

स्नातकोत्तर पाठ्यक्रम की परीक्षा योजना

प्रथम सेमेस्टर सत्र 2019-20 से अविरत

विषय - गृहविज्ञान Human development

प्रश्नपत्र	प्रश्नपत्र का शीर्षक	अधिकतम अंक		न्यूनतम उत्तीर्णांक	
		सैध्दांतिक	सी. सी. ई.	सैध्दान्तिक	सी. सी. ई.
i	History and theory of Human development	85	15	28	05
II	(A) Methods of studying human development (B) Study of Family in society	85	15	28	05
III	Early childhood care and education.	85	15	28	05
IV	^{Research} Research methods and statistics.	85	15	28	05
Practical	Practical- I :- Methods of studying human development ^{studying}	50	-	17	-
Practical	Practical -II :- Early childhood care and education.	50	-	17	-

सशोधन पृष्ठ - (15) II sem की लकीन

IV चतुर्थ सेम की लकीन में प्रायोगिक II sem

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15/07/19

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 - I
History and Theories of Human Development

Marks: 50

Objective:

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

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, Neo-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.

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Unit - V

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

References:

1. Aries, P. (1962), Centuries of Childhood, New York: Knopf.
2. Crain, W. (1992), Theories of Development, Concepts and applications, New Jersey; Prentice Hall.
3. James, A. and Prout, J. (Ed.) (1990). Constructing and Reconstructing Child-hood London: Falmer press.
4. Kakar S. (1977), Culture and Psyche-Selected Essays, Delhi: Oxford University press.
5. Kakar S. (1978), The inner world, Delhi: Oxford University press.
6. Roland, A. (1989), In search of Self in India and Japan, Princeton, NJ: Princeton University Press.
7. Roland, A (1996). Cultural pluralism and psychoanalysis, New York: Routledge.
8. Smith, J.A. Harre, R., and Van Langenhove, L. (1985) Rethinking Psychology, London: Sage.
9. Vasta, R. (ed.) (1992). Six Theories of Child Development: Revised formulations and current issues, London: Sessica Kingsley Publishers Ltd.

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M. Sc. Human Development
SEMESTER - I
Paper / Course - II A & B
II A - Methods of Studying Human Development

Marks: 50(IIA + IIB)

Objective:

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

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.

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

Practicat

Max. Marks - 50

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. (Children Apperception Test)

References

1. Aylward, G (1994), Practitioner's guide to developmental and psychological testing New York, Plenum Press.
2. Blaxter, L. Hughes, C and Tight, M. (1999). How to Research New Delhi; Viva Books.
3. Hayes, N. (ed.) 1997. Doing Qualitative Analysis in Psychology. Hove, Hove: Psychology Press.
4. Smith, J.A. Harre, R. and Van Langenhove, L (1995) Rethinking Psychology. London, Sage.
5. Yin, R. (1994) Case Study research: Design and methods (2nd Ed.) Beverly Hills, CA : Sage Publishing.

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6. Nagpal, R. and Sell, H(1985) Subjective well being inventory New Delhi, World Health Organization.

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M.Sc. Human Development
SEMESTER - I
Paper / Course - II A & B
II B - Study of Family in Society

Marks: 50(IIA+IIB)

Objectives:

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

Unit - III

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

Unit - IV

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

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

Unit - V

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

References

1. Adams, B.N. (1975), The family: A sociological interpretation, Chicago: Rand Mc Nilly.
2. Anuja R. (1997) Indian Social System (2nd Ed.) Jaipur, Rawat.
3. Arcus, H.E. and Others (1993), Handbook of Family Life Education: The practice of Family life education (Vol. II). N.Y.: Macmillan.
4. Bohr, S.J. (1089), Family Interaction, N.Y.: Macmillan.
5. Bhat, S. & Desai, M. (1995). Indian Bibliographies on the Family, Bombay: Tata Institute of Social Sciences.
6. Bhat, S. (1996). Family measurement in India. New Delhi: Sage.
7. Coleman, J.C. (1988) Intimate relationships: Marriage and family patterns N.Y. Macmillan.
8. Coe, R. (1975), Family: Its structure and functions, New York : Macmillan.
9. Das, H.S. & Bardis, P.D. (Eds.) (1978). The world Revolution in Family Patterns New York: The Free Press.
10. Hoover, M.H. & Hoover, H.K. (1979). Concepts and Methodologies in family an Instructor's resource handbook, Boston: Allyn & Bacon.
11. Jahn, 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.
12. Kesberg.J.I. (1992). Family care of the elderly: Social and Cultural Changes, N.Y. Sage.
13. Leslie, G.R. (1988). The family in social context, New York : Oxford.
14. Lerner, R.M. (E.d.), (1978) Child influences on marital and family interaction: A life span perspective: N.Y. Academic Press.
15. Lock, S.L. (1992), Sociology of the family. London: Prentice Hall.
16. Mandelbaum, D.G. (1972) Society in India: Continuity and change, Berkley Unive of California Press.
17. Queen, S.A. (1985), The Family in various Cultures, (5th Ed.) N.Y.: Harper & Row.
18. Ramu, G.N. (1989), Women, Work and Marriage in Urban India: A study of Dual and Single Earner Couples. New Delhi: Sage.
19. Rao, U.P.P. & Rao, V.N. (1985), Marriage: The family and Women in India New Delhi: Heritage.

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20. Sriram, R.(1993). Family studies in India: Appraisal and New Directions in T.S. Saraswathi and B.Karu (Eds), Human Development and Family Studies in India: An Agenda for Research and Policy, New Delhi: Sage.
21. Toulaitos, J. and Others (Eds.) (1990). Handbook of family Measurement Techniques Newbury Park: Sage.

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

Marks: 50

Objectives:

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

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 / programmes to ECCE in India.
 ICCW, IAPE, NCERT, ICDS, UNICEF, NCTE, Mobile Creche etc.
Organization of Pre-School centres.

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- Concept of organization and administration of early childhood centres.
- Administrative set up and functions of personnel working at different levels.
- Building and equipment : Location and site, arrangement of rooms, different types and size of rooms, play ground, storage facilities, selection of different types of outdoor and indoor equipment, maintenance and display of equipment and material. Staff/Personnel service conditions and role: Role and responsibilities, essential qualities of a care giver/ teacher, other personnel.

UNIT IV

Record and Report -

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

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, crayon, paints, paper work and best out of waste, Role of teacher in planning the activity, motivating children, Fostering appreciation of art and craft activities.

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

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

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

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

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

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Practicals

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

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

References:

1. Bhatia & Bhatia (1995). 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 curriculum, University of Tennessee, New York: Macmillan.
4. Day Barbara (1983) Early Childhood education, New York: Macmillan.
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6. Grewal, J.S. (1984). Early Childhood education, Agra National Psychological Corporation, Pub.
7. Hildebrand Verna (1981). Introduction to Early Childhood Education N.Y. : Macmillan.
8. Hildebrand Verna (1985) Guiding the young child, N.Y. Macmillan.
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12. Kohn Ruth (1972). The Exploring Child, Mumbai: Orient Longman.
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18. Pankajam, G. (1994), Preschool Education, Ambala : Indian Pub.
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20. Read Katherine (1980) The Nursery School, Holt Rinehart & Winston.

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

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Semester wise syllabus for Postgraduates
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M.Sc. Human Development
SEMESTER - I
Paper / Course - IV
IV- Research Methods and Statistics

Marks: 50

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:

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- 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.

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

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. Bhandarkar, 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.

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स्नातकोत्तर पाठ्यक्रम की परीक्षा योजना

द्वितीय सेमेस्टर सत्र 2019-20 से अबिरत

विषय - गृहविज्ञान Human development

प्रश्नपत्र	प्रश्नपत्र का शीर्षक	अधिकतम अंक		न्यूनतम उत्तीर्णांक	
		सैध्दांतिक	सी.सी.ई.	सैध्दान्तिक	सी.सी.ई.
I	Advanced Study in Human Development	85	15	28	05
II	Infant Development and Stimulation, Parenting in Early Childhood	85	15	28	05
III	Adolescence and Youth	85	15	28	05
IV	Statistics and Computer Application	85	15	28	05
Practical 1	Practical- I :- Infant Development and Stimulation, Parenting in Early Childhood	40 50	-	13 17	-
Practical 2 A	Practical -II :- Adolescence and Youth	25	-	8	-
Practical 2 B	Practical -III :- Statistics and Computer Application	25	-	8	-
		50		17	

Correction - II A and B ~~are~~ Remove.

I) II Paper में A और B हटाना के contents continue के करना है।

II) Practical NO-2 में A+B = one practical.
25 + 25 = 50

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M.Sc. Human Development
SEMESTER - II
Paper - I
Advanced Study in Human Development

Marks : 80 + 15

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

References -

1. Rice, F.P. (1995). Human Development, New Jersey : Prentice Hall.
2. Berk, L.E. (1995), Child Development. London : Allyn & Bacon.
3. Cole, M. & Cole, S. (1993) The development of children. (2nd Ed.) New York. Scientific American Books Freeman & Co.
4. Dutt, S. (1998). Moral Values in Child Development. New Delhi : Anmol.
5. Santrock, J.W. & Yussen, S.R. (1988). Child Development : An Introduction . Iowa : Wm. C. Brown Publishers.

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- 7 Clarke-Stewart, A. & Friedman, S. (1987). Child Development : Infancy through adolescence. New York : John Wiley.
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M.Sc. Human Development
SEMESTER - II
Paper / Course - IIA & IIB
IIA - Infant Development And Stimulation

Marks : II-A & II-B : 20+57 88/115

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

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 in formation of attachment.
- Interaction as a cultural process.

Unit - II

Language development in infancy -

- Environmental, interactional and cultural perspective.

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Brain correlates and developmental changes.
Variations in development.

Multilingualism.

Developmental Assessment:

Understanding the process of development.

Need and reasons for infant assessment.

Methodological issues related to infant assessment.

Ethical issues and concerns related to infant assessment.

Intervention and Stimulation programmes / activities:

The need and rationale for intervention and stimulation programmes / activities.

The process involved in planning and implementing intervention programmes with specific reference to the Indian setting.

Traditional methods, games, songs of infant care and stimulation.

Issues and concerns related to intervention programs.

**Course - IIA
Infant Development And Stimulation**

Max. Marks - 25

Practical

Practical Experience may be related to :

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

References:

1. Bornstein, M.M. (Eds.) (1991), Cultural approaches to parenting, New Jersey : Lawrence Erlbaum Associates.
2. Chaisholm, J.S. (1980), Development and adaptation in infancy, New Directions for Child Development, 8, 15-29.
3. Cole, M & Cole, S. (1989), The Development of Children, New York : Scientific American Books.
4. Evans, J.L. Myers, R.G. and Held, E.H. (2000), Early Childhood counts : A Programming guide on early childhood care for development. Washington : The World Bank (WBI Learning Resource Series).
5. Frakenburg, W.K., Emde, R.N. & Sullivan, T.W. (Eds.) (1985), Early identification of children at risk : An international perspective, New York : Plenum press.

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6. Hellbruegge, T. (Ed.) (1980). The first 365 days in the Life of a Child : The Development of infant. Bombay : Max Mueller Bhavan.
7. Lewis, H. & Rosenblum, L.A. (Eds.) The Child in its Family. New York : Plenum Press.
8. Lidzbe M. (1987). Child rearing and Psyscho-social Development. New Delhi : Ashish Publications.
9. Mottier, R. and Whiting, B. (Eds.) (1981). Handbook of Cross-Cultural Human Development, New York : Garland.
10. Nugent, T.K. Lester, B.H. & Brazelon, T.B. (Eds.) The Cultural context of infancy. New Jersey : Ablex Publishing Corporation.
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13. Sharmis, N. (1990). Current trends in infant care : An Indian Experience Early Child Development Care, 58, 71-79.
14. Stone, I.J. Smith, T.H. & Murphy, C.B. (Eds.) 1974. The competent infant. Great Britain : Tavistock Publications.
15. Super, C.H. (1981). Cross Cultural Research on infancy. In H. Triandis & A. Heron (Eds.), Handbook of Cross-cultural psychology, Vol. 4, 17-53 Boston : Allyn & Bacon.
16. Super, C.H. & Harkness, S. (1986). The developmental niche : A conceptualization of the interface of child and culture. International Journal of Behaviour and Development, 9, 545-569.
17. Swaminathan M.Ed. (1998). The first five years : A critical perspective on early childhood care and education in India, New Delhi : Sage.

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M.Sc. Human Development
SEMESTER - II
Paper / Course - IIB
II-B - Parenting in Early Childhood

Objective:

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

Unit - III

Introduction

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

Individual Parenting Roles-

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

Unit - IV

Developmental Interaction in Early Childhood Years :-

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

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

Unit -V

Techniques of Parent Education in Preschool Setting :-

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

Parent Education and Support :-

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

Course - II A & B

II-B - Parenting in Early Childhood

Practical

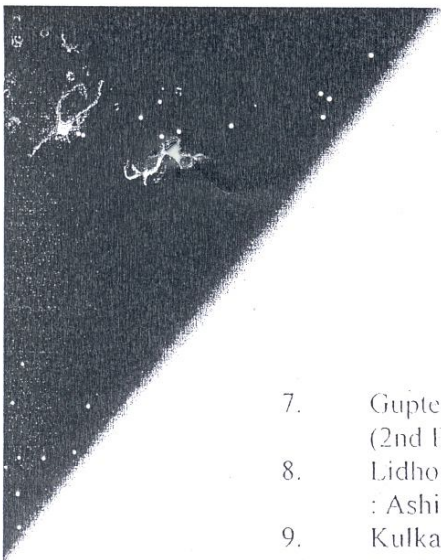
Max. Marks : 25

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

References :-

1. Bigner, J. (1979) : Parent child relations : An introduction to parenting N.Y. McMillan Pub.
2. Brim, Harman (1980) : Learning to be parents: Principles, programmes and methods. Saga Pub.
3. Fine Marwin (1980) : Handbook on parent education. New York : Academic Press Inc.
4. Goldolein, J.C. (Ed.) (1994) toys, Child Development, Cambridge : Cambridge University Press.
5. Gordon, Thomas (1975) : Parent effectiveness training, New York : New American Library.
6. Gillian, Pugh (1984) : The needs of parents, practice and policy in parent education, MacMillan.

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7. Gupte (1991). Speaking of Child Care. Everything You Wanted to Know : (2nd Edition) New Delhi : Sterling.
 8. Lidhop. M. (1987). Child rearing and Psycho-social Development. New Delhi : Ashish Publications.
 9. Kulkarni. Sudha (1988) : Parent Education, Jaipur : Rawant Pub.
 10. Naidu, U.S. and Nakhate, V.S. (1985), Child Development Studies in India, Bombay : Tata Institute of Social Sciences.
 11. Wagh, Anuta! (1984) : Parent and Community Participation in the Preschool Programme. New Delhi : NCERT.

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

Marks : 80 + 15

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 needs and sex education.

Cognitive Development -

- Formal operations - Piaget's theory. Intellectual development during adolescence and youth.
- The Information - Processing view.

Wagh, Anuta

Reasoning, thinking critically, reflective judgement, moral reasoning and judgement.

Unit II

Identity formation

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

Social and Emotional Development

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

Unit IV

School, College, Work and Career

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

Important agents of influence

Family, community and culture
Electronic media.

Unit V

Marriage

Legal age and its relationship to development. Marriage as a family / individual issue.

Marriage choices and significance of marriage in human development.

Delinquency and disturbance -

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

Adolescence And Youth

Practical - (Vivaswaan)

Max. Marks : 25

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

References :-

- I. Balk, D.E. (1995) Adolescent development, New York : Brooks / Cole.

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

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Semester wise syllabus for Postgraduates
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M.Sc. Human Development
SEMESTER - II
Course - IV
Statistics & Computer Applications

Objective :

Marks : 85-15

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.

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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.
 - 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 analyses.

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स्नातकोत्तर पाठ्यक्रम की परीक्षा योजना

तृतीय सेमेस्टर सत्र 2020-21 से अविरत

विषय - गृहविज्ञान Human development

प्रश्नपत्र	प्रश्नपत्र का शीर्षक	अधिकतम अंक		न्यूनतम उत्तीर्णांक	
		सैध्दांतिक	सी.सी. सी.ई.	सैध्दान्तिक	सी.सी. सी.ई.
I	Advanced study in Human Development -I	85	15	28	05
II	Person with Special Needs-I	85	15	28	05
III	Principles of Guidance and Counselling -I	85	15	28	05
IV	Mental Health and Psychopathology -I	85	15	28	05
Practical	Practical- I :-Persons with Special Needs-I	50	-	17	-
Practical	Practical -II :- Principles of Guidance and Counselling -I	50	-	17	-

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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
स्नातकोत्तर कक्षाओं के लिये सेमेस्टर अनुसार पाठ्यक्रम
केंद्रीय अध्ययन मण्डल द्वारा अनुशंसित 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	: Advanced Study in Human Development-I
विषय समूह का शीर्षक	:
Paper No. / प्रश्नपत्र क्रमांक	: I
Compulsory / अनिवार्य या Optional / वैकल्पिक अनिवार्य	: Compulsory
Max. Marks अधिकतम अंक	: 50

Particulars / विवरण

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

Suggested Readings :

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

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Session 2010-2011

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

Particulars / विवरण

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 recognise 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.

M. J. Singh

Unit-5	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 :

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

Practical

1. Preparation of Questionnaire
2. Preparation of Interview Schedule
3. Preparation of Cumulative record model

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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. / परीक्षा पत्र क्रमांक : III
 Compulsory / अनिवार्य या Optional / वैकल्पिक अनिवार्य : Compulsory
 Max. Marks / अधिकतम अंक : 50

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. Shoben 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 <ul style="list-style-type: none"> • Questionnaire techniques • Schedule techniques • Interview techniques • Cumulative record card

Manoj Kumar

Practical

1. Preparation of Questionnaire
2. Preparation of Interview Schedule
3. Preparation of Cumulative record model

Suggested Readings :

1.	निर्देशन एवं परामर्शन-अमरनाथ राय मधु अस्थाना
2.	परामर्श मनोविज्ञान - एल एन दुबे
3.	शैक्षिक एवं व्यावसायिक निर्देशन तथा परामर्श - डॉ.आर ए शर्मा, डॉ. शिक्षा चतुर्वेदी
4.	परामर्श एवं निर्देशन - रामपाल सिंह वर्मा एवं उपाध्याय
5.	परामर्श एवं निर्देशन- सीताराम जायसवाल

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Session 2010-2011

Class / कक्षा	: M.Sc.
Semester / सेमेस्टर	: III
Subject / विषय	: Human Development
Title of Subject Group	: Mental Health and Psychopathology-I
विषय समूह का शीर्षक	:
Paper No. / प्रश्नपत्र क्रमांक	: IV
Compulsory / अनिवार्य या Optional / वैकल्पिक अनिवार्य	: Compulsory
Max. Marks अधिकतम अंक	: 50

Particulars / विवरण

Unit-1	<ul style="list-style-type: none"> • Meaning and importance of mental health, well being and happiness. • Implication of attachment and bonding for mental health. Deprivation syndrome.
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 disorders. Delinquent behaviour.
Unit-4	Psychosocial models of psychopathology: Psychodynamic model. Behavioural model. Cognitive model.
Unit-5	Psychotherapies: Psychodynamic therapy. Behaviour therapy. Cognitive-behaviour therapy.

Suggested Readings :

4.	Adams H.E. and Sutkar, F.G. (E.D.) 1984 Comprehensive Handbook of Psychopathology. New york: plenum press.
5.	Buss, A.H. (1986) Psychopathology, London: Wiley.
6.	Coleman, J.C. (1988) Abnormal psychology and Modern life.
7.	Kisker-Disorganized Personality.
8.	Maslow and Mittleman-Principles of Abnormal psychology.
9.	Verma S.K. (1988) Mental illness and treatment
10.	Carson, Butcher and Mineka (1997) Abnormal Psychology and modern life
11.	Rathus and Nevid Abnormal psychology and modern life.

Manoj Kumar

स्नातकोत्तर पाठ्यक्रम की परीक्षा योजना

चतुर्थ सेमेस्टर सत्र 2020-21 से अविस्त

विषय - गृहविज्ञान Human development

प्रश्नपत्र	प्रश्नपत्र का शीर्षक	अधिकतम अंक		न्यूनतम उत्तीर्णांक	
		सैध्दांतिक	सी. सी. ई	सैध्दान्तिक	सी. सी. ई
I	Advanced Study in Human Development-II	85	15	28	05
II	Person with Special Needs-II	85	15	28	05
III	Principles of Guidance and Counselling -II	85	15	28	05
IV	Any One Optional 1. Mental Health and psychopathology -II Optional 2. Mass Communication Optional 3. Dissertation	85	15	28	05
Practical I	Practical- I :-Persons with Disabilities	50	-	17	-
Practical II	Practical -II :- Mental Health and Psychopathology -II	50	-	17	-
Project	Job Oriented Project work	100	-	-	-

Principles of Guidance and Counselling -II

Principles of Guidance and Counselling -

Major

Department of Higher Education, Govt. of M.P.
 Post Graduate Semester wise Syllabus
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 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. / प्रश्नपत्र क्रमांक	: I
Compulsory / अनिवार्य या Optional / वैकल्पिक अनिवार्य	: Compulsory
Max. Marks अधिकतम अंक	: 50

Particulars / विवरण

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

Suggested Readings :

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

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~~Session 2010-2011~~

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

Practical :

M.M. - 50

- (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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Suggested Readings :

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

May, 2002

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 Post Graduate Semester wise Syllabus
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 उच्च शिक्षा विभाग, म.प्र. शासन
 स्नातकोत्तर कक्षाओं के लिये सेमेस्टर अनुसार पाठ्यक्रम
 केंद्रीय अध्ययन मण्डल द्वारा अनुशंसित तथा म. प्र. के राज्यपाल द्वारा अनुमोदित
Session 2010-2011

Class / कक्षा	: 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	: III
Compulsory / अनिवार्य या Optional / वैकल्पिक अनिवार्य	: Compulsory
Max. Marks अधिकतम अंक	: 50

Particulars / विवरण

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

Practical :

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

Maya Kaur

Suggested Readings :

- परामर्श एवं निर्देशन - रामपाल सिंह वर्मा
परामर्श एवं निर्देशन - सीताराम जायसवाल
Guidance and Counseling - Narayan Rao
परामर्श एवं निर्देशन - अमरनाथ राय मधु अस्थाना
परामर्श मनोविज्ञान एम एन दुबे, डा. आर शर्मा शैक्षिक एवं व्यावसायिक निर्देशन तथा परामर्श - शिखा चतुर्वेदी

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Majumdar

Human Development
Semester - IV
Paper - IV
Dissertation (Optional C)

M. Marks : 50

CHAPTER - I

Introduction.

CHAPTER - II

Review of Literature.

CHAPTER - III

Methodology.

CHAPTER - IV

Analysis and discussion.

CHAPTER - V

Conclusion and recommendation.

BIBLIOGRAPHY.

Majumdar

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Session 2010-2011

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

Objectives:

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

Unit-1	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Television-origin, developr: nt and characteristics of television. 1. T.V.News. 2. Contribution of T.V. in Social development. 3. Film-Origin, Development of India film. 4. Socio cultural effects of film as mass medium. Censorship, using film for extension.

Major Kaur

References:

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

Mapo Shrivastava