



**DETAILED SYLLABUS of M. A. (EDUCATION)  
FOURTH SEMESTER**

**MAEduC-401 EARLY CHILDHOOD CARE AND EDUCATION – II**

**COURSE OBJECTIVES:**

The students will be able to:-

- understand the various techniques to deal with family and society to serve the child.
- develop method and various means of communication with family and society.
- understand child development and the role of various policies and recommendations of acts.
- produce and use various aids and materials for ECCE.
- understand about essential characteristics for ECCE teacher / care taker.

UNIT	COURSE CONTENT	Credit
<b>1</b>	<b>Family and Society</b>	<b>1</b>
1.1	<b>Understand the child, family and Society</b> Concept of Indian Family and Society : Education in family and basic elements of Indian family system, Natural Characteristics of Child	
1.2	Personality Development : <i>Panchkoshatmak</i>	
1.3	Person to Universal	
1.4	'Samskara' and Samskara Process : From Birth to Five Years	
<b>2</b>	<b>Understanding the Child, Parents and their concerns</b>	<b>1</b>
	Indicators of Child Rearing for first five years and nurturing experiences in the home.	
2.2	Role of Parent in relation to policy in ECCE, recommendations of RTE and pre school and primary level of education	
2.3	Discussion regarding role of Parents and community in pre primary and Aaganwadi Stage	
2.4	Natural Characteristics of Child, Myths and Misconceptions of Child Rearing in Society, Aspirations of Parents and special behaviour and habits of child and its causes and remedies	
<b>3</b>	<b>Aids and Materials for ECCE</b>	<b>1</b>
3.1	Age appropriate Aids selection	
3.2	Types of Classroom Material and its production	
3.3	Outdoor Activity's Materials, its arrangement and Maintenance	
3.4	Activity and Reading Corner, Books, Blocks, Teaching aids etc - its arrangement and importance	



<b>4</b>	<b>Environment For Holistic Development of Child</b>	<b>1</b>
4.1	Educational and Physical facilities of ECCE center	
4.2	Importance of unbiased and equal environment for all, ECCE Teacher / care taker- Characteristics	
4.3	Importance of Children's Physical, Emotional Security and safety Friendly atmosphere for artistic Development.	
4.4	Programs for Early childhood care and Education center	

**References :**

1. **Course\_2, Diploma in Preschool Education (Curriculum Module), Second Year, GCERT, Gandhinagar**
2. **Gandhinagar**
3. **Course\_4, Diploma in Preschool Education (Curriculum Module), Second Year, GCERT, Gandhinagar**
4. ભારતીય શિક્ષણ ગ્રંથમાળા ૧અને૨, પુનરુત્થાન પ્રકાશન સેવા ટ્રસ્ટ, અમદાવાદ
5. શિશુવાટીકા તત્વ અને વ્યવહાર, ઈંદ્રમતિ કાટદરે, સંસ્કાર ગુર્જરી, અમદાવાદ
6. પરિવારની પાઠશાળા, ચિલ્ડ્રન્સ યુનિવર્સિટી, ગાંધીનગર **Course\_2, Diploma in Preschool Education (Curriculum Module), Second Year, GCERT, Gandhinagar**
7. **Course\_4, Diploma in Preschool Education (Curriculum Module), Second Year, GCERT, Gandhinagar**
8. **Foundations of Early Childhood Education; Teaching Children in a Diverse Society, by Janet Gonzalez-Mena, Mayfield Publishing, Revised Edition 2014.**
9. **B. Copple, Carol and Bredekamp, Sue, Developmentally Appropriate Practices, In Early Childhood Programs, National Association for the Education of Young Children, revised edition 2009.**
10. **Bhatnagar, R (2005): Little Steps. National Council for Educational Research and Training. New Delhi**
11. **Donahue- Colleta N. (1992). Understanding Cross-cultural Child Development and Designing Programs for Children, Christian Children's Fund.**



12. **International Baccalaureate Organization (2007). Primary Years Programme. Making the PYP happen: A curriculum framework for international primary education, Peterson House, UK**
13. **Kaul, V. (Unpublished). The Primary Years; Making teaching Child Centred, NCERT**
14. **Ministry of Women and Child Development, Ministry of Health and Family Welfare. (2010). Mother and Child Protection Card.**
15. **NCERT (2006). Position Paper on Early Childhood Care and Education, National Focus Group. National Council for Educational Research and Training. New Delhi**
16. **Rubello Britto. P. & Limlingan. M.C. (2012). School Readiness and Transitions. UNICEF, New York, USA**
17. **Siraj – Blatchford ed. (1998). A Curriculum Development Handbook for Early Childhood Educators, Trentham Publications, UK**
18. **Swaminathan, M. and Daniel, P. (2004): Play Activities for Child Development: A Guide to Preschool Teachers. National Book Trust, New Delhi.**
19. **Tomlison, Carol. Ann (2000). Differentiation of Instructions in the Elementary grades. ERIC Clearing House, USA.**
20. **WHO (2006). Child Growth Standards- Methods and Development, World Health Organisation**