



BACHELOR OF ARTS (B.A.)

(THREE YEAR DEGREE COURSE)

SUBJECT

EARLY CHILD & CARE EDUCATION

B.A.(EARLY CHILD & CARE EDUCATION)

COURSE STRUCTURE

FIRST YEAR

PAPER – 101: Fundamentals of Human Development 50 MARKS

PAPER – 102: Study of Family in Society 50 MARKS

SECOND YEAR

PAPER – 201: Early Childhood Education 50 MARKS

PAPER – 202: Children with Special Needs 50 MARKS

THIRD YEAR

PAPER – 301: Organization & Management of Early
Childhood Care and Education Centers 50 MARKS

PAPER – 302: Placement in ECCE & Institutions 50 MARKS

B.A. (EARLY CHILD & CARE EDUCATION)

FIRST YEAR DETAILED SYALLBUS

PAPER – 101

FUNDAMENTALS OF HUMAN DEVELOPMENT

Theory : 30 Marks
Practical : 20 Marks

Unit I

(a) Meaning and importance of Human Development.

- (i) Scope of human development.
- (ii) Contribution of allied fields and their importance.
- (iii) Stages of human development.

(b) Determinates of Development.

- (i) Heredity vs environment
- (ii) Maturation vs learning
- (iii) Concept and principles of growth and development
- (iv) Factor affecting growth and development

Unit II

Prenatal development and care of the new born.

- (a). Menstrual cycle, fertilization.
- (b). Stages of prenatal development, factors affecting prenatal development
- (c). Antenatal care –
 - (i) Signs and symptoms of pregnancy
 - (ii) Discomfort of pregnancy
 - (iii) Prenatal diagnostics tests
 - (iv) Labor ant its stages

- (v) Types of birth
- (vi) Calculation of expected date of delivery (EDD)
- (d). New born baby-
 - (i) Care of the new born
 - (ii) puerperium period
 - (iii) Immunization
 - (iv) Reflexes of the new born and neonatal assessment
- (e). Care of the mother

Unit III

(a). Infancy (0-2¹/₂ years)

- (i) Physical growth and development
- (ii) Motor development
- (iii) Sensory and perceptual development
- (iv) Cognitive development
- (v) Early language development

(b). Developments tasks

- (i) Characteristics
- (ii) Milestones of development
- (iii) Factors influencing development

Unit IV

(a) Early childhood period (0-2¹/₂ - 6 yrs)

- (i) Physical development
- (ii) Social development
- (iii) Emotional development
- (iv) Cognitive development
- (v) Language development

(vi) Personality development

(vii) Interest development

(b) Development Tasks

(i) Characteristics of early childhood period

(ii) Gender identity formation

Unit V

(a) Middle childhood period (7 - 11 yrs)

(i) Physical development

(ii) Social development

(iii) Emotional development

(iv) Cognitive development

(v) Language development

(vi) Personality development

(vii) Interest development

(b) Characteristics of middle childhood period

(c) School and its influences

Practical:

1. Visit of maternity and well baby clinics.
2. Preparation of teaching aids.
3. preparation of a toy for infants.
4. Planning and organization of competitive games for middle childhood.

References:

1. Dolloff P.B. and Resnick M.R. 1972. Patterns of life: Human growth and
2. Development, Charles E Merrill Publishing co. Ohio.

3. Bee H. 1985, The Developing child. Harper and Row Publisher New York.
4. Elkind D, 1978. Development of the child, John Wiley and Sons.
5. Hawkey G.R. and Pease D. 1962. Behavior and Development from 5-12, Harper International

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FIRST YEAR DETAILED SYALLBUS

PAPER – 102

STUDY OF FAMILY IN SOCIETY

Theory : 30 Marks
Practical : 20 Marks

UNIT I BASIC CONCEPT

- (a) Definition – marriage, family, society
- (b) Family in socio-cultural context-Linkages between family, society and social organizations
- (c) Child rearing and socialization – the Indian view

UNIT II- MARITAL ADJUSTMENT

- (a) Husband- Wife adjustment
- (b) In-law adjustment
- (c) Adjustment at different stages of life-cycle

UNIT III- FAMILIES IN DIFFERENT CIRCUMSTANCES EFFECTS ON CHILDREN

- (a) Impact of difficult living conditions and coping mechanisms-
 - i. Poorly, Unemployment
 - ii. Alcoholism and drug abuse
 - iii. Oppressed families
 - iv. Refugee families, families at risk

UNIT IV- SOCIAL PROBLEMS THAT AFFECT CHILDREN AND COPING STRATEGIES

- (a) Desertion, Divorce, Single parenthood
- (b) Migration
- (c) Family violence, marital disharmony

UNIT V- LEGISLATIONS AND CONTEMPORARY ISSUES

- (a) Legislations concerning-
 - i. Marriage
 - ii. Property
 - iii. Adoption
- (b) Contemporary issues like-
 - i. Dowry
 - ii. Gender and role discrimination
 - iii. Family crisis
 - iv. Working women in family

PRACTICAL

1. Survey on working women/house-wife.
2. Case study on Family health issues.

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SECOND YEAR DETAILED SYALLBUS

PAPER – 201

EARLY CHILDHOOD EDUCATION

Theory : 30 Marks

Practical : 20 Marks

Unit I - Introduction

- (a) Meaning, scope and importance of early childhood
- (b) Ristorical perspectives of early childhood education, contribution of education Plietosophers- Comenias, Roussear, Forebel, John Devey, Maria Montessori, Gandhi Ji
- (c) Curriculum -
 - (i) Meaning of curriculum
 - (ii) Basic Principles of curriculum construction
 - (iii) Formation of curriculum

Unit II - Play

- (a) Play as means of development and learning.
- (b) Theories of play- surplus energy theory, relaxation theory, recapitulation theory.
- (d) Types of Play.
- (e) Development stages of play.
- (f) Categories of play.
- (g) Function of play language and cognitive development.
- (h) Teacher's role in promoting and fostering play.

Unit III -

- (a) Principles of programme planning- known to unknown.
- (b) Simple to complex and concrete to abstract.
- (c) Programme planning- goals and objectives.
- (d) Formal. Non formal and integrated learning approaches.
- (e) Role of teacher in guiding children's development and learning.

Unit IV - Literature for Children:- Understanding need for literature for children-

- (a) Types of literature and criteria for selection.
- (b) Books for preschoolers:-
 - (i) picture books
 - (ii) story books.
 - (iii) Information books
 - (iv) concept books
 - (v) number and alphabet books
- (c) Techniques of story telling :-
 - (i) reading of story books,
 - (ii) Narration with the help of aids like flash cards, flannel board puppets.
Modulation and speech. Use of gestures.

Unit V - Activities in the pre-school:

- (a) Creative activities:- (i) Painting, (ii) Drawing, (iii) Tearing cutting
(iv) Pasting, (v) Collage (vi) Modeling (Dough, Clay, Plasticine sand and mud.)
- (b) Music and dance- (i) their educational values. (ii) Role of teacher in organizing the activities .
- (c) Science experiences

- (d) Activities to develop mathematical concept.
- (e) Nature study and field trips:- Planning field trips. (ii) Preparation field Trips and its importance.

Practical

1. Preparation of the material to be used with children in school. Each student to use at least 5 materials.
2. Organizing of activities for children.
3. Preparation of rhymes books, science activities, games.
4. Collecting national folk songs for children.
5. Visit to at least four nursery school.

References-

1. Spodek B. 1978. Teaching in the Early Years. (second edition) Prentice - Hall Inc. Englewood Cliffs Jersey.
2. Jain ZK. 2003 Preschool Education, Mohit Publication, New Delhi.
3. Green M.M. and Woods E.L. 1969, A Nursery School Handbook for Teachers and Parents, Universal Books, Delhi, Kanpur.
4. Read, K.H. 1967, The Nursery School – A Human Relationship Laboratory, Oxford Publishing Co.
5. Grewal J.S. 1984, Early Childhood Education, National Psychological Corporation, Agra

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SECOND YEAR DETAILED SYALLBUS

PAPER – 202

CHILDREN WITH SPECIAL NEEDS

Theory : 30 Marks

Practical : 20 Marks

Unit I

Definition and meaning of children with special needs, prevalence and classification of children with special needs, policy for these children.

Unit II

Sensory and physical disabilities

- (a) **Auditory defect-** Definition, identification, classification causes, education and rehabilitation.
- (b) **Visual defect-** Definition, identification, causes, education and rehabilitation.
- (c) **Communication defects-** Language and speech disorder cause, type, Education and management.
- (d) **Orthopaedically handicapped-** Definition, types, causes treatment. Special education and programme.

Unit III

Emotional disturbances- Definition, causes, management

- (a). Same common emotional behavior problem of children.
 - (i) Bed wetting
 - (ii) Tics
 - (iii) Thumb sucking

- (iv) Aggression
- (v) Temper tantrums
- (vi) Nail biting
- (vii) Psychoneurosis (Phobia, anxiety and obsession)

Unit IV

(a) Children with learning difficulties and disability

- (i) Type
- (ii) Causes
- (iii) Identification
- (iv) Education and treatment

(b) Dyslexia (reading difficulties)

(c) Attention deficit hyperactive disorder (ADHD)

Unit V

Mentally Challenged:-

- (a) Mentally retarded-definition, classification, identification, causes, special, education facilities and rehabilitation programmes, family support attitude, acceptance and integration.
- (b) The gifted and intellectually superior children- Definition, identification, classification, special education for these children.
- (c) Children at risk- street children, abandoned children with chronic diseases, child labour and child abuse.

Practical

1. Visit to centre's/Institute of children with special needs, organizing activities for children with special needs in the related institutions.

2. Preparation of teaching aids for children with special needs (auditory, visual and Communication disorder)
3. Preparation of case study of a child with special needs.

References:-

1. A Kirk Educating Exceptional Children Oxford and I.B.N. Published Co. Calcutta.
2. Kar. C. Exceptional Children 1992 Sterling Publishers Private Limited, New Delhi.
3. Pal. B.K. 2003 Handicapped: Their Psychology and Rehabilitation. Inter-India Publication, New Delhi.
4. Singh P.V. 2004 Educating Mentally Handicapped Children Sarup and Sons: New Delhi.
5. Pillai. G.M. 2000 Gifted Children Identification and Development. Pointer Publisher, Jaipur.
6. Annapurna. M. 2004 Mentally Handicapped Children and Family Stress Discovery Publishing House New Delhi-110002.
7. Saran G.B. / Rezzo. V.J. 1979 Special Children Scott. Foresman and Company, Illinois.

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THIRD YEAR DETAILED SYALLBUS

PAPER – 301

ORGANIZATION & MANAGEMENT OF EARLY CHILDHOOD CARE AND EDUCATION CENTERS

Theory : 30 Marks

Practical : 20 Marks

Unit I Introduction

(a). Philosophy and goals in the context of organization and management of the ECCE programmes.

(b). Management – Definitions, principles, procedures and techniques.

Unit II Setting up and running the centers

(a). Physical Facilities:-

(i). Locality & Building.

(ii). Furniture, Equipment and Material.

(iii). Organizing indoor and outdoor space.

(b). Personnel Qualifications, responsibility, skills and competencies and personnel qualities.

(i) Supervisor

(ii) Teacher / Day Care Taker.

(iii) Supportive Staff / Helpers.

(iv) Experts, Consultants, Resource Persons.

(v) Administrative Personnel.

(c). Programme: Concept of developmentally appropriate programme planning, implementation and evaluation.

(d). Records and Reports:-

(i). Children : Admission and Development Records.

(ii). Staff : Appointments, Evaluations.

(iii). Office : Accounts, Muster, Proposals, Documents and File Maintenance.

Unit III Management of Resources:

(a). Finance : Need and Methods of generating funds, budgeting, savings and investments.

(b). Time: Proper utilization with reference to children, programme, institution and self.

(c). Referral and support service: identifying, maintaining liaison, collaborating.

Unit IV Supervisory Procedures:

(a). Applications: Registration, Licensing, Tax, Exemption, etc.

(b). Quality Control: Internal & External evaluation – who and how?

(c). Team Analysis for identifying strategies, weakness, opportunities and threats through programme evaluation review techniques.

Unit V Legislation concerning programmes for young children.

Practical:

1. Prepare a blue print of indoor / outdoor space utilization and arrangement for a pre-school and / or a day care centre.
2. Observing programme, children, personnel and interviewing, supervisors of existing local centres with different philosophies and goals.

3. Orientation to various records and reports, identifying gaps and proposing recommendation.
4. Assessment of self (student) with reference to working in an ECCE setting.

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THIRD YEAR DETAILED SYALLBUS

PAPER – 302

PLACEMENT IN ECCE AND INSTITUTIONS

Theory : 30 Marks

Practical : 20 Marks

Unit I Introduction to Field work programme.

- (a). What is field work?
- (b). Goals and Objectives
- (c). Kinds of experiences to be provided during the programme.
- (d). Expectations from the students in terms of planning and implementing the programme.

Unit II Planning, Implementation and evaluating the programme during the placement

- (a). Need, content and methods of planning a programme.
- (b). Preparation for the implementation of programme.
- (c). Type, strategie and uses of programme evaluation.

Unit III Basic Concepts

- (a). Review and clarification of principles and practice.

Unit IV

(i). Planning of curriculum

- (a). Process involved in planning a need and context based programme.
- (b). Components of planning long term and short term programme.
- (c). Preparation of a working plan for an ECCE setting for a specific period of time.

(ii). Communication and documentation

- (a). Professional ethics and code of conduct.
- (b) Guidelines for maintaining effective human relation.
- (c). Mode and methods of communications such as writing.

Unit V Programme Evaluation and Method

- (a). Source and methods of evaluation of children's programme.
- (b). Guidelines for reportins of evaluation.
- (c). Self evaluation learning process and outcome.

PRACTICAL

The students will be placed in various ECC E Institutions as part of the Field Work programme. Each student will get an experience to work with young children for a block of time and get rotations to work in 2-3 institutions during the year under the supervision and guidance of a teacher. The students are to be placed in a selected programme of ECCE for actual work of 12 to 15 days. During this experience they should work for a minimum of 3 hours per day.