

**FOUR YEAR UNDERGRADUATE PROGRAM (2024–28)
FACULTY OF Home Science
COURSE CURRICULUM**

PART-A: Introduction			
Program: Bachelor in Home Science (Honors)		Semester-VII	Session:2024-2025
1	Course Code	HSSE-06T	
2	Course Title	EARLY CHILD HOOD CARE AND EDUCATION	
3	Course Type	DSE (Discipline Specific Elective)	
4	Pre-requisite(if, any)	As per Program	
5	Course Learning Outcomes (CLO)	At the end of this course, the students will be enable to: <ul style="list-style-type: none"> • Know the importance of early childhood years& significance of intervention programmms for early childhood development. • To plan about the various activities of ECCE. • Develop awareness of ECCE s different contexts in India. • Impart knowledge on programme planning for young children. • Describe the historical developments-global & Indian including the current programmes & policies in ECCE. 	
6	Credit Value	3 Credits	Credit=15 Hours-learning& Observation
7	TotalMarks	Max. Marks: 100	Min Passing Marks: 40

PART-B: Content of the Course		
Total No. of Teaching – learning Periods (01 Hr. per period) – 45 Periods (45 Hours)		
Unit	Topics (Course contents)	No. of Period
I	Principles of Early Childhood Care and Education <ul style="list-style-type: none"> - Importance, need and scope of ECCE. - Objectives of ECCE. - Type of preschool/programme: Play centre day care Montessori, Nursery School Kindergarten. Balwadi, anganbadi etc. -Concepts of non-formal and play way methods. 	12
I	Organization of Pre-school Centers	11

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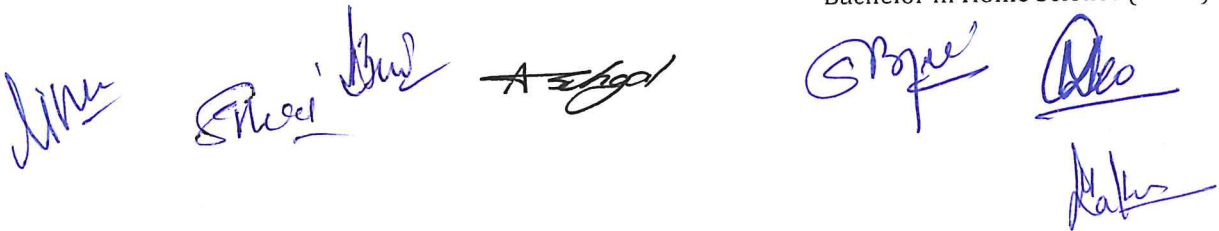
Amrita Singh

Ashgol
(Dr. Amrita Singh)

Shree

Rahul

	<ul style="list-style-type: none"> - Concept or organization and administration of early childhood centers. - Administrative set up and functions of personal working in different level. - Building and equipment location and site, arrangement of rooms, different types of outdoor and indoor equipment. maintenance and display if equipment and material. - Staff/Personal service conditions and role: Role and responsibilities essential qualities of a care giver/teacher, other personal. - Record and Report: Types aim and purpose/need, general characteristics e.g. annual, cumulative, sample work, medical etc. 	
III	<p>Programme Planning</p> <p>Planning: Concepts, Objectives and Process-Setting goals and objectives of plans-long term short term. Weekly and daily planning, routine and schedules. Factor affecting programme planning.</p> <p>Activities for ECCE</p> <ul style="list-style-type: none"> - Language Arts : Goals of language, type of listening and activities to promote listening various activities- (songs, objects talk, free conversation, books, game, riddles, jokes, stories, Criteria and selection of activities, teacher's role). 	11
IV	<p>Activities for ECCE</p> <ul style="list-style-type: none"> - Arts and Craft Activities (Creative activities of expression) : Type of Activities- chalk, crayon, paints paper work and best out of waste. Role of teacher in planning the activity, motivating children. Fostering appreciation of arts and craft activities. - Music: Songs, objectives of music education, establishing goals, setting the stage and role of the teacher. Three aspects of music. Making, listening and singing. - Mathematics: Goals of mathematical learning, development concepts at different stages; principles of teaching mathematics firsthand experience, interaction with other using language reflection. Mathematical concepts like: classification, conversation serration, comparison counting, fraction, one correspondence, addition and subtraction. - Science: a) Thinking : Observing, inferring, classifying, communicating. b) Concept formation : Differentiation grouping, labeling. Role of science, developing scientific outlook by a spirit of inquiry, objectivity, observation. Role of teacher in some important science experiences. - Social Studies: Goals of social studies, field trips, of fostering good self-concept and respect for others. Promoting social studies through celebrations of festivals. Role of teacher. 	11
Keywords	ECCE, Science, program planning, play way methods.	



PART-C: Learning Resources

1. Bhatia and Bhatia (1975) Theory and Principles of education, Doaba house delhi.
2. Brewer J.A. (1998) Introduction to early childhood Education (3rd Ed.) Boston: Allyn & Bacon.
3. Carol. E.C. and Jan Allen (1993) Early Childhood curriculum, University of Tennessee, New York : Macmillan.
4. Day Barbara (1993) Early Childhood education, New York : Macmillan.
5. Gordon & Browne (1989) Beginning and Beyond, Second edition, Delmar Pub. Inc.
6. Grewal. J.S. 1984) Early Childhood education, Agra National Psychological Corporation Pub.

Online Resources-

- https://www.gov.nl.ca/education/files/earlychildhood_everyday_i_learn_through_play.pdf
- https://centerforworkhealth.sph.harvard.edu/sites/default/files/safewell_guidelines/SafeWellPracticeGuidelines_Chapter2.pdf
- https://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000573AE/P001821/M028436/ET/1522044719Content_PrinciplesofProgramPlanning.pdf
- <https://www.periyaruniversity.ac.in/Documents/2018/PRIDE/PRIDESyllabus/pre-school%20education.pdf>
- https://www.cukashmir.ac.in/departmentsdocs_16/ECCE%20-%20CONCEPT%20AND%20METHODS%20-%20Dr.%20Mohd%20Sayid%20Bhat.pdf

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:	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 =20Marks Section B: Descriptive answer type qts., 1 out of 2 from each unit-4x10=40 Marks	

Name and Signature of Convener & Members of CBoS:

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FOUR YEAR UNDERGRADUATE PROGRAM (2024–28) FACULTY OF Home Science COURSE CURRICULUM

PART-A: Introduction		
Program: Bachelor in Home Science(Honors)		Semester-VII
Session:2024-2025		
1	Course Code	HSSE-06P
2	Course Title	EARLY CHILD HOOD CARE & EDUCATION (Practical)
3	Course Type	DSE (Discipline Specific Elective)
4	Pre-requisite(if, any)	As per program
5	Course Learning Outcomes(CLO)	<p>At the end of this course, the students will be enable to:</p> <ul style="list-style-type: none"> • Planning and executing activities in preschool centers. • Learn to create play materials songs & story books for young children. • Awareness of suitable literature for children. • Understand importance and use of play way methods. • Evaluate significance of various creative activities
6	Credit Value	1Credit <i>Credit=30 Hours Laboratory or Field learning/Training</i>
7	TotalMarks	Max. Marks: 50 Min Passing Marks: 20
PART-B: Content of the Course		
Total No. of learning- Training / performance Periods : 30Periods (30Hours)		
Module	Topics(Course contents)	No. of Period
Lab. /Field Training/ Experiment Contents of Course	<ul style="list-style-type: none"> • Visits to various centers, which cater to the preschool stage e.g.: Day care Centre, Balwadi, Anganwadi, Mobile Crèches etc. • Preparing a resources unit file on the basis of the play way method/approach. • Preparing teaching material kit and Presentation in mock set up :- • Story and their techniques, story book • Types of puppets and mobiles • Art and craft Portfolio • Song booklet and low cost musical instruments • Readiness games and material • Picture talk and object talk related material etc. • Preparing a programme of activities for children with special abilities. • Planning and executing activities in ECCE centers. • Use of brainstorming techniques for problem solving • Use of Palme’s 5 stage method of creative problem solving. • In 6-10 seasons, develop a plot of a story with active participation of 	30

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	children and dramatize it with them as role-players. <ul style="list-style-type: none"> • Use of consensual assessment technique to rate the creative work of children and adults (Stories, poems an artwork.) 	
Keywords	Art and craft, Story book, Balwadi Anganwadi.	

PART-C: Learning Resources

Textbooks, Reference Books and Others

- Rice, F.P. (1995). Human Development. New Jersey :Prentic Hall. Berk, L.E. (1995). Child Development. London : Allyn & Bacon.
- Cole, M. & ole, S. (1993). The Development of children. (2nd Ed.) New York : Scientific American Books Freeman & Co.
- Dutt, S. (1998) Moral Values in child Development. New Delhi Anmol.
- Bhatia and Bhatia (1975) Theory and Principles of education, Doaba house delhi.
- Brewer J.A. (1998) Introduction to early childhood Education (3rd Ed.) Boston: Allyn & Bacon.
- Carol. E.C. and jan Allen (1993) Early Childhood curriculam, University of Tennessee, New York : Macmillan.
- Day Barbara (1993) Early Childhood education, New York : Macmillan.
- Gordon & Browne (1989) Beginning and Beyong, Second edition, Delmar Pub. Inc.
- Grewal. J.S. 91984) Early Childhood education, Agra National Psychological Corporation Pub.

Online Resources-

- <https://ebooks.inflibnet.ac.in/hsp10/chapter/types-of-pr-eschools/>
- <https://ebooks.inflibnet.ac.in/hsp10/chapter/the-child-in-ecce-classroom-integrated-learning-thematic-learning-play-way-method-of-learning/>
- <http://cattheni.edu.in/wp-content/uploads/2018/09/Extension-Programme-Planning.pdf>
- <http://ecoursesonline.iasri.res.in/mod/page/view.php?id=2491>
- https://www.cukashmir.ac.in/departmentsdocs_16/ECCE%20-%20CONCEPT%20AND%20METHODS%20-%20Dr.%20Mohd%20Sayid%20Bhat.pdf

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

Continuous Internal Assessment (CIA): (By Course Teacher)	Internal Test / Quiz-(2): 10 & 10 Assignment/Seminar +Attendance - 05 Total Marks - 15	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 15 Marks
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	Managed by Course teacher as per lab. status

	C. Viva-voce (based on principle/technology) - 05 Marks	
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Name and Signature of Convener & Members of CBoS:

A. Sehgal
(Dr. Amrita Sehgal)

Dr. B. Selthi

Dr. B. Selthi
(Dr. B. Selthi)

Dr. B. Selthi Dr. B. Selthi Dr. B. Selthi Dr. B. Selthi