

Sant Gadge Baba Amravati University, Amravati
Choice Based Credit System (CBCS)
Syllabus For -2024-2025
Board Of Study – Home Economics
UG Programme – B.A.
B.A. Part III- SEMVand VI
Syllabus:Part III - SEM V and VI
Subject- Optional: Early Childhood Care & Education (DSC)

Sr.No	Board Of Study – Home-Economics
1.	Prof. Dr. Sujata B. Sabane (Zade) Chairman Shri Shivaji Arts and Commerce College, Amravati.
2.	Prof. Dr. Neena S. Chaware Late N.A.D. Arts and Commerce College, Chandur Bazar, Dist. Amravati.
3.	Prof. Dr. Sandhya A. kale Shankarlal Khandelwal Arts, Scienceand Commerce College, Akola.
4.	Prof. Dr. Kalpana P.Korde B.B. Shivshakti MV, Babhulgaon, Dist Yavatmal.
5.	Prof. Dr. Leena Kandalkar Indirabai Meghe Mahila MV, Amravati.
6.	Prof. Dr. Radha Sawjiyani R.D.G. College for Women, Akola.
7.	Prof. Dr. Chanda M. Kantale K.G.Mahila MV, Daryapur
8.	Dr. Swapna Deshmukh V.N.Mahila M, Pusad, Dist Yavatmal.
9.	Dr. Rashmi P. Gajare N.W. Arts College, Yavatmal
10.	Prof. Dr. Kiran R.Belurkar M.J.F Commerce, Science and V. R. Arts College, Bhatkuli, Dist. Amravati.
11.	Prof. Dr. Sunita Balapure Late D.P. Arts College, Nandgaon Peth Dist. Amravati.
12.	Prof. Dr. Manjiri C. Pande (Chepe) N.R.MV,Badnera, Dist. Amravati.

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Choice Based Credit System (CBCS)
Syllabus For -2024-2025
Board Of Study – Home Economics
B.A. Part III SEM V& VI
Subject- Optional: EARLY CHILDHOOD CARE AND EDUCATION (DSC)

Part A

PSOs:

- Orient the students towards the field of child development, its nature and scope.
- Identify the principles of growth and development and its determinants.
- Determine the significance of the early years and implications for optimizing the human potential and be sensitive to developmental delays and early intervention.
- Analyse the relationship between physical growth, motor development and socio-emotional development.

Employability Potential of the Programme:

- Become a Pre-school teacher.
- Become a Director of a Childcare Center
- Providing Care in Homes
- Child care Centers.
- Day care Centers
- Crèches
- Parent guidance and Counseling Centers
- Remedies on Behavioral Problems
- Specialist in Family Support
- Child care professional.
- Child development consultant

Part-B
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Board Of Study –Home Economics
B.A. Part III SEM V
Subject- Optional: EARLY CHILDHOOD CARE AND EDUCATION (DSC)

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
1116	Early Childhood Care and Education	60 (Theo) + 15(SEM) = 75

COs

After successful completion of this course, students will be able to-

- To understand the concept of management and the role of the management process of early childhood development centers.
- To determine the principal of management and relate the principles with the situation delineated through participation of the ECCE centers.
- To elaborate the different aspect of management in terms of infrastructure, resources, program personals, finance and documentation.

Unit	Content	Total periods 60
Unit I Introduction to Organization Philosophy	.1.1 Philosophy and goals of organization. 1.2 Nature of organization 1.3 Management – Definition and Principles 1.4 Procedure and technique of management.	12
Unit II Setting up of child care and education centers	2.1 Location and building -Elements of a building, plans for various types. 2.2 Space allotment for indoor and outdoor play. 2.3 Furniture, equipment and materials i. Play equipment, its use and care. ii. Teaching material iii. Audio visual aids 2.4. Administrative Personnel	12
Unit III Personnel's for Running of centers	3.1 Selection of staff- Academic qualification, Personality Characteristics, responsibility, skill and competencies. 3.2 Supervisor 3.3 Teacher/care worker 3.4 Supportive staff/ Helper	12
UnitIV Administration	4.1 Planning and administration of annual work, Time table 4.2 Maintenance of record and register- admission register, staff register, student related register, general register, monthly attendance register, mark list, personal record, medical record etc. 4.3 Importance of record and registers 4.4 Care of record and registers	12
Unit V Structure, power and function	5.1 Staff- Appointments 5.2 Staff duties and developmental records evaluation 5.3 Office- Accounts, muster, proposals 5.4 Documents and files.	12

SEM – Child Care Professional (03 to 06 years aged children)		(Periods-15)
Cos		
After the completion of this course, students will be able to-		
1. Determine the roles and responsibilities of child care professional.		
2. Ascertain breast feeding and process weaning food.		
3. Develop and promote positive relationship with child.		
4. Counsel the parents on child care.		
**Activities	1.Role and responsibilities of care professional – self-evaluation (Organizing of work, professional attitude, dealing with child education, communicating with parents, monitoring developmental milestones, response to emergency situation, Self-hygiene, safety precautions)	
	2.Demonstration of baby care and hygiene process- (needs, products, changing diaper, bath, dressing, maintenance of hygiene and care of specific body parts eyes, ears, nose and nails etc.	
	3. Feeding practices- recognizing hunger cues, breast feeding, storing breast-milk, preparing bottle formula, bottle feeding, burping, cleaning and sterilizing bottles, pacifiers and breast pump accessories.	
	4. Weaning a baby off of milk, encouraging healthy eating, planning menus and preparation of nutritious food, safe food handling.	
	5. Develop and promote positive relationship with child- interacting with the child, having proper communication with child, responding appropriately in situations where the child is distressed, anxious or parting from parents, Correcting behavioral problems, inculcating learning habits.	
Assessment-		
1. Self-evaluation sheet (Marks 5)		
2. Prepare schedule of the child (Marks 5)		
3. Prepare nutritious baby food (Marks 5)		
4. Creating arts and crafts as sources of learning, creativity and imagination. (Marks 5)		
(Total Marks-20)		

Course Material/Learning Resources

BOOKS RECOMMENDED:

1. Robins “Organizational behavior Processes” 7th Edition
2. Kith and Davis “Organizational behavior” 7th Edition
3. Decker Cand Decker J. “Planning and Administration Early Childhood Program”
4. Pareek “Organizational behavior Process”

Weblink to Equivalent MOOC on SWAYAM if relevant:

https://onlinecourses.swayam2.ac.in/cec20_ed18/preview

Any pertinent media (recorded lectures, YouTube, etc.) if relevant:

<https://www.youtube.com/watch?v=OdwhGT4vP-Y>

<https://www.youtube.com/watch?v=a-bWJX1tIRM>

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B.A. Part III SEMV

Subject- Optional: EARLY CHILDHOOD CARE AND EDUCATION (DSC)

Code of the Course/Subject	Title of the Course/Subject (Laboratory/Practical/practicum/hands-on/Activity)	(No. of Periods/Week)
<u>1116</u>	<u>Early Childhood Care and Education</u>	<u>02 Periods/Week</u>

COs

By the end of the laboratory/practical course, generally students should be able to

- Developing the project for starting child care organization.
- Ascertain the development of preschoolers through games and charts
- Determine space development and space management.

*** List of Practical/Laboratory Experiments/Activities etc.**

1.	Preparing a project (any one) on starting 1. Play house 2. Preschool 3. Crèches 4. Day care center
2.	Preparation of educational games or charts.
3.	Observing an ECCE setting and other public spaces to note indoor and outdoor space utilization and arrangement for a pre-school or day care center/crèches and report writing.

Distribution of Practical Marks

Total Marks-20

Practical work	Marks	Evaluation Mode	Total Marks
Project writing	05	External	10
Viva-Voce	05		
Record Book	05	Internal	10
Play material/charts/educational toys	05		

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B.A. Part III SEM VI

Subject- Optional: EARLY CHILDHOOD CARE AND EDUCATION (DSC)

Code of the Course/Subject	Title of the Course/Subject	(Total Number of Periods)
1116	Theory Early Childhood Care and Education	75

PSOs:

To imbibe the significance of program evaluation and course correction

- Determine the concepts of developmental appropriate program planning and curriculum models.
- Introduce resource management in terms of early childhood care and education.
- Develop abilities of shared responsibility and referral services.
- Identify the evaluation methods and techniques.
- Comprehend the importance of developmental assessment of young children.

Unit	Content	Total periods 60
Unit I Management of Programs	1.2 Management of Program. Concept of appropriate program planning, implementation and evaluation 1.2 Need of educational program 1.3 Current status of pre-school education program in India 1.4 Curriculum models and its use in the early childhood programs	12
Unit II Management of Resources	2.1 Finance – Need and methods of generation funds 2.2 Budgeting, savings and investments 2.3 Time Management 2.4 Proper utilization of time with reference to children, program, institution and self.	12
Unit III Referral and support services	3.1 Identifying referral and support services 3.2 Collaboration with parents 3.3 Maintaining contacts with other institutes, education department, society, equipment manufacturer, suppliers and donors. 3.4 Collaboration with hospitals, social institutions, educational institutions, industries, counseling and guidance center	12
Unit IV Establishment and Continuation	4.1 Applications – Registration, Licensing, tax exemption etc. 4.2 Legislation concerning young children 4.3 Organizations working for young children 4.4 Programs undertaken by the organizations for early childhood care and education.	12

Unit V	5.1 Quality control – Internal and external evaluation	12
Quality Control and techniques of evaluation	5.2 Evaluation heads – supervisor, head of the management, students, parents, public, education officer 5.3 Methods of evaluation – questionnaire, Discussion, Parents Committee, Meetings. 5.4 Evaluation technique - Program evaluation review techniques (PERT)	

SEM– Child Care Professional (06 to 10 years aged children)		(Periods-15)
COs After the completion of this course, students will be able to- <ul style="list-style-type: none"> • Work as a professional child caretaker for Preschool child • Ensure health and safety of a Preschool child • Assess the development and growth of Preschool child • Counsel the parents on childcare. 		
**Activities	1.Ensuring health and safety-Recognize and respond to signs of potential illness, care in common illness, administer medication within guidelines, manage and respond to allergy/anaphylaxis, preventing injuries, safety inspection checklist, safe sleeping Positions, travel with children ensuring safety.	
	2. Responding to emergency situations-determining emergency, first aid using CHECK-CALL-CARE method in first aid emergencies.	
	3. Assessing development, growth and milestones-physical and Motor development, psychological support, support language, creative and cognitive development.	
	4. Providing play and learning experience– Children’s play and Leisure, facilitating learning through play, developmentally appropriate play activities.	
	5. Care professional impression and personality (self-evaluation) -dressing appropriately, essential etiquettes, effective communication, handling conflict in situation at work, bridging cultural differences.	
Assessment-	1.Project:Working in ECCE setting and self-evaluation(Total Marks20)	

Course Material/Learning Resources:

1. Shukla, R.P.(2004): Early Childhood Care and Education. Sarup& Sons
2. Brothy J.E. Good T.L. and Nedler S.L. “Teaching in Prechool.”
3. Murlidharan N. “The System of Preschool Education in India”
4. Landseth C “Education of the Young Child”
5. Moore S.B. Richard P. “Teaching in Nursery School”
6. Clarke, P. (2001). Teaching & learning: the culture of pedagogy. New York: Sage

Web link to Equivalent MOOC on SWAYAM if relevant:

<https://www.classcentral.com/course/swayam-early-childhood-care-and-education-ecce-14020><https://www.coursera.org/courses?query=early%20childhood%20education>

Any pertinent media (recorded lectures, YouTube, etc.) if relevant:

<https://www.youtube.com/watch?v=PcYtdjzAU5Q>

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<u>1116</u>	<u>Early Childhood Care and Education</u>	<u>02 Periods/Week</u>

COs

By the end of the laboratory/practical course, students should be able to-

- Prepare self-evaluation report.
- Evaluate young children's reading/writing/arithmetic skills.
- Enhance observation skills by using child studying methods

*** List of Practical/ Laboratory Experiments/ Activities etc.**

1.	Evaluation of self (Student) with reference to the working in ECCE setting
2.	Evaluation of young children's reading/writing/arithmetic skills

Distribution of Practical Marks

Total Marks-20

Practical work	Marks	Evaluation Mode	Total Marks
Self EvaluationReport	07	External	10
Viva-Voce	03		
Evaluation of reading/writing/arithmetic skills	06	Internal	10
Record Book	04		

Scheme of teaching, learning & Examination
leading to the Degree Bachelor of Arts (B.A.) (Three Years-
Six Semesters Degree Programme - C.B.C.S.) (B.A. Part-III) Semester V &
VI (Early Childhood Care and Education)

Examination and question pattern of B.A. Degree Programme: (Semester V & VI)

Notes :
1) Distribution of Marks of Theory & Practical
For Practical Subjects: (Home-Economics)
a) 20 Marks for Multiple Choice Questions (M.C.Q. 4 x 5)
b) 40 Marks for Descriptive Type Questions. 8x5
c) 20 Marks for Skill Enhancement Module.
d) 20 Marks for Practical (Practical Internal 10+Practical External 10)

Evaluation System

Marks	Internal	External		
Total	20	Theory 60	Practical 20	
	Skill Enhanced Module	1. Multiple Choice Questions 1x20=20 (Ask on All units) 1st Question 2. Essay type Answer - 2 questions 2x8=16 (8 marks each) 3. Short Answer - 3 questions 3x8=24 Internal choice (2 marks each)	Internal	External
			10	10
100	20	60	20	

Chairman of the BOS in Home Economics

Members of the BOS in Home Economics