

FOUR YEAR UNDERGRADUATE PROGRAM 2024-28
FACULTY OF Home Science
COURSE CURRICULUM

PART A: Introduction			
Program: Bachelor in Home Science (Degree Course)		Semester : V	Session: 2024-25
1	Course Code	HSSC – 15T	
2	Course Title	Early Childhood Care & Education	
3	Course Type	DSC	
4	Pre-requisite (if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	<ul style="list-style-type: none"> • To learn basic Knowledge of Early Childhood care. • To assess basic Knowledge of Theoretical approaches . • To analyze basic Knowledge of current status & expansion of ECCE. • To judge basic Knowledge of Language skills. • To identify basic Knowledge of Effects of various Play. • To judge basic Knowledge of Evaluation techniques. 	
6	Credit Value	3 C	<i>1 Credit = 15 Hours - learning & Observation</i>
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

PART B: Content of the Course		
Total No. of Teaching – learning Periods (01 he per period) : 45Period (45 hours)		
Unit	Topics (Course Contents)	No. of Period
I	<p>Significance and objectives of Early Childhood care & education- Significance if early childhood years in individual’s development Meaning and need for intervention programs for better growth and development . Objectives of ECCE-Different types of programs currently offered, objectives of the programs routine and target group covered by each of the following -ECE programs Balwadi, Aanganvadi, Nursery school, Kinder garden, Montessori School, Laboratory nursery school. ECCE programs -ICDS and Mobile crutch, Day Care Centre.</p> <p>Current status and expansion and scope of ECE to ECCE- Expansion from ECE TO ECC, Current / status of ECCE programs, Objectives- staff qualifications, teacher- children ratio, Indoor and Outdoor Play space, Play facilities, Equipments, curriculum and evaluation, Admission tests and effects on children Needs for ECCE programs to provide quality acre where mothers are at work</p>	12
II	<p>Meaning of curriculum, foundation of curriculum development - Impact of play as meanings of development and learning. Teacher’s role in creating environment and promoting play. Classical theories of play- surplus energy theory, relaxation theory, pre- exercise and recapitulation theory. Programs Planning- Approaches to learning- incidental and planned learning, Principles of programs planning - from known to unknown, simple to complex, concrete to abstract, Factors influencing programs planning, Balance between individual and group activity, indoor and outdoor play, guided and free activities, quite and active plays.</p>	11
III	<p>Language -Goals of language teaching, Readiness for ready and writing, meaning of readiness, Factors to be considered for readiness- age , vision, caring, physical, emotional , social ,experimental background, finger- motor coordination, eye-hand coordination, reading from left to right and top to bottom.</p> <p>Mathematics- Importance of number and mathematics, Number as a language and history of its development, Abstract nature of number, Mathematical readiness, Decimal system, Number line position and relevance of zero, Subtraction, multiplication and division, Two and three dimensional shapes- properties, characteristics.</p>	11

IV	<p>Project Method-Introduction, Meaning and advantages of using project method, Planning Resource unit, Alternative to home work, Disadvantages of learning by role, Suitable alternatives such as observations, experimentation and reporting orally, picture etc, Something related to the concepts covered in class, Evaluation-Need for evaluation, Formatting evaluation, Method of evaluation-Observations, Evaluation of daily work, tools for evaluation, Reporting to parents.</p>	11
<p>Keywords: - Early Childhood, ECCE, curriculum, foundation of curriculum development, Program Planning, Language, Learning, Evaluation.</p>		

PART C:

Learning Resources : Text Books. Reference Books, Other Resources

Text books Recommended –

1. प्रारम्भिक बाल्यावस्था, देखभाल एवं शिक्षा, डा. सविता सक्सेना, 4th edition, Shri vinod mandir Publication.
2. Early childhood care and education, M Sen Gupta, Eastern economy edition, PHI publication.
3. Early childhood care and education, J.C. Aggarwal, S. Gupta, 2nd edition, Shipra Publication.
4. Child care and education, Tina Bruce and Carolyn Meggitt, 2nd edition, Hodder Publication.
5. Early childhood care and education, Dr. Amaresh Chandra sahu, 3rd edition, Data book world publication.
6. Play and practice in the early years: Foundation stage. Canning, N. 2010th edition, Sage Publication.
7. Early detection of disabilities and persons with disabilities in the community, Chopra, G. 2012th edition, Engage Publications.

Online Resources :

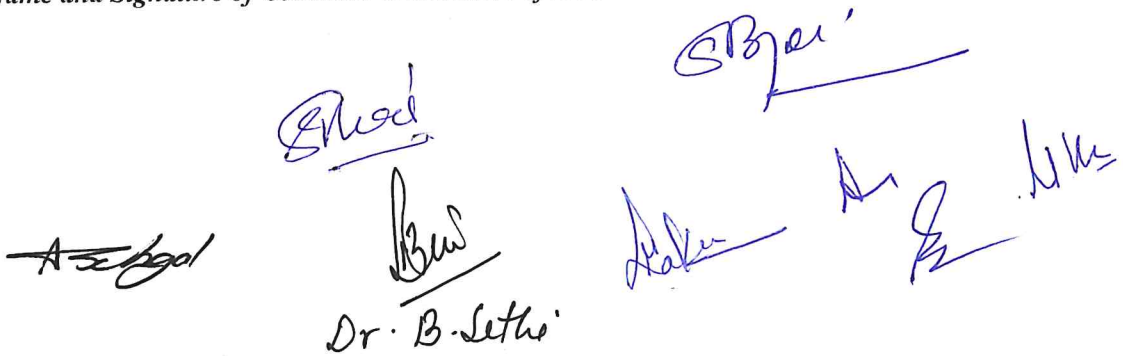
- भाषा एवं वाणी किसे कहते हैं : <https://youtu.be/2vcqU2FOU90>
- भाषा विज्ञान के सिद्धान्त : <https://youtu.be/4ug6UUqWcQM>
- भाषा विकास में वाणी विकार क्या होते हैं : <https://youtu.be/IV35upbHPPY>
- Eric-eriction theory-!!psycho-social development!!child development : <https://youtu.be/NEL6wNmSqFQ>
- विकास की अवस्थाएं एवं विशेषताएँ : <https://youtu.be/0ptjSLG3aCk>
- खेल एवं विकास : <https://youtu.be/dXMRB97r57E>
- बाल विकास में खेल और काम में अन्तर : <https://youtu.be/FANhL3AdksE>
- संवेगात्मक विकास : <https://youtu.be/EFxIkCpedlg>
- विभिन्न अवस्थाओं में क्रियात्मक विकास : <https://youtu.be/v9Zra08uS9Q>
- Stages of development infancy babyhood ,earl childhood late childhood adolescence adulthood old age : <https://youtu.be/2fgDs8SgpY8>
- जीन पियाजे के सिद्धान्त : <https://youtu.be/gnlkUzdWV0Y>
- POCSO,PCPNDT CARA GAWA!!FOR WOMEN AND CHILDREN : <https://youtu.be/aL6tEqkbD64>
- Psycho sexual theory by Freud (child development) : <https://youtu.be/Y7jyaURVJuM>
- बाल्यावस्था में होने वाले क्रियात्मक विकास : <https://youtu.be/1Fy-FJY4WhY>
- Child Development -Reflex Action-Moro, rooting, palmer, grasp reflex in Infancy Stage : <https://youtu.be/BU2UO5Si1o>
- गर्भावस्था की अवस्थाएं : <https://youtu.be/Idui61y1M5A>
- कोलबर्ग की थ्योरी : <https://youtu.be/9AAV21IfTOY>

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- Piagets Cognitive development theory : <https://youtu.be/QRXOneFB0Qo>
- Piaget's Cognitive development theory : <https://youtu.be/L9weWOrZzK4>
- psychosexual theory : <https://youtu.be/GSMNWd45VA>
- फ्रायड की मनोविक्षेपणात्मक सिद्धान्त : <https://youtu.be/ZgKrYH3HF34>

PART D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:	100 marks	
Continuous Comprehensive Evaluation(CCE):	30 Marks	
Semester End Exam (SEE):	70 Marks	
Internal Assessment: Continuous Internal Assessment (CIA)	Internal Test / Quiz(2) –20+20 Assignment/Seminar – 10 Total Marks–30	Better marks out of the two tests/ Quiz + Obtained marks in assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1. Objective – 10 x1= 10 Mark; Q2. Short answer type- 5x4 =20 Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of BOS



 A. Singh, Shod, Dr. B. Sethi, Akar, S. J. K.

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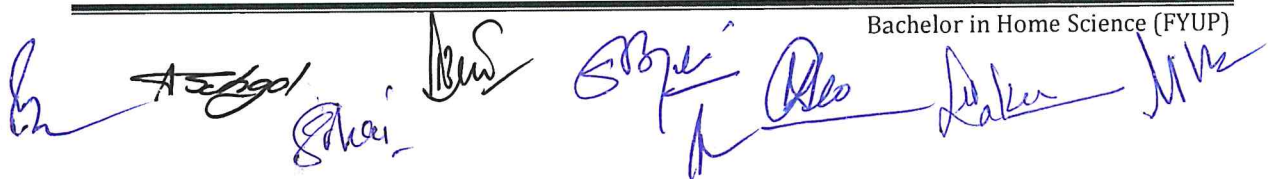
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3	Course Type	DSC	
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6	Credit Value	1 C	<i>1 Credit = 30 Hrs Laboratory/ Field learning/ Training</i>
7	Total Marks	Max. Marks: 50	Min Passing Marks : 20

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[Signatures] Bachelor in Home Science (FYUP)

PART B: Content of the Course		No. of Periods
Total No. of Teaching – learning / Performance Periods : 30 periods (30 hours)		
Module	Topics (Course Contents)	30
Lab/ Field Training/ Experiment contents of the course	1. Plan three activities for children: list objectives, analyst tasks to achieve goals, select and organize instructional and .learning materials, teacher’s role, Preparation of evaluation sheets i.e. chick list, rating scale. 2. Prewriting activities. (a) Mathematics (b) Readiness (c) Materials for classifying, comparing, serrations, patterning, counting shapes, Fractions, list vocabulary related to mathematical concepts. (d) Material for addition, subtraction, multiplication and divisions. , (e) Graphs. (f) Experiences for understanding time distance weight, capacity and Money. 3. Plan science experiences. 4. Project -Plan a study based on lessons of first and second standard, plan Activities which children can do at home.	
Key Words	Object , analyze, Preparation of evaluation sheets, Prewriting activities.	


PART C:
Learning Resources : Text Books. Reference Books, Other Resources
Text Books Recomendded :
1. प्रारम्भिकबाल्यावस्था,देखभालएवंशिक्षा,डा. सवितासक्सेना, 4 th edition, Shri vinod mandir Publication 2. Early childhood care and education, M Sen Gupta, Eastern economy edition, PHI publication. 3. Early childhood care and education, J.C. Aggarwal, S. Gupta, 2 nd edition, Shipra Publication. 4. Child care and education, Tina Bruce and Carolyn Meggitt, 2 nd edition, Hodder Publication. 5. Early childhood care and education, Dr. Amaresh Chandra sahu, 3 rd edition, Data book world publication 6. Play and practice in the early years: Foundation stage. Canning, N. 2010 th edition, Sage Publication.. 7. Early detection of disabilities and persons with disabilities in the community, Chopra, G.2012th edition, Engage Publications
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- <https://youtu.be/0ptjSLG3aCk>
- खेल एवं विकास
<https://youtu.be/dXM RB97r57E>
- बाल विकास में खेल और काम में अन्तर
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- psychosexual theory
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- फ्रायड की मनो विश्लेषणात्मक सिद्धान्त
<https://youtu.be/ZgKrYH3HF34>

PART D : Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks:		50 Marks
Continuous Internal Assessment (CIA):		15 Marks
End Semester Exam(ESE):		35 Marks
Internal Assessment:	Internal Test / Quiz (2) - 10 & 10	Better marks out of the two tests/ Quiz + Obtained marks in Assignment shall be considered against 15 Marks
Continuous Internal Assessment (CIA)	Assignment/Seminar+ Attendance - 05	
	Total Marks - 15	
End Semester Exam(ESE):	Laboratory / Field Skill Performance : on spot Assessment	
	A.Performed the task based on Lab work -	20 marks
	B.Spotting based on tools & Technology (written) -	10 marks
	C.Viva –voce (based on principle/ Technology) -	05 Marks

Signature of Convener and Members (CBoS):



 Convener: *A. Sehgal*
 Members: *Dr. B. Sethi*, *[Signature]*, *[Signature]*, *[Signature]*