



**SNDT Women's University, Mumbai**

**Bachelor of Science  
(Early Childhood Education)**

**B. Sc. (Early Childhood Education)**

*As Per NEP - 2020*

**Syllabus  
(2024-2025)**



## Terminologies

Abbreviation	Full-form	Remarks	Related to Major and Minor Courses
Major (Core)	Main Discipline		
Major (Elective)	Elective Options		related to the Major Discipline
Minor Stream	Other Disciplines (Inter/ Multidisciplinary) not related to the Major	either from the same Faculty or any other faculty	
OEC	Open Elective Courses/ Generic		Not Related to the Major and Minor
VSC	Vocational Skill Courses		Related to the Major and Minor
SEC	Skill Enhancement Courses		Not Related to the Major and Minor
AEC	Ability Enhancement Courses	Communication skills, critical reading, academic writing, etc.	Not Related to the Major and Minor
VEC	Value Education Courses	Understanding India, Environmental science/education, Digital and technological solutions, Health & Wellness, Yoga education, sports, and fitness	Not Related to the Major and Minor
IKS	Indian Knowledge System	I. Generic IKS Course: basic knowledge of the IKS II. II. Subject-Specific IKS Courses: advanced information about the subject: part of the major credit	Subject Specific IKS related to Major
OJT	On-Job Training (Internship/Apprenticeship)	corresponding to the Major Subject	Related to the Major
FP	Field projects	corresponding to the Major Subject	Related to the Major
CC	Co-curricular Courses	Health and Wellness, Yoga education sports, and fitness, Cultural Activities, NSS/NCC and Fine/ Applied/Visual/ Performing Arts	Not Related to the Major and Minor
CE	Community Engagement and service		Not Related to the Major and Minor
RP	Research Project	corresponding to the Major Subject	Related to the Major

## Program Template

Degree	BSc Home Science (Early Childhood Education)
Program	Human Development
Preamble (Brief Introduction to the program)	This curriculum creates a teaching-learning framework at the undergraduate level to attract the young minds towards research, innovation, apprenticeship, social outreach, entrepreneurship and similar such areas of human knowledge and endeavor. The program aims to prepare students for careers requiring global competencies and to develop skills required to work in international organizations. It provides the students with many opportunities, both to apply the theoretical knowledge and to develop a more in-depth understanding of important aspects of development during the whole life span.
Program Specific Outcomes (PSOs)	<p>After completing this program, learner will</p> <ol style="list-style-type: none"> <li>1. develop varied skills for professional competencies.</li> <li>2. design community welfare programs for children, youth and elderly.</li> <li>3. combine scientific temper, analytical, and critical thinking skills.</li> <li>4. make use of proficiencies and entrepreneurial skills for a wide variety of career opportunities.</li> <li>5. develop sensitivity regarding children with diverse needs.</li> <li>6. model skills for working as human development professionals in various settings.</li> <li>7. translate skills for community participation and development.</li> </ol>
Eligibility Criteria for Program	Must have passed Higher Secondary School Certificate (standard XII) examination with Minimum Competency based Vocational Courses (MCVC) conducted by the different Divisional Boards of the Maharashtra (or any other State) Board of Secondary and Higher Secondary Education
Intake	30 Students

## Structure with Course Titles

### B. Sc Early Childhood Education

SN	Courses	Type of Course	Credits	Marks	Int	Ext
	<b>Semester I</b>					
1.1	Life Span Development (Th)-1	Major (Core)	2	50	50	00
1.2		Major (Core)	2	50	0	50
1.3		Major (Core)	2	50	50	00
1.4	Basics of Child Care & Development (Th)	OEC	4	100	50	50
1.5	Life span development (Pr)	VSC	2	50	50	0
1.6	Developmental Activities for Young Children (Pr)	SEC	2	50	50	0
1.7	English – I	AEC (English)	2	50	0	50
1.8	Inception of India Knowledge System	IKS (Generic)	2	50	0	50
1.9		VEC	2	50	0	50
1.10	Co-curricular activity	CC	2	50	50	0
			<b>22</b>	<b>550</b>	<b>300</b>	<b>250</b>
	<b>Semester II</b>					
2.1	Life Span Development (Th)-2	Major (Core)	2	50	0	50
2.2		Major (Core)	2	50	50	00
2.3		Major (Core)	2	50	00	50
2.4		VSC	2	50	50	0
2.5		VSC	2	50	50	0
2.6	Development Activities for Young Children (Th)	OEC	4	100	50	50
2.7	Introduction to Communication & Media for children (Pr)	SEC	2	50	50	0
2.8	English –II	AEC (English)	2	50	00	50
2.9		VEC	2	50	0	50
2.10	Co-curricular activity	CC	2	50	0	50
			<b>22</b>	<b>550</b>	<b>250</b>	<b>300</b>

**Exit with UG Certificate with 4 extra credits (44 + 4 credits)**

## Course Syllabus

### Semester I

#### 1.1 Major (Core)

<b>Course Title</b>	<b>Life Span Development (Th)-1</b>
<b>Course Credits</b>	2
<b>Course Outcomes</b>	After going through the course, learners will be able to: <ol style="list-style-type: none"><li>1. Correlate with the developmental stages from birth to old age.</li><li>2. Appraise potential hazard during prenatal stage of development</li><li>3. Relate to important aspects of development during the early and late childhood.</li><li>4. Illustrate major stages and nature of growth and development</li></ol>
<b>Module 1 (Credit 1) - Introduction to Life Span Development and Infancy stage</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
<b>Learning Outcome</b>	<ol style="list-style-type: none"><li>1. Develop understanding of meaning of life span development.</li><li>2. Acquire knowledge about advancements in the stage of prenatal and infancy stage</li><li>3. Understand potential hazard during prenatal stage of development</li></ol>
<b>Content Outline</b>	<ul style="list-style-type: none"><li>● Introduction to life span development.</li><li>● Conception and development during prenatal stages and hazards of development in brief</li><li>● Introduction to stage 0-2 years</li><li>● Neonatal stage: Physical appearance, Reflexes, Perceptual skills, Infancy: Physical, motor and social development during infancy</li><li>● Developmental tasks of infancy stage</li></ul>
<b>Module 2 (Credit 1) - Early and Late Childhood</b>	
<b>Learning Outcome</b>	After learning the module, learners will be able to:
<b>Learning Outcome</b>	<ol style="list-style-type: none"><li>1. Acquaint with the developmental changes and challenges during early and middle childhood.</li><li>2. Develop understanding about significance of pre-school age in the process of development.</li></ol>
<b>Content Outline</b>	<ul style="list-style-type: none"><li>● Stage of Childhood- Early &amp; Late childhood</li><li>● Concepts and developmental tasks and challenges</li><li>● Physical, motor and social development</li><li>● Cognitive and Language development</li></ul>

**Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):**

**Module 1:**

1. Make a scrap book of the stages of prenatal development
2. Presentation on hazards of development

**Module 2:**

1. Visit to a pre-school and submit observation report
2. Planning activities for physical, motor, social development, cognitive and language development

**References:**

1. Berger, K.S. (2005). The Developing Person Through Lifespan, 6th edition, Worth Publishers, USA.
2. Berk, L.E. (1989). Child Development, 7th edition, Allyn and Bacon, USA.
3. Berk, L. E . (2004). Development Through Lifespan. 3rd edition, Pearson Education Inc and Dorling Kindersley (India) Pvt. Ltd.
4. Craig, G.J. (1979): Child Development, Prentice Hall Inc. Englewood cliffs, New Jersey.
5. Hurlock E.B. (1997): Child Development, Tata McGraw Hill, Delhi.
6. Salkind N & Ambron S.R (1987): Child Development, Holt Rinehart and Winston Inc. The dryden press sounders colleges publishing.
7. Santrock & Yussen (1988): A Tropical Approach to Life Span Development. 3rd edition, Tata McGraw Hill Publication, New York.
8. Santrock & Yussen (1988): Child development - An introduction, W.M.C. Brown Publishers, Iowa.
9. Sigdman, C.K and Shaffer. D.R. (1995): Life Span Development, 2nd edition, Brooks/Cole Publishing Co Ltd, USA.
10. Williams, S. (1984): Middle childhood, behavior & development, MacMillan publishing company, New York.

#### 1.4 Open Elective Courses/ Generic (OEC)

<b>Course Title</b>	<b>Basics of Child Care &amp; Development (Th)</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand the concept of growth and development.</li> <li>2. Categorize different aspects of child's physical, motor social and emotional development.</li> <li>3. Classify developmental tasks of different age groups.</li> <li>4. Identify Piaget's stages of cognitive development upto late childhood stage.</li> <li>5. Comprehend concept of Play and its implications in physical, social, emotional and cognitive development.</li> <li>6. Predict individual difference among children</li> </ol>
<b>Module 1 (Credit 1) - Introduction to Childhood</b>	
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Understand the concept of Childhood</li> <li>2. Classify principles of growth and development</li> <li>3. Illustrate childhood in different contexts: childhood and poverty, child labour, child abuses and child protection.</li> <li>4. Assess child rearing practices</li> <li>5. Distinguish effects of divorce, single parenthood family</li> <li>6. Evaluate the effects of migration of families</li> </ol>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>● Concept of Childhood</li> <li>● Principles of Growth and Development</li> <li>● Childhood in Different Contexts: Childhood and Poverty, Child Labour, Child Abuses and Child Protection.</li> <li>● Childhood Rearing Practices</li> <li>● Effects of Divorce, Single Parenthood Family</li> <li>● Migration of Families</li> </ul>
<b>Module 2 (Credit 1) Physical, Motor Development and Social Development in Childhood</b>	
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Understand characteristics of physical growth at early childhood and late childhood stages</li> <li>2. Compare the difference between gross and fine motor skills development up to late childhood;</li> <li>3. List down developmental tasks up to late childhood</li> <li>4. Demonstrate different types of play</li> <li>5. Identify developmental delays in children</li> <li>6. Compare role of family (parents), peers, school (teachers) and society in social development of children</li> </ol>



<b>Content Outline</b>	<ul style="list-style-type: none"> <li>● Characteristics of physical growth at early childhood and late childhood stages</li> <li>● Motor Development- gross and fine motor skills development up to late childhood;</li> <li>● Developmental tasks up to late childhood</li> <li>● Developmental delay and its remedies</li> <li>● Play: characteristics, stages, types, importance and its role in overall development</li> <li>● Concept and characteristics of social development</li> <li>● Role of family (parents), peers, school (teachers) and society in social development</li> </ul>
<b>Module 3 (Credit 1) - Emotional Development and Language Development</b>	
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Understand characteristics and factors affecting emotional development</li> <li>2. Illustrate the role of parents and teachers in healthy emotional development</li> <li>3. Enumerate the stages of language development</li> <li>4. Classify the factors affecting language development</li> <li>5. Identify speech defects in children</li> </ol>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>● Meaning, Nature, Characteristics and Types of Emotions</li> <li>● Understanding children's emotions</li> <li>● Factors affecting emotional development</li> <li>● Role of parents and teachers in healthy emotional development</li> <li>● Stages of language development</li> <li>● Factors affecting language development</li> <li>● Speech defects</li> </ul>
<b>Module 4 (Credit 1) - Cognitive Development and Moral Development</b>	
<b>Learning Outcomes</b>	<ol style="list-style-type: none"> <li>1. Compare Piaget's and Kohlberg's stages of cognitive development</li> <li>2. Classify moral development</li> </ol>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>● Concept of Cognitive Development</li> <li>● Piaget's stages of Cognitive Development upto late childhood</li> <li>● Individual Differences and Cognitive development</li> <li>● Moral Development: Concept and stages of moral development according to Kohlberg and Piaget</li> </ul>

**Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):**

**Module 1:**

1. Collect 6-8 newspaper articles that reflect issues of parenting and childhood, analyse these and prepare a report.

2. Identify two children of 7-14 age group belonging to diverse socio-cultural backgrounds and prepare a case study.
3. Conduct interviews of 4 to 5 parents from different socio-cultural and economic background with regard to the child rearing practices and parenting styles, prepare and present their report in the class.

#### **Module 2:**

1. Collect data from an elementary school with regard to the growth of height and weight of children, analyze the data and prepare a report for presentation.
2. Collect and compile data relating to developmental norms during infancy/babyhood/early childhood/late childhood.

#### **Module 3:**

1. Scrap book of emotions
2. Project on Speech defects

#### **Module 4:**

1. Making a chart on Piaget's Cognitive development stages
2. Making a chart on stages of moral development according to Kohlberg and Piaget

#### **References:**

1. Berk, L.E. (2000) *Childhood to Adolescence*. London: Mc.Graw Hill Company. Berk, L.E. (2007) *Development Through the Life Span*. New Delhi: Pearson Education.
2. Devadas, R.P. and Jaya, N. (2002) *A Textbook on Child Development*. Madras: Macmillan India Limited.
3. Gupta, M.S. (2009) *Early Childhood Care and Education*. Prantice Hall of India Pvt. Ltd.
4. Harris, M. and Butterworth, G. (2002) *Developmental Psychology: a Student's Handbook*. Taylor & Francis: New York.
5. Hurlock, E.B. (2004) *Child Growth and Development*. New York: Tata Mc.Graw Hill Company.
6. Mohanty, J. and Mohanty, B. (1994) *Early Childhood Care and Education (ECCE)*. New Delhi: Deep and Deep publications.
7. Mussen, P.H. et. al. (1984) *Child Development and Personality*. New York: Harper & Row Publication.
8. Papalia, D.E. and Olds, S.W. (2005) *Human Development*. New York: Tata Mc.Graw Hill Company.
9. Santrock, J.W. (2006) *Child Development*. New Delhi: Tata Mc.Graw Hill Publishing Company.

## 1.5 Vocational Skill Courses (VSC)

<b>Course Title</b>	<b>Life Span Development (Pr)</b>
<b>Course Credits</b>	2
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Modify observation skills and reporting abilities</li> <li>2. Exhibit skills to interview families and individuals for collecting information related to human development</li> <li>3. Demonstrate the ability to work in groups and for human development</li> <li>4. Articulate the ability to observe the services given by human care institutes</li> </ol>
<b>Module 1 (Credit 1) – Developing Observation Skills</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to,</p> <ol style="list-style-type: none"> <li>1. Modify observation skills</li> <li>2. Exhibit skills of interviewing</li> <li>3. Demonstrate the ability to work in groups and for human development</li> </ol>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>● Observation of individuals in different periods of life span (Infants, preschoolers, Adolescents and adults)</li> </ul>
<b>Module 2 (Credit 1) Critically understanding Issues and Concerns of Human Development</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to,</p> <ol style="list-style-type: none"> <li>1. Critically understanding of issues and concerns of human development</li> <li>2. Develop care tips for children and elderly</li> </ol>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>● Developmental deviations</li> <li>● Viewing different films on pre- during- post natal care and develop right understanding</li> <li>● Demonstration of different child care practices, massaging, bathing, toilet training, feeding.</li> <li>● Review films on adolescents and social media</li> <li>● Visit to old age home and report observations</li> </ul>

## **Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):**

### **Module 1:**

1. Observation and reporting of developmental task of any two stages of development
2. Collecting newspaper, magazine articles of different periods of life span

### **Module 2:**

1. Visit to old age home and report submission
2. Film review on adolescents and social media
3. Group projects on relevant issues in childhood, adolescents and adulthood
4. Conducting interviews of elderly men, women and families

### **Reference:**

1. Berger, K.S. (2005). The Developing Person Through Lifespan, 6th edition, Worth Publishers, USA.
2. Berk, L. E . (2004). Development Through Lifespan. 3rd edition, Pearson Education Inc and Dorling Kindersley (India) Pvt. Ltd.
3. Craig, G.J. (1979): Child Development, Prentice Hall Inc. Englewood cliffs, New Jersey.
4. Santrock & Yussen (1988): A Tropical Approach to Life Span Development. 3rd edition, Tata McGraw Hill Publication, New York.
5. Sigdman, C.K and Shaffer. D.R. (1995): Life Span Development, 2nd edition, Brooks/Cole Publishing Co Ltd, USA.

## 1.6 Skill Enhancement Courses (SEC)

<b>Course Title</b>	<b>Developmental Activities for Young Children (Pr)</b>
<b>Course Credits</b>	2
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Illustrate the developmental milestones from infancy to 8 years</li> <li>2. Interpret the important aspects of development during the foundational years.</li> <li>3. Develop activities and material for enhancing skills in different domains</li> </ol>
<b>Module 1 (Credit 1) - Infancy and Toddlerhood stage</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Correlate domains of Development</li> <li>2. Relate to the Developmental Milestones</li> <li>3. Design age-appropriate activities to promote development in specific domains</li> </ol>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>● Introduction to Developmental Domains</li> <li>● Developmental Milestones in Infancy and Toddlerhood</li> <li>● Activities and Games to enhance Physical, Sensory, Motor, cognitive, Language, Social and Emotional Development</li> </ul>
<b>Module 2 (Credit 1) - Early and Late Childhood</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Interpret the developmental changes during the Foundational years</li> <li>2. Correlate the developmental milestones in different domains</li> <li>3. Plan developmentally appropriate activities to promote growth</li> </ol>
<b>Content Outline</b>	<ul style="list-style-type: none"> <li>● Design age-appropriate activities for the development of various domains</li> <li>● Physical and Motor Development</li> <li>● Cognitive and Language Development</li> <li>● Social, Emotional, personal and Aesthetic Development</li> <li>● Activities to promote three Rs</li> </ul> <ol style="list-style-type: none"> <li>1. Schedule of Activities to promote holistic development</li> </ol>

### Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):

#### Module 1:

1. Planning activities to promote development in different domains for Infancy and Toddlerhood Stage

2. Creating a scrap book of activities related to different domains

**Module 2:**

1. Planning activities to promote development in different domains for Foundational Years
2. Designing a program for holistic development of Infancy, Toddlerhood, preschool and foundational years
3. Presentations

**References:**

1. Ambron, S.R. (1975). *Child Development*, Rinehart Press, San Fransisco.
2. Bee, H. (1985). *The Developing Child*, 4<sup>th</sup> edition. Harper and Row Publisher, New York.
3. Day, B(2010) *Early Childhood Education: Creative Learning Activities*, 3<sup>rd</sup> Edition, Macmillan Publishers
4. Robison H (1983): *Exploring Teaching in Early Childhood Education*, Allyn and Bacon Inc., Boston
5. Robison H (1983): *Exploring Teaching in Early Childhood Education*, Allyn and Bacon Inc., Boston
6. Santrock & Yussen (1988): *Child development - An introduction*, W.M.C. Brown Publishers, Iowa.
7. Sigelman, C.K and Shaffer. D.R. (1995): *Life Span Development*, 2<sup>nd</sup>edition, Brooks/Cole Publishing Co Ltd, USA.
8. Smart M.S & Smart R.C. (1982): *Children, Development and Relationship*, 4<sup>th</sup> edition, Mac-Millan Publishing Co., New York.
9. Swaminathan, M & Daniel, P (2004) *Play Activities for Child Development- A Guide to Pre-School Teachers- National Book Trust*

## Semester-II

### 2.1 Major (Core)

<b>Course Title</b>	<b>Life Span Development (Th)-2</b>
<b>Course Credits</b>	2
<b>Course Outcomes</b>	After going through the course, learners will be able to: <ol style="list-style-type: none"><li>1. Relate to various domains of development during adolescence stage</li><li>2. Categorize major concerns and challenges during adolescence stage</li><li>3. Identify career planning avenues during adolescence stage</li><li>4. Understand importance of sex education during adolescence</li><li>5. Comprehend characteristics of early, middle and late adulthood.</li><li>6. Analyze problems and issues in middle and late adulthood.</li></ol>
<b>Module 1 (Credit 1) - Adolescence</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to
<b>Learning Outcome</b>	<ol style="list-style-type: none"><li>1. Corelate knowledge of various domains of development during adolescence stage</li><li>2. Categorize major concerns and challenges during adolescence stage</li><li>3. Appraise importance of sex education during adolescence</li><li>4. Review career planning avenues during adolescence stage</li></ol>
<b>Content Outline</b>	Definition and characteristics of Adolescents. <ol style="list-style-type: none"><li>1. Physical, Social and Emotional and Cognitive development during adolescence stage.</li><li>2. Major challenges faced during adolescence stage</li><li>3. Choosing a career</li></ol>
<b>Module 2 (Credit 1) – Adulthood</b>	
<b>Learning Outcome</b>	After learning the module, learners will be able to: <ol style="list-style-type: none"><li>1. Classify characteristics of early, middle and late adulthood.</li><li>2. Analyze problems and issues in middle and late adulthood.</li></ol>
<b>Content Outline</b>	<ol style="list-style-type: none"><li>1. Definition of young, middle and late adulthood and development tasks of each stage.</li><li>2. Physical, Social and Emotional development during three stages of adulthood (Young, Middle and late Adulthood)</li><li>3. Major developmental concerns during adulthood</li></ol>

### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

#### Module 1:

1. Assignment on major challenges faced during adolescence period

2. Planning for a sex education program for adolescents.

**Module 2:**

1. Visit to an old age home and submit observation report
2. Assignment on major developmental concerns during adulthood
3. Assignment on issues in middle and late adulthood

**References:**

1. Berk, L.E. (2004). Development Through Lifespan. 3<sup>rd</sup> edition, Pearson Education Inc and Dorling Kindersley (India) Pvt. Ltd.
2. Mc.Candles & Coop (1989): Adolescents - Behavior and Development, Holt Richard and Winston, New York.
3. Rogers,D, (1997): Adolescents today & Co-operation, Prentice Hall, New Jersey.
4. Rogers D (1997): Psychology of Adolescence, Prentice Hall, New Jersey.
5. Santrock & Yussen (1988): A Tropical Approach to Life Span Development. 3<sup>rd</sup> edition, Tata McGraw Hill Publication, New York.
6. Sigdman, C.K and Shaffer. D.R. (1995): Life Span Development, 2<sup>nd</sup> edition, Brooks/Cole Publishing Co Ltd, USA.
7. Smart M.S & Smart R.C. (1982): Children, Development and Relationship, 4<sup>th</sup> edition, Mac-Millan Publishing Co., New York.



## 2.6 Open Elective Courses/ Generic (OEC)

<b>Course Title</b>	<b>Development Activities for Young Children (Th)</b>
<b>Course Credits</b>	4
<b>Course Outcomes</b>	<p>After going through the course, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify the important characteristics of Child Development</li> <li>2. Explain the meaning, importance of various domains of development</li> <li>3. Conclude the important aspects of development from infancy to the Foundational Years</li> <li>4. Correlate the inter-relatedness of the all domains of development</li> <li>5. Plan developmentally appropriate activities for young children</li> <li>6. Design an integrated approach in developmental activities for young children</li> </ol>
<b>Module 1 (Credit 1) - Introduction to Development</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop an understanding of development</li> <li>2. Relate to the development of different domains in the context of theories of Human Development</li> <li>3. Comprehend the interrelationship between all the domains of development</li> <li>4. Conclude the uniqueness of each child based on nature and nurture</li> <li>5. Understand the concept of play and its importance for children's overall development and learning</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Introduction to child development.</li> <li>2. Understand the basis and principles of development</li> <li>3. Introduction to theories of Child Development</li> <li>4. Issues in studying Child development</li> <li>5. Concept of Developmental Milestones</li> <li>6. Definition of play, characteristics of play and types of play, Role of play in development and learning</li> </ol>
<b>Module 2 (Credit 1) - Infancy</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> <li>1. Assess the developmental changes during Infancy</li> <li>2. Relate to the significance of Infancy age in the process of development.</li> </ol>

	3. Interpret Developmental milestones, characteristics of development in all stages.
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Stage of Childhood- Infancy</li> <li>2. Concepts and developmental tasks</li> <li>3. Physical, Motor development</li> <li>4. Cognitive and Language development</li> <li>5. Social and Emotional Development</li> <li>6. Adults Role in optimizing development</li> </ol>
<b>Module 3 (Credit 1) - Foundational Years (3-8 years)</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Understand the meaning and importance of the various domains of development</li> <li>2. Summarize the sequence of development of every domain of development across foundational years</li> <li>3. Interpret development in various domains during Preschool Stage and Grade I &amp; II</li> <li>4. Prescribe the role of Adults in Development</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Physical Domain</li> <li>2. Motor and Sensory Perceptual Domain</li> <li>3. Cognitive and Language Development</li> <li>4. Social and Emotional Domain</li> <li>5. Creativity and Aesthetic Development</li> <li>6. Adults Role in optimizing Development</li> </ol>
<b>Module 4 (Credit 1) - Planning Developmentally Appropriate Activities</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> <li>1. Identify the different age-appropriate activities to enhance development across domains.</li> <li>2. Design developmentally appropriate materials and teaching aids for young children</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Identify the different age-appropriate curricular activities.</li> <li>2. Use their creativity to prepare developmentally appropriate materials and teaching aids for young children</li> <li>3. Develop skills in planning and conducting activities for young children</li> <li>4. Create instructional materials for children to enhance learning</li> </ol>

## **Assignments/Activities towards Comprehensive Continuous Evaluation(CCE):**

### **Module 1:**

1. Discussion on issues in studying Child development
2. Presentation on Developmental Milestones
3. Designing a scrap book on play

### **Module 2:**

1. Discussion on developmental tasks
2. Collecting paper cuttings on various topics related to Physical/Motor/Cognitive/Language/ Social and Emotional development

### **Module 3:**

1. Assignment on interpretation of development in various domains during Preschool Stage and Grade I & II.
2. Presentations on Developmental Milestones across domains
3. Discussion on adult's role in child development

### **Module 4:**

1. Creating/Designing Activities and preparing materials for Activities
2. Folder with Readiness Activities for foundational Literacy and Numeracy
3. Visits to Early Childhood Programs and Report Writing

## **References:**

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8. Henson, K. T. (2015). Curriculum Planning: Integrating Multiculturalism, Constructivism, and Education Reform. Taxman Publications Private Limited.
9. Jackman, H. L. (2009). Early Education Curriculum: A Child's - Connection to the World, 5th ed. Wadsworth Cengage Learning.
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13. Morrison, G. (2013). "Fundamentals of Early Childhood Education" Pearson.
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## 2.7 Introduction to Communication and Media (Pr) (SEC)

<b>Course Title</b>	<b>Introduction to Communication and Media for Children (Pr)</b>
<b>Course Credits</b>	2 Cr (Pr) Marks: 50
<b>Practical Internal</b>	Practical
<b>Course Outcomes</b>	After going through the course, learners will be able to: <ol style="list-style-type: none"> <li>1. Understand the basic concepts in Communication</li> <li>2. Categorize different models used in communication theory</li> <li>3. Identify Types &amp; Levels of Communication</li> <li>4. Infer Barriers in Communication.</li> <li>5. Co-relate growth and Development of media</li> <li>6. Appraise and assess the need for critical knowledge and the analytical tools required by the children in understanding the media.</li> <li>7. Relate to the role of policies required to adhere by its media makers.</li> <li>8. Explore and understand the importance of media in the rapid shift of technology.</li> </ol>
<b>Module 1 (Credit 1) Principles of Communication</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to: <ol style="list-style-type: none"> <li>1. Understand the basic concepts in Communication</li> <li>2. Categorize different models used in communication theory</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Definitions and functions of communication</li> <li>2. Types &amp; Levels of Communication</li> <li>3. Barriers in Communication.</li> <li>4. Growth and Development of media</li> </ol>
<b>Module 2 (Credit 1) Ethical Issues in Media and Guidelines for Working with children</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to: <ol style="list-style-type: none"> <li>1. Explore ways for working with children in different age groups</li> <li>2. Formulate guidelines related to ethical Issues for working with children</li> <li>3. Study the vital aspects of media forms created for children and their understanding of those forms.</li> <li>4. Understand the role of media in the socialization pattern of children</li> <li>5. Explain media Advocacy and social responsibility.</li> </ol>
<b>Content Outline</b>	<ol style="list-style-type: none"> <li>1. Basic communication skills (verbal, non-verbal)</li> <li>2. Sensitivity training</li> <li>3. Ethical Issues in working with children</li> <li>4. Children as special audience – characteristics and concerns</li> <li>5. Children’s media usage – uses and gratifications.</li> <li>6. Attention, comprehension of media formats and content.</li> <li>7. Children’s understanding of realism in media.</li> <li>8. Media and Family</li> </ol>

### Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

#### Module 1:

1. Assignment of types & levels of Communication
2. Presentation on barriers in communication.
3. Discussion on growth and Development of media

#### Module 2:

1. Creating a model for sensitivity training of adults
2. Designing a program for involvement of caregivers in developing guidelines for working with children
3. Presentation on ethical Issues in working with children
4. Project on children’s media usage

5. Discussion on media formats and content.
6. Assignment on media and Family

## **References**

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2. Drotner, K & Singer D.G. (2008). The international Handbook of Children's Media and Culture. London. Sage.
3. Gunter, B. & McAleer, J.L. (1990). Children and Television: The One-eyed Monster? London: Routledge.
4. Hobbs, R. (2012). Digital and Media Literacy: Connecting Culture and Classroom. Thousand Oaks, CA. Sage.
5. Littlejohn, Steven. 1996. Theories of Human Communication. (5th edition) California. Wadsworth Publishing Company.
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7. Rosengren, K. & Windhall S. (1989). Media Matter: TV use in Childhood & Adolescence. Norwor (N.J.): Ablex Publ. Corp.
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