

# **S.N.D.T. Women's University**

([www.sndt.ac.in](http://www.sndt.ac.in))

## **Syllabus – Masters Programme in Early Childhood Development (Revised 2012-13)**



**S.N.D.T. Women's University  
Sir Vithaldas Vidyavihar, Juhu Campus,  
Santacruz (west), Mumbai 400049.**

## **1. Eligibility Criteria for Admission to the Masters Programme**

1.1. Admission for students to First/Second years, open/reserved categories will be applied to all programs

### **1.1.1. Admission to 1st Semester (1st Year)**

- Candidates with an overall average of B grade or equivalent (50%) marks in the Bachelor's degree in Home Science from a recognized university are eligible to apply for admission to the Master's degree programme in Early Childhood Education.
- Candidates with Bachelor's degrees in faculties other than Home Science, Arts / Science/ Management (BMS)/ Media (BMM)/ B.A. Home Economics from any recognized university are eligible provided they successfully complete the prerequisites by the end of semester II.

### **1.1.2. Rules for prerequisites:**

- Complete three prerequisite courses for four credit hours each (Total 12 credit hours)
- The courses chosen as prerequisites will be the prerogative of the Head of the department
- Students will also undertake guided reading, assignments, one term paper from each area and 20 hours of practical's in each area
- Prerequisites will be completed before end of Semester II
- Department will arrange for classes to be conducted for which student will pay an additional fee of Rs.900 (subject to change).
- At the end of Semester II student will obtain a certificate of completion and Department will send certificate of completion to Examination Department

### **1.1.3. Admission to 2nd Semester (1st year)**

- A student who has passed M.Sc. Home Science Semester I from any other recognized University would be eligible for admission to M.Sc. Semester II of this University. In the Semester II they need to do prerequisite of 8 credits in the subjects not done in the previous University Programme.

### **1.1.4. Admission to 3rd Semester (2nd Year)**

- Students, who have completed their First Year in Early Childhood Education from any Home Science Colleges in India, would be eligible for admission to Semester III with prerequisite of 8 credits in the subjects not done in the previous University Programme.

## **2. Attendance Requirement**

- 2.1 This is a full time course. Once admitted, they should not be employed either full time or part time during the course.
- 2.2 A student shall be required to attend at least 75% of the total number of theory classes and practical/ tutorials separately for each course of study in each semester. Subject to attendance requirements and other conditions being fulfilled, a student shall be eligible to appear for the departmental level and/or the University examination at the end of the semester.
- 2.3 The Head of the Department shall have the discretion to condone 10% of the overall attendance in the theory and /or practical of any course, if she is fully convinced of the student's absence on ground of ill-health or for reasons beyond her control. Such intimation with medical certificate or relevant supporting documents must be submitted to the Head of the department immediately.
- 2.4 The Vice Chancellor, however, reserves the right to condone additional absence up to 5% if duly applied for by the student and forwarded through the Head of the Department. If the decision of the Vice Chancellor on the above matter is pending, the student shall be provisionally allowed to appear for the examination subject to her guardian's undertaking in writing that the decision of the Vice Chancellor shall be final. In case the decision is adverse, the examination result will stand cancelled and the examination fee will not be refunded.

## **3. Evaluation**

Courses will be evaluated both internally and externally. The minimum passing percentage for internal as well as external is 50.

- 3.1 Internal assessment comprises one or more of the following components
  - i) Submission of written reports/presentations
  - ii) Continuous assessment of work done
  - iii) Performance tests
  - iv) Project work
- 3.2 External Evaluation: At the end of each semester examinations will be conducted by the University.
- 3.3 The student has to obtain minimum 50 percent marks in the internal assessment in order to be eligible for appearing for the final examination. There shall be separate heads of passing for theory and practical.

## **4. Duration**

- 4.1 Two Years for Master's programmes and one to one and a half year for post-graduate diploma programmes

- 4.2. All requirements for the Master's programmes must be completed within five years of being admitted to the programmes.
- 4.3 All requirements for the PG Diploma programmes must be completed within three years of being admitted to the programmes.
- 4.3.1. One Semester Duration – 16 weeks approx.
- 4.3.2. No. of teaching days in one Semester – 90; 180 / year
- 4.3.3. No. of working days in a year - 220
- 4.3.4. 1 Credit Theory - 1 period of 60 minutes/week
- 4.3.5. 1 Credit Practical - 2 periods of 120 minutes/ week
- 4.3.6. University Examinations: University will conduct the exam for all semesters.

## 5. Lateral entry, if permitted

- 5.1. Lateral entry of a student is permitted to the Programme.

## 6. Lateral exit

- 6.1. Lateral exit of a student is permitted.

## 7. Intake Capacity for each Program

- 7.1. For aided programme: 20 students
- 7.2. For unaided programme: 25 students
- 7.3. For a Vocational programme: 30 students

## 8. Promotion to Various Semesters (S.N.D.T. Women's University rule from time to time are applicable)

- 8.1. Standard of Passing will be 50% in each subject and overall. Separate passing will be necessary for internal and external exams.
- 8.2. All the exams are conducted by the University.

## 9. Grading System

Grade	Grade Point	% Equivalent
O=Outstanding	6.00	80-100
A+=Very good	5-5.99	70-79
A=Good	4-4.99	60-69
B=Average	3-3.99	50-59
C=Below avg.	2-2.99	40-49
D=Poor	1-1.99	30-39
F=Fail	0-0.99	20-20

## 10. Staffing Pattern for the Program

- This is to be decided on the combined workload of Semesters I, III and also II, IV.
- The full time teachers' workload as per UGC norms
  - Professor 1
  - Associate Professor 2
  - Assistant Professor 1
  - Lab Assistant 1
  - Technical Assistant 1
  - Peon 1
  - Additional Faculty - to guide dissertations

## 11. Completion of Dissertation and Viva Voce

- Students should select their dissertation topic at the end of 2nd Semester
- Schedule:

<b>Activity</b>	<b>Time Frame</b>
Proposal for research study	Mid July
Finalization of proposal at dept. level	End July
Complete and submit 1st draft of ROL	End October
Complete data collection/experiment work	End December
Finalize Review of literature	Mid January
Finalize introduction and methodology chapters	End January
Finalize results, discussion, summary and conclusion chapters	Mid March
Approval of final draft of entire dissertation	1 <sup>st</sup> week of April
Submission of Dissertation	1 calendar week before commencement of Theory exam
Presentation and Viva voce	After Theory exam, to be completed by May end

## 12. Course Outcome

Department of Human Development is committed towards the mission of improving the quality of life by creating and disseminating knowledge to intervention programmes about life span of human development and immediate concerns of early childhood education and family.

The main focus is on motto of discovering by research, integrating, applying knowledge about life span development and early childhood education.

The department makes conscious efforts to reach the main objectives such as making student acquainted to the field of early childhood education and equip them with skills to do outreach programmes, teaching, research and policy work. To develop scientific approach and knowledge about the process of research and development in the areas of life span and early childhood education. One of the major goals is also to facilitate the holistic personality development of the students by providing opportunities for presenting research papers in seminars and conferences, conducting workshops, training programmes for teachers, parents, adults, life skills development for young children and develop interventions based on psycho-social issues related to early years. The students are also equipped with entrepreneurship skills to establish human development centers, NGOs, child guidance clinics, day-care centers, crèches, and children activity centers.

Through internship and product development, students become able to connect discipline knowledge to personal and professional life.

### **M.Sc. Early Childhood Education Course/Programme Outcome:**

On the successful completion of the programme, the students will be able to

- (i) Demonstrate the sound theoretical foundation in theories of human development and research knowledge of human development such as theories of behaviour and development, advanced human development, child rights, advanced early childhood education, research methods, statistical applications, issues early childhood education, counseling young children & families, curriculum planning and nutrition of child & mother.
- (ii) Able to display skills necessary to apply theory to modify and enhance growth and development of children.
- (iii) Able to critically appreciate different methodologies in preschool.
- (iv) Able to frame and implement developmentally appropriate curriculum.
- (v) Exhibit professional and ethical values in early childhood education as a profession.

## Master's Programme in ECE (Revised 2012-13)

2 YEARS TOTAL MIN - 96 Credits (each semester-24Cr)

### SEMESTER-I

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
14101	Advanced Human Development - I	4	2	2	50	50	100
14102	Theories of Behavior and Development	4	2	2	50	50	100
14103	Methods of Research in Early Childhood Education	4	2	2	50	50	100
14104	Advanced ECE	4	2	2	50	50	100
14105	Advanced ECE (Pr.)	4	-	4	100	-	100
14106	Persons with Special Needs	4	2	2	50	50	100
	<b>Total</b>	24	10	14	350	250	600

### SEMESTER-II

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
00201	Research Methodology	4	2	2	50	50	100
14202	Recent Trends in Curriculum Planning	4	2	2	50	50	100
14203	Issues in ECE	4	2	2	50	50	100
14204	Seminar on concerns in ECCED	4	-	4	100	-	100
14205	Entrepreneurship in ECE	4	2	2	50	50	100
14291	[Elective-I] Child Rights	4	2	2	100	-	100
	<b>Total</b>	24	10	14	400	200	600

**SEMESTER-III**

<b>Code No</b>	<b>Courses</b>	<b>Total Credits</b>	<b>Th-Cr</b>	<b>Pr-Cr</b>	<b>Int Cr/M</b>	<b>Ext Cr/M</b>	<b>Total Marks</b>
00301	Research and Statistical Applications	4	2	2	50	50	100
14302	Counseling Young Children & Families	4	2	2	50	50	100
14303	Maternal and Child Nutrition	4	2	2	50	50	100
14304	[Elective – II] Preschool Organization Administration & Management	4	2	2	100	-	100
14305	Instructional Technology	4	2	2	50	50	100
14391	Human Resource Development	4	2	2	50	50	100
	<b>Total</b>	24	12	12	350	250	600

**SEMESTER-IV**

<b>Code No</b>	<b>Courses</b>	<b>Total Credits</b>	<b>Th-Cr</b>	<b>Pr-Cr</b>	<b>Int Cr/M</b>	<b>Ext Cr/M</b>	<b>Total Marks</b>
00401	Dissertation	8	-	8	4/100	4/100	200
00402	Internship	8	-	8	4/100	4/100	200
14403	Research Applications in ECE	4	-	4	4/100	-	100
14404	Product Development (Pr.)	4	-	4	4/100	-	100
	<b>Total</b>	24	-	24	400	200	600

**Note- 1) CC-Core Courses 2) E-I Elective within Home Science 3) E-II Elective Outside Home Science faculty**

## Semester I

### ADVANCED HUMAN DEVELOPMENT

#### Objectives:

This course will enable students to:

1. Develop awareness of advances in the field of human development; theoretical, methodological and substantive.
2. Develop comprehension in issues, debates, controversies and challenges in the context of cultural diversities.

#### Course Outcome:

On completion of the course students should be able to:

1. To be able to organize knowledge and nature of various developmental changes from prenatal period to middle adulthood.
2. Will be able to articulate issues impacting human development.
3. Will be able to use the skills to manage issues at the time of birth and immediately after the birth.
4. To demonstrate the knowledge of midlife crisis and address the issues.

#### Theory:

Code No	Course	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
14101	Advanced Human Development	4	2	2	50	50	100

#### Contents:

Sr. No.	Topics and Details		No. of lectures	Weightage in %
<b>Block 1</b>	<b>Prenatal and Infancy</b>		<b>20</b>	<b>20</b>
	Unit 1	Conception, Genetic foundation and Genetic Counseling, APGAR Scale, DASI Scale		
	Unit 2	Stages of Prenatal Development and Environmental influences		
	Unit 3	Developmental milestones in Infancy		
	Unit 4	Brain research and its implications in early years		
	Unit 5	Attachment		
		<b>Assessment (Pair assignment):</b> a. Observe 2 infants for 10 hours and Design an infant stimulation programme- 6 marks		

		b. Design and Implement an intervention programme for street children- 6 marks		
<b>Block 2</b>	<b>Research and Application based Knowledge on Childhood: Early and Late</b>		<b>25</b>	<b>30</b>
	Unit 1	Physical and motor development		
	Unit 2	Socio cultural development		
	Unit 3	Emotional development		
	Unit 4	Cognitive development and Theory of mind		
	Unit 5	Language development		
		<b>Assessment (Pair assignment):</b> Observe 5 children of nursery, junior and senior for 20 hours and make developmentally appropriate activities for any domain of development- 12 marks		
<b>Block 3</b>	<b>Adolescence</b>		<b>25</b>	<b>30</b>
	Unit 1	Biological, cultural and developmental perspectives of adolescence		
	Unit 2	Emotional and social issues in adolescence, Inter-generational relationships		
	Unit 3	Cognitive development, understanding the growing brain		
	Unit 4	Mental Health- Issues and challenges		
		<b>Assessment (Group assignment):</b> Understand the psychosocial aspects of adolescence and Conduct Life skills training programme in schools- 12 marks		
<b>Block 4</b>	<b>Adulthood</b>		<b>20</b>	<b>20</b>
	Unit 1	Physical and psychological changes during adulthood		
	Unit 2	a. Competencies b. Midlife crisis, empty nest syndrome and stressful events		
	Unit 3	Menopause in Women		
	Unit 4	Social changes, Family adjustments and Generation gap		
		<b>Assessment (Group assignment):</b> Understand the psychosocial aspects of adulthood, accordingly develop and implement recreational activities in Old Aged Homes – 12 marks		
			<b>90</b>	<b>100</b>

## References:

1. Ambron, R.S. (1978) "Child Development", Holt, Rinehart and Winston, New York.
2. Baldwin, L.A. (1980) "Theories of Child Development", John Wiley and Sons, New York.
3. Bee, H. (1997) "The Developing Child", Longman Inc., New York.
4. Berk, L.E. (2003) "Child Development", Prentice Hall of India Pvt. Ltd., New Delhi.
5. Cavanaugh, C.J., Kail, V.R. (2000) "Human Development: A Lifespan view", Wadsworth, USA.
6. Craig, J.G. (1992) "Human Development", Prentice Hall, New Jersey.
7. Morgan, T.C. et al (1986) "Introduction to Psychology", McGraw Hills Company, New York.
8. Papalia, E.D., Olds, W.S. and Feldman, D.R. (2001) "Human Development", McGraw Hills Company, New York.
9. Rao, T.V. (1996) "Human Resource Development: Experiences, Interventions, Strategies", Sage Publication, New Delhi.
10. Saraswathi, T.S. (1999) "Culture Socialization and human Development: Theory, Research, Application in India", Sage Publication, New Delhi.
11. Shariff, A. (1999) "India Human Development Report", OxfordUniversity Press, New Delhi.
12. Sigleman, K.C., Rider, A.E. (2003) "Lifespan Human Development", Wadsworth, USA.
13. Sroufe, A.L., Cooper, G.R. and DeHart, B.G. (1996) "Child Development: Its Nature and Course", McGraw Hills Inc., New York.

# THEORIES OF BEHAVIOUR AND DEVELOPMENT

## Objectives:

This course will enable students to:

1. Observe and interpret / predict behavior
2. Understand the perspectives and focus of various theorists
3. Discuss the use of theories in understanding different stages of human development
4. Critically evaluate and analyze the cross-cultural applications of theories

## Course Outcome:

On completion of the course students should be able to:

1. Relate to various developmental theories and perspectives.
2. To critically appreciate theories of behavior and development.
3. An anticipation of development also will be skill development at the end of the course.

## Specific Outcome:

1. Students will be able to draw from theories the immediate concerns of behavior and development and be able to summarize key theories of behavior and development.

## Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
14102	Theories of Behavior and Development	4	2	2	50	50	100

## Contents:

Sr. No.	Topics and Details		No. of lectures	Weightage in %
<b>Block 1</b>	<b>Psychodynamic / Psychoanalytic Theory</b>		25	25
	Unit 1	What is theory? Significance of theory in understanding behavior		
	Unit 2	Roles of theories in understanding human behavior, contributions of Indian Theorists		
	Unit 3	Sigmund Freud's classical psychodynamic theory		
	Unit 4	Erik Erickson's psychosocial theory		
		<b>Assessment (Pair activity):</b> Critically analyze 2 theories and present – 12 marks		
<b>Block 2</b>	<b>Cognitive and Language Theories</b>		25	25

	Unit 1	Jean J. Piaget		
	Unit 2	Howard Gardner		
	Unit 3	Nativist theory (Chomsky)		
	Unit 4	Vygotsky's Socio-cultural theory		
		<b>Assessment (Group)</b> : Prepare a presentation of any 1 theory and have a debate on strength and weaknesses of that theory – 12 marks		
<b>Block 3</b>	<b>Motivation and Person-Centered Theory</b>		20	25
	Unit 1	Maslow's Needs Theory		
	Unit 2	Henry Murray's Personality		
	Unit 3	Carl Roger's Person-Centered Theory		
	Unit 4	Critical analysis of all theories		
		<b>Assessment (Individual)</b> - Make a diagrammatic representation of any 1 theory. – 14 marks		
<b>Block 4</b>	<b>Learning Theories</b>		20	25
	Unit 1	Classical conditioning		
	Unit 2	Operant conditioning		
	Unit 3	Social cognitive theory of Bandura		
	Unit 4	Ecological Perspective		
		<b>Assessment (Pair)</b> – Write a term paper on comparison and contrast of Operant and Classical conditioning. – 12 marks		
			90	100

## References:

1. Crain, W (1992) "Theories of Development, Concepts and Application", Prentice Hall, New Jersey.
2. Hall, C., Lindzey, G. and Campbell, J. (1998) "Theories of Personality", 4th Edition, John Wiley & Sons Inc., New York.
3. Nicholas, S (1983) "Personality Theories", Holt, Rinehart and Winston, The Dryden Press.
4. Vasta R (ed) (1992) "Six theories of Child Development: Revised Formulations and Current Issues", Sessica Kingsley Publisher Ltd., London.

# METHODS OF RESEARCH IN EARLY CHILDHOOD EDUCATION

## Objectives:

This course will enable students to:

1. Develop a scientific approach and know the processes of research
2. Developing competencies for selecting methods and tools appropriate for research topics

## Course Outcome:

At the end of the course student will be able to:

1. Identify relevance of research in early childhood education.
2. To classify appropriate research methods to study children.
3. Student will be able to distinguish between different designs of research.
4. Students will be able to appreciate the need of research ethics.

## Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
14103	Methods of Research in Early Childhood Education	4	2	2	50	50	100

## Contents:

Sr. No.	Topics and Details	No. of lectures	Weightage in %
<b>Block 1</b>	<b>Early Childhood Education as a scientific, applied and multidisciplinary field</b>	15	25
	Unit 1 Scope and importance in Early Childhood Care and Education		
	Unit 2 Recent researches and applications in Early Childhood Care and Education		
	Unit 3 Relevance of research in social policy making		
	Unit 4 a. Relationship of Early Childhood Education with other disciplines b. Research process		
	<b>Assessment</b> – Identify a topic of research and develop a tool, administer that tool on related sample, tabulate the data, write results and scientific report – 14 marks		
<b>Block 2</b>	<b>Common methods used to study children</b>	10	25
	Unit 1 Observation and types		

	Unit 2	Methods of survey		
	Unit 3	Qualitative study methods- Clinical and case study method		
	Unit 4	Ethnography for studying culture		
		<b>Assessment</b> – Develop an interview schedule – 12 marks		
<b>Block 3</b>	<b>Research Design for studying human development</b>		10	25
	Unit 1	Exploratory design		
	Unit 2	Correlational design, experimental design		
	Unit 3	Longitudinal design		
	Unit 4	Cross-sectional design		
		<b>Assessment</b> – Identify a research paper on which one of the above design is mentioned clearly and present – 12 marks		
<b>Block 4</b>	<b>Ethics in research on children</b>		10	25
	Unit 1	Protection from harm		
	Unit 2	Informed consent and privacy		
	Unit 3	Violations of academic integrity during research		
	Unit 4	Knowledge of results and beneficial treatments		
		<b>Assessment</b> – Write a term paper in ethical issues in Research and how they are violated – 12 marks		
			45	100

## References:

1. Bell, J. (1997) “Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science”, Viva Books, New Delhi.
2. Bell, J. (1997): How to Complete Your Research Project Successfully: A Guide for First-time Researchers, UBSPD, New Delhi.
3. Bulmer, M.C. (1984): Sociological Research Methods: An Introduction, Macmillan, Hong Kong.
4. Chakravoti, S.R. and Giri, N. (1997) “Basic Statistics”, South Asian Pub., New Delhi.
5. Das, M.N. (1989) “Statistical Methods and Concepts”, New Age, New Delhi.
6. Dey, B.R. (2005) “Textbook of Managerial Statistics”, Macmillan India Ltd., Delhi.
7. Elhance, D.N. (2000) “Fundamentals of Statistics [containing more than 750 solved and 1250 problems for review exercise]”, Kitab Mahal, Allahabad.

8. Festinger, L. and Katz, D. (ed.) (1977): Research Methods in the Behavioral Sciences, Amerind Publishing, New Delhi.
9. Fleming, M.C. & Nellis, Joseph G. (1997) "The Essence of Statistics for Business", Prentice-Hall of India, New Delhi.
10. Goon, A., Gupta, M. and Dasgupta, B. (2001) "Fundamentals of Statistics", Vol. I & II, the World Press, Calcutta.
11. Gupta, C.B. & Gupta, V. (1973) "An Introduction to Statistical Methods", Vikas Publishing House Pvt. Ltd., New Delhi.
12. Gupta, S.P. (1996) "Practical Statistics", 37th ed., S. Chand, New Delhi.
13. Gupta, S.C. (2000) "Fundamentals of Statistics", Himalaya Pub., Mumbai.
14. Gupta, S.P. (2000) "Statistical Methods", Sultan Chand & Sons, New Delhi.
15. Gupta, S. (2001) "Research Methodology and Statistical Techniques", Deep and Deep, New Delhi.
16. Holloway, I. (1997): Basic Concepts of Qualitative Research, Blackwell Science, London.
17. Hooda, R.P. (2003) "Statistics for Business and Economics", 3rd ed., Macmillan India Ltd., Delhi.
18. Jain, G. (1998): Research Methodology: Methods and Techniques, Mangal Deep, Jaipur.
19. Kothari, C.R. (2000): Research Methodology: Methods and Techniques, Wishwa Prakashan, New Delhi.
20. Kumar, A. (1997): Social Research Method (The Art of Scientific Investigation), Anmol Publication, New Delhi.
21. Kumar, A. (2002): Research Methodology in Social Sciences, Sarup and Sons, New Delhi.
22. McBurney, D.H. (2001): Research Methodology, Thomson-Wadsworth, Australia.
23. Nagar, A.L. and Das, R.K. (1997) "Basic Statistics", 2nd ed., OUP, Delhi.
24. Pande, G.C. (1999): Research Methodology in Social Sciences, Anmol Publication, New Delhi.
25. Richard A. (1992) "Applied Multivariate Statistical Analysis", Prentice-Hall, New Delhi.
26. Sarma, K.V.S. (2001) "Statistics made Simple: Do it yourself on PC", Prentice-Hall, New Delhi.
27. Shenoy, G.V. and Pant, M. (2006) "Statistical Methods in Business and Social Sciences", MacMillan India Ltd., Delhi.
28. Singh, D. (2001) "Principles of Statistics for B.A., B.Com., M.A., M.Com., C.A., I.C.W.A., C.S. Examinations", Vol. I & II, Atlantic Pub., New Delhi.
29. Spiegel and Murray R. (1998) "Schaum's Outline of Theory and Problems of Statistics", 3rd ed., Tata McGraw-Hill Pub., New Delhi.
30. Triola and Mario F. (1998) "Elementary Statistics", 7th ed., Addison Wesley Longman, America.
31. UGC Model Curriculum: Statistics/UGC (2001) New Delhi: University Grant Commission.

# **ADVANCED EARLY CHILDHOOD EDUCATION**

## **Objectives:**

This course will enable students to:

1. Familiarize with basic concepts in Early Childhood Care and Education
2. Understand philosophies and approaches in Early Childhood Education
3. Understand the relevance of national and international practices in Early Childhood Education
4. Develop insight into the theories to understand research and its application in Early Childhood Care and Education

## **Course Outcome:**

Students will be able to:

1. Identify the relevance of ECE.
2. Inter-relate national and inter-national types of children's education programme.
3. Formulate physical designs for preschool set-up.
4. Reflect on policies and programmes regarding early childhood education.

## **Specific Outcome:**

1. After having gone through the course, the students will be able to exhibit insight into theories and their application in early childhood education.

## **Theory:**

<b>Code No</b>	<b>Courses</b>	<b>Total Credits</b>	<b>Th-Cr</b>	<b>Pr-Cr</b>	<b>Int Cr/M</b>	<b>Ext Cr/M</b>	<b>Total Marks</b>
14104	Advanced Early Childhood Education	4	2	2	50	50	100

## **Contents:**

<b>Sr. No.</b>	<b>Topics and Details</b>		<b>No. of lectures</b>	<b>Weightage in %</b>
<b>Block 1</b>	<b>Relevance of E.C.C.E.</b>		30	30
	Unit 1	Concept, Need, Scope & Objectives of E.C.E.		
	Unit 2	Types of Children's Program – Infant Education, Kindergarten, Montessori, Day Nurseries, Headstart, Balwadi, Child Care Resource Agencies		
	Unit 3	Planning, Implementation & Evaluation of ECCE Programs		
	Unit 4	Regulations and Policies		

		<b>Assessment:</b> Develop a policy of a nursery school – 12 marks		
<b>Block 2</b>	<b>Designing Physical facility</b>		20	30
	Unit 1	Building, location, space		
	Unit 2	Selection of equipment and material		
	Unit 3	Designing preschool and classroom		
	Unit 4	Indoor and Outdoor spaces		
		<b>Assessment:</b> Draw a layout of preschool classroom – 10 marks		
<b>Block 3</b>	<b>Personnel</b>		20	20
	Unit 1	Various personnel in E.C.E. and their roles and responsibilities		
	Unit 2	Professionalism, Safety and Security of children		
	Unit 3	Training and Development of Personnel		
	Unit 4	Communicating with the Community		
		<b>Assessment</b> – Prepare training module for staff personnel – 16 marks		
<b>Block 4</b>	<b>Policies and Programmes</b>		20	20
	Unit 1	Policy for young children (Constitutional laws, fundamental rights and directive principles)		
	Unit 2	National Policy for Education		
	Unit 3	Convention of Right of the child		
	Unit 4	Welfare programmes young children (I.C.D.S., mobile crèches, Sarva Shiksha Abhiyan,)		
		<b>Assessment</b> – Critically evaluate (a) National Policy on Education (b) Draft policy on Early Childhood Education. – 12 marks		
			90	100

## References:

- 1) Bennett,V., Wood,L.and Rogers,S.(1997):“teaching through play” Open university press,Philadepia.
- 2) Brewer,J.(3<sup>rd</sup> ed.) (1992)Introduction to Early Childhood Education-Pre-school through primary grades”, Allyn and Bacon,
- 3) Carol, E. C. Jana.(1993).Early childhood curriculum, NewYork Macmilla
- 4) Day, B. (1993): Early childhood education, New York Macmilla

- 5) Grewal, J.S.(1984):Early Childhood Education, Agra National psychological corporation.
- 6) Kaul,V.(1991):early childhood Education programme, NCERT, New Delhi
- 7) Mohanty J. and Mohanti,(1994):Early Child hood Education, Deep and Deep Publication: New Delhi
- 8) Akajam, .(1994):"Pre-school Education: Philosophy and Practice", Indian Publication, Ambala, India.
- 9) Singh, .(1997):"Pre-School Education" APH Publicing Company, New Delhi
- 10) Viruru.(2001): Early Childhood Education" age Publication, California

# **ADVANCED EARLY CHILDHOOD EDUCATION** **(PRACTICAL)**

## **Objectives:**

This course will enable students to:

1. Develop skills in conducting workshops and training programs.
2. Enhance the ability to supervise teachers.
3. Enhance managerial and administrative potentials.

## **Course Outcome:**

After having studied the practical in advance early childhood education students will be able to:

1. Demonstrate skills to conduct workshops and training programs.
2. Display supervisory skills.
3. Create creative files and teaching aids.
4. Distinguish and compare developmentally appropriate games
5. Produce approach based curriculum.

<b>Code No</b>	<b>Courses</b>	<b>Total Credits</b>	<b>Th-Cr</b>	<b>Pr-Cr</b>	<b>Int Cr/M</b>	<b>Ext Cr/M</b>	<b>Total Marks</b>
14105	Advanced Early Childhood Education (Pr.)	4	-	4	100	-	100

## **Content**

1. Observation and participation in Nursery Laboratory School – 4 months
2. Conducting workshops based on practices in ECE
3. Participating in workshops organized by the department.
4. AV teaching aids.
5. Creative Files
6. Visit different types of schools and write a report
7. Organize parents' meeting
8. Developing creative and developmentally appropriate games.
9. Develop a curriculum based on any approach or philosophy.

## PERSONS WITH SPECIAL NEEDS

### Objectives:

This course will enable students to:

1. Become aware of special needs of children with various disabilities
2. Develop understanding and sensitivity towards the needs, problems and rights of individuals with special needs
3. Become aware of the services available for children with disabilities

### Course Outcome:

By the end of the course students will be able to:

1. Describe concept of disability and types of disability.
2. Identify the disabled.
3. Will be able to apply rehabilitation programs for disabled.

### Specific Outcome:

1. Students will be able to guide rehabilitation of the disabled.

### Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
14106	Persons with Special Needs	4	2	2	50	50	100

### Contents:

Sr. No.	Topics and Details		No. of lectures	Weightage in %
<b>Block 1</b>	<b>Persons with special needs : An overview</b>		25	20
	Unit 1	Concept of disability, impairment and handicap		
	Unit 2	Exceptional children: Types and definitions		
	Unit 3	Causes of disabilities – prenatal, postnatal and heredity		
	Unit 4	Various approaches to defining and describing disability – philanthropic, medical, administrative, legal and social		
		<b>Assessment:</b> Write a case study on any one disabled child. – 12 marks.		
<b>Block 2</b>	<b>Neurological, sensorial and neuromuscular disabilities</b>		40	40
	Unit 1	Intellectual Disability		

	Unit 2	Learning disabilities, Attention deficit Hyperactive disorder		
	Unit 3	Cerebral Palsy, Autism		
	Unit 4	Visual impairment & Hearing impairment		
		<b>Assessment:</b> Identify any one disability and conduct a workshop – 14 marks		
<b>Block 3</b>	<b>Child development perspectives</b>		10	30
	Unit 1	Identification		
	Unit 2	Assessment (Formal and informal)		
	Unit 3	Individualized Education Plan		
	Unit 4	Service delivery systems		
	Unit 5	Inclusion		
		<b>Assessment:</b> Develop an IEP any three children – 12 marks		
<b>Block 4</b>	<b>Rehabilitation of the disabled</b>		15	10
	Unit 1	Attitudes of the society towards the disabled		
	Unit 2	Role of government, non-government (RCI Act, National Trust etc.)		
	Unit 3	Role of science and technology in education and rehabilitation		
	Unit 4	Counseling the family and the disabled		
		<b>Assessment:</b> Write a term paper on above topic – 12 marks.		
			90	100

## References:

1. Baquer, A. (1994): Disabled, Disablement, Disablism. New Delhi: Voluntary Health Association of India.
2. Barkowitz, H P and Rothman, P E (1960): The disturbed Child, New York, University Press.
3. Berdine, H.W. and Blackhurst, E.A. (1985): An Introduction of Special Education, Little Brownaid Co. Boston.
4. Bhargava, M.; (1994): Introduction to Exceptional Children.
5. Branwhite, T.:(1986): Designing Special Programmes: A Handbook for Teachers of Children with Learning Difficulties, Methnen Co. Ltd., London.
6. Choate, S.J.; (1983): Successful Mainstreaming, Allyn and Bacon, Boston.

7. Cook, R.E.; (1987): Adapting Early Childhood Curricula for Children with Special Needs.
8. Council for Advancement of People's Action and Rural Technology (CAPART), (1996) "Disability: A Strategy to Promote the Participation of People with Disabilities in Programmes for Rural Development", New Delhi.
9. Hallahan, P.D. and Kauffman, M.J.; (1991) Exceptional Children: Introduction to Special Needs.
10. Heward, L.W. (2003) "Exceptional Children: An Introduction to Special Education", Merrell Prentice Hall, New Jersey.
11. Kanga, F.; (1990) "Heaven on Wheels", Penguin Books, New Delhi.
12. Narasimhan, M.C. and Mukherjee, A.K.; (1986) "Disability a Counting Challenge", Wiley Eastern Ltd., New Delhi.
13. Oliver, M. (1996) "Understanding Disability: From Theory to Practice", Macmillan Press, London.
14. Pandey, R.S. and Advani, L.; (1996) "Perspectives in Disability and Rehabilitation, Vikas Publishing House Pvt. Ltd., New Delhi.
15. Reed, V.A.; (1986) An Introduction to Children with Language Disorders, Macmillan Publishing Co., New York.
16. Rich, L.H. (1982) "Disturbance Students: Characteristics and Educational Strategies", Pro. Ed., Texas.
17. Robson, B. (1989) "Special Needs in Ordinary Schools: Preschool Provision for Children with Special Needs", Cassell Educational Ltd., Great /Britain.

## SEMESTER - II

### RESEARCH METHODOLOGY

#### Objectives:

This course will enable students to:

1. Develop a scientific approach and know the processes of research
2. Develop competence for selecting appropriate methods and tools for research problems

#### Course Outcome:

On the completion of course students will be able to:

1. Outline the research proposal and set the process.
2. Distinguish between various types of researches.
3. Use various sampling and sampling techniques in research.
4. Develop the research tool and set the procedure of data collection.

#### Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
00201	Research Methodology	4	2	2	50	50	100

#### Contents:

Module No	Topics
<b>1</b>	<p><b>The Research Process</b></p> <ol style="list-style-type: none"> <li>a) Scientific approach to enquiry in comparison to native, common sense approach</li> <li>b) Knowledge, theory and research</li> <li>c) Role, need and scope of research in the discipline of Home Science</li> </ol> <p><i>Assignment: Differentiate between investigative reporting and research report (with examples to be brought by students as exercise)</i></p> <p><b>Steps in Research Process and Elements of Research</b></p> <ol style="list-style-type: none"> <li>a) Identifying interest areas and prioritizing Selection of topic and considerations in selection</li> <li>b) Review of related literature and research</li> <li>c) Variables- types of variables including discrete and continuous variables Conceptual definitions and operational definitions</li> <li>d) Concepts, hypotheses and theories</li> <li>e) Hypothesis- meaning, attributes of a sound hypothesis, Stating the hypothesis and types of hypothesis</li> </ol>

	<p>Hypothesis testing- null hypothesis, sample distribution, level of significance, critical regions, Type I and Type II errors</p> <p>f) Research Designs Research questions, objectives and assumptions</p> <p><b>Assignment:</b> <i>Types of variables</i> <i>Hypothesis formations and research questions from Research readings –students identify hypothesis/research questions – Discussion</i></p> <p><b>Ethics in Research</b></p>
2	<p><b>Types of Research</b></p> <p>a) Basic and Applied research, Qualitative and Quantitative research (brief review of differences)</p> <p>b) Historical research</p> <p>c) Descriptive research methods – survey, case study, co relational study, content analysis, causal-comparative research</p> <p>d) Analytic studies- pre-experimental, experimental research, quasi experimental research</p> <p>e) Qualitative research, Ethnography</p> <p>f) Evaluative research- general characteristics, use of qualitative methods in enquiry Scope and importance in Home Science</p> <p><b>Assignment:</b> <i>Differentiate between (a) basic and applied research (Exercise to be based on actual research papers published in accredited journals) (b) qualitative and quantitative research</i> <i>Based on Journal contents undertake a critical appraisal of studies/research papers and discuss types of Research with examples</i></p>
3	<p><b>Sampling</b></p> <p>a) Rationale, characteristics- meaning, concept of population and sample, and utility.</p> <p>b) Types of sampling and generalizability of results.</p> <p>c) Probability sampling - simple random sample, systematic random sample, stratified random sampling etc - random and non-random samples, random numbers and use.</p> <p>d) Non-probability sampling - purposive samples, incidental samples, quota samples, snowball samples.</p> <p>e) General consideration in determination of sample size</p>
4	<p><b>Tools for Data Collection</b></p> <p>a) Primary and secondary methods of data collection.</p> <p>b) Different types of questionnaires, rating scales, check lists, schedules, attitude scales, inventories, standardized tests, interviews, observation.</p> <p>c) Development of tools, estimation of reliability and validity of tools.</p> <p>d) Procedure for construction of the tool, administration of tools for data collection.</p>

	<p>e) Procedure for data collection.</p> <p>f) Planning for data analysis-scoring, coding of responses, tabulation and analysis.</p> <p><b>Assignment:</b> <i>Construction of tools for data collection</i></p> <p><i>a) Types of questions b) Questionnaire c) Interview schedule d) Observation e) Scales</i></p> <p><i>For a given topic students to frame and discuss the different possibilities of methods and tools</i></p>
--	--

## References:

1. Bell, J. (1997) "Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science", Viva Books, New Delhi.
2. Bell, J. (1997): How to Complete Your Research Project Successfully: A Guide for First-time Researchers, UBSPD, New Delhi.
3. Bulmer, M.C. (1984): Sociological Research Methods: An Introduction, Macmillan, Hong Kong.
4. Chakravoti, S.R. and Giri, N. (1997) "Basic Statistics", South Asian Pub., New Delhi.
5. Das, M.N. (1989) "Statistical Methods and Concepts", New Age, New Delhi.
6. Dey, B.R. (2005) "Textbook of Managerial Statistics", Macmillan India Ltd., Delhi.
7. Elhance, D.N. (2000) "Fundamentals of Statistics [containing more than 750 solved and 1250 problems for review exercise]", Kitab Mahal, Allahabad.
8. Festinger, L. and Katz, D. (ed.) (1977): Research Methods in the Behavioral Sciences, Amerind Publishing, New Delhi.
9. Fleming, M.C. & Nellis, Joseph G. (1997) "The Essence of Statistics for Business", Prentice-Hall of India, New Delhi.
10. Goon, A., Gupta, M. and Dasgupta, B. (2001) "Fundamentals of Statistics", Vol. I & II, the World Press, Calcutta.
11. Gupta, C.B. & Gupta, V. (1973) "An Introduction to Statistical Methods", Vikas Publishing House Pvt. Ltd., New Delhi.
12. Gupta, S.P. (1996) "Practical Statistics", 37th ed., S. Chand, New Delhi.
13. Gupta, S.C. (2000) "Fundamentals of Statistics", Himalaya Pub., Mumbai.
14. Gupta, S.P. (2000) "Statistical Methods", Sultan Chand & Sons, New Delhi.
15. Gupta, S. (2001) "Research Methodology and Statistical Techniques", Deep and Deep, New Delhi.
16. Holloway, I. (1997): Basic Concepts of Qualitative Research, Blackwell Science, London.

17. Hooda, R.P. (2003) "Statistics for Business and Economics", 3rd ed., Macmillan India Ltd., Delhi.
18. Jain, G. (1998): Research Methodology: Methods and Techniques, Mangal Deep, Jaipur.
19. Kothari, C.R. (2000): Research Methodology: Methods and Techniques, Wishwa Prakashan, New Delhi.
20. Kumar, A. (1997): Social Research Method (The Art of Scientific Investigation), Anmol Publication, New Delhi.
21. Kumar, A. (2002): Research Methodology in Social Sciences, Sarup and Sons, New Delhi.
22. McBurney, D.H. (2001): Research Methodology, Thomson-Wadsworth, Australia.
23. Nagar, A.L. and Das, R.K. (1997) "Basic Statistics", 2nd ed., OUP, Delhi.
24. Pande, G.C. (1999): Research Methodology in Social Sciences, Anmol Publication, New Delhi.
25. Richard A. (1992) "Applied Multivariate Statistical Analysis", Prentice-Hall, New Delhi.
26. Sarma, K.V.S. (2001) "Statistics made Simple: Do it yourself on PC", Prentice-Hall, New Delhi.
27. Shenoy, G.V. and Pant, M. (2006) "Statistical Methods in Business and Social Sciences", MacMillan India Ltd., Delhi.
28. Singh, D. (2001) "Principles of Statistics for B.A., B.Com., M.A., M.Com., C.A., I.C.W.A., C.S. Examinations", Vol. I & II, Atlantic Pub., New Delhi.
29. Spiegel and Murray R. (1998) "Schaum's Outline of Theory and Problems of Statistics", 3rd ed., Tata McGraw-Hill Pub., New Delhi.
30. Triola and Mario F. (1998) "Elementary Statistics", 7th ed., Addison Wesley Longman, America.
31. UGC Model Curriculum: Statistics/UGC (2001) New Delhi: University Grant Commission.

## RECENT TRENDS IN CURRICULUM PLANNING

### Objectives:

This course will enable students to:

1. Understand various philosophies, approaches and models of education and its application in ECCE
2. Develop awareness of indoor and outdoor learning environment
3. Discuss the use of theories in curriculum development.

### Course Outcome:

At the end of the course, students will be able to:

1. Identify the areas of significance of curriculum planning.
2. Plan the process of curriculum planning.
3. Analyze Indian and global trends in curriculum planning.
4. Design an environment for learning in ECE set-up.
5. Develop criteria of effectiveness and evaluate curriculum.
6. To develop assessment tools for children.
7. Create developmentally appropriate activities for children

### Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
14202	Recent Trends in Curriculum Planning	4	2	2	50	50	100

### Contents:

Sr. No.	Topics and Details		No. of lectures	Weightage in %
<b>Block 1</b>	<b>Concept of curriculum planning</b>		14	
	Unit 1	Rationale, Significance and Purpose		
	Unit 2	Principles and Components of Curriculum planning		
	Unit 3	Relevance and Process of Curriculum planning		
	Unit 4	Indian and Global Trends in Curriculum		
		<b>Assessment</b> – Debate on Indian and Global Trends in Curriculum – 12 marks,.		
<b>Block 2</b>	<b>Contemporary Models &amp; Approaches to Curriculum Planning</b>			
	Unit 1	Montessori Model, Reggio Emilia, Te Whariki, Waldorf School, High/Scope		

	Unit 2	Behaviorist, Constructivist, Cognitive Oriented Curriculum		
	Unit 3	Project Method, Thematic Curriculum, Play way method		
	Unit 4	Developmentally Appropriate Curriculum, Creative Curriculum		
		<b>Assessment:</b> Conduct a workshop on various curriculum models – 12 marks		
<b>Block 3</b>	<b>Creating an environment for learning</b>			
	Unit 1	Goals and objectives		
	Unit 2	Physical environment: Classroom Design and Organization, indoor and outdoor Play Environment		
	Unit 3	Instructional material		
	Unit 4	Teaching methodologies		
	Unit 5	(A) Assessment and Evaluation a. Goal and objectives b. Physical Environment c. Programme and Scheduling d. Teaching Methods e. Child f. Communication to parents g. Intervention (B) Types of Assessment		
		<b>Assessment:</b> Plan and create various assessment tools for children. – 14 marks		
<b>Block 4</b>	<b>Programme Planning</b>			
	Unit 1	Readiness for learning and Developing Literacy		
	Unit 2	Manipulation and discovery through Mathematics and Science		
	Unit 3	Encouraging creative arts		
	Unit 4	Living together-Social Studies		
	Unit 5	Nature Education		
		<b>Assessment:</b> Develop a program for preschool based on literacy and math readiness. – 12 marks		

## References:

1. Leeper. Skipper and Witherspoon; (1979) Good Schools for Young Children, Macmillan.
2. Day, B.; (1983) Early Childhood Education- Creative Learning Activities, 2<sup>nd</sup> Ed., Macmillan Pub. Co.
3. Ramsey, M.E. and Bayless, K.M.; (1980) Kindergarten- Programs and Practices, C.V. Mosby Company, London.
4. Ginsburg, H.; (1977) Childrens Arithmetic- How they learn it and How they teach it, Pro. Ed., Austin.
5. Brittain Lmbort.; (1979) Creativity art- The Young Child, Macmillan Pub. Co., New York.
6. Engelhart, J.M., Ashlock R.B., and Wiebe, J.N.; (1984) Helping Children Understand and use of Numerals, Allyn and Bacon, Boston

# ISSUES IN EARLY CHILDHOOD EDUCATION

## Objectives:

This course will enable students to:

1. Be aware of critical issues and viewpoints in relation to early childhood care and education scenario
2. Develop critical appraisal of current issues in early childhood education
3. To create awareness within the community about issues in ECE

## Course Outcome:

By the end of the course student will be able to:

1. Analyze the administration and management concerns of early childhood education.
2. Apply different types of curriculum at preschool level.
3. Evaluate need of training in ECE set-up
4. Estimate assessment and monitoring at preschool set-up.

## Specific Outcome:

1. Students will be able to debate early childhood education and current issues.

## Theory

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
14203	Issues in ECE	4	2	2	50	50	100

## Contents:

Sr. No.	Topics and Details		No. of lectures	Weightage in %
<b>Block 1</b>	<b>Administration and Management</b>		18	20
	Unit 1	Admission criteria, intake policy, tests and interviews		
	Unit 2	Class size and teacher child ratio		
	Unit 3	Qualification of teachers, and other personnel, recruitment and selection		
	Unit 4	Teachers' role for meeting the goals of ECE		
	Unit 5	Community involvement		
	Unit 6	Role of National and International organizations		
		<b>Assessment</b> : Write a case study of a school; nature of the program, number of children, information about family and parents, helpers,		

		fee structure, model of the program etc – 14 marks		
<b>Block 2</b>	<b>Issues in Curriculum formation</b>		20	20
	Unit 1	Different types and implementation of curriculum		
	Unit 2	Impact of curriculum on program, children and community		
	Unit 3	Teacher’s role in implementation of curriculum		
	Unit 4	Acquisition of skills, task and behavior of curriculum formation		
		<b>Assessment:</b> Identify an issue and Present. – 12 marks		
<b>Block 3</b>	<b>Issues Related to Training</b>		20	20
	Unit 1	Models of In-Service and Pre-Service Training (Indian and Global Perspective)		
	Unit 2	Training in Private Organizations and Franchises		
	Unit 3	Training in Government Organizations and Universities		
	Unit 4	Quality Monitoring and Assessment of Training		
		<b>Assessment:</b> Plan a training program for teachers and identify the issues which are faced – 12 marks		
<b>Block 4</b>	<b>Assessment and Monitoring</b>		8	10
	Unit 1	Concept and types of assessment		
	Unit 2	Assessment and Monitoring of programme		
	Unit 3	Assessment and Monitoring Of children		
	Unit 4	Assessment and Monitoring Of environment		
	Unit 5	Home visits		
		<b>Assessment (Pair Assignment)t :</b> Visit 2 homes and write a report – 12 marks		

### References:

1. Agnihotry and Prakash, S. (1994) “Education, Occupation and Social Welfare”, Chugh Publications, Allahabad.
2. Bennett, N., Wood, L. and Rogers, S. (1997) “Teaching Through Play”, Open University Press, Philadelphia.

3. Bhaumik, A. and Singh (1993) "Education Participatory Training and Development", Chugh Publications, Allahabad.
4. Black, K.J. and Puckett, B.M. (2<sup>nd</sup> ed) "Authentic Assessment of the Young Child - Celebrating Development and Learning", Prentice Hall, USA.
5. Brewer, J. (3<sup>rd</sup> ed) (1992) "Introduction to Early Childhood Education – Preschool through Primary Grades", Allyn and Bacon, USA.
6. Carol, E.C. and Jan A. (1993) "Early Childhood Curriculum", MacMillan Publishing Co., New York.
7. Day, B. (1983) "Early Childhood Education", MacMillan Publishing Co., New York.
8. Grewal, J.S. (1984) "Early Childhood Education", National Psychological Corporation Pub., Agra.
9. Hendrick, J. (1992) "The Whole Child", MacMillan Publishing Co., New York.
10. Hilderbrand, V. (1985) "Guiding Young Children", MacMillan Publishing Co., New York.
11. Islam-Ul\_Khurshid, S. and Rao, K.V. (1997) "Early Childhood Care and Education", Common Wealth Publishers, New Delhi.
12. Johnson, E.J. and Roopnarine, L.J. (2<sup>nd</sup> ed) (1993) "Approaches to Early Childhood Education", MacMillan Publishing Co., New York.
13. Kaul, V. (1991) "Early Childhood Education Programme", NCERT, New Delhi.
14. Mohanty, J. (1994) "Education for All", Deep and Deep Publication, New Delhi.
15. Mohanty, J. and Mohanty (1994) "Early Childhood Care and Education", Deep and Deep Publication, New Delhi.
16. Morrison, S.G. (1988) "Education and Development of Toddlers, Infants and Preschoolers", Scott, Foresman and Co., USA.
17. Morrison, S.G. (1991) "Early Childhood Education Today", Merrill, New York.
18. Morrison, S.G. (1994) "Fundamentals of Early Childhood Education", Merrill, New York.
19. Panda, S. (1992) "Preschool Children – Theory, Research and Problems", Paragon Publishers, Bhubneshwar.
20. Pankajam, G. (1994) "Preschool Education, Philosophy and Practice", The Indian Publications, Ambala.
21. Sefeldt-Carol, Galbel, A. (1998) "Continuing Issues in Early Childhood Education", Merrill, New York.
22. Shreman, A.J. and Billman, J. (1996) "Observation and Participation in Early Childhood Settings – A Practicum Guide", Allyn and Bacon, USA.
23. Singh, B. (1997) "Preschool Education", APH Publishing Co-operation, New Delhi.
24. Viruru, R. (2001) "Early Childhood Education", Sage Publications, California.

## **SEMINARS ON CONCERNS IN ECCED**

### **Objectives**

This course will enable students to:

1. Enhance understanding of care and development aspect of Early Childhood Period.
2. Critically evaluate the current concerns and issues related to care and education.
3. Assess the quality of programs implemented by Private, Government, Universities, and Franchises.
4. Critically assess various concepts, models, approaches, methods, philosophies dealing with early years.

### **Course Outcomes:**

At the end of the course the students will be able to:

1. Integrate different developmental aspects to stimulate early childhood period.
2. Critically analyze the current concerns and issues related to care and education.
3. Create rubrics to assess the quality of programs implemented by private, franchises. Universities.
4. Critically appreciate preschool methodology of teaching.

### **Specific Outcomes:**

1. Students will be able to apply locally suiting methodology of preschool.

### **Theory:**

<b>Code No</b>	<b>Courses</b>	<b>Total Credits</b>	<b>Th-Cr</b>	<b>Pr-Cr</b>	<b>Int Cr/M</b>	<b>Ext Cr/M</b>	<b>Total Marks</b>
14204	Seminar on concerns in ECCED	4	-	4	100	-	100

### **Contents:**

<b>Sr. No.</b>	<b>Topics and Details</b>	<b>No. of lectures</b>	<b>Weightage in %</b>
1	Multiple Intelligences		
2	Connecting schools and home		
3	Quality in Early childhood education		
4	Developing reading and oral language		
5	Multilingualism/ multi-cultural		
6	Inclusive education		
7	Brain research		
8	Counseling parents and children		

9	Using technology in early childhood years		
10	Leadership		
11	Bloom's Taxonomy		
12	Teaching Learning Styles		

**Evaluation:**

1. Content (20 marks)
2. Presentation skills (15 marks)
3. Organization of presentation. (10 marks)
4. Elocution and Clarity (10 marks)
5. Mechanics (5 marks)
6. Eye contact (5 marks)
7. Length and Pace (5 marks)
8. Audience interaction (10 marks)
9. Analysis (10 marks)
10. Conclusion (5 marks)
11. Appearance and Attitude (5 marks)

## **ENTREPRENEURSHIP IN ECE**

### **Objectives:**

This course will enable students to:

1. To equip students with basic entrepreneurship qualities & skills & provide competencies to run a small or moderate scale business enterprise
2. To improve achievement related motivation & other entrepreneurial qualities
3. To experiment with new entrepreneurial behavior & acquire positive self – image.

### **Course Outcome:**

This course will enable students to:

1. Analyze the need of entrepreneurship.
2. Demonstrate qualities of entrepreneur.
3. Demonstrate abilities to carryout SWOT at individual and organizational set-up.
4. Formulate projects with cost and pricing.

### **Specific Outcome:**

1. After description of entrepreneurship guidelines of entrepreneur and concept and illustration of SWOT, the student will be able to form attitude and debate for ethics in entrepreneurship.

### **Theory**

<b>Code No</b>	<b>Courses</b>	<b>Total Credits</b>	<b>Th - Cr</b>	<b>Pr – Cr</b>	<b>Int Cr/M</b>	<b>Ext Cr/M</b>	<b>Total Marks</b>
14205	Entrepreneurship in ECE	4	2	2	50	50	100

### **Contents:**

<b>Sr. No</b>	<b>Topics and Details</b>		<b>No. of lectures</b>	<b>Weightage in %</b>
<b>Block 1</b>	<b>Entrepreneur and Entrepreneurship</b>		16	
	Unit 1	Introduction		
	Unit 2	Concept of Entrepreneur		
	Unit 3	Characteristics of Entrepreneur		
	Unit 4	Qualities of Entrepreneur		
	Unit 5	Distinction between an Entrepreneur and a Manager		
	Unit 6	Functions of an Entrepreneur		

	Unit 7	Types of Entrepreneurs		
		<b>Assessment:</b> Prepare a poster depicting Functions of entrepreneur – 10 marks		
<b>Block 2</b>	<b>Areas of Entrepreneurs &amp; SWOT/SWOC Analysis</b>			
	Unit 1	Idea generation – selecting the area of enterprise/promoting self – employment: nursery, play school, toy making, knowledge games, modules for teaching, Curriculum Development, Event Management, Children’s Library, Day care centres, Special equipment, etc.		
	Unit 2	Process planning – plan lay-out/functional layout <ul style="list-style-type: none"> <li>- Types of functional layout</li> <li>- Applicability of functional layout</li> <li>- Objectives of plan layout</li> <li>- Budgeting</li> </ul>		
	Unit 3	SWOT Analysis; Introduction and meaning, Strength and Weakness, Opportunity and Threat, Creative Process, Usefulness of SWOT		
		<b>Assessment:</b> Visit a Cooperate/Business House and write a report using SWOT analysis – 14 marks		
<b>Block 3</b>	<b>Management of self and understanding Human Behaviour &amp; Ethics</b>			
	Unit 1	Introduction, Attitude, Formation of attitude, Attitudinal influence on Human Behaviour		
	Unit 2	Personality – determinants and traits		
	Unit 3	Personality and Behaviour		
	Unit 4	Social responsibility in the present context		
	Unit 5	Application of ethics in entrepreneurship		
		<b>Assessment :</b> Debate on Ethics in Entrepreneurship – 12 marks		
<b>Block 4</b>	<b>Project Formulation in ECE and Cost and Pricing</b>			
	Unit 1	Introduction, meaning and definition of project		
	Unit 2	Formulation procedure – project report		
	Unit 3	Guidelines in the preparation of project report		
	Unit 4	Registration and license		

	Unit 5	Meaning and Elements of Cost		
	Unit 6	Pricing and Methods of Pricing		
		<b>Assessment:</b> prepare a Business Plan and Present – 14 marks		

## References:

1. Bolton, B. and Thompson, J. (2000) “Entrepreneurs – Talent, Temperament, Technique”. Butterworth-Heinemann Publications, Oxford.
2. Sharma, D. and Dhameja, S . (2002) “Indian Entrepreneurship – Theory and Practice”, Abhishekh Publications, Chandigarh.
3. Kumar, A. and Poornima, S. (2003) “Entrepreneurship Development”, New Age International Publishers, New Delhi.
4. Siddhu, A. and Sundararaj, P. (2006) “Sustainable Entrepreneurship in Communities”, Academic Excellence, Delhi.

## **ELECTIVE – I : CHILD RIGHTS**

### **Objectives:**

This course will enable students to:

1. Generate awareness on child rights
2. Evaluate application of child rights in Families, Societies, NGO's and Government.

### **Course Outcomes:**

At the end of the course the student will be to:

1. Identify the health status of children in India.
2. Draft the legal safeguards for Indian children.
3. Appraise the role of NGOs in child right protection.
4. Formulate the child right perspective in view of children.

### **Specific Outcome**

1. Students will be able to provide advocacy to address different issues of children development and care.

### **Theory:**

<b>Code No</b>	<b>Courses</b>	<b>Total Credits</b>	<b>Th-Cr</b>	<b>Pr-Cr</b>	<b>Int Cr/M</b>	<b>Ext Cr/M</b>	<b>Total Marks</b>
14291	[Elective-I] Child Rights	4	2	2	50	50	100

### **Contents:**

<b>Sr. No.</b>	<b>Topics and Details</b>	<b>No. of lectures</b>	<b>Weightage in %</b>
<b>Block 1</b>	<b>Status of children in India</b>	16	
	Unit 1   Child Population, Child gender ratio		
	Unit 2   Infant Mortality, Morbidity, Malnutrition		
	Unit 3   Birth Registration and Immunization		
	Unit 4   Health, nutrition and safety		
<b>Block 2</b>	<b>Legislation for Children</b>	16	
	Unit 1   Constitution of India		
	Unit 2   The United Nations Convention on the Rights of the Child		
	Unit 3   Achievements and Challenges of Millennium Development Goals		

	Unit 4	Challenges and Strategies of Sustainable Developmental Goals		
	Unit 5	Indian and Global Perspective on Child Rights		
<b>Block 3</b>	<b>Role of the Government and NGOs</b>		16	
	Unit 1	Child's rights – necessity and responsibility		
	Unit 2	Policies and Programmes		
	Unit 3	Role of educational institutions		
	Unit 4	Contribution of NGOs		
<b>Block 4</b>	<b>Viewing Child Rights through Child Perspectives</b>		16	
	Unit 1	Early childhood years and UNCRC		
	Unit 2	Child Rights and Development is the responsibility of Parents and Family		
	Unit 3	Child rights and developmental domains		
	Unit 4	Critical perspectives on Child rights		

## References:

1. Levush, R. (2007) "Convention on the rights of the child, adopted and opened for signature, ratification and accession by general assembly", Israel ministry of foreign affairs"
2. Sonawat, R. & S. Shaikh (2007), "Understanding children's rights- A manual for child care workers" Zee Interactive Learning Systems
3. Sonawat, R & S. Shaikh (2007), "A study on NGO services for children in Mumbai city", unpublished Master's dissertation, SNDT Women's University, Mumbai
4. UNICEF (2006), "Child friendly schools: An approach for achieving schools and learner quality", China
5. UNICEF (2006), "Independent institutions- Protecting children's rights" Innocent digest

## SEMESTER – III

### RESEARCH AND STATISTICAL APPLICATION

#### Objectives:

This course will enable students to:

1. Discriminate between parametric and non-parametric tests
2. Learn to apply statistical tests for data analysis for both large and small samples
3. Know how to interpret the results of statistical analysis of data
4. Be able to summarize data and present it using tables and graphs
5. Develop skills for preparation of research proposals
6. Understand the components of a research report

#### Course Outcome:

At the end of the course the student will be able to:

1. Employ appropriate test for statistics interpretation of research results.
2. Demonstrate knowledge and skills to compute and incorporate most suitable statistics.
3. Demonstrate competence in statistical designs and interpretations.
4. At the end of the course the gained knowledge will enable students to develop research proposals of all types.

#### Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
00301	Research and Statistical Applications (Th)	4	2	2	50	50	100

#### Contents:

Module No	Topics
1	<b>Introduction to Statistics</b> Definition, conceptual understanding of statistical measures, popular concepts and misuse of statistics  <b>Normal Distribution and its Properties</b> a) Normal distribution b) Binomial distribution c) Probability, use of normal probability tables, area under normal distribution curve d) Parametric and non-parametric tests  <b>Data Management</b> Planning for data analysis – coding of responses, preparation of code book Coding of data

	<p>Use of statistical programs</p> <ul style="list-style-type: none"> <li>- MS Excel</li> <li>- SPSS</li> </ul>
<b>2</b>	<p><b>Data Analysis</b></p> <ol style="list-style-type: none"> <li>a) Quantitative analysis, descriptive statistics, inferential statistics: Uses and limitations, Summation sign and its properties</li> <li>b) Proportions, percentages, ratios</li> <li>c) Measures of central tendency-mean, median, mode-arithmetic mean and its uses, mid – range, geometric mean, weighted mean</li> <li>d) Measures of dispersion /variability- range, variance, standard deviation, standard error, coefficient of variation, Kurtosis, skewness Grouped data-frequency distribution, histogram, frequency polygons, percentiles, quartiles, tertiles, ogive</li> <li>e) Large and Small Sample tests and interpretation <ul style="list-style-type: none"> <li>- Z-test for single proportions and difference between proportions</li> <li>- Large sample test for single mean and difference between means</li> <li>- Small sample tests- ‘t’-test, paired ‘t’-test, ‘F’ Test</li> </ul> </li> </ol>
<b>3</b>	<p><b>Chi square test and its interpretation</b></p> <ol style="list-style-type: none"> <li>a) General features, goodness of fit</li> <li>b) Independence of Attributes</li> </ol> <p><b>Correlation and Regression and its interpretation</b></p> <ol style="list-style-type: none"> <li>a) Basic concepts</li> <li>b) Linear regression and correlation coefficient</li> <li>c) Regression and prediction</li> <li>d) Rank correlation, Product-moment method</li> </ol> <p><b>Analysis of Variance and its interpretation</b></p> <ol style="list-style-type: none"> <li>a) One-factor analysis of variance</li> <li>b) Two-factor analysis of variance</li> </ol> <p><b>Design of Experiments</b></p> <ol style="list-style-type: none"> <li>a) Completely randomized design</li> <li>b) Randomized block design</li> <li>c) Latin square design</li> <li>d) Factorial design</li> </ol>
<b>4</b>	<p><b>Presentation of Data</b></p> <ol style="list-style-type: none"> <li>a) Tabulation and Organization of data- frequency distributions, cumulative frequency distribution, contingency tables</li> <li>b) Graphical presentation of data- histogram, frequency polygon, ogive, stem and leaf plot, box and whiskers plot,</li> <li>b) Graphs for nominal and ordinal data- pie diagram, bar graphs of different types, graphs for relation between two variables, line diagram.</li> <li>c) Use of illustrations</li> <li>d) Cautions in visual display of data</li> </ol> <p><b>The Research Report</b> Basic components of a research report- prefatory material, introduction and Review of Related Literature, Methodology, Results, Discussion, Conclusion, Summary, Abstract, Bibliography and Appendices</p> <p><b>Students to design a research study on a topic-</b></p> <ol style="list-style-type: none"> <li>a) specify type of research</li> <li>b) sample selection</li> </ol>

	c) protocol/operationalization d) tools e) tests for statistical analysis  <b>Preparation of a Research Proposal</b>
--	--

## References:

### Research Methods

1. Bell, J. (1997): *Doing Your Research Project: A Guide for First-time Researchers in Education and Social Science*, Viva Books, New Delhi
2. Bell, J. (1997): *How to Complete Your Research Project Successfully: A Guide for First-time Researchers*, UBSPD, New Delhi.
3. Bulmer, M.C. (1984): *Sociological Research Methods: An Introduction*, Macmillan, Hong Kong.
5. Festinger, L. and Katz, D. (ed.) (1977): *Research Methods in the Behavioral Sciences*, Amerind Publishing, New Delhi.
6. Holloway, I. (1997): *Basic Concepts of Qualitative Research*, Blackwell Science, London.
7. Jain, G. (1998): *Research Methodology: Methods and Techniques*, Mangal Deep, Jaipur.
8. Kothari, C.R. (2000): *Research Methodology: Methods and Techniques*, Wishwa Prakashan, New Delhi.
9. Kumar, A. (1997): *Social Research Method (The Art of Scientific Investigation)*, Anmol Publication, New Delhi.
10. Kumar, A. (2002): *Research Methodology in Social Sciences*, Sarup and Sons, New Delhi.
11. McBurney, D.H. (2001): *Research Methodology*, Thomson-Wadsworth, Australia.
12. Pande, G.C. (1999): *Research Methodology in Social Sciences*, Anmol Publication, New Delhi.

### Statistics

1. Gupta, S. (2001) "Research Methodology and Statistical Techniques", Deep and Deep, New Delhi,
2. Hooda, R.P. (2003) "Statistics for Business and Economics", 3rd ed., Macmillan India Ltd., Delhi,.
3. Dey, B.R. (2005) "Textbook of Managerial Statistics", Macmillan India Ltd., Delhi,
4. Fleming, M.C. & Nellis, Joseph G. (1997) "The Essence of Statistics for Business", Prentice-Hall of India, New Delhi,
5. Sarma, K.V.S. (2001) "Statistics made Simple: Do it yourself on PC", Prentice-Hall, New Delhi.

6. Chakravorti I, S.R. & Giri, N. (1997) "Basic Statistics", South Asian Pub., New Delhi,
7. Das, M.N. (1989) "Statistical Methods and Concepts", New Age, New Delhi,
8. Elhance, D.N. (2000) "Fundamentals of Statistics [containing more than 750 solved and 1250 problems for review exercise]", Kitab Mahal, Allahabad,
9. Goon, A. & Gupta, M. & Dasgupta, B. (2001) "Fundamentals of Statistics", Vol.I & II, The World Press, Calcutta,
10. Gupta, S.P. (1996) "Practical Statistics", 37th ed., S. Chand, New Delhi,.
11. Gupta, S.C. (2000) "Fundamentals of Statistics", Himalaya Pub., Mumbai
12. Gupta, S.P. (2000) "Statistical Methods", Sultan Chand & Sons, New Delhi,
13. Nagar, A.L. & Das, R.K. (1997) "Basic Statistics", 2nd ed., OUP, Delhi,
14. Shenoy, G.V. & Pant, M. (2006) "Statistical Methods in Business and Social Sciences", Macmillan India Ltd., Delhi, Atlantic Pub., New Delhi,
15. Spiegel L, Murray R. (1998) "Schaum's Outline of Theory and Problems of Statistics", 3rd ed., Tata McGraw-Hill Pub., New Delhi,
16. Triola, M F. (1998) "Elementary Statistics", 7th ed., Addison Wesley Longman, America,
17. Richard A. (1992) "Applied Multivariate Statistical Analysis", Prentice-Hall, New Delhi,

## COUNSELING YOUNG CHILDREN AND FAMILIES

### Objectives:

This course will enable students to:

1. Understand basic concepts and need of counseling young children
2. Develop awareness of issues, concerns and challenges faced by the children and families
3. Understand the process of counseling through actual work in a variety of settings and situations
4. Be Familiar with different approaches and techniques of counseling

### Course Outcomes:

At the end of the course the students will be able to:

1. Identify relevant areas of child counselling.
2. Create effective environment for meaningful counselling for children.
3. Demonstrate the ability to use different approaches in counselling.

### Specific Outcomes:

1. After understanding and learning, nature of play, art, music and drawing as techniques for counselling, students will be able to provide meaningful relationship to children.

### Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
14302	Counseling young children and families (Th)	4	2	2	50	50	100

### Contents:

Sr. No.	Topics and Details		No. of lectures	Weightage in %
<b>Block 1</b>	<b>Relevance for counseling for Children</b>		12	20
	Unit 1	Needs and Scope for counseling		
	Unit 2	Qualification and qualities		
	Unit 3	Skills and attitudes, ethics		
	Unit 4	Problems, issues and concerns of infancy, childhood		
<b>Block 2</b>	<b>Creating environment for counseling</b>		14	30
	Unit 1	Pre-conditions and process		
	Unit 2	Test selection		

	Unit 3	Environmental conditions		
	Unit 4	Setting limits		
<b>Block 3</b>	<b>Behavior problems in Childhood</b>		8	10
	Unit 1	Identification causes, symptoms, handling		
	Unit 2	Psychological management		
	Unit 3	Behavior modification		
	Unit 4	Specific interventions		
<b>Block 4</b>	<b>Approaches and therapies in counseling</b>			
	Unit 1	Person centered		
	Unit 2	Behaviorism		
	Unit 3	TA and REBT		
	Unit 4	Play, art, music and drawing		

### References:

1. Dave, I. (1991): The basic essential of counselling; Sterling Publisher Pvt. Ltd.
2. Fuster, J. M. (1988): Personal counselling, Better yourself book
3. Gelso, C. & Fretz, B. (1995): Counselling psychology; William James Centennial Series.
4. Madhukar, I. (2000): Guidance and Counselling, Authors Press
5. Rao, S.N. (1991): Counselling and Guidance, New Delhi: Tata McGraw Hill Publishing Company Limited
6. Satya, B. N. (2002): Guidance and Counselling, Abhishek Publication, Chandigarh
7. Shankar, L. (1993): Guidance, Educational, Vocational, Personal and Society, Enkay Publisher Pvt. Ltd
8. Singh, R. (1994): Educational and Vocational Guidance, New Delhi; Common wealth Publisher

### Internal Assessment:

1. Stimulation exercise for counselling process
2. Role play: Counselling skills and attitude (15 marks)
3. Unit tests (10 marks)

## MATERNAL AND CHILD NUTRITION

### Objectives:

This course will enable students to:

1. Be familiar with physiological changes in pregnancy and lactation.
2. Be familiar with growth and developmental changes from conception.
3. Understand the inter-relationship between nutrition and growth and development till adolescence
4. Apply their knowledge in community and public nutrition/health programmes.

### Course Outcomes:

At the end of the course the students will be able to:

1. Identify physiological changes in pregnancy and lactation.
2. Locate specific concerns of adolescent pregnancy.
3. Analyze key issues of infant feeding.
4. Critically evaluate policies and programmes in context to malnutrition in mothers and children.

### Specific Outcomes:

1. At the end of the course students will be able to plan guidelines for care of children and lactating mothers.

### Theory:

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
14303	Maternal and Child Nutrition	4	2	2	50	50	100

### Contents:

Module No	Topic and Details	No of Credits
1	<p><b>Changing concepts and controversies in Maternal and Child Nutrition.</b></p> <p><b>Importance of Maternal Nutrition during Pregnancy:</b></p> <p><b>Unit 1.</b> Importance of nutrition prior to and during pregnancy.</p> <p><b>Unit 2.</b> Pre-requisites and Nutritional requirements during pregnancy and effect of under nutrition on mother-child dyad- short term and long term outcome.</p> <p><b>Unit 3.</b> Physiology and endocrinology of pregnancy and embryonic and fetal growth and development.</p>	1

	<p><b>Unit 4.</b> Adolescent Pregnancy and issues related to it. Congenital malformations, fetal alcohol syndrome gestational diabetes mellitus and. AIDS/TB</p> <p><b>Unit 5.</b> Complications of pregnancy, Intra-uterine growth retardation management and importance of Nutrition during Antenatal Care.</p>	
<b>2</b>	<p><b>Lactation and Infant feeding</b></p> <p><b>Unit 1.</b> Development of Mammary tissue and role of hormones.</p> <p><b>Unit 2.</b> Physiology and endocrinology of Lactation-Synthesis of milk components let down reflex, role of hormones, lactation amenorrhea, effects of breast feeding on maternal health.</p> <p><b>Unit 3.</b> Human milk composition and factors affecting breastfeeding and fertility, maternal nutritional status and milk composition</p> <p><b>Unit 4.</b> Management of Lactation-Prenatal breastfeeding skills education. Rooming in, problems –sore nipples, engorged breast, and inverted nipples.</p> <p><b>Unit 5:</b> Exclusive breastfeeding. Baby friendly Hospital Initiative</p>	<b>1</b>
<b>3</b>	<p><b>Feeding of infants and children and dietary management, key issues in infant feeding.</b></p> <p><b>Unit.1</b> Infant physiology, pre-term and Low Birth Weight (LBW). Implications for feeding and management.</p> <p><b>Unit 2.</b> Norms/standards for growth</p> <p><b>Unit 3.</b> Growth chart and interpretation of growth chart</p> <p><b>Unit 4.</b> Growth monitoring and promotion, growth faltering, failure to thrive.</p> <p><b>Unit 5.</b> Weaning, relevance and issues of weaning</p>	<b>1</b>
<b>4</b>	<p><b>Malnutrition in mothers and children: Etiology and management (in brief). Consequences of malnutrition on physical development, cognitive development.</b></p> <p><b>Unit 1.</b> Effect of deficiencies of specific nutrients on development</p> <p><b>Unit 2.</b> Current Nutrition and Health Status of Women and Children in India.</p>	<b>1</b>

	<p><b>Unit 3.</b> Policies and programmes for promoting maternal and child health and nutrition. International, national and state level</p> <p><b>Unit 4.</b> Concept of small family, methods of family planning, merits and limitations.</p>	
--	---	--

### References:

1. International Food Policy Research Institute (1997). Care and Nutrition: Concepts and Measurement. International Food Policy Research Institute Washington DC., USA
2. International Child Health: A Digest of Current Information
3. Barker, D.J.P. (1998). Mothers, Babies and health in Later Life. Edinburgh, Churchill Livingstone.
4. Ward, R.H.T; Smith, S.K.; Donnai, D. (eds.) (1994) Early Fetal Growth and Development. London, RCOG press
5. Sachdev, H.P.S. and Choudhary , P. (1995). Nutrition in Children-Developing Country Concerns. Cambridge Press, New Delhi
6. King F.S. (1992). Helping Mothers to Breastfeed. Association for Consumers Action on Safety and Health, Mumbai
7. Wallace, H.M. and Giri, K. (1990) Health Care of Women and Children in Developing Countries. Third Party Publishing Co, Oakland.

**ELECTIVE-II**  
**PRESCHOOL ORGANIZATION, ADMINISTRATION AND**  
**MANAGEMENT**

**Objectives:**

This course will enable students to:

1. Understand the principles of pre-school organization, administration and management.
2. Understand the concept of supervision.
3. Become acquainted with procedures of maintaining school, accounts, necessary records and reports.
4. Understanding ways of parent education and involvement

**Course Outcome:**

At the completion of the course, students will be able to:

1. Distinguish between functioning and management of crèche and day care centers.
2. To plan and manage different types of preschools and respective methodologies.
3. Exhibit knowledge regarding maintaining and using various records in preschool.
4. Integrate roles and qualities to be effective professionals in the field of ECE.

**Specific Outcome:**

1. Students will be able to develop assessment criteria for child and preschool programmes.

**Theory:**

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
14304	[Elective – II] Pre-school Organization, Administration and Management	4	2	2	100	-	100

**Contents:**

Sr. No.	Topics and Details		No. of lectures	Weightage in %
<b>Block 1</b>	<b>Assess Community needs and establishing a programme</b>		10	10
	Unit 1	Assessing the Needs, Benefits of Quality Care and Education		
	Unit 2	Types of Programme: Full day and half day, Attached and non-attached, affiliated and non-affiliated, Profit and non-profit		
	Unit 3	Job description and enrichment		

	Unit 4	The reflective practitioner		
<b>Block 2</b>	<b>Establishing and working with boards</b>		20	20
	Unit 1	Board membership: Selection, duties and committees		
	Unit 2	Licensing and accreditation		
	Unit 3	Types of funding, fund raising		
	Unit 4	Handling financial matters, budgeting		
<b>Block 3</b>	<b>Staffing the center</b>		8	10
	Unit 1	Design personal policy		
	Unit 2	Selection		
	Unit 3	Job description and enrichment		
	Unit 4	Orienting the employee, grooming the employee		
<b>Block 4</b>	<b>Programme planning and Assessment</b>		2	8
	Unit 1	Manipulation and discovery through mathematics and science		
	Unit 2	Manipulation and discovery through computer application		
	Unit 3	Encouraging creative art		
	Unit 4	Living together: Social studies		

### References:

1. Spodek, B.; (1987) "Foundation of Early Childhood Education", Prentice Hall, New Jersey.
2. Read, K. (1967) "The Nursery School", Oxford & IBH Publishing Co.
3. I.A.P.E Conference Reports
4. Nechingco, F.M.; "Preschool Education Today", Double Day & Co., New York.
5. Conger and Rose.; (1979) "Child Care Aide Skills", McGraw Hill Book Co., New York.
6. Hendrick, J.; (1984) "The Whole Child", 3<sup>rd</sup> Ed., Times Mirror Mosby College Publishing, London.

### Internal Assessment:

- Plan and Execute a project of Nursery School (15 Marks)
- Unit tests (10 marks)

# INSTRUCTIONAL TECHNOLOGY

## Objectives:

This course will enable students to:

1. Understand the Instructional Models
2. Become acquainted with using the internet and software programs for designing
3. Create digital story as teaching aid
4. Use technology in the classroom to enhance teaching of various concepts

## Course Outcome:

At the end of the course the students will be able to:

1. Create digital story as teaching aid.
2. Prepare Instructional Model for Training Programs.
3. Develop models for interacting with children.
4. Integrate knowledge of technology to communicate with parents and other stakeholders.
5. Use technological tools to effectively stimulate the children's development.
6. Demonstrate the skills to use ICT tools to create brochures, posters, leaflets, flyers for preschool programs.

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
14305	Instructional Technology	4	2	2	50	50	100

## Content:

Sr. No.	Topics and Details		No. of lectures	Weightage in %
<b>Block 1</b>	<b>Instructional Design (20%)</b>		10	20
	Unit 1	Instructional Systems Design: The meaning & historical evolution of the Idea <ul style="list-style-type: none"> <li>• Influence of Cognitive load theory by Sweller on Instructional Design</li> <li>• Influence of Gagne's Theory of instruction on instructional design</li> </ul>		
	Unit 2	Instructional Models <ul style="list-style-type: none"> <li>• ADDIE model of instruction</li> <li>• Systems Approach to instruction Dick &amp; Carey's model</li> <li>• Motivational Design ARCS model of John Keller</li> </ul>		

	Unit 3	Electronic Technology and instructional design <ul style="list-style-type: none"> <li>• Personal Computing Devices and instructional design</li> <li>• Internet and its influence on instructional design</li> </ul>		
<b>Block 2</b>	<b>Instructional for young children in Early Literacy &amp; Numeracy (30%)</b>		15	30
	Unit 1	<p>A) Foundations of language &amp; literacy pedagogy Principles of language instructions Language and Literacy historical perspective</p> <p>B) Early Literacy: what does it mean from cognitive perspective?</p> <ul style="list-style-type: none"> <li>• The difference in the nature of spoken and written language</li> <li>• Acquiring literacy: a qualitative change in thought process</li> </ul> <p><u>Based on the work done by Margaret Donaldson</u></p> <p>C) Early Literacy: As it emerges as a part of developmental process</p> <ul style="list-style-type: none"> <li>• The emergent literacy approach (phonological awareness, print awareness, emergent reading &amp; writing)</li> <li>• Planning &amp; executing instructions for an emergent reader &amp; writer</li> </ul> <p><u>Based on the work done by Marie Clay</u></p>		
	Unit 2	<p>Literacy Instruction in Indian Languages</p> <ul style="list-style-type: none"> <li>• Nature of Indian scripts and its implications on Early Literacy instruction</li> </ul> <p><u>Based on the work done by Dr. Maxine Bernstein</u></p> <ul style="list-style-type: none"> <li>• Overview of Early Literacy approaches in India</li> <li>• Issues in Early literacy in Indian Context</li> </ul>		

	Unit 3	<p>Early Literacy: The cultural aspects of Early literacy</p> <ul style="list-style-type: none"> <li>• Designing culturally appropriate content and literacy instruction for children</li> <li>• Evolving a relevant literacy framework to plan and execute the effective instruction in the preschool.</li> </ul> <p><u>Based on the Work done by Sylvia Ashton Warner &amp; Victoria Purcell-Gates</u></p>		
	Unit 4	<p>Numeracy instruction for young children</p> <ul style="list-style-type: none"> <li>• Early Numeracy: The position of National Curriculum Framework 2005 &amp; the Focus Group Paper on the Math Education</li> <li>• Early Numeracy: Some Important aspects of instruction</li> <li>• Designing Curricular objectives &amp; conceptually oriented instruction for Numeracy for young children</li> </ul>		
<b>Block 3</b>	<b>Electronic Technology &amp; Instruction (20 %)</b>		10	20
	Unit 1	Young Learners & Electronic Technology : what the research has to offer		
	Unit 2	Preschool Teacher Education & Electronic Technology		
	Unit 3	<p>Using ICT for designing Instruction Part :1 Introduction to</p> <ul style="list-style-type: none"> <li>• Image processing, presentation tools</li> <li>• Video and sound processing tools</li> <li>• Animation tools</li> </ul>		
	Unit 4	Developing Teacher Education Module for teachers teaching in Early grade		
<b>Block 4</b>	<b>Action Research in collaboration with field practitioners (30%)</b>			
	Unit 1	<ul style="list-style-type: none"> <li>• Students would take up action research in collaboration with organisations like preschools, early grades of primary school, Teachers education institutes for preschool &amp; primary Teachers, NGOs practicing innovative instructional practices</li> <li>• Students are supposed to Plan, Design, &amp; implement the Instructions on any relevant topics during their field attachment</li> </ul>	10	20

		<ul style="list-style-type: none"> <li>Alternatively they may study document and analyse important &amp; significant Instructional practice in their respective organisation</li> </ul>		
	Unit 2	Report writing & Presentation of the report of Field attachment	4 (not really a lecture but just the time consideration)	10
			40	100

## **HUMAN RESOURCE DEVELOPMENT**

### **Objectives:**

This course will enable students to:

1. Become aware of the concepts and mechanisms of HRD
2. Develop understanding of the strategies and issues related to HRD

### **Course Outcome:**

At the end of the course students should be able to:

1. Identify relevance of process of human resource development.
2. Apply the strategies of HRD.
3. Integrate HRD in various sectors
4. Judge the additional issues in HRD.

### **Theory:**

Code No	Courses	Total Credits	Th-Cr	Pr-Cr	Int Cr/M	Ext Cr/M	Total Marks
14391	Human Resource Development	4	2	2	50	50	100

### **Contents:**

Sr. No.	Topics and Details		No. of lectures	Weightage In %
<b>Block 1</b>	<b>HRD Concepts and Scope</b>		8	10
	Unit 1	Concept, scope and significance of HRD		
	Unit 2	HRD mechanisms process and outcome		
	Unit 3	Understanding HD and HRD		
<b>Block 2</b>	<b>HRD Strategies</b>		22	50
	Unit 1	Motivational aspects of HRD : motivational factors; Theory X and Theory Y; Maslow and motivation; Herzberg's findings		
	Unit 2	Groups and Teams: Team development and functioning; group dynamics; synergy; group norms; team roles		
	Unit 3	Recruitment, selection and induction: job analysis : drawing up job description and person specifications; advertising,; short listing; interviews; the induction process, competency modeling		
	Unit 4	Task analysis, performance appraisal and performance management		

	Unit 5	Mentoring		
	Unit 6	Personal competence, communications and interpersonal skills		
<b>Block 3</b>	<b>HRD in various sectors</b>		14	20
	Unit 1	HRD in health and welfare		
	Unit 2	HRD in service industry		
	Unit 3	HRD in relation to education		
<b>Block 4</b>	<b>Issues in HRD</b>		16	20
	Unit 1	HRD culture and climate		
	Unit 2	Organizational development, change and quality of working life		
	Unit 3	Managing differences, discipline, grievances		
	Unit 4	Organizational and managerial values and ethics		
	Unit 5	Human relations training		

### References:

1. Armstrong, M (1999): "The Art of HRD: Human Resource Management", Crest Publishing House, New Delhi
2. Armstrong, M (2000): Strategic Human Resource Management : A Guide to Action", Kogan Page, London
3. Arya, P P and Tandon, B B (1998): "Human Resource Development". Deep and Deep Publication: New Delhi

### Internal Assessment

Critically analyze any 4 theories	-	20 marks
Unit tests	-	10 marks

## **SEMESTER IV**

### **Dissertation**

#### **Course Outcome:**

At the end of the dissertation as one of the courses during two years masters' programme, the students will be able to:

1. Outline the research proposal.
2. Exhibit the knowledge in developing rationale of the study.
3. Formulate the research methodology to set objectives to generate and select tools, to organize the review of literature.
4. Demonstrate skills of writing results and discussion.
5. Exhibit research skills such as appropriate scientific writing styles.

#### **Specific Outcome:**

1. Students will be able to recognize the need of being novel while conducting research and avoid plagiarism
2. To write citations in reference section of research.
3. To apply knowledge and formulate research questions and develop design to investigate.
4. To produce written work in logical and organized manner.

<b>Code No.</b>	<b>Course</b>	<b>Total Credits</b>	<b>Th-Cr</b>	<b>Pr-Cr</b>	<b>Int-Cr/M</b>	<b>Ext-Cr/M</b>	<b>Total marks</b>
00401	Dissertation	8	-	8	4/100	4/100	200

### **Internship**

#### **Course Outcome:**

At the end of the internship as one of the courses during two years masters' programme, the students will be able to:

1. Apply management and administration skills and competencies.
2. To apply theories of life span to real life (theory into practice)
3. To integrate professional skill of workplace
4. To test their professional competence skills.
5. To connect human development knowledge to professional set up and life.

<b>Code No.</b>	<b>Course</b>	<b>Total Credits</b>	<b>Th-Cr</b>	<b>Pr-Cr</b>	<b>Int-Cr/M</b>	<b>Ext-Cr/M</b>	<b>Total marks</b>
00402	Internship	8	-	8	4/100	4/100	200

# RESEARCH APPLICATIONS IN EARLY CHILDHOOD EDUCATION

## Objectives:

This course will enable students to:

1. Appreciate and understand the importance of different types of scientific writing /documentation.
2. Develop competence in writing and abstracting skills.
3. Develop competence in oral presentations.

## Course Outcome:

At the end of the course, the students will be able to:

1. Display competencies of scientific writing.
2. Able to manifest skills of presentation and scientific documentation.

## Specific Outcomes:

1. Students will be able to apply global context of changing family dimensions and welfare programmes.
2. Will be able to display effective communication of results.
3. Training given in scientific paper writing.
4. Identifying key words and mention in abstract book review, article presentation, writing findings
5. Proposals will help students to demonstrate scientific approach in academic activities and effective written communication

## Theory:

Code No.	Course	Total Credits	Th-Cr	Pr-Cr	Int-Cr/M	Ext-Cr/M	Total marks
14403	Research Application in ECE	4	-	4	4/100	-	100

## Contents:

Sr. No	Topic and Details	No of periods	Weightage in %
<b>Block 1</b>	Literature search and use of databases	4	10
<b>Block2</b>	Styles and formats for writing references	4	10

<b>Block 3</b>	Unit-1 Writing review of literature on an upcoming area Unit-2 Review paper including bibliography	12	20
<b>Block 4</b>	Oral presentations on the following: Unit-1 Book review Unit-2 Research topics in upcoming/recent areas Unit-3 Own research	20	30
<b>Block 5</b>	Writing a scientific paper including abstract and identification of key words	12	20
<b>Block 6</b>	Developing a research proposal for funding	8	10

## **PRODUCT DEVELOPMENT**

### **Course Outcome:**

At the end of the product development, the students will be able to:

1. Create professional and innovative products and materials which could be used in preschool set-up to stimulate the learning in children.
2. Produce theoretically based and logically developed handiwork which could be used as teaching aids for preschoolers, modules for adolescent issues, tips for elderly to adjust with problems, etc.

### **Specific Outcome:**

1. Student will exhibit capacities to be a successful entrepreneur

<b>Code No.</b>	<b>Course</b>	<b>Total Credits</b>	<b>Th-Cr</b>	<b>Pr-Cr</b>	<b>Int-Cr/M</b>	<b>Ext-Cr/M</b>	<b>Total marks</b>
14404	Product Development	4	-	4	4/100	-	100