



**University of Rajasthan  
Jaipur**

**SYLLABUS**

**M.Sc. (HOME SCIENCE)**

**HUMAN DEVELOPMENT AND FAMILY**

**(Semester Scheme)**

**I & II SEMESTER-2020-21**

**III & IV SEMESTER-2021-22**

*Raj / Vai*  
Registrar (Acad.)

**Scheme of Examination:**

- Each theory paper EoSE shall carry 100 marks. The EoSE will be of 3 hours duration. Part 'A' of the theory paper shall contain 10 Short Answer Questions of 20 marks, based on knowledge, understanding and applications of the topics/terms covered in the syllabus. Each question will carry two marks for correct answer.
- Part 'B' of paper will consist of four questions as suggested below except in cases where a different scheme is specified in the syllabus.
  - First questions will contain 6 parts out of which 4 to be answered carrying weightage of 5 marks each. Word limit for each answer will be 50-70 words.
  - There shall be 3 questions (with internal choice) of 20 marks each. The word limit for each answer will be 1000 words.
- Each laboratory EoSE will be of 100 marks and of four/five hours duration and involve laboratory experiments/exercises, and viva-voce examination with weightage of marks in ratio of 75:25.

**Course Structure:**  
The details of the courses with code, title and the credits assigned are as given below.

**Abbreviations used:**

**Subject Code: HFD3**

**Course references:**

- ECC: Compulsory Core Course
- ECC: Elective Core Course
- SECC: Self Study Elective Core Course
- SSCC: Self Study Compulsory Core Course
- DBS: Dissertation

**Contact hours**

- L: Lecture
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2

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2

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## FIRST SEMESTER

### HISTORY AND THEORIES OF HUMAN DEVELOPMENT-1 (THEORY)

Paper Code: HDF 701

Credits: 4

Max.Marks:100

TeachingHours: 4 Hours /Week

Total Teaching Workload: 60 Hours /Semester

#### Objectives :

1. To acquaint the students with the basic knowledge and concepts of theories on personality and socialization.
2. Help students gain insights into understanding complex psychological influences.

#### Contents :

##### Unit I

1. Historical perspectives and the trends in theoretical and empirical approaches to child/human study and its relevance for pedagogy, psychotherapy and Intervention programmes
2. Principles, basic concepts, critique, implications and comparative analysis of the following theories:-
  - Psycho-analytic theory of Sigmund Freud
  - Psycho-social theory of Erik Erikson
  - Carl-Jung's theory of personality

##### Unit II

3. Principles, basic concepts, critique, implications and comparative analysis of the following theories: - Theories by Neo-Freudians
  - Karen Horney
  - Harry Stack Sullivan
  - Eric Fromm
  - Anna Freud

##### Unit III

4.
  - Allport's theory of personality
  - Adler's theory
  - Maslow's theory of Self-actualization

#### References :

1. Klem, M.D. and White, J.M. (1996) Family Theories: An introduction, Sage Publications. New Delhi.
2. Valsiner, J (2000) Culture and Human Development. Sage. London.
3. Gilligan, C. (1982). In a different voice: Psychological Theory and Women's Development: Harvard University Press. Cambridge.
4. Armstrong, K. (2005). A short History of Myth. Penguin Books Ltd. London.

5. Kessen, W. (1983) Handbook of Child Psychology, Vol. I: History, Theory and methods (4<sup>th</sup> ed.). John Wiley and Sons. New York.
6. Baldwin, A.L. (1980): Theories of child development (2<sup>nd</sup> Ed.) John Wiley & Sons. New York.
7. Hall Gardner Lindzey John B. Campbell (2007). Theories Of. Personality 4th Edition, Publisher: Wiley India Pvt Ltd.

### FOUNDATIONS OF HUMAN DEVELOPMENT (THEORY)

**Paper Code: HDF 702**

**Credits: 4**

**Max.Marks:100**

**TeachingHours: 4Hours /Week**

**Total Teaching Workload: 60 Hours /Semester**

**Objectives:**

1. To enable students to understand the principles and processes of genetic reproduction, causes and characteristics of genetic Anomalies
2. To understand recent advances, importance of critical period, growth and human development.

**Contents:**

**UNIT-I**

1. Principle of Human Development
2. Basic of Human Development: Genes and Chromosomes, Heredity and Environment, Meaning and Interactions of Heredity and Environment, Chromosomal Anomalies, Recent Advances in Genetics, Genetics Counselling.

**UNIT -II**

3. Basic themes in Human Development
  - a) Active Vs Passive organism
  - b) Continuity Vs Discontinuity in development
  - c) Learning Vs Maturation
  - d) Cognition Vs Language
4. Early Environment, (critical period): Experiments and Research. Effect of early stimulation and deprivation.

**UNIT -III**

5. Stages of prenatal development, prematurity and low birth weight babies. Factors Affecting Growth and Development.
6. Birth process and complications, technological advances in prenatal monitoring and care- sonography, amniocentesis, surrogacy, stem cell, test tube babies, and other recent advances

**References :**

1. Narang D; Khunteta B & Koradia K (2009). Early child care and stimulation, Pointer publishers, Jaipur
2. Santrock, J. W. (1983). Life Span Development. Wm. C. Brown Publishers, Dubuque, Iowa.
3. Stewart, Clarke, A., Friedman, S. (1987). Child Development: Infancy through Adolescence. John Wiley and Sons, New York.
4. Papalia, D.E., Olds, S.W. and Feldman, R.D. (2004). Human Development (9th Ed). Tata McGraw- Hill Publishing Company Ltd. New Delhi.
5. Berk, L.E. (2004). Development Through the Lifespan (3rd Ed). Pearson Education, Inc. New Delhi.

**EARLY CHILDHOOD CARE AND EDUCATION (THEORY)****Paper Code: HDF 703****Credits: 4****Max. Marks: 100****Teaching Hours: 4 hours/week****Total Teaching Workload: 60 hours/semester****Objectives :**

1. To gain knowledge and insight regarding early childhood care and education.
2. To develop the skills and techniques to plan activities and implement in ECCE Centers i.e. crèches and day-care centers, preschool and anganwadicenters.
3. To gain knowledge and skills of positive discipline, behaviour modification and role of special educator.
4. The students will also learn to evaluate ECCE centers.

**Unit I**

1. Need and importance of early childhood care and education (ECCE)
2. Goals of ECCE: Theoretical and empirical perspectives.
3. Significance of early stimulation and learning for School Readiness.
4. (a) Principles of childhood learning  
(b) Effective Teaching-Learning Strategies and approaches in ECCE, with special focus on Thematic learning approach.  
(c) What is a model? Different Curriculum models in ECCE.

**Unit II**

5. (a) Importance and characteristics of Developmentally appropriate curriculum/program (DAC/DAP) and Program planning.  
(b) Principles of planning of ECCE programs, types of planning: Long and short term planning, small group and large group planning.  
(c) Selection of DA activities to enhance language, Rhythm, Mathematics, Science, 3R's and Sensory experiences.



6.	Characteristics of an EC educator, criteria of selection of EC staff/personnel and their qualifications. Role of teachers in creating environment for learning of different activities.
7.	(a) Organizational Set Up: Preschool building and space allotment for Indoor and outdoor play. (b) Characteristics of effective learning centers in ECCE example music area, language-art area, block center, science area, costume/drama area, doll center, sand area, etc.

### Unit III

7.	Planning of developmentally appropriate ECCE activities: Goals, significance, objectives, criteria.
8.	Safety education and various issues in care of children.
9.	(i) Meaning and importance of Thematic Approach in ECCE curriculum. (ii) Need and importance of value education in young children. Integrating universal values in ECCE curriculum/activities to enhance pro-social behaviour in children.
10.	Records and Registers: Values, types and maintenance, Report Writing and criteria of Evaluation of Children and ECCE programs.

### References:

1. Narang D; Purohit S & Koradia K (2008). Early childhood care and development, Shivam Book Depot, Jaipur
2. Kaul, V. (2002) Early Childhood care and education. In Govinda R. (Ed.) India Education Report: A profile of Basic Education (23-24) National Institute of Educational Planning and Administration: Oxford University Press. New Delhi.
3. Sharma, M. A. (1993) Current Issues in Early Childhood care and Education. In T.S. Saraswati and B. Kaul (Eds.) Human Development and family studies in India: An Agenda for Research and Policy. Sage. New Delhi
4. Cleghorn, A. & Prochner, L. (2003). Contrasting visions of childhood: Examples from early childhood settings in Zimbabwe and India. *Journal of Early Childhood Research*, Sage, New Delhi.
5. Raut, S. Vyas, R. Sigh, A and Tiwari, J. (2006) Art Education: Teacher's Handbook for Classes VII and VIII. NCERT. New Delhi.
6. Anandlakshmy, S. (1989) Crèches in Delhi. Lady Irwin College, University of Delhi.
7. David, T. (1999) Teaching Young Children. Sage Publication. New Delhi.
8. Swaminathan, M. (ed.) (1998). The First Five Years: A Critical Perspective on Early Childhood Care Education in India. Sage Publication. New Delhi.

### EARLY CHILDHOOD CARE AND EDUCATION (Practical)

**Paper Code: HDF 711**

**Credits: 6**

**Max.Marks:100**

**Teaching Hours: 3 practicals/week (3 hours/practical)**

**Total Teaching Workload: 45 practicals /semester**

**Objectives :**

1. To develop the skills and plan and implement activities in ECCE Centres i.e. crèches and day-centres, preschool and anganwadicentres.
2. The students will also learn to evaluate ECCE centres.

**Contents :**

1. Visits to various centres of early childhood care and education (ECCE)(at least two with different approaches).
2. Planning Programme and activities for Children's all round Development through active learning; Preparing Teaching Aids.
3. Arranging of learning centres to facilitate learning of different concepts. Placement
4. and Observation in different Early Childhood Education and Day Care Centres.
5. Organising Parent Teacher Meets, Celebration of festivals/functions, workshops and open house for parent involvement.
6. Planning of nutritional supplements for preschool children: Non fire cooking recipes
7. Survey/visit to children's Libraries, books exhibition.

**RESEARCH METHODOLOGY (THEORY)****Paper Code :HDF A01****Credits: 4****Max. Marks : 100****Teaching Hours : 4 Hours/Week****Total Teaching Workload: 60 Hours/Semester****Objectives :**

1. To understand the basic concepts of research methodology.
2. To be able to understand the various steps of research methods.
3. To enable the students to understand various research designs, sampling techniques, methods of collecting data.
4. To enable the students to prepare and present report for dissertation purpose.

**Contents:****UNIT- I**

1. Research purpose and objectives.
2. Definition and Identification of research problem, selection of problem, hypotheses, basis assumption and limitation of problem.
3. Review of literature: Importance, sources and writing review of literature.
4. Research designs: Purpose and types.

**UNIT-II**

5. Technique of sampling- Census and sampling methods, probability and non-probability sampling procedures, sample size.
6. Data gathering instruments, measurements and scales, reliability and validity of measuring instruments- Questionnaire, Schedule, Score card, Checklist.
7. Methods of collecting data: Questionnaire, interview technique, observation, case study, focus group discussion.

**UNIT-III**

8. Planning, executing and analysis of large scale surveys with special emphasis of surveys in Home Science.
9. Presentation and preparation of report for dissertation publication.
10. Bibliography: Importance of method of writing references of book, journals, proceedings and websites.

**References :**

1. Simpson, George, Kafka, Fritz. Basic statistics: a textbook for the first course , Oxford and IBH Publishers, New Delhi, 1977.
2. Taro Y. Sampling Theory, Prentice-Hall Publishers, New Delhi, 1967.
3. Snedecor and Cochran, Statistics Methods, Oxford and I.B.H. Publishers, Calcutta, 1968.
4. Gupta SP. Statistics Methods, Sultan Chand and Co., New Delhi, 2008.
5. Good CV and Carter DE. Methods of Research-Educational Psychological Application, Century Craft, New York, 1954.
6. Kerlinger FA. Foundation of Behavioral Research, Century Craft, New York, 1966.
7. Young PV and Schind CG. Scientific Social Survey and Research, Prentice Hall, New Delhi, 1968.
8. Philips BS. Social Research, Strategy and Tactics, MacMillan, New York, 1976.
9. Mussed P. Hand book of Research Methods in Child Development, John Wiley & Sons Inc, 1960.
10. Devdas RP and Kulandaivel. Hand Book of Research Methodology, Sri Ram Krishna mission Vidhyalaya, 1971. Krishnaswamy RP. Methodology of Research in Social Sciences, 1<sup>st</sup> edition, Himalaya Publishing house, Mumbai, 1993.

**LIFE SPAN DEVELOPMENT – 1 (THEORY)****Paper Code: HDF AO2****Credits: 4****Max.Marks:100****TeachingHours: 4 Hours /Week****Total Teaching Workload: 60 Hours/Semester****Objectives :**

1. To acquaint students regarding the prenatal developmental processes and prenatal and neonatal assessment.
2. To help students gain an understanding of the growth and development from infancy to late childhood.



**Contents:****UNIT-I**

1. **Infancy:**
- Developmental tasks/ milestones
  - The Neonate (Birth to 4 weeks) –Reflexes, Physical, Physiological, Sensory
  - Perceptual Capabilities.
  - 4 weeks up to 2 years: Physical and Motor, Social, Emotional, Language and
  - Cognitive Development.

**UNIT -II**

2. **Early Childhood Years**
- Physical and Motor Development, and Handedness, Emotional and Social
  - Development, Cognitive, Language and Moral Development of Children in Early
  - Childhood Years.
3. **Middle and Late Childhood Years**
- Physical and Motor Development, Emotional and Social development, Cognitive, Language and Moral Development of children in Middle Childhood Years.

**Unit III**

4. **Adolescence: Development and Challenges**
- Characteristic of pubertal changes.
  - Period of Storm and Stress; Physical changes, Hormonal and Physiological changes,
  - Growth spurt, Individual Differences and Early versus Late Maturation. Reproductive and
  - Sexual Development.
  - Social Development of Adolescents, Significance of Peers and Family; Heterosexual
  - Attractions, Homosexuality, Parent – Child relationships and Discipline/freedom.
  - Understanding Adolescents' Emotional, Cognitive and Moral Development.

**References :**

1. Narang D; ChabraN&Koradia K (2010).Adolescent girls: awareness rights and reproductive health, Pointer publishers, Jaipur
2. Moorjani J; NarangD&Manika (2009).Bal Vikas Ka Manovigyan, ShriKavitaPrakashan, Jaipur
3. Stewart, Clarke, A., Friedman, S. (1987). Child Development: Infancy through Adolescence. John Wiley and Sons, New York.
4. Santrock, J. W. (1983). Life Span Development. Wm. C. Brown Publishers, Dubuque, Iowa.
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7. Berk, L.E.( 2004). Development through the Lifespan (3rd Ed). Pearson Education, Inc.

New Delhi.

8. Bhatt, N. (2007). Human Development- A Lifespan Perspective. Aavishkar Publishers. Jaipur
9. Rice, F.P. (1992). Human Development: A Lifespan Approach. Prentice Hall. New Jersey
10. Shaffer , D,R. and Kipp, K.( 2007). Developmental Psychology: Childhood and Adolescence( 7th Ed). Thompson Wadsworth. Australia
11. Saraswathi, T.S.(2003).Cross-Cultural perspectives in Human Development: Theory, Research and Applications. Sage Publications. New Delhi:

**SKILL TRAINING IN DEVELOPMENT OF CHILDREN (Practical)**

**Paper Code: HDF A11**

**Credits: 4**

**Max.Marks:100**

**TeachingHours: 2 Practicals/Week(3 Hours/Practical)**

**Total Teaching Workload: 30 Practicals/Semester**

**Objectives :**

1. To acquaint student to gain knowledge regarding the development processes during neonatal period.
2. To help students gain understanding of the assessment of developmental task from infancy to late childhood.

**Contents:**

1. Observation of Neonatal Reflexes.
2. Anthropometric Measurement and Assessment of Children in Different Age Groups and Settings: Plotting and interpretation of Growth Charts.
3. Assessment of various Developments of Infants.
4. Identification of Childhood Health and Developmental Problems.
5. Preparation of Observational Check List to Assess Physical, Motor, Social, Language, Emotional and Cognitive Developmental Tasks.
6. In -depth Case Study of a Selected Child.

**INNOVATIVE AND CREATIVE SKILLS IN CHILDREN (PRACTICAL)**

**Paper Code: HDF A12**

**Credits: 4**

**Max.Marks:100**

**TeachingHours: 2 Practicals/Week (3 Hours/Practical)**

**Total Teaching Workload: 30 Practicals /Semester**

**Objectives:**

1. To help students understand, plan and develop activities for children in ECCE centres.
2. To develop creative skill among students for the overall assessment of Child Care centres.

**Contents :**

1. Meaning, Definition and Significance of Play and Creativity in Growth and Development of children.
2. Types of Play: Exploratory, Solitary, Parallel, Symbolic, Constructive, Dramatic/role play, Co –

3.	operative play, individual play, Group Play, Sports, Games. Components of Creativity: Fantasy, Imagination, Giftedness, Fluency, Flexibility, Originality, Celebration and Curiosity.
4.	Equipments and Materials Used for Promotion of Play and Creativity (Indigenous Play Materials).
5.	Planning and Implementation of Play and Creative Activities with Children in Different Age Groups.
6.	Preparation of Materials and Aids to Promote Play and Creativity.
7.	Survey and Evaluation of Children's Literature and Play Materials.
<b>APPROACHES TO HUMAN STUDY (PRACTICAL)</b>	
<b>Paper Code: HDF A13</b>	
<b>Credits: 2</b>	
<b>Max.Marks:100</b>	
<b>TeachingHours: 2 Practicals/Week (3 Hours/Practical)</b>	
<b>Total Teaching Workload: 30 Practicals /Semester</b>	
<b>Objectives:</b>	
<ol style="list-style-type: none"> <li>1. To help the students gain knowledge of methods of Human Study.</li> <li>2. Apply these methods with different age groups, hence covering the life span stages of human development.</li> </ol>	
<b>Contents :</b>	
1.	Play comes in special settings: Rural, Urban, Hospitals, Hotels, Schools, Home etc.
2.	Activities to enhance various components of Creativity, Imagination, Giftedness, Originality and Curiosity.
3.	Planning and conducting role play on various emerging contemporary issues of Human Development.
4.	Preparation of materials and aids to promote play and play materials.
5.	Prepare and conduct various play and creative activities with the help of indigenous materials (innovative and creative skills in children).