



# UNIVERSITY OF CALCUTTA

## Notification No. CSR/ 12 /18

It is notified for information of all concerned that the Syndicate in its meeting held on 28.05.2018 (vide Item No.14) approved the Syllabi of different subjects in Undergraduate Honours / General / Major courses of studies (CBCS) under this University, as laid down in the accompanying pamphlet:

### List of the subjects

<u>Sl. No.</u>	<u>Subject</u>	<u>Sl. No.</u>	<u>Subject</u>
1	Anthropology (Honours / General)	29	Mathematics (Honours / General)
2	Arabic (Honours / General)	30	Microbiology (Honours / General)
3	Persian (Honours / General)	31	Mol. Biology (General)
4	Bengali (Honours / General /LCC2 /AECC1)	32	Philosophy (Honours / General)
5	Bio-Chemistry (Honours / General)	33	Physical Education (General)
6	Botany (Honours / General)	34	Physics (Honours / General)
7	Chemistry (Honours / General)	35	Physiology (Honours / General)
8	Computer Science (Honours / General)	36	Political Science (Honours / General)
9	Defence Studies (General)	37	Psychology (Honours / General)
10	Economics (Honours / General)	38	Sanskrit (Honours / General)
11	Education (Honours / General)	39	Social Science (General)
12	Electronics (Honours / General)	40	Sociology (Honours / General)
13	English ((Honours / General/ LCC1/ LCC2/AECC1)	41	Statistics (Honours / General)
14	Environmental Science (Honours / General)	42	Urdu (Honours / General /LCC2 /AECC1)
15	Environmental Studies (AECC2)	43	Women Studies (General)
16	Film Studies ( General)	44	Zoology (Honours / General)
17	Food Nutrition (Honours / General)	45	Industrial Fish and Fisheries – IFFV (Major)
18	French (General)	46	Sericulture – SRTV (Major)
19	Geography (Honours / General)	47	Computer Applications – CMAV (Major)
20	Geology (Honours / General)	48	Tourism and Travel Management – TTMV (Major)
21	Hindi (Honours / General /LCC2 /AECC1)	49	Advertising Sales Promotion and Sales Management –ASPV (Major)
22	History (Honours / General)	50	Communicative English –CMEV (Major)
23	Islamic History Culture (Honours / General)	51	Clinical Nutrition and Dietetics CNDV (Major)
24	Home Science Extension Education (General)	52	Bachelor of Business Administration (BBA) (Honours)
25	House Hold Art (General)	53	Bachelor of Fashion and Apparel Design – (B.F.A.D.) (Honours)
26	Human Development (Honours / General)	54	Bachelor of Fine Art (B.F.A.) (Honours)
27	Human Rights (General)	55	B. Music (Honours / General) and Music (General)
28	Journalism and Mass Communication (Honours / General)		

The above shall be effective from the academic session 2018-2019.

SENATE HOUSE  
KOLKATA-700073  
The 4<sup>th</sup> June, 2018

*Paul*  
4/6/18  
(Dr. Santanu Paul)  
Deputy Registrar

**Syllabus For Core Courses (Honours)**  
**HUMAN DEVELOPMENT**

**Attendance: 10 marks per paper**  
**Internal Assessment: 10 marks per paper**

**CORE COURSES**

**14 Theory Courses (4 credits each) & 14 Practical Courses (2 credits each)**

**SEMESTER-I (2T+2P)**  
**THEORY**

**Core Course- 1A (50 marks) –Introduction to Human Development**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

1. Human development and the need to study it.
2. Approaches to the study of human development – Longitudinal and Cross –Sectional.
3. Methods of studying human development – Observation, Interview and Questionnaire.
4. Principles of development.
5. Roles of heredity and environment in human development.

**References:**

- Berk, L. E. (1996). Child development. New Delhi:Prentice Hall.
- Hurlock, E.B. (2007). Developmental psychology: A life – span approach. New Delhi : Tata McGraw – Hill.
- Kothari,C.R. (2001). Research methodology: Methods and techniques. New Delhi: Wishwa Prakashan.
- Mussen, B. Conger,J.J., Kagan,J. and Huston, A. C. (1990). Child development and personality. New York : Harper and Row.
- Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development.9<sup>th</sup> Ed. New Delhi: Tata McGraw- Hill.
- Roy,S. Shiksha manovidya.

**Core Course- 2A (50 marks) – Human Development: Conception through Early Childhood**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

1. Prenatal Development – Conception; Course of prenatal development.
2. Conditions affecting prenatal development.
3. Infancy- Characteristics, Developmental tasks and Problems.

#### 4. Early Childhood - Characteristics, Developmental tasks and Behaviour problems

##### **References:**

- Berk, L. E. (1996). Child development. New Delhi:Prentice Hall.  
Hurlock, E.B. (2007). Developmental psychology: A life – span approach. New Delhi : Tata McGraw – Hill.  
Mussen, B. Conger,J.J., Kagan,J. and Huston, A. C. (1990). Child development and personality. New York : Harper and Row.  
Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development.9<sup>th</sup> Ed. New Delhi: Tata McGraw- Hill.  
Roy,S. Shiksha manavidya.

### **PRACTICAL**

#### **Core Course – 1B (30 Marks) Practical: Human Development: Conception through Early Childhood**

1. Methods of child study and their use:
  - Interview
  - Observations
  - Checklist
2. Plan and develop activities to facilitate development in different domains
3. Use of secondary sources to understand the depiction of children
4. Psychometric tests for children- Developmental Assessment Scale for Indian Infants (DASII), Wechsler Preschool and Primary Scales of Intelligence (WPPSI), Children Apperception Test (CAT)

*Practical Activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*

#### **Core Course – 2B (30 Marks) Seminar based on Introduction to Human Development**

*Presentation in seminar: 20 marks; Viva-Voce: 5 marks; Dissertation: 5 marks*

### **SEMESTER-II (2T+2P)**

#### **THEORY**

#### **Core Course – 3A (50 marks) – Human Development: Middle Childhood through Old Age**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

1. Middle Childhood - Characteristics, Developmental tasks and Behaviour problems.
2. Adolescence - Characteristics, Developmental tasks and Socioemotional problems.

3. Adulthood - Characteristics, Developmental tasks and Problems.
4. Old Age – Physical changes, Developmental tasks and Emotional Problems.

**References:**

- Berk, L. E. (1996). Child development. New Delhi:Prentice Hall.  
 Hurlock, E.B. (2007). Developmental psychology: A life – span approach. New Delhi : Tata McGraw – Hill.  
 Mussen, B. Conger,J.J., Kagan,J. and Huston, A. C. (1990). Child development and personality. New York : Harper and Row.  
 Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development.9<sup>th</sup> Ed. New Delhi: Tata McGraw- Hill.  
 Roy,S. Shiksha manavidya.

**Core Course – 4A (50 Marks) - Care and Education in Infancy and Childhood**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

1. Childcare in infancy and preschool years-  
Feeding, weaning, supplementary feeding and toilet training.
2. Child rearing practices-Definition, classification and implications.
3. Objectives of Early Childhood Care and Education (ECCE); Recent developments – National Policy on Education, Yashpal Committee Report: Learning Without Burden, Role of Indian Association for Pre School Education.
4. Types of ECCE Programmes – Balwadi, Anganwadi, ICDS, Crèche and nursery school.
5. Approaches to Early Childhood Education (ECE) - Montessori, Kindergarten and Play way methods.

**References**

- Arya, S.C. (1972).Infant and child care for the mother. New Delhi: Vikas.  
 Gill, S. (1993). Child care programs in India : Changing trends. In Saraswathi,S.S. and Kaur, B. ,New Delhi : Sage. Unit II.  
 Kaul, V. (1991). Early childhood education programme.New Delhi : NCERT.Units I and III.  
 Mussen, P., Conger, J., Kagan, J. and Huston, A.C. (1990).Child development and personality. New York: Harper and Row.  
 Nag, R. Ma o shishu.  
 Swaminathan, M.S. (1988) Essentials of food & nutrition. Ganesh Publishers.  
 Yashpal Committee Report (1994). Learning without burden.

**PRACTICAL**

**Core Course 3B (30 Marks) - Practical: Human Development from Middle Childhood through Old Age**

1. Methods of study and their use:

- Reviewing Interview and Observation
  - Questionnaire
  - Case study
  - Sociometry
2. Case profile to study adolescence/ young adulthood/ late adulthood
  3. Depictions of adolescence and adulthood in media: Audio-visual, Print and Theatre
  4. Psychological tests: Projective Personality Test, Test Assessing Adult Intelligence, Test assessing self-concept

*Practical Activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*

### **Core Course 4B (30 marks) – Practical: Care and Education in Infancy and Childhood**

#### 1. Field Work.

Working with the community and preparing reports on:

- a) Crèches / Day care centres
- b) ICDS centres
- c) Nursery schools
- d) Primary schools.

#### 2. Laboratory Activities

- a) Compilation of songs and lullabies suitable for infants and toddlers.
- b) Preparation of picture books / story books for infants and toddlers.
- c) Preparation of educational toys for young children.
- d) Development of riddles for language and concept attainment of preschoolers.
- e) Preparation of posters reinforcing messages of hygiene and cleanliness.

*Practical Activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book and other materials: 5 marks*

## **SEMESTER-III (3T+3P)** **THEORY**

### **Core Course 5A (50 marks) – Psychological Bases of Human Development**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

1. Intelligence – Definition, nature of intelligence, origins of intelligence testing, types of intelligence tests; Guilford's theory; Bruner's theory.
2. Emotion – Definition, adaptive functions, basic emotions of fear, anger and love, universal aspects of emotions; Schachter-Singer theory.
3. Personality – Definition, influencing factors, role of social norms in personality development, tests of personality; Eysenck's theory; Five-Factor theory.
4. Socialization- Definition, agencies of socialization, gender differences in socialization.

#### **References:**

Freeman, F. (1965). Psychological testing. New Delhi : Oxford and IBH.  
Kothari, C.R. (2001). Research methodology: Methods and techniques. New Delhi: Wishwa Prakashan.  
Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7<sup>th</sup> Ed., New York: McGraw – Hill.  
Roy, Sushil. Shiksha manavidya.

### **Core Course 6A (50 marks) – Psychological Assessment and Statistics**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

1. Psychological test – Definition and major types.
2. Standardization of psychological tests; concepts of reliability, validity and norms.
3. Tabulation and frequency distribution of data.
4. Graphical representation of data – types; advantages and disadvantages of each type.
5. Concept, major types, uses and computational techniques of the measures of central tendency and variability.
6. Concept, uses and computation of bivariate correlation.

#### **References:**

Freeman, F. (1965). Psychological testing. New Delhi : Oxford and IBH.  
Kothari, C.R. (2001). Research methodology: Methods and techniques. New Delhi: Wishwa Prakashan.  
Roy, S. Shiksha manavidya.

### **Core Course 7A (50 marks) – Guidance and Counselling of Children in Distress**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

1. Fundamentals of Guidance and Counselling of children – Definitions, types and techniques.
2. Children with developmental psychopathology - a) Internalizing Disorders – Anxiety disorder, Childhood Depression : Symptoms, causes, scope for guidance and counselling.  
b) Externalizing Disorders- Conduct disorder, Attention Deficit Hyperactivity disorder: Symptoms, causes, scope for guidance and counselling.
3. Children in difficult circumstances - street children, child prostitutes, children of prostitutes, children of AIDS patients and children of prisoners: Problems, scope for guidance and counseling.

#### **References:**

Barooh, P.. Child Welfare.  
Devi, L. Encyclopedia of Child Welfare Vol (I-VI).  
Madan, G. R.. Indian Social Problems.  
Mussen, P., Conger, J., Kagan, J. and Huston, A.C. (1990). Child development and personality. New York: Harper and Row.

- Rane, A. (Ed.) (1994). Street children: A challenge to the social work profession. Bombay : TISS.
- Rane, A. et al. (1980). Children in difficult situations in India: A review. Bombay : TISS.
- Roy, S. Shiksha manavidya.

### **PRACTICAL**

#### **Core Course 5B (30 marks) – Practical: Psychological Bases of Human Development**

1. Measuring intelligence: Draw- A – Man Test, Wechsler Intelligence Scale for Children; Raven’s Standard Progressive Matrices; Culture Fair tests etc.
2. Assessment of emotions.
3. Assessment of personality: Children’s Personality Test, Kundu Neurotic Personality Inventory; Eysenck Inventories / Questionnaires, Five Factor Inventories etc.
4. Assessment of socialization.

*Practical Activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*

#### **Core Course 6B (30 marks) – Practical: Psychological Assessment and Statistics**

1. Determination of reliability and validity and establishment of norms of a psychological instrument.
2. Construction of frequency distribution and exercises on graphical representation of data.
3. Calculation of measures of central tendency.
4. Calculation of measures of variability.

*Practical Activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*

#### **Core Course 7B (30 marks) – Practical: Guidance and Counselling of Children in Distress**

1. Preparation and use of child behaviour observation checklists.
2. Assessment of aptitude and interest using psychological tests.
3. Case study of a child with developmental psychopathology or in difficult circumstances.
4. Guidance and counseling of a child with developmental psychopathology or in difficult circumstances.

*Practical Activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*

### **SEMESTER-IV (3T+3P)**

#### **THEORY**

#### **Core Course 8A (50 marks) – Marriage and Family Relations**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

1. Family - Concepts, forms and types; changing pattern of family: Structural and Interactional changes; Future of the Indian family
2. Marriage and Kinship – Marriage in different religious communities of India, Regional variations in kinship system.
3. Important issues in Marriage- Gender roles, childlessness, dowry and divorce.
4. Marital adjustment; Marital communication; Marital conflict and violence; Marital counseling.
5. Legislation with reference to India: Marriage; Divorce; Domestic violence.

**References:**

Ahuja, R.: a) Society in India.  
 b) Social System.  
 c) Social Problems In India.

Chowdhury, A. Bharater Samaj Prasange.

Dube, S. C. (Translated by Rajat Roy).Bharater Samaj. National Book Trust.

Ganguly, R. and Moinuddin, S. A. H. Contemporary Indian Society.

Maciver and Page. Society – An Introductory Analysis.

Vidya Bhusan and Sachdev. Sociology.

**Core Course 9A (50 marks) –Legislation and Policy Issues in Child Welfare**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

1. Child Welfare – Definition, objectives and philosophies. Constitutional provisions for protection and welfare of children.
- 2.National policy for children – Salient features, priority areas and gaps.
3. Laws relating to children - Juvenile Justice Act, 1986; Child Labour (Prohibition and Regulation) Act; Hindu Law of Adoption.
4. United Nations Declaration of the Rights of Children; U. N. Convention 1989; National Plan for Children.
5. Overview of child welfare in the legal and policy framework- NGO forum; Role of social networking and social activists.

**References:**

Barooh, B. Child Welfare.

Devi , L.Encyclopedia of Child Welfare Vol (I-VI).



**Core Course 10A (50 marks) – Legislation and Policy Issues in Family Welfare**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

1. Family Welfare – Definition, objectives and philosophies.
2. National policies for women – National Perspective Plan for Women’s Development, National Commission on Women.
3. National Policies for the Youth and the Ageing – Salient features, implications. Maintenance and Welfare of Parents and Senior Citizens Act 2007.
4. Overview of family welfare in the legal and policy framework - NGO forum; Role of social networking and social activists; Need for developing comprehensive family policy.

**PRACTICAL**

**Core Course –8B (30 Marks) Seminar based on Marriage and Family Relations**

*Presentation in seminar: 20 marks; Viva-Voce: 5 marks; Dissertation: 5 marks*

**Core Course –9B (30 Marks) Seminar based on Legislation and Policy Issues in Child Welfare**

*Presentation in seminar: 20 marks; Viva-Voce: 5 marks; Dissertation: 5 marks*

**Core Course –10B (30 Marks) Project based on Legislation and Policy Issues in Family Welfare**

*Project related activities: 20 marks; Viva-Voce: 5 marks; Project Report: 5 marks*

**SEMESTER-V (2T+2P)**

**THEORY**

**Core Course 11A (50 marks) – Organisation and Management of Early Childhood Education Centres**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

1. Programme Planning – Basic considerations, Stages of planning, Observation, Recording and reporting.
2. Establishing an ECCE Centre – Location, Planning the facilities, Playground, Equipment.
3. Staff Management – Distribution of work, Qualities of a good ECCE teacher.
4. Resource Management – Budgeting, Accounting, Maintenance of records.

**References:**

1. Sengupta, M. (2009). Early childhood care and education. New Delhi: PHI Learning Pvt. Ltd.
2. Aggarwal, J.C. and Gupta, S. (2007). Early childhood care and education: Principles and practices. India: Shipra Publications.
3. Mohanty, J. and Mohanty, B. (2007). Early childhood care and education. New Delhi: Deep & Deep Publications Pvt. Ltd.
4. Mukherji, P. and Dryden, L. (Eds.) Foundations of early childhood: Principles and practice. UK: Sage Publishers.

### **Core Course 12A (50 marks) – Curriculum for Early Childhood Education**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

- 1 Essential features of ECCE Curriculum - Playful environment, Informal to formal, Flexible routine, Balanced development.
- 2 Components of ECCE Curriculum – Physical development, Cognitive development (Language and Mathematics), Creative expression, Socio-emotional Development.
- 3 Significance of Play and Play-way method of teaching.
- 4 Evaluation .

#### **References:**

- Adler, S. and Farrar, C. (1983). A curriculum for developing communication skills in the preschool child. Illinois : Thomas Publication
- Anderson, P. and Lapp, D. Language skills in elementary education. NY : Mac Millan.
- Harlan, J. (1984). Science experiences for the early childhood years. Columbus : Charles Merrill.
- Lloyd, I. and Richardson, K. (1980). A mathematics activity curriculum for early childhood and special education. New York: Mac Millan.

### **PRACTICAL**

#### **Core Course 11B (30 marks) – Practical: Organisation and Management of ECCE**

- i. Visit to ECCE Centre and report writing
- ii. Project on Management of ECCE Centres

*Practical Activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*

#### **Core Course 12B (30 marks) – Practical: ECCE curriculum**

1. Preparation of reading readiness materials for :

- a) Visual discrimination ; visual memory
- b) Auditory discrimination.
2. Conducting prewriting activities with children.
3. Planning science experiences.
4. Planning a project based on lessons of first and second standard; Planning activities children can do at home.
5. Preparation of teaching aids for promoting mathematical concepts.

*Practical Activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*

**SEMESTER-VI (2T+2P)**  
**THEORY**

**Core Course 13 (50 marks) – The Child with Special Needs**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

1. Definitions – Disability, Challenge and Special Needs. Incidence and Prevalence of Disability in India. Persons with Disabilities Act.
2. The Child with Intellectual Challenge – Definition, Assessment, Classification, Causes and Rehabilitation.
3. a)The Child with Auditory Challenge – Definition, Assessment, Classification, Causes and Rehabilitation.  
b)The Child with Visual Challenge – Definition, Assessment, Classification, Causes and Rehabilitation.
4. The Child with Learning Disability – Definition, Classification, Causes and solution.
5. Developmental Challenge – The Child with Autism.

**References:**

Debnath, D. and Debnath, A. K. Byatikramdharmi shishu o tar shiksha. Kolkata : Rita Book Agency.  
Kirk, S.A. (1970).Educating exceptional children. Indian Edition. New Delhi : Oxford and IBH.  
Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7<sup>th</sup> Ed., New York: McGraw – Hill.  
Skinner, C. Educational psychology.

**Core Course 14A (50 marks) – Parent and Community Education**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

1. Need for Parent Education. Aspects of Parent Education. Roles of Parents as Participators and Planners of Programmes, Parents as Advisers, Volunteers and Resource Persons.

2. Need for Community Education. Fundamental Principles of Community Education with reference to Health, Education and Nutrition of Children. Concept of Human Development Index and it's Implications for India.
3. Definition of Communication. Importance of Communication. Factors Determining Selection of Appropriate Methods and Techniques of Communication. Different approaches for Communication – Communicating with Individuals, Groups and the Masses.
4. Preparation , Use and Evaluation of Different Techniques and Media of Communication – i) Pictorial Aids, ii) Posters, iii) Pamphlets, iv) Slides, vi) Radio Talks and vii) Movies.
5. Organising Parents and the Community.
  - a)Parent Bodies – Involvement in School and Neighbourhood.
  - b) Community Centres / Recreation Centres.
  - c)Youth Clubs, Mahila Mandals.

**References:**

Dahama, O.P. and Bhatnagar . Education and Communication for Development.New Delhi : Oxford and IBH.  
 Ray, G.L. (1991).Extension Communication and Management. Calcutta : Naya Prokash.  
 Supe, S.V. An Introduction to Extension Education. New Delhi : Oxford and IBH.

**PRACTICAL**

**Core Course 13B (30 marks) – Practical: The Child with Special Needs**

1. Working with and organizing activities for children with special needs.
2. Meeting families of children with special needs to plan an intervention programme.
3. Case study of a child with special needs.
4. Visit to institutions of children with special needs.

*Practical activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*

**Core Course XIV B (30 marks) – Practical: Parent and Community Education**

1. Preparation of simple literature for parents.
2. Developing audio programmes for parents / community.
3. Conducting parent meetings.
4. Preparing and using visual aids for parent / community education.

*Practical activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*

### DISCIPLINE SPECIFIC ELECTIVES

Candidates have to select four theory papers and four practical components thereof from the following pool (1 each from Sub-Groups A 1, B 1, A 2 and B 2)

Group- A	Group- B
A 1 (For Semester V)	B 1 (For Semester V)
<b>DSE-1: Gender, Media and Society</b> ( Theory and Practical)	<b>DSE-5: Gender and Social Justice</b> (Theory and Practical)
<b>DSE- 2: Childhood in India</b> (Theory and Practical)	<b>DSE-6: Dynamics of Communication and Extension</b> (Theory and Practical)
A 2 (For Semester VI)	B 2 (For Semester VI)
<b>DSE- 3: Art Education for Creative Development</b> (Theory and Practical)	<b>DSE-7: Art Appreciation in Human Development</b> (Theory and Practical)
<b>DSE-4: Non-Formal, Adult and Lifelong Education</b> (Theory and Practical)	<b>DSE-8: Human Resource Management</b> (Theory and Practical)

(CREDITS: THEORY-4, PRACTICAL-2)

**DSE 1 T: Gender, Media and Society                    50 marks**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

**1. Social construction of Gender**

Concept of

gender; Differences between sex and gender; Patriarchal social order and status of women; Socio Cultural practices influencing women’s status; Shifts in Status of women – historical and contemporary perspectives

**2. Gender differentials**

Approaches to understanding gender differentials; Status issues and challenges in context to - violence against women , women and health, women and education, women’s work and economic participation, women and leadership, women and media.

**3. Gender and Development**

Concept of

Gender Development - indicators of human and gender development; Approaches to women’s development; Empowerment of women – concept and types; National and International agencies involved in women’s development.

**4. Gender and Advocacy**

Human rights and women; Laws for protection of women's rights; Media and gender mainstreaming.

### **RECOMMENDED READINGS**

- Bhasin, Kamla (2000). Understanding Gender. New Delhi. Kaali for Women.
- Devi, Uma (1994). Women Work, Development and Ecology. New Delhi, Har-Anand Publications.
- Goel, A, Kaur, A and Sultana, A (2006). Violence against women: Issues and Perspectives. New Delhi, Deep& Deep Publishers.
- Kapoor, Promila, (1993), Girl Child and Family Violence. New Delhi, Har –Anand Publications.
- Krishna, Sumi (2007). Women's Livelihood Rights: Recasting Citizenship for Development, New Delhi, Sage Publications.
- Sohoni, K Neerj, (1994), Status of Girls in Development Strategies, New Delhi, Har-Anand Publications.

### **DSE 1 P: Practical: Gender, Media and Society                      30 marks**

- Gender based analysis of media with special reference to portrayal of women.
- Visits to various women's organizations.
- Analysis of gender based indices for understanding the status of women in society.

*Practical activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*

### **DSE 2 T: Childhood in India                      50 marks**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

#### **1. Introduction to childhood in India**

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

#### **2. Multiple contexts of childhood in India**

Ethnic, religious, regional, social, economic and ecological variations; Childhood in families; Growing up without the family; Children in schools; Children in extra-familial settings.

#### **3. Psycho-social dimensions of childhood**

Growing up in a tribal family; Childhood in selected family occupations: artists, farmers, weavers; Growing up in a rural setting; Children on the streets; Belonging to a minority community; Being a girl in India; Adoption and childhood

#### **4. Contemporary issues of childhood in India**

Language, religion and culture; Ability, disability; Poverty; Caste and childhood; Children in urban India.

#### **References**

- Behera, D. K (Ed.) (2007) *Childhoods 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 Educational Research and Training.
- Sharma, D. (2003). Infancy and childhood in India. In, D. Sharma (Ed.), *Childhood, family and sociocultural change in India* (13 - 47). New Delhi: Oxford. Selected short stories about childhood in regional contexts

#### **DSE 2 P: Practical: Childhood In India**

**Marks :30**

1. Personal social experiences of childhood in families
2. Beliefs and practices related to children in different communities
3. Children's experiences of ethnicity/class/caste/language
4. Stories, folk songs, toys and games from diverse ethnic groups
5. Depiction of childhood in media.

*Practical activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*

#### **DSE 3 T: Art Education for Creative Development**

**50 marks**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

1. Definition of Art – Type of Art (Visual & Performing)
2. Short history of Visual art and Performing art;
- 3 a)Classification of Visual art;  
b)Classification of Performing art
4. Folk forms of art – a) Visual art; b) Performing art
5. Art in daily life
6. Creativity, Imagination, Aesthetics, Nava-Ras, Form and Content. Role of art education in creative development.

#### **DSE 3 P: Practical: Art Education for Creative Development**

**Marks-30**

1. a) Recognizing the basic character of visual art  
b) Guided listening and discussion on different forms of performing art
2. Project work: Fine art and Performing Art in creativity development.

*Practical activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*

**DSE 4 T: Non-Formal, Adult and Life Long Education                      Marks: 50**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

**Unit I: Non Formal Education,**

- Difference between formal & Non-Formal Education, Significance of Non-Formal Education in India
- New education policy & NFE
- Scope of NFE in communities- Techniques of community study, Domains of Non- Formal Education
- Organizing NFE programmes- target group; Physical aspects; organizing and implementation
- Publicity of Non-Formal Programme; Planning and implementing publicity plan

**Unit II: Adult Education**

- Meaning, concept and scope of Adult Education
- Adult Education programme in India
- Adult Education and Extension
- Characteristics of Adult Learners; Difference between Adult & Child learning
- Learning theories; Characteristics of Adult learning, developmental tasks of Adults
- Factors associated with Adult learning.
- Motivating and sustaining Adult learners

**Unit III : Life Long Education**

- Definition, meaning and concept of Life Long Education
- Life Long Education: Historical and contemporary perspectives
- Components and objectives of Life Long Education
- Significance of Life Long Education in contemporary society
- Forms and domains of Life Long Education
- Principles of Life Long Education



#### **Unit IV: Methods and Material for Non Formal/Adult/ Life Long Education**

- Methods and approaches for organizing NFE programmes for different target groups
- Scope of communication methods and materials for NFE objectives

#### **Unit V: Programmes of Non Formal/Adult/ Life Long and Continuing Education**

- National and international programmes
- Local, State , National and international agencies- policy and programmes
- Monitoring and evaluation of NFE /Adult/ Life Long and Continuing Education programmes

#### **DSE 4 P: Practical: Non-Formal, Adult and Life Long Education**

1. Visits to different NGO's involved in Non Formal/Adult/Life Long Education
2. Inviting experts from Government/Universities/ NGO's to share their experience of Non Formal/Adult/Life Long Education.
3. Reporting of Literacy news, events from periodicals and news papers.
4. Planning and organizing NFE/ continuing education programmes
5. Monitoring and Evaluation of programmes

*Practical activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*

#### **REFERENCES**

- Mishra. L., Adult Education, A study of the trials, APH Publishing Corporation, New Delhi.
- Chandra A., Shah A. 1987, Non Formal Education for All, Sterling Publishers, New Delhi.
- Singh M., 2007, New Companion to Adult Educators, International Institute of Adult and Life Long Education, New Delhi.
- Singh N. K, 2010, Adult Education, Saurabh Publishing House, New Delhi.
- Khajuria D. P., New Trends in Indian Education, Narendra Publishing House, Jalandhar.

#### **DSE 5 T: Gender and Social Justice**

**50 marks**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

#### **1. Understanding Gender: Basic Concepts**

- Sex and Gender
- Masculinity and femininity

- Biological and cultural determinants

## **2. Gender and Society**

- Patriarchy and social institutions
- Being male and female in Indian Society
- Women's movements in India
- Perspectives on Feminism

## **3. Social Construction of Gender**

- Socialization for gender
- Gender roles, stereotypes and identity
- Social traditions: History, mythology and literature
- Contemporary Influences: Work, media, popular culture
- Caste, class and religious influences on gender roles

## **4. Girl Child and Women in India**

- Demographic profile
- Health, nutrition and education
- Sexuality and reproductive Health
- Female feticide, infanticide and violence against women

## **5. Gender Justice**

- Laws, policies and programmes for women
- Women's empowerment and politics

## **RECOMMENDED READINGS**

- Saikia, N. (2008). Indian women: A socio-legal perspective. New Delhi: Serials Publication.
- Mohanty, M. (2008). Class, Caste and Gender. New Delhi: Sage.
- Menon N. (2008). Sexualities: Issues in Contemporary Indian feminism. New Delhi: Macmillan

**DSE 5 P: Practical: Gender and Social Justice**

**30 marks**

1. Visits to organizations working in the area of women's empowerment to understand their objectives, programmes and experiences
2. Workshops by resource persons on issues related to gender such as domestic violence, laws for women, reproductive health
3. Interactions to understand gender realities in diverse social groups through field visits and preparing and utilizing interview schedules
4. Media portrayals of gender realities

Films:

1. Documentaries from 'Under Construction' including Unlimited Girls; Skin Deep; Who's afraid of little girls; Annapurna; Colours Black
2. Select Feature Films

*Practical activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*

### **DSE- 6 T: Dynamics of Communication and Extension      50 marks**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

#### **1. Communication: Concepts**

- Historical background, concept and nature
- Functions of Communication
- Types of Communication - communication transactions; Formal and informal communication; Verbal and Non-verbal Communication
- Scope of Communication- Education, training and learning industry, Motivation and Management, Corporate Communication, Management of Organisations, Advertising and Public relations
- Communication and mainstream media- newspaper, radio, television and Cinema, ICTs and web based communication
- Communication for social change

#### **2. Understanding Human Communication**

- Culture and communication- Signs, symbols and codes in communication
- Postulates/Principles of Communication
- Elements of Communication and their characteristics
- Models of Communication
- Barriers to Communication

### **3. Communicating Effectively**

Concept,

nature and relevance to communication process:

- Empathy
- Persuasion
- Perception
- Listening

### **4. Communication for Extension**

- Concept, nature and philosophy of Extension
- Principles of Extension
- Methods and Media of community outreach; Audio-Visual aids- concept, classification, characteristics and scope.
- Relationship between, Communication, Extension and Development

### **RECOMMENDED READINGS**

- Barker, L. (1990). "Communication", New Jersey: Prentice Hall, Inc; 171.
- Devito, J. (1998) Human Communication. New York: Harper & Row.
- Patri and Patri (2002); Essentials of Communication. Greenspan Publications.

### **DSE 6 P: Practical: Dynamics of Communication and Extension      30 marks**

1. Developing skills in planning and conducting small group communication.
2. Review of media on selected issues
3. Design and use of graphic media

### **DSE 7 T: Art Appreciation in Human Development      50 marks**

*Multiple-Choice Questions: 20 marks; Subjective Questions: 30 marks*

1. Definition of art.
2. Definition of art appreciation.
3. Different aspects of visual and performing art.

4. Components of visual art. Components of performing art.
5. Subjective and objective perspectives of art.
6. Categories of art: Classical art; Contemporary art; Folk art; Minor art.
7. Role of art appreciation in human development.

**DSE 7 P: Practical: Art Appreciation in Human Development**  
**Marks-30**

Visit :

1 Art Exhibition and 1 Museum

3 Stage Performances (1 each from Dance, Drama and Music)

Project:

2 Projects

Report submission

(Each from visual and performing art)

*Practical activities: 20 marks; Viva-Voce: 5 marks; Laboratory Note-Book: 5 marks*

**DSE 8 T: Human Resource Management**

**Marks : 50**

**Unit I: Human Resources Management**

- Concept, Scope and Significance
- Organisation Theories
- Human Resource Development and its challenges

**Unit II: Functions of HRD**

- Manpower planning
- Job Analysis – job description and job specification
- Recruitment, selection and placement
- Performance appraisal and development
- Basics of Employee compensation
- Training and Development
- Motivation

**Unit III: Human Resources Audit**

- Concept
- Significance
- Process

## **DSE 8 P: Practical: Human Resources Management**

1. Case study analysis and secondary research.
2. Simulations/Presentations
  - HR Planning – Job Analysis and Design (Levels).
  - Selection and Recruitment Strategies
  - Interview techniques and skills (mock interview)
  - Performance Appraisals – Methods

### **RECOMMENDED READINGS**

- Aswathappa. K, 2008, Human Resource and Personnel Management - Text and cases, Tata McGraw-Hill Publishing Company Ltd, New Delhi.
- Gary Dessler, 2006, Human Resource Management, Prantice Hall of India Pvt. Ltd, New Delhi.
- Subbaroo, R., 2007, Personnel and HRM – Text and Cases, Himalaya Publishing House, New Delhi.

### **ABILITY ENHANCEMENT COURSE**

#### **Ability Enhancement Compulsory Course (AECC)**

**(CREDITS: THEORY – 2 CREDITS EACH)**

**Candidates have to study two theoretical papers - Language Courses and Environmental Science.**

### **SKILL ENHANCEMENT COURSE (SEC)**

**Candidates have to choose 1 Skill Based Elective each from the following 2 groups:-**

<b>Group A (Semester III)</b>	<b>Group B (Semester IV)</b>
<b>SEC1: Activities And Resources For Child Development – I</b>	<b>SEC 3: Sociology Of Working With Families And Communities</b>
<b>SEC 2: Activities And Resources For Child Development - II</b>	<b>SEC 4: Resources and Sustainable Development</b>

**(CREDITS: THEORY 2)**

## **SEC1: ACTIVITIES AND RESOURCES FOR CHILD DEVELOPMENT – I**

### **1. Infancy and Toddlerhood:**

Development during the first two years is rapid and hence the topic is subdivided in four parts. Each part focuses on a particular age group that would enable caregivers to understand the specific needs of growing children. Knowledge of needs would help them to plan appropriate activities.

#### **Introduction**

- Characteristics of human childhood.
  - (from state of helplessness to gradual control over body and development of understanding of immediate environment).
  - Development through interaction of maturation and stimulation from environment, exploration.
  - Importance and ways of meeting child's psychological needs to promote feelings of security, trust and acceptance. – Activities according to developments for various age groups.
  - 0 – 6 months
  - Activities for stimulation and sensory motor experiences with emphasis on seeing, hearing, touching, feeling sensation and movements.
  - 7 – 12 months
  - Integration of experiences involving more than one sense to deepen sensory – motor experiences. Promote manipulation, concept formation, communication and perceptual discrimination.
  - 13 – 24 months
  - Promotion of co-ordination and control of body movements, gross and fine motor skills. Strengthening concept formation, imagination and communication through language. Promotion of problem solving, environment to explore and satisfy curiosity and develop confidence.
  - 25 – 36 months
  - Improvement in body movement and communication skills, social skills and concept formation.
- 2. Creativity:** Concept of creativity and highlights of the role of creative expressions in overall development of children.
- Creative expressions, Meaning and definition of creativity expressions.

- Role of teacher in planning and fostering creative expressions.
- Creative expressions through a variety of media i.e. painting, printings, cutting, pasting, blocks puppetry, music movement, drama and language.

### **3. Art Activities**

- Painting and graphics – Painting with brush, drawing with crayons, chalk, rangoli on floor, finger painting. (Some special characteristics of this medium). – Values, materials required, use of substitutes from indigenous materials. – Teacher’s role in conducting activities. – Stages in child art.
- Tearing, cutting, pasting and collage, mural – Values, materials required and Teacher’s role in conducting activities. – Development stages.
- Printing – Types of printing i.e. block, string, leaf stencils, spray, crumpled paper, different textured surfaces. – Values, materials required techniques. – Teacher’s role stages in printing.
- Blocks – Some special features of this medium. – Types of blocks: hollow large blocks, unit blocks and small blocks. – Stages in block play. – Values, materials and accessories for block play. – Teacher’s role.

### **4. Other materials**

- Sand – Characteristics of the medium. – Values, materials required and teacher’ role.
- Water – Characteristics of the medium. – Values, materials required and teacher’ role.

### **5. Music and Rhythm**

- Importance of music in child’s life and teacher’s role in providing appropriate experiences
  - Criteria for selection of songs.
  - Creating environment for musical growth.
  - Developmental stages in musical activities.
  - Rhythmic movements body and with simple musical instruments.

### **6. Puppetry and Creative Drama**

- Puppetry
  - Characteristics of puppetry as a medium.
  - Values of puppetry



- Kinds of puppets : finger, glove, stick, and string puppets etc.
- Basic staging techniques, use of lights, and simple sound affects in puppetry. •
- Creative Drama
  - Meaning and values.
  - Techniques involved in creative drama e.g. rhythmic movements, pantomime, characterization, improvisation story building.
  - Process of scripting for puppet plays and creative drama.

### **Learning Experiences**

- Infancy and Toddlerhood
  - A file to be prepared to list activities appropriate for age groups – 0 – 6 months, 7 – 12 months, 13 to 20 months and 25 – 36 months.
  - Students be encouraged to observe materials available in the locality.
  - Develop play materials suitable for each age group. 90 - List activities, which can be used for working with different age groups :
- 0 – 6 months
  - Prepare materials and design activities for seeing, hearing touching and feeling.
  - Sensation and movement for soothing movements and exercises.
- 7 – 12 months
  - Prepare materials and design activities for touching and feeling sensation and movement, and manipulation.
- 13 – 14 months
  - Identify activities for gross motor development and prepare play materials available in the locality.
  - Prepare play materials and list activities promote manipulation sensory experiences, concepts and language.

### **Art Activities**

- A few suggestions are given under each category as guideline students be encouraged to explore experiment with each media and understand the characteristics of each medium.

- Samples of each be included in the resource file which each student is expected to maintain along with description of values materials and technique used.
- Difficulty level of each activity be considered and decide its suitability for different age groups.
- Painting and graphics :
- Prepare a variety of brushes from different types of brooms, cotton, wool, strips of cloth, feather etc.
- Where necessary demonstration of preparation of materials required for conducting activity be included, i.e. paint with starch, paste etc.
- Painting with different brushes, crayon design given a paint wash, etching, blow painting, block painting, finger painting, Painting on wet paper, painting masks. •
- Drawing with crayons, dry and wet chalk.
- 6 to 8 years.
- Wet paints, painting masks brush music.

### **Tearing cutting and pasting**

- 3 – 5 years Tearing with all fingers, tearing with thumb and two fingers and used in holding pencil, tearing on straight line, curved line. •
- 6 – 8 years Tearing circular rings starting from one corner of the page till center of page, Making designs.
- 3 – 5 cutting and pasting Cutting a design, pasting, piece of paper, cloth, sticks leaves collage, mosaic.
- 6 – 8 years Tearing and cutting designs, creating designs. Pasting mosaic, paper balls, glass pieces etc.

### **Printing**

- Printing with strings, leaf, blocks, stencil printing, thumb, finger, spray painting.
- Keeping coins, leaves with veins below paper and gently colouring with crayon.
- Older children to make their own stencils.

- Printing on large pieces of paper (group activity).

### **Decorating empty plastic bottles, boxes masks etc. Music and movements**

- Learning to sign rhymes songs with actions.
- Folk songs.
- Making simple musical instruments.
- Rhythmic body movements according to different beats and sounds.
- Dancing according to rhythm.
- Musical instruments from waste like old pots, tins, sticks.
- Older children to form an orchestra.

### **Puppetry and Creative Drama**

- Puppetry stick, singer, table top, rhythm, puppets glove puppets.
- Learning basic manipulation skills.
- Use of music, voice modulation and sound effects.
- Making sets and backgrounds.
- Scripting for short puppet play.
- Creative drama • Body movements and co-ordination.
- Games like mirroring, blind fold and moving etc.
- Theme based dramatization
- Use of simple costumes and make-up to enhance characterization e.g. use of eye make-up to show different emotions or making simple caps and paper clothes for characters.
- Scripting simple dramatic presentation.

### **RECOMMENDED READINGS**

- Beaty, J.J. (1996). *Preschool Appropriate Practices*. London : Harcourt Brace College Publishers.

- Carol, S. & Barbour, N. (1990). Early Childhood Education : An Introduction : IInd Edition.
- Contractor, M. (1984). Creative drama and puppetry in education, Delhi : National Book trust of India.
- Johnson, A.P. (1998). How to use creative dramatics in the classroom. Childhood Education, 2 – 6.
- Kaul, V. (1991). Early Childhood Education Programme. New Delhi : NCERT. •
- Lasky, L. & Mukerjee, R. (1980). Art Basic for Young Children, Washington, D.C., NAEYC.
- Moomaw, S. (1984). Discovering Music in Early Childhood. Bostom : Allyn and Bacon, Inc.
- Swaminathan, M. (1984). Play activities for young children, New Delhi : UNICEF. •
- Swaminathan, M. (1991). Play Activities for Young Children . UNICEF.
- Taylor, B.J. (1985). A Child Goes Forth Minneapolis : Burgess Publishing Co. (6th Ed.).

## **SEC 2: ACTIVITIES AND RESOURCES FOR CHILD DEVELOPMENT - II**

**Marks: 50**

### **1. Communication – Language Arts**

The unit emphasizes role of communication and experiences to be provided for language development.

- Importance of communication.
- Promotion of language skills: listening, speaking, reading and writing.
- Experiences for language development: – Infants and toddlers: sound games, talking, picture books, simple instructions, singing, finger plays and experiences. -- Children from 3 – 8 years.
- Listening: Information, appreciative and critical or analytical.
- Conversation in group.
- Picture, object discussion.
- Reading and storytelling.

- Narration of stories, events in proper sequence.
- Describing observations.
- Poems, riddles.
- Following teacher's instructions.
- Opportunities for interaction with peer group.

## 2. Literature for Children

Understanding need for literature for children.

- History of children's literature in India.
- Types of literature, appropriateness and criteria for selection.
- Toddlers: picture books.
- Books for preschoolers: picture books, story books, information and concept books, number and alphabet books, poems.
- Books for 6 – 8 years: Story books – fables, folk tales, fairy tales and modern fantasy. Information and concept books, i.e. how it works, tell me why, encyclopaedias, poems.
- Physical characteristics of good books.
- Characteristics of good story.
- Values of storytelling.
- Techniques of storytelling: reading of story books, narration without aids but with help of modulation of voice and gestures, flash cards, flannel board, puppets.
- Criteria for selecting poems.

## 4. Mathematics

- Materials to promote mathematical concepts: – Infancy and toddlerhood Use of number vocabulary in informal, incidental learning situations e.g. more, less big small, less more, many etc. singing rhymes and action songs. – 3 – 5 years
- Counting: concept of cardinality, use of number rhymes, action songs and number readiness vocabulary.
- Concept of relative location.
- Concept of relative sizes.
- Concept of classification: formation of sets: objects pictures or according to other characteristics.
- Duplicating pattern, series.
- Concept of seriation – ordering objects, on any criterion, size, weight, volume etc.
- Comparison of sets of one Vs many, more Vs few or more Vs less etc. as well as equal sets.
- Identification and description of shapes.

- Using ordinals to name position in a series.
- Introducing numbers through concrete materials, oral work activities and worksheets, 1 – 9 only.
- Understand additions and subtraction using manipulative and concrete objects to illustrate simple stories. – 6 – 8 years – Recognizing and reading numerals 1 – 9. – Place value formation of tens, hundreds using manipulatives. – Ordinals 1st to 20th . – Operations of addition, subtraction and multiplication.

#### **4. Environmental Science and Social Studies**

- Social structures – Family – School – Community.
- Social Relationships within family and in the community with special emphasis on gender equality and self.
- Various communities – their traditions and festivals – significance of celebrating festivals.
- Importance of conservation – pollution – water, food, air.
- Role of transport in modern living – brief history of transportation – use of animals for transport – means of transport on land, water, and air.
- Communication systems – from bird and messengers to post, telegraph, telephone, radios and television to computers.
- Role of teacher in sensitizing the children in becoming aware of the world around. Understand inter dependence and develop appreciation of various sections and occupations of all members and communities.

#### **5. Science Activities**

- What is science for young children?
- Science activities in everyday living
- Goals and Values of science experiences Learning Experiences

#### **RECOMMENDED READINGS:**

- Adler,S., Farrar,C.(1983). A Curriculum guide for developing communication skills in preschool Child, Illinois: Thomas Publications.
- Beghetto,R.,Kaufman,J. (2010) Nurturing Creativity in Classroom. Cambridge
- Bruke, E.(1990). Literature for Young Child, Needham Heights: Allyn and Bacon.
- Carol,S. & Barbour, N.(1990). Early Childhood Education: An Introduction, IIndEdition.
- Huck,C.(1971). Children’s literature in elementary school.New York:Holt,Rihehart and Winston.
- Kaul,V.(1991).Early Childhood Education Programme,New Delhi:NCERT

### **SEC 3: SOCIOLOGY OF WORKING WITH FAMILIES AND COMMUNITIES**

**Marks- 50**

### 1.

- Various dimensions of family, society and culture, cultural stereotypes, Poverty and deprivation.
- Customs, belief and folklore in everyday life.
- Cultural plurality, practices and ethnic identity.
- Role of media.

### 2.

Social mobility and social change

- Forms of stratification and their interrelationships: class, ethnicity, gender, caste, race and occupation.
- Ethnographic approaches to the study of groups.

### 3.

Emergence of New Ideological Orientations

- Conflicts and consensus in society.
- Changing gender spaces in family, work and its implication on the individual and society across cultures.
- Experiences of exclusion on the individual: caste, minority, disability, violence, immigration.

## **RECOMMENDED READINGS**

- Abraham, M. F. (2006). Contemporary Sociology: An introduction to concepts and theories: New York: Oxford University Press.
- Beattie, J. (1964). Other cultures. Cohen and West.
- Das, V. (Ed.) (2003) The Oxford companion to sociology and social anthropology: volume 1 and 2. New Delhi: Oxford University Press.
- Johnson, M.H. (2001). Sociology: A systematic introduction. New Delhi: Allied Publishers Limited.
- Rawat, H.K. (2007). Sociology: Basic concepts. New Delhi: Rawat Publications.

## **SEC 4: RESOURCES AND SUSTAINABLE DEVELOPMENT**

**Marks: 50**

- Introduction to concept and dimensions of sustainable development, major conferences and agreements on sustainable development - Power point presentation and group discussion
- MDG's and challenges to sustainable development (Climate and Global Change, Energy, Water Resources, Population, Economic Development, etc.); (Case study approach)

- Conception of Sewage treatment plant/ Vermicomposting unit/ Air Monitoring Laboratory/ Environment Pollution Detecting Laboratory/ Rain Water Harvesting System/ Biogas Plant/ Green Building/ Ecotel Hotel/ CPCB/ Greenhouse/ Solid Waste Management Plant/ hydro/thermal power plants/ Environmental Agencies or National Parks/ Sanctuaries/ Biosphere Reserves.
- Development of awareness programme on sustainable consumption practices for masses.

Secondary data collection/Case profile of any one govt. or non-govt. organization that contributed to environmental protection in India.

**GENERIC (INTERDISCIPLINARY) ELECTIVES**

**Candidates have to select four theory papers and four practical components thereof from the pool available  
(CREDITS: THEORY-4, PRACTICAL-2)**





**Syllabus for Choice Based Credit System Compliant Generic Elective Course in  
Human Development**

**Generic Elective can be regarded as Core Course in UG Programme (UG  
General)**

**Attendance: 10 marks per paper**

**Internal Assessment: 10 marks per paper**

(CREDITS: THEORY – 4, PRACTICAL – 2)

**SEMESTER - I**

**GE 1 A** 50 Marks (Credits: 4) 2 Lectures / Week

**INTRODUCTION TO HUMAN DEVELOPMENT**

1. Human development and the need to study it; concept of human development index; roles of heredity and environment in human development; concepts of growth and development; the life span approach to human development.
2. Conception; physical and psychological care of the expectant mother; prenatal development.
3. Birth of the baby – the characteristics of the neonate; care of the neonate. Infancy – highlights of development ; caring for the infant – feeding, weaning , supplementary feeding ; sleep routine ; bathing and clothing ; immunization schedule ; importance of toys.
4. Highlights of development in childhood, adolescence, adulthood and old age.

**References:**

Arya, S.C. (1972). Infant and child care for the mother. New Delhi: Vikas.

Berk, L. E. (1996). Child development. New Delhi: Prentice Hall.

Hurlock, E.B. (2007). Developmental psychology: A life – span approach. New Delhi : Tata McGraw – Hill.

Nag, Rathindranath. Ma o shishu.

Papalia, D.E. , Olds, S.W. and Feldman, R.D. (2006). Human development. 9<sup>th</sup> Ed. New Delhi: Tata McGraw- Hill.

Roy, Sushil. Shiksha manavidya.

**GE 1 B** 30 Marks (Credits: 2) 2 Classes / Week

**PRACTICAL: INTRODUCTION TO HUMAN DEVELOPMENT**

1. Preparing a lay out of a room arranged for the birth of an infant showing the placement of the essential equipment.
2. Planning the diet of an expectant / a lactating mother; preparation of a diet chart.
3. Preparing a chart of prenatal / postnatal exercises for the mother.
4. Assessing and preparing charts on growth and physical development in infancy and childhood.
5. Preparing a lay out of the arrangement of a nursery (room designing and decoration).
6. Preparing picture / story books for infants and children.
7. Making play materials suitable for infants and children.

*Practical Activities: 20 Marks; Viva- Voce: 5 Marks; Laboratory Note Book and materials: 5 Marks.*

**SEMESTER - II**

**GE 2A** 50 Marks (Credits: 4) 2 Classes / Week

**MARRIAGE AND FAMILY RELATIONS**

1. Marriage – Definition, functions and changing trends. Marital adjustment and it's influencing factors.

2. Family – Definition, composition, functions and types (with reference to India), changing trends of family in India and it's influencing factors.
3. Interpersonal relationships within the family – importance and types of family interaction and communication.
4. Families with problems – a) families with marital disharmony and disruption: causes and intervention. b) families in distress : causes and intervention.

**References:**

Ahuja, R.: a) Society in India. b) Social System. c) Social Problems in India.  
 Chowdhury, A. Bharater Samaj Prasange.  
 Dube, S. C. (Translated by Rajat Roy). Bharater Samaj. National Book Trust.  
 Ganguly, R. and Moinuddin, S. A. H. Contemporary Indian Society.  
 Maciver and Page. Society – An Introductory Analysis.  
 Vidya Bhusan and Sachdev. Sociology.

**GE 2B** 30 Marks (Credits: 2) 2 Classes / Week

**SEMINAR BASED ON MARRIAGE AND FAMILY RELATIONS**

*Presentation in Seminar: 20 Marks; Viva-Voce: 5 Marks; Dissertation: 5 Marks.*

**SEMESTER – III**

**GE 3A** 50 Marks (Credits: 4) 2 Lectures / Week

**PSYCHOLOGICAL BASES OF HUMAN DEVELOPMENT**

1. Intelligence – Definition, nature of intelligence, origins of intelligence testing, types of intelligence tests.
2. Emotion – Definition, adaptive functions, basic emotions of fear, anger and love, universal aspects of emotions.
3. Personality – Definition, influencing factors, role of social norms in personality development, tests of personality.
4. Socialization- Definition, agencies of socialization, gender differences in socialization.

**References:**

Freeman, F. (1965). Psychological testing. New Delhi : Oxford and IBH.  
 Kothari, C.R. (2001). Research methodology: Methods and techniques. New Delhi: Wishwa Prakashan.  
 Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7<sup>th</sup> Ed., New York: McGraw – Hill.  
 Roy, Sushil. Shiksha manavidya.

**GE 3B** 30 Marks (Credits: 2) 2 Classes / Week

**PRACTICAL: PSYCHOLOGICAL BASES OF HUMAN DEVELOPMENT**

1. Assessment of intelligence of a child using a psychological test.
2. Assessment of emotions.
3. Assessment of Personality: Children's Personality Test; Kundu Neurotic Personality Inventory.
4. Assessment of Socialization.

*Practical Activities: 20 Marks; Viva- Voce: 5 Marks; Laboratory Note Book and materials: 5 Marks.*

**SEMESTER - IV**

**GE 4A** 50 Marks (Credits: 4) 2 Lectures / Week

**CHILDHOOD PROBLEMS AND WELFARE**

1. Disability – Definition, characteristics of disabled children, major types of disabilities: causes, diagnosis and remedies. Adjustment at home and school.
2. Behaviour problems – Definition. Causes of and remedies for behaviour problems in children: thumb sucking, bedwetting, fear, anxiety, shyness, temper tantrum, stealing, lying and truancy.
3. Guidance and counselling of disabled children and children with behaviour problems through different stages of development.
4. Child welfare –
  - a) Definition, objectives and philosophies.
  - b) National policies and legislation related to children.
  - c) Welfare agencies and services: governmental and non- governmental.

**References:**

Barooh, B. Child Welfare.

Debnath, D. and Debnath, A. K. Byatikramdharmi shishu o tar shiksha. Kolkata : Rita Book Agency.

Devi , L. Encyclopedia of Child Welfare Vol (I-VI).

Kirk, S.A. (1970). Educating exceptional children. Indian Edition. New Delhi : Oxford and IBH.

Morgan, C.T., King, R. A., Weisz, J.R. and Schopler, J. (1987). Introduction to psychology 7<sup>th</sup> Ed., New York: McGraw – Hill.

Nag, Rathindranath. Ma o shishu.

Roy, Sushil. Shiksha manavidya.

Saraswati, T.S., Verma, A. and Kalra, D. (1988). Issues in child development. Bombay : Somaiya.

Skinner, C. Educational psychology.

**GE 4B** 30 Marks (Credits: 2) 2 Classes / Week

**PRACTICAL: CHILDHOOD PROBLEMS AND WELFARE**

1. Visit to an institution for disabled children and writing a report.
2. Visit to guidance and counselling centres for children with behaviour problems and report writing.
3. Case study of a challenged child.
4. Case study of a child with behaviour problems.
5. Visit to institutions of child welfare.

*Practical Activities: 20 Marks; Viva- Voce: 5 Marks; Laboratory Note Book and materials: 5 Marks.*

## DISCIPLINE SPECIFIC ELECTIVES (DSE)

Attendance: 10 marks per paper

Internal Assessment: 10 marks per paper

Candidates have to select two theory papers and two practical components thereof from the following pool ( 1 each from Group A for Semester-5 and from Group B for Semester-6)

Group-A (Semester-5)	Group-B (Semester-6)
DSE-1 : Children With Disabilities (Theory & Practical)	DSE-3 : Life Span Development I (Theory & Practical)
DSE-2 : Child Rights And Gender Empowerment (Theory & Practical)	DSE-4 : Life Span Development II (Theory & Practical)

(CREDITS: Theory-4, Practical-2)

### DSE 1: CHILDREN WITH DISABILITIES

(CREDITS: THEORY-4, PRACTICAL-2)

Theory 50 Marks (Credits: 4) 2 Lectures / Week

#### Unit 1 Introduction to Childhood Disabilities

- Defining disabilities
- Models of disability
- Classifying disabilities
- Social construction of disability
- Demography

#### Unit 2 Common Childhood Disabilities

Identification, Assessment and etiology with reference to

- Locomotor disability
- Visual disability
- Auditory and speech disability
- Intellectual disability
- Autism
- Learning Disability

#### Unit 3 Children with Disabilities and Society

- Families of children with disability
- Prevention and management of different disabilities
- Educational practices- Special education and inclusion
- Policy and laws

**PRACTICAL**30 Marks (Credits: 2) 2 Classes / Week

1. Visits to organisations working with children with disabilities
2. Observing children with disabilities in families and institutions
3. Planning developmentally appropriate material for children with disabilities
4. Exploring audio-visual sources with reference to children with disabilities and their families

5. Select psychometric tests (Ravens Progressive matrices, Portage, Tests for detecting Learning Disabilities)

*Practical Activities: 20 Marks; Viva- Voce: 5 Marks; Laboratory Note Book and materials: 5 Marks.*

### **RECOMMENDED READINGS**

- Chopra,G., (2012). *Early Detection of Disabilities and persons with disabilities in the community*. New Delhi: Engage publications
- Chopra,G., (2012). *Stimulating Development of Young Children with Disabilities at Anganwadi and at Home: A Practical Guide*. New Delhi: Engage publications.
- 30
- Sharma, N. (Ed)(2010). *The Social Ecology of Disability-Technical Series -3* Lady Irwin College. Delhi: Academic Excellence
- Mangal, S. K. (2007).*Exceptional children: An introduction to special education*. New Delhi: Prentice Hall of India
- Jangira, N.K.(1997) “Special Educational Needs of Children and Young Adults: An Unfinished Agenda,” *Education and Children with Special Needs: From Segregation toInclusion*,Ed. Seamus Hegarty, Mithu Alur, Thousand Oaks: Sage Publications Inc.
- Karna, G. N. (1999). *United Nations and rights of disabled persons: A study in Indian perspective*. New Delhi: A.P.H. Publishing Corporation.
- Mani, R. (1988). *Physically handicapped in India*. Delhi: Ashish Publishing House.
- Mastropieri, M. A., & Scruggs, T. E. (2004). *The inclusive classroom: Strategies for effective instruction*. NY: Pearson.

### **DSE 2 : CHILD RIGHTS AND GENDER EMPOWERMENT (CREDITS: THEORY-4, PRACTICAL-2)**

Theory 50 Marks (Credits: 4) 2 Lectures / Week

#### **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

#### **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**30 Marks (Credits: 2) 2 Classes / Week

1. Understanding child rights and gender in diverse social groups through visits
2. Interactions with children in difficult circumstances
3. Understanding gender realities in different social groups
4. Exploring the concept of child rights and gender through audio-visual sources and workshops
5. Programme planning for child rights and gender

*Practical Activities: 20 Marks; Viva- Voce: 5 Marks; Laboratory Note Book and materials: 5 Marks.*

#### **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 3: LIFE SPAN DEVELOPMENT I (CREDITS: THEORY-4, PRACTICAL-2)**

Theory 50 Marks (Credits: 4) 2 Lectures / Week

##### **Unit 1 Understanding Human Development**

- Definitions, scope and multidisciplinary nature of Human Development
- Contexts, stages and domains of development
- Principles of Growth and Development: Norms and Milestones
- Conception, pregnancy and birth
- Influences on pregnancy

##### **Unit 2 Early Childhood Years**

- Capacities of neonate
- Development in Infancy and Preschool
  - Physical-motor development
  - Cognitive and language development
  - Socio-emotional development; Family, Preschool and Play

##### **Unit 3 Middle Childhood Years**

- Physical-motor development
- Cognitive and language development
- Socio-emotional development; School, Peers and Media
- Moral development

**PRACTICAL** 30 Marks (Credits: 2) 2 Classes / Week

1. Methods of child study and their use:

- Interview
  - Observations
  - Checklist
  - 2. Plan and develop activities to facilitate development in different domains
  - 3. Use of secondary sources to understand the depiction of children
  - 4. Psychometric tests for children- Developmental Assessment Scale for Indian Infants (DASII), Wechsler Preschool and Primary Scales of Intelligence (WPPSI), Children Apperception Test (CAT)
- Practical Activities: 20 Marks; Viva- Voce: 5 Marks; Laboratory Note Book and materials: 5 Marks.*

### **RECOMMENDED READINGS**

- Berk, L. E. (2007). Development through the lifespan. Delhi: Pearson Education.
- Rice. F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice a. Hall.
- Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata a. McGraw- Hill.
- Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi: Orient BlackSwan.

### **DSE 4: LIFE SPAN DEVELOPMENT II (CREDITS: THEORY-4, PRACTICAL-2)**

Theory 50 Marks (Credits: 4) 2 Lectures / Week

#### **Unit 1 Introduction to Adolescence**

- Definition and theoretical perspective
- Physical and physiological changes
- Cognitive and language development
- Socio-emotional and moral development

#### **Unit 2 Young Adulthood**

- Transition from adolescence to adulthood
- Developmental tasks of adulthood
- Socio-emotional development; Relationships, Marriage and Parenting
- Cognition and creativity: Work, Vocation and leisure

#### **Unit 3 Middle and Late Adulthood**

- Developmental tasks of middle and late adulthood
- Physical and physiological changes and aging
- Diversity in roles and relationships
- Parenting growing children
- Cultural perspective on aging and death

**PRACTICAL** 30 Marks (Credits: 2) 2 Classes / Week

#### 1. Methods of study and their use:

- Reviewing Interview and Observation
- Questionnaire
- Case study
- Sociometry

#### 2. Case profile to study adolescence/ young adulthood/ late adulthood



3. Depictions of adolescence and adulthood in media: Audio-visual, Print and Theatre
4. Psychological tests: Thematic Apperception Test (TAT), WAIS (Wechsler Adult Intelligence Scale), Test assessing self concept  
*Practical Activities: 20 Marks; Viva- Voce: 5 Marks; Laboratory Note Book and materials: 5 Marks.*

### **RECOMMENDED READINGS**

- Rice, F. P. (1998). Human Development: A lifespan approach. New Jersey: Prentice Hall.
- Rutter, M. and Rutter, M. (1992) Developing Minds. Challenge and continuity across the life span. London: Penguin.
- Santrock, J. W. (2007). A topical approach to life-span development. New Delhi: Tata McGraw- Hill.
- Singh, A. (Ed). 2015. Foundations of Human Development: A life span approach. New Delhi: Orient BlackSwan.
- Tennant, M. and Pogson, P. (1995) Learning and Change in the Adult Year, San Francisco: Jossey-Bass.

### **SKILL ENHANCEMENT COURSES (SEC)**

**Attendance: 10 marks per paper**  
**Internal Assessment: 10 marks per paper**

**Candidates have to select one theory paper each from the following two groups (CREDITS: THEORY:-2)**

#### **GROUP – A (Semester 3 / 5)**

### **SEC 1: SOCIOLOGY OF WORKING WITH FAMILIES AND COMMUNITIES**

**(CREDITS: THEORY:-2)**

#### **THEORY LECTURES 30**

##### **Unit 1**

- Various dimensions of family, society and culture, cultural stereotypes
- Poverty and deprivation.
- Customs, belief and folklore in everyday life.
- Cultural plurality, practices and ethnic identity.
- Role of media.

##### **Unit 2**

- Social mobility and social change
- Forms of stratification and their interrelationships: class, ethnicity, gender, caste, race and occupation.
- Ethnographic approaches to the study of groups.

##### **Unit 3 Emergence of New Ideological Orientations**

- Conflicts and consensus in society.

· Changing gender spaces in family, work and its implication on the individual and society across cultures.

· Experiences of exclusion on the individual: caste, minority, disability, violence, immigration.

### **RECOMMENDED READINGS**

· Abraham, M. F. (2006). Contemporary Sociology: An introduction to concepts and theories: New York: Oxford University Press.

· Beattie, J. (1964). Other cultures. Cohen and West.

· Das, V. (Ed.) (2003) The Oxford companion to sociology and social anthropology: volume 1 and 2. New Delhi: Oxford University Press.

· Johnson, M.H. (2001). Sociology: A systematic introduction. New Delhi: Allied Publishers Limited.

· Rawat, H.K. (2007). Sociology: Basic concepts. New Delhi: Rawat Publications.

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· Srinivas, M.N. (Ed.) (1996). Caste: Its twentieth century avatar. New Delhi: Viking Penguin

## **SEC 2: UNDERSTANDING PSYCHOLOGY**

**(CREDITS: THEORY:-2)**

### **THEORY LECTURES 30**

#### **Unit 1 Introduction**

· Concept and definition of psychology: Perspectives on behavior.

· Major subfields of psychology; Psychology in modern India;

· Biological basis of human behavior.

#### **Unit 2 Perception:**

· Perceptual processing, Role of attention in perception, Perceptual organization.

· Perception of depth, distance and movement; Illusions.

#### **Unit 3 Learning:**

· Classical conditioning, operant conditioning, observational learning; Learning strategies;

Learning in a digital world

#### **Unit 4 Memory:**

· Models of memory: Levels of processing, Parallel Distributed Processing model

· Information processing, Reconstructive nature of memory; Forgetting, Improving memory

### **RECOMMENDED READINGS**

· Baron, R. & Misra. G. (2013). Psychology. Pearson.

· Morgan, Clifford T, King Richard A, Weisz, John R, Schopler John. (1993). Brief Introduction to Psychology Tata McGrawHill

· Ciccarelli, S. K., & Meyer, G. E. (2010). Psychology: South Asian Edition. New Delhi: Pearson Education

· Passer, M.W. & Smith, R.E. (2010). Psychology: The science of mind and behaviour. New Delhi: TataMcGraw-Hill

· Woolfolk, A., Misra, G., & Jha, A. K. (2012). Fundamentals of Educational Psychology. Pearson.

## **GROUP – B (Semester 4 / 6)**

### **SEC 3: EARLY CHILDHOOD CARE AND EDUCATION**

#### **(CREDITS: THEORY-2)**

1. Features of physical social environments promoting all round development in young children
2. Activities and methods of playful interactions to foster development in children birth –two years
3. Activities and methods of playful interactions to foster development in children two -six years
4. § Understanding childhood nutrition and health  
§ Teaching concepts in childhood  
§ Enhancing social and language skills  
§ Music, movement and drama for children
5. Curriculum planning and space design
6. Methods and tools to assess progress of children and programme
7. Steps in setting up a crèche /preschool

#### **RECOMMENDED READINGS:**

- Aggarwal, J. C. (2007). *Early Childhood Care and Education: Principles and Practices*. Shipra: New Delhi.
- Arni, K. and Wolf G. (1999). *Child Art with Everyday Materials*. TARA Publishing.
- Mohanty, J. Mohanty, B. (1996). *Early childhood care and Education*. Deep And Deep Publication, New Delhi.
- Morrison, G. S. (2003). *Fundamentals of early childhood education*. Merrill/Prentice Hall: Virginia
- Singh, A. (1995). *Playing to Learn: A training manual for Early Childhood Education*. M. S. Swaminathan Research Foundation.
- Swaminathan, M. (1998). *The First five Years*. Sage Publications.

### **SEC 4: LIFE SKILLS EDUCATION**

#### **(CREDITS: THEORY 2)**

#### **THEORY LECTURES: 30**

##### **Unit 1: Concept and Meaning of life skills**

- Definitions and concept of life skills and life skills education.
- Importance in daily living; Criteria for using life skills.
- Evolution of Life Skills
- Core Life Skills- classification and concept
- Theoretical perspectives and models to understand life skills education.

##### **Unit 2: Components for Planning & Organizing Life Skills Programs**

###### **A. Understanding group characteristics and needs**

- Life skills in context: importance of focusing on contextual specificities and cultural ideologies as important aspects affecting individual ideas.
- Focusing on cultural practices that govern everyday life.
- Analyzing the gender nuances that exist within the group.
- Self components to imparting life skills program: critical thinking skills, decision making skills, interpersonal communication skills, coping with stress and emotions; self management skills, etc.

## **B. Importance of communication in imparting life skills education**

- Concept and Importance of communication
- Aspects to develop social potentials (effective listening, speaking, building and maintaining relationships, understanding group dynamics and functioning in groups, delegating responsibilities)

## **C. Core Approaches and Strategies to Implement Life Skills Program**

- Understanding and developing self-skills/potential: self-awareness, self-esteem self confidence, creative thinking, interpersonal skills, etc.
- Use of participatory techniques and methods: Individual exercises, Group activities, games etc.
- Communicating with the audience: receiving feedback, handling questions, etc.

## **RECOMMENDED READINGS**

- Agochiya D. 2010, life competencies for adolescents. Training manual for facilitators, teachers and parents. Sage Publications.
- Dakar Framework for Action,(2000).Education for All: Meeting our Collective Commitments, Dakar, Senegal
- Peace Corps, OPATS.2001, Life Skills Manual. 63
- Robbins S.P, Hunsaker P.L, Training in Interpersonal Skills (5th eds), PHI Learning Pvt. Ltd.
- National Aids Control Orgnization, 2008, Adolsecence Education Programme, Life Skills Development.
- Nair. A. Radhakrishnan, (2010). Life Skills Training for Positive Behaviour , Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Nair .V. Rajasenan, (2010). Life Skills, Personality and Leadership , Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
- Url: [multimedia.peacecorps.gov/.../pdf/.../M0063\\_lifeskillscomplete.pdf](http://multimedia.peacecorps.gov/.../pdf/.../M0063_lifeskillscomplete.pdf)
- Url: [www.nacoonline.org/.../AEP%20-%20Teachers%20Workbook.pdf](http://www.nacoonline.org/.../AEP%20-%20Teachers%20Workbook.pdf)