



National Education Policy-2020  
Common Minimum Syllabus for all U.P. State Universities  
Semester-wise Titles of the Papers in U.G Programme  
**(Early Childhood Care and Education)**

Name	Designation	Affiliation
<b>Steering Committee</b>		
Mrs. Monika S. Garg, (I.A.S.), Chairperson Steering Committee	Additional Chief Secretary	Dept. of Higher Education U.P., Lucknow
Prof. Poonam Tandan	Professor, Dept. of Physics	Lucknow University, U.P.
Prof. Hare Krishna	Professor, Dept. of Statistics	CCS University Meerut, U.P.
Dr. Dinesh C. Sharma	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
<b>Supervisory Committee - Arts and Humanities Stream</b>		
Prof. Divya Nath	Principal	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Prof. Ajay Pratap Singh	Dean, Faculty of Arts	Ram Manohar Lohiya University, Ayodhya
Dr. Nitu Singh	Associate Professor	HNB Govt P.G College Prayagaraj
Dr. Kishor Kumar	Associate Professor	K.M. Govt. Girls P.G. College Badalpur, G.B. Nagar, U.P.
Dr. Shweta Pandey	Assistant Professor	Bundelkhand University, Jhansi

**Syllabus Developed by:**

S. No.	Name	Designation	Department	College/ University
1	Prof. Farzana Alim	Chairperson	Home Science	Aligarh Muslim University, U.P.
2	Dr. Uma Joshi	Associate Professor	Home Science	V.M.L.G. College, Ghaziabad
3	Mrs. Shilpi	Assistant Professor	Home Science	KMGGPG College, Badalpur

Year	Semester.	Course Code	Paper Title	Theory/ Practical	Credits
B.A-1	I	A240101T	Evolution and Progress of Early Childhood Care and Education (Theory)	THEORY	4
	I	A240102P	Studying the Behaviour of Child	PRACTICAL	2
	II	A240201T	Fundamentals of Early Childhood Development (Theory)	THEORY	4
	II	A240202P	Development of Educational Resources	PRACTICAL	2
B.A-2	III	A240301T	Health and Nutritional Care of Early Childhood (Theory)	THEORY	4
	III	A240302P	Health and Diet Planning	PRACTICAL	2
	IV	A240401T	Guidance and Counselling of Young Children and Parents	THEORY	4
	IV	A240402P	Techniques for studying Children	PRACTICAL	2
B.A-3	V	A240501T	Child rights, agencies and Welfare Programme	THEORY	4
	V	A240502T	Engaging Community in Early Childhood	THEORY	4
	V	A240503P	Field Visit (Survey of Institutions \ agencies working in ECCE field)	PRACTICAL	2
	V	A240504R	Research Project	PROJECT	3
	VI	A240601T	Programme Planning and Pedagogy	THEORY	4
	VI	A240602T	Organization and management of Preschool, Formal Creche and Day Care	THEORY	4
	VI	A240603P	Development of activities of Nursery school\ preschool\ Day-care\Creche	PRACTICAL	2
	VI	A240604R	Research Project	PROJECT	3

### Proposed Year wise Structure of UG Program in Early Childhood Care and Education

#### Program Outcomes (POs):

- The Early Childhood Care and Education course is designed to prepare students for careers in child care and related fields.
- The course emphasizes a combination of early childhood care and education theory and practical application necessary for successful employment at Pre-Primary, First and Second Standards and Day care centres.
- The present course attempts to prepare the ECCE teachers to interact meaningfully with young children in contemporary India.
- Course prepares Early Childhood Care and Education (ECCE) Professionals/Pre-primary and Early-primary school teachers.
- It Develop a sound theoretical understanding of child development theories and its application on field.
- It Build entrepreneurial, supervisory and administrative competencies to function effectively in early childhood programs, NGOs and day care centres.

**B.A. First Year**  
**Certificate in Early Childhood Care and Education**

**Program Specific Outcomes (PSOs):**

At the end of program following outcomes are expected from students:

- To gain knowledge and insight regarding principles of early childhood education.
- To enable students to gain knowledge in organising and administering play schools.
- To develop the skills and techniques to plan activities in ECE Centres of different types.
- To conduct activities in early childhood education and to work efficiently with parents and community.

Semester I	Name of Paper	Credits	No of Lectures
	Evolution and Progress of Early Childhood Care and Education (Theory)	4	60
	Studying the Behaviour of Child (Practical)	2	30
	Total Credits	6	90
Semester II	Papers	Credits	Lectures
	Fundamentals of Early Childhood Development (Theory)	4	60
	Development of Educational Resources (Practical)	2	30
	Total	6	90

**B.A. Second Year**  
**Diploma in Early Childhood Care and Education**

**Program Specific Outcomes (PSOs)**

At the end of program following outcomes are expected from students:

- To impart knowledge regarding health and nutritional need and ensuring positive health in early childhood
- To develop skill in studying behaviors of child and to plan their activities accordingly
- To acquaint with the methods and techniques of guiding and counselling young children

Semester III	Name of Paper	Credits	No of Lectures
	Health and Nutritional Care of Early Childhood (Theory)	4	60
	Health and Meal Planning (Practical)	2	30
	Total Credits	6	90
Semester IV		Credits	No of Lectures
	Guidance and Counselling of Young Children and Parent (Theory)	4	60
	Techniques for studying Children (Practical)	2	30
		6	90

**B.A. Third Year  
Degree in Bachelor of Arts**

**Program Specific Outcomes (PSOs)**

- To sensitized student regarding the child rights and aware them about the agencies and programme for child protection
- To plan activities and educational resources for Early Childhood Education
- To empower the students to startup their own preschool\nursery school\day care\creche.
- Organize, plan and administer the Day Care Centre, Pre School, First and Second Standard programme
- Network with parents, community and other organizations to generate awareness and seek their involvement in ECCE programmes

Semester V	Name of Paper	Credits	No. of Lectures
	Child rights, Agencies and Welfare Programme	4	60
	Engaging Community in Early Childhood (theory)	4	60
	Field Visit (Survey of Institutions \ agencies working in ECCE field) Practical	2	30
	Research Project 1	3	45
	Total	13	195
Semester VI	Name of Paper	Credits	No. of Lectures
	Programme Planning and Pedagogy	4	60
	Organization and management of Preschool, Formal Creche and Day Care	4	60
	Development of activities of Nursery school\ preschool\ Day-care\Creche	2	30
	Research Project 2	3	45
	Total	13	195

**B.A. I Semester I**  
**Early Childhood Care and Education (Paper 1)**  
**Evolution and Progress of Early Childhood Care and Education (Theory)**

Programme/Class: Certificate	Year: 1	Semester: 1
<b>Subject:</b> Early Childhood Care and Education		
Course Code: A240101T	Course Title: <b>Evolution and Progress of Early Childhood Care and Education (Theory)</b>	
<b>Course outcomes:</b> The student at the completion of the course will be able to: <ul style="list-style-type: none"> <li>• To develop a critical appraisal of important theoretical approaches in the study of Child Development</li> <li>• To create awareness of various trends and policies in ECCE</li> <li>• To understand the situation of children in India and to know the challenges faced by children.</li> <li>• To understand about the characteristics of children with special needs.</li> <li>• To become familiar with rehabilitative measures for challenging children.</li> </ul>		
Credits: 4	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures-60		
Units	Topic	No of Lectures
<b>I</b>	<b>Introduction of Early Childhood care and education:</b> <ul style="list-style-type: none"> <li>• Definition,</li> <li>• Goal and Objective of ECCE</li> <li>• Scope and Significance</li> </ul>	07
<b>II</b>	<b>Historical perspective of Early Childhood Care and Education</b> <ul style="list-style-type: none"> <li>• History of Early Childhood Care and Education in India</li> <li>• History of Early Childhood Care and Education in World</li> </ul>	08
<b>III</b>	<b>Contribution of Thinkers in Early Childhood Education:</b> Foreign Thinker in ECE <ul style="list-style-type: none"> <li>• Frederich August Froebel</li> <li>• Maria Montessori</li> <li>• John Heinrich Pestalozzi</li> <li>• Rousseau</li> <li>• John Dewey</li> </ul> Indian Thinker in ECE: <ul style="list-style-type: none"> <li>• M.K.Gandhi (Pre Basic Education)</li> <li>• Gijubhai Badeka</li> <li>• Sri Aurobindo Ghosh</li> <li>• Rabindra Nath Tagore</li> </ul>	08
<b>IV</b>	<b>Institution of Early Childhood Care and Education</b> <ul style="list-style-type: none"> <li>• Day-care centers / creches / pre-schools/kindergartens</li> <li>• Play groups and recreational play-centers</li> <li>• Non-formal pre-school education and its importance</li> </ul>	08
<b>V</b>	<b>Recent Developments in the field of Early Childhood Education</b> CSWB, IAPE, NCERT National Education Policy Kothari Commission	08
<b>VI</b>	<b>Exceptional Children</b>	05

	<ul style="list-style-type: none"> <li>Defining children with special needs and classification of disabilities.</li> <li>Physically handicapped children</li> <li>Mentally Challenged Children</li> <li>Gifted Children</li> <li>Hearing impaired Children</li> <li>Speech disable Children</li> <li>Juvenile Delinquent</li> </ul>	
<b>VII</b>	<b>Methods of studying Children:</b> <ul style="list-style-type: none"> <li>Cross-sectional and longitudinal approaches</li> <li>Observation techniques, interview, questionnaire.</li> <li>Projective Techniques</li> </ul>	<b>09</b>
<b>VIII</b>	<b>Children in Difficult circumstances</b> Child labour, Street children, Trafficked Children, Children separated from parent, Orphaned or abandoned children, Children in conflict with law, Homeless children, child beggar etc	<b>07</b>

**Suggested Reading:**

- NIPCCD, (2006). Select issues concerning ECCE India. Background paper prepared for the Education for All Global Monitoring Report 2007 Strong foundations: early childhood care and education.
- Ministry of women and Child Development, GOI. (2007). Report of working group on Development of Children- For the eleventh five-year plan.
- Berk, L. E. (2009). Child Development. 8th ed. Pearson Education, Inc.
- Hurlock, E. B. (1978). Child Growth and Development. Tata McGraw-Hill Education: New Delhi.
- Saraswathi, T.S. (ed.). (n.d.). Cross-Cultural Perspectives in Human Development - Theory, Research and Application. New Delhi. Thousand Oaks. London: Sage Publication.
- Pattnaik, J. (1996). Early Childhood Education in India: History, Trends, Issues, and achievements. Early Childhood Education Journal, 24(1), 11-16. Retrieved October, 6, 2011. <http://www.jstor.org>.
- Selbie, P, Clough, P, Nutbrown, C(2008) Early Childhood Education: History, Philosophy and Experience (Paperback) by publisher: Sage Publications
- Crain, W. (2014). Theories of Development: Concepts and Applications, England: Pearson
- Singh, Brinda, Manav Vikas, Panchsheel Prakashan
- Reddy G.L, and Sujatha J., (2006). "Children with Disabilities" Discovery Publishing House, New Delhi.
- Reddy G.L (2007). "Education of Children with Special Needs" Discovery publishing House, New Delhi
- Reddy L., Ramar R., and Kusuma A., (2004). "Hearing Impairment-An Educational Consideration", Discovery Publications, New Delhi

**Suggestive Link:**

[https://onlinecourses.swayam2.ac.in/cec20\\_ed18/preview](https://onlinecourses.swayam2.ac.in/cec20_ed18/preview)  
[https://onlinecourses.swayam2.ac.in/ugc19\\_hs28/preview](https://onlinecourses.swayam2.ac.in/ugc19_hs28/preview)  
<https://www.youtube.com/watch?v=19rFpZeJQ>  
<http://www.ignouhelp.in/ignou-dece-01-study-material/>  
<http://www.ignouhelp.in/ignou-cncc-study-material/>

**Suggested Continuous Evaluation Methods:**

- Seminar/ Presentation on any topic of the above syllabus
- Test with multiple choice questions/ short and long answer questions
- Assignment
- Attendance

Course prerequisites: To study this course, a student must have had the subject ALL in class12<sup>th</sup>.  
The eligibility for this paper is 10+2 with any subject

At the End of the whole syllabus any remarks/ suggestions:

Suggested

equivalent

online

course:.....

**B.A. I Semester I**  
**Early Childhood Care and Education (Paper 2)**  
**Studying the Behaviour of Child (Practical)**

Programme/Class: Certificate		Year: 1	Semester: 1
<b>Subject: Early Childhood Care and Education (Practical)</b>			
Course Code: A240102P		Course Title: <b>Studying the Behaviour of Child (Practical)</b>	
<b>Course outcomes:</b>			
<ul style="list-style-type: none"> <li>• To acquaint students with methods for studying children</li> <li>• To develop the skill related to preparation of educational resources</li> <li>• To develop the ability to select appropriate methods for studying children</li> </ul>			
Credits: 2		Core Compulsory / Elective	
Max. Marks: 25+75		Min. Passing Marks:	
Total No. of Lab Periods-30 (60 hours)			
Unit	Topic		No. of lab. periods
<b>I</b>	Case study of special children		06
<b>II</b>	Observing activities in pre-schools or day care centres, cheche or anganwadi		08
<b>III</b>	Planning educational and creative activities for early childhood like rhymes, games, moral stories, puppets, celebration of festivals		06
<b>IV</b>	Making a resource file – collection of pictures available materials and articles to the field of ECCE		10
<ul style="list-style-type: none"> <li>• <b>Suggested Readings:</b></li> <li>• Ministry of women and Child Development, GOI. (2007). Report of working group on Development of Children- For the eleventh five-year plan.</li> <li>• Srivastava, D.N. and Preeti Verma. 2016. Bal manovigyan: Bal vikas, Shri Vinod Pustak Mandir,pp555</li> <li>• Dixit Agnivesh. Bal Vikas, Doaba House,pp300</li> <li>• Whitebread, D (2011) Developmental Psychology and Early Childhood Education: A Guide for Students and Practitioners (Paperback) by publisher: Sage Publications.</li> <li>• <b>Suggestive Reading:</b></li> <li>• <a href="http://www.ignouhelp.in/ignou-cncc-study-material/">http://www.ignouhelp.in/ignou-cncc-study-material/</a></li> <li>• <a href="http://www.ignouhelp.in/ignou-anc-01-study-material/">http://www.ignouhelp.in/ignou-anc-01-study-material/</a></li> <li>• <a href="https://onlinecourses.swayam2.ac.in/nce20_sc01/preview">https://onlinecourses.swayam2.ac.in/nce20_sc01/preview</a></li> <li>• <a href="https://onlinecourses.swayam2.ac.in/cec19_ag02/preview">https://onlinecourses.swayam2.ac.in/cec19_ag02/preview</a></li> <li>• <a href="https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf">https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf</a></li> <li>• <a href="https://ncert.nic.in/dee/pdf/deethemebased.pdf">https://ncert.nic.in/dee/pdf/deethemebased.pdf</a></li> <li>• <a href="https://ncert.nic.in/dee/pdf/Phase-II_report.pdf">https://ncert.nic.in/dee/pdf/Phase-II_report.pdf</a></li> <li>• <a href="https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf">https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf</a></li> <li>• <a href="https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29.pdf">https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29.pdf</a></li> <li>• <a href="https://epathshala.nic.in/index.php?ln=hi">https://epathshala.nic.in/index.php?ln=hi</a></li> </ul>			
This course can be opted as an elective by the students of following subjects: Open for all...			
<b>Suggested Continuous Evaluation Methods:</b>			
<ul style="list-style-type: none"> <li>• File</li> <li>• Preparation and Presentation of different teaching Aids</li> <li>• Internal Assessment and external Examination</li> </ul>			
Course prerequisites: To study this course, a student must have had the subject ..... in class/12 <sup>th</sup> /certificate/diploma.....			
<b>Suggested equivalent online courses</b>			
<ul style="list-style-type: none"> <li>○ IGNOU and other centrally/state operated Universities/MOOC platforms such as “SWAYAM” in India and abroad.,</li> </ul>			
<b>Further Suggestions:</b>			

**B.A. I Semester 2**  
**Early Childhood Care and Education (Paper 1)**  
**Fundamentals of Early Childhood Development (Theory)**

Programme/Class: Certificate	Year: 1	Semester: 2
Subject: <b>Early Childhood Care and Education</b>		
Course Code: A240201T	Course Title: <b>Fundamentals of Early Childhood Development (Theory)</b>	
Course outcomes:		
<ul style="list-style-type: none"> <li>• To gain knowledge and insight regarding principles of early childhood</li> <li>• To understand the developmental milestones and areas of development</li> </ul>		
Credits: 4		Core Compulsory / Elective
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures- 60		
Unit	Topic	No. of Lectures
I	<b>Introduction of Child Development</b> Meaning, Scope, Aspects of Child development, Importance,	07
II	<b>Development and Growth</b> <ul style="list-style-type: none"> <li>• Meaning of growth and development</li> <li>• Difference between growth and development</li> <li>• Developmental Milestone</li> <li>• Stages of development,</li> <li>• factors affecting development</li> </ul>	06
III	<b>Principles of Development</b> <ul style="list-style-type: none"> <li>• Rules of development</li> <li>• Principle of development</li> <li>• Hereditary and Learning</li> <li>• Maturation and Learning</li> </ul>	06
IV	<b>Theory of Development:</b> <ul style="list-style-type: none"> <li>• Cognitive Theory: Piaget</li> <li>• Psychoanalytic Theory: Frued</li> <li>• Social Learning Theory: Erikson</li> <li>• Classic Learning Theory: Pavlov</li> <li>• Moralistic viewpoint: Kohlberg</li> </ul>	09
V	<b>Physical and Motor Development</b> <ul style="list-style-type: none"> <li>• Growth cycle</li> <li>• Characteristic and different motor skills</li> <li>• Physical and Motor Development in early childhood</li> <li>• factors influencing</li> </ul>	8
VI	<b>Intellectual, Cognitive and Social Development</b> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Characteristic</li> <li>• Social behaviour of early childhood</li> <li>• Factors influencing development</li> </ul>	8
VII	<b>Development of Creativity and Imagination</b> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Characteristic,</li> <li>• Condition fostering creativity and Imagination</li> <li>• Factors affecting Creativity and imagination</li> </ul>	7
VIII	<b>Development of Play</b> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Significance (Role of play in overall development of children)</li> </ul>	7



	<ul style="list-style-type: none"> <li>• Type of play</li> <li>• Factor affecting play</li> <li>• Use of play way approach in the curriculum for young children</li> </ul>	
<p><b>Suggested Readings:</b></p> <ul style="list-style-type: none"> <li>• Berk, L. (2006). Child development. New York: Allyn &amp; Bacon</li> <li>• Santrock. (2006). Child Development. New York: Mc Graw- Hill. Swaminathan, M. (1998). The first five years: a critical perspective on early childhood care and education in India. New York: Sage</li> <li>• Nutbrown,C.(2011). Threads of Thinking (Fourth Edition),New York: Sage Global</li> <li>• Aggarwal J. C, Gupta S (2007) Early Childhood Care and Education: Principles and practices (Paperback) Shipra Publications.</li> <li>• Srivastava, D.N. and Preeti Verma. 2016. Bal manovigyan: bal vikas, Shri Vinod Pustak Mandir,pp555</li> <li>• Dixit Agnivesh. Bal Vikas, Doaba House, pp300</li> <li>• Hurlock, E. B. (1978). Child Growth and Development. Tata McGraw-Hill Education: New Delhi.</li> <li>• Bandura, A. (1976) Social Learning Theory. Prentice-Hall.</li> <li>• Aggarwal J. C, Gupta S (2007) Early Childhood Care and Education: Principles and practices (Paperback) Shipra Publications.</li> <li>• Krogh, S.L, Slentz K. L (2010) Early Childhood Education: Yesterday, Today and Tomorrow (Paperback) by Publisher: Routledge.</li> <li>• <b>Suggestive digital platforms web links-</b> Svayam Portal, NIOS, IGNOU, NCERT <a href="http://www.ignouhelp.in/ignou-cncc-study-material/">http://www.ignouhelp.in/ignou-cncc-study-material/</a> <a href="https://www.youtube.com/watch?v=zKVtihfJfNk">https://www.youtube.com/watch?v=zKVtihfJfNk</a></li> </ul>		
<p>This course can be opted as an elective by the students of following subjects: Open for all .....</p>		
<p><b>Suggested Continuous Evaluation Methods:</b></p> <ul style="list-style-type: none"> <li>• Seminar on any topic of the above syllabus.</li> <li>• Test with multiple choice questions/ short and long answer questions.</li> <li>• Attendance</li> </ul>		
<p>Course prerequisites: To study this course, a student must have had the subject ALL in class12<sup>th</sup>. .....</p>		
<p><b>Suggested equivalent online courses:</b> IGNOU &amp; Other centrally/state operated Universities/ MOOC platforms such as “SWAYAM” in India and Abroad</p>		
<p><b>Further Suggestions:</b></p> <ul style="list-style-type: none"> <li>• Students may develop their managerial skills after completion this course and may join any filed. As Management of Resources is applicable everywhere.</li> </ul>		
<p>At the End of the whole syllabus any remarks/ suggestions: .....</p>		

**B.A. I Semester 2**  
**Early Childhood Care and Education (Paper 2)**  
**Development of Educational Resources (Practical)**

Programme/Class: Certificate	Year: 1	Semester: 2
Subject: <b>Early Childhood Care and Education</b>		
Course Code: A240202P	Course Title: <b>Development of Educational Resources (Practical)</b>	
Course outcomes: <ul style="list-style-type: none"> <li>To enable students to gain knowledge in organizing and administering play schools</li> <li>To develop the skills and techniques to plan activities in ECE Centers of different types</li> <li>To familiarize students about different educational materials prepare for ECE</li> </ul>		
Credits: 2	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of lab. periods- 30 (60 hours)		
Unit	Topic	No. of lab. periods
	<b>I</b> Preparation of growth chart <ul style="list-style-type: none"> <li>Demonstration of Measurement of growth: height, weight, mid arm circumference etc</li> </ul>	7
<b>II</b>	Planning an activity to teach <ul style="list-style-type: none"> <li>Numeral concepts</li> <li>Language and Communication skills</li> <li>Environmental and scientific concepts</li> </ul>	7
<b>III</b>	<ul style="list-style-type: none"> <li>Planning of activities for physical and motor development</li> <li>Type of equipment and materials required to promote physical and motor skills.</li> </ul>	8
<b>IV</b>	<ul style="list-style-type: none"> <li>Preparation of poster or a set of flash cards to make the children aware about personal hygiene or health or nutrition or festivals</li> </ul>	8
<b>Suggested Readings:</b>		
1. Suggestive digital platforms web links <ul style="list-style-type: none"> <li>Whitebread, D (2011) Developmental Psychology and Early Childhood Education: A Guide for Students and Practitioners (Paperback) by publisher: Sage Publications.</li> <li>Ray, S (2009) Early Childhood Education and Sustainable Society (Hardcover) by publisher: Adhyayan Publishers.</li> <li>Combs, B. (2011) Assessing and Addressing Literacy Needs. New York: Sage Global</li> <li>Aubrey, C. (2011) Leading and Managing in the Early Years. New York: Sage Global</li> <li>White, J. (2011) Outdoor Provision In the Early Years. New York : Sage Global</li> <li>Sen Gupta, M. (2009). Early Childhood Care and Education. New Delhi: PHI Learning Pvt. Ltd.</li> </ul> Svayam Portal, <ul style="list-style-type: none"> <li><a href="http://www.ignouhelp.in/ignou-cncc-study-material/">http://www.ignouhelp.in/ignou-cncc-study-material/</a></li> <li><a href="http://www.ignouhelp.in/ignou-anc-01-study-material/">http://www.ignouhelp.in/ignou-anc-01-study-material/</a></li> <li><a href="https://onlinecourses.swayam2.ac.in/nce20_sc01/preview">https://onlinecourses.swayam2.ac.in/nce20_sc01/preview</a></li> <li><a href="https://onlinecourses.swayam2.ac.in/cec19_ag02/preview">https://onlinecourses.swayam2.ac.in/cec19_ag02/preview</a></li> <li><a href="https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf">https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf</a></li> <li><a href="https://ncert.nic.in/dee/pdf/deethemebased.pdf">https://ncert.nic.in/dee/pdf/deethemebased.pdf</a></li> <li><a href="https://ncert.nic.in/dee/pdf/Phase-II_report.pdf">https://ncert.nic.in/dee/pdf/Phase-II_report.pdf</a></li> <li><a href="https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf">https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf</a></li> <li><a href="https://wcd.nic.in/sites/default/files/national_ece_curr_framework_final_03022014%20%282%29.pdf">https://wcd.nic.in/sites/default/files/national_ece_curr_framework_final_03022014%20%282%29.pdf</a></li> <li><a href="https://epathshala.nic.in/index.php?ln=hi">https://epathshala.nic.in/index.php?ln=hi</a></li> </ul>		
This course can be opted as an elective by the students of following subjects: Open for all .....		
Suggested Continuous Evaluation Methods: <ul style="list-style-type: none"> <li>File</li> <li>Activities</li> <li>Viva</li> </ul>		
Course prerequisites: To study this course, a student must have had the subject ALL in class12 <sup>t</sup>		

**B.A. 2 Semester 3**  
**Early Childhood Care and Education (Paper 1)**  
**Health and Nutritional Care of Early Childhood (Theory)**

Programme/Class: Diploma	Year: 2	Semester: 3
Subject: <b>Early Childhood Care and Education</b>		
Course Code: A240301T	Course Title: <b>Health and Nutritional Care of Early Childhood (Theory)</b>	
<p><b>Course outcomes:</b>  The student at the completion of the course will be able to:</p> <ul style="list-style-type: none"> <li>• Understand the significance of nutrition education, child health and hygiene</li> <li>• Understand the elementary principles of nutrition</li> <li>• Appreciate the importance of maintaining health records by school</li> <li>• Create awareness about common ailments and their remedies</li> </ul>		
Credits: 4	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures-60		
Unit	Topic	No of Lectures
I	<b>Introduction to Health and Nutrition</b> <ul style="list-style-type: none"> <li>• Definition of Nutrition and Health</li> <li>• Concept of food, its function and nutrient</li> </ul>	07
II	<b>Basic Concept of Nutrition</b> <b>Nutrient, its sources and functions</b> <ul style="list-style-type: none"> <li>• Carbohydrates &amp; Fats</li> <li>• Proteins</li> <li>• Vitamins</li> <li>• Minerals</li> <li>• Fiber</li> <li>• Water</li> </ul>	10
III	<b>Nutrition and Health Care During Infancy and Early Childhood</b> <ul style="list-style-type: none"> <li>• Balance diet</li> <li>• RDA</li> <li>• Meal Planning for Early Childhood</li> <li>• Healthy diet pattern of eating of Early Childhood</li> </ul>	08
IV	<b>Nutrition Related Disorders in Early Childhood</b> <ul style="list-style-type: none"> <li>• Assessment of Nutritional Status</li> <li>• PEM &amp; Xerophthalmia, Scurvy, Beri-Beri, Ricket, Anaemia &amp; Iodine Deficiency Disorders, Obesity</li> </ul>	10
V	<b>Nutrition and Health related Programme</b> <ul style="list-style-type: none"> <li>• Major Nutrition Programmes</li> <li>• Major Health Programmes</li> </ul>	05
VI	<b>Common Childhood Diseases:</b> <b>Common Childhood Disease: Its Cause, Symptoms and Prevention</b> <ul style="list-style-type: none"> <li>• Disease related to digestive system</li> <li>• Disease related to respiratory system</li> <li>• Disease related to sensory organ</li> </ul>	10
VII	<b>Immunization</b> Definition of Immunization, vaccine, antibodies, Immunization	4

	Schedule	
<b>VIII</b>	<b>National and International agencies in field of Health and Nutrition</b> WHO, FAO, UNICEF, CARE, NFHS, NNMB, Ministry of Women and Child Development, ICMR, ICAR, CFTRI Aim and Objective and its role/function	6

**Suggested Readings:**

- Ministry of WCD. (2007). Dietary Tips for Better Health, Food and Nutrition Board, Govt. of India.
- ICMR. (2010). Nutrient Requirements and Recommended Allowances for Indians.
- John, S. (1998). ‘Child Development’, 8th Edn., Mc-Graw Hill.
- King, Maurice, & Felicity. (n.d.). Primary Child Care Book One., England: TALC.
- National Institute of Child Health and Human Development Early Child Care Research Network. (2005).
- National Institute of Nutrition. (1998). NIN Dietary Guidelines for Indians- A Manual
- Webster, G. et al., (2006). Oxford Handbo Bamji S. M., Rao N. P and Reddy (1998) Text Book of Human Nutrition. Oxford and IBH Publishing, New Delhi.
- King, F. S (1992). Helping Mothers to Breastfeed, Association for consume’s action on safety and health, Mumbai.
- Luke B. Johnson T.R.B; Petrie, R. H (1993). Clinical maternal- Foetal Nutrition. Little Brown and co, Boston.
- Swaminathan, M.S. Foods and Nutrition, Bangalore Press

**Useful link:**

- <http://www.ignouhelp.in/ignou-dece-02-study-material/>
- <http://www.ignouhelp.in/ignou-dnhe-study-material/>
- <http://www.ignouhelp.in/ignou-cncc-study-material/>
- <http://egyankosh.ac.in/handle/123456789/13018>
- <http://www.ignouhelp.in/ignou-anc-01-study-material/>
- [https://onlinecourses.swayam2.ac.in/nce20\\_sc01/preview](https://onlinecourses.swayam2.ac.in/nce20_sc01/preview)
- [https://onlinecourses.swayam2.ac.in/cec19\\_ag02/preview](https://onlinecourses.swayam2.ac.in/cec19_ag02/preview)
- [https://ncert.nic.in/dee/pdf/Combined\\_Pre\\_school\\_curriculumEng.pdf](https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf)
- <https://ncert.nic.in/dee/pdf/deethemebased.pdf>
- [https://ncert.nic.in/dee/pdf/Phase-II\\_report.pdf](https://ncert.nic.in/dee/pdf/Phase-II_report.pdf)
- [https://itpd.ncert.gov.in/pluginfile.php/10224/mod\\_label/intro/Module14.pdf](https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf)
- [https://wcd.nic.in/sites/default/files/national\\_ece\\_curr\\_framework\\_final\\_03022014%20%282%29.pdf](https://wcd.nic.in/sites/default/files/national_ece_curr_framework_final_03022014%20%282%29.pdf)
- <https://epathshala.nic.in/index.php?ln=hi>

**Suggested Continuous Evaluation Methods:**

- Seminar\ Presentation on any topic of the above syllabus.
- Test with multiple choice questions/ short and long answer questions.
- Attendance

Course prerequisites: To study this course, a student must have had the any subject in class/12<sup>th</sup>

**Suggested equivalent online courses:**

- IGNOU and other centrally/state operated Universities/MOOC platforms such as “SWAYAM” in India and abroad

**Further Suggestions:**

At the End of the whole syllabus any remarks/ suggestions:

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**B.A. 2 Semester 3**  
**Early Childhood Care and Education (Paper 2)**  
**Health and Meal Planning (Practical)**

Programme/Class: Diploma	Year: 2	Semester: 3
Subject: <b>Early Childhood Care and Education</b>		
Course Code: A240302P	Course Title: <b>Health and Meal Planning (Practical)</b>	
Course outcomes:		
<ul style="list-style-type: none"> <li>To help students to develop skill in Maintaining health records</li> <li>To impart knowledge of diet planning in early childhood</li> <li>To provide knowledge on the development of Nutrition Education Awareness Programme for community</li> <li>To develop the skill related to preparation of healthy recipes from locally available foodstuff</li> </ul>		
Credits: 2		Core Compulsory / Elective
Max. Marks: 25+75		Min. Passing Marks:
Total No. of lab.periods-30(60 hours)		
Unit	Topic	No. of lab. periods
<b>I</b>	<b>Maintaining Health Records:</b> Preparation and Maintaining a health record file, Preparation of First Aid box	04
<b>II</b>	<b>Meal Planning in early Childhood</b> Measurement of food stuff Diet Planning during illness such as diahorrea, constipation, fever, typhoid, jaundice	10
<b>III</b>	Planning and preparing low-cost nutritious food for children	08
<b>IV</b>	Nutrition education for teachers, parents and community Preparing Poster, slogan, nukkad Natak, role play etc	08
Suggested Readings:		
<ul style="list-style-type: none"> <li>ICMR. (2010). Nutrient Requirements and Recommended Allowances for Indians.</li> <li>Bamji S. M., Rao N. P and Reddy (1998) Text Book of Human Nutrition. Oxford and IBH Publishing, New Delhi</li> <li>Swaminathan, M.S. Foods and Nutrition, Banglore Press</li> <li>Singh, Brinda. Aahar niyojan, panchsheel Prakashan</li> <li>Srivastava,D.N. 2015. Aahar evam Poshan. SBPD publishing house.</li> <li>Rai R Patel, 2011. The Indian Healthy Diet. CreateSpace Independent Publishing Platform.</li> </ul> <p>1. Suggestive digital platforms web links-</p> <ul style="list-style-type: none"> <li>ePG- Pathshala, infibnet,IGNOU &amp; UPRTOU online study material. Svayam Portal,</li> <li><a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a></li> <li><a href="http://www.ignouhelp.in/ignou-cncc-study-material/">http://www.ignouhelp.in/ignou-cncc-study-material/</a></li> <li><a href="http://www.ignouhelp.in/ignou-anc-01-study-material/">http://www.ignouhelp.in/ignou-anc-01-study-material/</a></li> <li><a href="https://onlinecourses.swayam2.ac.in/nce20_sc01/preview">https://onlinecourses.swayam2.ac.in/nce20_sc01/preview</a></li> <li><a href="https://onlinecourses.swayam2.ac.in/cec19_ag02/preview">https://onlinecourses.swayam2.ac.in/cec19_ag02/preview</a></li> <li><a href="https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf">https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf</a></li> <li><a href="https://ncert.nic.in/dee/pdf/deethemebased.pdf">https://ncert.nic.in/dee/pdf/deethemebased.pdf</a></li> <li><a href="https://ncert.nic.in/dee/pdf/Phase-II_report.pdf">https://ncert.nic.in/dee/pdf/Phase-II_report.pdf</a></li> <li><a href="https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf">https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf</a></li> <li><a href="https://wcd.nic.in/sites/default/files/national_ece_curr_framework_final_03022014%20%282%29.pdf">https://wcd.nic.in/sites/default/files/national_ece_curr_framework_final_03022014%20%282%29.pdf</a></li> <li><a href="https://epathshala.nic.in/index.php?ln=hi">https://epathshala.nic.in/index.php?ln=hi</a></li> </ul>		
This course can be opted as an elective by the students of following subjects: Open for all The eligibility for this paper is 10+2 with any subject .....		
Suggested Continuous Evaluation Methods: Assessment will be Internal and external on the basis of following evaluation		
<ul style="list-style-type: none"> <li>Assessment of observation report.</li> <li>Preparation of Recipes</li> <li>Assessment of Meal Planning</li> <li>File</li> <li>Attendance.</li> </ul>		
Course prerequisites: To study this course, a student must have had the subject ALL in class12 <sup>th</sup> . The eligibility for this paper is 10+2 with any subject .....		

**B.A. 2 Semester 4**  
**Early Childhood Care and Education (Paper 1)**  
**Guidance and Counselling of Young Children and Parents (Theory)**

Programme/Class: Diploma	Year: 2	Semester: 4
<b>Subject: Early Childhood Care and Education</b>		
Course Code: A240401T	Course Title: <b>Guidance and Counselling of Young Children and Parents (Theory)</b>	
Course outcomes: <ul style="list-style-type: none"> <li>• To enable students to understand the significance of guidance and counselling in the current scenario.</li> <li>• To develop awareness among the students about the methods of dealing with the emotional problems of children</li> <li>• To develop the skills of the students in offering guidance and counselling for children and parents</li> <li>• To acquaint students to basic concepts of guidance, counselling and psychological therapy.</li> <li>• Develop the ability to translate specific skills related to counselling, assessment, networking and resource mobilization into practice</li> </ul>		
Credits: 4		Core Compulsory / Elective
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures- 60		
Unit	Topic	No. of Lectures
<b>I</b>	<b>Introduction of Guidance and Counselling</b> Definition, significance, Nature and scope and principles	8
<b>II</b>	<b>Counselling</b> Scope, Significance, role and qualities of counsellor, Parent and students counselling	7
<b>III</b>	<b>Techniques of Counselling</b>	6
<b>IV</b>	<b>Educational Guidance: Individual Guidance and Group Guidance</b> Meaning, types, Advantages and disadvantages of group guidance	7
<b>V</b>	<b>Common Developmental Problems and their counselling</b> Causes, symptoms and Interventions: <ul style="list-style-type: none"> <li>• ADHD and Behavior Disorders in Children</li> <li>• Anxiety, mood-Related Disorders</li> <li>• Personality Disorders</li> <li>• Schizophrenia Spectrum Disorders</li> <li>• Autism: Insights from the Study of the Social Brain</li> <li>• Hunger and Eating disorder</li> </ul>	9
<b>VI</b>	<b>Methods of working with and guiding the community Communication: Strategies, methods, aids</b> Group Meetings, Draw and Dialogue, Open ended stories, Role Play, Puppet Theatre, Use of Audio-visuals: slides, films etc	8
<b>VII</b>	<b>Psychological Testing</b> <ul style="list-style-type: none"> <li>• Introduction of Psychological Testing</li> <li>• Emotional Intelligence</li> <li>• Personality Tests</li> <li>• Intelligence and IQ testing</li> </ul>	8
<b>VIII</b>	<b>Role of the family in guidance of children</b> <ul style="list-style-type: none"> <li>• Mother and father's role in child development and parental control.</li> <li>• Sibling's role.</li> <li>• Common child-rearing practices and consequences for child development.</li> </ul>	7

- Need to work with the parents of children with special needs and guiding them through parent-education programs.

**Suggested Readings:**

- Bruce, T. (2011). Essentials of Literacy From 0-7 (Second Edition), New York: Sage Global
- White, J. (2011) Outdoor Provision In the Early Years. New York : Sage Global
- Brownhill, S and Bullock, E. (2011). A quick Guide to Behaviour Management In the Early Years. New York : Sage Global
- Munsch and Laura E Levine (2010) Child Development. New York : Sage Global
- H.S. Sidhu and Nisha Duggal. (2010). Nirdeshan evam. Paramarsh Twentyfirst Century Publications
- Madhu Sharma & Dr. Shobha Golwalkar Nirdeshan evam. Paramarsh, Radha publication
- Kath, Phanemo (2021) Families in Crisis: Pastoral Care and Family Counselling. Christian World Imprints
- Kapur, M. (1995). Mental Health of Indian Children. New Delhi: Sage publication.
- Singh, Brinda. Manav Vikas, Panchsheel Publication
- Agrawal, Neeta, Matrakal evam
- Sharma, B.D. Bal Vikas: Sharirik, Mansik tatha Svegatamak. IBP, New Delhi

**Suggestive digital platforms web links-**

ePG- Pathshala, inflibnet, IGNOU & UPRTOU online study material.

Svayam Portal,

- <http://www.ignouhelp.in/ignou-cncc-study-material/>
- <http://www.ignouhelp.in/ignou-anc-01-study-material/>
- [https://onlinecourses.swayam2.ac.in/nce20\\_sc01/preview](https://onlinecourses.swayam2.ac.in/nce20_sc01/preview)
- [https://onlinecourses.swayam2.ac.in/cec19\\_ag02/preview](https://onlinecourses.swayam2.ac.in/cec19_ag02/preview)
- [https://ncert.nic.in/dee/pdf/Combined\\_Pre\\_school\\_curriculumEng.pdf](https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf)
- <https://ncert.nic.in/dee/pdf/deethemebased.pdf>
- [https://ncert.nic.in/dee/pdf/Phase-II\\_report.pdf](https://ncert.nic.in/dee/pdf/Phase-II_report.pdf)
- [https://itpd.ncert.gov.in/pluginfile.php/10224/mod\\_label/intro/Module14.pdf](https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf)
- [https://wcd.nic.in/sites/default/files/national\\_ece\\_curr\\_framework\\_final\\_03022014%20%282%29.pdf](https://wcd.nic.in/sites/default/files/national_ece_curr_framework_final_03022014%20%282%29.pdf)
- <https://epathshala.nic.in/index.php?ln=hi>

This course can be opted as an elective by the students of following subjects: Open for all

**Suggested Continuous Evaluation Methods:**

- Seminar / presentation on any topic of the above syllabus.
- Test with multiple choice questions/ short and long answer questions.
- Preparation of Audio-visual aids.
- Attendance.

Course prerequisites: To study this course, a student must have had the subject ALL in class 12<sup>th</sup>.....

**Suggested equivalent online courses:**

- IGNOU & Other centrally/state operated Universities/ MOOC platforms such as “SWAYAM” in India and Abroad.

**Further Suggestions:**

It widens the scope for students to join Government and Non-Government organization upskilling the people at different levels as per their socio-economic structure. Extension work will speed up the (1) Man Environment; (2) Basic structures (Gram Panchayat, Village School and Cooperative Societies) etc.

At the End of the whole syllabus any remarks/ suggestions:.....



**B.A. 2 Semester 4**  
**Early Childhood Care and Education (Paper 2)**  
**Techniques for studying Children (Practical)**

Programme/Class: Diploma	Year: 2	Semester: 4
<b>Subject: Early Childhood Care and Education</b>		
Course Code: A240402P	Course Title: <b>Techniques for studying Children</b>	
Course outcomes:		
<ul style="list-style-type: none"> <li>• To understand the significance of studying children</li> <li>• To acquaint students with various methods for studying children</li> <li>• To develop the ability to select appropriate methods for studying children</li> </ul>		
Credits: 2	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of lab periods-30 (60 hours)		
Unit	Topic	No. of lab.periods
<b>I</b>	Observation of exceptional child and comparing him\her with normal child	8
<b>II</b>	Case Study of exceptional Children or Children in difficult circumstances	8
<b>III</b>	Development of Questionnaire\Interview Schedule for studying child behavior	7
<b>IV</b>	Visit to Counselling Center\ Guidance Centre	7
<b>Suggested Readings:</b>		
<ul style="list-style-type: none"> <li>• Brownhill,S and Bullock,E.(2011). A quick Guide to Behaviour Managemnet In the Early Years. New York: Sage Global</li> <li>• Neuman, S., Dwyer, J. &amp; Koh, S. (2007). Child/Home early language and literacy observation. Baltimore: Brookes Publishing House</li> <li>• National association for the education of young children, July 1998. Learning to read and Write: developmentally appropriate practices for young children. 53 (4), 30-46.</li> <li>• Indira Gandhi NationalOpen University.(1996).InSen, R.S (Ed).Children with special needs(P 17), DECE 3 Services and programmes for children, New Delhi: IGNOU School of Continuing Education</li> <li>• Mangal S.K., (2009). “Educating Exception Children”, PHI Learning Private Limited, New Delhi.</li> </ul>		
<b>Suggestive digital platforms web links-</b>		
Svayam Portal, ePG- Pathshala, infliabnet, IGNOU & UPRTOU online study material.		
<ul style="list-style-type: none"> <li>• <a href="http://heecontent.upsdc.gov.in/Home.aspx">http://heecontent.upsdc.gov.in/Home.aspx</a></li> <li>• <a href="http://www.ignouhelp.in/ignou-cncc-study-material/">http://www.ignouhelp.in/ignou-cncc-study-material/</a></li> <li>• <a href="http://www.ignouhelp.in/ignou-anc-01-study-material/">http://www.ignouhelp.in/ignou-anc-01-study-material/</a></li> <li>• <a href="https://onlinecourses.swayam2.ac.in/nce20_sc01/preview">https://onlinecourses.swayam2.ac.in/nce20_sc01/preview</a></li> <li>• <a href="https://onlinecourses.swayam2.ac.in/cec19_ag02/preview">https://onlinecourses.swayam2.ac.in/cec19_ag02/preview</a></li> <li>• <a href="https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf">https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf</a></li> <li>• <a href="https://ncert.nic.in/dee/pdf/deethemebased.pdf">https://ncert.nic.in/dee/pdf/deethemebased.pdf</a></li> <li>• <a href="https://ncert.nic.in/dee/pdf/Phase-II_report.pdf">https://ncert.nic.in/dee/pdf/Phase-II_report.pdf</a></li> <li>• <a href="https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf">https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf</a></li> <li>• <a href="https://wcd.nic.in/sites/default/files/national_ece_curr_framework_final_03022014%20%282%29.pdf">https://wcd.nic.in/sites/default/files/national_ece_curr_framework_final_03022014%20%282%29.pdf</a></li> <li>• <a href="https://epathshala.nic.in/index.php?ln=hi">https://epathshala.nic.in/index.php?ln=hi</a></li> </ul>		
This course can be opted as an elective by the students of following subjects: Open for all		
Suggested Continuous Evaluation Methods:		
<ul style="list-style-type: none"> <li>• File\Report</li> <li>• Viva</li> <li>• Exercises and Activities</li> <li>• Attendance</li> </ul>		
Course prerequisites: To study this course, a student must have had the subject ALLin class/12 <sup>th</sup> .		
Suggested equivalent online courses: IGNOU & Other centrally/state operated Universities/ MOOC platforms such as “SWAYAM” in India and Abroad		
Further Suggestions:		
At the End of the whole syllabus any remarks/ suggestions:		



**B.A. 3 Semester 5**  
**Early Childhood Care and Education (Paper 1)**  
**Child rights, Agencies and Welfare Programme**

Programme/Class: Graduation	Year: 3	Semester: 5
<b>Subject: Early Childhood Care and Education</b>		
Course Code: A240501T	Course Title: <b>Child rights, agencies and Welfare Programme</b>	
Course Outcome:		
<ul style="list-style-type: none"> <li>• To understand the situation of children in India and to know the challenges faced by children</li> <li>• To create an awareness and sensitivity to children's rights</li> <li>• To make students aware of the welfare programs/ services for children.</li> <li>• To review the legislations pertaining to children.</li> </ul>		
Credits: 4		Core Compulsory / Elective
Max. Marks: 25+75		Min. Passing Marks:
Total No. of Lectures- 60		
<b>Unit</b>	<b>Topics</b>	<b>No. of Lecture</b>
<b>I</b>	<b>Historical Development of Child Development</b> <ul style="list-style-type: none"> <li>• Child welfare programmes in five-year Plan</li> </ul>	8
<b>II</b>	<b>Status of Children in India</b>	5
<b>III</b>	<b>Child rights</b> <ul style="list-style-type: none"> <li>• Children's Rights (UNCRC),</li> <li>• National Commission for the Protection of Child Rights (NCPCR) 2007</li> </ul>	6
<b>IV</b>	<b>Legislation for Children (part I)</b> <ul style="list-style-type: none"> <li>• UN convention on the rights of the child (1989)</li> <li>• National policy on children in 1974</li> <li>• The Juvenile Justice Act, 1986</li> <li>• Child Marriage Restraint Act, 1929</li> <li>• Pre-natal Diagnostic Techniques Act, 1994</li> </ul>	9
<b>V</b>	<b>Legislation for Children (part II)</b> <ul style="list-style-type: none"> <li>• Prevention of Immoral Traffic Act.</li> <li>• The Child Labour (Prohibition and Regulation) Act, 1986</li> <li>• Hindus Adoption and Maintenance Act, 1956.</li> <li>• The Right of Children to Free and Compulsory Education Act, 2009</li> <li>• The Protection of Children from Sexual Offences Act, 2012</li> </ul>	9
<b>VI</b>	<b>Child Protection</b> Meaning, Prevention, Protection and rehabilitation	7
<b>VII</b>	<b>International and National Agencies</b> (ICCW, Indian Association for Preschool Education (IAPE), NCERT, UNICEF) Governmental & Non-governmental programmes, schemes and services	8
<b>VIII</b>	<b>Child Care Services in India</b> <ul style="list-style-type: none"> <li>• Integrated Child Developmental Scheme (ICDS)</li> <li>• Rajiv Gandhi National Creche Scheme of Working Mother</li> <li>• Kishori Sakti Yojana (KSY)</li> <li>• Counselling and Guidance Services provided by the State Child Line Foundation,</li> <li>• Integrated Programme for Street Children, Childline Service</li> </ul>	8
<ul style="list-style-type: none"> <li>• <b>Suggested Readings:</b></li> <li>• Bajpai, A. (2003) Child Rights in India: Law, Policy and Practice, New Delhi: Oxford University</li> </ul>		

Press. Ghosh, A. (1998) A Primer of the Convention on The Rights of The Child, Calcutta: IPER.

- Mehendale, A. (2012) Handbook for Local Authorities: on Commissions for Protection of Child Rights and Grievance Redressal, Bangalore: Centre for Child and the Law National Law School of India University.
- Manoharan, A. & Mehendale, A. (2012) Commissions for Protection of Child Rights: Answers to Common Questions Children May Have, Bangalore: Centre for Child and the Law National Law School of India University
- Chandru, K., Geetha, R. & Thanikachalam, C. (1998) Child Law in India, Chennai: Indian Council for Child Welfare.
- GoI (2002) The Indian Child: A Profile, Department of Women & Child Development, Ministry of Human Resource Development.
- Munro, E. (2008) Effective Child Protection, London: Sage.
- OCWTP (2011) Assessing Child Vulnerabilities, Ohio Child Welfare Training Program (Web) GoI (Undated) The Integrated Child Protection Scheme, Government of India (pp 5 - 28)

Suggestive digital platforms web links-

- ePG- Pathshala, infibnet,IGNOU & UPRTOU online study material.
- Svayam Portal
- <http://heecontent.upsdc.gov.in/Home.aspx>
- <http://www.ignouhelp.in/ignou-anc-01-study-material/>
- [https://onlinecourses.swayam2.ac.in/nce20\\_sc01/preview](https://onlinecourses.swayam2.ac.in/nce20_sc01/preview)
- [https://onlinecourses.swayam2.ac.in/cec19\\_ag02/preview](https://onlinecourses.swayam2.ac.in/cec19_ag02/preview)
- [https://ncert.nic.in/dee/pdf/Combined\\_Pre\\_school\\_curriculumEng.pdf](https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf)
- <https://ncert.nic.in/dee/pdf/deethemebased.pdf>
- [https://ncert.nic.in/dee/pdf/Phase-II\\_report.pdf](https://ncert.nic.in/dee/pdf/Phase-II_report.pdf)
- [https://itpd.ncert.gov.in/pluginfile.php/10224/mod\\_label/intro/Module14.pdf](https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf)
- [https://wcd.nic.in/sites/default/files/national\\_ece\\_curr\\_framework\\_final\\_03022014%20%282%29.pdf](https://wcd.nic.in/sites/default/files/national_ece_curr_framework_final_03022014%20%282%29.pdf)
- <https://epathshala.nic.in/index.php?ln=hi>

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This course can be opted as an elective by the students of following subjects: Open for all

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Suggested Continuous Evaluation Methods:

- Seminar on any topic of the above syllabus.
- Test with multiple choice questions/ short and long answer questions.
- Subjective long questions
- Attendance.

Course prerequisites: To study this course, a student must have had the subject ALL in class/12<sup>th</sup>.

**B.A. 3 Semester 5**  
**Early Childhood Care and Education (Paper 2)**  
**Engaging Community in Early Childhood (Theory)**

Programme/Class: Degree	Year: 3	Semester: 5
<b>Subject: Early Childhood Care and Education</b>		
Course Code: A240502T	Course Title: <b>Engaging Community in Early Childhood</b>	
Course outcomes: <ul style="list-style-type: none"> <li>• To enable the students to understand the significance of parent-teacher cooperation in the education of pre-school child.</li> <li>• To acquaint the students with the role of the family, the school, neighborhood and the society in the education of the child.</li> </ul>		
Credits: 4	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures- 60		
Unit	Topic	No. of Lectures
<b>I</b>	Introduction of family <ul style="list-style-type: none"> <li>• Definition, function, types, role and responsibility</li> </ul>	06
<b>II</b>	Child Rearing Practices <ul style="list-style-type: none"> <li>• Types of Child rearing practices and its impact on personality development of child</li> </ul>	07
<b>III</b>	Socio-Cultural Context of Childhood <ul style="list-style-type: none"> <li>• Role of cultural values, traditions and attitudes on parenting, parenting style and child rearing</li> <li>• Family patterns, structure and dynamics as influencing child rearing and children's experiences</li> </ul>	09
<b>IV</b>	Role of family in ECCE <ul style="list-style-type: none"> <li>• Parent-School Cooperation-Need, Advantage, role and responsibility</li> </ul>	08
<b>V</b>	Role of Society and Community in ECCD <ul style="list-style-type: none"> <li>• Ecology of the Mass Media,</li> <li>• Ecology of the Community</li> <li>• Emotional &amp; Cognitive Socialization Outcomes,</li> <li>• Social &amp; Behavioral Socialization Outcomes</li> </ul> (Significance of Peers, Social Competence, Play/ Activities, Friendship, Peer Interactions)	09
<b>VI</b>	<b>Parent Teacher Meeting</b> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Aim and objective</li> <li>• Significance</li> </ul>	07
<b>VII</b>	<b>Families in different circumstances</b> Impact of difficult living conditions and coping mechanisms Poverty, unemployment, Alcoholism & drug abuse, Oppressed families (caste/class etc.) Refugee families, Social Problem that affect children and coping strategies, divorce, single parenthood, Migration, Family Violence	09

VIII	Empowering parents of Special Children	05
<p><b>Suggestive Reading:</b></p> <ul style="list-style-type: none"> <li>• Sen Gupta, M. (2009). Early Childhood Care and Education. New Delhi: PHI Learning Pvt. Ltd.</li> <li>• Sharma, D. (ed.) (2004). Childhood, family and sociocultural change in India- Reinterpreting the inner world. Delhi: Oxford University Press.</li> <li>• Seymour, S.C. (1999). Women, Family, and Child Care in India: A World in Transition. New York: Cambridge University Press</li> <li>• Roy, P.K. (Ed.) (2000). The Indian family: Change and persistence. New Delhi: Gyan.</li> <li>• Bronfenbrenner, U. (1979). The Ecology of Human Development. Cambridge: Harvard University Press.</li> <li>• Corsaro, W.A. (1997). The Sociology of Childhood. New Delhi: Pine Forge Press.</li> <li>• Patni, Manju, Family dynamics, Star Publication, Agra</li> <li>• Agrawal, Neeta (2017) Family Dynamics. Agrawal Publication, Agra</li> </ul> <p><b>Suggestive link:</b></p> <p>ePG- Pathshala, inflibnet,IGNOU &amp; UPRTOU online study material. Svayam Portal</p> <ul style="list-style-type: none"> <li>• <a href="http://www.ignouhelp.in/ignou-anc-01-study-material/">http://www.ignouhelp.in/ignou-anc-01-study-material/</a></li> <li>• <a href="https://onlinecourses.swayam2.ac.in/nce20_sc01/preview">https://onlinecourses.swayam2.ac.in/nce20_sc01/preview</a></li> <li>• <a href="https://onlinecourses.swayam2.ac.in/cec19_ag02/preview">https://onlinecourses.swayam2.ac.in/cec19_ag02/preview</a></li> <li>• <a href="https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf">https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf</a></li> <li>• <a href="https://ncert.nic.in/dee/pdf/deethemebased.pdf">https://ncert.nic.in/dee/pdf/deethemebased.pdf</a></li> <li>• <a href="https://ncert.nic.in/dee/pdf/Phase-II_report.pdf">https://ncert.nic.in/dee/pdf/Phase-II_report.pdf</a></li> <li>• <a href="https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf">https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf</a></li> <li>• <a href="https://wcd.nic.in/sites/default/files/national_ece_curr_framework_final_03022014%20%282%29.pdf">https://wcd.nic.in/sites/default/files/national_ece_curr_framework_final_03022014%20%282%29.pdf</a></li> <li>• <a href="https://epathshala.nic.in/index.php?ln=hi">https://epathshala.nic.in/index.php?ln=hi</a></li> </ul>		
<p>This course can be opted as an elective by the students of following subjects: Open for all  .....</p>		
<p><b>Suggested Continuous Evaluation Methods:</b></p> <ul style="list-style-type: none"> <li>• Seminar on any topic of the above syllabus.</li> <li>• Test with multiple choice questions/ short and long answer questions.</li> <li>• Written Assignment</li> <li>• Case study</li> <li>• Attendance.</li> </ul>		
<p>Course prerequisites: To study this course, a student must have had the subject ALL in class12<sup>th</sup>  .....</p>		

**B.A. 3 Semester 5**  
**Early Childhood Care and Education (Paper 3)**  
**Field Visit (Practical)**

Programme/Class: Degree		Year: 3	Semester: 5
<b>Subject: Early Childhood Care and Education</b>			
Course Code: A240503P		Course Title: Field Visit (Survey of Institutions \ agencies working in ECCE field)	
Course outcomes: <ul style="list-style-type: none"> <li>To provide the practical knowledge of techniques of guidance and counselling</li> <li>To give exposure of guidance clinic\day care\preschool and understand the functioning</li> </ul>			
Credits: 2		Core Compulsory / Elective	
Max. Marks: 25+75		Min. Passing Marks:	
Total No. of lab periods 30(60 hours)			
Unit	Topic	No. of lab. periods	
<b>I</b>	Compile a list of the guidance and counselling services available in the local area /town and discuss the adequacy of the services.	8	
<b>II</b>	Prepare a observation checklist to analyze guidance and counselling centres - organizational structure, Objective, types of services provided, facilities available etc.	7	
<b>III</b>	Discuss with counsellors on the commonly encountered problems among children and the common techniques of management and report.	7	
<b>IV</b>	Make a visit to a Child Guidance Centre / Counselling centre and make a report on its functioning.	8	
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>White, J. (2011) Outdoor Provision In the Early Years. New Yor : Sage Global</li> <li>Brownhill,S and Bullock,E.(2011). A quick Guide to Behaviour Management In the Early Years. New York: Sage Global</li> <li>Munsch and Laura E Levine (2010) Child Development. New York: Sage Global</li> <li>H.S.Sidhu and Nisha Duggal. (2010). Nirdeshan evam. Paramarsh Twenty first Century Publications</li> <li>Madhu Sharma &amp; <b>Dr. Shobha Golwalkar</b> Nirdeshan evam. Paramarsh, Radha publication</li> <li>Kath, Phananmo (2021) Families in Crisis: Pastoral Care and Family Counselling. Christian World Imprints</li> <li>Joshi, A. (2009). What do teacher-child interactions in early childhood classrooms in India look like? Teachers' and parents' perspectives. Early Child Development and Care , 179 (3), pp 285 – 301</li> <li>Jewell E. Cooper Strengthening the Case for Community-Based Learning in Teacher Education. Journal of Teacher Education, Vol. 58, No. 3, 245-255 (2007)</li> <li>Suggestive digital platforms web links- ePG- Pathshala, inflibnet,IGNOU &amp; UPRTOU online study material, Svayam Portal,</li> <li><a href="http://www.ignouhelp.in/ignou-dece-03-study-material/">http://www.ignouhelp.in/ignou-dece-03-study-material/</a></li> <li><a href="http://www.ignouhelp.in/ignou-anc-01-study-material/">http://www.ignouhelp.in/ignou-anc-01-study-material/</a></li> <li><a href="https://onlinecourses.swayam2.ac.in/nce20_sc01/preview">https://onlinecourses.swayam2.ac.in/nce20_sc01/preview</a></li> <li><a href="https://onlinecourses.swayam2.ac.in/cec19_ag02/preview">https://onlinecourses.swayam2.ac.in/cec19_ag02/preview</a></li> <li><a href="https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf">https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf</a></li> <li><a href="https://ncert.nic.in/dee/pdf/deethemebased.pdf">https://ncert.nic.in/dee/pdf/deethemebased.pdf</a></li> <li><a href="https://ncert.nic.in/dee/pdf/Phase-II_report.pdf">https://ncert.nic.in/dee/pdf/Phase-II_report.pdf</a></li> <li><a href="https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf">https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf</a></li> <li><a href="https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29.pdf">https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29.pdf</a></li> <li><a href="https://epathshala.nic.in/index.php?ln=hi">https://epathshala.nic.in/index.php?ln=hi</a></li> </ul>			
This course can be opted as an elective by the students of following subjects: Open for all...			
<b>Suggested Continuous Evaluation Methods:</b> <ul style="list-style-type: none"> <li>Reports and file</li> <li>Assessment of Educational Plan and Visits Record.</li> <li>Attendance.</li> </ul>			
Course prerequisites: To study this course, a student must have had the subject ALL in class12 <sup>th</sup> .			

**B.A. 3 Semester 5**  
**Early Childhood Care and Education (Paper 4)**  
 Research Project

Programme/Class: Graduation	Year: 3	Semester: 5
<b>Subject: Early Childhood Care and Education</b>		
Course Code: A240504R	Course Title: Research Project 1(Survey of ECCE Centres (Nursery School, Play School, Creche, Daycare Centres, Anganwadi etc)	
Course outcomes: <ul style="list-style-type: none"> <li>• To familiarize students regarding organizational setup, programme planning of ECCE centers</li> <li>• To develop analytical thinking on the development of ECCE</li> <li>• To sensitized the student the significance of early childhood learning for holistic development</li> </ul>		
Credits: 3	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of lectures-45 hours		
Unit	Topics	No. of hours
I	Selection of Problem, formulating objective and hypotheses	12
II	Review of Literature and methodology (focus on survey work)	10
III	Classification, tabulation of data and analysis of data	11
IV	Report Writing	12
Suggestive reading: <ul style="list-style-type: none"> <li>• Bandarkar, P.L. and Wilkinson T.S. (2000) : Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai.</li> <li>• Batnagar, G.L. (1990) : Research Methods and Measurements in Behavioural and Social Sciences, Agri. Cole Publishing Academy, New Delhi.</li> <li>• Cooper, H. M (1990). Integrating research: A Guide for Literature reviews (2nd Ed). California: Sage.</li> <li>• Dooley, D. (1995) : Strategies for Interpreting Qualitative Data: Sage Publications, California.</li> <li>• Gay, L.R. (1981, 2nd Ed) : Educational Research, Columbus, Ohio.</li> <li>• Kothari C.R. (2000). Research Methodology, Wiley Eastern Limited, New Delhi.</li> <li>• Long, J.S. (Ed) (1988) : Common Problems Proper Solutions: Avoiding Errors in Quantitative Research, Beverly Hills, Sage Publications, California.</li> <li>• Mukherjee, R. (1989) : The Quality of Life: Valuation in Social Research, Sage Publications, New Delhi.</li> <li>• Srivastava,D.N. Anusandhan Pravidhiyan, Sahithya Publication</li> <li>• Shaikh Nasreen Rehman (2017), Purva Balyaawastha evam Shikha. Madhya Predesh Hindi Granth Academy</li> </ul>		
<b>Suggested Link:</b> <ul style="list-style-type: none"> <li>• <a href="https://hindi.bharatavani.in/jnanakosha/early-childhood-and-childhood-education/">https://hindi.bharatavani.in/jnanakosha/early-childhood-and-childhood-education/</a></li> <li>• <a href="https://www.youtube.com/watch?v=zKVtihfJfNk">https://www.youtube.com/watch?v=zKVtihfJfNk</a></li> <li>• <a href="https://onlinecourses.swayam2.ac.in/cec20_ed18/preview">https://onlinecourses.swayam2.ac.in/cec20_ed18/preview</a></li> <li>• <a href="http://www.nrce.niepa.ac.in/mod/page/view.php?id=1193">http://www.nrce.niepa.ac.in/mod/page/view.php?id=1193</a></li> <li>• <a href="https://onlinecourses.swayam2.ac.in/cec21_ed01/preview">https://onlinecourses.swayam2.ac.in/cec21_ed01/preview</a></li> <li>• <a href="https://onlinecourses.swayam2.ac.in/cec21_ed14/preview">https://onlinecourses.swayam2.ac.in/cec21_ed14/preview</a></li> </ul>		
This course can be opted as an elective by the students of following subjects: Open for al		
Suggested Continuous Evaluation Methods: Survey work Report Viva		
Course prerequisites: To study this course, a student must have had cleared the 4th semester		

**B.A. 3 Semester 6**  
**Early Childhood Care and Education (Paper 1)**  
**Programme Planning and Pedagogy (Theory)**

Programme/Class: Certificate	Year: 3	Semester: 6
<b>Subject: Early Childhood Care and Education</b>		
Course A240601T	Code:	Course Title: <b>Programme Planning and Pedagogy</b>
Course outcomes:		
<ul style="list-style-type: none"> <li>• To enable students to gain knowledge in organizing and administrating preschools.</li> <li>• To develop the skills and techniques to plan activities in ECE centers of different types</li> <li>• To enable students to gain knowledge in organizing and administrating preschools.</li> <li>• To develop the skills and techniques to plan activities in ECE centers of different types</li> <li>• Refine methods for classroom transactions for the evolving capacities of young children.</li> </ul>		
Credits: 4	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of Lectures-60		
Unit	Topics	No. of Lectures
I	<b>Trend and Policies in Early Childhood Care and Education</b> <ul style="list-style-type: none"> <li>• Constitution Provision</li> <li>• Kothari Commission</li> <li>• Yashpal Committee</li> <li>• National Policy of Education</li> <li>• Sarva Shikha Abhiyan</li> <li>• Right to Education 2009</li> </ul>	07
II	<b>Methods of Learning and activities for fostering learning</b> <ul style="list-style-type: none"> <li>• Trial and Error, Imitation, Training, Experiences (Direct and Indirect) Discovery</li> <li>• Self-Expression: Music and Movement, Dramatization, Art Readiness in children: Sensorial learning – Motor skills</li> <li>• Academic Skills: Language, mathematical and environmental studies</li> </ul>	07
III	<b>Methods of Pre-School Education</b> <ul style="list-style-type: none"> <li>• Play-way Method (Meaning, Stages, Types of play- Exploratory, manipulative, Constructive, Imaginative and Creative, Significance of Play)</li> <li>• Activity method (Meaning, Organization and Significance)</li> <li>• Project method (Meaning, Organization and Significance)</li> </ul>	08
IV	<b>Programme Planning</b> <ul style="list-style-type: none"> <li>• Principles of programme planning: long term and short-term planning, weekly and daily planning, Routine and Schedules,</li> <li>• Planning Developmentally appropriate curriculum (Schedule)</li> </ul>	07
V	<b>Language Skill Development in ECCE</b> <ul style="list-style-type: none"> <li>• Listening, speaking, reading (visual discrimination and auditory discrimination) and writing.</li> <li>• Activities and Resources to facilitate language learning</li> <li>• Use of ICT and digital learning for young children</li> </ul>	08
VI	<b>Mathematics Skill Development in ECCE</b> <ul style="list-style-type: none"> <li>• Language of numbers as related to concepts of size, shapes, length,</li> </ul>	07

	<p>height, weight, volume, quantity Matching, sorting, ordering, pairing and classification</p> <ul style="list-style-type: none"> <li>• Numerals and operation</li> <li>• Activities and resources for learning of number concepts</li> <li>• Use of ICT in primary education, digital learning for young children</li> </ul>	
<b>VII</b>	<p><b>Environmental Science Skill Development in ECCE</b></p> <ul style="list-style-type: none"> <li>• Me and my Environmental situation</li> <li>• Cleanliness and hygiene – healthy habits</li> <li>• Components of environment – biotic and abiotic</li> <li>• Transport,</li> <li>• Community Workers</li> <li>• Multicultural components</li> <li>• Early scientific experiences</li> </ul>	08
<b>VIII</b>	<p><b>Evaluation</b></p> <ul style="list-style-type: none"> <li>• Meaning and need for Evaluation</li> <li>• Tools of Evaluation (Observation, Checklist, Rating Scale)</li> <li>• Criteria for Evaluating (i. Teacher ii. Children iii. Teaching)</li> <li>• Learning Resources</li> </ul>	08

**Suggested Readings:**

- Swaminathan, M. (1980). Play activities for young children, New Delhi: UNICEF.
- Swaminathan, M. (1998). Ed. The First Five Years: a critical perspective on Early Childhood Care and Education In India. New Delhi: Sage.
- Kaul, V. & Bhatnagar, R. (n.d). Early Childhood Education: A Trainers’ Handbook. New Delhi: NCERT. Kaul, V. et al. (1998). The Primary Years, NCERT, New Delhi.
- Viruru, R. (2001). Early Childhood Education: Post Colonial perspectives from India. New Delhi: Sage publications.

**Suggested Link:**

- <https://hindi.bharatavani.in/jnanakosha/early-childhood-and-childhood-education/>
- <https://www.youtube.com/watch?v=zKVtuhfJfNk>
- [https://onlinecourses.swayam2.ac.in/cec20\\_ed18/preview](https://onlinecourses.swayam2.ac.in/cec20_ed18/preview)
- <http://www.nrce.niepa.ac.in/mod/page/view.php?id=1193>
- [https://onlinecourses.swayam2.ac.in/cec21\\_ed01/preview](https://onlinecourses.swayam2.ac.in/cec21_ed01/preview)
- [https://onlinecourses.swayam2.ac.in/cec21\\_ed14/preview](https://onlinecourses.swayam2.ac.in/cec21_ed14/preview)

This course can be opted as an elective by the students of following subjects: Open for all

**Suggested Continuous Evaluation Methods:**

- Test with multiple choice questions/short and long answer questions
- Seminar\ presentation
- Written Assignment
- Seminar on any above topics

Course prerequisites: To study this course, a student must have had the subject ..... in class/12<sup>th</sup>/ certificate/diploma.

**Suggested equivalent online courses:**

IGNOU and other centrally/state operated Universities/MOOC platforms such as “SWAYAM” in India and abroad

At the End of the whole syllabus any remarks/ suggestions:

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**B.A. 3 Semester 6**  
**Early Childhood Care and Education (Paper 2)**  
**Organization and management of Preschool, Formal Creche and Day Care (Theory)**

Programme/Class: Degree		Year: 3	Semester: 6
Subject: <b>Early Childhood Care and Education</b>			
Course Code: A240602T		Course Title: <b>Organization and management of Preschool, Formal Creche and Day Care</b>	
Course outcomes:			
<ul style="list-style-type: none"> <li>• Understand the elements involved in organization and management of Pre School and daycare.</li> <li>• Create awareness of functions of various authorities dealing with preschool and daycare centers.</li> <li>• Understand the various human and material resources required for conducting preschool and day care center</li> <li>• Appreciate the role of various agencies in preschool education and providing day care facilities</li> </ul>			
Credits: 4		Core Compulsory / Elective	
Max. Marks: 25+75		Min. Passing Marks:	
Total No. of Lectures-Tutorials- 60Lectures			
Unit	Topic		No. of Lectures
<b>I</b>	<b>Introduction of Early Childhood Care and Education:</b> <ul style="list-style-type: none"> <li>• Philosophy and goals in the context of organization and management of the ECCE programmes.</li> <li>• Management – Definitions, principles and techniques.</li> </ul>		6
<b>II</b>	<b>Concept of Administration</b> <ul style="list-style-type: none"> <li>• Meaning, need, importance of organization of preschool and daycare)</li> <li>• Elements of organization and administration of preschool and daycare.</li> <li>• Difference between preschool and daycare centre Admission procedure to pre-school</li> </ul>		6
<b>III</b>	<b>Management of Preschool\ nursery school\daycare</b> Physical setup, management of personnel, financial and time management, record management		8
<b>IV</b>	<b>Physical Set up in Preschool</b> <ul style="list-style-type: none"> <li>• Location, site and building</li> <li>• Types of rooms, arrangement of room (activity centers), ventilation, lighting and safety</li> <li>• Playground</li> <li>• Play equipment – types, criteria for selection, safety aspects – indoor and outdoor games</li> <li>• Storage facilities</li> <li>• Maintenance of furniture, equipment</li> <li>• Provision of safe drinking water and sanitary facilities</li> </ul>		10
<b>V</b>	Personnel involved in preschool and daycare centre and their Management <ul style="list-style-type: none"> <li>• Role and qualities of teacher and care giver and other staff involved in welfare and care of children</li> <li>• Teacher-child ratio</li> <li>• Rules of service and code of conduct</li> <li>• Distribution of work among the staff</li> <li>• Need and importance of in-service training</li> </ul>		9
<b>VI</b>	<b>Designing and maintaining of records</b>		8

	<ul style="list-style-type: none"> <li>• Need and importance and how to maintain records</li> <li>• Types of records (Important records) – Admission, Progress, Financial, Equipment, Correspondence, Health</li> <li>• Types of register - Attendance (Staff, children), Accounts, Stock, Staff Profile</li> <li>• Methods of maintaining record of children – Cumulative and Anecdotal.</li> </ul>	
<b>VII</b>	<b>Management of Resources</b> <ul style="list-style-type: none"> <li>• Finance: Need and methods of generating funds, budgeting, savings, and investment.</li> <li>• Time: Proper utilization with reference to children,</li> </ul>	8
<b>VIII</b>	<b>Principles and steps of event management in Preschool\ day-care</b>	5

**Suggestive reading:**

- Sharma, S. (2014). What is RTE? Some ways of making education accessible. New Delhi: NCERT
- Kumar, K. (1998). The Child’s language and the teacher: A handbook. New Delhi:NBT.
- Kendall, F. E. (1996). Diversity in the classroom: New approaches to educating young children. New York, NY: Teachers College Press, Columbia University
- Gupta, A. (2006). Early Childhood Education, Postcolonial theory & teaching practices in India- Balancing vygotsky and Vedas. New York: Palgrave Macmillan.
- Bowman, B.T., Donovan , S. and Burns , S, M. (Ed.). (2001). Eager to learn: educating our preschoolers. United States: National Academies Press.

**Suggested Link:**

- <http://www.ignouhelp.in/ignou-dece-03-study-material/>
- <http://www.ignouhelp.in/ignou-anc-01-study-material/>
- [https://onlinecourses.swayam2.ac.in/nce20\\_sc01/preview](https://onlinecourses.swayam2.ac.in/nce20_sc01/preview)
- [https://onlinecourses.swayam2.ac.in/cec19\\_ag02/preview](https://onlinecourses.swayam2.ac.in/cec19_ag02/preview)
- [https://ncert.nic.in/dee/pdf/Combined\\_Pre\\_school\\_curriculumEng.pdf](https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf)
- <https://ncert.nic.in/dee/pdf/deethemebased.pdf>
- [https://ncert.nic.in/dee/pdf/Phase-II\\_report.pdf](https://ncert.nic.in/dee/pdf/Phase-II_report.pdf)
- [https://itpd.ncert.gov.in/pluginfile.php/10224/mod\\_label/intro/Module14.pdf](https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf)
- [https://wcd.nic.in/sites/default/files/national\\_ece\\_curr\\_framework\\_final\\_03022014%20%282%29.pdf](https://wcd.nic.in/sites/default/files/national_ece_curr_framework_final_03022014%20%282%29.pdf)
- <https://epathshala.nic.in/index.php?ln=hi>

**Suggested Continuous Evaluation Methods:**

- Seminar/ Presentation on any topic of the above syllabus
- Test with multiple choice questions/ short and long answer questions
- Written Assignment
- Attendance

Course prerequisites: To study this course, a student must have had the subject ALL in class12<sup>th</sup>.

- The eligibility for this paper is 10+2 with any subject

**Suggested equivalent online courses:**

- IGNOU & Other centrally/state operated Universities/ MOOC platforms such as “SWAYAM” in India and Abroad.

**Further Suggestions:**

At the End of the whole syllabus any remarks/ suggestions:

.....

**B.A. 3 Semester 6**  
**Early Childhood Care and Education (Paper 3)**  
**Development of activities of Nursery school\ preschool\ Day-care\Creche (Practical)**

Programme/Class: Certificate	Year: 3	Semester: 6
<b>Subject: Early Childhood Care and Education (Practical)</b>		
Course Code: A240603P	<b>Course Title: Development of activities for Nursery school\ preschool\ Day-care\Creche</b>	
Course outcomes: <ul style="list-style-type: none"> <li>• To impart exposure of various ECCE Programme</li> <li>• Develop methods for the growth and development of language and communication skills</li> <li>• Create among children a love for numbers and pre numeracy related vocabulary</li> <li>• Develop understanding of various environmental issues</li> </ul>		
Credits: 2	Core Compulsory / Elective	
Max. Marks: 25+75	Min. Passing Marks:	
Total No. of lab.periods -30(60 hours)		
Unit	Topic	No. of lab.periods
<b>I</b>	Visit to ICDS Centre & observing ICDS Programme	06
<b>II</b>	Planning of activities of Early Childhood education (educational, physical development, social development, moral development, creative development)	08
<b>III</b>	Development of Educational Resources (language, mathematical, environmental concept, self-expression, creative etc)	08
<b>IV</b>	To study the Financial management of Preschool\ nursery School (Staff, Physical setup, furniture, equipment etc)	08
<b>Suggested Readings:</b> <ul style="list-style-type: none"> <li>• Clarke, P. (2001). Teaching &amp; learning: the culture of pedagogy. New York: Sage</li> <li>• Anandalakshmy, S. (2009). Activity based learning: a report on an innovative method in Tamil Nadu.</li> <li>• Bowman, B.T., Donovan, S. and Burns, S. M. (Ed.). (2001). Eager to learn: educating our preschoolers. United States: National Academies Press.</li> <li>• Dhankar, R. (2009). Notion of a Teacher to Guide Teacher Education Programmes and School Improvement. Solution Exchange for the Education Community Discussion Summary</li> <li>• Sen Gupta, M. (2009). Early Childhood Care and Education. New Delhi: PHI Learning Pvt. Ltd.</li> <li>• Kaul. V., (2009). "Early Childhood Education Programme". National Council of Educational Research and Training, New Delhi.</li> </ul>		
<b>Suggestive link:</b> <ul style="list-style-type: none"> <li>• <a href="http://www.ignouhelp.in/ignou-anc-01-study-material/">http://www.ignouhelp.in/ignou-anc-01-study-material/</a></li> <li>• <a href="https://onlinecourses.swayam2.ac.in/nce20_sc01/preview">https://onlinecourses.swayam2.ac.in/nce20_sc01/preview</a></li> <li>• <a href="https://onlinecourses.swayam2.ac.in/cec19_ag02/preview">https://onlinecourses.swayam2.ac.in/cec19_ag02/preview</a></li> <li>• <a href="https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf">https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf</a></li> <li>• <a href="https://ncert.nic.in/dee/pdf/deethemebased.pdf">https://ncert.nic.in/dee/pdf/deethemebased.pdf</a></li> <li>• <a href="https://ncert.nic.in/dee/pdf/Phase-II_report.pdf">https://ncert.nic.in/dee/pdf/Phase-II_report.pdf</a></li> <li>• <a href="https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf">https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf</a></li> </ul>		

- [https://wcd.nic.in/sites/default/files/national\\_ecce\\_curr\\_framework\\_final\\_03022014%20%282%29.pdf](https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29.pdf)
- <https://epathshala.nic.in/index.php?ln=hi>
- <http://heecontent.upsdc.gov.in/Home.aspx>
- <http://www.ignouhelp.in/ignou-dece-study-material/>

This course can be opted as an elective by the students of following subjects: Open for all

**Suggested Continuous Evaluation Methods:**

- Survey report/File
- Development of educational resources
- Viva

Course prerequisites: To study this course, a student must have had the subject ..... in class/12<sup>th</sup>/ certificate/diploma.

**Suggested equivalent online courses:**

IGNOU and other centrally/state operated Universities/MOOC platforms such as “SWAYAM” in India and abroad Swayam Portal,

**Further Suggestions:**

**B.A. 3 Semester 6**  
**Early Childhood Care and Education (Paper 4)**  
**Research Project 2**

Programme/Class: Graduation		Year:3	Semester: 6
Subject: <b>Early Childhood Care and Education</b>			
Course Code: A240604R		Course Title: <b>Research Project 2 (Intervention Programme in any aspect of Early Childhood Care and Education)</b>	
Course outcomes: To inculcate the research attitude among the student To Promote research and development different aspects of ECCD			
Credits: 3		Core Compulsory / Elective	
Max. Marks: 25+75		Min. Passing Marks:	
Total No. of Lectures- 45 (hours)			
Unit	Topics	No. of Lectures (hours)	
I	Identification of Problems, Formulation Objective and hypotheses	12	
II	Survey of literature and preparing methodology (Invention on programme planning, nutrition, child care, awareness module etc)	11	
III	Representation of data and analysis of primary and secondary data	12	
VI	Preparation of report	10	
<b>Suggested Reading:</b>			
<ul style="list-style-type: none"> <li>• Bandarkar, P.L. and Wilkinson T.S. (2000) : Methodology and Techniques of Social Research, Himalaya Publishing House, Mumbai.</li> <li>• Batnagar, G.L. (1990) : Research Methods and Measurements in Behavioural and Social Sciences, Agri. Cole Publishing Academy, New Delhi.</li> <li>• Cooper, H. M (1990). Integrating research: A Guide for Literature reviews (2nd Ed). California: Sage.</li> <li>• Dooley, D. (1995) : Strategies for Interpreting Qualitative Data: Sage Publications, California.</li> <li>• Gay, L.R. (1981, 2nd Ed) : Educational Research, Columbus, Ohio.</li> <li>• Kothari C.R. (2000). Research Methodology, Wiley Eastern Limited, New Delhi.</li> <li>• Long, J.S. (Ed) (1988) : Common Problems Proper Solutions: Avoiding Errors in Quantitative Research, Beverly Hills, Sage Publications, California.</li> <li>• Mukherjee, R. (1989) : The Quality of Life: Valuation in Social Research, Sage Publications, New Delhi.</li> <li>• Srivastava, D.N. Anusandhan Pravidhiyan, Sahithya Publication</li> <li>• Shaikh Nasreen Rehman (2017), Purva Balyaawastha evam Shikha. Madhya Pradesh Hindi Granth Academy</li> </ul>			
<b>Suggested Link:</b>			
<ul style="list-style-type: none"> <li>• <a href="http://www.ignouhelp.in/ignou-dece-study-material/">http://www.ignouhelp.in/ignou-dece-study-material/</a></li> <li>• <a href="http://www.ignouhelp.in/ignou-dnhe-study-material/">http://www.ignouhelp.in/ignou-dnhe-study-material/</a></li> <li>• <a href="http://www.ignouhelp.in/ignou-anc-01-study-material/">http://www.ignouhelp.in/ignou-anc-01-study-material/</a></li> <li>• <a href="https://onlinecourses.swayam2.ac.in/nce20_sc01/preview">https://onlinecourses.swayam2.ac.in/nce20_sc01/preview</a></li> <li>• <a href="https://onlinecourses.swayam2.ac.in/cec19_ag02/preview">https://onlinecourses.swayam2.ac.in/cec19_ag02/preview</a></li> <li>• <a href="https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf">https://ncert.nic.in/dee/pdf/Combined_Pre_school_curriculumEng.pdf</a></li> <li>• <a href="https://ncert.nic.in/dee/pdf/deethemebased.pdf">https://ncert.nic.in/dee/pdf/deethemebased.pdf</a></li> <li>• <a href="https://ncert.nic.in/dee/pdf/Phase-II_report.pdf">https://ncert.nic.in/dee/pdf/Phase-II_report.pdf</a></li> <li>• <a href="https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf">https://itpd.ncert.gov.in/pluginfile.php/10224/mod_label/intro/Module14.pdf</a></li> <li>• <a href="https://wcd.nic.in/sites/default/files/national_ece_curr_framework_final_03022014%20%282%29.pdf">https://wcd.nic.in/sites/default/files/national_ece_curr_framework_final_03022014%20%282%29.pdf</a></li> <li>• <a href="https://epathshala.nic.in/index.php?ln=hi">https://epathshala.nic.in/index.php?ln=hi</a></li> </ul>			
This course can be opted as an elective by the students of following subjects: Open for all			

**Suggested Continuous Evaluation Methods:**

- Prepared intervention plan on any one of the above areas
- Collection of data related to the area.
- A letter certifying the authenticity of work done from the mentor
- Report of the implemented plan and impact/experience of intervention.

Course prerequisites: To study this course, a student must have had cleared the 4th semester