

Avinashilingam Institute for Home Science and Higher Education for Women, Coimbatore – 641043

**Department of Human Development
Ph.D. Human Development**

**21PHHD03B Adolescent Development and Behaviour
(Applicable for Ph.D. Full time scholar admitted in January 2022)**

Name of the scholar : Suviera. P.J (21PHHDF005)

Name of the supervisor : Dr. Priya. M

No. of credits: 5

Objectives:

- To understand the theoretical perspectives of adolescence
- To recognize challenges faced by adolescents and its consequences
- To analyze the implications of therapies and intervention programmes on adolescent development and behaviors

Unit I: Adolescence

Definition and Concept Developmental tasks and characteristics; Physical, Emotional, Social, Cognitive and Moral development; Identity formation, Attitude and Interests of adolescents

Unit II: Theories of Adolescent development and its implications

Psychoanalytic theory – Freud’s theory; Psychosocial theory – Erikson’s theory; Cognitive theory – Piaget’s theory; Behavioral and Social theory – Skinner’s Behaviorism and Albert Bandura Socio Cognitive theory

Unit III: Problems of Adolescents

Physical, Social and Psychological problems, Educational and Vocational Problems

Unit IV: Guidance, Counselling & Intervention

Definition, Concept, and Need for Guidance, Counselling & Intervention; Importance of Guidance and Counselling to Adolescents and their families; Counselling Approaches - Cognitive behavioral therapy (CBT), Rational Emotive Behaviour Therapy (REBT), Interpersonal Psycho Therapy (IPT), Behavioral therapy, Family system therapy; Types - individual and group counselling and guidance; Types and Techniques of Intervention; Family Intervention

Unit V: Research Design and Methodology

Literature review, Rationale of the study, Formulating objectives, Setting Hypothesis; Research Design- Selection of area and sample, Sampling methods, Construction of tools, Data collection and analysis, Result interpretation and Report writing

Course Outcomes

- Recognize the developmental milestones, characteristics and changes of the adolescent period
- Demonstrate understanding of the theoretical perspectives of adolescent development and behaviour
- Synthesize various dimensions of the challenges and problems of adolescents and relate it to the intervention strategies
- Identify the need, types and process of counselling and guidance and determining its impact on the functioning of adolescents in society
- Apply research to the understanding of social learning and behavioral challenges of adolescents

Reference

1. Santrock (2007). *Adolescence*. Tata McGraw. Hill Edition. New Delhi
2. Papalia, D.E.,(2007). *Human Development*, 9th edition , Tata MC Graw Hill publication , New Delhi
3. Berk,L.E. (2013).*Child Development*. Pearson Education. Boston
4. Elizabeth B. Hurlock (1980) *Development Psychology. A Life Span Approach*. Tata MCGraw Hill publication. New edition

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**Department of Human Development
Ph.D. Human Development
21PHHD03C- Early Childhood Care and Education (ECCE)
(Applicable for Ph.D. Part-time scholar admitted in January 2022)**

Name of the scholar : Gayatri Anoop (21PHHDP001)

Name of the supervisor : Dr. Mutum Silpa Devi

Hours of instruction: 7 hrs/ Week

No. of credits: 5

Objectives

- To realise the significance, objectives, scope and types of ECE settings and role of professionals
- To enable the scholar to understand and implement Developmentally Appropriate Practice in ECE setting.
- To formulate research design, set hypothesis and write proposal on a prescribed title

Unit-I: Importance and Historical perspective of Early Childhood Education

Importance of early childhood years, Developmental milestones of Early childhood period - Physical, language, socio-emotional and cognitive domain

Early Childhood Education - definition, scope, significance and objectives, History of Early Childhood Education in India, Recent developments in the field of ECE, Policies of ECCE, Reports of national committees and contributions of national organizations in the field of ECE, Scope of ECCE in NEP -2020.

Unit-2: Implications of developmental theories in ECE settings

Definition of learning and its principles, Theories of learning – Classical and Operant conditioning, Bandura's social learning theory, Watson's Behaviourism

Theories of cognitive development – Piaget's cognitive theory, Gardner's Multiple Intelligence and Information Processing

Personality theories - Erickson's psycho-social development, Freud's psychoanalytic theory

Ethological theories - Vygotsky's socio-cultural theory, Bronfenbrenner's ecological theory.

Unit-3- Developmentally appropriate Curriculum planning

Developmentally Appropriate Practice (DAP) - Definition, Concept, Core considerations and Dimensions;

Philosophies of ECE educationists- Indian and Western Philosophies

Developmentally Appropriate Curriculum- Definition, Principles and essential features of the curriculum, Approaches to Curriculum planning, content of the curriculum, importance of planning a programme for young children,
Teaching Pedagogy and learning approach, Development of readiness skills related to Early reading, writing and arithmetic.

Unit-4- Developmentally appropriate learning environment

Developmentally appropriate Early Learning Environment- Definition, Significance and Dimensions; Principles and norms of setting up of early learning environment;

Developmentally appropriate Physical, Social, Emotional, Cognitive and Language/literacy environment for early learners; Role of ECCE Practitioners

Developmentally appropriate Play and learning materials for early learners - Physical, Social, Emotional, Cognitive and Language/literacy

Unit-5-Research Approach

Research design for the topic- Meaning and scope of the study, important concepts relating to research design, Variables, Experimental and control groups, Different research designs- exploratory, descriptive and diagnostic, hypothesis testing research. Sampling Design- population and sample, steps in sampling design, Criteria for selecting a sampling procedure, sampling techniques used in your study, preparation of questionnaire and criteria for the preparation, standardization of the tool, reliability and validity of measuring instruments, ethical clearance.

Course Outcomes

1. Recall the significance, objectives, scope and types of ECE settings and role of professionals
2. Understand the concept of DAP and early learning environment in ECE programmes
3. Infer and apply the implication of developmental theories in ECE settings
4. Evaluate the consequences of developmentally inappropriate practices in ECE
5. Formulate a research design on the prescribed title

References

1. Agarwal, J. C and Gupta, S., (2007). Early childhood care and education, Shipra publications, New Delhi
2. Berk, L.E. (2017). Exploring Lifespan Development, 4th edition, Pearson publication, USA
3. Bredekamp. S., (2014). Effective Practices in Early Childhood Education: Building a Foundation, 2nd Edition. Pearson Education, Inc. USA.
4. Gestwicki. C., (2014). Developmentally Appropriate Practice: Curriculum and Development in Early Education, Fifth Edition, Wadsworth, Cengage Learning, USA.
5. Bredekamp. S. and Copple. C., (2009). Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth through Age 8. NAEYC. USA.

6. Kothari. G. R. Research methodology, Methods and techniques, wisely Eastern ltd, New Delhi
7. Papalia, D. E., (2007). Human Development, 9th edition, Tata MC Grow Hill publication, New Delhi

