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University of Mysore

(Estd.1916)

M.Sc. HUMAN DEVELOPMENT AND FAMILY STUDIES

Choice Based Credit System (CBCS)
and
Continuous Assessment and
Grading Pattern (CAGP)



Programme Details



UNIVERSITY OF MYSORE
Department of Studies in Food Science and Nutrition
Manasagangotri, Mysuru-570006

Regulations and Syllabus
MASTER OF SCIENCE IN HUMAN DEVELOPMENT AND FAMILY STUDIES
(TWO YEAR REGULAR FULL-TIME PROGRAMME)

Under
Choice Based Credit System (CBCS)
Continuous Assessment and Grading Pattern (CAGP)
2021-22

UNIVERSITY OF MYSORE
GUIDELINES AND REGULATIONS LEADING TO
MASTER OF SCIENCE IN HUMAN DEVELOPMENT AND FAMILY STUDIES
(TWO YEARS- SEMESTER SCHEME UNDER CBCS)

Program Details

Name of the Department	: Department of Studies in Food Science and Nutrition
Faculty	: Science and Technology
Name of the Program	: M.Sc. Human Development and Family Studies
Duration of the Program	: 2 years- divided into 4 semesters

PREAMBLE

The University of Mysore is offering M.Sc. Human Development (Renamed as Human Development and Family Studies) program from the academic year 1993-94 in the Department of Studies in Food Science and Nutrition, Manasagangotri, Mysore. It is a two year post graduate program deals with the study of how people develop physically, emotionally and socially within the context of the self, family and society from conception till death. The program offers an interdisciplinary approach to understand individual and family development across the lifespan by facilitating the students to have advanced theoretical knowledge, practical and research skills as well as to develop professional and entrepreneurial skills related to various fields of Human Development like Early childhood education, Children with special needs, Geriatric care, Assessment of Child Development and Problem behaviors, Guidance and Counseling services, Child and Family welfare program, so that students would be proficient enough to address issues and concerns of individual, family and community. A hallmark of the program is to provide students with hands-on opportunities to use the knowledge and skills gained in the classroom in professional work settings during the study period. The program also permits students to carry out the research studies so that students get to analyze and constructively address contemporary issues faced by diverse children, youth, families, and communities. As an applied subject, it is focused on family life, parenting, parent-child relationship, family stress, coping and adaptation, mental health across the life span help students how they can deal with sensitive situations and strengthen relationship and behaviors in their life. The program is multidisciplinary and career orienting in nature that opens for many careers in both Government and Non-government sectors

Objectives of the program:

- To facilitate the students to work professionally and efficiently in Academics, Research, Curriculum Development, Management of institutions and welfare programs, Training, Extension and Community Services related to Human Development and Family Studies.
- To describe the distinctive growth and development of individuals from conception to late adulthood, as well as to understand family issues and developmental challenges that occur due to biological and ecological conditions.
- To enable students to pursue higher education and research in Infant, Child, Adolescent growth and development, Marriage and Family, Parenting, Parent-child relationship, Early childhood education, Challenged children and special education, Reproductive health, Genetic problems and counseling, Adulthood and aging, Family and child welfare program.
- To gain the skills to establish Entrepreneurial setups like Early childhood educational centre, Centre for Special Children, Home for aged, Home for Orphans and destitute, Short stay homes for women in difficult circumstances
- To develop effective skills to extend guidance and counseling services to needy people, to identify the developmental challenges through scientific measures and to provide a stimulating environment and intervention for needy people for their optimum development.

ELIGIBILITY CRITERIA FOR M.Sc. PROGRAM IN HUMAN DEVELOPMENT AND FAMILY STUDIES

Cognate subjects: B.Sc. in Home Science/ Family and community Science with specialization /Integrated /Composite; B.Sc./B.A. Human Development/Child Development/Home Science specialization/ Composite or one optional are eligible to apply for Master degree program in Human Development. B.Sc. in Care and Welfare as a composite/ one optional are also eligible to apply

Non-cognate subjects: B.Sc./B.A. in Psychology / Anthropology / Sociology/ Social Work/ Food Science and Nutrition/Clinical Nutrition and Dietetics/ Family Resource Management/ Zoology/ Nursing/Speech and Hearing/Special Education/Special Education and Rehabilitation as specialization /composite/one optional are also eligible to apply for M.Sc. Human Development program. B.Sc. Physiotherapy as a composite/one optional are also eligible to apply.

The students of above-mentioned Cognate and Non- cognate subjects must clear an entrance examination either in Human Development or in their respective noncognate subjects conducted by the University of Mysore to seek admission to M.Sc. Human Development Program preferences at every stage of seat allocation will be given to students who have studied COGNATE subjects. If seats fall vacant, applicants from Noncognate subjects shall be considered.

Total Credit Matrix to award M.Sc. Degree in Human Development and Family Studies

	Course Type	Semesters				Total	
		I	II	III	IV	Requisite	Optional
1	Hard Core	16	16	10	10	52	52
2	Soft Core	6/12	4/12	4/12	6/12	20	48
3	Open Elective/ Swayam/ MOOC	-	4	4	4	4	12
	Total	22-24	24	18-24	18-24	76	112

Scheme of M.Sc. Human Development and Family Studies Program

Sl. No	Title of the Course	Hard/Soft/ Open elective	Credits /Paper			
			L	T	P	Total
I Semester						
1.1	Theories of Human Development and Behavior	Hard Core [16 Credits]	2	1	-	3
1.2	Methods and Techniques of Assessment in Human Development		2	1	2	5
1.3	Advanced Study in Human Development – I [Prenatal to Childhood]		2	1	2	5
1.4	Bio-Statistics and Computer Applications		2	1	-	3
1.5	Children with Developmental Challenges	Soft Core [Min 6 - Max 12 Credits]	3	1	-	4
1.6	Mental Health in Developmental Perspectives		3	1	-	4
1.7	Infant Development and Stimulation		1	1	-	2
1.8	Parent-Child Relationship		1	1	-	2
II Semester						
2.1	Organization and Administration of Early Childhood Educational Institutions	Hard core [16 credits]	2	1	2	5
2.2	Advanced Study in Human Development – II [Adolescence and Youth]		2	1	2	5
2.3	Advanced Study in Marriage and Family		2	1	-	3
2.4	Guidance and Counseling		2	1	-	3
2.5	Reproductive Health-Issues and Welfare Programmes	Soft Core [Min 4 - Max 12 Credits]	1	1	-	2
2.6	Genetic Disorders and Counseling		3	1	-	4
2.7	Women and Children in difficult circumstances		3	1	-	4
2.8	Human Rights of Woman and Child		1	1	-	2
2.9	Early Childhood – Health, Nutrition and Education	Open Elective	3	1	-	4
III Semester						
3.1	Children with Special Needs	Hard Core [10 Credits]	2	1	2	5
3.2	Advanced Study in Human Development – III [Adulthood and Aging]		2	1	1	4
3.3	Seminar		-	1	-	1
3.4	Internship in ECCE Institutions/ ECSN Institutions/ NGOs Working for Children, Women and Elderly people*	Soft Core [Min 4 - Max 14 Credits]	-	4	-	4
3.5	Legislation and Policy issues in Family and Child Welfare		3	1	-	4
3.6	Foundations of Special and Inclusive Education		3	1	-	4

3.7	Scientific writing **		1	1	-	2
3.8	Adolescence – Problems and Guidance	Open Elective	3	1	-	4
IV Semester						
4.1	Life Skills Education	Hard Core [10 Credits]	2	1	1	4
4.2	Dissertation		-	6	-	6
4.3	Monitoring and Evaluation of Child and Family Welfare Programme	Soft Core [Min 6 - Max 14 Credits]	2	1	-	3
4.4	Family Stress – Coping and Adaptation		2	1	-	3
4.5	Gerontology – Challenges and Care		3	1	-	4
4.6	Human Resource Development		1	1	-	2
4.7	Entrepreneurship in Human Development		1	1	-	2
4.8	Parenting in Childhood Years	Open Elective	3	1	-	4

Note:

For all courses except Scientific Writing and Dissertation – I[Term paper and Seminar], distribution of IA and Exam marks are 15%+15%+70% each. Total credits needed for successful completion of M.Sc. are 76, [Hard Core: 52, Softcore: 20, and Open Elective: Min 4 credits from other disciplines during II, III, or IV semester] Minimum credit to be enrolled per semester 18, Maximum credit to be enrolled per semester – 24.

Hardcore course on **Seminar** and Softcore course on **Scientific Writing** shall be evaluated only for Internal Assessment and No examination will be conducted

Under Seminar, the student shall decide the research problem to undertake major project work in IV semester and shall collect the review of literature and present seminar for Internal evaluation.

Under Scientific Writing, Students shall be assessed under the components C₁ and C₂. The report shall be prepared and submitted for internal evaluation under C₃.

Under the Internship, each student shall be placed in different organizations (Governmental and Non-Governmental institutions) for 6 weeks during the vacation before the commencement of the III semester and assigned to the teaching faculty (Guide) to supervise their work. The student shall prepare and submit a report regarding the field experience for internal evaluation.

I SEMESTER

HARD CORE

1.1: THEORIES OF HUMAN DEVELOPMENT AND BEHAVIOR

2+1+0=3 credits

4 hrs./ week

Learning Objectives:

This course helps the students

- To understand the concepts and issues of Human development especially by laying foundation for the scientific research.
- To learn about the different domains of development especially developmental pattern and factors influencing on it
- It offers the scope to examine the applications of several theories of Human development to understand the personal development across the life span.

Preamble:

- The course helps students to understand the need for theory and practical applications of a theory
- To understand the concepts of human development and foundation for the scientific research and
- To learn about the different domains of development especially developmental pattern and influencing factors

Pedagogy

- Instructional and Lecture based, ICTs, Modeling
- Inquiry based learning, Group discussion, Seminar

Course Content

Unit I	a	Introduction to Human Development and Behaviour: Definition of Human Development and Behaviour, History of Human Development, Trends and Issues in Human Development	8 hrs
	b	Introduction to Theory: Definition, Functions and Criteria for judging a theory, Evaluating theories, Elements of a theory; Major theoretical perspective of Human Development and Behavior	6 hrs
Unit II	a	Developmental, Ethological and Ecological Theory – Gesell’s theory of Child development, Bowlby’s theory of Attachment and Bronfenbrenner’s Ecological theory.	6 hrs
	b	Personality Theories – Psychoanalytical theories of Freud and Erickson, Abraham Maslow’s self-actualization theory, Eysenck’s personality theory	8 hrs
Unit III	a	Theory of Learning and Behavior – Pavlov and Watson’s classical conditioning theory, Skinner’s operant conditioning theory,	8 hrs
	b	Social Learning Theory - Bandura’s Social Learning Theory and Social Cognitive theory of learning	6 hrs
Unit IV	a	Cognitive Development Theories – Piaget’s theory of Cognitive Development, Lev Vygotsky’s Socio-cultural theory of development	8 hrs

	b	Theory of Moral and Language Development – Kohlberg’s theory of moral development and Chomsky’s theory of Language development.	6 hrs
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Learning Outcomes

- To apply concepts and theories of Human development to real life situations.
- It helps in identifying the individual’s characteristic and behaviours across the life.

References:

1. Barbara M. N, (2016), Theories of Human Development Second Edition, T&F/Routledge publisher.
2. Barbara M. N, Philip R. N, (2015), Theories of Human Development, Psychology Press.
3. Barbara M., Newman and Philip R. Newman. (2015) Theories of Human Development, 2nd Edition, New York and London; Psychology Press, Taylor and Francis groups
4. Carol K. and Elizabeth R. (2014), Theories of Human Development, Taylor and Fancis Ltd.
5. Devid, Mark, Tammei O E, (2016), Theories of Human Development, Hoboken, NJ: John Wiley & Sons, Inc.
6. Neil J. S, (2016), Theories of Human Development and Behavior, SAGE Publications Inc
7. Neil J.S., (2014), An Introduction to Theories of Human Development, SAGE Pvt. Ltd.
8. Noel C. and Barry B. (2012), Theories of Human Growth and Development 2nd Edition, Academic Press
9. R. Murray Thomas, (2001), Recent Theories Of Human Development, New Delhi; Sage Publications Inc.
10. Richard M. L. (2013), Concepts and Theories of Human Development, Psychology Press Pvt Ltd.
11. Richard M. Lerner (2018) Concepts and Theories of Human Development, 4th Edition, New Jersey, Routledge Publishers
12. Ross S. and Roy L. (2010), Human Growth and Development Theories, T&F/Routledge publisher.
13. Theresa, Lowry L, (2015), Theories of Human Growth and Development: Developmental Psychology, CreateSpace Independent Publishing Platform.

HARD CORE

1.2: METHODS AND TECHNIQUES OF ASSESSMENT IN HUMAN DEVELOPMENT

2+1+2=5 credits
8 hrs/week

Learning Objectives:

This course helps the students

- To understand different scientific methods and techniques used in assessment of developments and behaviors of individuals.
- To know the procedure adopted in development and standardization of scales/tests
- To gain the knowledge regarding tests related to mental abilities, personality, attitude, aptitude and interest and achievement

Preamble:

- The course deal with the different scientific methods and techniques used in assessment of developments and behaviors.
- The students gain the knowledge regarding attitude, aptitude, interest and achievement through different tests.

Pedagogy

- Instructional and Lecture based, ICTs, Demonstration Modeling
- Inquiry based learning, Group discussion, Seminar
- Observation, Case study, Field visit,
- Assessment of growth and development, behaviours of Humans across the life

Course Content

Unit I	a	Introduction to Research in Human Development – Meaning, objective, and significance of Research in Human Development; Research Designs - Definition, Elements, Factors influencing research designs, criteria of good research design, Types and process of Research design; Research approaches in Human Development	8 hrs
	b	Introduction to Assessment – meaning, purpose, principles, process, methods of assessment – Interview, Observation, Case study, Questionnaire, Case History and Report writing; Psychological Testing – Meaning, Purpose, Types of testing, Characteristics of a good psychological testing, Difference between Assessment and Testing, Legal/Ethical Considerations	6 hrs
Unit II	a	Scientific Methods and their criteria – Reliability, Validity control, Item analysis, Development of test/scale and standardization procedure: Types of scales	4 hrs
	b	Methods of Studying Growth and Body Size– Significance of Anthropometric measurements, measurement techniques, calculation of indices and inference, comparison with References: standards	4 hrs
Unit III	a	Assessment of Mental Ability – Developmental procedures, Practical uses of Verbal and Non-verbal tests and its limitations	4 hrs

	b	Measurement of Social and Emotional Development – Socio-metric method and socio-gram, Emotional intelligence and competencies - Developmental procedures, Uses and limitations	4 hrs
Unit IV	a	Personality Assessment – Rating Scales, Inventories and Projective Techniques – Purpose and developmental procedures, Uses and limitations	5 hrs
	b	Assessment of Attitude, Aptitude, Interest and Achievement – Survey of batteries and specific subject test – developmental procedures, Uses and limitations	7 hrs

Practical

4 hrs/Week

1.	Preparation of Questionnaire/Interview Schedule/Case study format/Observation checklist for behavioral studies
2.	Evaluate the Scale/ Tools in terms Reliability, Validity and Standardization
3.	Assessment of Mental abilities/Intellectual development of children/adolescents/adults using standardized scales
4.	Assessment of Personality of children/adolescents/adults using Inventories/scales/projective techniques
5.	Measure the relationship using socio-metric method and socio-gram of children/adolescents/adults
6.	Measure the Emotional intelligence and competencies of children/adolescents/adults
7.	Assessment of Achievement/Interests among children/adolescents/adults
8.	Assessment of Attitude/Aptitude of children/adolescents/adults

Learning Outcomes

- To apply the different methods and techniques in evaluating the developments and behaviours of individuals in society
- Demonstrate a basic skill in administration of scales/tests, interpretation of results and preparing a report
- Develop the skills of standardization of scales/tests

References:

1. Christensen, (2013), Research Methods, Design, and Analysis, Pearson Education India.
2. Creswell J W, David, (2018), Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, SAGE Publications, Inc.
3. Gerard G, (2010), Basic Research Methods: An Entry to Social Science Research, SAGE India
4. John C, (2014), A Concise Introduction to Mixed Methods Research, SAGE Publications
5. Kanil, (2018), Research Methodology in Social Science: Practical Guide, Abhijeet Pvt. Ltd.
6. Kotari S R, (2012), Research Methodology Methods and Techniques, Pragnun Publication.
7. Kothari, Garg G, (2019), Research Methodology: Methods and Techniques, New Age International Publishers.

8. Kumar, (2018), Methods and Techniques of Social Research, Lakshmi Narain Agarwal Publisher.
9. Lune H, Berg A, (2018), Qualitative Research Methods for the Social Science, Pearson Education India.
10. Mangal S K, (2013), Research Methodology in Behavioural Sciences, Prentice Hall India Learning Private Limited.
11. Neuman, (2014), Social Research Methods: Qualitative and Quantitative Approaches, Pearson Education India.
12. Panneerselvam R, (2013), Research Methodology, Prentice Hall India Learning Private Limited.
13. Rey G, Mondal A, (2014), Research Methods in Social Sciences, Kalyani Publishers
14. Singh A K, (2019), Tests, Measurements and Research in Behavioural Sciences, Bharti Bhawan Publisher.
15. Tukare V, (2019), Research Methods in Social Sciences, Pearson Education

HARD CORE

1.3: ADVANCED STUDY IN HUMAN DEVELOPMENT – I [PRENATAL TO CHILDHOOD]

2+1+2=5 credits
8 hrs/week

Learning Objectives:

This course helps the students

- To know the growth and developments as well as critical issues/problems at different stages of life from conception to late childhood years.
- To understand how human development is the product of social, psychological, and biological factors.
- To gain the practical experience via observation and assessment of developments of children.

Preamble:

- The course helps students to study the growth and developments at different stages of life from conception to adolescence.
- To understand how human development is the product of social, psychological, and biological factors.
- To recognize the developmental tasks and problems at different stages of life from conception to adolescence
- Apply the concepts of heredity and environment to development during prenatal to adolescence stage
- To gain the practical experience via observation and assessment of developments of children

Pedagogy

- Instructional and Lecture based, ICTs, Demonstration Modeling
- Inquiry based learning, Group discussion, Seminar

- Observation, Case study, Field visit

Course Content

Unit I	a	Introduction to Human Growth and Development: Definition and Need of interdisciplinary approach to study Human Development; Developmental tasks; Basic concepts of development-maturation and learning, Sensitive periods, Individual differences, Nature-Nurture issues; Secular trend in growth	4 hrs
	b	Prenatal Development: Stages of prenatal development; Influence of genetic and environmental factors on prenatal growth and development; The role of teratogens; Fetal abnormalities and diagnostic tests; Significance of the genome project for understanding human development; Importance of Indian practices during pregnancy	8 hrs
Unit II	a	Birth and Neonate: Birth process, Types of delivery, Complications at birth, Measures of neonatal health and responsiveness, Physical and Physiological state of neonates' adjustments, Reflexes and sensory capacities.	4 hrs
	b	Infancy and Babyhood: Characteristics, Process of physical and motor development and Physiological status, Nutrition and Health, Perceptual development, Emotional, Cognitive and Language development, Social relationships during toddlerhood, the cultural experience of being an infant	8 hrs
Unit III	a	Early Childhood: Transition from infancy to childhood; Importance and Characteristics; Physical and Motor Development; Play and Social relationships; The emerging self; Cognitive, Language and emotional in early years; early socialization - Parenting, Peers and Cultural processes	14 hrs
Unit IV	a	Late Childhood: Characteristics, Developmental tasks; Physical and Motor development – changes and challenges; Cognitive, language and Moral development; Emotional development; Sense of Industry and Personality development; Social relationships with parents, siblings, peers and teachers, Socialization by Mass media, Cultural influences; The experience of schooling – academic achievement	14 hrs

Practical

4 hrs/week

1.	Preparation of visual aids on Nature and Nurture/Continuity and Discontinuity issues of Human Development
2.	Study on care during pregnancy or Perception of different cultural groups on infant caring practices
3.	Visit to Maternity Hospital to observe the facilities and services at Antenatal care/Neonatal reflexes/Care for high-risk neonates.
4.	Assess the Physical growth and Nutritional status of subjects by using anthropometric measurements
5.	Observation and recording all round development of early childhood children (below 6 years of age).
6.	Assess the moral development of school children.

Learning Outcomes

- Apply the concepts of heredity and environment to development during prenatal to childhood to identify the developmental delays.
- It enables to compare and contrast various issues that affect development, such as class, ethnicity, and culture.

References:

1. Bridget A. Walsh, Lydia DeFlorio, Melissa M. Burnham, Dana A. Weiser (2017) Introduction to Human Development and Family Studies, Taylor and Francis
2. Carol K. Sigelman, Elizabeth A. Rider (2015), Human Development, Cengage Learning, ISBN: 9788131508220, 8131508226
3. Diane Papalia, Sally Olds, Ruth Feldman (2008), Human Development, McGraw-Hill Education, ISBN: 9780071280747, 9780071280747
4. Laura E, Adena.B. Meyers (2015) Infants, Children and Adolescents, 8th Edition Pearson Publisher.
5. Laura E. Berk (2013), Child Development, Ninth Edition, Pearson Publication
6. Laurence Steinberg, Marc H. Bornstein, Deborah Lowe Vandell, Karen S. Rook (2010) Life-Span Development: Infancy Through Adulthood, Wadsworth Cengage Learning
7. Naresh Gupta (2019), Human Development in India, Emerald Publisher
8. Robert V. Kail, John C. Cavanaugh (2012), Human Development: A Life Span View, 3rd Edition
9. Suhasis Bhandra, Sibnath Deb and Seema Sahay, (2019), Childhood to Adolescence-Issues and Concerns-First Edition, Pearson Publisher
10. Thomas Crandell, Corinne Crandell and James Vander Zanden (2009), Human Development, 9 Edition, McGraw-hill Publishing.

HARD CORE

1.4: BIO-STATISTICS AND COMPUTER APPLICATIONS

2+1+0=3 credits

5 hrs/week

Learning Objectives:

This course helps the students

- To understand the basic concepts of probability, random variation and commonly used statistical probability distributions.
- Distinguish among the different measurement scales and the implications for selection of statistical methods to be used
- Learn to apply descriptive and inferential methodologies and Interpret results of statistical analyses
- Learn to use statistical software to analyze data.

Preamble:

- To understand the basic concepts of probability, random variation and commonly used statistical probability distributions.
- Distinguish among the different measurement scales and the implications for selection of statistical methods to be used
- Learn to apply descriptive and inferential methodologies and Interpret results of statistical analyses

- Learn to use statistical software to analyze data.

Pedagogy

- Instructional and Lecture based, ICTs, Demonstration
- Inquiry based learning, group discussion, Seminar
- Hand on experience using statistical software

Course Content:

Unit I	a	Introduction to Statistics- Definition, need of Statistics, limitations of using statistics, Descriptive statistics and Inferential statistics. Scales of measurements-nominal, ordinal, interval and ratio scales.	6 hrs
	b	Classification and tabulation of data. Frequency distribution and graphical representation for frequency distributions. Different types of Sampling Techniques-Probability and Non-probability sampling methods.	6 hrs
Unit II	a	Measures of central tendency-Arithmetic mean, median and mode (with illustrations), Measures of Dispersion- range, quartile deviation, mean deviation, and standard deviation	10 hrs
	b	Normal distribution and its properties. Meaning of parametric tests and non-parametric tests.	6 hrs
Unit III	a	Testing of hypothesis- meaning, definitions. Unpaired and paired sample t-tests for comparing means, Analysis of variance (ANOVA) Assumptions of ANOVA; Types of ANOVA; one way and two-way ANOVA.	10 hrs
	b	Chi-square test for association (with illustrations). Correlation - Karl person's correlation, Spearman's rank correlation. Simple linear regression	10 hrs
Unit IV		Use of computers in Statistical analysis- Introduction to statistical software's in the use of research; Important characteristics of computer applications in research using SPSS-data entry, spread sheet, basic statistical analysis and reporting.	8 hrs

Learning Outcomes

- Select from, use and interpret results of descriptive and inferential statistical methods effectively.
- Demonstrate an understanding of the central concepts of Biostatistics and their practical applications in Research
- Learn the skills of data analysis using statistical software and communicate the results of statistical analyses accurately and effectively.

References:

1. Antonisamy, B, Prasanna S and Premkumar, (2017), Principles and Practice of Biostatistics, Kamal publisher, New Delhi.
2. Banamali Mohanty, Santa Misra (2019) Statistics for Behavioural and Social Sciences, Sage Publications
3. Bernard Rosner (2015) Fundamentals of Biostatistics, (8TH Edition), Australia, Cengage Learning
4. Bratati Banerjee, (2018), Mahajan's Methods in Biostatistics 9th Edition, Atithi books publisher New Delhi.

5. Frederick J. Gravetter, Larry B. Wallnau (2009) Statistics for the Behavioral Sciences (8TH Edition), Wadsworth Cengage Learning
6. Kothari C.R., (2004), Research Methodology, Methods and Techniques, Second revised edition. New age International Publishers,
7. Kothari, Garg G, (2019), Research Methodology: Methods And Techniques, New Age International Publishers.
8. Melody S. Goodman (2017) Biostatistics for Clinical and Public Health Research, Routledge Publishers
9. Mildred L. Patten, (2016), Understanding Research Methods: An Overview of the Essentials, Taylor and Francis publisher
10. P. Ramakrishnan, (2016), Basic concepts of biostatistics, Saras Publication.
11. Pranab, K.S, (2014), Introduction to Biostatistics, S Chand & Co Ltd.
12. Theodore N. Greenstein, Shannon N. Davis (2019), Methods of Research on Human Development and Families, SAGE Publications

SOFT CORE

1.5: CHILDREN WITH DEVELOPMENTAL CHALLENGES

3+1+0=4 credits

5 hrs/week

Learning Objectives:

This course helps the students

- To understand the different types of children with developmental challenges and its impact on children and their families.
- To learn how early intervention can improve long-term outcomes for children with developmental challenges
- To understand the importance of needs and fundamental rights of children with developmental disabilities

Preamble:

- To understand the different types of children with developmental challenges and its impact on children and their families.
- To learn how early intervention can improve long-term outcomes for children with developmental challenges
- To understand the importance of needs and fundamental rights of children with developmental disabilities

Pedagogy

- Instructional and Lecture based, ICTs
- Inquiry based learning, group discussion, Seminar
- Observation, Field visit, case study and discussion

Course Content

Unit I	a	Developmentally Challenged Children – Definition of Development, Developmental delays, Impairment, Disability and Handicaps; International Classification of Impairment, Activities and Participation (ICIAP); Magnitude of Challenged Children – Global and Indian Perspective.	8 hrs
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	b	Training and Management Programmes – Need for Home based skill training programme, Problem behavior management programme, Intervention Programme	8 hrs
Unit II	a	Pervasive Developmental Disorder –Autistic Disorder, Retts’ Disorder, Childhood Degenerative Disorder, Aspergers’ Disorder and Schizophrenic Disorder - Definition, Characteristics, Prevalence, Training and Management	8 hrs
	b	Attention Deficit and Disruptive Disorder – Attention Deficit Hyperactive Disorder, Behavioral Problem and Conduct Disorder - Definition, Characteristics, Prevalence, Training and Management	8 hrs
Unit III	a	Communication Disorder – Expressive Language Disorder, Mixed Receptive – Expressive Language Disorder, Phonological Disorder and Stuttering - Definition, Characteristics, Prevalence, Training and Management	10 hrs
	b	Motor Skills Disorder – Dyspraxia, Synkinesia/Muscle Overflow, Hypotonus, Hypertonus, Tremors and Impersistance, Asymmetry - Definition, Characteristics, Prevalence, Training and Management	6 hrs
Unit IV	a	Feeding/Eating and Elimination Disorder – Pica, Rumination Disorder, Psychogenic Vomiting, Psychogenic/Non-organic Encopresis and Psychogenic/Non-organic Enuresis - Definition, Characteristics, Prevalence, Training and Management	6 hrs
	b	Emotional Disorder and Epilepsy – Attachment Disorders, Elective or Selective Mutism, Phobias, Depressive Disorder, Separation Disorder, Conversion Disorder, Sibling Rivalry Disorder and Epilepsy - Definition, Characteristics, Prevalence, Training and Management	10 hrs

Learning Outcomes

- Develop the skills to identify and manage children with developmental challenges.
- Demonstrate the knowledge, training and management program for children with developmental disabilities and acquire the skills of providing training and management of programme for needy people.

References:

1. David dossetor, Donna White and Lesley Whatson (2011) Mental health of children and adolescents with intellectual and developmental disabilities A frame work for professional practice, Paperback
2. Diane Cullinane (2016) Behavioural challenges in children with autism and other special nedds-The developmental approach by, Kindle edition.
3. Garry Homlay (2014) Inclusive special education: Evidence based practices for children with special needs and disabilities, Open University Press.
4. Hanan Sukkar Carl. Z. Dunst (2016) Early childhood intervention: working with families of young children with special needs, Psychological Press.
5. Jo Van Herwegen and Deborals Riby (2014) Neurodevelopmental disorders: Research challenges and solutions Research methods in developmental psychology: A handbook Psychological Press.
6. John W. Jacobson, James A. Mulick, Johancy Rojahn (2007) Handbook of Intellectual and Developmental Disabilities, Springer, 0387329307, 978-0387329307
7. Lynn Stow and Lorna Selfe (2018) Understanding children with special needs by, Routledge Press

8. M.S. Thambirajah (2011) Developmental assessment of the school- Aged child with developmental disabilities- A clinician Guide, Jessica Keinsley Publication
9. Mangal. S.K (2007) Educating exceptional children: an introduction to special education, Kindle edition.
10. Megan Mc Donald and Samuel W. Logan (2017) Health and children with disabilities, Front Public Health. 5: 175, doi: 10.3389/fpubh.2017.00175
11. Mian Wang, George H.S. Singer (2016) Supporting Families of children with developmental disabilities-Evidence based and emerging practices, Oxford University Press
12. Mithu Alur and y Seamus Hegarty (2002), Children with Special needs, SAGE India Publications Pvt. Ltd.
13. Report of Committee on Nervous system disorders in developing countries Board on Global Health (2001), Neurological psychiatric and developmental disorders: Meeting the challenge in developing World, National Academy Press, Washington D C
14. Rudolf Dreikurs and Vicki Stolz (1991) Children: the challenges: The classic work on improving parent-child relation-Intelligent, Human and Eminently practical
15. Samuel L. Odem, Robert H. Horper, Martha E. Smell, Jan Blacher (2009) Handbook of Developmental Disabilities, The Guilford Press, New York, London
16. Suhasis Bhandra, Sibnath Deb and Seema Sahay, (2019), Childhood to Adolescence- Issues and Concerns-First Edition, Pearson Publisher.
17. Vekatesan S. (2004), Children with developmental disabilities- A training guide for parents, teachers and caregivers, Sage publications.

SOFT CORE

1.6: MENTAL HEALTH IN DEVELOPMENTAL PERSPECTIVES

3+1+0=4 credits
5 hrs/week

Learning Objectives

This course helps the students

- To understand the significance of mental health across the life span i.e. infancy through adulthood, and also to understand the need of school and community mental health programmes.
- To gain the knowledge on organizing awareness and intervention programmes related to mental health

Preamble:

- The course recognizes the concept of health and mental health.
- Students understand the mental health issues that affect people at different developmental stages and understand the needs and programme for community mental health.
- The course deals with the role of teachers in identification and addressing students' mental health and problems related to school and home.
- The course also provides the significance of intervention/guidance to children with mental health problems and the role of professions and family members

Pedagogy

- Teaching, PPT, and OHP presentations
- Assignment: Different government programmes are assigned to students which helps to get idea about government programmes benefits receiving from beneficiaries.
- Seminar presentation, Case study, field visit.

Course content

Unit I	a	Mental Health – Definition, Concept and Importance of holistic health, well-being and happiness; National Mental Health policy of India (1982); Needs and Programmes for community mental health.	8 hrs
	b	Infancy – Implication of attachment and bonding for mental health; Deprivation syndrome; Malnutrition and its effect on growth and behaviour; Intervention with families, and Professionals from allied fields. Mental health needs and Behaviour Difficulties Manifested at Early Childhood Years – Safety, Security, Relationships, Autonomy and Self-concept, Nutrition and Health; Feeding problems, Aggression, Withdrawal and Problems related to early schooling and formal leaving	8 hrs
Unit II	a	Mental health needs, Problems related to school, Maladjustment at home and school – recognition, appreciation, friendships and industry, discipline, truancy, fears and phobias, violence and sexual abuse, learning difficulties and disabilities; Providing guidance / Intervention work with children, parents, teachers, peers and school administration.	8 hrs
	b	School mental health programmes – Need for mental health programmes for identification and intervention, improving school climate, Importance of sensitizing and Involving administrators and teachers in mental health aspects of children and Adolescents;	8 hrs
Unit III	a	Adolescence and mental health programme; Mental health needs of adolescent problems related to physical appearance, development, relationship, sexuality, parent – adolescents’ conflict, school authority – Adolescent conflict;	6 hrs
	b	Adulthood – Mental health problems in the community – Life events that cause stress, substance abuse and addiction, violence and sexual abuse, marital adjustments and career adjustment;	6 hrs
Unit IV	a	Mental disorders –definition, types, causes and symptoms occur during different stages of development.	10 hrs
	b	Guidance and counselling – meaning, types, needs of guidance and counselling of different groups, Adolescents, parents and other significant adults. Psychotherapy-Definition, types approaches (CBT, DBT, REBT) and integrated psychotherapy. Management of stress – counselling, training in relaxation, yoga, meditation.	10 hrs

Learning Outcomes

- Able to organize awareness programmes to the parents and teachers to deal children and adolescents with mental health problems.
- Identify the need for guidance and intervention to the children, adolescents, adults with mental health problems.

- Develop skills of organizing mental health programme in community.
- Demonstrate knowledge to understand the mental health policy of India.

References:

1. Donkor, (2013), Adolescent & Adult Mental Health Issues, Createspace Independent Pub.
2. Grant E, Potanza L, (2011), Young Adult Mental Health, OUP USA Pvt. Ltd.
3. Gupta A, (2018), THE A-Z OF MENTAL HEALTH, Earth Vision Publications.
4. Hassan A, (2015), Adolescent Mental Health: Connections to the Community, Apple Academic Press.
5. Jean P, Matthew H, (2014), From Research to Practice in Child and Adolescent Mental Health, Rowman & Littlefield Publishers.
6. John, K.L (2008), Teenage mental health, Oxford University Press.
7. Judith R. Harrison, Steven W. Evans (2017) School Mental Health Services for Adolescents, Oxford University Press
8. Lalith.K (2017), Mental health and psychiatric nursing, Athithi Bools, New Delhi.
9. M.C. Sandhyarani, (2019), Adolescents mental health: A situational analysis, Himalaya publishing house.
10. Maddie Burton, Erica Pavord, Briony Williams (2014) An Introduction to Child and Adolescent Mental Health By, Sage Publishers
11. Malavika Kapur, Counselling children with psychological problems, Pearson education, 1st edition.
12. Matthew Hodes, Susan Shur-Fen Gau (2016) Positive Mental Health, Fighting Stigma and Promoting Resiliency for children and adolescents, Elsevier Inc.
13. Neinstein, (2016), Adolescent and Young Adult Mental Health Care A Practical Guide. LWW Pvt Ltd.
14. ROBERT S FEILDMAN, (2019), Chikd Development, Pearson India, 8th edition.
15. Shatkin P, Karpa H, (2015), Adolescent Mental Health: A Practical, All-in-One Guide, W. W. Norton & Company.
16. Sibnath Deb, (2019), Childhood to adolescence, Issues and concerns, Pearson education, 1st Edition.
17. Slater L, Banks A, (2010), The Complete Guide to Mental Health for Women, Beacon Press.
18. Terje, (2018), Adolescent Mental Health Prevention And Intervention 2nd Edition, Taylor & Francis Publisher.
19. Webber M, Natan J, (2010), Reflective Practice in Mental Health: Advanced Psychosocial Practice with Children, Adolescents and Adults, Jessica Kingsley Publishers

SOFT CORE

1.7: INFANT DEVELOPMENT AND STIMULATION

1+1+0=2 credits
3 hrs/week

Learning Objectives:

This course helps the students

- To understand the significance of infancy, developmental process and assessment.
- To gain the knowledge on early interaction, early identification and role of intervention and stimulation program for developments in infants

Preamble:

- To understand the significance of infancy, developmental process and assessment.
- To gain the knowledge on early interaction, early identification and role of intervention and stimulation program for developments in infants

Pedagogy

- Instructional and Lecture based, ICTs
- Inquiry based learning, group discussion, Seminar
- Visit to hospital and early intervention centre, Case discussions

Course content

Unit I	New born and Infant Development and Behavior - New born behavior and capacities; Development and abilities during infancy; adaptation strategies to cultural setting and practices; Influence on growth and development; development at risk conditions	10 hrs
Unit II	Early Interaction: A beginning in Attachment formation – Course of attachment, Dyadic versus Multi-caring, Role of Father in formation of attachment, Interaction as a cultural process	10 hrs
Unit III	Developmental Assessment – Understanding the process of development, Need and reasons for infant’s assessment, methodological issues related to infant assessment – Apgar Scale and Brazelton Scale, Ethical issues and concerns related to infant assessment	10 hrs
Unit IV	Intervention and stimulation programmes/ activities – The need and rationale for intervention and stimulation programmes/ activities, the process involved in planning and implementing intervention programmes with specific References: to the Indian setting, Traditional methods, games, songs of infant care and stimulation, Issues and concerns related to intervention programs, Multisensory stimulation Programme	10 hrs

Learning Outcomes

- Demonstrate an understanding of the methodological issues related to infant assessment and to identify the infants at risk conditions
- Apply the skills of conducting multisensory stimulating activities for promoting the developments of infants

References:

1. Altagracia A. Santana, Patti M. Bottino (1998), Comprehensive Early Stimulation Program for Infants: Early Interventionist’s Workbook, Wayne State university Press,

2. Carol K. Sigelman, Elizabeth A. Rider (2015), Human Development, Cengage Learning, ISBN: 9788131508220, 8131508226
3. D.Sue Schafer, Martha S, Moersch (2007), Developmental Programming for Infants and Young children: Stimulation activities (VOL.3), University of Michigan Press, 1981.
4. Diane Papalia, Sally Olds, Ruth Feldman (2008), Human Development, McGraw-Hill Education, ISBN: 9780071280747, 9780071280747
5. J Mansoor (2019), Infant stimuli, Primedia eLaunch LL,
6. J. Gavin Bremner, Theodore D. Wachs (2010) The Wiley-Blackwell Handbook of Infant Development, Volume 1: Basic Research, (2ND Edition), Blackwell publishing Ltd.
7. Kay M, Albrecht, Linda G (2001), Infant and Toddler Development, Gryphon House, ISBN:0876592590.
8. Laura E. Adena. B. Meyers (2015) Infants, Children and Adolescents, 8th Edition Pearson Publisher
9. Laura E. Berk (2013), Child Development, Ninth Edition, Pearson Publication
10. Rebecca Delcarmen and Wiggins Alice Carter (2004), Handbook of Infant, Toddler and Preschool, Mental Health Assessment, Oxford University Press, New York,
11. Robert V. Kail, John C. Cavanaugh (2012), Human Development: A Life Span View, 3rd Edition
12. Thomas Crandell, Corinne Crandell, James Vander Zanden (2009), Human Development, 9 Edition, McGraw-hill Publishing.

SOFT CORE

1.7: PARENT-CHILD RELATIONSHIP

1+1+0=2 credits
3 hrs/week

Learning Objectives

This course helps the students

- To understand the significance of parent-child relationship across the life span and its impact on individuals
- To gain the knowledge regarding parenting programmes, needs, issues and resource for organizing parenting programme

Preamble:

- The course provides major concepts, issues and theoretical approaches of parent-child relationship across the life span.
- Students learn the impact of parent-child relationship on individuals, managing conflicts and establishing emotional closeness.
- The course provides parenting programme, issues and resource for conducting parent education.

Pedagogy:

- Teaching, PPT, and OHP presentations.
- Assignments, group discussion, seminar presentation.

Course Content:

Unit I	Introduction to Parent-Child relationship – Major concepts, issues and theoretical approaches to the exploration of parent-child relationships across the lifespan; current research on issues pertaining to parent-child relations.
Unit II	Parent-Child relationship across the lifespan – Prenatal, Infancy, Preschool, School Age, Adolescence & Grand Parenting, Tasks of parenting, Facilitating and Debilitating Factors for positive parent-child interaction
Unit III	Impact of Parent-child relationships on Individuals – children and parents; Emotional Relationships-Establishing Closeness, Emotional Coaching and Managing Conflict
Unit IV	Parenting Programs – Need for parenting programs, Issues of Parent education, resources for parent education

Learning Outcomes

- Acquire skills of parenting and identify the facilitating and debilitating factors for positive parent-child relationship.
- To have the awareness about organizing parent education programme and how to address the issues of parent-child.

References:

1. Blanton Brad, (2005). Radical Parenting, Magna Publishing Co.Ltd,Mumbai
2. Chapman Garry, (1995). Five Love Languages, Northfield Publishing, Chicago
3. Deb Sibnath and Chatterjee Pooja, (2008). Styles of Parenting Adolescents – The Indian Scenario, Akansha Publishing House, New Delhi
4. Degangi A Georgia and Kendall Anne, (2008),Effective Parenting for the Hard to Manage Child, Taylor and Francis Group, New York
5. Eanes Rebecca (2009), Positive parenting, J. P. Tarcher, U.S/ Perigee Bks, U.S.
6. Gupte Suraj, (2007). Speaking of Child Care, Sterling Paper Backs, New Delhi
7. Hurlock B. Elizabeth, (2007). Developmental Psychology: A Life Span Approach, (5th Edn.), Tata Mc-Graw Hill Publishing Company Ltd., New Delhi.
8. Nair V. R. and Yamuna. S, (2011). Parenting of Adolescents: Facilitators Manual for Capacity Building of Parents, Rajiv Gandhi National Institute of Youth Development, TamilNadu.
9. Parikshit Jobanputra (2011), Successful parenting, 2nd edition, SAGE India Publications Pvt. Ltd.
10. Pickering Lucienne, (2000),Parents Listen, Better Yourself Books, Mumbai
11. Shaline Mitra (2003), The art of successful parenting, Oxford academic press India.
12. Sooriya. P (2000), Parenting style, Himalaya publishing house.

II SEMESTER

HARD CORE

2.1: ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD EDUCATIONAL INSTITUTIONS

2+1+2=5 credits
8 hrs/week

Learning Objectives:

This course helps the students

- To understand the concept and needs of Early childhood education and learn about requisites of organization and administration of ECCE Centre
- To know the programme planning and evaluation of programme
- To learn the personnel and material management as well as organizing parent-teacher meeting/educational program

Preamble:

- To understand the concept and needs of early childhood education.
- To learn about requisites of organization and administration of ECCE Centre.
- To know about the programme planning and evaluation of programme.
- To learn the personnel and material management and parent-teacher cooperation

Pedagogy

- Instructional and Lecture based teaching, ICTs, Demonstration, Modeling
- Inquire based learning, Group discussion, Seminar
- Hands on experience in planning and conducting the preschool activities for young children and awareness program for parents
- Field visit to observe the activities and programme of Early childhood Education

Course Content

Unit I	a	Early Childhood Care and Education – Meaning, Needs Significance and Objectives; Types of ECCE Programmes – Balwadi, Anganwadi, Nursery School, Kindergarten, Montessori, Laboratory Nursery school, Mobile Crèche, Play Group	4 hrs
	b	Historical Perspectives of ECCE and Contribution of educators – Western and Indian History, Western Educators - Commonius, Rousseau, Pestalozzi, Frobel, John Dewey, Maria Montessori, McMillan Sisters, Indian Educators - M. K. Gandhi, Rabindranath Tagore, Annie Besant, Gijubhai Badheka, Tarabai Modak; Contribution of Agencies	8 hrs
Unit II	a	Organizational set up – location and site, building plan, play ground, selection of different types of outdoor and indoor equipment, maintenance and display of equipment and materials	7 hrs
	b	Personnel Management – Personnel Selection, Recruitment, Qualities, Roles, Duties and Responsibilities; Co-operation and Co-ordination of Personnel; Parent Teacher Co-operation; Supervision and Monitoring, Evaluation of Personnel and Programme	5 hrs

Unit III	a	Programme Management – Programme Planning and Types; Factors Considered while Planning Programme; Daily Schedules and Lesson Preparing; Preparation of Various Activities for Children catering to all round development; Considering Individual and Group needs while Planning and Preparing Activities. Planning and conducting parent education programme	7 hrs
	b	Material Management – Equipments and Materials for Play and Learning – Selection, Care and Use of equipments; Material needed for learning – Teaching Aids for various activities; Indigenous Teaching and Play equipments; Equipment needed for Urban and Rural preschools of different type.	5 hrs
Unit IV	a	Financial Management – Financial Allocation, Budgetary Consideration, Budget making, Resources generation avenues.	4 hrs
	b	Documentation – Needs, Importance and Principles of Record keeping, Types of records maintained in preschool – Admission, Attendance, Health, Developmental record, Teacher’s estimation record, Family back ground record, Anecdotal records and Reports.	8 hrs

Practical

4 hrs/week

1.	Visits to institutions concerned with early childhood education – Day care centre, Play home, Crèche in different areas.
2.	Preparation of teaching materials for pre-school children.
3.	Planning and Participation in preschool organization and evaluation (Two days/week – Two months)
4.	Organizing the Parent education programme in a preschool in slum areas – Parents’ meeting, Workshop, Exhibition.

Learning Outcomes

- Acquire the skills for organization and administration of ECCE Centre
- To gain the knowledge and insight regarding issues related to early childhood care and education
- To develop the skills and techniques to plan activities in ECCE centre of different types, to conduct activities in ECCE Centre and to conduct parent education

References:

1. Aparajitha Chowdry, Rita Choudhury, (2002) Pre-school Children Development, care and education, New Age International (p) Limited, Publishers
2. G. Pankajam, (2005) Pre-Primary Education Philosophy and Practice, Concept Publishing Company
3. Geva M Blenkin and A V Kelly, (2002), Early Childhood Education a developmental curriculum, Paul Chapman Publishing Ltd.
4. M. Sen Gupta, (2019), Early childhood care and Education, PHI Learning Pvt. Ltd.
5. R.C. Mishra, (2009), Early Childhood Care and Education, A.P.H. Publishing Corporation
6. S Venkataiah, (2004), Child Education, Anmol Publishing Pvt. Ltd.

HARD CORE

2.2: ADVANCED STUDY IN HUMAN DEVELOPMENT – II [ADOLESCENCE AND YOUTH]

2+1+2=5 credits
8 hrs/week

Learning Objectives:

This course helps the students

- To study the growth and developments at different stages of adolescence and at youth
- To understand interaction of social, psychological, and biological factors on development and adjustments of adolescents and youth.
- To understand theoretical and scientific approach of developments of adolescence and youth.
- To gain the practical experience via observation and assessment of developments of adolescence and youth.
- Gain the knowledge regarding issues, changes and challenges faced by adolescents and youth; and learn about how to overcome it.
- To learn the policies and welfare program available for adolescents and youth in India

Preamble:

- To understand theoretical and scientific approach of developments of adolescence and youth.
- Gain the knowledge regarding issues, changes and challenges faced by adolescents and youth; and learn about how to overcome it.
- To understand the principles and strategies for guidance and counseling to needy people
- To learn the policies and welfare program available for adolescents and youth in India.

Pedagogy

- Instructional and Lecture based, ICTs,
- Inquiry based learning, group discussion, Seminar

Course Content

Unit I	a	Adolescence and Youth – Definition, Concept of adolescence and youth in India, Significance and Developmental tasks of adolescence and youth	4 hrs
	b	Theoretical perspectives – G. Stanley Hall, Anna Freud, Erik Erikson, James Marcia, Kagan and Margaret Mead; Indian Perspectives	10 hrs
Unit II	a	Perspective of Adolescent and youth Development – Physical changes, cognitive changes, psychological changes and sociological changes; Identity formation; Changes in attitude, interest and behavior; Factors influencing the developments and its consequences	10 hrs
	b	Relationships During Adolescence and Youth - Parent-adolescent/youth relationship, Sibling relationship; Peer relationship, Heterosexual relationship	8 hrs
Unit III	a	School, College, Work and Career During Adolescence and Youth – Educational Opportunities and Formal Training,	6 hrs

		Importance of Academic Achievement and Failure - Related Issues, Training for Career and Work	
	b	Challenges and Problems of Adolescents and Youth – Psychological, Physiological, Sociological, Educational and Vocational problems; Challenges and problems in the Indian educational context.	10 hrs
Unit IV	a	Guidance and Counseling for adolescent and youth – Principles and strategies for guidance, theoretical approaches and developing a personal /Eclectic approach, Parents and Family Involvement etc.	10 hrs
	b	Policies and Welfare Programme for Adolescents and youth in India – Government Policies and Programs	6 hrs

Practical

4 hrs/week

1.	Prepare a visual aid on challenges or issues of adolescents and youth
2.	Assess the physical growth and nutritional status of adolescents/youth by using anthropometric measurements
3.	Preparation of an questionnaire on high risk behaviours of adolescents
4.	Assess the Vocational interests of adolescents/youth
5.	Measure the parent-adolescent relationship/conflicts using standardized scale/tools
6.	Visit to Juvenile Home/Aftercare Home/State Home to observe the ongoing rehabilitation /Fostering services to Adolescents and youth

Learning Outcomes

- Recognize the changes that occur in adolescents and help to develop a positive acceptance of self
- Demonstrate understanding of theoretical perspectives and apply research to understand adolescents and youth
- Able to identify the behaviors that are normal as well as the behaviors those are different from normal development.
- Identify the lifestyles factors to determine their impact on the functioning of adolescents and youth in families.

References:

1. Bridget A. Walsh, Lydia DeFlorio, Melissa M. Burnham, Dana A. Weiser (2017) Introduction to Human Development and Family Studies, Taylor and Francis
2. Carol K. Sigelman, Elizabeth A. Rider (2015), Human Development, Cengage Learning, ISBN: 9788131508220, 8131508226
3. Diane Papalia, Sally Olds, Ruth Feldman (2008), Human Development, McGraw-Hill Education, ISBN: 9780071280747, 9780071280747
4. Laura E, Adena.B. Meyers (2015) Infants, Children and Adolescents, 8th Edition Pearson Publisher.
5. Laurence Steinberg, Marc H. Bornstein, Deborah Lowe Vandell, Karen S. Rook (2010) Life-Span Development: Infancy Through Adulthood, Wadsworth Cengage Learning
6. Mujibul Hasan Siddiqui (2008) Guidance & Counseling APH Publishing Company New Delhi
7. Naresh Gupta (2019), Human Development in India, Emerald Publisher
8. Robert V. Kail, John C. Cavanaugh (2012), Human Development : A Life Span View, 3rd Edition

9. Suhasis Bhandra, Sibnath Deb and Seema Sahay, (2019), Childhood to Adolescence-Issues and Concerns-First Edition, Pearson Publisher
10. Thomas Crandell, Corinne Crandell, James Vander Zanden (2009), Human Development, 9 Edition, McGraw-hill Publishing.

HARD CORE

2.3: ADVANCED STUDY IN MARRIAGE AND FAMILY

2+1+0=3 credits

4 hrs/week

Learning Objectives:

This course helps the students

- To understand the concept of family and marriage, function, structure and strengths families in Indian Context
- To study the theoretical and methodological concerns related to family studies
- To learn about the different family therapies and approaches to take care of deviated/disorganized families.
- To know the family welfare policies and programmes in India.

Preamble:

- The course helps students to understand the concept of family and marriage, function, structure and strengths families in Indian Context
- To study the theoretical and methodological concerns related to family studies
- To learn about the different family therapies and approaches to take care of deviated/disorganized families and
- To know the family welfare policies and programmes in India.

Pedagogy

- Instructional and Lecture based, ICTs, Demonstration
- Inquiry based learning, group discussion, Seminar

Course Content

Unit I	a	Family in Social Context - Meaning, Family as component of social system; Family as an Institution and Functions of family; Current issues for research in Indian family - Changing role of parents in parenting
	b	Socio-cultural studies of family pattern in India - Changes in Family Structure – Factors influencing, Advantages and disadvantages; Alternative Families
Unit II	a	Approaches in family studies – Interdisciplinary approaches to family studies - Developmental approach, Interactional approach, Institutional approach, Systematic approach, family life cycle approach, Ethnographic approach, Demographic approach;
	b	Theories in family studies Nature and importance of conceptual framework – cyclical theory, progressive theory, structural-functional theory;
Unit III	a	Disorganized and reorganized families, marital distress - Family violence, Battered women, Drug addiction (Substance abuse) Alcoholic abuse, Sexual abuse, Child abuse, Dowry, Gender discrimination. Family Disorganization due to Extramarital relation, Desertion, Sexual infidelity, Separation and Divorce and Remarriage – effects on family members

	b	Family therapy - Theoretical developments in marital and family therapy, schools for family therapy - structured strategic, experimental family and integrated family therapy
Unit IV	a	National policies for family welfare - National Family Welfare Programme, National Population Policy, National Rural Health Mission
	b	Programmes for family welfare - Urban Family Welfare Schemes, Sterilization Beds Scheme, Reproductive and Child Health Programme, Janani Suraksha Yojana, Rehabilitation of Polio Victims and several financial assistance schemes for surgery and other health problems

Learning Outcomes

- Enable to identify the disorganized families, its causes and consequences
- Critically evaluate or test the efficacy of developed programme.
- Acquire skills of family therapy and use the various methodologies used in marriage, home and family studies research.

References:

1. Bridget A. W. Lydia D, Melissa M. B, (2017), Introduction to Human Development and Family Studies, Taylor and Francis Ltd.
2. Bridget A. Walsh, Lydia DeFlorio, Melissa M. Burnham, Dana A. Weiser (2017) Introduction to Human Development and Family Studies, Taylor and Francis
3. Carol A. Darling, Dawn Cassidy (2014) Family Life Education: Working with Families across the Lifespan, Third Edition
4. Charles Figle and Hamilton, (1993), Stress and the family: Coping with normative transitions, Taylor & Francis, an informa company.
5. Christine A. P., Kevin R. B. and Sharon J. P. (2016), Families & Change: Coping With Stressful Events and Transitions, SAGE Publications, Inc.
6. Froma and Walsh (2017), Strengthening Family Resilience, Third Edition, Guilford Press.
7. Jane R. M. and Rosalind E. (2010), Key Concepts of Family Studies, SAGE Publisher Pvt. Ltd.
8. Janice, Weber, (2010), Individual and family stress and crises, Oxford academic press India.
9. Martha J. C. and Jeanne G. B. (2016), Conflict and Cohesion in Families: Causes and Consequences (Advances in Family Research Series), Routledge Publisher.
10. Naresh Gupta (2019), Human Development in India, Emerald Publisher
11. Pauline E. B., Chalandra M. B. and Jay A. M. (2014) Family Stress Management: A Contextual Approach, SAGE Publications, Inc.
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13. Radosveta D., Michael B., Fons V., (2016), Global Perspectives on Well-Being in Advances Families, Springer Pvt. Ltd.
14. Randal D, (2010), Introduction to Family Processes: Fifth Edition, Routledge Pvt. Ltd.
15. Stephen F, Duncan H, Wallace G, (2016), Family Life Education: Principles and Practices for Effective Outreach, SAGE Publications, Inc; Third edition.

HARD CORE

2.4: GUIDANCE AND COUNSELING

2+1+0=3 credits

4 hrs/week

Learning Objectives:

This course helps the students

- To understand the need for guidance and counseling
- To learn the concept of guidance, counseling and therapy, its process, Qualities and responsibilities of counselors.

Preamble:

- This course helps to understand the need for guidance and counseling across the life span.
- To learn the concept of guidance, counseling and therapy, its process, Qualities and responsibilities of counselors.

Pedagogy

- Instructional and Lecture based, ICTs, Observation
- Inquiry based learning, Group discussion, Seminar
- Case study and discussion,

Course Content

Unit I	a	Guidance and Counseling – Meaning, Nature, Scope, Principles, Goals, Needs of Guidance and Counseling of different groups, Relationship between guidance and counseling
	b	Types and Techniques used in guidance – Educational, Vocational, Socio-personal, Leisure time guidance; Individual and Group Guidance – Meaning and needs, Advantages, Techniques used; Role of audio-visual aids in guidance
Unit II	a	Counselors –Characteristics, Qualification and qualities, Skills and Competencies; Ethics – Do’s and Don’ts; Limitations and Professional growth of counselors; Tips for becoming effective counselors
	b	Counseling Process – Preparation and Pre-requisites for counseling stages in counseling process, Follow up and Review
Unit III	a	Counseling Approaches and Techniques – Meaning, Origin, Procedure, Merit and Limitations of counseling approaches; Psychoanalysis approach, Carl Roger’s approach, Rational–Emotive approach; Counseling techniques – Client-centered, Counselor-centered and Eclectic counseling.
	b	Types of Counseling - Individual and Group counseling - Tools Required, Types of groups, Process of individual and Group counseling, Merits and Limitations – Situations that lend for group counseling situation
Unit IV	a	Areas of Counseling – Premarital and Marital counseling, Family counseling, Parental counseling, Adolescent counseling, Counseling for girls and children belonging to special groups
	b	Special Concerns of School Counselor – Issues related to academic achievement, School dropout, Child abuse, Sexual abuse, Substance abuse, Family relations and child’s right

Learning Outcomes

- Enable them to analyze the concepts, scope, and theories that govern the process of guidance and counseling
- To offer guidance or counseling and apply appropriate counseling techniques to solve problems of individuals

References:

1. Asha K Kinra(2008), Guidance and counseling, Dorling Kindersley (India) Pvt. Ltd., Jai Narain Vyas University, Jodhpur
2. Asha K. Kinra (2008), Guidance and Counseling (1st edition), Pearson Education,
3. Bharti Dimri, Manisha Minocha, Monika Auplish (2016), Guidance And Counselling, Bookman; First edition
4. Marianne Mitchell Robert L. Gibson (2015), Introduction to Counseling and Guidance, (7th Edition), Pearson Publishing
5. Mujibul Hasan Siddiqui, (2008) Guidance and Counseling, APH Publishing Corporation
6. Ram Nath Sharma and Rachana Sharma (2004), Guidance and Counselling in India, Atlantic Publishers and Distributors, New Delhi.
7. Rao S. (2017), Counseling and Guidance, (3rd edition), McGraw Hill Education;
8. Ravinder Singh Sohal, Om Prakash Aneja, A. Sidhartha (2013), Guidance and Counselling, Khel Sahitya Kendra Publisher
9. Sister Mary Vishala (2012), Guidance and Counselling (For Teachers, Parents and Students), S Chand and Company Pvt. Ltd. New Delhi,
10. Sunita Chhabra (2015), Guidance and Counseling, Gen Next Publications,
11. T Manichander, (2008) Guidance & Counseling, Lulu.com

SOFT CORE

2.5: REPRODUCTIVE HEALTH-ISSUES AND WELFARE PROGRAMMME

1+1+0=2 credits

3 hrs/week

Learning Objectives:

This course helps the students

- To understand the issues of reproductive health
- To learn about family planning methods and welfare programmes related to reproductive health.
- To know the sexually transmitted diseases and aware about symptoms, management techniques and coping strategies.
- To know about policies and program related to Reproductive health.

Preamble:

- To understand the issues of reproductive health to learn about family planning methods and welfare programmes related to reproductive health.
- To know the sexually transmitted diseases and aware about symptoms, management techniques and coping strategies.

- To know about policies and program related to Reproductive health.

Pedagogy

- Instructional and Lecture based, ICTs, Dramatization
- Inquiry based learning, Group discussion, Seminar
- Field study and survey, Visit to Government and Non-government organization
- Participation community activities

Course content

Unit I	Human Reproductive physiology – Reproductive systems of Male and Female. Brief Description and Hormonal regulation of Gametogenesis, Onset of Puberty, Menstrual cycle, Menopause – Causes for concern, Psychosocial adjustments, Fertilization, Implantation, Pregnancy and parturition. Assisted Reproduction: <i>In-utero -fertilization</i> and test tube baby – Legal and Ethical issues.	8 hrs
Unit II	Reproductive Health – Meaning, objectives, goals and Issues related to reproductive health. Sexual health and Sexually transmitted Diseases - Syphilis, Gonorrhoea, Chlamydia, Genital Herpes and AIDS. Intended and unintended pregnancies – teenage pregnancy. Infertility and Factors causing infertility – Stress, Problems in ovulation, blocked or scarred fallopian tubes, endometriosis and low sperm count.	8 hrs
Unit III	Control of Fertility and Family Planning – Needs and objectives of Family planning, Types of Family planning methods and its contraceptive and Non-contraceptive benefits. Temporary methods used to control the fertility. Sterilization techniques – its effectiveness and risk factors.	8 hrs
Unit IV	Policies and Programmes of International Planned Parenthood Federation (IPPF) and Family Planning Association of India (FPAI), Legislation provisions – Maternity /Paternity benefits, etc.	8 hrs

Learning Outcomes:

- Demonstrate understanding of the occurrence and prevention of sexually transmitted diseases and unwanted pregnancy.
- Be able to identify the significance of reproductive health.
- Develop awareness program on birth control measures.
- To work in areas related to reproductive health.

References:

1. Barbara A and Anderson, (2010), Reproductive Health: Women and Men's Shared Responsibility, Indian Council (INC) publisher Pvt. Ltd.
2. Barbara A. and Anderson, (2010), Reproductive Health: Women and Men's Shared Responsibility, Indian Council (INC) publisher Pvt. Ltd.
3. Catriona M. (2010), Sexual and reproductive health, Wiley Blackwell publisher.
4. Jane M. U., Joan C., Janette P. (2019), International Handbook of Women's Sexual and Reproductive Health, Routledge Pvt. Ltd.
5. Jobi B. (2018), Social Determinants and Interventions on the Reproductive Health of Tribal Women, Authorspress Pvt. Ltd.
6. Kobo, (2012) Reproductive, Maternal, Newborn, and Child Health, Kamal publisher
7. Kobo, (2012), Reproductive, Maternal, Newborn, and Child Health, Kamal publisher.
8. Marlene G., Rebecca T. and Kathryn R. (2012), Women and Health- 2nd edition, Academic Press publisher.

9. Michael. A. Koenig, Shireen Jejeebhay, John. C. Cleland and Bela Ganatra, 2016, Reproductive Health in India: A New Evidence, Sage India
10. Saraha O. (2012), Reproductive health in India, Indian Council (INC) publisher Pvt. Ltd.
11. Sharma, (2016) Reproductive health in India new edition, Taylor and Fancis Ltd.
12. Sharma, (2016), Reproductive health in India new edition, Taylor and Fancis Ltd.
13. Shireen J. J, Radhika R, (2000), Women's Reproductive Health in India, Taylor and Fancis Ltd.
14. Shireen. J. Jejeebhay, P.M. Kulkarni and K.Gh. Santhya, 2014, Population and Reproductive Health in India: An Assessment of the Current Situation and Future Needs, Oxford University Press
15. Shonali C, Jennifer T E, Mellissa W, (2017), Global Perspectives on Women's Sexual and Reproductive Health across the Life course, Springer Pvt. Ltd.
16. Tempe, (2013), Current Concepts in Contraception and Women's Health Paperback – 2, Academic Press publisher.
17. Yana A. and Meulen R, (2019), The Global Gag Rule and Women's Reproductive Health: Rhetoric Versus Reality, OUP USA
18. Yuki T. (2015), Knowledge, Power and Women's Reproductive Health In Japan, Springer International Publishing AG.

SOFT CORE

2.6: GENETIC DISORDERS AND COUNSELING

3+1+0=4 credits

5 hrs/week

Learning Objectives:

This course helps the students

- To gain a comprehensive understanding of Genes and Genetic Disorders.
- Learn to provide counseling to individuals who are at risk of genetic diseases.
- To understand congenital anomalies and syndromes, risk assessment and genetic counseling, genetic testing and screening, and plans for management and treatment for genetic diseases.

Preamble:

- Comprehensive understanding of Genes and Genetic Disorders.
- Learn to provide counseling to individuals who are at risk of genetic diseases.
- Understanding about congenital anomalies and syndromes, risk assessment and genetic counseling, genetic testing and screening, and plans for management and treatment for genetic diseases.

Pedagogy

- Teaching, PPT, and OHP presentations
- Assignment: Pedigree construction and its analysis and prenatal screening, which helps them to learn about importance and idea about genetic disorders

Course content

Unit I	Introduction to Genetics – Basic concepts of genetics; Cell organization and cell division – Mitosis, Meiosis and their significance. Mendel’s Laws – Law of segregation; Law of independent assortment; Law of Dominance ; Chromosomal basis of Inheritance and Genetic Linkages and Crossing over, Gene Mutations.	16 hrs
Unit II	Chromosome structure - Human Karyotype, International System for Human Chromosome Nomenclature (ISCN); Mechanisms of numerical and structural chromosomal aberrations; Chromosomal basis of sex determination	16 hrs
Unit III	Genetic diseases/Syndromes - Autosomal dominant (Down syndrome, Huntington Disease, Marfan Syndrome, Apert and Stickler’s Syndrome, Autism Spectrum Disorders, Alzheimer’s disease, charcot-marie-tooth disease) and Autosomal recessive Diseases (Cystic Fibrosis, Sickle cell anemia, Thalasemias, Tay-Sachs Disease, Phenylketonuria, Usher’s Syndrome); X-Linked Dominant (Fragile X Syndrome, Rett syndrome, Klinefelter’s syndrome,) and X-linked Recessive Diseases (Duchenne Muscular Dystrophy, Red-Green Colour blindness, Hemophilia, Turner’s syndrome) – Prevalence, Symptoms, Causes and Management of genetic disorders	
Unit IV	Genetic Counseling – Definition, Steps in Genetic counseling, Reasons for genetic counseling, Essential qualities of a genetic counselor, Role of Genetic Counselor, Investigations of genetic disorders (Pedigree construction and its analysis and Prenatal screening), Direct and Indirect Counseling–Therapy (Non-genetic, Administration of human Gene products and Genetic therapy), Ethical issues in Genetic Counseling, Human Genome Project and its implications.	14 hrs

Learning Outcomes

- Become competent and effective health professionals to identify the chromosomal abnormalities in children
- Able to develop and demonstrate the genetic counseling skills to facilitate informed decision-making and adaptation to genetic risks or conditions.
- Effectively advocate the individuals/families/communities about a wide range of genetics, and information about genetic disorders based on their needs, their characteristics and the circumstances of the encounter

References:

1. Aubrey Milunsky, Jeff M. Milunsky (2011) Genetic Disorders and the Fetus: Diagnosis, Prevention and Treatment, Wiley-Blackwell Publishers
2. Daniel L. Hartl and Maryellen Ruvolo (2012) Genetics – Analysis of genes and genomes (8th Edition), Burlington, *Jones & Bartlett* Learning publications
3. Eldon John Gardner, Michel J. Simmons and D. Peter Snustad (2006), Principles of Genetics, (8th Edition), Singapore, John Wiley & Sons (Asia), Pvt. Ltd.
4. R.J. MKinlay Gardner, Grant R Sutherland, Lisa G. Shaffer (2012) Chromosome Abnormalities and Genetic Counseling (Oxford Monographs on Medical Genetics No. 61) Oxford University Press Inc.

5. Robin Santos Doak (2011) Bridge: Genetic Disorders, Benchmark Education Company, LLC
6. Seymour Kessler (2013) Genetic Counseling: Psychological Dimensions, New York, Academic Press
7. Verma P.S. and Agarwal V.K. (2010), Genetics, 9th Edition (Multicolour Edition), New Delhi, S. Chand and Company Pvt. Ltd
8. Wendy R. Uhlmann, Jane L. Schuette and Beverly Yasha (2012) A Guide to Genetic Counseling (2ND Edition)

SOFT CORE

2.7: WOMEN AND CHILDREN IN DIFFICULT CIRCUMSTANCES

3+1+0=4 credits

5 hrs/week

Learning Objectives

This course helps the students

- To know the issues and challenges faced by women and children in India.
- To understand the causative factors of women and children in difficult circumstances.
- To gain the awareness on intervention programmes for women in difficult circumstances

Preamble:

- The course analyses the issues and challenges faced by women and children in India and to understand the causative factors of women and children in difficult circumstances
- The students gain awareness on intervention programmes for women in difficult circumstances

Pedagogy

- Instructional and Lecture based, ICTs, Demonstration Modeling
- Inquiry based learning, Group discussion, Seminar
- Observation, Case study, Field visit
- Assignment, Group discussion, Field visit, multiple choice questions.

Course Content:

Unit I	a	Issues and challenges of women In India - Demographic Statistics Categories of women in Difficult circumstances – Destitute/Deserted women, Domestic violence, Trafficking/Prostitution,
	b	Destitute/Deserted women - Definition, Causative Factors, Health Status and Intervention Programmes for destitute/Destitute women
Unit II	a	Domestic violence - Definition, Causative Factors, Health Status and Intervention Programmes for Domestic violence
	b	Trafficking/Prostitution - Definition, Causative Factors, Health Status and Intervention Programmes for trafficking women
Unit III	a	Children in Difficult circumstances – Introduction, Demographic Statistics in India, Classification of Children in Difficult Circumstances – Child Labor, Destitute Children, Street Children, and Delinquent Children

	b	Child Labor and Destitute Children – Definition, Causative Factors, Health Status and Intervention Programmes for Child Labors
Unit IV	a	Street Children - Definition, Causative Factors, Health Status, Life Style, Problems and Intervention Programmes for Street children
	b	Delinquent Children - Definition, Causative Factors, Health Status and Problem, Prevention, Control and Rehabilitation

Learning Outcomes:

- To identify the women and children in difficult circumstances in the community.
- Acquire skills to conduct intervention programmes or analyze the program available to needy people

References:

1. Anjali Kurane (2012) Issues in Women's Development, Rawat Publications,
2. Delan Devakumar, Jennifer Hall, Zeshan Qureshi, Joy Lawn (2019), Oxford Textbook of Global Health of Women, Newborns, Children and Adolescents, Oxford University Press, United Kingdom.
3. Geeta Chopra (2015) Child Rights in India: Challenges and Social Action, Springer India
4. M Koteshwara rao (2005), Empowerment of Women in India, Discovery publishing house New Delhi

SOFT CORE

2.8: HUMAN RIGHTS OF WOMEN AND CHILD

1+1+0=2 credits

3 hrs/week

Learning Objectives:

This course helps the students

- To understand the basic concept of human rights and constitutional provisions for women and children in India.
- Identify the different types of human rights and its role in up gradation of status of women and children in India.

Preamble:

- This course helps to understanding the basic concept of human rights and constitutional provisions for women and children in India.
- Identify the different types of human rights and its role in up gradation of status of women and children in India.

Pedagogy

- Teaching, PPT, and OHP presentations
- Assignment: Classification of rights which provides awareness for students regarding what are basic rights and general duties of citizens.

Course Content

Unit I	Definition and Evolution of Rights – Human rights, Child rights, Women’s right, Charter, Convention-International Convention of Human Rights and Advocacy for Human rights, Policy	8 hrs
Unit II	Classification of Human Rights – Moral rights, Legal rights, Civil and Political rights, Social, Emotional and Cultural rights, Environmental and Developmental rights.	8 hrs
Unit III	Status of Indian Children and their Rights – Constitutional status of children, Demographic distribution, Gender disparities – Infanticide, Foeticide, Girl child, Children in difficult circumstances – Children of prostitutes, Child prostitutes, Child labour, Street children, Refugee children and Child victims of war; Children with special needs.	8 hrs
Unit IV	Status of Women and their Rights – Constitutional Status of women in India, Women and Human rights, Forms of Violation of Women’s Rights – Violence against women in home, workplaces and society, Sexual harassment, Rape, Health and Nutrition based deprivations, Crime against women, Political discrimination.	8 hrs

Learning Outcomes:

- Help to explore human rights as a professional in the field of Human Development
- Critically examine the role of human rights and constitutional provisions for women and children in difficult circumstances

References:

1. H.O. Agarwal (2016), Human Rights, Central Law Publications
2. Jaindra Kumar Das, (2010), Human rights law and practice, 10th edition, India SAGA publication.
3. Manoj Kumar Sinha, (2013), Implementation of basic human rights, India SAGA publication.
4. Myneni S. R. (2017), Human Rights, Asia Law House
5. Narasaiah, M.L, (2000), Women and human rights, Discovery Publishing Pvt.Ltd.
6. Narmata, S, (2019), Rights of women-2nd edition Kamal publisher.
7. Padhi, K.N, (2006), Protection of human rights and national human rights commission reflections, Oxford University Press.
8. Rashee Jain (2016), Human Rights Law and Practice, Lexis Nexis
9. Sujata. S, (2016), Women rights and empowerment-3rd edition, Taylor and Fancis Ltd.
10. TalwarPrakash (2007), Human Rights, Gyan Books
11. U.N. Gupta (2006), Human Rights, Atlantic Publishing

OPEN ELECTIVE

2.9: EARLY CHILDHOOD – HEALTH, NUTRITION AND EDUCATION

3+1+0=4 credits

5 hrs/week

Learning Objectives:

This course helps the students

- To know the growth and development during early childhood years.
- To learn the significance of health, nutrition and education during early years
- To understand how to handle child suffering from common illness and ailments, Behavioral and emotional problems and the role of parents
- To understand the nutritional needs, factors affecting nutritional status and nutritional intervention programme
- To learn the outcomes of early childhood education on all-round development of children

Preamble:

- The course deals with the growth and development during early childhood years.
- Students learn the significance of health, nutrition and education during early years.
- Handle child suffering from common illness and ailments, Behavioral and emotional problems and the role of parents.
- Students understand the nutritional needs, factors affecting nutritional status and nutritional intervention programme.

Pedagogy:

- Teaching, PPT, and OHP presentations.
- Assignments, seminar presentation, group discussion.

Course content:

Unit I	Introduction to Early Childhood Years – Definition and significance of early childhood years; Growth and development during early childhood years.	14 hrs
Unit II	Health Care and Problems - Common Illness and Ailments – fever, cold, chicken pox, measles, mumps, rubella (German measles), colds and flu, diarrhea and vomiting, Prevention of illness, Handling sick children; Health care and immunization; Emotional and Behavioral problems and parental guidance	10 hrs
Unit III	Nutritional Status and Problems – definition, significance of nutritional status, nutritional needs, common childhood nutritional problems, Factors affecting Nutritional status; Nutritional Intervention programme in India	12 hrs
Unit IV	Early Childhood Education - Definition, Need and importance, aims and objectives, Psychological development during early childhood years; Outcome of early childhood education on all round development.	12 hrs

Learning Outcomes

- To gain the insight into early childhood development and factors influencing the developments
- To identify the health, nutrition and educational needs during early childhood years
- Critical evaluate the intervention programme related health, nutrition and education of young children

References:

1. Bridget A. Walsh, Lydia DeFlorio (2018), Introduction to Human Development and Family studies, Oxford university press.
2. Catherine Raeff, Janette B. Benson (2003), Social; and cognitive development in the context of individual, social and cultural processes, Routledge
3. Helen Penn (2005), Understanding Early cvhildhood : Issues and controversies, Open university press
4. Jagannath Mohanty, Bhagyadha Mohanty (2002), Early childhood care and education, Deep and Deep Pub. Pvt. Ltd., New Delhi
5. Laura.E,Adena.B.Meyers (2015) Infants, Children and Adolescents, 8th Edition Pearson Publisher.
6. Mary D. Sheriden (1999), Play in Early Childhood : From birth to six years, Routledge
7. Naresh Gupta (2019), Human Development in India, Emerald Publisher
8. R. C. Mishra (2009) Early Childhood care and Education, APH Publishing Corporation, New Delhi
9. R. P. Shukla (2004) Early Childhood care and Education, Sarup and Sons, New Delhi.
10. Sen Gupta M (2009) Early Childhood Care and Education, PHI Learning Pvt. Ltd., New Delhi
11. Suhasis Bhandra, Sibnath Deb and Seema Sahay, (2019), Childhood to Adolescence-Issues and Concerns-First Edition, Pearson Publisher

III SEMESTER

HARD CORE

3.1: CHILDREN WITH SPECIAL NEEDS

2+1+2=4 credits
8 hrs/week

Learning Objectives:

This course helps the students

- To identify children with special needs, their rights, the barriers which creates disabilities.
- To know the training/ interventions and management program for children with special needs.
- Role of family in management of special children.
- To learn the purpose, content, and function of early intervention service plans; identify the goals of special education for children with special needs; and describe signs developmental delays

Preamble:

- The focus of this Course is to identify children with special needs, their rights, and the barriers which creates disabilities.
- It helps for training/ interventions and management program for children with special needs. Role of family in management of special children.
- To learn the purpose, content, and function of early intervention service plans;
- To identify the goals of special education for children with special needs; and describe signs developmental delays.

Pedagogy

- Teaching using ICTs
- Visits to institutions of Challenged Children
- Assessment of Challenged Children using Scales/Checklists
- Case history/Observation/Clinical interview
- Preparation of Material for Training the Challenged Children
- Block placement in institutions catering to the needs of Challenged children (one month)
- Organizing educational awareness programme for parents of challenged children.

Course content

Unit I:	a.	Children with Special Needs – Need for recognizing individual difference; Various approaches to defining and understanding disability – Philanthropic, Medical, Administrative, Legal and Social approach; Types of disability and Rights of disabled children.	6 hrs
	b.	Special Education Programmes and Policies for Disabled – Need of special education and Philosophy of inclusions, Types of programmes and Recent trends in special education, Policies for persons with disabilities; Role of family and community in management of disabled.	6 hrs

Unit II:	a.	Physically Challenged Children: Orthopaedically and Neurologically Impaired – Definition, Classification, Causes, Prevalence, Techniques of identification and assessment, Special educational programmes and policies, Rehabilitation and Management; Role of Family and Community	6 hrs
	b.	Children with Sensory Impairment: Visually and Acoustically challenged – Definition, Classification, Characteristics, Causes, Prevalence, Techniques of identification and assessment, Special educational programmes and policies, Rehabilitation and Management; Role of Family and Community	6 hrs
Unit III:	a.	Intellectually Challenged and Superior Children: Definition, Classification, Characteristics, Causes, Prevalence, Techniques of identification and assessment, Special educational programme and policies, Rehabilitation and Management; Role of Family and Community	6 hrs
	b.	Children with Communication Disorders: Definition, Classification, Characteristics, Causes, Techniques of identification and assessment, Remedial and Special educational programme; Role of Family and Community	6 hrs
Unit IV:	a.	Children with Learning Disabilities: Definition, Slow learners, Learning disabilities in reading, writing, spelling and mathematics, Prevalence, Characteristics, Causes, Techniques of identification and assessment, Special educational programme; Role of Family and Community	6 hrs
	b.	Children with Emotional Disturbance and Disabilities: Definition, Classification, Characteristics, Causes, Prevalence, Identification, Characteristics, Educational and Therapy; Role of Family and Community	6 hrs

Practical

4 hrs/week

1.	Visits to institutions of Children with Special Needs
2.	Assessment of Specially abled children using any one method Case history/Observation/Clinical interview/Use of tools/Scales/Checklists
3.	Preparation of Material for Training the Children with Special Needs
4.	Participation in institutions catering to the needs of specially-abled children (one month)
5.	Organizing educational awareness programme for parents of children with Special needs.

Learning Outcomes

- Acquire the skills of identification and management of children with special needs.
- Demonstrate the knowledge to provide intervention programmes for differently able children.
- It helps to acquire knowledge about facilities, benefits, policies and schemes available for special children.

References:

1. Cindy Watson, (2017), Special Education, A beginners guide to serving all students, University of North Texas Libraries

2. David F. Bateman and Jenifer L.Cline (2016), A Teacher's Guide to Special Education: A Teacher's Guide to Special Education, Kindle Books, ASCD publisher.
3. David Mitchell, (2013), What really works in special and inclusive education, using evidence based teaching strategies, Second edition, ISBN- -13: 978-0415623223.
4. Deshmukh R. C. (2009), Teaching children with special need, Pointer Publishers
5. Dr. Marc B. Taub OD, Dr. Mary Bartuccio OD, Dr. Dominick Maino OD, (2012), visua Diagnosis and care of the patient with special needs, Kindle Books, LWW Publisher, ISBN-13: 978-1451116687.
6. Eileen Allen.K, Glynnis Edwards Cowdery, (2014),The exceptional child, Inclusion in early childhood education, Kindle Edition.
7. Mangal.S.K. (2017), Educating Exceptional Children, An Introduction to special Education, PHI Learning private limited.
8. Mithu Alur and y Seamus Hegarty (2002), Children with special need, SAGE India Publications Pvt. Ltd.
9. Richard M. Gargiulo, Jennifer L. Kilgo, (2019), An introduction to young children with special needs.
10. Seamus Hegarty and Mithu Alur, (2002), Education & Children with Special Needs: From Segregation to Inclusion, SAGE India Publications Pvt. Ltd.
11. Sushi Kumar (2013), Children with special need, SAGE India Publications Pvt. Ltd.

HARD CORE

3.2: ADVANCED STUDY IN HUMAN DEVELOPMENT – III [ADULTHOOD]

2+1+1=4 credits
6 hrs/week

Learning Objectives:

This course helps the students

- To understand an advanced study of the stages in Human Development with specific focus on adulthood and aging
- To know the development through the adulthood in prospective to social, psychological, and biological factors.
- To study the process of aging from Biological, psychological and sociological perspectives

Preamble:

- The course deals with different stages of development with specific focus on adulthood and aging and development through the adulthood in different perspective such social, psychological, and biological factors and students learns about the process of aging Biological, psychological and sociological perspectives.

Pedagogy

- Instructional and Lecture based, ICTs, Demonstration Modeling
- Inquiry based learning, Group discussion, Seminar
- Observation, Case study, Field visit, survey and interview
- Assessment of adults and geriatric population

Course content

Unit I	Introduction to Adulthood and Development – Adult growth and development psychology – Biological, cultural, developmental perspectives; Life span approach- sexuality, marriage, marital adjustment, parenthood; Theoretical Perspectives in Adult Development - Individual, Family and Career perspective; Stages of adulthood; Demography on adult population in India	12 hrs
Unit II	Early/Young Adulthood – Biological and developmental tasks; Physical, intellectual and personality development; Importance of social organization- Single life, Marriage and Marital adjustments; Parenthood and Non-parenthood, Divorce and remarriage; Vocational patterns and adjustment-Culmination of identity formation; Health status	12 hrs
Unit III	Middle Adulthood – Physical continuity and changes-Sensory abilities, Physiological functioning and appearance; Adult intelligence; Personality development - Development of Self; Roles in family and Maintaining Family relationship, Friendships; Inter-generation relationships-Parenting adult offspring and their marriage, Health and Disease, Menopause in Women, Adult sexuality; Work and Career development	12 hrs
Unit IV	Late adulthood and Old age – Changes in physical, cognitive abilities and creativity; Physical aspects of aging; Health and disease; Continuity and change in personality; changes in family life cycle and social relationships; occupational continuity and Change-effect on identity; Work and Retirement; Alternative life styles and Leisure time activities; Death, dying and bereavement	12 hrs

Learning Outcomes

- Gain a general understanding of the various Biological and sociological theories of aging
- Demonstrate knowledge to understand the adults in terms of developments, adjustments and relationship
- To identify the problems of elderly people and to evaluate welfare programmes for aged in India

References:

1. Carol K. Sigelman, Elizabeth A. Rider (2015), Human Development, Cengage Learning, ISBN: 9788131508220, 8131508226
2. Diane Papalia, Sally Olds, Ruth Feldman (2008), Human Development, McGraw-Hill Education, ISBN: 9780071280747, 9780071280747
3. Robert V. Kail, John C. Cavanaugh (2012), Human Development : A Life Span View, 3rd Edition
4. Thomas Crandell, Corinne Crandell, James Vander Zanden (2009), Human Development, 9 Edition, McGraw-hill Publishing.

HARD CORE

3.3: SEMINAR ON RECENT TRENDS IN HUMAN DEVELOPMENT AND FAMILY STUDIES

0+1+0=1 credit
2 hrs/week

Learning Objectives:

This course helps the students

- To create awareness regarding current trends, issues and researches related to various aspects of Human Development, Early childhood education, Family studies and Children with special needs
- To learn new concepts and further develops research outlines in relation to major areas/discipline.

Preamble

- It provides insight into the research trends in the different aspects of Human Development and family studies.
- It helps to develop skills of research, skills of writing and analyzing

Pedagogy

- Review of Literature online and offline
- Discussion and Presentation

Course content

Unit I	Trends and Issues related to process of Development – Psycho-motor, Perceptual, Cognitive, Socio-emotional, Language and Moral Development
Unit II	Trends and Issues related to Early Childhood Development, Care and education – Demographic Status, Attrition in early Preschool and Primary Years, gender Equality and Equity, Issues related to curriculum of ECCE, Training of ECE Personnel
Unit III	Trends and Issues related to Life Span Development – Infancy, Childhood, Adolescence, Adulthood and Old age
Unit IV	Trends and Issues related to Family Studies – Changing Pattern of Family Life, Alternative Families and Family Problems

Learning Outcomes

- To gain factual knowledge of research (terminology, classification, research design methods, trends, principles, theories and its application) related to human development.
- To acquire skills of presentation, discussion, listening, argumentative, critical thinking, and questioning skills.
- Able to understand the research cause and outcomes of a given subject and to analyze the results of research

References:

1. David L. Featherman, Richard M. Lerner, Marion Perlmutter (2014) Life-Span Development and Behavior: Volume 11, New York and London, Psychology Press
2. Jaipaul L. Roopnarine and James Ewald Johnson (2000) Approaches to Early Childhood Education, Merrill Publisher
3. Jasmeet Sandhu (2016) Marriage and Family in India: Trends and Emerging Challenges, New Delhi, Rawat Publications
4. Rod Parker-Rees, Jenny Willan (2006) Early Years Education: Curriculum issues in early childhood education, Volume 2, New York, Routledge -Taylor and Francis group
5. Stanley H. Cohen, Hayne W. Reese (2019) Life-Span Developmental Psychology: Methodological Contributions, New York, Routledge -Taylor and Francis group
6. Ursula M. Staudinger and Ulman E.R (2003) Understanding Human Development: Dialogues With Lifespan Psychology, Boston, Kluwer Academic publishers

SOFT CORE

3.4: INTERNSHIP IN ECCE INSTITUTIONS/ ECSN INSTITUTIONS/ NGOS WORKING FOR CHILDREN, WOMEN AND ELDERLY PEOPLE*

0+4+0=4 credits

Objectives of internship:

- To provide hands on experiences by placement in ECCE Institutes/ ECSN Institutions/ Family and Child welfare organizations.
- The experience working in a Government or Non-government organization programme of social intervention and be able to apply knowledge of human development principles and programme in the field setting.
- To provide opportunities to identify the needs, plan and execute programmes in organization conducting ECCE programme
- To provide opportunities to observe and handle the task and responsibilities of being a child development worker involved in educating children with special needs
- To provide opportunities to work independently as Human Development personnel in an ECCE programme setting.
- To provide opportunities to understand and experience grand realities / policies / programme structure.
- A minimum of 6 weeks of internship for each student under staff supervision.

Preamble:

- It provides hands on experiences by placement in ECCE Institutes/ ECSN Institutions/ Family and Child welfare organizations.
- To develop skills to work independently as Human Development personnel and to experience grand realities or policies and programme structure.

Pedagogy

- Observation, Field visits, Discussion, Assessment, Case study, Office management in Respective institution for 6 weeks

- Under the Internship, each student shall be placed in different organizations (Governmental and Non-Governmental institutions) during the vacation before the commencement of III semester and assigned to the teaching faculty (Guide) to supervise their work. The student shall prepare a report regarding the field and same shall be submitted to Internal evaluation.

Learning Outcomes:

- To apply knowledge of human development that will help them to plan and plan and evaluate future study and career development
- To identify the needs, plan and execute programmes in organization set up
- Develop the interpersonal skills required to enable them to work efficiently as a member of a team trying to achieve organizational goals.

SOFT CORE

3.5: LEGISLATION AND POLICY ISSUES IN FAMILY AND CHILD WELFARE

3+1+0=4 credits

5 hrs/week

Learning Objectives:

This course helps the students

- To learn the laws and policy available for welfare of family and children in India.
- To describe the legislation and policy provisions needed for the welfare of children and youth
- To understand the barriers impeding the legal rights and provisions to women and aged

Preamble:

- To learn about the laws and policy available for welfare of family and children in India.
- To understand the legal provisions and benefits available to women and children

Pedagogy

- Instructional and Lecture based, ICTs,
- Inquiry based learning, Group discussion, Seminar

Course Content

Unit I	The concept of Women, Child and Family Welfare – Objectives and Needs of welfare services, Classification of services, Types of programmes for women child and family welfare; History of women, child and family welfare in India, Social change and Social welfare.	14 hrs
Unit II	Legislation and Policy Issues for Children and Youth– Compulsory and Free education for children, Child Labour Prohibition Act, Disabled Children Act, Child Health and Nutrition Policy, Girl child protection schemes. Juvenile justice Act 2004, Hindu Law of Adoption, Guardianship and Wards Act; National Policy for Children and Youth – Salient Features and Priority Areas;	18 hrs
Unit III	Legislation and Policy Issues for Women and Aged –Maternal benefit scheme, Pension schemes for widow, Life insurance policy for women.	18 hrs

	Retirement pension, death cum gratuity, provident fund, health insurances, insurance scheme, investment and taxation and property; National Policy for Women and Aged – National and International Perspective Plan for women Development, National Commission for women, Rationale and Implications for Family welfare;	
Unit IV	Legislation and Policy Issues for Marriage and Family – Personal Law, Special Marriage Act, Child Marriage Restraint Act, Issues Related to Child Marriage and Widow Marriage; Divorce, Maintenance, Custody of Children, Succession, Family Court Act, Legal Provisions Against Dowry, Rapist and its Implications; Poverty Alleviation programme, Saksharatha andolana (Literacy programme) Housing schemes, Food for work programmes, Chief Minister’s Employment Programme for youth.	14 hrs

Learning Outcomes

- To create awareness and advocacy on legal provisions and benefits to needy people in the community
- To describe the key features of the legislation and policy issues for welfare of family and children

References:

1. Bajpai Asha (2017), Child Rights in India – Law, Policy and Practice, OUP India
2. Education Quarterly 2007 57: 293. The online version of this article can be found at:
3. Fraser, D. (1984). The Evolution of the British Welfare State. London: Macmillan Education.
4. Gerda Neyer, (2003). Gender and Generations Dimensions in Welfare-State Policies.
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17. Tonia L. Warnecke & Alex DeRuyter, (2008). Paternalism and Development: Expanding the Analysis of Welfare Regimes in Southern Europe and Asia. Rollins College Department of Economics, 1000 Holt Avenue, Box 2751, Winter Park, FL, 32789, USA
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SOFT CORE

3.6: FOUNDATIONS OF SPECIAL AND INCLUSIVE EDUCATION

3+1+0=4 credits

5 hrs/week

Learning Objectives:

This course helps the students to

- Developing insight into the challenges of special and inclusive education.
- Understand the policies and Programmes pertaining to special and inclusive education
- Recognize the contribution of special and inclusive schools in the education of children.
- Incorporate innovative practices to educate children with special needs

Preamble:

- The focus of this Course is understanding the concept of special education and inclusive education.
- It helps to learn the legal and policy issues, multi-disciplinary approaches in special and inclusive education;

Pedagogy

- Teaching using ICTs
- Visits to institutions of special education center/ inclusive education schools
- Case history/Observation/Clinical interview

Course content

Unit - I	a.	Special Education: Concept, definition, objectives, principles, merits and demerits. Role of a special teacher. Importance of early intervention.	4 hrs
	b.	Teaching Strategies: planning IEP, Teaching learning process, need for adaptation, accommodation and modification; Home Based education: concept, need, importance, merits and demerits. Role of special educators and family.	6 hrs
Unit - II	a.	Inclusive Education: Meaning, definition, need, types, principles, advantages. Role of inclusive schools. Importance of early intervention. School readiness. Role of general, itinerant and shadow teacher. Importance of resource room. Attitude of the public towards inclusive education. Barriers in inclusive education.	8 hrs
	b.	Inclusive Learning Environment: School environment, classroom environment and management, effective communication, promoting positive behaviour. Strategies to teach in inclusive classroom: reflective teaching, co-teaching, mentoring and coaching, peer tutoring, co-operative learning, social learning, buddy System and multisensory teaching. Need for accommodation, adaptation and modification.	8 hrs
Unit - III	a.	Legal and Policy Perspectives: Salamanca Statement and Framework of Action, 1994, United Nations Convention on the Rights	4 hrs

		of Persons with Disabilities (UNCRPD), 2006. Rehabilitation Council of India (RCI) Act 1992, Programme of Action (PoA) 1992, SSA 2006, National Trust Act 1999, The Right of Children to Free and Compulsory Education (<i>RTE Act, 2009</i>), National Policy on Education (NPE 2019), Persons with disability Act (Amendment rules 2019).	
	b.	Prerequisites for special and inclusive schools: importance of resource rooms, Instructional design and development of short term, long term, and specific objectives; Individualized Educational Plan (IEP)-Need and components, Response to Intervention (RTI)/MTSS (Multi-Tiered System of Support), IEP meetings and documentation; Planning of Individualized Family Educational Plan (IFSP); Teaching Learning Materials (TLM)- Importance, need and guidelines on use of TLM with References: to disabilities and multisensory teaching approach; Information & Communication Technology (ICT) and its influence on education. Use of token economy system and cues. Therapies: concept, importance and types. Skill components: Functional skills, life skills, training for independent and assisted living: Sexual health education, need for counseling, social integration and vocational training.	8 hrs
Unit - IV	a.	Multi-Disciplinary approach in special and inclusive schools: role of personnel, professionals and parents. Coordination of multi-disciplinary team, referral agencies, empowerment of families for behaviour modification. Importance of performing arts, yoga and meditation. Need for inter-departmental linkages at State and national levels. Community Based Rehabilitation (CBR): concept and definition, scope, challenges and implications.	6 hrs
	b.	Current trends in education: Assistive technology, Assistive and augmentative communication, student led planning, Shifting from STEM to STEAM, Artificial Intelligence Learning, Wireless presentation Technologies (Text-to-Speech, Voice-recognition, Sip-and-Puff Systems, Virtual reality, Touchscreen, Math Learning Tools), crowd funding, parents forum and vocational placements.	6 hrs

Learning Outcomes

- Develop positive attitudes towards children with special needs and identify their diverse needs.
- Able to plan need-based programmes for all children with varied abilities
- Use specific strategies involving skills in teaching special needs children in special and inclusive classrooms

References:

1. Adams, D., Ahmad, A.C., & Kolandavelu, R. (2020). Raising Your Child With Special Needs : Guidance & Practices. Institut Terjemahan & Buku Malaysia Berhad,
2. Alur, M. and Buch, M. (2010). The Journey for Inclusive Education in the Indian Subcontinent. New York: Routledge.
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5. Corbett, J. (2013). Bad mouthing: The language of special needs. Routledge.
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11. Forlin, C. (Ed.). (2010). Teacher education for inclusion: Changing paradigms and innovative approaches. Routledge.
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13. Harry, B., & Klingner, J. (2014). Why are so many minority students in special education?, Teachers College Press.
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15. Hornby, G., Howard, J., & Atkinson, M. (2013). Controversial issues in special education. Routledge.
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19. Mitchell, D., & Sutherland, D. (2020). What really works in special and inclusive education: Using evidence-based teaching strategies. Routledge.
20. Mittler, P. (2012). Working towards inclusive education: Social contexts. Routledge.
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22. Rose, R., & Grosvenor, I. (2013). Doing research in special education: Ideas into practice. Routledge.
23. Sawhney, N. (2017). Understanding special education. Bookman
24. Siddiqui, H. (2017). Creating an inclusive school. Agrawal Publication
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27. Solanki, J. P. (2019). Financial planning for families having children with special needs: A comprehensive guide to plan for two generations. TV18 Broadcast Ltd.
28. Tomlinson, S. (2017). A sociology of special and inclusive education: Exploring the manufacture of inability. Taylor & Francis.
29. Villa, R. A., & Thousand, J. S. (2016). Leading an inclusive school: Access and success for all students. ASCD.
30. Virk, J. k., Kaur, R., & Kaur, R. (2019). Inclusive education. Bookman

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32. Werts, M. G., Culatta, R. A., & Tompkins, R. J. (2015). Fundamentals of special education what every teacher needs to know (3rd edition). Pearson Education of India.

SOFT CORE

3.7: SCIENTIFIC WRITING

1+1+0=2 credits
3 hrs/week

Learning Objectives:

This course helps the students

- To understand some of the common features of scientific writing and able to paraphrase scientific ideas
- To learn the different outline and significance of drafting and redrafting in scientific writing
- Understand how to write more critically and identify the difference between description and analysis

Preamble:

- The course provides common features of scientific writing and able to paraphrase scientific ideas.
- Students understand how to write more critically and identify the difference between description and analysis.

Pedagogy:

- Teaching, PPT, and OHP presentations.
- Assignment, collecting research articles, Abstract writing.

Course content

Unit I	Introduction to Scientific writing: Meaning and Scope, Objectives and Characteristics of	6 hrs
Unit II	Scientific Writing as means of communication -Different forms of scientific writing; Reasoning for preparing outlines and kinds of outline; Table as systematic means for presenting data, Formatting tables and appendices-use and guidelines; Writing process - getting started, use of outline as starting device, drafting, reflecting, re-reading, brevity and precision in writing, drafting and r-drafting based on critical evaluation	10 hrs
Unit III	Writing Scientific Thesis/Dissertation and Research report – Introduction, Review of literature, Methods, Results and Discussion, Summary and abstract, References:	10 hrs
Unit IV	Writing for grants – the question to be addressed, Rationale and importance of question being addressed, empirical and theoretical framework, Presenting pilot study/data or background information, research proposal and time frame, specificity of methodology, organization of different phases of study, Expected outcome of study and its implications, budgeting, available infra-structure and resources, executive summary	8 hrs

Learning Outcomes

- To appreciate and understand importance of writing scientifically
- To develop the competence in writing and abstracting skills

References:

1. Barbara Gastel, Robert A. (2016) Day How to Write and Publish a Scientific Paper, 8th Edition, Barbara Gastel and Robert A. Day
2. Chris A (2018) Mack How to Write a Good Scientific Paper, Bellingham, Published by Society of Photo-Optical Instrumentation Engineers (SPIE),
3. Robert A Day, Barbara Gastel (2006) How to Write and Publish a Scientific Paper (6th edition), Cambridge University Press
4. Subhash Chandra Parija and Vikram Kate (2017) Writing and Publishing a Scientific Research Paper, Springer Publishers

OPEN ELECTIVE

3.8: ADOLESCENCE – PROBLEMS AND GUIDANCE

3+1+0=4 credits

5 hrs/week

Learning Objectives:

This course helps the students

- To understand concept of adolescence and characteristics
- Gain the knowledge regarding issues, changes and challenges faced by adolescents and learn about how to overcome it.
- To understand the principles and strategies for guidance and counseling to needy people

Preamble:

- The course intends to highlight and understand the concept of adolescence and characteristics.
- Gain the knowledge regarding issues, changes and challenges faced by adolescents and learn about how to overcome it.
- To understand the principles and strategies for guidance and counseling to needy people

Pedagogy

- Instructional and Lecture based, ICTs
- Debate, Group discussion, Seminars
- Conducting and Participation in life skills activities

Course Content

Unit I	Adolescence – Definition, Concept of adolescence, Significance and Developmental tasks of adolescence
Unit II	Perspective of Adolescent development - Physical changes, cognitive changes, psychological changes and sociological changes; Identity formation; Changes in attitude, interest and behavior; Factors influencing the developments and its consequences

Unit III	Challenges and Problems of Adolescents – Challenges and problems in the Indian educational context; Areas of problems –Psychological Physiological, Sociological, Educational and Vocational problems- Definition, types, causes and management
Unit IV	Adolescent Guidance And Counseling – Principles and strategies for guidance, developing a personal /Eclectic approach, Parents and Family Involvement

Learning outcomes

- Recognize the changes that occur in adolescents and help to develop a positive acceptance of self
- Identify the factors that determine problems and its impact on adolescents

References:

1. Bridget A. Walsh, Lydia DeFlorio, Melissa M. Burnham, Dana A. Weiser (2017) Introduction to Human Development and Family Studies, Taylor and Francis
2. Laura.E,Adena.B.Meyers (2015) Infants, Children and Adolescents, 8th Edition Pearson Publisher.
3. Laurence Steinberg, Marc H. Bornstein, Deborah Lowe Vandell, Karen S. Rook (2010) Life-Span Development: Infancy Through Adulthood, Wadsworth Cengage Learning
4. Mujibul Hasan Siddiqui (2008) Guidance & Counseling APH Publishing Company New Delhi
5. Naresh Gupta (2019), Human Development in India, Emerald Publisher
6. Suhasis Bhandra, Sibnath Deb and Seema Sahay, (2019), Childhood to Adolescence-Issues and Concerns-First Edition, Pearson Publisher

IV SEMETER

HARD CORE

4.1: LIFE SKILLS EDUCATION

2+1+1=4 credits

6 hrs/week

Learning Objectives:

This course helps the students

- To understand the basic concept and core life skills, theoretical perspectives and practical strategies of life skills education.
- To learn how life skills education promotes positive social, and mental health of individuals that plays an important role in all aspects of life.

Preamble:

- It helps to understand the basic concept and core life skills, theoretical perspectives and practical strategies of life skills education.
- To understand how life skills education promotes positive social and mental health of individuals that plays an important role in all aspects of life.

Pedagogy

- Instructional and Lecture based, ICTs
- Debate, Group discussion, Seminars
- Conducting and Participation in life skills activities

Course Content

Unit I	Introduction to Life skills – Definition, need and importance of life skills, conceptual basis of life skills, history of life skills in India, core life skills – self-awareness, empathy, effective communication, interpersonal relationship, critical thinking, creative thinking, decision making, problem solving, coping with stress, coping with emotions, Categories of Life Skills – cognitive skills, social skills and emotional skills	12 hrs
Unit II	Development and Applications life skills – Skills of knowing and living with oneself; Skills of knowing and living with others; Life skills for making effective decisions; Application of life skills in human development – personal development, education and career, Issues and concerns of children and adolescents – peer pressure, substance abuse and alcoholism, suicide and abuse, children with special needs	12 hrs
Unit III	Life Skills Education: Meaning and Needs of life skills education; Theoretical foundations of life skill approach; Methods for life skills education [Brainstorming, Lectures, Case Study, Role Play, Buzz Group, VIPP, Simulation, Experience sharing, individual and group, Assignments, Group and Panel Discussions, Demonstrations, Placements and Field Trips, Participatory Learning and Action], Tools and Materials for life skills education – Audio-Visual Aids, Printed Materials, Developing Training Support Materials; Role of Government and Non-Government agencies	16 hrs
Unit IV	Organization of life skills programmes/training – Planning, managing and implementing a life skills programme/training; Role of life skills educators	16 hrs

	[Personal qualities and qualifications, functions of a facilitators and core facilitation skills], Evaluation of life skills programme [Need and Objectives of Evaluation, Stages of Evaluation – Before, During and After-evaluation, Measuring Participants Learning, Participatory Evaluation and Tools of Evaluation] Documentation [Meaning and Importance, Checklist to Documenting Life skills education Programme/training] and Report [Writing a Report, Frame Work, Executive Summary, Dos and Dont’s of Report Writing]	
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Practical

2 hrs/week

1.	Assessment of life skills of children/adolescents/youth/young adults
2.	Preparation of audio-visual aids/training materials for life skills education
3.	Planning the activities for school children/adolescents/youth to enhance core life skills
4.	Designing and developing life skills education module to address the issues related to children/adolescents/youth/young adults/elderly people
5.	Organizing life skill education program in schools/colleges/communities
6.	Visit to Life Skills Training Institutions/Agencies

Learning Outcomes

- To master in developing life skills and applying it in various spheres of life.
- To organize the life skill training to needy people.

References:

1. Adolescence and Life Skills (2003) Commonwealth Youth Programme Asia Centre, Tata Mc Graw- Hill
2. B. Sandhya Chitra Krishnan and B. Sudha Sai (2016) Life Skills, Notion Press
3. Barun Mitra (2016) Personality Development and Soft Skills, Oxford University Press,
4. Darkar Framework for Action, Education for All: Meeting our Collective Commitments, (April 2000), Dakar, Senegal.
5. Family Health International, NACO, USAID (2007), Life Skills Education tool kit for Orphans and vulnerable children in India
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8. James Larry (2006), The First Book of Life Skills, Embassy Books, ISBN: 9788188452408, 9788188452408
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12. Morgan and King (1993) Introduction to Psychology, New Delhi, Tata McGraw-Hill Publishing Company Ltd
13. Nair V.R. (2010) Life Skills Personality and Leadership. RGNIYD, Tamilnadu
14. Rajeshkumar I. Bhatt (2017) Life Skill Education, 1 edition, Notion Press;
15. Rajiv Kumar Jain, Usha Jain (2014) Life Skills- A guide to steer life, Vayu Education Of India, ISBN13 : 9789383758005

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17. RGNIYD. (2008), Facilitators Manual on Enhancing Life Skills. Tamil Nadu
18. Singh Madhu, (2003), Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality
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20. UNESCO and Indian National Commission for Co-operation with UNESCO (2001): Life Skills in Non-formal Education: A Review
21. Wallace R. Masters, (2001) Personal Development for Life and Work: UK, South Western.
22. YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi.

HARD CORE

4.2: DISSERTATION

0+6+0=6 credits
12 hrs/week

Learning Objectives:

This course helps the students

- To develop an understanding and obtain practical experience of the research process and skills required to undertake research work.
- To develop in-depth knowledge of the major subject/field of study, including deeper insight into current research.
- To develop capability to use a holistic view to critically, independently and creatively identify, formulate and deal with research topic

Preamble:

- The course helps to understand and obtain practical experience of the research process and skills required to undertake research work.
- Help to develop in-depth knowledge of the major subject/field of study, including deeper insight into current research.
- Develop capability to use a holistic view to critically, independently and creatively identify, formulate and deal with research topic.
- The capability to clearly present and discuss the conclusions that form the basis for the findings in a written report

Pedagogy

- Assignment: Field work, conducting case study and survey

Dissertation is a special paper where a candidate carries out the application of knowledge in solving/studying/exploring a real life/difficult problem in a creative way. The student shall work under the guidance of a faculty. The student needs to submit the dissertation thesis at the end of semester for the external and internal valuation. The participation and performance in research work shall be evaluated for Internal Assessment (C₁, and C₂ components) and final evaluation of thesis and Viva Voce (C₃).

Learning Outcomes

- Acquire research skills to develop a research proposal, understand protocol, design and manage a piece of original project work
- Demonstrate advanced critical research skills to establish links between theory and methods within their field of study.

SOFT CORE

4.1: MONITORING AND EVALUATION OF CHILD AND FAMILY WELFARE PROGRAMME

2+1+0=3 credits

4 hrs/week

Learning Objectives:

This course helps the students

- To learn the purpose, scope and challenges in the management of programme for the welfare of children and families
- To discover the various approach, process, tools and techniques used in monitoring and evaluation of welfare programme.
- To understand the need and rationale for effective monitoring and evaluation of programme

Preamble:

- This course aims to provide the purpose, scope and challenges in the management of programme for children and families.
- To study the various approach, process tools and techniques used in monitoring and evaluation of programme.
- To understand the need and rationale for effective monitoring and evaluation of programme

Pedagogy

- Instructional and Lecture based, ICTs
- Inquiry based learning, Group discussion, Seminar
- Field visits to Government and Non-Government

Course content

Unit I	Monitoring and Evaluation – Purposes and Objectives – Need and Utility of monitoring and evaluation towards effective and efficient project management; Scope and Meaning; Linkages between monitoring and evaluation; Formulating indicators based on programme goals and objectives	10 hrs
Unit II	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; monitoring quality; balance in programme core components; quality and community needs; quantity and cultural context; core quality indicators; modifying existing system of monitoring and supervision based on outcomes	14 hrs

Unit III	Evaluation and Appraisal Programmes – Stake holders in evaluation – agency, clients, professional and other staff, community and funding agency; Baseline/Benchmark Survey; Kinds of evaluation – formative, Summative and ex post evaluation; Internal and External evaluation, Result oriented evaluation	14 hrs
Unit IV	Economic Evaluation – Effective Use of Resources, Achieving Value for Resources/money; Steps in Economic Evaluation	10 hrs

Learning Outcomes

- To monitor and evaluate welfare programs for children and family
- To develop a draft plan of monitoring and evaluation

References:

1. Anne Markiewing and Lan Patrick (2015), Developing Monitoring and Evaluation Frameworks, 1st edition, SAGE Publications.
2. Aubel, Judy (1999) Participatory Program Evaluation Manual: including program stakeholders in the evaluation process 2nd edition Baltimore: Catholic Relief Services.
3. Barnard, Geoff and Cameron, Catherine (2000) ‘Evaluation Feedback for Effective Learning and Accountability: synthesis report’ Brighton: Institute of Development Studies www.ids.ac.uk/IefeIaI.
4. Boyce, Carolyn and Neale Palena. (2006). “Using Mystery Clients: A Guide to Using Mystery Clients for Evaluation Input [Pathfinder International Tool Series Monitoring and Evaluation – 3].” Pathfinder, Watertown, Massachusetts.
5. UNDP, (2009), Handbook of Planning, monitoring and evaluating for development results, New York.

SOFT CORE

4.4: FAMILY STRESS – COPING AND ADAPTATION

2+1+0=3 credits

4 hrs/week

Learning Objectives:

This course helps the students

- To understand the concept of family and stress, sources of stress and stressor events in families, consequences and management skills.
- To study the theoretical concept of family stress and coping mechanism
- To learn about the coping strategies and adaptation to solve the family stress.

Preamble:

- Understand the concept of family and stress, sources of stress and stressor events in families, consequences and management skills.
- Theoretical concept of family stress and coping mechanism.
- To learn about the coping strategies and adaptation to solve the family stress.

Pedagogy

- Teaching, PPT, and OHP presentations
- Assignment: Coping strategies with stress, which helps to the students to overcome personal stress and stress due to different life events

Course Content:

Unit I	Introduction to Family – Definition, Structure of Family, Changes in family structure; Factors influencing family life pattern	8 hrs
Unit II	Introduction to Stress – Definition, Basic nature, causes, Symptoms, Identification and Consequences	8 hrs
Unit III	Family stress – Stressor events in families- Poverty, Violence, Substance abuse, Health problems; Stressful life events and environmental events; Impact of Family Stressors on individual and family well being	10 hrs
Unit IV	Family Coping and Adaptation – meaning of coping and adaptation; Family Coping Strategies-Internal and External strategies; Dysfunctional Coping Strategies; Stress management skills	6 hrs

Learning Outcomes

- Recognize the stressors in the individuals and identify the coping strategies to deal stressful situations successfully.
- Assess how a family system is affected by stress, including healthy and unhealthy coping processes families use when dealing with stress.
- Utilize the knowledge and apply the coping skills to provide intervention to overcome the family problems.

References:

1. Alok Chakrawal (2016), Stress Management, Stud Era Press; First Edition, ISBN-10: 938588316X
2. Chalandra M. Bryant, Jay A. Mancini, and Pauline Boss (2016) Family Stress Management: A Contextual Approach, SAGE Publications
3. Janice G. Weber (2010) Individual and Family Stress and Crises, SAGE Publications
4. Pauline Boss (2016) Family Stress Management – A contextual approach, 2nd edition, New Delhi, Sage Publications.
5. Viswanathan Gopalan (2016), Stress Management An Integrated Approach, Gen Next Publication, ISBN: 9789380223049, 9380223048

SOFT CORE**4.5: GERONTOLOGY – CHALLENGES AND CARE****3+1+0=4 credits****5 hrs/week****Learning Objectives:**

This course helps the students

- To understand the concept of aging, changes/changing life style and adjustment pattern that takes place during late adulthood
- To learn theoretical perspectives of aging and aging process, research trends and methodological issues in Gerontology
- To study about geriatric issues, Health challenges and care, welfare programme for elderly people in India

Course Content:

Unit I	a	Gerontology – Emergence and scope of gerontology; Demographic profile of the aged in Indian Context; Concept of aging - Social, medical, psychological, occupational changes	6 hrs
	b	Theoretical Perspectives of Aging – Disengagement theory, activity theory, Human Development theory, Continuity theory, Age Stratification theory, Labeling theory	10 hrs
Unit II	a	Aging Process – Impact of aging on Biological/Physiological aspects; Psychological, Economic, Social and Spiritual aspects,	8 hrs
	b	Health Challenges and Care – physical, psychological, social problems, Factors influencing on health status and care required for aged	8 hrs
Unit III	a	Adjustment Patterns and changing life style in old age – Family pattern, Changing roles and the aging family-conjugal, Husband-wife relations, sexual adjustment; marital adjustment; Intergenerational family relations-Grand parenthood, Widowhood/Singlehood; Alternative life styles, Remarriage in later years	10 hrs
	b	Work, Leisure and retirement patterns – Work-meaning of work, individual motivation; Leisure; Retirement – benefits, Attitude towards retirement; Poverty, poor health retirement and suicide; abandonment, liberation and diachronic solidarity	6 hrs
Unit IV	a	Research trends in Gerontology and Methodological issues	6 hrs
	b	Welfare of the Aged – Categories of services- Housing, health, leisure time activities; Institution for the aged- Day care Centers; Economic programmes - Re-engagement, Retirement pension, death cum gratuity, provident fund, health insurances, insurance scheme, investment and taxation and property	10 hrs

Learning Outcomes

- Demonstrate the knowledge to sensitize to issues related to health care of the elderly people.
- Acquire skills for organizing activities for elderly

References:

1. Carol K. Sigelman, Elizabeth A. Rider (2015), Human Development, Cengage Learning, ISBN: 9788131508220, 8131508226
2. Diane Papalia, Sally Olds, Ruth Feldman (2008), Human Development, McGraw-Hill Education, ISBN: 9780071280747, 9780071280747
3. Eric Bently (2007) Adulthood, Routledge Taylor and Francis Group London and New York
4. Joan T Erber (2012) Aging and older Adulthood, Wiley-Blackwell, 3 edition
5. Robert V. Kail, John C. Cavanaugh (2012), Human Development : A Life Span View, 3rd Edition
6. Thomas Crandell, Corinne Crandell, James Vander Zanden (2009), Human Development, 9 Edition, McGraw-hill Publishing.

SOFT CORE

4.6: HUMAN RESOURCE DEVELOPMENT

1+1+0=2credits

3 hrs/week

Learning Objectives

This course enables the students

- To acquire the fundamental knowledge on the areas of human resources from organization behavior to people management
- To explore the latest techniques in developing people resources.

Preamble

- It helps to understand the concepts of human resource development and to maintain a harmonious relationship in career
- It develops the competencies that enable the students gain an in-depth knowledge and analytical skills which will enable them to efficiently and effectively carry out various jobs in the field of Human development and family studies.

Pedagogy

- Teaching, PPT, and OHP presentations
- Assignment, Case study, group discussion

Course content

Unit - I	Human Resource Development (HRD) – An overview: Concept and definition, need, characteristics, goals and beliefs of HRD, Dimensions of human resources, Relationship between Human Development and Human Resource Development, Human resource managers – roles and qualities, Factors influencing individual differences – Self-awareness, communication, emotional, social intelligence and motivation	10 hrs
Unit - II	Human resource planning - Concept and meaning, importance, characteristics, factors influencing, requirements, barriers The planning process, Recruitment and selection- Job analysis, job description and job specification	10 hrs
Unit - III	Assessing performance and developing people - Performance appraisal- Objectives, importance, characteristics Process and methods of performance appraisal; Factors affecting performance appraisal; Training and development- Objectives, importance, characteristics, areas Process and methods of training and development	10 hrs
Unit - IV	Career planning and development - Concept, features of career Career development cycle, Career anchors; Career planning – need, objectives and process; Career development – individual and organization	10 hrs

Learning Outcomes

- To undertake responsibility either as an individual or as a member within the interdisciplinary framework of human resources development and human development areas.
- To demonstrate the ability of career planning and development effectively.

References:

1. Ahmad, S., (2000) New dimensions in human resource management, New Delhi Discovery publishing house
2. Aswathappa, (2002) Human resource and personnel management, New Delhi, McGraw hill publishing company
3. Bhatia, B.S, and Batra, B.S., (2003) Human Resource development, Deep and deep
4. Chandra. H., (2006) Human resource development- Theories and practice, New Delhi, Misra publishers
5. Fisher, C.D, Schoenfeldt, L.F., Shaw, J.B., (2004). Human resource management, New Delhi Dream tech press
6. Pattanayak, B., (2003) Human resource management - 2 nd edition, New Delhi, Prentice hall of India,
7. publications, New Delhi
8. Rao, V.S.P., (2000) Human resource management - text and cases, New Delhi, Excel books
9. T.V.Rao., (2002) Human resource development, New Delhi, Sage publications,
10. Tiwari, T.D, and Thakkar, A., (2005). Human resource development, New Delhi Wisdom publications
11. Tyson.S., (2006) Essentials of Human resource management, 5th edition, USA Butterworth-Heinemann Publishers

SOFT CORE

4.7: ENTREPRENEURSHIP IN HUMAN DEVELOPMENT

1+1+0=2 credits
3 hrs/week

Learning Objectives:

This course helps the students to

- Understand the role of entrepreneur from human development perspective in economic development.
- Understand the significance of entrepreneurial management and planning.

Preamble

- It familiarizes the students with the concept and overview of entrepreneurship with a view to enhance their skills
- To impart knowledge on the basics of entrepreneurial skills and competencies to provide the students with necessary inputs for creation of new ventures in Human Development and family studies

Pedagogy:

- Teaching, PPT, and OHP presentations
- Assignment, Case study, group discussion

Course content

Unit – I:	a.	Entrepreneur and Entrepreneurship –concept, definition, types, qualities, functions and challenges; concept, definition, need and characteristics of entrepreneurship, difference between an entrepreneur and an entrepreneurship, types of entrepreneurship: intrapreneurship, technopreneurship, cultural entrepreneurship, ecopreneurship, netpreneurship and social entrepreneurship.	6 hrs
	b.	Entrepreneurial Development Programme (EDP) – concept, importance and programmes, Factors affecting the entrepreneurial growth.	4 hrs
Unit –II	a.	Preparation of Business Plan – Introduction, purpose of business plan, ways to generate business opportunity, guidelines in preparation of business plan, procedure for setting up an enterprise. Market survey, resource mobilization, Programme Evaluation Review Technique (PERT) -advantages and limitations, monitoring, quality assurance, Total quality control (TQM).	4 hrs
	b.	Project management and financial planning: introduction, phases of project management, investment project proposal; Importance of project financing, pricing, preparation of balance sheet, ledger entry, break – even analysis, benefit –cost ratio, methods of raising finance for a new venture – bootstrapping, angel investors, venture capital, debt financing, term loans, banks; Financial assistance from various financial institutions, Micro, Small, Medium Enterprises (MSME): concept, role, importance and schemes.	6 hrs
Unit – III	a.	Women Entrepreneurs: definition, functions, challenges, strategies for development of women entrepreneur, Grassroots entrepreneurship through SHGs, benefits of SHG; Small Scale Units – objectives of	4 hrs

		setting promoting small scale units and major steps involved in setting up a small-scale unit.	
	b.	Institutions supporting women entrepreneurs in India: Consortium of Women Entrepreneurs of India (CWEI), Federation of Indian Women Entrepreneurs (FIWE), Federation of Indian Chambers of Commerce and Industry (FICCI) National Bank for Agriculture and Rural Development (NABARD), Small Industries Development Bank of India (SIDBI), The Khadi and Village Industries Commission (KVIC) and Association of Women Entrepreneurs of Karnataka (AWAKE).	4 hrs
Unit - IV	a.	Entrepreneurial ventures in Human development: Health care providers for expectant and nursing mothers. Master trainer for child care and development, establishment of early childhood centres, special schools, inclusive preschool centres, crèche, development of innovative, indigenous and age appropriate and educational aids, program developer & coordinator, early childhood curriculum/ content coordinator/consultant, special needs services and children's library. Therapist, life skills trainer, nutritional consultant and coordinator of school lunch box. Day care centre for senior citizens, soft skills trainer, peer educators, personality development consultant/ coordinator, establishment of recreational clubs, old age homes, and home-based services, Puppeteer, art and craft associate, software developer and story writer.	5 hrs
	b.	Counsellor for Expectant and Lactating mothers, early childhood years, school age children, special children, adolescents, marriage and family counsellor.	4 hrs

Learning Outcome

- Develop entrepreneurial competencies.
- Setup and manage entrepreneurial ventures in the field of human development.

References:

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

10. Singh, A., & Reji, E. M. (2020). Social Entrepreneurship and Sustainable Development. Taylor & Francis.

OPEN ELECTIVE

4.8: PARENTING IN CHILDHOOD YEARS

3+1+0=4 credits
5 hrs/week

Learning Objectives:

This course helps the students

- To understand concept of parenting, types of parenting styles and its consequences on child development and behaviors.
- To understand significant role of parents in child's development
- To recognize the methods used to conduct parent education program

Preamble:

- Understand the significant role of parents in child development, concept of parenting, types of parenting styles and its consequences.
- Learn to conduct parent education and parent involvement

Pedagogy

- Teaching, PPT, and OHP presentations
- Assignment: Different parenting styles and emotional problems of the children, which helps to the students regarding how to handle children with behavioural problems.

Course Content:

Unit I	Parenthood and Parenting – Meaning and changing concept of parenthood, responsibilities and adjustment during parenthood, factors to be considered while making decisions about parenthood; Meaning and concept of parenting, tasks of parenting, determinants of parenting behavior, characteristics of parenting roles – mothering and fathering role, parenting styles and disciplinary methods	14 hrs
Unit II	Role of parents in socialization and self-development of children - Establishing daily routines and showing responsible behavior; Developing self-awareness and discovering personal capabilities among children; Helping child to learn to express and control emotions; Helping child to learn to maintain family relations.	16 hrs
Unit III	Parents' role in dealing with children of behavioral and emotional problems – Definition and concept of behavioral and emotional problems, causes of problems, significance of early identification, strategies and management skills for parents to deal with children of behavioral and emotional problems	14 hrs
Unit IV	Parent Education and Methods – Needs and importance of parent education and parent involvement, Methods used to conduct parent education; Special target groups for parent education; parent courses,	12hrs

	parent self-help group, role of professionals and family workers in Parent education	
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Learning Outcomes

- Develop the ability to work and communicate effectively with parents and families to deal their children effectively especially on issues of socialization and self-development
- Able to plan and conduct the educational program for parents of problematic children

References:

1. Deborah Campbell and Glen F. Palm (2004) Group Parent Education: Promoting Parent Learning and Support, New Delhi Sage Publications
2. Garry Hornby (2011) Parental Involvement in Childhood Education: Building Effective School Family partnership, New York, Springer Publishers
3. Gupta Sangeetha (2006) The Joy of Parenting, New Delhi Unicorn Books
4. Holden W George (2010). Parenting - A Dynamic Perspective, New Delhi, Sage Publications
5. Loredana Benedetto and Massimo Ingrassia (2018) Parenting: Empirical Advances and Intervention Resources, Croatia, Intech Publishers
6. Marvin J. Fine (2014) Handbook on Parent Education, New York, Academic Press Inc
7. Marvin J. Fine and Steven W. Lee (2000) Handbook of Diversity in Parent Education: The Changing Faces of Parenting, California, Academic press.
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9. Nicky Lee (2009) The Parenting Book, London, Alpha International Publishers
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