

( )

7

**Semester wise syllabus for Post Graduates**  
**As recommended by board of studies**  
**Govt. K.R.G. P.G. Autonomous College Gwalior M.P.**  
**M.Sc. (Home Science)**  
**Human Development**  
**SEMESTER - I**

**Paper - I**  
**History and Theories of Human Development**  
**2018-19**

**Marks: 100 (85+15)**

**Objective:**

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

**Unit-I**

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

**Unit-II**

- **Freud's Psychoanalytic Theory:** Freudian theory, Non-Freudians: Horney, Fromm, Sullivan cross-cultural relevance, current status.
- **Learning Theory:** Pavlov, Watson, Skinner cross-cultural relevance current status.

**Unit-III**

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

**Unit-IV**

- **Social learning and social cognition theories:** Bandura's theory, cross-cultural relevance and current status.
- **Theories of the Self:** Mead, Kohut, Myers Briggs Type indicator, Johar, Kakar, Hermans, Eastern Philosophy.

**Unit-V**

- **Conclusion:** Humanistic psychology and development theory.

1 M. Dubey

2

*[Handwritten signature]*

3

4

*[Handwritten signature]*

6

*[Handwritten signature]*

7

8

9

10

11

12

**Semester wise syllabus for Post Graduates**  
**As recommended by board of studies**  
**Govt. K.R.G. P.G. Autonomous College Gwalior M.P.**  
**M.Sc. (Home Science)**  
**Human Development**

**SEMESTER - I**

**Paper - II**

**IIA - Methods of Studying Human Development**

**2017-18-19**

**Marks: (II A+ II B)100 (85+15)**

**Objective:**

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

**Unit-I**

- **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).
- **Observation Method:** Theoretical perspectives, use of checklists establishing reliability in observations, maintaining an observation record, report writing and evaluation.
- **Interview Method:** Theoretical perspectives, development of different types of interview protocols, analysis and coding of interview data.
- **Questionnaire Method:** Theoretical perspectives; development of different types of questionnaire protocols, analysis and coding of questionnaire data.

**Unit-II**

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

1 m. D. Singh 2 J. 3 ll 4 3 5 m. D. Singh 6 ll

7 8 9 10 11 12

## Semester wise syllabus for Post Graduates

As recommended by board of studies  
Govt. K.R.G. P.G. Autonomous College Gwalior M.P.

M.Sc. (Home Science)

Human Development

SEMESTER - I

Paper -II A & B

II B - Study of Family in Society

20 -18 -19

### Objective:

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

### Unit-III

- **The family in Social Context:** Family as a component of social system, structure and context. Family as an evolving and dynamic institution, Functions of family.
- **Socio-cultural studies of family patterns in India:** Family structure, Traditional, extended/joint families. Alternate families: single parent, childless, female headed families, Unitary families: Cause and effect of different family structures on changing roles of family.

### Unit-IV

- **Approaches and theories in Family Studies:** Developmental approach, Interactional approach, Institutional approach, Systemic approach, Family life cycle approach, Cyclical theory, Progressive theory, Structural - functional theory.
- **Family and Social Exchange/Influence:** Work and family, Education and family, Health and family, Religion and family, Ecology and family, Government and family.

1 m. Dubey 2 Ji 3 ll 4 3 5 GNB cur 6 ll


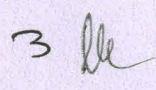
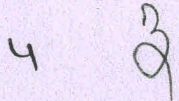
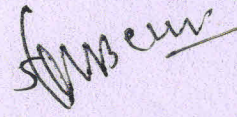

7 8 9 10 11 12

## Unit-V

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

## References

- Adams, B.N. (1975), The family: A sociological interpretation, Chicago: Rand Mc Nilly.
- Anuja R. (1997) Indian Social System (2<sup>nd</sup> Ed.) Jaipur, Rawat.
- Arcus, H.E. and Others (1993), Handbook of Family Life Education: The practice of Family life education (Vol. II). N.Y.: Macmillan.
- Bahr, S.J. (1089), Family Interaction, N.Y.: Macmillan.
- Bharat, S. & Desai, M. (1995). Indian Bibliographies on the Family, Bombay: Tata Institute of Social Sciences.
- Bharat, S. (1996). Family measurement in India. New Delhi: Sage.
- Colemar, J.C. (1988) Intimate relationships: Marriage and family patterns N.Y. Macmillan.
- Cooper, R. (1975), Family: Its structure and functions, New York : Macmillan.
- Das, H.S. & Bardis, P.D. (Eds.) (1978). The world Revolution in Family Patterns New York: The Free Press.
- Hoover, M.H. & Hoover, H.K. (1979). Concepts and Methodologies in family an Instructor's resource handbook, Boston: Allyn & Bacon.
- Jahna R. (1995). The elusive agenda; mainstreaming women in development in Landers and Leonard (Eds.) Seeds supporting Women's work Around the World N.Y.: The Feminist Press.
- Kesberg J.I. (1992). Family care to the elderly: Social and Cultural Changes. N.Y. Stage.
- Leslie G.R. (1988). The family in social context, New York: Oxford.
- Lerner R.M. (Ed.) (1978). Child influences on marital and family interaction: A life span perspective; N.Y. Academic Press.
- Lock S.L. (1992). Sociology of the family. London: Prentice Hall.

1 m. Dubey 2  3  4  5  6 

7 8 9 10 11 12

**Semester wise syllabus for Post Graduates**  
**As recommended by board of studies**  
**Govt. K.R.G. P.G. Autonomous College Gwalior M.P.**  
**M.Sc. (Home Science)**  
**Human Development**  
**SEMESTER - I**  
**Paper -III**  
**III - Early Childhood Care and Education**  
**20 -18 -19**

**Marks: (85+15)100**

**Objective:**

- To gain knowledge and insight regarding principles of early childhood care and education.
- To development the skills and techniques to plan activities in ECCE, Centers of different types to conduct activities in early childhood car 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 preschools/programmes: Play centres, day care, Montessori, Kindergarten
- Balwadi, Anganwadi etc.
- Concepts of non-formal, formal and play way methods.

**Unit-II**

**Historical Trends (overview)**

- Contribution of the following thinkers to the development of ECCE (their principles, applications and limitations) in the context of ECCE.
- Pestalozzi, Rousseau, Froebel, Maria Montessori, John Dewey, M.K. Gandhi, Ravindranath Tagore.

**Unit-III**

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

1 m. Dubey 2 *[Signature]* 3 *[Signature]* 4 *[Signature]* 5 *[Signature]* 6 *[Signature]*

7 8 9 10 11 12

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

**Unit-IV**

**Record and Report**

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

**Programmer planning**

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

**Unit-V**

**Activities for ECCE**

- Language Arts: Goals of language, types of listening and activities to promote listening, Various activities (Songs, Object talk, picture talk, free conversation, books, games, riddles, jokes, stories, Criteria and selection of activities, teacher's role).
- Art and craft activities (Creative activities of Expression): Types of activities Chalk, caryon, paints, paper work and best out of waste, Role of teacher in planning the activity, motivating children, Fostering appreciation of art and craft activities.
- Music: Songs, objectives of music education, establishing goals, setting the stage and role of the teacher. Three aspects of music: making listening and singing.
- mathematics: Goals of mathematical learning, developmental concepts at different stages: principles of teaching mathematics first hand experience, interaction with others, using language, reflection, Mathematical concepts like: Classification, conversation, seriation, comparison, counting, fraction, one to one correspondence, addition and subtraction.
- Science (a) Thinking: Observing, inferring, classifying, communicating  
(b) Concept formation: Differentiation, grouping, labelling, Role of Science, developing scientific outlook by a spirit of inquiry, objectivity, observation role of teacher in some important science experiences.
- Social Studies: Goals of social studies, field trips, fostering good self-concept and respect for others, Promoting social studies through celebrations of festivals, Role of teacher.

1 m. Dubey 2 J. J. 3 Shatan 4 2 5 Sharan 6 20  
 7 8 9 10 11 12

**Semester wise syllabus for Post Graduates**  
**As recommended by board of studies**  
**Govt. K.R.G. P.G. Autonomous College Gwalior M.P.**  
**M.Sc. (Home Science)**  
**Human Development**  
**SEMESTER - I**  
**Paper -IV**  
**Research Methods and Statistics**  
 20. -18 - 19

Marks: (85+15)100

**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, sample random, systematic random sampling, two stages and multi stage sampling, cluster sampling. Non-Probability sampling, Purposive quota and volunteer sampling Merits & Demerits of sampling.

1 m. J. J. 2 *[Signature]* 3 *[Signature]* 4 2 5 *[Signature]* 6 *[Signature]*

7 8 9 10 11 12

## Unit-IV

## Research Design:

- Meaning, features concept & purpose of research design

## Qualitative Research Method:

- Definition theory, design, types, reliability & validity of-
  - Case study
  - Interview
  - Observation

## Unit-V

## Quantitative research Method

- Definition, theory, design, types, reliability & validity of
  - Socio metric scale
  - Questionnaire
  - Schedule

## Writing a research report

## References:

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

1 M. Dubey

2

J.

3 ll

4. 2

5 M. B. S.

6 Bhel

7

8

9

10

11

12