

  
**UNIVERSITY OF MYSORE**  
Estd. 1916

Vishwavidyalaya Karyasoudha  
Crawford Hall, Mysuru- 570 005

No.AC2(S)/55/2024-25

Dated: 20.07.2024

**Notification**

**Sub:-** Revision of Syllabus and Scheme of Examination of Human Development & Family Studies (PG) program from the academic year 2024-25.

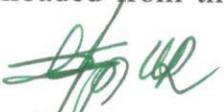
- Ref:-**1. Decision of Board of Studies in Human Development & Family Studies (CB) meeting held on 15-06-2024.  
2. Decision of the Faculty of Science & Technology meeting held on 19-06-2024.  
3. Decision of the Academic Council meeting held on 28-06-2024.

\*\*\*\*\*

The Board of Studies in Human Development & Family Studies (CB) which met on 15.06.2024 has recommended & approved the revised Syllabus and Scheme of Examinations of Human Development & Family Studies (PG) program from the academic year 2024-25.

The Faculty of Science & Technology and Academic Council at their meetings held on 19-06-2024 and 28-06-2024 respectively has also approved the above said revised Syllabus and Scheme of Examinations hence it is hereby notified.

The Syllabus and Scheme of Examinations content may be downloaded from the University Website i.e., [www.uni-mysore.ac.in](http://www.uni-mysore.ac.in).

  
**Registrar**  
Registrar  
University of Mysore  
Mysore

**To:**

1. The Registrar (Evaluation), University of Mysore, Mysuru.
2. The Chairman, BOS/DOS in Human Development, MGM.
3. The Dean, Faculty of Science & Technology, DOS in Mathematics, MGM.
4. The Director, Distance Education Programme, Moulya Bhavan, Manasagangothri, Mysuru.
5. The Director, PMEB, Manasagangothri, Mysore.
6. Director, College Development Council, Manasagangothri, Mysore.
7. The Deputy Registrar/Assistant Registrar/Superintendent, Administrative Branch and Examination Branch, University of Mysore, Mysuru.
8. The PA to Vice-Chancellor/ Registrar/ Registrar (Evaluation), University of Mysore, Mysuru.
9. Office Copy.

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

**Regulations and Syllabus**  
**MASTER OF SCIENCE IN HUMAN DEVELOPMENT AND FAMILY STUDIES**  
**(TWO YEAR REGULAR FULL-TIME PROGRAMME)**  
**Revised in 2024-25**

**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 AND FAMILY STUDIES**  
**(TWO YEARS- SEMESTER SCHEME UNDER CBCS)**

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

**PREAMBLE**

The University of Mysore is offering M.Sc. Human Development and Family Studies program (Formerly known as Human Development) from the academic year 1993-94 in the Department of Studies in Food Science and Nutrition, Manasagangotri, Mysore. It is a two-year postgraduate program that 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 programme 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 through internships/block placements 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 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 relationships, family stress, coping and adaptation, and mental health across the lifespan to help students how they can deal with sensitive situations and strengthen relationships and behaviors in their lives. The program is multidisciplinary and career-orienting in nature and opens many careers in both Government and Non-government sectors working at individual, family, and community levels for the welfare of human beings across the lifespan.

### **Objectives of the Master's program:**

- To facilitate the students to work professionally and efficiently in Academics, Research, Curriculum Development, Management of institutions and welfare programs, Training, Extension, and Community Services related to Human Development and Family Studies.
- To describe the distinctive growth and development of individuals from conception to late adulthood, as well as to understand family issues and developmental challenges that occur due to biological and ecological conditions.
- To enable students to pursue higher education and research in infant, child, and 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 institutions, Centres for Special Children, Homes for the aged, Homes for Orphans and destitute, Lifeskills training institutes, Short-stay homes for women in difficult circumstances, etc.
- To develop effective skills to extend guidance and counseling services to needy people, to identify developmental challenges through scientific measures, and to provide a stimulating environment and intervention for needy people for their optimum development.

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

1. **Cognate subjects:** B.Sc./B.A. in Home Science/ Family and Community Science with specialization /Integrated /Composite programs; B.Sc./B.A. Human Development/Child Development/Home Science specialization/ Composite as one optional subject are eligible to apply for a Master's degree program in Human Development and Family Studies. B.Sc. in Care and Welfare as a composite/one optional subject is also eligible to apply. Postgraduate diploma in Early Childhood Care and Education/Child Development is also eligible to apply.
2. **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. Program in Human Development and Family Studies. B.Sc. Physiotherapy as a composite/one optional is also eligible to apply.

The students of above mentioned Cognate and Non-cognate subjects must clear an entrance examination either in Human Development and Family Studies or in their respective noncognate subjects conducted by the University of Mysore to seek admission to M.Sc. Program in Human Development and Family Studies. 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.

3. Students from any Science degree are also eligible to seek admission to M.Sc. Human Development and Family Studies. They must clear an entrance examination in Human Development and Family Studies. The students shall undergo a bridge course/Foundation course in Human Development and Family Studies during the first semester to be qualified to pursue M.Sc. Human Development and Family studies.

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

	Course Type	Semesters				Total	
		I	II	III	IV	Requisite	Optional
1	Hard Core	16	16	10	10	52	52
2	Soft Core	6/12	4/12	4/16	6/14	20	54
3	Open Elective/ Swayam/MOOC	-	4	4	4	+4	12
	Total	22	20	14	16	72+4	118

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

Sl. No	Title of the Course	Hard/Soft/ Open elective	Credits /Paper			
			L	T	P	Total
<b>I Semester</b>						
1.1	Theories of Human Development and Behavior	Hard Core [16 Credits]	2	1	-	3
1.2	Methods and Techniques of Assessment in Human Development		2	1	2	5
1.3	Advanced Study in Human Development – I [Prenatal to Childhood ]		2	1	1	4
1.4	Bio-Statistics and Computer Applications		1	1	-	2
1.5	Infant Development and Stimulation		1	1	-	2
1.6	Children with Developmental Challenges	Soft Core [Min 6 - Max 12 Credits]	3	1	-	4
1.7	Mental Health in Developmental Perspectives		3	1	-	4
1.8	Reproductive Health-Issues and Welfare Programmes		1	1	-	2
1.9	Parent-Child Relationship		1	1	-	2
<b>II Semester</b>						
2.1	Organization and Administration of Early Childhood Educational Institutions	Hard core [16 credits ]	2	1	2	5
2.2	Advanced Study in Human Development – II [Adolescence and Youth ]		2	1	1	4
2.3	Advanced Study in Marriage and Family		2	1	-	3
2.4	Guidance and Counseling		2	1	-	3
2.5	Seminar*		-	1	-	1
2.6	Genetic Disorders and Counseling	Soft Core [Min 4 - Max 12 Credits]	3	1	-	4
2.7	Women and Children in difficult circumstances		3	1	-	4
2.8	Behavioral Problems and Management Techniques		3	1	-	4
2.9	Early Childhood – Health, Nutrition and Education	Open Elective	3	1	-	4

<b>III Semester</b>						
3.1	Children with Special Needs	Hard Core [10 Credits]	2	1	2	<b>5</b>
3.2	Advanced Study in Human Development – III [Adulthood and Aging]		2	1	1	<b>4</b>
3.3	Scientific Writing **		-	1	-	<b>1</b>
3.4	Internship***	Soft Core [Min 4 - Max 16 Credits]	-	4	-	<b>4</b>
3.5	Legislation and Policy Issues in Family and Child Welfare		3	1	-	<b>4</b>
3.6	Foundations of Special and Inclusive Education		3	1	-	<b>4</b>
3.7	Human Rights of Women and Child		1	1	-	<b>2</b>
3.8	Gerontology – Challenges and Care		1	1	-	<b>2</b>
3.9	Adolescence – Problems and Guidance	Open Elective	3	1	-	<b>4</b>
<b>IV Semester</b>						
4.1	Life Skills Education	Hard Core [10 Credits]	2	1	1	4
4.2	Dissertation		-	6	-	6
4.3	Monitoring and Evaluation of Child and Family Welfare Programme	Soft Core [Min 6 - Max 14 Credits]	2	1	-	3
4.4	Family Stress, Coping, Adaptation and Resilience		2	1	-	3
4.5	Family Counseling and Family Therapy		1	1	-	2
4.6	Human Resource Development		1	1	-	2
4.7	Media and Human Development		1	1	-	2
4.8	Entrepreneurship in Human Development	1	1	-	2	
4.9	Parenting in Childhood Years	Open Elective	3	1	-	<b>4</b>

Note:

- For all courses except Seminar and Internship distribution of IA and Exam marks are 15%+15%+70% each. The total credits needed for successful completion of the M.Sc. program is 76, [Hard Core: 52, Softcore: 20, and Open Elective: Min 4 credits from other disciplines during II, III, or IV semester] Minimum and Maximum credits to be enrolled per semester is 18 and 24 respectively.
- Hardcore courses on **\*Seminar** **\*\*Scientific Writing** and **\*\*\*Internship** shall be evaluated only for Internal Assessment and No final examination will be conducted
- **Under the Seminar**, the student shall decide on the research problem/topic to undertake Dissertation research work in the IV semester. Students shall work under the supervision of a research guide and need to collect the review of literature, prepare a report, and present a seminar for internal evaluation. The research guide shall evaluate the report submitted by their students. All teaching faculty shall evaluate all students' performance through seminar presentations. The report marks (50%) and seminar performance marks (50%) together indicate the final marks of the seminar.
- **Under Scientific Writing**, Students shall be assessed continuously under C<sub>1</sub> (15%) and C<sub>2</sub> (15%) components by the in-charge teacher by considering students' involvement/participation, regularity, preparedness, creativity, presentation, assignment, and test. At the end, students shall prepare and submit a report for internal evaluation under the C<sub>3</sub> (70%) component.
- **Under the Internship**, each student shall be placed in different organizations (Governmental and Non-Governmental institutions) for 6 weeks during the vacation i.e. before the commencement of the III semester. A student shall be assigned to work under the supervision of the teaching faculty (Guide). The guide shall be in touch with students to get updates on their field experience and guide students to complete their internship. After the internship, the guide shall supervise their students to prepare an internship report. The student shall submit a report for internal evaluation.

## I SEMESTER

### HARD CORE

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

2+1+0=3 credits

4 hrs/week

#### Learning Objectives:

This course helps the students

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

#### Pedagogy

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

#### Course Content

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

	b	<b>Theory of Moral and Language Development</b> – Kohlberg’s theory of moral development and Chomsky’s theory of Language development.	6 hrs
--	---	--	-------

**Learning Outcomes**

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

**References:**

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

**HARD CORE**

**1.2: METHODS AND TECHNIQUES OF ASSESSMENT IN HUMAN DEVELOPMENT**

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

**Learning Objectives:**

This course helps the students

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

### **Pedagogy**

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

### **Course Content**

Unit I	a	Introduction to Research in Human Development – Meaning, objective, and significance of Research in Human Development; Research Designs - Definition, Elements, Factors influencing research designs, criteria of good research design, Types and process of Research design; Research approaches in Human Development	8 hrs
	b	Introduction to Assessment – meaning, purpose, principles, process, methods of assessment – Interview, Observation, Case study, Questionnaire, Case History and Report writing; Psychological Testing – Meaning, Purpose, Types of testing, Characteristics of good psychological testing, Difference between Assessment and Testing, Legal/Ethical Considerations	6 hrs
Unit II	a	Scientific Methods and their criteria – Reliability, Validity control, Item analysis, Development of test/scale and standardization procedure: Types of scales	4 hrs
	b	Methods of Studying Growth and Body Size– Significance of Anthropometric measurements, measurement techniques, calculation of indices and inference, comparison with References standards	4 hrs
Unit III	a	Assessment of Mental Ability – Developmental procedures, Practical uses of verbal and non-verbal tests, and its limitations	4 hrs
	b	Measurement of Social and Emotional Development – Socio-metric method and socio-gram, Emotional intelligence and competencies - Developmental procedures, uses and limitations	4 hrs
Unit IV	a	Personality Assessment – Rating Scales, Inventories, and Projective Techniques – Purpose and developmental procedures, Uses and limitations	5 hrs

	b	Assessment of Attitude, Aptitude, Interest, and Achievement – Survey of batteries and specific subject test – developmental procedures, Uses and limitations	7 hrs
--	---	--	-------

### Practical

4 hrs/Week

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

### Learning Outcomes

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

### References:

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

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

### **HARD CORE**

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

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

#### **Learning Objectives:**

This course helps the students

- To know the growth and developments as well as critical issues/problems at different stages of life from conception to late childhood years.
- To understand how human development is the product of social, psychological, and biological factors.
- To gain practical experience via observation and assessment of the development 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	<b>Introduction to Human Growth and Development:</b> Definition and Need of interdisciplinary approach to study Human Development; Developmental tasks; Basic concepts of development-maturation and	4 hrs
--------	---	--	-------

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

### Practical

2 hrs/week

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

## Learning Outcomes

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

## References:

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

## HARD CORE

### 1.4: BIO-STATISTICS AND COMPUTER APPLICATIONS

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

## Learning Objectives:

This course helps the students

- To understand the basic concepts of probability, random variation, and commonly used statistical probability distributions.
- Distinguish among the different measurement scales and the implications for the selection of statistical methods to be used

- Learn to apply descriptive and inferential methodologies and Interpret the results of statistical analyses
- Learn about statistical software and its application 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.	5 hrs
	b	Classification and tabulation of data. Frequency distribution and graphical representation for frequency distributions. Different types of Sampling techniques- probability and Non-probability sampling methods.	5 hrs
Unit II	a	Measures of central tendency-Arithmetic mean, median, and mode (with illustrations), Measures of Dispersion- range, quartile deviation, mean deviation, and standard deviation	8 hrs
	b	Normal distribution and its properties. Meaning of parametric tests and non-parametric tests.	4 hrs
Unit III	a	Testing of hypothesis- meaning, definitions. Unpaired and paired sample t-tests for comparing means, Analysis of variance (ANOVA) Assumptions of ANOVA; Types of ANOVA; one way and two way ANOVA.	12 hrs
	b	Chi-square test for association (with illustrations). Correlation - Karl person's correlation, Spearman's rank correlation. Simple linear regression	6 hrs
Unit IV		Use of computers in Statistical analysis- Introduction to statistical software in the use of research; Important characteristics of computer applications in research using SPSS-data entry, spread sheet, basic statistical analysis, and reporting.	4 hrs

### **Learning Outcomes**

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

## References:

1. Antoni Samy, B, Prasanna S and Premkumar, (2017), Principles and Practice of Biostatistics, Kamal publisher, New Delhi.
2. Banamali Mohanty, Santa Misra (2019) Statistics for Behavioural and Social Sciences, Sage Publications
3. Bernard Rosner (2015) Fundamentals of Biostatistics, (8<sup>TH</sup> Edition), Australia, Cengage Learning
4. Bratati Banerjee, (2018), Mahajan's Methods in Biostatistics 9th Edition, Atithi books publisher New Delhi.
5. Frederick J. Gravetter, Larry B. Wallnau (2009) Statistics for the Behavioral Sciences (8<sup>TH</sup> Edition), Wadsworth Cengage Learning
6. Kothari, Garg G, (2019), Research Methodology: Methods And Techniques, New Age International Publishers.
7. Kothari C.R, (2004), Research Methodology, Methods and Techniques, Second revised edition. New age International Publishers,
8. Melody S. Goodman (2017) Biostatistics for Clinical and Public Health Research, Routledge Publishers
9. Mildred L. Patten, (2016), Understanding Research Methods: An Overview of the Essentials, Taylor and Francis publisher
10. P. Ramakrishnan, (2016), Basic concepts of biostatistics, Saras Publication.
11. Pranab, K.S, (2014), Introduction to Biostatistics, S Chand & Co Ltd.
12. Theodore N. Greenstein, Shannon N. Davis (2019), Methods of Research on Human Development and Families, SAGE Publications

## HARD CORE

### 1.5: INFANT DEVELOPMENT AND STIMULATION

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

#### Learning Objectives:

This course helps the students

- To understand the significance of infancy, developmental process, and assessment.
- To gain knowledge on early interaction, early identification, and the role of intervention and stimulation programs for development 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	<b>New born and Infant Development and Behavior</b> - New born behavior and capacities; Development and abilities during infancy; adaptation strategies to cultural setting and practices; Influence on growth and development; development at risk conditions	10 hrs
Unit II	<b>Early Interaction: A beginning in Attachment formation</b> – Course of attachment, Dyadic verses Multi-caring, Role of Father in the formation of attachment, Interaction as a cultural process	10 hrs
Unit III	<b>Developmental Assessment</b> – Understanding the process of development, Need and reasons for infant assessment, methodological issues related to infant assessment – Apgar Scale and Brazelton Scale, Ethical issues and concerns related to infant assessment	12 hrs
Unit IV	<b>Intervention and stimulation programs/activities</b> – The need and rationale for intervention and stimulation programs/ activities, The process involved in planning and implementing intervention programs with specific References: to the Indian setting, Traditional methods, games, songs of infant care and stimulation, Issues and concerns related to intervention programs, Multisensory stimulation Programme	12 hrs

### Learning Outcomes

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

### References:

1. Altagracia A. Santana, Patti M. Bottino (1998), Comprehensive Early Stimulation Program for Infants: Early Interventionist's Workbook, Wayne State university Press,
2. Carol K. Sigelman, Elizabeth A. Rider (2015), Human Development, Cengage Learning, ISBN: 9788131508220, 8131508226
3. D.Sue Schafer, Martha S, Moersch (2007), Developmental Programming for Infants and Young children: Stimulation activities (VOL.3), University of Michigan Press, 1981.
4. Diane Papalia, Sally Olds, Ruth Feldman (2008), Human Development, McGraw-Hill Education, ISBN: 9780071280747, 9780071280747
5. J Mansoor (2019), Infant stimuli, Primedia eLaunch LLC
6. J. Gavin Bremner, Theodore D. Wachs (2010) The Wiley-Blackwell Handbook of Infant Development, Volume 1: Basic Research, (2<sup>ND</sup> Edition), Blackwell publishing Ltd.
7. Kay M, Albrecht, Linda G (2001), Infant and Toddler Development, Gryphon House, ISBN:0876592590.

8. Laura E. Adena. B. Meyers (2015) Infants, Children and Adolescents, 8<sup>th</sup> Edition Pearson Publisher
9. Laura E. Berk (2013), Child Development, Ninth Edition, Pearson Publication
10. Rebecca Delcarmen and Wiggins Alice Carter (2004), Handbook of Infant, Toddler and Preschool, Mental Health Assessment, Oxford University Press, New York,
11. Robert V. Kail, John C. Cavanaugh (2012), Human Development: A Life Span View, 3rd Edition
12. Thomas Crandell, Corinne Crandell, James Vander Zanden (2009), Human Development, 9 Edition, McGraw-hill Publishing.

## SOFT CORE

### 1.6: CHILDREN WITH DEVELOPMENTAL CHALLENGES

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

#### Learning Objectives:

This course helps the students

- To understand the different types of children with developmental challenges and its impact on children and their families.
- To learn how early intervention can improve long-term outcomes for children with developmental challenges
- To understand the importance of the 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 (ICIAAP); Magnitude of Challenged Children – Global and Indian Perspective.	8 hrs
	b	Training and Management Programmes – Need for Home-based skill training program, Problem behavior management program, Intervention Program.	8 hrs
Unit II	a	Pervasive Developmental Disorder –Autistic Disorder, Retts’ Disorder, Childhood Degenerative Disorder, Aspergers’ Disorder and	8 hrs

		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	8 hrs
Unit III	a	Communication Disorder – Expressive Language Disorder, Mixed Receptive – Expressive Language Disorder, Phonological Disorder, and Stuttering - Definition, Characteristics, Prevalence, Training, and Management	10 hrs
	b	Motor Skills Disorder – Dyspraxia, Synkinesis/Muscle Overflow, Hypotonus, Hypertonus, Tremors and Persistence, Asymmetry - Definition, Characteristics, Prevalence, Training and Management	6 hrs
Unit IV	a	Feeding/Eating and Elimination Disorder – Pica, Rumination Disorder, Psychogenic Vomiting, Psychogenic/Non-organic Encopresis and Psychogenic/Non-organic Enuresis - Definition, Characteristics, Prevalence, Training and Management	6 hrs
	b	Emotional Disorder and Epilepsy – Attachment Disorders, Elective or Selective Mutism, Phobias, Depressive Disorder, Separation Disorder, Conversion Disorder, Sibling Rivalry Disorder and Epilepsy - Definition, Characteristics, Prevalence, Training and Management	10 hrs

### Learning Outcomes

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

### References:

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

7. Lynn Stow and Lorna Selfe (2018) Understanding children with special needs by, Routledge Press
8. M.S. Thambirajah (2011) Developmental assessment of the school-aged child with developmental disabilities- A clinician Guide, Jessica Kingsley Publication
9. Mangal. S.K (2007) Educating exceptional children: an introduction to special education, Kindle edition.
10. Megan Mc Donald and Samuel W. Logan (2017) Health and children with disabilities, Front Public Health. 5: 175, doi: 10.3389/fpubh.2017.00175
11. Mian Wang, George H.S. Singer (2016) Supporting Families of children with developmental disabilities-Evidence based and emerging practices, Oxford University Press
12. Mithu Alur and y Seamus Hegarty (2002), Children with Special needs, SAGE India Publications Pvt. Ltd.
13. Report of Committee on Nervous System Disorders in developing countries Board on Global Health (2001), Neurological psychiatric and developmental disorders: Meeting the challenge in developing World, National Academy Press, Washington D C
14. Rudolf Dreikurs and Vicki Stolz (1991) Children: the challenges: The classic work on improving parent-child relation-Intelligent, Human and Eminently practical
15. Samuel L. Odem, Robert H. Horper, Martha E. Smell, Jan Blacher (2009) Handbook of Developmental Disabilities, The Guilford Press, New York, London
16. Suhasis Bhandra, Sibnath Deb and Seema Sahay, (2019), Childhood to Adolescence-Issues and Concerns-First Edition, Pearson Publisher.
17. Vekatesan S. (2004), Children with developmental disabilities- A training guide for parents, teachers and caregivers, Sage publications.

## **SOFT CORE**

### **1.7: MENTAL HEALTH IN DEVELOPMENTAL PERSPECTIVES**

**3+1+0=4 credits**

**5 hrs/week**

#### **Learning Objectives**

This course helps the students

- To understand the significance of mental health across the life span i.e. infancy through adulthood, and also to understand the need for school and community mental health programs.
- To gain knowledge on organizing awareness and intervention programs related to mental health
- To understand the role of professions and family members in maintaining good health status

## Pedagogy

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

## Course content

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

## **Learning Outcomes**

- Able to organize awareness programs for parents and teachers to deal with children and adolescents with mental health problems.
- Identify the need for guidance and intervention for children, adolescents, and adults with mental health problems.
- Develop skills of organizing mental health programs in the community.
- Demonstrate knowledge to understand the mental health policy of India.

## **References:**

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

18. Terje, (2018), Adolescent Mental Health Prevention And Intervention 2nd Edition, Taylor & Francis Publisher.
19. Webber M, Natan J, (2010), Reflective Practice in Mental Health: Advanced Psychosocial Practice with Children, Adolescents and Adults, Jessica Kingsley Publishers

## SOFT CORE

### 1.8: REPRODUCTIVE HEALTH-ISSUES AND WELFARE PROGRAMME

**1+1+0=2 credits**

**3 hrs/week**

#### **Learning Objectives:**

This course helps the students

- To understand the concept and issues of reproductive health
- To learn about family planning methods and welfare programs related to reproductive health in India.
- To know the sexually transmitted diseases and be aware of symptoms, management techniques, and coping strategies.
- To know about policies and programs 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 organizations
- Participation community activities

#### **Course content**

Unit I	Human Reproductive physiology – Reproductive systems of Male and Female. Brief Description and Hormonal regulation of Gametogenesis, Onset of Puberty, Menstrual cycle, Menopause – Causes for concern, Psychosocial adjustments, Fertilization, Implantation, Pregnancy and parturition. Assisted Reproduction: <i>In-utero -fertilization</i> and test tube baby – Legal and Ethical issues.	8 hrs
Unit II	Reproductive Health – Meaning, objectives, goals and Issues related to reproductive health. Sexual health and Sexually transmitted Diseases - Syphilis, Gonorrhoea, Chlamydia, Genital Herpes and AIDS. Intended and unintended pregnancies – teenage pregnancy. Infertility and Factors causing infertility – Stress, Problems in ovulation, blocked or scarred fallopian tubes, endometriosis and low sperm count.	8 hrs

Unit III	Control of Fertility and Family Planning – Needs and objectives of Family planning, Types of Family planning methods and its contraceptive and Non-contraceptive benefits. Temporary methods used to control the fertility. Sterilization techniques – its effectiveness and risk factors.	8 hrs
Unit IV	Policies and Programmes of International Planned Parenthood Federation (IPPF) and Family Planning Association of India (FPAI), Legislation provisions – Maternity /Paternity benefits, etc.	8 hrs

### Learning Outcomes:

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

### References:

1. 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
6. Barbara A and Anderson, (2010), Reproductive Health: Women and Men's Shared Responsibility, Indian Council (INC) publisher Pvt. Ltd.
7. Sharma, (2016), Reproductive health in India new edition, Taylor and Fancis Ltd.
8. Kobo, (2012), Reproductive, Maternal, Newborn, and Child Health, Kamal publisher.
9. Marlene G., Rebecca T. and Kathryn R. (2012), Women and Health- 2<sup>nd</sup> edition, Academic Press publisher.
10. Catriona M. (2010), Sexual and reproductive health, Wiley Blackwell publisher.
11. Saraha O. (2012), Reproductive health in India, Indian Council (INC) publisher Pvt. Ltd.
12. Yuki T. (2015), Knowledge, Power and Women's Reproductive Health In Japan, Springer International Publishing AG.
13. Jobi B. (2018), Social Determinants and Interventions on the Reproductive Health of Tribal Women, Authorspress Pvt. Ltd.
14. Tempe, (2013), Current Concepts in Contraception and Women's Health Paperback – 2, Academic Press publisher.

15. Jane M. U., Joan C., Janette P. (2019), International Handbook of Women's Sexual and Reproductive Health, Routledge Pvt. Ltd.
16. Shireen J. J, Radhika R, (2000), Women's Reproductive Health in India, Taylor and Fancis Ltd.
17. Shonali C, Jennifer T E, Mellissa W, (2017), Global Perspectives on Women's Sexual and Reproductive Health across the Life course, Springer Pvt. Ltd.
18. Yana A. and Meulen R, (2019), The Global Gag Rule and Women's Reproductive Health: Rhetoric Versus Reality, OUP USA

## **SOFT CORE**

### **1.9: PARENT-CHILD RELATIONSHIP**

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

#### **Learning Objectives**

##### **This course helps the students**

- To understand the significance of the parent-child relationship across the life span and its impact on individuals
- To gain knowledge regarding parenting programs, needs, issues, and resources for n organizing parenting program

#### **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 relating to parent-child relations.
Unit II	Parent-child relationship across the lifespan – Prenatal, Infancy, Preschool, School Age, Adolescence & Grand Parenting, Tasks of parenting, Facilitating and Debilitating Factors for positive parent-child interaction
Unit III	Impact of Parent-child relationships on Individuals – children and parents; Emotional Relationships - Establishing Closeness, Emotional Coaching and Managing Conflict
Unit IV	Parenting Programs – Need for parenting programs, Issues of Parent education, resources for parent education

#### **Learning Outcomes**

- Acquire skills of parenting and identify the facilitating and debilitating factors for a positive parent-child relationship.

- To be aware of organizing parent education programs and how to address the issues of parent-child.

**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.
5. Blanton Brad,(2005). Radical Parenting, Magna Publishing Co.Ltd, Mumbai
6. Deb Sibnath and Chatterjee Pooja, (2008). Styles of Parenting Adolescents – The Indian Scenario, Akansha Publishing House, New Delhi
7. Degangi A Georgia and Kendall Anne,(2008), Effective Parenting for the Hard to Manage Child, Taylor and Francis Group, New York
8. Gupte Suraj,(2007). Speaking of Child Care, Sterling Paper Backs, New Delhi
9. Pickering Lucienne,(2000), Parents Listen, Better Yourself Books, Mumbai
10. Hurlock B. Elizabeth, (2007). Developmental Psychology: A Life Span Approach, (5th Edn.), Tata Mc-Graw Hill Publishing Company Ltd., New Delhi.
11. Nair V. R. and Yamuna. S, (2011). Parenting of Adolescents: Facilitators Manual for Capacity Building of Parents, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
12. Chapman Garry, (1995). Five Love Languages, Northfield Publishing, Chicago

## BRIDGE COURSE/ FOUNDATION COURSE

### INTRODUCTION TO HUMAN DEVELOPMENT AND FAMILY STUDIES

**Max Marks: 100**  
**C<sub>1</sub>+C<sub>2</sub>+C<sub>3</sub>=Total**  
**15+15+70=100**

**L+T+P=Total credits**  
**2+1+0=3 Credits**  
**4 hours/week**

#### OBJECTIVES:

To enable the students

- To understand the field of Human Development and significance of Human Development.
- To understand childhood years, adolescence and adulthood

<b>Unit-1</b>	<b>Importance of Human Development</b> <ul style="list-style-type: none"><li>• Meaning, Definition, scope of Human Development.</li><li>• Growth and development and Principles of development.</li><li>• Stages, Developmental tasks across life span.</li></ul>	8 Hours
<b>Unit-2</b>	<b>Prenatal Development</b> <ul style="list-style-type: none"><li>• Reproductive organs, menstrual cycle.</li><li>• Conception, symptoms, discomforts and complications of pregnancy.</li><li>• Prenatal stages, Antenatal care of mother.</li><li>• Stages of child birth.</li></ul>	10 Hours
<b>Unit -3</b>	<b>Neonate and Infancy</b> <ul style="list-style-type: none"><li>• Physical characteristics, sensory capacities, reflexes. adjustments and assessment.</li><li>• Importance of breast feeding.</li><li>• Developmental milestones.</li><li>• Physical and motor development, factors contributing to development- feeding, nutrition, immunization, hygiene.</li></ul>	10 Hours
<b>Unit- 4</b>	<b>Childhood and Adolescence</b> <ul style="list-style-type: none"><li>• Developmental milestones, physical, social, emotional, cognitive and language development of early and late childhood.</li><li>• Adolescence: Definition, characteristics, developmental milestones, Physical changes; male and female body clock, sequence of change, body image; social, emotional, cognitive and moral development.</li></ul>	12Hours
<b>Unit- 5</b>	<b>Adulthood</b> <ul style="list-style-type: none"><li>• Meaning, characteristics.</li><li>• Physical, social, cognitive and emotional development during early, middle and late adulthood.</li></ul>	12 Hours

## REFERENCES:

1. Berk, L.E., (2007), Development through the Life Span, Pearson Education, New Delhi.
2. Devadas, R.P; Jaya, N( 2002), A Textbook on Child Development, Macmillan India Limited, Madras.
3. DigumartiBhaskara Rao (1997), Care of the Child, vol and II, Discovery Publication House, New Delhi.
4. JegannathMohanty and BhagyadharMohanty (1994), Early Childhood Care and Education (ECCE), Deep and Deep pub,New Delhi.
5. Hurlock, E.B., (2004), Child Growth and Development, Tata Mc.Graw Hill Company.
6. Papalia, D.E., and Olds, S.W., (2005), Human Development, Tata Mc.Graw HillCompany,New York.
7. Rice Philip. K (2001) Human development, Prentice Hall, New Jersy.
8. Santrock, J.W., (2006), Child Development, Tata Mc.Graw Hill Publishing Company, NewDelhi.
9. Suriakanthi, A., (2005), Child Development, Kavitha Publications, Gandhigram, Tamil Nadu.

**QUESTION PAPER FORMAT**  
(Kindly download the same and type in it)

I Semester MSc. Human Development And Family Studies Examination

Bridge course/Foundation Course: Introduction to Human Development

Time: 3 Hours

Max. Marks: 70

**INSTRUCTION:** All sections are Compulsory.

**SECTION – A**

**Answer any FIVE questions. Each question carries 3 marks**

**(5x3=15)**

1. a)
- b)
- c)
- d)
- e)
- f)
- g)
- h)

**SECTION – B**

**Answer any FIVE questions. Each question carries 5 marks**

**(5x5=35)**

- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

**SECTION – C**

**Answer any THREE questions, Each question carries ten marks**

**(3x10=30)**

- 10.
- 11.
- 12.
- 13.
- 14.

\*\*\*\*\*



## II SEMESTER

### HARD CORE

#### 2.1: ORGANIZATION AND ADMINISTRATION OF EARLY CHILDHOOD EDUCATIONAL INSTITUTIONS

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

#### Learning Objectives:

This course helps the students

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

#### Pedagogy

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

#### Course Content

Unit I	a	Early Childhood Care and Education – Meaning, Needs Significance and Objectives; Types of ECCE Programmes – Balwadi, Anganwadi, Nursery School, Kindergarten, Montessori, Laboratory Nursery school, Mobile Crèche, Play Group,	4 hrs
	b	Historical Perspectives of ECCE and Contribution of Educators – Western and Indian History, Western Educators - Commonius, Rousseau, Pestalozzi, Frobel, John Dewey, Maria Montessori, McMillan Sisters, Indian Educators - M. K. Gandhi, Rabindranath Tagore, Annie Besant, Gijubhai Badheka, Tarabai Modak; Contribution of Agencies	8 hrs
Unit II	a	Organizational setup – location and site, building plan, playground, selection of different types of outdoor and indoor equipment. Material Management – Equipment and Materials needed for play and learning - Selection, display, maintenance, display and use of equipment and learning materials, Teaching Aids for various	7 hrs

		activities; Indigenous Teaching and Play equipment; Equipment needed for Urban and Rural preschools	
	b	Personnel Management – Personnel Selection, Recruitment, Qualities, Roles, Duties, and Responsibilities; Cooperation and Co-ordination of personnel; Parent-Teacher Co-operation; Supervision and Monitoring, Evaluation of Personnel and Programme	5 hrs
Unit III	a	Curriculum and Pedagogy for Early Childhood Education: Meaning and Concept, elements and features of Curriculum, Curriculum Models for ECCE and its principles - Montessori Curriculum Model, Reggio Emilia Approach, Highscope curriculum model, Waldorf Education Curriculum. Pedagogy for Early Childhood Education: Meaning, Significance, Principles, and Types of Pedagogy – Play-based Approach, Theme based approach, Activity-based Approach, Project/Inquiry-based approach,	7 hrs
	b	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. Parent education – Meaning, Needs, Objectives, Methods. Planning and Conducting parent education	5 hrs
Unit IV	a	Financial Management–Financial Allocation, Budgetary Consideration, Budget making, Resource generation avenues.	4 hrs
	b	Documentation – Needs, Importance, and Principles of Record-keeping, Types of records maintained in preschool – Admission, Attendance, Health, Developmental record, Teacher’s estimation record, Family background record, Anecdotal records, and Reports.	8 hrs

### Practical

4 hrs/week

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

### Learning Outcomes

- Acquire the skills for organization and administration of ECCE Centre

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

**References:**

1. 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**

**2.2: ADVANCED STUDY IN HUMAN DEVELOPMENT – II**

**[ADOLESCENCE AND YOUTH]**

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

**Learning Objectives:**

This course helps the students

- To study the growth and developments at different stages of adolescence and youth
- To understand the interaction of social, psychological, and biological factors on the development and adjustments of adolescents and youth.
- To understand the theoretical and scientific approach to developments of adolescence and youth.
- To gain practical experience via observation and assessment of the developments of adolescence and youth.
- Gain knowledge regarding issues, changes, and challenges faced by adolescents and youth; and learn about how to overcome it.
- To learn the policies and welfare programs 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	4 hrs
	b	<b>Theoretical perspectives</b> – G. Stanley Hall, Anna Freud, Erik Erikson, James Marcia, Kagan and Margaret Mead; Indian Perspectives	10 hrs
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	10 hrs
	b	<b>Relationships During Adolescence and Youth</b> - Parent-adolescent/youth relationship, Sibling relationship; Peer relationship, Heterosexual relationship	8 hrs
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	6 hrs
	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.	10 hrs
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.	10 hrs
	b	<b>Policies and Welfare Programme for Adolescents and youth in India</b> – Government Policies and Programs	6 hrs

### Practical

4 hrs/week

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

## Learning Outcomes

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

## References:

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

## HARD CORE

### 2.3: ADVANCED STUDY IN MARRIAGE AND FAMILY

2+1+0=3 credits

4 hrs/week

## Learning Objectives:

This course helps the students

- To understand the concept of family and marriage, the function, structure and strengths of families in the Indian Context

- To study the theoretical and methodological concerns related to family studies
- To learn about the different family therapies and approaches to take care of deviated/disorganized families.
- To know the family welfare policies and programs in India.

### Pedagogy

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

### Course Content

Unit I	a	<b>Family in Social Context</b> - Meaning, Family as a component of the social system; Family as an Institution and Functions of a family; Current issues for research in Indian family - The changing role of parents in parenting
	b	<b>Socio-cultural studies of family pattern in India</b> - Changes in Family Structure – Factors influencing, Advantages and disadvantages; Alternative Families
Unit II	a	<b>Approaches in family studies</b> – Interdisciplinary approaches to family studies - Developmental approach, Interactional approach, Institutional approach, Systematic approach, family life cycle approach, Ethnographic approach, Demographic approach;
	b	<b>Theories in family studies</b> Nature and importance of conceptual framework – cyclical theory, progressive theory, structural-functional theory;
Unit III	a	<b>Disorganized and Reorganized Families, Marital distress</b> - Family violence, Battered women, Drug addiction (Substance abuse) Alcohol abuse, Sexual abuse, Child abuse, Dowry, and Gender discrimination. Family Disorganization due to Extramarital relation, Desertion, Sexual infidelity, Separation and Divorce and Remarriage – effects on family members
	b	<b>Family therapy</b> - Theoretical developments in marital and family therapy, schools for family therapy - structured strategic, experimental family and integrated family therapy
Unit IV	a	<b>National Policies for Family Welfare</b> - National Family Welfare Programme, National Population Policy, National Rural Health Mission
	b	<b>Programs for family welfare</b> - Urban Family Welfare Schemes, Sterilization Beds Scheme, Reproductive and Child Health Programme, Janani Suraksha Yojana, Rehabilitation of Polio Victims, and several financial assistance schemes for surgery and other health problems

### Learning Outcomes

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

### References:

1. 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.
6. Jane R. M. and Rosalind E. (2010), Key Concepts of Family Studies, SAGE Publisher Pvt. Ltd.
7. Bridget A. W. Lydia D, Melissa M. B, (2017), Introduction to Human Development and Family Studies, Taylor and Fancis Ltd.
8. Christine A. P., Kevin R. B. and Sharon J. P. (2016), Families & Change: Coping With Stressful Events and Transitions, SAGE Publications, Inc.
9. Stephen F, Duncan H, Wallace G, (2016), Family Life Education: Principles and Practices for Effective Outreach, SAGE Publications, Inc; Third edition.
10. Pauline E. B., Chalandra M. B. and Jay A. M. (2014) Family Stress Management: A Contextual Approach, SAGE Publications, Inc.
11. Randal D, (2010), Introduction to Family Processes: Fifth Edition, Routledge Pvt. Ltd.
12. Froma and Walsh (2017), Strengthening Family Resilience, Third Edition, Guilford Press.
13. Philip A C, E. Mavis H, (2011), Family Transitions (Advances in Family Research Series), Routledge Pvt. Ltd.
14. Radosveta D., Michael B., Fons V., (2016), Global Perspectives on Well-Being in Advances Families, Springer Pvt. Ltd.
15. Martha J. C. and Jeanne G. B. (2016), Conflict and Cohesion in Families: Causes and Consequences (Advances in Family Research Series), Routledge Publisher.

## **HARD CORE**

### **2.4: GUIDANCE AND COUNSELING**

**2+1+0=3 credits**

**4 hrs/week**

#### **Learning Objectives:**

This course helps the students

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

## 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 the counseling process, Follow up, and Review
Unit III	a	Counseling Approaches and Techniques – Meaning, Origin, Procedure, Merit and Limitations of counseling approaches; Psychoanalysis approach, Carl Roger’s approach, Rational–Emotive approach; Counseling techniques – Client-centered, Counselor-centered and Eclectic counseling.
	b	Types of Counseling - Individual and Group counseling - Tools Required, Types of groups, Process of individual and Group counseling, Merits and Limitations – Situations that lend for group counseling situation
Unit IV	a	Areas of Counseling – Premarital and Marital counseling, Family counseling, Parental counseling, Adolescent counseling, Counseling for girls and children belonging to special groups
	b	Special Concerns of School Counselor – Issues related to academic achievement, School dropout, Child abuse, Sexual abuse, Substance abuse, Family relations and child’s right

## Learning Outcomes

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

## References:

1. Asha K Kinra(2008), Guidance and counseling, Dorling Kindersley (India) Pvt. Ltd., Jai Narain Vyas University, Jodhpur
2. Asha K. Kinra (2008), Guidance and Counseling (1<sup>st</sup> edition), Pearson Education,
3. Bharti Dimri, Manisha Minocha, Monika Auplish (2016), Guidance And Counselling, Bookman; First edition

4. Marianne Mitchell Robert L. Gibson (2015), Introduction to Counseling and Guidance, (7<sup>th</sup> Edition), Pearson Publishing
5. Mujibul Hasan Siddiqui, (2008) Guidance and Counseling, APH Publishing Corporation
6. Ram Nath Sharma and Rachana Sharma (2004), Guidance and Counselling in India, Atlantic Publishers and Distributors, New Delhi.
7. Rao S. (2017), Counseling and Guidance, (3<sup>rd</sup> edition), McGraw Hill Education;
8. Ravinder Singh Sohal, Om Prakash Aneja, A. Sidhartha (2013), Guidance and Counselling, Khel Sahitya Kendra Publisher
9. Sister Mary Vishala (2012), Guidance and Counselling (For Teachers, Parents and Students), S Chand and Company Pvt. Ltd. New Delhi,
10. Sunita Chhabra (2015), Guidance and Counseling, Gen Next Publications,
11. T Manichander, (2008) Guidance & Counseling, Lulu.com

### **HARD CORE**

#### **2.5: SEMINAR ON RECENT TRENDS IN HUMAN DEVELOPMENT AND FAMILY STUDIES**

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

#### **Learning Objectives:**

This course helps the students

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

#### **Pedagogy**

- Review of Literature online and offline
- Discussion and Presentation

#### **Course content**

Unit I	Trends and Issues related to process of Development – Psycho-motor, Perceptual, Cognitive, Socio-emotional, Language and Moral Development
Unit II	Trends and Issues related to Early Childhood Development, Care and education – Demographic Status, Attrition in early Preschool and Primary Years, gender Equality and Equity, Issues related to curriculum of ECCE, Training of ECE Personnel

Unit III	Trends and Issues related to Life Span Development – Infancy, Childhood, Adolescence, Adulthood and Old age
Unit IV	Trends and Issues related to Family Studies – Changing Pattern of Family Life, Alternative Families and Family Problems

### Learning Outcomes

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

### References:

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

## SOFT CORE

### 2.6: GENETIC DISORDERS AND COUNSELING

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

#### Learning Objectives:

This course helps the students

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

## Pedagogy

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

## Course content

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

## Learning Outcomes

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

## References:

1. Eldon John Gardner, Michel J. Simmons and D. Peter Snustad (2006), Principles of Genetics, (8<sup>th</sup> Edition), Singapore, John Wiley & Sons (Asia), Pvt. Ltd.

2. Verma P.S. and Agarwal V.K. (2010), Genetics, 9th Edition (Multicolour Edition), New Delhi, S. Chand and Company Pvt. Ltd
3. Aubrey Milunsky, Jeff M. Milunsky (2011) Genetic Disorders and the Fetus: Diagnosis, Prevention and Treatment, Wiley-Blackwell Publishers
4. Daniel L. Hartl and Maryellen Ruvolo (2012) Genetics – Analysis of genes and genomes (8<sup>th</sup> Edition), Burlington, *Jones & Bartlett* Learning publications
5. Robin Santos Doak (2011) Bridge: Genetic Disorders, Benchmark Education Company, LLC
6. Wendy R. Uhlmann, Jane L. Schuette and Beverly Yasha (2012) A Guide to Genetic Counseling (2<sup>ND</sup> Edition)
7. R.J. MKinlay Gardner, Grant R Sutherland, Lisa G. Shaffer (2012) Chromosome Abnormalities and Genetic Counseling (Oxford Monographs on Medical Genetics No. 61) Oxford University Press Inc.
8. Seymour Kessler (2013) Genetic Counseling: Psychological Dimensions, New York, Academic Press

### **SOFT CORE**

#### **2.7: WOMEN AND CHILDREN IN DIFFICULT CIRCUMSTANCES**

**3+1+0=4 credits**

**5 hrs/week**

#### **Learning Objectives**

This course helps the students

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

#### **Pedagogy**

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

#### **Course Content:**

Unit I	a	Issues and challenges of women In India - Demographic Statistics Categories of women in Difficult circumstances – Destitute/Deserted women, Domestic violence, Trafficking/Prostitution,
	b	Destitute/Deserted women - Definition, Causative Factors, Health Status and Intervention Programmes for destitute/Destitute women

Unit II	a	Domestic violence - Definition, Causative Factors, Health Status and Intervention Programmes for Domestic violence
	b	Trafficking/Prostitution - Definition, Causative Factors, Health Status and Intervention Programmes for trafficking women
Unit III	a	Children in Difficult circumstances – Introduction, Demographic Statistics in India, Classification of Children in Difficult Circumstances – Child Labor, Destitute Children, Street Children, and Delinquent Children
	b	Child Labor and Destitute Children – Definition, Causative Factors, Health Status and Intervention Programmes for Child Labors
Unit IV	a	Street Children - Definition, Causative Factors, Health Status, Life Style, Problems and Intervention Programmes for Street children
	b	Delinquent Children - Definition, Causative Factors, Health Status and Problem, Prevention, Control and Rehabilitation

### Learning Outcomes:

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

### References:

1. 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 Koteshwara rao (2005), Empowerment of Women in India, Discovery publishing house New Delhi

## SOFT CORE

### 2.8: BEHAVIOURAL PROBLEMS AND MANAGEMENT TECHNIQUES

**3+1+0=4 credits**

**5 hrs/week**

### Learning Objectives:

This course helps the students

- To understand the basic concept of behavioral problems.
- Identify the children and adolescents with behavioral problems.
- To understand the need for behavioral management techniques.
- To understand the role of support system in prevention and management of behavioral problems.

## Pedagogy

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

## Course Content

Unit I	Behavioral Problems – Meaning and Concept, Prevalence and Classification, Nature, Causes, and Risk Factors, Need for Early Identification and Management of Behavioral Problems.	15 hrs
Unit II	Common Behavioural Problems in Children and Adolescents – Definition, causes, and management. Habit disorders - thumb sucking, nail biting, tics, stealing, telling lies. Sleep and Elimination disorders -Sleepwalking and Sleep talking, Nightmares and Night terrors, Enuresis and Encopresis. Eating disorders -Anorexia Nervosa, Bulimia Nervosa, Binge eating. Speech and Communication disorder - Stuttering and Stammering. Conduct disorder -Temper tantrum, Shyness, Bullying, Abusing, teasing. Personality disorder -Juvenile Delinquency, Hyperactivity, Fears and Phobias, Withdrawal behaviour. Aggressive behaviours.	22 hrs
Unit III	Behavioural Modification Techniques - Meaning, Principles, Characteristics, Observing and Recording Behaviour, Decreasing Undesirable Behaviors - Extinction, Punishment, Reinforcement. Techniques of Behaviour modification (Systematic desensitization, Aversive conditioning, and token economy) and its potentials and limitations. Cognitive Behavioural Modification Techniques (Self-Instructional Technique, Self-Inoculation Technique, Self-Management Technique, and Problem-Solving Technique) and Rational Emotive Behaviour Therapy. Other Therapies – Play Therapy, Behaviour Therapy, Cognitive Therapy, Supportive Therapy and Family Therapy	22 hrs
Unit IV	Role of Parents, Teachers, and Professionals – Creating and providing a conducive environment, Prevention, and Management of Behavioural Problems, Identification and assessment of behavioral problems, Involvement in Family-based intervention programs, and Maintenance of Professional relationships	16 hrs

## Learning Outcomes:

- Help to identify the children or adolescents suffering from behavioral problems as a professional in child development
- Critically examine the role of parents and teachers in identifying behavioral problems.
- Creating and providing a conducive environment to prevent behavioral problems in children and adolescents

## References:

1. Achar's (2003), "Textbook of Pediatrics", Third edition, Orient Longman Publishers, Chennai,

2. Ahuja N (2004), a SHORT Book of Psychiatry, Fifth edition, Jaypee Brother's Medical Publishers, New Delhi
3. Child and Adolescent Psychiatry: A Comprehensive Textbook (3rd Ed.). Editor, Melwin Lewis. Lippincott Williams & Wilkins
4. Encyclopedia on Early Childhood Development. Author, MR Sanders & A Morawska (2005). Centre for excellence for early childhood development, University of Queensland, Australia
5. Fantini ML, Durif F, Marques A. Impulse Control Disorders in REM Sleep Behavior Disorder. *Curr Treat Options Neurol*. 2019 Apr 08;21(5):23.
6. Leggieri M, Thaut MH, Fornazzari L, Schweizer TA, Barfett J, Munoz DG, Fischer CE. Music Intervention Approaches for Alzheimer's Disease: A Review of the Literature. *Front Neurosci*. 2019;13:132.
7. Sivasathiaseelan H, Marshall CR, Agustus JL, Benhamou E, Bond RL, van Leeuwen JEP, Hardy CJD, Rohrer JD, Warren JD. Frontotemporal Dementia: A Clinical Review. *Semin Neurol*. 2019 Apr;39(2):251-263.
8. Law E, Fisher E, Eccleston C, Palermo TM. Psychological interventions for parents of children and adolescents with chronic illness. *Cochrane Database Syst Rev*. 2019 Mar 18;3(3):CD009660.
9. Daffner MS, DuPaul GJ, Kern L, Cole CL, Cleminshaw CL. Enhancing Social Skills of Young Children With ADHD: Effects of a Sibling-Mediated Intervention. *Behav Modif*. 2020 Sep;44(5):698-726.

## **OPEN ELECTIVE**

### **2.9: EARLY CHILDHOOD – HEALTH, NUTRITION, AND EDUCATION**

**3+1+0=4 credits**

**5 hrs/week**

#### **Learning Objectives:**

This course helps the students

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

#### **Pedagogy:**

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

**Course content:**

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

**Learning Outcomes**

- To gain 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 to health, nutrition, and education of young children

**References:**

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

### III SEMESTER

#### HARD CORE

#### 3.1: CHILDREN WITH SPECIAL NEEDS

2+1+2=4 credits

8 hrs/week

#### Learning Objectives:

This course helps the students

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

#### 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; Classification of Disabilities - DSM, ICD, RPWD, IDEA, ICF, Rights of disabled children.	6 hrs
	b.	Introduction to Special Education Programmes– Need of special education and Philosophy of inclusions, Types of special education programmes, Recent trends in special education, Policies for persons with disabilities.	6 hrs
Unit II:	a.	Physically Challenged Children: Orthopedically and Neurologically Impaired – Definition, Classification, Causes, Prevalence, Techniques	6 hrs

		of identification and assessment, 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, and Management - Role of Family and Community	6 hrs
Unit III:	a.	Intellectually Challenged and Superior Children: Definition, Classification, Characteristics, Causes, Prevalence, Techniques of identification and assessment, and Management - Role of Family and Community	6 hrs
	b.	Children with Communication Disorders: Definition, Classification, Characteristics, Causes, Techniques of identification and assessment, Role of Family and Community in dealing children with communication disorders	6 hrs
Unit IV:	a.	Children with Learning Disabilities: Definition, Slow learners, Learning disabilities in reading, writing, spelling and mathematics, Prevalence, Characteristics, Causes, Techniques of identification and assessment, Role of Family and Community in dealing children with learning disabilities	6 hrs
	b.	Children with Emotional Disturbance and Disabilities: Definition, Classification, Characteristics, Causes, Prevalence, Identification, Characteristics, Role of Family and Community in dealing children with emotional disturbance	6 hrs

### Practical

**4 hrs/week**

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

### Learning Outcomes

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

### References:

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

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

## **HARD CORE**

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

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

#### **Learning Objectives:**

This course helps the students

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

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

### Practical

**2 hrs/week**

- 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.

### Learning Outcomes

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

**References:**

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

**HARD CORE****3.3: SCIENTIFIC WRITING**

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

**Learning Objectives:**

This course helps the students

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

**Pedagogy:**

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

**Course content**

Unit I	<b>Introduction to Scientific writing:</b> Meaning and Scope, Objectives and Characteristics of	6 hrs
Unit II	<b>Scientific Writing as means of communication</b> -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 re-drafting based on critical evaluation	10 hrs
Unit III	<b>Writing Scientific Thesis/Dissertation and Research report</b> – Introduction, Review of literature, Methods, Results and Discussion, Summary and abstract, References:	10 hrs
Unit IV	<b>Writing for grants</b> – the question to be addressed, Rationale and importance of question being addressed, empirical and theoretical framework,	8 hrs

	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	
--	---	--

### Learning Outcomes

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

### References:

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

## SOFT CORE

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

**0+4+0=4 credits**

#### Objectives of internship:

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

- ❖ A minimum of 6 weeks of internship for each student under staff supervision.

### **Pedagogy**

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

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

### **Learning Outcomes:**

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

## **SOFT CORE**

### **3.5: LEGISLATION AND POLICY ISSUES IN FAMILY AND CHILD WELFARE**

**3+1+0=4 credits**

**5 hrs/week**

### **Learning Objectives:**

This course helps the students

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

### **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, Types of programmes for women child and family welfare; History of women, child and family welfare in India, Social change and Social welfare.	14 hrs
Unit II	Legislation and Policy Issues for Children and Youth – National Policy for Children 2013, National Health Policy 2017, National Youth Policy 2021,	18 hrs

	National Nutrition Policy - Salient Features and Priority Areas Compulsory and Free Education for children, Girl child protection schemes. ; Hindu Law of Adoption, Guardianship and Wards Act; The Child Labour (Prohibition and Regulation) Amendment Act, 2016, The Protection of Children from Sexual Offences (POCSO) Act, 2012 (Amendment in 2019); The Juvenile Justice (Care and Protection of Children) Act, 2015 (Amendment in 2021), The Protection of Children from Sexual Offences Rules, 2020, National Commission for Protection of Child Rights (NCPCR) Amendment Rules, 2020 –	
Unit III	Legislation and Policy Issues for Women and Aged –Maternal benefit scheme, Pension schemes for widow, National Policy for Women and Aged – National and International Perspective Plan for women Development, National Commission for women, Rationale and Implications for Family welfare, The Criminal Law (Amendment) Act, 2018, The Sexual Harassment of Women at Workplace (Prevention, Prohibition and Redressal) Act, 2013, The Maternity Benefit (Amendment) Act, 2017, The Protection of Women from Domestic Violence Act, 2005, The Rights of Persons with Disabilities Act, 2016, The Maintenance and Welfare of Parents and Senior Citizens (Amendment) Bill, 2019, The Medical Termination of Pregnancy (Amendment) Act, 2021	18 hrs
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. The Prohibition of Child Marriage Act, 2006 (Proposed Amendments, 2021)	14 hrs

### Learning Outcomes

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

### References:

1. Bajpai Asha (2017), Child Rights in India – Law, Policy and Practice, OUP India
2. Education Quarterly 2007 57: 293. The online version of this article can be found at:
3. Fraser, D. (1984). The Evolution of the British Welfare State. London: Macmillan Education.
4. Gerda Neyer, (2003). Gender and Generations Dimensions in Welfare-State Policies.
5. Jary, D. & Jary, J. (1991). Collins Dictionary of Sociology. Harper Collins Publishers.

6. Jasti Chelameswar and Dama Seshadri Naidu (2018), Lexis Nexis Butterworth India
7. Kevin J. Fandl (2018), Law And Public Policy, Lexis Nexis Butterworth India
8. Langan, M. & Ostner, I. (1991) —Gender and welfare in Room, G. (Ed.) Towards a European Welfare State? Bristol: School for Advanced Urban Studies.
9. Lowe, R. (1993). The Welfare State in Britain since 1945. London: Macmillan Press Ltd.
10. Mary V. Alfred (2007). Welfare Reform and Black Women's Economic Development. Adult
11. MeeSok Park, Jeong-Won Han, & In-Ja Song, (2001). Gender and the Welfare State: The British Feminist Critiques. Sookmyung Women's University, Seoul, Korea.
12. MPIDR Working Paper WP 2003-022. Available at: <http://www.demogr.mpg.de>
13. Nirmala Buch, (1998) State Welfare Policy and Women, 1950-1975. Economic and Political Weekly, Vol. 33, No. 17 (Apr. 25 – May 1, 1998), pp. WS18-WS20Published by: Economic and Political Weekly Stable URL: <http://www.jstor.org/stable/4406696>.Accessed: 23/06/2011 08:09
14. P.Leelakrishnan (2018), Environmental Law in India, Lexis Nexis Butterworth India
15. Rajesh Chakrabarti and Kaushiki Sanyal (2016), Public Policy in India, OUP India
16. Tonia L. Warnecke & Alex DeRuyter, (2008). Paternalism and Development: Expanding the Analysis of Welfare Regimes in Southern Europe and Asia. Rollins College Department of Economics, 1000 Holt Avenue, Box 2751, Winter Park, FL, 32789, USA
17. Williams, F. (1989). Social Policy: A Critical Introduction. Cambridge: Polity Press.

## **SOFT CORE**

### **3.6: FOUNDATIONS OF SPECIAL AND INCLUSIVE EDUCATION**

**3+1+0=4 credits**

**5 hrs/week**

#### **Learning Objectives:**

This course helps the students to

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

#### **Pedagogy**

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

## Course content

Unit - I	a.	Special Education: Concept, definition, objectives, principles, merits and demerits. Role of a special teacher. Importance of early intervention.	4 hrs
	b.	Teaching Strategies: planning IEP, Teaching learning process, need for adaptation, accommodation, and modification; Home Based education: concept, need, importance, merits and demerits. Role of special educators and family.	6 hrs
Unit - II	a.	Inclusive Education: Meaning, definition, need, types, principles, advantages. Role of inclusive schools. Importance of early intervention. School readiness. Role of general, itinerant and shadow teacher. Importance of resource room. Attitude of the public towards inclusive education. Barriers in inclusive education.	8 hrs
	b.	Inclusive Learning Environment: School environment, classroom environment and management, effective communication, promoting positive behaviour. Strategies to teach in inclusive classroom: reflective teaching, co-teaching, mentoring and coaching, peer tutoring, co-operative learning, social learning, buddy System and multisensory teaching. Need for accommodation, adaptation and modification.	8 hrs
Unit - III	a.	Legal and Policy Perspectives: Salamanca Statement and Framework of Action, 1994, United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), 2006. Rehabilitation Council of India (RCI) Act 1992, Programme of Action (PoA) 1992, SSA 2006, National Trust Act 1999, The Right of Children to Free and Compulsory Education ( <i>RTE Act, 2009</i> ), National Policy on Education (NPE 2019), Persons with disability Act (Amendment rules 2019).	4 hrs
	b.	Prerequisites for special and inclusive schools: importance of resource rooms, Instructional design and development of short term, long term, and specific objectives; Individualized Educational Plan (IEP)-Need and components, Response to Intervention (RTI)/MTSS (Multi-Tiered System of Support), IEP meetings and documentation; Planning of Individualized Family Educational Plan (IFSP); Teaching Learning Materials (TLM)- Importance, need and guidelines on use of TLM with References: to disabilities and multisensory teaching approach; Information & Communication Technology (ICT) and its influence on education. Use of token economy system and cues. Therapies: concept, importance and types. Skill components: Functional skills, life skills, training for independent and assisted living: Sexual health education, need for counseling, social integration and vocational training.	8 hrs
Unit - IV	a.	Multi-Disciplinary approach in special and inclusive schools: role of personnel, professionals and parents. Coordination of multi-disciplinary team, referral agencies, empowerment of families for behaviour modification. Importance of performing arts, yoga and	6 hrs

		meditation. Need for inter-departmental linkages at State and national levels. Community Based Rehabilitation (CBR): concept and definition, scope, challenges and implications.	
	b.	Current trends in education: Assistive technology, Assistive and augmentative communication, student led planning, Shifting from STEM to STEAM, Artificial Intelligence Learning, Wireless presentation Technologies (Text-to-Speech, Voice-recognition, Sip-and-Puff Systems, Virtual reality, Touchscreen, Math Learning Tools), crowd funding, parents forum and vocational placements.	6 hrs

### Learning Outcomes

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

### References:

1. Adams, D., Ahmad, A.C., & Kolandavelu, R. (2020). Raising Your Child With Special Needs : Guidance & Practices. Institut Terjemahan & Buku Malaysia Berhad,
2. Alur, M. and Buch, M. (2010). The Journey for Inclusive Education in the Indian Subcontinent. New York: Routledge.
3. Artiles, A. J., Kozleski, E. B., & Waitoller, F. R. (2011). Inclusive Education: Examining Equity on Five Continents. Harvard Education Press. 8 Story Street First Floor, Cambridge, MA 02138.
4. Chennat, S. (Ed.). (2020). Disability Inclusion and Inclusive Education. Springer Nature.
5. Corbett, J. (2013). Bad mouthing: The language of special needs. Routledge.
6. Crockett, J. B., Billingsley, B., & Boscardin, M. L. (Eds.). (2012). Handbook of leadership and administration for special education. Routledge.
7. Dash, N. (2019). Inclusive education for children with special needs. Atlantic
8. De Haan, A. (2011). Inclusive Growth?: Labour Migration and Poverty in India. International Institute of Social Studies.
9. Farrell, M. (2010). Debating special education. Routledge.
10. Florian, L. (Ed.). (2013). The SAGE handbook of special education: Two volume set. Sage.
11. Forlin, C. (Ed.). (2010). Teacher education for inclusion: Changing paradigms and innovative approaches. Routledge.
12. Ghosh, R., & Galczynski, M. (2014). Redefining multicultural education: Inclusion and the right to be different. Canadian Scholars' Press.
13. Harry, B., & Klingner, J. (2014). Why are so many minority students in special education?. Teachers College Press.

14. Hornby, G. (2016). Inclusive special education. Springer-Verlag New York.
15. Hornby, G., Howard, J., & Atkinson, M. (2013). Controversial issues in special education. Routledge.
16. KarChintmani (2016). Exceptional Children: Their Psychology and Education. Sterling Publishers Pvt.Ltd., New Delhi.
17. Mangal, S.K. (2011).Educating Exceptional Children. New Delhi. PHI Learning Private Limited
18. McLeskey, J., Council for Exceptional Children, & Collaboration for Effective Educator Development, Accountability and Reform. (2017). High-leverage practices in special education. Arlington, VA: Council for Exceptional Children.
19. Mitchell, D., & Sutherland, D. (2020). What really works in special and inclusive education: Using evidence-based teaching strategies.Routledge.
20. Mittler, P. (2012). Working towards inclusive education: Social contexts.Routledge.
21. Rieser, R. (2012). Implementing inclusive education: a Commonwealth guide to implementing Article 24 of the UN Convention on the Rights of Persons with Disabilities.Commonwealth Secretariat.
22. Rose, R., & Grosvenor, I. (2013). Doing research in special education: Ideas into practice.Routledge.
23. Sawhney, N. (2017). Understanding special education. Bookman
24. Siddiqui, H. (2017). Creating an inclusive school.Agrawal Publication
25. Singh, N., Singh, K.P., &Yadav, C. (2019).Inclusive education.Anu Books
26. Slee, R. (2011). The irregular school: Exclusion, schooling and inclusive education. Taylor & Francis.
27. Solanki, J. P. (2019). Financial planning for families having children with special needs: Acomprehensive guide to plan for two generations. TV18 Broadcast Ltd.
28. Tomlinson, S. (2017). A sociology of special and inclusive education: Exploring the manufacture of inability. Taylor & Francis.
29. Villa, R. A., & Thousand, J. S. (2016). Leading an inclusive school: Access and success for all students.ASCD.
30. Virk, J. k., Kaur, R., &Kaur, R. (2019).Inclusive education. Bookman
31. Visser, J., & Upton, G. (Eds.).(2018). Special education in Britain after Warnock (Vol. 57).Routledge.
32. Werts, M. G., Culatta, R. A., & Tompkins, R. J. (2015). Fundamentals of special education what every teacher needs to know (3<sup>rd</sup> edition). Pearson Education of India.

## SOFT CORE

### 3.8: HUMAN RIGHTS OF WOMEN AND CHILD

**1+1+0=2 credits**

**3 hrs/week**

#### **Learning Objectives:**

This course helps the students

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

#### **Pedagogy**

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

#### **Course Content**

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

#### **Learning Outcomes:**

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

**References:**

1. 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.
7. Rashee Jain (2016), Human Rights Law and Practice, Lexis Nexis
8. H.O. Agarwal (2016), Human Rights, Central Law Publications
9. U.N. Gupta (2006), Human Rights, Atlantic Publishing
10. Myneni S. R. (2017), Human Rights, Asia Law House
11. TalwarPrakash (2007), Human Rights, Gyan Books

**SOFT CORE****3.8: GERONTOLOGY – CHALLENGES AND CARE****1+1+0=2credits****3 hrs/week****Learning Objectives:**

This course helps the students

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

**Course content**

Unit I	a	<b>Gerontology</b> – Emergence and scope of gerontology; Demographic profile of the aged in Indian Context;	4 hrs
	b	<b>Theoretical Perspectives of Aging</b> – Disengagement theory, activity theory, Human Development theory, Continuity theory, Age Stratification theory, Labeling theory	6 hrs

Unit II	a	<b>Aging Process</b> – Concept of aging, Impact of aging on Biological/Physiological aspects; Psychological, Economic, Social and Spiritual aspects,	6 hrs
	b	<b>Health Challenges and Care</b> – physical, psychological, social problems, Factors influencing on health status and care required for aged	4 hrs
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	8 hrs
	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	4 hrs
Unit IV	a	<b>Welfare of the Aged</b> – Institution for the aged- Day care Centers; Economic programs - Re-engagement, Retirement pension, death cum gratuity, provident fund, health insurances, investment and taxation and property	4 hrs
	b	<b>Schemes for senior citizens</b> – Atal Vayo Abhyuday Yojana (Formerly National Action Plan for Senior Citizens (NAPSrC)], Integrated Programme for Older Persons (IPOP), Rashtriya Vayoshri Yojana (RVY), Indira Gandhi National Old Age Pension Scheme (IGNOAPS), Varishtha Pension Bima Yojana (VPBY), Vayoshreshtha Samman, Senior Citizens Saving Scheme (SCSS), Pradhan Mantri Vaya Vandana Yojana (PMVVY), Varishtha Pension Bima Yojana (VPBY), Rashtriya Vayoshri Yojana (RVY), National Programme for the Health Care of Elderly (NPHCE), Varistha Mediclaim Policy, Integrated Programme for Older Persons (IPOP), Various Government Concessions and Schemes Under Different Heads – Finance, Medical, Travel, Communication and Court	6 hrs

### Learning Outcomes

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

### References:

1. Robert V. Kail, John C. Cavanaugh (2012), Human Development : A Life Span View, 3rd Edition
2. Diane Papalia, Sally Olds, Ruth Feldman (2008), Human Development, McGraw-Hill Education, ISBN: 9780071280747, 9780071280747

3. Carol K. Sigelman, Elizabeth A. Rider (2015), Human Development, Cengage Learning, ISBN: 9788131508220, 8131508226
4. Thomas Crandell, Corinne Crandell, James Vander Zanden (2009), Human Development, 9 Edition, McGraw-hill Publishing.
5. Eric Bently (2007) Adulthood, Routledge Taylor and Francis Group London and New York
6. Joan T Erber (2012) Aging and older Adulthood, Wiley-Blackwell, 3 edition

### OPEN ELECTIVE

#### 3.8: ADOLESCENCE – PROBLEMS AND GUIDANCE

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

#### **Learning Objectives:**

This course helps the students

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

#### **Preamble:**

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

#### **Pedagogy**

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

#### **Course Content**

Unit I	<b>Adolescence</b> – Definition, Concept of adolescence, Significance and Developmental tasks of adolescence
Unit II	<b>Perspective of Adolescent 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

Unit III	<b>Challenges and Problems of Adolescents</b> – 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	<b>Adolescent Guidance And Counseling</b> – Principles and strategies for guidance, developing a personal /Eclectic approach, Parents and Family Involvement

### Learning outcomes

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

### References:

1. 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 SEMETER

### HARD CORE

#### 4.1: LIFE SKILLS EDUCATION

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

#### Learning Objectives:

This course helps the students

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

#### Preamble:

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

#### Pedagogy

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

#### Course Content

Unit I	<b>Introduction to Life skills</b> – Definition, need and importance of life skills, conceptual basis of life skills, history of life skills in India, core life skills – self-awareness, empathy, effective communication, interpersonal relationship, critical thinking, creative thinking, decision making, problem solving, coping with stress, coping with emotions, Categories of Life Skills – cognitive skills, social skills and emotional skills	12 hrs
Unit II	<b>Development and Applications life skills</b> – Skills of knowing and living with oneself; Skills of knowing and living with others; Life skills for making effective decisions; Application of life skills in human development – personal development, education and career, Issues and concerns of children and adolescents – peer pressure, substance abuse and alcoholism, suicide and abuse, children with special needs	12 hrs
Unit III	<b>Life Skills Education:</b> Meaning and Needs of life skills education; Theoretical foundations of life skill approach; Methods for life skills education [Brainstorming, Lectures, Case Study, Role Play, Buzz Group, VIPP, Simulation, Experience sharing, individual and group, Assignments, Group and Panel Discussions, Demonstrations, Placements	16 hrs

	and Field Trips, Participatory Learning and Action], Tools and Materials for life skills education – Audio-Visual Aids, Printed Materials, Developing Training Support Materials; Role of Government and Non-Government agencies	
Unit IV	Organization of life skills programmes/training – Planning, managing and implementing a life skills programme/training; Role of life skills educators [Personal qualities and qualifications, functions of a facilitators and core facilitation skills], Evaluation of life skills programme [Need and Objectives of Evaluation, Stages of Evaluation – Before, During and After-evaluation, Measuring Participants Learning, Participatory Evaluation and Tools of Evaluation] Documentation [Meaning and Importance, Checklist to Documenting Life skills education Programme/training] and Report [Writing a Report, Frame Work, Executive Summary, Dos and Dont’s of Report Writing]	16 hrs

### Practical

2 hrs/week

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

### Learning Outcomes

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

### References:

1. Adolescence and Life Skills (2003) Commonwealth Youth Programme Asia Centre, Tata Mc Graw- Hill
2. B. Sandhya Chitra Krishnan and B. Sudha Sai (2016) Life Skills, Notion Press
3. Barun Mitra (2016) Personality Development and Soft Skills, Oxford University Press,
4. Darkar Framework for Action, Education for All: Meeting our Collective Commitments, (April 2000), Dakar, Senegal.
5. Family Health International, NACO, USAID (2007), Life Skills Education tool kit for Orphans and vulnerable children in India
6. Global Evaluation of Life Skills Education Programmes Final Report, United Nations
7. Hilgard, E, Atkinson R C & Atkinson R L (1976), Introduction to Psychology (6<sup>th</sup> Ed), IBH Publishing Co.,Pvt Ltd. New Delhi.

8. James Larry (2006), The First Book of Life Skills, Embassy Books, ISBN: 9788188452408, 9788188452408
9. Kumar.J. Keval, (2008), Mass Communication in India, Jaico Publication India Pvt. Ltd
10. Life Skills Resource Manual, Schools Total Health Program, (2006), Health Education and Promotion International Inc., Chennai.
11. Mangal S.K. (2008), An Introduction to Psychology, New Delhi, Sterling Publishers Pvt. Ltd.
12. Morgan and King (1993) Introduction to Psychology, New Delhi, Tata McGraw-Hill Publishing Company Ltd
13. Nair V.R. (2010) Life Skills Personality and Leadership. RGNIYD, Tamilnadu
14. Rajeshkumar I. Bhatt (2017) Life Skill Education, 1 edition, Notion Press;
15. Rajiv Kumar Jain, Usha Jain (2014) Life Skills- A guide to steer life, Vayu Education Of India, ISBN13 : 9789383758005
16. Rao P.L. (2008) Enriching Human Capital Through Training and Development, Excel Books, Delhi.
17. RGNIYD. (2008).Facilitators Manual on Enhancing Life Skills. Tamil Nadu
18. Singh Madhu, (2003), Understanding Life Skills, Background paper prepared for Education for All: The Leap to Equality
19. Stella Cottrell, (2008), The Study Skills Handbook, Palgrave Macmillan Ltd. (3<sup>rd</sup> Ed), New York
20. UNESCO and Indian National Commission for Co-operation with UNESCO(2001): Life Skills in Non-formal Education: A Review
21. Wallace R. Masters, (2001) Personal Development for Life and Work: UK, South Western.
22. YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi.

## **HARD CORE**

### **4.2: DISSERTATION**

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

#### **Learning Objectives:**

This course helps the students

- To develop an understanding and obtain practical experience of the research process and skills required to undertake research work.
- To develop in-depth knowledge of the major subject/field of study, including deeper insight into current research.

- To develop capability to use a holistic view to critically, independently and creatively identify, formulate and deal with research topic

### **Pedagogy**

- Assignment: Field work, conducting case study and survey

Dissertation is a special paper where a candidate carries out the application of knowledge in solving/studying/exploring a real life/difficult problem in a creative way. The student shall work under the guidance of a faculty. The student needs to submit the dissertation thesis at the end of semester for the external and internal valuation. The participation and performance in research work shall be evaluated for Internal Assessment (C<sub>1</sub>, and C<sub>2</sub> components) and final evaluation of thesis and Viva Voce (C<sub>3</sub>).

### **Learning Outcomes**

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

## **SOFT CORE**

### **4.3: MONITORING AND EVALUATION OF CHILD AND FAMILY WELFARE PROGRAMME**

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

#### **Learning Objectives:**

This course helps the students

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

#### **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 – Meaning and Concept, Purposes and Objectives – Need and Utility of monitoring and evaluation towards effective and efficient project management; Linkages between	10 hrs
--------	---	--------

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

### Learning Outcomes

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

### References:

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

## SOFT CORE

### 4.4: FAMILY STRESS, COPING, ADAPTATION AND RESILIENCE

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

#### Learning Objectives:

This course helps the students

- To understand the concept of family and stress, sources of stress and stressor events in families, consequences, and management skills.
- To study the theoretical concept of family stress and coping mechanism
- To learn about the coping strategies, adaptation and resilience to overcome 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	a	Family and Family systems- Definition, Structure of Family, Family system theory-Concepts, Principles, Major Family System and its application. Changes in family structure, Factors influencing family life pattern.	6 hrs
	b	Stress - definition and concept, basic nature, types, causes, symptoms, identification and consequences.	4 hrs
Unit II	a	Family stress – Definition and concept of family stress, Individuals and families in crisis - Poverty, Violence, Intimate Partner Violence, Substance abuse, Divorce, Health problems, Parenting and adoption, Step Families, Aging and Caregiving, Child maltreatment, Families with special needs. Stressful life events and environmental events. Impact of Family Stressors on individual and family well-being	12 hrs
	b	Stress Management Techniques – Meaning and Concept, Managing stress at individual and family levels, Need for creating stress free environment. Strategies to manage stress - Strategies Focusing on Physical Aspect and Breathing, Strategies Focusing on Cognitive Processes, Strategies Focusing on Affective Processes, Strategies Focusing on Behaviour and Stress Management Strategies at the Organizational Level.	6 hrs
Unit III	a	Theoretical models of Family Stress - ABCX Model, Dubble ABCX Model, Family stress theory, Daily Hassles and Vulnerability stress adaptation model, Family Adjustment and Adaptation Response (FAAR), Resiliency Model of Family Stress, Adjustment, and Adaptation	8 hrs

	b	Family Coping - Meaning and Concept of coping, Coping mechanisms - Open dialogue, active listening, and conflict-resolution techniques, Coping strategies - Internal and External strategies, Dysfunctional and Functional Coping Strategies, Emotional focused coping and Problem solving coping, healthy coping and unhealthy coping.	10 hrs
Unit IV	a.	Family Adaptation: Meaning and definition, Significance of family adaptation, Types – Bon adaptation and maladaptation,	6 hrs
	b.	Family resiliency – Meaning and concept of resiliency, Theoretical perspectives, Family and individual resilience factors, Issues related to measuring Family resiliency – Risks, vulnerabilities, protection, family situations, family adaptive systems, and ecosystems. Family resilience protection and intervention.	10 hrs

### Learning Outcomes

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

### References:

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

## SOFT CORE

### 4.5: FAMILY COUNSELING AND FAMILY THERAPY

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

### Learning Objectives

This course enables the students

- To acquire fundamental knowledge of family counseling and family therapy.

- To understand the major issues related to counseling and therapy.
- To explore the latest methods and techniques used in family counseling and therapy.
- To develop the competencies and skills in the field of family counseling and family therapy.

### Pedagogy

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

### Course content

<b>Unit - I</b>	Family Counseling - Meaning and Concept of Family Counseling – Historical Development of Family Counseling, Concepts of Family Life Cycle and Communication Pattern within Families. Core principles of working with family systems, Theoretical perspectives of family counseling. Major Issues in Marital and Family Counseling – Family conflicts, violence, diseases, and chronic illnesses. Families with disabled, middle aged and aged persons. Family life cycle issues.	<b>8 hrs</b>
<b>Unit - II</b>	Approaches to Family Counseling – Psychodynamic, Systemic, Bowen’s Intergenerational, Structural, Strategic, behavioural and Cognitive behavioural. Types of Family Counseling - Conjoint concurrent, and collaborative family counseling.	<b>12 hrs</b>
<b>Unit - III</b>	Family Counseling Process- aims and objectives and elements to be considered in family counseling. Stages in family counselling process - Diagnosis & Assessment, Conceptualization, Treatment, Follow-up. Assessment and Intervention process in family counseling.	<b>12 hrs</b>
<b>Unit - IV</b>	Family Therapy – Definition, goals, characteristics, and types – Functional Family therapy, Marriage counseling, Couple therapy, Strategic therapy, structural family therapy, systematic family therapy, Solution focused therapy, Bowenian Family therapy, Narrative Family therapy, Transgenerational Family therapy, Communication Family therapy, Psychoeducation Family therapy. Stages of Family therapy- Engagement and Rapport Building, Assessment and Understanding, Restructuring and Communication Enhancement, Resolution and Healing, Integration and Maintenance. Major family issues and ethical issues related to family therapy from Indian perspectives. Role of a therapist. Benefits and limitations of family therapy.	<b>12 hrs</b>

### Learning Outcomes

- Able to understand changing patterns of families and issues which need to be addressed to avoid family crisis or disorganization
- Able to critically analyses theoretical perspectives of counseling and therapy, and develop knowledge and skills that are required to integrate issues across the family life cycle .

## References:

1. Bitter, J.R. (Latest Edition). Theory and Practice of Family Therapy and Counseling. Brooks/Cole.
2. Long, L.L. & Young, M.E. (Latest Edition). Counseling and Therapy for Couples. Thomson: Brooks/Cole.
3. Benokraitis, V.N. (1996) "Marriage and Family Changes: Choices and Constraints", Prentice Hall, New Jersey.
4. Desai, M. (1994) "Family and Intervention: A Course Compendium", Bombay Tata Institute of Social Sciences.
5. Goldenberg, I., & Goldenberg, H., (2004). Family Therapy: An Overview. (7th ed.). Pacific Grove, CA: Brooks/ Cole.
6. Mahajan, A. and Madhuram (1995) "Family Violence and Abuse in India", Deep and Deep Publication, New Delhi.
7. Sahani, A. (ed) (1990) "Community Participation in Health and Family Welfare: Innovative Experience in India".
8. Scharf, R. S. (2001). Theories of Psychotherapy & Counseling: Concepts and Cases. (3rd ed.). Thomson, Brooks/Cole.
9. Srinivasan, K. and Pathak, K.B. (eds) (1990) "Dynamics of Population and Family Welfare", Himalaya Publishing House, Bombay.
10. Stone, C. (1994) "Focus on Families", MacMillan Barnardos, London.
11. Tata Institute of Social Sciences (1994) "Enhancing the Role of the Family as an Agency for Social and Economic Development", Bombay.
12. Verma, K.K. (1994) "Health Care and Family Welfare: Alternative Strategies", Mittal Publication, New Delhi.
13. Verma, R.K. and others (1994) "Quality of Family Welfare Service and Care", IIPS, Bombay.

## SOFT CORE

### 4.6: MEDIA AND HUMAN DEVELOPMENT

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

#### Learning Objectives

This course enables the students

- identify the role media plays during different developmental phases
- elucidate the negative impact of media on human development
- explain the relation between social media and mental health issues
- discuss the positive side of media on human development
- explain the relationship between social media use and quality of life
- identify the role of parents, educators and school in promoting media literacy

#### Pedagogy

- Teaching, PPT, and OHP presentations

- Assignment, Case study, group discussion

### Course Content

<b>Unit - I</b>	Introduction to Media – Definition, Concept, History, Functions and Significance. Types of Media - Print Media, Electronic media/broadcast media, Internet/Digital Media, Social Media. Media Violence, Media content and Media literacy.  Media and Contemporary issues – Health issues, Education, Gender, Environment, Human Rights, Cognition and Behaviors, Social world, Creativity, Peer culture, Consumerism, and Globalization, Role of parents, teachers and professionals.	<b>10 hrs</b>
<b>Unit - II</b>	Use of Media across different age groups– Use of media during childhood and adolescence, youth and emerging adulthood, Women and elderly people. Portrayal of children and Adolescents in Media, Portrayal of women in Media.	<b>10 hrs</b>
<b>Unit - III</b>	Positive Influence of Media on Human Development – self-development, Support and Sense of Belongingness, Media and Well-Being.	<b>10 hrs</b>
<b>Unit - IV</b>	Negative Influence of Media on Human Development - Engagement in Risky Behavior, Media and its Link to Mental Health of People, Sedentary Behavior and Impact on Sleep, Bullying and Suicide	<b>10 hrs</b>

### Learning Outcomes

- Able to understand basic concepts of Media and Human development, use of media across different age groups.
- Able to critically analyses influence of media on human development, especially on children and adolescents
- Able to develop knowledge understand the positive and negative influences of media on human development

### References

1. Gindrat A-D, Chytiris M, Balerna M, Rouiller, E.M.& Ghosh, A. (2015).Use-dependent cortical processing from fingertips in touchscreen phone users. *Current Biology*. 25, 109-16.
2. McQuail, Denis (ed.) (2002), *McQuail's reader in mass communication theory*. Sage: London.
3. Kemp, S. (2021). *Digital 2021: India*. Retrieved from <https://datareportal.com/reports/digital-2021-india-on-30th-June-2021>
4. Lasswell, H. (1948). *The structure and function of communication in society*. In L. Bryson (Ed.). *The communication of ideas*. New York: Harper & Brothers.
5. Wright, C. R.(1960). *Functional analysis and mass communication*. *Public Opinion Quarterly*, 24, 605-620

## SOFT CORE

### 4.7: HUMAN RESOURCE DEVELOPMENT

1+1+0=2credits

3 hrs/week

#### Learning Objectives

This course enables the students

- To acquire fundamental knowledge in the areas of human resources from organization behavior to people management
- To explore the latest techniques in developing people resources.
- It develops the competencies that enable the students to gain in-depth knowledge and analytical skills which will enable them to efficiently and effectively carry out various jobs in the field of Human development and family studies.

#### Pedagogy

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

#### Course content

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

## **Learning Outcomes**

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

## **References:**

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

## **SOFT CORE**

### **4.8: ENTREPRENEURSHIP IN HUMAN DEVELOPMENT**

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

## **Learning Objectives:**

This course helps the students to

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

## **Pedagogy:**

- Teaching, PPT, and OHP presentations

- Assignment, Case study, group discussion

### Course content

Unit – I:	a.	Entrepreneur and Entrepreneurship –concept, definition, types, qualities, functions and challenges; concept, definition, need and characteristics of entrepreneurship, difference between an entrepreneur and an entrepreneurship, types of entrepreneurship: intrapreneurship, technopreneurship, cultural entrepreneurship, Ecopreneurship, Netpreneurship and social entrepreneurship.	6 hrs
	b.	Entrepreneurial Development Programme (EDP) – concept, importance and programmes, Factors affecting the entrepreneurial growth.	4 hrs
Unit –II	a.	Preparation of Business Plan – Introduction, purpose of business plan, ways to generate business opportunity, guidelines in preparation of business plan, procedure for setting up an enterprise. Market survey, resource mobilization, Programme Evaluation Review Technique (PERT) -advantages and limitations, monitoring, quality assurance, Total quality control (TQM).	4 hrs
	b.	Project management and financial planning: introduction, phases of project management, investment project proposal; Importance of project financing, pricing, preparation of balance sheet, ledger entry, break – even analysis, benefit –cost ratio, methods of raising finance for a new venture – bootstrapping, angel investors, venture capital, debt financing, term loans, banks; Financial assistance from various financial institutions, Micro, Small, Medium Enterprises (MSME): concept, role, importance and schemes.	6 hrs
Unit – III	a.	Women Entrepreneurs: definition, functions, challenges, strategies for development of women entrepreneur, Grassroots entrepreneurship through SHGs, benefits of SHG; Small Scale Units – objectives of setting promoting small scale units and major steps involved in setting up a small-scale unit.	4 hrs
	b.	Institutions supporting women entrepreneurs in India: Consortium of Women Entrepreneurs of India (CWEI), Federation of Indian Women Entrepreneurs (FIWE), Federation of Indian Chambers of Commerce and Industry (FICCI)National Bank for Agriculture and Rural Development (NABARD), Small Industries Development Bank of India (SIDBI), The Khadi and Village Industries Commission (KVIC) and Association of Women Entrepreneurs of Karnataka (AWAKE).	4 hrs

Unit - IV	a.	Entrepreneurial ventures in Human development: Health care providers for expectant and nursing mothers. Master trainer for child care and development, establishment of early childhood centre, special schools, inclusive preschool centre, crèche, development of innovative, indigenous and age appropriate and educational aids, program developer & coordinator, early childhood curriculum/ content coordinator/consultant, special needs services and children's library. Therapist, life skills trainer, nutritional consultant and coordinator of school lunch box. Day care centre for senior citizens, soft skills trainer, peer educators, personality development consultant/ coordinator, establishment of recreational clubs, old age homes, and home-based services, Puppeteer, art and craft associate, software developer and story writer.	5 hrs
	b.	Counsellor for Expectant and Lactating mothers, early childhood years, school age children, special children, adolescents, marriage and family counsellor.	4 hrs

### Learning Outcome

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

### References:

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

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

## OPEN ELECTIVE

### 4.9: PARENTING IN CHILDHOOD YEARS

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

#### **Learning Objectives:**

This course helps the students

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

#### **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 behavioral problems.

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

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

### **Learning Outcomes**

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

### **References:**

1. Gupta Sangeetha (2006) The Joy of Parenting, New Delhi Unicorn Books
2. Nicky Lee (2009) The Parenting Book, London, Alpha International Publishers
3. Holden W George (2010). Parenting - A Dynamic Perspective, New Delhi, Sage Publications
4. Garry Hornby (2011) Parental Involvement in Childhood Education: Building Effective School Family partnership, New York, Springer Publishers
5. Shekhar Seshadri and Nirupama Rao (2012) Parenting: The Art and Science of Nurturing, Delhi, Byword Books Private Limited
6. National Academies of Sciences, Engineering and Medicines (2016) Parenting Matters: Supporting Parents of Children Ages 0-8 Washington DC, The National Academies press
7. Loredana Benedetto and Massimo Ingrassia (2018) Parenting: Empirical Advances and Intervention Resources, Croatia, Intech Publishers
8. Marvin J. Fine (2014) Handbook on Parent Education, New York, Academic Press Inc
9. Deborah Campbell and Glen F. Palm (2004) Group Parent Education: Promoting Parent Learning and Support, New Delhi Sage Publications
10. Marvin J. Fine and Steven W. Lee (2000) Handbook of Diversity in Parent Education: The Changing Faces of Parenting, California, Academic press.