

MA in Early Childhood Development

Course Curriculum

With Effect From:

July 2025-26



**Department of Educational Studies
Faculty of Education
Jamia Millia Islamia
New Delhi-110025**

MA in Early Childhood Development MA(ECD)

Globally, the early years (from birth to eight years of age) are acknowledged to be the most critical years for lifelong development. The criticality of the early years has been recognized by international conventions such as the UNCRC, EFA and the MDG. The UNCRC clearly recognizes the centrality of ECD by articulating the rights of survival, protection, growth, development and participation. The EFA recognizes the importance of the early years with the year 2000 Jomtien Declaration that ‘Learning begins at birth’ and the MDG recognizes nutrition as a key ECD goal.

In the above context the Master’s programme in Early Childhood Development has been designed as a cutting-edge course to develop in the students the knowledge, attitudes and a varied skill set to work as ECD professionals in diverse settings. It is an interdisciplinary course aimed at enabling the student to understand the complexity of the contexts in which young children live and equipping them to make interventions based on a systems approach.

Objectives of the MA(ECD) Programme

- a) To generate a holistic understanding of contexts and issues in the field of early childhood development from an interdisciplinary perspective
- b) To develop knowledge, attitudes, values and skills relevant to the professional practice in early childhood development and to critically apply theoretical constructs to practice
- c) To engage in self-reflective practice with children and families in micro and macro contexts and provide interventions guided by rights based approach
- d) To identify contemporary concerns in the field of early childhood development and undertake research

Choice Based Credit System (CBCS)

CECDR is also implementing the choice-based credit system in accordance with the University’s rules and regulations. In the CBCS the student would have the liberty to acquire four credits in each semester from a cognate / analogous Department / Centre of the university. Students are advised to get in touch with the students’ advisor to make an informed choice.

Graduate Attributes of the M.A(ECD) Programme

On successful completion of the programme, the MA(ECD) graduates will demonstrate the following attributes:

1. **Disciplinary knowledge:** Graduates will be capable of demonstrating comprehensive knowledge and understanding of field of Early Childhood Development.
2. **Communication Skills:** Graduates will be able to express thoughts and ideas related to ECD areas effectively in writing and orally; Communicate with others using appropriate media; confidently share one's views and express herself/himself; demonstrate the ability to listen carefully, read and write analytically, and present complex information in a clear and concise manner to different groups.
3. **Critical thinking:** Graduates will apply analytic thought to ECD and critically evaluate practices, policies and theories by following scientific approach to knowledge development.
4. **Problem solving:** Graduates will extrapolate from what one has learned and apply their competencies to solve different kinds of non-familiar problems.
5. **Digital literacy:** Graduates will use ICT in a variety of learning situations, demonstrate ability to access, evaluate, and use a variety of relevant information sources; and use appropriate software for analysis of data.
6. **Self-directed learning:** Graduates will be able to work independently, identify appropriate resources for learning, manage to complete assignments, project work on their own.
7. **Multicultural competence:** Graduates will acquire values and beliefs of multiple cultures and a global perspective; and capability to effectively engage in a multicultural society and interact respectfully with diverse groups.
8. **Moral and ethical awareness and reasoning:** Graduate will hold moral/ethical values in conducting one's life, formulate a position/argument about an ethical issue from multiple perspectives, use ethical practices and adopt objective, unbiased and truthful actions in all aspects of work.
9. **Leadership qualities:** Graduate will be able to map the tasks of a team or an organization, and setting direction, formulating an inspiring vision, building a team who can help achieve the vision, motivating and inspiring team members to engage with that vision, and using management skills to guide people to the right destination, in a smooth and efficient way.
10. **Lifelong learning:** Graduates will acquire knowledge and skills of 'learning how to learn', that are necessary for participating in learning activities throughout life.

Syllabus Overview

Semester	Paper	Course Title	Course	Nature	Credits
I	ECD-101	Perspectives in ECD	Core Course	Theory	4
	ECD-102	The Child: Physical, Motor and Perceptual Development	Core Course	Theory	2
	ECD-103	The Child: Development of Cognition, Intelligence and Creativity	Core Course	Theory	4
	ECD-104	The Child: Development of Relationships, Self and Emotions	Core Course	Theory	4
	ECD-105	ECD Practice I	Skill Enhancement course	Practical	2
	<i>ECD-01</i>	<i>Elective #</i>	CBCS	Theory	4
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	Researching with Children	Core Course	Theory	4
	ECD-204	Language and Literacy Development in Early Years	Core Course	Theory	4
	ECD-205	ECD Practice II	Ability Enhancement course	Practical	2
	<i>ECD-02</i>	<i>Elective #</i>	CBCS	Theory	4

III	ECD-301	Curriculum and Pedagogy during Early Childhood Years – Part I	Core Course	Theory	4
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* The break-up of continuous assessment and end-term examination shall be 40:60 with effect from the batch 2025-27, wherein, 40 marks shall be for continuous assessment and 60 marks shall be for end-term examination. The duration of the end-term exam shall be 2 hours. However, for the previous batches it will remain in the ratio of 25:75 with an end term examination of 3 hours duration.

	ECD-302	ECD Policy and Programmes	Core Course	Theory	4
	ECD-303	Child-focused Counselling.	Core Course	Theory	4
	ECD-304	Researching with children- II	Core Course	Theory	4
	ECD-305	ECD Practice III	Skill Enhancement course	Practical	4
	ECD-03	Elective #	CBCS	Theory	4
IV	ECD-401	Diversity and inclusion in Early Childhood Education	Core Course	Theory	4
	ECD-402	Programme Planning and Organizational Management	Core Course	Theory	4
	ECD-403	Curriculum and Pedagogy during Early Childhood Years – Part II	Core Course	Theory	4
	ECD-404	Dissertation	Core Course	Theory	4
	ECD-405	ECD Practice IV	Ability Enhancement course	Practical	4
	ECD-04	Elective #	CBCS	Theory	4
Total					90

Elective papers(CBCS) offered by the department to students outside the CECDR

SEMESTER-I

Paper No. ECD-101

Theory

Name of the course: Perspectives in ECD

Semester: I

Credit hours: 4

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

- i. State the basic principles, concepts, stages and issues in early child development, the significance and scope of early child development, social policy for promoting early childhood development.
- ii. Elucidate the historical foundations of early child development
- iii. Describe the theories of early childhood development

Unit 1: Historical Foundations of ECD

- a. Historical views of childhood
- b. Evolution of ECD, ECD as a professional field
- c. Indian Perspectives on childhood (historical, cultural and traditional perspectives)
- d. Inter-disciplinary perspectives-contribution of allied fields in ECD

Unit 2: Understanding ECD

- a. Development processes, stages and principles of development
- b. Development issues-nature/nurture, continuity/discontinuity, early and later experiences
- c. Significance of early years-evidence from neurosciences, factors affecting ECD
- d. Socio-Cultural and Global influences on ECD

Unit 3: Theories of ECD

- a. Psychoanalytic theories- Freud and Erikson
- b. Cognitive Theories- Piaget and Vygotsky
- c. Behaviorism, social learning theories and ethological approaches
- d. Bronfenbrenner ecological theory, eclectic theoretical orientation

Structure of Internal Assessment: Test / Assignment / Presentation/ Field Visit etc (40 marks)

Essential Readings

1. Berk, L. E. (2009). *Child Development*. 8th ed. Pearson Education, Inc.
2. Crain, W. (2014). *Theories of Development: Concepts and Applications*, England: Pearson

Suggested Readings:

1. Aries, P. (n.d.). *Centuries Of Childhood* New York: Knopf.
2. Craig (Ed.). (1985). *Human Development – theories of Human development*, 2nd Edition: John Wiley and Sons.
3. Hetherington, E.M. &Parke, R.D. (1986). *Child Psychology: A contemporary viewpoint*, McGraw Hill.
4. Hurlock, E. B. (1978). *Child Growth and Development*. Tata McGraw-Hill Education: New Delhi.
5. Hurlock, E.B. (2006). *Developmental Psychology – A life span approach*. New Delhi: Tata Mc. Graw Hill Publishing Company.
6. James A. &Prout, J. (Ed.). (1990). *Constructing and Reconstructing Childhood*. London: Falmer Press.
7. Kakar, S. (1978). *The inner world: A psycho-analytic study of childhood and society in India*. Oxford University Press: Delhi
8. Kakkar, S. (1997). *Culture and Psyche – Selected Essays*. Delhi: Oxford University Press
9. Khalakdina, M. (2008). *Human Development in the Indian Context: A Sociocultural Focus* Volume I, Sage Publications.
10. Santrock, J.W. (2010). *Child Development: An Introduction*. McGraw-Hill Education

Name of the course: The Child: Physical, Motor and Perceptual Development

Semester: I

Credit hours: 2

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

- i. Explain prenatal development, process of birth and newborn's abilities.
- 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 1: Basic Concepts, Prenatal Development and the newborn

- a. Prenatal Development- Conception and fertilization, stages in and influences on prenatal development,
- b. The 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
- d. Factors influencing physical development: familial, heredity, environmental and socio cultural

Unit 2: 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, development of internal organs, skeletal growth, muscles, bones, teeth
- b. Structure of the brain and its development, lateralization and brain elasticity
- c. Motor and perceptual development – Development of gross and fine motor abilities; development of perceptual abilities - touch, vision, hearing, smell and taste
- d. Body image and gender differences in physical and motor development

Structure of Internal Assessment: Test / Assignment / Presentation/ Field Visit etc. (40 marks)

Essential Readings

1. Berk, L. E. (2009). Child Development. 8th ed. Pearson Education, Inc.
2. Santrock, J.W. (2010). Child Development: An Introduction. McGraw-Hill Education

Suggested Readings

1. Aries, P. (n.d.). Centuries Of Childhood New York: Knopf.
2. Bee, H. (1995). The Developing Child, Harper Collins College Publishers.
3. Bruner J.S. (1996). The Culture of Education. USA: Harvard University
4. Crain, W. (2014). Theories of Development: Concepts and Applications, England: Pearson
5. Doherty, J. & Bailey, R. (2002). Supporting Physical Development and Physical education in Early Years. Open University Press: UK.
6. Hurlock, E. B. (1978). Child Growth and Development. Tata McGraw-Hill Education: New Delhi.
7. Nisha, M. (20006). Milestones of child development. Kalpazz Publication: Delhi.

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

Semester: I

Credit hours: 4

Learning Outcomes: 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 1: 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 2: Theories of Cognition and Learning and Cultural Influences – II

- a. Vygotsky's Socio-Cultural Theory of Cognitive Development
- b. Bruner's perspectives on learning and cognition
- c. Educational implications of various theories; cultural influences on cognition

Unit 3: 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. (40 marks)

Essential Readings:

1. Berk, L.E. (2013), Child Development, Pearson Education
2. Crain, W. (2014). Theories of Development: Concepts and Applications, England: Pearson
3. Elkind, D (1976). Child Development and Education: A Piagetian Perspective. Oxford University Press.
4. Ginsburg, H. & Opper, S. (1988) Piaget's Theory of Intellectual Development, Parentice-Hall
5. Santrock, J.W. (2010). Child Development: An Introduction McGraw-Hill Education

Suggested Readings:

1. Bruner J.S. (1996). The Culture of Education. USA: Harvard University
2. Donaldson, M. (1978). Children's Minds. Fontana Press
6. Duffi, B. (2006). Supporting Creativity and Imagination in the Early Years. Open University Press
7. Luria, A. R. (1976). Cognitive Development: Its Cultural and Social Foundation. USA: Cambridge University Press
8. Sternberg, R.J (1999). Handbook of Creativity. Cambridge University Press
3. Sternberg, R.J. (2000) Handbook of Intelligence, USA: Cambridge University Press
4. Vygotsky, L.S. (1978). Mind in Society - Development of Higher Psychological Processes, USA: Harvard University Press
5. Wretch, J.S. (1985) Vygotsky and the Social Formation of Mind, USA: Harvard University Press
9. Wright, S. (2010). Understanding Creativity in Early Childhood. London: Sage

Name of the course: The Child: Development of Relationships, Self and Emotions

Semester: I

Credit hours: 4

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

- i. Understand different contexts of development in early years
- 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
- iii. Reflect on the relationship between the development of self, gender and emotions.
- iv. Critically evaluate theoretical perspectives describing development of personality and moral development in early years.

Unit 1: Contexts for Development in Early years

- a. Bronfenbrenner's Ecological systems theory, Contexts for development: Micro-contexts (Family, peer group, neighbourhood and school) and Macro contexts (Legal and political systems, culture, religion, media, values and beliefs)
- b. Child-rearing practices and Parenting styles, Different kinds of families (extended & nuclear families, adoptive families, foster care families, single parent families, vulnerable families) and different child care arrangement
- c. Cultural variations in parenting
- d. Children and media, growing up in the digital age, influences of electronic media on development

Unit 2: Development of Emotions, Self and Gender

- a. Emotional development in early childhood years; temperament and behaviour; culture and emotions
- b. Development of attachment in early years, Bowlby's ethological theory, factors influencing security of attachment in early years, cultural variations
- c. Development of self and social understanding in early childhood years, self and emotions
- d. Gender development in early years, Gender and emotions

Unit 3: Theories of Personality and Moral Development in Early Years

- a. Psychoanalytic and Psychosocial theories
- b. Social cognition and Theory of Mind

- c. Development of morality; morality as social understanding- Piaget's and Kohlberg's theories of morality, cultural variations
- d. Play and children's development, types of play.

Structure of Internal Assessment: Test / Assignment / Presentation/ Field Visit etc. (40 marks)

Essential Readings:

1. Berk, L. E. (2009). *Child Development*. 8th ed. Pearson Education, Inc.
2. Bronfenbrenner, U. (1979). *The Ecology of Human Development*. Cambridge: Harvard University Press
3. Crain, W. (1992). *Theories of development, Concepts and Applications*. New Jersey: Prentice Hall
4. H. Keller & K.M. Bard (Eds) (2017) *The cultural nature of attachment: Contextualizing Relationships and Development*. MIT, USA
5. Harter, S. (1999). *Distinguished contributions in psychology. The construction of the*
6. Saraswathi, T. S. (Ed.). (2003). *Cross- Cultural Perspective in Human Development*. New Delhi: Sage.
self: A developmental perspective. New York, NY, US: Guilford Press.

Recommended Readings:

1. Berry, J.W. & Dasen, P.R. (1974). *Culture and Cognition: Readings in Cross- cultural psychology*. London
2. Khalakdina, M. (2008). *Human Development in the Indian Context: A Socio-Cultural Focus* Volume I, Sage Publications.
3. 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.
4. Nanda, V.K. (1998). *Development of Interactive Abilities in Children*. New Delhi: Anmol Publications.
5. Santrock, J.W. & Yussen, S.R. (1988). *Child Development: An Introduction*. Iowa: Wm. Brown Publishers.
6. Sharma, A. (2001). *Indian Psyche of Childhood*. New Delhi: Global Vision Publishing House.
7. Schweder, R.A. and LeVine, R.A. (1996). *Emotion and Culture*. Cambridge: Cambridge University Press.
8. Valsiner, J. (2000). *Culture and Human Development*. London: Sage.
- 9.

Name of the course: ECD Practice I

Semester: I

Credit hours: 2

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

- i. Study children using various methods to understand their development
- ii. Analyse children's experiences in different contexts

Practical

- i. Study of children's development using different types of observations in various settings such as classroom, play etc. (The site of the practical would be Jamia Nursery school. This component would require 5-6 visits of around 3-4 hours each)
- ii. Observing the performance of children on developmental milestones on different domains. (such as Piaget's conservation and classification tasks)
(The site of the practical would be Jamia Nursery school. This component would require 2-3 visits of around 2-3 hours each)
- iii. Interview of parents to understand their child rearing practices (1- 2 visits)
- iv. Analyse 2 documentaries/case studies of child development and growing up in different contexts.

Assessment: Total marks: 50

Assessment structure will be based on

- Regular conduct of practical and preparation of Practical File (35 marks)
- Presentation (15 marks)

SEMESTER-II

Paper No. ECD-201

Theory

Name of the course: Child in the Socio-Political-Cultural Context

Semester: II

Credit hours: 4

Learning Outcomes: 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 wellbeing.

Unit 2: Socio-Cultural Context of Childhood

- a. Influence of socio-cultural factors on parenting, ethno theories of parenting, child rearing and children's experiences; value placed on children and expectations
- b. Influences on child rearing (Family-patterns, structure and dynamics, neighbourhood, SES, women's status, policies and laws)
- c. Role of fathers in child rearing and its impacts: cross cultural perspectives

Unit 3: The Child in the Political Context

- a. Young child in policies and programs; child budgeting
- b. Laws for children in India (e.g. PNMT, IMS, maternity benefits Act)
- c. Investing in children: need, challenges and opportunities

Structure of Internal Assessment: Test / Assignment / Presentation/ Field Visit etc (40 marks)

Essential reading

1. Harkness S and Super C. M. (1996) Parents' Cultural Belief Systems: Their Origins, Expressions, and Consequences Culture and human development, Guilford Press, 558 pages.
2. kakar S. (2008) Culture and psyche, Oxford University Press
3. Kakar, Sudhir. (1978). The inner world: a psycho-analytic study of childhood and society in India. Delhi: Oxford University Press
4. Kumar, P. R. (2000) The Indian family: change and persistence, Gyan Publication, Delhi

Suggested Readings

1. 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.
2. Bronfenbrenner, U. (1979). The Ecology of Human Development. Cambridge: Harvard University Press.
3. Corsaro, W.A. (1997). The Sociology of Childhood. New Delhi: Pine Forge Press.
4. Eldering L. & Leseman, P. (n.d.). Effective Early Education: Cross-Cultural Perspectives. New York: Falmer
5. Gupta, A. (2006). Early Childhood education Post Colonial Theory and Practice in India. Palgrave Publications.
6. Roy, P.K. (Ed.) (2000). The Indian family: Change and persistence. New Delhi: Gyan.
7. Sarane, S. B. (1975). Social context of Childhood Proceedings of the American Philosophical Society, Vol 119 No .5, 419-429.
8. Saraswathi, T.S. (ed.). (n.d.). Cross-Cultural Perspectives in Human Development - Theory, Research and Application. New Delhi. Thousand Oaks. London: Sage Publication
9. Seymour, S.C. (1999). Women, Family, and Child Care in India: A World in Transition. New York: Cambridge University Press.
10. Sharma, D. (ed.) (2004). Childhood, family and socio-cultural change in India- Reinterpreting the inner world. Delhi: Oxford University Press.
11. Super, C.M & Harkness, S. (1996). Parents' Cultural Belief Systems. New York: The Guilford Press.
12. 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

Credit hours: 4

Learning Outcomes: 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 (global perspectives, related SDGs)
- b. Dimensions of health, health-sickness spectrum, determinants of health, nutritional status, mental health and well being
- c. Relationship between maternal and child health, nutrition, survival and development; lifespan approach to health and nutrition
- d. Standards and tools for assessing children's health, growth and nutritional status; assessment of nutritional status-anthropometric 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;

- c. Nutrition advocacy-behaviour change communication, Health care system in India-health based, nutrition(food) based and education-based intervention
- d. 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. (40 marks)

Essential Readings:

1. Bamji M.S., Rao, N.P., & Reddy, V. (2003). Text book of Human Nutrition, 2nd Edn., Oxford and IBH Publishing Co Pvt. Ltd.
2. Gibson, R.S. (2005). Principles of Nutritional Assessment, 2nd Edn., Oxford University Press.
3. ICMR. (2010). Nutrient Requirements and Recommended Allowances for Indians.
4. Ministry of WCD. (2007). Dietary Tips for Better Health, Food and Nutrition Board, Govt. of India.
5. Srilakshmi.B, (2000): Nutrition Science Edition, New Age International (P) Ltd publishers, Chennai.
6. Srilakshmi.B, (2005): Dietetics Edition, New Age International (P) Ltd publishers, Chennai.

Suggested Readings:

1. John, S. (1998). 'Child Development', 8th Edn., Mc-Graw Hill.
2. King, Maurice, & Felicity. (n.d.). Primary Child Care Book One., England: TALC.
2. Kliegman, Behrman, Jenson, Stauton, & Nelson. (2007). Textbook of Pediatrics, 18th Ed., Publ. Saunders – Elsevier.
3. 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
4. National Institute of Nutrition. (1998). NIN Dietary Guidelines for Indians- A Manual.
5. Schor, E.I. (2004). Rethinking well-childcare. Pediatrics; 114:210-216.
6. Shonkoff, J.P. & Phillips, D. (eds). (2000). From Neurons to Neighbourhoods: The Science of Early Childhood Development. Washington, DC: National Academies Press.
7. Wadhwa, A. & Sharma, S. (2003). Nutrition in the Community- A Text Book, Elite Publishing House Pvt. Ltd.
8. Walker, W.A. & Watkins, J.B. (2003). Nutrition in Pediatrics: Basic Sciences and Clinical Applications, 3rd Edn., Hamilton, Ontario: BC Decker Inc.
9. Webster, G. et al., (2006). Oxford Handbook of Nutrition and Dietetics, Oxford University Press.

Name of the course: Researching with Children

Semester: II

Credits Hours: 4

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

- i. Understand the nature and process of social research as well as significance of researching with children
- ii. Understand the critical considerations of researching with children
- iii. Design research using appropriate methods of data collection and analysis

Unit 1: Basic Concepts

- a. Meaning and concept of social research; Positivism vs. Post Positivism
- b. Significance and ethics of researching with children
- c. Research Designs and its types
- d. Elements/steps involved in research (research questions, review of literature, understanding concepts such as hypothesis, variable, population, sample, method/ methodology)

Unit 2: Sampling and Methods of Data Collection

- a. Sampling techniques: Probability and Non-probability sampling
- b. Methods and tools of data collection: Observations, Interviews, Questionnaire
- c. Methods and tools of data collection: Focus group discussion, Projective techniques
- d. Design and use of child friendly methods for data collection

Unit 3: Approaches in Qualitative Research and Methods of Data Analysis

- a. Distinct approaches to qualitative research: Grounded Theory, Action Research
- b. Case study and Ethnography
- c. Techniques of Data Analysis: Thematic, Content, Narrative and Conversation Analysis
- d. Report writing and referencing

Structure of Internal Assessment: Test / Assignment / Presentation/ Field Visit etc. (40 marks)

Essential 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
- Christensen, P. & James, A. (2008). *Research with children: Perspectives and Practices*. London: Routledge.
- E.K.M. Tidstall, J.M. Davies & S. Gallagher (2008). *Researching with children and young people: Research Design, methods and Analysis*. Sage Publications
- L.Cohen, L. Manion & K. Morrison (2017). *Research Methods in Education*. 8th Ed. Taylor & Francis.
- M.Hammersley & P. Atkinson, (1995) *Ethnography: Principles in Practice*. Routledge. 2nd Ed. London & New York

Suggested Readings:

- Burns, RB, *Introduction to Research Methods*, (2000), New Delhi: Sage Publications
- 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.
- 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: Language and Literacy Development in Early Years

Semester: II

Credits Hours: 4

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

- i. Understand interrelationships between language development on other domains of development and early literacy
- ii. Identify and explain the various stages of language development, theories of language acquisition
- iii. Understand and apply various approaches to early literacy development in young children and ways of promoting language and literacy development in early years

Unit 1: Language development and other domains of development

- a. Language and communication, function of language
- b. Language Development and Children's Psychosocial and Emotional Development
- c. Language Development and Children's cognitive development, language and thought
- d. Literacy as an outcome of language development, importance of early literacy

Unit 2: Language development in early years

- a. Language Acquisition – how does it happen? Stages in language acquisition, taxonomy of language, Early Identification of language delay
- b. Brain and language areas, critical period hypotheses
- c. Major theories and empirical research regarding language development
- d. Factors that influence language development, nature/nurture, biological bases of language development, parents' role/ role of adults in fostering young children's language development

Unit 3: Development of early literacy

- a. A balanced approach to supporting language and literacy development
- b. Appropriate and varied instructional approaches for culturally and linguistically diverse learner
- c. Effective strategies for involving families in supporting reading/writing in young children
- d. Early literacy and mother tongue, multi-lingual and bi-lingual learners

Structure of Internal Assessment: Test / Assignment / Presentation etc. (40 marks)

Essential Readings:

1. Bruner J. *Child's Talk: Learning to use Language*. New York, NY: Norton; 1983
2. Hoff E. How social contexts support and shape language development. *Developmental Review* 2006;26(1):55-88.
3. Hoff E. *Language development*. 4th ed. Belmont, CA: Wadsworth Cengage Learning; 2009.
4. Shonkoff J, Phillips D. *From Neurons to Neighborhoods*. Washington, DC: National Academy Press; 2000.
5. Vygotsky LS. *Myshlenie i rech'*. [*Thought and language*]. Cambridge, MA: MIT Press; 1962.

Suggested Readings:

1. Campbell FA, Ramey CT. Effects of early intervention on intellectual and academic achievement: A follow-up study of children from low income families. *Child Development* 1994;65(2):684-698.
2. Copple, C. & Bredekamp, S. (2009). Developmentally appropriate practice in early childhood programs serving children birth through age 8. Washington, DC: NAEYC
3. Evans GW, Maxwell LE, Hart B. Parental language and verbal responsiveness to children in crowded homes. 1999;35(4):1020-1023.
4. Genish, C. (2009). Children, language, and literacy: Diverse learners in diverse times. NY: Teachers College Press.
5. Kuhl P, Rivera-Gaxiola M. Neural substrates of language acquisition. *Annual review of neuroscience* 2008; 31:511-534.
6. Stoel-Gammon C, Sosa AV. Phonological development. In: Hoff E, Shatz M, eds. Oxford, U.K.: Blackwell Publishing Ltd; 2007: 238-256.
7. Yamada Y, Stevens C, Harn B, Chard D, Neville H. Emergence of the neural network for reading in five-year-old beginning readers: A longitudinal fMRI study. *NeuroImage* 2011; 57:704-713.

Name of the course: ECD Practice II

Semester: II

Credits Hours: 2

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

- i. Observe and evaluate the provision of ECD in various settings
- ii. Study children and families in marginalized context.
- iii. Examine practices in families for health and nutrition

Part I Visits (4) to child focused organization or programmes/institutions to know about:

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

Part II- Visit (4) marginalized communities

A minimum of 4 full day visits to reflect experiences of children on the basis of indicators like SES, religion, caste, gender, family structure.

Part II will be conducted for the target population of one of the agency/organisation visited earlier in Part I.

Part III - Placement in Public health facility to interact with health functionaries and mothers to explore the health & nutrition services and practices during: (4 visits)

- a. Pregnancy
- b. Child birth
- c. Infancy
- d. Childhood

Structure of Assessment

- a. File and regular conduct: 35 marks
The students are required to submit the comprehensive report of the Part I, II and III to the faculty in-charge.
- b. Presentation: 15 marks.

SEMESTER-III

Paper No. ECD-301

Theory

Name of the course: Curriculum and Pedagogy during Early Childhood Years – Part I

Semester: III

Credits Hours: 4

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

- i. Apply 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. Organizing 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- Emilia, 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. (40 marks)

Essential Readings:

1. Kaul, V. & Bhatnagar, R. (n.d). *Early Childhood Education: A Trainers' Handbook*. New Delhi: NCERT.
2. Kaul, V. (1994/2010) *Early Childhood Education Programme*. New Delhi: NCERT
3. Kaul, V. et al. (1998). *The Primary Years*, NCERT, New Delhi.
4. NCERT (2006). *Position paper on Early Childhood Education*, New Delhi.
5. Swaminathan, M. (1998). Ed. *The First Five Years: a critical perspective on Early Childhood Care and Education in India*. New Delhi: Sage.

Suggested Readings:

1. Donaldson, M. (1987). *Children's Minds*. London: Fontana Press: Harper Collins.
2. Gijubhai, B. (2009). *Diwa Swapna*. Gujarat: Adarsh Prakashan.
3. Gupta, A. (2006). *Early Childhood Education: Post colonial theory and teaching practices in India – Balancing Vygotsky and Veda*. New York: Palgrave Macmillan.
4. Holt, J. (1990). *Learning all the time*. New York: Addison – Wesley Publishing Co.
5. Johansen, E. & Samuelsson, P.I. (2006). Play and learning – inseparable dimensions in preschool practice. *Early Child Development and Care*, 176 (1): 47-65.
6. Montessori, M. (1962). *The Discovery of the Child*. Chennai: Kalakshetra Publications.
7. Moyle, J. (1989). *Just Playing? The Role and Status of Play in Early Childhood Education*, Milton Keynes: OUP.
8. Penn, H. (2000). *Early Childhood services: Theory and practice*, Philadelphia: OUP

9. Tarabai, M. (1961). Meadow School, GOI.
10. Trawick, S. J. (2000). *Early Childhood Development* (2nd. Ed). New Jersey: Merrill Prentice Hall.
11. Viruru, R. (2001). *Early Childhood Education: Post Colonial perspectives from India*. New Delhi: Sage publications.
12. World Bank (2004). *Reaching Out to the Child*, New Delhi: OUP.

Name of the course: ECD Policy and Programs

Semester: III

Credits Hours: 4

Learning Outcomes: 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 1: 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. SDG's and nurturing care framework

Unit 2: Review of National Policies with ECD Component

- a. Historical development of ECD in India
- b. National Policy for children, National Policy on Education, National Early Childhood Care and Education (ECCE) Policy, 2013
- c. National Food Security Act 2013, National Plan of Action for Children 2016
- d. Legislations on adoption and guardianship

Unit 3: ECD Programs and Organizations in India

- a. Role of Government machineries (Ministry of Health and Family Welfare (MoHFW) and Ministry of Women and Child Development (MWCD)
- b. Protection and care of Children, NCPCR, SCPCR
- c. Integrated Child Development Services (ICDS), SSA
- d. NHM, Rajiv Gandhi National Crèche Scheme and other national schemes for children

Structure of Internal Assessment: Test / Assignment / Presentation/ Field Visit etc. (40 marks)

Essential readings:

1. Thukral, E. G. (2011). Every Right for Every Child: Governance and Accountability New Delhi: Routledge; 284 pages.
2. Bajpai, A. (2006) Child Rights in India: Law, Policy, and Practice, oxford India Paperbacks, New Delhi, 780 pages.
3. Jenson, J. M. and Fraser, M. W. (2015) Social Policy for Children and Families: A Risk and Resilience Perspective, Sage Publications Inc., New Delhi , 3336 pages.

Recommended Readings:

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

Name of the course: Child-Focused Counselling

Semester: III

Credits Hours: 4

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

- i. Understand the social and emotional changes in children and need for counselling
- ii. Understand the concept of child-focused counselling and its importance in early childhood development
- iii. Integrate psychological principles and therapeutic techniques and test required during the counselling Process

Unit 1: Behavioural and Emotional Difficulties in Early Years

- a. Social and emotional changes in children, diverse needs and development among children
- b. Identification and screening of children with diverse needs (behavioural and emotional difficulties)
- c. Early intervention significance and principles
- d. Need for counselling for children and families

UNIT 2: Counselling in Early Years

- a. Defining child focused counselling, the types of counselling for children and families
- b. Theoretical structure of counselling and use in ECD
- c. Skills in counselling: empathy, paraphrasing, probing, confronting, self-disclosing
- d. Counselling process and strategies- Analytical / assessment skills, child specific counselling skills, coping mechanisms

UNIT 3: Professional Practice in ECD

- a. Child-focused organization and counselling units -schools, role of multi-disciplinary team in early identification and assessment
- b. Techniques and Process of Counselling Sessions and Role Play, overview of psychological tests like WPPSI, CAT, TAT, Bhatia, DASSI, behavior checklists

- c. Practice and integration of counselling in different settings in ECD practice – individual and group; family / institution/ community; health/ nutrition/ ECE/ inclusion/ advocacy
- d. Networking and resource mobilization into counselling practices

Assessment Structure: 40 marks- Internal assessment (Test / Assignment / Presentation / Field Visit/project work) 60 marks- End semester examination.

Essential Readings:

1. Arulmani, G. (2007). Counselling psychology in India: At the confluence of two traditions. *Applied Psychology*, 56(1), 69-82.
2. Rao, S. (2013). *Counselling and guidance*. Tata McGraw-Hill Education.
3. Sells, W.J. & Beall, M.L. (2005). *Communication: Making connection, 6th edition*. Boston: Allyn and Bacon.
4. Sharma, R. N., & Sharma, R. (2004). *Guidance and counselling in India*. Atlantic Publishers & Dist.

Recommended Readings:

1. Clutterbuck, D. (1984). *Everybody needs a mentor, 2nd edition*, London: Institute of Personnel Management.
2. Cournoyer, B. (2000). *The social work skills workbook*, Belmont: Thomson Brooks/Cole.
3. Kim, S. G. (1999). *Social Work Practice: Cases, Activities and Exercises*. London: Pine Forge Press.
4. Morales, A.T. & Sheafor, B.W. (1995). *Social Work: A Profession of Many Faces*. Boston: Allyn and Bacon.
5. Pliver, M. (1993). *Social Work – Disabled people and disabling environments*, Kingsley Publishers.

Name of the course: Researching with Children-II

Semester: III

Credits Hours: 4

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

- i. Explain theory and application of statistical methods and techniques.
- ii. Critically examine the data set and explore while learning from the ground level.
- iii. Understand the problems while conducting research at the social settings, evaluating information, testing the hypotheses to make predictions and precise development of a scale.
- iv. Apply basic concepts of measurement & evaluation

Unit 1: Measurement & Assessment in ECD

- a. Measurement: Concept of measurement, Parts of Measurement, Levels of measurement – Nominal, Ordinal, Interval, Ratio; Problems in measurement in research
- b. Characteristics of a good scale and Classification of scale/test: Content of the items, administrative conditions, scoring and time limit and Test construction & its process
- c. Reliability and Validity in Measurement (Methods and factors affecting reliability and validity and Relationship between reliability & validity)

Unit 2: Basic Statistical Concepts in Measurement

- a. Research variables: meaning, nature and types; Research Design: meaning, purpose and criteria of research design
- b. Statistics: Descriptive statistic and Inferential Statistics, Normal Distribution curve, Statistical Significance, Type – I & Type – II Error, Graphical representation of data (Frequency distribution, Frequency Polygon and Histogram.)
- c. Basic Statistical Concepts in Measurement: Measures of Central Tendency, Measures of variance, Measures of Asymmetry (Skewness & Kurtosis) and Measures of Relationship.

Unit 3: Testing of Hypotheses (Parametric and Non-parametric Statistics)

- a. Parametric Statistics: Computation of independent 't' test, one way ANOVA

- b. Non-parametric statistics: Computation of Chi-square, Mann-Whitney U test
- c. Correlation- concept types; Pearson Product Moment Correlation and Spearman's 'rho' Correlation

Assessment Structure: Structure of the internal Assessment:

Test/Assignment/Presentation/Field visit etc. (40 marks)

Essential Readings

- 1. Bryman, A. (2009). Social Research Methods. Oxford: Oxford University Press.
- 2. Garrett, H.E. (1967). Statistics in Psychology and Education. Bombay: Vakils & Feffer.
- 3. Minium, E.W.; King, B.M. and Bear, G. (1993). Statistical reasoning in Psychology and Education. New York: John Wiley and Sons, Inc

Suggested Readings

- 1. Balnaves, M. and Caputi, P. (2001). Introduction to Quantitative Research Methods: An investigative approach. London: Sage Publication Ltd.
- 2. Khan, J. A. (2011). Research Methodology. New Delhi: APH Publishing Corporation.
- 3. Ruane, J.M. (2005). Essentials of Research Methods: A guide to social sciences research. Melbourne: Blackwell Publishing.

Name of the course: ECD Practice III

Semester: III

Credits Hours: 4

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

- i. Understand the functioning of a child-focused organisations, observe and conduct different activities.
- ii. Plan and carry out teaching-learning activities with children in pre-primary school.
- iii. Understand and apply counselling skills while working with children.

Part I Block Placement

Students will be placed in an Anganwadi Centre (AWC)/child focused organization for a period of 10 days. The objectives of the placement will be:

a) To observe and assess the following (3 days)

- i. physical infrastructure, facilities, resources and quality of services available in the centre
- ii. planning of activities, transaction of activities and the use of TLM
- iii. interaction of staff with family and community

b) To conduct the following (7 days)

- i. Activities with children to promote their creativity, physical, cognitive, socio-emotional and language development.
- ii. Interview with staff in order to understand the challenges faced by them
- iii. Interviews with 2-3 families regarding the access and satisfaction of ECD services

Part II Placement in Pre-Primary School

Placement in pre-primary for at least 10 working days, for the duration of the working hours of the ECCE centres 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

Part III- 2 Visits to Child Focused Counselling Centres to Observe the Counselling Sessions.

Structure of Assessment

- a) Part I- Report (40 marks, marks to be given by Block Placement Faculty-in-charge)
- b) Part I - File: (40 marks)
- c) Part III- Report (10 marks)
- d) Presentation: 10 marks

SEMESTER-IV

Paper No. ECD-401

Theory

Name of the course: Diversity and Inclusion in Early Childhood Education

Semester: IV

Credits Hours: 4

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

- i. Understand the complexity of diversity as well as the barriers that lead to exclusion of children at multiple levels
- ii. Know meaning, aims, objectives and functions of inclusive education, Understand Approaches and Types of Services in Inclusive Education, Trace historical development of education from exclusion to inclusion.
- iii. Understand about CWSN and their categorization
- iv. Discuss and describe the role of various agencies in India working for CWSN, Analyze various national and international legislation and policies for CWSN

Unit 1: Title: Understanding Diversity, Exclusion and Vulnerability

- a. Understanding diversity among children, families, communities and experiences
- b. Understanding Exclusion and Vulnerability - Concept and causes in diverse settings
- c. Developing social and cultural competence and resilience across diverse social contexts
- d. Key policies and programmes for marginalized children

Unit 2: Title: From Exclusion to Inclusion in Educational Settings

- a. Concept, objectives and functions of Inclusion, Historical development of education - from exclusion to inclusion
- b. Changing role of schools for inclusion (Understand approaches and types of services in inclusive education)
- c. Collaborative models of successful interventions (The lead teacher collaborative model, The learning centres collaborative model, Pull-out collaborative model, Team teaching and Alternative collaborative setting)
- d. Working effectively with Families and Communities

Unit 3: Title: Education of Children with Special Needs

- a. Children with Special needs and their categorization
- b. National and International Legislation of Children with Special Needs (Development of various Institutions for Children with Special Needs in Independent India, Commission, Policies and Acts for Children with Special Needs in India)
- c. Screening and assessment tools - an orientation
- d. Planning Individualized Inclusive Plans

Structure of Internal Assessment: Test / Assignment / Presentation/ Field Visit etc. (40 marks)

Essential Readings:

1. Begum. Sara (2009): Exclusion to Inclusion: Changing Scenario for Children with Special Need. Global Books Organization Delhi.
2. Loreman, T., Deppeler J., &Harvey.D.(2010): Inclusive Education: Supporting diversity in the classroom. Routledge Taylor &Fracis Group.
3. Panda. K.C (1997). Education of Exceptional Children, NEW Delhi, Vikas Publishing House.
4. Sharma. B., (2011): Inclusive Education, Needs, Practices and Prospects. Kanishka Publishers.
5. Werts. G.M., Calcutta. A.R., Tompiks. R. J., (2007): Fundamentals of special education, What Every Teacher Needs to Know. PHI Learning Pvt. Ltd.
6. Yesseldike, B.: Issues in Special Education. Kanishka Publishers.

Suggested Readings:

1. Accardo &Whitman (2011): Developmental disabilities Terminology. Paul. H. Brooks publishing company.
2. Bredekamp, S., &Copple, C. (Eds.). (1997). *Developmentally appropriate practice in early childhood programs*. Washington, DC: National Association for the Education of Young Children.
3. Kendall, F. E. (1996). *Diversity in the classroom: New approaches to educating young children*. New York, NY: Teachers College Press, Columbia University.
4. Kendall, F. E. (1996). *Diversity in the classroom: New approaches to educating young children*. New York, NY: Teachers College Press, Columbia University.
5. Lynch, E. W. & Hanson, M. J. (1998). *Developing cross-cultural competence (2nd ed.)*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
6. Lynch, E. W. & Hanson, M. J. (1998). *Developing cross-cultural competence (2nd ed.)*. Baltimore, MD: Paul H. Brookes Publishing Co., Inc.
7. Morrison, G. S. (1998). *Early childhood education today*. Upper Saddle River, NJ: Merrill.
8. RCI. (2012): Status of Disability in India. Crossway Communication PVT. Ltd.

9. Singh. D., (2010): Special Educational Needs, Strategies, Guidelines and initiatives, Kanishka Publisher.
10. 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.
11. Vicky Arora. (2007): Yoga with visually challenged, Handbook for the special education for parents and the students. Academic Excellence, Delhi.
12. Yesseldike, B. : Special Education: A Practical Approach for teachers, Kanishka Publishers.

Name of the course: Programme Planning and Organizational Management

Semester: IV

Credits Hours: 4

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

- i. Understand the dynamics of child focused organizations and their environment
- ii. Demonstrate skills in project management
- iii. Apply and demonstrate skills in management of institutions

Unit 1: Basic Concepts

- a. Child focused organizations: types, characteristics, registration process
- b. Child rights programming; turning human rights principles into practice; and the programme cycle
- c. Planning Process towards becoming a child right focused organization
- d. Advocacy and networking in Early Childhood Programme Management

Unit 2: 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 3: Institutional Management in Child Focused Organizations

- 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), budgeting, fund raising, sustainability & scaling up
- c. Child Protection Policy
- d. Services Management; Reporting; and Public Relations

Structure of Internal Assessment: Test / Assignment / Presentation/ Field Visit etc. (40 marks)

Essential Readings:

1. Anita, A. (2009). Formation & Management of NGOs, Universal Law Publishing Co.
2. Easo, J. (2003). Handbook of non-profit organizations, Macmillan India Ltd.
3. Jochnick, C. & Garzon, P. (2002). *Right based approaches to development programming*, UNICEF.
4. LFA/etc.: www.scribd.com/.../Logical-Framework-Approach-LFA-handbook-for-objectives-oriented-planning,
arirusila.files.wordpress.com/2010/04/sida28355en_lfa_web.pdf
5. Robbins, S. (2005). Organizational Behavior.
6. Save the children. (2003). *Globalization and Children's Right: what role for the private sector*

Suggested Readings:

1. Ahmad, M. (2004). *Child labour in Indian politics*. Delhi: Kalpaz Pub.
2. Bahara, D.S. (2008). *Child labour: Dimensions and issues*. New Delhi: Cyber Teh Pub.
3. Bajpai, A. (2006). *Child Rights in India*, Oxford University Press.
4. Frechtling, A. J. (2007). *Logic Modeling Methods in Program Evaluation*.
5. James, M. & Faap, V. L. (2009). *A Community of Healers A Story of the Advocacy for Children*: iUniverse.com
6. Kumari, V. (2004). *The Juvenile Justice System in India: From Welfare to Rights (Law in India)*, oxford university press.
7. Kumari, V. (2008). *Creative Child Advocacy: Global Perspectives*, Sage Publications.
8. Muscroft, S. (2000). *Children's Rights: Equal Rights*, Save the children.
9. Marsden, David; Oakley, Peter; (1990). *Evaluating Social Development Projects*. Oxfam.
10. Mikkelsen, B. (2005). *Methods for Development Work and Research*, Sage Publications.
11. Save the Children. (2003). *Child Protection Policy*.
12. Save the Children. (2003). *Gender Guidelines for Child Rights Programming*.
12. Taxmann. (2019). *Labour Laws – Paperback*.

Name of the course: Curriculum and Pedagogy during Early Childhood Years – Part II

Semester: IV

Credits Hours: 4

Learning Outcomes: At the end of this course, the student 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. 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 multilevel 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. (40 marks)

Essential Readings:

1. Agnihotri, R.K. (1995). *Multilingualism as a Classroom Resource*. In K. Heugh, et al (eds.) *Education for South Africa*. Heinemann: Johannesburg.
2. Berntsen, M. (2009). “Teaching Early Literacy in Indian Languages”. In *Learning Curve*, newsletter of the Azim Premji Foundation, XIII, October, 2009, pp 38-39
3. G.C. Upadhyay (2014). *Early Childhood Care and Education: A way forward*, NCERT, New Delhi, India.
4. National Council for Educational Research and Training. (2006). Position paper of the focus group on Early Childhood Education. New Delhi, India: NCERT.
5. National Council of Educational Research and Training. (2005). *National Curriculum Framework, 2005*. New Delhi, India: NCERT.
6. Sharma, S. (2014). *What is RTE? Some ways of making education accessible*. New Delhi: NCERT.

Suggested Readings

1. Ashton, W. S. (1964). *Teacher*. New York: Bantam edition, Simon and Schuster.
2. Berntsen, M. (2009). "Teaching Early Literacy in Indian Languages". In *Learning Curve*, newsletter of the Azim Premji Foundation, XIII, October, 2009, pp 38-39
3. Brice, H. S. (1983). *Ways with words: language, life and work in communities and classrooms*. New York: Cambridge University Press.
4. Bruner, J. (1986). "The Language of Education" In *Actual Minds, Possible Worlds*, Cambridge, Massachusetts and London, England: Harvard University Press: pp.121-129
5. Dennison, G. (1969). *The lives of children: The story of the First Street School*. New York: Random House.
6. 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
7. Fuson, K.C. (2009). *Avoiding misinterpretations of Piaget and Vygotsky: mathematical teaching without learning., learning without teaching or helpful learning path?*
8. 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.
9. 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.
10. Kumar, K. (1998). *The Child's language and the teacher: A handbook*. New Delhi: NBT.
11. Lampert. (n.d.). *Teaching problems and the problem of teaching*.
12. Ma, L. (1999). *Knowing and Teaching Elementary Mathematics*. London: LEA.
13. Purcell, G. V. (1995). *Other People's Worlds: The Cycle of Low Literacy*. Cambridge, MA: Harvard University Press.
14. Reyes, R.F., Sundyam, M.N., & Lindquist, M.M. (1992). *Helping children learn mathematics*, (3rd Edition. Massachussets: Allyn& Bacon.
15. Rogoff, B. (1990). *Apprenticeship in Thinking: Cognitive development in Social Context*. New York and Oxford: Oxford University Press.
16. Sharma, S. (2014). What is RTE? Some ways of making education accessible. New Delhi: NCERT.
17. Shulman, L.E. (1986). Those who understand: Knowledge Growth in Teaching, *Educational Researcher*, 15:2, pp.4-14.
18. Sinha, S. (2000). "Acquiring Literacy in Schools." *Seminar*, 493, September 2000, pp 38-42.
19. Smith, F. (1985). *Reading*. England, Cambridge: Cambridge University Press.
20. 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.
21. Stigler, J.W., & Hiebert, J. (1999). *The teaching gap*, The Free press.
22. Teale W.H., & Sulzby, E. (1992). *Emergent Literacy: Writing and Reading*. Norwood, New Jersey: Ablex Publishing Corporation.

23. Wells, G. (1986). Learning to talk: the Construction of language. *The Meaning Makers*, pp 33-51.
24. 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: Dissertation

Semester: IV

Credits Hours: 4

Course Description: The student will be required to undertake 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.

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

- i. Conduct a research study using appropriate methodology and develop research skills required.
- ii. 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 Hours: 4

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

- i. Plan and conduct teaching- learning activities in Grade I and II of a primary school
- ii. Carry out community mapping to identify prevalent resources/threats and develop proposal for interventions
- iii. Understand and examine the innovative and child-friendly practices in the outstation educational visit to a child focused organization.

Part I: Placement in grades I and II of school

Placement in grade I and grade II of school for 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: Community mapping and proposal development

Students will visit a community for 10 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. Using PRA techniques, identify the threats for children prevalent in the community
- c. Develop an intervention plan using LFA, support of community/NGOs/AWC/ECD programs in the community

Part III: Outstation excursion visit to child focused organization to observe innovative and child-friendly practices. Observe the following:

- Organisational set up
- Programs and services
- Child friendly techniques and noteworthy practices

Structure of Assessment

- a) Part I - File and regular conduct: 25 marks
- b) Part II- File and regular conduct: 25 marks
- c) Part III- File and regular conduct: 25 marks
- d) External Viva 25 marks

ELECTIVE PAPERS

Choice Based Credit System (CBCS) Paper

Syllabus Overview

Semester	Paper	Course Title	Course	Nature	Credits
I	ECD-01	Understanding the child*	CBCS	Theory	4
	ECD-05	Observing and Theorizing Children's Development	CBCS	Theory	4
II	ECD-02	Technology and Early Childhood Development	CBCS	Theory	4
	ECD-06	Child Protection Family Strengthening and Alternative Care	CBCS	Theory	4
III	ECD-03	Perspectives on Maternal, Child health and care*	CBCS	Theory	4
	ECD-07	Skills in Engaging Young Children	CBCS	Theory	4
IV	ECD-04	Social Entrepreneurship for Child Focused Organizations	CBCS	Theory	4
	ECD-08	Mental Health and well being in Early Years	CBCS	Theory	4

Name of the Course: Understanding the Child

Semester: I

Credit hours: 4

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

- i. Describe physical, motor and perceptual development in early childhood years
- ii. Understand the development of language, cognition and creativity In children up to 8 years
- iii. Understand development of children up to eight years of age In social and emotional domains with reference to individual differences and cross cultural perspectives

UNIT I: Physical Development, Motor Skills and Perceptual Abilities in Young Children

- a. Introduction to stages of development, developmental domains, meaning of growth and development, principles of growth and development, influences on development — heredity/environment and their interaction.
- b. 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.
- c. Motor and perceptual development —Development of gross and fine motor abilities; development of perceptual abilities - touch, vision, hearing, smell and taste.

UNIT 2: Development of Language, Cognition and Creativity in Early Years

- d. Language development in children from birth to eight years, culture and language and thought.
- e. Cognitive development in children from birth to eight years, constructivism: Piaget and Vygotsky.
- f. Creativity: inductive and deductive thinking, strategies to enhance creativity among children.

UNIT 3: Social and Emotional Development in Early Years

- a. Emotional development in early years, development of attachment, Bowlby's ethological theory.
- b. Understanding and responding to emotions of others; temperaments and behaviours; individual difference in emotional responding; emotion and culture.

- c. Development of self and social understanding in early years socialization, parenting style, gender development in early years, play as a context of socio-emotional development.

Assessment Structure:

40 marks- Internal assessment (Test / Assignment / Presentation / Field Visit/short video clips/project work)

Essential Readings

3. Berk, L. E. (2009). *Child Development*. 8th ed. Pearson Education, Inc.
4. Crain, W. (2014). *Theories of Development: Concepts and Applications*, England: Pearson
5. Hurlock, E. B. (1978). *Child Growth and Development*. Tata McGraw-Hill Education: New Delhi.
6. Santrock, J.W. (2010). *Child Development: An Introduction*. McGraw-Hill Education
7. Soni, R. (2015). *Theme Based Early Childhood Care and Education: A resource book*, NCERT.

Suggested Readings:

11. Craig (Ed.). (1985). *Human Development – theories of Human development*, 2nd Edition: John Wiley and Sons.
12. Crain, W. (2014). *Theories of Development: Concepts and Applications*, England: Pearson
13. Doherty, J. & Bailey, R. (2002). *Supporting Physical Development and Physical education in Early Years*. Open University Press: UK.
14. Elkind, D (1976). *Child Development and Education: A Piagetian Perspective*. Oxford University Press.
15. Hetherington, E.M. & Parke, R.D. (1986). *Child Psychology: A contemporary viewpoint*, McGraw Hill.
16. Hurlock, E. B. (1978). *Child Growth and Development*. Tata McGraw-Hill Education: New Delhi.
17. James A. & Prout, J. (Ed.). (1990). *Constructing and Reconstructing Childhood*. London: Falmer Press.
18. Nisha, M. (2006). *Milestones of child development*. Kalpazz Publication: Delhi.
19. Wright, S. (2010). *Understanding Creativity in Early Childhood*. London: Sage

Name of the Course: Technology and Early Childhood Development

Semester: II

Credit hours: 4

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

- i. Understand the role of technology in early childhood development
- ii. Comprehend the use of technology in child development and care practices
- iii. Explore and apply the innovative practices using technology in Early learning

Unit 1: Understanding Technology and Early Childhood Development

- a. Defining technology, types of technology used in social and child development spaces, Technology driven projects, Pros and Cons of technology
- b. Understanding Early childhood development: Role of technology in early childhood development, Technology as an enabler or barrier (developmentally appropriate techniques, music, sounds and visuals attraction for children, imagination, factors that makes technology appealing for children)
- c. Current scenario of technology in India/ world view—through the data lens, the current trends

Unit 2: Use of Technology and Child Development Practices

- a. Penetration and access of technology to families and young children
- b. Technology influencing everyday child care and development practices (use for upgrading own knowledge- co-reading/co-viewing and influencing childhood)
- c. Existing efforts by the governments/multi-lateral/NGOs, Tech-interventions, Role of digital literacy- play and early learning, breastfeeding, cultural

Unit 3: Early Learning & Innovative Practices Using Technology

- a. Technology in pre-primary and primary classrooms- Framework for integrating classroom practices (World Reader, smart boards, Edu-com, paradigm by Pratham, SARD intervention Planet Read ,Karadi tales)
- b. Challenges of using technology in early childhood development, the principles and ethics of working with children using technology

- c. Innovative technology and ECD initiatives, hackathon, tech products, learning through case profiles, need based analysis (health, safety, abuse, learning, literacy)

Assessment Structure:

40 marks- Internal assessment (Test / Assignment / Presentation / Field Visit/short video clips/project work)

Essential Readings:

1. Technology and Interactive Media as Tools in Early Childhood Programs Serving Children from Birth through Age 8- https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/topics/PS_technology_WEB.pdf
2. Christakis, D.A., & M.M. Garrison. 2009. "Preschool-Aged Children's Television Viewing in Child Care Settings." *Pediatrics* 124 (6): 1627–32. <http://pediatrics.aappublications.org/content/124/6/1627.full>
3. Learning Shaped By Ict In Early Childhood Care And Education: Indian Context, Archana Kumari
https://www.researchgate.net/publication/273144789_LEARNING_SHAPED_BY_ICT_IN_EARLY_CHILDHOOD_CARE_AND_EDUCATION_INDIAN_CONTEXT

Suggested Readings:

1. Watson, D. (2001) Pedagogy before technology: Rethinking the relationship between ICT and teaching. *Education and Information Technologies*, 6 (4), 251-266.
2. Elkind, D. (1998). Computers for infants and young children. *Child Care Information Exchange*. 123, 44-46.
3. Wolf, D. (1988) The quality of interaction: Domain knowledge, social interchange, and computer learning. In G. Forman and P. Pufull (Ed.s) *Constructivism in the computer age*. Lawrence Erlbaum Associates, Hillsdale.
4. Hodas, S. (1993) Technology refusal and the organizational culture of schools. *Education Policy Analysis Archives*, 1 (10). Online: <http://epaa.asu.edu/epaa/v1n10.html>
5. ICT in the Early Years By Mark O'Hara- https://books.google.co.in/books?id=meR4hF6tgyYC&printsec=frontcover&source=gbs_ge_summary_r&cad=0#v=onepage&q&f=false
6. Constructing on Constructivism: The Role of Technology, Aloka Nanjappa and Michael M. Grant- <http://ejite.isu.edu/Volume2No1/nanjappa.htm>
7. The role and potential of ICT in early childhood education <https://www.nzcer.org.nz/system/files/ictinecefinal.pdf>
8. Recognizing the potential of ICT in early childhood education Analytical survey- <https://iite.unesco.org/pics/publications/en/files/3214673.pdf>
9. ICT Advantages & Disadvantages- <http://ict-adv-disadv.blogspot.com/>

10. Information and Communication Technology in Early Childhood Education: Challenges for effective implementation and integration
http://www.ijsrp.org/research_paper_jan2012/ijsrp-jan-2012-20.pdf
11. Papert, S. (1993), The children's machine: Rethinking school in the computer age. Basic Books, New York.

Name of the course: Perspectives on Maternal, Child Health and Care

Semester: III

Credits: 4

Learning Outcomes: 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: Conceptual Understanding of MCH

- i. Justifications and Evolution of provision of MCH
- ii. Cultural construction of concept of MCH
- iii. Global perspectives on MCH and child care
- iv. Components of maternal child health Program

Unit 2: Issues and Challenges in MCH

- a. Evidence and data gaps
- b. Maternal and child mortality and morbidity: factors affecting health status of mothers
- c. Social and Psychosocial issues concerning mothers and caring of young children
- d. Traditional practices of care for young children

Unit 3: MCH Services in India

- a. Trends of MCH Programs in India
- b. Child health services
- c. Services for mothers: Family planning, Antenatal care service, Delivery care service, Postnatal care service
- d. Communication (SBCC) in MCH programs

Assessment Structure:

40 marks- Internal assessment (Test / Assignment / Presentation / Field Visit/short video clips/project work)

Essential Readings

1. Nagi B, S. (2000) Child Survival and Safe Motherhood: Experiences from India, Kanishka Publishers Distributors, Delhi, 224 pages.
 2. Sabestine A. and Gabriel Health and Social Work Practices, New Frontiers and Challenges, ISBN 978-81-7273-487-9, Authors Press, New Delhi.
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3. Pandya, R. (2014) Health, Family Planning & Nutrition in India -- 1951-56 to 2007-12, New Century Publications, Delhi, 547 pages.

Suggested Readings

1. Mudambi .R. Sumathi (2018) Fundamentals of Foods, Nutrition and Diet Therapy , New Age International Private Limited; 6 edition, 412 pages.
2. Ramachandrudu G. (1997) Health planning in India, APH Publishing, Andhra Pradesh, 178 pages.
3. Noddings, N. (2013). *Caring: A Relational Approach to Ethics and Moral Education*. University of California Press. Retrieved from <http://www.jstor.org/stable/10.1525/j.ctt7zw1nb>

Name of the Course: Social Entrepreneurship for Child Focused Organizations

Semester: IV

Credit hours: 4

Learning Outcomes: At the end of this course, students will be able to:

- i. Understand the importance and concept of early childhood development and social entrepreneurship
- ii. Comprehend the skills, knowledge and responsibilities required for working with children as an entrepreneur
- iii. Develop preliminary idea of designing entrepreneurial and long-term sustainable solutions in ECD

Unit 1: Early Childhood Development and Social Entrepreneurship as a Concept

- a. Holistic child development- the concept and domains in early childhood, centre-based child care
- b. Child-focused organisation, types and its objectives- early childhood care and education, child's right, child care institutions, adoption
- c. Significance and scope of social entrepreneurship in early years
- d. Understanding the skills and responsibilities required for working with children as entrepreneur

Unit 2: Working With Children and Child-Focused Organisation

- a. Current scenario of organisations in India working on children's development, child's right & adoption, early childhood education, abandonment and children on streets
- b. Guidelines and quality standards (MWCD, NIPCCID, UNICEF, NCPCR, CWC) for establishing Child Focused Organizations
- c. Rules and legal requirements, licensing and registration- ECCE state councils, Juvenile Justice (Care and Protection of Children) Act, 2015 JJ Model Rules, 2016, Child Care Institutions
- d. Ethics of working for and with child focused organisations and institutions, child friendly infrastructure and environment, staff, management

Unit III: Networking, Liasioning, Gaps and Challenges

- a) Mapping and need analysis for setting up an ECD organisations, Child-care institutions- objectives and outcomes
- b) Budgeting, proposal making, grant making through Networking and Liasioning
- c) Role of the institutions/CSR and government in providing funds- the process and procedures involved
- d) Analyzing case-studies, gaps and challenges for establishing child focused organisation and, risk mitigation strategies

Assessment Structure: 40 marks- Internal assessment (Test / Assignment / Presentation / Field Visit/project work)

Essential Readings

- REGULATORY GUIDELINES FOR PRIVATE PLAY SCHOOLS Guidelines for regulating private play schools for the children of the age of three to six years Education Division National Commission for Protection of Child Rights - <http://www.ncpcr.gov.in/showfile.php?&lang=1&level=1&lid=1271&sublinkid=933>
- A New Approach in Preschool Education: Social Entrepreneurship Education- <https://www.sciencedirect.com/science/article/pii/S1877042815038471>
- QUALITY STANDARDS FOR EARLY CHILDHOOD CARE AND EDUCATION <http://www.nipccd-earchive.wcd.nic.in/sites/default/files/PDF/Quality%20Standards%20for%20ECCE.pdf>
- National Minimum Guidelines for Setting Up and Running Crèches <https://wcd.nic.in/sites/default/files/National%20Minimum%20Guidelines.pdf>
- LAW COMMISSION OF INDIA Report No.259 Early Childhood Development and Legal Entitlements - <http://lawcommissionofindia.nic.in/reports/Report259.pdf>

Recommended Readings

- Re-defining the early childhood development profession in india <https://azimpremjiuniversity.edu.in/SitePages/pdf/BookofAbstracts-ECDCConference-Nov-7-8-2016.pdf>
- LIVING CONDITIONS IN INSTITUTIONS FOR CHILDREN IN CONFLICT WITH LAW MANUAL MARCH, 2017 https://wcd.nic.in/sites/default/files/Final%20Manual%2024%20April%202017_5.pdf
- Social-innovation-and-entrepreneurship-early-childhood- <https://socialcapitalmarkets.net/2018/03/a-burgeoning-new-field-for-social-innovation-and-entrepreneurship-early-childhood/>

- Education_Kits_User_Manuals_Module https://www.unicef.org/supply/files/Education_Kits_User_Manuals_Module_3.pdf
- Waniganayake, M., Cheeseman, S., Fenech, M., Hadley, F., & Shepherd, W. (2012). *Leadership: contexts and complexities in early childhood education*. South Melbourne: Oxford University Press.
- Argyris C. , Schön D. 1974. Theory in practice. San Francisco: Jossey-Bass. [Google Scholar](#)
- Social Learning and Social Entrepreneurship Education, Carole Howorth, Susan M. Smith and Caroline Parkinson <https://journals.aom.org/doi/abs/10.5465/amle.2011.0022>

Name of the Course: Observing and Theorizing Children's Development

Semester: I

Credit hours: 4

Learning Outcomes: At the end of this course, students will be able to:

- i. Use observation as a tool for understanding and assessing children's development
- ii. Understand cultural-historical factors that mediate children's development
- iii. Develop skills for analyzing and documenting observation data.
- iv. Critically evaluate various approaches for theorizing and conceptualizing children's development.

Unit 1: Observation as a Tool for Understanding and Assessing Children's Development

- a. Observation as a key tool for understanding children's development in early years, cultural-historical factors that mediate the process of observation
- b. Various methods of observation, using technological tools for observation
- c. Preparations for doing observation: Developing observation guidelines/manuals, informed consent and other ethical issues.

Unit 2: Documenting and Analyzing Observation Data

- a. Writing fieldnotes
- b. Principles for interpreting and analysing observation data
- c. Transcribing and analyzing video-recorded data

Unit 3: Theorizing Children's Development

- a. Grounded theory approach
- b. Ethnographic approach
- c. Cultural-historical approach

Assessment Structure:

40 marks- Internal assessment (Test / Assignment / Presentation / Field Visit/short video clips/project work)

References:

1. Atkinson, P., Coffey, A., Delamont, S., Lofland, J and Lofland, L. (2001). Handbook of Ethnography. London: Sage
 2. Beaty, J.J. (1994). Observing development of the young child. Englewood Cliffs: Prentice Hall.
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3. Boehm, A.E. & Weinberg, R.A. (1987). *The classroom observer*. New York: Teachers College Press.
4. Cohen, L., Manion, L. & Morrison (2013). *Research Methods in Education*. Routledge. London.
5. Cohen, L.G. & Spenciner, L.J. (1994). *Assessment of young children*. New York: Longman.
6. Enerson, R.M., Fretz, R. I & Shaw, L.L. (1995) *Writing Ethnographic Fieldnotes*
7. Glaser, B.G. & Strauss, A.L. (1967, 1999). *The Discovery of Grounded Theory: Strategies for Qualitative Research*. New York: Routledge.
8. Hammerseley, M. and Atkinson, P. (1995) *Ethnography: Principles in Practice*, London, Routledge.
9. Hedegaard, M.& Fler, M. (2009). *Studying Children: A Cultural Historical Approach*. Berkshire: Open University Press.
10. Isaksen, J.G. (1986). *Watching and wondering*. Palo Alto: Mayfield.

Name of the Course: Child Protection, Family Strengthening and Alternative Care

Semester: II

Credit hours: 4

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

- i. Understand the current situation of child care and protection in India, framed in a global practice, and legally based on National acts, rules, guidelines and directives.
- ii. Demonstrate a technical understanding of family strengthening, foster care and alternative care.
- iii. Critically analyze their role as a public citizen, social worker and/or academician in the field of alternative care in India.

Unit 1: Family, Child, Childhood, Vulnerability

- a. Vulnerability and defining the child, family and childhood
- b. Dimensions of care and protection of children
- c. Types and mechanisms of care and protection of children
- d. Situational analysis of child care and protection of children in India

Unit 2: Child Protection, Family Strengthening, Gate Keeping and The Continuum Of Care

- a. The continuum of care and the current service provisions in India
- b. Family strengthening strategies, techniques, tools and good practices
- c. Gate keeping mechanisms, the Child Welfare Committee and the District Child Protection Unit.
- d. Social change theory for child care system reform

Unit 3: Foster Care, Adoption, Aftercare

- a. Foster Care, Guidelines and law in India
- b. Adoption, Guidelines and law in India
- c. Aftercare, Guidelines and law in India
- d. Global and national examples of child protection practice

Assessment Structure:

60marks – End term examination

40 marks – Internal assessment

Essential Readings:

1. Approach to Child Protection: Key Concepts and Considerations. New York: United Nations Children's Fund (UNICEF)
2. Bromfield, L., & Osborn, A, (2007). *Kinship Care (Research Brief No. 10)*. Melbourne: Australian Institute of Family Studies National Child Protection Clearinghouse.
3. Pinheiro, P. S. (2006). *World Report on Violence against Children*. New York: UN.
4. SOS Children's Villages International. (2010). *Guidelines for the Alternative Care of Children*. Innsbruck, Austria: SOS Children's Villages International.
5. UN. (1989). *United Nation Convention on Rights of the Child*. London: UNICEF.

Recommended Readings:

1. Cantwell, N.; Davidson, J.; Elsley, S.; Milligan, I.; Quinn, N. (2012). *Moving Forward: Implementing the 'Guidelines for the Alternative Care of Children'*. UK: Centre for Excellence for Looked After Children in Scotland.
2. Csaky, C. (2014). Family for Every Child. Why Care Matters: The importance of adequate care for children and society.
3. The Faith To Action Initiative. (2015). A Continuum Of Care For Orphans And Vulnerable Children.
4. UN (1989). UN Convention on the Rights of the Child. New York: United Nations.
5. UN (2010a). Guidelines for the Alternative Care of Children. New York: United Nations.
6. Williamson, J. and Greenberg, A. (2010). Families, not orphanages. New York: Better Care Network
7. Wulczyn, F., Daro, D., Fluke, J., Feldman, S., Glodek, C., Lifanda, K. (2010). *Adapting a Systems Approach to Child Protection: Key Concepts and Considerations*. UNICEF: New York.

Name of the paper: Skills in Engaging Young Children

Semester: III

Credits: 4

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

- i. Understand the concept of play and its importance for children's overall development and learning
- ii. Describe the basic principles, concepts, significance and scope of using play and learning material for young children from birth to eight year
- iii. Make and develop age-appropriate, child friendly and innovative play and learning materials for young children

Unit 1: Play, development and play material

- a. Definition of play, characteristics of play and types of play
- b. Role of play in development and learning, importance of resources and learning material in play
- c. Perspectives towards play and the use of learning material with young children, role of adults, the 'constructivist' or active learning approach

Unit 2: Play and children

- a. Play and learning material for birth-threeyear old children to promote overall development including sensory stimulation, language development, cognitive development, physical development, socio-emotional development and creativity and imagination
- b. Play and learning material for 3–6year old children to promote overall development including sensory stimulation, language development, cognitive development, physical development, socio-emotional development and creativity and imagination
- c. Play and learning material for 6–8year old children to promote overall development including sensory stimulation, language development, cognitive development, physical development, socio-emotional development and creativity and imagination.

Unit 3: Developing learning material for young children

- a. Safety and children's play and learning material, Low-cost materials, culturally diverse learning material
- b. Making and use of Flip books/flannel cards, posters/charts, picture books/story books, puppets, puzzles/activity books/assignments
- c. Exposure to play and learning material made by different organisations like:
Ekalavya, Jodo Gyan, technology and learning material

Assessment Structure:

60 marks- End semester examination

40 marks- Internal assessment on unit III b (Any three learning-play materials made by student)

Essential Reading

1. Bailey, C. M. (2006). *Learning through play and fantasy*, EC 1297E, Corvallis, OR Oregon State University.
2. Bodrova, E. & Leong D. (2005), *The importance of play, why children need to play*. Early Childhood Today, 20 (3), 6-7.
3. Ginsburg, K. R. (2007). *The importance of play in promoting healthy child development and maintaining strong parent-child bond*, Journal of American Academy of Pediatrics, 119 (1), 183-185.
4. Isenberg, Packer, J. and Quisenberry, N. (2002) *Play Essential for All Children*, A Position Paper of the Association for Childhood Education International, Retrieved from <http://www.highbeam.com/doc/1G1-93348877.html>

Recommended Reading

1. Ariès, P. (1996). *Centuries of childhood*. Pimlico.
2. Berk, L.E., Mann, T.D., and Ogan, A.T. (2006). Make-Believe Play: Wellspring for Development of Self-Regulation. In D.G. Singer, R.M. Golinkoff and K. Hirsh-Pasek (Eds.), *Play=Learning: How Play Motivates and Enhances Children's Cognitive and Social-Emotional Growth*. (pp. 74-100). Oxford: Oxford University Press
3. Broström, S. (2003). Tools and symbols in frame play. In L-E. Berg, A. Nelson and K. Svensson (Eds.) *Toys in Educational and Socio-cultural Contexts. Toy Research in the Late twentieth Century, Part 1*. Selection of papers presented at the International Toy Research Conference, Halmstad University, Sweden June 1996. Stockholm: SITREC. Universitetservice AB.
4. Frost, J. L. (2010). *A history of children's play and play environments: toward a 50 contemporary child-saving movement*. Taylor and Francis.

5. Wadley, A. (1974) *Just Playing*, Permission to print granted by author and available on request. Retrieved from <http://www.anitawadley.com/Site/Poem.html> March 16, 2010.
6. Wood (Eds.). *Play and learning in the early years*. London: Sage.

Name of the course: Mental Health and Well-Being in Early Childhood Years

Semester: IV

Credit Hours: 4

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

- i. Understand the risk and protective factors to mental health and well-being in early years
- ii. Develop and demonstrate skills for identification and assessment of psycho-social problems in young children
- iii. Explain the concept of early intervention and child- friendly therapeutic techniques, the promotion of psycho-social health and well-being in early years.

UNIT 1: Socio-emotional development and contextual influence in early years

- a) Emotions and emotional development in early years, theoretical perspectives and implications
- b) Context of emotional difficulties: parent-child relationships, biological factors, social and psychological risk factors, community and cultural influences.
- c) Protective factors and resilience; concepts of Emotional regulation, life skills.

UNIT 2: Identification and assessment of psycho-social difficulties in early years

- a) DSM-5 childhood disorders
- b) Early Childhood Assessment: Concept, principles and recommendations; introduction to development screening and child behaviour checklists
- c) Play based assessment and Mental State Examination

UNIT 3: Early Intervention and child-friendly approaches to Mental health treatment

- a) Early intervention principles and guidelines
- b) Basic behaviour modification; Cognitive behavioural interventions; Play therapy.
- c) Promoting mental health and well-being in early years.

Structure of Internal Assessment: Psychological assessment and familiarisation with Intelligence tests will be part of internal assessment Test / Assignment / Presentation/ Field Visit etc. (40 marks)

Essential/ Suggested Readings:

1. Berk, L.E. (2013), Child Development, Pearson Education
2. Santrock, J.W. (2010). Child Development: An Introduction McGraw-Hill Education
3. American Psychiatric Association (2013). Diagnostic Statistical manual of Mental Disorders, Fifth Edition
4. Shonkoff, J.P & Meisels, S.J. (2001). Handbook of early Childhood Intervention (2nd Edition). Cambridge University Press