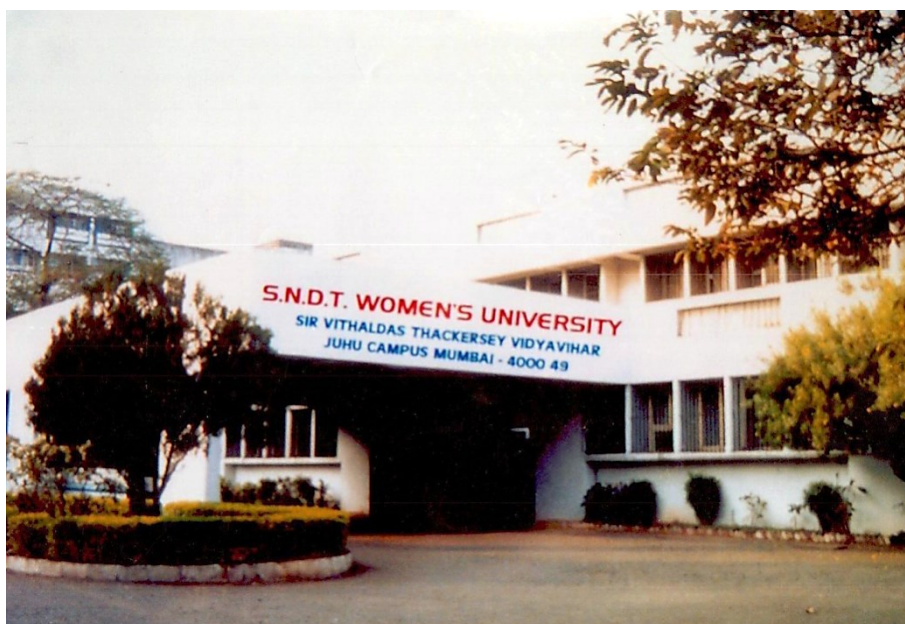


# **S.N.D.T. Women's University**

([www.sndt.ac.in](http://www.sndt.ac.in))

## **Syllabus – Post Graduate Diploma in Early Childhood Development (Revised 2012-13)**



**S.N.D.T. Women's University  
Sir Vithaldas Vidyavihar, Juhu Campus,  
Santacruz (west), Mumbai 400049.**

### **1. Eligibility:**

- B.Sc. Home Science Graduate with 45% passing marks
- B.A. with Child Care Graduate with 45% passing marks
- Graduate from other discipline with 50% passing marks

### **2. Objectives:**

- The student acquires skills and attitude in handling children, managing classroom and develop knowledge to understand children
- The students are trained in national and international practices in early childhood education

### **3. Course Outcome:**

Department of Human Development is committed towards the mission of improving the quality of life by creating and disseminating knowledge to intervention programmes about child development and immediate concerns of early childhood education and family.

The main focus is on motto of discovering by research, integrating, applying knowledge about child development and early childhood education.

The department makes conscious efforts to reach the main objectives such as making student acquainted to the field of early childhood education and equip them with skills to do outreach programmes, teaching, research and policy work. To develop scientific approach and knowledge about the effective management of the running the school and implementing appropriate curriculum.

One of the major goals is also to facilitate the holistic personality development of the students by providing opportunities for arranging exhibitions, conducting workshops, training programmes for teachers, parents, adults; life skills development for young children, and moreover creating the practical scope for students to get a first-hand experience in teaching and management of preschool. And students are equipped with countering the challenges related to children and parental involvement in preschool set-up. The exhaustive training in developing worksheets, recreative toys and games, help to increase confidence in managing effect preschooling.

Through internship, in the department laboratory school, students become able to connect discipline knowledge to personal and professional life.

**Post Graduate Diploma in Early Childhood Education Course/Programme Outcome:**

On the successful completion of the programme, the students will be able to

- (i) Demonstrate the sound theoretical foundation in theories of child development and research knowledge of early childhood education such as children with special needs, issues early childhood education, curriculum planning, preschool management and health, nutrition and safety of child.
- (ii) Able to display skills necessary to apply theory to modify and enhance growth and development of children.
- (iii) Able to critically appreciate different methodologies in preschool and select the appropriate and meaningful ways to interact with the children in the class.
- (iv) Thorough orientation in various theory papers will enable students to address the concerns related to curriculum planning, preschool methodologies, health and nutritional concerns and ensure parental involvement and overall management of the school.
- (v) Exhibit professional and ethical values in early childhood education as a profession.

**SYLLABUS FORMAT**

**Faculty Name:** Home Science

**Course Name:** P. G. Diploma in Early Childhood Education

**SCHEME: Semester I**

Code	Subjects	L	Cr	P/T	D	TP	Internal	P/V	T
107001	Child Development	4	4	-	2	50	50	-	100
107002	Curriculum Planning (I)	4	4	-	2	50	50	-	100
107003	Preschool Organization and Management	4	4	-	2	50	50	-	100
107004	Professional Development	2	2	-	-	-	50	-	50
107005	Preschool Participation*	-	8	16		-	200	-	200
107006	Workshop / Seminar	-	2	4	-	-	50	-	50
	<b>Total</b>	14	24	20	6	150	450	-	600

**SCHEME: Semester II**

<b>Code</b>	<b>Subjects</b>	<b>L</b>	<b>Cr</b>	<b>P/L</b>	<b>D</b>	<b>TP</b>	<b>Internal</b>	<b>P/V</b>	<b>T</b>
207001	Curriculum Planning (II)	4	4		-	-	100	-	100
207002	ICT in ECE	4	4	-	2	-	100	-	100
207003	Heath, Nutrition and Safety	4	4	-	2	50	50	-	100
207004	Children with Special Needs	4	4	-	2	50	50	-	100
207005	Preschool Participation	-	8	16	-	-	200	-	200
	<b>Total</b>	16	24	16	6	100	500	-	600

Note: \* To be calculated in second semester

**L = No. of Lectures / week, P / T = Practical / Tutorial in hrs, D = Duration of Theory paper for Examination in hrs, TP = Theory Paper-marks, TW = Term Work - marks, P/V = Practical / Viva Voce - marks, T = Total**

**SCHEME: SEMESTER I**  
**CHILD DEVELOPMENT**

**Objectives:**

1. To acquire the knowledge of principles, process and stages of child's (0-8 years) growth and development.
2. To make students aware of certain important aspects of development during these phases and the importance of guidance for child's proper development.
3. To encourage involvement in the child development processes.
4. To become aware of different activities stimulating and fostering the development.

**Course Outcome:**

At the completion of the course, students will be able to:

1. Identify factors affecting growth and development of child.
2. Address nature and nurture controversies.
3. Analyze the characteristics of child at toddlerhood.
4. Contextualize cultural context and child rearing practices.
5. Integrate characteristics and milestones during early childhood.
6. Demonstrate the knowledge of milestones and respective characteristics.

**Specific Outcome:**

1. Students will be able to contextualize main theories of development of childhood levels of development.

**Theory:**

Code	Subjects	L	Cr	P/L	D	TP	Internal	P/V	T
107001	Child Development	4	4	-	2	50	50	-	100

**Contents:**

Sr. No	Topic and Details		No. of lectures	Weightage in %
<b>Block 1</b>	<b>Introduction to Child Development</b>			25%
	Unit 1	Definition of the child Concept of growth and development Principles of Development		
	Unit 2	Nature and Nurture		
	Unit 3	Factors affecting growth and development		
	Unit 4	Prenatal Development		

<b>Block 2</b>	<b>Infancy and toddlerhood - 0 to 2 years</b>			25%
	Unit 1	Characteristics of Neonates and reflexes		
	Unit 2	Milestones and characteristics of Infancy		
	Unit 3	Milestones and characteristics of Toddlerhood		
	Unit 4	Child rearing practices in a cultural context		
<b>Block 3</b>	<b>Early Childhood 2 to 6 years</b>			25%
	Unit 1	Physical and motor development - Characteristics and Milestones		
	Unit 2	Social and emotional development - Characteristics and Milestones Eric Erickson - First 2 stages Development and management of emotions		
	Unit 3	Cognitive Development - Characteristics and Milestones Cognitive Development –Jean Piaget’s theory of Cognitive Development - first 2 stages		
	Unit 4	Language Development - Characteristics and Milestones Stages of Language Development - Semantics, Pragmatics, Syntax, Sentence Formation		
<b>Block 4</b>	<b>Middle Childhood - 6 to 8 years</b>			25%
	Unit 1	Physical and Motor Development - Characteristics and Milestones		
	Unit 2	Social and Emotional Development Eric Erickson - 3 & 4 stages Urie Bronfenbrenner		
	Unit 3	Cognitive and Language Development Concept formation, reasoning, memory, concentration, imagination, problem solving Emergent literacy, Whole language approach, Phonetics		
	Unit 4	Moral Development Kohlberg 3 levels		

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# **CURRICULUM PLANNING – I**

## **Objectives:**

1. To develop an understanding of the aspects in curriculum.
2. To understand the importance of play in curriculum
3. To develop an insight into planning and managing activities

## **Course Outcome:**

At the completion of the course, students will be able to:

1. Analyze factors affecting curriculum planning.
2. Compare various approaches to curriculum planning.
3. Use learning principles to teach the concepts more effectively to children.
4. Select appropriate material to interact with children and bring expected change in the behavior and development.
5. Critically evaluate different types of curriculum.
6. Demonstrate skills for assessment and evaluation of both child and programmes.

## **Specific Outcome:**

1. Students will be able to practice developmentally appropriate practices in ECE.

## **Theory:**

<b>Code</b>	<b>Subjects</b>	<b>L</b>	<b>Cr</b>	<b>P/L</b>	<b>D</b>	<b>TP</b>	<b>Internal</b>	<b>P/V</b>	<b>T</b>
107002	Curriculum Planning (I)	4	4	-	2	50	50	-	100

## **Contents:**

<b>Sr. No</b>	<b>Topics and Details</b>		<b>No. of lectures</b>	<b>Weightage in %</b>
<b>Block 1</b>	<b>Fundamentals of curriculum planning</b>			<b>35%</b>
	Unit 1	Definition, Principles and characteristics of Curriculum Planning		
		Factors affecting curriculum planning		
	Unit 2	Approaches to Curriculum Planning		
		Friedrich Froebel		
		Maria Montessori		
		Howard Gardener		
		Tarabai Modak		
		Gijubhai Badheka		
		Mahatma Gandhi		



	Unit 3	Learning		
		Principles of learning		
		Incidental and planned learning		
	Unit 4	Developmentally Appropriate Practices		
		Components of DAP		
<b>Block 2</b>	<b>Methods and Materials</b>			<b>20%</b>
	Unit 1	Play - Definition, Types and value		
	Unit 2	Creative Activities - Importance, Teacher's role and techniques		
	Unit 3	Music and Movement - Importance, Teacher's role and techniques		
	Unit 4	Literacy and Literature		
<b>Block 3</b>	<b>Types of Curriculum</b>			<b>20%</b>
	Unit 1	Project based		
	Unit 2	Theme based		
	Unit 3	Play way		
	Unit 4	Creative Curriculum		
	Unit 5	Eclectic Approach		
<b>Block 4</b>	<b>Assessment and Evaluation</b>			<b>25%</b>
	Unit 1	Definition & Difference of Assessment and Evaluation, Importance		
	Unit 2	Types of Assessment		
	Unit 3	Assessment of Child		
	Unit 4	Program Evaluation		

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# **PRESCHOOL ORGANIZATION AND MANAGEMENT**

## **Objectives:**

1. To understand the principles of preschool organization and administration.
2. To understand the concept of supervision and guidance.
3. To become acquainted with procedures of maintaining school accounts, necessary records and registers.
4. To understand the way of educating parents and getting their help and co-operation.

## **Course Outcome:**

At the completion of the course, students will be able to:

1. Distinguish between functioning and management of crèche and day care centers.
2. To plan and manage different types of preschools and respective methodologies.
3. Exhibit knowledge regarding maintaining and using various records in preschool.
4. Integrate roles and qualities to be effective professionals in the field of ECE.

## **Specific Outcome:**

1. Students will be able to develop assessment criteria for child and preschool programmes.

## **Theory**

Code	Subjects	L	Cr	P/L	D	TP	Internal	P/V	T
107003	Program Organization and Management	4	4		2	50	50	-	100

## **Contents:**

Sr. No	Topics and Details		No. of lectures	Weightage in %
<b>Block 1</b>	<b>Management of Crèche and Day care</b>			<b>35%</b>
	Unit 1	Definition and difference between day care, crèche, Balwadi and Anganwadis		
	Unit 2	Infrastructure, Health and Safety		
	Unit 3	Financial Management		
	Unit 4	Working with Parents and its Importance		
	Unit 5	Scheduling and Activity Planning		
<b>Block 2</b>	<b>Management of Preschool</b>			<b>25%</b>
	Unit 1	Definition and types of Preschool - branded/franchisee, kindergarten, Montessori, government, Lab schools, private schools, preschools attached to formal schools		

	Unit 2	Infrastructure, Health and Safety		
	Unit 3	Financial Management		
	Unit 4	Working with Parents and its Importance		
	Unit 5	Scheduling and Lesson Planning		
<b>Block 3</b>	<b>Evaluation, Records and Reports</b>			<b>15%</b>
	Unit 1	Rubrics		
	Unit 2	Importance of Maintaining Records		
	Unit 3	Types of Records & Uses of Records		
<b>Block 4</b>	<b>Personnel</b>			<b>25%</b>
	Unit 1	Roles		
	Unit 2	Qualities		
	Unit 3	Training		
	Unit 4	Organizational set up		

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## **Professional Development**

### **Course Outcome:**

At the completion of the course, students will be able to:

1. Demonstrate knowledge for becoming effective professionals in the field of Early Childhood Education.
2. Integrate preschool ethics and advocacy.
3. Create learning environment for children.
4. Create professional environment to manage the conflicts for effective functioning of preschool.

### **Specific Outcome:**

1. Students will be able to develop critically analyze job responsibilities of preschool.

<b>Code</b>	<b>Subjects</b>	<b>L</b>	<b>Cr</b>	<b>P/L</b>	<b>D</b>	<b>TP</b>	<b>Internal</b>	<b>P/V</b>	<b>T</b>
107004	Professional Development	2	2	-	-	-	50	-	50

### **Contents:**

<b>Sr. No</b>	<b>Topics and Details</b>		<b>No. of Lectures</b>	<b>Weightage in %</b>
<b>Module 1</b>	<b>Roles and Responsibilities of an ECCE Professional</b>			<b>50%</b>
	Unit 1	Qualities of a Preschool Teacher		
	Unit 2	Educational Preparation		
	Unit 3	Job Description and Analysis		
	Unit 4	Quality in ECCE, Professional Bodies		
	Unit 5	Professional Support – Pre-service, Induction, In-service		
	Unit 6	Ethics and Advocacy		
<b>Module 2</b>	<b>Skills – Hard and Soft Skills</b>			<b>50%</b>
	Unit 1	Planning		
	Unit 2	Observation		
	Unit 3	Creative Learning Environment		
	Unit 4	Communication and Team Work		
	Unit 5	Conflict Management		
	Unit 6	Dealing with Diversity		
				<b>100</b>

## **PRESCHOOL PARTICIPATION**

### **Objectives:**

1. To understand individual difference in children's behaviour and develop ability to work with them and guide them.
2. To develop skills and competencies required for conducting nursery school program.
3. To help students acquire the skills of observing and interpreting behaviour and development of the child.

### **Course Outcome:**

At the completion of the course, students will be able to:

1. Demonstrate skills to observe infants in different settings at preschool.
2. Formulate activities for stimulation.
3. Produce activities for preschool classes.
4. Develop lesson plans and implement effectively.
5. Exhibit skills for classroom management
6. Produce reports and write case studies on model preschools.

### **Practical:**

Code	Subjects	L	Cr	P/T	D	TP	Internal	P/V	T
107005	Preschool Participation*	-	8	16	-	-	200	-	200

Note: \* To be calculated in second semester

### **Contents:**

Sr. No.	Topics and Details		No. of lectures	Weightage in %
<b>Block 1</b>	<b>Observe infants in various settings</b>			<b>25%</b>
	Unit 1	Observe Infants (one week)		
	Unit 2	Formulating Activities for Stimulation.		
	Unit 3	Assessment of Infants		
<b>Block 2</b>	<b>Each student is expected to work in the Laboratory Nursery School</b>			<b>25%</b>
	Unit 1	Observation, documentation, reflection		
	Unit 2	Assistantship		
	Unit 3	Activities – story telling, rhymes, cooking activities, science activities, social science, creative activity, play, circle time		



	Unit 4	Independent work: Independently take lessons in the classroom with the help of AV aids		
<b>Block 3</b>	<b>Exam week</b>			<b>25%</b>
	Unit 1	Lesson plan		
	Unit 2	Planning and implementation and reflection		
	Unit 3	Classroom management		
	Unit 4	Budget		
<b>Block 4</b>	<b>Visits and Reports</b>			<b>25%</b>
	Unit 1	Visit quality Pre-schools and Report		
	Unit 2	Visit preschools for disadvantage group of Population and Report		
	Unit 3	Case studies and Report of observation of 2 special children with focus on factors influencing them		

## **WORKSHOP/SEMINAR**

### **Objectives:**

1. To develop critical appraisal of current issues in Early Childhood Education
2. To create awareness within the community about issues in ECE

### **Course Outcome:**

At the completion of the course, students will be able to:

1. Critically evaluate current issues of ECE.
2. Reflect on the rights of the child.
3. Respond to constructive criticism in quality in ECE and research in ECE.
4. Evaluate policy and programmes in ECE.

### **Specific Outcome:**

1. Assure parental involvement in preschooling.

### **Practical:**

<b>Code</b>	<b>Subjects</b>	<b>L</b>	<b>Cr</b>	<b>P/T</b>	<b>D</b>	<b>TP</b>	<b>Internal</b>	<b>P/V</b>	<b>T</b>
107006	Workshop / Seminar	-	2	4	-	-	50	-	50

### **Contents:**

<b>Sr. No.</b>	<b>Topics and Details</b>		<b>No. of lectures</b>	<b>Weightage in %</b>
<b>Module 1</b>	<b>Focus on all-round Development</b>			
	Unit 1	Creativity Development in children		<b>25%</b>
	Unit 2	Language Development: Bilingualism, multilingualism		
	Unit 3	Process of Socialization Development of self-concept and self-esteem, Social acceptance		
	Unit 4	Brain Research		
<b>Module 2</b>	<b>Child Rights</b>			<b>20%</b>
	Unit 1	Right to learning, participation and Development		
	Unit 2	Right to Education		
	Unit 3	Critical evaluation of rights		
	Unit 4	Rights of socially and culturally deprived children		

<b>Module 3</b>	<b>Current trends and Research in ECE</b>			<b>40%</b>
	Unit 1	Local & Global trends in ECE Policies and programs: Global and Local		
	Unit 2	Quality in ECE		
	Unit 3	Community involvement in ECE		
	Unit 4	Methods of doing research in ECE Currents research trends Teacher as a researcher		
	Unit 5	Research on Policy and Programs in ECE Reports of National and International organization in ECE		
<b>Module 4</b>	<b>Parental involvement</b>			<b>15%</b>
	Unit 1	Parents perspective and involvement		
	Unit 2	Community based strategies		
	Unit 3	Socially and culturally deprived children		
	Unit 4	Home based strategies		

## **SCHEME: Semester II**

### **CURRICULUM PLANNING - II**

#### **Objectives:**

1. To develop an understanding of the different aspects in curriculum.
2. To understand the importance of play in curriculum.
3. To develop an insight into planning and implementing activities.

#### **Course Outcome:**

At the completion of the course, students will be able to:

1. Analyze areas of curriculum in preschool.
2. Reflect on different aspects of curriculum.
3. Relate importance of play in preschool level.
4. Implement learning activities.
5. Integrate curriculum and curriculum activities

#### **Theory:**

Code	Subjects	L	Cr	P/T	D	TP	Internal	P/V	T
207001	Curriculum Planning (II)	4	4	-	-	-	100		100

#### **Contents:**

Sr. No	Topics and Details		No. of lectures	Weightage in %
<b>Block 1</b>	<b>Reading and Writing Readiness</b>			<b>25%</b>
	Unit 1	Stages and types of reading and writing readiness		
<b>Block 2</b>	<b>Math for young children</b>			<b>25%</b>
	Unit 1	Meaning and Importance		
	Unit 2	components of maths		
	Unit 3	Methods / strategies for planning and teaching maths		
<b>Block 3</b>	<b>Science for young children</b>			<b>25%</b>
	Unit 1	Meaning and Importance		
	Unit 2	Objectives and goals		
	Unit 3	Characteristics of an adequate science program		
	Unit 4	Methods / strategies for planning and teaching science		
<b>Block 4</b>	<b>Social Studies for young children</b>			<b>25%</b>
	Unit 1	values and objectives		

	Unit 2	festivals and celebrations		
	Unit 3	Methods / strategies for planning and teaching social studies		

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## ICT IN ECE

### Objectives:

1. To understand the importance and use of technology in ECE
2. To understand various technological media and its use
3. To understand the role of technology in documentation

### Course Outcome:

At the completion of the course, students will be able to:

1. Develop models for interacting with children.
2. Integrate knowledge of technology to communicate with parents and other stakeholders.
3. Use technological tools to effectively stimulate the children's development.
4. Demonstrate the skills to use ICT tools to create brochures, posters, leaflets, flyers for preschool programs.

### Theory:

Code	Subjects	L	Cr	P/T	D	TP	Internal	P/V	Code
207002	ICT in ECE	4	4	-	2	50	50	-	100

Sr. No.	Topics and Details		No. of lectures	Weightage in %
<b>Block 1</b>	<b>Instructional Design</b>		15	25%
	Unit 1	Instructional Models <ul style="list-style-type: none"><li>• ADDIE model of instruction</li><li>• Systems Approach to instruction Dick &amp; Carey's model</li></ul>	5	
	Unit 2	Electronic Technology and instructional design <ul style="list-style-type: none"><li>• Personal Computing Devices and instructional design</li><li>• Internet and its influence on instructional design</li></ul>	10	
<b>Block 2</b>	<b>Pedagogical Approach to using ICT</b>		15	25%
	Unit 1	Communication with parents through ICT	5	
	Unit 2	Using ICT to share information with parents	5	
	Unit 3	Integrating ICT into teacher practice	5	
<b>Block 3</b>	<b>Electronic Technology &amp; Instruction</b>		15	25%

	Unit 1	Preschool Teacher Education & Electronic Technology – For rhymes, stories, animation and flash presentation	5	
	Unit 2	Introduction to <ul style="list-style-type: none"> <li>• Image processing, presentation tools</li> <li>• Video and sound processing tools</li> <li>• Animation tools</li> </ul>	5	
	Unit 3	Developing Teacher Education Module for teachers teaching in Early grade	5	
<b>Block 4</b>	<b>Using ICT in documentation</b>		15	25%
	Unit 1	Designing brochure, poster, leaflet, flyer for Pre School programme/Parents	5	
	Unit 2	Designing assessment sheets, certificates,	5	
	Unit 3	Designing class room environment	5	

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## **Health, Safety and Nutrition**

### **Objectives**

The students will

1. Understand the relationship between health, safety, nutrition and hygiene in the Indian context
2. Learn about common childhood illnesses
3. Define safety practices to be followed in an ECCD centre
4. Understand nutrition and health related issues
5. Know the components of a nutritious diet
6. Plan a balanced meal for children
7. Document and maintain records to assess the children's health
8. Evaluate the safety measures followed in an ECCD center

### **Course Outcome:**

At the completion of the course, students will be able to:

1. Evaluate the safety measures.
2. Relate health and preschool education.
3. Plan nutritional plans.
4. Use safety measures.

### **Theory:**

Code	Subjects	L	Cr	P/T	D	TP	Internal	T
207003	Health Safety and Nutrition	4	4	-	2	50	50	100

### **Content:**

Sr. No	Topic and Detail		No. of Lectures	Weightage in %
<b>Block 1</b>	<b>Assessing children's Health</b>			
	Unit 1	Importance ,principles and issues in health education		
	Unit 2	Acute and Communicable Illnesses – Identification and Management Common Acute Illnesses – Colds, Diaper Rash, Diarrhoea, fever, headaches, stomach aches, heat rash, teething, vomiting Common Communicable illnesses – Chickenpox, common cold, measles, mumps, conjunctivitis, scabies, German measles, tuberculosis		

	Unit 3	Health and Mental Health Education Preventive and curative Health Care – Immunization, Policies, Environmental Control		
	Unit 4	Assessing medical history and health records, maintaining healthy weight		
<b>Block 2</b>	<b>Foods and Nutrition</b>			
	Unit 1 : Nutritional needs, importance and Issues related to Nutrition – Malnutrition, obesity, common eating and feeding concerns, junk food			
	Unit 2: Nutritional Requirements and importance of balanced diet on health of Pre-school Children			
	Unit 3 : Menu Planning and serving nutritious meals			
	Unit 4 : Food safety and hygiene Importance of Hygiene (Children and staff) <ul style="list-style-type: none"> <li>• Oral care</li> <li>• Bathing</li> <li>• Clothing</li> <li>• Skin Care</li> <li>• Hair care</li> <li>• Toilet habits</li> </ul> and Eating habits,			
<b>Block 3</b>	<b>Safety Management</b>			
	Unit 1: Essentials for Safety and Security  Unit2: Emergency Vs First Aid  Unit 3: Cleanliness of school premises and classrooms <ul style="list-style-type: none"> <li>• Classrooms</li> <li>• Washrooms</li> <li>• Toys, materials, equipment</li> <li>• Food and water</li> </ul> Unit 4: Safety Measures: Indoor & Outdoor: <ul style="list-style-type: none"> <li>• Indoor Safety – Home and preschool</li> <li>• Crib safety</li> <li>• Water safety</li> <li>• Sand Safety</li> <li>• Outdoor safety</li> <li>• Washroom Safety</li> </ul>			

	<ul style="list-style-type: none"> <li>• Toy Safety</li> <li>• Food Safety</li> <li>• Transportation Safety</li> </ul> <p>Unit 5: Factors affecting Safety</p>		
<b>Block 4</b>	<b>Food habits and dietary practices</b> <b>Relationship between Health, fitness, nutrition</b>		
	Unit 1: Congenital and Hereditary Factors, Environmental Factors, Common Hazards		
	Unit 2 : Identification, Prevention and Remedial Measure of common diseases		
	Unit 3 : Healthy behavior practices (physically, socially and emotionally)		
	Unit 4 : Safety practices for children to prevent home and school injuries		

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2. Marotz, L.R. (2015). Health, safety and nutrition for the young child. Cengage learning
3. Sengupta. M. (2009). Early Childhood Education. PHI Learning Pvt Ltd. New Delhi
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# **CHILDREN WITH SPECIAL NEEDS**

## **Objectives:**

1. To help students be aware of the nature of some disabilities in children.
2. To help them understand the importance of detecting disabilities.
3. To make them aware of the methods of detection, as well as the types and characteristics.
4. To recognize and understand the needs of special children.
5. To become aware of the services available for children in need of special help.

## **Course Outcome:**

At the completion of the course, students will be able to:

1. Identify different disabilities.
2. Realize the importance of early detection.
3. Integrate the knowledge of various impairments.
4. Apply knowledge and identify neurological disorders.
5. Draft the rehabilitation programmes.

## **Specific Outcome:**

1. Student will be able to develop intervention programs for children with special needs.

## **Theory:**

Code	Subjects	L	Cr	P/T	D	TP	Internal	P/V	Code
207004	Children with Special Needs	4	4	-	2	50	50	-	100

## **Contents:**

Sr. No.	Topics and Details		No. of lectures	Weightage in %
<b>Block 1</b>	<b>Introduction</b>			<b>25%</b>
	Unit 1	Nature of disabilities/impairments.		
	Unit 2	Rights of the disabled, Needs of Special children		
	Unit 3	Early detection, Integration		
	Unit 4	Children at risk.		
<b>Block 2</b>	<b>Physically Handicapped &amp; Impaired</b>			<b>25%</b>
	Unit 1	Orthopedic handicap.		
	Unit 2	Visual handicap.		

	Unit 3	Auditory handicap. (Definition, nature, causes, types, detection/ identification, characteristics)		
<b>Block 3</b>	<b>Neurological disorders</b>			<b>25%</b>
	Unit 1	<b>Mentally Challenged / Gifted Children</b> Definition, nature, causes, levels, detection / identification, characteristics.		
	Unit 2	Learning disabilities		
	Unit 3	ADD / ADHD		
	Unit 4	Autism		
<b>Block 4</b>	<b>Rehabilitation</b>			<b>25%</b>
	Unit 1	Meaning of rehabilitation.		
	Unit 2	Vocational rehabilitation – sheltered workshops, vocational training centers		
	Unit 3	Services available by G.O/ N.G.O.		

### References:

1. Allen, K & Schwartz, (1996). The Exceptional Child- Inclusion in Early Childhood Education, 3<sup>rd</sup> Edition, Delmar Publishers.
2. Deshpabhu, S (2013). Early Childhood Special Education, Kanishka Publishers, New Delhi.
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## **PRESCHOOL PARTICIPATION**

### **Objectives:**

1. To understand individual difference in children's behavior and develop ability to work with them and guide them.
2. To develop skills and competencies required for conducting nursery school program.
3. To help students acquire the skills of observing and interpreting behaviour and development of the child.

### **Course Outcome:**

At the completion of the course, students will be able to:

1. Analyze individual differences in children's behavior and development.
2. Produce teaching aids and design educational toys.
3. Organize various events for preschoolers such as field trips, festivals and celebrations.

### **Specific Outcome:**

1. Students will be able to integrate child stimulating activities and programmes.

### **Practical:**

Code	Subjects	L	Cr	P/T	D	TP	Internal	P/V	Code
207005	Preschool Participation*	-	8	16	-	-	200	-	200

Note: \* To be calculated in second semester

### **Contents:**

Sr. No.	Topics and Details	No. of lectures	Weightage in %
<b>Module 1</b>	Setting up a learning centre		<b>20%</b>
<b>Module 2</b>	School visit Home visit		<b>10%</b>
<b>Module 3</b>	Organizing exhibition Toy designing and book making		<b>35%</b>
<b>Module 4</b>	Organizing field trips Organizing festivals and celebrations Organizing sports and annual day Organizing puppet show		<b>35%</b>