for All: The Indian Scen, Department of Education, New Delhi.
8. Government of India (1993b), Ministry of Finance, Economic Survey 1992-93 New Delhi.
9. Government of India (1994), Ministry of Finance, Economic Survey 1993-94, New Delhi.
10. Government of Tamil Nadu (1993). Dr. J. Jayalalita 15 point programme for child werfare, Department of Social Welfare and Nutrious Meal Programme, Madras.
11. Kudchedkar, S.(Ed)(1998). Violence against Women: Women against violence. Dlhi: Pencraft International.
12. National Institute of Nutrition(1993). Nutrition Trends in India, National Institute of Nutrition, Indian Council of Medical Research, Hyderabad.
13. National Insittue of Public Cooperation and Child Development (1993). A Statistics on children in India Packet Book 1993, New Delhi.

## HDCW 304-A : FAMILY LIFE EDUCATION

### THEORY :

#### UNIT-I:

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

#### UNIT-II

- i. Family life and Responsible parenthood. Family life cycle, Marriage and preparation for marriage.
- ii. Early marriages and consequences. Delayed marriage Fertility management and family size.
- iii. Responsible sexual behavior and responsible parenthood - Gender issues shared parenthood and shared responsibilities at home and outside -involving males on population issues and problems and finding solutions.

#### UNIT-III

Population Explosion and Population Education, Population Problems -Health hazards, Special Problems STD (HIV) AIDS, Population Pressure on land, water and other natural resources. Over population and environmental degradation. Need for environmental conservation and protection.

#### **UNIT-IV:**

- i Communication strategies in population education.
- ii Developing content for group discussions on issues related to family life.  
Importance of family life education to adolescents.  
Family life education as a means of raising quality of life.

#### **PRACTICALS :**

1. Students will participate in experiments in these situations.
  - a. Communicating with one another.
  - b. Communicating within the small group.
  - c. Communicating with the public, factors influencing the communication process in these situations will be studied.
2. Preparation of teaching and learning material for the dissemination of information on family life education.

#### **REFERENCES:**

1. Achhpal ,B. and Varma, A. 'Towards Better Families: An integrated approach to family'.
2. Sarada, D. 'Family life education for adolescent girls', Discovery publishers, New Delhi, 1999.
3. Saraswathi, T.S. Kaur, B. 'Human Development and Family Studies in India - An agenda for Research and Policy', Sage Publications, New Delhi, 1993.
4. Sauber, R.S. Labate, L. Weeks, R.G. Buchaman, L.W. 'The Dictionary of Family Psychology and Family Therapy' , Saga Publications India Pvt. Ltd., New Delhi, 1993.
5. Sharma, 'Understanding Adolescence', National Book Trust, 1999.
6. Tata Institute of Social Sciences, 'A Compendium on Adolescence Education', Mumbai, Dept. of Extension Studies.
7. Turner, R.H. 'Family Interaction', John Wiley and Sons Inc. New York, 1970.
8. Adler, R. and Towne, N. 'Interpersonal Communication', Holt - Rinhart and Winston. San Francisco, 1975.
9. JagannathMohanty, SasandhyaMohanty, 'Family life education (Adolescence education)', Deep and Deep Publications, F-159, Rajouri Garden, New Delhi, 1997.

### **HDCW 304-B: INFANT DEVELOPMENT AND STIMULATION**

#### **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 Early interaction**

Early interaction, a beginning in attachment formation

Course of attachment – Attachment theory

Dyadic versus multi caring

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

### **PRACTICALS:**

1. Observation of Infants
2. Preparation of stimulation material for  
Physical development  
Language development  
Cognitive development  
Social and emotional development

### **REFERENCES:**

1. Caldwell: Infant stimulation – Assessment; Role of environment University of Kansas, USA, 1981
2. Stone L.J. Smith, T.H. Murphy, C.B. (Eds) (1974). The competent infant Great Britain Tavistock Publications.
3. Super C.H (1981) Cross Cultural Research on infancy. In H. Triandis and Heron (Eds), Handbook of Cross Cultural Psychology, Vol. 4, 17-53, Boston: Allyn Bacon.
4. Super, C. H. and Harkness, S. (1986) . The Developmental niche: A conceptualization of the interface of child and culture. International Journal of Behaviour and Development, 9, 545-569.
5. Swaminathan (1998). The First five years: A critical perspective on yearly childhood care and education in India. New Delhi: Sage.

### **JOURNALS**

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

## **HDCW- 304-C: ORGANISATION AND MANAGEMENT OF CHILD WELFARE INSTITUTIONS**

### **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 - creches, pre-schools, Day care centres, orphanages. Home for destitutes, play centres, hobby centres and recreation centres.

#### **UNIT-IV**

Supervision - Definition, types; importance, objectives; New role, responsibilities - Evaluation of supervision - Development of evaluation schedule DO's and Dont's for supervision.

### **PRACTICALS**

1. Observation and evaluation of a creche.
2. Observation and evaluation of pre-school.
3. Visit to a recreation centre.
4. Visit to BalBhavan.
5. Participation in a play centre conducted for elementary school children belonging to disadvantaged group.
6. Evaluation of supervisors Creache, Nursery school and Anganwadi.
7. Observation and evaluation of a voluntary organization.

### **REFERENCE**

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

### **JOURNALS**

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

## SEMESTER IV

### HDCW 401 –GUIDANCE AND COUNSELLING IN HUMAN DEVELOPMENT

#### 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 -

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

Counselling families -Marriage Counselling – Ethics in Counselling.

#### PRACTICALS

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

#### References:

1. Kaur, Surajit, 'Fundamentals of Counselling', Sterling Publishers, New Delhi 1971.
2. Kiruba Charles & Jyothsna. (2013). Guidance and Counselling, Neelkamal Publications Pvt. Ltd., New Delhi
3. Kochhar, K 'Educational and Vocational guidance in Secondary Schools', Sterling Publishers, New Delhi. 1976.
4. Mukhopadhyaya, 'Guidance and Counselling', (A Manual), Himalaya Publishing house Ltd, New Delhi 1989.
5. Narayana Rao (2000). 'Counselling and Guidance', 2nd Edition, Tata McGraw-Hill Publishing Ltd., New Delhi 2000.
6. Parricha, Prem, 'Guidance and Counselling in Indian Higher Education', NCERT, New Delhi, 1976.
7. Prashantham, B.J. (2005). Indian Case Studies in Therapeutic Counselling, 6<sup>th</sup> edition, Christian Counselling Center, Vellore.
8. Sitaram Jayaswal, 'Guidance and Counselling - An eclectic approach', Prakashkendra, Lucknow 1990.
9. Tolber, 'Counselling for Career Development', Houghton Mifflin, Co., Boston, 1973.

## **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.

## **HDCW-402 : ADVANCED HUMAN DEVELOPMENT**

### **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+ 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:**

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

### **REFERENCES:**

1. Bhatia, H.S.1983, Aging and Society, Udupus, The Aryas book, center publishes.
2. Bin Stock, H.R. and Sharma, E.Hand book of Agency and the social sciences, New York, 1985.
3. Krishna. P.andMahadivan, K.1991. Elderly population today policies, problem and perspectivies B.R. Publishing House, Delhi.
4. Santrock, J.W. 1981, Life Span Development, Brown Benchmall, New York

### **JOURNALS**

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

## **HDCW 403: REHABILITATION AND MANAGEMENT OF 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.

### **PRACTICALS**

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

### **Reference**

- 1) Bhatia, M.S. 1992. Essentials of psychiatry, New Delhi: CBS Publishers and Distributors.
- 2) Colman, M.C. 1986. Behaviour disorders theory and practice, London: Prentice Hall.
- 3) Sankar, U. 1991. Exceptional Children, New Delhi, Enkay Publication.
- 4) Hargrove, IJ. 1984. Assessment of Special Education, Prentice Hall Publication.
- 5) Mehta, D.S. 1983. Handbook of Disabled in India, New Delhi: Allied Publishers. teacher, CellierMacmillian Publications, London 1979.
- 7) Michel J. Curalnick, Early intervention and the integration of handicapped, University Park Press, London 1978.

### **JOURNALS**

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

## HDCW 404- A- CHILD WELFARE PROGRAMMES

### 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, Nutritional Society for Children, 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.

### PRACTICALS

1. Visit to local Child Welfare Institutes
2. Observation of administration and organization in Women Development and child Welfare Department.
3. Preparation of schedule for monitoring and evaluation of child welfare centers
  - (i) Anganwadi schools
  - (ii) Voluntary organizations working for child welfare
  - (iii) Orphanages
  - (iv) Homes for street children
  - (v) Recreational centers etc.

### REFERENCES

1. Alfred.D.Souja (1973), 'Children in India', Critical Issues in Human Development, Indian Social Science Research Institute, Delhi.
2. Approaches to perspective plan on child development, NIPCCD, 1985.
3. D'Arcy, Davis-case (1989), Community Forestry: Participatory Assessment Monitoring and Evaluation, Rome: Food and Agriculture Organization.
4. Fecistein, M. (1986). Patterns in Evaluation, London: Macmillan.
5. Jayakaran, R.L. (1996). Participatory Learning and Action: User guide and manual, Madras: World Vision India.
6. Kumar, R. 'Child Development in India', Ashish Publishing House, New Delhi, Reprint 2003.
7. Paul Chowdary, D. Child Welfare and Development, Atmarani and Co., New Delhi.

### JOURNALS

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



## **HDCW 404 .B: MONITORING AND EVALUATION OF PROGRAMMES**

### **THEORY:**

#### **UNIT-I**

Component of a programme / project  
Objectives  
Population i.e. clientele for stake holders.  
Implementation process  
Resource mobilization and funding  
Administrative structures.

#### **UNIT-II**

Purpose and objectives of monitoring  
Need and utility of monitoring toward effective and efficient project management.  
Scope and meaning of monitoring  
Linkage between monitoring  
Definition of terms: Input, Output, Indicators, Impact  
Formulating indicators based on programme goals and objectives

#### **UNIT-III**

The process and techniques of monitoring  
Delineating goals, facets, and indicators for monitoring  
Duration and stages of monitoring process  
Monitoring as a part of Management Information System(MIS)  
Monitoring Quality  
Balance in programme core components  
Quality and community needs

#### **UNIT- IV**

The meaning of evaluation; objectives process of evaluation; Techniques of evaluation and parameters for evaluation.

1. Process evaluation – Utilization of funds – resources
2. Evaluation of personnel – output and efficiency
3. Programme component evaluation impact and out come.
4. Evaluation of Quality of the programme Quantity evaluation – need Satisfaction.

### **PRACTICALS:**

1. Visits to different child development programmes, institutions, ICDS-Women development schools.
2. Preparation of schedules, Interviews to help monitoring and evolution.
3. Case studies, follow-up studies.

### **REFERENCE:**

1. Chemistry, E. and Shadish, W.R.(1997). Evaluation for the 21<sup>st</sup> Century. New Delhi.
2. D'Arcy, Davis-Case, (1989). Community Forestry: Participatory assessment Monitoring and Evaluation: Rome: Food and Agriculture Organization.
3. Fecistein, m. (1986). Patterns in Evaluation London: Macmillan.
4. Jayakaran, R.L. (1996). Participatory learning and Action: User guide and manual.Madras: World Vision India.
5. Judith, E.L., Myers, R.G. and Ilfeld, E.M. (2000). Early Childhood Counts: A programming guide on early childhood care for development, Washington: World Bank.
6. Leonard, H. (1986). Checks Unbalanced: the quite side of public spending Cambridge: Mass, Harvard University press
7. Misra, R.P. and Others (Eds) Regional Planning and National Development New Delhi: Vikas.
8. Rossi, P.H. and Freeman, H.E. (1993). Evaluation : A systematic approach (5<sup>th</sup> Ed). CA: Sage.

**HDCW 405 - HUMAN VALUES AND PROFESSIONAL ETHICS - II**  
**(Revised Syllabus with effect from 2015-16)**

**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 infamily 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.Characterics of ethical problems in management, ethical theories, causes of unethical behavior, ethical abuses and work ethics.

**Unit-IV:**

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

**Unit-V:**

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

**REFERENCES:**

1. John S Mackenjie: A manual of ethics.
2. "The Ethics of Management" by Larue Tone Hosmer. Richard D. Irwin Inc.
3. "Management Ethics' integrity at work' by Joseph A. Petrick and John F. Quinn. Response Books: New Delhi.
4. "Ethics in Management" by S.A. Sherlekar, Himalaya Publishing House.
5. Harold H. Titus: Ethics for Today
6. Maitra, S.K: Hindu Ethics
7. William Lilly: Introduction to Ethics
8. Sinha: A Manual of Ethics
9. Manu: Manava Dharma Sastra or the Institute of Manu: Comprising the Indian System of Duties: Religious and Civil (ed.) G.C.Halighton.
10. SusrptaSamhita: Tr.KavirajKunjanlal, KunjalalBrishagratha. ChowkarnbaSanskrit 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 VolIPP 183-191.
12. Ethics, Theory and Contemporary Issues. Barbara Mackinnon Wadsworth/Thomson Learning, 2001.
13. Analyzing Moral.Issues, Judith A. Boss. May Field Publishing Company - 1999.
14. An Introduction to Applied Ethics (Ed.) John H.Piet and Ayodhya Prasad. Cosmo Publications
15. Text Book for Intermediate First Year Ethics and Human Values. Board of Intermediate Education- Telugu ~ Akademi, Hyderabad.
16. I.C Sharma Ethical Philosophy of India. Nagin& co Julundhar