PANJAB UNIVERSITY

CHANDIGARH

FACULTY OF SCIENCE

SYLLABI

FOR

EARLY CHILDHOOD CARE & EDUCATION

(ELECTIVE)

(B.A./B.SC./B.COM.)

FOR

EXAMINATIONS, 2012
BA 1st Year

Course title: Early childhood care & Education

The course will comprise of 2 papers namely:

(a) Paper A : Child Development (Basic course)
(b) Paper B : Health care (from birth to childhood)

Teaching hours per week

Theory: 4 hrs.
Practical: 2 hrs.
Total: 6 hrs.

Examination Hours

Theory: 3 hrs each paper
Practical: 2 hrs.
Child Development (Basic Course)

Paper A

Paper: 65
Internal Assessment: 10
Credits: 3 hours

Brief Description: The basic course in child development aims at orienting students to the field and fundamental concepts of child development.

Instructions for Paper Setter:

1. Each theory paper will be of three hours duration.

2. Question paper will have four sections.

3. A total of nine questions comprising of two questions from each unit, and one compulsory question of short answer type covering the whole syllabus will be set.

4. All questions may carry equal marks unless specified.

5. Students will be expected to attempt one question from each unit and the compulsory question

Objectives:

(i) To orient students to different aspects of child development, its nature and scope.

(ii) To acquaint students with development tasks.

(iii) To promote understanding about pre-natal development.
Course Content

Unit I

1. Historical trends in the field of child development.

UNIT II

3. Role of heredity and environment on the development of child.
4. Development tasks from infancy to early childhood.

UNIT III

6. Pre-natal development-
   a. Stages of pre-natal development
   b. Factor affecting prenatal development with special emphasis on the need for health & nutrition care in pregnancy.

UNIT IV


References:

Health Care (From birth to early childhood)

Paper B

Paper: 65
Internal Assessment: 10
Credits: 3 hours

Brief Description: The course provides information on various issues related to health care in infancy and early childhood.

Instructions for Paper Setter:

1. Each theory paper will be of three hours duration.

2. Question paper will have four sections.

3. A total of nine questions comprising of two questions from each unit, and one compulsory question of short answer type covering the whole syllabus will be set.

4. All questions may carry equal marks unless specified.

5. Students will be expected to attempt one question from each unit and the compulsory question.

Objectives:

1. To understand nutritional needs of children and methods of meeting them.

2. To understand various childhood diseases and disorders to promote health in Indian context.

Course Content

UNIT I

1. Neonatal care and development in first 4 weeks.
2. Breast feeding
   - Its importance for the mother and baby.
   - Hygiene with respect to breast feeding.

UNIT II
3. Weaning
   - Process and importance of weaning.
   - Nutrition needs of infants, weaning toddlers and pre-schoolers.

4. Diet planning at home and institutions (nursery schools)

UNIT III
5. Prevention and management of common childhood illness typical to India.
   - Nutrition related disorders - PCM (protein caloric malnutrition), Anaemia.
   - Respiratory illness.
   - Problems of ear, eye and teeth.
   - Skin diseases
   - Digestive problems – Diarrhoea, dysentery, vomiting.

6. Immunization – Definition, importance and schedule till early childhood.

UNIT IV

8. Programmes for growth promotion – nutrition, rehabilitation center-SNP(Supplementary Nutrition Programme), Mid day meals and ICDS.

References:
Practical

Paper : 40 marks
Int. Assessment : 10 marks
Credits : 2 Hours

1. Visit to hospital, well baby clinic and antenatal clinic and make a report of the same.
2. Visit to ICDS programme and make a report of the same.
3. Demonstration of measurement of growth.
   - Height
   - Weight
   - Mid-arm circumference
   - Heal circumference
Comprising the above measurements with standardized norms.
4. Survey of breast feeding and weaving practices being followed by women of various socio-economic state.
5. Interviewing mothers regarding myths and beliefs followed by them in prenatal period.

References:

   1. Child care kit
   2. “Bal Ahar margadarshika”
   3. Anaemia Care kit
   5. Dialogue on diarrhoea
6. Breast feeding


6. Voluntary Health association of India (VHAI) New Delhi Slide sets

   New Born development
   New Born Care
   Breast feeding
   More about child care
   Immunisable Disease: Signs and symptoms.

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<th>Internal Assessment</th>
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<td>Early Child Care and Education</td>
<td>65</td>
<td>10</td>
<td>75</td>
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<tr>
<td>B</td>
<td>Activities for young Children</td>
<td>65</td>
<td>10</td>
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<td>Practical</td>
<td>40</td>
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Early Childhood Care and Education

Paper: 65
Int. Assessment: 10 marks
Credits: 3 Hours

Paper A:

Instructions for Paper Setter:

1. Each theory paper will be of three hours duration.

2. Question paper will have four sections.

3. A total of nine questions comprising of two questions from each unit, and one compulsory question of short answer type covering the whole syllabus will be set.

4. All questions may carry equal marks unless specified.

5. Students will be expected to attempt one question from each unit and the compulsory question.

Objectives:

1. To gain knowledge regarding significance of ECCE.
2. To acquaint students with the philosophies of ECCE.
3. To gain an insight regarding the basic requirements and infrastructure of various ECCE centers.
4. To sensitize students with the needs of special children.

Course Content

UNIT I

1. Early childhood education
   A. Importance of early childhood years.
   C. Objectives of early childhood education.
UNIT II

II. Contribution of educational philosophers in the field of early childhood education:
   A. Montessori
   B. Froebel
   C. Rousseau
   D. Gandhi
   E. Tagore

III. Play and its importance
   A. Play and its Characteristics.
   B. Stages and types of play.
   C. Use of Play way approach in the curriculum for school going children.

UNIT III

IV. Institutions of Early Childhood care and Education
   A. Day care centres/crèches.
   B. Pre – Schools/ Kindergartens.
   C. Balwadies.

V. Programs for young children.
   A. Importance of planning a programme for young children.
   B. How to plan, implement and evaluate the programme.
   C. Various teaching methods emphasizing play way method, project method.

UNIT IV

VI. Children with special needs.
   A. Defining children with special needs, types of disabilities.
   B. Sensitizing teachers about children with special needs and their role in helping them in the classroom setting.

References:

Activities for young children

Paper B:  

Instructions for Paper Setter:

1. Each theory paper will be of three hours duration.

2. Question paper will have four sections.

3. A total of nine questions comprising of two questions from each unit, and one compulsory question of short answer type covering the whole syllabus will be set.

4. All questions may carry equal marks unless specified.

5. Students will be expected to attempt one question from each unit and the compulsory question.

Objectives:

1. To realize the importance of early years.

2. To acquaint the students with activities required enhancing the development of young children

3. To gain an insight into the literature required for young children.

Course Content

UNIT 1

1. Introduction
   
   A. Needs and Importance of Activities for young children.
UNIT II
II. Activities for enhancement of various developments.
   A. Physical and Motor Development
   B. Cognitive development
   C. Language development
   D. Socio – emotional development

UNIT III
III. Science and Maths Activities for young children.
IV. A. Significance of Music, drama and puppetry for young children.
     B. Types of activities in music, drama and puppetry.

UNIT IV
V. Literature for children
   A. Types of literature such as picture book, story books etc.
   B. Criteria for selection of books for young children.
   C. Importance of storytelling and use of various techniques.

References:

Practical

Paper: 45
Int. Assessment: 5 marks
Credits: 2 Hours

I. Observing young children in different institutional set up- Creche, Kindergarten. Writing a report unit.

II. Using assessment checklist to assess pre-school children in various areas of development such as physical, motor, cognitive and language.

III. Demonstration of art, language, math’s, science, music and movement activities.

IV. Preparing audio-visual aids for enhancement of various development.

V. Making different kinds of puppets, mobiles for the classroom environment.

VI. Developing weekly plans based on their approach, along with the list of activities and learning materials. Implementing the plan and writing a report on it.

VII. Making a resource file- collection o pictures, locally available materials and articles related to field of ECCE.

References:


### B.A. 3rd Year

#### SCHEME OF STUDIES

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<td>Practice Teaching in ECCE institutions</td>
<td>25(Viva)</td>
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B.A.III\textsuperscript{rd} Year

PAPER-A

Course Title: Organization and Management of Early Childhood Care & Education.

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Instructions for Paper Setter:

1. Each theory paper will be of \textbf{three hours} duration.

2. Question paper will have \textbf{four} sections.

3. A total of \textbf{nine} questions comprising of two questions from each unit, and \textbf{one compulsory} question of short answer type covering the whole syllabus will be set.

4. All questions may carry \textbf{equal marks} unless specified.

5. Students will be expected to attempt one question from each unit and the compulsory question.

Objectives:

1. To gain knowledge regarding significance of ECCE.

2. To develop skills and techniques to plan activities in ECCE centers of different types.

3. To gain an insight regarding the basic requirements and infrastructure of various ECCE centers.
Course Content

UNIT I

1. Existing ECCE programs in India-Objectives, Organization and management, services rendered and critical evaluation.

UNIT II

2. Setting up and management of both rural and urban ECCE centers.
   a. Physical facilities
      i. Locality and building.
      ii. Furniture, equipment and materials.
      iii. Organization of indoor & outdoor spaces.
   b. Personnel: Qualifications, responsibilities, skills and competencies and personal qualities of the following:
      i. Supervisor
      ii. Teacher/day-care worker
      iii. Supportive staff/Helpers
      iv. Experts, consultants, resource persons
      v. Administrative personnel

UNIT III

3. Programs and curriculum planning and implementation:
   a. Planning a need and context based programme.
   b. Long term and short term planning of programme.
   c. Preparations of weekly and daily working plan for an ECCE set-up.

   a. Need for evaluation.
   b. Types and strategies used.
c. Role of supervisor and teacher.
d. Maintenance of records.
e. Self evaluation – learning process & outcomes.

UNIT IV
5. Management of Resources
   a. Finance – Need and methods of generating funds, budgeting saving and investments.
   b. Time management – Proper utilization with reference to programme, children, self and institution.
   c. Support services and referral – Identifying maintaining liaison, collaborating.

References

Practice Teaching in ECCE Institutions.

Paper – B

Viva : 25
Internal Assessment : 50
Total : 75
Credits: 3

Course Content

I. Placement in existing ECCE programs both private and government.
   i) Programmes, observation, supervision and evaluation of the following:
      - Structure and organization of the institution.
      - Infrastructure
      - Administration
      - Finance/Funding
      - Programme content
      - Beneficiaries (Selection procedure etc.)
      - Records maintained.
      - Evaluation procedure adopted for programme/Children/staff.

II. Practical experience and actual work with children in the centre placed with rotation in at least three institutions. The students would plan, conduct evaluate activities of the centre.

III. File and Records.

References:


Practical assignments on ECCE (Practical)

Paper – C

Course Content

1. Organizing parent teacher meetings
2. Planning, preparation and serving of supplementary nutritive snacks.
4. Preparing a report pertaining to any two of the following cases observed during placement.
   a. Behavioral problems
   b. Emotional problems
   c. Physical problems or any other
5. Visit and report of any three child welfare institutions related to ECCE.
6. Record and Viva.

References:


