

**KURUKSHETRA UNIVERSITY KURUKSHETRA**  
**B.A. II – Early Childhood Care and Education**  
**w.e.f. 2012-13**

**Semester – III**

<b>Course No.</b>	<b>Title</b>	<b>Exam. duration</b>	<b>Max. marks</b>
Paper-I	Guiding Young Children: Principles, Practices & Programme	3 Hrs.	50 (40+10*)
	<b>Lab – I</b>		50

**Semester – IV**

<b>Course No.</b>	<b>Title</b>	<b>Exam. duration</b>	<b>Max. marks</b>
Paper-II	Early Childhood Care and Education	3 Hrs.	50 (40+10*)
	<b>Lab – II</b>	3 Hrs.	50

\* Internal Assessment

**Instructions for the Examiner:** The examiner will set nine questions in all, selecting two question from each section/unit and one compulsory objective type question.

**Instructions for the Candidate:** The candidate will attempt five questions in all, selecting at least one question from each unit as well as the compulsory question.

**Note:** After the theory exams, students will be required to undergo “on the job training” for duration of 4 weeks during summer vacations and submit the report by the end of autumn break. Viva-voce for ‘on the job Training Report will be held

along with the practical exam of BA Part –II by the same practical examiner and the internal examiner.

### **Semester – III**

#### **Guiding Young Children: Principles, Practices & Programme**

##### **Paper-I**

M.Marks – 40  
Int. Assessment - 10  
Time: – 3 Hrs

**Note:** Nine questions to be set in all, at least two from each unit Students will be required to attempt five questions selecting at least one from each unit and one compulsory question.

##### **Unit – I**

Role of the family in children guidance: A parent's role, siblings role, common do's and don'ts, parental control and regulation during infancy, 3-5 yrs., adult-child interaction.

##### **Unit – II**

Community settings and communication: The urban slum, remote area, village as a community needs of middle class parents.

Communication through group meetings, draw and dialogue open ended stories, role, play puppet theatre, use of audio-visuals.

##### **Unit – III**

Stimulation and guiding children with behavioral difficulties: Physical motor, language, social economic areas from infancy to 5 yrs. Dealing with children exhibiting normal behavior problems (nail biting, bed wetting) developmental delay, children' at risk: diagnosing through examination, tests, observation, significance of early identification, prevention of disabilities through referral, special and educational institutes.

##### **Unit – IV**

Policy and programmes: Social welfare-Historical development: UN, SAARC, National plan for action for children; policy-making and role of National and international bodies-Legislation for children; Governmental and non-

governmental programmes, schemes and services and preventive, developmental and rehabilitative services such as mobile crèches anganwadies, ICDS day-cares, well baby clinic, Balhawan and hobby centers.

## **LAB-I**

M. Marks: 50  
Duration of Exam: 3 Hrs

### **Practical Experiences:**

1. Visit to any government and non-government programmes.
2. To collect articles, photographs and media materials on selected topics and arrange exhibitions.
3. Doing profiles on selected agency and organization along given guidelines.
4. Visit to child guidance clinic. Develop play materials.

**Note:** Any two experiences may be given per student and evaluated.

## **Semester – IV**

### **Early Childhood Care and Education**

#### **Paper-II**

Marks – 40  
Int. Assessment - 10  
Time: – 3 Hrs

**Note:** Nine questions to be set in all, at least two from each unit Students will be required to attempt five questions selecting at least one from each unit and one compulsory question.

#### **Unit – I**

History, goals, and objectives and important of early childhood care Education, Learning among young children: definition principles, methods of it, how to make learning effective, and role of teacher in promoting it.

Play and its characteristics, theory of play, types, role of play in development.

#### **Unit – II**

Curricula and institutions of Early Childhood Care and Education:

- A. Day-Care centers, crèches, pre-school, play centers, non-formal pre-school education.
- B. What is developmentally appropriate curriculum and guidelines for it and teacher-child interaction.

#### **Unit – III**

Importance, planning, implementing and evaluation the programme, developmental assessment of young children. Children with special needs: Teacher's role in helping, working with parents and guiding through parent education programmes.

#### **Unit – IV**

Organization and management of early childhood care and education centres. Philosophy and goals in management of ECCE.

- Setting up and running the centre: locality, building, furniture, equipment, material, organizing indoors and outdoors spaces; personal: Qualification responsibilities, skill and competencies of supervisor/teacher.
- Day care worker, supportive staff, experts and administrative personal.

- Records and reports of children, staff and office.
- Management of resources viz. finance, time and referral and support services.
- Supervisory programmes: Applications, quality control, team analysis for identifying strength and weakness, Legislation concerning programmes for young children.

**LAB-II**

M. Marks: 50

Duration of Exam: 3 Hrs

**Practical:**

1. Prepare a blue-print of indoor/outdoor space utilization for a day care centre.
2. Observing programme, children, and personal in local centres.
3. Orientation to various records and reports, identifying gaps and proposing recommendations.
4. Assessment of student (Self-appraisal)
5. Reports of various institutions, discussions on projects and presentations of case studies.