



**SNDT Women's University**  
1, Nathibai Thackersey Road, Mumbai 400020

Eligibility: Pre university examination in Arts or Commerce or Science of two years duration

Prerequisites required:

Child Development

Objectives:

1. To impart knowledge to the students in the areas of Child care and Guidance
2. To develop students to become professionals who can work effectively managing Programmes for children.
3. To develop capacities and abilities and enable them to pursue higher education.

SYLLABUS FORMAT

Faculty Name: ARTS

Course Name : HOME ECONOMICS – CHILD CARE

**SCHEME: Semester I**

	Subjects	L	Cr	P / T	D	TP	Internal	P/V	T
1	Fundamentals of Child Development	4	4	-	2.5	75	25	-	100
	<b>Total</b>	<b>4</b>	<b>4</b>	<b>-</b>	<b>2.5</b>	<b>75</b>	<b>25</b>		<b>100</b>

**SCHEME: Semester II**

	Subjects	L	Cr	P / T	D	TP	Internal	P/V	T
1	Adolescent Development	4	4	-	2.5	75	25	-	100
	<b>Total</b>	<b>4</b>	<b>4</b>	<b>-</b>	<b>2.5</b>	<b>75</b>	<b>25</b>		<b>100</b>

**SCHEME: Semester III**

	Subjects	L	Cr	P / T	D	TP	Internal	P/V	T
1	Introduction to Early Childhood Education (Theory)	4	4	-	2.5	75	25	-	100
2	Introduction to Early Childhood Education (Practical)	-	4	8	-	-	100	-	100
	<b>Total</b>	<b>4</b>	<b>8</b>	<b>8</b>	<b>2.5</b>	<b>75</b>	<b>125</b>	<b>-</b>	<b>200</b>

### SCHEME: Semester IV

	Subjects	L	Cr	P / T	D	TP	Internal	P/V	T
1	Child Care and Guidance	4	4	-	2.5	75	25	-	100
2	Management of Child and Youth Center ( Pr)	-	4	8			100		100
Total		4	4	8	2.5	75	125		200

### SCHEME: Semester V

	Subjects	L	Cr	P / T	D	TP	Internal	P/V	T
1	Children With Special Needs (Theory)	4	4	-	2.5	75	25	-	100
Total		4	4	-	2.5	75	25	-	100

### SCHEME: Semester VI

	Subjects	L	Cr	P / T	D	TP	Internal	P/V	T
1	Marriage and Family relationship	4	4	-	2.5	75	25	-	100
Total		4	4	-	2.5	75	25	-	100

L = No. of Lectures / week, P / T = Practical / Tutorial in hrs, D = Duration of Theory paper for Examination in hrs, TP = Theory Paper-marks, TW = Term Work - marks, P/V = Practical / Viva Voce - marks, T = Total

### FUNDAMENTALS OF CHILD-DEVELOPMENT (THEORY)

#### OBJECTIVES:

1. Students learn about the rudiments /basics of child development.
2. Students acquire the knowledge about physical, social, emotional, cognitive, language & moral development from pre-natal to late childhood.
3. Students understand the role of nature and nurture in the development from pre-natal to late childhood.
4. Students apply knowledge comprehend child's growth and development.

#### Semester I

	Subjects	L	Cr	P / T	D	TP	Internal	P/ V	T
J	Fundamentals of Child Development	4	4	-	2.5	75	25	-	100

Contents :

Sr. No.	Topics and Details		No. of lectures	Weightage of marks in %
Block I	Introduction		10	15
	Unit 1	Scope of Child-development	2	
	Unit 2	Chief Characteristics of developmental phases	3	
	Unit 3	Principles of developments	5	
Block II	Prenatal Development		10	15
	Unit 1	Fundamental of Pre-natal development	2	
	Unit 3	Three stages of pre-Natal development	2	
	Unit 3	Factors effecting pre-natal development	2	
	Unit 4	Types of birth & Consequences	2	
	Unit 5	Pre-maturity & its consequences	2	
Block III	NEO-NATAL DEVELOPMENT		2	5
	Unit 1	Characteristics of Neonate	1	
	Unit 2	Adjustments of Neonate	1	
Block IV	PHYSICAL DEVELOPMENT (IN ALL STAGES)		4	7
	Unit 1	Meaning and Importance of physical development	1	
	Unit 2	Factors Affecting physical development	1	
	Unit 3	Growth cycle in physical development from birth to late Childhood in relation to body Size, Proportion, fat, Muscles, Bones, Teeth	2	



<b>Block V</b>	<b>MOTOR DEVELOPMENT</b>		4	6
	Unit 1	Meaning & Importance of Motor development	1	
	Unit 2	Sequence of Motor development	1	
	Unit 3	Skills – Hand and Leg Skills	1	
	Unit 4	Handedness	1	
<b>Block VI</b>	<b>COGNITIVE DEVELOPMENT</b>		5	10
	Unit 1	Meaning and importance of cognitive development	2	
	Unit 2	Introduction to Piaget's Cognitive Development theory- up to third stage	3	
<b>Block VII</b>	<b>LANGAUGE DEVELOPOMENT</b>		7	10
	Unit 1	Meaning and Importance of language developments	2	
	Unit 2	Factors affecting language development	2	
	Unit 3	Language development from Infancy to Late Childhood	3	
<b>Block VIII</b>	<b>SOCIAL DEVELOPMENT</b>		8	15
	Unit 1	Meaning importance of Social developments	2	
	Unit 2	Factors influencing social developments	3	
	Unit 3	Social development from infancy to late childhood	3	
<b>Block IX</b>	<b>EMOTIONAL DEVELOPMENT</b>		4	10
	Unit 1	Meaning and importance of emotional developments	1	
	Unit 2	Characteristics of Children's emotion	1	
	Unit 3	Common emotions : Curiosity, joy, fear, anger, jealousy	2	



Block X

**MORAL DEVELOPMENT**

2

5

Unit 1	Meaning and importance of Moral Developments
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2

**(PRACTICAL)**

1. Students learn the techniques of observation
2. Students become aware of the current information.
3. Students apply the knowledge of developmental through observation

Block I	Observations of the different areas of Child Development to be recorded			
	Unit 1	Observations to be followed by Case study		
	Unit 2	Presentations of case study		
Block II	Collecting and sharing information on current issues			
	Unit 1	Child Labour, Child abuse, Technological advances in Human Development		
	Unit 2	Maintaining a Journal		

**References:-**

1. Ambron SR, Child Development – Richard Press, San Francisco.
2. Akhani & Date, Elements of Child Development – Kitab Mahal, Allahabad
3. Hurlock EB, Child Development – Mcgrawhill Publishing VI Edition
4. Hurlock E, Child Growth & Development – Mcgraw Hill Publishing VI Edition
5. Devdas RP & Jaya N, Text Book on Child Development
6. Kher N, Introduction to Child Development – Asian Publishing House
7. Papalia, Olds, Human Development Mcgraw Hill Publishing VI Edition
8. Smart & Smart, Children - Macmilan Publication, NY

## ADOLESCENT DEVELOPMENT (THEORY)

### Objectives:

1. To become acquainted with the developmental phases of adolescence.
2. To develop an understanding of the interactive forces & socializing agents during adolescence.

### Semester II

	Subjects	L	Cr	P / T	D	TP	Internal	P/V	T
1	Adolescent Development	4	4	-	2.5	75	25	-	100

Sr. No.	Topics and Details		No. of lectures	Weight age of marks %
<b>Block I</b>	<b>Introduction</b>		6	12
	Unit 1	Meaning of Adolescence	2	
	Unit 2	characteristics of Adolescence	2	
	Unit 3	Adolescence in Indian culture	2	
<b>Block 2</b>	<b>Overview of physical changes</b>		6	12
	Unit 1	Growth Spurt; Primary and Secondary Sex Characteristics, body image, early and late matures	2	
	Unit 2	Health and Nutrition (poor eating habits, growth spurt, junk food) anemia, obesity	2	
<b>Block III</b>	<b>Cognitive Development</b>		4	12
	Unit 1	An overview of Piaget's stages	2	
	Unit 2	Piaget's stage - IV formal operations	2	
<b>Block IV</b>	<b>Emotional Development</b>		6	12
	Unit 1	Heightened emotionality, Emotional Maturity &	2	

Block V		Control meaning and characteristics		
	Unit 2	Meaning of emotional catharsis.	2	
	Unit 3	Emotional intelligence	2	
	<b>Social Development</b>		16	22
	Unit 1	Parents : Patterns of parental control, areas of conflict, generation gap, Parenting- styles. (No questions on gender parenting)	2	
	Unit 2	Teachers: Significance of teachers in an adolescent life, teacher student communication, other adults.	2	
	Unit 3	Peers: Meaning & functions Importance of peer groups, different types of peer groups – clique, chums, groups & crowds.	3	
	Unit 4	Friendship : Meaning & Characteristics of friendship during adolescence, interaction with opposite sex – crush, infatuation, puppy love, friendship, dating, going steady , love .	4	
	Unit 5	Leadership: Characteristics of leader's authoritarian & democratic leaders, social acceptability.	3	
	Unit 6	Sense of Identity :- meaning, need and development of Identity Internal personal relation with parents and other adults	2	
Block VI	<b>Social Problems</b>		12	15
	Unit 1	Causes and handling of the following: Impulsive behaviors:- (risks, accidents) , Suicides , Drugs Alcohol abuse , Premarital sex , Teenager Pregnancy	9	
	Unit 2	Sexually transmitted diseases (HIV, AIDS)	3	
Block VII	<b>Personality Development</b>		4	15
	Unit 1	Meaning and concept and factors affecting the personality development	4	



1. To create awareness related to current issues.

2. To develop skills of collecting information from media.

3. To train the students in various techniques of presenting & communicating the information.

Block I	Workshop			
	Unit 1	Personality development workshop 1/2days or Sex Education		
Block II	Preparation of audio visual aids			
	Unit 1	Preparing dossiers, scrap books <u>OR</u> Bulletin board displays		
	Unit 2	Conducting surveys <u>OR</u> Media review – movies, TV serials related to child & youth.		

## REFERENCES

1. Berk L. E. (1989): Child Development, Allyn and Bacon, U.S.A.
2. Dacey J.S. (1979): Adolescent Today, Food year Publishing Co., Inc. California.
3. Hawkes and Pease (1976): Behaviour and development from 5-12 years. Harper and Row, New York.
4. Hurlock E.B. (1997): Child Development, Tata MacGraw Hill, Delhi.
5. Hurlock E.B. (1978): Developmental Psychology, McGraw Hill Book Co.
6. Mussen, Conger, Kagan and Huston (1984): Child Development and Personality, Harper and Row, Publishers. Inc. New York.
7. Papalia D.E & Olds S. W. (1975): A Child's world, Macgraw Hill publication, New York.
8. Rogers (1985): Adolescents and Youth, Prentice Hall.
9. Santrock, J (2007), Adolescents, McGraw-Hill Book Co.
10. Smart M.S & Smart R.C. (1972): Children, Mac-Millan Co., New York.
11. Stone L.J. & Church J. (1984): Childhood and Adolescence, Random House, New York.

## Introduction to Early Childhood Education (Theory)

### Objectives

1. To develop and understand of the need and importance of Early Childhood Education.
2. To develop and understand of curriculum planning.