

As recommended by board of studies
Govt. K.R.G. P.G. Autonomous College Gwalior M.P.
M.Sc. (Home Science)
Human Development
SEMESTER - II

7

Paper -I

Advanced Study in Human Development

20 -18-19

Marks:(85+15)100

Objective:

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

Unit-I

Principles and Concepts of Development

- Principles of growth and development.
- Developmental tasks.
- Basic concepts of development - maturation and learning, critical periods, individual differences, nature-nurture issue.

Unit-II

Prenatal Development

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

Infancy: (Birth - 2 years)

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

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Unit-III

Early Childhood (2-6 years)

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

Unit-IV

Late Childhood (7-11 years)

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

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 judgment
- Health, sexuality, mental health, delinquency, conformity.

References:

1. Rice, F.P. (1995). Human Development. New Jersey: Prentice Hall.
2. Berk, LE. (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. & Vussen, 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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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 - II
Paper - IIA & IIB
IIA - Infant Development and Stimulation
2018-19

Marks: (IIA+IIB) (85+15) 100

Objective:

- 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

Newborn and infant development and behaviour:

- New born behaviour and capacities
- Development and abilities during infancy.
- Adaptation strategies to cultural settings and practices.

Early Experiences and development consequences:

- 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 information of attachment.
- Interaction as a cultural process.

Unit-II

Language development in infancy:

- Environmental, interactional and cultural perspective.
- Variations in development.
- Multilingualism.

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Developmental Assessment:

- Understanding the process of development.
- Need and reasons for infant assessment.
- Methodological issues related to infant assessment.

Intervention and Stimulation programmes/activities:

- The need and rationale for intervention and stimulation programmes/activities.
- The process involved in planning and implementing intervention programmes with specific reference to the Indian setting.
- Traditional methods, games, songs of infant care and stimulation.

**Paper - IIA
Infant Development and Stimulation**

Max. Marks -(IIA+IIB) 50

Practical

Practical Experience may be related to:

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

References:

1. Bornstein, M.M. (Eds.) (1991), Cultural approaches to parenting, New jersey: Lawrence Erlbaum Associates.
2. Chiasholm, J.S. (1980), Development and adaptation in infancy, New Directions for Child Development, 8,15-29.
3. Cole, M. & Cole, S. (1989), The Development of Children, New York: Scientific American Books.
4. Evas, J.L. Myers, R.G. and Held, E.H. (2000). Early childhood counts: A programming guide on early childhood care for development. Washington: The World Bank (WBI Learning Resource Series).
5. Frakenburg, W.K., Emde, R.N. & Sulivan, T.W. (Eds.) (1985). Early identification of children at risk: An international perspective, New York: Plenum press.
6. Helbruegge, T. (Ed.) (1980). The first 365 days in then Life of a Child: The Development of infant. Bombay: Max Mueller Bhavan.
7. Lewis, H. & Rosenblum, L.A. (Eds.). The Child in its Family, New York: Plenum Press.

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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 - II
Paper - IIB
IIB - Parenting in Early Childhood
20. -18-19

Objective:

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

Unit-III

Introduction

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

Individual Parenting Roles

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

Unit-IV

Developmental Interaction in Early Childhood Years:

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

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Unit-V

Techniques of Parent Education in Preschool Setting:

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

Parent Education and Support:

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

Paper - IIA&B
II-B - Parenting in Early Childhood




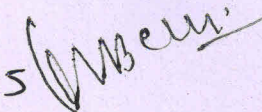

Practical

Marks - 50

- Conducting home visits and interviewing/talking to parents.
- Arranging workshops for parents school lunch preparation in early childhood.
- Organising parent education programs based on parents needs.
- Conducting parent - teacher meetings.
- Reports and resource files to be maintained by students.

References:

1. Bigner, J. (1979): Parent child relations: A introduction to parenting N.Y. McMillan Pub.
2. Brim, Harman (1980): Learning to be parents: Principles, programmes and methods, Saga Pub.
3. Fine Marwin (1980): Handbook on parent education, New York: Academic Press Inc.

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Unit-V

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Paper - IIA&B
II-B - Parenting in Early Childhood



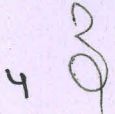
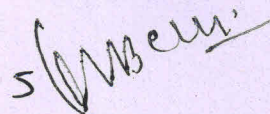

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M.Sc. (Home Science)
Human Development
SEMESTER - II
Paper - III
Adolescence and Youth
2018-19

Marks: (85+15) 100

Objective:

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

Unit-I

The adolescent stage:

- Its link with late childhood and youth.
- The concept of adolescence in India.
- Developmental tasks of adolescence.

Theoretical Perspectives:

- Anna Freud, Kagan and Margaret Mead, Indian Perspectives.


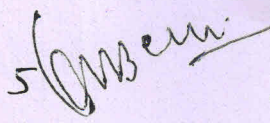
Unit-II

Physical and sexual development :

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

Cognitive Development:

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

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Unit-III

Identity formation:

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

Social and Emotional Development

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

Unit-IV

School, College, Work, and Career:

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

Importance agents of influence:

- Family, community and culture.
- Electronic media.

Unit-V

Marriage:

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

Delinquency and disturbance:

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

Adolescence and Youth

Max. Marks: 50

Practical - (Vivaswaan)

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

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M.Sc. (Home Science)
Human Development
SEMESTER - II
Paper - IV
Statistics & Computer Applications
20 -18-19

Objective:

Marks: (85+15) 100

- To understand the role of statistics and computer applications in research.
 - To apply statistical techniques to research data for analysing and interpreting data.
- Note: Special instructions should be send to paper setter to set one theoretical question and its option should numerical question.**

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 SD.

Unit-III


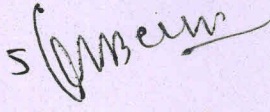

- Testing of hypothesis, Type I and Type II errors.
- Non parametric methods Chi-square test. Application of student 't' test for small samples. Difference in proportion for means and difference in means critical ratio.

Unit-IV

- Correlation meaning types.
- Coefficient of correlation by Scatter diagram, rank correlation, product movement method.
- Analysis of variance - nature, use & basic concept, One and two-away.

Unit-V

- Experimental Designs - nature, types-Single group, Two groups, Control & experimental group.
- Randomized block design.
- Latin square design.
- Factorial Design.

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Unit-V

- Experimental Design: Nature, types, Single group two group control and Experimental group.
- Randomized block design
- Latin square design
- Factorial design

Total Marks: 50

PRACTICAL

STATISTICS & COMPUTER APPLICATION

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: Student should be given hand on experience to use appropriate software packages for selected statistical analyses.

Reference:

- Garrett, Henery E. (1971) Statistics in Psychology and education, David Heley and Co.
- Edwards: Experimental Design in Psychological research.
- Kerlinger: Foundation of Education Research.
- SPSS/PC for the IBM PC/Xt. SPSS Inc.
- Goyal mathematics Statistics
- Levin Statistics for Management.
- Yule An Introductory to the theory of statistics.
- Moud Introduction to the theory of statistics.
- Freund Mathematical statistics.
- Patri Statistical methods.
- Choundan Statistics for Business and Economics
- Singh Principal of Statistics
- Thamligom research methodology
- Kothari research methodology
- Agrawal Basic Statistics
- Sankhyaki ke mule siddhant (Hind) Or. H.K. Kapil.
- Sankhakiya vidhiya vayvhar park vigyano mai by Dr. S.P. Gupta.
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- Anusandhan Vidhiya by Parasnath.

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