***Objectives of the course:***

The objectives of the course are to familiarize students in theoretical foundation in Life Skills Education, prepare students in training methodologies, enable students to apply Life Skills in various spheres, develop professionals in Life Skills Education and enhance the ability to contribute as youth workers specialized in the area of Life Skills Education.

This programme provides strong theoretical background blended with practical experience. Innovative pedagogic methods, internships and learning by doing through extension programmes and field work are the unique features of this Programme. This course also helps to foster the social responsibility of the students and enhance their positive and healthy behaviour.

After undergoing the two year course in Life Skills Education, students are enhanced with employability skills to be absorbed in Corporate/HR set ups, School Contexts, NGO’s and Community Organisations, Adolescent Health Medical Counselling Centre’s, Health Organisations and Government Organisations like NYK and NSS as well as self- employment.

# M.A. LIFE SKILLS EDUCATION

**Total No. of Credits 90**

**Total no. of Courses 28**

**Core Courses : 14 (14** x **04 = 56 credits)**

**Electives : 10 (10** x **03 = 30 credits)**

**Internship : 02 credits**

**M.A. Dissertation** (Comprehensive Viva) **: 02 credits**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Semester** | **Course Code** | **Course Title** | **Credits** | | | | **Marks** | | | **Core / Elective** |
| **Assessment Internal** | **Semester Examination** | **Total Marks** |
| **L E** | **T U** | **P R** | **TO** |
| I | MALS501 | Social Psychology | 2 | 1 | 1 | 4 | 40 | 60 | 100 | C |
| MALS502 | Introduction to Life Skills | 2 | 1 | 1 | 4 | 40 | 60 | 100 | C |
| MALS503 | Core Life Skills | 2 | 1 | 1 | 4 | 40 | 60 | 100 | C |
| MALS504 | Life Skills across Life Span | 2 | 1 | 1 | 4 | 40 | 60 | 100 | C |
| MALS505 | Research Methodology: Quantitative | 2 | 1 | 1 | 4 | 40 | 60 | 100 | C |
| MAYD101 | Understanding Youth | 3 | 0 | 0 | 3 | 40 | 60 | 100 | E |
|  | Rural Practicum |  |  |  | NC |  |  |  | NC |
|  |  | **Semester Total** |  |  |  | **23** | **240** | **360** | **600** |  |
| II | MAYD103 | Positive Psychology for Youth (Common) | 1 | 1 | 1 | 3 | 40 | 60 | 100 | E |
| MALS506 | Theoretical Foundations of Life Skills | 2 | 1 | 1 | 4 | 40 | 60 | 100 | C |
| MALS507 | Organizational Behavior | 2 | 1 | 1 | 4 | 40 | 60 | 100 | C |
| MALS508 | Training: Process and Dynamics | 1 | 1 | 1 | 3 | 40 | 60 | 100 | E |
| MALS509 | Practicum in Applied Life Skills | 0 | 0 | 4 | 4 | 40 | 60 | 100 | C |
| MALS510 | Research Methodology: Qualitative | 2 | 1 | 1 | 4 | 40 | 60 | 100 | C |
| LSPR118 | Internship | 0 | 0 | 2 | 2 |  |  | 50 |  |
|  |  | **Semester Total** |  |  |  | **24** | **240** | **360** | **600** |  |
| III | MALS511 | Leadership | 3 | 1 | 0 | 4 | 40 | 60 | 100 | C |
| MALS512 | Personality Development | 3 | 1 | 0 | 4 | 40 | 60 | 100 | C |
| MALS513 | Training Methods and Techniques | 1 | 1 | 2 | 4 | 40 | 60 | 100 | C |
| MALS514 | Human Resource Development | 1 | 1 | 1 | 3 | 40 | 60 | 100 | E |
| MALS515 MALS516 MALS517 MALS518 MALS519 MALS520 | Peer Education  Life Skills for Disaster Preparedness Life Skills for Corporate Sector  Life Skills for Special Population  Life Skills for Geriatric and Palliative Care Life Skills in Practice (Only for other Schools) | 1 | 1 | 1 | 3 | 40 | 60 | 100 | E |
|  | Field work |  |  |  | NC |  |  |  |  |
|  |  | **Semester Total** |  |  |  | **24** | **280** | **420** | **700** |  |
| IV | MALS521 | Life Coaching Skills | 2 | 1 | 1 | 4 | 40 | 60 | 100 | C |
| MALS522 | Adolescent Care and Counseling | 2 | 0 | 1 | 3 | 40 | 60 | 100 | E |
| MALS523 | Reproductive and Sexual Health | 2 | 1 | 0 | 3 | 40 | 60 | 100 | E |
| MALS524 MALS525  MALS526 | Parenting  Life Skills and Social Inclusion Family Life Education | 2 | 1 | 0 | 3 | 40 | 60 | 100 | E |
| MALS527 | M.A. Dissertation |  |  |  | 4 | 40 | 60 | 100 | C |

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Comprehensive Viva |  |  |  | 2 | - | 50 | 50 |  |
|  | **Semester Total** |  |  |  | **19** | **200** | **350** | **550** |  |
|  | **Total Credits** |  |  |  | **90** | - | - | 100 |  |
|  | **Grand Total** |  |  |  | **90** | **1000** | **1550** | **2600** |  |

|  |  |
| --- | --- |
| **List of Elective Courses** | |
| **Semester** | **Course Title** |
| I | Understanding Youth |
| II | Training: Process and Dynamics |
| Human Resource Development |
| III | Life Skills and Well Being |
| **3 Electives to be chosen out of 5**  Peer Education  Life Skills for Disaster Preparedness Life Skills for Corporate Sector  Life Skills for Special Population  Life Skills for Geriatric and Palliative Care Life Skills in Practice (Only for other Schools) |
| IV | Adolescent Care and Counselling |
| Reproductive and Sexual Health |
| **1 Electives to be chosen out of 3**  Parenting  Life Skills and Social Inclusion Family Life Education |

# SEMESTER I Social Psychology

**Objectives**

The purpose of this paper is to enrich students with following aspects:

* + To introduce the students with the basic concepts of social psychology
  + To enable the students to understand the concepts and perspectives in social psychology
  + To provide social-psychological foundations for the understanding of life skills

# Unit 1: INTRODUCTION

* + Definition, Scope, Methods and Importance of Social Psychology
  + Social Psychology and Life Skills Education

# Unit 2: THE SELF

* + - **Self Presentation:** Managing the Self in different Social Contexts – independent vs Interdependent Self
    - **Introspection:** Looking inward to discover the causes of our own behaviour
    - Personal versus Social Identity
    - Attitudes towards ourselves
    - Social Comparison

# Unit 3: SOCIAL COGNITION, PERCEPTION AND ATTITUDES

* + **Social Cognition**
    - Schemas
    - Heuristics and Automatic Processing
    - Sources of error in Social Cognition
    - Affect and Cognition

# Social Perception

* + - Non-verbal Communication and Deception
    - Attribution: Theories of Attribution, Sources of Error in Attribution
    - Impression Formation and Management

# Attitudes

* + - Attitude Formation, Attitudes and Behaviour, Persuasion, Cognitive Dissonance
    - Stereotyping, Prejudice and Discrimination

# Unit 4: GROUP DYNAMICS AND SOCIAL INFLUENCE

* + **Group Dynamics**
    - Definition and Functioning of Groups
    - Coordination in Groups (co-operation and conflict)
    - Group Performance and Group Decision Making

# Social Influence

* + - Social facilitation
    - Leadership and Mentoring
    - Conformity
    - Compliance
    - Extreme forms of Social Influence (Obedience to authority, Intense Indoctrination and Destructive Obedience)

# Unit 5: SOCIAL RELATIONS

* + **Interpersonal Attraction and Close Relationships**
    - Determinants of Attraction
    - Factors based on Interacting with others
    - Close Relationships: Family, Friends and Romantic Relationships

# Pro-Social Behaviour

* + - Empathy, Altruism, Volunteerism
    - External and Internal influences on Helping Behaviour

# Aggression

* + - Nature, Cause and Prevention
    - Conflict: Inter individual and inter group conflict

# References:

 Bordens S. Kenneth et al.(2001). *Social Psychology*, (2nd Edn.), Lawrence Erlbaum Associates Inc. Publishers, New Jersy, U.S.A.

 Hogg A. Michael and Cooper Joel, (2007). *Social Psychology*, Sage Publications India Pvt. Ltd., New Delhi.

 Kuppuswamy B, (2004). *Introduction to Social Psychology*, Media Promoters & Publications Pvt. Ltd. India

 Myers G. David, (2006). *Exploring Social Psychology*, (3rd Edn.), Tata Mc. Graw Hill, New Delhi.

 Smith R. Eliot et al, (2000). *Social Psychology*, Taylor and Francis, U.S.A.

 Sanderson A. Catherine (2009). *Social Psychology*, John Wiley and Sons Inc. U.S.A.

 Kuppuswamy (1990). “Elements of. Social Psychology" 7th Edition. Vikas Publications, New Delhi

 Michael Hogg, Joel M. Cooper (2003). The SAGE handbook of social psychology

# Journal:

1. Journal of Psycho Social Research- MD Publications Pvt. Ltd. New Delhi
2. Psychological studies

# Websites:

1. <http://psychology.about.com/od/socialpsychology/f/socialpsych.htm>
2. <http://webspace.ship.edu/cgboer/socpsy.html>

# COURSE II: INTRODUCTION TO LIFE SKILLS

# Objectives:

This course is designed to:

* + Provide orientation in life skills
  + Introduce concepts, approaches and theories of learning
  + Impart knowledge in pillars of education

# Unit 1: INTRODUCTION

* + Definition and Importance of Life Skills
  + Livelihood Skills, Survival Skills and Life Skills
  + Life Skills Education, Life Skills Approach, Life Skills Based Education
  + Life Skills Training - Implementation Models

# Unit 2: EVOLUTION OF THE CONCEPT OF LIFE SKILLS

* + **Genesis of the Concept**
    - UN Inter-Agency Meeting
    - Hamburg Declaration
    - Quality Education and Life Skills: Dakar Framework
    - Life Skills Education in the Indian Context

# Unit 3: LEARNING

-Learning and Performance, Learning and Cognitive Development, Learning and Maturation

* + - Adult Learning
    - Approaches to Learning: Behaviouristic and Cognitive Approaches
    - Theory of Social Learning: Albert Bandura
    - Bloom's Taxonomy of Learning Outcomes
    - Rogers Situated Learning

# Unit 4: PILLARS OF EDUCATION AND LIFE SKILLS

* + **The Four Pillars of Education**
* Learning to Know
* Learning to Do
* Learning to Live Together
* Learning to Be

# Learning throughout Life

**Unit 5: PRACTICUM**

* + Analyze the Life Skills Approach in School Curriculum

# Prescribed Books:

 Delors, Jacques (1997). *Learning: The Treasure Within*, UNESCO, Paris.

 Nair .V. Rajasenan, (2010). *Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

 UNESCO (1997). *Adult Education: The Hamburg Declaration*, UNESCO, Paris.

 UNESCO (2005). *Quality Education and Life Skills: Darkar Goals,* UNESCO, Paris.

 WHO (1999). *Partners in Life Skills Education: Conclusions from a United Nations Inter-Agency Meeting*, WHO, Geneva.

 Nair. A. Radhakrishnan, (2010). *Life Skills Training for Positive Behaviour*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

 Santrock W.John (2006). Educational Psychology. (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd.

# References:

1. *Dakar Framework for Action,* (2000). *Education for All: Meeting our Collective Commitments,* Dakar, Senegal.
2. *Life Skills Resource Manual, Schools Total Health Program, (2006).* Health Education and Promotion International Inc., Chennai.
3. Kumar .J. Keval, (2008).*Mass Communication in India*, JAICO Publication India Pvt. Ltd
4. Morgan and King, (1993). *Introduction to Psychology*, Tata McGraw-Hill Publishing Company Ltd, New Delhi.
5. Rao P.L. (2008). Enriching Human Capital through Training and Development, Excel Books, Delhi.
6. Singh Madhu, (2003). *Understanding Life Skills*, Background paper prepared for

*Education for All: The Leap to Equality*

1. UNESCO and Indian National Commission for Co-operation with UNESCO(2001).

*Life Skills in Non-formal Education: A Review*

1. YUVA School Life Skills Programme: Handbook for Teachers, Vol. I – IV, (2008), Department of Education and State Council of Educational Research and Training, Delhi.

# Web Sites:

1. UNESCO – <http://www.unesco.org/>
2. UNFPA - <http://www.unfpa.org/>
3. UNICEF - <http://www.unicef.org/>
4. United Nations - <http://www.un.org/>
5. WHO - <http://www.who.int/en/>
6. India Portal - [www.indiaportal.gov.in](http://www.indiaportal.gov.in/)

# Journal:

1. Indian Journal of Life Skills Education, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

# COURSE III: CORE LIFE SKILLS COURSE CODE: MALS 503

**Objectives:**

This course will enable students to understand core life skills, its concept, process and practice. The essential contexts of the programme are:

* + Social and negotiation skills
  + Thinking skills
  + Coping skills

# Unit 1: SOCIAL SKILLS AND NEGOTIATION SKILLS

* + **Introduction**

Life Skills: Generic, Problem Specific and Area Specific Skills

# Self-Awareness

* + - Definition, Types of Self
    - Self Concept, Body Image, Self Esteem
    - Techniques used for Self Awareness: Johari Window, SWOT Analysis

# Empathy

* + - Sympathy, Empathy & Altruism

# Effective Communication

* + - Definition, Functions, Models, Barriers

# Interpersonal Relationship

* + - Definition, Factors affecting Relationships

# Unit 2: THINKING SKILLS

* + **Thinking**
* Nature, Elements of Thought
* Types of Thinking
* Concept Formation, Reasoning

# Creative and Critical Thinking

* + - Definition, Nature, Stages

# Problem Solving

* + - Definition, Steps in Problem Solving
    - Factors Influencing Problem Solving

# Decision Making

* Definition, Process, Need
* Consequences, Models of Decision Making
* Goal Setting

# Unit 3: COPING SKILLS

* + **Coping with Emotions**
    - Definition, Characteristics, Types
    - Classification: Wheel Model, Two-Dimensional Approach
    - Coping Strategies

# Coping with Stress

* + - Definition, Stressors
    - Sources of Stress
    - The General Adaptive Syndrome Model of Stress
    - Coping Strategies
  + **Life Skills Work in Combination**- Thinking Skills, Social Skills, and Coping Skills

# Unit 4: PRACTICUM

* + Design and Development of Module

# Unit 5: MEASURING LIFE SKILLS

* + Life Skills Assessment Scale

# Prescribed Books:

1. Dahama O.P., Bhatnagar O.P, (2005). *Education and Communication for Development,* (2nd Edn.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi.
2. Debra McGregor, (2007).Developing Thinking; Developing Learning - A guide to thinking skills in education, Open University Press, New York, USA
3. Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), *Psychology for Living- Adjustment, Growth and Behaviour Today*, Pearson Education Inc, New Delhi.
4. Hockenbury (2010). Discovering Psychology, Worth Publishers. New York
5. Jane S Halonen, John W. Santrock, (2009), *Psychology: Context & Application,*

McGraw-Hill Companies Inc., Third Edition, USA

1. Mangal S.K., (2008). *An Introduction to Psychology*, Sterling Publishers Pvt. Ltd., New Delhi.
2. Nair .V. Rajasenan, (2010). *Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
3. Nair. A. Radhakrishnan et al., (2010). *Life Skills Assessment Scale*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
4. Stella Cottrell, (2005). Critical Thinking Skills: Developing Effective Analysis and Argument, Palgrave Macmillan Ltd., New York

# References:

1. Prakash B. (Ed). (2003). Adolescence and life skills Common Wealth Youth Program, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.
2. Baron.A.Robert. Branscombe. R. Nyla et al. (2010). (12 Edn.). Doorling Kindersley India Pvt. Ltd.
3. Nair. A. Radhakrishnan, (2010). *Life Skills Training for Positive Behaviour*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
4. RGNIYD. (2008). Facilitators *Manual on Enhancing Life Skills. Tamil Nadu*
5. Family Health International, NACO, USAID (2007), *Life Skills Education tool kit for Orphans and vulnerable children in India*
6. Hurlock, B. Elizabeth (2007). *Personality Development*, Tata Mc Graw Hill Publishing Company Limited, New Delhi.

# Journal:

1. Journal of Psycho Social Research- MD Publications Pvt. Ltd. New Delhi
2. Indian Journal of Life Skills Education, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.

# COURSE IV: LIFE SKILLS ACROSS LIFE SPAN COURSE CODE: MALS 504

**Objectives**

This course is premised on the concept that understanding of life span development is a prerequisite for the effective application of life skills. It seeks to introduce the students with:

* + Developmental tasks at various stages of life span
  + Consequent physical and psycho-social changes. Issues and concerns of each stage.
  + To study understand the role of life skills that emerge /are required /utilized at each of these stages within the eco-cultural contexts of the life span development.
* To locate the role of self as an agent who can use life skills to influence the socio- cultural contexts just as acknowledge the influence of the socio-cultural systems that surround and in many mould the agentic self and the life skills that emerge.

# UNIT 1: INTRODUCTION

* + **Theories of Life Span Development**

Piaget’s Cognitive Development

Erick Erickson’s Psycho-Social Development Theory Vygotsky’s Socio-Cultural Theory of Development Urie bronfenbrenner- Biological Theory

# UNIT 2: EARLY AND LATE CHILDHOOD

* + **Early Childhood**
    - Characteristics and DevFelopmental tasks
    - Physical, Cognitive, Motor Skills, Language and Psycho-Social Development
    - Self Concept, Autonomy and Moral Behavior
    - Socialisation and internalization
    - Physical, Psychological, Social, Moral and Personality Hazards
    - Happiness in Early childhood

# Late Childhood: The developing self-the child in the school.

* + - Characteristics and Developmental tasks
    - Physical, Cognitive, Emotional, Moral Development
    - Skills, Speech, Emotions and emotional expressions, Play interests,
    - Moral attitudes and behaviour
    - Socialisation and Sex Role Stereotyping
    - Self development
    - Physical and Psychological Hazards
    - Happiness in Late Childhood

.

# UNIT 3: PUBERTY AND ADOLESCENCE

**Puberty**

Stages and Characteristics

* Physical changes at puberty and effects of puberty changes.
* Physical and Psychological concerns during puberty

# Adolescence

* Characteristics and Developmental Tasks
* Physical changes and emotionality
* Adolescent interests, Social change and Moral behavior
* Adolescent relationship with parents, siblings peers and society
* Adolescent issues and concerns

# UNIT 4: ADULTHOOD

* + Early Adulthood
* Characteristics and changing interests in Early Adulthood
* Physical, Cognitive and Moral development
* Marital Life and Marital adjustments
* Parenthood and Parenting Styles
* Personal and Social issues in Early Adulthood

# Middle Adulthood

* Vocational Adjustments
* Marital Adjustments
* Parental Adjustment

# Late Adulthood

* Characteristics of aging and longevity
* Changes in Motor and Mental Abilities
* Physical and Mental Health Care concerns
* Adjustments to Physical change and Family life
* Adjustment to vocation, Retirement and Life Long Learning
* Models of Coping in Late Adulthood
* Dealing with Death and Beveavement

# Prescribed Books:

1. Hurlock B.Elizabeth, (2007). Developmental Psychology: A Life Span Approach, (5th Ed), Tata Mc Graw Hill Publishing Company Ltd. New Delhi
2. Papalia E. Diane et al., (2005). *Human Development,* (9th Ed.), Tata Mc. Graw Hill, New Delhi
3. Salkind. J. Neil, (2004). *An Introduction to Theories of Human Development*, Sage Publications, New Delhi

# References:

1. Santrock, W. J. (1998). *Child Development*, (8th Ed), Tata Mc Graw Hill, Boston
2. Santrock, W. J. (2007). *Adolescence*, Tata Mc Graw Hill, Boston

# Journals:

1. The Journal of Early Adolescence - Sage Journals
2. Indian Pediatrics- Journal of Indian Academy of Pediatrics.
3. The Indian Journal of Pediatrics - An International Journal

# COURSE V: RESEARCH METHODOLOGY: QUANTITATIVE COURSE CODE: MALS 505

**Objective**

This course is designed to enable the students

* + To conceptualize and operationalize the Research problem
  + To design quantitative and qualitative studies with appropriate methodology
  + To prepare scientific research reports

# Unit 1 – Introduction

* + **Fundamentals of Social Research**
    - Defining a research Problems
    - Concepts, constructs and operational definitions
    - Variables, Types of Variables, observables and intervening variables
    - Measurements of variables**,** Types of Scale: Nominal, Ordinal, Interval and Ratio
    - Scaling Techniques: Likert type scale, Thurstone scale, Problems of scaling

# Framing Hypotheses: why do we frame hypotheses

* + - Review of relevant literature
    - Conceptualising the problem scientifically, developing objectives
    - Framing hypotheses-null and alternative.

# Unit 2 – Fundamentals of Sampling

* + Measures of Central Tendency
    - Arithmetic Mean, Median and Mode
  + Measures of Dispersion
    - Range, Quartile and Mean Deviation, Standard Deviation
  + Normal Probability curve
    - Kurtosis and Skewness

# Sampling

* + - Types of sampling
    - Determination of Sample Size
    - Types of surveys: the methodology for survey research

# Unit 3 – Research Design

* + - purpose and principles
    - Criteria for research designs, common research designs
    - Applications - Randomised groups, correlated groups

# Methods of observation and Data Collection

* + - Questionnaire, Reliability and validity of instruments - Schedules & inventories

# Unit 4: Analysis, inference, interpretation and presentation

* + **Correlation and Regression**
    - Correlation: Concepts and application– Product moment and rank difference
    - Regression: Concepts and use
    - Advantages of Regression over correlation

# Parametric and Non-Parametric Tests

* + - Tests of significance for small and large samples
    - ‘t’ test, 'F’ Test, Analysis of Variance (ANOVA) and Chi-square test.

# Unit5: Data Generation and Presentation

* + **Data Analysis**
    - Data entry, cleaning and quality of data
    - Data Analysis & Interpretation
    - Computer aided data analysis using SPSS

# Writing Research Report

* + - Addressing research question
    - Writing Strategies
    - Structure and style of reports
    - Referencing and Citation

# Prescribed Books

1. Babbie Earl (2008). The Basics of Social Research, Printed at Thomson Higher Education, USA
2. Blalkie, N. (2010). Designing Social Research. 2nd etn, Polity Press, Cambridge. Introduction & Chapter 1 - 7.
3. Burton Dawn (2000). Research Training for Social Scientists, Sage Publications, New Delhi
4. Cargan Leonard. (2008). Doing Social Research, Rawat Publications, New Delhi.
5. Jackson L. Sherri, (2009). Research Methods and Statistics, Rawat Publications, New Delhi.

# References:

1. Elliott, Alan C. & Woodward Wayne A(2007). Statistical Analysis-Quick Reference Guidebook, Sage Publications, New Delhi.
2. Gomm Roger (2008). Social Research Methodology: A Critical Introduction, Palgrave Macmillian, New York.
3. Osborne W. Jason, (2008). Best Practices in Quantitative Methods, Sage Publications, London.
4. Majumdar, P.K. (2005). Research Methods in Social Sciences. New Delhi, India: Viva Books Pvt. Ltd.
5. Miller, D.C. and Neil J Salkind. (2002). Handbook of Research Design and Social Measurement. (6th Ed). California: Sage Publications.
6. Ranjit Kumar. (2011). Research Methodology. Sage Publications. New Delhi.
7. Sarantakos, Sotirious. (2005). Social Research. (3rdEd). New York: Palgrave Macmillan.

# COMMON ELECTIVE

**COURSE VI: UNDERSTANDING YOUTH COURSE CODE: MAYD 101**

**Unit 1 – Introduction**

* + Defining Youth
  + Social Construction of Youth
  + Changing conceptions of Youth

# Unit 2 – Perspectives of Youth

* + Cultural Perspective
  + Comparative Perspective
  + Biographic Perspective

# Unit 3 – Approaches to Youth

* + Youth as Action
  + Youth as Identity
  + Youth as Transition
  + Youth and Inequality
  + Youth and Dependence
  + Youth in Society

# Unit 4 – Identities

* + Gender
  + Belonging
  + Well Being

# Unit 5 – Youth Power

* + Youth Demographics
  + Youth and Socio-political Movements
  + Youth as Social – Capital
  + Youth as Change agents
  + Youth in the context of globalisation

# Prescribed Books:

1. Balan K., (1985). Youth Power in the Modern World, Ajanta Publications, New Delhi
2. Jones Gill, (2009). Youth, Polity Press, UK
3. Kehily Jane Mary (Etd.) (2007). Understanding Youth: Perspectives, Identities and Practices, Sage Publication, London
4. Landis H. Paul, (2011). Adolescence and Youth: The Process of Maturing, Sarup Book Publishers Pvt. Ltd., New Delhi.
5. Rajendran Vasanthi & Paul David (2006). Youth and Globalisation, Proceedings of the Workshop on Youth and Globalisation, Rajiv Gandhi National Institute of Youth Development, Sriperumbudur and Tata Institute of Social Sciences, Mumbai
6. Verma.M.L. (2010). Youth and Revolutionary Upsurge, Sarup Book Publishers Pvt. Ltd., New Delhi.

# SEMESTER – II

**COMMON ELECTIVE MAYD103**

**COURSE I: POSITIVE PSYCHOLOGY FOR YOUTH**

**Objectives:**

On successful completion of the course, students will be able to:

* + Obtain knowledge on the concepts and perspectives in Positive psychology
  + Articulate the implications Positive Psychology in the process of Psycho-social development of Human development.
  + To learn the various factors involved in of positive youth development.
  + Acquire skills through applied Positive psychology.

# UNIT 1: Historical overview and development of Positive psychology

* The history of positive psychology.
* Humanistic psychology.
* Where positive psychology stands
* Foundational Concepts, Definitions, The scope and aim of positive psychology.
* An overview and critiques of Positive psychology and their relevance in Indian context.

# UNIT 2: Understanding Strengths

* Positive Psychology at Individual level, group level and social level,
* Renewing Strength and Virtue
* Signature Strengths
* Positive Psychology and Mental Health
* Strengths-based Development and Engagement

# UNIT 3: Emotion and Self-Based Approaches to Positive psychology

* Emotion –Focused Approach: Subjective wellbeing, Science of Happiness and life Satisfaction, Resilience in Development, The Concept of Flow, Positive Affectivity, Positive Emotions, Social Construction of Self Esteem, positive Psychology for Emotional Intelligence, Emotional Creativity and The Adaptive Potential of Coping Through Emotional Approach
* Self-Based Approach: Reality Negotiation, Authenticity, Uniqueness Seeking and Humility.

# UNIT 4: Cognitive and Interpersonal focused Approaches to Positive psychology

* Cognitive-focused Approach: Creativity, wellbeing- Mindfulness, Optimism, Hope Theory, Self- Efficacy, Problem Solving Appraisal and Psychological Adjustments, Setting Goals for Life and Happiness and The Role of Personal Control in Adaptive Functioning
* Interpersonal Approaches: Relationship connection, Compassion, Psychology of Forgiveness, Gratitude, Love, Empathy and Altruism, Moral and Sources of Moral Motivation, Mediation and Positive Psychology.

# UNIT 5: Positive Youth Development

* Positive Youth Development- Perspectives and practices, The Psychology of Hope, Optimism, Wellbeing and Resilience, Productive processes, promotion and community development. Pro-social behaviour - volunteering, The Science of

Positive Psychology through Recreation and Volunteering. Positive Ethics for meaningfulness in life.

* **Practicum:** Write a Positive Case study about a Youth Awardee/ Youth Achiever Applying Positive Youth Development Model. (Or) Design a community development program utilizing Positive Youth Development Model.

# Prescribed Books:

1. Alan Carr (2004), Positive Psychology: The Science of Happiness and Human Strength, Brunner Routledge.
2. Gillham, J.E. (Ed). (2000). The Science of Optimism and Hope: Research Essays in Honor of Martin E. P. Seligman. Radnor, PA: Templeton Foundation Press.
3. Peterson, C. & Seligman, M. E. P. (2004). Character strengths and virtues: A handbook and classification. Washington, D.C.: American Psychological Association.
4. Peterson, Christopher & Seligman, M.E.P. (2004). Character Strengths and Virtues A Handbook and Classification. Washington, D.C.: APA Press and Oxford University Press.
5. Snyder and Shane .J. Lopez (2007). Positive psychology – The Scientific Practical Exploration of Human strengths, Sage publications, New Delhi.
6. Snyder and Shane .J. Lopez (2007). Positive psychology – The Scientific Practical Exploration of Human strengths, Sage publications, New Delhi.
7. Snyder, C. R., & Lopez, S. J. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.

# References:

1. Anthony D. Ong and Manfred H.M. Van Dulmen, (2006) Oxford Handbook of Methods in Positive Psychology, Oxford Positive Psychology Series ,USA
2. Rich Gilman (Editor), E. Scott Huebner (Editor), Michael J. Furlong (Editor) Handbook of Positive Psychology in Schools.
3. Seligman, M. E. P. (2002). Authentic happiness. New York: Free Press.
4. Seligman, M.E.P. (1998). Learned optimism: Pocket Books (Simon and Schuster).
5. Seligman, M.E.P. (2002). Authentic Happiness: Using the New Positive Psychology to Realize Your Potential for Lasting Fulfillment. New York: Free Press.
6. Seligman, M.E.P., Reivich, K., Jaycox, L., & Gillham, J. (1996). The Optimistic Child. New York: Harper Collins.
7. Shane J. Lopez (Editor), C. R. Snyder Positive Psychological Assessment: A Handbook of Models and Measures.
8. The Journal of Positive Psychology
9. Snyder, C. R., & Lopez, S. J. (Eds.). (2002). Handbook of positive psychology. New York: Oxford University Press.
10. Stewart Donaldson and Mihaly Csikzentmihalyi et al. 2011, Applied Positive psychology – improving Everyday life, health, Schools, Work and Society. Routledge, New Delhi.

# COURSE II: THEORETICAL FOUNDATIONS OF LIFE SKILLS COURSE CODE: MALS 506

**Objectives**

This course aims at providing the foundations in psychology and social psychology as they form the basis for life skills education.

* This paper will help the students to get familiar with theories, compare and contrast the theoretical approaches.
* Utilize the theoretical insights into further research into life skills education as well as the creation of training content for life skills.

# Unit 1: THEORIES ON LEARNING and Behavioral Change in Social Contexts

* + Social Learning Theory: Albert Bandura
  + Social Influence Theory: Herbert Kelman
  + Social Inoculation Theory: William J. McGuire

# Unit 2: THEORIES ON SELF

* + Self through the social lens- Looking Glass Self, I and Me of Self
  + Self and the Psychoanalytic lens—Introduction to the ideas of the post-Freudians. – Jung, Klein and Kohut.
  + Self through the Cultural Lens-Independent and Interdependent ‘Self ways’
  + Self and the role of self-focused attention in behavioral change - Objective Self Awareness Theory: Duval & Wicklund
  + Self through the humanistic lens- Self-determination theory; Ryan and Deci, Self- Affirmation Theory: Claude Steele

# Unit 3: THEORIES ON PROBLEM BEHAVIOUR AND DECISION MAKING

* + Problem-Behaviour Theory :Richard Jessor
  + Gestalt Theory and Problem Solving: Wertheimer
  + Bounded Rationality, ecological rationality and social rationality : the use of heuristics in decision making

# Unit 4: THEORIES ON EMOTIONAL AND SOCIAL INTELLIGENCE

* + Early Theories on Emotion: Cannon-Bard, James Lange, Schachter & Singer
  + Theory of Emotional Intelligence: Daniel Goleman; Bar-On; John Mayer, Peter Salovey, David Caruso
  + Attachment Theory: John Bowlby
  + Multiple Intelligence Theory: Howard Gardner
  + Flow Theory: Csikszentmihalyi
  + Sternberg’s theory of Intelligence

# Unit 5: THEORIES ON RISK, RESILIENCE AND COPING

* + Resilience and Risk: The emergence of Prevention Sciences: Masten, Luther, Becker

# Theories on Stress Coping:

* + - Systemic Stress: Selye's Theory

**-** Psychological Stress: The Lazarus Theory

- Transactional Models of Stress and Coping: Lazarus & Cohen, Antonovsky & Kat

# Prescribed Books:

1. Adams Bert N., Sydie. R.A. (2002). Sociological Theory. New Delhi: Vistaar Publications
2. Baron.A.Robert, (2007). *Psychology*, Prentice-Hall of India Private Ltd, New Delhi
3. Cervone Daniel and Pervin. A. Lawrence,( 2008). *Personality Theory and Research*, John Willey & Sons Inc.USA.
4. Csikszentmihalyi, Mihaly, (1996). *Creativity: Flow and the Psychology of Discovery and Invention,* Harper Collins. New York.
5. Goleman D,(2004). *Emotional Intelligence*, Bloomsbury Publishing Plc. Great Britain

# References:

1. Baron.A.Robert, Branscombe. R., Nyla et al. (2010). (12 Edn.) Doorling Kindersley India Pvt. Ltd.
2. Carr Alan, (2004), *Positive Psychology*, Routledge, New York.
3. Feldman. S. Robert. (2009). Essentials *of Understanding Psychology.* (7th Edn.) New Delhi: Tata Mc Graw Hill
4. Goleman D (2007). *Social Intelligence*, London: Arrow Books
5. Morgan and King (1993). *Introduction to Psychology*, Tata McGraw-Hill Publishing Company Ltd, New Delhi.
6. Myers D.G (2006). *Social Psychology* ,Tata McGraw-Hill Publishing Company Ltd, New Delhi
7. Salkind .J. Neil, (2004). *An Introduction to Theories of Human Development*, Sage Publications, New Delhi
8. Rawat H.K. (2007). *Sociology: Basic Concepts*. New Delhi: Rawat Publications
9. Taylor, Shelley E. et al., (2006). *Social Psychology,* 12th Edn., Sheel Print and Pack, New Delhi.
10. Santrock W.John (2006). *Educational Psychology.* (2nd Edn.)New Delhi: Tata McGraw-Hill Publishing Company Ltd.
11. Tischler.L.Henry, (1990). *Introduction to Sociology*, Holt, Rinehart and Winston, Inc., USA.

# Websites:

1. <http://www.adb.org/documents/information/knowledge-> solutions/understanding-developing-emotional-intelligence.pdf
2. <http://gestalttheory.net/archive/wert1.html>
3. <http://www.instructionaldesign.org/theories/gestalt.html>
4. <http://www.intraspec.ca/ShermanDK_SelfAffirmationTheory2006.pdf>
5. <http://libres.uncg.edu/ir/uncg/f/P_Silvia_Objective_2001.pdf>
6. [http://userpage.fu-berlin.de/~schuez/folien/Krohne\_Stress.pdf](http://userpage.fu-berlin.de/%7Eschuez/folien/Krohne_Stress.pdf)

# COURSE III: ORGANISATIONAL BEHAVIOUR COURSE CODE: MALS 507

**Objectives:**

Through this course the students are expected to gain knowledge on:

* + Basic approaches and models of organisational behaviour
  + Organisational commitment, job satisfaction, culture and climate
  + Organisational change and development

# Unit 1: INTRODUCTION

* + Organisations and Organisational Behaviour Systems
    - Structure, Types
  + Basic Approaches: Classical, Neo Classical, System, Contingency and Result Oriented Approaches
  + Models of Organisational Behaviour: Autocratic, Behavioural, Supportive, Collegial and Systems Approach
  + Organisation Design

# Unit 2: COMMUNICATION AND ORGANISATIONAL BEHAVIOUR

* + Types and Forms of Communication
  + Communication Symbols and Barriers
  + Interpersonal Behaviour
  + Group Behaviour

# Unit 3: MOTIVATION AND JOB SATISFACTION

* + Human Needs and Motivational Drives
  + Motivational Models
  + Rewarding Systems and Performance Appraisal
  + Organisational Commitment and Job Satisfaction

# Unit 4: ORGANISATIONAL CLIMATE AND CULTURE

* + Climate: Dimensions and Theories
  + Characteristics of Organisational Culture
  + National Vs Organisational Cultures, Strong Vs Weak Cultures
  + Creating and Sustaining Culture
  + Spiritual, Ethical, Customer Responsive Cultures

# Unit 5: ORGANISATIONAL CHANGE AND DEVELOPMENT

* + Organisational Change – Concept, change agents, resistance to change, approaches to managing Organizational Change
  + Organisational Development Techniques, Need for OD and Intervention Techniques
  + Succession Management

# Practicum

* + - Visit to Industries/Consultancy Services/Companies

# Prescribes Books:

 Mammoria C. B., and Gankar S.V. (2006). *Personnel Management*, Himalaya Publishing House, Mumbai.

 Newstrom J. W & Davis Keith (2002). *Organizational Behaviour.* Tata McGraw Hill Publishing Co Ltd, New Delhi.

 Robbin P. Stephen, Judge.A. Timothy, Sanghi Seema, (2007). *Organisational Behaviour*, Pearson Prentice Hall, New Delhi.

 Robbin P. Stephen (2010). *Organisational Behaviour*, (11th Edn.), Pearson Prentice Hall, New Delhi.

 Pareek Udai, (2007). (2nd Edn.), *Understanding Organizational Behaviour*, Oxford University Press, India

# References:

1. Earl. M.A Carter and Frank A McMahon (2005). *Improving Employee Performance through work place coaching*, *A practical guide to performance Management*, Sourabhy Printers Private Ltd, New Delhi
2. Neville.C. Tompkins, (2006). *Managing Employee Performance Problems.* New Delhi: Viva Books Private Ltd, New Delhi.
3. Paul Hersey and Kenneth .H. Blanchard (1988). *Management of Organisational Behaviour,* (5th Edn.), Prentice Hall.
4. Sharma. R.A (2000). *Organizational Theory and Behaviour.* New Delhi: Tata Mc Graw-Hill Publishing Company. Ltd, New Delhi

# Website:

1. [http://www.freemba.in/substream.php?stcode=3&stname=Organisational\_Behavi](http://www.freemba.in/substream.php?stcode=3&amp;stname=Organisational_Behavi) our

# COMPULSORY ELECTIVE

**COURSE IV: TRAINING: PROCESS AND DYNAMICS COURSE CODE: MALS 508**

**Objectives:**

On completion of this course, the students will gain insight into:

* + Key facets of training
  + Designing and conducting a training programme
  + Handling challenging situations in a training programme

# Unit 1: INTRODUCTION

* + Understanding Training
  + Key Facets of Training
  + Levels of Training
  + Modes of Training
  + Understanding Learning- Concept and dimension
  + Process of Learning in a training programme
  + Components of learning

# Unit 2: TRAINING NEEDS ANALYSIS

* + - Understanding and Identifying Training Needs
    - Levels of Performance and Training Needs: Individual, Organisational and Group
    - Job, Task, Competency and Performance Analysis, Feedback and Recommendations
    - Techniques and Steps in Training Need Analysis

# Unit 3: DESIGNING AND CONDUCTING A TRAINING PROGRAMME

* + **Designing a Training Programme**
    - Formulation of Training Objectives
    - Preparation of Action Plan

# Conducting a Training Programme

* + - Meeting and Fulfilling Participants Needs
    - Making the Training Group Functional and Empowered
    - Delivering the Programme
    - Concluding the Programme
    - Documenting the Programme

# Unit 4: GROUP DYNAMICS & HANDLING CHALLENGING SITUATIONS IN A TRAINING PROGRAMME

* + **Group Dynamics**
    - Features of Training Group
    - Types of Participants
    - Functional and Dysfunctional Behaviour of Training Group
    - Development of Training Group

# Types of Challenges

* + - Group: Silent Group and Groups moving too fast or slow
    - Participant: Silent, Talkative and Know All Category
    - Interaction: Side Tracking, Argumentative, Parallel, Wrong Response and Parallel Discussions
    - Conflicts: Among the Participants and between Trainers and Trainees

# Handling Challenges

* + - Diagnosing, Analysing, and Interviewing
    - Reducing Barriers and Motivating Participants

# Unit 5: PRACTICUM

* + Training Need Analysis

# Prescribed Books:

1. Agochiya Devendra (2009). *Every Trainer’s Hand Book,* (2nd Edn.), Sage Publications, California.
2. Bee R. and Bee F, (1994). *Training Needs Analysis and Evaluation*. Universities Press. Hyderabad.
3. Blanchard N.L. and Thacker .J.W (2004). *Effective Training: Systems Strategies and Practices*, Prentice Hall, Delhi.
4. Janakiram B(2007). *Training and Development*, Biztantra, Dremtech Press, New Delhi.
5. Naik G. Pandu( 2007). *Training and Development: Text, Research and Cases*. Excel Book, Delhi.

# References:

1. Boydell Tom et al., (1996). *Identifying Training Needs*, University Press India Ltd.
2. Jacqui Gough, (1998). *Developing Learning Materials*, Universities Press (India) Reprint.

# COURSE V: PRACTICUM IN APPLIED LIFE SKILLS COURSE CODE: MALS509

**Objectives:**

Through this paper the students will develop competence in application of life skills for

* + Effective learning and planning for career
  + Social Improvement
  + Handling psycho-social problems

# UNIT 1: LIFE SKILLS AND CAREER

* + **Education**
    - Goal Setting: Types, Steps
    - Time Management
    - Effective Learning: Study Skills and Memory Techniques
    - Examination Preparation

# Work/Career

* + - Factors Influencing Career Choice
    - Career Planning: Importance, Steps
    - Interview: Types, Preparation, Do’s and Don’ts
    - Life Skills for Effective Learning, Successful Career Planning & Development and Interview

# UNIT 2: LIFE SKILLS IN SOCIAL CONTEXT

* + **Media influence**
    - Types of media: Print, Electronic, New Age Media
    - Influence of media: Issues and concerns
    - Life Skills and Media Literacy

# Social Harmony and National Unity

* + - Indian Social Fabric: Secularism, Pluralism, Peace, Tolerance
    - Challenges to Social Harmony and National Integration
    - Life Skills for Social Harmony and National Integration

# Differently abled

* Issues and concerns of differently abled
* Life Skills for differently abled

# Vulnerable and Marginalized Group

* + - Issues and concerns of vulnerable: Orphans, Street children
    - Concerns of SC and ST
    - Life Skills for vulnerable and marginalized.

# UNIT3: LIFE SKILLS FOR SPECIFIC PROBLEMS

* + **Peer pressure**
    - Exploring peer relations: positive and negative peer relations
    - Peer conformity and statuses
    - Life Skills for handling negative peer pressure

# Substance abuse and alcoholism

* + - Meaning, type of substance abuse: Tobacco, alcohol, psychoactive substance
    - Drug addiction, symptoms, causes and effects
    - Alcoholism: symptoms, causes and effects
    - Life skills for preventing substance abuse

# UNIT 4: LIFE SKILLS TO DEAL WITH SUICIDE AND ABUSE

* + **Physical and Sexual Abuse of children**
    - Issues and concerns
    - Life Skills for preventing and coping with abuse

# Depression

* + - Common Symptoms of depression
    - Life Skills to prevent depression

# Suicide

* + - Concept, suicidal ideation
    - Myths and warning signs about suicide
    - Life Skills to avoid suicidal ideation

# UNIT 5: PERSONALITY ASSESSMENT

* + - 16 PF
    - High School personality questionnaire
    - Rotters internal and external locus of control

# Prescribed Books:

1. Arulmani. G. and Arulmani Sonali Nag, (2005). *Career Counselling: A Handbook*, Tata Mc Graw Hill Publishing Co., New Delhi.
2. Duffy Grover Karen, Atwater Eastwood, (2008). (8th Edn.), *Psychology for Living- Adjustment, Growth and Behaviour Today*, Pearson Education Inc, New Delhi.
3. Kumar .J. Keval, (2008), *Mass Communication in India*, Jaico Publication India Pvt. Ltd
4. Santrock, W.J., (2006). *Adolescence*, (11th Edn.), Tata Mc Graw Hill Publishing Company, New Delhi.
5. Stella Cottrell, (2008). *The Study Skills Handbook*, Palgrave Macmillan Ltd. (3rd Ed), New York

# References:

1. Arul Aram I, Nirmaldasan, (2009). *Understanding New Media*, Tata McGraw Hill New Delhi.
2. Jason J. Burrow Sanchez, (2007). *Helping Students Overcome Substance Abuse,*

Guilford Publication Inc. Canada

1. John C. Coleman and Leo B. Hendry, (1999). *The Nature of Adolescence*, Routledge, New York
2. Liddle A. Howard et al., (2006). *Adolescent Substance Abuse - Research and Clinical Advances*, Cambridge University Press
3. Nair. A.R. (2008). *Social Integration and Communal Harmony*, Rajiv Gandhi National Institute of Youth Development, Tamil Nadu.
4. Panthaki Dhun (2005). *Education in Human Sexuality: A Sourcebook for Educators*, FPA India and IPPF, Mumbai.
5. RGNIYD (2008). Training Manual for Youth in Social Harmony and National Unity, Tamil Nadu.
6. Susan Moore, Doreen Rosenthal,(2006).*Sexuality in Adolescence Current Trends*, Routledge, London

# Journal:

1. Journal of Psycho Social Research- MD Publications Pvt. Ltd., New Delhi

# COURSE VI: RESEARCH METHODOLOGY – QUALITATIVE COURSE CODE: MALS510

**Objectives:**

On successful completion of the course, the students will be able to:

* + Question the assumptions of mainstream science as a value free metric enterprise, that answers presumed “universals’
  + Understand the diversity of human experience and articulate the life skills inherent as well as needed in those diversities; appreciate the role of the researcher and of inter-subjectivity and finally, recognise the richness of the context which embeds the experience.
  + Identify the different steps in qualitative research, data processing and report presentation.
  + Utilize the process of research and the power of the researcher’s voice and position to highlight the life skills that inhere within as well as are needed towards both theory building in life skills education as well as advocacy on issues of social significance.

# Unit 1: What is Qualitative Research: An Introduction to the Field

* Paradigmatic research styles through exemplars-Anselm Strauss, Garfinkel and Sacks, Clifford Geertz, Norman Denzin, Marie Jahoda.
* Background Theories of Qualitative Research-Phenomenological life-world analysis, ethno-methodology, symbolic interactionism, Constructivism

# Unit 2: Methodology of Qualitative Research

* Conceptualising the problem
* Designing and approach of the study
* Selection procedures, sampling and case construction
* Triangulation
* Doing Qualitative research: The uses of reflexivity
* Entering the field, collecting verbal data-Qualitative interviewing as an active reflective process, focus groups and group discussions
* Observing as a qualitative method, field observation and ethnography, Photography and films as qualitative visual data,
* Narratives, case diaries and life stories

# Unit 3: Analysis, Interpretation and presentation

* Transcription of conversations, analysis of semistructured interviews, analysis of narratives and life stories, Conversation analysis, analysis of documents and records, Content analysis ,theoretical coding towards saturation and grounded theory
* The art of interpretation and presentation of qualitative research

# Unit 4: Qualitative Research Programs: Applications

* Qualitative biographical and generation research
* Phenomenological life-world analysis in ethnography for special, non-mainstream cultures and communities
* Culture studies
* Gender studies
* Organizational Analysis
* Qualitative evaluation research on social issues

# Unit 5: Qualitative Research in Context

* Research Ethics, value, the positioning and voice of the researcher.
* Utilization of Qualitative Research
* Future prospects and Challenges in Qualitative Research

# Prescribed Books:

1. Cargan, Leonard (2008). *Doing Social Research*, Jaipur: Rawat Publications.
2. Kardoff, Stienke and Flick(2004). A companion to Qualitative research , Delhi, Sage Publications
3. Silverman David(2011). Qualitative Research, 3rd Edition. Delhi, Sage Publication
4. Miles,Matthew B. and Huberman, Michael A.(1994). Qualitative Data Analysis :An Expanded Sourcebook. Delhi:Sage Publication

# SEMESTER – III

**COURSE I: LEADERSHIP COURSE CODE: MALS511**

**Objectives:**

This course will provide foundation for students to understand:

* + Introduction to leadership
  + Theories of leadership
  + Leadership skills development
  + Strategic leadership and knowledge management

# Unit 1: INTRODUCTION TO LEADERSHIP

* + - Definition of Leadership
    - Classification: Types of Leaders and Styles of Leadership
    - Characteristics and Functions of Leadership
    - Values and Ethics of Leadership

# Unit 2: THEORIES OF LEADERSHIP

* + - Leader Member Exchange Theory
    - Contingency Theory
    - Path- Goal Leadership Theory
    - Transformational Leadership Theory
    - Charismatic Theory

# Unit 3: LEADERSHIP STYLES AND TEAM BUILDING

* + **Leadership Styles**
    - Autocratic
    - Participative
    - Entrepreneurial Leadership

# Transformational and Transactional

* + **Team Building**
    - Definition
    - Team formation – Tuckerman
    - Common Team Problems
    - Steps to Team problem solving
    - Brain storming

# Unit 4: LEADERSHIP SKILLS

* + **Basic Skills**
    - Learning from experience
    - Communication, listening, assertiveness, providing constructive feedback
    - Effective stress management
    - Building technical competence
    - Building effective relationship with superiors and peers
    - Setting goals

# Advanced Leadership Skills

* + - Delegating
    - Managing Conflict
    - Negotiation - Improving Creativity
    - Development Planning - Credibility - Coaching
    - Empowerment

# Unit 5: STRATEGIC LEADERSHIP AND KNOWLEDGE MANAGEMENT

* + - Importance
    - The Nature of Strategic Leadership
    - Components of Strategic leadership

# Practicum

**-** Biographical Study of Leaders

# Prescribed Books:

 Du Brin (1998). *Leadership: Research Findings & Skills*, All India Publishers and Distributors, Chennai

 Gillian Butler and Tony Hope (2007). *Manage Your Mind: The Mental Fitness Guide*, Oxford, Oxford University Press

 Hughes (2005): *Leadership – Enhancing the Lessons of Experience*, Boston Publishers, Chennai.

 Northouse. Peter. G (2005). *Leadership: Theory and Practice*, Sage Publication, New Delhi.

 Posner,K. (2006). *Leadership Challenges(* 3rd Edn.) New Delhi: Wiley India Pvt Ltd

 Wallace R. Masters, (2001). *Personal Development for Life and Work:* UK, South Western.

# References:

 Robert Mai, and Allen Kakerson (2007). *The Leader as a Communicator*, Prentice Hall, New Delhi.

 Rothwell, WJ Priscott, RK, & Taylor MW (2005). *Strategic HR Leader,* Mumbai: Jaico Publishing Home.

# Websites:

1. <http://changingminds.org/disciplines/leadership/theories/leadership_theories.htm>
2. <http://www.leadersdirect.com/mind.html>
3. [http://www.nwlink.com/~donclark/leadership/development/leadership\_develop](http://www.nwlink.com/%7Edonclark/leadership/development/leadership_develop) ment\_model.html
4. [http://www.see.ed.ac.uk/~gerard/MENG/ME96/index.html](http://www.see.ed.ac.uk/%7Egerard/MENG/ME96/index.html)

# Journal

1. The Leadership Quarterly, Elsevier

# COURSE II: PERSONALITY DEVELOPMENT COURSE CODE: MALS512

**Objectives:**

The course is designed to provide insights into a range of theoretical and conceptual topics in personality development. The students will be introduced to:

* + Theories of personality
  + Determinants of personality
  + Personality enrichment and assessment

# Unit 1: INTRODUCTION

* + Defining Personality
  + Personality Development
  + Stability of Personality
  + Personality Change

# Unit 2: THEORIES OF PERSONALITY

* Psychoanalytical Theory of Personality
* Humanistic Theory of Personality
* Trait Theory of Personality
* Social Cognitive Theories
* Behaviorism and Learning Approaches to Personality
* Eastern Theory: Thriguna Theory (SRT)

# Unit 3: DETERMINANTS OF PERSONALITY

* **Cognitive Determinants**
  + Intellectual Development and Intellectual Capacities
  + Deviant Intelligence
  + Major areas of adjustment affected by Intelligence

# Socio-cultural Determinants

* + Family and Educational Determinants
  + Social Determinants

# Emotional Determinants

* + Dominant Emotions, Emotional Expressions
  + Emotional Balance and Emotional Deprivation
  + Emotional Catharsis and Emotional Stress

# Unit 4: PERSONALITY ENRICHMENT

* Motivation and its Process
* Life Skills for Personality Development

# Prescribed Books:

1. Cervone Daniel, Pervin. L.A, (2008), *Personality Theory & Research*, (10th Edn.), John Willey & Sons, Inc., United States of America.
2. Haslam Nick, (2007), *Introduction to Personality and Intelligence*, Sage Publications, New Delhi.
3. Hurlock, B. Elizabeth,(2007). *Personality Development*, Tata McGraw-Hill Publishing Company Limited, New Delhi.
4. Mangal S.K, (2008). *An Introduction to Psychology,* Sterling Publishing Private Limited.
5. Mischel Walter et al., (2008). *Introduction to Personality*, John Wiley and Sons, Inc. USA.
6. Rao K. Ramakrishna et al., (2008), *Hand Book of Indian Psychology*, Cambridge University Press India Pvt. Ltd., New Delhi.
7. Robert J. Gregory (2006). Psychological Testing, Pearsons Education, Inc, New Delhi.
8. Salkind J. Neil, (2004). *An Introduction To Theories Of Human Development*, Sage Publications, Inc, New Delhi.
9. Wallace. R. Harold & Masters Ann, (2008). *Personality Development,* Cengage Learning India Private Limited, New Delhi.
10. Calvin S. Hall Gardner Lindzey John B. Campbell (2007). *Theories of Personality*,

Wiley India Pvt. Ltd, New Delhi

# References:

1. Ciccarelli .K. Saundra, Meyer.E. Glenn, (2007). *Psychology*, Pearson Prentice Hall, New Delhi.
2. Hilgard, E, Atkinson RC & Atkinson RL (1976). *Introduction to Psychology* (6th Edn.), Oxward &IBH Publishing Co. Pvt Ltd, New Delhi.
3. Nair .V. Rajasenan, (2010). *Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, TamilNadu.
4. Udai Pareek, T. Venkateswara Rao (2000). *First Handbook of Psychological and Social Instruments*, Concept Publishing Company New Delhi.

# Journals:

1. Journal of Health Psychology
2. Indian Journal of Applied Psychology
3. Psychology & Developing Societies-Sage Publications.
4. Journal of Personality & Clinical Studies

# COURSE III: TRAINING METHODS AND TECHNIQUES COURSE CODE: MALS513

**Objectives:**

By the end of the course, students will be able to:

* + Understand importance of training
  + Evaluate and document a training programme
  + Enhance knowledge on various methods in training and development
  + Understand the role and functions of trainer

# Unit 1: SUPERVISION, MONITORING, DOCUMENTATION AND EVALUATION OF A TRAINING PROGRAMME

* **Need and Objectives of Evaluation**

- Stages of Evaluation: Before, During and After-evaluation

* Measuring Participants Learning
* Participatory Evaluation
* Tools of Evaluation

# Documentation

* + Meaning and Importance
  + Checklist to Documenting Training Programme

# Report

* + Writing a Report, Frame Work, Executive Summary
  + Dos and Dont’s of Report Writing

# Unit 2: TRAINING METHODS

* **Methods**
  + Brainstorming, Lectures, Case Study, Role Play
  + Buzz Group, VIPP, Simulation, Experience sharing, individual and group Assignments, Group and Panel Discussions, Demonstrations
  + Placements and Field Trips, Participatory Learning and Action
  + Transactional Analysis, Neuro - Linguistic Programme (NLP)
  + Theater Based Training, Large Group Interactions for collaborative gathering

# Unit 3: TRAINING AIDS AND MATERIAL

* Types of Training Aids
* Choice of Appropriate Training Aids
* Audio-Visual Aids
* Printed Material
* Developing Training Support Material

# Unit 4: THE TRAINER: ROLE DIMENSIONS AND FUNCTIONS

* **Role Dimensions**
  + Trainers’ Needs versus Participants’ Needs
  + Key Dimensions of a Trainer and Training Styles
  + Role of the Trainer
  + Dilemmas of the Trainer
  + Role of Consultant Trainer

# Functions of a Trainer

* + Preparing and Conducting Training Programmes
  + Trainer as an Effective Team Leader
  + Handling Problem Situations
  + Ethics of a Trainer

# Core Facilitation Skills

* + Building and Maintaining Rapport
  + Active Listening and Observing
  + Masterly Questioning Skills

# Behaving as a Facilitator

* + Parent State, Adult State, Child State
  + Interacting with others

# Unit 5: PRACTICUM

* Preparation of Training Materials
* Conducting a Training Programme

# Prescribed Books:

1. Agochiya Devendra, (2009). *Every Trainers Hand Book* (2nd Edn.), Sage Publication Pvt. Ltd., New Delhi
2. Foshay R. Wellesley. Silber.H.Kenneth, Stelnicki.B. Michael et al.,(2003). *Writing Training Materials that Work.,* Jossey – Bass, USA.
3. Janakiram B. (2007). *Training and Development*, Biztantra, Dremtech Press, New Delhi.
4. Lawson Karen,( 1998). *The Trainers Handbook*, Jossey – Bass, USA.
5. Landale Anthony. (2004), *Training and Development*, Infinity Books
6. NewbyTony, (2005), *Hand Book of Cost Effective Training,* Crest Publishing House, New Delhi.
7. Race Phil, McDowell. Steve. (2004). 500 Computing Tips for Trainers, Crest Publishing House, New Delhi.
8. Rao P.L. (2008). Enriching Human Capital through Training and Development, Excel Books, Delhi.

# References:

1. Bernard,Philip, (1995*. Interpersonal Skills Training*., Viva Books Pvt. Ltd. New Delhi.
2. Lawson, Karen (2006). The Trainer’s Handbook(2nd Ed),Wiley Imprint, San Francisco
3. Mayo,Andrew(1998). Creating a Training and Development Strategy. Universities Press. Hyderabad.

# COMPULSORY ELECTIVE

**COURSE IV: HUMAN RESOURCE DEVELOPMENT COURSE CODE: MALS514**

**Objectives**

By the end of the course the students will be able to:

* Understand the concept of human resource development (HRD)
* Discuss human resource planning and forecasting
* Familiarise with the recruitment, selection and appraisal of performance
* Handle employee relations in the work setting

# UNIT 1: INTRODUCTION

* Overview of Human Resources
  + Need and Role
  + Functions and Importance
  + Process and Mechanisms
  + Planning, Building and Controlling
* HRD in Indian Context

# UNIT 2: HUMAN RESOURCES PLANNING AND FORECASTING

* Job Analysis: Job Description, Job Specification
  + Determining essential Skills, Knowledge and Abilities
  + HR Instruments, HRD and Diversity Issues
  + HR Planning at Enterprise Level
  + Need for Systematic Planning, and Process
  + Operating Environment: Internal and External
  + The Work Force Plan

# UNIT 3: RECRUITMENT AND SELECTION

* + Various Forms of Recruitment, Recruitment Process
  + Strategic Selection
  + Interpretation and Evaluation of Interview Data
  + Employee Induction Programme
  + Human Resource Audit

# UNIT 4: APPRAISAL

* + Performance Appraisal: Measures of Appraisal, System Components
  + Appraisal Methods, Ethics of Appraisal
  + Problems and Solutions
  + Managing Careers, Enhancing Diversity and Unity
  + Career Management
  + Managing Promotions and Transfers

# UNIT 5: EMPLOYER-EMPLOYEE RELATION

* + Conflicts, Nature, Types, Levels, Conflict Resolution
  + Labour Relations
  + Collective Bargaining: Process, Grievance Redressal Mechanism
  + Employee Counselling and Wellness Services

# Prescribed Books:

1. Ghosh Biswanath,(2007). *Human Resources Development and Management*, Vikas Publishing House Pvt. Ltd., New Delhi
2. Rao, T. V., (1988). *Alternative Approaches and Strategies of Human Resource Development* , Rawat Publications, New Delhi
3. Udai Pareek Rao T.V., (2009). *Designing and Managing Human Resource Systems*, Oxford and IBH publishing Company Pvt. Ltd. New Delhi
4. Gary Dessler, (2008). *Human Resource Management*, Prentice Hall of India, (11th Edn.), New Delhi

# References:

1. John. P. Welson (2005). *Human Resources Development*, (2nd Edn.), Kogan Page Ltd., London
2. Jon M. Werner, Randy L. DeSimone, (2006). *Human Resources Development*, (4th Edn.) , Thomson South Western
3. Pareek Udai, (2008). *Training Instruments in HRD and OD*, Tata McGraw – Hill, New Delhi
4. Rao, T. V., (2008). *HRD Audit – Evaluating the Human Resources Function for Business Improvement,* Response Books – A Division for Sage Publications, New Delhi

# Journals:

1. Harvard Business Review
2. Human Resource Development Review, Sage Publication, Webs[ite: http://intl-](http://intl-/) hrd.sagepub.com/
3. Indian Journal of Industrial Relations, Shri Ram Centre for Industrial Relations & Human Resources (SRC)**,** Website: [http://www.irhrjournal.com](http://www.irhrjournal.com/)

# ELECTIVE COURSE: I

**PEER EDUCATION COURSE CODE: MALS515**

**Objectives:**

After completing the course the students will be able to:

* Orient to the concept of peer and peer education
* Describe the theories related to peer tutoring
* Conduct peer education programmes
* Apply peer education approaches in promoting healthy adolescents and youth

# Unit 1: INTRODUCTION

* **Peer Education**
  + Definition- Peer, Peer Education
  + Importance of Peer Education among Adolescence and Youth
  + Roles of the Peer Educator
  + Peer Assisted Learning Strategies: Peer Tutoring, Peer Education, Peer Modeling, Peer Counseling, Peer Assessment, Peer Monitoring.
  + Models of Peer Education: Peer Support Model, Peer Leadership Model
  + Peer Education as a Youth-Adult Partnership

# Unit 2: THEORITICAL FRAMEWORKS FOR PEER TUTORING

* Social Learning Theory
* Theory of Reasoned Action
* The Diffusion Innovation Theory
* The Theory of Participatory Education
* The Health Belief Model
* Vygotsky’s Zone of Proximal Development

# Unit 3: ORGANISING A PEER EDUCATION PROGRAMME

* Guidelines for Training of Trainers
* Planning a Peer Education Program
* Recruitment and Training
* Implementing a Peer Education Program
* Monitoring and Evaluation

# Unit 4: INITIATIVES IN PEER EDUCATION

* Peer Education in Adolescent Education Programme
* Peer to Peer: Peer Education in Drug Abuse
* Peer Education in Uniformed Service
* Peer Education in HIV and AIDS
* Peer Education in Human Rights
* Peer Education in Human Trafficking
* Peer Education Approach to Sex Education

# Unit 5: PRACTICUM

* Conducting Peer Education Programme for School Adolescents

# Prescribed Books:

 Devendra Agochiya, (2010). Life Competencies for Adolescents: Training Manual for Facilitators, Teachers and Parents, Sage Publication India.

 Peer Approach in Adolescent Reproductive Health Education : Some lessons learnt

– (pdf), UNESCO, Bangkok(2003)

 Peer to Peer: Creating Successful Peer Education Programs International Planned Parenthood - (pdf), Federation(IPPF) New York(2004)

 Peer Education Training of Trainers Manual Youth Peer Education Electronic Resource (YPER),(pdf) 2003

 Evidence -Based Guidelines for Youth Peer Education -(pdf) U.S. Agency for International Development (USAID) (2010)

 Peer to Peer: HIV & AIDS Peer Educator’s Trainer’s Guide, Family Health International (FHI), Nigeria- (pdf)

# References:

1. Facilitator’s Manual on Peer Education (2010). RGNIYD, Tamil Nadu
2. Gary S, Holly B & Laura . J, (2008). *Impact of Youth Peer Education Programmes- Final Results of FHI/Youth Net Study in Zambia*, USAID
3. Peer Education: The Untapped Potential, William Damon, Journal of Applied Developmental Psychology, Volume 5, Issue 4, October-December 1984
4. Peer Education, Prevention Research Quarterly , Australian Drug Foundation, Number 17, March 2006
5. Handbook for Peer Education, Gujarat State AIDS Control Society
6. Shelley E Taylor, (2006). *Health Psychology*, Tata McGraw Hill, New Delhi
7. Tammi, L., Peer to Peer for You – International Peer Education Project Scotland (2005)
8. Understanding and Practice of Peer Education, MAMTA, New Delhi. (2005)

# Websites:

1. Tool box of methods used in peer educa[tion at www.salto-youth.net](http://www.salto-youth.net/)
2. Dos and don’ts for Peer Educator a[t www.etr.org/recapp](http://www.etr.org/recapp)
3. [www.druginfo.adf.org.au](http://www.druginfo.adf.org.au/)

# ELECTIVE COURSE: II

**LIFE SKILLS FOR DISASTER PREPAREDNESS COURSE CODE: MALS516**

**Objectives:**

Through this course the students will be able to understand

* Concepts in disaster management
* Types and consequences of disasters
* Disaster preparedness and management

# Unit 1: DISASTERS

* **Introduction**
  + Definition
  + Types: Natural and Man-made
  + Causes
  + Approaches

# Social Consequences of Disasters

* + Displacement
  + Homelessness
  + Loss of Livelihood
  + Occurrence of Anti-social Behaviour

# Psychological consequences

* + Loss of Loved Ones - Grief
  + Post Traumatic Stress Disorder
  + Flash backs
  + Depression
  + Brief Reactive Psychosis

# Unit 2: RESPONSE TO DISASTER IMPACT

* **Response**
  + Important Characteristics of Response
  + Problem Areas in Response
  + Requirements for Effective Response
  + Follow –on from Response Operations
  + Human Factors in Response, Resources relevant to various aspects of Response

# Unit 3: PREPAREDNESS FOR DISASTERS

* **Preparedness**
  + Nature of Preparedness
  + Problem Areas
  + Preparedness Needs
  + Maintenance of Preparedness Levels
  + Funding
  + Warning Aspects
  + Precautionary Measures
  + Resources
  + Arrangements

# Unit 4: REHABILITATION AND RECONSTRUCTION

* **Social Rehabilitation**
  + Rehabilitation
  + Reconstruction
  + Disaster prevention

# Psychological Rehabilitation

* + Debriefing
  + Crisis Intervention
  + Life Skills Training

# Unit 5: Workshop on Disaster Preparedness Prescribed Books:

1. Dennis Smith and Dominic Elliott, (2006). *Key Readings in Crisis Management,*

Routledge Taylor and Francis Group, Great Britain.

1. Prabhas C Sinha (2007). *Disaster: Vulnerabilities and Risks*, SBS Publishers, New Delhi
2. Regester and Larkin, (2008), Risk Issues and Crisis Management, Kogan Page India Private Limited, New Delhi
3. Singh S.R (2009). *Disaster Management*, APH Publishing Corporation, New Delhi
4. Vikram Patel, (2002).*Where There Is No Psychiatrist*, Voluntary Health Association of India, New Delhi

# References:

1. Nick Carter, W,(1991). *Disaster Management – A Disaster Manager’s Handbook*, Asian Development Bank,Manila
2. Prasad Singh B.K.(2008). *Industrial Disaster Management*, Navyug Publishers & Distributors, New Delhi
3. Jack Pinkowski, (2008). *Disaster Management Handbook*, CRC Press, New York

# Websites:

1. [www.disastermgmt.org](http://www.disastermgmt.org/)
2. [www.nidm.net](http://www.nidm.net/)

# ELECTIVE COURSE: III

**LIFE SKILLS FOR CORPORATE SECTOR COURSE CODE: MALS517**

**Objectives:**

This course is designed for students to help them develop an understanding of:

* Changing organisational setting
* Process and key issues in team work and dynamics of team work
* Life Skills required for effective team management and team building

# Unit 1: INTRODUCTION

* Globalisation and Changing Organisational Setting
* Key Dimensions of Organisational Environment

# Unit 2: MANAGING KEY ISSUES IN TEAMS

* Conflict Management- Sources, Impacts of Conflict and Conflict Resolution
* Power and Social Influence- Types of power, Power Dynamics, Power styles and Employee Empowerment
* Problem Solving-Problem Solving Approaches, Techniques, Dynamics and Steps involved
* Group Decision Making- Approaches, Factors affecting Group Decision Making and Decision Making Techniques
* Life Skills for successful Team Management

# Unit 3: MANAGING CREATIVITY AND DIVERSITY

* Creativity- Characteristics, Individual and Group Creativity, Group Creative Techniques
* Diversity- Problem of Diversity, Causes and effects, Managing Diversity
* Life Skills for Managing Creativity and Diversity

# Unit 4: TEAM BUILDING AND SUSTAINING TEAMS

* Organisational Matrix and Team work
* Characteristics of Matrix and Team Building Process
* Individual Territories versus Team Spaces
* Self-managing Teams and Virtual Teams
* Team Training – Training together, Transfer of Training and Types of Training
* Team Performance - Evaluation and Rewarding System
* Application of Life Skills for Team Building and Training

# Practicum

* + Exposure Visit to Understand Team Leadership and Work Culture in Corporate Sector

# Unit 5: SUCCESSFUL TEAMS

* Conditions for and Characteristics of Successful Teams

# Process of Team Work

* + Stages of Teamwork, Goals, Group Socialisation and Group Norms
  + Motivation, Group Cohesion, Team Roles and Social Behaviour
  + Cooperation, Conflict and Communication in teams
* Successful Teams, Team Leadership, Effective Team Member and Team Relations
* Life Skills for Effective Team Member, Successful Leader and Team Relations
* Types of Teams, Difference between Groups and Key Roles of Team

# Prescribed Books:

 LaFasto. Frank and Larson Carl, (2008). (6th Edn.), *When Teams Work Best*, Sage Publications Inc., New Delhi.

 Levi Daniel, (2007). *Group Dynamics for Teams*, (2nd Edn.), Sage Publications Inc., New Delhi.

 Robbin P. Stephen, (2007). *Organisational Behaviour*, (11th Edn.), Pearson Prentice Hall, New Delhi.

 Senge Peter, Kliener A., Roberts,C. Ross,R. Roth, G. Smith,B (1999). *The Dance of Change: The Challenges of sustaining momentum in Learning Organisations.*

Nicholas Brealey Publishing. London

# References:

1. Earl. M.A Carter and Frank A McMahon, (2005). *Improving Employee Performance through work place coaching: A practical guide to performance Management*. New Delhi- Sourabhy Printers Private Ltd.
2. Nilakant V. and Ramnarayan S. (2006). *Change Management*. Sage Publications, Delhi.

# ELECTIVE COURSE: IV COURSE CODE:

**MALS518**

**LIFE SKILLS FOR POPULATION WITH SPECIAL NEEDS**

**Objectives**

By the end of the course the students will be able to:

* understand the problems of people with special needs
* comprehend the perspectives and strategies for inclusion
* evolve Life Skills to impart life skills for special population

# UNIT 1: INTRODUCTION

* Definitions
* Exceptional Children
* Disability and Handicap
* Developmental Delay and At-Risk
* Prevalence of Young Children with Special Needs: Low and high incidence of disability
* The Roles of Disability in Society
* The Importance of Early Intervention

# UNIT 2: IDENTIFYING AND ASSESSING YOUNG CHILDREN WITH SPECIAL NEEDS

* Assessment Purposes, Procedures and Types
* General Assessment Considerations
* Types of Assessment in Early Childhood
* Assessing Interrelated Developmental Domains
* Cognitive Skills and Motor Skills
* Communication and Language Skills
* Social and Emotional Skills
* Self-Care and Adaptive Skills

# UNIT 3: DELIVERING SERVICES TO CHILDREN WITH SPECIAL NEEDS

* **Service Delivery Models**
  + Home-Based Programs
  + Center-Based Programs
  + Combination Programs

# Inclusive Settings

* + Mainstreaming
  + Least Restrictive Environment
  + Regular Education Initiative
  + Full Inclusion

# Transition

* + Child Involvement
  + Family Involvement
  + Professional Involvement
  + Steps for Planning Effective Transitions

# Professional Teaming and Collaboration

* + Multidisciplinary
  + Interdisciplinary
  + Trans-disciplinary

# Delivering Individualized Services

* + Individualized Family Service Plan
  + Individualized Education Program

# UNIT – 4 STRATEGIES FOR INCLUDING YOUNG CHILDREN WITH SPECIAL NEEDS

* + Teacher-Mediated Strategies
  + Peer-Mediated Strategies
  + Routine-Based Strategies
  + Specific Naturalistic Strategies
  + Building partnership through collaboration

# UNIT 5: PRACTICUM

* + Identifying emotional and social needs of special population
  + Life Skills need analysis for the special population
  + Evolve life skills training

# Prescribed Books:

1. Gargiulo, Kilgo (2010). Young Children with special needs, Delmar Cengage Learning, USA
2. Jaeger, Bowman (2005). Understanding Disability - Inclusion, access, diversity and civil rights, Praeger Publishers, USA
3. Friend, Bursuck (2012). Including students with special needs. USA: Pearson Education, Inc.

# References:

1. Porter Louise (2002). Educating young children with special needs. Allen & Unwin. Australia
2. Darlene Mannix (2009). life skills activities for secondary students with special needs. John Wiley & Sons, Inc. CA

# Websites:

1. [http://socialjustice.nic.in/search.php?cx=013656481690645681878%3Aurfdi2mc dwc&ie=UTF-8&cof=FORID%3A11&q=disability&btnG.x=0&btnG.y=0](http://socialjustice.nic.in/search.php?cx=013656481690645681878%3Aurfdi2mcdwc&amp;ie=UTF-8&amp;cof=FORID%3A11&amp;q=disability&amp;btnG.x=0&amp;btnG.y=0)
2. [http://www.ccdisabilities.nic.in/page.php?s=reg&t=def&p=disab\_ind](http://www.ccdisabilities.nic.in/page.php?s=reg&amp;t=def&amp;p=disab_ind)
3. <http://censusindia.gov.in/Census_And_You/disabled_population.aspx>
4. <http://www.nirtar.nic.in/>

# ELECTIVE COURSE: V COURSE CODE: MALS519 LIFE SKILLS FOR GERIATRIC AND PALLIATIVE CARE

**Objectives:**

This course gives exposure to the students on:

* The concept of aging
* Need and concerns of the elderly
* Handling palliative care
* Chronic illness and the aged
* Terminal illness and bereavement

# Unit 1: INTRODUCTION

* **Aging**
  + Concept of Aging
  + Demographic Profile
  + Hygiene, Nutrition
  + Coping Mechanisms

# Role and Status in the Family

* + Family Environment
  + Housing Accommodation
  + Position in the Family
  + Status in the Family

# Need pattern of the elderly

**Unit 2: PALLIATIVE CARE**

* Magnitude of the Problem
* Understanding the Whole Person
* Symptom Management in Palliative Care
* Self-awareness and self-care
* Enhancing the Patient – Clinician Relationship

# Unit 3: FACING PROGRESSIVE DISEASE AND DEATH

* Psychosocial care
* Approaches to care
* Partnership care
* Psychological approaches
* Physical approaches

# Unit 4: ADVANCE CARE PLANNING

* Issues around care planning
* Implementing advance care planning
* Making decision on behalf of someone who lacks capacity
* Decisions by health and social care professionals
* Decisions and care planning
* Real choice and real responsibility
* Advance care planning in home and community

# Unit 5: TERMINAL ILLNESS AND BEREAVEMENT

* Terminal Illness
* Resilience in health care
* Bereavement
* Palliative emergencies
* Implication for practice

# Prescribed Books:

1. Dimatteo M. Robin and Leslie R. Martin, (2007). *Health Psychology*, Pearson Education, Inc and Dorling Kindersley Publishing.
2. Geoffrey Mitchell, (2008). *Palliative Care : A Patient-Centered Approach*, Radcliffe Publishing.
3. Keri Thomas, Ben Lobo (eds) (2010). *Advance Care Planning in End of Life Care,*

Oxford University Press, New York

1. Khan Zahir Mohammad, (2009). *Elderly in Metropolis*, Publisher Inter-India Publications.
2. Jenny Buckley (2008). Palliative Care: An Integrated Approach, John Wiley & Sons, Ltd

# References:

 Chatterjee Suhita Chopra, et al.(2009). *Discourses on Aging and Dying*, Sage Publications.

 David Oliviere, Barbara Monroe, Sheila Payne (2012). Death, Dying, and Social Differences, Oxford University press, UK

 Rabow MW, Hauser JM, Adams J. Supporting family caregivers at the end of life. "They don't know what they don't know." JAMA. 2004; 291: 483-489.

 Sepulveda C, Marlin A, Yoshida T, Ulrich A. Palliative care: The World Health Organization's global perspective. J Pain Symptom Manage. 2002; 24:91-96.

 Sharma K.L. (2009). *Dimensions of Ageing: Indian Studies*, Rawat Publications.

 Tulsky JA. Beyond advanced directives: Importance of communication skills at the end of life. JAMA. 2005; 294: 359-365.

 Vachon MLS. The emotional problems of the patient in palliative medicine. In: Doyle D, Hanks G, Cherny N, Calman K, eds. Oxford Textbook of Palliative Medicine. 3rd ed. Oxford, UK: Oxford University Press; 2004.

# ELECTIVE COURSE: IV (OFFERED ONLY TO OTHER SCHOOLS)

**LIFE SKILLS IN PRACTICE COURSE CODE: MALS520**

**Objectives:**

This course is designed to introduce the students to:

* Basic concepts of life skills
* Core life skills
* Application of life skills

# UNIT 1: INTRODUCTION

* **Basics of Life Skills**
  + Definition, Need, Importance
  + Life Skills: Generic, Problem Specific and Area Specific Skills

# UNIT 2: CORE LIFE SKILLS: SOCIAL AND NEGOTIATION SKILLS

* **Social Skills: Self Awareness and Empathy**
  + Self Awareness: Definition, Importance
  + Empathy: Definition, Importance

# Negotiation Skills: Effective Communication and Interpersonal Relationship

* + Effective Communication: Definition, Functions, Barriers
  + Interpersonal Relationship: Definition, Factors Affecting Relationship

# UNIT 3: CORE LIFE SKILLS: THINKING AND COPING SKILLS

* **Thinking Skills: Creative, Critical Thinking, Problem Solving & Decision Making**
  + Creative and Critical Thinking: Definition, Stages
  + Problem Solving: Definition, Steps in Problem Solving
  + Decision Making: Definition, Consequences of Decision Making

# Coping Skills: Coping with Emotions and Stress

* + Coping with Emotions: Definition, Types, Coping Strategies
  + Coping with Stress: Definition, Sources of Stress, Coping Strategies

# UNIT 4: APPLICATION OF LIFE SKILLS

* **Internalizing Life Skills: Process**
* **Life Skills Work in Combination:**

**-** Thinking skills, Social skills, and Coping skills

# Life Skills for Personal Effectiveness

* + Goal Setting: Types, Steps
  + Time Management
  + Effective Learning: Study Skills and Memory Techniques
  + Preparation for Examinations

# UNIT 5: PRACTICUM

* Conduct Life Skills Training Sessions to in-school or out-of-school Adolescents

# Prescribed Books:

1. Ciccarelli Saundra .K., Meyer Glen, (2007). *Psychology*, Pearson Education Inc., New Delhi.
2. Hilgard, E, Atkinson R C & Atkinson R L (1976). *Introduction to Psychology* (6th Ed), IBH Publishing Co.,Pvt Ltd. New Delhi.
3. Mangal S.K. (2008). *An Introduction to Psychology*, Sterling Publishers Pvt. Ltd., New Delhi.
4. Nair .V. Rajasenan, (2010). *Life Skills, Personality and Leadership*, Rajiv Gandhi National Institute of Youth Development, TamilNadu.
5. Stella Cottrell, (2008). *The Study Skills Handbook*, Palgrave Macmillan Ltd. (3rd Ed), New York

# References:

1. Prakash B. (Ed). (2003). Adolescence and life skills Common Wealth Youth Program, Asian Center, Common wealth Secretariat. New Delhi: Tata McGraw Hill.
2. Baron, Byrne, (2006). *Social Psychology*, (11thEd), PHI Publishers, New Delhi
3. Dahama O.P., Bhatnagar O.P, (2005). *Education and Communication for Development,* (2nd Ed.), Oxford& IBH Publishing Co. Pvt. Ltd. New Delhi.
4. *Facilitators Manual on Enhancing Life Skills (2008), RGNIYD, Tamil Nadu*
5. Sandhan, Society for Education & Development (2005). *Life Skills Education, Training Module,* Jaipur.
6. Taylor. E. Shelly. et al,(2006). *Social Psychology*, (12th Ed), Sheel Print N Pack, New Delhi
7. *YUVA School Life Skills Programme: Handbook for Teachers*, Vol. I – IV, (2008). Department of Education and State Council of Educational Research and Training, Delhi.

# SEMESTER – IV

**COURSE I: LIFE COACHING SKILLS COURSE CODE: MALS521**

**Objectives:**

This course is designed for the students to provide a sound knowledge base and skills of being a life coach. The focus here is on:

* Life coaching and life skills
* Skills for coaching and ethics in practice & training
* Developing self - coaching skills
* Coaching for life purposes

# Unit 1 : INTRODUCTION TO COACHING

* **Life Coaching**
* Concept, Definition, Dimensions
* Life Coaching and Life Skills
* Life Coaching, Counselling and Psychotherapy
* Four-Stage Skills Model for Life Coaching

# Unit2 : GROUP COACHING, SKILLS AND ETHICS IN COACHING

* **Group Coaching**

-Characteristics of Groups,

-Preparing Coaching Groups

-Leading Coaching Group Sessions

# Central Skills

* + Skills for a Coaching Relationship
  + Skills for Assessment and Goal Setting
  + Presentation Skills
  + Demonstration Skills
  + Consolidation Skills

# Ethics in Practice and Training

* + Ethical Issues and Dilemmas in Coaching Practice
  + Ethical Issues and Dilemmas in Coach Training

# Developing Self-Coaching Skills

* + Self-Directed Coaching

# Unit 3: LIFE COACHING – AREAS

* **Coaching Relationship Skills**
  + Skills for Choosing and Starting a Relationship
  + Assertiveness Skills
  + Skills for Anger Management
  + Skills for Managing Relationship Problems

# Occupation Skills Coaching

* + Study Skills Coaching
  + Career Choice Coaching
  + Career Performance Coaching

# Health Skills Coaching

* + Managing Stress
  + Managing Weight
  + Managing Alcohol

# Unit 4: COACHING SPIRITUALITY AND LIFE PURPOSES

* Developing Spirituality and Life Purpose
* Understanding Your Past to Create a Desired Future

# Unit 5: PRACTICUM

* Conduct Training Sessions on Relationship, Occupational and Health Skills Coaching

# Prescribed Books:

1. Flahtrey, J. (1999). *Coaching: Evoking Excellence in Others*, Boston: Butterworth- Heinmann.
2. Jones-Nelson Richard, (2007). *Life Coaching Skills*, Sage Publications India Pvt. Ltd., New Delhi.
3. Martin Curly, (2001). *The Life Coaching Handbook*, Crown House Publication Ltd., UK.

# References:

1. Cormier, S. and Nuris, P.S. (2002). *Interviewing and Change Strategies for Helpers: Fundamental Skills and Cognitive-Behavioural Interventions.* Belmont, CA: Thomson Brooks/Cole
2. Downey, M. (2003). *Effective Coaching: Lessons from the Coach’s Coach* (2nd Ed.) New York: Texere.
3. Egan, G. (2002). *You and Me: The Skills of Communicating and Relating to Others.*

Monterey, CA: Thomson Brooks/Cole.

1. Grant, A.M. and Greene, J. (2001). *Coach Yourself: Make a Real Change in Your Life,*

Cambridge, MA: Perseus Publishing.

1. Hudson, F. (1999). *The Handbook of Coaching: A Comprehensive Resource Guide for Managers, Executives, Consultants and Human Resource Professionals*, San Francisco: Jossey – Bass.
2. Luciani, J.J. (2004). *The Power of Self –Coaching: The Five Essential Steps to Creating the Life You Want*, New York: Wiley.
3. Nelson-Jones, R. (2006). *Human Relationship Skills: Coaching and Self- Coaching*, London: Brunner Routledge.
4. Williams Patrick & Thomas .J. Lloyd, (2004). *Total Life Coaching: A Compendium of Resources*, W.W. Norton & Company, New York, U.S.A.

# Web Site:

1. [www.psychology.org.au/units/interest/](http://www.psychology.org.au/units/interest/)

# COMPULSORY ELECTIVE

**COURSE II: ADOLESCENT CARE AND COUNSELLING COURSE CODE: MALS522**

**Objectives:**

The course content is organised to focus on:

* Understanding the nature of adolescence
* Physical health & hygiene
* Psychosocial issues and adolescent counselling

# Unit 1: INTRODUCTION

* Definition and Phases of Adolescence
* Understanding the adolescence
  + The Nature of Adolescence
* Changes during Adolescence: physical, physiological and psychological

# Unit 2: PHYSICAL HEALTH

* **Nutrition and Health**
  + Balanced Diet
  + Nutrition Deficiency- types, causes, consequences and preventive measures
  + Eating Behavioural Disorder- types, causes, consequences and remedial measures

# Hygiene

* + Personal Hygiene
  + Sleep Hygiene

# Life Style Enhancement

* + Recreation, Exercise, Yoga and Meditation
  + Prevention of Diseases
  + Stress Management

# Unit 3: PSYCHOSOCIAL ISSUES

* Identity Formation
* Academic Performance and Scholastic Achievements
* Sibling rivalry, Peer Pressure, Bullying, Teasing and Ragging
* Anger, Aggression, Depression and Suicide
* Sex and Sexuality
* Deviant and Anti-social Behaviour
* Life Skills to handle Psycho-Social Issues

# Practicum

- Conduct Awareness Programmes on Adolescents Health and Psycho-social Issues

# Unit 4: ADOLESCENT FRIENDLY HEALTH SERVICES

* Adolescent Friendly Health Care Providers
* Counselling Services
* Single Window Approach
* Barriers to Access Health Care Services and Overcoming Barriers
* National Programmes related to Adolescent Care
* Life Skills for making use of Adolescent Friendly Health Services
* Adolescent Education Programme of Government of India

# Unit 5: ADOLESCENT COUNSELLING

* **Counselling and Guidance**
  + Definition, Difference between Guidance and Counselling
  + Individual and Group Counselling and Guidance
* Micro Skills in Counselling
* HEEADDSS Approach in Adolescent Interviewing
* Counselling Strategies and Methods: Symbolic, Creative, Behavioural, Cognitive, Psycho-social
* Therapeutic Approach- Strength Based Counselling and Solution Focused Therapy
* Motivational Interviewing

# Practicum

- Practicing HEEADDSS Approach in Adolescent Interviewing

# Prescribed Books:

1. Dennis Lines, (2006). *Brief Counselling in Schools*, (2nd Ed), Sage Publication, New Delhi.
2. Gladding Samuel, (2009). *Counseling –A Comprehensive Profession*, Dorling Kindersley India Pvt. Ltd.
3. Kathryn Geldard and David Geldard, (2004). (2nd Ed), *Counselling Adolescents*, Sage Publications, New Delhi
4. Richard Nelson, Janes (2008). *Basic Counselling Skills* Sage Publications, (2nd Ed), New Delhi
5. Santrock John (2007). *Adolescence,* Tata Mc Graw, New Delhi,
6. Bhave Swati. (2006). *Text Book of Adolescent Medicine*, J.P. Brothers Publication, New Delhi
7. Shelley E Taylor, (2006). *Health Psychology*, Tata McGraw Hill, New Delhi

# References:

 Gerald R. Adams, (1996). *Psychosocial Development during Adolescence*, New Delhi

 Kochhar S.K., (2006). *Educational and Vocational Guidance in Secondary Schools*, Sterling Publishers Private Limited.

 Nair.M.K.C, (2002). *Adolescent and Family Life Education*, Prism Books Pvt. Ltd.

# Websites:

1. <http://www.nacoonline.org/Quick_Links/Youth/School_Age_Education_Program_> SAEP/
2. <http://www.education.nic.in/secedu/sec_adole.asp>

# COMPULSORY ELECTIVE

**COURSE III: REPRODUCTIVE AND SEXUAL HEALTH COURSE CODE: MALS523**

**Objectives:**

This course gives exposure to the students on:

* The physical growth and development of human being
* Issues and concerns of reproductive health
* Concept of sex & sexuality and responsible sexual behaviour
* Care and support services for HIV infected people.
* Life Skills for enhancing knowledge, information & access to health care service

# Unit 1: INTRODUCTION

* Structure and Functions of Male and Female Reproductive Systems
* Issues and Concerns of Reproductive Health

# Unit 2: SEX, SEXUALITY AND RESPONSIBLE BEHAVIOUR

* Concept of Sex & Gender
* Sexual Health & Reproductive Health
* Sexual Development and Sexuality
* Sexual Concerns of Boys and Girls
* Responsible Sexual Behaviour
* Sexual Orientation
* Life Skills for Responsible Sexual Behaviour

# Unit 3: REPRODUCTIVE TRACT AND SEXUALLY TRANSMITTED INFECTIONS

* **Reproductive Tract Infections**
  + Definition, Types and Consequences of RTI
  + Diagnosis and Prevention of RTI
  + Life Skills required maintaining Hygiene of Reproductive Tract

# Sexually Transmitted Infections

* + Sexually Transmitted Infections, Symptoms and Consequence
  + Vulnerability, Risk and Protective Factors
  + Diagnostic and Prevention of STI
  + Life Skills to prevent Acquisition of STI

# Unit 4: HIV / AIDS

* Biological aspects, Symptoms, Stages of Infection
* Modes of Transmission
* Epidemiology of HIV and its Impacts
* Care and Support Services - (VCTC, ICTC, ART)
* Life Skills for enhancing Knowledge, Information & Access to Health Care Service
  + Behavioural Modification

# Unit 5: ADDRESSING HIV RELATED ISSUES

* + **Prevention of HIV**
    - Prevention of Acquisition and Transmission of HIV.
    - Role of various Services in Prevention & Transmission of HIV (Health, Education, Media, Community)

# Stigma And Discrimination

* + - Discrimination in Educational Institutions, Work place, Home, Public Place, Health Care Institution and Community

# Life Skills for Handling Stigma and Discrimination

* + - Educational Institutions
    - Work Place
    - Marriage and Child birth
    - Medical Follow Up
    - Terminal Care
    - Survival Guidance for HIV Positive Children, Adults and Pregnant Mother

# Practicum

* + - Interaction with PLW HIV/AIDS
    - Conduct Awareness Programmes

# Prescribed Books:

 Craig A. Hill (2008). *Human Sexuality Personality and Social Psychological Perspectives,* SAGE Publication, New Delhi.

 Guyton and Hall, (2000). *Guyton's Textbook of Physiology*, (10th Ed), W.B. Saunders Co.United States

 Panthaki. Dhun (2005). *Education in Human Sexuality: A Sourcebook for Educators*, FPA India and IPPF, Mumbai.

 Bhave.S, (2006). Bhave*’ s Text Book of Adolescent Medicine*, Jaypee Brothers Medical Publishers, New Delhi, India.

# References:

1. World Health Organization, *(2003). Orientation Programme on Adolescent Health for Health-care Providers*. Handout, Department of Child and Adolescent Health and Development.
2. WHO SEARO, (2006). *Fact Sheet: Young People and HIV/AIDS, India*, WHO SEARO Publication.
3. YUVA Volume 2 Handbook for Teachers

# Journals:

1. The Journal of Early Adolescence - Sage Journals
2. Indian Paediatrics- Journal of Indian academy of Paediatrics
3. The Indian Journal of Paediatrics - An International Journal

# Websites:

1. [www.aidsinfonet.org](http://www.aidsinfonet.org/)
2. [www.nacoonline.org](http://www.nacoonline.org/)
3. UNICEF - <http://www.unicef.org/>
4. UNFPA - <http://www.unfpa.org/>
5. United Nations - <http://www.un.org/>
6. WHO – <http://www.who.int/en>

# ELECTIVE COURSE: I

**PARENTING COURSE CODE: MALS524**

**Objectives:**

The Course aims to provide:

* + A general understanding on parenting
  + The behavioural aspects of parenting and adolescents
  + The role of parenting

# Unit 1: INTRODUCTION

* + **Parenting: An Overview**
    - Family as a System
    - Marital Relationship and Parenting
    - Styles of Parenting: Diana Baumrind
    - Gender, Parenting and Co – parenting
    - Child Rights and Parenting
    - Communicating Love

# Unit 2: 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

# Unit 3: PARENTING FROM INFANCY THROUGH THE PRESCHOOL YEARS

* + **Parenting an Infant**
    - Brain Development
    - Daily Habits
    - Forming Attachments
    - Infant effects and Temperament

# Parenting a toddler

* + - Socialization
    - Discipline
    - Structuring
    - Emotional Regulation

# Parenting a preschooler

* + - Gender Identity
    - Pro social Development
    - Autonomy
    - Discipline

# Unit 4: PARENTING: THE MIDDLE CHILDHOOD YEARS

* + **Parents and within family interactions**
    - Birth order and Siblings
    - Fathers Influence
    - Discipline and Problem Behaviour
    - Marital Conflict

# Parents and External influence

* + - Peers
    - School
    - Electronic Media

# Unit 5: PARENTING ADOLESCENTS

* + **Adolescent Development in the Context of Home**
    - Physical and Hormonal Changes
    - Neurological and Cognitive Changes
    - Social Changes

# How Parents Help Teens Navigate Adolescence

* + - Staying Connected
    - Open Communication
    - Monitoring
    - Setting Limits

# Practicum

* + - Organising Training on Effective Parenting Styles, Roles of Parents to PTA Members

# Prescribed Books:

1. Gupta Sangeetha (2006). *The Joy of Parenting, Unicorn Books*, New Delhi
2. Holden W George (2010). *Parenting - A Dynamic Perspective*, Sage Publications, New Delhi.
3. Santrock W. John,(2007). *Adolescence*, Tata McGraw- Hill, New Delhi

# References:

1. Blanton Brad,(2005). *Radical Parenting*, Magna Publishing Co.Ltd,Mumbai
2. Deb Sibnath and Chatterjee Pooja, (2008). *Styles of Parenting Adolescents – The Indian Scenario*, Akansha Publishing House, New Delhi
3. Degangi A Georgia and Kendall Anne,(2008),*Effective Parenting for the Hard to Manage Child*, Taylor and Francis Group, New York
4. Gupte Suraj,(2007). *Speaking of Child Care*, Sterling Paper Backs, New Delhi
5. Pickering Lucienne,(2000),*Parents Listen, Better Yourself Books*, Mumbai
6. Hurlock B. Elizabeth, (2007). Developmental Psychology: A Life Span Approach, (5th Edn.), Tata Mc-Graw Hill Publishing Company Ltd., New Delhi.
7. 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.
8. Chapman Garry, (1995). Five Love Languages, Northfield Publishing, Chicago

# 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/)

# ELECTIVE COURSE: II

**LIFE SKILLS AND SOCIAL INCLUSION COURSE CODE: MALS525**

**Objectives**

By the end of the course the students will be able to:

* + understand the problems of social exclusion
  + comprehend the perspectives and strategies of social inclusion
  + evolve Life Skills Education to impart life skills for marginalised groups

# UNIT 1: INTRODUCTION

* + Concept of Social Exclusion

# Social Exclusion in India: Extent & Causes

* + - Poverty, Deprivation, Inequality

# Types of Social Exclusion in India

* + - Religion, Class, Caste, Ethnicity, Gender, Differently abled
  + Implications of Social Exclusion
  + Need for Social Inclusion
  + Perspectives of social inclusion

# UNIT 2: SCHEDULED TRIBES AND SOCIAL INCLUSION

* + Tribes of India: Geographic Distribution

# Problems of Tribes

* + - Economic Backwardness and Poverty
    - Land Alienation, Exploitation and Debt Trap
    - Socio – cultural problems of Tribes
  + Life Skills for Tribals

# Unit 3: SCHEDULED CASTE AND SOCIAL INCLUSION

* + Scheduled Caste in India

# Socio Economic Problems of Schedule Castes in India

* + - Poverty and Landlessness
    - Untouchability and Social Oppression
    - Social and Political Marginalisation of Scheduled Caste
  + Life Skills for Social Inclusion of Schedule Castes
  + Refugees and Internally Displaced People

# UNIT 4: WOMEN & SOCIAL INCLUSION

* + Gender Role Segregation and Discrimination

# Domestic Violence

* + - Dowry Related Violence
    - Torture

# Sexual Harassment

* + - At work place

# Violence against Women in Societal Context

* + - Trafficking
    - Domestic Violence
    - Female foeticide and infanticide
    - Life Skills for Women Empowerment

# UNIT 5: PRACTICUM

* + - Life Skills need analysis for the Marginalized Community

# Prescribed Books:

1. Ajit Kumar Sinha, (2008), *New Dimension of Women Empowerment*, Deep & Deep Publications Pvt. Ltd, New Delhi.
2. John Pierson. (2010). Tackling Social Exclusion. New York: Taylor & Francis Routledge.
3. Prasad,R.R,(2003). Social Exclusion: Concept, Meaning and Scope Ideological Dimensions in Social Exclusion: Essays in Honour of Dr. Bindeswar Pathak, New Delhi, Concept Publishing Company
4. Sen, Amartya (1992). Inequality re-examined, Oxford University Press, New Delhi.
5. Sen, Amartya,(2000). Social Exclusion: Concepts, Application and Scrutiny, Social Development papers No.1 Asian Development Bank
6. Sukhadeo Thorat, (2009). *Dalits in India*, Sage Publication, India.
7. Yadav C.P, (2007). *Encyclopedia of Women Problems and their Remedies,* New Delhi.

# References:

1. David Byrne,(2009). *Social Exclusion*, Rawat Publications, Second Edition, New Delhi
2. ILO & UNICEF, (2009). Training Manual to Fight Trafficking in Children for Labour, Sexual and other forms of Exploitation
3. Kothari, Ranjni (2003). Social Exclusion: Historical, Institutional and Ideological Dimensions in Social Exclusion: Essays in Honour of Dr. Bindeswar Pathak, New Delhi, Concept Publishing Company
4. Monica Barry, (2005). *Youth Policy and Social Inclusion: Critical Debates with Young People* Routledge Publishers, USA
5. Nayar. P.K.B (2010). Unfolding the Tribal Mindset with focus on India’s North Eastern States, Rajiv Gandhi National Institute of Youth Development, TamilNadu.
6. Peter Askonas and Angus Stewart, (2009). *Social Inclusion: Possibilities and Tensions* Palgrave Publishers, New York
7. Shalini Karbak, (2004). Gender Violence in India, Independent Commission on Development and Health in India, New Delhi

# Websites:

1. <http://www.huntalternatives.org/download/40_refugees.pdf>
2. <http://www.ungift.org/docs/ungift/Steering-> committee/Trafficking\_Kit\_Full\_Books\_En\_Web.pdf
3. <http://www.ungift.org/docs/ungift/pdf/world/INDIA.pdf>

# ELECTIVE COURSE: III

**FAMILY LIFE EDUCATION COURSE CODE: MALS526**

**Objectives:**

By the end of the course, students will be able to

* + Understand family life education and its various approaches
  + Familiarise with socialisation process, marriage, various forms and types of family
  + Plan comprehensive prevention programmes for family problems

# Unit 1: INTRODUCTION

* + **Family Life Education**
    - Meaning, Definition, Objectives, and Principles
    - Nature and Quality of Family Life
    - Need, Importance and Scope of Family Life Education in India

# Socialisation

* Meaning, Process and Factors of Socialisation
* Family as an Agency of Socialisation, and its Role in Socialisation

# Unit 2: FAMILY

* Types and Functions of Family
* Stages and Developmental Tasks of Family Life Cycle
* Family as a custodian & Transmitter of values
* Birth Spacing, Family Planning, Safe Delivery, Safe Motherhood and Life Skills needed

# Relationships

* + - Nurturing Healthy Relationships – Family, Neighbourhood, School, Work Place and Life Skills needed

# Modern Trends in family and Family Disorganization

* + - Living together and Cohabitation
    - Marital Separation and Remarriage
    - Types of Conflict in the Family, and resolving them

# Unit 3: MARRIAGE

* + **Marriage**
    - Forms, Types and Functions of Marriage
    - Concept of Marriage in India
    - Marriage Preparation
    - Marital Harmony and Adjustments
    - Life Skills Needed

# Marriage and Divorce Laws in India

* + - Factors contributing to Divorce and its effects
    - The Hindu Marriage Act, 1956
    - The Muslim Marriage Law
    - The Special Marriage Act, 1954
    - Family Courts and its services in India

# Marital Counseling

* + - Family Counseling Centers and its Services, Premarital Guidance and

Counseling, Marital Counseling and Life Skills for Married Life

# Unit 4: APPROACHES IN FAMILY LIFE EDUCATION

* + **Approaches**
    - Expert Approach
    - Facilitator Approach
    - Critical Inquirer Approach
    - Collaborator Approach
    - The Interventionist Approach
    - The Eclectic Approach

# Unit 5: PRACTICUM

* + - Observation visit to Family Counselling and Premarital Counselling Centers
    - Visit to Family Court

# Prescribed Books:

1. Aparajith Chowdhury et. al. (2006). *Family Life Education in India*, Rawat Publications, New Delhi.
2. Bushan Vidya. (2003). *An Introduction to Sociology*, Kitab Mahal, New Delhi.
3. Duncan Stephen & Goddard Wallace, (2005), *Family Life Education*, Sage Publications, New Delhi
4. Kapadia, K.M. (1982). *Marriage and Family Life in India*, London, Oxford University Press.
5. Papalia E. Diane et al., (2005). *Human Development,* (9th Edn.), Tata Mc. Graw Hill, New Delhi.
6. Ratra Amiteshwar et al., (2006). *Marriage and Family: In Diverse Changing Scenario*, Deep& Deep Publications Pvt. Ltd., New Delhi.

# References:

1. Bharat Shalini & Desai Murli, (1991). *Research on Families with Problems in India,*

Vol.I and II, TISS Series, Bombay.

1. Hurlock B. Elizabeth, (2007). *Developmental Psychology: A Life Span Approach,* (5th Edn.), Tata Mc-Graw Hill Publishing Company Ltd., New Delhi.
2. Cruz Leonardo de la. (1987). *Family Life and Sex Education,* Bangkok: UNESCO PROAP.
3. UNESCO (1989). *Family Life Education,* Package One, UNESCO PROAP.

# Websites:

1. <http://family.jrank.org/pages/545/Family-Life-Education.html>
2. [http://ncert.nic.in](http://ncert.nic.in/) – Adolescent Education Programme