

SNDT WOMEN'S UNIVERSITY
(www.sndt.ac.in)

SYLLABUS FOR
DEGREE OF BACHELOR OF SCIENCE HOME SCIENCE
(EARLY CHILDHOOD EDUCATION)

Program Degree	BSc Home Science (Early Childhood Education)
Parenthesis	Human Development
Preamble	This curriculum creates a teaching-learning framework at the undergraduate level to attract the young minds towards research, innovation, apprenticeship, social outreach, entrepreneurship and similar such areas of human knowledge and endeavor. The program aims to prepare students for careers requiring global competencies and to develop skills required to work in international organizations. It provides the students with many opportunities, both to apply the theoretical knowledge and to develop a more in-depth understanding of important aspects of development during the whole life span.
Program Specific Outcomes (PSOs)	After completing this program, learner will
	1. develop varied skills for professional competencies.
	2. design community welfare programs for children, youth and elderly.
	3. combine scientific temper, analytical, and critical-thinking skills.
	4. make use of proficiencies and entrepreneurial skills for a wide variety of career opportunities.
	5. develop sensitivity regarding children with diverse needs.
	6. model skills for working as human development professionals in various settings.
	7. translate skills for community participation and development.
Eligibility Criteria for Program	Must have passed Higher Secondary School Certificate (standard XII) examination with Minimum Competency based Vocational Courses (MCVC) conducted by the different Divisional Boards of the Maharashtra (or any other State) Board of Secondary and Higher Secondary Education
Intake (For SNDT WU Departments and Conducted Colleges)	30 Students

B.SC. IN HOME SCIENCE EARLY CHILDHOOD EDUCATION

Syllabus Structure EARLY CHILDHOOD EDUCATION

No.	Courses	Type of Course	Credits	Marks
Semester I				
1.1	Life span development Theory	Major (Core)	4	100
1.2	Life span development practical	Major (Core)	2	50
1.3	Traditional Indian games and toys	OEC	(2+2) 4	100
1.4	Fundamentals of Child Development (Pr)	VSC	2	50
1.5	Presentation skills	SEC	2	50
1.6	Effective Spoken Communication	AEC	2	50
1.7	Indian child rearing practices	IKS	2	50
1.8	EVS	VEC	2	50
1.9	NSS/NCC / cultural / sports	CC	2	50
			22	550
Semester II				
2.1	Foundations of Early Childhood Education (theory)	Major (Core)	4	100
2.2	Foundations of Early Childhood Education (practical)	Major (Core)	2	50
2.3	Preschool Education and Management (Pr)	Minor Stream	2	50
2.4	Child Health and Nutrition	OEC	4	100
2.5	Stimulation activities for preschoolers	VSC	2	50
2.6	Introduction to Puppetry	SEC	2	50
2.7	Effective Written Communication	AEC	2	50
2.8	Indian philosophies in Early Childhood Education	IKS	2	50
2.9	NSS/NCC/cultural/ sports	CC	2	50
			22	550
		TOTAL	44	1100
EXIT UG CERTIFICATE (with extra 10 credits)			54	1350

SN	Courses	Type of Course	Credits	Marks
Semester III				
3.1	Curriculum for Young children (theory)	Major (Core)	4	100
3.2	Curriculum for Young children (practical)	Major (Core)	4	100

3.3	Orientation to Preschool Education (Pr)	Minor Stream	4	100
3.4	Family Dynamics	OEC	2	50
3.5	Advocacy for Children and Family wellbeing	VSC	2	50
3.6	Relationship Management	AEC	2	50
3.7	Professional application in ECE	FP	2	50
3.8	NSS/NCC/Sports/ cultural	CC	2	50
			22	550
Semester IV				
4.1	Basics of Guidance	Major (Core)	4	100
4.2	Engaging Families and Community	Major (Core)	4	100
4.3	Guiding Young Children (Pr)	Minor Stream	4	100
4.4	Emotional Intelligence	OEC	2	50
4.5	Management of centers for young children (Pr)	VSC	2	50
4.6	Foundation of literacy and numeracy skills	AEC	2	50
4.7	NSS/NCC/ sports/ cultural	CC	2	50
4.8	Field placement 1	CEP	2	50
			22	550
		TOTAL	44	1100
EXIT UG DIPLOMA (with extra 10 credits)			98	2450
SN	Courses	Type of Course	Credits	Marks
Semester V				
5.1	Pedagogies in Early Childhood Education	Major (Core)	4	100
5.2	Children with Special needs	Major (Core)	4	100
5.3	Panchkoshiye Curriculum	Major (Core)	2	50
5.4	Children and Youth in the current context	Major (Elective)	4	100
5.5	Individuals with disability (2 Th+ 2 Pr)	Minor Stream	4	100
5.6	Creativity for Young children	VSC	2	50
5.7	Internship in Special schools	CEP	2	50
			22	550
Semester VI				
6.1	Trends in Early Childhood Education	Major (Core)	4	100

6.2	Theories of Human Development	Major (Core)	4	100
6.3	Assessment in Early Childhood Programs	Major (Core)	2	50
6.4	Women Studies	Major (Elective)	4	100
6.5	Marriage and Family Relationship (2 Th+ 2 Pr)	Minor Stream	4	100
6.6	Internship in centers for children	OJT	4	100
			22	550
		TOTAL	44	1100
EXIT B.Sc. Home Science (Early Childhood Education)			132	3300

4-Year Degree with Honors

SN	Courses	Type of Course	Credits	Marks
Semester VII				
7H.1	Advanced Life Span Development	Major (Core)	4	100
7H.2	Theories of Behavior and Development	Major (Core)	4	100
7H.3	Methods of Research in Early Childhood Education	Major (Core)	4	100
7H.4	Persons with Special Needs	Major (Core)	2	50
7H.5	Advanced Early Childhood Education (Th)	Major (Elective)	4	100
7H.6	Research Methodology	Minor Stream (RM)	4	100
			22	550
Semester VIII				
8H.1	Recent Trends in Curriculum Planning	Major (Core)	4	100
8H.2	Entrepreneurship in Early Childhood Education	Major (Core)	4	100
8H.3	Issues in Early Childhood Education	Major (Core)	4	100
8H.4	Seminar on concerns in ECCE	Major (Core)	2	50
8H.5	Maternal and Child Nutrition studies	Major (Elective)	4	100
8H.6	Internship Personal Effectiveness and Professional Development	OJT	4	100
			22	550
		TOTAL	44	1100
EXIT B.Sc. Home Science (Early Childhood Education) with Honors			TOTAL	176
				4400

Course Syllabus

Semester I

1.1 Major (Core)

Course Title	Life Span Development
Course Credits	4 (Th)
Theory – Internal - External	50+50
Course Outcomes	After going through the course, learners will be able to
	1. acquainted with the developmental stages from birth to old age.
	2. develop awareness of important aspects of development during the whole life span.
	3. understand the problems and hazards faced by an individual throughout the lifespan development
	4. Develop understanding of major stages and nature of growth and development
Module 1 (Credit 1)	Introduction to Life Span Development and Infancy stage
Learning Outcomes	After learning the module, learners will be able to
	1. Develop understanding of meaning of life span development. 2. Acquire knowledge about advancements in the stage of prenatal and infancy stage 3. Understand potential hazard during prenatal stage of development
	<ul style="list-style-type: none">• Introduction to life span development.• Conception and development during prenatal stages and hazards of development in brief• Introduction to stage 0-2 years• Neonatal stage: Physical appearance, Reflexes, Perceptual skills, Infancy: Physical, motor and social development during infancy• Developmental tasks of infancy stage
Module 2 (Credit 1)	Early and Late Childhood
Learning Outcomes	After learning the module, learners will be able to
	1. Acquaint s with the developmental changes and challenges during early and middle childhood. 2. Develop understanding about significance of pre-school age in the process of development.

Content Outline	<ol style="list-style-type: none">1. Stage of Childhood- Early & Late childhood2. Concepts and developmental tasks and challenges3. Physical, motor and social development4. Cognitive and Language development
Module 3 (Credit1)	Adolescence

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Learning Outcomes	After learning the module, learners will be able to
	1. Gain deeper knowledge of various domains of development during adolescence stage and major concerns and challenges
	2. Develop understanding about career planning and sex education during adolescence as concerns of stages
Content Outline	1. Definition and characteristics of Adolescents. 3. Physical, Social and Emotional and Cognitive development during adolescence stage. 4. Major challenges faced during stage
Module 4 (Credit 1) Adulthood	
Learning Outcomes	After learning the module, learners will be able to
	1. Develop awareness about characteristics of early, middle and late adulthood.
	2. Analyze problems and issues in middle and late adulthood.
Content Outline	1. Definition of young, middle and late adulthood and development tasks of each stage. 2. Physical, Social and Emotional development during three stages of adulthood (Young , Middle and late Adulthood) 3. Major developmental concerns during adulthood

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Conduct workshops on childbirth and challenges.
2. Visit to a pre-school/old age home/Hospital & group presentation in class. Submission of reports
3. Guest lecture on crucial aspects of human development/ sex education.
Report to be submitted
4. Visit and writing a report on old age home.
5. Written submission on issues in middle and late adulthood.

References

Ambron, S.R. (1975). Child Development, Rinehart Press, San Francisco.

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Craig, G.J. (1979): Child Development, Prentice Hall Inc. Englewood cliffs, New Jersey.

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Whitbourne, Susane K and Winston C. (1979): Adult Development - The differentiation of experience, Holt Rinchart & Winston, U.S.A.

Williams, S. (1984): Middle childhood, behavior & development, MacMillan publishing company, New York.

1.2 Major (Core)

Course Title	Life span development (Pr)
Course Credits	2
Theory – Practical Internal - External	25+25
Course Outcomes	After going through the course, learners will be able to

	1. Develop observation skills and reporting abilities
	2. interview families and individuals for collecting information related to human development
	3. work in groups for human development
	4. develop the ability to relate to the services given by human care institutes
	5. adapt to the needs of children
	6. critically understand media content
Module 1 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to
	1. develop observation skills
	2. exhibit skills of interviewing
	3. discuss development of children, adolescents, adults and elderly
	4. gain insights into sources of information
Content Outline	1. Observation of individuals in different periods of life span (Infants, preschoolers, Adolescents and adults)
	1. Collect newspaper, Magazine articles for each period 2. List down developmental challenges during different stages 3. Conduction of Interviews of Elderly man, women and families
Module 2 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to
	1. develop deeper understanding of issues and concerns in human development
	2. critically analyze issues and concerns of human development
	3. plan care tips for children and elderly
Content Outline	1. Group projects like, group discussions, street plays , debate and research project on relevant issues such as developmental deviations 2. Viewing different films on pre- during- post natal care and develop right understanding 3. Demonstration of different child care practices, massaging, bathing, toilet training, feeding. 4. Review films on adolescents and social media 5. Visit to old age home and report observations

Evaluation

1. Individual project

2. Group project
3. Observation of developmental task of any two stages of development
4. Visit to one school and one old age home and report submission
5. Organizing film review

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1.3 OEC

Course Title	Traditional Indian Games and Toys
Course Credits	4
Theory – Internal - External	50+50
Course Outcomes	After going through the course, learners will be able to
	1. Understand the history of traditional toys and games in India
	2. Identify the role of Indigenous and Traditional Toys and games in child development
	3. List down traditional toys and games in specific regions of India
	4. Develop a few traditional toys
Module 1 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to
	1. understand history and the importance of traditional toys and games
	2. discuss the importance of Traditional toys and games in children’s development
Content Outline	<ul style="list-style-type: none"> • History of traditional toys and games in India • Impact of traditional toys and games in our society • Role of Indigenous and traditional toys and games in child development
Module 2 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to
	<ul style="list-style-type: none"> • Understand the importance of traditional games in children’s development • Identify traditional toys and games in specific regions of India
Content Outline	<ul style="list-style-type: none"> • Importance of Traditional Games in children’s development • Traditional toys and games in specific regions of India
Module 3 (Credit 1) (Pr)	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. Identify different types of Indian toys and games 2. List down toys and games involving simple objects

Content Outline	<ul style="list-style-type: none"> • Types of Indian toys and games • Toys and games involving simple objects
Module 4 (Credit 1) (Pr)	
Learning Outcomes	After learning the module, learners will be able to
	<ol style="list-style-type: none"> 1. create one traditional toy 2. list down indigenous Indian toys and games
Content Outline	<ul style="list-style-type: none"> • Create one traditional toy • Make a scrap book of indigenous Indian toys and games

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. 2 written Assignments
2. Make a scrap book of indigenous Indian toys and games
3. Create one traditional toy

References

Aditi Ranjan, M. P. Ranjan (2009). Handmade in India. A Geographic Encyclopedia of Indian, Page 362.

Kamaladevi Chattopadhyay (1975). Handicrafts of India Hardcover, Indian Council for Cultural Affairs; First Edition, ASIN: B0000CQIQK

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Tiwari SR (2006). History of Physical Education. APH Publishing, 209-219. ISBN 8131300412, 9788131300411.

1.4 VOCATIONAL SKILL COURSE (VSC)

Course Title	Fundamentals of Child Development (Pr)
Course Credits	2 credits
Theory – Internal - External	25+25
Course Outcomes	After going through the course, learners will be able to
	1. compare the developmental stages from birth to 12 years

	<p>2. develop an understanding of different aspects of child's physical, motor social and emotional development</p> <p>3. comprehend developmental tasks of different age groups.</p> <p>4. Discuss tasks for children from birth to 8 years</p>
Module 1 (Credit 1)	Development during Infancy and Toddlerhood
Learning Outcomes	<p>After learning the module, learners will be able to</p> <p>1. develop an understanding about developmental stages in the first two stages</p> <p>2. discuss domains of development.</p> <p>3. infer observation skills and reporting abilities</p>
	<ul style="list-style-type: none"> • Introduction to Child Development. • Introduction to periods/stages of development, developmental domains • Physical, Motor and Social, Emotional development during Infancy & Toddlerhood • Cognitive and Language development during Infancy & toddlerhood • Observe and document the development of children in various domains. • Describe physical, motor and perceptual development during Infancy and Toddlerhood. • Study of children's development across domains (physical-motor, cognitive, language and socioemotional) using observations, performance of children on specific tasks /activities/behaviour
Module 2 (Credit 1)	Early and Late Childhood
Learning Outcomes	<p>After learning the module, learners will be able to:</p> <p>1. estimate developmental changes during early and middle childhood.</p> <p>2. infer significance of play in the process of development.</p>
Content Outline	<p>Stage of Childhood- Early & Late childhood</p> <ol style="list-style-type: none"> 1. Physical, motor and social development during preschool years 2. Cognitive and Language development 3. Study children using various methods to understand development in different domains 4. Observation of Play Patterns in young children

Assignments- a) Prepare a booklet on Children's development from Infancy to Late childhood years

b) Observation Records

- c) Visits to Day care Centers/ Preschools
- d) Interviews with mothers of young children to trace developmental

milestones

References

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1.7 Indian child rearing practices (IKS)

Course Title	Indian child rearing practices
Course Credits	2(Th)
Theory – Internal - External	25 + 25
Course Outcomes	After going through the course, learners will be able to
	1. discuss the concept of parenting and characteristics of Indian Parenting
	2. analyze the concept of traditional Indian parenting
	3. compare child rearing practices, different parenting styles and its impact on children’s behavior.
	4. infer the role of culture and tradition in parenting
	5. Critically analyze social and cultural context of parenting
Module 1 (Credit 1)	Child rearing practices- Indian parenting styles
Learning Outcomes	After learning the module, learners will be able to
	1. discuss Indian parenting
	2. Acquire knowledge about characteristics of Indian Parenting
	3. compare child rearing practices- Indian parenting styles

Content Outline	<ol style="list-style-type: none"> 1. Definition of parenting 2. Traditional Indian parenting 3. Characteristics of Indian Parenting 4. Traditional Indian parenting practices 5. Child rearing practices- Indian parenting styles
Module 2 (Credit 1) of parenting	Social and cultural context
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. discuss social and cultural context of parenting 2. determine parent- child relationship at various developmental stages 3. analyze Social Class and parenting styles 4. examine the role of culture and tradition in parenting in India
Content Outline	<ol style="list-style-type: none"> 1. Social and cultural context of parenting in India 2. Influence of parent child relationship at various developmental stages. 3. Family structure and parenthood 4. Social Class and parenting styles 5. Role of culture and tradition in parenting

Assignments/Activities towards Comprehensive Continuous Evaluation(CCE)

1. Case study of a family to understand the child rearing practices
2. Assignment on different parenting styles/ models
3. Interviews with 5 parents to understand the dynamics of child rearing

References

- Bhalla, N.M. (1985). Studies in child care, (NIPCCD).
- Cacodcar J, Dubhashi A, Joglekar S. A cross-sectional study on child rearing practices in rural Goa. J Krishna Inst Med Sci Univ. 2015;4(4).
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- Konantambigi, R.M. (1996). Beliefs about child, childhood, and upbringing: A crucial component of the developmental niche (ERIC Document Reproduction Service No. ED 407 104).
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1.5 SEC

Course Title	Presentation Skills
Course Credits	2
Theory – Practical Internal	25+25
Course Outcomes	After going through the course, learners will be able to
	1. develop presentation skills and give an effective presentation
	2. plan to organize presentation content
	3. evaluate audience needs
	4. construct presentation content for school/centers
Module 1 (Credit 1) Fundamentals of effective presentation	
Learning Outcomes	After learning the module, learners will be able to
	1. learn basics of presentation skills
	2. discuss principles of presentation skills
Content Outline	<ul style="list-style-type: none"> • Meaning of presentation • Principles of presentation • Presentation skills -types & delivery Methods • Importance of presentation skills for teacher
Module 2 (Credit 1) Presentation skills in EC	
Learning Outcomes	After learning the module, learners will be able to
	1. develop knowledge about various methods used in schools

	2. create presentations-visual, oral, 3 D models, ppts
Content Outline	<ul style="list-style-type: none"> • Audio & Visual recordings for preschool teaching -literary, storytelling, songs, poetry, documentary. • Charts, teaching aids, posters, bulletin boards display, Mobiles, flannel board objects, Illustrative books • Power point presentation -creating stories with sound effects and animation. • 3D models -developing models on various topics • Project display • Video making and podcast

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Internal assessment of 25 marks -25/15/10 marks bifurcation

1. Developing story, poems, songs in digital and traditional way
2. Developing 3D Models
3. Illustrative picture books, story books, charts
4. Making display board objects
5. Making PPTs on various preschool topics
6. Making videos and podcast on storytelling, poems, songs or any content.

References

1. Dr Arulsamy and Z. Zayapragassarazan. Teaching skills & Strategies 2016, sold by R.A Books.
2. Joan Van Emden and Lucinda Becker. Presentation skills for students 3 rd Edition, Bloomsbury Publishing PLC
3. Pasty McCarthy. Presentation skills: The essential Guide for students , SLE Publisher Pound.
4. Theobald.T Develop your presentation skills, 2013, Publisher -Kogan Page Limited

1.7. IKS - 2 credits- 50 marks

Course Title	Child Rearing Practices in India (Theory)
Course Credits	2
Theory Internal	25+25
Course Outcomes	After going through the course, learners will be able to
	1. Discuss parenting in the Indian Context
	2. evaluate Child rearing practices in India
	3. analyse different styles of child rearing in India
Module 1 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to
	1. identify child rearing practices in Indian Context

	2. differentiate between different parenting styles and models
Content Outline	<ul style="list-style-type: none"> • Child Rearing Practices- Concept • Models of parenting • Parenting styles
Module 2 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to
	1. Interpret the rationale for child rearing practices by Indian Parents
	2. Examine the impact of different parenting styles on children
Content Outline	<ul style="list-style-type: none"> • Child rearing beliefs and practices in the Indian Culture • Impact of Child rearing practices

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Case study of a family to understand the child rearing practices
2. Assignment on different parenting styles/ models

References:

- Belsky J. The determinants of parenting: A process model. Child development. 1984, 1:83-96
- Bögels SM, Lehtonen A, Restifo K. Mindful parenting in mental health care. Mindfulness. 2010, 1(2):107-20.
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- Williams KL, Wahler RG. Are mindful parents more authoritative and less authoritarian? An analysis of clinic-referred mothers. Journal of Child and Family Studies. 2010, 19(2):230-5.

Semester II

2.1 Major (Core)- 4 credits- 100 marks

Course Title	Foundations of Early Childhood Education (Theory)
Course Credits	4
Theory Internal - External	50+50
Course Outcomes	After going through the course, learners will be able to 1. discuss various aspects of teaching -learning methodologies for early years. 2. conduct innovative activities to enhance learning of different components of the curriculum. 3. understand the pivotal role of early childhood teacher.
Module 1 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to 1. understand the concept of ECE 2. explain the importance ECE 3. describe the objectives of ECE

Content Outline	<ul style="list-style-type: none"> • Introduction • Meaning & Scope of ECE • Importance of ECE • Objectives of ECE
Module 2 (Credit 1)	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. differentiate between different types of pre-school centers 2. design different types of teaching aids 3. analyze the effectiveness of physical setting, equipment and materials for learning
Content Outline	<ul style="list-style-type: none"> • Different types of pre-school centers • Physical setting of a center, equipment & materials <ul style="list-style-type: none"> • Teaching Learning materials • Personnel
Module 3 (Credit 1)	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. examine Play & Play way methodology 2. design and organize activities for Language, Science, Math and Social studies
Content Outline	<ul style="list-style-type: none"> • Play, Play Way Methodology • Language- Importance, skills & Activities • Science - Importance, skills & Activities • Math - Importance, skills & Activities • Social studies - Importance, skills & Activities
Module 4 (Credit 1)	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. identify the role of philosophers to ECE 2. explain the importance of Assessment & identify various methods of evaluation 3. analyze various methods of working with parents

Content Outline	<ul style="list-style-type: none"> • Overview of Philosophers- Froebel, Montessori, Rousseau, Gandhiji, Tarabai Modak, Giju Bhai Badheka • Assessment & Evaluation • Working with Parents
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Reports of different preschool centres
2. 5 language activities/Math activities
3. One activity for social studies
4. Presentation of one learning centre

References:

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2.2 Major (Core)- 2 credits- 50 marks internal practical paper

Course Title	Foundations of Early Childhood Education (Internal Practical Paper)
Course Credits	2
Theory – Practical Internal	25+25 No external paper for practical
Course Outcomes	After going through the course, learners will be able to

	1. acquire skills in conducting various activities for young children
	2. design materials for teaching young children
	3. develop skills in students for promoting creativity in young children
Module 1 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to
	1. Identify and design effective learning centers
	2. Design and implement different activities to enhance creativity in pre- schoolers
Content Outline	<ul style="list-style-type: none"> • Learning Centers • Creative activities
Module 2 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to
	1. design developmentally appropriate Teaching Learning material for preschoolers
	2. construct various types of readiness activities for competency in numeracy & literacy among preschoolers
Content Outline	<ul style="list-style-type: none"> • Teaching Aids • Readiness Kit

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Creativity File- Exploring with paints, paper, crayons & scrap
2. Readiness File
3. Teaching Aids
4. Story telling Aids & presentation

2.3 MINOR

Course Title	Preschool Education and Management
Course Credits	2
Theory – Internal External	-25+25
Course Outcomes	After going through the course, learners will be able to
	1. explain preschool education.
	2. adapt to organizational skills required for managing preschool education centers.

	3. discuss competencies required for conducting various activities in preschool education center.
	4. develop skills required for observing school, children
Module 1 (Credit 1) Introduction to preschool education	
Learning Outcomes	After learning the module, learners will be able to
	1. discuss importance, types and objectives of preschool education.
	2. design preschool education activities
Content Outline	<ul style="list-style-type: none"> • Meaning, importance, need, objectives, types of preschools. • Play- need, importance, stages, types, values of play. play way methodology • Developing numeracy and literacy activities with language, science, social science and mathematics- importance, role of teacher and types of activities. • Planning resource unit. • Qualities of preschool teacher.
	Assignment - <ul style="list-style-type: none"> • Visit and observation of any preschool center for understanding the physical setup and functioning of the preschool and report writing- 4 visits. • Preparing resource unit on any topic and its presentation
Module 2 (Credit 1) Management of preschool centers	
Learning Outcomes	After learning the module, learners will be able to
	1. discuss management of centers
	2. develop skill for budgeting, record keeping, selection of equipment for preschool centers.
Content Outline	<ul style="list-style-type: none"> • Physical setting, pupil teacher ratio, equipment importance, kind, selection criteria and care, low cost equipment. • Budgeting- planning preschool budget • Reports and record keeping for preschool.
	Assignment - <ul style="list-style-type: none"> • Planning budget for preschool • Preparing admission form advertisement brochure for preschool.

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

***Internal Assessment of 25 /15/10 from the following for total 25 marks**

- Visit and observation of any preschool center for understanding the physical setup and functioning of the preschool and report writing- 4 visits.

- Preparing resource unit on any topic and its presentation
- Planning budget for preschool
- Preparing admission form advertisement brochure for preschool

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Cole L (1982): A History of Education, Holt Rinchart, Winston Inc, New York.

Evans E.D (1975): Contemporary Influences in Early Childhood Education, Holt Rinchart Winston Inc, New York.

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Spodek B (1973): Early Childhood Education, Prentice Hall, New Jersey.

2.4 Open Elective Course (Not Necessary From Major)

Course Title	Child Health & Nutrition
Course Credits	4
Theory – Practical Internal - External	50+50
Course Outcomes	After going through the course, learners will be able to
	1. Objectives:
	1. discuss health and nutrition needs of pregnant and lactating women, infants and preschoolers.
	2. plan balanced diet for pregnant and lactating women, infants and preschoolers.
	3. distinguish nutritional diseases and nutrition and health programs in the country.
	4. classify common childhood illnesses & Management
	5. examine ways of providing information to parents about health and nutrition
Module 1 (Credit 1) Introduction to Health & Nutrition	
Learning Outcomes	After learning the module, learners will be able to
	1. discuss health and nutrition.
	2. distinguish nutrition and health programs in the country
Content Outline	<ul style="list-style-type: none"> • Meaning of nutrition and Balanced Diet. • Concept of health. • Indicators of health. • Nutrition and health programs in India: ICDS, SNP, ANP, Mid-Day Meal, Balwadi Nutrition program, Anemia Prophylaxis , Vit A prophylaxis, Iodine deficiency control Programs
Module 2 (Credit 1) Nutrition and health care during pregnancy and lactation, infancy and early childhood	
Learning Outcomes	After learning the module, learners will be able to
	1. discuss meal planning
	2. plan meals for pregnant and lactating mothers, infants and children.
Content Outline	<ol style="list-style-type: none"> 1. Meal planning -Meaning, principles of meal planning, 2. Meal Planning for pregnant and lactating women, infants and preschoolers. -Nutritional needs and meal planning. 3. Nutrition & Health care during pregnancy. & Lactation -

	<p>Complication and health issues during pregnancy, Exclusive breast feeding, Benefits, Lactational Amenorrhea,</p> <p>4. Nutrition during infancy- supplementary /complementary feeding, Issues in weaning and precautions.</p> <p>5. Nutrition during early childhood & Issues, Finger foods</p>
Module 3 (Credit 1) Assessing Children's Health	
Learning Outcomes	After learning the module, learners will be able to
	1. Assess Children's Health, read Growth charts, medical history, maintaining health records
	2. Know about preventive & curative health care
Content Outline	<ul style="list-style-type: none"> • Acute & communicable illnesses – identification & management • Acute illness- colic, Fever, Diarrhoea, Headaches, stomachaches, Vomiting, Heat rashes • Communicable Illnesses – Chickenpox, Smallpox, Measles, Mumps, Scabies, Tuberculosis, Conjunctivitis, Influenza • Nutritional Disorders -Malnutrition, obesity and others- identification & remedial measures
Module 4 (Credit 1) Child Health & Safety	
Learning Outcomes	After learning the module, learners will be able to
	1. discuss essentials of child safety management
	2. adapt to handle emergency
Content Outline	<ul style="list-style-type: none"> • Introduction -importance of safety and hygiene • Food safety & Hygiene • Safety measures at indoor & Outdoor areas • Factors affecting safety • Emergency Vs First Aid
Practical Health & Nutrition Education	
Learning Outcomes	After learning the module, learners will be able to
	1. choose different ways of providing information to parents about health and nutrition.
	2. design informative material for health and nutrition education
Content Outline	<ul style="list-style-type: none"> • Preparing handouts/ bulletin boards/ charts for parents on various issues of health & nutrition. • Media review on food advertisements. • Visit to pediatric ward/ ICDS center.

	<ul style="list-style-type: none"> • Preparing a booklet on nutritive recipes for pregnant/lactating mothers, preschool children.
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Individual presentations, and Report writing of the visit 10 marks
2. Preparation of booklets, charts, handouts, bulletin boards (any one). 15 marks
3. Child safety quiz 05 Marks

References

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2.5. VSC - 2 credits- 50 marks

Course Title	Stimulation Activities for Preschoolers (Theory)
Course Credits	2
Theory – Internal External	25+25
Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. discuss importance of stimulation in Early years 2. explain developmental tasks at different ages 3. plan developmentally appropriate activities to promote growth
Module 1 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to

	3. Understand the importance of early stimulation in the context of brain research
	4. Plan activities to promote enhancement of various domains
Content Outline	<ul style="list-style-type: none"> • Brain Research • Importance of Early stimulation • Developmental milestones of Preschoolers • Activities for Physical and Motor Development • Activities for Cognitive and Language Development
Module 2 (Credit 1)	
Learning Outcomes	After learning the module, learners will be able to
	1. plan activities for Social, Emotional, Creativity development
	2. construct activities in a sequential and balanced manner
Content Outline	<ul style="list-style-type: none"> • Activities for social, Emotional, creativity development • Values and Methods of conducting Activities/ Games for stimulation

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

- Presentations Developmental Milestones for 3, 4, 5, 6-year-olds for various domains
- Planning 5 activities/games for stimulating each domain- Physical- motor, Cognitive, Language, Social, Emotional and creativity

References

- Berk L. E. (1989): Child Development, Prentice Hall Inc. India, New Delhi.
- Craig, G.J. (1979): Child Development, Prentice Hall Inc. Englewood cliffs, New Jersey.
- Papalia D.E & Olds S. W. (1975): A Child's world, Macgraw Hill publication, New York.
- Anderson P. & Lapp D. (1988): Language Skills in Elementary Education, Macmillan Company, New York.
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- WHO Child Growth Standards- Methods and Development

2.6 SEC

Course Title	Introduction To Puppetry
Course Credits	2
Theory – Internal - External	25+25
Course Outcomes	After going through the course, learners will be able to
	1. discuss puppetry
	2. plan how to be a puppeteer
	3. design to make different varieties of puppets
	4. develop a Puppet show
	5. build a puppet show
Module 1 (Credit 2)	
Learning Outcomes	After learning the module, learners will be able to
	1. create types of puppets
	2. identify main elements of puppetry
	3. discuss the use of Puppets in therapy and counselling
Content Outline	<ul style="list-style-type: none"> • Puppets and its types • Main elements of puppetry • Materials used to make puppets • Use of puppetry in education • Puppetry in therapy and counselling

Module 2 (Credit 2)	
Learning Outcomes	After learning the module, learners will be able to
	1. create different kinds of puppets
	2. develop skills to handle puppets
	3. design a puppet show
Content Outline	<ul style="list-style-type: none"> • Learn how to make Puppets • Process of planning, writing a script and dialogues for various characters • Understand the steps of planning and implementing a Puppet show •

Assignments/Activities towards Comprehensive Continuous Evaluation(CCE)

- 1) Making 2 puppets of choice
- 2) Writing a script and dialogue for puppet show
- 3) Performing a puppet show (Group Activity)

References

- Aronoff, M. (2005). Puppetry as a therapeutic medium: An introduction. In M. Bernier & J. O'Hare (Eds.), *Puppetry in education and therapy* (pp. 117–124). Bloomington, Indiana: Authorhouse.
- Belfiore, C. (2013). Puppets Talk, Children Listen. How puppets are effective teaching aids for kids. *TEACH Magazine*, Jan/Feb 2013, 9–11.
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2.8 IKS- 2 credits- 50 marks

Course Title	Indian Philosophies in Early Childhood Education (Theory)
Course Credits	2
Theory Internal - External	25+25
Course Outcomes	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. Develop understanding of educational philosophies propagated by Philosophers in ECE 2. Identify a multidisciplinary perspective in early childhood education
Module 1 (Credit 1)	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. assess ECE based on the various philosophies 2. analyze the philosophies in teaching learning activities
Content Outline	<ul style="list-style-type: none"> • Educational Philosophy • Educational thoughts of Indian Philosophers- Rabindranath Tagore, Vivekananda, Jiddu Krishnamurthy and Aurobindo
Module 2 (Credit 1)	
Learning Outcomes	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. Interpret the contributions of different thinkers 2. Design teaching learning activities based on the contribution of the different thinkers
Content Outline	<ul style="list-style-type: none"> • Educational thoughts of Indian Thinkers- Gandhiji, Tarabai Modak, Giju Bhai Badheka, Anutai Wagh, Kamala Tai Kakodkar • Discussion on teaching learning activities based on the contribution of the different thinkers

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Presentations on Philosophers and Thinkers
2. Plan 3 activities based on any one Philosopher
3. Make a list of schools that follow particular Philosophy

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- Brewer, J. (3rd ed) (1992) "Introduction to Early Childhood Education – Preschool through Primary Grades", Allyn and Bacon, USA.
- Grewal, J.S. (1984) "Early Childhood Education", National Psychological Corporation Pub., Agra.
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