



SNDT Women's University, Mumbai

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

B.Sc. In Early Childhood Education

As Per NEP – 2020

Semester – III & IV

Syllabus

(WEF. 2025-2026)

Asha Menon

STRUCTURE SEM III & IV EARLY CHILDHOOD EDUCATION STRUCTURE**SEM III**

| S. No | Courses | Type of Course | Credits | Marks | Internal | External |
|-----------------------|---|-----------------------|----------------|--------------|-----------------|-----------------|
| | Semester III | | | | | |
| 30130511 | Curriculum for Foundational Years (Th) | Major (Core) | 4 | 100 | 50 | 50 |
| 30130522 | Curriculum for Foundational Years (Pr) | Major (Core) | 4 | 100 | 50 | 50 |
| 30130513 | Design Thinking in Early Childhood Education (Th) | Major (Core) | 2 | 50 | 0 | 50 |
| 30130504 | Design Thinking in Early Childhood Education (Pr) | Major (Core) | 2 | 50 | 50 | 0 |
| 30330511 | Working with Families (Th) | Minor Stream | 2 | 50 | 0 | 50 |
| 30430511 | Foundation of ECE (Th) | OEC | 2 | 50 | 0 | 50 |
| | Modern Indian Language | AEC | 2 | 50 | 50 | 0 |
| 31330501/ 31330502 | Field Work in Preschool/ Field Work in ECE Centers | FP | 2 | 50 | 50 | 0 |
| | Sports/ NSS/NCC/Cultural | CC | 2 | 50 | 50 | 0 |
| | | | 22 | 550 | 300 | 250 |

STRUCTURE SEM IV

| | Semester IV | | | | | |
|----------|--|------------------------------|-----------|------------|------------|------------|
| 40130511 | Theories of Human Development (Th) | Major (Core) | 4 | 100 | 50 | 50 |
| 40130512 | Engaging Families and Communities (Th) | Major (Core) | 4 | 100 | 50 | 50 |
| 40130513 | Basics of Maternal and Child Health (Th) | Major (Core) | 2 | 50 | 0 | 50 |
| 40130504 | Basics of Maternal and Child Health (Pr) | Major (Core) | 2 | 50 | 50 | 0 |
| 40430511 | Guiding Children's Growth & Behavior (Th) | OEC | 2 | 50 | 0 | 50 |
| 40730521 | Introduction to Puppetry & Creative Development (Pr) | SEC | 2 | 50 | 0 | 50 |
| | Modern Indian Language | AEC (Modern Indian Language) | 2 | 50 | 0 | 50 |
| 41530501 | Introduction to Parent & Community Engagement | CE | 2 | 50 | 50 | 0 |
| | Sports/NCC/NSS/Cultural | CC | 2 | 50 | 50 | 0 |
| | | | 22 | 550 | 250 | 300 |

SEM III**3.1 Major (Core)**

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| Course Title | Curriculum for Foundational Years Theory (Major Core) |
| Course Credits | 4 |
| Course Outcomes | After going through the course, learners will be able to <ol style="list-style-type: none"> 1. understand different aspect of curriculum planning for foundational years 2. develop an understanding of developmentally-appropriate teaching-learning practices to be used in early childhood education settings. 3. facilitate opportunities for holistic development of children 4. develop an understanding of methods for language, math, science and scientific thinking 5. design activities to enhance creativity |
| Module 1(Credit 1) | Curriculum Planning |
| Learning Outcomes | After learning the module, learners will be able to <ol style="list-style-type: none"> 1. relate to importance and types of curriculum 2. describe how children learn and principles of play 3. develop insights into types of Curriculum planning |
| Content Outline | <ol style="list-style-type: none"> 1. Curriculum-Definition, Importance of Curriculum Planning, factors influencing Curriculum Planning 2. Children's Development and Curriculum Planning- Characteristics of children, 3. Types of Curriculum - Long Term, Short term, Incidental and Planned learning experiences 4. How children learn, Principles of Learning |
| Module 2(Credit 1) | Understanding Play and Development of children |
| Learning Outcomes | <ol style="list-style-type: none"> 1. illustrate the nature of play 2. evaluate the benefits of play 3. create learning centres with appropriate equipment |
| Content Outline | <ol style="list-style-type: none"> 1. Nature of Play to foster development, Importance of play 2. Stages of play 3. Values of Play 4. Types of Play 5. Learning centres and the potential opportunities for development in children |
| | 6. Equipment and toys to enrich learning through play |
| Module 3(Credit 1) | Methods of engaging with children (I) |
| | After learning the module, learners will be able to - |
| Learning Outcomes | <ol style="list-style-type: none"> 1. relate to various activities to develop different domains 2. create games, experiences for physical, motor and cognitive development 3. design language activities to promote reading and writing readiness |

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| Content Outline | <p>Unit I Physical- Motor Development through the curriculum-</p> <ol style="list-style-type: none"> 1. Physical fitness 2. Components of motor development- Gross motor skills- Outdoor Activities, 3. Fine motor skills- manipulatives-Benefits, Types 4. Sensory perceptual development- Sand and water play <p>Unit II Cognitive Development through the curriculum</p> <ol style="list-style-type: none"> 1. Piaget's Theory of Cognitive development- two stages 2. Cognitive tasks- Matching. Classification, Seriation, Pre-number concepts, Time, Spatial concepts 3. Science- Scientific thinking, Human body, Animals, Plants, Chemistry, Physical sciences <p>Unit III Language Development through the curriculum-</p> <ol style="list-style-type: none"> 1. Goals, Importance of Language Development, Components, 2. Language Activities-Informal Conversation, Books, Picture reading, Story -telling, Music, Puppets, Dramatics, Emergent Literacy, Pre- reading and Pre- writing activities |
| <p>• Module 4(Credit 1) Methods of engaging with children (II)</p> | |
| <p>• Learning Outcomes</p> | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. assess of Socio-emotional development and creativity 2. design the environment and activities to nurture socio-emotional development and creativity |
| <p>• Content Outline</p> | <p>Unit I- Socio-emotional development through the curriculum</p> <ol style="list-style-type: none"> 1. Promoting Social Competence, types of Grouping, Development of prosocial behaviours 2. Dolls play, Dramatics play, Story- telling, celebrations of festivals 3. Activities for developing Emotional literacy, Emotional self-awareness, Emotion Management, Relationship skills, Empathy <p>Unit II- Developing Creativity through the curriculum</p> <ol style="list-style-type: none"> 1. Environment that encourages creativity, Art Activities, three dimensional Arts- Clay play, Models, Collage, Teacher's role in enhancing creativity 2. Music- importance in Child development, Values, activities- songs, rhymes, playing musical instruments, props for singing, dancing, Teacher's role |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1- 1. Presentation on Characteristics of children

2.Demonstratuin of different principles of Curriculum planning

Module 2- 1. Presentation of different types of play,

2. Setting up a learning centre

Module 3- 1. Developing 5 games to enhance gross motor and fine motor development

2. Activities to develop number readiness

3. Demonstrate 2 Science concepts

Module 4. 1) Making a song book

- 2) Demonstrate a story

- 3) Plan 3 creative activities

References

1. Essa, E. L. (2013). Introduction to early childhood education (7th ed). Belmont, CA: Wadsworth.
2. Kaul, V. (1991). Early childhood education program. New Delhi: NCERT.
3. Kostelnik, M. J., Soderman, A. K., Whiren, A. P., & Rupiper, M. L. (2014). Developmentally appropriate curriculum: Best practices in early childhood education (6th ed.). New York, NY: Pearson.
4. Leeper. S. H., Witherspoon, R. L., & Day, B. (1984). Good schools for young children: A guide for working with three-, four-, and five-year-old children (5th ed.). New York: Macmillan.
5. Seefeldt, C. & Barbour, N. (1998). Early childhood education: An introduction (4th Seefeldt, C.ed.). Boston, MA: Pearson Education.
6. Swaminathan, M. (1998). The first five years: A critical perspective on early childhood care and education in India. New Delhi: Sage.
7. Thomas, B. (2009). Creative coping skills for children: Emotional support through arts and crafts activities. London: Jessica Kingsley.

**sfsafafMajor Core Major
Core**

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| Course Title | Curriculum for Foundational Years (Practical) (Major Core) |
| Course Credits | 4 |
| Course Outcomes | After going through the course, learners will be able to |
| | <ol style="list-style-type: none"> 1. develop content and methods of meaningful classroom processes 2. devise strategies to promote growth and development in different domains with a whole child perspective 3. formulate a variety of materials to energize interactions and nurture children's intellectual curiosity and imagination 4. create developmentally appropriate teaching-learning materials |
| Module 1(Credit 1) Domains of Development | |
| Learning Outcomes | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. explain different domains of development 2. plan activities for physical-motor development 3. design different corners/ centres- |
| Content Outline | <ol style="list-style-type: none"> 1. Understanding Domains of Development 2. Planning Activities for Physical Development 3. Organizing Learning Centres- Doll's corner, Block corner, Science Corner, Water play, Sand Play, Art corner, Construction corner, Reading Corner |
| Module 2(Credit 1) Enhancing Creativity in Children | |
| Learning Outcomes | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. devise a program to enhance creativity in children 2. explore various mediums for self -expression 3. create a journal with different techniques |
| Content Outline | <ol style="list-style-type: none"> 1. Exploring and appreciating different art forms as innovative tools (visual and performing arts) 2. Encourage children to explore and experience variations in colour, shape, textures in nature and (like flowers, leaves) and others. 3. Preparing Creativity Journal <ol style="list-style-type: none"> a. Exploring with Paints b. Exploring with Crayons c. Exploring with Paper d. Exploring with Scrap |
| Module 3(Credit 1) Teaching Aids | |
| Learning Outcomes | <ol style="list-style-type: none"> 1. create teaching -learning material for language development 2. devise resources, activities and games for math skills 3. plan Science experiences to nurture discovery learning |

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| Content Outline | <ol style="list-style-type: none"> 1. Aids for Language Development- Charts, Picture Talk, Mobiles, Flash cards, flip charts, flannel figures, Story-telling aids, Puppets 3. Aids for Mathematical Concepts- pre-math activities, preparing teaching- learning material, games, activities 4. 3. Resources for experiences in Science |
| Module 4(Credit 1) Readiness Kit and EVS Journal | |
| Learning Outcomes | <p>After learning the module, learners will be able to-</p> <ol style="list-style-type: none"> 1. Create a kit to promote foundational Literacy and Numeracy Skills 2. Devise appropriate Music experiences for different age groups 3. Prepare a festival folder |
| Content Outline | <ol style="list-style-type: none"> 1 Resources for Readiness for 3 Rs, 1. Music and movement and the appeal of rhythm 2. Enhancing familiarity with local songs, rhymes, folk and cultural stories 3. Facilitating experiences of different kinds of festivals and cultures |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE): Module1

1. Draw up a profile of a child
2. Games and teaching aids for Physical development
3. Presentation of equipment of any learning centre

Module 2. 1. 1.

Creativity Journal

Module 3.

1. Flash cards on a topic
2. 1teaching aid for story telling
3. 1 Musical instrument
4. 2 activities to foster creativity

Module 4.

1. EVS Journal
2. Festival folder
3. Readiness Kit for 3 Rs
4. Puppets- Bag, Stick, box, Bottle Puppet

References:

1. Branscombe, N. A. (2014). Early Childhood Curriculum. Routledge Taylor & Francis Group, NY.
2. Eliason, C & Jenkins, L (2012). A Practical Guide to Early Childhood Curriculum, 9th Edition, Pearson, Boston.
3. Hearon, P. & Hildebrand, V. (2013). "Guiding Young Children" Pearson. USA.
4. Henson, K. T. (2015). Curriculum Planning: Integrating Multiculturalism,

Constructivism, and Education Reform. Taxmann Publications Private Limited.

5. McLachlan, C., Fler, M., & Edwards, S. (2018). Early Childhood Curriculum: Planning, Assessment and Implementation. Cambridge University Press.
6. Morrison, G. (2013). "Fundamentals of Early Childhood Education" Pearson.
7. Sonawat R. & Gogri P. (2008) "Multiple Intelligences for Preschool Children", Multi – Tech Publishing co., Mumbai.
8. Soni, R. (2015). Theme Based Early Childhood Education and Care Program: A Resource Book. NCERT, Delhi

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|------------------------|---|
| Course Title | Design Thinking in Early Childhood Education Major (Core) |
| Course Credits | 2+2 (Th+Pr) |
| Course Outcomes | <p>After going through the course, learners will be able to:</p> <ol style="list-style-type: none">1. illustrate the fundamentals of design thinking and its relevance to education.2. apply design thinking processes to solve challenges in early childhood settings.3. develop empathy-driven approaches to curriculum and classroom design. |

| Module 1(Credit 1) Introduction to Design Thinking | |
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| Learning Outcomes | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. identify the five stages of the design thinking process 2. explain the purpose and importance of design thinking in education. 3. illustrate how design thinking differs from traditional problem-solving approaches. |
| Content Outline | <ol style="list-style-type: none"> 1. Overview, history, 5-stage model (Empathize, Define, Ideate, Prototype, Test) 2. Child Development and Design Thinking <ol style="list-style-type: none"> a. Understanding the needs, behaviours, and learning patterns of young children 3. Problem Framing and Defining Needs <ol style="list-style-type: none"> a. Identifying educational challenges, reframing problems from a child's point of view |
| Module 2(Credit 1) Ideation Techniques | |
| Learning Outcomes | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. explore appropriate ideation methods to investigate multiple solutions to a classroom or learning problem. 2. compare the effectiveness of different ideation strategies in generating child-centered solutions. 3. develop innovative concepts for learning tools, spaces, or experiences that address early childhood needs. |
| Content Outline | <ol style="list-style-type: none"> 1. Brainstorming 2. Mind Mapping 3. SCAMPER 4. Creative thinking |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Module 1

Classroom Observations

1. Visit an early childhood setting to observe children's learning environments
2. Empathy Mapping

Module 2

1. Conduct interviews with teachers/parents to identify real-life classroom needs
2. Design Challenge
3. Work in groups to solve a problem in an ECE context using design thinking

References

1. Brown, T. (2009). Change by design: How design thinking creates new alternatives for business and society. Harvard Business Press. Centre for Early Childhood Education

and Development (CECED). (2013). Quality and diversity in early childhood education: A view from India. Ambedkar University Delhi. <http://www.ceced.net>

2. IDEO. (2012). Design Thinking for Educators Toolkit (2nd ed.). <https://designthinkingforeducators.com>
3. Kumar, R., & Sharma, S. (2020). Design thinking in Indian classrooms: Scope and challenges. *Journal of Education and Practice in India*, 12(4), 55–63.
4. Resnick, M. (2017). *Lifelong Kindergarten: Cultivating Creativity through Projects, Passion, Peers, and Play*. MIT Press.

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|---|--|
| Course Title | Design Thinking in Early Childhood Education Major (Core) |
| Course Credits | 2 (Pr) |
| Code: | |
| Course Outcomes | After going through the course, learners will be able to: <ol style="list-style-type: none">1. design and prototype educational tools, toys, or lesson plans for young children.2. collaborate in interdisciplinary teams to innovate in early learning. |
| Module 3 (Credit 1) Practical Prototyping for Young Learners | |
| Learning Outcomes | After learning the module, learners will be able to: <ol style="list-style-type: none">1. assess how the prototype meets the needs of the target user (children aged 3–6).2. reflect on usability, safety, and educational value of the prototype based on feedback.3. develop and iterate a prototype that supports a specific learning outcome or addresses a classroom need. |
| Content Outline | <ol style="list-style-type: none">1. Low-cost prototyping, using simple materials,2. Child-safe design |
| Module 4(Credit 1) | Testing and Feedback |
| Learning Outcomes | After learning the module, learners will be able to- <ol style="list-style-type: none">1. conduct basic usability testing or playtesting with peers or children.2. interpret feedback to determine strengths and weaknesses of a prototype3. judge the effectiveness of the prototype in achieving desired learning outcomes.4. modify or improve prototypes based on real-time feedback and observations. |

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| Content Outline | <ol style="list-style-type: none"> 1. Playtesting, feedback from children/teachers, iteration 2. Ethical & Inclusive Design 4. Designing for diverse learners, safety, gender, and accessibility |
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Module 3 Practical

1. Prototype Development
2. Build a basic prototype of a toy, game, or activity for 3–6-year-olds
3. Field Testing

Module 4 Practical

1. Present or testing prototype with young children or through simulation
2. Final presentation
3. Showcase design projects to peers, mentors or a panel for feedback

References

1. Brown, T. (2009). Change by design: How design thinking creates new alternatives for business and society. Harvard Business Press.
2. IDEO. (2012). Design Thinking for Educators Toolkit (2nd ed.). <https://designthinkingforeducators.com>
3. Kumar, R., & Sharma, S. (2020). Design thinking in Indian classrooms: Scope and challenges. Journal of Education and Practice in India, 12(4), 55–63.
4. Resnick, M. (2017). Lifelong Kindergarten: Cultivating Creativity through Projects, Passion, Peers, and Play. MIT Press.

3.5

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|---------------------------|---|
| Course Title | Working with Families (Minor) |
| Course Credits | 2 |
| Course Outcomes | <p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. devise ways of parent participation in a meaningful way in their child's future education 2. network with parents and community to generate awareness and seek their involvement in ecce programs 3. design methods to communicate with parents |
| Module 1(Credit 1) | Understanding families in different contexts |
| Learning Outcomes | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. relate to the needs of families in different contexts 2. value the importance of family involvement for the child's development 3. design programmes to strengthen coordination of family and school needs |
| Content Outline | <ol style="list-style-type: none"> 1. Importance of Family involvement 2. Changing Family forms 3. Needs of families in different contexts 4. Sensitivity to family relationships, social groupings 5. Importance of Parent -teacher partnerships 6. Co-ordinating Family needs and programmes |
| Module 2(Credit 1) | Communicating and working with families |
| Learning Outcomes | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. articulate methods for effective home- school interactions 2. develop different ways of parent – school interactions and communication 3. devise programs to utilize parents as resources |
| Content Outline | <ol style="list-style-type: none"> 1. Working with parents and community for effective home- school interactions 2. Setting routines to know the parents and family dynamics 3. Establishing contact with families- Informal and Formal 4. Influences of family- school relations on interactions and classroom adjustment. 5. Parents and community talent as resources 6. Orienting and collaborating with parents/community for children in ECCE setup |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

:Module 1-

1. Conduct a survey to understand types of families and their needs
2. Design sessions to promote family school interactions

Module 2-

1. Investigate the types of family involvement in private setting and an NGO setting
2. Workshops for evolving collaborative approach in working with parents
3. Conducting a workshop for parents

References: -

1. Dix, T., & Branca, S. H. (2003). Parenting as a goal regulation process. In L. Kuczynski (Ed.), *Handbook of dynamics in parent-child relations* (pp. 167-187). Thousand Oaks, CA: Sage.
2. Erlbaum. Lester, B. M., & Sparrow, J. D. (Eds.) (2010). *Nurturing children & families: Building on the legacy of T. Berry Brazelton*. Oxford, UK: Wiley-Blackwell.
3. Likona, T. (1994). *Raising good children: From birth through the teenage years*. New York: Bantam.
4. Feeney, J. A., Hohaus, L., Noller, P., & Alexander, R. P. (2001). *Becoming parents: Exploring the bonds between mothers, fathers, and their infants*. New York: Cambridge University.
5. Galinsky, E. (1981). *Between generations: The six stages of parenthood*. New York: Times Books.
6. Grusec, J. E., & Ungerer, J. (2003). Effective socialization as problem solving and the role of parenting cognitions. In L. Kuczynski (Ed.), *Handbook of dynamics in parent- child relations* (2nd ed., pp. 211-228). Thousand Oaks, CA: Sage.
7. Holden, G. W., & Hawk, C. K. (2003). Meta-parenting in the journey of child rearing: A cognitive mechanism for change. In L. Kuczynski (Ed.), *Handbook of dynamics in parent-child relations* (pp. 189-210). Thousand Oaks, CA: Sage.
8. Jewell E. Cooper Strengthening the Case for Community-Based Learning in Teacher Education. *Journal of Teacher Education*, Vol. 58, No. 3, 245-255 (2007)
9. Ladd, G. W., & Pettit, G. S. (2002). Parenting and the development of children's peer relationships. In M. Bornstein (Ed.), *Handbook of Parenting* (2nd ed.): Vol. 5. *Practical parenting* (pp. 269-310).

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| Course Title Code No | Foundation of Early Childhood Education (OEC) |
| Course Credits | 2 |
| Course Outcomes | After going through the course, learners will be able to: <ol style="list-style-type: none"> 1. analyse how young children develop. 2. evaluate the role of early childhood educators. 3. discuss issues related to inclusion, diversity, and technology in early childhood settings. |
| Module 1 (Credit 1) | Introduction to Early Childhood Education |
| Learning Outcomes | After learning the module, learners will be able to <ol style="list-style-type: none"> 1. compare the concept of early childhood and early childhood education 2. develop knowledge about early development domains 3. examine the historical perspectives in early childhood education |
| Content Outline | <ol style="list-style-type: none"> 1. Meaning of early childhood -characteristics of the early childhood stage 2. Definition, Importance, Nature of early childhood education 3. Objectives of early childhood education 4. Physical, social, emotional, and cognitive development in early years 5. Identify key historical figures (Froebel, Montessori, Mahatma Gandhi, Tarabai Modak, etc.) and their contributions |

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| Module 2(Credit 1) | Teaching & learning in Early Childhood years |
| Learning Outcomes | After learning the module, learners will be able to - <ol style="list-style-type: none"> 1. evaluate features of a good early learning environment 2. design curriculum for early years 3. interpret diversity and inclusion |
| Content Outline | <ol style="list-style-type: none"> 1. Learning activities for 3 Rs, Creativity, Music and movement, Language, Storytelling, Science 2. Role of teacher in the planning activities and learning of young children 3. Handling children and classroom management 4. Appreciating diversity and inclusive practices in early childhood settings |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

- Participation & Discussion – Active engagement in discussions and group activities.

- Preparing lesson plans, teaching aids, and presentations
- Preparing story books, worksheets, song books for young children

Module 2

- Visits to early childhood centres, Day care, playgroup, and Schools
- Making a Journal with early years teaching learning activities
- Presentation -charts, Models

References:

1. Kaul, V. (2019). Early childhood education programme. National Institute of Public Cooperation and Child Development (NIPCCD).
2. National Council of Educational Research and Training. (2022). Preschool curriculum. NCERT.
3. National Council of Educational Research and Training. (2023). Guidelines for preschool education. NCERT.
4. National Institute of Public Cooperation and Child Development. (2020). Training manual for early childhood care and education (ECCE). NIPCCD.
5. Pankajam, S. (2005). Elementary education. Anmol Publications Pvt. Ltd.
6. Swaminathan, M., & Daniel, P. (2004). Activity-based developmentally appropriate curriculum for young children. NCERT.
7. Mangal, S. K., & Mangal, U. (2019). Early childhood care and education. PHI Learning Pvt. Ltd.
8. Pandey, R. S., & Advani, S. (1995). Perspectives in child development. NCERT.

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|---|--|
| Course Title | Field Work in Preschool/ECE Centres (FP) |
| Course Credits | 2 (Pr) |
| Practical – Internal - | 50 |
| Course Outcomes | <p>After going through the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. apply theoretical concepts from early childhood education in real-world preschool settings. 2. devise in planning and implementation of developmentally appropriate activities. 3. demonstrate effective communication and interaction with children, teachers, and parents in an educational setting. 4. design an inclusive and supportive learning environment for all children. |
| Module 1 (Credit 1) Introduction to Preschool/ECE Centers, Observing and Interacting with Children | |
| Learning Outcomes | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. analyze the importance of early childhood education in a child's development. 2. distinguish different types of ECE centers 3. incorporate play-based learning into daily routines 4. design age-appropriate educational activities |
| Content Outline | <ol style="list-style-type: none"> 1. Role of ECE Centers: <ol style="list-style-type: none"> a. The importance of early childhood education in a child's development. b. Overview of different types of ECE centers (private, public, Montessori, Reggio Emilia, etc.). c. Ethical considerations in working with young children. 2. Observation Techniques: <ol style="list-style-type: none"> a. Methods of observing children's behavior, learning, and social interactions. b. Keeping accurate records and documenting observations. 3. Supporting Child Development: <ol style="list-style-type: none"> a. Understanding and supporting the different learning styles and developmental stages. b. Encouraging positive social interactions and conflict resolution among children. 4. Communication with Children: |

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| | <ol style="list-style-type: none"> a. Techniques for effective communication with young children, including verbal and non-verbal strategies. b. Active listening and using positive reinforcement to promote development. |
| Module 2 (Credit 1) Placement in ECE Centres: Curriculum Planning, Implementation and Assessment of Learning | |
| Learning Outcome | <p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. plan Developmentally Appropriate Practices (DAP) 2. design age-appropriate, engaging, and educational activities 3. construct strategies for assessing children's progress in a preschool setting |
| Content Outline | <p>1. Developmentally Appropriate Practices (DAP):</p> <ol style="list-style-type: none"> a. Key principles of DAP and how they guide curriculum planning and teaching practices. b. Incorporating play-based learning into daily routines. <p>2. Activity Planning:</p> <ol style="list-style-type: none"> a. Designing age-appropriate, engaging, and educational activities (arts and crafts, story time, outdoor play, etc.). <p>3. Assessment of Learning:</p> <ol style="list-style-type: none"> a. Strategies for assessing children's progress in a preschool setting (formative assessments, portfolios). b. The importance of using assessment to inform teaching practices. |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

1. Fieldwork Journal:

- Students will maintain a reflective journal documenting their experiences in the preschool/ECE center, focusing on observations, interactions, and personal growth.

2. Practical Fieldwork Report:

- A report detailing the student's fieldwork experiences, including insights gained from observing children, assisting in activities, and interactions with teachers and parents.
3. **Project on Curriculum Planning:**
- A group or individual project to plan, implement, and assess a developmentally appropriate activity for preschool children.
4. **Participation and Engagement:**
- Active participation in the fieldwork environment, including assisting with activities, supporting the classroom teacher, and interacting with children.

References:

1. Arthur, L., Beecher, B., Death, E., Dockett, S., & Farmer, S. (2018). *Programming and Planning in Early Childhood Settings* Cengage Learning.
2. Bennet, J., & Dunlop, A.-W. (2000). *Supporting Early Learning: Insights from the Field* Open University Press.
3. Bredekamp, S. (2014). *Developmentally Appropriate Practice in Early Childhood Programs: Serving Children from Birth Through Age 8* (3rd ed.). National Association for the Education of Young Children (NAEYC).
4. Curtis, D., & Carter, M. (2008). *The Art of Awareness: How Observation Can Transform Your Teaching*. Redleaf Press.
5. Hendrick, J., & Weissman, P. (2007). *The Whole Child: Developmental Education for the Early Years* (3rd ed.). Pearson Education.
6. Miller, L., & Almon, J. (2016). *Crisis in the Kindergarten: Why Children Need to Play in School* Alliance for Childhood.
7. Rinaldi, C. (2006). In *Dialogue with Reggio Emilia: Listening, Researching, and Learning* Routledge.

SEM IV**4.1**

| | |
|--|---|
| Course Title | Theories of Human Development (Th) |
| Course Credits | 4 (Th) |
| Course Code | |
| Course Outcomes | <p>After going through the course, learners will be able to:</p> <ol style="list-style-type: none">1. analyze the core concepts of major theories of human development.2. examine the stages and processes of human growth from infancy to old age.3. evaluate the contributions and limitations of classical and contemporary developmental theories.4. apply theoretical concepts to real-world examples and case studies. |
| Module 1 (Credit 1) Introduction to Human Development | |
| Learning Outcomes | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none">1. identify and explain major developmental theories2. analyze how individuals grow, change, and adapt over the course of their lives.3. equip students with a comprehensive understanding of human development4. engage critically and thoughtfully with various developmental issues throughout the lifespan. |
| Content Outline | <ol style="list-style-type: none">1. Overview of human development as a field of study2. Key issues in development: nature vs. nurture, continuity vs. discontinuity, and stability vs. change3. Introduction to theoretical perspectives |
| Module 2 (Credit 1) Theories of Development – Psychoanalytic Theories | |
| Learning Outcome | <p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none">1. identify and describe the core concepts and stages of the major psychoanalytic theories of development2. explain Freud's theory of psychosexual development3. describe Erikson's eight psychosocial stages of development and understand how each stage involves a |

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| | <p>key conflict that must be resolved for healthy psychological development.</p> <p>4. compare and contrast Freud's psychosexual theory with Erikson's psychosocial theory, noting key similarities and differences</p> |
| Content Outline | <p>1. Sigmund Freud's psychosexual stages of development</p> <p>2. Erik Erikson's psychosocial stages of development</p> |
| Module 3 (Credit 1) Cognitive Development Theories | |
| Learning Outcome | <p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. identify and explain key cognitive development theories 2. explain Jean Piaget's theory of cognitive development, including the four stages (sensorimotor, preoperational, concrete operational, and formal operational), and the key concepts 3. evaluate Lev Vygotsky's theory of cognitive development, focusing on the concepts of the Zone of Proximal Development (ZPD), scaffolding, and the role of social interaction and culture in learning. 4. apply these theories to practical educational, psychological, and real-world contexts. |
| Content Outline | <ol style="list-style-type: none"> 1. Jean Piaget's cognitive developmental theory 2. Vygotsky's Sociocultural Theory of Cognitive Development |
| Module 4 (Credit 1) Behaviorism and Ecological and Systems Perspectives | |
| Learning Outcome | <p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. apply the basic principles of behaviorism, focusing on how learning occurs through interactions with the environment 2. describe and differentiate between classical and operant conditioning, and identify how behaviors are learned and maintained 3. evaluate behaviorist theories in areas like learning, behavior modification, and educational practices. 4. justify the key ideas of Urie Bronfenbrenner's Ecological Systems Theory, and their impact on human development. |

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| | 5. compare ecological and systems theories to real-world examples, understanding how different environmental factors influence individual development. |
| Content Outline | <ol style="list-style-type: none"> 1. Classical conditioning (Pavlov) 2. Operant conditioning (Skinner) 3. Bronfenbrenner's ecological systems theory |

Assignments/Activities towards Comprehensive Continuous Evaluation

(CCE):

Module 1:

1. Evaluate the contributions and limitations of classical and contemporary developmental theories.
2. Synthesize the theories and critically evaluate their contributions to understanding cognitive development
3. Critically discuss various developmental issues throughout the lifespan

Module 2:

1. Apply theoretical concepts to real-world examples and case studies.
2. Use cognitive development theories to analyze specific situations involving learning and problem-solving in everyday contexts.

Module 3:

1. Discussions about the practical implications of developmental theories in various fields (e.g., psychology, education, healthcare).
2. Apply principles of reinforcement, punishment, and conditioning to explain real-world developmental scenarios such as child behavior management, skill acquisition, and classroom learning.

Module 4:

1. Analyse case studies or real-life scenarios (e.g., a child's development within different family and cultural contexts) to identify how ecological factors contribute to development.
2. Discuss how individual development can be seen as a complex system influenced by many factors that are constantly evolving, including biological, psychological, and social components.

References:

1. Berk, L. E. (2013). Child Development (9th ed.). Pearson.
2. Ginsburg, H. P., & Oppen, S. (2014). Piaget's Theory of Cognitive and Affective Development (3rd ed.). Pearson.
3. Santrock, J. W. (2019). Life-Span Development (16th ed.). McGraw-Hill Education.
4. Sigelman, C. K., & Rider, E. A. (2014). Life-Span Human Development (8th ed.). Cengage Learning.

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| Course Title | Engaging Families and Communities (TH) |
| Course Credits | 4 (Th) |
| Course Code | |
| Course Outcomes | <p>After going through the course, learners will be able to:</p> <ol style="list-style-type: none">1. apply key theories related to family dynamics and community engagement.2. compare best practices for involving families and communities in educational, healthcare, and social settings.3. analyze the impact of cultural diversity on family and community engagement.4. develop strategies to build effective partnerships between families, schools, and communities.5. critically evaluate the challenges and opportunities in engaging families and communities in various professional contexts. |
| Module 1 (Credit 1) | Introduction to Family and Community Engagement and Building Effective Partnerships |
| Learning Outcomes | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none">1. explain the significance of family and community engagement in promoting positive development, learning outcomes, and well-being for children and families.2. identify and understand the different roles that families play in supporting their children's development, including cognitive, emotional, and social development.3. recognize the role of the broader community in shaping children's development, emphasizing the importance of supportive, resource-rich environments for families and children.4. demonstrate effective communication strategies for engaging with families and community members, including culturally responsive practices.5. identify best practices for encouraging family and community participation in educational activities and decision-making processes. |

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| Content Outline | <ol style="list-style-type: none"> 1. Overview of family and community engagement in education and social services 2. Key principles of effective family and community partnerships 3. Theories of family engagement (e.g., Bronfenbrenner's Ecological Systems Theory, Family Systems Theory) 4. Key principles of collaboration and partnership-building 5. Strategies for overcoming barriers to family and community involvement 6. Role of schools, social workers, healthcare professionals, and other community leaders in fostering partnerships |
| Module 2 (Credit 1) Theories of Family Development and Challenges in Family and Community Engagement | |
| Learning Outcome | <p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. apply theories of family development, such as the Family Life Cycle Theory, Ecological Systems Theory, and the Family Systems Theory 2. evaluate the stages of family development as proposed by the Family Life Cycle Theory, including key transitions such as marriage, childbirth, and the empty nest 3. assess Bronfenbrenner's Ecological Systems Theory, emphasizing the interaction between the family and larger societal influences 4. recognize the diversity of family structures, including nuclear families, extended families, blended families, and single-parent households. 5. design and implement effective strategies for engaging families and communities in educational, social, and developmental programs. |
| Content Outline | <ol style="list-style-type: none"> 1. Key stages and transitions in family life 2. Impact of family structure, socioeconomic status, and cultural values on child development 3. Family as a system: The role of communication, relationships, and dynamics 4. theories of family development: Family Life Cycle Theory, Bronfenbrenner's Ecological Systems Theory, and the Family Systems Theory 5. Common barriers to engagement (e.g., time, cultural differences, socioeconomic status) 6. Strategies for overcoming these challenges |

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| | 7. Case studies on failed or successful engagement efforts |
| Module 3 (Credit 1) Cultural Competence, Diversity, Communication and Engagement Strategies | |
| Learning Outcome | <p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. define cultural competence and understand its importance in personal, professional, and community contexts. 2. compare how diversity (cultural, racial, linguistic, socio- economic, etc.) influences communication, behaviors, and engagement strategies. 3. demonstrate culturally responsive communication techniques with individuals from diverse backgrounds. 4. recognize the role that cultural diversity plays in community engagement and the importance of fostering inclusivity in community initiatives 5. assess barriers to effective communication and engagement in diverse cultural settings |
| Content Outline | <ol style="list-style-type: none"> 1. Understanding cultural influences on family engagement 2. The importance of cultural sensitivity and competence in community work 3. Strategies for working with diverse families and communities 4. Effective communication techniques for engaging families and communities 5. The role of technology in enhancing family-school- community connections 6. Parent-teacher conferences, newsletters, and other engagement tools |
| Module 4 (Credit 1) Family-School Partnerships and Engaging Families in Early Childhood Education | |
| Learning Outcome | <p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. explain the significance of family-school partnerships in enhancing children's educational experiences and development 2. identify and describe various models of family-school partnerships 3. assess the critical role that families play in early childhood education, both in supporting children's development at home and in collaborating with educators. 4. implement effective communication strategies for engaging families in the early childhood education |

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| | 5. recognize common barriers to family engagement in early childhood education, such as language differences, socioeconomic factors, and time constraints, and propose strategies to overcome them. |
| Content Outline | <ol style="list-style-type: none"> 1. The role of families in children's educational success 2. Epstein's Framework for Family-School Partnerships 3. Best practices for involving families in school activities, communication, and decision-making 4. Family engagement in early childhood settings 5. Strategies for supporting families of infants, toddlers, and preschool-aged children 6. Working with families to promote school readiness and development |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Module 1:

1. Describe the benefits of family and community involvement in educational and social settings, and recognize how engagement contributes to the overall development of children and youth.
2. Analyze how various family structures and dynamics impact a child's growth and learning, and assess the importance of family involvement in schools and community programs.
3. Apply communication techniques that build trust, respect, and collaboration with diverse families and community members, and understand the significance of active listening, empathy, and clear messaging.
4. Design strategies for collaboration, ensuring that partnerships are mutually beneficial and promote shared goals for children and families.
5. Develop plans or initiatives that involve families in educational settings, such as parent- teacher conferences, school events, and volunteer opportunities, while fostering a sense of ownership and collaboration.

Module 2:

1. Design and implement effective strategies for engaging families and communities in educational, social, and developmental programs.
2. Identify the unique challenges faced by at-risk families (and propose strategies for engaging these families effectively).

Module 3:

1. Reflect on their own cultural backgrounds, biases, and assumptions, and discuss how this influences their interactions with others.
2. Design a program that is culturally inclusive and responsive to the needs of diverse populations.

3. Create an inclusive and supportive environment for culturally diverse community.

Module 4:

1. Analyze and compare different partnership models, recognizing the strengths and challenges of each in fostering family engagement and support for children's learning.
2. Identify ways in which families can support learning and development in early childhood through activities at home, as well as through participation in school-based activities and decision-making processes.
3. Design any 2 communication tools (e.g., parent-teacher conferences, newsletters, digital platforms) to foster open, two-way communication between families and educators.
4. Design physical spaces/school events/ programs that foster a sense of belonging for families, ensuring that all families feel valued and comfortable participating.
5. Evaluate the use of technology to improve communication, share learning materials, and engage families in their child's education.

References:

1. Epstein, J. L., & Sheldon, S. B. (2019). *School, Family, and Community Partnerships: Preparing Educators and Improving Schools* (4th ed.). Westview Press.
2. Henderson, A. T., & Mapp, K. L. (2002). *A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement*.
3. Lareau, A. (2011). *Unequal Childhoods: Class, Race, and Family Life*. University of California Press.
4. Weiss, H. B., Caspe, M., & Lopez, M. E. (2006). *Promising Practices for Family Involvement in Schools*. Harvard Family Research Project.

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| Course Title | Basics of Maternal & Child Health (Major Core) (Th) |
| Credits | 2 |
| Code | |
| Course Outcomes | <p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. develop knowledge about nutrition & balanced diet, 2. identify the nutritional requirements of pregnancy, lactation, infancy & early childhood years 3. plan infant and child diet and growth 4. differentiate between common ailments and diseases in children 5. assess health and nutritional policies and organization |
| Module 1(Credit 1) | Introduction to Health & Nutrition |
| Learning Outcomes | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. analyse the concept of health and a balanced diet 2. apply guidelines to health by WHO 3. review health status of Indian mother and child |
| Content Outline | <ol style="list-style-type: none"> 1. Meaning and definition of health, balanced diet |
| | <ol style="list-style-type: none"> 2. Food pyramid, my plate concept. WHO Guidelines regarding health 3. Indicators of health 4. Health status of mother and child in India- MMR, IMR |
| Module 2(Credit 1) | Nutritional requirements and Meal planning for various groups |
| Learning Outcomes | <p>After learning the module, learners will be able to</p> <ol style="list-style-type: none"> 1. apply nutritional requirements of various age groups 2. evaluate meal-planning concept 3. distinguish issues and concerns related to nutrition for various groups |
| Content Outline | <ol style="list-style-type: none"> 1. Meaning and concept of meal planning, objectives & principles of meal planning 2. Nutritional requirements of pregnant women -general discomfort and complications during pregnancy, guidelines for diet & health 3. Nutritional requirements of lactating mother – breast milk composition, breast & bottle milk feeding, breast feeding positions, breast feeding issues and prevention. 4. Nutritional requirements in infancy – weaning and complementary feeding, types of supplementary food, growth standards of infancy, Growth charts, precautions during infancy 5. Nutritional requirements in the Early childhood stage: Food preferences, PICA, Aversion, food fads, healthy eating, and eating time habits formation. |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

1. Preparing recipe book for various age groups

Module 2

1. Reviewing the health status of mother and child

References:

1. Dhandapany, G. (2021). Growth and nutrition in children (1st ed.). Paras Medical Books Pvt. Ltd.
2. Geissler, C., & Powers, H. (Eds.). (2023). Human nutrition (14th ed.). Oxford University Press.
3. Kathleen, L., & Raymond, J. L. (2017). Food & the nutrition care process (14th ed.). Library of Congress Cataloging in Publication, Canada.
4. Sachdev, H. P. S., & Choudhary, P. (1995). Nutrition in children: Developing country concerns. Cambridge Press.
5. Srilakshmi, B. (2014). Dietetics (7th ed.). New Age International (Pvt) Ltd.
6. Wallace, H. M., & Giri, K. (1990). Health care of women and children in developing countries. Third-Party Publishing Co.

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|---------------------------|--|
| Course Title | Basic of Maternal & Child Health (Major Core) (Pr) |
| Credits | 2 |
| Code | |
| Module 3(Credit 1) | Nutritional & communicable Diseases in childhood |
| | After learning the module, learners will be able to- |
| Learning Outcomes | <ol style="list-style-type: none"> 1. identify the signs and symptoms of various diseases in childhood years 2. analyse the treatment through nutrition and medical intervention 3. illustrate prevention of diseases |
| Content Outline | <ol style="list-style-type: none"> 1. Malnutrition (Undernutrition), Protein-Energy Malnutrition (PEM) – Includes kwashiorkor (protein deficiency) and marasmus (severe calorie deficiency). 2. Micronutrient deficiencies: Vitamins A, B, C, D, Calcium, iron deficiency diseases -signs & symptoms 3. Food sources of vitamins, minerals, and micronutrients 4. Noncommunicable & Communicable diseases – Mumps, chicken pox, small pox, diarrhoea, eye and ear infections, meningitis, Fever, cough and cold, respiratory issues, asthma, and TB -symptoms & treatment 5. Prevention and precautions- Universal Immunization program |
| Module 4(Credit 1) | Nutritional & Health Programs in India |
| Learning Outcomes | After learning the module, learners will be able to- <ol style="list-style-type: none"> 1. evaluate various nutritional & health program in India 2. compare the various schemes of the government of India for maternal and child health |
| Content Outline | <ol style="list-style-type: none"> 1. Nutritional programs -ICDS, ANP, SNP, Balwadi nutrition, vitamin A Prophylaxis, iron deficiency anaemia prevention program, goitre control program 2. Government schemes- Janani Surksha Yojana, Matritwa Vandan Yojana, Poshan Abhiyan |

Assignments/Activities towards Comprehensive Continuous Evaluation

(CCE):

Module 3

1. Survey pregnant/lactating/preschool parents for eating patterns and habits

Module 4

1. Visit health centers /NGOs working in mother and child health
2. Present various topics related to maternal & child health on chart, PPT, Exhibition.

References: -

1. Dhandapany, G. (2021). Growth and nutrition in children (1st ed.). Paras Medical Books Pvt. Ltd.
2. Geissler, C., & Powers, H. (Eds.). (2023). Human nutrition (14th ed.). Oxford University Press.
3. Sachdev, H. P. S., & Choudhary, P. (1995). Nutrition in children: Developing country concerns. Cambridge Press.
4. Wallace, H. M., & Giri, K. (1990). Health care of women and children in developing countries. Third-Party Publishing Co.

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| Course Title | Guiding Children's Growth & Behavior (OEC) |
| Code No. | |
| Course Credits | 2 credits |
| Course Outcome | By the end of the course, students will be able to understand: <ol style="list-style-type: none"> 1. analyze key principles of child guidance 2. interpret common behavior problems in children, their causes, and effective intervention strategies. 3. Critique disciplining techniques |
| Module (Credit 1) | Foundations of Child Guidance |
| Learning Outcome | After learning the module, learners will be able to- <ol style="list-style-type: none"> 1. explain the concept and importance of child guidance. 2. identify key child development theories relevant to behavior guidance. 3. apply positive discipline techniques to guide children. 4. recognize the role of caregivers and educators in shaping children's behavior. |
| Content Outline | <ol style="list-style-type: none"> 1. Introduction to Child Guidance <ol style="list-style-type: none"> a. Meaning, Importance & Principles of Guidance 2. Theories to understand behavior |
| | <ol style="list-style-type: none"> a. Vygotsky, Skinner, Albert bandura, Lawrence Kohlberg, Urie Bronfenbrenner <ol style="list-style-type: none"> 3. Positive Discipline for Child Guidance 4. Role of Family, Educators, and Environment in Guidance |
| Module 2 (Credit 1) | Behavior Problems in Children |

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| Learning Outcome | <p>After learning the module, learners will be able to-</p> <ol style="list-style-type: none"> 1. identify common behavior problems in children 2. implement positive guidance strategies for different age groups. 3. create an environment that fosters self-regulation. 4. assess challenging behaviors through behavior management strategies. |
| Content Outline | <ol style="list-style-type: none"> 1. Understanding normal vs. problematic behavior <ol style="list-style-type: none"> a. Causes of Behavior Problems <ol style="list-style-type: none"> i. Psychological factors (temperament, emotional regulation) ii. Environmental factors (parenting style, school environment, peer influence) iii. Biological factors (neurological and genetic influences) b. Common behavior problems <ol style="list-style-type: none"> i. Temper tantrums, Emotional dysregulation, Lying, Stealing, Aggression, Quarrelling, Defiance, Truancy, Enuresis c. Behavior Management Strategies <ol style="list-style-type: none"> i. Positive reinforcement and discipline techniques |

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| | ii. Cognitive-behavioral approaches for emotional regulation iii. Parent training and involvement iv. School-based interventions and teacher strategies |
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Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module 1

1. Develop a case study (fictional or real) describing a child displaying the behavior and propose behavior management technique

Module 2

1. Design an engaging digital or physical toolkit that provides practical behavior management techniques for caregivers and educators.
2. Structure a debate exploring the impact of family, educators, and environment on child behavior and guidance.

References:

1. Barkley, R. A. (2020). Defiant Children: A Clinician's Manual for Assessment and Parent Training. Guilford Press.
2. Gartrell, D. (2017). Guidance of Young Children. Pearson.
3. Jain, S. & Jain, N. (2006). Handling Behavior Problems in Young Children. Scholars Hub.
4. Kazdin, A. E. (2008). The Kazdin Method for Parenting the Defiant Child. Houghton Mifflin Harcourt.
5. Nelsen, J. (2020). Positive Discipline: The Classic Guide to Helping Children Develop Self-Discipline, Responsibility, and Respect. Harmony.
6. Mash, E. J., & Wolfe, D. A. (2019). Abnormal Child Psychology. Cengage Learning.
7. Popat, S. (n.d.). Effective practices for addressing challenging behaviors.
8. Shaw, D. S., & Gilliam, K. S. (2017). Behavior Problems in Preschool Children: Clinical and Developmental Issues. Guilford Press.

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| Course Title | Introduction to Puppetry & Creative Development (Pr) |
| Course Credits | 2 |
| Practical – Internal | 50 |
| Course Outcomes | <p>After going through the course, learners will be able to:</p> <ol style="list-style-type: none"> 1. explore different forms and techniques of puppetry. 2. develop basic puppetry skills such as puppet construction, manipulation, and performance. 3. collaborate with peers in a creative team to bring puppetry performances to life. |
| Module 1 (Credit 1) Introduction to Puppetry | |
| Learning Outcomes | <p>After learning the module, learners will be able to:</p> <ol style="list-style-type: none"> 1. compare puppetry's historical and cultural significance across different societies. 2. analyze the role of puppetry in storytelling, performance, and theatre |
| Content Outline | <ol style="list-style-type: none"> 1. History of Puppetry: <ol style="list-style-type: none"> a. Origins and evolution of puppetry across cultures (Asian, European, African, and Middle Eastern traditions). b. Key historical figures and movements in puppetry. 2. Types of Puppets: <ol style="list-style-type: none"> a. Hand puppets, shadow puppets, rod puppets, marionettes, ventriloquist dummies, etc. b. Differences in techniques and their applications. 3. Puppetry in Contemporary Art: <ol style="list-style-type: none"> a. Puppetry's role in modern theatre, film, and digital media. b. Integration of puppetry with other performance arts. |
| Module 2 (Credit 1) Creative Development in Puppetry and Puppetry Performance | |

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| Learning Outcome | After learning the module, learners will be able to: <ol style="list-style-type: none"> 1. compare different types of puppets 2. construct basic puppets using various materials 3. evaluate principles of designing characters 4. manipulate puppets effectively 5. create and perform a puppet show |
| Content Outline | <ol style="list-style-type: none"> 1. Puppet Design and Construction: <ol style="list-style-type: none"> a. Materials and techniques for building puppets. b. Creating puppet characters that convey emotions, stories, and personality. 2. Puppet Movement and Manipulation: <ol style="list-style-type: none"> a. Learning to animate puppets effectively through different methods. b. Developing physicality and character through movement. 3. Performance Techniques: <ol style="list-style-type: none"> a. Voice and body language for puppet characters. b. Working with live audiences or in front of the camera (in film, TV, or digital spaces). 4. Collaborative Puppetry: <ol style="list-style-type: none"> a. Teamwork in designing and performing puppet shows. |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE)

Module 1: Class Participation:

1. Active engagement in workshops, discussions, and group exercises.

Module 2: Practical Projects:

1. Students will create and perform a short puppet show (individual or group project).

References

1. Goldstein, S. (2010). Puppetry: A World History. University of Illinois Press.
2. Henderson, S. (2014). Creative Play with Puppets: A Guide for Educators. Teachers College Press.
3. Johnston, M., & Barnett, L. (2014). The Creative Puppetry Handbook. Drama Publishers.
4. Rosen, E. (2015). Puppets and Puppetry in Education: A Guide for Educators. Routledge.
5. Saperstein, D. (1997). The Art of Puppetry. Dover Publications.

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| Course Title | Introduction to Parent & Community Engagement (CE) |
| Course Credits | 2 |
| Course Outcomes | <p>After going through the course, learners will be able to</p> <ol style="list-style-type: none"> 1. formulate parent, family, and community engagement framework for early childhood 2. devise programmes for empowerment of Family and ECE settings 3. plan and implement need-based programs in the community |
| Module 1(Credit 1) | School-Family- Community Partnerships |
| Learning Outcomes | <p>After learning the module, learners will be able to-</p> <ol style="list-style-type: none"> 1. examine the context of school-family- community partnerships in early childhood settings 2. explain the scope of school – family partnerships 3. evaluate the state, regional and community partnerships |
| Content Outline | <ol style="list-style-type: none"> 1. Organizational context of early childhood programs for establishing quality family partnerships 2. Family Partnerships 3. Scope of Parent, Family, and Community Engagement Framework for Early Childhood Systems |
| Module 2(Credit 1) | Communicating and working with families |
| Learning Outcomes | <p>After learning the module, learners will be able to-</p> <ol style="list-style-type: none"> 1. support different types of programs to empower the stakeholders 2. devise ways to engage families, communities and schools to optimize ECE settings 3. design methods of family and community involvement |
| Content Outline | <ol style="list-style-type: none"> 1. Plan and implement need-based programs in the community 2. Develop ways of empowering families to promote holistic development of children 3. Plan an activity to educate families and community about the importance, relevance and benefits of the New Education Policy |

Assignments/Activities towards Comprehensive Continuous Evaluation (CCE):

Module1-

- 1) Prepare a list of ways family and community interactions with the school
- 2) Analyse the role of families and Communities in the context of NCF

Module 2-

- 1) Develop ways of empowering families to promote holistic development of children
- 2) Plan an activity to educate families and community about the importance, relevance and benefits of the New Education Policy

References: -

1. Barnard, W. M. (2004). Parent involvement in elementary school and educational attainment. *Children & Youth Services Review*, 26(1), 39–62.
2. Bryk, A. S., & Schneider, B. (2003). Trust in schools: A core resource for school reform. *Educational Leadership*, 60(6), 40–44.
3. Dearing, E., Kreider, H., Simpkins, S., & Weiss, H. B. (2006). Family involvement in school and low-income children's literacy performance: Longitudinal associations between and within families. *Journal of Educational Psychology*, 98(4), 653–664.
4. Fantuzzo, J., McWayne, C., Perry, M., & Childs, S. (2004). Multiple dimensions of family involvement and their relations to behavioral and learning competencies for urban, low-income children. *School Psychology Review*, 33(4), 467–480.
5. Lopez, M. E., Dorros, S., & Weiss, H. (1999). Family-centered child care. *Families Matter*. Cambridge, MA: Harvard Family Research Project.
6. Raikes, H., Luze, G., Brooks-Gunn, J., Raikes, H. A., Pan, B. A., Tamis- LeMonda, C. S., Rodriguez, E. T. (2006). Mother-child book reading in low-income families: Correlates and outcomes during the first three years of life. *Child Development*, 77(4), 924–953.
7. The Handbook on Family and Community Engagement was created with funding and support from the U.S. Department of Education's Office of Elementary and Secondary Education to the Academic Development Institute and the Center on Innovation & Improvement. Sam Redding, Marilyn Murphy, & Pam Sheley, Editors www.families-schools.org
8. Weiss, H., Caspe, M., & Lopez, M. E. (2006). Family involvement in early childhood education. *Family Involvement Makes a Difference*. Cambridge, MA: Harvard Family Research Project.