2. HOD reported that RACs were formed in the staff Council as authorized by BOS. As Prof. Jyoti Kakkar took VRS and left the Department, the DRC dated July 19 & 20, 2018 replaced her with other members in the RACs.

With the above points, the minutes of the last BOS dated December 6, 2017 were confirmed.

3. The new syllabus of Advanced Diploma in Public Health (ADPH) was approved.
4. The minor changes in the syllabus of M A (Social Work) and M A (HRM) were approved.
5. The revised Field Work Manual for M A (HRM) and M A (Social Work) were approved.
6. The annual duties and teaching workload 2018-19 were approved.
7. Matters related to PhD:
   (a) Six monthly Progress reports of PhD Students were approved.
   (b) HOD discussed about the reallocation of PhD scholars under the supervision of Prof. Jyoti Kakkar who took VRS. The new supervisors were allocated to the scholars as per the PhD Ordinance IX dated 21.10.2013. The details are:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the Student</th>
<th>Name of the new supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Srishti Puri</td>
<td>Prof. Ushvinder Kaur Popli</td>
</tr>
<tr>
<td>2.</td>
<td>Prashant Srivastava</td>
<td>Dr. Vani Narula</td>
</tr>
<tr>
<td>3.</td>
<td>Sushil Kumar</td>
<td>Prof. Neelam Sukhramani</td>
</tr>
<tr>
<td>4.</td>
<td>Sumbul Abid</td>
<td>Prof. Archana Dassi</td>
</tr>
</tbody>
</table>

Regarding the reallocation of PhD scholars of teacher who retires or leaves the Department in future, it was decided that the process should take place well in time and in consultative manner.

(c) The extension in the duration of the following PhD scholars was approved:

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Name of the Student</th>
<th>Name of the Supervisor</th>
<th>Period of Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Srishti Puri</td>
<td>Prof. Ushvinder Kaur Popli</td>
<td>One Year</td>
</tr>
<tr>
<td>2.</td>
<td>Md. Ali Azam</td>
<td>Dr. Habeebul Rahiman V M</td>
<td>One Year</td>
</tr>
<tr>
<td>3.</td>
<td>Rabab Imam</td>
<td>Prof. Archana Dassi</td>
<td>One Year</td>
</tr>
<tr>
<td>4.</td>
<td>Gurneet Kaur Kalra</td>
<td>Dr. Rashmi Jain</td>
<td>One Year</td>
</tr>
<tr>
<td>5.</td>
<td>Rakesh S</td>
<td>Prof. Zubair Meenai</td>
<td>One Year</td>
</tr>
</tbody>
</table>

Department of Social Work
Jamia Millia Islamia
New Delhi-110025
DEPARTMENT OF SOCIAL WORK
JAMIA MILLIA ISLAMIA

Minutes, Board of Studies, May 10, 2016

A meeting of the Board of Studies was held on May 10, 2016 in the Seminar room of the Department. The following members were present:

1. Prof. N. U. Khan (Chairperson)
2. Prof. C P Singh (External Member)
3. Prof. Mohd. Muslim Khan (Internal Member, JMI)
4. Prof. Haseena Hashia (Internal Member, JMI)
5. Prof. S M Sajid
6. Prof. Zubair Meenai
7. Prof. Ushvinder Kaur Popli
8. Prof. Jyoti Kakkar
9. Prof. Archana Dassi
10. Dr. Neelam Sukhraman
11. Dr. Vani Narula
12. Dr. Intezar Khan
13. Dr. Sigamani P
14. Dr. Ashvini Singh
15. Ms. L H M Gangte
16. Dr. Virendra Shahare
17. Dr. Habeebul Rahiman V M
18. Mr. Sanjay Ingle
19. Dr. Rashmi Jain
20. Dr. Asia Nasreen
21. Ms. Noshin Nizam
22. Dr. Rubina Nusrat

Decisions Taken:
1. The minutes of the meeting of Board of Studies dated September 3-4, 2015 were confirmed.

2. It was reported that show cause notice was issued to Ms. Aaliya Amin, PhD student under the supervision of Prof. Zubair Meenal. She replied to the show cause notice but her supervisor was not satisfied with her reply. Moreover her time period of PhD expired in March 2016. Therefore, Board decided to cancel her admission.

3. Discussion was held on the syllabus review for M.A. (Social Work) and M.A. (HRM). The review for M.A. (HRM) syllabus was deferred as it was suggested to take advice from the
The Annual Duties and Teaching workload for the session 2016-17 were approved.

The term of present external members Prof. C. P. Singh and Mr. S. Y. Siddiqui is going to end in September 2016. After discussion, Prof. C. P. Singh has been reappointed and Prof. Aruna Khasgiwala has been appointed in place of Mr. S. Y. Siddiqui as the external members of BOS for a period of three years.

The revised titles of PhD students enrolled in September 2015 were approved. (List attached) (Annexure 2)

In other matters related to PhD, the following matters were discussed:

(a) Progress reports of 50 PhD students were approved by the BOS. (List enclosed)

(b) The Board approved the extension in duration of the following PhD students:

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Name of the Student</th>
<th>Name of the Supervisor</th>
<th>Period of Extension</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Pushpa Dhundiyal</td>
<td>Dr. Neelam Sukhramani</td>
<td>One Year</td>
</tr>
<tr>
<td>2.</td>
<td>Supongsenla Jamir</td>
<td>Prof. N.U. Khan</td>
<td>One Year</td>
</tr>
<tr>
<td>3.</td>
<td>Alka Singh</td>
<td>Dr. Ashvini Singh</td>
<td>Six Months</td>
</tr>
<tr>
<td>4.</td>
<td>Asma Jan</td>
<td>Dr. Intezar Khan</td>
<td>One Year</td>
</tr>
<tr>
<td>5.</td>
<td>Sunil Kumar</td>
<td>Dr. R. R. Patil</td>
<td>One Year</td>
</tr>
<tr>
<td>6.</td>
<td>Shivani Singh</td>
<td>Dr. R. R. Patil</td>
<td>One Year</td>
</tr>
<tr>
<td>7.</td>
<td>Aneesh T V</td>
<td>Dr. R. R. Patil</td>
<td>One Year</td>
</tr>
<tr>
<td>8.</td>
<td>Megha C M</td>
<td>Dr. Sigamani P</td>
<td>One Year</td>
</tr>
<tr>
<td>9.</td>
<td>Sufia Azmat</td>
<td>Prof. Jyoti Kakkar</td>
<td>One Year</td>
</tr>
<tr>
<td>10.</td>
<td>Ameesha Oberoi</td>
<td>Dr. Habeebul Rahman</td>
<td>One Year</td>
</tr>
<tr>
<td>11.</td>
<td>Seema Naaz</td>
<td>Dr. Neelam Sukhramani</td>
<td>Six Months</td>
</tr>
<tr>
<td>12.</td>
<td>Shumaila Nazir</td>
<td>Prof. Zubair Meenai</td>
<td>Six Months</td>
</tr>
</tbody>
</table>
6. The matters related to PhD were discussed:
   (a) The request of Prashant Srivastava, PhD student under the supervision of Dr. Jyoti Kakkar for the Co-Supervisor was rejected as the supervisor was of the opinion that there is no need of a co-supervisor for the said study.

   (b) Md. Ali Azam, PhD student under the supervision of Dr. Habbebul Rahman requested for the Co-Supervisor and his request was accepted. Dr. Atiqr Rahman, Associate Professor in the Department of Geography was approved as the Co-Supervisor.

7. A departmental research committee was endorsed by the board which was formed to review the new research proposals by the teachers before the final submission of proposals. The committee would consist of a Professor, Associate Professor and Assistant Professor and it would work for two years on the principle of rotation. Therefore, the committee was formed with Prof. S. M. Sajid, Dr. Jyoti Kakkar and Dr. Intezar Khan as the members for a period of two years.

8. A syllabus review committee was formed to review the syllabus for choice based credit system which would be introduced from the academic session 2015-2016. The committee would consist of Dr. Archana Dass as the chairperson and Dr. Vani Narula, Dr. Rashmi Jain as the members.

9. Dr. Vani Narula reported about her PhD student Fabiha Khalid. She did not report the supervisor after the expiry of her maternity leave. Her formal application for the maternity leave was also not received. Moreover, her time period for Ph D expired on March 31, 2015 and she did not give any application for the extension of the period.

10. HOD asked the PhD supervisors that they should keep a watch on their students about the submission of fee and progress report. Therefore, it was decided that supervisors should maintain the files of their PhD students with all the relevant papers.

11. HOD informed about the training for police functionaries which is going to be organized by the department from May 5-14, 2015. Dr. Neelam Sukhramani and Dr. Rashmi Jain would be the incharge of the above training.

The meeting concluded with a vote of thanks to the chair.
## SYLLABUS OVERVIEW

<table>
<thead>
<tr>
<th>Sem</th>
<th>Paper</th>
<th>Course Title</th>
<th>Course</th>
<th>Nature</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>ECD-101</td>
<td>The Child: Physical, Motor and Perceptual Development</td>
<td>Core Course</td>
<td>Theory</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ECD-102</td>
<td>The Child: Development of Cognition, Intelligence and Creativity *</td>
<td>Core Course</td>
<td>Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ECD-103</td>
<td>The Child: Development of Relationships, Self and Emotions</td>
<td>Core Course</td>
<td>Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ECD-104</td>
<td>The Child: Language Development</td>
<td>Core Course</td>
<td>Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ECD-105</td>
<td>ECD Practice I</td>
<td>Skill Enhancement course</td>
<td>Practical</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>EL-01</td>
<td>Elective #</td>
<td>Choice Based Course</td>
<td>Theory</td>
<td>4</td>
</tr>
<tr>
<td>II</td>
<td>ECD-201</td>
<td>Child in the Socio-Political-Cultural Context*</td>
<td>Core Course</td>
<td>Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ECD-202</td>
<td>Health, Nutrition and Care during Early Childhood</td>
<td>Core Course</td>
<td>Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ECD-203</td>
<td>Curriculum and Pedagogy during Early Childhood Years – Part I</td>
<td>Core Course</td>
<td>Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ECD-204</td>
<td>Researching with Children</td>
<td>Core Course</td>
<td>Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ECD-205</td>
<td>ECD Practice II</td>
<td>Ability Enhancement course</td>
<td>Practical</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>EL-02</td>
<td>Elective #</td>
<td>Choice Based Course</td>
<td>Theory</td>
<td>4</td>
</tr>
<tr>
<td>III</td>
<td>ECD-301</td>
<td>Curriculum and Pedagogy during Early Childhood Years – Part II</td>
<td>Core Course</td>
<td>Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ECD-302</td>
<td>ECD Policy and Programmes*</td>
<td>Core Course</td>
<td>Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ECD-303</td>
<td>Communication, Guidance and Counselling</td>
<td>Core Course</td>
<td>Theory</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>ECD-304</td>
<td>ECD Practice III</td>
<td>Skill Enhancement course</td>
<td>Practical</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EL-03</td>
<td>Elective #</td>
<td>Choice Based Course</td>
<td>Theory</td>
<td>4</td>
</tr>
<tr>
<td>IV</td>
<td>ECD-401</td>
<td>Inclusive Practices*</td>
<td>Core Course</td>
<td>Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ECD-402</td>
<td>Programme Planning and Organizational Management</td>
<td>Core Course</td>
<td>Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ECD-403</td>
<td>Dissertation</td>
<td>Core Course</td>
<td>Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>ECD-404</td>
<td>ECD Practice IV</td>
<td>Ability Enhancement course</td>
<td>Practical</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EL-04</td>
<td>Elective #</td>
<td>Choice Based Course</td>
<td>Theory</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>80</strong></td>
</tr>
</tbody>
</table>

* Elective papers offered by the centre to students outside the CECDR
#Elective papers offered by other departments
Name of the Course: The Child: Physical, Motor and Perceptual Development

Semester: I

Credits: 2

Objectives of the Course: At the end of this course, the student will be able to:

i. State the basic principles, concepts, stages and issues in child development, the significance and scope of the discipline of child development and its interdisciplinary nature

ii. Explicate the implications of environmental and biological influences on development

iii. Describe physical, motor and perceptual development during infancy, preschool and middle childhood years

Unit I: Basic Concepts, Prenatal Development and the newborn

a. Introduction to periods/stages of development, developmental domains, meaning of growth and development, basic issues in development, principles of growth and development, influences on development – heredity/biological/maturation, environment and their interaction, canalization, reaction range, genetic environment correlation

b. Prenatal Development- Conception and fertilization, stages in and influences on prenatal development, birth process, ensuring birth of healthy baby, assessing the newborn’s physical condition: The APGAR Score

c. The Newborn - Adjustments related to birth, reflexes and states, perceptual and motor abilities, newborn’s routine, care

Unit II: Physical, Motor and Perceptual Development during Infancy, Preschool and Middle Childhood Years

a. Physical growth - Changes in body shape, size and proportion, individual and sex differences, structure of the brain and its development, lateralization and brain elasticity, development of internal organs, skeletal growth, muscles, bones, teeth, factors affecting physical development

b. Motor and perceptual development – Development of gross and fine motor abilities; development of perceptual abilities - touch, vision, hearing, smell and taste

c. Other physiological changes, gender differences, body image

Structure of Internal Assessment: Test / Assignment / Presentation/ Field Visit etc (12marks)
Recommended Readings:

Name of the course: The Child: Development of Cognition, Intelligence and Creativity

Semester: I

Credits: 4

Objectives of the course: At the end of this course, the student will be able to:

i. Critically evaluate theoretical frameworks describing development of cognition, learning, intelligence, creativity

ii. Describe the educational implications of these various theoretical frameworks that form the basis of early learning experiences

iii. Understand the socio-cultural influences on cognition, learning, creativity and intelligence

Unit I: Theories of Cognition and Learning and Cultural Influences - I

- Meaning of learning and cognition
- Behaviourism and social learning theories
- Piaget’s Approach to Intellectual Development
- Information processing approaches to learning and cognition

Unit II: Theories of Cognition and Learning and Cultural Influences - II

- Vygotsky’s Socio-Cultural Theory of Cognitive Development and Neo Vygotskian approaches
- Bruner’s and Ausubel’s perspectives on learning and cognition
- Educational implications of various theories; comparative analysis of theories on basic issues in child development; cultural influences on cognition

Unit III: Intelligence and Creativity

- Meaning and concept of intelligence, theories of Intelligence (Spearman G factor theory, Thurstone’s Primary Mental abilities, Guilford’s model of Intelligence, Cattell’s Fluid and Crystallised Intelligence, Gardner’s theory of Multiple intelligence, Sternberg’s Triarchic theory of Intelligence)
- Measurement of intelligence, early intervention and intellectual development, factors influencing IQ
- Creativity: Meaning and components of creativity, fostering creativity in early years.
- Culture and Intelligence; Culture and creativity

Structure of Internal Assessment: Psychological assessment and familiarisation with Intelligence tests will be part of internal assessment

Test / Assignment / Presentation/ Field Visit etc (25 marks)

Recommended Readings:

• Sternberg, R.J. (2000) Handbook of Intelligence, USA: Cambridge University Press
Name of the course: The Child: Development of Relationships, Self and Emotions

Semester: I

Credits: 4

Objectives of the course: At the end of this course, the student will be able to:

i. Describe varied conceptions of children and childhood
ii. Understand development of children up to eight years of age in social and emotional domains with reference to individual differences and cross cultural perspectives with an emphasis on reciprocity that fosters socialisation and identity development
iii. Critically evaluate theoretical frameworks describing development of personality and human behaviour
iv. Have the exposure of using various techniques of child study

Unit I: Historical foundations of childhood and contexts for Development in Early years

a. Historical conceptualization of children and childhood: Western and Indian Thoughts; Cultural variations
b. Bronfenbrenner’s Ecological systems theory, Contexts for development: Micro-contexts (Family, peer group, school, neighbourhood) and Macro contexts (Legal and political systems, culture, religion, media, values and beliefs)
c. Child rearing practices and Parenting styles, Cultural variations

Unit II: Development of Relationships, Emotions and Self

a. Development of attachment, Bowlby’s ethological theory, factors influencing security of attachment in early years.
b. Emotional development in early childhood years, temperament and behaviour, emotional and behavioural difficulties in early childhood
c. Development of self and social understanding in early childhood years, Gender development in early years, Play as a context for social and emotional development, Types of play.

Unit III: Understanding Personality and Behaviour in the Cultural Context

a. Psycho analytic and psycho-social frameworks
b. Humanistic approaches, Behaviourism, Social Learning theories
c. Social cognition; Theory of mind; Development of morality; morality as social understanding- Piaget’s and Kohlberg’s theories

**Structure of Internal Assessment:** Test / Assignment / Presentation/ Field Visit etc (25 marks)

**Recommended Readings:**

Name of the course: The Child: Language Development

Semester: 1

Credits: 4

Objectives of the course: At the end of this course, the student will be able to:

i. Describe the nature, structure and function of language, and theories of language development

ii. Explain the stages of language acquisition and influences on language development

iii. Understand the interrelationship between language, culture and society

Unit I: Language and Communication

a. Types of communication; characteristic features of human language (Hockett), structure and functions of language, language areas in brain, critical period in language learning (CPH)

b. Theories of language development: behaviourist, nativist, and interactionist approaches

c. Influences on language development

Unit II: Language Acquisition

a. Acquisition of language: universal and specifics in language acquisition

b. Stages in language acquisition: Pre-linguistic development - phonological, semantic, grammatical, pragmatic

c. Development of meta-linguistic awareness

Unit III: Language and Society

a. Bilingualism and multilingualism - Impact on development, code switching

b. Language and dialect; language and power

c. Language, cognition and culture - interrelationships

Structure of Internal Assessment: Test / Assignment / Presentation / Field Visit etc (25 marks)
Recommended Readings:


Name of the course: ECD Practice I

Semester: 1

Credits: 2

Objectives of the course: At the end of this course, the student will be able to:

i. Study children using various methods to understand development in different domains
ii. Examine educational implications of child development theories

Practical

i. Study of children’s development across domains (physical-motor, cognitive, language and socio-emotional) using observations, performance of children on specific tasks (such as Piaget’s conservation and classification tasks)
   (The site of the practical would be Jamia Nursery school. This component would require 8 visits of around 2-3 hours each)

ii. Observation and analysis of teaching learning interactions to become familiar with educational implications of child development theories
   (The site of the practical would be Jamia Nursery school. This component requires 2 visits of 3-4 hours each)

Assessment: Total marks: 50

Assessment structure will be based on

- Regular conduct of practical and preparation of Practical File (35 marks)
- Presentation (15 marks)
Name of the Course: Child in the Socio-Political-Cultural Context

Semester: II

Credits: 4

Objectives of the Course: At the end of this course, the student will be able to:

i. Understand children’s subjective experience, meaning and context of their everyday life

ii. Situate the child in the socio-cultural context – understanding variations as consequences of family patterns, structure, ecology, practices, socio-economic status

iii. Analyze the impact of development policies on children and childhood, understand issues related to state budgeting for and investment in children

Unit 1: Profile of the Child in India

a. Demographic and social categorization of children: groupings by age, sex, ability, ecology, ethnicity, indicators of child health, nutrition and education, child sex ratio

b. Definitions, categories and issues of children in need of care and protection

c. Children and childhood in situations of natural, man-made disasters and political unrest and its impact on child’s well being.

Unit 2: Socio-Cultural Context of Childhood

a. Varied socio-cultural contexts and their impact on children’s lives, experiences and childhood; cultural construction of childhood, value placed on children and expectations

b. Role of cultural values, traditions and attitudes on parenting, ethno theories of parenting, and child rearing

c. Family patterns, structure and dynamics as influencing child rearing and children’s experiences

Unit 3: The Child in the Political Context

a. Young child in policies; programmes and child budgeting; politics of education

b. Impact of growth and economic development policies on family, children and childhood: displacement, migration, globalization, liberalization, environmental degradation

c. Investing in children: need, challenges and opportunities
Structure of Internal Assessment: Test / Assignment / Presentation / Field Visit etc (25 marks)

Recommended Readings:

Name of the Course: Health, Nutrition and Care during Early Childhood
Semester: II
Credits: 4

Objectives of the course: At the end of this course, the student will be able to:

i. Explain the dynamic interaction between child health, nutrition and development
ii. Describe the basic concepts in nutrition and plan balanced diets across age groups
iii. Implement care practices to promote health of children and women across social contexts

Unit 1: Health, Nutrition and Development

a. Meaning of health and nutrition, dimensions of health, health-sickness spectrum, determinants of health, nutritional status, mental health and well being
b. Relationship between maternal and child health, nutrition, survival and development; lifespan approach to health and nutrition
c. Standards and tools for assessing children’s health, growth and nutritional status; assessment of nutritional status-anthropomorphic measures

Unit 2: Promoting Child and Maternal Nutrition

a. Basic concepts in nutrition
b. Nutrition during infancy, early childhood, middle childhood, pregnancy and lactation, planning balanced diets
c. Nutrition related disorders in childhood; maternal and child nutrition programmes and provision of nutrition services
d. National nutrition surveys-National nutrition board, national institute of health and family welfare and DLHS

Unit 3: Promoting Child and Maternal Health

a. Common childhood illnesses; their prevention and management; Care practices and health promotion to improve young lives in urban spaces; chronic medical conditions (obesity, diabetes, cancer)
b. Healthcare during pregnancy and lactation; maternal and child health programmes and provision of health services; Nutrition advocacy-behaviour change communication; Health care system in India-health based, nutrition(food) based and education based intervention

c. Challenges in the field of Maternal and child health and nutrition; myths and practices related to care

**Structure of Internal Assessment:** Test / Assignment / Presentation/ Field Visit etc (25 marks)

**Recommended Readings:**

- ICMR. (2010). *Nutrient Requirements and Recommended Allowances for Indians*.
- King, Maurice, & Felicity. (n.d.). *Primary Child Care Book One*, England: TALC.
Name of the Course: Curriculum and Pedagogy during Early Childhood Years – Part I

Semester: II

Credits: 4

Objectives of the course: At the end of this course, the student will be able to:

i. Study the principles and theoretical paradigms underlying early childhood education (ECE)

ii. Plan and implement activities and learning experiences that would promote the development of a diverse group of children across domains during infancy and preschool years.

iii. Understand principles of curriculum planning and evaluation and to be able to design a developmentally appropriate curriculum, and evaluate children’s learning and progress.

Unit 1: Themes and Issues in ECCE

a. Significance and scope of ECCE; Need and importance of stimulation programmes for infants and toddlers (Birth-three years),

b. philosophical and theoretical perspectives in ECCE;

c. ECCE in India, ECCE Policy, Forms and components of ECCE services

d. Issues in ECCE - access, provisions, quality, teacher training, recognition and accreditation of programmes issues; addressing diversity, practicing equity and inclusion; transition from home to preschool to primary school

Unit 2: Designing and Transacting Teaching-Learning Experiences

a. Play and learning-importance of play for overall development and learning,

b. Organising space for teaching-learning transactions, aspects of teaching-learning transactions-Physical environment, daily schedule, curriculum, strategies for managing children

c. Planning experiences/activities to foster development across domains; Developing concepts related to science, math, language, self and environment

d. use of developmentally and culturally appropriate teaching learning materials and equipments, use of story-telling, art, theatre, music and dance
Unit 3: Curriculum Planning and Evaluation

a. Principles of curriculum planning (long term goals, short terms goals, monthly, weekly and daily plans
types of planning-webbed planning, theme based and project based planning
b. Approaches and Curriculum Models like Reggio-Emila, High-scope, TeWhariki, Waldorf, Bank Street
c. Assessment and Evaluation in ECCE- Assessing Children’s progress and evaluating ECCE programmes
d. Maintaining records, Communication with parents

Structure of Internal Assessment: Test / Assignment / Presentation/ Field Visit etc (25 marks)

Recommended Readings:

Name of Course: Researching with Children

Semester: II

Credits: 4

Objectives of the course: At the end of this course, the student will be able to:

i) Understand the nature, process and significance of social research with children.
ii) Design research using quantitative, qualitative and mixed methods.
iii) Develop the skills for processing and analysing research data.
iv) Understand critical considerations in research with children.

Unit-1: Basic Concepts

a) Meaning and concept of social research (Positivism and Post-Positivism), researching with children (significance, ethics)
b) Approaches to research – Qualitative, Quantitative and Mixed
c) Research Designs in quantitative, qualitative and mixed methods.
d) Steps in Research (Research Questions, Objectives, Hypothesis, Review, Methodology, Analysis, Referencing)

Unit-2: Sampling and Data Collection procedures in quantitative, qualitative and mixed methods

a) Sampling concepts; Probability and Non-probability sampling techniques
b) Tools and Techniques for data collection 1 (Survey, Interview, Observation)
c) Tools and Techniques for data collection 2 (Case study, Focus Group, Ethnography, Projective)
d) Tool construction (standardisation, reliability and validity)

Unit-3: Data Analysis in quantitative, qualitative and mixed methods

a) Descriptive and Inferential statistics (normal probability curve and its properties); measures of central tendency, measures of Variation and Correlation
b) Parametric and Non-parametric statistics
c) Techniques of qualitative data analysis (Thematic, Content, Narrative, Conversation analysis, Data Triangulation)
d) Distinct approaches to qualitative research (Grounded Theory, Action Research)

Structure of Internal Assessment: Test / Assignment / Presentation/ Field Visit etc (25 marks)

Recommended Readings:


Name of the course: ECD Practice II

Semester: II

Credits: 2

Objectives of the course: At the end of this course, the student will be able to:

1. Observe and evaluate the provision of ECD in various settings
2. Plan and carry out infant stimulation and teaching-learning activities in preschool settings

Part I  Visits to NGO, private and government ECD programmes and institutions

A minimum of one visit to each category of ECD programmes for a full day (at least 6 hours) to know about:

a. the objectives and activities of the ECD programme/centre,
b. nutrition and health provisions
c. activities for enhancing children’s learning and development

Output: Report on File

Part II  Placement in an ECCE centre

Placement in an ECCE centre for at least 15 working days, for the duration of the working hours of the ECCE centre to conduct the following:

a. observe infant stimulation and teaching-learning activities for preschool children
b. Preparing activity plans and conducting activities with children under supervision
c. Preparing appropriate teaching-learning material
d. Output: Report on File

Structure of Assessment

a) File and regular conduct: 35 marks

The students are required to submit the comprehensive report of the both Part I and Part II to the faculty in-charge.

b) Presentation: 15 marks
Name of the course: Curriculum and Pedagogy during Early Childhood Years – Part II

Semester: III

Credits: 4

Objectives of the course: At the end of this course the students will be able to:

i. Appreciate the mediating role of language across the curriculum, to engage with critical issues in first and second language learning and adopt approaches and methods to develop literacy

ii. Understand the strategies for developing early numeracy skills, teaching counting and operations of addition and subtraction, patterns, estimation and data handling

iii. Understand the nature of environmental studies and integrate its teaching with the teaching of language and mathematics

iv. Plan for and implement a developmentally appropriate curriculum and instructional practices based on assessment of child and family

Unit 1: Perspective to Education, Curricular Areas and Teaching-Learning of Language

a. Perspective to education in NCF, 2005, curricular areas for lower primary grades, linking primary education with preschool education;

b. RTE 2009, Challenges of teaching-learning of early primary stage; role of textbook in teaching-learning; role of the teacher;

c. Introducing reading and writing in first language using a combination of approaches - whole language, phonics, organic reading and writing; issues in emergent literacy; Symbolic play, scribbling, drawing, writing letters, words and sentences as a continuum; children’s literature and use of books by children

d. Young Children as linguistic adults, multilingualism as a classroom resource, linking mother tongue with the school language/s, Learning of English as a second language; fostering receptive skills and oral expression in the home and school language/s through multiple methods; building vocabulary

Unit 2: Teaching-learning of Mathematics and Environmental Studies

a. Mathematics around us and its nature; Developing number sense, concept of space and shape, counting, operations; patterns, handling data, estimation, measurement; teaching for conceptual understanding

b. Environmental studies curriculum – teaching EVS as a body of knowledge and as developing process skills; theme based approach teaching EVS; integrating teaching of EVS with language and mathematics teaching; EVS beyond language and mathematics - Experiments, Field trip, Doing survey, classroom library
c. Use of ICT in primary education, digital learning for young children

d. Creating a constructivist and engaging classroom – meaning and strategies of; child’s knowledge as resource in teaching; using appropriate vocabulary and teaching-learning materials such as JODO GYAN; games, puzzles, daily life activities as tools to expand mathematical concepts.

**Unit 3: Planning teaching-learning transactions and conducting assessment**

a. Integrated planning across curricular areas using a theme

b. Teaching strategies for multi level classroom; using grouping, collaborative learning methods and peer tutoring; equipment, materials and diverse ways of using materials

c. Assessment of children’s learning – why, what, when, how; process based versus product based assessment; daily continuous and periodic; sources of information; tools and techniques;

d. Involving families in the assessment of children’s learning

**Structure of Internal Assessment:** Test / Assignment / Presentation/ Field Visit etc (25 marks)

**Recommended Readings:**


Lampert. (n.d.). *Teaching problems and the problem of teaching*.


Name of the course: ECD Policy and Programmes

Semester: III

Credits: 4

Objectives of the course: At the end of this course the students will be able to:
   i. Understand the need and ideology of ECD policy
   ii. Understand and review national policies relevant to ECD
   iii. Develop an ability to critically analyze ECD programmes and organization

Unit I: Understanding ECD Policy (International Instruments)
   a. Social Policy: Need, Determinants (role of ideology and values) and stakeholders
   b. Human Rights, Rights based Approach (its development, rationale, components and legislative basis) and UDHR
   c. UNCRC and its components
   d. MDG’s and SDG’s

Unit II: Review of National Policies with ECD Component
   a. Historical development of ECD in India
   b. National Policy for children, National Policy on Education; National Food Security Bill (and other significant policies with implications for ECD)
   c. National Plan of Action for Children 2005
   d. Legislations on adoption and guardianship

Unit III: ECD Programmes and Organizations in India
   a. Role of Government machineries (Ministry of Health and Family Welfare (MOHFW) and Ministry of Women and Child Development (MOWCD)
   b. Protection and care of Children, NCPCR, SCPCR
   c. Integrated Child Development Services (ICDS), SSA
   d. NRHM, Rajiv Gandhi National Crèche Scheme and other national schemes for children

Structure of Internal Assessment: Test / Assignment / Presentation/ Field Visit etc (25 marks)

Recommended Readings:
Name of the course: Communication, Guidance and Counselling

Semester: III

Credits: 2

Objectives of the course: At the end of this course the students will be able to:

i. Demonstrate the values, work ethics, attitudes and skills expected of an ECD professional
ii. Understand the concept of communication, its importance in ECD practice and develop communication skills
iii. Develop the ability to translate specific skills related to counseling, assessment, networking and resource mobilization into practice

Unit I: Basic Concepts in Communication, Guidance and Counseling

a. Communication: Concept, Definition, Types and Process
b. Communicating with young children and families; Barriers to Communication
c. Guidance and counseling: concept, types, goals and process; Role of the family in guidance of children (role of mother and father, siblings, parent-child interaction, disciplining strategies)
d. Skills in counseling: empathy, paraphrasing, probing, confronting, self disclosing, analytical / assessment skills, summarizing, Child specific counselling skills

Unit II: Professional Practice in ECD

a. Settings for ECD practice – individual and group; family / institution/ community; health/ nutrition/ECE/ inclusion/ advocacy; rights
b. Values, attitudes, skills in ECD practice, ethics and reflections
c. Networking and resource mobilization
d. crisis and conflict management; trauma-focused interventions and family-based intervention

Structure of Internal Assessment: Test / Assignment / Presentation/ Field Visit etc (12 marks)

1. The student is required to observe a audio-video counselling session of 30 to 45 minute duration and identify the counselling skills used by the counsellor and write a reflective report on it of around 1500 words. (6 marks)
2. The student is required to participate in a role play activity to demonstrate appropriate listening, verbal and body communication skills based on the identification and handling of potentially distressing/difficult simulated situations (6 marks).

**Recommended Readings:**

Name of the course: ECD Practice III

Semester: III

Credits: 4

Objectives of the course: At the end of this course, the student will be able to:

i. Plan and carry out teaching-learning transactions with children in grades I and II as well as explore the nature of teacher thinking

ii. To work in an ECD setting to gain professional competence and become aware of grass root reality.

Part I  Placement in grades I and II of school involving

Placement in grade I and grade II of school for at least 10 days to conduct the following activities:

a. Observe teaching-learning activities being conducted in grade I and grade II for a period of 3 days

b. Preparing appropriate teaching-learning material and conduct teaching-learning activities under supervision with respect to language/math/EVS/art with children for a period of 5 days

c. Exploring teacher’s attitudes and perspectives regarding children’s learning through interview with teachers (2 days)

Part II Block Placement

Students will be placed in an Anganwadi Centre (AWC) for a period of 15 days during the break between Semester II and III. The objectives of the placement will be:

a) To observe and assess the following:
   I. physical infrastructure, facilities and resources available in the centre
   II. planning of activities, transaction of activities and the use of TLM
   III. quality of health and nutrition services provided for children and families
   IV. interaction of AWW with family and community

b) to conduct the following:
   I. Activities with children to promote their creativity, physical, cognitive, socio-emotional and language development.
   II. Interview with AWW in order to understand the challenges faced by them
   III. Interviews with 2-3 families regarding the access and satisfaction of ECD services

Structure of Assessment

a) Part I - File: 50 marks (The students are required to submit a comprehensive report of Part I to the faculty in-charge.)

b) Part II-Report and Presentation: 50 (25+25) marks (The students are required to make a comprehensive report and a presentation for Part II.)
Name of the Course: Inclusive Practices

Semester: IV

Credits: 4

Objectives of the Course: At the end of this course, the student will be able to:

i. Develop an understanding of the complexity of diversity as well as the barriers that lead to exclusion of children at multiple levels

ii. Use assessment tools and interpret them appropriately to develop intervention strategies to support inclusion of all disadvantaged children

iii. Develop skills in working with families and communities to support inclusion of disadvantaged children across contexts

Unit I: Title: understanding Diversity and exclusion

a. Diversity among children, families, communities and experiences

b. Factors leading to exclusion

c. Developing social and cultural competence across diverse social contexts

Unit II: Title: Assessment & Planning Appropriate Interventions

a. Screening and assessment tools

b. Planning Individualized Inclusive Plans

c. Collaborative Models of successful interventions

Unit III: Title: Working effectively with Families and Communities

a. Family Assessment and Intervention

b. Community Assessment and Intervention- using participatory tools and techniques

c. Issues and Challenges in urban slums and disadvantaged communities

Structure of Internal Assessment: Test / Assignment / Presentation/ Field Visit etc (25 marks)

Recommended Readings:


Name of the course: Programme Planning and Organizational Management

Semester: IV

Credits: 4

Objective of the course: At the end of the course, the student will be able to:

i. Understand the dynamics of child focused organizations and their environment
ii. Develop skills in project management
iii. Develop skills in management of institutions

Unit I: Basic Concepts

a. Child focused organizations: types, characteristics, registration process
b. Turning human rights principles into practice
b. Child rights programming and the programme cycle
c. Planning Process towards becoming a child rights focused organization

Unit II: Project Management Tools

a. Proposal writing; Programme Model approach: inputs, activities, outputs, outcomes and impact
b. Logical Framework Approach and Results Based Framework
c. Situational analysis, social and organizational assessment
d. Monitoring and evaluation, social audit

Unit III: Institutional Management

a. Human resource management and related legislation (Workman Compensation, factories act, contact labor, child labor, social security, minimum wages act, etc)
b. Finance (Income Tax- 80 G & 80 C) and budgeting, fund raising
c. Services management
d. Reporting and public relations

Structure of Internal Assessment: Test / Assignment / Presentation/ Field Visit etc (25 marks)

Recommended Readings:


• Jochnick, C. & Garzon, P. (2002). Right based approaches to development programming, UNICEF.


• Save the children. (2003). Globalisation and Children’s Right: what role for the private sector
**Name of the course:** Dissertation

**Semester:** IV

**Credits:** 4

**Course Description:** The student will be required to undertake a small research for which the proposal was submitted in previous semester under the supervision of an assigned faculty member. At the end of the research the student will be expected to submit a research report.

**Objectives of the course:**

i. To develop the ability to conduct a research study using appropriate methodology and develop research skills required

ii. To develop the ability and skills of quality research report writing

**Assessment:**

The student has to submit the completed dissertation as a requirement towards completion of the master’s programme.
Name of the course: ECD Practice IV

Semester: IV

Credits: 4

Objectives of the course: At the end of this course, the student shall be able to:

i. Observe and carry out community mapping to identify resources
ii. Profiling of children and families experiencing exclusion
iii. Develop skills of project proposal writing

Part I  Community mapping and proposal development

Students will visit a community for a minimum of 25 days to conduct the following:

a. Use of mixed methods in the community to identify common resources and opportunities – health services, day care, preschool services, school, sanitation and water supply, recreational services
b. Case studies of children and families experiencing exclusion, with disadvantage (SES, gender, women headed households etc), including those with disabilities. (A minimum of 2 families/children)
c. Develop an intervention plan including interventions using LFA support of community/NGOs/AWC/ECD programmes in the community

Structure of Assessment

a) File and regular conduct: 75 marks

The students are required to submit a comprehensive report to the faculty in-charge.

b) Viva: 25 marks