

As Per NEP 2020

University of Mumbai



Syllabus for Basket of Minor	
Board of Studies in Home Science	
UG First Year Programme	
Semester	II
Title of Paper	Credits 2
II) Positive Youth Development	2
From the Academic Year	2024-2025

Sr. No.	Heading	Particulars																
1	Description the course : Including but Not limited to :	Positive Youth Development The course deals with Positive Youth Development, its principles and theoretical frameworks to leading to positive outcomes in their own and other youth. This course is devised to promote physical, mental, and emotional well-being for fostering social and emotional competence (including empathy, communication, and conflict resolution skills youth leadership skills, encouraging civic engagement and community involvement) in themselves and other youth.																
2	Vertical :	Major/√ Minor /Open Elective /Skill Enhancement / Ability Enhancement/Indian Knowledge System (Choose By √)																
3	Type :	Theory																
4	Credit:	2 credits (1 credit = 15 Hours for Theory)																
5	Hours Allotted :	30 Hours																
6	Marks Allotted:	50 Marks																
7	Course Objectives: (List some of the course objectives) <table><tr><th colspan="2">The course enables learners to:</th></tr><tr><td>1.</td><td>Identify factors that contribute to positive youth outcomes.</td></tr><tr><td>2.</td><td>Analyse the role of family, community, schools, and peers in supporting youth development.</td></tr><tr><td>3.</td><td>Recognize the importance of mental health promotion and resilience-building in youth.</td></tr><tr><td>4.</td><td>Identify strategies for promoting coping skills, stress management, and emotional well-being.</td></tr><tr><td>5.</td><td>Explore the role of positive peer relationships and social support networks in youth development.</td></tr><tr><td>6.</td><td>Develop strategies for promoting social skills, empathy, and conflict resolution in youth.</td></tr><tr><td>7.</td><td>Explore and develop strategies for promoting civic engagement and community involvement among youth.</td></tr></table>		The course enables learners to:		1.	Identify factors that contribute to positive youth outcomes.	2.	Analyse the role of family, community, schools, and peers in supporting youth development.	3.	Recognize the importance of mental health promotion and resilience-building in youth.	4.	Identify strategies for promoting coping skills, stress management, and emotional well-being.	5.	Explore the role of positive peer relationships and social support networks in youth development.	6.	Develop strategies for promoting social skills, empathy, and conflict resolution in youth.	7.	Explore and develop strategies for promoting civic engagement and community involvement among youth.
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8	Course Outcomes:		
	At the successful completion of the course, students will be able to:		
	CO1	Demonstrate knowledge by articulating an understanding of PYD principles and theoretical frameworks.	
	CO2	Recognize protective factors and assets that promote positive outcomes in their own and other youth development.	
	CO3	Design and implement strategies to promote physical, mental, and emotional well-being in their own self as well as other youth.	
	CO4	Develop strategies to foster social and emotional competence (including empathy, communication, and conflict resolution skills) in themselves and other youth.	
	CO5	Foster youth leadership skills and promote opportunities for civic engagement and community involvement.	
9	Modules:- Per credit One module can be created		
	Sr. No.	Course Content	Hours
	Module 1.	Positive Youth Development: Definition, Concepts, Framework, Skills and Competencies A. Introduction to Positive Youth Development: i. Definition and principles of PYD ii. The Positive Youth Development Shift iii. 6C's of PYD iv. Importance of promoting positive outcomes in youth development B. Theoretical Frameworks in Youth Development: i. Assets-based approach vs. deficit-based approach ii. Resilience theory and its relevance to promoting positive outcomes in youth C. Promoting Mental Health and Emotional Well-being: i. Understanding mental health issues in youth ii. Stress management and coping skills iii. Promoting emotional regulation and resilience D. Educational and Academic Success: i. Effective learning strategies and study skills ii. Academic motivation and engagement E. Addressing barriers to educational attainment (e.g., poverty, learning disabilities)	15
Module 2.	Empowering Youth: Promoting strengths and assets in youth A. Social and Emotional Competence: i. Social skills development and peer relationships ii. Conflict resolution and communication skills iii. Building empathy and perspective-taking abilities B. Youth Leadership and Civic Engagement: i. Empowering youth voice and agency ii. Civic education and community engagement iii. Developing leadership skills C. Family and Community Support: i. The role of families in supporting positive youth development ii. Community resources and support systems for youth iii. Collaboration between families, schools, and community organizations D. Positive Youth Development Programs and Interventions: i. Overview of evidence-based PYD programs ii. Program design and implementation strategies iii. Evaluation and assessment of program effectiveness	15	

10&11.	1	Benson, P., Scales, P. C., Hamilton, S. F., And Sesma Jr. A. Positive Youth Development: Theory, Research, and Applications” in Lerner, R. M (2005), (Ed), Handbook of Child Psychology - Theoretical models of Human Development (Vol 1). John Wiley and Sons		
	2	Benson, P. L., Scales, P. C., Hamilton, S. F., Sesma, A., Hong, K. L., & Roehlkepartain, E. C. (2006). Positive youth development so far: Core hypotheses and their implications for policy and practice. Search Institute Insights & Evidence, 3(1), 1–13.		
	3	Benson, P. L., Scales, P. C., & Syvertsen, A. K. (2011). The contribution of the developmental assets’ framework to positive youth development theory and practice. In R. M. Lerner, J. V. Lerner, & J. B. Benson (Eds.), Advances in child development and behavior (1st ed., Vol. 41, pp. 197–230). LOCATION: Elsevier. https://doi.org/10.1016/B978-0-12-386492-5.00008-7		
	4	Deb, S., and Deb, S (Eds) (2023). Handbook of Youth Development Policies and Perspectives from India and Beyond. Springer.		
	5	Deka, G. Positive Youth Development: A Need Of The Hour. Journal Of Humanities And Social Sciences Vol. 1 No. 1 https://www.mssv.ac.in/media-library/uploads/O7tLVyWWheaz62jRcMzfgwztqCkemAollM8d9o2.pdf		
	6	Dimitrova, R., and Wiium, N (Eds) (2021). Handbook of Positive Youth Development- Advancing Research, Policy, and Practice in Global Contexts. Springer		
	7	Lerner, R. M., Lerner, J. V, von Eye, A., Bowers, E. P., & Lewin-Bizan, S. (2011). Individual and contextual bases of thriving in adolescence: A view of the issues. Journal of Adolescence, 34(6), 1107–1114.		
	8	Module 1: Positive Youth Development Research Review. https://reachfamilies.umn.edu/sites/default/files/2020-10/Mod_1_PYD_Paper.pdf		
	9	Patra, S. Positive Youth Development. https://www.egyankosh.ac.in/bitstream/123456789/77860/1/Unit-13.pdf		
12	Internal Continuous Assessment: 40%		External, Semester End Examination : 60% Individual Passing in Internal and External Examination	
13	Continuous Evaluation through: Quizzes, Class Tests, presentation, project, role play, creative writing, assignment etc.(at least 3)		Evaluation for Theory (2 Credits for 50 Marks)	
			CONTINUOUS INTERNAL EVALUATION (planned as per the need of the course)	
			Class participation/Quiz/Review of literature and guided discussions/Q&A sessions	
			Class tests/PPT Presentations and relevant planned assignments	
			Total Marks for Internal Assessment	
14	Format of Question Paper: for the final examination			
	SEMESTER-END THEORY EXAMINATION			
	All questions are compulsory with internal choice.			
	Question 1 – Unit 1		10	
	Question 2 – Unit 2		10	
	Question 3 – From Multiple Units		10	
	Total Marks for Semester End Examination		30	

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