FACULTY OF SCIENCE

SYLLABI

FOR

EARLY CHILDHOOD CARE & EDUCATION
(ELECTIVE)

1st to 6th SEMESTER

EXAMINATIONS 2020-21
### 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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PAPER- CHILD DEVELOPMENT (BASIC COURSE)

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. Factors 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:

Child Development (Basic Course) Practical

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.
   Nutritional 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
   - Head 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 stratas.
4. Interviewing mothers regarding myths and beliefs followed by them in prenatal period.
B.A. 2nd year  
Semester 3rd and 4th  
Early Childhood Care and Education (ECE)  

SCHEME OF STUDIES  

SEMESTER 3rd  

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<td>Early Child Care and Education</td>
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SEMESTER 4th  

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<tr>
<td>Activities for young Children</td>
<td>65</td>
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Semester III

Early Childhood Care and Education

Paper: 65 marks
Int. Assessment: 10 Marks
Credits: 3 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 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
   b) Non-Formal pre-school education-definition, significance.
   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 approaches in the curriculum for school going children

Unit III

IV. Institutions of early childhood care and education
    a) Day care centers/crèche
    b) Pre-school/kindergartens.
    c) Balwadies

V. Programs for young children.
    a) Importance of planning a program for young children
    b) How to plan, implement and evaluate the program.
    c) Various teaching methods emphasizing play way method, project method

Unit IV

IV. 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:

Early Childhood Care and Education

Practical

Paper: 20 marks
Int.Assessment: 05 Marks
Credits: 2 hours

1. Observing young children in different institutional set up- creche, kindergarten. Writing a report.
2. Using assessment checklist to assess pre-school children in various areas of development such as physical, motor, cognitive and language.
3. 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.
4. Making a resource file-collection of pictures and articles related to the field of ECCE.

References:

Semester IVth
Activities for Young Children

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

Instructions for Paper Setter:

1. 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 students with activities required for enhancing the development of young children
3. To gain an insight into the literature required for young children.
Course Content

Unit I

I. Introduction

Needs and importance of activities for young children

Unit II

II. Activities for enhancement of various developments.
   a) Physical and Motor developments.
   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 an use of various techniques.

References:

**Activities for Young Children**

**Practical**

**Paper:** 20 marks  
**Int.Assessment:** 05 Marks  
**Credits:** 2 hours

1. Demonstration of art, Language, Maths, Science, Music and Movement activities.  
2. Preparing audio-visual aids for enhancement of various developments.  
3. Making different kinds of puppets, mobiles for classroom environment.  
4. Making a resource file-collection of pictures, locally available materials and articals related to the field of ECCE.

**References:**

B.A. 3rd year

Semester 5th and 6th

Early Childhood Care and Education (ECE)

SCHEME OF STUDIES

**SEMESTER 5th**

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<td>Organization and Management of Early Childhood Care &amp; Education</td>
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<tr>
<td>Programme planning and management process of an ECCE programme</td>
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Semester V

Paper A: Organization and Management of Early Childhood Care & Education

Paper: 65
Internal Assessment: 10
Total: 75

Course Content

Unit I

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

Unit II

1. Setting up and management of both rural and urban ECCE centres.
   a. Physical facilities
      i. Locality and building
      ii. Furniture equipment and materials
      iii. Organisation of indoor and outdoor spaces
   b. Personnel: Qualifications, responsibilities, skills, competencies and personal qualities of the following:
      i. Supervisor
      ii. Teacher/ Day-care worker
      iii. Supporting Staff/ Helper
      iv. Experts, consultants, resource persons
      v. Administrative personnel

References:


Paper B: Practical

1. Planning, preparing and serving of supplementary nutritive snacks.
3. Visit and report of any two child welfare institutions catering to non-formal pre-school education (balwadis, anganwadis, creches, etc) and any two child welfare institutions catering to special education under ECCE.
4. Preparing a report pertaining to any two of the following cases observed during placement.
   ☐ Behavioural problems
   ☐ Emotional problems
   ☐ Physical problems or any other.
5. Organising parent teacher meetings.

References:


Semester VI

Paper A: Programme planning and management process of an ECCE programme

          Paper: 65
          Internal Assessment: 10
          Total: 75

Course Content

Unit I

1. 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.

2. Evaluation of ECCE programme.
   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 II

1. 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

Viva: 20
Internal Assessment: 05
Total: 25

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

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

3. File and records.

References:


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