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# Human Development

## SEMESTER - I

Paper / Course - I

### History And Theories of Human Development

Code: 44101

Credits: 3(0)

Periods/Week: 7

Marks: ~~42~~ 40

#### 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 of theory.

#### Unit - I

##### Contents

1. Early Theories  
- Preformationism, Locke, Rousseau.
2. Ethological Theories  
- Darwin, Lorenz, Tinbergen and Bowlby; cross-cultural relevance, current status.

#### Unit - II

3. Freud's Psychoanalytic Theory  
- Freudian theory, neo-Freudians, cross-cultural relevance, current status.
4. Learning Theory  
- Pavlov, Watson, Skinner. Cross-cultural relevance and current status of learning theory.

#### Unit - III

5. Cognitive Developmental Theory  
- Piaget's theory, cross-cultural relevance and current status.  
- Vygotsky's theory, cross-cultural relevance and current status.

#### Unit - IV

6. Social learning and social cognition theories.  
- Bandura's theory, cross-cultural relevance and current status.
7. Theories of the Self.  
- Mead, Erikson, Maslow, Briggs- Type indication, Zohar, Kakar, Hermans, Eastern Psychology.

#### Unit - V

8. Conclusion  
- Humanistic psychology and developmental theory.

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# Human Development

## SEMESTER - I

Paper / Course - II A & B

### II A - Methods of Studying Human Development

Code: 44102

Credits: 11P2

Periods/Week: 5 - II A & II B Marks: ~~40~~ 40

#### Objectives

- To Study different methods and techniques of understanding Human Development
- To apply the various methods studied in a practical context

#### Unit - I

##### Contents

- 1. Understanding the self**
  - Administration, scoring and evaluation of any test about the self e.g. Myers Briggs type indicator, the subjective well being inventory (WHO)
- 2. Observation Method**
  - Theoretical perspectives, use of checklists establishing reliability in observations, manual recording observation record, report writing and evaluation.
- 3. Interview Method**
  - Theoretical perspectives, development of different types of interview protocols, analysis and coding of interview data.
- 4. Questionnaire Method**
  - Theoretical perspectives, development of different types of questionnaire protocols, analysis and coding of questionnaire data.

#### Unit - II

- 1. Some Psychometric Method**
  - scales for infant assessment
  - The 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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# Human Development SEMESTER - I

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

Code: 4103

Credits: 3.00

Periods/Week: 5 (II A & II B) Marks: ~~40~~ 40

### Objectives

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

### Unit - III

#### Contents

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
  - 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.

#### Family and Societal Exchange / Influences.

- Work and family
- Education and family.
- Health and family
- Religion and family
- Ecology and family
- Government and family

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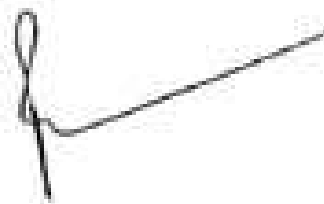
### Unit - V

#### 3. 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.

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Paper / Course - II A & B  
II A - Methods of Studying Human Development

Max. Marks - 50

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

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**Human Development**  
**SEMESTER - I**  
**Paper / Course - III**  
**III - Early Childhood Care And Education**

Credits: 11P2      Periods/Week: 5      Marks: ~~42~~ **40**

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

**Unit - I**

**Principles of Early Childhood Care and Education**

- Importance, need and scope of ECCE
- Objectives of ECCE
- Types of preschool programmes: Play centres, day care, Montessori, Kindergarten, etc.
- Concepts of non-formal, formal and play way methods.

**Unit - II**

**Historical Trends (overview)**

- Contributions of early thinkers and thinkers to the development of ECCE (their principles and contributions) in the context of ECCE.
- Key figures: Rousseau, etc. Froebel, Maria Montessori, John Dewey, M.K. Gandhi, etc.

**Unit - III**

**Contribution of the following agencies / programmes to ECCE in India.**

- W. T. V. P., N. C. E. R. I., ICDS, UNICEF, NCTE, Mobile Creche etc

**Organization of Pre-School centres.**

- Structural organization and administration of early childhood centres
- Personnel set up and functions of personnel working at different levels
- Furniture and equipment: Location and site, arrangement of rooms, different types and uses, play material, storage facilities, selection of different types of outdoor and indoor equipment, maintenance and display of equipment and material
- Staff/Personnel services and conditions of work and responsibilities essential qualities of a care giver: teacher, other personnel

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### UNIT - IV

#### 5. Record and Report -

Teacher's aim and purpose need, general characteristics e.g. anecdotal, cumulative, sample records etc.

#### 6. Programmer planning

Activities: Setting goals and objectives of plans-long term, short term, weekly and daily, to be systematic and schedules.

### UNIT - V

#### 2. Activities for L.C.U.

Language Arts: Goals of language, types of listening and activities to promote listening (songs, rhymes, songs, object talk, picture talk, free conversation, banks, games, riddles, picture stories. Criteria and selection of activities, teacher's role)

Visual Arts: Activities (Creative activities of Expression): Types of activities (Clay, paper collage, paper work and best out of waste, Role of teacher in planning the activity, importance of drawing, appreciation of art and craft activities.

Music: Goals of activities of music education, establishing goals, setting the stage, objectives, three aspects of music, Making listening and singing.

Mathematics: Goals of mathematical learning, developmental concepts at different levels, process of teaching mathematics first hand experience, interaction with others, using real life reflection. Mathematical concepts like: Classification, conservation, seriation, comparison, counting, fraction, one to one correspondence, addition and subtraction.

Science: Thinking: Observing, inferring, classifying, communicating (b) Concepts: Cause and effect, classification, grouping, labelling. Role of Science, developing scientific methodology - hypothesis, objectivity. Observation. Role of teacher in some important science experiences.

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

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Paper Course - III  
III - Early Childhood Care And Education.

Practical

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1. Visit various centers, which cater to the preschool stages. 2. Develop Core, Habit and Attitude Module, textbooks.

3. Preparing a resource material file on the basis of play way method approach.

4. Preparing teaching material kit and presentation in mock setup.

- Story and their techniques
- Types of puppets and modules
- Art and craft portfolio
- Song booklet and low cost musical instruments
- Reading - games and material
- Picture talk and picture talk related material

5. Preparing a questionnaire activities for children with special ability.

6. Planning and executing activities and O.C. centres.

7. Role play of home visits and conducting theme visit to a family known through practical teaching.

8. Demonstration of preparing a project on the state level, including planning programme, execution and reporting the programme.

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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 - I  
 Paper / Course - IV  
 IV- Research Methods and Statistics

M.M. 40

Objective:

- To understand the significance of statistics and research methodology in Home Science research.
- To understand 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 measurement and testing.

Unit - I

- Research: meaning, objectives and significance of research
- Science, scientific methods, scientific approach.
- Role of statistics and research in Home Science discipline.
- Types of Research: Historical, descriptive, experimental, case study, social research, observation.

Unit - II

- Definition and Identification of a Research problem.
- Selection, justification & limitation of research problem.
- Hypothesis - meaning nature, characteristics, types & functions of hypothesis.
- Variables : meaning, nature, type & selection of variables.

Unit - III

Sampling methods:

- Meaning of Population and sample.
- Probability & Semi probability sampling: simple random, systematic, random sampling, two stages and multi stage sampling, cluster sampling.
- Non - Probability sampling: Purposive quota and volunteer sampling.
- Merits & Demerits of sampling.

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Unit - IV

Research Design -

Meaning, features concept & purpose of research design.

Qualitative Research Method

Definition theory, design, types, reliability & validity of :-

- (i) Case study
- (ii) Interview
- (iii) Observation

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Unit - V

Quantitative research Method

Definition, theory, design, types, reliability & validity of

- (i) Socio metric scale
- (ii) Questionnaire
- (iii) Schedule

Writing a research report.

References :

1. Bhandekar, P.I. and Wilkinson T.S. (2000) : Methodology and Techniques of social Research, Himalaya Publishing House, Mumbai.
2. Bhatnagar, C.I. (1990) : Research Methods and Measurements in Behavioural and social Sciences, Agri. Cole Publishing Academy, New Delhi

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# Human Development

## SEMESTER - II

### Paper - I

#### Advanced Study in Human Development

Credits : T3P0

Periods/Week : 3

Marks : ~~30~~ ~~35~~ 40 + 10  
**40**

- 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.

#### Unit - I

##### Principles and Concept of Development

- Principles of growth and development.
- Developmental tasks.
- Basic concepts of development - maturation and learning, sensitive 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, object 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.

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Unit - IV

Middle Childhood (7-11 years)

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

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.

Course - V

Advanced Study in Human Development FC:\WINDOWS\shinhem.scro

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.
7. Clarke-Stewart, A. & Friedman, S. (1987). Child Development : Infancy through adolescence. New York : John Wiley.
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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# Human Development

SEMESTER - II

Paper / Course - IIA & IIB Paper - II

IIA - Infant Development And Stimulation

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Code: 44113

Credits: T2P1

Periods/Week: 4

Marks: II-A & II-B: 40  
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### 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.

### Unit - I ✓

#### Contents

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

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# Human Development SEMESTER - II

Paper / Course - IIB

II-B - Parenting in Early Childhood.

Code - 44100

Credits : T2P1

Periods/Week : 4

Marks : 40  
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### 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.

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### Unit - III

### Contents

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

- 2 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

- 3 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 the family needs during this stage.
  - Meeting the children's needs.

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Unit-V

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### 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)

M. 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.

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# Human Development

## SEMESTER - II

### Paper - III

#### Adolescence And Youth

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Credits: J2P1

Periods/Week: 3

Marks: ~~50~~ ~~43~~ ~~40/10~~  
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Objectives:

- 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.

#### Unit - I

Contents:

##### The adolescent stage -

- Its link with middle 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

##### 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 at adolescence and youth.
- The Information - Processing view.
- Reasoning, thinking critically, reflective judgement, moral reasoning and judgement.

#### Unit - III

##### Identity formation

- Different perspectives: construct of self and 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.

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### 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.

#### 10 Delinquency and disturbance -

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

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Course - III  
Adolescence And Youth

M. Marks : 25

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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 on inter group relationship.

To use advanced technology for the purpose of oral presentation.

Identify formation study through test method - personal interview participant observation

Preparation of any two A. V. aids for sex education.

Case study of any one abnormality or behaviour disorder.

Resource file on "Adolescent".

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Course - VII  
Adolescence And Youth

References :-

1. Berk, 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 (2006). Adolescent Girl's Scheme - An evaluation. New Delhi : NIPCCD
6. Shanna, N. (1996). Identity of the adolescent girl, New Delhi : Discovery Publishing House
7. Saraswati, T.S & Datta, R. (1988). Invisible boundaries : Grooming for adult roles. New Delhi : Northern Book Centre.
8. Sharma, N. (1999). Understanding adolescence. New Delhi : National Book Trust

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# Human Development

## SEMESTER - II

### Course - IV

## Statistics & Computer Applications

Code: 4010\*

Credits: 12(1)

Periods/Week: 3

Marks: ~~30~~ ~~30~~ ~~40~~ ~~40~~

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Objective

- To understand the role of statistics and computer applications in research.
- To apply statistical techniques to research data for analysing and interpreting data meaning fully.

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

Contents

#### Unit - I

- Classification and tabulation of data.
- Graphic presentation, Frequency distribution, histogram, frequency polygons, Ogive.
- Average of position in individual discrete and continuous series.

#### Unit - II

- Normal distribution - Characteristics, deviation from norms.
- Measures of variability - range quartile deviation, Mean Deviation, Standard Deviation or  $\sigma$

#### Unit - III

- Testing of hypothesis. Type I and Type II errors.
- Non parametric Methods Chi-square test. Application of student 't' test for small samples. Difference in proportion for means and difference in means Critical ratio.

#### Unit - IV

- Correlation meaning types.
- Coefficient of correlation by Scatter diagram, rank correlation, product moment method
- Analysis of variance - nature use & basic Concept one and two-way.

#### Unit - V

- Experimental Designs - Nature, types-Single group-two group-Control & experimental group.
- Randomized block design.
- Latin square design.
- Factorial Design.

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Coefficient of correlation by Scatter diagram, rank correlation, product movement method.

Analysis of variance, - nature, use & basic concept. One and two-way.

Unit - V

Experimental Designs - Nature - types - Single group, Two group, Control & experimental group.

Randomized block design

Randomized block design

Latin square design

Factorial Design

M.Sc.

Semester - II

Course : IV

Statistics And Computer Application

Practical

Marks - 25

1. Tabulation
2. Graphic Presentation, Frequency curve, Histogram, Frequency, Polygons, Ogive
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 analysis.

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Department of Higher Education, Govt. of M.P.  
 Post Graduate Semester wise Syllabus  
 as recommended by Central Board of Studies and approved by the Governor of M.P.  
 उच्च शिक्षा विभाग, म.प्र. शासन  
 महाविद्यालय बसलाई से शिक्षा सेवामें अनुसंधान कार्यक्रम  
 केंद्रीय अध्ययन कक्षाएं द्वारा अनुसंधान तथा म. प्र. में राज्यपाल द्वारा अनुसंधान  
 Session 2010-2011

Class / कक्षा : M.Sc.  
 Semester / सेमेस्टर : III  
 Subject / विषय : Human Development  
 Title of Subject Group : Advanced Study in Human Development-I  
 क्या समूह का शीर्षक  
 Paper No. / प्रश्नपत्र क्रमांक : 1  
 compulsory / अनिवार्य या Optional / वैकल्पिक-अनिवार्य : Compulsory  
 Max Marks अधिकतम अंक : 40  
 40 + 10

Unit-1	Particulars / विवरण
Unit-1	Youth/Young Adulthood <ul style="list-style-type: none"> <li>• Introduction-Biological and developmental perspectives on youth and adulthood</li> <li>• Developmental tasks during adulthood</li> <li>• Marriage and marital adjustment</li> <li>• Erikson's sixth stage of psycho-social development: Intimacy vs isolation</li> </ul>
Unit-2	Middle Age <ul style="list-style-type: none"> <li>• Developmental tasks in middle age</li> <li>• Parenthood as a developmental experience</li> <li>• Relationship with maturing children during middle age</li> </ul>
Unit-3	Health and Changes <ul style="list-style-type: none"> <li>• Menopause and andropause/male climacteric</li> <li>• Physical and psychological changes in women and in men</li> <li>• Behavioural changes</li> </ul>
Unit-4	Women's health problems after menopause <ul style="list-style-type: none"> <li>• Heart disease</li> <li>• Bone loss and osteoporosis</li> <li>• Breast cancer</li> <li>• Hormone replacement therapy</li> </ul>
Unit-5	Stress <ul style="list-style-type: none"> <li>• Types of stressors</li> <li>• Management of stress</li> <li>• Crisis interventions: Mental disorder, Suicide attempts, Disasters and death</li> </ul>

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Suggested Readings :

1. Child Development -6<sup>th</sup> edition Laura E. Berk, Illinois State University
2. Lifespan development third edition Jeffrey S. Turner Donald B. Helms Holt Rinehart Winston
3. Human development 9<sup>th</sup> edition Diane E. Papalia Ruth Duskin Feldman Tara M. Crows Hill Publishing Company Limited New Delhi

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Department of Higher Education, Govt. of M.P.  
 Post Graduate Semester wise Syllabus  
 as recommended by Central Board of Studies and approved by the Governor of M.P.  
 उत्तर प्रदेश शिक्षा विभाग, गठ सं. 100  
 एम्.ए.डी.ए. के लिए पोस्ट ग्रेजुएट अर्धवार्षिक पाठ्यक्रम  
 केंद्रीय अध्ययन समिति द्वारा अनुमोदित तथा ग. प्र. के राज्यपाल द्वारा अनुमोदित  
 Session 2010-2011

Level / स्तर : M.Sc. (H.Sc.)  
 Semester / सेमेस्टर : III  
 Subject / विषय : Human Development  
 Title of Subject Group : Persons with Special Needs-I  
 Paper No. / परीक्षा क्रमांक : II  
 Compulsory / अनिवार्य या Optional / वैकल्पिक अनिवार्य : Compulsory  
 Max. Marks अधिकतम अंक : 40  
 Particulars / विवरण : 40 = 40 + 10

- 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 realise 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 understanding of their rights
  - To apply the understanding gained from the experiences of people with disabilities in planning services for them

Unit-1	(i) Various approaches in defining & understanding disability (ii) Classification of impairment - Physical - Intellectual - Emotional - Sensory causes & effects on Individuals (iii) Attitudes of people towards disability.
Unit-2	orthopedic & Locomotive Impairment (i) Meaning & concept of Orthopedic & Locomotive Impairment (ii) Identification & causes of visual Impairment (iii) Classification of Orthopedic & Locomotive Impairment. (iv) Educational provisions
Unit-3	Visual Impairment (i) Meaning & concept of Visual Impairment. (ii) Identification & causes of orthopedic & Locomotive Impairment. (iii) Classification of Orthopedic & Locomotive Impairment. (iv) Educational provisions
Unit-4	Hearing Impairment (i) Meaning & concept of hearing impairment (ii) Identification & classification of Hearing impairment. (iii) Causes & problems of hearing impairment (iv) Educational provisions

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no.8	Speech Impairment - (i) Meaning & concept of Speech Impairment. (ii) Identification and types of speech disorders. (iii) Causes & problems of speech impairment. (iv) Education provisions.
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**Suggested Readings :**

- Roquer, A. (1994). Disabled, Disablement, Disability, New Delhi - Voluntary Health Association of India.
- Council for advancement of people's action and rural technology (CAPART) (1986) Disability - A strategy to promote the participation of people with disabilities in programmes for rural development, New Delhi: CAPART.
- Kanga, F. (1990). Heaven on wheels, New Delhi - Penguin Books.
- K. Chintamani (1992) Exceptional children their Psychology & Education New Delhi: Sterling Publisher Pvt. Ltd.
- K. Chintamani (1992) Exceptional children their Psychology & Education New Delhi: Sterling Publisher Pvt. Ltd. Narasimhan, M.C. & Mukherjee, A.K. (1986), Disability a continuing challenge, New Delhi: Wiley Eastern Limited.
- Oliver, M. (1996). Understanding Disability, From theory to practice, London: Macmillan Press.
- P. Immanuel, Koening & S. Tesni (Eds.), Listening to sounds and signs - Trends in deaf education and communication (pp - 1-4) Bangalore, India Christoffel & Blindenmission & Books for Change.
- Pandey, R.S., & Advani, L. (1996). Perspectives in disability and rehabilitation New Delhi: Vikas Publishing House Private Limited.

**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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Department of Higher Education, Govt. of M.P.  
 Post Graduate Semester wise Syllabus  
 as recommended by Central Board of Studies and approved by the Governor of M.P.  
 राज्य शिक्षा विभाग, म.प्र. सरकार  
 स्नातकोत्तर semesters के विषये सेमेस्टर अनुसार पाठ्यक्रम  
 केंद्रीय अध्ययन मण्डल द्वारा अनुमोदित तथा म.प्र. के राज्यपाल द्वारा अनुमोदित  
 Session 2010-2011

Class - कक्षा : M.Sc.  
 Semester / सेमेस्टर : III  
 Subject / विषय : Human Development  
 Title of Subject Group : Principles of Guidance and Counselling-I  
 विषय समूह का शीर्षक  
 Paper No. / प्रश्नपत्र क्रमांक : III  
 Compulsory / अनिवार्य या Optional / वैकल्पिक अनिवार्य : Compulsory  
 Max. Marks अधिकतम अंक : ~~35~~ 40+10

Particulars / विवरण

Unit-1	Concept of Guidance 1. Meaning of Guidance 2. Definition of Guidance Objectives of Guidance 3. Difference between Guidance and Counselling
Unit-2	Models of Guidance 1. Meaning of Guidance Model 2. Fundamental elements of Guidance Models 3. Types of Guidance models - contemporary models a. Mathewson model b. Stoben model c. Little and Chapman's model d. Hoyt'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 • Schedule techniques • Interview techniques • Cumulative record card

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Unit-3

Skills of a counsellor  
Counsellor - Counsellor relationship  
Individual counselling, Group counselling, Family counselling.

Unit-4

Process/types of counselling-

1. Directive counselling
2. Non-directive counselling
3. Eclectic 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.

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. निर्देशन एवं परामर्श                        | - | अमरनाथ राय मधु अस्थाना              |
| 2. परामर्श मनोविज्ञान                          | - | एल एन डुबे                          |
| 3. शैक्षिक एवं व्यावसायिक निर्देशन तथा परामर्श | - | डी. आर. ए. शर्मा डी. बिना चतुर्वेदी |
| 4. परामर्श एवं निर्देशन                        | - | राजमाल सिंह वर्मा एवं सहाय्यक       |
| 5. परामर्श एवं निर्देशन                        | - | श्रीधरराज जायसवाल                   |

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Dr. Veena Bajpai

Dr. Kalpana Singh

Kajal

Dr. Archana Pandey

Archana

12/9/19

Dr. Abha Triwari

16-10-18

Dr. Meena Kumar

16-10-18

Dr. Geeta Shukla

Dr. Archana Triwari

Dr. Poojaram Shrivastava

Dr. Madhubala Shrivastava

Madhubala

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Department of Higher Education, Govt. of M.P.  
Post Graduate Semester wise Syllabus  
as recommended by Central Board of Studies and approved by the Governor of M.P.  
राज्य शिक्षा विभाग, म.प्र. सरकार  
स्वायत्तशासन विभाग के तहत संशोधन अनुसंधान कार्यक्रम  
केंद्रीय अध्ययन मंडल द्वारा अनुमोदित तथा म. प्र. के राज्यपाल द्वारा अनुमोदित  
Session 2010-2011

Class / कक्षा : M.Sc.  
Semester / सेमेस्टर : III  
Subject / विषय : Human Development  
Title of Subject Group : Mental Health and Psychopathology-I  
Paper No. / प्रश्नपत्र क्रमांक : IV  
Compulsory / अनिवार्य या Optional / वैकल्पिक अनिवार्य : Compulsory  
Max. Marks अधिकतम अंक : 40

Unit-1	Particulars / विवरण
Unit-1	<ul style="list-style-type: none"> <li>Meaning and importance of mental health, well being and happiness.</li> <li>Implication of attachment and bonding for mental health. Deprivation syndrome.</li> </ul>
Unit-2	Stress and adjustment disorders. Categories of stressors. Factors influencing severity of stress. Characteristics of the stressor. Characteristics of the individual.
Unit-3	Behaviour disorders of childhood and adolescence. Hyperactivity. Conduct disorder. Delinquent behaviour.
Unit-4	Psychosocial models of psychopathology: Psychodynamic model. Behavioural model. Cognitive model.
Unit-5	Psychotherapies. Psychodynamic therapy. Behaviour therapy. Cognitive-behavioural therapy.

Suggested Readings :

1	Adams H E and Suttar. F G (E.D.) 1984 Comprehensive Handbook of Psychopathology. New York: Plenum Press.
2	Burt. A H (1986) Psychopathology. London: Wiley.
3	Coleman, J C (1988) Abnormal psychology and Modern life
4	Kriske-Disorganized Personality
5	Maslow and Mittleman-Principles of Abnormal psychology.
6	Verma 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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Department of Higher Education, Govt. of M.P.  
 Post Graduate Semester wise Syllabus  
 as recommended by Central Board of Studies and approved by the Governor of M.P.  
 राज्य शिक्षा विभाग, म.प्र., रासल  
 माध्यमिकीय बोर्डों के सिद्धि सेमेस्टर अनुसार पाठ्यक्रम  
 केंद्रीय अध्ययन मण्डल द्वारा अनुमोदित तथा म. प्र. के राज्यपाल द्वारा अनुमोदित  
 Session 2010-2011

Class / कक्षा : M.Sc.  
 Semester / सेमेस्टर : IV  
 Subject / विषय : Human Development  
 Title of Subject Group : Advanced Study in Human Development-II  
 विषय समूह का शीर्षक :  
 Paper No. / परीक्षा क्रमांक :  
 Compulsory / अनिवार्य या Optional / वैकल्पिक अनिवार्य : I  
 Max. Marks अधिकतम अंक : Compulsory  
 50 (35) + 10 = 40 + 10

Unit-1	Old age	Particulars / विवरण
	<ul style="list-style-type: none"> <li>Characteristics of old age</li> <li>Developmental tasks of old age</li> <li>Physical aspects of aging</li> <li>Change in cognitive abilities.</li> </ul>	
Unit-2	Grand Parenthood-Intergenerational relations	<ul style="list-style-type: none"> <li>Impact of retirement</li> <li>Psychological Adjustment</li> <li>Financial Adjustment</li> <li>Social Adjustment</li> </ul>
Unit-3	Atchley's views of retirement. Stages of retirement	<ul style="list-style-type: none"> <li>The preretirement phase</li> <li>The Honeymoon phase</li> <li>The disenchantment phase</li> <li>The reorientation phase</li> <li>The stability phase</li> <li>The termination phase</li> </ul>
Unit-4	Mental and Behavioural problem in late adulthood (old age)	<ul style="list-style-type: none"> <li>Dementia</li> <li>Parkinson's disease</li> <li>Alzheimer's disease</li> <li>Depression.</li> </ul>
Unit-5	Death and Bereavement	<ul style="list-style-type: none"> <li>Death and dying</li> <li>Attitude towards death</li> <li>Stages of death</li> <li>Bereavement and grief.</li> </ul>

Suggested Readings :

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

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K. K. Chhabra  
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ADJ. Akans  
Feb 2011

Rishi  
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Prasanna  
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W. K.  
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Department of Higher Education, Govt. of M.P.  
Post Graduate Semester wise Syllabus  
as recommended by Central Board of Studies and approved by the Governor of M.P.  
उच्च शिक्षा विभाग, म.प्र. शासन  
महाविद्यालय स्तर पर विद्यार्थियों के लिये सेमेस्टर अनुसार पाठ्यक्रम  
केन्द्रीय अध्ययन समिति द्वारा अनुमोदित तथा म. प्र. के राज्यपाल द्वारा अनुमोदित  
Session 2010-2011

Class / कक्षा : M.Sc. (H.Sc.)  
Semester / सेमेस्टर : IV  
Subject / विषय : Human Development  
Title of Subject Group : Persons with Special Needs-II  
विषय समूह का शीर्षक :  
Paper No. / प्रश्नपत्र क्रमांक : II  
Compulsory / अनिवार्य या Optional / वैकल्पिक अनिवार्य : Compulsory  
Max. Marks अधिकतम अंक : 50 (35) 42 40 + 10  
Particulars / विवरण

Unit-1	Mental retardation - (i) Meaning & concept of mental retardation. (ii) Identification & classification of mental retardation. (iii) Causes & adjustment problems.
Unit-2	Learning disability- (i) Meaning & concept of learning disability. (ii) Characteristics & causes of learning disability. (iii) Identification of learning disability. (iv) Educational provisions.
Unit-3	Gifted Children - (i) Meaning and concept of gifted children. (ii) Identification & Characteristics of gifted children (iii) Educational provisions.
Unit-4	(i) Physical & social barriers in the development of persons with disabilities. (ii) Modification physical & social environment, enabling participation of persons with disabilities as a contributing member of society. (iii) Use of assistive devices.
Unit-5	(i) Persons with disability Act (PWD Act) (ii) Vocational & occupational Rehabilitation provisions. (iii) Integrated/Inclusive Education concept & provisions.

MAL - 50

Practical :

- (i) Review and critique of portrayal of persons with disabilities in the media.
- (ii) Use of tools and approaches to assessment.
- (iii) Cases study of two persons with disability - a child and an adult.
- (iv) Case study of an organisation with particular reference to its physical and social environment.
- (v) Visit to rehabilitation centre.
- (vi) Collection of Pictures & Brochures of Assistive devices.

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Department of Higher Education, Govt. of M.P.  
 Post Graduate Semester wise Syllabus  
 as recommended by Central Board of Studies and approved by the Government of M.P.  
 राज्य शिक्षा विभाग, मध्य प्रदेश  
 स्नातकोत्तर semesters के विषये सेमेस्टर अनुसार पाठ्यक्रम  
 बोर्डोद अयुक्तन पर्यटन द्वारा अनुमोदित तथा म. प्र. के राज्यपाल द्वारा अनुमोदित  
 Session 2010-2011

Class / वर्ग : M.Sc.  
 Semester / सेमेस्टर : IV  
 Subject / विषय : Human Development  
 Title of Subject Group : Principles of Guidance and Counselling-II  
 विषय समूह का शीर्षक :  
 Paper No. / प्रश्नपत्र क्रमांक :  
 Compulsory / अनिवार्य या Optional / वैकल्पिक अनिवार्य : III  
 Max. Marks अधिकतम अंक : ~~50~~ 42 + 10 + 10

Particulars / विवरण

Unit-1	Special areas of Counselling <ul style="list-style-type: none"> <li>Counselling for adolescents</li> <li>Old age counselling</li> <li>Counselling for Alcohol and drug abusers</li> </ul>
Unit-2	Counselling for children of special categories <ul style="list-style-type: none"> <li>Child with behaviour problem.</li> <li>Maladjusted child</li> <li>Delinquent child</li> </ul>
Unit-3	Placement Service Need of placement service Vocational placement service Educational placement service
Unit-4	Follow-up service <ul style="list-style-type: none"> <li>Aims of follow-up service</li> <li>Types of Follow-up services</li> <li>Methods of Follow-up services</li> </ul>
Unit-5	Marital counselling <ul style="list-style-type: none"> <li>Pre marital</li> <li>Post marital</li> <li>Family</li> </ul>

Practical :

- Counselling session for old age person with problems.
- Counselling session for problem child and his parents.
- Visit the addiction centre and present a report.

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- Feb 2011
- 25/6/12
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Department of Higher Education, Govt. of M.P.  
 Post Graduate Semester wise Syllabus  
 as recommended by Central Board of Studies and approved by the Governor of M.P.  
 उच्च शिक्षा विभाग, मध्य प्रदेश  
 स्नातकोत्तर पर्यायी के लिये सेमेस्टर अनुसार पाठ्यक्रम  
 केंद्रीय अध्ययन मन्त्राल द्वारा अनुमोदित तथा म. प्र. के राज्यपाल द्वारा अनुमोदित  
 Session 2010-2011

Class / कक्षा : M.Sc. (Home Science)  
 Semester / सेमेस्टर : IV  
 Subject / विषय : Human Development / FN  
 Title of Subject Group : Mass Communication  
 विषय समूह का शीर्षक  
 Paper No. / प्रश्नपत्र क्रमांक : IV  
 Compulsory / अनिवार्य या Optional / वैकल्पिक अनिवार्य : Optional B  
 Max. Marks अधिकतम अंक : 50 (3) 40 + 10  
 Particulars / विवरण

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

Unit-1	1. Concept of communication 2. Elements and process of communication. 3. Functions of communication. 4. Non verbal communication-Sign, Gestures, body movement. 5. Verbal communication-Language and written communication.
Unit-2	1. Types of communication - Intra personal, Inter personal, Group communication and Mass communication. 2. Feed back in communication. 3. Characteristics and method of feed back. 4. Elements of effective communication. 5. Barriers to communication
Unit-3	1. Print Media-Origin, development characteristics of News paper. 2. News agencies-United news of India (UNI). Press Trust of India (PTI) Reuter, tass and etc. 3. magazine-Format, Type and organization 4. Concept of News, values, sources of News. Structure of News Report. 5. Features article, Editorial.
Unit-4	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-5	1. Television-origin, development and characteristics of television. 2. T.V. News. 3. Contribution of T.V. in Social development. 4. Film-Origin, Development of India film. 5. Socio cultural effects of film as mass medium. Censorship, using film for extension.

Feb -  
29-8-20

Feb 2011 / 25-1-11  
 V. K. Sharma 29/8/12  
 June 2011 / 29/8/11  
 June 2012 / 29/8/12  
 June 2013 / 29/8/13  
 June 2014 / 29/8/14  
 June 2015 / 29/8/15  
 June 2016 / 29/8/16  
 June 2017 / 29/8/17  
 June 2018 / 29/8/18  
 June 2019 / 29/8/19  
 June 2020 / 29/8/20