

MA in Early Childhood Development

SYLLABUS OVERVIEW

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

* 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 :

- Aries, P. (n.d.). *Centuries Of Childhood* New York: Knopf.
- Bee, H. (1995). *The Developing Child*, Harper Collins College Publishers.
- Berk, L. E. (2009). *Child Development*. 8th ed. Pearson Education, Inc.
- Bruner J.S. (1996). *The Culture of Education*. USA: Harvard University
- Crain, W. (2014). *Theories of Development: Concepts and Applications*, England: Pearson
- Doherty, J. & Bailey, R. (2002). *Supporting Physical Development and Physical education in Early Years*. Open University Press: UK.
- Hurlock, E. B. (1978). *Child Growth and Development*. Tata McGraw-Hill Education: New Delhi.
- Nisha, M. (2006). *Milestones of child development*. Kalpazz Publication: Delhi.
- Santrock, J.W. (2010). *Child Development: An Introduction*. McGraw-Hill Education

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

- a. Meaning of learning and cognition
- b. Behaviourism and social learning theories
- c. Piaget's Approach to Intellectual Development
- d. Information processing approaches to learning and cognition

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

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

Unit III: Intelligence and Creativity

- a. 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, Gardener's theory of Multiple intelligence, Sternberg's Triarchic theory of Intelligence)
- b. Measurement of intelligence, early intervention and intellectual development, factors influencing IQ
- c. Creativity: Meaning and components of creativity, fostering creativity in early years.
- d. 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:

- Berk, L.E. (2013), Child Development, Pearson Education

- Santock, J.W. (2010). Child Developmnt: An Introduction McGraw-Hill Education
- Crain, W. (2014). Theories of Development: Concepts and Applications, England: Pearson
- Ginsburg, H. & Opper, S. (1988) Piaget's Theory of Intellectual Development, Parentice-Hall
- Elkind, D (1976). Child Developmnt and Education: A Piagetian Perspecive. Oxford University Press.
- Donaldson, M. (1978). Children's Minds. Fontana Press
- Vygotsky, L.S. (1978). Mind in Society - Development of Higher Psychological Processes, USA: Harvard University Press
- Wertsch, J.S. (1985) Vygotsky and the Social Formation of Mind, USA: Harvard University Press
- Bruner J.S. (1996). The Culture of Education. USA: Harvard University
- Sternberg, R.J. (2000) Handbook of Intelligence, USA: Cambridge University Press
- Luria, A. R.(1976). Cognitive Development: Its Cultural and Social Foundation. USA: Cambridge University Press
- Wright, S. (2010). Understanding Creativity in Early Childhood. London: Sage
- Sternberg, R.J (1999). Handbook of Creativity. Cambridge University Press
- Duffi, B. (2006). Supporting Creativity and Imagination in the Early Years. Open 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:

- Bandura, A. (1976) Social Learning Theory. Prentice-Hall.
- Bronfenbrenner, U. (1979). The Ecology of Human Development. Cambridge: Harvard University Press.
- Corsaro, W.A. (1997). The Sociology of Childhood. New Delhi: Pine Forge Press.
- E. Tory Higgins, William W. Hartup & Diane N. Ruble (1985) Social Cognition and Social Development: A Sociocultural Perspective (Cambridge Studies in Social and Emotional Development). Cambridge University Press.
- James Midgley (2014) Social Development: Theory and Practice (ISBN-13: 978-1412947787)
- Sarane, S. B. (1975). Social context of Childhood Precedings of the American Philosophical Society, Vol119 No .5, 419-429.
- Saraswathi, T.S. (ed.). (n.d.). Cross-Cultural Perspectives in Human Development - Theory, Research and Application. New Delhi. Thousand Oaks. London: Sage Publication.
- Sudhir Kakar (1983) The Inner World: A Psychoanalytic Study of Hindu Childhood and Society. Oxford University Press, USA

Name of the course: The Child: Language Development

Semester: I

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 :

- Ambron, S.R. (1975). *Child Development*, Rinehart Prep, San Francisco.
- Aries, P. (n.d.). *Centuries Of Childhood* New York: Knopf.
- Bee, H. (1995). *The Developing Child*, Harper Collins College Publishers.
- Berk, L. E. (2009). *Child Development*. 8th ed. Pearson Education, Inc.
- Berry, J.W. & Dasen, P.R. (1974). *Culture and Cognition: Readings in Cross- cultural psychology*. London: Methuen & Co.
- Chaudhary, N. (2004). *Listening to culture: Constructing Reality from Everyday Talk*. New Delhi: Sage.
- Craig (Ed.). (1985). *Human Development – theories of Human development*, 2nd Edition: John Wiley and Sons.
- Crain, W. (1992). *Theories of development, Concepts and Applications*. New Jersey: Prentice Hall.
- De Villiers, P.A. & De Villiers, J.G. (1979). *Early Language*. Cambridge: Harvard University Press.
- Denscombe, M. (1999). *The Good Research Guide*, Viva Books.
- Elliot, A.J. (1981). *Child language*. Cambridge University Press: Cambridge.
- Gould, S. J. (1996). *The Mismeasure of Man*, Norton.
- Hetherington, E.M. & Parke, R.D. (1986). *Child Psychology: A contemporary viewpoint*, McGraw Hill.
- Hurlock, E.B. (2006). *Developmental Psychology – A life span approach*. New Delhi: Tata Mc.Graw Hill Publishing Company.
- James A. & Prout, J. (Ed.). (1990). *Constructing and Reconstructing Childhood*. London: Falmer Press.
- Kakkar, S. (1997). *Culture and Psyche – Selected Essays*. Delhi: Oxford University Press
- Khalakdina, M. (2008). *Human Development in the Indian Context: A Socio Cultural Focus* Volume I, Sage Publications.
- Menon, U. (2003). *Morality and context: A study of Hindu Understandings*. In J. Valsiner and K. Connolly, (Eds.) *Handbook of Human Development*, (pp. 431-449). London: Sage.
- Moghaddam, F.M. (2005). *Great Ideas in Psychology: A cultural and historical introduction*. Oxford England: Oneworld .

- Mussen, P.H., Conger, J.J. & Kagan, J. (1978). *Child Development and Personality*. New York: Harper and Row Publishers.
- Nanda, V.K. (1998). *Development of Interactive Abilities in Children*. New Delhi: Anmol Publications.
- Papalia, D. E. (1986). *A Child's World, n 4th Editio.*, New Delhi: McGraw Hill Book Company.
- Paula, S. F. (Editor-in-chief) (2004). *Encyclopedia of Children and Childhood – In history and Society* (Vol 1- III). New York: Macmillan
- Rice, F.P. (1998). *Human development*. Prentice Hall.
- Roland, A. (1996). *Cultural Pluralism and Psychoanalysis*. New York: Routledge
- Santrock, J.W. & Yussen, S.R. (1988). *Child Development: An Introduction*. Iowa: Wm. Brown Publishers.
- Saraswathi, T. S. (Ed.). (2003). *Cross- Cultural Perspective in Human Development*. New Delhi: Sage.
- Sharma, A. (2001). *Indian Psyche of Childhood*. New Delhi: Global Vision Publishing House.
- Shweder, R.A. and LeVine, R.A. (1996). *Emotion and Culture*. Cambridge: Cambridge University Press.
- Sternberg, R.J. (Ed.) (1999). *Handbook of creativity*. U.K.: Cambridge University Press.
- Stewart, Clarke, A. & Friedman, S. (1987). *Child Development: Infancy through Adolescence*. New York: John Wiley and Sons.
- Sylva, K. & Lunt, I. (1982). *Child Development: A First Course*, Blackwell Publishers.
- Valsiner, J. (1989). *Human Development and culture*. Canada: Lexington Books.
- Valsiner, J. (2000). *Culture and Human Development*. London: Sage.
- Vasta, R. (1992). *Six theories of Child Development: Revised Formulations and current Issues*. London: Sessica Kingsley Publishers Ltd.
- Wachs, T.D. (1992). *The Nature of Nurture*. Newbury Park: Sage.
- Weisberg, R.W. (1986). *Creativity: genius and other myths*. NY: Freeman

Name of the course: ECD Practice I

Semester: I

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:

- Atmore, Eric. (1998). Reconstructing Early Childhood Development Services in South Africa: From Apartheid to Democracy. *International Journal of Early Years Education*, 6(3): 291-98.
- Bronfenbrenner, U. (1979). *The Ecology of Human Development*. Cambridge: Harvard University Press.
- Corsaro, W.A. (1997). *The Sociology of Childhood*. New Delhi: Pine Forge Press.
- Eldering L. & Leseman, P. (n.d.). *Effective Early Education: Cross-Cultural Perspectives*. New York: Falmer
- Gupta, A. (2006). *Early Childhood education Post Colonial Theory and Practice in India*. Palgrave Publications.
- Roy, P.K. (Ed.) (2000). *The Indian family: Change and persistence*. New Delhi: Gyan.
- Sarane, S. B. (1975). *Social context of Childhood Precedings of the American Philosophical Society*, Vol119 No .5, 419-429.
- Seymour, S.C. (1999). *Women, Family, and Child Care in India: A World in Transition*. New York: Cambridge University Press.
- Sharma, D. (ed.) (2004). *Childhood, family and sociocultural change in India- Reinterpreting the inner world*. Delhi: Oxford University Press.
- Super, C.M & Harkness, S. (1996). *Parents' Cultural Belief Systems*. New York: The Guilford Press.
- Saraswathi, T.S. (ed.). (n.d.). *Cross-Cultural Perspectives in Human Development - Theory, Research and Application*. New Delhi. Thousand Oaks. London: Sage Publication
- Viruru, R. (2001) *Early Childhood education Post Colonial Perspectives from India*, Sage Publications.

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:

- Bamji M.S., Rao, N.P., & Reddy, V. (2003). *Text book of Human Nutrition*, 2nd Edn., Oxford and IBH Publishing Co Pvt. Ltd.
- Ministry of WCD. (2007). *Dietary Tips for Better Health, Food and Nutrition Board*, Govt. of India.
- Gibson, R.S. (2005). *Principles of Nutritional Assessment*, 2nd Edn. ,Oxford University Press.
- 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.
- Kliegman, Behrman, Jenson, Stauton, & Nelson. (2007). *Textbook of Pediatrics*, 18th Ed., Publ. Saunders – Elsevier.
- National Institute of Child Health and Human Development Early Child Care Research Network. (2005). Duration and developmental timing of poverty and children's cognitive and social development from birth through third grade. *Child Development*; 76:795-810
- National Institute of Nutrition. (1998). NIN Dietary Guidelines for Indians- A Manual.
- Schor, E.I. (2004). Rethinking well-childcare. *Pediatrics*; 114:210-216.
- Shonkoff, J.P. & Phillips, D. (eds). (2000). *From Neurons to Neighbourhoods: The Science of Early Childhood Development*. Washington, DC: National Academies Press.
- Wadhwa, A. & Sharma, S. (2003). *Nutrition in the Community- A Text Book*, Elite Publishing House Pvt. Ltd.
- Walker, W.A. & Watkins, J.B. (2003). *Nutrition in Pediatrics: Basic Sciences and Clinical Applications*, 3rd Edn., Hamilton, Ontario: BC Decker Inc.
- Webster, G. et al., (2006). *Oxford Handbook of Nutrition and Dietetics*, Oxford University Press.

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:

- David, T. (1989). *Teaching Young Children*. New Delhi: Sage.
- Donaldson, M. (1987). *Children’s Minds*. London: Fontana Press: Hraper Collins.
- Gijubhai, B. (2009). *Diwa Swapna*. Gujarat: Adarsh Prakashan.
- Gupta, A. (2006). *Early Childhood Education: Post colonial theory and teaching practices in India – Balancing Vygotsky and Vedas*. New York: Palgrave Macmillan.
- Holt, J. (1990). *Learning all the time*. New York: Addison – Wesley Publishing Co.
- Johansen, E. & Samuelsson, P.I. (2006). Play and learning – inseparable dimensions in preschool practice. *Early Child Development and Care*, 176 (1): 47-65.
- Kaul, V. (1994/2010) *Early Childhood Education Programme*. New Delhi:NCERT
- 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.
- Tarabai, M. (1961). *Meadow School* , GOI.
- Montessori, M. (1962). *The Discovery of the Child*. Chennai:Kalakshetra Publications.
- Moyles, J. (1989). *Just Playing? The Role and Status of Play in Early Childhood Education*, Milton Keynes: OUP.
- NCERT (2006). *Position paper on Early Childhood Education*, New Delhi.
- Penn, H. (2000). *Early Childhood services: Theory and practice*, Philadelphia:OUP
- 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.
- Trawick, S. J. (2000). *Early Childhood Development* (2nd. Ed). New Jersey: Merrill Prentice Hall.
- Viruru, R. (2001). *Early Childhood Education: Post Colonial perspectives from India*. New Delhi: Sage publications.
- World Bank (2004). *Reaching Out to the Child*, New Delhi: OUP.

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:

- Anandalakshmy, S., Chaudhary, N., & Sharma, N. (2008). *Researching Families and Children*. New Delhi: Sage Publications.
- Bryman, A. (2009). *Social Research Methods*. Oxford: Oxford University Press

- Burns, RB, Introduction to Research Methods, (2000), New Delhi: Sage Publications
- Christensen, P. & James, A. (2008). *Research with children: Perspectives and Practices*. London: Routledge.
- Gray, D.E. (2009). *Doing Research in the Real World*. London: Sage Publications.
- Laldas, D.K. (2007). *Practice of Social Research: Social Work Perspective*. New Delhi: Rawat Publications.
- Nicola, B., Richard, K. & Rose, M. S., (2003). *SPSS for Psychologists: A Guide to Data Analysis Using SPSS for Windows*, Palgrave Macmillan.
- Ruane, J.M. (2005). *Essentials of Research Methods: A guide to Social Science Research*. Melbourne: Blackwell Publishing.
- Rubin, A. & Babbie, E. (2001). *Research Methods for Social Work*. California: Wadsworth

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:

- Agnihotri, R.K. (1995). *Multilingualism as a Classroom Resource*. In K. Heugh, et al (eds.) *Education for South Africa*. Heinemann: Johannesburg.
- Ashton, W. S. (1964). *Teacher*. New York: Bantam edition, Simon and Schuster.
- Berntsen, M. (2009). “Teaching Early Literacy in Indian Languages”. In *Learning Curve*, newsletter of the Azim Premji Foundation, XIII, October, 2009, pp 38-39
- Brice, H. S. (1983). *Ways with words: language, life and work in communities and classrooms*. New York: Cambridge University Press.
- Bruner, J. (1986). “The Language of Education” In *Actual Minds, Possible Worlds*, Cambridge, Massachusetts and London, England: Harvard University Press: pp.121-129
- Dennison, G. (1969). *The lives of children: The story of the first street school*. New York: Random House.
- Engel, S. (1995). Perspectives on narrative. In *The stories children tell: Making sense of the narratives of childhood*. W.H. Freeman and company, pp. 59-81
- Fuson, K.C. (2009). *Avoiding misinterpretations of Piaget and Vygotsky: mathematical teaching without learning., learning without teaching or helpful learning path?*
- Jayaram, K. (2008 a). “Early Literacy Project – Explorations and Reflections Part 1: Theoretical Perspectives”. *Contemporary Education Dialogue*, Vol. 5, no.2, spring 2008, pp. 133-174.

- Jayaram, K. (2008 b). "Early Literacy Project – Explorations and Reflections Part 2: intervention in Hindi Classrooms". *Contemporary Education Dialogue* Vol. 5, no.2, Spring 2008, pp 175-212.
- Kumar, K. (1998). *The Child's language and the teacher: A handbook*. New Delhi:NBT.
- Lampert. (n.d.). *Teaching problems and the problem of teaching*.
- Ma, L. (1999). *Knowing and Teaching Elementary Mathematics*. London: LEA.
- Purcell, G. V. (1995). *Other People's Worlds: The Cycle of Low Literacy*. Cambridge, MA: Harward University Press.
- Reyes, R.F., Sundyam, M.N., & Lindquist, M.M. (1992). *Helping children learn mathematics* , (3rd Edition. Massachussets: Allyn & Bacon.
- Rogoff, B. (1990). *Apprenticeship in Thinking: Cognitive development in Social Context*. New York and Oxford: Oxford University Press.
- Sharma, S. (2014). What is RTE? Some ways of making education accessible. New Delhi: NCERT
- Sharma, S. (2014). What is RTE? Some ways of making education accessible. New Delhi: NCERT.
- Shulman, L.E. (1986). Those who understand: Knowledge Growth in Teaching, *Educational Researcher*, 15:2, pp.4-14.
- Sinha, S. (2000). "Acquiring Literacy in Schools." *Seminar*, 493, September 2000, pp 38-42.
- Smith, F. (1985). *Reading*. England, Cambridge: Cambridge University Press.
- Stahl, S. A. (1992), Saying the 'p' Word: Nine Guidelines for Exemplary Phonics Instruction". Reprinted in Robinson, R.D., McKenna, M.C. & Wedman, J.M. (1996). *Issues and Trends in Literacy Education*. Boston: Allyn & Bacon, pp 52-61.
- Stigler, J.W., & Hiebert, J. (1999). *The teaching gap*, The Free press.
- Teale W.H., & Sulzby, E. (1992). *Emergent Literacy: Writing and Reading*. Norwood, New Jersey: Ablex Publishing Corporation.
- Wells, G. (1986). Learning to talk: the Construction of language. *The Meaning Makers*, pp 33-51.
- Yackel, E., & Cobb, P. (1996). Socio-mathematical norms, argumentation and autonomy in mathematics, *Journal for research In mathematics education*, 27:4, p. 458-477.

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:

- ARNEC. (2009). Early Childhood Development: From Policy Idea to Implementation to Results. *ECD Policy Review Seminar*. December 1-2.
- Vergas-Baron, E. (2005). *Planning Policies for Early Childhood Development: Guidelines for Action*. Paris:UNESCO.

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:

- Clutterbuck, D. (1984). *Everybody needs a mentor, 2nd edition*, London: Institute of Personnel Management.
- Cournoyer, B. (2000). *The social work skills workbook*, Belmont: Thomson Brooks/Cole.
- Kim, S. G. (1999). *Social Work Practice: Cases, Activities and Exercises*. London: Pine Forge Press.
- Morales, A.T. & Sheafor, B.W. (1995). *Social Work: A Profession of Many Faces*. Boston: Allyn and Bacon.
- Pliver, M. (1993). *Social Work – Disabled people and disabling environments*, Kingsley Publishers.
- Seller, W.J. & Beall, M.L. (2005). *Communication: Making connection, 6th edition*. Boston: Allyn and Bacon.
- Sevel, J., Cummins, L. & Madrigal, C. (1999). *Social work skills demonstrated: Beginning direct practice*. Boston: Allyn and Bacon.
- Sheafor, B.W. & Horejsi, C.R. (2003). *Techniques and guidelines for social work practice*. Boston: Allyn and Bacon.
- Trevithick, P. (2000). *The practice of social work, 7th edition*. Australia: Thomson Brooks/Cole.

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:

- Bredekamp, S., & Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs*. Washington, DC: National Association for the Education of Young Children.

- Kendall, F. E. (1996). *Diversity in the classroom: New approaches to educating young children*. New York, NY: Teachers College Press, Columbia University.
- Lynch, E. W. & Hanson, M. J. (1998). *Developing cross-cultural competence (2nd ed.)*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
- Morrison, G. S. (1998). *Early childhood education today*. Upper Saddle River, NJ: Merrill.
- Swiniarski, L. B., Breitborde, M. L. & Murphy, J. A. (2002). *Educating the global village: Including the young child in the world*. Upper Saddle River, NJ: Merrill, an imprint of Prentice Hall.

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
- a. 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, contract 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:

- Anita, A. (2009). Formation & Management of NGOs, Universal Law Publishing Co.
- Easo, J. (n.d.). Handbook of non-profit organizations, Macmillan India Ltd.

- LFA/etc : www.scribd.com/.../Logical-Framework-Approach-LFA-handbook-for-objectivesoriented-planning, arirusila.files.wordpress.com/2010/04/sida28355en_lfa_web.pdf
- Mikkelson, B. (2005). *Methods for Development Work and Research*, Sage Publications.
- Robbins, S. (2005). *Organizational Behavior*.
- Ahmad, M. (2004). *Child labour in Indian politics*. Delhi:Kalpaz Pub.
- Bahara, D.S. (2008). *Child labour: Dimensions and issues*. New Delhi: Cyber Teh Pub.
- Bajpai, A. (2006). *Child Rights in India*, Oxford University Press.
- James, M. & Faap, V. L. (2009). *A Community of Healers A Story of the Advocacy for Children*: iUniverse.com
- Jochnick, C. & Garzon, P. (2002). *Right based approaches to development programming*, UNICEF.
- Kumari, V. (2004). *The Juvenile Justice System in India: From Welfare to Rights (Law in India)*, oxford university press.
- Kumari, V. (2008). *Creative Child Advocacy: Global Perspectives*, Sage Publications.
- Muscroft, S. (2000). *Children's Rights: Equal Rights, Save the children*.
- Save the children. (2003). *Child Protection Policy*.
- Save the children. (2003). *Gender Guidelines for Child Rights Programming*.
- 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