M. A. LIFE SKILLS EDUCATION

Choice Based Credit System (CBCS)
Syllabus 2013 – 2015

Rajiv Gandhi National Institute of Youth Development
(An Institute of National Importance by an Act of Parliament No. 35/2012)
Ministry of Youth Affairs and Sports, Govt. of India
Sriperumbudur – 602105
PROFILE OF THE DEPARTMENT

The genesis of the School of Life Skills Education and Social Harmony (SLSESH) started in 2008. It offers post graduate course i.e. M.A. Life Skills Education which is first of its kind in India. This post graduate programme aims at preparing a cadre of youth with self-worth, power and competence in all walks of life. This course is designed for imparting skill-based education that would address the issues in day-to-day life. The students will be able to help others to make informed decisions, solving problems, thinking creatively and critically, building healthy relationships through effective communication and further, deal with risk situations. Life Skills, Personality Development, Leadership, Training and Training Methodologies, are some of the papers offered as part of the Programme. Life Skills Education brings in capacity to the learners to face the challenges of the new millennium, ruled by globalization and market forces.

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

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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

Practicum

**Prescribed Books:**

**References:**

**Journal:**
2. Psychological studies

**Websites:**
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:

References:

Web Sites:
1. UNESCO – http://www.unesco.org/
2. UNFPA - http://www.unfpa.org/
6. India Portal - www.indiaportal.gov.in

Journal:
COURSE III: CORE LIFE SKILLS

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:**

**References:**

**Journal:**
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 Developmental 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 Bereavement

Prescribed Books:

References:

Journals:
1. The Journal of Early Adolescence - Sage Journals
2. Indian Pediatrics- Journal of Indian Academy of Pediatrics.
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.

**Unit 5: 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**


**References:**

COMMON ELECTIVE

COURSE VI: UNDERSTANDING YOUTH

101

COURSE CODE: MAYD

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:

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
- 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:**


**References:**

9. Rich Gilman (Editor), E. Scott Huebner (Editor), Michael J. Furlong (Editor) Handbook of Positive Psychology in Schools.
15. The Journal of Positive Psychology
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:**


**References:**


**Websites:**

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:

References:

Website:
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:


### References:

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
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
- Rotter's internal and external locus of control

Prescribed Books:

References:

Journal:
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:
2. Kardoff, Stienke and Flick (2004). *A companion to Qualitative research*, Delhi, Sage Publications
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:

References:

Websites:

Journal
1. The Leadership Quarterly, Elsevier
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:

**References:**


**Journals:**

1. Journal of Health Psychology
2. Indian Journal of Applied Psychology
4. Journal of Personality & Clinical Studies
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:**


**References:**

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

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- Employee Counselling and Wellness Services

**Prescribed Books:**

**References:**

**Journals:**
1. Harvard Business Review
3. Indian Journal of Industrial Relations, Shri Ram Centre for Industrial Relations & Human Resources (SRC), Website: http://www.irhrjournal.com
ELECTIVE COURSE: I

PEER EDUCATION

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:

References:

Websites:
1. Tool box of methods used in peer education at www.salto-youth.net
2. Dos and don’ts for Peer Educator at www.etr.org/recapp
3. www.druginfo.adf.org.au
ELECTIVE COURSE: II

LIFE SKILLS FOR DISASTER PREPAREDNESS

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:**

**References:**

**Websites:**
1. www.disastermgmt.org
2. 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:

References:
ELECTIVE COURSE: IV
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

References:
  2. Darlene Mannix (2009). life skills activities for secondary students with special needs. John Wiley & Sons, Inc. CA

Websites:
     dwc&ie=UTF-8&cof=FORID%3A11&q=disability&btnG.x=0&btnG.y=0
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:

References:
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:

References:
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

Unit 2: 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:

References:

Web Site:
1. 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:
5. Santrock John (2007). Adolescence, Tata Mc Graw, New Delhi,

References:

Websites:
1. http://www.nacoonline.org/Quick_Links/Youth/School_Age_Education_Program_SAEP/
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:**


**References:**

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
2. www.nacoonline.org
4. UNFPA - http://www.unfpa.org/
6. WHO – http://www.who.int/en
ELECTIVE COURSE: I

PARENTING

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:

References:

Websites:
ELECTIVE COURSE: II

LIFE SKILLS AND SOCIAL INCLUSION COURSE CODE: MAL525

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:

References:
7. Shalini Karbak, (2004). Gender Violence in India, Independent Commission on Development and Health in India, New Delhi

Websites:
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
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:

References:

Websites:
2. http://ncert.nic.in – Adolescent Education Programme
Rajiv Gandhi National Institute of Youth Development (RGNIYD)

Rajiv Gandhi National Institute of Youth Development (RGNIYD), Sriperumbudur, Tamil Nadu is an INSTITUTE OF National Importance by an Act of Parliament No. 35/2012, Ministry of Youth Affairs and Sports, Government of India. It is engaged in capacity building, research, and documentation and dissemination activities for the development of the youth of our country. It is an apex training institute in youth work, working towards developing innovative programmes for motivating youth and for their empowerment and functions as a vital resource centre for youth development. It undertakes activities to promote social harmony and national unity.

RGNIYD is situated in a spacious campus with modern facilities at Sriperumbudur, approximately 40 kilometers from Chennai city (NH-4, Chennai-Bangalore Highway).

PROGRAMMES OFFERED

The Programmes offered are M.A. in Life Skill Education, Youth Empowerment, Career Counselling, Gender Studies and Local Governance.

The School of Life Skills Education and Social Harmony offers M.A. Life Skills Education programme. Life Skills Education is one of the strategic means through which human potential can be channelised effectively. Life Skill helps the individuals to translate knowledge, attitude and values into healthy behaviour. The School through its extension services and outreach initiatives follows a multi-dimensional and multi-disciplinary approach. The students are qualified to be absorbed in Corporate/HR set ups, School Contexts, NGO’s and Community Organisations, Adolescent Health Medical Counselling Centers, Health Organisations, and Government Organisations like NYK and NSS as well as Self Employed.

The M.A. Youth Empowerment programme offered by the School of Youth Studies and Extension provides a combination of theory and practice in the field of youth studies. The program is designed with a focus on cognitive, affective and psychomotor domains related to Youth Management and Empowerment. It equips the youth to work with Government Organizations and Non Government Organizations in the field.

Understanding of the world of work is beyond the common man's comprehension and therefore requires expertise help. The M.A. Career Counselling programme offered by the School of Counselling intends to help the younger generation to cope with ups and downs of life in such a way that they attain positive mental health, self sufficiency, productivity, efficiency and also create their own position in the world of work. This course will facilitate in producing effective Career Counselling Professionals among youth, thereby helping and developing research and scientific techniques for conducting research.
The **School of Gender Studies** offers **M.A. Gender Studies** programme. The course is an interdisciplinary course that explores the making and meaning of *gender* - femininity, masculinity and transgender - across cultures and social formations, past and present. It is a unique programme combining theoretical discussions with practical understanding.

**M.A. Local Governance** programme offered by **School of Governance and Public Policy** provides a strong knowledge cadre creating opportunities for the students to work with Panchayati Raj and local bodies. The programme is designed to equip the students with skill sets and knowledge exclusively on Local Governance.

For further information visit: [http://www.rgniyd.gov.in/](http://www.rgniyd.gov.in/)