

**UNIVERSITY OF MYSORE**

Established: 1916

Vishwavidyanilaya Karyasoudha
Crawford Hall, Mysore-570 005

No.AC.2(S)/151/2021-22

Dated: 18.08.2021

NOTIFICATION

Sub: Minor Changes in syllabus of Human Development from the academic year 2021-22.

- Ref:** 1. Decision of Board of Studies in Human Development (CB) meeting held on 10.12.2020.
2. Decision of the Faculty of Science & Technology Meeting held on 08.02.2021.
3. Decision of the Academic Council meeting held on 07.04.2021.

The Board of Studies in Human Development (CB) which met on 10.12.2020 has approved the Minor Changes in the syllabus of Human Development from the academic year 2021-22.


The Faculty of Science and Technology and Academic Council meeting held on 08.02.2021 and 07.04.2021. respectively have approved the above said proposal and the same is hereby notified.

The detailed Syllabus and Curriculum of Human Development (CB) course is annexed. The contents may be downloaded from the University Website i.e., www.uni-mysore.ac.in.

DRAFT APPROVED BY THE REGISTRAR

To:

1. The Registrar (Evaluation), University of Mysore, Mysore.
2. The Dean, Faculty of Science & Technology, DoS in Psychology, MGM.
3. Chairman, DoS in Food Science & Nutrition, Manasagangotri, Mysore.
4. The Chairperson, BoS in Human Development (CB), Manasagangotri, Mysore.
5. The Deputy/Assistant Registrar/Superintendent, AB and EB, UOM, Mysore.
6. The P.A. to the Vice-Chancellor/Registrar/Registrar (Evaluation), UOM, Mysore.
7. Office file.


DEPUTY REGISTRAR (ACADEMIC)
Deputy Registrar (Academic)
University of Mysore
Mysore-570 005

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Revised Scheme and Syllabus of Master's Degree Program in Human Development CBCS-CAGP 2021-22 Batch

Name of the Department: Department of Studies in Food Science and Nutrition

Faculty: Science and Technology

Name of the Program: M.Sc. Human Development

The course offers an interdisciplinary approach to understand individual and family development across the lifespan by facilitating the students to have advanced theoretical knowledge and community research skills as well as to develop professional and entrepreneurial skills related to various fields of Human Development like Early childhood education, Children with special needs, Geriatric care, Assessment of Child Development and Problem behaviours, Guidance and Counseling services, Child and Family welfare programmes, so that students would be proficient enough to address issues and concerns of individual, family and community. A hallmark of the program is to provide students with hands-on opportunities to use the knowledge and skills gained in the classroom in professional work settings. The program also allows students to carry out the studies so that students get to analyze and constructively address contemporary issues faced by diverse children, youth, families, and communities.

Duration of the Programme: 2 years- divided into 4 semesters

Objectives of the programme:

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

ELIGIBILITY CRITERIA FOR M.Sc. PROGRAM IN HUMAN DEVELOPMENT

- **Cognate subjects:** B.Sc. in Home Science/Family and community Science with specialization/ Integrated/Composite; B.Sc./B.A. Human Development/ Child Development/ Home Science specialization/ Composite or one optional are eligible to apply for Master degree program in Human Development. B.Sc. in Care and Welfare as a composite/ one optional are also eligible to apply
- **Non-cognate subjects:** B.Sc./B.A. in Psychology/ Anthropology/ Sociology/ Social Work/ Food Science and Nutrition/Clinical Nutrition and Dietetics/ Family Resource Management/ Zoology/ Nursing/ Speech and Hearing/ Special Education/ Special Education and Rehabilitation as specialization/composite/ one optional are also eligible to apply for M.Sc. Human Development program. B.Sc. Physiotherapy as a composite/one optional are also eligible to apply
- The students of above mentioned **Cognate and Non-cognate subjects must clear an entrance examination either in Human Development or in their respective non-cognate subjects** conducted by the University of Mysore to seek admission to M.Sc. Human Development Program.
- **Preference at every stage of seat allocation will be given to students who have studied COGNATE subjects.** If seats fall vacant, applicants from Non-cognate subjects shall be considered.

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Revised Scheme and Syllabus of M.Sc. Human Development Program

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

Sl. No	Title of the Course	Hard/Soft/ Open elective	Credits /Paper			
			L	T	P	Total
III Semester						
3.1	Children with Special Needs	Hard Core [10 Credits]	2	1	2	5
3.2	Advanced Study in Human Development – III [Adulthood]		2	1	1	4
3.3	Seminar*		-	1	-	1
3.4	Internship in ECCE Institutions/ ECSN Institutions/ NGOs Working for Children, Women and Elderly**	Soft Core [Min 4 - Max 12 Credits]	-	4	-	4
3.5	Legislation and Policy issues in Family and Child Welfare		3	1	-	4
3.6	Foundations of Special and Inclusive Education		2	1	-	3
3.7	Scientific writing ***		-	1	-	1
3.8	Adolescence – Problems and Guidance	Open Elective	3	1	-	4
IV Semester						
4.1	Life Skills Education	Hard Core [10 Credits]	2	1	1	4
4.2	Dissertation		-	6	-	6
4.3	Monitoring and Evaluation of Child and Family Welfare Programme	Soft Core [Min 6 - Max 12 Credits]	2	1	-	3
4.4	Family Stress – Coping and Adaptation		2	1	-	3
4.5	Gerontology – Challenges and Care		1	1	-	2
4.6	Human Resource Development		1	1	-	2
4.7	Entrepreneurship in Human Development		1	1	-	2
4.8	Parenting in Childhood Years	Open Elective	3	1	-	4

Note:

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- Total credits of 76 needed for successful completion of M.Sc. program [Hard Core: 52 + Soft core: 20 + Open Elective: Min 4 credits from other disciplines during II, III or IV semester]. Minimum credit to be enrolled per semester 18, Maximum credit to be enrolled per semester – 24.
 - For all courses except for the Scientific Writing and Seminar, the distribution of marks under Internal Assessment [C1+C2] and Final Exams [C3] are 15%+15%+70% each.
 - Hard core course **Seminar** and Soft core courses - **Scientific Writing, Internship** shall be evaluated only under the Internal Assessment for 100 marks.
- * **Under Seminar** student shall decide the current research topic and shall collect the review of literature. At the end of the semester, the report to be submitted to the guide and presentation of the seminar to be evaluated by all the teaching faculty members for internal evaluation. The weightage of 50% shall be given to the Report and 50% of weightage shall be given to the seminar presentation.
- ** **Under the Internship**, each student shall be placed in different organizations (Governmental and Non-Governmental institutions) for 6 weeks (180 hrs) during the vacation before the commencement of III semester and assigned to the teaching faculty (Guide) to supervise their work. At the end of the semester, the student shall prepare and submit a report to the guide and presentation of the field experience/report to be evaluated by all the teaching faculty members for internal evaluation. The weightage of 50% shall be given to the Report and 50% of weightage shall be given to the seminar presentation.
- *** **Under the Scientific Writing** Student shall be assessed continuously based on their involvement and performance in the activities. At the end of the semester, report shall be prepared and submit for internal evaluation. The weightage of 50% shall be given to their involvement/performance and 50% of weightage shall be given to the Report.

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

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

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I SEMESTER

HD-1.1: Theories of Human Development and Behaviour

Hard Core

3 credits/ Week

(2L+1T)/4 hrs

Learning Objectives:

This course helps the students

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

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

Learning Outcomes

After studying the course, students will able

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

References:

1. R. Murray Thomas, (2001) Recent Theories Of Human Development, New Delhi; Sage Publications Inc.
2. Ross S. and Roy L. (2010) Human Growth and Development Theories, T&F/Routledge publisher.
3. Noel C. and Barry B. (2012) Theories of Human Growth and Development 2nd Edition, Academic Press
4. Richard M. L. (2013) Concepts and Theories of Human Development, Psychology Press Pvt Ltd.
5. Carol K. and Elizabeth R. (2014) Theories of Human Development, Taylor and Fancis Ltd.

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6. Neil J.S., (2014), An Introduction to Theories of Human Development, SAGE Pvt. Ltd.
7. Barbara M. N, Philip R. N, (2015), Theories of Human Development, Psychology Press.
8. Theresa, Lowry L, (2015), Theories of Human Growth and Development: Developmental Psychology, Create Space Independent Publishing Platform.
9. Neil J. S, (2016), Theories of Human Development and Behavior, SAGE Publications Inc
10. Barbara M. N, (2016), Theories of Human Development Second Edition, T&F/Routledge publisher.
11. Devid, Mark, Tammei O E, (2016), Theories of Human Development, Hoboken, NJ: John Wiley & Sons, Inc.
12. Richard M. Lerner (2018) Concepts and Theories of Human Development, 4th Edition, New Jersey, Routledge Publishers
13. Barbara M., Newman and Philip R. Newman. (2015) Theories of Human Development, 2nd Edition, New York and London; Psychology Press, Taylor and Francis groups

HD 1.2: Methods and Techniques of Assessment in Human Development

Hard Core

**5 Credits/ Week
(2L+1T+2P)/8 hrs**

Learning Objectives:

This course helps the students

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

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

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Practical

4 hrs/Week

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

Learning Outcomes

After studying the course, students will able

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

References:

1. Gerard G, (2010), Basic Research Methods: An Entry to Social Science Research, SAGE India
2. Kotari S R, (2012), Research Methodology Methods and Techniques, Pragun Publication.
3. Panneerselvam R, (2013), Research Methodology, Prentice Hall India Learning Private Limited.
4. Christensen, (2013), Research Methods, Design, and Analysis, Pearson Education India.
5. John C, (2014), A Concise Introduction to Mixed Methods Research, SAGE Publications
6. Neuman, (2014), Social Research Methods: Qualitative and Quantitative Approaches, Pearson Education India.
7. Mangal S K, (2013), Research Methodology in Behavioural Sciences, Prentice Hall India Learning Private Limited.
8. Rey G, Mondal A, (2014), Research Methods in Social Sciences, Kalyani Publishers
9. Lune H, Berg A, (2018), Qualitative Research Methods for the Social Science, Pearson Education India.
10. Kumar, (2018), Methods and Techniques of Social Research, Lakshmi Narain Agarwal Publisher.
11. Creswell J W, David, (2018), Research Design: Qualitative, Quantitative, and Mixed Methods Approaches, SAGE Publications, Inc.
12. Kanil, (2018), Research Methodology in Social Science: Practical Guide, Abhijeet Pvt. Ltd.
13. Singh A K, (2019), Tests, Measurements and Research in Behavioural Sciences, Bharti Bhawan Publisher.
14. Kothari, Garg G, (2019), Research Methodology: Methods And Techniques, New Age International Publishers.
15. Tukare V, (2019), Research Methods in Social Sciences, Pearson Education

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HD 1.3: Advanced Study in Human Development – I [Prenatal to Late Childhood]

Hard Core

5 credits/ week

(2L+1T+2P)/8 hrs

Learning Objectives:

This course helps the students

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

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

Practical

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

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	measurements
5.	Observation and recording all round development of early childhood children (below 6 years of age).
6.	Assess the moral development of school children.

Learning Outcomes

After studying the course, students will able

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

References:

1. 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. Laura E. Berk (2013), Child Development, Ninth Edition, Pearson Publication
4. Carol K. Sigelman, Elizabeth A. Rider (2015), Human Development, Cengage Learning, ISBN: 9788131508220, 8131508226
5. Thomas Crandell, Corinne Crandell and James Vander Zanden (2009), Human Development, 9 Edition, McGraw-hill Publishing.

HD 1.4: Bio-Statistics and Computer Applications

Hard Core

3 credits/ week

(2L+1T)/4 hrs

Learning Objectives:

This course helps the students

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

Unit I	a	Introduction to Statistics- Definition, need of Statistics, limitations of using statistics, Descriptive statistics and Inferential statistics. Scales of measurements- nominal, ordinal, interval and ratio scales.	6 hrs
	b	Classification and tabulation of data. Frequency distribution and graphical representation for frequency distributions. Different types of Sampling techniques-Probability and Non probability sampling methods.	6 hrs
Unit II	a	Measures of central tendency-Arithmetic mean, median and mode (with illustrations), Measures of Dispersion- range, quartile deviation, mean deviation, and standard deviation	10 hrs
	b	Normal distribution and its properties. Meaning of parametric tests and non-parametric tests.	6 hrs
Unit III	a	Testing of hypothesis- meaning, definitions. Unpaired and paired sample t-tests for comparing means, Analysis of variance (ANOVA) Assumptions of ANOVA; Types of ANOVA; one way and two way ANOVA.	10 hrs

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	b	Chi-square test for association (with illustrations). Correlation - Karl person's correlation, Spearman's rank correlation. Simple linear regression	10 hrs
Unit IV		Use of computers in Statistical analysis- Introduction to statistical software's in the use of research; Important characteristics of computer applications in research using SPSS-data entry, spread sheet, basic statistical analysis and reporting.	8 hrs

Learning Outcomes

After studying the course, students will able

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

References

1. Kothari, Garg G, (2019), Research Methodology: Methods And Techniques, New Age International Publishers.
2. Bernard Rosner (2015) Fundamentals of Biostatistics, (8TH Edition), Australia, Cengage Learning
3. Melody S. Goodman (2017) Biostatistics for Clinical and Public Health Research, Routledge Publishers
4. Banamali Mohanty, Santa Misra (2019) Statistics for Behavioural and Social Sciences, Sage Publications
5. Frederick J. Gravetter, Larry B. Wallnau (2009) Statistics for the Behavioral Sciences (8TH Edition), Wadsworth Cengage Learning

HD 1.5: Children with Developmental Challenges

Soft Core

4 Credits/ Week

(3L+1T)/5 hrs

Learning Objectives:

This course helps the students

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

Unit I	a	Developmentally Challenged Children – Definition of Development, Developmental delays, Impairment, Disability and Handicaps; International Classification of Impairment, Activities and Participation (ICAP); Magnitude of Challenged Children – Global and Indian Perspective.	8 hrs
	b	Training and Management Programmes – Need for Home based skill training programme, Problem behavior management programme, Intervention Programme	8 hrs
Unit II	a	Pervasive Developmental Disorder –Autistic Disorder, Retts' Disorder, Childhood Degenerative Disorder, Aspergers' Disorder and Schizophrenic Disorder - Definition, Characteristics, Prevalence, Training and Management	8 hrs
	b	Attention Deficit and Disruptive Disorder – Attention Deficit Hyperactive Disorder, Behavioral Problem and Conduct Disorder - Definition, Characteristics, Prevalence, Training and Management	8 hrs
Unit III	a	Communication Disorder – Expressive Language Disorder, Mixed Receptive –	10 hrs

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

Learning Outcomes

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

References:

1. Vekatesan S. (2004), Children with developmental disabilities- A training guide for parents, teachers and caregivers, Sage publications.
2. M.S. Thambirajah (2011) Developmental assessment of the school- Aged child with developmental disabilities- A clinician Guide, Jessica Keinsley Publication
3. 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
4. Samuel L. Odem, Robert H. Horper, Martha E. Smell, Jan Blacher (2009) Handbook of Developmental Disabilities, The Guilford Press, New York, London
5. John W. Jacobson, James A. Mulick, Johancy Rojahn (2007) Handbook of Intellectual and Developmental Disabilities, Springer, 0387329307, 978-0387329307
6. Mian Wang, George H.S. Singer (2016) Supporting Families of children with developmental disabilities- Evidence based and emerging practices, Oxford University Press
7. 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
8. Megan Mc Donald and Samuel W. Logan (2017) Health and children with disabilities, Front Public Health. 5: 175, doi: 10.3389/fpubh.2017.00175

HD-1.6: Mental Health in Developmental Perspectives

Hard Core

4 credits/week

(3L:1T)/5 hrs

Learning Objectives:

This course helps the students

- To understand the concept and importance of mental health from developmental perspectives in Indian context .
- understand the need for guidance and intervention to the children with mental health problem.

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
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	b	Infancy – Implication of attachment and bonding for mental health; Deprivation syndrome; Malnutrition and its effect on growth and behaviour; Intervention with families, and Professionals from allied fields. Mental health needs and Behaviour Difficulties Manifested at Early Childhood Years – Safety, Security, Relationships, Autonomy and Self concept, Nutrition and Health; Feeding problems, Aggression, Withdrawal and Problems related to early schooling and formal learning	8 hrs
Unit II	a	Mental health needs, Problems related to school, Maladjustment at home and school – recognition, appreciation, friendships and industry, discipline, truancy, fears and phobias, violence and sexual abuse, Learning difficulties and disabilities; Providing guidance / Intervention work with children, parents, teachers, peers and school administration.	8 hrs
	b	School mental health programmes – Need for mental health programmes for identification and intervention, Improving school climate, Importance of sensitizing and Involving administrators and teachers in mental health aspects of children and Adolescents;	8 hrs
Unit III	a	Adolescence and mental health programme; Mental health needs of adolescent problems related to physical appearance, development, relationship, sexuality, parent – adolescents conflict, school authority – Adolescent conflict;	6 hrs
	b	Adulthood – Mental health problems in the community – Life events that cause stress, substance abuse and addiction, violence and sexual abuse, marital adjustments and career adjustment;	6 hrs
Unit IV	a	Mental disorders –definition, types, causes and symptoms during 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

After the completion of course, the students will

- Acquire skills to organize awareness programmes to the parents and teachers to deal children with mental health problems.
- Demonstrate knowledge to understand the mental health policy of India.

References:

1. M.C. Sandhyarani, (2019), Adolescents mental health: A situational analysis, Himalaya publishing house.
2. John, K.L (2008), Teenage mental health, Oxford University Press.
3. Sibnath Deb, (2019), Childhood to adolescence , Issues and concerns, Pearson education, 1st Edition.
4. Malavika Kapur, Counselling children with psychological problems, Pearson education, 1st edition.
5. ROBERT S FEILDMAN, (2019), Child Development, Pearson India, 8th edition.
6. Lalith.K (2017), Mental health and psychiatric nursing, Athithi Books, New Delhi.
7. Terje, (2018), Adolescent Mental Health Prevention And Intervention 2nd Edition, Taylor & Francis Publisher.
8. Neinstein, (2016), Adolescent and Young Adult Mental Health Care A Practical Guide. LWW Pvt Ltd.
9. Grant E, Potanza L, (2011), Young Adult Mental Health, OUP USA Pvt. Ltd.
10. Jean P, Matthew H, (2014), From Research to Practice in Child and Adolescent Mental Health, Rowman & Littlefield Publishers.
11. Donkor, (2013), Adolescent & Adult Mental Health Issues, Createspace Independent Pub.

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12. Webber M, Natan J, (2010), Reflective Practice in Mental Health: Advanced Psychosocial Practice with Children, Adolescents and Adults, Jessica Kingsley Publishers
13. Shatkin P, Karpa H, (2015), Adolescent Mental Health: A Practical, All-in-One Guide, W. W. Norton & Company.
14. Gupta A, (2018), THE A-Z OF MENTAL HEALTH, Earth Vision Publications.
15. Hassan A, (2015), Adolescent Mental Health: Connections to the Community, Apple Academic Press.
16. Slater L, Banks A, (2010), The Complete Guide to Mental Health for Women, Beacon Press.

HD 1.7: Infant Development and Stimulation

Soft Core

2 credits/ week

(1L+1T)/3 hrs

Learning Objectives:

This course helps the students

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

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

Learning Outcomes

After studying this course, the students will be able to

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

References:

1. J. Gavin Bremner, Theodore D. Wachs (2010) The Wiley-Blackwell Handbook of Infant Development, Volume 1: Basic Research, (2ND Edition), Blackwell publishing Ltd.
2. Robert V. Kail, John C. Cavanaugh (2012), Human Development : A Life Span View, 3rd Edition
3. Diane Papalia , Sally Olds , Ruth Feldman (2008), Human Development, McGraw-Hill Education, ISBN: 9780071280747, 9780071280747
4. Laura E. Berk (2013), Child Development, Ninth Edition, Pearson Publication
5. Carol K. Sigelman, Elizabeth A. Rider (2015), Human Development, Cengage Learning, ISBN: 9788131508220, 8131508226

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6. Thomas Crandell, Corinne Crandell, James Vander Zanden (2009), Human Development, 9 Edition, McGraw-hill Publishing.

HD 1.8: Parent-Child Relationship

Soft Core

2 credits/ week
(1L+1T)/3 hrs

Learning Objectives:

This course helps the students

- To understand the significance of parent-child relationship across the life span .
- To gain the knowledge on facilitating and debilitating factors for positive parent-child relationship
- To study the parent education programme

Unit I	Introduction to Parent-Child relationship – Major concepts, issues and theoretical approaches to the exploration of parent-child relationships across the lifespan; current research on issues pertaining to parent-child relations.	8 hrs
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	8 hrs
Unit III	Impact of Parent-child relationships on Individuals – children and parents; Emotional Relationships-Establishing Closeness, Emotional Coaching and Managing Conflict	8 hrs
Unit IV	Parenting Programs – Need for parenting programs, Issues of Parent education, Methods and Resources for parent education, Planning, conducting and evaluation of parent education programme	8 hrs

Learning Outcomes

After studying this course, the students will be able to

- Demonstrate an understanding of the sensitive issues related to parent-child relationship
- Apply the skills of conducting parent education education for promoting parenting skills and positive parent-child relationship

References:

1. Eanes Rebecca (2009), Positive parenting, J. P. Tarcher, U.S/ Perigee Bks, U.S.
2. Parikshit Jobanputra (2011), Successful parenting, 2nd 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.

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II SEMESTER

HD- 2.1: Organization and Administration of Early Childhood Educational Institutions

Hard Core

5 credits/ week
(2L:1T:2P) 8 hrs

Learning Objectives:

This course helps the students

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

Unit I	a	Early Childhood Care and Education – Meaning, Needs Significance and Objectives; Types of ECCE Programmes – Balwadi, Anganwadi, Nursery School, Kindergarten, Montessori, Laboratory Nursery school, Mobile Crèche, Play Group	4 hrs
	b	Historical Perspectives of ECCE and Contribution of educators – Western and Indian History, Western Educators - Commonius, Rousseau, Pestalozzi, Frobel, John Dewey, Maria Montessori, McMillan Sisters, Indian Educators - M. K. Gandhi, Rabindranath Tagore, Annie Besant, Gijubhai Badheka, Tarabai Modak; Contribution of Agencies	8 hrs
Unit II	a	Organizational set up – location and site, building plan, play ground, selection of different types of outdoor and indoor equipment, maintenance and display of equipment and materials	7 hrs
	b	Personnel Management – Personnel Selection, Recruitment, Qualities, Roles, Duties and Responsibilities; Co-operation and Co-ordination of Personnel; Parent Teacher Co-operation; Supervision and Monitoring, Evaluation of Personnel and Programme	5 hrs
Unit III	a	Programme Management – Programme Planning and Types; Factors Considered while Planning Programme; Daily Schedules and Lesson Preparing; Preparation of Various Activities for Children catering to all round development; Considering Individual and Group needs while Planning and Preparing Activities. Planning and conducting parent education programme	7 hrs
	b	Material Management – Equipments and Materials for Play and Learning – Selection, Care and Use of equipments; Material needed for learning – Teaching Aids for various activities; Indigenous Teaching and Play equipments; Equipment needed for Urban and Rural preschools of different type.	5 hrs
Unit IV	a	Financial Management – Financial Allocation, Budgetary Consideration, Budget making, Resources generation avenues.	4 hrs
	b	Documentation – Needs, Importance and Principles of Record keeping, Types of records maintained in preschool – Admission, Attendance, Health, Developmental record, Teacher's estimation record, Family back ground record, Anecdotal records and Reports.	8 hrs

Practical

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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. Jaipaul Roopnarine and James E. Johnson (2015) Approaches to Early Childhood Education, Pearson
2. Sen Gupta M. (2009) Early Childhood Care and Education, Prentice Hall India Learning Private Limited
3. Mangal, S. K. and Shubhra' Mangal (2019), Creating an Inclusive School, PHI Learning Pvt. Ltd.
4. Geva M. Blenkin and A. V. Kelly (2002), Early Childhood Education a developmental curriculum, Paul Chaoman Publishing Ltd.
5. G. Pankajam (2005), Pre-Primary education Philosophy and Practice, Concept Publishing Company, New Delhi.
6. S. Vekataiah (2004), Child Education, Anmol Publications Pvt. Ltd.
7. R. C. Mishra (2009), Early childhood care and Education, A.P.H. Publishing Corporation
8. Aparajitha Chowdhury and Rita Chowdhury (2002), Pre- School Children Development car and Education, New age International Publishers.

HD 2.2: Advanced Study in Human Development–II [Adolescence and Youth]

Hard Core

5 credits/week

(2L:1T:1P)/5 hrs

Learning Objectives:

This course helps the students

- To study the growth and developments and the interaction of social, psychological, and biological factors on development and adjustments of adolescents and youth.
- To understand theoretical and scientific approach of developments of adolescence and youth.
- To gain the practical experience via observation and assessment of challenges faced by adolescents and youth
- To learn the policies and welfare program available for adolescents and youth in India

Unit I	a	Adolescence and Youth – Definition, Concept of adolescence and youth in India, Significance and Developmental tasks of adolescence and youth	4 hrs
	b	Theoretical perspectives – G. Stanley Hall, Anna Freud, Erik Erikson, James Marcia, Kagan and Margaret Mead; Indian Perspectives	10 hrs

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Unit II	a	Perspective of Adolescent and youth Development – Physical changes, cognitive changes, psychological changes and sociological changes; Identity formation; Changes in attitude, interest and behavior; Factors influencing the developments and its consequences	10 hrs
	b	Relationships During Adolescence and Youth - Parent-adolescent/youth relationship, Sibling relationship; Peer relationship, Heterosexual relationship	8 hrs
Unit III	a	School, College, Work and Career During Adolescence and Youth – Educational Opportunities and Formal Training, Importance of Academic Achievement and Failure - Related Issues, Training for Career and Work	6 hrs
	b	Challenges and Problems of Adolescents and Youth – Psychological, Physiological, Sociological, Educational and Vocational problems; Challenges and problems in the Indian educational context.	10 hrs
Unit IV	a	Guidance And Counseling for adolescent and youth – Principles and strategies for guidance, theoretical approaches and developing a personal /Eclectic approach, Parents and Family Involvement etc.	10 hrs
	b	Policies and Welfare Programme for Adolescents and youth in India – Government Policies and Programs	6 hrs

Practical

2 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
- 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. 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.

HD 2.3: Advances in Marriage and Family Studies

Hard Core

3 credits/week

(2L:1T)/4 hrs

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Learning Objectives:

This course helps the students

- To understand the concept of family and marriage, function, structure and strengths families in Indian Context along with family welfare policies and programmes of India
- 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..

Unit I	a	Family in Social Context - Meaning, Family as component of social system; Family as an Institution and Functions of family; Current issues for research in Indian family - Changing role of parents	6 hrs
	b	Socio-cultural studies of family pattern in India - Changes in Family Structure – Factors influencing, Advantages and disadvantages; Alternative Families	4 hrs
Unit II	a	Approaches in family studies – Interdisciplinary approaches to family studies - Developmental approach, Interactional approach, Institutional approach, Systematic approach, family life cycle approach, Ethnographic approach, Demographic approach;	8 hrs
	b	Theories in family studies Nature and importance of conceptual framework – cyclical theory, progressive theory, structural-functional theory;	6 hrs
Unit III	a	Disorganized and reorganized families, marital distress - Family violence, Battered women, Drug addiction (Substance abuse) Alcoholic abuse, Sexual abuse, Child abuse, Dowry, Gender discrimination. Family Disorganization due to Extramarital relation, Desertion, Sexual infidelity, Separation and Divorce and Remarriage – effects on family members	8 hrs
	b	Family therapy - Theoretical developments in marital and family therapy, schools for family therapy - structured strategic, experimental family and integrated family therapy	4 hrs
Unit IV	a	National policies for family welfare - National Family Welfare Programme, National Population Policy, National Rural Health Mission	4 hrs
	b	Programmes for family welfare - Urban Family Welfare Schemes, Sterilization Beds Scheme, Reproductive and Child Health Programme, Janani Suraksha Yojana, Rehabilitation of Polio Victims and several financial assistance schemes for surgery and other health problems	8 hrs

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. Jane R. M. and Rosalind E. (2010), Key Concepts of Family Studies, SAGE Publisher Pvt. Ltd.
2. Bridget A. W. Lydia D, Melissa M. B, (2017), Introduction to Human Development and Family Studies, Taylor and Fancis Ltd.
3. Christine A. P., Kevin R. B. and Sharon J. P. (2016), Families & Change: Coping With Stressful Events and Transitions, SAGE Publications, Inc.
4. Stephen F, Duncan H, Wallace G, (2016), Family Life Education: Principles and Practices for Effective Outreach, SAGE Publications, Inc; Third edition.

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5. Pauline E. B., Chalandra M. B. and Jay A. M. (2014) Family Stress Management: A Contextual Approach, SAGE Publications, Inc.
6. Randal D, (2010), Introduction to Family Processes: Fifth Edition, Routledge Pvt. Ltd.
7. Froma and Walsh (2017), Strengthening Family Resilience, Third Edition, Guilford Press.
8. Philip A C, E. Mavis H, (2011), Family Transitions (Advances in Family Research Series), Routledge Pvt. Ltd.
9. Radosveta D., Michael B., Fons V., (2016), Global Perspectives on Well-Being in Advances Families, Springer Pvt. Ltd.
10. Martha J. C. and Jeanne G. B. (2016), Conflict and Cohesion in Families: Causes and Consequences (Advances in Family Research Series), Routledge Publisher.

HD 2.4: Guidance and Counseling

Hard Core

3 credits/week

(2L:1T)/4 hrs

Learning Objectives:

This course helps the students

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

Unit I	a	Guidance and Counseling – Meaning, Nature, Scope, Principles, Goals, Needs of Guidance and Counseling of different groups, Relationship between guidance and counseling	4 hrs
	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	4 hrs
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	4 hrs
	b	Counseling Process – Preparation and Pre requisites for counseling stages in counseling process, Follow up and Review	4 hrs
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.	5hrs
	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	3 hrs
Unit IV	a	Areas of Counseling – Premarital and Marital counseling, Family counseling, Parental counseling, Adolescent counseling, Counseling for children and adolescents belonging to special groups	5 hrs
	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	3 hrs

Learning Outcomes

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

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References:

1. Ravinder Singh Sohal, Om Prakash Aneja, A. Sidhartha (2013), Guidance and Counselling, Khel Sahitya Kendra Publisher
2. Sunita Chhabra (2015), Guidance and Counseling, Gen Next Publications,
3. Marianne Mitchell Robert L. Gibson (2015), Introduction to Counseling and Guidance, (7th Edition), Pearson Publishing
4. Bharti Dimri, Manisha Minocha, Monika Auplish (2016), Guidance And Counselling, Bookman; First edition
5. Asha K. Kinra (2008), Guidance and Counseling (1st edition), Pearson Education,
6. Rao S. (2017), Counseling and Guidance, (3rd edition), McGraw Hill Education;

HD 2.5: Reproductive Health - Issues and Welfare Programmes

Soft Core

2 credits/ week

(1L+1T)/3 hrs

Learning Objectives:

This course helps the students

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

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:

After studying the course, students will able

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

References:

1. Barbara A and Anderson, (2010), Reproductive Health: Women and Men's Shared Responsibility, Indian Council (INC) publisher Pvt. Ltd.

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2. Sharma, (2016), Reproductive health in India new edition, Taylor and Fancis Ltd.
3. Kobo, (2012), Reproductive, Maternal, Newborn, and Child Health, Kamal publisher.
4. Marlene G., Rebecca T. and Kathryn R. (2012), Women and Health- 2nd edition, Academic Press publisher.
5. Catriona M. (2010), Sexual and reproductive health, Wiley Blackwell publisher.
6. Saraha O. (2012), Reproductive health in India, Indian Council (INC) publisher Pvt. Ltd.
7. Yuki T. (2015), Knowledge, Power and Women's Reproductive Health In Japan, Springer International Publishing AG.
8. Jobi B. (2018), Social Determinants and Interventions on the Reproductive Health of Tribal Women, Authorspress Pvt. Ltd.
9. Tempe, (2013), Current Concepts in Contraception and Women's Health Paperback – 2, Academic Press publisher.
10. Jane M. U., Joan C., Janette P. (2019), International Handbook of Women's Sexual and Reproductive Health, Routledge Pvt. Ltd.
11. Shireen J. J, Radhika R, (2000), Women's Reproductive Health in India, Taylor and Fancis Ltd.
12. Shonali C, Jennifer T E, Mellissa W, (2017), Global Perspectives on Women's Sexual and Reproductive Health across the Life course, Springer Pvt. Ltd.
13. Yana A. and Meulen R, (2019), The Global Gag Rule and Women's Reproductive Health: Rhetoric Versus Reality, OUP USA

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HD 2.6: Genetic Disorder and Counseling

Soft Core

4 credits/ week
(3L+1T)/5 hrs

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.

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

Learning Outcomes

After studying the course, students will

- 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, (8th 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 (8th Edition), Burlington, *Jones & Bartlett* Learning publications

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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* (2ND 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

HD 2.7: Women and Children in Crisis

Soft Core

4 credits/week

(3L:1T)/5 hrs

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 crisis
- To gain the awareness on intervention programmes for women in crisis

Unit I	A	Issues and challenges of women In India - Demographic Statistics Categories of women in Crisis– Destitute/Deserted women, Domestic violence, Trafficking/Prostitution,	6 hrs
	b	Destitute/Deserted women - Definition, Causative Factors, Health Status and Intervention Programmes for destitute/Destitute women	6 hrs
Unit II	a	Domestic violence - Definition, Causative Factors, Health Status and Intervention Programmes for Domestic violence	6 hrs
	b	Trafficking/Prostitution - Definition, Causative Factors, Health Status and Intervention Programmes for trafficking women	6 hrs
Unit III	a	Children in Crisis– Introduction, Demographic Statistics in India, Classification of Children in Crisis– Child Labor, Destitute Children, Street Children, and Delinquent Children, Child Trafficking	6 hrs
	b	Child Labor and Destitute Children – Definition, Causative Factors, Health Status and Intervention Programmes for Child Labors	6 hrs
Unit IV	a	Street Children - Definition, Causative Factors, Health Status, Life Style, Problems and Intervention Programmes for Street children	6 hrs
	b	Delinquent Children - Definition, Causative Factors, Health Status and Problem, Prevention, Control and Rehabilitation	6 hrs

Learning Outcomes

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

References:

1. Mamta Rao (2017), *Law Relating To Women And Children*, Eastern Book Company
2. Roy Himanshu and Mahendra Prasad Singh (2015), *Indian Political System*, Pearson Education India
3. Agnihotri, Indu and Mazumdar, Veena “Changing terms of political discoursewomen’s movement in India”, EPW, July 22, 1995
4. Akrekar, Supriya, “Theory and Practice of Women’s Movement in India- a discourse analysis”, EPW, April 29, 1995.
5. Bhasin, Kamla(ed.),1994, *Against all odds: essays on women, religion and development from India and Pakistan*, New Delhi: Kali for Women.

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6. Committee on the Status of Women in India, 1974, Towards Equality: Report, New Delhi: Government of India, Ministry of Education and Social Welfare.
7. Chatterjee, Meera, 1990, Indian Women: their health and economic productivity, Washington, World Bank.
8. Devasia, Leelamma and Oevasia, V.V. 1994, Empowering Women for Sustainable Development, New Delhi,
9. Ashish. Dube, Leela and Patriwala, Rajni(eds.), 1990: Structures and strategies: women, work and family, New Delhi, Sage.
10. Government of India, 1988, Women’s Perspective Plan for Women, 1988-2000 A.D., New Delhi: Department of Women and Child Development.
11. Institute of Women’s Development, 1997, Jowlands, questioning empowerment, working with women in Houndras, OXFAM, U.K. and Ireland.
12. Jain, Devaki and Singh, Nalini, 1980, "Women's quest for Power-five Indian case studies, New Delhi, Vikas.
13. Kapur, Pramila 1973, “The changing status of working women in India”, Delhi, Vikas Publishing House.
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16. Kelkar, Govind, 1985, Women and Structural Violence in India, New Delhi: Centre for Women's Development Studies.
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19. Commonwealth Youth Programme Secretariat (1995) . Working with Young People: A Guide Topreventing HIV/AIDS and STDs. London, Commonwealth Youth Programme, United Nations Children’s Educational Fund.
20. Kadden R, Carroll K, et al. Cognitive behavioural coping skills therapy manual: A clinical researchguide for therapists treating individuals with alcohol abuse and dependence National Institute on Alcohol Abuse and Alcoholism. Project MATCH Monograph Series. (Vol. 3. 1992).
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22. Howard J. (1995). Psychoactive Substance Use and Community Involvement in Health. Draft. Geneva,World Health Organisation.
23. Jarvis T, Tebbutt J, et.al (1995). Treatment Approaches for Alcohol and Drug Dependence. An Introductory Guide. Chichester, West Sussex: John Wiley & Sons.

HD 2.8: Human Rights of Women and Child

Soft Core

2 credits/week

(1L:1T)/3 hrs

Learning Objectives:

This course helps the students

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

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
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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 Crisis– Children of prostitutes, Child labour, Street children, Refugee children and Child victims of war; Children with special needs.	8 hrs
Unit IV	Status of Women and their Rights – Constitutional Status of women in India, Women and Human rights, Forms of Violation of Women's Rights – Violence against women in home, workplaces and society, Sexual harassment, Rape, Health and Nutrition based deprivations, Crime against women, Political discrimination.	8 hrs

Learning Outcomes:

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

References:

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

HD 2.9: Early Childhood – Health, Nutrition and Education

Open Elective

4 credits/week

(3L:1T)/5 hrs

Learning Objectives:

This course helps the students

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

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

Learning Outcomes

- To gain the insight into early childhood development and factors influencing the developments
- To identify the health, nutrition and educational needs during early childhood years

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Critical evaluate the intervention programme related health, nutrition and education of young children

References:

1. Sen Gupta M (2009) Early Childhood Care and Education, PHI Learning Pvt. Ltd., New Delhi
2. Jagannath Mohanty, Bhagyadha Mohanty (2002), Early childhood care and education, Deep and Deep Pub. Pvt. Ltd., New Delhi
3. R. C. Mishra (2009) Early Childhood care and Education, APH Publishing Corporation, New Delhi
4. R. P. Shukla (2004) Early Childhood care and Education, Sarup and Sons, New Delhi.

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III SEMESTER

HD 3.1: Children with Special Needs

Hard Core

5 credits/week

(2L:1T:2P)/8 hrs

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

Unit I:	a.	Children with Special Needs – Need for recognizing individual difference; Various approaches to defining and understanding disability – Philanthropic, Medical, Administrative, Legal and Social approach; Types of disability and Rights of disabled children.	6 hrs
	b.	Special Education Programmes and Policies for Disabled – Need of special education and Philosophy of inclusions, Types of programmes and Recent trends in special education, Policies for persons with disabilities; Role of family and community in management of disabled.	6 hrs
Unit II:	a.	Physically Challenged Children: Orthopaedically and Neurologically Impaired – Definition, Classification, Causes, Prevalence, Techniques of identification and assessment, Special educational programmes and policies, Rehabilitation and Management; Role of Family and Community	6 hrs
	b.	Children with Sensory Impairment: Visually and Acoustically challenged – Definition, Classification, Characteristics, Causes, Prevalence, Techniques of identification and assessment, Special educational programmes and policies, Rehabilitation and Management; Role of Family and Community	6 hrs
Unit III:	a.	Intellectually Challenged and Superior Children: Definition, Classification, Characteristics, Causes, Prevalence, Techniques of identification and assessment, Special educational programme and policies, Rehabilitation and Management; Role of Family and Community	6 hrs
	b.	Children with Communication Disorders: Definition, Classification, Characteristics, Causes, Techniques of identification and assessment, Remedial and Special educational programme; Role of Family and Community	6 hrs
Unit IV:	a.	Children with Learning Disabilities: Definition, Slow learners, Learning disabilities in reading, writing, spelling and mathematics, Prevalence, Characteristics, Causes, Techniques of identification and assessment, Special educational programme; Role of Family and Community	6 hrs
	b.	Children with Emotional Disturbance and Disabilities: Definition, Classification, Characteristics, Causes, Prevalence, Identification, Characteristics, Educational and Therapy; Role of Family and Community	6 hrs

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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. Seamus Hegarty and Mithu Alur, (2002), Education & Children with Special Needs: From Segregation to Inclusion, SAGE India Publications Pvt. Ltd.
2. Mithu Alur and y Seamus Hegarty (2002), Children with special need, SAGE India Publications Pvt. Ltd.
3. Sushi Kumar (2013), Children with special need, SAGE India Publications Pvt. Ltd.
4. Deshmukhm R. C. (2009), Teaching children with special need, Pointer Publishers
5. Eileen Allen.K, Glynnis Edwards Cowdery, (2014),The exceptional child, Inclusion in early childhood education, Kindle Edition.
6. Richard M. Gargiulo, Jennifer L. Kilgo, (2019), An introduction to young children with special needs.
7. Cindy Watson, (2017), Special Education, A beginners guide to serving all students, University of North Texas Libraries
8. David Mitchell , (2013), What really works in special and inclusive education, using evidence based teaching strategies, Second edition, ISBN- -13: 978-0415623223.
9. 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.
10. 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.
11. Mangal.S.K. (2017), Educating Exceptional Children, An Introduction to special Education, PHI learning private limited.

HD – 3.2: Advanced Study in Human Development – III [Adulthood]

Hard Core

4 credits/week

(2L:1T:1P)/6 hrs

Learning Objectives:

This course helps the students

- To understand an advanced study of the stages in Human Development with specific focus on adulthood
- 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

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

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

Reference:

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.

HD-3.3: Seminar on Recent trends in Human Development and Family Studies

Soft Core

1 credit/week

(1T) 2 hrs

Learning Objectives:

This course helps the students

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

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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

Upon completion of this course, the students be able

- 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

HD - 3.4: Internship in ECCE Institutions/ ECSN Institutions/ NGOs Working for Children, Women and Elderly

Soft Core

4 credits/week
(4T)/8 hrs

OBJECTIVES:

- ❖ 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

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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.

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:

After completing the course, the students be able

- 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.

HD 3.5: Legislation and Policy Issues in Family and Child Welfare

Soft Core

4 credits/ week

(3L:1T) 5 hrs

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

Unit I	The concept of Women, Child and Family Welfare – Objectives and Needs of welfare services, Classification of services, Types of programmes for women child and family welfare; History of women, child and family welfare in India, Social change and Social welfare.	14 hrs
Unit II	Legislation and Policy Issues for Children and Youth– Compulsory and Free education for children, Child Labour Prohibition Act, Disabled Children Act, Child Health and Nutrition Policy, Girl child protection schemes. Juvenile justice Act 2004, Hindu Law of Adoption, Guardianship and Wards Act; National Policy for Children and Youth – Salient Features and Priority Areas;	18 hrs
Unit III	Legislation and Policy Issues for Women and Aged –Maternal benefit scheme, Pension schemes for widow, Life insurance policy for women. Retirement pension, death cum gratuity, provident fund, health insurances, insurance scheme, investment and taxation and property; National Policy for Women and Aged – National and International Perspective Plan for women Development, National Commission for women, Rationale and Implications for Family welfare;	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.	14 hrs

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Learning Outcomes

After studying the course, the students be able

- 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. <http://aeq.sagepub.com/content/57/4/293>
6. Jary, D. & Jary, J. (1991). Collins Dictionary of Sociology. Harper Collins Publishers.
7. Jasti Chelameswar and Dama Seshadri Naidu (2018), Lexis Nexis Butterworth India
8. Kevin J. Fandl (2018), Law And Public Policy, Lexis Nexis Butterworth India
9. Langan, M. & Ostner, I. (1991) —Gender and welfare in Room, G. (Ed.) Towards a European Welfare State? Bristol: School for Advanced Urban Studies.
10. Lowe, R. (1993). The Welfare State in Britain since 1945. London: Macmillan Press Ltd.
11. Mary V. Alfred (2007). Welfare Reform and Black Women’s Economic Development. Adult
12. MeeSok Park, Jeong-Won Han, & In-Ja Song, (2001). Gender and the Welfare State: The British Feminist Critiques. Sookmyung Women’s University, Seoul, Korea.
13. MPIDR Working Paper WP 2003-022. Available at: <http://www.demogr.mpg.de>
14. 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-WS20 Published by: Economic and Political Weekly Stable URL: <http://www.jstor.org/stable/4406696> .Accessed: 23/06/2011 08:09
15. P.Leelakrishnan (2018), Environmental Law in India, Lexis Nexis Butterworth India
16. Rajesh Chakrabarti and Kaushiki Sanyal (2016), Public Policy in India, OUP India
17. Tonia L. Warnecke & Alex DeRuyter, (2008). Paternalism and Development: Expanding the Analysis of Welfare Regimes in Southern Europe and Asia. Rollins College Department of Economics, 1000 Holt Avenue, Box 2751, Winter Park, FL, 32789, USA
18. Williams, F. (1989). Social Policy: A Critical Introduction. Cambridge: Polity Press.

HD-3.6: Foundations of Special and Inclusive Education

Soft Core

3 Credits/Week

(2L+1T)/4 hrs

Learning Objectives:

This course helps the students to

- Develop 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

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	6 hrs

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		family.	
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 (RTE) Act, 2009, 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 reference to disabilities and multisensory teaching approach; Information & Communication Technology (ICT) and its influence on education. Use of token economy system and cues. Therapies: concept, importance and types. Skill components: Functional skills, life skills, training for independent and assisted living: Sexual health education, need for counseling, social integration and vocational training.	8 hrs
Unit - IV	a.	Multi-Disciplinary approach in special and inclusive schools: role of personnel, professionals and parents. Coordination of multi-disciplinary team, referral agencies, empowerment of families for behaviour modification. Importance of performing arts, yoga and meditation. Need for inter-departmental linkages at State and national levels. Community Based Rehabilitation (CBR): concept and definition, scope, challenges and implications.	6 hrs
	b.	Current trends in education: Assistive technology, Assistive and augmentative communication, student led planning, Shifting from STEM to STEAM, Artificial Intelligence Learning, Wireless presentation Technologies (Text-to-Speech, Voice-recognition, Sip-and-Puff Systems, Virtual reality, Touchscreen, Math Learning Tools), crowd funding, parents forum and vocational placements.	6 hrs

Learning Outcomes

After studying this course, the students will be course helps the students to

- 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

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- 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.
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19. Mitchell, D., & Sutherland, D. (2020). *What really works in special and inclusive education: Using evidence-based teaching strategies*. Routledge.
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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: A comprehensive guide to plan for two generations*. TV18 Broadcast Ltd.
28. Tomlinson, S. (2017). *A sociology of special and inclusive education: Exploring the manufacture of inability*. Taylor & Francis.
29. Villa, R. A., & Thousand, J. S. (2016). *Leading an inclusive school: Access and success for all students*. ASCD.
30. Virk, J. k., Kaur, R., & Kaur, R. (2019). *Inclusive education*. Bookman

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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 (3rd edition)*. Pearson Education of India.

HD 3.7: Scientific Writing

Soft core

1 credit/ week
(1T)/2 hrs

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

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

Learning Outcomes

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

References:

1. 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 (6th edition), Cambridge 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

HD-3.8: Adolescence - Problems and Guidance

Open Elective

4 credits/ week
(3L:1T) 5 hrs

Learning Objectives:

This course helps the students

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- 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

Unit I	Adolescence – Definition, Concept of adolescence, Significance and Developmental tasks of adolescence,	8 hrs
Unit II	Perspective of Adolescent development - Physical changes, cognitive changes, psychological changes and sociological changes; Identity formation; Changes in attitude, interest and behavior; Factors influencing the developments and its consequences	16 hrs
Unit III	Challenges and Problems of Adolescents –Challenges and problems in the Indian educational context; Areas of problems –Psychological Physiological, Sociological , Educational and Vocational problems- Definition, types, causes and management	14 hrs
Unit IV	Adolescent Guidance And Counseling – Principles and strategies for guidance, developing a personal /Eclectic approach, Parents and Family Involvement	10 hrs

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

Reference:

2. Robert V. Kail, John C. Cavanaugh (2012), Human Development : A Life Span View, 3rd Edition
3. Diane Papalia , Sally Olds , Ruth Feldman (2008), Human Development, McGraw-Hill Education, ISBN: 9780071280747, 9780071280747
4. Laura E. Berk (2013), Child Development, Ninth Edition, Pearson Publication
5. Carol K. Sigelman, Elizabeth A. Rider (2015), Human Development, Cengage Learning, ISBN: 9788131508220, 8131508226
6. Thomas Crandell, Corinne Crandell, James Vander Zanden (2009), Human Development, 9 Edition, McGraw-hill Publishing.
1. Ravinder Singh Sohal, Om PrakashAneja, A. Sidhartha (2013), Guidance and Counselling, KhelSahitya Kendra Publisher, ISBN13: 9788189983291
2. SunitaChhabra (2015), Guidance and Counseling, Gen Next Publications, ISBN: 9789380222356, 9380222351
3. Marianne Mitchell Robert L. Gibson (2015), Introduction to Counseling and Guidance, Pearson Publishing, ISBN: 9789332551831, 9332551839, Edition: 7th Edition
4. BhartiDimri, ManishaMinocha, Monika Auplish (2016), Guidance And Counselling, Bookman; First edition
5. Asha K. Kinra(2008), Guidance and Counselling, Pearson Education, 1st edition
Rao S. (2017), Counselling and Guidance, McGraw Hill Education; 3rd edition

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IV SEMESTER

HD-4.1: Life Skills Education

Hard Core

4 credits/ week
(2L:1T:1P)/ 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.

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

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6.	Visit to Life Skills Training Institutions/Agencies
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Learning Outcomes

After studying this course, the students be able

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

Reference:

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 (6th 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. (3rd 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.

HD-4.2: Dissertation work

Hard core

6 credits/ week

(6T)/ 12 hrs

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.

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- 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

Dissertation is a special paper where a candidate carries out the application of knowledge in solving/studying/exploring a real life/difficult problem in a creative way. The student shall work under the guidance of a faculty. The student needs to submit the dissertation thesis at the end of semester for the external and internal valuation.

The participation and performance in research work shall be evaluated for Internal Assessment (C₁, and C₂ components) and final evaluation of thesis and Viva Voce for C₃ component.

Learning Outcomes

After completing this course, the student be able

- 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.

HD-4.3: Monitoring and Evaluation of Child and Family Welfare Programme

Soft Core

3 credits/week

(2L:1T) 4 hrs

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

Unit I	Monitoring and Evaluation – Purposes and Objectives – Need and Utility of monitoring and evaluation towards effective and efficient project management; Scope and Meaning; Linkages between monitoring and evaluation; Formulating indicators based on programme goals and objectives	10 hrs
Unit II	Process and Techniques of Monitoring – Delineating goals, Facets and indicators for monitoring; Duration and Stages of monitoring process; monitoring as a part of management information system; monitoring quality; balance in programme core components; quality and community needs; quantity and cultural context; core quality indicators; modifying existing system of monitoring and supervision based on outcomes	14 hrs
Unit III	Evaluation and Appraisal Programmes – Stake holders in evaluation – agency, clients, professional and other staff, community and funding agency; Baseline/Benchmark Survey; Kinds of evaluation – formative, Summative and ex post evaluation; Internal and External evaluation, Result oriented evaluation	14 hrs
Unit IV	Economic Evaluation – Effective Use of Resources, Achieving Value for	10 hrs

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	Resources/money; Steps in Economic Evaluation	
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Learning Outcomes

After studying this course, the students be able

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

References:

1. Anne Markiewing and Lan Patrick (2015), Developing Monitoring and Evaluation Frameworks, 1st edition, SAGE Publications.
2. 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 2nd 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/efefef.
5. UNDP, (2009), Handbook of Planning, monitoring and evaluating for development results, New York.

HD-4.4: Family Stress, Coping and Adaptation

Soft Core

3 credits/week
(2L:1T)/4 hrs

Learning Objectives:

This course helps the students

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

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

Learning Outcomes

Upon completion of the course, the students be able to

- 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.

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Reference:

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 () Family Stress Management – A contextual approach, 2nd edition, New Delhi, Sage Publications.

HD-3.5: Gerontology – Challenges and Care

Soft Core

2 credits/week
(1L:1T)/3 hr

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

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

Learning Outcomes

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

Reference:

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

HD 4.5: Human Resource Development

Soft Core

**2 Credits/Week
(1L+1T)/ 3hrs**

Learning Objectives

This course enables the students

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

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

Learning Outcomes

After studying this course, the students be able

- 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.

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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,

HD 4.9: Entrepreneurship in Human Development

Soft Core

**2 Credits/Week
(1L+1T)/3 hrs**

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.

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 (CWEL), Federation of Indian Women Entrepreneurs (FIWE), Federation of Indian Chambers of Commerce and Industry (FICCI) National Bank for Agriculture and Rural Development	4 hrs

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

Learning Outcome

After studying the course, student be able to

- 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.

HD 4.10: Parenting in Childhood Years

Open Elective

**4 credits/weeks
(3L:1T)/ 5 hrs**

Learning Objectives:

This course helps the students

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

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	8 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.	8 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	8 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, parent self help group, role of professionals and family workers in Parent education	8 hrs

Learning Outcomes

After studying the course, students be able to

- 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.