

Scheme of Study and Examination

I Semester

Code No.	Paper	Title	Theory / Practical Hrs/Wk	Total No. Of Hours/ Semester	Duration of Examination Hours	Maximum Marks (Exam)	Internal Asst	Total Marks
P101	Theory-I	Fundamentals of human behaviour	4	64	3 hrs	80	20	100
P102	Theory II	Theoretical basis of Individual counselling : skills and techniques	4	64	3 hrs	80	20	100
P103	Theory III	Theoretical basis of group counselling : skills and techniques	4	64	3 hrs	80	20	100
P104	Practical I	Practicing individual counselling skills	4	64	3 hrs	80	20	100
P105	Practical II	Practicing individual counselling techniques	4	64	3 hrs	80	20	100
P106	Practical III	Practicing group counselling skills and techniques	4	64	3 hrs	80	20	100
TOTAL MARKS								600



Specialisation	Code No	Title	Theory / Practical Hrs/Week	Total No. Of Hours/ Semester	Duration of Exam/ Hours	Maximum Marks (Exam)	Internal Assessment	Total Marks
Educational & Career Counselling	T201	Assessment for facilitating counseling	4	64	3	100	20	80
	T202A	Theoretical foundations of Educational counselling	4	64	3	100	20	80
	T203A	Theoretical foundations of career counseling	4	64	3	100	20	80
	P204A	Psychological assessment	4	64	3	100	20	80
	P205A	Supervised internship – educational counseling	4	64	3	100	20	80
	P206A	Supervised internship – career counseling	4	64	3	100	20	80
Health and HIV / AIDS counselling	T201	Assessment for facilitating counseling	4	64	3	100	20	80
	T202B	Health and Well Being	4	64	3	100	20	80
	T203B	Basics of HIV / AIDS and its Counselling : Skills and Techniques	4	64	3	100	20	80
	P204B	Psychological assessment	4	64	3	100	20	80
	P205B	Supervised internship – Health Counselling	4	64	3	100	20	80
	P206B	Supervised internship – HIV / AIDS counselling	4	64	3	100	20	80
Human resource management training and counseling	T201	Assessment for facilitating counseling	4	64	3	100	20	80
	T202C	Personnel & Organisational dynamics	4	64	3	100	20	80
	T203C	Human Resource Management & Development	4	64	3	100	20	80
	P204C	Assessment of individual differences	4	64	3	100	20	80
	P205C	Training in soft skills	4	64	3	100	20	80
	P206C	Supervised internship - Organisation	4	64	3	100	20	80
Child guidance and counseling	T201	Assessment for facilitating counseling	4	64	3	100	20	80
	T202D	Theoretical Foundations of Child Development and pathology	4	64	3	100	20	80
	T203D	Theoretical Foundations of Child Guidance	4	64	3	100	20	80
	P204D	Psychological assessment	4	64	3	100	20	80
	P205D	Supervised internship in child guidance centers	4	64	3	100	20	80
	P206D	Supervised internship	4	64	3	100	20	80
TOTAL MARKS								80
								600

I SEMESTER

1:1 - T

FUNDAMENTALS OF HUMAN BEHAVIOUR

Unit 1: Introduction: (12 hours)

(a) Meaning and Definitions of Psychology; (b) Bio-psycho-social basis of behavior; (c) Schools of Psychology- Psychoanalytical, Cognitive-Behavioral and Humanistic existential (d) Methods of studying behavior- observation, experimentation, survey, and case study.

UNIT: 2 Cognitive, Affective And Conative basis of behaviour: (16 hours)

Definition and factors influencing Perception, Learning, Memory, Thinking Intelligence, Emotion and Motivation

UNIT: 3 Life-span developments: (16 hours)

Counselling implications of Physical, Cognitive and Socio-emotional Development during Child hood, Adolescence, Adulthood and Aging.

UNIT: 4: Personality & Adjustment: (10 hours)

Meaning and definitions; types of theories and assessment methods; Stress, Health & Coping; Psychological disorders

UNIT: 5 Social basis of behaviour: (10 hours)

Meaning and definition of Social perception, Social learning, Social facilitation, Attitude, Prejudices and stereotypes, social influence and social cognition.

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References

- Baron, R A. (1995). Psychology. III Edition. Prentice Hall India
Feldman R S (1996). Understanding Psycholgy. IV Edition. McGraw Hill India
Hilgard, S. R., Atkinson, R.C. & Atkinson R L. (1975). Introduction to Psychology. Oxford IBH Publishing Co Pvt Ltd.
Morgan, King., Weiss & Schopler (1989). Introduction to Psychology. Mc Graw Hill India
Smith, E.S., Nolen-Hoeksema S., Fredrickson B & Loftus G R. (2003). Atkinson's & Hilgard's Introduction to Psychology. Thomson Wadsworth . International Student Edition
Wortman & Loftus (1992). Psychology. IV Edition. Mc Graw Hill International



FOUNDATIONS OF INDIVIDUAL COUNSELLING : SKILLS AND TECHNIQUES

Unit 1: Introduction: (12 hours)

(a) Meaning, Definition, Goals and Scope of counseling; Historical perspectives; (b) Qualities a Counselor; Counselee- Counsellor relationship, personal and professional growth of counselors (c) Consultation- models and levels (d) Legal and Ethical issues in counseling. (8 hours)

Unit 2 : (10 hours)

Types of counselling – individual, family, group; areas in counselling – emotional, adjustment, interpersonal, career, educational, social (skill development); different settings in which counsellors work – educational institutions, medical/health, organizational, correctional, family courts, community rehabilitation etc.

Unit 3: Counseling Skills and interview (14 hours)

(a) Training models - Nature, skills, stages, and process of Carkhuff, and Eagan 's counsellor training models; (B) Counselling Skills- definitions, sub-types, and applications of counselling skills (c) Counseling interview process - Conceptualizing, selecting / Defining out-come goals, Selecting helping strategies (interventions), termination and Follow-up; report writing.

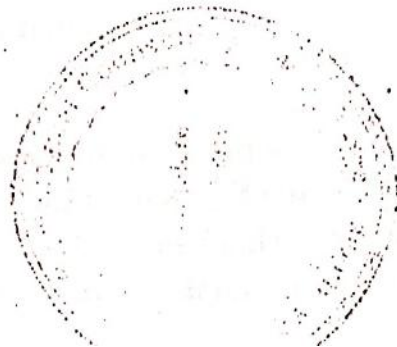
Unit 4: : Behavioral Counselling techniques: (16 hours)

(a) Formation of new behavior - Shaping, prompting and transfer of stimulus control, chaining and skills training process (b) Developing desirable behavior- Extension, differential reinforcement, antecedent control procedures, punishment, generalization and self management (c) Behavior changing procedures- Habit reversal, and token economy.

Unit 5 Cognitive-Behavioural approaches: (12 hours)

(a) Basic concepts and assumptions of cognitive -behavioural approaches (B) Beck's cognitive, and Ellis' rational emotive approaches.

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**FOUNDATIONS OF
GROUP COUNSELLING : SKILLS AND TECHNIQUES**

Unit 1: Introduction: (12 hours)

- (a) Goals; Functions and Definitions of: - Group guidance, Group counseling, and Group therapy; (b) Types of groups; (c) Co-leading models (d) ethical issues in group counseling.

Unit 2: Group Leader (12 hours)

- (a) Group leader: Personal characteristics of effective leaders; Impact of leaders' values on the group; Role and functions of leader; Ethical guidelines for group counselors

Unit 3: Group-counseling skills: (12 hours)

- (a) Group formation skills; (b); Basic skills (c) Session Focused skills, (d) Supplementary skills, (e) Skills for dealing with specific Situations and members.

Unit 4: Stages In Group Development: (12 hours)

- (a) Pre- group issues; (b) Formation of the group: - Initial stage, Transition stage, Working stage, and Final stage; (c) Post group issues- follow-up and evaluation.

Unit 5: Theoretical Approaches: (16 hours)

Definition of key concepts, process and techniques of Transactional analysis, Humanistic - Existential groups, Gestalt, and Cognitive-behavioral approaches.

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PRACTICING INDIVIDUAL COUNSELLING SKILLS

1. Pre-Training Assessment - For enhancing self-understanding, self-awareness and personal growth:

- a. Assessment of belief, attitudes and value;
- b. Self-exploratory assessments of personality / personal issues;
- c. Assessment of Interpersonal orientation of feelings / behavior;
- d. Video recording of verbal and non- verbal responses and verbatim analysis

2. Generic Skills:

- a. Establishing contacts with clients
- b. Ensuring structured settings,
- c. Developing relationship,
- d. Monitoring intentions/ covert behaviour.

3. Micro-And Macro-Skills

Listening/Identifying/ Experiencing/Eliciting/ Exercising / Responding: Facilitative responses, Immediacy, Encouraging, Acceptance, Genuineness, Respect, Warmth, at various levels (as per the situational needs) employing the following skills:

(a) Attending, (b) Observing, (c) Paraphrasing (d) Reflective feelings (e) Empathy, (f) Positive assets search (g) Questioning (h) Analyzing consequences (i) Interpreting and Feedback, (j) Summarization, (k) Focusing, (l) Reflective meaning, (m) Self- disclosure, (n) Confrontation.

4. Skills Integrated Counseling Interview

5. Post - Training Assessment

- a. Assessment of belief, attitudes and value;
- b. Self-exploratory assessments of personality / personal issues;
- c. Assessment of Interpersonal orientation of feelings / behavior;
- d. Video recording of verbal and non- verbal responses and verbatim analysis

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PRACTICING INDIVIDUAL COUNSELLING TECHNIQUES

Behavioral Techniques

- (a) Behavioural analysis
- (b) Relaxation techniques
- (c) Systematic Desensitisation
- (d) Shaping, Chaining and Habit reversal

Cognitive Techniques

- (a) Aaron Beck's cognitive strategies for the management of anxiety,
- (b) Albert Ellis' A-B-C-D analysis strategies,
- (c) Cognitive restructuring.

Cognitive - behavioral Techniques

- (d) Meichenbaum's Stress inoculation training;
- (e) Problem solving skills training;
- (f) Imagery and modeling techniques

Specific variants

- (a) Brief / time limited cognitive -behavioral counseling
- (b) Telephone counseling
- (c) Co-counseling.

Eastern Indian techniques

- (a) Yogasanas , Pranayama;
- (b) Meditation - TM and vipasana
- (c) Naturopathy

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1: 6 P

PRACTICING GROUP COUNSELLING SKILLS AND TECHNIQUES

1. Basic procedures and skills

- (a) opening, Group formation and closing Procedures
- (b) Co-leading models

2. Leadership skills

- (a) Basic skills- and Session Focused skills, Supplementary skills,
- (b) Skills for dealing with specific Situations and members.

3. Cognitive behavioral techniques

- (a) Relaxation, and coping skills training,
- (b) Social skills training, and systematic problem solving.

4. Specific modalities

- (A) Short- term - group counseling, Self-help groups, and Co-counseling,
- (B) Institutional groups - combined individual & group techniques.

5. Management of specific problem areas

- (a) Substance abusers, alcoholics,
- (b) Communication skills deficits in family and work groups.
- (c) Chronically ill in institutional setup.



II semester

2: 1:T : Common paper-

T201 ASSESSMENT FOR FACILITATING COUNSELLING

Unit I : Introduction

Counselling process : referrals and their implications, planning for counselling- starting (problem identification, definition and analysis of the problem, specification of change and goal setting, relationship establishment), working (implementing techniques / procedures for change, recording), termination and evaluation of counseling outcomes, report writing, record keeping. **12 hours**

Unit 2 Non testing methods

a. Purpose, types, merits and demerits of non- testing methods, *Behavior recording*- procedures, applications, advantages and disadvantages of - Observation, Rating scales, Cumulative record, Anecdotal record, Case study and Sociometry **16 hours**

b. Specific *counseling facilitative Techniques*- Play, art and drawing, drama, metaphors and story telling, and biblio-counselling

Unit 3

Psychological tests, nature, purpose, principles of test construction, reliability and validity, objectivity, characteristics of a good test, use and abuse of tests, ethical considerations. **10 hours**

Unit 4

a. Testing for cognitive abilities – nature, theoretical considerations, approaches, types and interpretations of tests of memory, and intelligence. Some Indian tests – their uses and interpretations. Counseling implications and limitations **16 hours**

b. Testing for aptitude, interest, special abilities and specific disabilities – nature, theoretical considerations, approaches, types and interpretations -some Indian tests – their uses and interpretations. Counseling implications and limitations

Unit 5 :

Testing for personality - nature, theoretical considerations, approaches, types and interpretations of tests of personality. Some Indian tests – their uses and interpretations. Counseling implications and limitations **10 hours**



Specialization – Educational & Career counselling-2
T 202 A THEORETICAL FOUNDATIONS OF EDUCATIONAL COUNSELLING

UNIT: 1 INTRODUCTION (12 hours)

(i) *Introduction* (a) Nature, definitions, rules, functions and scope of educational counseling (b) Counseling orientation/ introducing to Administrators, Parents and public, School personnel, Children; (c) Initiating self-referrals.

UNIT: 2 ACADEMIC DEVELOPMENT (10)

(a), *Learning* – styles, , reading, writing and note making skills, Study skills and study habits; time management (b) *Cognitive issues*- causes and factors affecting attention, concentration, remembering, forgetting; experimental evidences and cognitive training.

(c) *Class room problems* - discipline, listening, peer relationships, norms violation, aggression,

UNIT: 3 SELF DEVELOPMENT (10)

(a) *Self constructs*- Self esteem, Self concept, self efficacy (b) *Thinking abilities* -Constructive thinking, creative thinking, convergent and divergent thinking styles and Critical thinking (c) *Self-monitoring* – interests, academic and achievement motivation (d) development of skills - Leadership, problem solving skills, decision making, social skills, moral and values.

UNIT: 04 SPECIFIC TARGETED GROUPS (16)

(a) *Exceptional children*: definition, Causes, Types, Specific assessment tools, Psycho-educational interventions. - Mental retardation, Scholastic deficits/ Learning disabled, Physically handicapped and gifted ; (b) Teacher *Counseling*: Teacher as counselor - Process; Classroom approaches- Guidance, meetings & Group discussions (c): *Parent counseling*: Goals, Counselor's role, Parent- consultation programme, Parent - teacher consultation, Discussion and study groups.

UNIT: 05: RISK PREVENTION AND SPECIFIC PROGRAMMES (10)

(a) *Educational programmes*- School HIV /AIDS education, Health promotion, Alcohol and substance abuse prevention, suicide prevention, gender sensitization, Sex education, Life skills; (b) Specific *programmes*- Parenting training, Peer education Peer counseling, and management of media's influence on unhealthy behavior; (c) *Policies and programmes* of WHO and national originations on preventive and health educative programmes

Counselling

T203A :

THEORETICAL FOUNDATIONS OF CAREER COUNSELLING

Unit 1: BASIC ASPECTS (08 hours)

(a) *Introduction* Nature, Definitions and scope of Career Counseling; (b) *Overlaps* with- career guidance, Personal counseling and counseling at work. (c) *Historical Development of Career Counseling*- early developments and current status (d) *Issues in career counseling*- life stage, decision making, change in organizations, performance, relationship, expression, repression of creativity, Socio-cultural and Personality factors.

Unit 2: THEORETICAL BASIS (12 hours)

(a) *Career development theories*- Trait and factor, Person and environment- correspondence Needs approach (Ann Roe), Typology approach (John Holland), learning (Krumholtz) developmental; social- cognitive Holistic model (Brown) and Contextual – self efficacy theory (b) *Career counseling Models* - Trait and factor, Person environment –fit, Developmental, learning, Cognitive information processing and multi-cultural perspective

UNIT: 3 EDUCATIONAL SETTING: (18 hours)

(a) Career Counseling in Schools - Primary, Middle and High School levels; Integrating Academic and Vocational Education; Placement as part of Career Counseling; (b) Career Counseling in Institutions of Higher Learning - Conducting guidance programmes, Life-planning Workshops, Placement as part of Career Counselling; (c) Vocational Guidance and Counselling

UNIT4: SPECIAL POPULATIONS (18 hours)

(a) *Multi-Cultural groups* – cultural differences in work-related activities, becoming culturally competent, immigration and its sequelae (b) Men – influence of gender role development, identifying special needs, and multi-cultural perspectives; (c) *Women*- career development theories, identifying women's special needs, gender bias and multi-cultural perspectives; (d) *Family system*- dual career couples and issues facing the family (e) *Individuals with Disabilities*- special problems and needs, rehabilitation programmes, and career education

UNIT: 5: WORK SETTINGS AND SPECIFIC ISSUES (08 hours)

(a) *Work settings* - Career Counseling in Organizations, Understanding Organizational dynamics; Factors contributing to Career growth and Career decline; Occupational insecurity, Coping with joblessness, Issues involved in Adult Career Transition. (b) *Specific issues*- Alternatives to traditional choices of career, Job-hunting skills and techniques;

T 204 P

Psychological Assessment

1. Tests of cognition
 - a. attention
 - b. Memory
 - c. Intelligence
2. Tests of personality
 - a. questionnaires
3. Tests of aptitude and interests for career counselling
4. Screening for
 - a. learning disabilities
 - b. intellectual deficiency
 - c. ADHD
5. Skills training
 - a. Study skills
 - b. Pro social skills

The actual tests to be taught will be decided by the Departmental council every year.



T 202 B

HEALTH AND WELL BEING

Unit 1: WESTERN PERSPECTIVES (12 hours)

(a) Meaning and Definitions of Health (b) Dimensions of Health - Physical, psychological, social and spiritual; (c) Well-being and Related concepts - Psychological well-being, subjective well-being, quality of life ; (d) Historical developments- psychosomatic medicine, behaviour medicine and health psychology (e) Emergence of positive psychology trends .

UNIT:2 EASTERN PERSPECTIVES (18 hours)

(a) *Ayurveda* – Concept of disease and health; Role of panchamahabhutas, tridoshas, and agnies (b) *Yogasutra*- Concept of health and disease , Psycho- physiological and spiritual health benefits of asanas, pranayama and meditation on health.(c) *Buddhist's Abidhama* – healthy and unhealthy factors , Arhat and Vipasana (d) *Tibeten medicine*- Concept of health and disease and role of 'ruling' (e) *Chinese medicine* – concept of health and illness, Tao, chi and Yin/ Yang concepts ; law of five elements, shen and K'o cycle

UNIT:3: Stress and Disease: (12 hours)

(a) Stress- Meaning and definitions, Sources, psychoneuroimmunology, Measurement, Diseases related to stress and coping strategies. (b) Pain- Meaning, measuring, pain syndromes, control (ii) Cardiovascular diseases- physiological conditions, behavioural factors and psychosocial factors; (b) Cancer- behavioural risk factors, personality risk factors, emotional responses social support (c) Diabetes – impact on patient and family and counselor's role in management

UNIT: 4: Behavioral Health: (10 hours)

(a) Tobacco use-,causes of smoking, consequences, effects of quitting; (b) Alcohol Use and other drugs – effects, cognitive – physical and social learning theory to understand the causes (c) Causes of Overeating ,obesity and eating disorders causes, remedial methods.

UNIT:5 : HEALTH CARE, ADHERENCE AND FUTURE CHALLENGES (12 hours)

(a) Health care- Adopting health related behaviours, seeking medical attention and receiving healthy care , Personality factors as risk. (b) Adherence – theories, problems, factors predicting , and improving adherence (c) Physical Exercises- reasons, benefits, and hazards (d) Future challenges- Increasing the span of life, reducing health disparities and , training professionals.

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Paper 2-. BASICS OF HIV/AIDS

UNIT: 01 Introduction

(a) *History* - origin and issues related to origin (b) *Epidemiology (recent)* - global scenario, Asia, India and regional with respect to gender and age difference; Children and gender variations; and mode of transmission. (c) *Basic aspects* - Disease profile- Nature of HIV and AIDS ; Structure and components of HIV virus and its mechanism in human body; Turning of HIV to AIDS and Misconceptions.

UNIT: 02. Transmission

(a) Transmission- sexual contact , blood or blood product transfusion , transplanted tissue, drug use with shared needles, transplacental (in utero) or by perinatal infection of neonates (breast milk).(b) Risk behavior and alternate safe methods (c) Transmission on HIV testing.

UNIT:03: HIV , OI and STI :

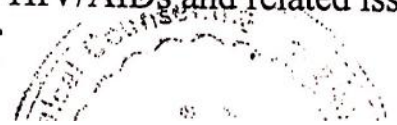
(a) *Disease stages* - Four stages (as classified by WHO) with symptoms/ signs of each stage. ;(b) *OI* - Significance of Tuberculosis with reference to HIV , signs/ symptoms and major causes; Other different types of OI. with reference to Signs / Symptoms, causes and relation with HIV (c) *STI* -types , causes and relation with HIV

UNIT: 04 HIV Testing and Immunology

(a) Window period; HIV Testing - types , sensitivity and specificity - Serological tests: ELISA test, Latex Agglutination, Western Blot Analysis, Immunofluorescence. Other tests: p24 antigen, Virion RNA RT-PCR, CD4:CD8 T-cell Ratio, Isolation and culture of virus, other recent types (if introduced)

UNIT: 05 SERVICE MODELS

(a) *VCT model* – Objectives and role in prevention and care; Target population- Sex workers, IDUs, MSMs and mobile population. (b) . *PMTCT* - Objectives ,Risk factors for MTCT, Strategies to reduce Mother to child transmission, Prophylaxis for Antiretroviral Regimen for PMTCT. (c) *Policies and programmes* of WHO (UNAIDS) NACO, State AIDS control authority , NGO's in prevention and care and support.(d) *School AIDs education programme*-objectives (e) *Legal and ethical issues* with special reference to HIV/AIDS and related issues



HIV/AIDS Counselling skills and Techniques

I. Introduction

(a) Definition, Nature and goals of HIV counselling; (b) difference between HIV counselling and other types counseling, (c) Specific issues in HIV counselling ; (d) Difference between counseling, guidance , psycho education and psychotherapy ; (e) Characteristics of an effective HIV/ AIDS counsellor; (f) Stages and process of HIV counselling. (g) Counsellor variables – knowledge, attitude and values with reference to HIV

II COUNSELLING TECHNIQUES

(a) **Counseling interview** - stages and process (b) **Behavioural counseling** – formation of new behaviors, changing undesirable behavior and developing desirable behaviors (c) **Cognitive techniques** - modifying thinking and believes and managing depressive behaviors (d) **Cognitive behavioral** Problem solving, Decision making, and imagery techniques

III. Counseling : Pre test and Post test

(a) **Pre-test- counseling** Knowledge required for Pre- test counseling; importance / significance of pre test.;intake history contents and procedures; Risk assessment- contents and procedures; Pre test for Occupational Exposure; and Sexual assault (b) **Post test counselling** - significance / importance and knowledge required for counseling; Result disclosing methods; Suicide risk assessment ; report writing

IV. Counselling special target population:

(a) **Special groups** – Specific issues to be addressed for Family counseling, Counselling women, Women in prostitution, Children, MSMs and IDUs (b) **Adherence counselling** for ART : Definition, Pre requirements for Adherence counseling, specific skills and techniques required ; Issues in Adherence counseling (c) **Peer education and peer counseling**- importance, methodology , stages and process.(d) **Counseling at terminal stage**- reactions, pain management, coping, risk of suicide, (e) **Bereavement counseling**- supporting family before and after bereavement

UNIT: 05 CARE AND MANAGEMENT.

(a) Managing and Living with HIV Infection; (a) **Care** for the PLWHA- Home based care and clinic based care.; (b) **Nutrition** for PLWHA- modes of intake, and required diet. (c). **HIV Vaccines and Microbicides** (ART) - ARV, medicines in ART, ART counselling effects of ART,(e) **Classes of anti-retroviral drugs**: - Nucleoside/Nucleotide Reverse Transcriptase Inhibitors (NRTI's), Non-Nucleoside Reverse Transcriptase Inhibitors (NNRTI's), Protease Inhibitors (PI's) , Fusion inhibitors, other recent types (if introduced) (f) **Indigenous supplementary techniques** - Yogasanas, Meditation , ayurveda, herbal medicine and other traditional techniques.



Unit IV Counseling children with behavioural problems and emotional problems::
Assessment and intervention strategies for ADHD, conduct disorders, disruptive behaviour.
Counseling children with emotional problems - Assessment and intervention strategies for dealing with anxiety, phobias, depression.

Developmental psychopathology

12 hours

Nature, causative factors-(biological perspective, environmental perspective),
General risks in interpersonal context, Privation, physical abuse and neglect, social maltreatment, sexual abuse

Unit

2:

10 hours

Nature, causative factors, intervention for the following, from a developmental perspective:

Physical handicap,

Sensory and motor handicap,

Disorders of speech and language.

Unit

3

12 hours

Nature, causative factors, intervention for the following, from a developmental perspective:

Mental retardation,

Learning disability,

Gifted children.

Unit

4:

14 hours

Nature, causative factors, intervention for the following, from a developmental perspective:

Anxiety disorders / phobias,

ADHD,

Depression- Suicide.

Unit

5:

12 hours

Nature, causative factors, intervention for the following, from a developmental perspective:

Autism,

Conduct disorders / character disorders,

Behaviour problems

REFERENCE BOOKS:

Achenbach, Thomas, M. (1982). Developmental Psychopathology. 3rd ed. New York: Wiley. John B Sons, Inc.

Berk, L;(1999). Child Development. 5th ed. New York: Allyn & Bacon.

Feldmaier Robert S & Roberts, Nancy Eds.(1997).Child Development, 1st Ed. New York; Simon& Schuster Co.

