

GOVT. BILASA GIRLS' P.G. (Auto.) COLLEGE

Link Road, Bilaspur (C.G.)

Phone No. : 07752-224249, Website : www.bilasagrllscollege.ac.in



SYLLABUS

**M.Sc. Human Development
Semester - I & II**

2021-22



DEPARTMENT OF H.D.

**"Regulation for Examination (Semester System)
At Post Graduate Level, Under Autonomous Scheme"
Session : 2021-22**

Bilaspur Universtiy, Bilaspur (C.G.) vide letter No. 277/Bub/Acad/2012dated 12/9/2012 has granted affiliation to the Govt. Girls' P.G. College, Bilaspur (C.G.) Further the University Grants Commission, New Delhi vide letter No. F-22.01.2005 (Desk-AC) December 2005 and Guru Ghasidas University, Bilaspur (C.G.) vide letter No. 81/CDC/Auto/2006 dated 22.05.2006 have extended the autonomous Govt. Girls' P.G. College upto 2011 which has been again extended till the session 2016-17 vide letter No. UGC F-22-1/2011 AC January 2012 and now UGC conferred Autonomy upto 2023. The University has authorized Govt. Girls' P.G. College, Bilaspur (C.G.) to frame syllabus and conduct examination in the following faculties the subjects at the Post Graduate level.

FACULTY

SUBJECT

I. Arts

- | | |
|-------------------|---------------------------|
| 1. M.A. Economics | 2. M.A. English |
| 3. M.A. Geography | 4. M.A. Hindi |
| 5. M.A. History | 6. M.A. Political Science |
| 7. M.A. Sociology | 8. M.A. Urdu. |
| | 9. M.A. Psychology |

II. Science Faculty

1. M.Sc. Botany
2. M.Sc. Chemistry
3. M.Sc. Food & Nutrition
4. M.Sc. Human Deveioption
5. M.Sc. Mathematics
6. M.Sc. Physics
7. M.Sc. Zoology
8. P.G. Diploma in Computer Science.

III. Commerce

1. M.Com.

IV. BJLib. I.Sc.

1. As per the decision taken by the Co-ordination Committee in its Eleventh meeting, and in compliance of the order issued by the Directorate of Higher Education, vide letter No. 341/187/CHE/Co-ord/06 dated 27.04.2006 Govt. Girls' P.G. College Bilaspur (C.G.) is semester system of examination from the session 2007 at post Graduate Level.
2. The course, of siudy at the post Graduate Level (Master of Science, Master of Arts and Master of Commerce) is extended over four semesters in two academic Sessions. Examination of the first & Second semesters will be held in the first academic session and the third and fourth semesters in the second academic session.
3. Practical Examination of the science Faculty / Subjects will be held with the theory examination in each semester, where as Viva-Voce Examination of Arts and Commerce Faculty will be held with the theory examination of second and fourth semester.

ADMISSION:

4. The admission in the Post Graduate Classes shall be strictly on merit basis in accordance to the admission rules of Govt. of Chhattisgarh State.
5. A graduate from any recognized University of Chhattisgarh State is eligible for admission in the Post Graduate Classes. A graduate from any recognized University outside of the Chhattisgarh state will also be eligible for admission in the Post Graduate Classes provided, she fulfills all other conditions of eligibility.

SYLLABUS:

6. Each course shall be framed and approved by the Board of studies of that subject and Academic Council of the college.
7. There shall be four or five theory papers in each subjects in each semester Practical examination of the subjects shall be conducted as per the syllabus framed and approved by the Board of Studies of that subject.
8. A student who has 60% or more aggregate marks in three semester can opt Dissertation as an Optional Paper in the forth semester if there is such a provision in the course of that subject.
9. In the theory papers of semester examination, there shall be 80 marks for external examination and 20 marks for internal examination. Each theory paper of the semester examination shall be of 80 marks in which there shall be ten questions in total out of which a candidate will have to attempt five questions Maximum marks of the practical decided by the board of studies of the subject.

EXAMINATION PATTERN :-

10. There shall be main examination at the end of the each semester First and Third semester examination shall be held as for a possible in the month of November and second & fourth semester examination shall be held as for as possible in the month of April.
11. To be successful in the exam a student has to score at least 20% marks in each Internal & External theory papers with an aggregate of 36% marks. Also to be successful in each practical paper a student has to score 36 marks. Best marks of the two internal text examination will be incorporated in the marks of semester examination. The head of the department shall submit the detailed mark list to the controller of Examination after the completion of all tests and seminars.
12. A student declared fail in one or two papers in the semester examination can appear in the second attempt examination in the same paper which will be held after two months of the main semester examination but if a student declared failed in more than two papers of semester examination will have to appear in all the four or five papers in the second attempt examination.
13. If a student is absent in all the papers of the main semester examination then she will be ineligible to appear in the second attempt examination, but if a student appears in some papers and fail to appear in the remaining papers of the main semester examination then she will have to submit an application giving reason to . the principal / Controller with sufficient

proofs. On the basis of proofs a High level committee will decide upon the matter. High level committee will have power to allow the student to appear in the second attempt examination.

14. A student who fails in a semester examination shall be eligible to take admission in the course of study of next semester but she shall not be eligible to appear in the next semester examination unless has passed all the remaining papers of the previous semester in the second attempt examination.
15. The admission of the student who fails in the second attempt examination of a semester, the admission to the next semester will automatically be cancelled and she will have to appear in all the papers of the semester examination in the next academic session as an Ex-student but marks of the internal examination will carry forward.
16. It is a must for the students to appear in the Internal test on the scheduled dates which will be declared by examination cell failing to which she shall be declared fail. If due to some unavoidable circumstances and sufficient reason the students fails to appear in the test on scheduled dates they have to appear before the High level Committee comprising of the Principal, Controller of Exam and Head of the Department of the particular subject with sufficient proof. The high level committee will decide the matter based on the proofs submitted by the students.
17. If a student leaves the college after taking admission in a course of study of semester without appearing in Internal & External examination and if she would like to take admission in any forthcoming academic session in the same semester she shall be given admission in the same session as a regular student but her status will be of Ex-student,
18. For Diploma courses there shall be annual examination pattern in which only external examination and practical examination will be held. There shall be no internal examination and seminars for these courses. Syllabus of these courses shall be framed by the board of studies, of the particular subject.
19. For B.Lib. I.Sc. course there shall be Annual Examination pattern and Internal tests & seminars will be organized.

Marks Scheme/Pattern of Question-

According to decision taken by the academic council of the college the pattern and marks scheme of question paper for P.G. as follows –

Type of Question	Q. to be set From each unit/Content	Q. to be solved	Marks Assigned	Total Marks
Objective / In few words	10	06	02	12
Short Answer Type Questions	07	04	05	20
Long/Essay type of question	07	04	12	48
			TOTAL	80

DIVISION AWARD

20. If a student is absent in all the papers of the main semester examination then she will be ineligible to appear in the second attempt examination, but if a student appears in some papers and fail to appear in the remaining papers of the main semester examination then she will have to submit an application giving reason to the principal / Controller with sufficient proofs. On the basis of proofs a High level committee will decide upon the matter. High level committee will have power to allow the student to appear in the second attempt examination.
21. The division shall be awarded at the end of the Fourth Semester on the basis of taking together the aggregate of marks obtained by the students in all the four semester examination. The division shall be awarded on the following basis –
1. I Division - 60% & above
 2. II Division - 48% & above but less than 60%
 3. III Division - 36% & above but less than 48%
22. A candidate who fails by one mark in a paper or in aggregate, shall be given grace mark but this one mark shall nowhere be added. Such candidate shall be declared pass with grace.
23. A candidate who lacks one mark to attain division shall be given one grace marks.
24. The names of first five candidates who have obtained first division at the end of the fourth Semester will be declared in the order of merit.

REVALUATION :-

25. A candidate can apply for revaluation of answer books in not more than two theory papers: She has to pay prescribed fee for each paper within 15 days after the publication of the result of the semester examination. The provision of revaluation is only for the main exam and there is provision of revaluation for the second attempt examination.
26. The change in the marks will depend upon the rules of revaluation issued by the Bilaspur University, Bilaspur from time to time.
27. The points, which are not covered in the regulation mentioned above shall be governed by the existing rules, regulation and ordinance of Bilaspur University, Bilaspur (C.G.)

M.SC, HUMAN DEVELOPMENT
SEMESTER - I

MARKING SCHEME

Sr No	Name of Papers	Theory	Internal Assessment	Seminar	Total
1	Early Childhood care & Education	80	10	10	100
2	Advance Study in Human Development	80	10	10	100
3	Psychology in Normal Adaptation	80	10	10	100
4	Research Methods and Scientific Writing	80	10	10	100

Practical

Sr No	Name of Practical	Marks
1	Early Childhood Care & Education and Creativity	100
2	Normal Adaptation & Psycho-Pathology	100

Total Marks = 600

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SEMESTAR-I**PAPER-I****EARLY CHILDHOOD CARE AND EDUCATION****Total Marks- 80****1. Principles of Early Childhood Care and Education**

- Importance, need and scope of ECCE.
- Objectives of ECCE.
- Type of preschool/programmes : Play centre day care Montessori, Nursery School Kindergarten. balwadi anganbadi etc.
- Concepts of non-formal. formal and play way methods.

2. Organization of Pre-school Centers

- Concept or organization and administration of early childhood centers.
- Administrative set up and functions of personnel working in different level.
- Building and equipment location and site, arrangement of rooms, 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.
- Record and Report : Types aim and purpose/need, general characteristics e.g. annual, cumulative, sample work, medical etc.

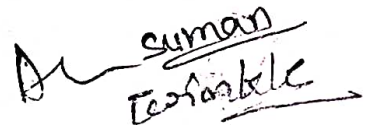
3. Programme Planning

Planning : Concepts, Objectives and Process-Setting goals and objectives of plans-long term short term. Weekly and daily planning, routine and schedules. Factor affecting programme planning.

4. Activities for ECCE

- Language Arts : Goals of language, type of listening and activities to promote listening various activities- (songs, objects talk, free conversation, books, game, riddles, jokes, stories, Criteria and selection of activities, teacher's role).
- Arts and Craft Activities (Creative activities of expression) : Type of Activities- chalk, crayon, paints paper work and best out of waste. Role of teacher in planning the activity, motivating children. Fostering appreciation of arts 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, development concepts at different stages; principles of teaching mathematics firsthand experience, interaction with other using language reflection. Mathematical concepts like: classification, conversation serration, comparison counting, fraction, one correspondence, addition and subtraction.
- Science : a) Thinking : Observing, inferring, classifying, communicating. b) Concept formation : Differentiation grouping, labeling. 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, of fostering good self-concept and respect for others. Promoting social studies through celebrations of festivals. Role of teacher.

References

1. Bhatia and Bhatia (1975) Theory and Principles of education, Doaba house delhi.
2. Brewer J.A. (1998) Introduction to early childhood Education (3rd Ed.) Boston: Allyn & Bacon.
3. Carol. E.C. and jan Allen (1993) Early Childhood curriculam, University of Tennessee, New York : Macmillan.
4. Day Barbara (1993) Early Childhood education, New York : Macmillan.
5. Gordon & Browne (1989) Beginning and Beyong, Second edition, Delmar Pub. Inc.
6. Grewal. J.S. 91984) Early Childhood educaion, Agra National Psychological Corporation Pub.
7. Hildebrand Verma(1984) Introduction to Early Childhood Education N.K. Macmillan.
8. Hildebrand Verma(1985) Guiding the young child N.Y. Macmillan.
9. Jenkins. E. (1977) . A practical guide to early childhood curriculum, C.V. Mostey Co.
10. Judith, E and Meyers, R.G. (2000). Early Childhood Counts : A programming guide on early childhood care for development. Washington: The World Bank. (Learning Resources Series).
11. Kaul.V. (1997). Early childhood education programme New Delhi : NCERT.
12. Kohn Ruth (1972) The Exploring child. Mumbai.: Orient Longman
13. Kulkarni S. (1988) Parent Education, Perspectives and Approaches. Jiapur : Ravat Publications.
14. Maxmim G. (1980) The very Young. Coalifornia : Wordworth
15. Mohanti & Mohanti (1966). Early Childhood care & education. New Delhi : Deep & Deep Publication.
16. Moyley. J.R. (1996) Just Playing : the role and status of play in early childhood educational miltion Kayness : Open University Press.
17. Murlidharan, R. (1991) Guide to nursery school teacher. New Delhi : NCERT.
18. Pankajam, G. (1994) Preschool Education. Ambala : Indian Pub.
19. Rao, V.K. and S. Khurshid (Eds.) (1977). Early Childhood : Care and Education New Delhi : Commonwealth Publication

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SEMESTAR-I
PAPER-II
ADVANCED STUDY IN HUMAN DEVELOPMENT

Total Marks- 80

1. Principles and Concept of Development

- Principles and Concept of Development
- Developmental Task
- Factor Affecting Development - Heredity and Environment.
- Basic concepts of development - maturation and learning, individual differences.

2. Prenatal Development

- Recapitulation of stages in prenatal development, genetic and environment factors : maternal conditional and teratogens. Significance of the genome project for understanding human development.

3. Infancy ; (birth-2 years)

- The newborn : birth process and the neonate. Physical description, sensory capacities and reflexes, Becoming coordinated- feeding, sleeping, crying.
- Early language development.
- Social relationship during infancy.

4. Childhood (2-11 years)

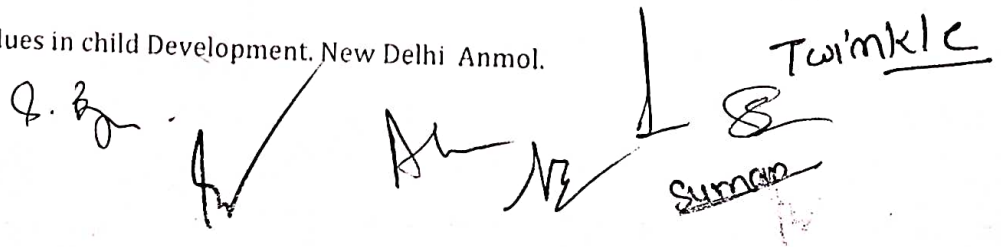
- Transition from infancy to childhood.
- Physical and Motor Development.
- Play and social relationship. The emerging self.
- Language, cognition and emotions in early years.
- Social relationship- peers siblings and parents.

5. Adolescence (11-18 years)

- Transition from childhood to sexual maturity, puberty and its consequences. Emotional changes.
- Emotional changes- Heighted Emotionality and Development of Emotional Maturity.
- Concept of Identity and Identity Formation.
- Role of family, peers, community and ethnic group.
- Juvenile Delinquency

References

- 1] Rice, F.P. (1995). Human Development. New Jersey : Prentic Hall. Berk, L.E. (1995). Child Development. London : Allyn & Bacon.
- 2] Cole, M. & ole, S. (1993). The Development of children. (2nd Ed.) New York : Scientific American Books Freeman & Co.
- 3] Dutt, S. (1998) Moral Values in child Development. New Delhi Anmol.

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SEMESTAR-I**PAPER-III****PSYCHOLOGY OF NORMAL ADAPTATION****Total Marks- 80**

- [1] **Normality:** Concept of Normality; Medical, Statistical, Utopian, Subjective, Social, Ideal and process perspectives: How one adapts normally-Cultural differences in normal adaption features of normal adaptation; Normal adjustment changes with age.
- [2] **Stress and Adaptation to Stress :** Nature of Stress: Type of Stress: Sources of Stress: Effects of stress on psychological functioning: Effects of stress on physical health: Responding to stress: Measurement or Stress: Theories of Stress, emotion: Types of adaptive responses Self-protective, Direct Control, Direct, Action responses to Stress; Factors moderating the impact of stress; Examples of overload (stressful) condition; features of overload condition; helping other and ourselves in this state; practical approaches to overcomes stress.
Frustrations and Conflicts.
- [3] **Personality trait Disturbances.**
- [4] **Psychopathology of Personality and Behavioral Disorders-** Specific Personality Disorders, Habit and Impulse Disorders, Mental and Behavioral Disorders Due to Psycho active Substance used. Sexual Dysfunctions and Disorders. Alcoholism. Psychopathic Personality.
- [5] **Psychopathology of childhood and Adolescence Disorder-Psychopathology of emotional, Behavioral and Development Disorder, Disorder of childhood and Adolescence, Professional Criminals, Crime and Criminals, Juvenile Delinquencies Mental Retardation**
- [6] **Old age disorders**

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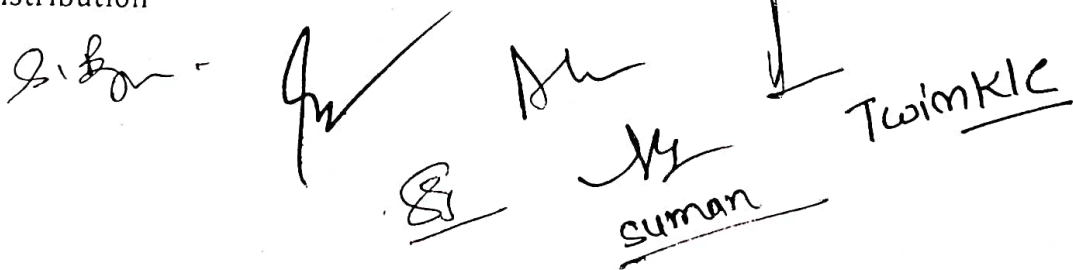
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SEMESTAR-I
PAPER-IV
RESEARCH METHODS & SCIENTIFIC WRITING

Total Marks- 80

1. Science, Scientific methods, scientific approach.
2. Role of statistics and research in home science discipline.
Objectives of research: Explanation, control and predication.
3. Types of Research- Historical, Survey, Experimental, Case-Study, Social Research, Participative Research.
4. Definition and Identification of Research Problems
 - Selection of Research Problem
 - Justification
 - Theory Hypothesis, Basic Assumptions, Limitations and Delimitations of the problem.
5. Types of Variables.
6. Theory of Probability
 - Population and Sample
 - Probability Sampling: Systematic, Random Sampling Two Stage and multi stage sampling, cluster sampling.
 - Non-Probability Sampling : Purposive, quota and volunteer sampling/snow ball sampling.
7. Basic Principles of Research Design-
 - Purpose of research design : Fundamental, applied and action exploratory and descriptive, survey and case study, ex-post facto.
8. Conceptual understanding of statistical measures-Classification and tabulation of data Measurement of Central tendency, Measures of Variance.
9. Frequency Distribution-Histogram, Frequency Polygons Oliver.
10. Binominal Distribution


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SEMESTAR-I

PRACTICAL - I

EARLY CHILDHOOD CARE & EDUCATION & CREATIVITY

Total Marks- 100

1. Visits to various centers, which cater to the preschool stage e.g.: Day care Centre, Balwadi, Anganwadi, Mobile Crèches etc.
2. Preparing a resources unit file on the basis of the play way method/approach.
3. Preparing teaching material kit and Presentation in mock set up :-
 - Story and their techniques, story book
 - 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 centers.
6. Use of brainstorming techniques for problem solving
7. Use of Palme's 5 stage method of creative problem solving.
8. In 6-10 seasons, develop a plot of a story with active participation of children and dramatize it with them as role-players.
9. Use of consensual assessment technique to rate the creative work of children and adults (Stories, poems an artwork.)

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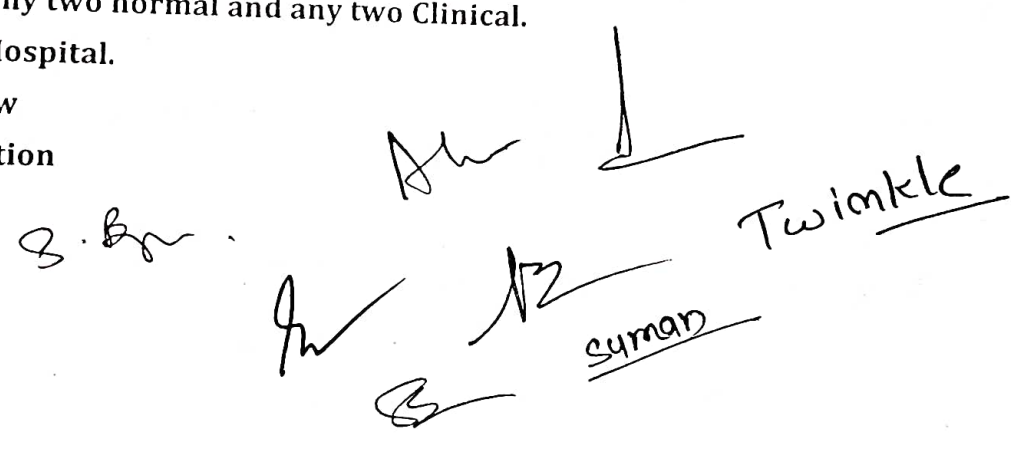
SEMESTAR-I
PRACTICAL - II
NORMAL ADAPTATION & PSYCHO-PATHOLOGY

Total Marks- 100

1] List of Psychological Tests [Any Ten]

- Group General Intelligence Test- 13-17 years [Dr. S.S. Jalota/Dr.A.C. Joshi]
- Non Verbal Test of General Ability- 8-13 years [Joshi & Tripathi]
- Knox Cube Imitation Test- 4-16 years.
- Rorschach Ink Blot Test
- Thematic Apperception Test [TAT]
- Children Apperception Test [CAT]
- Test of Self [Mukta Rani Rastogi]
- Adjustment Inventory for School Students [Sinha & Sinha]
- Stress Scale
- Depression Scale
- Anxiety Test
- Word Association Test [WAT]
- Sentence Completion Test [SCT]
- Value Test
- Memory Test
- Brain Damage Test
- Differential Aptitude Test

- 2] Case Study- Do any two normal and any two Clinical.
- 3] Visit to mental Hospital.
- 4] Clinical Interview
- 5] Clinical Observation



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M.SC, HUMAN DEVELOPMENT
SEMESTER - II

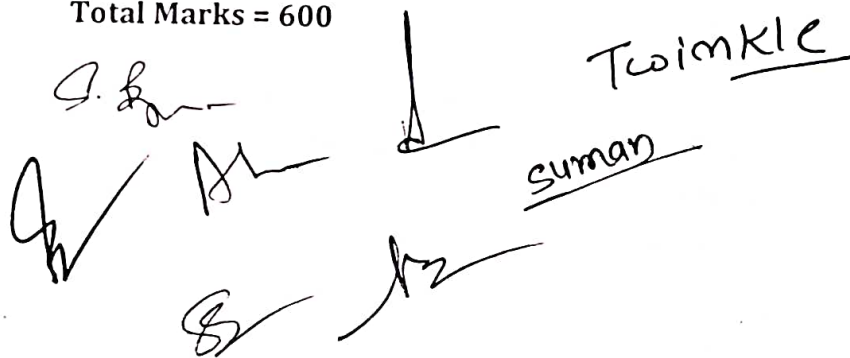
MARKING SCHEME

Sr No	Name of Papers	Theory	Internal Assessment	Seminar	Total
1	Development of creativity	80	10	10	100
2	Methods of Studying Human Development	80	10	10	100
3	Psychopathology	80	10	10	100
4	Statistics and Computer Application	80	10	10	100

Practical

Sr No	Name of Practical	Marks
1	Methods of Studying Human Development	100
2	Statistics and Computer Application	100

Total Marks = 600



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SEMESTAR-II
PAPER - I
DEVELOPMENT OF CREATIVITY

Total Marks- 80

1] Historical Trends (Overview)

- Contributions of the following thinkers to the development of ECCE (their principals applications and limitations) in the context of ECCE.
- Pestalozzi Rouseou Froebel, Maria Montessori, Johnn Dewey Commenius. Plato Hebert Spancer, Tarabai Midak, M.K.Gandhi, Rabindranath Tagore, Vivekanand.

2] ECCE in India

- Pre Independence period, Post Independence- Kothari Communication, Contribution of the five-year plants to ECCE- Yashpal Committee.

3] Contribution of the following Agencies/Programmes to ECCE India ICCW, IAPE, NCERT, ICDS, UNICEF, NCTE, Mobile Creche etc.

4] Creativity-

- Definition and Concept
- Types and degree of creativity (everyday creativity and eminent creativity)
- Domains, insight and problem solving as related to creativity.
- Relevance and scope of the study of creativity
- The role of the individual - cognition, abilities, interests, motivation, intelligence, knowledge, skills, beliefs, values and cognitive styles.
- Relationship between creativity and intelligence
- Influence of child-rearing practices, family and culture
- Enhancing creativity- brainstorming, problem solving, creative dramatics & visualization.
- Measurement-
- Psychometric and alternate methods of assessing creativity.

References

1. Vernon, P.E. (ed.) (1982) creativity : Selected readings. Middlesez U.K. Penguin.
2. Petty, G.. (1998). How to be better at creativity. London : Kagan Page (The industrial Society)
3. Passi, B.K. (1979). Passi Test of Creativity. Agra : London : Kagan Page (the industeial Society).
4. Dagar. B.S. (1989). Cultural Education and Creativity. New Delhi : Uppal Publication House.
5. Khandwall P.N. (1988) Forth eye : Excellence through crativity. Allaabaad : A.H. Wheeler.
6. Chaddha. N.K. (1964). Perspectives in Creativity. New Delhi : Ess Ess Publication.

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SEMESTAR-II

PAPER - II

METHODS OF STUDING HUMAN DEVELOPMENT

Total Marks- 80

Contents-

1] Early Adulthood (20-40 Years)-

- Physical Continuity and Changes, Adult Intelligence, Personality Development.
- Life Cycle Approach, Sexuality, Marriage, Marital Adjustment, Parenthood.
- Friendship.
- Parenting Adult Offspring's and their Marriage
- Work and Career Development - Gender Differences.
- Intergeneration Relationship-maintaining Family Relationship
- Adjustment to Single-hood.

2] Late adulthood (40-60 Years)

- Physical and Mental Changes
- Social Relationships.
- Grand Parenthood- intergenerational relations.
- Occupational Continuity and change- effect on identify.
- Retirement from formal work.
- Health and disease, Menopause and changes.

3] Old age (60+ years)

- Physical aspects of aging.
- Change in cognitive abilities and creativity.
- Psychosocial development.
- Changes in family life cycle. Health and disease.
- Death, dying and bereavement.

1. Observation method

Theoretical Perspectives use of checklists, establishing reliability in observation, mantaning an observation record, report writing and evaluation.

2. Interview method

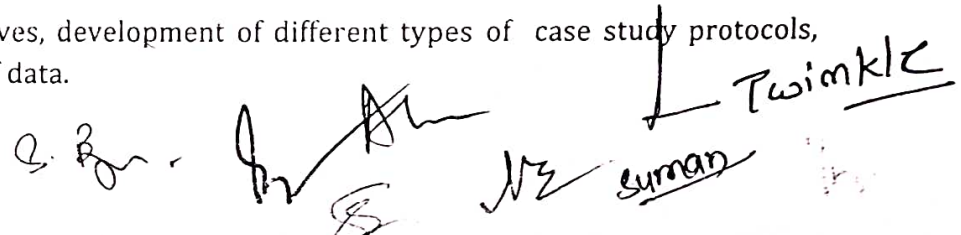
Theoretical Perspectives, development of different types of interview protocols, analysis and coding of interview data.

3. Questionnaire method

Theoretical Perspectives, development of different types of questionnaire protocols, analysis and coding of questionnaire data.

4. Case study method

Theoretical Perspectives, development of different types of case study protocols, analysis and coding of data.



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REFERENCES-

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2. Schiamberg, L.B. & Smith, K.U. (1982.) Human Development. New York : Macmillan.
3. Santrock. J.W. (1997). Life span development. Brown and Benchmark.
4. Lefrancois, G.R.(1996) The lif Span. New York; Wadsworth Publishing.
5. Deats, S.M. & Lenker, I.t. (Eds.)(1999). Aging and identity. London : Prager.




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SEMESTAR-II**PAPER - III****Psyco-pathology****Total Marks- 80****Contents-**

- 1] Abnormality -Meaning, Etiology, Symptomatology Classification.
- 2] Personality Traits - Disturbances,
- 3] Motivation
- 4] Personality and Adjustment.
- 5] Neurosis- nature, Classification, Types
 - Anxiety Neurosis.
 - Phobic Reactions.
 - Obsessive, Compulsive, reactions, Conversion reactions.
 - Hysteria- disassociated and conversion
 - Neurotic Depressive Reactions.
 - Neurasthenia & other Neurotic Reactions.
- 6] Psychosis - Nature, Symptoms and Causes.
 - Schizophrenia,
 - Psychotic Affective Reactions
 - Paranoia.
 - Involuuonal Melancholia.
 - Primary Organic Psychosis.
 - Epilepsy.
- 7] Psychometric Disorder.
- 8] Suicide.
- 9] Clinical Intervention- Psythotherapy.

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SEMESTAR-II

PAPER - IV

STATISTICS & COMPUTER APPLICATIONS

Total Marks- 80

1. Normal Distribution use of normal Probability tables.
2. Parametric and non-parametric Tests.
3. Testing of hypothesis 1] Type 2] Errors and 3] Levels if significance
 1. Chi-square test. Goodness of fit Independence of attributers 2X and rxc contingency.
 2. Application of student test for small samples Difference in proportion for mean difference in means.
 3. Correlations coefficient of correlation, rank correlation.
 4. Regression and prediction.
 5. Analysis of variance - one way any two way classification.
6. Experimental Designs
 - Completely Fundamental Design.
 - Randomized block design
 - Latin square design
 - Trend Analysis
7. Quantative Research methods
 - Theory and Design in quantative research
 - Defination and type of quantative research
 - Methods and techniquies of data collections
 - [1] Informal Group discussion
 - [2] Interview : Key information, in depth interviews
 - [3] Observations
 - [4] Social Mapping
 - [5] Participatory rapid assessment
 - [6] Participatory Learning assessment
8. Data gathering Instuments - Observation, Questionnire, interview,Scaling methods case study, home visits. reliability and validity of measuring instuments.
9. Scales of measurment and tje appropriate statistical techniques.
10. Critical analysis of research.
11. Writing a research proposal.
12. Analysis of data and research reports.
14. 1] Scientific writing as a means of communication
 - Different forms of scientific writing.
 - Articles in journals research notes and reports Review articles Monographs,

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- Dissertations Bibliographies, book chapters and articles

2] How to formulate outlines

- The reasons for preparing outlines.

- As a guide for plan of writing

- As skeleton for the manuscript

- Kinds of Outlines-

- Topic Outlines

- Conceptual Outlines

- Sentences Outlines

Combination of topic and sentence outlines

3] Drafting Title, Sub Title, Tables, illustrations

- Tables as systematic means of presenting data in rows and columns and lucid way of indicating relationships.

- Formatting tables : Title, Body stab column head, spannerhea box head.

- Appendices : use and guidelines

4] The writing process - Getting started

Use outline as a starting device.

References

1. Bandarkar, P.L. and Wilkinson T.S. (2000 : Methodology and Techniques of social, Research, Himalaya Publishing House, Mumbai.
2. Batnagar G.L. (1990) Research Methods and measurments behaviour and Social Agri Cole Publication Acadmey, New Delhi.
3. Dooley, D. (1995): Strategies for interpreting Qualitative data; sage Publication, California.
4. Gay, L.R. (1981, 2nd Ed.) : Educational Research, Charles, E.merill, Columbus ohio.
5. Long, J.S. (Ed.) (1989) : Comman Proper Solution Avoiding Errors in Quantitative Research , , Beverly Hills SAGE Publications, California.
6. Mukharjee, R. (1989) : The Quality of life : Valuation in Social Research SAGE Publications, New Delhi.
- Stranss, A. and Corbin, J. (1990) : Basis of Quantatitative Re search : Grounded Theory Procedures and Techniques, Sage Publication California.
7. Garrett, Henery E (1971). Statistics in Psychology and Education.
8. Edwards. Experimental Design as Psychological Research.
9. Kerlinger : Foundation of Education Research.
10. SPSS/PC for the IBM PC/XT, SPSS Inc.

Several handwritten signatures and initials are present at the bottom of the page. From left to right, there is a signature that appears to be 'SAP', a large 'L' with a horizontal line, a signature that looks like 'M', a signature that looks like 'S', and a signature that says 'Tawmkle' with a checkmark above it. Below 'Tawmkle' is another signature that says 'Gurman'.

SEMESTAR-II
PRACTICAL - I
METHODS OF STUDYING HUMAN DEVELOPMENT

Total Marks- 100

1. Some psychometric methods (Any ten of the following)

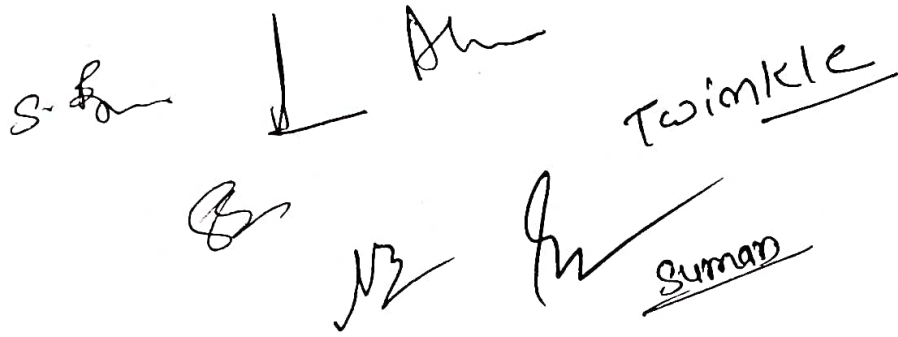
- Scales for infant assessment,
- The Wechsler battery of tests, Bhatia Battery
- Children's Apperception Test,
- Draw a man Test,
- TEST OF CREATIVITY
- Raven's Progressive Materials,
- Self-Esteem Inventory,
- Sex-Role Inventory.

2. Recall of completed and incomplete task effect of reward and punishment Interest test personality test short test short term memory

3. Serial position Effect Problem solving

4. Level of Aspiration

5. -+Concept Formation



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SEMESTAR II
PRACTICAL - II
STATISTICS & COMPUTER APPLICATION

Total Marks- 100

1. Introduction of Computer-Hardware & Software, opening & Formatting Documents.
2. Running Multiple Promgramms Accessories, C.D. Writing , Paints & Brush, Scanning , Zipping of File, Creating Short-Cut.
3. M.S Word-Typing, Fonts-Types and Size, Auto Text, Auto Correct, Word Art and Table Creation and operation.
4. M.S Excel-Data Finding and Statistical Calculation- S.D Mean, Median, Mode, Average, Sum. ANova, "t" Value, Correlation.
5. Graphical Presentation of Data-Custom, Plain Type.
6. M.S Power Point-Making of Sildes, Show with Different Slide Lay Out, Color Scheme, Mode of Presentation.
7. Inter Net-Hard ware Required Soft Ware Required, Different Search Engines.
8. Searching of Documents and Pictures and References, Researching, Saving of PDF File, Conversion of PDF into HTML File.

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MSc HUMAN DEVELOPMENT

III SEMESTER

MARKING SCHEME

Sr No	Name of Papers	Theory	Internal Assessment	Seminar	Total
1	Communication Technologies	80	10	10	100
2	History & Theories of Human Development	80	10	10	100
3	Study of Family in society, Culture & Psychology	80	10	10	100
4	Persons & Children with Disabilities and Illnesses		10	10	100

Practical

Sr No	Name of Practical	Marks
1	Parenting in Early Childhood	100
2	Programmes of Guidance & Counselling for children & Families	100

Total Marks = 600

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M.Sc. Human Development Semester-III
PAPER-I
COMMUNICATION TECHNOLOGIES

Total Marks-80

1. Concept of communication. Scope of communication, communication process, approaches to communication. Factors that help of hinder communication.
2. Different media, their characteristics and use.
3. Use of wide projector, slider/filmstrip projector computers.
4. Introduction to new communication technologies.
 - Satellite distribution and broadcast networking.
 - Developing close circuit television package on (cc TV) topics.
 - Incorporating the use of video films in presentation i.e. the selected clipping.Slides: Making use of slides with audio commentaries of presentation. Preparation of Slides, Types of Slides.
 - Development and use of Transparencies. Types of Transparencies
 - Computer Graphic designing. & Power Point
 - Digital method of Communication.
5. Preparation of Graphics for research reports/seminars/ other presentations.
6. Presentations - Using power points.

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SEMESTER-III

HISTORY AND THEORIES OF HUMAN DEVELOPMENT

PAPER-II

Total Marks-80

1. Ethological theory of Darwin

2. Freud's psychoanalytic theory -

Freudians theory, neo- Freudians, Cross- Cultural relevance current status.

Jung's theory, Adlor's , Karan Horhey, Erick Fromm, Harry Stock Sullivan.

3. Learning theories

Thorndike, Pavlov, Watson, Skinner, Tolman, Cross- culture relevance and current status of learning theory.

4. Cognitive developmental theory

Piagets theory, George Kelley, Cross- cultural relevance and current status.

5. Social learning and cognition theories.

Sears theory, Banduras theory, Cross-cultural relevance and current status.

6. Theories of the self

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7. Gastalt theory


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SEMESTER-III

STUDY OF FAMILY IN SOCIETY, CULTURE AND PSYCHOLOGY

Total Marks-80

1. 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.
2. Socio-cultural studies of family patterns in India.
 - Family structure: Traditional extended/Joint families.
 - Alternate families- single parent, childless, female headed.
 - Cause and effect of different family structures on changing roles of family.
3. Approaches and theories in Family Studies.
 - Family life-cycle approach.
4. Family and societal exchanges/ influences.
 - Work and family.
 - Education and family.
 - Health and family.
 - Religion and family.
 - Ecology and family.
 - Government and family.
5. Contemporary Issues and concerns-
 - Family violence, battered women, child maltreatment, sexual abuse.
 - Dowry and family violence.
 - Child rearing and socialization.
 - Gender roles.
 - Family Disorganization - Symptoms and cause of family disorganization and its effect on the child. Family & social welfare-
 - (a) Family welfare programme.
 - (b) Population problem & family planning programme.
6. Understanding Culture and Development -
7. Methodological Issues and Theoretical Consents in Study of culture and psychology
 - Cultural Approach.

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**SEMESTER-III
PAPER-IV**

PERSONS AND CHILDREN WITH DISABILITIES AND ILLNESSES

Total Marks-80

1. Defining and understanding disability.
2. Different types of impairments, their causes and classification. Effects on individuals-Psychological and behavioral characteristics, educational considerations for impaired.
 - Physical- Neurological Impairments, Musculo-skeletal conditions, Congenital Malformations.
 - Intellectual- Mental Retardation..
 - Emotional-
 - Sensory-Visual and Hearing Impairment.
 - Illnesses such as Juvenile Diabetes, Asthma
3. The role of context in the meaning of morality and disability, attitudes of people.
4. The philosophy of inclusion.
5. Techniques of identification and assessment.
6. Physical and social barriers in the development of persons and children with disabilities, modification of physical and socials environment, enabling participation of persons with disabilities as a contributing member of society.
7. Use of assistive devices.
8. Care of the child in the family-role of parents, siblings and other members.
9. The rights versus needs of persons with disabilities.
10. Examples of programs and policies for persons with disabilities.

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SEMESTER-III

Practical-I

PARENTING IN EARLY CHILDHOOD

Total Marks-100

- => Conducting home visits and interviewing / talking to parents.
- => Arranging work shops for parents.
- => Organizing parent education programs based on parent's needs.
- => Conducting parent-teacher meeting.
- => Reports and resource files to be maintained by student.
- => Five family visits.
- => Writing articles for news papers.
- => Prepare different audio-visuals aids.

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SEMESTER-III

PRACTICAL-II

PROGRAMMS OF GUIDENCE & COUNSELLING FOR CHILDREN & FAMILIES
Total Marks-100

- 1] Review and critic of portrayal of persons with disabilities in the media.
- 2] Tools and approaches to assessments.
- 3] Case study of two persons with disabilities. A child and an adult.
- 4] Case study of an organization with particular reference to its physical and social environment.
- 5] Planning and working with children and parents.
- 6] Interactions with practicing counseling and therapists through visits to schools, clinics and woman center and hospitals etc.
- 7] Learn about the counseling process-role-play, mock sessions etc.

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MSc -HUMAN DEVELOPMENT

VI SEMESTER

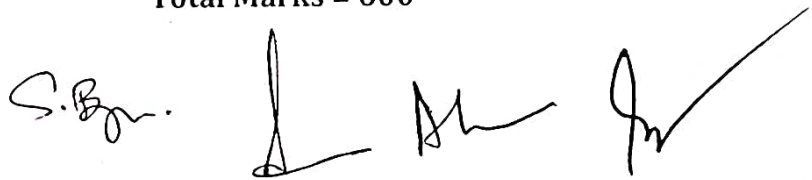
MARKING SCHEME


Sr No	Name of Papers	Theory	Internal Assessment	Seminar	Total
1	Management of Programmes for Children & Families- Maternal & Child Nutrition	80	10	10	100
2	Current Trends and Issues in Human Development	80	10	10	100
3	Mental Health in Development Perspectives	80	10	10	100
4	Principles in Guidance & Counselling	80	10	10	100

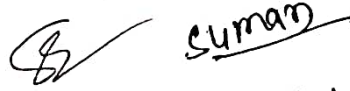
Practical

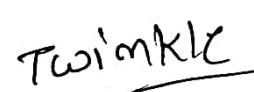
Sr No	Name of Practical	Marks
1	Care of Elderly	100
2	Dissertation	100

Total Marks = 600









MSc - HUMAN DEVELOPMENT

SEMESTER-IV

PAPER-I

**MANAGEMENT OF PROGRAMMES FOR CHILDREN AND FAMILIES,
MATERNAL AND CHILD NUTRITION**

Total Marks-80

1. Management

- Meaning and concept of Management
- Nature , scope of Management .
- Importance of management.
- Management skills.
- Review of success & failure of different Programmes.
- Elements or functions of management. Main functions. planning, organization, motivation, Control, Subsidiary function.

2. Programmes for children

- Identification of Specific Programmes for Children & family-DWRCA, ICDS. Major nutritional programs- Food supplementation programs, Nutrient deficiency control program an nutritional educational programs .
- Major Health programs,
- Programs for poverty alleviation
- Types of programmes & their management.
- Programs for poverty alleviation.

3. Maternal & Child Nutrition

- Feeding. Weaning, supplementary, food. diet for pre-school children. Pregnancy and lactation. Assessment of nutritional status., purpose , methods of assessment of nutritional status, Advantages & Limitations.

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PAPER - II
CURRENT TRENDS AND ISSUES IN
HUMAN DEVELOPMENT

PART -1

Total Marks-80

- 1] Motivational theory by Murray & Maslow.
- 2] Personality theory by - All port and Murphy.
- 3] Field theory by Kurt Lewin.
- 4] Erikson's theory.
- 5] Roser's Theory.
- 6] Kohlberg's theory- Moral Development
- 7] R B Cattell-Factors analytic theory of personality.

PART-II

- 8] Current Trends and Issues related to Process of Development-
 - => Psycho-motor Development
 - => Perceptual Development
 - => Cognitive Development
 - => Social- emotional Development
 - => Language Development
 - => Moral Development
- 9] Trends and Issus related to Early Child Care and Education.-
 - => Demographic Status. Attention in early pre school / and Primary Years, Gender Equity and Quality.
 - => Issues and Concern related to Quality in Early Childhood and Primary Curriculum.
 - => Issues and Concern related to Training of ECCE.-Personal and Accreditation Processes
- 10] Trends and Issues related to Life Span Development-
 - => Infancy.
 - => Early childhood
 - => Young adulthood
 - => Adulthood
 - => Old age

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11] Trends and issues related to family studies.

Note:

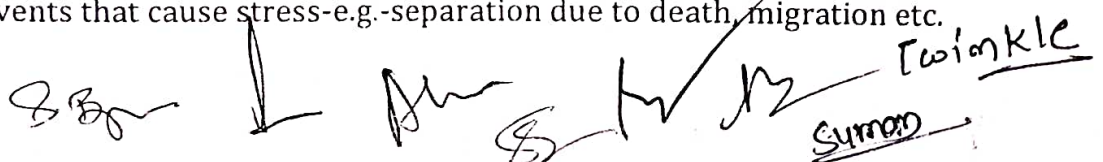
The course would be based on current readings. Understanding of researches and policies and conducted. Through presentations on various assigned topics by students.

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SEMESTER-III
PAPER-III
MENTAL HEALTH IN DEVELOPMENT PROSPECTIVES

Total Marks-80

- 1] Mental Health-
 - I] Definition, concepts and importance of Holistic Health, well being and Happiness.
 - II] National Mental Health Policy of India. (1982)
 - III] Community Mental Health: Needs and Programms.
- 2] Infancy-
 - I] Implication of Attachment & bonding for mental health : Deprivation Syndrome.
 - II] Malnutrition and its Effect on growth and Behavior.
 - III] Intervention with families and professionals from allied fields.
- 3] Early childhood Years-
 - I] Mental Health needs-safety, security, relationships, autonomy and self concept, nutrition and health.
 - II] Behaviour difficulties, manifested at this stage e.g.-feeding problem, aggression Withdrawal problems related to early schooling and formal living.
 - III] Intervention works with children, families, teachers and other significant adults.
- 4] Middle Childhood-
 - I] Mental Health Needs-Recognition, Appreciation, Friendship and Industry.
 - II] School Related Problems-Discipline, Truancy, Fears, Phobia, Learning Difficulties and Disabilities.
 - III] Mal-adjustment at home and School.
 - IV] Providing Guidance to children, Parents, Teachers, Peers and School Administrations.
- 5] Adolescence-
 - I] Mental Health Needs, Sense of Identity, Autonomy, Individualism/Feminism.
 - II] Problem related to Physical Ares; Problems relate to sexuality.
 - III] Authority-Adolescence Conflicts. (e.g.-Parents, Grand Parents, School Authorities)
 - IV] Guidance & Counselling of Adolescents, Parents and other significant adults.
 - V] School Personnel.
- 6] School Mental Health Programs-
 - I] Need for Mental Health Programmes for identification and intervention.
 - II] Importance of Sensitizing and involving administrators and teachers in mental health aspects of the children.
- 7] Adulthood-
 - I] Mental Health Problems in Community.
 - II] Life events that cause stress-e.g.-separation due to death, migration etc.



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III] Substances abuse and addiction.

IV] Management of stress-Counselling, training in relaxation, Yoga, Meditation.

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SEMESTER-III

PAPER-IV PRINCIPLES OF GUIDANCE & COUNSELLING

Total Marks-80

- * Meaning and definition of Guidance.
- * Need for Guidance.
- * Principles of Guidance.
- * Types of Guidance.
- * Educational and vocational Guidance-meaning, aims, purpose, need of vocational and educational guidance.
- * How to impart vocational and educational guidance.
- * Personal guidance-Area of personal guidance, nature of personal guidance at different levels,-preprimary, elementary, Junior high school, High School, Collage and university level.
- * Group guidance-meaning, need, importance, aims and purpose of group guidance.
- * Problems of guidance at the primary, secondary and college level.
- * Counseling-meaning and definition of counseling.
- * Types of counseling.
- * Approaches to counselling,-person centered, Directive and behavioral, eclectic, Psycho-analytic, Existential, Cognitive.
- * Processes of counseling-First contact, Assessment, Intervention, Closure and Follow-up.
- * Counselling Interview.
- * Qualities and skills of a counseller.

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SEMESTER-IV

PRACTICAL-I

CARE OF THE ELDERLY

Total Marks-100

- * Visit and Report of Old Age center/homes.
- * Organize Recreational Activities in Homes for the aged.
- * Prepare Case Studies on any two inmates.
- * Arranging special service/counseling activities for the aged with the help of resource persons, if necessary e.g.- Yoga, Lectures, etc.
- * Term papers, presentations, Debate on issues and perspectives related to different aspects of the senior citizen's life.
- * Plan programs for mental health in crisis situations- {Preventive and intervention}

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