

FOUR YEAR UNDERGRADUATE PROGRAM (2024 – 28)
Department of Home Science
Course Curriculum

Part A: Introduction			
Program: Bachelor in Arts (Honors)		Semester: VIII	Session: 2024-2025
1	Course Code	HSSE- 11T	
2	Course Title	SKILLS FOR WORKING WITH CHILDREN	
3	Course Type	DSE	
4	Pre-requisite(if any)	<i>As per Program</i>	
5	Course Learning Outcomes (CLO)	At the end of this course, the students will be enable to- <ul style="list-style-type: none"> • Apply theories and concepts of child development in working with children. • Plan developmentally and culturally appropriate programs for children. • Demonstrate skills to effectively work with children. • Implement effective methods and techniques to communicate with and guide children. • Use locally available indigenous materials for developing teaching aids. 	
6	Credit Value	3 C	1 Credit = 15 Hours - learning & Observation
7	Total Marks	Max. Marks: 100	Min Passing Marks : 40

Part B: Content of the Course		
No.of Teaching-learning Periods (1 hour per period : 45 Period (45 hours))		
Unit	Topics (Course Contents)	No. of Periods
1	Conceptual Understanding of Child Development and Developmentally Appropriate Practices <ul style="list-style-type: none"> • Definitions, meaning, and principles of development • Objective and the importance of child development. • Child rearing practices according to rural/ urban and according to local culture. Characteristics of infancy and childhood period.	12
2	Creating Stimulating Environment for Holistic Development and Learning <ul style="list-style-type: none"> • Need and importance of early childhood education. • Principles of Kinder Garden method of Frobel. • Principles of sensory training of Maria Montessori. Principles of nursery education of Mc-Millon	11

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3	Skills for Working with Children and Young People <ul style="list-style-type: none"> • Language development activity: Communication Skills, Stories, Songs and it's importance. • Physical and recreational activities: indoor and outdoor playing activities, Gams and equipments. • Creativity: Activates: Clay Modeling, Paper Work, Chalk, Painting, Crayon. • Mathematical Activates: Puzzles, Counting through play Gams. • Curriculum planning: daily and weekly planning of Aanganwadi, Balwadi, Nursery School. • Role of Teacher towards various acutities. 	11
4	Building Theoretical Foundations for Guiding Children's Behavior and Development <ul style="list-style-type: none"> • Principle of learning and habit formation • Problem behavior children and guidance to parents. • Personal Skills for dealing the children. • Professional Skills. • Keeping various records. 	11
Keywords: Child development, Child Education, Kinder Garden, Aanganwadi, Balwadi, Nursery School, learning.		

Part C: Learning Resources	
Text Books. Reference Books, Other Resources	
Text Book Recommended	
<ol style="list-style-type: none"> 1. Aggarwal, J. C. (2007). Early childhood care and education: principles and practices. New Delhi: Shipra. 2. Berk, L.E. (2017). Child development (9th ed.). New York: Pearson 3. Gupta, S. (2009). Early childhood care and education. PHI learning Pvt. Ltd., New Delhi 4. Keenan, T., Evans, S., & Crowley, K. (2016). An introduction to child development. Sage. 5. Kennedy, L., & Tipps, s. (2000). Guiding children's learning of mathematics (9th ed.). USA: Wadsworth. 6. Lightfoot, C., Cole, M., & Cole. S. (2012). The development of children (7th 	
Other Resources-	

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Part D: Assessment and Evaluation		
Suggested Continuous Evaluation Methods:		
Maximum Marks: 100 Marks		
Continuous Internal Assessment (CIA): 30 Marks		
End Semester Exam (ESE): 70 Marks		
Continuous Internal Assessment(CIA): (By Course Teacher)	Internal Test / Quiz-(2): 20 +20 Assignment / Seminar - 10 Total Marks - 30	Better marks out of the two Test / Quiz + obtained marks in Assignment shall be considered against 30 Marks
End Semester Exam (ESE):	Two section – A & B Section A: Q1 Objective-10x1=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 CBoS:



FOUR YEAR UNDERGRADUATE PROGRAM (2024 – 28)
Department of Home Science
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PART- A: Introduction		
Program: Bachelor in Arts (Honors)		Semester -VIII
Session: 2024-2025		
1	Course Code	HSSE- 11P
2	Course Title	SKILLS FOR WORKING WITH CHILDREN (PRACTICAL)
3	Course Type	DSE
4	Pre-requisite (if, any)	As per requirement
5	Course Learning Outcomes (CLO)	At the end of this course, the students will be enable to- <ul style="list-style-type: none"> • Apply theories and concepts of child development in working with children. • Plan developmentally and culturally appropriate programs for children. • Demonstrate skills to effectively work with children. • Implement effective methods and techniques to communicate with and guide children. • Use locally available indigenous materials for developing teaching aids.
6	Credit Value	1 Credits 1 Credit =30 Hours Laboratory or Field learning/Training
7	Total Marks	Max. Marks: 50 Min Passing Marks: 20

PART -B: Content of the Course

Total No. of learning-Training/performance Periods: 30 Periods (30 Hours)		
Module	Topics (Course contents)	No. of Period
Lab./Field Training/ Experiment Contents of Course	1. Conducting Workshops by which the children can learn the creative ideas. 2. Observation and writing the report of any one Pre-School Institution/Centre (Type on activities they have conducted and it's importance). 3. Develop weekly curricular activities plan for all-round development of the children. 4. To know about the child: interview with the parents. 5. Prepare any one teaching material related to art, creativity, music, Story or any Model and it's Mock presentation.	30
Keywords	Child development, Child Education, Kinder Garden, Aanganwadi, Balwadi, Nursery School, learning.	

PART-C: Learning Resources

Text Books, Reference Books and Others
Text Books Recommended –

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1. Aggarwal, J. C. (2007). Early childhood care and education: principles and practices. New Delhi
2. Berk, L.E. (2017). Child development (9th ed.). New York: Pearson
3. Gupta, S. (2009). Early childhood care and education. PHI learning Pvt. Ltd., New Delhi
4. Keenan, T., Evans, S., & Crowley, K. (2016). An introduction to child development. Sage.
5. Kennedy, L., & Tipps, s. (2000). Guiding children's learning of mathematics (9th ed.). USA: Wadsworth.
6. Lightfoot, C., Cole, M., & Cole. S. (2012). The development of children ‘

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 C. Viva-voce (based on principle/technology) - 05 Marks	Managed by Course teacher as per lab. status

Name and Signature of Convener & Members of CBoS:

Convener: *A. Singh*
 Members: *Dr. Amita Singh*, *Dr. Singh*, *Dr. Singh*, *Dr. Singh*, *Dr. Singh*, *Dr. Singh*, *Dr. Singh*, *Dr. Singh*