

COURSE: B.A Programme
DISCIPLINE: Family and Child Welfare (FCW)

SEMESTER MODE

NUMBER OF PAPERS: 6

SCHEME OF EXAMINATION

Semester	Paper No.	Title of Paper	Subject Code		Maximum Marks	Credits	Duration of Exam
			Old	Proposed			
I	1	Principles of Development	A124	1124	100	4	3 Hours
II	2	The Developing Child		Theory 2124	75	3	3 Hours
			Practical	25	+ 1	2 Hours	
III	3	Child Welfare: Policies and Programs	B124	3124	100	4	3 Hours
IV	4	Empowerment of Women		Theory 4124	75	3	3 Hours
			Practical	25	+ 1	2 Hours	
V	5	Early Childhood Care and Education	C124	5124	100	4	3 Hours
VI	6	Organization and Management of Childcare Services		Theory 6124	75	3	3 Hours
			Practical	25	+ 1	2 Hours	

As per University guidelines, for all **theory** papers, 25% marks are reserved for internal assessment.

COURSE: B.A PROGRAMME
DISCIPLINE: Family and Child Welfare (FCW)

Paper No. 1 (Semester I)
Title of Paper: Principles of Development
Code:

Maximum marks: 100
Duration of Examination: 3 Hours
Periods/week: 4 + 1 tutorial
Periods in Semester: 48

Objectives:

1. To familiarize the students with the concept of child Development as a field of study.
2. To create an understanding of the various stages of Child Development beginning with prenatal development and neonatal development.

CONTENTS

UNIT- I	8 Periods
<u>Introduction to Child Development-</u>	
<ul style="list-style-type: none">• Brief history• Scope• Theoretical foundations	
UNIT- II	10 Periods
<u>Methods of Child Study-</u>	
<ul style="list-style-type: none">• Observation• Interview• Questionnaire• Case Study	
UNIT- III	10 Periods
<ul style="list-style-type: none">• Principles of Development• Environmental influence on Child Development• Optimum environment• Developmental norms	
UNIT- IV	8 Periods
<u>Pre-natal development-</u>	
<ul style="list-style-type: none">• Factors affecting Pre-natal development• Pre-natal Diagnostic Techniques: relevance	
UNIT- V	8 Periods
<ul style="list-style-type: none">• Newborn/ Neonate characteristics• Reflexes	

UNIT- VI

4 Periods

Anthropometric Measurements-

- Importance
- Weighing Scale
- Infantometer
- Yellow Card
- Tricolor Strip/ Yellow Tape

Recommended Readings:

- Bannerjee, B.G. (1987). Child Development and Socialization. Delhi: Deep Publications.
- Hetherington, E.M. and Parke, R.D. (1993). Child Psychology: A Contemporary Viewpoint. Toronto: McGraw Hill
- Kanhai, P. (2002). Encyclopedia of Child Development. New Delhi: Commonwealth Publishers.
- Goode, W.E. and Hatt, P.K. (1952). Methods in Social Research. New York: McGraw Hill
- Verma, P. and Srivastava, B.N. (1996). Bal Manovigyan Bal Vikas.
- Santrock, J.W. (1996). Child Development. U.S.A: Brown & Benchmark Publishers.
- Singh, I.P. and Bhasin, M.K. (1989). Anthropometry. Delhi: Kamla-Raj Enterprises.
- Berk, L.E. (2001). Child Development (3rd Ed). New Delhi: Prentice-Hall.
- Sharma, R.N. and Sharma, R. (2002). Child Psychology. New Delhi: Atlantic Publishers.
- Aggarwal, J.C. (2003). Child Development and Process of Learning. New Delhi: Shipra Publications.

Paper No. 2 (Semester II)

Title of Paper: The Developing Child (Theory)

Code:

Maximum Marks: 75

Duration of Examination: 3 Hours

Periods /week: 3 + 1 tutorial

Periods in Semester: 36

Objectives:

1. To help students to understand a child's development in relation to the development in specific domains - physical, motor, cognitive, language, social emotional etc.
2. To enable students to identify the significant features and importance of specific stages in Child development.

CONTENTS

UNIT- I

8 Periods

Infancy-

- Physical and Motor development,
- Social- Emotional Development, socialization, bonding with caregivers
- Language Development,
- Developmental norms and Milestones,

UNIT- II

8 Periods

Pre- School Years-

- Physical and Motor Development,
- Social-Emotional development,
- Language Development,
- Memory and Attention,
- Intelligence- Factors affecting Intelligence, Types of Intelligence Tests- Individual/group, verbal/Non-verbal, culture free/ fair test.

UNIT- III

6 Periods

Middle Childhood-

- Physical and Motor development
- Social- Emotional development
- Language development
- Attention and Memory

UNIT- IV

4 Periods

Play-

- Stages and types of play
- Importance in child's development

UNIT- V

5 Periods

Adolescence-

- Characteristics
- Physical changes, puberty issues
- Role of peers
- Role of family/parents
- Development of Identity

UNIT- VI

5 Periods

Socialization,
Parenting Skills,
Family dynamics

Recommended Readings:

- Elkind, D.S. Weiner I.B. (1978). Development of the Child. New York: John Wiley.
- Papilla, D.E. & Olds, S.W. (1979). A Child's World- Infancy through Adolescence. (2nd Ed). New York: McGraw Hill.
- Conger, J. (1979). Adolescence: Generation under pressure. A life cycle book. Multimedia Publications Inc.
- Bee, H. (1985). The Developing Child. New York: Harper & Row.
- Verma, P. and Srivastava, B.N. (1996). Bal Manovigyan Bal Vikas.
- Witt, S.D. (1997). Parental influence on children's socialization to gender roles. Adolescence.
- Ghosh, S. (1999). Adolescent Behaviour, Penguin Publishers, India.
- Berk, L.E. (2001). Child Development (3rd Ed). New Delhi: Prentice-Hall.
- Sharma, R.N. and Sharma, R. (2002). Child Psychology. New Delhi: Atlantic Publishers.
- Sharma, R.N. (2006). Child Psychology and Child Development. Gurgaon: Shubhi Publications.
- Krishnamurthy, S. (2007). Child Psychology and Child Development. New Delhi: Vital Publications.

Title: The Developing Child (Practical)
Code:

Maximum Marks: 25

Practical/week: 4

Practical in Semester: 12

Objectives:

1. To impart hands on experience to students in collecting data and other significant information about specific aspects of a developing child through different Child Study Methods and Testing procedures.

CONTENT

- Observations (2) : Types of play, Language
- Interview/Questionnaire
- Bhatia's Battery of Intelligence Test
- C.A.T
- Anthropometric measurements- Tricolor strip, Infantometer, Infant weighing scale

Paper No. 3 (Semester III)
Title of Paper: Child Welfare: Policies and Programs
Code:

Maximum Marks: 100

Duration of Examination: 3 Hours

Periods/week: 4 + 1 tutorial

Periods in semester: 48

Objectives:

1. To develop an understanding of the welfare issues related to children in India.
2. To create awareness among students about the Government programmes, policies and legal provisions as well as the Non- governmental efforts made to improve the status of the child.

CONTENTS

UNIT- I

8 Periods

Child Welfare-

- Concept and Historical perspective
- Need/ relevance
- National Policy for Children

UNIT- II

7 Periods

Demographic Profile of Child in India-

- Total population
- Child population
- Sex ratio
- IMR
- Literacy
- School enrollment rate

UNIT- III

15 Periods

Legal Provisions for Children-

- Laws related to adoption- Hindu Adoption and Maintenance Act, Guardianship and Wards Act, CVARA
- Child Labour- causes, prevention, Child Labour Prohibition and Regulation Act 1986 and other related Acts.
- Juvenile Delinquency- causes, prevention, J.J Act 1986, Amendment 2000.
- PNDT Act

UNIT- IV

4 Periods

Street Children-

- Organizations working for street children
- Causes
- Rehabilitation.

UNIT- V

4 Periods

Child Welfare Programs-

- ICDS- objective, services, administrative set-up, monitoring and evaluation.
- Balwadi
- SOS Movement
- *I e P D*

UNIT- VI

10 Periods

Organizations for Children- Objectives and services of the following:

- UNICEF
- WHO
- ICCW
- DCCW
- Mobile Crèches
- Bal Bhawan

Recommended Readings:

- Chowdhary, D.P. (1993). Handbook of Social Welfare. Delhi: Atma Ram & Sons.
- Bose, A.B. (2003). The State of Children in India: Promises to keep. New Delhi: Manohar Publications.
- Vasudev, K. (2009). Welfare Programmes. New Delhi: Vishvabharti Publications.
- Sobti, S. (2009). Women and Children: Issues and Suggestions. Delhi: Rajiv Publishers.

Paper No. 4 (Semester IV)

Title of Paper: Empowerment of Women (Theory)

Code:

Maximum Marks: 75

Duration of Examination: 3 Hours

Periods/week: 3 + 1 tutorial

Periods in semester: 36

Objectives:

1. To develop an understanding of the women related issues in India.

2. To create awareness among students about the Government programmes, policies and legal provisions as well as the Non- governmental efforts made to improve the status of Indian women.
3. To provide significant information related to maternal health and education.

CONTENT

UNIT-I

6 Periods

Status of Women-

- Demographic Profile of women: related statistics
- Women Empowerment- Concept, Need
- Issues related to women- Social Issues, Programs for girl child

UNIT-II

6 Periods

Legislative Provisions for Women- Personal and work related Laws:

- Domestic Violence Act 2005
- Maternity Benefit Act 2008
- Other Laws related to working women

UNIT-III

10 Periods

Programs for Women-

- IWEP
- SEWA
- ICDS

UNIT-IV

8 Periods

Maternal Health Education and Child Development-

- Importance of maternal health and impact on child's development
- Health and nutrition education
- Importance of maternal education
- MMR, school drop-out rate: causes, prevention and steps taken

UNIT-V

6 Periods

Women and work-

- Women in organized and unorganized sectors
- Problems faced by working women

Recommended Readings:

- Self Employed Women's Association (1991). Shram Shakti Report of the National Commission of Self-Employed Women. Ahmedabad: SEWA

- Rose, K. (1997). Where women are Leaders. Sage Publication.
- Siddiqi, F.E. & Ranganathan, S. (2001). Handbook on Women and Human Rights: A guide for Social Activists. (Part-I). New Delhi: Kanishka Publishers.
- Goel, S.L. (2005). Population Policy and Family Welfare. New Delhi: Deep and Deep Publications.
- Singh, N. (2008). Mahila Vidhi. New Delhi: Radha Publications.
- Sobti, S. (2009). Women and Children: Issues and Suggestions. Delhi: Rajiv Publishers.

Title: Empowerment of Women and Children (Practical)
Code:

Maximum Marks: 25
Practical/week: 4
Practical in Semester: 12

Objectives:

1. To enhance student's ability to understand the programs for women and child empowerment through direct interaction with the agencies of change and the target beneficiaries.

CONTENT

- Visit to any two organizations working for children.
- Visit to any one organization working for women.
- Case profile of a working woman.

Paper No. 5 (Semester V)

Title of Paper: Early Childhood Care and Education
Code:

Maximum Marks: 100
Duration of Examination: 3 Hours
Periods/week: 4 + 1 tutorial
Periods in semester: 48

Objectives:

1. To initiate the students to the model of Early Childhood Care and Education (ECCE) in Indian context.

2. To highlight the different approaches and essential components in the field of ECCE.

CONTENTS

UNIT- I

8 Periods

Objectives and significance of Early Childhood Care and Education (ECCE)-

- Introduction
- Definition
- Need
- Objectives
- Coverage
- Nature
- NPE

UNIT-II

5 Periods

History of ECCE

UNIT-III

15 Periods

Philosophers in the field of ECCE (Contemporary Approach)- Indian and Western perspective

UNIT-IV

5 Periods

Developmental needs of Children- 0-8 Years: Physical, social, emotional etc.

UNIT-V

15 Periods

Institutions and Programs pertaining to ECCE-

- ICCW, NCERT, NIPCCD, IAPE, CSWB
- Programs- Balwadi, Anganwadi, Crèches
- Formal and Non-formal Education

Recommended Readings:

- Aggarwal, J.C. (2003). Child Development and Process of Learning. New Delhi: Shipra Publications.
- Soni, R. (2005). Little Steps, Readiness for Reading Writing and Number Work: A manual for Preschool Teachers. NCERT.
- Pankajam, G. (2005). Pre-Primary Education: Philosophy and Practice. New Delhi: Concept Publishing Company.
- Mohanty, J. & Mohanty, B. (2007). Early Childhood Care and Education. New Delhi: Deep and Deep Publications.
- Siddiqi, N; Bhatia, S. & Biswas, S. (2008). Early Childhood Care and Education. Delhi: Doaba House.
- Kaul, V. (2009). Early Childhood Education Programme. NCERT.

Paper No. 6 (Semester VI)

Title of Paper: Organization and Management of Childcare Services (Theory)

Code:

Maximum Marks: 75

Duration of Examination: 3 Hours

Periods/week: 3 + 1 tutorial

Periods in semester: 36

Objectives:

1. To impart information on the fundamentals involved in planning programs for young children.
2. To create awareness regarding the potential problems occurring during early childhood years.

CONTENT

UNIT-I

5 Periods

Principles of Planning a Program-

- Need for planning the curriculum
- Long term and short term goals

UNIT-II

10 Periods

Activities for children in a Pre-school setting-

Activities to enhance physical-motor development, social and emotional development, Language development and Cognitive development.

UNIT-III

10 Periods

- Identification of behaviour problems during infancy and early childhood- Thumb sucking, hyperactivity, aggression, fears and phobias, ADD and enuresis.
- Identification and management of differently-abled children.

UNIT-IV

6 Periods

Organizing Programs in a Childcare Centre- Balwadi, Day care, Play school, Anganwadi.

UNIT-V

3 Periods

Evaluation of childcare Centres- Activities, equipments, Children and teacher

UNIT-VI

2 Periods

Community Participation- Community support and ways of getting the support.

Recommended Readings:

- Bhatnagar, B. (1993). Fun with Art and Craft. New Delhi. NCERT.
- Indira Gandhi National Open University (1994). Organising Child Care Services (DECE-I). Delhi.
- Singh, A. (1995). Playing to Learn: A Training Manual for Early Childhood Education. M.S. Swaminathan Research Foundation.
- Singh, B. (1997). Preschool Education. New Delhi: APH Publishing Corporation.
- Govinda, R. & Diwan, R. (2003). Community Participation and Empowerment in Primary Education. New Delhi: Sage Publication.
- Soni, R. (2009). Trainer's Manual in Early Childhood Care and Education. NCERT

Title: Organization and Management of Childcare Services (Practical)
Code:

Maximum Marks: 25

Practical/week: 4

Practical in Semester: 12

Objectives:

1. To impart skills in developing the Teaching-Learning materials and effective strategies for its use.
2. To develop the skill of exploring simple and innovative activities to engage children in a preschool setting.

CONTENT

- Activities for children in a pre-school setting- Placement in a preschool setting for a week
- Preparing Teaching Aids for preschoolers.
- Case profile of a pre-school child.