FACULTY OF SCIENCE

SYLLABI

FOR

EARLY CHILDHOOD CARE & EDUCATION

(ELECTIVE)

1\textsuperscript{st} & 2\textsuperscript{nd} SEMESTER

&

2\textsuperscript{nd} & 3\textsuperscript{rd} YEAR

EXAMINATIONS 2014-2015

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1
## SCHEME OF STUDIES

### SEMESTER-I

<table>
<thead>
<tr>
<th>Paper</th>
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<tr>
<td>Child Development (Basic Course)</td>
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### SEMESTER-II

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<tr>
<td>Health Care (From Birth to Early Childhood)</td>
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B.A. 1st Year (SEMESTER I)

PAPER- CHILD DEVELOPMENT (BASIC COURSE)

Paper: 65
Internal Assessment: 10
Credits: 3 hours

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
5. Meaning of growth and development. General principles of growth and development.
6. Pre-natal development-
   a. Stages of pre-natal development
   b. Factor affecting pre-natal development with special emphasis on the need for health and nutrition care in pregnancy.

Unit IV
7. Birth process-
   Normal Birth, Caesarian birth- complications at birth
8. Common behavior problems in young children

References:

Practical

Paper:20
Internal Assessment: 05
Credits: 2 hours

1. Visits 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.
B.A. 1st Year (SEMESTER II)
PAPER- HEALTH CARE (FROM BIRTH TO EARLY CHILDHOOD)

Paper- 65
Internal Assessment: 10
Credits: 3 hours

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), Anemia
   - Respiratory illness.
   - Problems of ear, eye and teeth
   - Skin diseases
   - Digestive problems
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 bMeals and ICDS.

References:
1. Demonstration of measurement of growth.
   - Height
   - Weight
   - Mid-arm circumference
   - Heal circumference
2. Comprising the above measurements with standardized norms.
3. Survey of breast feeding and weaning practices being followed by women of various socio-economic states.
4. Interviewing mothers regarding myths and beliefs followed by them in pre-natal period.
# SCHEME OF STUDIES

<table>
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<td>A</td>
<td>Early Child Care and Education</td>
<td>65</td>
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<tr>
<td>B</td>
<td>Activities for young Children</td>
<td>65</td>
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Early Childhood Care and Education

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

I. 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:
Paper B:  *Activities for young children*

**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**

I. Introduction
   
   A. Needs and Importance of Activities for young children.

**UNIT II**

II. Activities for enhancement of various developments.
   
   B. Physical and Motor Development
   
   C. Cognitive development
   
   D. Language development
   
   E. Socio – emotional development

**UNIT III**

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

IV  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 of pictures, locally available materials and articles related to field of ECCE.

References:
## B.A. 3rd Year

### SCHEME OF STUDIES

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<td>A.</td>
<td>Organisation &amp; Management of Early Childhood Care &amp; Education(Th.)</td>
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<td>B.</td>
<td>Practice Teaching in ECCE institutions</td>
<td>25(Viva)</td>
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<td>C.</td>
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B.A.IIIrd Year

PAPER-A: Organization and Management of Early Childhood Care & Education.

Paper : 65
Internal Assessment : 10
Total : 75
Credits: 4 Hours

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 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

**Paper – B: Practice Teaching in ECCE Institutions.**

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<td>Total</td>
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<td>Credits</td>
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**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 atleast three institutions. The students would plan, conduct evaluate activities of the centre.

III. File and Records.

**References:**


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:

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