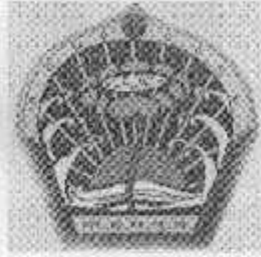


Govt. M H College of Home Science and Science for Women, Autonomous
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M.Sc.
Semester- I and II
2023-2024
Human Development

केन्द्रीय अध्ययन मण्डल द्वारा अनुसंधित स्नातकोत्तर पाठ्यक्रम सैद्धान्तिक विषय की

परीक्षा योजना
2023-2024

कक्षा : M.Sc.

विषय : Human Development

S.No	Semester	Paper	Title of the Paper	CCE	Theory	Max. Marks	Total
1.	I Sem.	Theory	First – History and theory of human development	15	35	50	200
			Second – (A) Methods of studying human development (b) Study of family in society.	15	35	50	
			Third – Early childhood care and education.	15	35	50	
			Fourth- Research methods and statistics.	15	35	50	
		Practical	First - Methods of studying human development			50	100
			Second - Early childhood care and education			50	
			Project (Any topic) /Internal Assessment			50	
2.	II Sem.	Theory	First – Advanced Study in Human Development	15	35	50	200
			Second – (A) Infant Development and Stimulation (B) Parenting in Early Childhood	15	35	50	
			Third – Adolescence and Youth	15	35	50	
			Fourth – Statistics and Computer Application	15	35	50	
		Practical	First – (A) Infant Development and Stimulation (B) Parenting in Early Childhood			25	100
			Second - Adolescence and Youth			25	
			Third - Statistics and Computer Application			25	
			Project (Any topic)/Internal Assessment			50	

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12. Dr. Manisha Arya

13. Mrs. Shruti Singh

14. Mrs. Madhuri Ramteke

S.N o.	Semester	Paper	Title of the Paper	CCE	Theory	Max. Marks	Total
1.	III Sem.	Theory	First - development of the self	15	35	50	200
			Second – (A) Scientific writing (b) Planning for project management.	15	35	50	
			Third – (a) Persons with Disabilities. (b) Care of the elderly	15	35	50	
			Fourth- Mental health and development perspective.	15	35	50	
		Practical	First – development of the self Second – Planning for project management Third- (a) Persons with Disabilities. (b) Care of the elderly			25 25 25 25	100
		Project	Internal Assessment/Assignment			50	50
2.	IV Sem.	Theory	First – (A) Advanced study in human development part – II. (b) Management of program for children and families. Second – Child and human rights	15	35	50	200
			Third – (a) Principles of guidance and counseling. (b) Guidance and coping in crises.	15	35	50	
			Fourth- Optional –Current Trends and Issues in H.D. or Mass communication or Dissertation.	15	35	50	
		Practical	First – Management of programme for children and families. Second – Child and Human Rights			50 50	100
		Project	Internship			50	50

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परीक्षा योजना
2023-2024

कक्षा: M.Sc. I Sem

विषय: Human Development

S.No	Semester	Paper	Title of the Paper	CCE	Theory	Max. Marks	Total
1.	I Sem.	Theory	<u>First</u> – History and theory of human development	15	35	50	200
			<u>Second</u> – (A) Methods of studying human development (b) Study of family in society.	15	35	50	
			<u>Third</u> – Early childhood care and education.	15	35	50	
			<u>Fourth</u> - Research methods and statistics.	15	35	50	
		Practical	<u>First</u> - Methods of studying human development			50	100
			<u>Second</u> - Early childhood care and education			50	
			<u>Project</u> (Any topic) /Internal Assessment			50	50

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M.sc. Human Development

PSO 1 To study different methods and techniques of understanding to human development

Understand family as a component of socio-cultural milieu and context.

To familized students with the developmental perspective in family life cycle

To create awareness regarding philosophy structure function needs and strengths of families With specific reference to the Indian family to understand theoretical and methodological concerns related to family studies.

PSO 2 To understand the need for theory in human development.

PSO 3 To become aware of various impairments and the manner in which these affect the lives of Individuals .

PSO 4 To develop an a understanding of their rights and understand that there is a wide variation between people with disabilities.

PSO 5 To understand elderly person their needs desire psychology and social acceptance and adjustment factor.

PSO 6. Identify how families and communities influence the process of growth and development

PSO 7. Demonstrate skills in using tools to assess human behaviour.

PSO 8. Appraise and distinguish exceptional situations to make early detection

PSO 9. Advocate domain specific social programmes and policies

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Semester wise syllabus for Postgraduates
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M.Sc. Human Development
SEMESTER – I 2023-2024
Paper / Course - I
History and Theories of Human Development

CCE-15

Theory-35

Max. Marks-50

Objective:

- To understand the need for theory in Human Development.
- To see theories in context.
- To examine historical perspective in the evolution of theory.
- To understand the practical applications of a theory.
- To discuss various theories of Human Development.
- To critically evaluate the cross - cultural applicability or theory.

Course Outcome

Students will be to able to learn following points:-

- CO1 Early theories and ethological theories
- CO2 Psychoanalytic theory neo freudians theories and learning theory.
- CO3 Cognitive development theory and cross cultural relevance current status.
- CO4 Social learning and social cognition theories, theories of self
- CO5 Humanistic psychology, developmental theory.

Unit - I

- Early Theories: Performationism, Locke, Rousseau.
- Ethological Theories: Darwin, Lorenz, Tinbergen and Bowlby; cross-cultural relevance, current status.

Unit - II

- Freud's Psychoanalytic Theory: Freudian theory, Neo-Freudians: Horney, Fromm, Sullivan cross-cultural relevance, current status.

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Learning Theory: Pavlov, Watson, Skinner cross-cultural relevance, current status.

Unit - III

Cognitive Developmental Theory: Piaget's theory. cross-cultural relevance, current status.

Vygotsky's theory cross-cultural relevance, current status.

Unit - IV

Social learning and social cognition theories: Bandura's theory, cross-cultural relevance and current status.

Theories of the Self: Mead, Kohut, Myers Briggs Type indicator, Johar, Kakar, Hermans, Eastern Philosophy.

Unit - V

Conclusion: (A) Humanistic psychology (B) Developmental theory.

- | | |
|--------------------------------|---------------------------|
| * Desiderius Erasmus | * Intrinsic Growth Forces |
| * Sir Thomas More | * Romanticism |
| * Modern Scientific Psychology | * Revolt in Psychology |
| * Phenomenology | * Maslow |
| (a) Schachtel (b) Bettlheim | * Universals |
| (c) Gesell (d) Werner | (a) Chomsky |

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M. Sc. Human Development

SEMESTER – I 2023-2024

Paper / Course - II A & B

II A - Methods of Studying Human Development

CCE-15

Theory-35

Max. Marks-50 (IIA + IIB)

Objective:

To Study different methods and techniques of understanding Human Development.

To apply the various methods studied in a practical context.

Course Outcome

Students will be to able to learn following points:-

CO1 Understand the self methods of study human development observation, Interview questionnaire

CO2 Psychometric methods

CO3 Understand family as a component of socio-cultural milieu and context

CO4 Approaches and theories in family studies family and societal exchange, influences

CO5 Contempory issues and concerns family violence

Unit - I

Understanding the self: Administration, scoring and evaluatin of any test about the self e.g. Myers Briggs Type indicator, the subjective well being inventory (WHO).

Observation Method: Theoretical perspectives; use of checklists establishing reliability in observations, maintaining an observation record, report writing and evaluation.

Interview Method: Theoretical perspectives; development of different types of interview protocols, analysis and coding of interview data.

Questionnaire Method: Theoretical perspectives; development of different types of questionnaire protocols, analysis and coding of questionnaire data.

Unit - II

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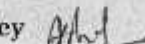
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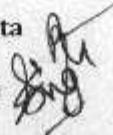
Some Psychometric Method: Scales for infant assessment. Wechsler battery of test. Children's Apperception Test. Draw a Man Test. House - Tree - Person. Raven's Progressive Matrices. Self - Esteem inventory.
Case Study Method: Theoretical perspectives, development of different types of case study protocols, analysis and coding of data.

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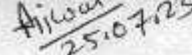
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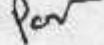
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
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
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M. Sc. Human Development
SEMESTER – I 2023-2024
II A - Methods of Studying Human Development

Max. Marks - 50

Practicals:

1. Scales for infant assessment.
2. Self Concept Scale.
3. Draw a Man Test.
4. House - Tree - Person.
5. Raven's Progressive Matrices.
6. Self - Esteem inventory.
7. C.A.T. (Children Apperception Test)

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M.Sc. Human Development
SEMESTER – I 2023-2024

Paper / Course - II A & B
II B - Study of Family in Society

CCE-15

Theory-35

Max. Marks-50 (IIA+IIB)

Objective:

- Understand family as a component of Socio-cultural milieu and context.
- To familiarize students with the developmental perspective in family life cycle.
- To realize and appreciate universals and variations in family life patterns across cultures and sub-cultures.
- To create awareness regarding philosophy, structure, function, needs and strengths of families with specific reference to the Indian family.
- To understand theoretical and methodological concerns related to family studies.

Unit - III

The family in Social Context: Family as a component of social system, structure and context. Family as an evolving and dynamic institution. Functions of family

Socio-cultural studies of family patterns in India: Family structure: Traditional, extended / joint families. Alternate families: single parent, childless, female headed families. Unitary families: Cause and effect of different family structures on changing roles of family.

Unit - IV

Approaches and theories in Family Studies: Developmental approach. Interactional approach. Institutional approach. Systemic approach. Family life cycle approach. Cyclical theory. Progressive theory. Structural - functional theory.

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Family and Societal Exchange / Influences: Work and family. Education and family.
Health and family. Religion and family. Ecology and family. Government and family.

Unit – V

Contemporary issues and concerns: Family violence, battered women, child maltreatment, sexual abuse. Dowry and family violence. Child rearing and socialization. Gender roles. Divorce and remarriage.

References

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M.Sc. Human Development
SEMESTER – I 2023-2024
Paper / Course - III
III - Early Childhood Care and Education

CCE-15

Theory-35

Max. Marks-50

Objectives:

- To gain knowledge and insight regarding principles of early childhood care and education.
To develop the skills and techniques to plan activities in ECCE Centers of different types to conduct activities in early childhood care and education and to work effectively with parents and community.

Course Outcome

Students will be to able to learn following points:-

- CO 1. Principles need and scope of early childhood care and education
CO 2. Historical Trends (Overview) Contribution of the following thinkers of ECCE pestalozzi, Rousseau Frobel, Maria montessorie, Jhon Dewey, m.k Gandhi, ravindranath tagore.
CO 3. Programmes of ECCE in india ICCW,IAPE,NCERT,ICDS,UNICEF,NCTE.
CO 4 Record and report, planning setting goals and objectives of plans.
CO 5 Activities for ECCE Language, Art and craft, Music mathematics, science, social studies.

Unit - I

Principles of Early Childhood Care and Education

Importance need and scope of ECCE.

Objectives of ECCE

Types of preschools/programmes: Play centres, day care, Montessori, Kindergarten.

Balwadi, Anganwadi etc.

Concepts of non-formal, formal and play way methods.

Unit - II

Historical Trends (overview)

Contribution of the following thinkers to the development of ECCE (their principles, applications and limitations) in the context of ECCE.

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Pestalozzi, Rousseau, Froebel, Maria Montessori, John Dewey, M.K. Gandhi
Ravindranath Tagore.

Unit - III

Contribution of the following agencies / programmes to ECCE in India.
ICCW, IAPI, NCERT, ICDS, UNICEF, NCTE, Mobile Creche etc.
Organization of Pre-School centres.
Concept of organization and administration of early childhood centres.
Administrative set up and functions of personnel working at different levels.

Building and equipment : Location and site, arrangement of rooms,
different types and size of rooms, play ground, storage facilities, selection of
different types of outdoor and indoor equipment, maintenance and display of
equipment and material. Staff/Personnel service conditions and role: Role and
responsibilities, essential qualities of a care giver/ teacher, other personnel.

UNIT - IV

Record and Report -

Types, aim and purpose/need, general characteristics e.g. anecdotal,
cumulative, sample work, medical etc.

Planning: Setting goals and objectives of plans-long term, short term, weekly
and daily planning, routine and schedules.

UNIT - V

Activities for ECCE

Language Arts: Goals of language, types of listening and activities to promote
listening. Various activities - (Songs, Object talk, picture talk, free
conversation, books, games, riddles, jokes, stories. Criteria and selection of
activities, teacher's role.)

Art and craft Activities (Creative activities of Expression): Types of activities
Chalk, crayon, paints, paper work and best out of waste. Role of teacher in
planning the activity, motivating children, Fostering appreciation of art and
craft activities.

Music: Songs, objectives of music education, establishing goals, setting the
stage and role of the teacher. Three aspects of music: making listening and
singing.

Mathematics: Goals of mathematical learning, developmental concepts at
different stages: principles of teaching mathematics first hand experience,
interaction with others, using language, reflection. Mathematical concepts
like: Classification, conservation, seriation, Comparison,
counting, fraction, one to one correspondence, addition and subtraction.

Science (a) Thinking: Observing, inferring, classifying, communicating

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(b) Concept formation: Differentiation, grouping, labelling. Role of Science, developing scientific outlook by a spirit of inquiry, objectivity. Observation. Role of teacher in some important science experiences.

Social Studies: Goals of social studies, field trips, fostering good self-concept and respect for others. Promoting social studies through celebrations of festivals. Role of teacher.

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III - Early Childhood Care And Education.

M.M. 50

Practicals

1. Visits to various centers, which cater to the preschool stage e.g. : Day care Centre, Balwadi, Anganwadi, Mobile Creche etc.
2. Preparing a resource file on the basis of play way method/approach.
3. Preparing teaching material kit and presentation in mock set up -
 - : Story and their techniques.
 - : Types of puppets and mobiles.
 - : Art and craft portfolio.
 - : Song booklet and low cost musical instruments.
 - : Readiness games and material.
 - : Picture talk and object talk related material etc.
4. Preparing a programme of activities for children with special abilities.
5. Planning and executing activities in ECCE centres.
6. Role play. Conducting a home visit to a family known through practice teaching.
7. Planning of a parent teacher meeting: Stimulation of meeting / event / function planning programme - evaluating and reporting the programme.

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III - Early Childhood Care And Education.

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21. Saraswathi (1988), Issues in Child Development, Curriculum & Other Training & Employment, Mumbai: Somaiya
22. Swaminathan Mina, A source book on early, Childhood care and education, UNESCO, Clinical Co-operative programme, Paris.
23. Swaminathan, M.(Ed.) (1998). The first Five Years: a critical perspective on Early Childhood Care and Education in India. New Delhi: Sage.

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M.Sc. Human Development
SEMESTER-I 2023-2024
PAPER-IV

Research Methods and Statistics

Max. Marks: 50
Theory :35
CCE :15

Objective:

- To understand the significance of statistics and research methodology in Home Science research.
- To understand stand the types tools, methods of research and develop the ability to construct data gathering instruments appropriate to the research design.
- To understand and apply the appropriate statistical technique for the measurement and design.

• **Course Outcome**

Students will be to able to learn following points:-

- CO 1 Meaning , objectives and significance of research role of statistics and research in home science discipline
CO 2 sampling methods types of sampling
CO 3 Definition and identification of a research problem selection justification and limitation of research problem.
CO 4 Tabulation of data graphic presentation average of position in individual discrete and continuous series
CO 5 Hypothesis, concept testing of hypothesis type I and type II errors, non parametric methods.

Unit-I

- Research: meaning, objectives and significance of research.
- Science, scientific methods, scientific approach.
- Role of statistics and research in Home Science discipline.

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- Types of Research : Historical, Descriptive, experimental, social research.. (in brief)

Unit-II

Sampling Methods :

- Meaning of population and sample. Meaning and characteristics of sample.
Aims of sampling
Essentials of a good sample
Types of sampling
- A – Probability & Semi probability sampling : simple random, systematic random sampling, two stages multi stages and cluster sampling.
- B – Non- Probability sampling : Purposive quota and volunteer sampling.
- Merits & Demerits of sampling.

Unit-III

- Definition and Identification of a research problem. Origin & sources of research problems.
- Selection, Justification & limitation of research problem.
- Classification meaning, definition and objectives of classification methods of Classification, advantages & limitations.

Unit-IV

- Tabulation of data, objectives advantages & limitations of tabulation, qualities of a good table, rule for tabulation types of table.
- Graphic presentation, Frequency distribution, histogram, frequency, polygons, Ogive pictogram.
- Average of position in individual, discrete and continuous series. Characteristics of a good average meaning definition, uses and limitation of mean, median & mode

Unit-V

- Hypothesis-meaning nature, characteristics, types & functions of hypothesis. Criteria of a good research hypothesis.
- Testing of hypotheses. Type I and Type II errors.
- Non parametric Methods Chi-square test. Condition for Chi-square test and Yates Correction.

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Note : With the view to benefit of the students of M.Sc semester I, II (CT, FN, HD, RM) paper IV Research methods and statistics paper IV statistics and computer applications.

1. The inter change of the statistical and theoretical part of the paper has been intermingle to stabilize the difficulty level of the paper without deleting any part/portion of the already exiting syllabus accept repetitions.

References:

- Garrett, Henry E.(1971) Statistics in Psychology and education, David Heley and Co.
- Bandarkar, P.I. and Wilkinson T.S. (2000) ; Methodology and Techniques of social Research, Himalaya Publishing House, Mumbai.
- Bhatnagar, G.I. (1990) ; research methods and measurements in Behavioral and social Sciences, Agri. Cole publishing Academy, New Delhi.

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परीक्षा योजना
2023-2024

कक्षा : M.Sc II Sem

विषय : Human Development

II Sem.	Theory	First – Advanced Study in Human Development	15	35	50	
		Second – (A) Infant Development and Stimulation	15	35		
		(B) Parenting in Early Childhood			50	200
		Third – Adolescence and Youth	15	35	50	
		Fourth – Statistics and Computer Application	15	35	50	
	Practical	First – (A) Infant Development and Stimulation			25	
		(B) Parenting in Early Childhood			25	
		Second - Adolescence and Youth			25	100
		Third - Statistics and Computer Application			25	
		Project (Any topic)/Internal Assessment			50	50

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M.Sc. Human Development
SEMESTER – II 2023-2024

Paper – I

Advanced Study in Human Development

CCE-15

Theory-35

Max. Marks-50

Objective :

To undertake an advanced study of the stages in human development with special focus on stages from prenatal development to adolescence.
To understand the principles and factors influencing human development in these stages.

Course Outcome

Students will be able to learn following points:-

- CO 1 Principles and concepts of growth and development
- CO 2 Pre natal development genetic environmental factors, Indian practices during pregnancy, Infancy, Birth to 2 years
- CO 3 Transition from infancy to childhood. All round development.
- CO 4 Late childhood (7-11 years) Physical, motor, cognitive, moral, language and social development
- CO 5 Adolescence (11-18 years) Transition from childhood to sexual maturity role of family, peers, community and ethnic group health, sexuality, mental health, delinquency, conformity

Unit – I

- Principles and Concepts of Development
- Principles of growth and development.
- Developmental tasks.

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- Basic concepts of development – maturation and learning, critical periods, individual differences, nature-nurture issue.

Unit – II

Prenatal Development –

- Recapitulation of stages in prenatal development, genetic and environmental factors: maternal conditions and teratogens.
- Importance of Indian practices during pregnancy.

Infancy : (Birth – 2 years)

- The newborn : birth process and the neonate. Physical description, sensory capacities and reflexes. Becoming coordinated – feeding, sleeping, crying.
- Imitation, objects permanence and other cognitive accomplishments.
- Early language development.
- Social relationships during infancy.
- The cultural experience of being an infant.

Unit – III

Early Childhood (2-6 years)

- Transition from infancy to childhood.
- Physical and motor development.
- Play and social relationships. The emerging self.
- Language, cognition and emotions in early years.
- Early childhood education.
- Early socialization, parenting and cultural processes.

Unit – IV

Late Childhood (7-11 years)

- Physical and motor development : changes and challenges.
- Sense of industry and personality development.
- Cognitive, moral and language development.
- Social relationships – peers, siblings and parents.
- The experience of schooling – academic achievement.

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Unit – V

Adolescence (11-18 Years)

- Transition from childhood to sexual maturity – puberty and its consequences, Emotional changes.
- Development of Formal operations – Adolescent thought. Integration of the self, issues of identity.
- Role of family, peers, community and ethnic group.
- Moral reasoning and judgement.
- Health, sexuality, mental health, delinquency, conformity.

References –

1. Rice, F.P. (1995). Human Development, New Jersey : Prentice Hall.
2. Berk, L.E. (1995), Child Development, London : Allyn & Bacon.
3. Cole, M. & Cole, S. (1993) The development of children. (2nd Ed.) New York. Scientific American Books Freeman & Co.
4. Dutt, S. (1998). Moral Values in Child Development. New Delhi : Anmol.
5. Santrock, J.W. & Yussen, S.R. (1988). Child Development : An Introduction . Iowa : Wm. C. Brown Publishers.
6. Bee, H. (1997). The developing Child (VIII Ed.) New York : Longman.
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8. Mussen, P.H., Conger, J.J. Kagan, J. & Huston, A.C. (1996). Child Development and personality. New York : Harper & Row.

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2023-2024
Paper / Course - IIA & IIB
IIA - Infant Development And Stimulation

CCE-15

Theory-35

Max. Marks-50 II-A & II-B

Objectives:

- To get an overview of infancy and infant development as a first stage in the life span development process.
- To gain an understanding of theoretical, empirical and applied work in the field of infancy.
- To form a meaningful and practical understanding of infancy with special reference to the Indian context.

Course Outcome

Students will be to able to learn following points:-

- CO 1 New born behaviour capacities early interaction
- CO 2 Language development, developmental assesment need and reason for infant assessment intervention and stimulation programmes, activities.
- CO 3 Parenting, task of parenting. Being a competent parent individual parenting role. The mothering role the fathering role.
- CO 4 Developmental interaction in early childhood years. Family relation and communication, learning social role and interactions with others, meeting children's needs.
- CO 5 Techniques of parent education in preschool setting informal meetings, parent library workshop, Individual meeting.

Unit - I

- Newborn and infant development and behaviour -
- New born behaviour and capacities.
 - Development and abilities during infancy.
 - Adaptation strategies to cultural settings and practices. Early Experiences and development consequences.

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- Optimal and non-optimal growth.
- Influence on physical psychomotor and cognitive growth and development.
- At risk conditions.
- Early interaction: A beginning in attachment formation -
- Course of attachment.
- Role of father in formation of attachment.
- Interaction as a cultural process.

Unit - II

Language development in infancy -

- Environmental, interactional and cultural perspective.
- Brain correlates and developmental changes.
- Variations in development.
- Multilingualism.

Developmental Assessment:

- Understanding the process of development.
- Need and reasons for infant assessment.
- Methodological issues related to infant assessment.
- Ethical issues and concerns related to infant assessment.
- Intervention and Stimulation programmes / activities:
- The need and rationale for intervention and stimulation programmes / activities.
- The process involved in planning and implementing intervention programmes with specific reference to the Indian setting.
- Traditional methods, games, songs of infant care and stimulation.
- Issues and concerns related to intervention programs.

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Course - IIA
Infant Development And Stimulation

Max. Marks - 25

Practical

Practical Experience may be related to :

1. Observing infants in various settings,
2. Perception of different groups/cultures on infants care and development.
3. Testing and assessment of infants.
4. Formulating activities for stimulation.

References:

1. Bornstein, M.M. (Eds.) (1991), Cultural approaches to parenting, New Jersey : Lawrence Erlbaum Associates.
2. Chaisholm, J.S. (1980), Development and adaptation in infancy, New Directions for Child Development, 8, 15-29.
3. Cole, M & Cole, S. (1989), The Development of Children, New York : Scientific American Books.
4. Evans, J.L. Myers, R.G. and Held, E.H. (2000). Early Childhood counts : A Programming guide on early childhood care for development. Washington : The World Bank (WBI Learning Resource Series).
5. Frakenburg, W.K., Emde, R.N. & Sullivan, T.W. (Eds.) (1985). Early identification of children at risk : An international perspective, New York : Plenum press.
6. Hellbruegge, T. (Ed.) (1980). The first 365 days in the Life of a Child : The Development of infant. Bombay : Max Mueller Bhavan.
7. Lewis, H. & Rosenblum, L.A. (Eds.) The Child in its Family, New York : Plenum Press.
8. Lidhoo M. (1987). Child rearing and Psycho-social Development, New Delhi : Ashish Publications.
9. Monroe, R. and Whiting, B. (Eds.) (1981). Handbook of Cross-Cultural Human Development, New York : Garland.

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10. Nugent, T.K. Lester, B.H. & Brazelon, T.B. (Eds.) The Cultural context of infancy, New Jersey : Ablex Publishing Corporation.
11. Osofsky, J.D. (1987), Handbook of infancy, New York : Wiley & Sons.
12. Roopnaraine, J.C. Talukdar, E. Jain, P. Joshi, P & Srivatav, P. (1990). Characteristics of holding patterns of play and social behaviour between parents and infants in New Delhi, India : Developmental Psychology, 26, 667-673.
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14. Stone, L.J. Smith, T.H. & Murphy, C.B. (Eds.) 19 The competent infant, Great Britain : Tavistock Publications.
15. Super, C.H. (1981). Cross Cultural Research on infancy, In H. Triandis & A Heron, (Eds.), Handbook of Cross-cultural psychology, Vol. 4, 17-53 Boston : Alyn & Bacon.
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SEMESTER – II 2023-2024
Paper / Course – II B
II-B - Parenting in Early Childhood

Objective:

- To understand the significance of parents role in early childhood.
- To develop skills to involve parents in early childhood education programmes.
- To learn to conduct parent education programmes.

Unit - III

Introduction

- The task of parenting and the concept of parenting skills.
- Changing concept of parenthood and childhood.
- Being a competent parent.

Individual Parenting Roles-

- Determinants of parenting behaviour.
- Characteristics of the parenting roles.
- The mothering role.
- The fathering role.
- Concept of family, the family life cycle stages.

Unit - IV

Developmental Interaction in Early Childhood Years :-

- Parents role in developing self awareness in children.
- Family relations and communication.
- Helping the child to learn to express and control emotions.
- Helping children discover personal capacities.
- Establishing routines and showing responsible behaviour.
- Learning social role and interactions with others.
- Meeting family needs during this stage.
- Meeting children's needs.

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Unit -V

Techniques of Parent Education in Preschool Setting :-

- Informal Meetings: Occasional / accidental meeting, written/printed newsletters, circulars, notices etc.
- Parent library, toy library.
- Workshops / demonstration centre.
- Parent's corner.
- Open House
- Large / small group meetings
- Individual meetings : Home visits, individual sessions.
- Working with Vulnerable families.

Parent Education and Support :-

- Role of Professionals.
- Parents as family workers.
- Flexibly to different needs.
- Personal development for parents.

Course - II A & B

II-B - Parenting in Early Childhood

Practical

Max. Marks : 25

- Conducting home visits and interviewing / talking to parents.
- Arranging workshops for parents.
- Organising parent education programs based on parents needs.
- Conducting parent - teacher meetings.
- Reports and resource files to be maintained by students.
- References :-

1. Bigner, J. (1979) : Parent child relations : An introduction to parenting N.Y. McMillan Pub.
2. Brim, Harman (1980) : Learning to be parents: Principles, programmes and methods, Saga Pub.
3. Fine Marwin (1980) : Handbook on parent education, New York : Academic Press Inc.
4. Goldolein, J.C. (Ed.) (1994) toys, Child Development, Cambridge : Cambridge University Press.
5. Gordon, Thomas (1975) : Parent effectiveness training, New York : New American Librar

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Department of Higher Education, Govt. of M.P.
Semester wise syllabus for Postgraduates
As recommended by Central board of Studies and
Approved by HE the Governor of M.P.
M.Sc. Human Development
SEMESTER – II 2023-2024
Paper - III
Adolescence and Youth

CCE-15

Theory-35

Max. Marks-50

Objective:

- * To understand the stages of adolescence and youth in human development.
- * To study the major developmental characteristics of these stages.
- * To study the issues of identity, developmental tasks and problems associated with these stages.

Course Outcome

Students will be to able to learn following points:-

- CO 1 Adolescence stage, developmental tasks, theoretical perspectives
- CO 2 Physical and sexual development cognitive development
- CO 3 Identity formation, developmental of self, social and emotional development, family, peer and friendship, conflict with authority.
- CO 4 school college work and career education and formal training.
- CO 5 Marriage and family relation. Delinquency and disturbance. Juvenile delinquency psychological disturbances.

Unit - I

The adolescent stage -

- Its link with late childhood and youth.
- The concept of adolescence in India.
- Developmental tasks of adolescence. Theoretical Perspectives
- Anna Freud, Kagan and Margaret Mead, Indian Perspectives.

Unit - II

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Physical and sexual development.

- Puberty, development of primary and secondary sex characteristics.
- Psychological response to puberty.
- Gender differences, Sexuality, Sexual needs and sex education.

Cognitive Development -

- Formal operations - Piaget's theory. Intellectual development during adolescence and youth.
- The Information - Processing view.
- Reasoning, thinking critically, reflective judgement, moral reasoning and judgement.

Unit - III

Identity formation

- Different perspectives : development of self - concept.
- Indian views on adolescent's identity.

Social and Emotional Development

- Family, peers and friendships, Interpersonal relations, Emotional competence.
- Conflict with authority.

Unit - IV

School, College, Work and Career

- Adolescence and youth in the context of differential opportunities for education and formal training.
- Importance of academic achievement and failure, related issues.
- Training for career and work.

Important agents of influence

- Family, community and culture
- Electronic media.

Unit - V

Marriage

- Legal age and its relationship to development. Marriage as a family / individual issue.
- Marriage choices and significance of marriage in human development.

Delinquency and disturbance -

- Juvenile delinquency: causes and prevention.
- Psychological disturbances : depression, suicide, substance abuse.
- Causes of HIV / AIDS and prevention.

Adolescence And Youth

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Practical - (Vivaswaan)

- To prepare an album on the transition period to show the developmental change during adolescence.
- Any one personality test related to theoretical perspective.
- Sociometry - study of intra group relationship.
- To use advanced technology for the purpose of oral presentation.
- Identity formation study through test method - personal interview participant observation.
- Preparation of any two audio visual aids for sex education.
- Case study of any one abnormality or behavior disorder.
- Resource file on 'Adolescent'.

References :-

1. Balk, D.E. (1995) Adolescent development, New York : Brooks / Cole.
2. Erikson, E.H. (1968), Identity : Youth and crisis. London : Faber & Faber.
3. Kroger, J. (1996). Identity in adolescence, London : Routledge.
4. Kakar, S. (1992). Identity and adulthood, Delhi : Oxford University Press.
5. NIPCCD (2000). Adolescent Girl's Scheme - An evaluation, New Delhi : NIPCCD.
6. Sharma, N. (1996). Identity of the adolescent girl, New Delhi : Discovery Publishing House.
7. Saraswati, T.S. & Dutta, R. (1988). Invisible boundaries : Grooming for adult roles. New Delhi Northem Book Centre.
8. Sharma, N. (1999). Understanding adolescence, New Delhi : National Book Trust.

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Semester wise syllabus for Postgraduates
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M.Sc. Human Development
SEMESTER-II 2023-2024
PAPER-IV
STATISTICS & COMPUTER APPLICATIONS

Max.Marks: 50
Theory :35
CCE : 15

OBJECTIVES:

- To understand the role of Statistics & computer applications in research.
- To apply Statistical techniques to research data for analyzing and interpreting data.
- To understand the significance of statistics and research methodology in Home Science research.
- To understand the types of tool, methods of research and develop the ability to construct data gathering instruments appropriate to the research design.
- To understand and apply the appropriate statistical technique for measurement and testing.

Note – special instructions should be send to paper setter to set one theoretical question and its option should numerical question.

Course Outcome

Students will be to able to learn following points:-

CO 1 Normal distribution, measures of variability.

CO 2 Quantitative research method, socio metric scale, questionnaire and schedule. Meaning concept and types of co-relation.

CO 3 Qualitative research, Case study, Interview, observation.

CO 4 Research design-meaning, feature, concept and purpose of research design.

CO 5 Meaning, nature, types and selection of variables experimental designs. Analysis of variance.

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Unit-I

- Normal distribution - Meaning Definition, Characteristics, and uses deviation from normality.
- Measures of variability - Range Quartile deviation, Mean Deviation, Standard Deviation or SD, Merit and limitation.

Unit-II

Quantitative Research Method

- Definition theory, characteristics, design (steps involved in the process), types, merits and limitations, reliability & validity of :-
 1. Socio metric scale
 2. Questionnaire
 3. Schedule
- Correlation- meaning, types.
- Coefficient of correlation by Scatter diagram, rank correlation, product movement method.

Unit-III

Qualitative Research Method

- Definition theory, characteristics, design (steps involved in the process), types, merits and limitations, reliability & validity of :-
 1. Case study
 2. Interview
 3. Observation
- Application of student 't' test for small samples. Difference in proportion for means and difference in means- Critical ratio,

Unit-IV

RESEARCH DESIGN

- Meaning, features concept & purpose of research design.
- Latin square design. Main characteristics, merits of the Latin square design.
- Factorial Design. Definition, merits, demerits of factorial design with two independent variable 2×2 ; 2×3 .
- Writing a research report-purpose, content of a report, characteristics of a good report.

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Unit-V

- Variables : meaning, nature, types & selection of variables.
- Experimental Designs – Nature, types-single group, Two group. Control & experimental group.
- Randomized block design.
- Analysis of variance – nature, use & basic concept. One and two way (F-Ratio).

Note :

- With the view to benefit of the students of MSc semester I paper IV Research methods and statistics MSc semester paper IV statistics and computer applications. The inter change of the statistical and theoretical part of the paper has been intermingle to stabilize the difficulty level of the paper without deleting any part/portion of the already exiting syllabus accept repetitions

Practical :-

M.M.-25

1. Tabulation, Classification.
2. Graphic presentation, frequency curve, histogram, frequency polygons, ogive. Pictograms.
3. Calculation of Mean, Median, Mode.
4. Calculation of standard Deviation.
5. Correlation.

Note : Students should be given hands-on experience to use appropriate software packages for selected statistical analyses.

References :

- Garrett, Henery E.(1971) Statistics in Psychology and education, David Heley and Co.
- Bandarkar, P.I. and Wilkinson T.S. (2000) ; Methodology and Techniques of social Research, Himalaya Publishing House, Mumbai.
- Bhatnagar, G.I. (1990) : research methods and measurements in Behavioral and social Sciences, Agri. Cole publishing Academy, New Delhi.

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M.Sc.
Semester-III and IV
2023-2024
Human Development

DEPARTMENT OF HUMAN DEVELOPMENT

2023-2024

केन्द्रीय अध्ययन मण्डल द्वारा अनुशासित स्नातकोत्तर पाठ्यक्रम सैद्धांतिक विषय की परीक्षा योजना

कक्षा : M.Sc.III

विषय : Human Development

Semester	Paper	Title of the Paper	CCE	Theory	Max. Marks	Total
M.Sc. III Sem	Theory	First Advanced Study in human development-I	15	35	50	200
		Second – Persons with special needs-I.	15	35	50	
		Third – Principles of Guidance & Counseling-I	15	35	50	
		Fourth – Mental Health & Psychopathology-I	15	35	50	
	Practical	First – Persons with special needs-I.			50	100
		Second – Principles of Guidance & Counseling-I			50	
		Internal Assessment			50	

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M.Sc.

Semester III

Paper I - Advance Study in human development

Students will be able to learn following Points:-

- CO 1 Biological and developmental perspectives on youth and adulthood.
- CO 2 Developmental task in middle age.
- CO 3 Physical and psychological change in women and in men.
- CO 4 Women's health problems after menopause.
- CO 5 Types and management of stress.

Paper II - Person with special Needs-I

Students will be able to learn following Points:-

- CO 1 Various approaches in defining and understanding disability.
- CO 2 Attitudes of people towards disability.
- CO 3 Classification of impairment.
- CO 4 Meaning, Identification, Causes, Classification and educational provisions of orthopedic locomotive, visual, hearing, speech impairment.
- CO 5 Problems of hearing and speech impairment.

Paper III - Principles of guidance and counseling

Students will be able to learn following Points:-

- CO 1 Need, objectives and principles of guidance and counseling.
- CO 2 Fundamental elements and types of guidance models.
- CO 3 Individual, group and family counseling.
- CO 4 Counseller-counselee relationship, skills of a counsellor.
- CO 5 Process and techniques of counseling.

Paper IV - Mental Health and psychopathology-I

Students will be able to learn following Points:-

- CO 1 Importance of mental health
- CO 2 Stress and adjustment disorders
- CO 3 Behaviour disorder of childhood and adolescence.
- CO 4 Psychosocial, psychodynamic, behavioral and cognitive model of psychopathology.
- CO 5 Different types of psychotherapies.

M.Sc.

Semester IV

Paper I - Advance Study in human development

Students will be able to learn following Points:-

- CO 1 Developmental tasks, physical aspect and cognitive abilities of old age.
- CO 2 Grand parenthood- intergenerational relations, types of adjustment in old age.
- CO 3 Atchley's views of retirement and stages of retirement
- CO 4 Mental and behavioural problems in late adulthood.
- CO 5 Death and Bereavement.

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Paper II - person with special Needs II

Student will be able to learn following Points:-

- CO 1 Meaning and concept of mental retardation.
- CO 2 Meaning, concept, causes, identification and education provisions of learning disability.
- CO 3 Gifted children- concept, classification identification and educational provisions.
- CO 4 Use of assistive devices
- CO 5 Persons with disability act (PWDAct), vocational and occupational rehabilitation provisions.

Paper III – Principles of Guidance and Counseling-II

Student will be able to learn following Points:-

- CO 1 Special areas of counseling- Adolescents, old age and drug abusers.
- CO 2 Counseling for child with behaviour problem, maladjusted, delinquent and mentally retarded child.
- CO 3 Need of placement services.
- CO 4 Aims, types and method of follow up services.
- CO 5 Personal, pre and post marital and family counseling.

Paper IV - Mental Health and psychopathology-II

Student will be able to learn following Points:-

- CO 1 Concept and causes of abnormal behavior.
- CO 2 Different types of anxiety disorder
- CO 3 Schizophrenia, Mood disorders and Bipolar disorders, their symptoms and treatment
- CO 4 Somatoform disorder – types and treatment.
- CO 5 Perspective on Prevention- Primary , secondary and tertiary

Paper IV- Optional mass communication

Student will be able to learn following Points:-

- CO 1 Concept, element, process and functions of communication
- CO 2 Types of communication
- CO 3 Print media- origin, development and characteristics.
- CO 4 Origin, development and characteristics of Radio, Television, folk media.
- CO 5 Socio cultural effects of mass media.

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स्नातकोत्तर कक्षाओं के लिये सेमेस्टर अनुसार पाठ्यक्रम केंद्रीय अध्ययन मण्डल द्वारा अनुशंसित तथा म.प्र. के राज्यपाल द्वारा अनुमोदित
Session 2023-2024

M.Sc. Human Development
SEMESTER-III
Paper/Course-I
Advanced Study in Human Development-I

CCE-15

Theory-35

Max. Marks-50

Course Outcome

Students will be to able to learn following points:-

- CO 1 Biological and developmental perspectives on youth and adulthood.
- CO 2 Developmental task in middle age.
- CO 3 Physical and psychological change in women and in men.
- CO 4 Women's health problems after menopause.
- CO 5 Types and management of stress.

Unit-I

Youth/Young Adulthood

Introduction – Biological and developmental perspectives on youth and adulthood.

Developmental tasks during adulthood.

Marriage and marital adjustment.

Erikson's sixth stage of psycho-social development : Intimacy Vs isolation.

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Unit-II

Middle Age

- Developmental tasks in middle age.
- Parenthood as a developmental experience
- Relationship with maturing children during middle age.

Unit-III

Health and changes

- Menopause and andropause/male climacteric.
- Physical and psychological changes in women and in men.
- Behavioral changes

Unit-IV

Women's health problems after menopause

- Heart disease
- Bone loss and osteoporosis
- Breast cancer
- Hormone replacement therapy.

Unit-V

Stress

- Types of stressors
- Management of stress
- Crises interventions : Marital disorder, Suicide attempts, Disasters and death.

Suggested Readings :

1. Child Development -6th edition Laura E Berk, Iuniois State university.
2. Lifespan development third edition Jeffrey s Turner Donald B. Helms Holt Rinchart Winston.
3. Human development 9th edition dine E Papalia Ruth Duskin Feldman TaTa Mc Graw Hill Publishing company Limited New Delhi.

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Session 2023-2024

M.Sc. Human Development

SEMESTER-III

Paper/Course-II

Person with Special Needs-I (Compulsory)

CCE-15

Theory-35

Max. Marks-50

Objectives :

- To become aware of various impairments and the manner in which these affect the lives of individuals.
- To identify the Physical and Social barriers which create difficulties for people with disabilities.
- To understand that there is a wide variation between people with disabilities.
- To realize that the experiences of individuals with disabilities are related to their age, gender and also shaped by the context.
- To become aware of experiences of persons with disabilities and recognize that having an impairment is only one aspect of their lives.
- To develop an a understanding of their rights.
- To apply the understanding gained from the experiences of people with disabilities in planning services for them.

Course Outcome

Students will be to able to learn following points:-

CO 1 Various approaches in defining and understanding disability.

CO 2 Attitudes of people towards disability.

CO 3 Classification of impairment.

CO 4 Meaning, Identification, Causes, Classification and educational provisions of orthopedic locomotive, visual, hearing, speech impairment.

CO 5 Problems of hearing and speech impairment.

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Unit-1

1. Various approaches in defining & understanding disability.
2. Classification of impairment.
 - Physical
 - Intellectual
 - Emotional
 - Sensory
3. Attitudes of people towards disability.

Unit=2

Orthopedic & Locomotive Impairment

1. Meaning & concept of Orthopedic & Locomotive Impairment.
2. Identification & causes of Orthopedic & Locomotive Impairment.
3. Classification of Orthopedic & Locomotive Impairment.
4. Educational provisions.

Unit-3

Visual Impairment-

1. Meaning & concept of visual impairment.
2. Identification & causes of visual impairment.
3. Classification of visual impairment.
4. Educational provisions.

Unit-4

Hearing Impairment-

1. Meaning & concept of hearing Impairment.
2. Identification & Classification of hearing Impairment.
3. Causes & problems of hearing Impairment.
4. Educational provisions.

Unit-5

Speech Impairment-

1. Meaning & concept of Speech Impairment.
2. Identification and types of Speech Impairment-
3. Causes & problems of Speech Impairment.
4. Educational provisions.

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Suggested Readings :-

1. Baquer, A. (1994) Disabled, Disablement, Disablism, New Delhi ; Voluntary Health Association of India.
2. Council for advancement of people's action and rural technology (CAPART) (1996) Disability : A strategy to promote the participation of people with disabilities in programmes for rural development, New Delhi, CAPART.
3. Kanga, F. (1990) Heaven on wheels New Delhi : Penguin Books.
4. Kar. Chintamani (1992) Exceptional children their psychology & education, New Delhi ; Sterling publisher Pvt. Ltd.
5. Kar. Chintamani (1992) Exceptional children their psychology & education, New Delhi ; Sterling publisher Pvt. Ltd. Narasimhan, M.C. & Muhherjee, A.K. (1986), disability a continuing challenge, New Delhi : Wiley Eastem Limited.
6. Oliver, M. (1996), understanding Disability, from theory to practice, London : Macmillan press.
7. P. Immanuel, Koenig & /s. Tesni (Eds.) Listening to sounds and sings : Trends in deaf education and communication (pp.-1-4) Bangalore, India chridtoffel 0 Blindenmission & books for Change.
8. Pandey, R.S., & Advani, L. (1996) Perspectives in Disability and rehabilitation New Delhi : Vikas Publishing House private limited.

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Practical :

M.M. : 50

1. Observation of school, survey of attitudes of people towards disability.
2. Assistive devices for orthopedic and locomotive Impairment, names, utility and availability.
3. Preparation of teaching aids for visual impairments.
4. Educational program for hearing impairments.
5. Observation and Evaluation of any speech therapy center.
6. Community education program for impaired child.

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Session 2023-2024

M.Sc. Human Development

SEMESTER-III

Paper/Course-III

Principles of Guidance & Counselling-I (Compulsory)

CCE-15

Theory-35

Max. Marks-50

Objectives:

Objectives:

- To understand the process of guidance and counselling.
- To study the different techniques of counselling.

Course Outcome

Students will be able to learn following points:-

- CO 1 Need, objectives and principles of guidance and counseling.
CO 2 Fundamental elements and types of guidance models.
CO 3 Individual, group and family counseling.
CO 4 Counsellor-counselee relationship, skills of a counsellor.
CO 5 Process and techniques of counselling

1. Dr. Geetali Sen Gupta

2. Dr. Meena Kumar

3. Dr. Deepali Sharma

4. Dr. Archana Pandey

5. Dr. Bhawna Sharma

6. Mrs. Payal Chourasiya

7. Dr. Anjali Mishra

8. Dr. Abha Tiwari

9. Dr. Geeta Shukla

10. Dr. Archana Gupta

11. Dr. Madhulika Shrivastava

12. Dr. Manisha Arya

13. Mrs. Shruti Singh

14. Mrs. Madhuri Ramteke

Unit-1

Concept of Guidance and Counselling

1. Meaning and need of Guidance and counselling
2. Definition of Guidance objectives of Guidance and counselling, principles of counselling.
3. Difference between Guidance and counselling

Unit-2

Models of Guidance

1. Meaning of Guidance Model.
2. Fundamental elements of Guidance Model.
3. Types of Guidance Models – contemporary models
: Mathewson model Shoben model
 Little and Chapman's model
 Hott's model.

Unit-3

Skills of a counsellor

Counsellor – Counsellee relationship

Individual counselling, Group counselling, Family counselling.

Unit-4

Process/types of counselling-

1. Directive counselling ,
2. Non-directive counselling
3. Elective counselling

Unit-5

Techniques of counselling

Questionnaire techniques, Types, Merits and Demerits.

Schedule techniques, Types, Merits and Demerits.

Interview techniques, Types, Merits and Demerits.

Cumulative record card, Types, Merits and Demerits.

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Practical :-

1. Preparation of questionnaire
2. Preparation of Interview Schedule
3. Preparation of cumulative record model by using any two psychological test.
4. Visit any one counselling center and prepare report.
5. Prepare visual aid for counselling tips for any two problems of childhood Adolescent and old age.

Suggested Readings :--

- | | |
|---|-------------------------------|
| 1. शिक्षा में निर्देशन और परामर्श | --डॉ. सीताराम जायसवाल |
| 2. निर्देशन और परामर्श | - बी एल शर्मा एवं बी एम शर्मा |
| 3. शिक्षा में निर्देशन और परामर्श | - डॉ. सीताराम जायसवाल |
| 4. शैक्षिक एवं व्यावसायिक निर्देशन और परामर्श | -डॉ शर्मा एवं शिखा चतुर्वेदी |
| 5. परामर्श प्रविधि | —एल एन दुबे एवं रश्मि जैन |

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Session 2023-2024

M.Sc. Human Development

SEMESTER-III

Paper/Course-IV

Mental Health and Psychopathology-I (Compalsory)

CCE-15

Theory-35

Max. Marks-50

Course Outcome

Students will be able to learn following points:-

CO 1 Importance of mental health

CO 2 Stress and adjustment disorders

CO 3 Behaviour disorder of childhood and adolescence.

CO 4 Psychosocial, psychodynamic, behavioural and cognitive model of psychopathology.

CO 5 Different types of psychotherapies.

Unit-I

Meaning and importance of mental health, well being and happiness.

Implication of attachment and bonding for mental health. Deprivation Syndrome.

Unit-II

Stress and adjustment disorders. Categories of stressors. Factors influencing severity of stress. Characteristics of the stressor, Characteristics of the individual.

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Unit-III

Behaviour disorders of childhood and adolescence : Hyperactivity. Conduct disorders. Delinquent behaviour.

Unit-IV

Psychosocial models of psychopathology : Psychodynamic model. Behavioural model. Cognitive model.

Unit-5

Psychotherapies : Psychodynamic therapy. Behaviour therapy Cognitive-behaviour therapy.

Suggested Readings :

1. Adams H.E. and Sutkar, F.G. (E.D.) 1984 comprehensive Handbook of psychopathology. New York : plenum press.
2. Buss, A.H. (1986) psychopathology, London : Wiley.
3. Coleman, J.C. (1988) Abnormal psychology and Modern life.
4. Kisker-Disorganed Personality.
5. Maslow and Mittleman -principles of Abnormal psychology.
6. Verms S.K. (1988) Mental illness and treatment.
7. Carson, Butcher and Mineka (1997) Abnormal psychology and modern life
8. Rathus and Nevid Abnormal Psychology and modern life.

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केन्द्रीय अध्ययन मण्डल द्वारा अनुशंसित स्नातकोत्तर पाठ्यक्रम सैद्धांतिक विषय की परीक्षा योजना

सत्र 2023-2024

कक्षा : M.Sc. IV

विषय : Human Development

Semester	Paper	Title of the Paper	CCE	Theory	Max. Marks	Total
IV -Semester	Theory	First – Advanced Study in human development-II	15	35	50	200
		Second – Persons with special needs-II.	15	35	50	
		Third – Principles of Guidance & Counseling-II	15	35	50	
		Fourth – (Any One)				
		Optional A-Mental Health & Psychopathology-II	15	35	50	
		Optional B-Mass Communication Optional C- Dissertation	15	35	50	
	Practical	First – Persons with Disabilities.			50	100
		Second – Principles of Guidance & Counseling			50	
		Internship-60 hours			100	100

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Session 2023-2024

M.Sc. Human Development

SEMESTER-IV

Paper/Course-I

Advanced Study in Human Development-II

Compulsory/Optional : Compulsory

CCE-15

Theory-35

Max. Marks-50

Course Outcome

Students will be able to learn following points:-

- CO 1 Developmental tasks, physical aspect and cognitive abilities of old age.
- CO 2 Grand parenthood- intergenerational relations, types of adjustment in old age.
- CO 3 Atchley's views of retirement and stages of retirement
- CO 4 Mental and behavioural problems in late adulthood.
- CO 5 Death and Bereavement.

Unit-I

Old age

- Characteristics of old age
- Developmental tasks of old age
- Physical aspects of aging
- Change in cognitive abilities

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Unit-II

Grand Parenthood-Intergenerational relations

- Impact of retirement
- Psychological Adjustment
- Financial Adjustment
- Social Adjustment

Unit-III

Atchley's views of retirement. Stages of retirement

- The preretirement phase
- The Honeymoon phase
- The disenchantment phase
- The reorientation phase
- The stability phase
- The termination phase

Unit-IV

Mental and Behavioural problem in late adulthood (old age)

- Dementia
- Parkinson's disease
- Alzheimer's disease
- Depression

Unit-V

Death and Bereavement

- Death and dying
- Attitude towards death
- Stages of death
- Bereavement and grief

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6. Mrs. Payal Chourasiya

9. Dr. Geeta Shukla

12. Dr. Manisha Arya

Suggested Readings :

1. Lifespan development third edition Jeffrey's Turner Donald B. Helms Holt Rinehart Winston.
2. Human development 9th edition Diana E. Papalia Ruth Duskin Feldman TaTa McGraw Hill Publishing company Limited New Delhi.
3. Developmental psychology 5th edition Elizabeth B Hurlock Tata McGraw Hill Publication company ltd New Delhi.

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Session 2023-2024

M.Sc. Human Development
SEMESTER-IV
Paper/Course-II
Person with Special Needs-II

Compulsory/Optional : Compulsory

CCE-15

Theory-35

Max. Marks-50

Course Outcome

Students will be able to learn following points:-

- CO 1 Meaning and concept of mental retardation.
- CO 2 Meaning, concept, causes, identification and education provisions of learning disability.
- CO 3 Gifted children- concept, classification identification and educational provisions.
- CO 4 Use of assistive devices
- CO 5 Persons with disability act (PWDAct), vocational and occupational rehabilitation provisions.

Unit-I

Mental retardation –

1. Meaning & concept of mental retardation.
2. Identification & classification of mental retardation.
3. Causes & adjustment problems.

1. Dr. Geetali Sen Gupta

2. Dr. Meena Kumar

3. Dr. Deepali Sharma

4. Dr. Archana Pandey

5. Dr. Bhawna Sharma

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Unit-2

Learning disability -

1. Meaning & concept of learning disability.
2. Characteristics & causes of learning disability..
3. Identification of learning disability
4. Educational provisions.

Unit-3

Gifted Children-

1. Meaning & concept of Gifted Children.
2. Identification & Classification of Gifted Children.
3. Educational provisions.

Unit-4

1. Physical & Social barriers in the development of persons with disabilities.
2. Modification Physical & Social environment, enabling participation of persons with disabilities as a contributing member of society
3. Use of assistive devices.

Unit-5

1. Persons with disability Act (PWD Act)
2. Vocational & occupational Rehabilitation provisions.
3. Integrated inclusive Education concept & provisions.

1. Dr. Geetali Sen Gupta

2. Dr. Meena Kumar

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Practical :

1. Review and critique of portrayal of persons with disabilities in the media.
2. Use of tools and approaches to assessment.
3. Case study of two persons with disability- a child and an adult..
4. Case study of an organization with particular reference to its physical and social environment.
5. Visit to rehabilitation centre.
6. Collection of Pictures & Brochures of Assistive devices

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M.Sc. Human Development
SEMESTER-IV
Paper/Course-III

Principles of Guidance & Counselling-II

Compulsory/Optional : Compulsory

CCE-15

Theory-35

Max. Marks-50

Objectives:

- To understand special area of counseling Adolescents, old persons drug abusers. Child with behaviour problems, maladjustment delinquent and mentally ill child.
- To understand placement services, and pre post marital and family counselling.

Course Outcome

Students will be able to learn following points:-

- CO 1 Special areas of counseling- Adolescents, old age and drug abusers.
CO 2 Counseling for child with behaviour problem, maladjusted, delinquent and mentally retarded child.
CO 3 Need of placement services.
CO 4 Aims, types and method of follow up services.
CO 5 Personal, pre and post marital and family counseling.

Unit-I

Special areas of Counselling

- Counselling for adolescents.
- Old age counselling.
- Counselling for Alcohol and drug abusers

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Unit-2

Counselling for children of special categories

- Child with behavior Problem- causes and remedies.
- Maladjusted child- causes and remedies.
- Delinquent child- causes and remedies.
- Mentally retarded child- causes and remedies.

Unit-3

Placement Service

- Need of placement service
- Vocational placement service
- Educational placement service

Unit-4

Follow-up service

- Aims of follow-up service objectives of the follow-up service.
- Types of follow-up services.
- Methods of follow-up service advantages and limitations of follow-up service.

Unit-5

Marital Counselling

- Personal
- Pre marital
- Post marital
- Family

Practical :-

M.M. 50

1. Counselling session for old age person with problems.
2. Counselling session for problem child and his parents.
3. Visit the addiction center and present a report
4. Prepare resource file on old age problem and review of any five article.

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Suggested Readings :---

1. शिक्षा में निर्देशन और परामर्श
2. निर्देशन और परामर्श
3. शिक्षा में निर्देशन और परामर्श
4. शैक्षिक एवं व्यावसायिक निर्देशन और परामर्श
5. परामर्श प्रविधि

- डॉ. सीताराम जायसवाल
- बी एल शर्मा एवं बी एम शर्मा
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- डॉ. शर्मा एवं शिखा चतुर्वेदी
- एल एन दुबे एवं रश्मि जैन

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Session 2023-2024

M.Sc. Human Development

SEMESTER- IV

Paper/Course-IV

Mental Health and Psychopathology-II

CCE-15

Compulsory/Optional : Optional (A)
Theory-35

Max. Marks-50

Course Outcome

Students will be to able to learn following points:-

- CO 1 Concept and causes of abnormal behaviour.
- CO 2 Different types of anxiety disorder
- CO 3 Schizophrenia, Mood disorders and Bipolar disorders, their symptoms and treatment
- CO 4 Somatoform disorder – types and treatment.
- CO 5 Perspective on Prevention- Primary , secondary and tertiary

Unit-I

Concept of normality and abnormality causes of abnormal behaviour : biological, causes, psychosocial causes.

Unit-II

Anxiety disorder : Panic disorder - The biological perspective, The cognitive perspective.

Phobias – Type of phobias, Explanations of phobias, Treatments for phobias.

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Obsessive-compulsive disorder-Explanation and Treatment.
Generalized anxiety disorders – The sociocultural perspective

Unit-III

Schizophrenia- Symptoms & Treatment Delusion disorder.
Mood disorders : Manic episode, Depressive episode, Bipolar affective disorders –
The Clinical picture of mania, Diagnosing Bipolar Disorders, Explanations of
Bipolar Disorders, Treatments for Bipolar Disorders.

Unit-IV

Somatoform disorder - Hypochondriasis, Body dysmorphic disorder, conversion
disorder and dissociative disorder. Explanations of somatoform Disorders,
Treatment for somatoform Disorders.

Unit-V

Perspectives on prevention : primary prevention, secondary prevention, tertiary
prevention.

Suggested Readings :

1. Adams H.E. and Sutkar, F.G. (F.D.) 1984 comprehensive Handbook of
psychopathology. New York : plenum press.
2. Buss, A.H. (1986) psychopathology, London : Wiley.
3. Coleman, J.C. (1988) Abnormal psychology and Modern life.
4. Kisker-Disorganed Personality.
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Session 2023-2024

M.Sc. Human Development
SEMESTER- IV
Paper/Course-IV
Mass Communication

Compulsory/Optional : Optional (B)

CCE-15

Theory-35

Max. Marks-50

Objectives :

- To understand the importance of communication.
- To develop skill for communication ability.
- Importance of audio visual aids in communication.

Course Outcome

Students will be able to learn following points:-

- CO 1 Concept, element, process and functions of communication
CO 2 Types of communication
CO 3 Print media- origin, development and characteristics.
CO 4 Origin, development and characteristics of Radio, Television, folk media.
CO 5 Socio cultural effects of mass media.

Unit-I

1. Concept of communication
2. Elements and process of communication
3. Functions of communication

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2. Dr. Meena Kumar

3. Dr. Deepali Sharma

4. Dr. Archana Pandey

5. Dr. Bhawna Sharma

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7. Dr. Anjali Mishra

8. Dr. Abha Tiwari

9. Dr. Geeta Shukla

10. Dr. Archana Gupta

11. Dr. Madhulika Shrivastava

12. Dr. Manisha Arya

13. Mrs. Shruti Singh

14. Mrs. Madhuri Ramteke

4. Non verbal communication-Sign, Gestures, body movement
5. Verbal communication-Language and written communication

Unit-II

1. Types of communication-Intra personal, Inter personal, Group communication and mass communication.

Feed back in communication –Types of feed back.

1. Characteristics and method of feed back
2. Elements of effective communication
3. Barriers to communication

Unit-III

1. Print Media-Origin, development characteristics of News paper.
2. News agencies-United news of India (UNI), press Trust of India (PTI) Reuter, tass etc.
3. Magazine-Format, Type and organization
4. Concept of News, Values, sources of News, Structure of News Report.
5. Features article, Editorial.

Unit-IV

1. Radio-Origin, development and characteristics of Radio.
2. Radio as a mass medium.
3. Radio news, radio features.
4. Various types of Interview.
5. Folk Media.

Unit-V

1. Television-Origin, development : and characteristics of television.
2. T.V. News.
3. Contribution of T.V. in social development.

1. Dr. Geetali Sen Gupta

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4. Film-Origin, Development of Indian film.
5. Socio cultural effects of film as mass medium, censorship, using film for extension.

References :-

- | | | |
|--------------------------|---|--|
| 1. Denis Macwell | : | Mass Communication theory & Introduction |
| 2. C.S. Rayudu | : | Communication |
| 3. K.M. Shrivastava | : | Radio and T.V. Journalism |
| 4. M.V. Kamath | : | Professional Journalism |
| 5. डॉ. ओम प्रकाश सिंह | : | संचार माध्यमों का प्रभाव |
| 6. डॉ. श्रीकांत सिंह | : | जनसंचार |
| 7. डॉ. वेद्यप्रताप वैदिक | : | पत्रकारिता के विविध आयाम |
| 8. डॉ. हरिमोहन | : | रेडियो एवं दूरदर्शन पत्रकारिता |
| 9. डॉ. अजुन तिवारी | : | आधुनिक पत्रकारिता |

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उच्च शिक्षा विभाग, म.प्र.शासन
स्नातकोत्तर कक्षाओं के लिये सेमेस्टर अनुसार पाठ्यक्रम केंद्रीय अध्ययन
मण्डल द्वारा अनुशंसित तथा म.प्र. के राज्यपाल द्वारा अनुमोदित
Session 2023-2024

M.Sc. Human Development
SEMESTER- IV
Paper/Course-IV
Dissertation

Compulsory/Optional : Optional (C)

CCE-15

External Marks-35

Max. Marks-50

Viva-30

CHAPTER-I	:	Introduction
CHAPTER-II	:	Review of Literature
CHAPTER-III	:	Methodology
CHAPTER-IV	:	Analysis and discussion
CHAPTER-V	:	Conclusion and recommendation BIBLIOGRAPHY

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