



# University of Mysore

(Estd.1916)

**MASTER OF SCIENCE IN HUMAN DEVELOPMENT (M.Sc)**

**Choice Based  
Credit System  
(CBCS)**



# **UNIVERSITY OF MYSORE**

**Department of Studies in Food Science and Nutrition**

**Manasagangotri, Mysuru-570006**

## **Regulations and Syllabus**

**MASTER OF SCIENCE IN HUMAN DEVELOPMENT**

**(TWO YEAR REGULAR FULL-TIME PROGRAMME)**

**Under**

**Choice Based Credit System (CBCS)**

**Continuous Assessment and Grading Pattern (CAGP)**

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

**Program Details**

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

**PREAMBLE**

The University of Mysore is offering M.Sc. Human Development 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 behaviours, Guidance and Counseling services, Child and Family welfare programmes, 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 behaviours 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 programme:**

- 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.

- ➔ 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**

**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 preference 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.

## Scheme of M.Sc. Human Development Program

Sl. No	Title of the Course	Hard/Soft/ Open elective	Credits /Paper			
			L	T	P	Total
<b>I Semester</b>						
1.	Theories of Human Development and Behavior	Hard Core [14 Credits]	2	1	-	3
2.	Advanced Study in Human Development – Prenatal to Adolescence		2	1	2	5
3.	Advanced Family Studies		2	1	-	3
4.	Bio-Statistics And Computer Applications		2	1	-	3
5.	Children with Developmental Challenges	Soft Core [Min 6 - Max 12 Credits]	3	1	-	4
6.	Infant Development and Stimulation		1	1	-	2
7.	Childhood Behavioral Problems		1	1	-	2
8.	Adolescence and Youth – Challenges and Guidance		3	1	-	4
<b>II Semester</b>						
1.	Methods and Techniques of Assessment in Human Development	Hard Core [14 Credits]	2	1	2	5
2.	Advanced Study in Human Development – Adulthood		2	1	1	4
3.	Women and Children in Difficult Circumstances		2	1	-	3
4.	Scientific Writing*		-	1	-	1
5.	Seminar-Current Trends and Issues in Human Development*		-	1	-	1
6.	Curriculum for Early Years	Soft Core [Min 4 - Max 12 Credits]	3	1	-	4
7.	Gerontology – Challenges and Care		3	1	-	4
8.	Parent-Child Relationship		1	1	-	2
9.	Mental Health of Children		1	1	-	2
10.	Early Childhood – Health, Nutrition and Education	Open Elective	3	1	-	4

Sl. No	Title of the Course	Hard/Soft/ Open elective	Credits /Paper			
			L	T	P	Total
<b>III Semester</b>						
1.	Organization and Administration of Early Childhood Educational Institutions	Hard Core [12 credits]	2	1	2	5
2.	Monitoring and Evaluation of Child and Family Welfare Programme		2	1	-	3
3.	Guidance and Counseling		1	1	-	2
4.	Reproductive Health-Issues and Welfare Programmes		1	1	-	2
5.	Internship in ECCE Institutions/ ECSN Institutions/ NGOs Working for Children and Women**	Soft Core [Min 4 - Max 8 Credits]	-	4	-	4
6.	Legislation and the Policy Issues in Family and Child Welfare		3	1	-	4
7.	Life Skills Education		3	1	-	4
8.	Adolescence – Problems and Guidance	Open Elective	3	1	-	4
<b>IV Semester</b>						
1.	Children with Special Needs	Hard Core [10 Credits]	1	1	2	4
2.	Dissertation work ***		-	6	-	6
3.	Genetic Disorder and Counseling	Soft Core [Min 6 - Max 12 Credits]	3	1	-	4
4.	Mental Health of Adolescents and Adults		3	1	-	4
5.	Human Rights from Child and Woman's Perspective		1	1	-	2
6.	Family Stress, Coping and Adaptation		1	1	-	2
7.	Parenting in Childhood Years	Open Elective	3	1	-	4

**Note:** For all courses except Scientific Writing and Seminar, distribution of IA and Exam marks are 30% and 70% respectively. Total credits needed for successful completion of M.Sc. program – 76 [I year: 40, II year 36] Min credit per semester 18, Maximum, credit per semester - 24.

\* Hard core courses on **Scientific Writing and Seminar** given under hard core shall be evaluated only for Internal Assessment and No Final examination. The student shall prepare a report and same shall be submitted for internal evaluation.

\*\* Internship in ECCE Institutions/ ECSN Institutions/ NGOs Working for Children and Women given under soft core shall be evaluated only for Internal Assessment. 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 for internal evaluation.

# I SEMESTER

## HARD CORE

### COURSE – 1.1: THEORIES OF HUMAN DEVELOPMENT AND BEHAVIOR

#### Course Outcomes

- It helps 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.

#### 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 Meaning, Types and Functions of Theory, Theoretical perspective of Human Development and Behavior; Preformationism
  - b **Development, Ethological and Ecological Theory** – Gesell's theory, Bowlby's theory and Bronfrenbrenner's Ecological theory.
- Unit II
- a **Personality Theory** – Psychoanalytical theories of Freud and Erickson
  - b **Theory of Self** - Self-actualization theory of Abraham Maslow.
- Unit III
- a **Theory of Learning and Behavior** – Pavlov and Watson's classical conditioning, Skinner's operant conditioning
  - b **Social Learning Theory** – Bandura's theory
- Unit IV
- a **Cognitive Development Theories** – Piaget's theory of Cognitive Development
  - b **Theory of Moral and Language Development** –Kohlberg's theory and Chomsky's theory of Language development.

#### References:

1. Barbara.M, Newmaqn and Philip. R. Newman (2015), Theories of Human Development, Psychology press.

2. Barbara M. Newman, Philip R. Newman (2015) Theories of Human Development, Routledge Lawrence Erlbaum Associates Publishing company
3. Richard M. Lerner (2013) Concepts and Theories of Human Development, Lawrence Erlbaum Associates Publishers
4. Neil J Salkind (2004) An Introduction to Theories of Human Development, Sage Publications
5. Alastair Gibson, Neil Gibson (2015) Human Growth, Behaviour and Development: Essential Theory and Application in Social Work, Sage Publications
6. Richard M. Lerner (1997) Concepts and theories of Human Development, Mahwah publishers
7. Ralph L. Mosher, Deborah J. Youngmani, Jama M. Day (1999) Human Development across the life span: Educational Psychological Applications, Praeger publishers
8. Sonia G. Austrian (2002) Developmental theories through the life cycle, Columbia University press

### **HARD CORE**

#### **COURSE – 1.2 : ADVANCED STUDY IN HUMAN DEVELOPMENT – PRENATAL TO ADOLESCENCE**

##### **Course outcome**

- To identify the age appropriate developments and delays in all age group.
- It enables to compare and contrast various issues that affect development, such as class, ethnicity, and culture.
- To identify the critical issues faced and adjustment

##### **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 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
- 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
- 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.
- 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
- 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
- b    **Middle 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
- Unit IV    **Adolescence**
- a    Definition and Characteristics, Transition from childhood to sexual maturity- Puberty and its consequences; Physical and Psychological changes; Development of formal thoughts; Moral reasoning and judgment; Integration of the self- Issues of identity formation and Personality
- b    Role of family, Peers, community and ethnic groups; changes in social life, Vocational interests and Adjustments; Health, Sexuality, mental health, delinquency-conformity

### Practical

1. Visit to Hospital - Observation of neonatal reflexes and care of high-risk child in Neonate Intensive care unit.

2. Study on Perception of different groups/culture on infant care and development.
3. Observation and recording all round development of early childhood children (below 6 years of age).
4. Assess the cognitive and moral development of school children.
5. Survey on Adolescents' attitude towards Sexuality/Alcoholic and Substance abuse
6. Visit to Juvenile homes and observation homes.

### **References:**

1. Naresh Gupta (2019), Human Development in India, Emerald Publisher
2. Suhasis Bhandra, Sibnath Deb and Seema Sahay, (2019), Childhood to Adolescence-Issues and Concerns-First Edition, Pearson Publisher
3. Bridget A. Walsh, Lydia DeFlorio, Melissa M. Burnham, Dana A. Weiser (2017) Introduction to Human Development and Family Studies, Taylor and Francis
4. Laura E, Adena.B. Meyers (2015) Infants, Children and Adolescents, 8<sup>th</sup> 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

## **HARD CORE**

### **Course 1.3: Advanced Family Studies**

#### **Course Outcome**

- 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.

#### **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

### References:

1. Naresh Gupta (2019), Human Development in India, Emerald Publisher
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. Janice, Weber, (2010), Individual and family stress and crises, Oxford academic press India.
5. Charles Figle and Hamilton, (1993), Stress and the family: Coping with normative transitions, Taylor & Francis, an informa company.

## HARD CORE

### COURSE 1.4: BIO-STATISTICS AND COMPUTER APPLICATIONS

#### Course Outcome:

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

#### 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. |
|         | 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.     |
| 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 (with illustrations)                   |
|         | b | Normal distribution and its properties. Meaning of parametric tests and non-parametric tests.  |

- Unit III      a      Testing of hypothesis- meaning, definitions. Unpaired and paired sample t-tests for comparing means (with illustrations). Analysis of variance (ANOVA) (Concept only)-Assumptions of ANOVA; Types of ANOVA; one way and two way ANOVA.
- b      Chi-square test for association (with illustrations). Correlation (with illustrations)-Product moment correlation, Spearman's rank correlation. Simple linear regression (with illustration).
- 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.

### **Practical Exercises under Tutorials**

Introduction to Computer application in Statistics – Data entry, spread sheets – data analysis and statistical interpretation using statistical software like SPSS and MINITAB – reporting

#### **References:**

1. Theodore N. Greenstein, Shannon N. Davis (2019), Methods of Research on Human Development and Families, SAGE Publications
2. Kothari.C.R., (2004), Research Methodology, Methods and Techniques, Second revised edition. New age International Publishers,
3. Theodore N. Greenstein, Shannon N. Davis (2019) Methods of Research on Human Development and Families, Sage publications
4. Bratati Banerjee, (2018), Mahajan's Methods in Biostatistics 9th Edition, Atithi books publisher New Delhi.
5. Antonisamy, B, Prasanna S and Premkumar, (2017), Principles and Practice of Biostatistics, Kamal publisher, New Delhi.
6. P. Ramakrishnan, (2016), Basic concepts of biostatistics, Saras Publication.
7. Mildred L. Patten, (2016), Understanding Research Methods: An Overview of the Essentials, Taylor and Francis publisher
8. Pranab, K.S, (2014), Introduction to Biostatistics, S Chand & Co Ltd.

### **SOFT CORE**

#### **COURSE 1.5: ADOLESCENCE AND YOUTH– CHALLENGES AND GUIDANCE**

##### **Course outcome:**

- 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.

### **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 | <b>Adolescence and Youth</b> – Definition, Concept of adolescence and youth in India, Significance and Developmental tasks of adolescence and youth   |
|          | b | <b>Theoretical perspectives</b> – G. Stanley Hall, Anna Freud, Erik Erikson, James Marcia, Kagan and Margaret Mead; Indian Perspectives   |
| Unit II  | a | <b>Perspective of Adolescent and youth Development</b> – Physical changes, cognitive changes, psychological changes and sociological changes; Identity formation; Changes in attitude, interest and behavior; Factors influencing the developments and its consequences |
|          | b | <b>Relationships During Adolescence and Youth</b> - Parent-adolescent/youth relationship, Sibling relationship; Peer relationship, Heterosexual relationship  |
| Unit III | a | <b>School, College, Work and Career During Adolescence and Youth</b> – Educational Opportunities and Formal Training, Importance of Academic Achievement and Failure - Related Issues, Training for Career and Work   |
|          | b | <b>Challenges and Problems of Adolescents and Youth</b> – Psychological, Physiological, Sociological, Educational and Vocational problems; Challenges and problems in the Indian educational context.   |
| Unit IV  | a | <b>Guidance And Counseling for adolescent and youth</b> – Principles and strategies for guidance, theoretical approaches and developing a personal /Eclectic approach, Parents and Family Involvement etc.  |

b **Policies and Welfare Programme for Adolescents and youth in India – Government Policies**

**References:**

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

**SOFT CORE**

**COURSE 1.6: CHILDREN WITH DEVELOPMENTAL CHALLENGES**

**Course Outcome:**

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

**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.

- b Training and Management Programmes – Need for Home based skill training programme, Problem behavior management programme, Intervention Programme
- Unit II
- a Pervasive Developmental Disorder –Autistic Disorder, Retts’ Disorder, Childhood Degenerative Disorder, Aspergers’ Disorder and Schizophrenic Disorder - Definition, Characteristics, Prevalence, Training and Management
  - b Attention Deficit and Disruptive Disorder – Attention Deficit Hyperactive Disorder, Behavioral Problem and Conduct Disorder - Definition, Characteristics, Prevalence, Training and Management
- Unit III
- a Communication Disorder – Expressive Language Disorder, Mixed Receptive – Expressive Language Disorder, Phonological Disorder and Stuttering - Definition, Characteristics, Prevalence, Training and Management
  - b Motor Skills Disorder – Dyspraxia, Synkinesia/Muscle Overflow, Hypotonus, Hypertonus, Tremors and Impersistance, Asymmetry - Definition, Characteristics, Prevalence, Training and Management
- 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
  - 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

### References:

1. Suhasis Bhandra, Sibnath Deb and Seema Sahay, (2019), Childhood to Adolescence-Issues and Concerns-First Edition, Pearson Publisher.
2. Laura.E, Adena B. Meyers (2015) Infants, Children and Adolescents, 8<sup>th</sup> Edition Pearson Publisher.
3. Mithu Alur and y Seamus Hegarty (2002), Children with Special needs, SAGE India Publications Pvt. Ltd.
4. Neena Dash (2019) Inclusive education for children with special needs by, Kindle edition.
5. Lynn Stow and Lorna Selfe (2018) Understanding children with special needs by, Routledge Press
6. Hanan Sukkar Carl. Z. Dunst (2016) Early childhood intervention: working with families of young children with special needs, Psychological Press.
7. Diane Cullinane (2016) Behavioural challenges in children with autism and other special nedds-The developmental approach by, Kindle edition.



8. Garry Homlay (2014) Inclusive special education: Evidence based practices for children with special needs and disabilities, Open University Press.
9. Jo Van Herwegen and Deborahs Riby (2014) Neurodevelopmental disorders: Research challenges and solutions Research methods in developmental psychology: A handbook Psychological Press.
10. Mangal. S.K (2007) Educating exceptional children: an introduction to special education, Kindle edition.
11. Rudolf Dreikurs and Vicki Stolz (1991) Children: the challenges: The classic work on improving parent-child relation-Intelligent, Human and Eminently practical

## **SOFT CORE**

### **COURSE 1.7: INFANT DEVELOPMENT AND STIMULATION**

#### **Course Outcome:**

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

Unit II **Early Interaction: A beginning in Attachment formation** – Course of attachment, Dyadic verses Multi-caring, Role of Father in formation of attachment, Interaction as a cultural process

Unit III **Developmental Assessment** – Understanding the process of development, Need and reasons for infants assessment, methodological issues related to infant assessment –

Apgar Scale and Brazelton Scale, Ethical issues and concerns related to infant assessment

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 reference to the Indian setting, Traditional methods, games, songs of infant care and stimulation, Issues and concerns related to intervention programs, Multisensory stimulation Programme

**References:**

1. Laura E. Adena. B. Meyers (2015) Infants, Children and Adolescents, 8<sup>th</sup> Edition Pearson Publisher
2. J Mansoor( 2019), Infant stimuli, Primedia eLaunch LL,
3. Kay M , Albrecht, Linda G (2001), Infant and Toddler Development, Gryphon House, ISBN:0876592590.
4. Rebecca Delcarmen and Wiggins Alice Carter(2004), Handbook of Infant, Toddler and Preschool, Mental Health Assessment, Oxford University Press, New York,
5. D.Sue Schafer, Martha S, Moersch (2007), Developmental Programming for Infants and Young children: Stimulation activities (VOL.3), University of Michigan Press, 1981.
6. Altagracia A. Santana, Patti M. Bottino (1998), Comprehensive Early Stimulation Program for Infants: Early Interventionist's Workbook, Wayne State university Press,

**SOFT CORE**

**COURSE 1.8: CHILDHOOD BEHAVIORAL PROBLEMS**

**Course Outcome:**

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

**Preamble:**

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

**Pedagogy**

- Instructional and Lecture based , ICTs, Demonstration

- Inquiry based learning, group discussion, Seminar
- Case study and discussion, Observation,

### **Course Content**

- Unit I Childhood Years – Definition and concept of childhood, Significance of childhood years, Developmental tasks; Emotional and social behavior in childhood
- Unit II Common behavioral problems- Hurts other Children, Destroys things, Uses bad language, Thumb sucking, Bedwetting Masturbates, Attention seeking, Fears, Stealing, Lying, Runs away from home, Refuses of Eat and Disturbed sleep-Causes and Characteristics and Management.
- Unit III Emotional and behavioral disorder- Anxiety Disorder, Separation and Social Anxiety Disorder, Attention Deficit Hyperactive Disorder, Conduct Disorder, Obsessive Compulsive Disorder - Causes and Characteristics and Management
- Unit IV Role of parents and teachers dealing with problematic Children; Role of counselor

### **References:**

1. Laura.E, Adena.B.Meyers (2015) Infants, Children and Adolescents, 8<sup>th</sup> Edition Pearson Publisher
2. Ramnath Sharma and Rachana Sharma (2008), Child Psychology, Atlantic Publishers and Distributors.
3. Theodora Papatheodorou (2005) Behaviour Problems in the Early Years: A Guide for Understanding and Support , Routledge Falmer, Taylor and Francis Group
4. Gretchen A. Gimpel, Gretchen Gimpel Peacock, Melissa L. Holland (2003) Emotional and Behavioral Problems of Young Children: Effective Interventions in Preschool and Kindergarten Years, The Guilford Press, NewYork.
5. Jo Douglas (2002) Behaviour Problems in Young Children: Assessment and Management By Routledge Falmer, Taylor and Francis Group

## II SEMESTER

### HARD CORE

#### COURSE – 2.1: METHODS AND TECHNIQUES OF ASSESSMENT IN HUMAN DEVELOPMENT

##### Course Outcomes

- Evaluate research methods and techniques used in studying Human development and behaviors
- Know the skills of how to select, administer, score, and interpret standardized testing of assessment instruments appropriate to specific populations.
- To develop the skills of standardization of scales

##### 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 Methods of research in Human Development – Meaning, objectives Significance, types of research, Research approaches- cross sectional, longitudinal, sequential approach, Research design - Types and process, criteria of good research
  - b Scientific Methods and their criteria – Reliability, validity control, item analysis, assessment methods; Use of objective measures and methods - Observation, Interview, Questionnaires, Case study, case history and report writing
- Unit II
  - a Assessment – Definition, function, concept of measurement, techniques and their relative efficacy in measuring different aspect of human development, ethical issues in the assessment of human development
  - b Development of test/scale and standardization procedure types of scales – nominal ordinal interval and ratio scales
- Unit III
  - a Methods of Studying Growth and Body Size– Significance of Anthropometric measurements, measurement techniques, calculation of indices and inference, comparison with reference standards
  - b Assessment of Mental Ability – Developmental procedures, Practical uses of Verbal and Non-verbal tests and its limitations

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

### **Practical**

1. Assessment of Physical growth of subject by using anthropometric measurements
2. Preparation of schedule/questionnaire to study the child rearing practices
3. Assessment of Intellectual development by using intelligence scales
4. Assessment of Personality and behaviors of children/adolescents of children/adolescents/ adults using inventories
5. Assessment of achievement, interest, and aptitude of children/adolescents/adults
6. Assessment of attitudes of young adults towards family planning and population education

### **References:**

1. Ranjith Kumar (2014), Research Methodology: A step by step Guide for Beginners (Fourth Edition)
2. Bhattacharyya D.K (2006), Research Methodology (Second Edition), Excel Books, New Delhi.
3. Kothari.C.R. (2004), Research Methodology, Methods and Techniques, New age International Publishers, Second revised edition.
4. Paul Kline (2000) The Hand book of Psychological testing, 2<sup>nd</sup> edition, Routledge Taylor and Francis Group

## **HARD CORE**

### **COURSE – 2.2-ADVANCED STUDY IN HUMAN DEVELOPMENT – ADULTHOOD**

#### **Course 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.

#### **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 learn about the process of aging from 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
- 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
- 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
- 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

### **Practical**

- 1    Assessing the attitudes of young adults towards single life/ marriage/remarriage
- 2    Studying the perception of men and women on parenting responsibilities.
- 3    Assessment of role satisfaction of middle adults in family and work place.
- 4    Visit to old age homes and writing case histories on two inmates.
- 5    Assessing the problems of aged in society
- 6    Organizing recreational activities and counseling activities for the aged with help of resource person (Yoga, lectures etc.,) and report writing.

### **References:**

1. Naresh Gupta (2019), Human Development in India, Emerald Publisher.

2. Cavanaugh C John and Fields F B (2015), Adult development and Aging, Cengage learning, USA, 7<sup>th</sup> edition
3. Lea Pulkkinen and Katja Kokko (2017), Human Development from Middle childhood to Middle Adulthood: Growing up to be Middle-Aged, Routledge Taylor and Francis Group, ISBN:978-1-138-84014-0(hbk), ISBN: 978-1-138-84015-7(pbk).
4. Steinberg L and Bornstein M.H (2010), Life Span Development: Infancy through Adulthood, WADSWORTH (USA), CENGAGE learning(CANADA),
5. Diane Papalia and Sally Olds(2017), Human Development (9<sup>th</sup> Edition), Mcgrow Hill publication, New York, ISBN-13978-0070586918.
6. Srivastava Sushila and Rani K Sudha (2016), Text book of Human Development, S Chand and company, New Delhi. ISBN-13:978-9383746798.

### **HARD CORE**

#### **COURSE – 2.2: WOMEN AND CHILDREN IN DIFFICULT CIRCUMSTANCES.(HARD CORE)**

##### **Course 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

##### **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

### References:

1. Geeta Chopra (2015) Child Rights in India: Challenges and Social Action, Springer India
2. Anjali Kurane (2012) Issues in Women's Development, Rawat Publications,
3. 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.
4. M Koteswara rao (2005), Empowerment of Women in India, Discovery publishing house New Delhi

## HARD CORE

### COURSE-2.4: SCIENTIFIC WRITING.

#### Course Outcomes:

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

#### 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:

**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;

**Part of Dissertation/Research report/Article** – Introduction, Review of literature, Methods, Results and Discussion, Summary and abstract, References;

**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

**References:**

1. Kothari C.R. (2004), Research Methodology, Methods and Techniques, New age International Publishers, Second revised edition.
2. David A. McMurrey and Joanne Buckley (2009), Handbook for Technical Writing , Cengage Learning
3. N. Gurumani (2010), Scientific Thesis Writing and Paper Presentation, MJP Publications
4. Kathleen W. Brown, Paul C. Cozy, Daniel W. Kee and Patricia E. Worden (1999), Research Methods in Human Development, Mayfield Publishing Company

**HARD CORE**

**COURSE-2.5: SEMINAR-CURRENT TRENDS AND ISSUES IN HUMAN DEVELOPMENT.**

**Course Outcomes:**

- 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.

**Preamble:**

- The course 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.
- The course provides opportunity to learn new concepts and skills and further develop research outlines in relation to major area/discipline.

**Pedagogy:**

- PPT, OHP presentation.
- Collecting research articles, abstract writing, report writing.

**Course Content:**

Unit 1 Trends and Issues related to process of Development – Psycho-motor, Perceptual, Cognitive, Socio-emotional, Language and Moral Development

- Unit 1I 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 1II Trends and Issues related to Life Span Development – Infancy, Childhood, Adolescence, Adulthood and Old age
- Unit 1V Trends and Issues related to Family Studies – Changing Pattern of Family Life, Alternative Families and Family Problems

## **SOFT CORE**

### **COURSE-2.6: CURRICULUM FOR EARLY YEARS.**

#### **Course Outcomes:**

- To realize the significance of early years and issues related to ECD
- To understand the need for curriculum planning in early years and developing/understanding of ECCE curriculum models and approaches.
- Develop skills to plan, implement and evaluate ECCE programme.

#### **Preamble:**

- The course provides the concepts of early child development [ECD], early childhood care and education [ECCE], various issues and concerns related to ECD/ECCE programme.
- The students learn the ECCE curriculum and intervention models, Innovative programmes and approaches used in ECCE.

#### **Pedagogy:**

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

#### **Course Content:**

- Unit I
  - a Issues of Early Childhood – Need and importance of Early Child Development (ECD) and Early Childhood Care and Education (ECCE), Determinants of child survival and development; Ensuring quality and effectiveness in ECD programmes; Provision of equity and access to programmes; Diversity in programme conceptualization, training and implementation;
  - b Contributions of Educators and its implications for programme planning; ECCE curriculum and Intervention models and innovative programme and approaches across countries
- Unit II
  - a Programmes and approaches be studied with reference to theoretical concepts, Programme content, learning environment, Role of teacher, Role of learner and parents; Contemporary theories, practices and policies in ECCE; Current research and trends in ECCE

- b Role of Parents and community in ECD Programme – Developing sensitivity to cultures and traditions of community, methods and strategies for parents and community; Reasons for involvement and need assessment; effective use of involvement to monitor and enhance programme quality;
- Unit III
  - a Understanding importance and value of play, theories of play and its implications for planning ECCE programmes
  - b Planning ECCE Programme
- Unit IV
  - a Issues and concerns related to ECCE/ECD programme – Coverage of populations, reaching the unreached; gender equality and equity; Quality and sustainability; Training of personnel; Accreditation
  - b The need and role of advocacy for quality and ECCE programmes – Consultancy and advocacy among ECD professionals; Advocacy role with NGOs, Government Institutions, national/International organization, Policy planners and media

### References:

1. Laura E., Adena B. Meyers (2015) Infants, Children and Adolescents, 8<sup>th</sup> Edition Pearson Publisher
2. Ann M. Selmi, Raymond J. Gallagher, Eugenia R. Mora Flores (2015) Early childhood curriculum for all learners: Integrating Play and literacy activities, Sage Publications
3. Nancy Beaver, Susan Wyatt And Hilda Jackman (2018) Early Education Curriculum : A Childs connection to the world, 7<sup>th</sup> edition, CENGAGE learning
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. Aparajitha Chowdry, Rita Choudhury, (2002) Pre-school Children Development, care and education, New Age International (p) Limited, Publishers

## SOFT CORE

### COURSE-2.7: GERONTOLOGY – CHALLENGES AND CARE

#### Course Outcomes:

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

#### Preamble:

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

## **Pedagogy:**

- Teaching, PPT, and OHP presentations.
- Assignments, group discussion, seminar presentation, field visit, case study.

## **Course Content:**

Unit I	a	<b>Gerontology</b> – Emergence and scope of gerontology; Demographic profile of the aged in Indian Context; Concept of aging - Social, medical, psychological, occupational changes
	b	<b>Theoretical Perspectives of Aging</b> – Disengagement theory, activity theory, Human Development theory, Continuity theory, Age Stratification theory, Labeling theory
Unit II	a	<b>Aging Process</b> – Impact of aging on Biological/Physiological aspects; Psychological, Economic, Social and Spiritual aspects,
	b	<b>Health Challenges and Care</b> – physical, psychological, social problems, Factors influencing on health status and care required for aged
Unit III	a	<b>Adjustment Patterns and changing life style in old age</b> – 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
	b	<b>Work, Leisure and retirement patterns</b> – Work-meaning of work, individual motivation; Leisure; Retirement – benefits, Attitude towards retirement; Poverty, poor health retirement and suicide; abandonment, liberation and diachronic solidarity
Unit IV	a	<b>Research trends in Gerontology and Methodological issues</b>
	b	<b>Welfare of the Aged</b> – 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

## **References:**

1. Cavanaugh C. John and Fields F B (2015), Adult development and Aging, Cengage learning, USA, 7<sup>th</sup> edition.
2. Steinberg L and Bornstein M.H (2010), Life Span Development: Infancy through Adulthood, WADSWORTH (USA), CENGAGE learning(CANADA),
3. Diane Papalia and Sally Olds(2017), Human Development (9<sup>th</sup> Edition), Mcgrow Hill publication, New York, ISBN-13978-0070586918.
4. Srivastava Sushila and Rani K Sudha (2016), Text book of Human Development, S Chand and company, New Delhi. ISBN-13:978-9383746798.
5. Naresh Gupta (2019), Human Development in India, Emerald Publisher.

6. Cavanaugh C John and Fields F B (2015), Adult development and Aging, Cengage learning, USA, 7<sup>th</sup> edition

## **SOFT CORE**

### **COURSE-2.8: PARENT-CHILD RELATIONSHIP**

#### **Course Outcomes:**

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

#### **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

#### **References**

1. Eanes Rebecca (2009), Positive parenting, J. P. Tarcher, U.S/ Perigee Bks, U.S.
2. Parikshit Jobanputra (2011), Successful parenting, 2<sup>nd</sup> edition, SAGE India Publications Pvt. Ltd.
3. Shaline Mitra (2003), The art of successful parenting, Oxford academic press India.
4. Sooriya. P (2000), Parenting style, Himalaya publishing house.

## **SOFT CORE**

### **COURSE-2.9: MENTAL HEALTH OF CHILDREN.**

#### **Course Outcomes:**

- Acquire skills to organize awareness programmes to the parents and teachers to deal children with mental health problems.
- Identify the need for guidance and intervention to the children with mental health problem.
- Develop skills of organizing mental health programme in community.
- Demonstrate knowledge to understand the mental health policy of India.

#### **Preamble:**

- The course recognizes the concept of health and mental health. Students understand the mental health issues that affect children and to 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.
- Assignments, seminar presentation, Case study, field visit.

#### **Course Content:**

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

#### **References**

1. M.C. Sandhyarani, (2019), Adolescents mental health: A situational analysis, Himalaya publishing house.

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

## **OPEN ELECTIVE**

### **COURSE-2.10: EARLY CHILDHOOD – HEALTH, NUTRITION AND EDUCATION.**

#### **Course 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

#### **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.
- Unit II    **Health Care and Problems** - Common Illness And Ailments – fever , cold ,chicken pox, measles, mumps, rubella (German measles), colds and flue, diarrhea and vomiting, Prevention of illness, Handling sick children; Health care and immunization; Emotional and Behavioral problems and parental guidance
- 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

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.

**References:**

1. Naresh Gupta (2019), Human Development in India, Emerald Publisher
2. Suhasis Bhandra, Sibnath Deb and Seema Sahay, (2019), Childhood to Adolescence-Issues and Concerns-First Edition, Pearson Publisher
3. Bridget A. Walsh, Lydia Deflorio (2018), Introduction to Human Development and Family studies, Oxford university press.
4. Laura.E,Adena.B.Meyers (2015) Infants, Children and Adolescents, 8<sup>th</sup> Edition Pearson Publisher.
5. Helen Penn (2005), Understanding Early cvhildhood : Issues and controversies, Open university press
6. Catherine Raeff, Janette B. Benson (2003), Social; and cognitive development in the context of individual, social and cultural processes, Routledge
7. Mary D. Sheriden (1999), Play in Early Childhood : From birth to six years, Routledge



### III SEMESTER

#### HARD CORE

#### COURSE – 3.1: ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD EDUCATIONAL INSTITUTIONS

##### Course outcome

- 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 center of different types, to conduct activities in ECCE Centre and to conduct parent education.

##### 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   |
|         | 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 |
| 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.   |
|         | 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

- 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
  - 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.
- Unit IV
- a Financial Management – Financial Allocation, Budgetary Consideration, Budget making, Resources generation avenues.
  - 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.

### **Practical**

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.

### **References:**

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

6. Geva M Blenkin and A V Kelly, (2002), Early Childhood Education a developmental curriculum, Paul Chapman Publishing Ltd.

## **HARD CORE**

### **COURSE– 3.2: MONITORING AND EVALUATION OF CHILD AND FAMILY WELFARE PROGRAMME**

#### **Course outcome**

- To implement and evaluate programs for children and family
- Enable them to monitor and evaluate programs.
- evaluate the welfare program for children and families

#### **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
- 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
- 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

Unit IV Economic Evaluation – Effective Use of Resources, Achieving Value for Resources/money; Steps in Economic Evaluation

References:

1. Kultar Singh, Dharmendra Chandurkar and Varun Dutt, (2017), Cambridge Scholars Publishing.
2. Scott G. Chaplowe and J. Bradley Cousins (2016), Monitoring and Evaluation Training: A systematic Approach, Sage publications,
3. Anne Markiewing and Lan Patrick (2015) Developing Monitoring and Evaluation Frameworks, SAGE Publications
4. Patric Gudda, (2011), A guide to monitoring and evaluation, Author house
5. Handbook on Planning, Monitoring and Evaluating for Development results, (2009) United Nations Development Programme, A.K. Office Supplies, <http://www.undp.org/eo/handbook>

**HARD CORE**

**COURSE– 3.3: GUIDANCE AND COUNSELING**

**Course outcome**

- 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 students' problems

**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  |

**References:**

1. Ram Nath Sharma, Rachana Sharma, (2018) Guidance and Counseling in India, Atlantic Publishers & Dist
2. Sister Mary Vishala (2012), Guidance and Counselling (For Teachers, Parents and Students), S Chand and Company Pvt. Ltd. New Delhi,
3. Mujibul Hasan Siddiqui, (2008) Guidance and Counseling, APH Publishing Corporation
4. T Manichander, (2008) Guidance & Counseling, Lulu.com
5. Asha K Kinra(2008), Guidance and counseling, Dorling Kindersley (India) Pvt. Ltd., Jai Narain Vyas University, Jodhpur
6. Ram Nath Sharma and Rachana Sharma (2004), Guidance and Counselling in India, Atlantic Publishers and Distributors, New Delhi.

**HARD CORE**

**COURSE – 3.4: REPRODUCTIVE HEALTH-ISSUES AND WELFARE PROGRAMMES**

**Course 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.

**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	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

**References:**

1. Michael. A. Koenig, Shireen Jejeebhay, John. C. Cleland and Bela Ganatra, 2016, Reproductive Health in India: A New Evidence, Sage India
2. 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
3. Barbara A. and Anderson, (2010), Reproductive Health: Women and Men's Shared Responsibility, Indian Council (INC) publisher Pvt. Ltd.
4. Sharma, (2016) Reproductive health in India new edition, Taylor and Fancis Ltd.
5. Kobo, (2012) Reproductive, Maternal, Newborn, and Child Health, Kamal publisher.

**SOFT CORE**

**COURSE – 3.5: INTERNSHIP IN ECCE INSTITUTIONS/ ECSN INSTITUTIONS/ NGOS WORKING FOR CHILDREN AND WOMEN**

**Course outcomes**

- Able to apply knowledge of human development principles and programme in the field setting.
- To identify the needs, plan and execute programmes in organization set up

**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

**SOFT CORE**

**COURSE– VI: LEGISLATION AND THE POLICY ISSUES IN FAMILY AND CHILD WELFARE**

**Course outcomes**

- Enable them to create awareness and advocacy on legal provisions and benefits to needy people in the community

- To promote the quality of life by safe guarding their rights and privileges related to various family and child issues

### **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.   |
| 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;   |
| Unit III | Legislation and Policy Issues for Women and Aged - Maternal benefit scheme, Pension schemes for widow, Life insurance policy for women. 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. |

### **References:**

1. Parvathy Appaiah, C N Shankar Rao and Jayanthi P. Shenoy, (2015-16) Human Right, Gender equality and Environmental Studies, Jai Bharath Prakashana
2. Meena P K (2008), Human Rights, Theory and Practice, Murari Lal and Sons
3. Toby Grossman, Neva N. Harden, Nancy M. Juthill (1982), Indian Family Law and child Welfare, American Indian Law centre
4. Manjula Batra (2001), Women and Law and law relating to children in Indiaa, Allahabad Law agency



5. Asha Bajpai (2017) Child Rights in India: Law Policy and Practice, 3<sup>rd</sup> Edition, Oxford University Press.

## **SOFT CORE**

### **COURSE – 3.7: LIFE SKILLS EDUCATION**

#### **Course outcomes**

- It helps to improve the personal and social skills especially by enhancing one's ability to be fully self aware by helping oneself to overcome all fears and insecurities and to grow fully from inside out and outside in.
- To provide opportunity for realizing one's potential through practical experience and helps to set appropriate goals, manage stress and time effectively.

#### **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    a    **Introduction to Life skills** – Meaning and concept of life skills; History of life skills; Significance of life skills in Human Development; Categories of life skills – cognitive skills, social skills and emotional skills; Core Life Skills - Self awareness, Empathy, Critical thinking, Creative thinking, Decision making, Problem solving, Effective communication, Interpersonal relationship, Coping with stress, Coping with emotions.
- Unit II    a    **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 – academic and career.
- Unit III    a    **Life Skills Education:** Meaning and Needs of life skills education; Theoretical foundations of life skill approach; Tips and tools for life skills education; Role of media in life skills education; Contributions of Government and Non-Government agencies in life skills education.

Unit IV a **Organization of life skills programmes** – Planning, managing and implementing a life skills programme; Role of life skills educators – training and personal qualities; Evaluation of life skills programme; Role of agencies

**References:**

1. Alka Wadkar (2019) Life Skills for Success, SAGE Publications
2. Shalini Verma, (2015, Development of life skills – II, Vikas Publication house Pvt. Ltd.
3. Shalini Verma, 2014, Development of life skills and Professional practice, Vikas Publication house Pvt. Ltd.
4. Darlene Mannix, 2009, Life skill activities for special children, Jossey- Bass Publication

**OPEN ELECTIVE**

**COURSE– 3.8: ADOLESCENCE – PROBLEMS AND GUIDANCE**

**Course 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

**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

**References:**

1. Naresh Gupta (2019), Human Development in India, Emerald Publisher
2. Suhasis Bhandra, Sibnath Deb and Seema Sahay, (2019), Childhood to Adolescence-Issues and Concerns-First Edition, Pearson Publisher
3. Bridget A. Walsh, Lydia DeFlorio, Melissa M. Burnham, Dana A. Weiser (2017) Introduction to Human Development and Family Studies, Taylor and Francis
4. Laura.E,Adena.B.Meyers (2015) Infants, Children and Adolescents, 8<sup>th</sup> 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

## IV SEMESTER

### HARD CORE

#### COURSE 4.1: CHILDREN WITH SPECIAL NEEDS

##### Course outcome

- 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.

##### 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.
  - 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.
- 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

- 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

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

- b. Children with Communication Disorders: Definition, Classification, Characteristics, Causes, Techniques of identification and assessment, Remedial and Special educational programme; Role of Family and Community

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

- b. Children with Emotional Disturbance and Disabilities: Definition, Classification, Characteristics, Causes, Prevalence, Identification, Characteristics, Educational and Therapy; Role of Family and Community

### **References**

1. Sushi Kumar, 2013, Children with special need, SAGE India Publications Pvt. Ltd.
2. Mark L. Batshaw, Nancy J. Roizen, Gaetano R. Lotrecchiano 2013, Children with Disabilities, Edition 7, Paul H. Brookes Pub
3. Deshmukhm R. C., 2009, Teaching children with special need, Pointer Publishers
4. Seamus Hegarty and Mithu Alur, (2002) , Education & Children with Special Needs: From Segregation to Inclusion, SAGE India Publications Pvt. Ltd.
5. Mithu Alur and y Seamus Hegarty (2002), Children with special need, SAGE India Publications Pvt. Ltd.

### **HARD CORE**

#### **COURSE 4.2: DISSERTATION**

#### **Course outcome**

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

**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

**References**

1. Theodore N. Greenstein, Shannon N. Davis (2019) Methods of Research on Human Development and Families, Sage publications
2. Mildred L. Patten, (2016), Understanding Research Methods: An Overview of the Essentials, Taylor and Francis publisher
3. Kothari, C. R, (2010), Research methodology, methods and techniques (2<sup>nd</sup> edition), New age international (P) limited publishers.
4. Sam, Daniel. P and Aroma, G. Sam, (2006), Research methods, SAGE India Publications Pvt. Ltd.
5. John W. Creswell, Vicki L and Plano Clark, (2006), Designing and Conducting Mixed Methods Research-2<sup>nd</sup> edition, SAGE India Publications Pvt. Ltd.

**SOFT CORE****COURSE 4.3: GENETIC DISORDER AND COUNSELING****Course outline**

- To identify the chromosomal abnormalities in children and to gain the genetic counseling skills.
- Able to develop and demonstrate an understanding of the structure and function of genes, the patterns of inheritance and clinical manifestations of genetic diseases; chromosomes, chromosomal abnormalities, and the clinical features of common chromosomal disorders.

**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. Mendelism – Law of segregation; Law of independent assortment; Chromosomal basis of segregation and independent assortment; Linkage and Crossing over, Gene Mutations.
- 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; Non-chromosomal basis of sex determination;
- Unit III Genetic diseases/ Syndromes - Down syndrome, Turner’s syndrome, Klinefelter’s syndrome, Apert, Stickler’s and Usher’s Syndromes, Autism, Alzheimer’s disease, Phenylketonuria, Duchenne Muscular Dystrophy, Sickle cell anemia, Hemophilia - Management of genetic disorders;
- Unit IV Genetic Counseling – Reasons for genetic counseling, Essential qualities of a 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) Human Genome Project and its implications.

## **References**

1. Amber Mathiesen and Kali Roy (2018), Foundation for genetic counseling, Oxford University Press
2. Christine Evans, (2004), Genetic counseling: A psychological approach, No eBook available, Cambridge University Press publisher.
3. Bonnie S. LeRoy, Dianne M. Bartels, and Patricia McCarthy Veach (2010), Genetic counseling practice: Advanced concepts and skills, John Wiley & Sons
4. Aubrey Milunsky (1986) Genetic Disorders and the Fetus: Diagnosis, Prevention, and Treatment 2<sup>nd</sup> Edition, PLENUM Press
5. Peter Harper, (2001), Practical genetic counseling, SAGE India Publications Pvt. Ltd.
6. Wendy, Jane. L, Schuette and Beverly, (2009), A guide to genetic counseling, Indian Nursing Council (INC), Publisher. Pvt. Ltd.

## **SOFT CORE**

### **COURSE 4.4: MENTAL HEALTH OF ADOLESCENTS AND ADULTS**

#### **Course outcome**

- To sensitize the teachers, parents, regarding common mental health problems during adolescence and adulthood.
- Acquire skills to manage stress by practicing relaxation techniques, yoga and meditation.

Critically evaluate mental health programme of adolescents and adults

#### **Preamble:**

- Mental health needs of adolescents and adults, school and community mental health programme.
- To understand the causes/ life events that affects mental health status of adolescents and adults.
- To learn the different relaxation techniques to manage mental health problems.

#### **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.

#### **Course Content**

Unit I 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;

Unit II 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;

Unit III Guidance and counseling of adolescents, parents and other significant adults and Orientation programmes for teachers on developmental behaviour problems in the classroom.

Unit IV 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; Management of stress – counseling, training in relaxation, yoga, meditation.

#### **References**

1. M.C. Sandhyarani, (2019), Adolescents mental health: A situational analysis, Himalaya publishing house.
2. Maddie Burton, Erica Pavord, Briony Williams (2014) An Introduction to Child and Adolescent Mental Health By, Sage Publishers



3. Judith R. Harrison, Steven W. Evans (2017) School Mental Health Services for Adolescents, Oxford University Press
4. Matthew Hodes, Susan Shur-Fen Gau (2016) Positive Mental Health, Fighting Stigma and Promoting Resiliency for children and adolescents, Elsevier Inc .
5. John, K.L (2008), Teenage mental health, Oxford University Press.

## **SOFT CORE**

### **COURSE 4.5: HUMAN RIGHTS FROM CHILD AND WOMAN'S PERSPECTIVE**

#### **Course outcome**

- 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.

#### **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  |
| Unit II  | Classification of Human Rights – Moral rights, Legal rights, Civil and Political rights, Social, Emotional and Cultural rights, Environmental and Developmental rights.   |
| 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. |
| 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.   |

## References

1. Manoj Kumar Sinha, (2013), Implementation of basic human rights, India SAGA publication.
2. Padhi, K.N, (2006), Protection of human rights and national human rights commission reflections, Oxford University Press.
3. Jaindra Kumar Das, (2010), Human rights law and practice, 10<sup>th</sup> edition, India SAGA publication.
4. Narasaiah, M.L, (2000), Women and human rights, Discovery Publishing Pvt.Ltd.
5. Sujata. S, (2016), Women rights and empowerment-3<sup>rd</sup> edition, Taylor and Fancis Ltd.
6. Narmata, S, (2019), Rights of women-2<sup>nd</sup> edition Kamal publisher.

## SOFT CORE

### COURSE 4.6: FAMILY STRESS, COPING AND ADAPTATION

#### Course outcome

- Recognize the stressors in the family and identify the resources to cope with stressful situations.
- Utilize the knowledge and apply the coping skills to provide therapeutic intervention to overcome the family problems.

#### 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   |
| Unit II  | Introduction to Stress – Definition, Basic nature, causes, Symptoms, Identification and Consequences   |
| 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 |

Unit IV Family Coping and Adaptation – meaning of coping and adaptation; Family Coping Strategies-Internal and External strategies; Dysfunctional Coping Strategies; Stress management skills

**References:**

1. Gregory J. Harris (2018) Family Stress Coping and Resilience: Challenges and Experiences of Modern Families, Kendall Hunt Publishing Company,
2. Maguire Katheryn, (2012), Stress and coping families, American polity press publication.
3. Janice, Weber, (2010), Individual and family stress and crises, Oxford academic press India.
4. Don, R. Catherall, (2004), Family stressors: Interventions for stress and trauma, Taylor & Francis
5. Charles Figle and Hamilton, (1993), Stress and the family: Coping with normative transitions, Taylor & Francis

**OPEN ELECTIVE**

**COURSE 4.7: PARENTING IN CHILDHOOD YEARS**

**Course outcome**

- Identify the children with emotional and behavioral problems
- Develop skills to involve parent in handling both normal and problematic children.
- Able to plan and conduct the educational program for parents of problematic children.

**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 of Parenthood, 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

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 the child to learn to express and control emotions; Helping the child to learn to maintain the family relations.

Unit III **Parents' Role in Dealing With Children Of Behavioral And Emotional Problems** – significance of problems; Early Identification, Strategies and Management skills for parents to deal with children of behavioral and emotional problems

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, Parent self help group, Role of Professionals and Family workers in Parent education

### **References**

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2. Parikshit Jobanputra, (2011), Successful parenting, 2<sup>nd</sup> edition, SAGE India Publications Pvt. Ltd.
3. Eanes Rebecca, (2009), Positive parenting, J. P. Tarcher, U.S/ Perigee Bks, U.S.
4. Shaline Mitra, (2003), The art of successful parenting, Oxford academic press India.
5. Sooriya, P, (2000), Parenting style, Himalaya publishing house.