

# **PROPOSED SYLLABUS**

## **B.A. (Prog) Human Development and Family Empowerment**

### **Choice Based Credit System**

**From UGC**

**2015**

## **PREAMBLE**

Home Science is an interdisciplinary field of studies comprising of Food and Nutrition Science, Clothing and Textile Science, Human Resource Management, Human Development and Extension and Communication.

Each of these areas is multi - disciplinary in nature dealing with the 'Art and Science of Living'. The individual, the family and the community are the foci of Home Science.

The undergraduate programme in B.A with Human Development and Family Empowerment (HDFE) has been contextualized and embedded in the broader perspective of life span development. The increasing thrust on development programmes and legislations for women and children generates empowering awareness and prepare the students on 'quality intervention programmes'.

The course also emphasizes the integration and application of knowledge on Early Childhood Care and Education (ECCE), to provide stimulating environment to young children, and also to provide practical experiences of working with children which will enable students to develop necessary skills to work effectively with infants and preschoolers in various settings.

The course offers an interesting assortment of skill based courses and generic courses for students of other disciplines to allow for effective transmission of relevant experiences of daily living.

## B A (PROG) HUMAN DEVELOPMENT AND FAMILY EMPOWERMENT

Category of Paper	Name of Papers	Theory Credits	Practical/ Tutorial Credits
Discipline Specific Course (DSC)	<b>1. Principles of Child Development</b>	5	1
	<b>2. Introduction to Human Development</b>	4	2
	<b>3. Empowerment of Women &amp; Children</b>	4	2
	<b>4. Principles &amp; Perspectives on Early Childhood Care &amp; Education</b>	4	2
Discipline Specific Elective (DSE)	<b>1. Child Rights &amp; Gender Empowerment</b>	4	2
	<b>2. Children with Special Needs</b>	4	2
	<b>3. Parenting</b>	5	1
	<b>4. Childhood in India</b>	5	1
Skill Enhancement Course (SEC)	<b>1. Life Skills Education</b>	2	
	<b>2. Introduction to Guidance &amp; Counselling</b>	2	
	<b>3. Parent and Community Education</b>	2	
	<b>4. Adolescent Development &amp; Challenges</b>	2	
Generic Electives (GE)	<b>1. Care &amp; Well-being in Human Development</b>	5	1
	<b>2. Child Rights &amp; Social Action</b>	5	1

**CHOICE BASED CREDIT SYSTEM IN**

**B.A (PROG) HUMAN DEVELOPMENT AND FAMILY EMPOWERMENT**

<b>SEME STER</b>	<b>DISCIPLINE SPECIFIC COURSE (12)</b>	<b>ABILITY ENHANCEMEN T COMPULSORY COURSE (AECC) (2)</b>	<b>SKILL ENHANCEMEN T COURSES (SEC) (4)</b>	<b>DISCIPLINE SPECIFIC ELECTIVE (DSE) (2)</b>	<b>GENERIC ELECTIVE (GE) (2)</b>
I	English/ MIL - 1 DSE-HDFE- 1A Principles of Child Development (Theory + Tutorial) DSC - 2A	(English/MIL/C ommunication) / Environmental Science			
II	MIL / English - 1 DSE-HDFE- 1B Introduction to Human Development (Theory + Practical) DSC – 2 B	(English/MIL/C ommunication) / Environmental Science			
III	English / MIL – 2 DSE-HDFE- 1C Empowerment of Women and Children (Theory + Practical) DSC – 2C		SEC - 1		
IV	MIL/ English - 2 DSE-HDFE- 1D Principles and Perspectives on Early Childhood Care and Education (Theory + Practical) DSC – 2 D		SEC - 2		
V	-		SEC - 3	DSE – 1 (Any one out of four)	GE - 1
VI	-		SEC - 4	DSE – 2 (Any one out of four)	GE - 2

**DISCIPLINE SPECIFIC ELECTIVE (DSE): (4) – (Any one out of four in sem V and one in sem VI):**

1. DSE-HDFE-01- Child Rights and Gender Empowerment (Theory and Practical)
2. DSE-HDFE-02- Children with Special Needs (Theory and Practical)
3. DSE-HDFE-03- Parenting (Theory and Tutorial)
4. DSE-HDFE-04- Childhood in India (Theory and Tutorial)

**SKILL ENHANCEMENT COURSES (SEC): (4), (One each in Sem III, IV, V, VI):**

1. SEC- 01 - Life Skills Education (Theory)
2. SEC- 02 - Introduction to Guidance and Counseling (Theory)
3. SEC- 03 - Parent and Community Education (Theory)
4. SEC- 04 - Adolescent Development and Challenges (Theory)

**GENERIC ELECTIVE (GE): (2) (One each in semester V and semester VI):**

1. GE- 01- Care and Well-being in Human Development (Theory + Tutorial)
2. GE- 02- Child Rights and Social Action (Theory + Tutorial)

## **DISCIPLINE SPECIFIC COURSES**

### **DSC – HDFE- 1A PRINCIPLES OF CHILD DEVELOPMENT**

**6 Credits (Theory – 5 credits + Tutorial – 1 credit)**

#### **Objectives:**

- To familiarize students with the concept of child development as a field of study
- To create an understanding of the various stages of child development beginning with prenatal, neonate and infant development.

#### **THEORY**

##### **Unit I : Introduction to Child Development**

- Brief history
- Scope
- Theoretical foundations

##### **Unit II: Methods of Child Study**

- Observation
- Interview
- Questionnaire
- Case study

##### **Unit III**

- Principles of Development
- Developmental Norms

##### **Unit IV: Pre-natal Development & infant development**

- Factors affecting Pre natal development
- Stages of Pre natal development
- Newborn- Characteristics
- Reflexes
- Infant developmental milestones

## **RECOMMENDED READINGS:**

Bannerjee, B.G. (1987). Child Development and Socialization. Delhi: Deep Publications.

Hetherington, E.M. and Parke, R. D. (1993). Child Psychology: A contemporary viewpoint. Toronto: McGraw Hill.

Kanhai, P.(2002). Encyclopedia of Child Development. New Delhi: Commonwealth Publishers.

Verma, P. & Shirivastava, B. N. (1996). Balmanovigyan Bal Vikas.

Santrock, J.W. (1996). Child Development. U.S.A: Brown and Benchmark Publishers.

Berk, L.E. (2001). Child Development (3<sup>rd</sup> Ed). New Delhi: Prentice Hall.

Sharma, R.N. and Sharma, R. (2002). Child Psychology, New Delhi: Atlantic Publishers.

Agarwal, J.C. (2003). Child Development and Process of Learning. New Delhi: Shipra Publication.

## **DSC-HDFE- 1B INTRODUCTION TO HUMAN DEVELOPMENT**

**6 Credits (Theory – 4 + Practical – 2)**

### **OBJECTIVES:**

To enable the students

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

### **Unit- I Importance of Human Development**

- Meaning, Definition, scope of Human Development,
- Growth and development and Principles of development
- stages, Developmental tasks across life span

## **Unit II Childhood- Early & middle**

- Developmental milestones, physical, social, emotional, cognitive and language development.

## **Unit- III Adolescence**

- Definition, characteristics, developmental milestones, Physical changes; male and female body clock, sequence of change; social, emotional, cognitive and moral development.

## **Unit- IV Adulthood**

- Meaning, characteristics , physical, social, cognitive and emotional development during early, middle and late adulthood.

## **PRACTICALS**

- Methods and techniques of child study  
Interviews – 2  
Observations - 2
- Case profile of a senior citizen

## **RECOMMENDED READINGS:**

Berk, L.E., (2007), Development through the Life Span, Pearson Education,

New

Delhi.

Devadas, R.P; Jaya, N( 2002), A Textbook on Child Development,

Macmillan India

Limited, Madras.

Digumarti Bhaskara Rao (1997), Care of the Child, vol and II, Discovery

Publication

House, New Delhi.

Jegannath Mohanty and Bhagyadhar Mohanty (1994), Early Childhood Care

and

Education (ECCE), Deep and Deep pub,New Delhi.

Hurlock, E.B., (2004), Child Growth and Development, Tata Mc.Graw Hill

Company

Papalia, D.E., and Olds, S.W., (2005), Human Development, Tata Mc.Graw

Hill

Company,New York.



Rice Philip. K (2001) Human development, Prentice Hall, New Jersey

Santrock, J.W., (2006), Child Development, Tata Mc.Graw Hill Publishing Company,  
New Delhi

Sapra, R. (2007). Integrated Approach to Human Development.  
Vishwabharati. New Delhi.

Sapra, R. (2008). Manav Vikas: Ek Parichay. Vishwabharati. New Delhi.

Suriakanthi, A., (2005), Child Development, Kavitha Publications,  
Gandhigram, Tamil Nadu.

## **DSC-HDFE-1C EMPOWERMENT OF WOMEN AND CHILDREN**

**6 Credits (Theory – 4 + Practical – 2)**

**OBJECTIVES:** To enable students to:

- Develop an understanding of women related issues in India
- To create awareness among students about the Government programmes, policies and legal provisions as well as Non-governmental efforts made to improve the status of Indian women
- Provide significant information related to maternal health and education.

### **THEORY**

#### **UNIT I – Status of Women**

- Demographic profile of women related statistics
- Women empowerment – concept, need
- Issues related to women – social issues, programs for girl child

#### **UNIT II – Programs for women**

- IWEP
- SEWA
- ICDS

### **UNIT III – Maternal Health Education and Child Development**

- Importance of maternal health and impact on child's development
- Health and nutrition education
- Importance of maternal education
- MMR, School drop-out rate, causes, prevention and steps taken

### **UNIT IV – Women and work**

- Women in organized and unorganized sectors
- Problems faced by working women

### **PRACTICALS**

- Visit to any two organizations working for children
- Visit to any one organization working for women
- Case profile of a working women

### **RECOMMENDED READINGS:**

Self Employed Women's Association (1991)  
Siddiqi, F.E. & Ranganathan, S. (2001). Handbook on Women and Human Rights: A guide for Social Activists. (Part-I). New Delhi: Kanishka Publishers.  
Goel, S.L. (2005). Population Policy and Family Welfare. New Delhi: Deep and Deep Publications.

## **DSC-HDFE-1D PRINCIPLES AND PERSPECTIVES ON EARLY CHILDHOOD CARE AND EDUCATION**

**6 Credits (Theory – 4 credits + Practical – 2 credit)**

**OBJECTIVES:** The course will enable students to:

- Understand the need and significance of early childhood care and education
- Understand the policy perspectives on ECCE in India and world
- Develop knowledge and skills for research and evaluation in ECCE

## **THEORY**

### **UNIT I – Objectives, significance and developmental contexts:**

- Introduction, definition, objectives, need, coverage, significance of ECCE
- Philosophers in the field of ECCE (Indian and western thinkers)
- Developmental needs of children (0-8 years)-physical, cognitive, language, socio-emotional domains. Needs based on variations of socio-cultural contexts. Home to school transition issues and concerns.

### **Unit 2 - Policies and Changing Perspectives in early childhood care and education**

- Policies, legislation and Programmes related to ECCE in Indian context would be covered such as National Policy on Education –(1986), Right to Education Act (2009), ECCE policy (2013) and so on.
- ECCE in Global Perspective: United Nations Convention on Rights of the Child (UNCRC, 1989) and other relevant policies or programmes.

### **Unit 3 –Approaches and Pedagogy of ECCE**

- Understanding different approaches to learning (activity based, play-way, child-centered, theme-based etc)
- Different types of preschool curriculum (Example- Montessori, Kindergarten, Balwadi, Anganwadi etc.)
- Transaction methods-meaning, rationale, selection criteria
- Preparation & use of learning and play materials – principles and characteristics. Use of local specific community resources etc.

### **Unit 4–Organizational Management and Community Involvement**

- Evaluation of ECCE programmes- infrastructure, safety, ECCE professionals- competence, skill and methodology. Maintenance of records.

- Working with parents and community for continuity of home school interactions.

## **PRACTICALS**

1. Case study of a Government and private pre-school Centre and report writing
2. Designing low cost and environment friendly appropriate learning materials for:
  - Story telling
  - Readiness
  - Art and craft
  - Rhyme booklets
  - Language and Literacy
  - Numeracy Skills
3. Theme based weekly programme- plan a curriculum and execute for preschool school children.
4. Organize a workshop/exhibition for involving parents of pre-school children

## **RECOMMENDED READINGS:**

Aggarwal, J.C. and Gupta, S. (2007). Early Childhood Care and Education (First Ed.). Shipra Publications, New Delhi.

Government of India (1986). National Policy on Education, Department of Education, New Delhi.

Mishra, R.C. (2005). Early Childhood Education Today, Prentice Hall Publisher

NCERT (2005). National Curriculum Framework, New Delhi.

National early childhood care and education (ECCE) policy (Draft), Ministry of Women and Child Development, Government of India.

NCTE (2005). Report on ECCE Teacher Education: Curriculum Framework And Syllabus Outline, New Delhi

NIPCCD (2002). Children in Difficult Circumstances: Summaries of Research, Resource Centre on Children, New Delhi.

Pugh, G. (1996). Contemporary Issues in Early Years: Working Collaboratively for Children (2nd Ed.) National Children's Bureau, London.

Seefeldt, Carol (1990). Continuing Issues in Early Childhood Education, Merrill Publishing Company, Columbus, Ohio.

Swaminathan, M. and Daniel, P. (2000). Activity-based Developmentally

Appropriate Curriculum for Young Children, Indian Association for Pre-school Education, Chennai.

Swaminathan, Mina (1998). The First Five Years: A Critical Perspective on

Early Childhood Care and Education in India.

UNESCO (2007). Strong Foundations: Early Childhood Care and Education, Paris, UNESCO.

UNICEF and MHRD (2001). Early Childhood Care for Survival, Growth and Development, New Delhi.

World Bank (2004). Reaching out to the Child: An Integrated Approach to

Child Development, New Delhi, Oxford University Press.

## **DISCIPLINE SPECIFIC ELECTIVE**

### **DSE- HDFE-01 CHILD RIGHTS AND GENDER EMPOWERMENT (6 Credits: Theory-4, Practical-2)**

#### **THEORY**

##### **Unit 1 Understanding Child Rights**

- Meaning of Child Rights and Convention on Child Rights

- Knowing disadvantage and exclusion in relation to children
- Demographic profile of the child in India
- The role of state, family and children in promotion and protection of child rights
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### **Unit 2 Children in Difficult circumstances**

- Street children, working children and homeless children
- Child Abuse
- Child Trafficking
- Children in conflict with law
- Laws and policies

### **Unit 3 Conceptualizing Gender**

- Defining terms- sex, gender, masculinity, femininity
- Socialisation for gender- gender roles, gender stereotypes
- Patriarchy and social institutions
- Perspectives on feminism

### **Unit 4 Gender Empowerment**

- Demographic profile
- Issues and concerns related to girls and women in India
- Media and gender
- Laws, policies and programmes for girls and women in India

## **PRACTICAL**

1. Profile of a child in difficult circumstances
2. Poster making on gender issues
3. Exploring the concept of child rights and gender through audio-visual sources and workshops
4. Programme planning for child rights and gender

## **RECOMMENDED READINGS:**

Agarwal, A. & Rao, B.V. (2007). Education of Disabled Children. New Delhi: Eastern Book Corporation.

Agnes, F. (1999). Law and Gender Inequality: The politics of Women's Rights in India. Oxford University Press.

Bajpai, A. (2006). Child Rights in India: Law, Policy and Practice. Oxford University Press.

Kishwar, M. (1999). Off the Beaten Track: Rethinking Gender Justice for Indian Women. New Delhi: Oxford University Press.

Satyarthi, K. and Zutshi, B. (Ed) (2006). Globalization, Development and Child Rights. New Delhi: Shipra Publication.

Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials Publication.

## **DSE-HDFE- 02 CHILDREN WITH SPECIAL NEEDS (6 Credits: Theory-4, Practical-2)**

### **OBJECTIVES**

To enable the students to:

- Sensitize to the needs and challenges of children with special needs.
- Understand the importance of identification, screening and assessment
- Appreciate the diverse educational arrangements as special, integrated and inclusive education

### **THEORY**

#### **Unit 1**

Introduction to Children with Special Needs – Meaning, definition, classification, attitudes and challenges

#### **Unit II**

Early identification, screening, assessment and intervention of disabilities (sensory, physical, intellectual, social and emotional). Importance of functional skills – daily living, self -help, and social skills.

#### **Unit III**

Addressing Educational Needs-Concept of special, integrated, inclusive and home based education

## **Unit IV**

Provisions and services- Rights and Laws for children with special needs. Role of family, community support for children with special needs

### **PRACTICAL**

- Case profile/ Visit of an NGO working for children with special needs
- Interview of a child with special needs
- Compilation of newspaper clippings of children with special needs
- Review of a movie on the related social issues.

### **RECOMMENDED READINGS:**

Mangal, S.K. (2007). Educating exceptional children: An introduction to special education. Prentice-Hall of India.

Mukhopadhyay, S. and Mani, M.N.G. (2000) Education for All : Year 2000 Assessment and MHRD.

National Human Rights Commission (2005). Disability Manual. New Delhi: NHRC.  
Reddy G.L.& Raman, R (2000) Education of children with Special needs. Discovery P  
New Delhi.

Sharma, N. (2006) Children with Disability as a Source of Well Being, in the book  
Child Development: Issues and Concerns for the Well being Of the Child, New Delhi

Singh,A.N. (2001) Enabling the differently abled, Shipra Publishers, New Delhi.

Smith D.D. (2003) Introduction to special Education : Teaching in an age of  
opportunity, Allyn and Bacon.

Venkataiah S. (Ed.) (2001) Special Education, Anmol Publications Pvt.Ltd, New  
Delhi.

Vijay Pratap(2004) Educating Mentally Handicapped Children, Swarup and sons, New



**(6 Credits: Theory-5 + Tutorial - 1)**

**OBJECTIVES:**

The Course aims to provide:

- A general understanding on parenting
- The behavioral aspects of parenting and adolescents
- The role of parenting

**THEORY**

**UNIT I: Parenting: An Overview**

- Family as a System
- Styles of Parenting: Diana Baumrind
- Gender, Parenting and Co – parenting in Indian context
- Communicating Love

**UNIT II: Concept of family and role of parents**

- Indian Society and the Family System
- Functions of the family
- Role of Parents and other Partners in Parenting
- Parenting and its influence on children: role of birth order, siblings, socio-economic status, cultural, regional background, type of family, lifestyle, values and education on parenting practices

**UNIT III : Parenting from infancy through Adolescence: Features and challenges (with emphasis on Indian family set up)**

- Parenting an Infant
- Parenting a toddler
- Parenting a preschooler
- Parenting in middle childhood years
- Parenting in adolescence

**UNIT IV: Parents and within family interactions**

- Parent-child interactions in Indian family context
- Parents and External influence : Peers, school and electronic media
- Sharing of responsibilities, social emotional support, household tasks
- Interaction with grandparents

## RECOMMENDED READINGS:

- Gupta Sangeetha (2006). *The Joy of Parenting*, Unicorn Books, New Delhi
- Holden W George (2010). *Parenting - A Dynamic Perspective*, Sage Publications, New Delhi.
- Santrock W. John,(2007). *Adolescence*, Tata McGraw- Hill, New Delhi
- Anandalakshmy, S. (2010). *Through the lens of culture: Centuries of childhood and education in India*. Monographs of Bala Mandir Research Foundation. Chennai: Bala Mandir Research Foundation.
- Anandalakshmy, S. (1981). Socialisation for competence. Unpublished MS, ICSSR, New Delhi.
- Ariès, P. (1962). *Centuries of childhood: A social history of family life*. Trans. Robert Baldick. New York: Vintage.
- Babu, N., & Misra, S. (2000). Development of mental state verbs among Oriya speaking children: Pragmatics and semantics. *Psychological Studies*, 45(1&2), 24 - 29.
- Berry, J. W; Dasen, Pierre R., & Saraswathi, T. S. (Editors) (1997), [\*Handbook of Cross-cultural Psychology\*](#), Vol 2: Basic processes and human development (2nd ed.), Boston: Allyn and Bacon.
- Blanton Brad,(2005). *Radical Parenting*, Magna Publishing Co.Ltd,Mumbai
- Chapman Garry, (1995). *Five Love Languages*, Northfield Publishing, Chicago
- Chaudhary, N. (2012). Negotiating with autonomy and relatedness: Dialogical processes in everyday lives of Indians. In: H. J. M. Hermans, & T. Gieser. *Handbook of Dialogical Self Theory*. (pp. 169-184). Cambridge, UK: Cambridge University Press.
- Chaudhary, N. (2010). Book review, Handbook of Indian Psychology by K. R. Rao, A. C. Paranjpe & A. K. Dalal (Eds. 2008). *Journal of Cross-Cultural Psychology*, 41(2), 284 – 292.
- Chaudhary, N. (2008). Methods for a cultural science. In, S. Anandalakshmy, N. Chaudhary, & N. Sharma, (Eds.). *Researching families and children: Culturally appropriate methods*. (pp. 29 - 52). New Delhi: Sage.
- Chaudhary, N. (2004). *Listening to culture: Constructing reality from everyday talk*. New Delhi: Sage
- Chaudhary, N., & Bhargava, P. (2006). Mamta: The transformation of meaning in everyday life. *Contributions to Indian Sociology*, 40(3), 343 – 373.

Chaudhary, S., & Mehta. B. (2004). Adolescents and gender equality: A pedagogic concern. *Perspectives in Education*, 20(1): 28 – 49.

Datar, C. (1995). Democratising the family. *Indian Journal of Social Work*. LV(1): 211 – 224.

Chowdhury, P. (1994). *The veiled women: Shifting gender equations in rural Haryana*. New Delhi: Oxford University Press.

Cole, M. (2005a). Cross-cultural and historical perspectives on the developmental consequences of education. *Human Development*, 48(2), 195 – 216.

Deb Sibnath and Chatterjee Pooja, (2008). *Styles of Parenting Adolescents – The Indian Scenario*, Akansha Publishing House, New Delhi

Degangi A Georgia and Kendall Anne,(2008),*Effective Parenting for the Hard to Manage Child*, Taylor and Francis Group, New York

Gottlieb, A. (2009). Who Minds the Baby? Beng Perspectives on Mothers, Neighbors, and Strangers as Caretakers. In, G. Bentley and R. Mace (Eds.), *Substitute Parents: Alloparenting in Human Societies*. (Pp 115 – 138). Oxford: Bergahn (Biosocial Society Symposium Series).

Gupte Suraj,(2007). *Speaking of Child Care*, Sterling Paper Backs, New Delhi  
Pickering Lucienne,(2000),*Parents Listen, Better Yourself Books*, Mumbai

Hurlock B. Elizabeth, (2007). *Developmental Psychology: A Life Span Approach*, (5th Edn.), Tata Mc-Graw Hill Publishing Company Ltd., New Delhi.

Nair V. R. and Yamuna. S, (2011). *Parenting of Adolescents: Facilitators Manual for Capacity Building of Parents*, Rajiv Gandhi National Institute of Youth Development, TamilNadu.

Sapra, R. (Ed.), (2010) *Child Development: Issues and Concerns for the well-being of the child*. Vishwabharati, New Delhi

**Websites:**

1. [www.http://.parentingbytrialanderror.com](http://.parentingbytrialanderror.com)
2. [www.http://.goodparenting.com](http://.goodparenting.com)
3. [www.http://.parentingwebsites.org](http://.parentingwebsites.org)

# **DSE-HDFE- 04 CHILDHOOD IN INDIA**

**(6 Credits: Theory-5 +Tutorial- 1)**

## **THEORY**

### **Unit I : Introduction to childhood in India**

- Children in India: An overview
- Social construction of childhood and family
- Folk theories about childhood and family
- Childhood in mythology, stories and films

### **Unit II : Multiple contexts of childhood in India**

- Childhood in families
- Growing up without the family
- Childhood in schools
- Children in extra- familial settings
- Belonging to a minority community

### **Unit III : Psycho- social dimensions of childhood**

- Growing up in tribal family
- Childhood in selected family occupations: artists, farmers, weavers
- Growing up in rural setting
- Childhood in urban India
- Being a girl in India

### **Unit IV : Contemporary issues of childhood in India**

- Language, religion and culture
- Poverty and disadvantage
- Caste and childhood
- Children on streets

## **RECOMMENDED READINGS**

Behera, D. K. (Ed.) (2007) *Childhood in South Asia* : New Delhi. Pearson- Longman

Krishnan, L. (1998). *Child rearing: An Indian perspective*. In, A. K. Srivastava (Ed.), *Child Development: An Indian perspective*. Pp. 25-55. New Delhi: National Council for Education Research and Training.

Sharma, D. (2003). Infancy and childhood in India. In, D. Sharma (Ed.), Childhood, family and sociocultural changes in India (13-47). New Delhi: Oxford.

Sapra, R. (Ed.), (2010) Child Development: Issues and Concerns for the well-being of the child. Vishwabharati, New Delhi

## **SKILL BASED COURSES**

## **SEC- 01 LIFE SKILLS EDUCATION (Credits: 2 Theory)**

**OBJECTIVES:** To enable students to:

- Understand and enhance life skills
- Develop knowledge, understanding and skills in the management of issues related to personal growth and development
- Gain knowledge and understanding in order to make informed health and lifestyle decisions
- Develop skills, and responsible values and attitudes, that enhance the quality of interpersonal relationships

### **THEORY**

#### **UNIT - I**

- Life skills-meaning, definition, importance, WHO life skills
- Life skills education-meaning, definition importance and goals

#### **UNIT - II**

- **Three basic categories of life skills -**
  - Social or interpersonal skills (Communication Skills, Assertiveness Skills, Cooperation Skills, Empathy)
  - Cognitive or thinking skills ( Problem Solving, Critical Thinking , Creative Thinking, Decision Making, Self Awareness)
  - Emotional skills (Managing Stress, Managing Emotions, Resistingpeer pressure)
- **Communication skills-**
  - Meaning and definition
  - Types and levels of communication
  - Barriers to communication
  - Ways to improve interpersonal communication and public speaking

#### **UNIT - III**

##### **Conflict management-**

Understanding conflict in relationships, causes of conflict and steps for managing and resolving conflict, the five styles of conflict resolution and healthy ways of avoiding conflict in relationships.

#### **UNIT - IV**

##### **Career guidance:**

Need and Importance of Career Guidance, Exploring career options, Deciding a career, Career Guidance Centre, Resume Writing, Job Search Method and Interview Facing

**RECOMMENDED READINGS:**

Berk, L.E., (2007), Development through the Life Span, Pearson Education, New Delhi.

Devadas, R.P; Jaya, N( 2002), A Textbook on Child Development, Macmillan India Limited, Madras.

DigumartiBhaskara Rao (1997), Care of the Child, vol and II, Discovery Publication House, New Delhi.

JegannathMohanty and BhagyadharMohanty (1994), Early Childhood Care and Education (ECCE), Deep and Deep pub,New Delhi.

Hurlock, E.B., (2004), Child Growth and Development, Tata Mc.Graw Hill Company

Papalia, D.E., and Olds, S.W., (2005), Human Development, Tata Mc.Graw Hill Company,New York.

Rice Philip. K (2001) Human development, Prentice Hall, New Jersey

Santrock, J.W., (2006), Child Development, Tata Mc.Graw Hill Publishing Company, New Delhi

Suriakanthi, A., (2005), Child Development, Kavitha Publications, Gandhigram, Tamil Nadu.

[http://www.cbseacademic.in/web\\_material/Lifeskills/1\\_Life%20Skills%20Class%20VI.pdf](http://www.cbseacademic.in/web_material/Lifeskills/1_Life%20Skills%20Class%20VI.pdf)

Sapra, R. (Ed.), (2010) Child Development: Issues and Concerns for the well-being of the child. Vishwabharati, New Delhi

**SEC- 02 INTRODUCTION TO GUIDANCE AND COUNSELLING**

## (CREDITS: 2 Theory )

**OBJECTIVES:** The paper will enable the student to:

- Develop an understanding of basic meaning and types of guidance
- Develop an understanding of basic meaning and types of counseling
- Get acquainted with process and techniques of counseling
- Analyze the relationship between guidance and counseling

### **THEORY**

#### **UNIT-I: Guidance**

- Need for Guidance, basic principles of guidance,
- Purpose of guidance: self-understanding, self-discovery, self-reliance, self-direction and self-actualization
- Common do's and don'ts in dealing with children

#### **UNIT-II : Counseling**

- Meaning, Principles and need for counseling
- Counseling process

#### **UNIT-III: Types of Counseling**

- Individual and Group counseling,
- Parental counseling,
- Counseling for children.
- Role, qualities and skills of a counselor
- Professional ethics

#### **UNIT-IV**

- Relationship between counseling, guidance and therapy. Types of therapy– client centered therapy, rational emotive therapy, behavior therapy, Gestalt therapy and psychoanalytical therapy

#### **RECOMMENDED READINGS:**

Bhatnagar, Asha and Gupta, Nirmala (Eds) ( 1999). Guidance and Counseling,

Vol. I: A Theoretical Perspective, New Delhi: Vikas.

Burnard, P (1999), Counseling skills training, New Delhi., Viva books company, New Delhi

Gupta. S.K, Guidance and Counseling in Indian Education, Mittal Publication Pvt. Ltd. Delhi

Rao, S.N, Counseling and Guidance, Tata McGraw Hill, Delhi



Patterson, H.C (2000), Theories of counseling and psychotherapy. New York. Harper

Bhatnagar, Asha and Gupta, Nirmala (Eds) ( 1999). Guidance and Counseling, Vol. I: A Theoretical Perspective, New Delhi: Vikas.

Cormier, L. & Hackney, H. (1987). The Professional Counsellor. Englewood Cliffs, New Jersey: Prentice Hall.

Corey, G. (1986). Theory and Practice of Counseling and Psychotherapy, 3rd Ed. Belmont: Calif-Brooks Cole.

Dave Indu (1984). The Basic Essentials of Counselling. New Delhi: Sterling Pvt. Ltd.

Gazda George R.M.( 1989). Group Counselling: A Development Approach. London: Allyn and Bacon.

Gibson, R.L. & Mitchell, M.H. (1986). Introduction to Guidance. New York: McMillan.

Gladding, Samuel, T. (1996). Counselling: A Comprehensive Profession. New Delhi: Prentice Hall Inc of India Pvt. Ltd.

Nugent, Frank A. (1990). An Introduction to the Profession of Counselling. Columbus: Merrill publishing Co.

Rao, S.N. (1981). Counselling Psychology. New Delhi: Tata McGraw Hill.

Saraswat, R.K. & Gaur, J.S.( 1994). Manual for Guidance Counselors. New Delhill NCERT.

## **SEC- 03 PARENT AND COMMUNITY EDUCATION (CREDITS: 2 Theory)**

**OBJECTIVES:** To enable the students to:

- Understand the need and importance of parent education
- Get acquainted to the concept of community education
- Understand the techniques of imparting parent education programme.

### **Unit-I**

Parent education –Need, aspects, types of parent education.

Parents as stake holders, planners, advisers, volunteers, and resource persons.

### **Unit-II**

Community education – Fundamental principles of community. Community education with reference to education , health, rights of children, child rearing and socialization in various socio-cultural settings.

### **Unit-III**

Techniques of Parent and community Education- Informal meeting, group and individual meetings, Use of audio visual aids.

Organizing parent and community programmes – school, community centers, recreation centers, youth clubs and other NGO's.

### **Unit-IV**

Role of professional - contribution of professionals in parent and community education.

Training programmes for young parents.

Evaluation of parent and community education programmes

### **RECOMMENDED READINGS:**

Child Welfare Information Gateway (2013) Parent education to strengthen families and reduce the risk of maltreatment. Washington, DC: U.S. Department of Health and Human Services, Children Bureau

Elias, M., Clabby, J. & Friedlander, S. (2000). Emotionally intelligent parenting. Crown Publishing.

Hildebrand, V. (2000). Parenting: Rewards and responsibilities. New York, NY: Glencoe McGraw-Hill.

Reppucci, N.D., Britner, P.A., Woolard, J.L. (1997) Preventing child abuse and neglect through parent education. Baltimore: Paul Brooks Publishing Company.

Simpson, A. R. (1997). The role of the mass media in parenting education. Boston: Harvard, Center for Health Communication.

Sapra, R. (Ed.), (2010) Child Development: Issues and Concerns for the well-being of the child. Vishwabharati, New Delhi.

## **SEC- 04 ADOLESCENT DEVELOPMENT AND CHALLENGES (CREDITS: 2 Theory)**

**Objectives:**

To acquaint the students regarding the inherent challenges and contemporary issues in adolescent development.

**THEORY****UNIT I**

Adolescence – definition, importance of the stage, theoretical perspective on adolescence, interpersonal relationships and socio- cultural attitudes of adolescents, maturation and learning.

**UNIT II**

Consequences of puberty changes, sexual development, early and late maturation and psychological implications.

**UNIT III**

Intellectual development- formal operations, Moral development - integration of self and psycho-sexual resolution and resolving identity crisis- reorganization of social life relationship with peers and parents, heterosexual relationships.

**UNIT IV**

Vocational preferences, training and work, transition to adulthood- conflicts with special reference to contemporary socio – cultural changes.

**RECOMMENDED READINGS:**

Berk LE.1993 *Infants, Children and Adolescents*.Allyn& Bacon.

Sebald H. 1984. *Adolescence - A Social Psychological Analysis*.Prentice Hall.

Seifert KL &Hoffnung RJ. 1991. *Child and Adolescent Development*. Houghton Mifflin.

**GENERIC ELECTIVE**

## **GE – 01 CARE AND WELL-BEING IN HUMAN DEVELOPMENT**

**(6 Credits: Theory - 5 + Tutorial - 1)**

### **THEORY**

#### **Unit I: Care and Human Development**

- Definition, concepts & relevance of care
- Vulnerable periods in life that require care
- Principles & components of care

#### **Unit II: Well-being and Human Development**

- Concept of well-being-- physical, psychological, spiritual
- Life crises and well-being
- Factors & experiences that promote well-being

#### **Unit III: Care & well-being at different stages of life**

- Childhood years
- Adolescence
- Adulthood and old age
- Well-being of caregivers

#### **Unit IV: Policies, Services & Programs**

- School health programs
- Nutrition & health for all
- Counselling & yoga

### **RECOMMENDED READINGS**

IGNOU. (2011). Positive psychology-2, MCFT-006 Applied social Psychology. New Delhi: IGNOU.

Santrock, J.W. (2007). Life Span Development (3<sup>rd</sup> ed.). New Delhi: Tata McGraw-Hill.

Sapra, R. (Ed.), (2010) Child Development: Issues and Concerns for the well-being of the child. Vishwabharati, New Delhi.

Seligman, M.E.P. (2002). Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment. New York: Free Press.

Sriram, R. ( 2004). Ensuring infant and maternal health in India. In J. Pattnaik (Ed.). Childhood in South Asia: A critical look at issues, policies and programs. Conn.USA: Information Age.

Singhi, P.( 1999). Child health & well-being: Psychosocial care within & beyond hospital walls. In T.S. Saraswathi (Ed.).Culture, socialization and human development. New Delhi: Sage.

## **GE- 02 CHILD RIGHTS AND SOCIAL ACTION**

**(6 Credits: Theory - 5 , Tutorial - 1 )**

### **THEORY**

#### **Unit I: Introduction to Child Rights**

- Definitions of child and child rights
- Key philosophical concepts in the discourse on child rights
- Factors of exclusion- socio-economic, disability, geo-political etc.
- Role of family, community & child herself in protecting rights

#### **Unit II: Vulnerable Groups: Causes and Consequences**

- Street and working, destitute, homeless, institutionalized children
- Living with: chronic illness, HIV/AIDS, disabilities
- Affected by war, conflict, riots, disasters
- Victims of child-trafficking, abuse, dysfunctional families
- Children in conflict with law

#### **Unit III: Framework for Social Action**

- Role of state in protection of child rights
- Laws for children- Indian & international
- Constitutional provisions in India
- National policies and programs
- Institutional & non-institutional services

### **RECOMMENDED READINGS**

Bajpai, A.( 2006). Child rights in India: Law, policy and practice. New Delhi: Oxford University Press.

Bhargava, V. (2005). Adoption in India: Policies and experiences. New Delhi: Sage.

Virani, ). (2000). Bitter chocolate: Child Sexual abuse in India. New Delhi: Penguin

Weiner, M., Burra, N., Bajpai, A. (2007). Born unfree: Child labour, Education, and the state in India. New Delhi: Oxford University Press.



