

Programme Project Report (PPR)
for
Distance Learning Programme under School of Distance Education

CERTIFICATE IN PARENTING PSYCHOLOGY

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Academic support by
School of Behavioral Sciences
Mahatma Gandhi University
Kottayam, Kerala

CERTIFICATE IN PARENTING PSYCHOLOGY (CPP)
(Distance Learning Programme – Certificate Programme)

Programme Project Report

Mahatma Gandhi University started the School of Distance Education in 1989 with the vision of providing the opportunity for quality education to all realms of society. Since the beginning, thousands of students have availed themselves of this opportunity for higher education to a great extent throughout Kerala. Many students outside the State have also benefited from this. But after the new directions of the UGC in 2014, the University had stopped all the Off-Campus Centres of the School of Distance Education both inside and outside the State.

Now it is the new endeavour of the School to revamp its functioning by offering different types of Diploma and Certificate programmes very relevant to contemporary society, in addition to the conventional Graduate and Post Graduate programmes. This is being done with the academic and infrastructural support of the eminent Schools and Interdisciplinary Interuniversity Centres of the University. All these Schools/ Centres have already conducted similar Programmes or Post Graduate Programmes in the same area. This Certificate Programme has been designed by the School of Behavioural Sciences and is to be conducted by the School of Distance Education with the academic support of the School.

School of Behavioural Sciences established in 1988 under Mahatma Gandhi University has a variety of unique higher education programmes aimed at developing human resources in the field of disability rehabilitation and mental health for the upliftment of the weaker sections of the society. In India, we have many National Institutes instituted for the care of each of the disabilities. School of Behavioural Sciences is one of the first University departments in India that started academic programmes in this field and addressed the problems and issues in all disabilities under a single roof with a holistic nature in the 1980's itself. Academic programmes offered by the School are interdisciplinary in nature. Research is undertaken by potential scholars in the various aspects of Disability Rehabilitation, Psychology, Special Education, Mental Health, Behavioural Medicine and Rehabilitation Nursing. The School intends to develop rehabilitation professionals and researchers in different areas namely Rehabilitation Psychology, Special Education, Behavioural Medicine, Rehabilitation Nursing, and Guidance Counselling. The School conducts community extension programmes at three levels- School (regular and special schools), college and community. The School has a Vocational Rehabilitation Centre for the adults with intellectual disability.

1. Programme's Mission and Objectives

Mission of the Certificate Programme in Parenting Psychology is to develop an insight and understanding on the theoretical foundations of psychological bases of parenting as well as competencies of effective parenting. Following are the specific objectives of the programme.

On completion of the programme the students will develop:

- Understanding on the nature and importance of parenting in child development.
- Insight into the bio psychological aspects of attention, concentration, memory, intelligence, learning and emotions.
- Understanding on the nature and importance of critical stages of development.
- Insight into the various psychosocial and cognitive developmental milestones.
- Understanding on the impact of parental stress on development of children.
- Awareness on importance of parenting and the brain development with regard to Neuroplasticity.
- Effective Parenting skills.
- Awareness to identify and deal with learning and behavioral disorders.

2. Relevance of the Programme with Mission and Goals of the School of Behavioural Sciences

School of Behavioural Sciences was established with a mission of organizing higher educational programmes, research and extension activities in the field of Mental Health, Disability Rehabilitation and Special Education. It covers a broad area in which parenting psychology, child rearing practices and related issues have much significance.

Parenting is a complex, dynamic process that affects both parent and child. Parenting is the most essential and enduring profession acknowledged by society, but it is one for which most parents are inadequately prepared. Psychologists, educationists, and sociologists all agree that family is the most significant single influence on the development of the child. Disappearance of joint family system, appearance of nuclear families, increasing compulsions of both the parents to work outside the family, increasing dependence on day care centres and other similar systems for child care and rearing, inability of parents to spend quality time with the child; especially during the early childhood period are some of the significant factors that the modern parents are facing everywhere. However, all these factors have very strong adverse influence on the overall development of the child.

In this context a certificate programme is designed with four courses such as General Biological Psychology, Psychology of Development, Neuroplasticity and Impact of Parental Stress on Child Development, and Parenting Skill Enhancement.

3. Nature of Prospective Target Group of Learners

As parenting has become a challenge for almost all class of families, this programme is open to all those who are interested in developing effective parenting abilities. Candidates who have passed 10 + 2 level examination are eligible for admission to the Certificate in Parenting Psychology Programme.

4. Appropriateness of Programme to be conducted in Open and Distance

Learning mode to acquire specific skills and competence

This certificate programme intends to develop appropriate awareness, understanding and skills related to psychological and developmental aspects of parenting among the learners. Further the programme aims to develop theoretical perspectives among the learners on parenting. The programme is expected to enable the learners to identify and effectively deal with developmental problems among children. Hence, it is expected that learners from various age groups starting from early adulthood to middle age, employed and unemployed, any type of academic background, as well as from both genders will be able to take the benefits of the programme if offered in distance mode.

5. Instructional Design

The School with its rich experience of the past 29 years and with its multidisciplinary resources including faculty members and research students developed a curriculum and syllabi of the programme. The proposal was presented by the programme coordinator in the Faculty Council meeting and the Council approved the same and recommended to the University for further actions.

It is a six months programme with 16 credits and 48 hours of contact classes. Each credit is assumed as equivalent to 30 hours of students study comprising of learning activities such as reading, comprehending the print material, using of multimedia/internet contents, attending counselling sessions and writing assignment responses. Thus a 4 credit course involves 120 hours of study. The details are given in the following Table.

Structure and Framework of the Programme

Sl No	Course Code	Title	Contact Classes (Hours)	Credit	Marks		
					Internal	External	Total
1	SBEDDEC1701*	General Biological Psychology	12	4	20	80	100
2	SBEDDEC1702	Psychology of Development	12	4	20	80	100
3	SBEDDEC1703	Neuroplasticity and Impact of Parental Stress on Child Development	12	4	20	80	100
4	SBEDDEC1704	Parenting Skill Enhancement	12	4	20	80	100
Total			48	16	80	320	400

**SBE in the course code stands for the School of Behavioural Sciences, DE stands for Distance Education, C stands for Certificate programme, 17 stands for the year 2017 in which the curriculum is developed, and the last two digits of the code indicates the numerical order of course in the programme.*

6. Procedure for Admission, Curriculum Transaction and Evaluation

Admission to the programme will be done by the University through a common procedure for all the programmes under the School of Distance Education. A pass in the Plus Two level is the minimum eligibility for the admission. Fee structure will be decided by the University. The School will prepare an academic calendar/activity planner and will be circulated among all the learners at the time of admission itself. The academic calendar will include all the significant activities, important dates, schedule of submission of assignments, schedule of contact classes, schedule of examinations, etc.

Evaluation of the courses shall be done by the faculty themselves on the basis of internal assessment and end semester examinations. 20% of the marks will be decided by the internal evaluations and the remaining 80% by the end semester examinations which will be done by the University. The performance of a student in each course is evaluated in terms of percentage of marks with a provision for conversion to grade points.

Each student shall be required to do one Assignment/Book review/Debate/Seminar/Presentation of case study for each course. Assignments/book review after valuation shall be returned to the students. The teacher shall define the expected quality of the above in terms of structure, content, presentation and the like, and inform the same to the students.

Grading System will be followed for the evaluation on a ten point scale. The details of the grading system are given in the following Table.

Percentage Equivalence of Grade:

Range of % of Marks	Grade Letter	Performance	Grade Point
95 - ≤ 100	O	Outstanding	10
85 - < 95	A plus	Excellent	9
75 - < 85	A only	Very Good	8
65 - < 75	B plus	Good	7
55 - < 65	B only	Above Average	6
45 - < 55	C	Average	5
40 - < 45	P	Pass	4
< 40	F	Fail	0
Absent	Ab	Absent	0

‘P’ grade is required for a minimum pass in a course. The minimum GPA required for a pass in the Certificate programme is 4.

Calculation of Grade Point Average (GPA) :

Credit Points for the Course = (No. of Credits assigned for the course x Grade Point secured for that course).

GPA indicates the performance of a student in the programme. GPA is based on the total **credit points** earned by a student in all the courses divided by the total number of credits assigned to the courses required in the programme.

Note: GPA is computed only if the candidate passes in all the required courses (gets a minimum required grade for a pass in all the required courses as per the curriculum).

GPA =

$$\frac{\text{Total credit points earned by the student from all the required courses of the programme}}{\text{Total credits of all courses required in the programme}}$$

This formula shall be printed on the Grade Card issued to the student with a note that it could be used to convert the grades into mark-percentages. (The details of the grading system as indicated above shall also be printed on the Grade Card).

Conversion of GPA to Grade

GPA	Grade
10	O
9.0 - < 10	A plus
8.0 - < 9	A only
7.0 - < 8	B plus
6.0 - < 7	B only
5.0 - < 6	C
4.0 - < 5	P
< 4	F
Absent	Ab

Conversion of GPA to percentage

Equivalent Percentage = (GPA obtained) x 10
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7. Requirement of the Laboratory Support and Library Resources

The School library as well as the University library has a rich collection of books and reading materials on psychological aspects of growth and development. However more specific text books and literature on Parenting Psychology based on the curriculum will be added as per the requirement. Basics of related psychological testing and assessment experiences will be provided by employing the facilities available in the Psychology Laboratory of the School. Teaching methods such as Demonstration, Case Study and Discussion will be utilized for the same.

Mahatma Gandhi University Library and Information System consists of University Library, libraries of the Schools and 4 study centre Libraries. The University Library was established in 1989. The University Library which is situated in the main campus occupies purpose-built accommodation, and provides a variety of facilities and has a user-friendly environment. These include individual work spaces, room for group study and teaching, audio-visual access and online information retrieval system. The building of the University Library is 2000 sq.m in area consisting of the cellar, the ground floor and the first floor.

Academic as well as public users are given the facility to use the library. Special category membership is provided to journalists. The library is providing service from 8 am to 8 pm in three shift timings for its staff. The library functions on an average of 345 days in a year. The libraries of teaching departments are open during working hours of the Schools. Reading space is provided in all the three floors housing the various sections of the library. The library provides reading facility to the visually impaired users too. For this, an electronic lab custom made for visually and physically challenged users has been set up during 2016.

The University Library has a Library Advisory Committee. It is an 18 member committee with Vice-Chancellor as Chairman and University Librarian as Convener.

The library has a collection of 59,000 books, 232 journals, 2,135 Ph.D. theses and has access to 15000+ e-journals under E-Shodh Sindhu. The activities of the Library are comprehensively automated using open source library management software KOHA. OPAC, Journal Article Index, By monthly Bibliography compilation and Literature Search Service are also available

The library is a member of the INFLIBNET Centre, Ahmedabad as well as DELNET (Developing Library Network). As a member of these networks, the library provides access to the resources of other major libraries in the country. In addition to the access to UGC INFONET consortium, it has access to major online databases, such as EBSCO, Pro Quest dissertations and theses, Oxford Scholarship Online, IEEE All Society Periodicals Package etc. Mahatma Gandhi University had won the State IT Award during the year 2009 in the e-learning category for its university online theses digital library. The various department libraries have a good collection of subject specific books and journals.

A. MAHATMA GANDHI UNIVERSITY LIBRARY	
Category	No.
Books	59000
Journals	232
Bound Journals	7500
Ph.D Theses	2135
E-Journals (in UGC-Infonet, renamed as E-ShodhSindhu)	15000
Online databases (in UGC Infonet)	11
Online Archives subscribed	185 Titles
Online databases subscribed	4
E-books	7338
DVDs: Educational Videos	293

B	Name of School/Centre	Total No. of books
	School of Behavioural Sciences	3347

8. Cost estimate of the programme and the provisions

Budget estimate (for 100 students)

S.No.	Item	Amount (Rs. in Lakhs)
1.	Manpower	2.0
2.	Study material	1.5
3.	Internal assessment	0.5
4.	Library and Laboratory resources	0.5
4.	End semester examination	0.5
	Total	5.00

Total Programme fee: Rs.5000/-

9. Quality Assurance Mechanism and Expected Programme Outcomes

The quality of the programme will be ensured through strict monitoring by an executive committee that includes the Co-ordinator of the programme, subject experts, Director, School of Distance Education and Head of the Advanced Centre for Environmental Studies and Sustainable Development. The Co-ordinator of the programme shall ensure regular student feedback of courses, teachers and the programme in the prescribed format towards the end of the semester and the same shall be analysed to draw conclusions for effecting improvement. Periodical review meetings on the programme's efficacy will be held, in which the remarks of teachers on curriculum, syllabi and methods of teaching and evaluation will be given due importance. Moreover, the progress and the quality of the programme will be monitored by the Internal Quality Assurance Cell of the University from the outcome and feedback of the learners as well as the proper documentation maintained in the Centre.

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CERTIFICATE PROGRAMME IN PARENTING PSYCHOLOGY

SYLLABUS

(With effect from 2018 admission)

SBEDEC1701 General Biological Psychology

Credit: 04, Total Hours: 120, Marks: 100

Objectives: On completion of the course, the students develop an insight into the bio psychological aspects of attention, concentration, memory, intelligence, learning and emotions.

SYLLABUS

1. Attention

- 1.1 Concept of Attention in a Cognitive Approach
- 1.2 Biological psychology of attention
- 1.3 Factors Influencing Attention
- 1.4 Factors Enhancing Attention

2. Concentration

- 2.1 Concept of Concentration in a Cognitive Approach
- 2.2 Biological psychology of Concentration
- 2.3 Factors Influencing Concentration
- 2.4 Factors Enhancing Concentration

3. Memory

- 3.1 Concept of Memory in a Cognitive Approach
- 3.2 Biological psychology of Memory
- 3.3 Factors Influencing Memory
- 3.4 Factors Enhancing Memory

4. Intelligence

4.1 Concept of Intelligence in a Cognitive Approach

4.2 Biological psychology of Intelligence

4.3 Factors Influencing Intelligence

4.4 Factors Enhancing Intelligence

5. Learning

5.1 Concept of Learning in a Cognitive Approach

5.2 Biological psychology of Learning

5.3 Factors Influencing Learning

5.4 Factors Enhancing Learning

6. Emotions

6.1 Concept of Emotions in a Cognitive Approach

6.2 Biological psychology of Emotions

6.3 Factors Influencing Emotions

6.4 Factors Enhancing Emotions

Activities

- Observation of the characteristics of their own children or children from their neighbourhood on attention, concentration, memory, learning and emotions.
- Submission of assignments.

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SBEDEC1702 Psychology of Development

Credit: 04, Total Hours: 120, Marks: 100

Objectives: On completion of the course, the students develop a theoretical understanding of:

- The nature and importance of parenting in child development.
- To understand the nature and importance of Critical stages of Development
- To gain insight into the various psychosocial and cognitive developmental milestones.

Syllabus

1. Psychosexual Stages of Development

- 1.1. Oral Stage
- 1.2. Anal Stage
- 1.3. Phallic Stage
- 1.4. Genital Stage

2. Cognitive Stages of Development

- 2.1. Sensorimotor Stage
- 2.2. Preoperational Stage
- 2.3. Concrete Operational Stage
- 2.4. Formal Operational Stage

3. Psychosocial Stages of Development

- 3.1. Trust vs. mistrust
- 3.2. Autonomy vs. shame and doubt

- 3.3. Initiative vs. guilt
- 3.4. Industry vs. inferiority
- 3.5. Identity vs. role confusion

4. Stages of Moral Development

- 4.1. Pre-conventional morality
- 4.2. Conventional morality
- 4.3. Post-conventional morality

5. Bio psychology of Physical Development

- 5.1. Infancy
- 5.2. Childhood
- 5.3. Adolescence
- 5.4. Adulthood

Activities

- Observation of the developmental characteristics of their own children or children from their neighbourhood based on theoretical foundations of development.
- Submission of assignments.

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SBEDEC1703 Neuroplasticity and Impact of Parental Stress on Child Development

Credit: 04, Total Hours: 120, Marks: 100

Objectives: On completion of the course, the students develop comprehension of:

- Importance of parenting and the brain development with regard to Neuroplasticity.
- The effect of parental stress on psychological development of children.

Syllabus

1. Neuroplasticity

1.1. History of Neuroplasticity

1.2. Concepts of Neuroplasticity

1.3. Scope of Neuroplasticity

1.4. Current Status/Studies of Neuroplasticity

2. Growth and Development of Brain

2.1. Birth to 2.5 Years

2.2. 2.5 to 6 Years

2.3. 6 to 14 Years

2.4. 14 to 18 Years

3. Factors Influencing & Contributing to Brain Growth and Development

3.1. Psychological Stimulations

3.2. Physiological Stimulations

3.3. Nutrition/ Diet

3.4. Environment

4. Biological Psychology of Stress and Sources

4.1. Biology of Stress and Personal Stress

4.2. Psychology of Stress and Professional or Assumed Role Stress

4.3. Familial Stress and Hormonal Impact

4.4. Environmental Stress and Psychosomatic Disorders

5. Impact of Stress on Children

5.1. Psychological

5.2. Physical

5.3. Cognitive

5.4. Social

6. Identification and Dealing of Childhood Stress

6.1. Birth to 2.5 Years

6.2. 2.5 to 6 Years

6.3. 6 to 14 Years

6.4. 14 to 18 Years

Activities

- Observation of the Impact of Stress on their own children or children from their neighbourhood.
- Submission of assignments.

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SBEDEC1704 Parenting Skill Enhancement
Credit: 04, Total Hours: 120, Marks: 100

Objectives: On completion of the course, the students enhance:

- Parenting skills.
- The ability to handle the issues related to different types of parenting.
- Ability to identify and deal with learning and behavioral disorders.

Syllabus

1. Early Identification of Learning disorders and Management
 - 1.1. Reading

- 1.2. Writing
 - 1.3. Arithmetic
 - 1.4 Comprehension
 - 1.5 . Motor
2. Early Identification of Behavioral Disorders and Management
 - 2.1. Oppositional defiant disorder
 - 2.2. Conduct disorders
 - 2.3. Attention deficit hyperactivity disorder
 - 2.4. Temper Tantrums
3. Dealing with parental Stress
 - 3.1 Personal Stress
 - 3.2 Professional or Assumed Role Stress
 - 3.3 Familial Stress
 - 3.4. Environmental Stress
4. Parenting skill enhancement
 - 4.1. For Psychological Development of Children
 - 4.2. For Physical Development of Children
 - 4.3. For Cognitive Development of Children
 - 4.4. For Social & Moral Development of Children

Activities

- Observation of Learning Disorders of their own children or children from their neighbourhood .

- Observation of Behavioural Disorders of their own children or children from their neighbourhood .
- Observation of parenting stress.
- Preparation of parenting skill analysis.
- Submission of assignments.

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