# HSNC University, Mumbai

Ordinances and Regulations

for the Certificate Programme

# EARLY CHILDHOOD EDUCATION PROGRAMME
**(One Year Certificate Course)**

# Conducted by
# Bombay Teachers' Training College

Semester-I & Semester-II

(2021-22 onwards)

(Printed in July, 2024)

**EARLY CHILDHOOD EDUCATION PROGRAMME**
**(One Year Certificate Course)**

**ORDINANCES, REGULATIONS AND THE CURRICULUM FOR THE ECEP ONE-YEAR CERTIFICATE PROGRAMME**

**(Semester I & II)**

**(As per Credit System with effect from the academic year 2021-22)**

Credit system involves breaking down the curriculum into measurable units that can be combined to get a degree/diploma. A credit is generally a value used to measure a student's work load in terms of learning time required to complete course units, resulting in learning outcomes. The number of credits awarded to a learner is determined by Credit Value or Credit Points assigned to a particular course. It is a way of expressing the 'learner's workload'. One (01) credit is Fifteen (15) learning hours. Credits once gained cannot be lost.

## The definitions of the key terms used in the document

**Programme:** Programme is a set of courses that are linked together in an academically meaningful way and generally ends with the award of a Certificate or Diploma or Degree depending on the level of knowledge attained and the total duration of study.

**Course:** A 'course' is essentially a constituent of a 'programme' and may be conceived of as a composite of several learning topics taken from a certain knowledge domain, at a certain level. All the learning topics included in a course must necessarily have academic coherence, i.e. there must be a common thread linking the various components of a course. Several linked courses considered together are in practice, a 'programme'.

**Core Course**: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

**Ability Enhancement Courses (AEC):** The Ability Enhancement (AE) Courses may be of two kinds: Ability Enhancement Compulsory Courses (AECC) and Skill Enhancement Courses (SEC). 'AECC' courses are the courses based upon the content that leads to Knowledge enhancement; SEC courses are value-based and/or skill-based and are aimed at providing hands-on- training, competencies, skills, etc.

**Credit Point:** Credit point refers to the 'workload' of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counselling sessions, writing assignments, preparing for examinations, etc. Credits are assigned for a single Course and always pay attention to how many hours it would take for a learner to complete a Single course successfully. By and large a course may be assigned anywhere between 2 to 12 Credits where in one credit is construed as corresponding to 15 learning hours.

**Credit Completion and Credit Accumulation:** Credit completion or Credit acquisition shall be considered to take place after the learner has successfully cleared all the evaluation criteria concerning a single course. Learner level of performance above the minimum prescribed level (viz. grades/marks obtained) has no bearing on the number of credits collected or acquired. A learner keeps on adding more and more credits as he completes more and more courses. Thus the learner 'accumulates' course wise credits.

**Self-Learning:** 20% of the topics will be marked for Self-Learning. Topics for Self-Learning are to be learned independently by the student, in a time-bound manner, using online and offline resources including online lectures, videos, library, discussion forums, fieldwork, internships etc.

Evaluative sessions (physical/online), equivalent to the credit allocation of the Self Learning topics, shall be conducted, preferably, every week for each course. Learners are to be evaluated in real-time during evaluative sessions. The purpose of evaluative sessions is to assess the level of the students' learning achieved in the topics earmarked for Self-Learning.

The teacher's role in these evaluative sessions will be that of a Moderator and Mentor, who will guide and navigate the discussions in the sessions, and offer concluding remarks, with proper reasoning on the aspects which may have been missed by the students, in the course of the Self-Learning process.

The modes to evaluate self-learning can be a combination of the various methods such as written reports, handouts, objective tests, case studies and Peer learning. Groups can be formed to present self-learning topics to peer groups, followed by Question and Answer sessions and open discussion.

The topics stipulated for self-learning can be increased or reduced as per the recommendations of the Board of Studies and Academic Council from time to time. All decisions regarding evaluation need to be taken and communicated to the stakeholders preferably before the commencement of a semester. Some exceptions may be made in exigencies but such ad hoc decisions are to be kept to the minimum possible.

## Duration of the Programme

The duration of the course leading to the Certificate in Early Childhood Education Programme shall be of one academic year divided into two Semesters.

## Eligibility Conditions for Early Childhood Education Programme

**Candidates must fulfill following eligibility conditions:**

Candidates with H.S.C qualification or working teachers with genuine interest, aptitude and personality will be preferred. They will have to appear for the interview. The candidates will be selected by the selection committee. Candidates will be selected on the joint performance of their academic background and the interview. The Programme will be conducted in English medium only.

## Curriculum

The ECEP is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Early Childhood Education. The curriculum of one year programme shall comprise of the following components: Core Courses, Ability Enhancement Courses and Project - based Courses.

There are six core courses which are to be studied by a student in one year, i.e. two semesters.

- Core Course 1: Foundations of Early Childhood Education
- Core Course 2: Child Development & Psychology
- Core Course 3: Early Childhood Education Curriculum & Planning
- Core Course 4: Health, Nutrition & Child-care
- Core Course 5: ICT in Early Childhood Education
- Core Course 6: Innovative Practices & Emerging Trends

**Ability Enhancement Course:** There are two courses, one in each semester. The prime focus is to enhance skill rather than only the theoretical content. The courses are:

- Developing Pre-school Learning Resources
- Entrepreneurship in ECE

**Project-based Courses:** There are two courses, one to be studied in each semester. The prime focus is to enhance skill through school-based and field-based experiences. The courses are:

- Project- based Course 1
- Project- based Course 2

## Internship

Field experiences are an integral part of the early childhood education programme. The learners are required to undertake internships in schools, ECE centres and NGOs for a total of 8 weeks spread out over two semesters.

**For Theory Courses**
**Internal Assessment – 50% - 50 marks in each core course**

| Sr. No. | Particulars | Marks |
|---------|-------------|-------|
| 1 | Self-learning Evaluation (Presentation) | 10 marks |
| 2 | Two assignments (20 marks each) based on the curriculum | 40 Marks |

## Semester End Examination - 50 % - 50 marks in each core course

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It is defined as the theory / written examination of the learners at the end of each semester. 50 marks for semester end examination of 2 hours' duration for each theory course.

## Examination Scheme
## Grading System: Conversion of Percentage of Marks to Grade Points:

The aggregate of marks obtained in each semester for Internal and External examination shall be converted into Grades according to the 10-point grading system. The marks obtained by a student in a course shall be indicated by a grade point and a letter grade and performance as follows.

## 10 Point Grading System

| Letter Grade | Percentage | Grade Point |
|---|---|---|
| O (Outstanding) | 80 & above | 10 |
| A+ (Excellent) | 70 to 79.99 | 9 |
| A (Very Good) | 60 to 69.99 | 8 |
| B+ (Good) | 55 to 59.99 | 7 |
| B (Above Average) | 50 to 54.99 | 6 |
| C (Average) | 45 to 49.99 | 5 |
| P (Pass) | 40 to 44.99 | 4 |
| F (Fail) | 39.99 & below | 0 |
| Ab (Absent) | -- | 0 |

The F grade once awarded to a student stays in the grade card of the student and is not deleted even when he/she completes the course successfully later. The grade acquired later by the student shall be indicated in the grade sheet of the final semester in which the candidate has appeared and fulfilled the credit criteria.

If a student is absent from Semester end examination or Internal assessment in any course including the project course, he/she will get a grade point of 0 and a letter grade of 'Ab'.

If a student fails or is absent in the internal examination of the course, he/she will have to appear for the internal examination of the course when the course is offered again.

If the student obtains minimum 40% marks in the internal assessment and fails to obtain minimum 40% marks in the semester end examination of any course in any of the semester, the marks of the internal examination shall be carried forward.

In any semester the student's SGPI and CGPI will be calculated as per the resolution of the

Academic Council.

The semester wise SGPI and CGPI shall be printed on the grade card of the student along with the table of the 10 Point Grading System.

The grade card issued at the end of the certificate programme to each student shall contain the following:

- The credits earned for each course registered in that year
- The performance in each course indicated by the letter grade
- The Grade Point Index (SGPI) of all the courses registered for the semester
- The Cumulative Grade Point Index (CGPI)

A candidate who passes in the internal examination but fails in the semester end theory examination shall reappear for the said course/courses only. However, his/her marks of the internal examinations shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

A candidate who passes in the semester end examination but fails in the internal assessment of the course shall reappear for the internal examination of that course. However, his/her marks of the semester end examination shall be carried over and he/she shall be entitled for grade obtained by him/her on passing.

The Principal shall forward to the University the Semester wise original marks awarded to every candidate in internal assessment of each semester as per the format provided by the university at the Semester end which will be scrutinized by the Coordination Committee.

For the purpose of coordination of Internal Assessment marks, there shall be a Coordinating Committee consisting of:
- Chairperson Board of Studies in Education
- Coordinator of the Programme

The committee shall go through Internal Assessment marks and grades awarded to students of the college at the end of each Semester. If any discrepancy is found in the standard of marking and/or grading by college, the Principal concerned would be required to accordingly modify the marks as per the directions given by the Coordination Committee. The Committee is authorized to check all the internal work of the students of the College to verify the marks awarded by the College and make the necessary changes wherever required.

## ATKT (Allowed to Keep Term)
A student shall be allowed to keep terms for semester II irrespective of the number of heads of failure in semester I. The result of semester II shall be kept in abeyance until the student passes each of the courses in semester I & semester II. ATKT / Additional exams will be held for the same.

A student shall be allowed to keep terms for one more academic year to complete all the courses in which the student failed or remained absent during the year of his/her regular admission. Requisite fee would be applicable for this. If the student is unable to complete the ECE Programme within these two years, the student will have to take admission again.

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## ONE- YEAR ECEP CURRICULUM FRAMEWORK

| Courses | Credits | External Marks | Internal Marks | Total Marks |
|---|---|---|---|---|
| **Semester - 1** | | | | |
| **ECEP 101 - Foundations of Early Childhood Education** | 4 | 50 | 50 | 100 |
| **ECEP 102 - Child Development and Psychology** | 4 | 50 | 50 | 100 |
| **ECEP 103 - Early Childhood Curriculum and Planning** | 4 | 50 | 50 | 100 |
| **ECEP 104 - Ability Enhancement Course - Developing Pre-school Learning Resources** | 2 | - | 50 | 50 |
| **ECEP 105 - Project-based Course 1** | 6 | - | 150 | 150 |
| | **20** | **150** | **350** | **500** |
| **Semester - 2** | | | | |
| **ECEP 201 - Health, Nutrition & Child-care** | 4 | 50 | 50 | 100 |
| **ECEP 202 - ICT In Early Childhood Education** | 4 | 50 | 50 | 100 |
| **ECEP 203 - Innovative Practices and Emerging Trends** | 4 | 50 | 50 | 100 |
| **ECEP 204 - Ability Enhancement Course 2 - Entrepreneurship in ECEP** | 2 | - | 50 | 50 |
| **ECEP 205 - Project-based Course 2** | 6 | - | 150 | 150 |
| | **20** | **150** | **350** | **500** |
| **TOTAL** | **40** | **300** | **700** | **1000** |

# Early Childhood Education Programme

## Preamble

The NEP 2020 envisages a five-year foundational stage of education: Three years of Early Childhood Education and the first two years of primary school. In other words, ECE is now supposed to extend from ages three to eight. It also suggests that there should be continuity between the ECE curriculum and Grade 1 and 2 curricula. The changes proposed in NEP 2020 must be implemented in the right spirit. This course focuses on the same and has elements that help to make the students employable as well as entrepreneurs.

E.C.E.P. is a Teacher Training Programme that provides the fundamental knowledge and skills needed to work effectively with young children. Academic courses are combined with field placements, which enable students to gain an understanding of children's physical, emotional and cognitive needs.

The program aims to acquaint a trainee teacher with the fundamentals of child development in the early years, 0-6 years. It provides theoretical and practical knowledge and understanding of principles of early childhood education, based on child development. It will enable student teachers to acquire attitudes, skills, insights and techniques necessary to deal with preschool children.

## Course Objectives

The main objectives of the course are:

- To acquaint pre-school educators with different facets of pre-school education-philosophical, methods, materials & interactions
- To develop an understanding of the theoretical framework of history & principles of early childhood development with practical implications
- To provide experiences that would help the pre-school educators to tap their potential of creativity & originality in teaching preschoolers
- To foster the spirit of professional growth among the teachers in Early Childhood Education

## Process adopted for curriculum designing

A team was constituted with all internal members and several external experts to frame the syllabus of the Early Childhood Education Programme. Multiple meetings with them were held. After discussion with them, personally, via mail, via messages, the changes in the syllabus were introduced. This consisted of theory and practical components. Elective courses and Project Course/ Internship were also designed to provide interdisciplinary and field experiences to students. Many components of the course were retained with conviction since the course has been run by BTTC for the past 40 years successfully providing students with exceptionally high employability rate. Some elements have been introduced with a twist to suit the needs of the new age learners.

## Salient features, how it has been made more relevant

Early Childhood Education Programme involves theoretical and practical components. Keeping in tune with norms, provision for elective courses, internship and research skills has been made. The total credits for this one-year programme has been kept as 40 credits. Each course has four units throughout the programme with 100 marks. Internal (formative assessment) and external (summative assessment) examination is in the ratio of 50:50.

The current course is designed to enhance the knowledge and skill of the subject. Extensive practicum that includes project based courses and internships make the course unique.

The course would give the students the option to develop skills in areas which have direct relevance to employability in the associated field of education such as curriculum developers, educational policy analysts, school principals, educational planners, administrators, supervisors and researchers.

## Learning Outcomes

A gamut of educational technology consisting of lectures, discussion groups and workshops develops the following skills but not limited to:

1. Understanding child's growth and development
2. Effectively dealing with child's behavioral issues
3. Efficacious implications of theories of learning and practices of ECE program
4. Appreciating the value of health, hygiene, safety and nutrition for toddlers
5. Effective entrepreneurship
6. Using appropriate ICT tools

The project-based courses enable students to demonstrate their competency in these areas through direct involvement with children under the guidance of qualified teachers. Students will assess the children's strength and need, guide their behaviour and design and implement curriculum in the preschool environment.

The students enrolled in the course will learn to be a good teacher with emphasis on pedagogy, philosophy of education and educational technology. The project-based component on development of learning resources will empower them to create teaching resource material to teach the current generation of learners through online as well as offline modes.

## Input from stakeholders

There are modifications suggested by the internal and external experts to make the syllabus holistic and relevant to the teaching profession as well as in the context and unique demands of a metropolitan/cosmopolitan city like Mumbai. Changes were made to the original draft of the syllabus with relevant inputs from the curricula of other universities like, University of Mumbai, NCTE and other private and short-term courses.

## The course can be undertaken by

- Budding Edupreneurs who run or intend to start their own preschool
- Teachers who need to supplement their practical knowledge with relevant theory that helps them understand the mechanics of their job better
- Homemakers who desire to enhance their parenting skills
- College going students who aspire to gain professional qualification
- Mid-career Professionals seeking a change in profession

## Terms and Timings

1st term- July to November

2nd term- December to April

- The timings for lectures on all working days will be from 11:00 am to 03:00 pm. Practice teaching will be done in the morning or afternoon according to the time table and convenience of practice teaching schools between 8 am to 4 pm.
- The detailed timetable for lectures, practice lessons, tutorials etc. will be put up on the notice board from time to time. Students must refer to this daily.

## Identity Card

On admission each student will be given an Identity card. Students must always carry their identity card with them and must present it for inspection whenever demanded. They will not be allowed to enter the library unless they have their identity card with them.

## Library

The college has a well-equipped library containing a wealth of books and reference material on education. Students must follow the rules of the library.

## Library Rules

1. Bonafide students of the college only can take benefit of the library.
2. Silence shall be strictly observed in the library.
3. Spitting, smoking, eating, drinking (tea/coffee, etc) or talking is strictly prohibited.
4. No students shall be allowed to enter the library without the identity card.
5. Only one book or question paper set will be issued at a time for reference after the reader has deposited his/her identity card to the librarian.
6. Books are issued for one week only. If a student wishes to keep a book for more than a week, he/she should apply for renewal for a further period, and will be required to show the book physically to the librarian.
7. A fine of Rs.1 per day (including holidays) per book shall be charged if such books are not returned within a specific time.
8. No students shall damage any book, manuscript, records or any other library material by tearing the pages, etc. The borrower will be required to pay the full current market price of any book lost or damaged.
9. All books taken for reading should be checked at first to see that no pages are missing and the librarian should be informed.

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10. A book borrowed from the reference section or for reference from the general lending section should not be taken away outside the library without the librarian's permission.

## College Regulations

1. Each student must follow the Code of Conduct and Student Charter uploaded on the college website.
2. Students are required to be regular and punctual in classes. Minimum 80% attendance in Theory & 90% in Practicum is mandatory.
3. The college has a number of cooperative schools in its list, where the trainees will have to do their practice teaching and internship. They must abide by the discipline of the cooperating schools where they give lessons. No lessons assigned to them may be omitted without adequate reasons and without prior permission. They should establish cordial relations with the staff and the pupils of the concerned cooperating school.
4. Students should scrupulously follow the instructions and notices of the college, which may be communicated to them from time to time.
5. Students are expected to take proper care of the college property and to cooperate with the college authorities in keeping the premises neat and tidy.
6. Students must not do anything inside or outside the college that will in any way interfere with its orderly administration, discipline and smooth working.
7. Matters not covered by the above rules will rest at the absolute discretion of the Principal.

# Semester - I

# Core Course ECEP-101
# Foundations of Early Childhood Education
# (4 Credits – 100 Marks)

## Preamble

The course is structured to develop among the students an understanding of the concept and significance of early childhood education with special reference to the Indian context. The course traces the historical development and introduces the learners to the early childhood education thinkers. Approaches to early childhood education such as the Montessori Method, Reggio Emilia Approach and Waldorf Education are explored. The course delves into the implications of constitutional commitments to early childhood education and policy perspectives including the latest recommendations of NEP 2020.

## Course Objectives

- To comprehend the concept of early childhood education and its evolution
- To examine the contribution of thinkers to early childhood education
- To develop an awareness of modern approaches to early childhood education
- To understand policy perspectives in early childhood education

## Course Learning Outcomes
By the end of the course, learner will be able to:

- Trace the evolution and development of early childhood education
- Explain the contribution of thinkers to early childhood education
- Analyze the approaches to early childhood education
- Elucidate the implications of policy perspectives in early childhood education

## Unit 1:  Introduction to Early Childhood Education

a) Concept, Need and Significance
b) Historical development of ECE in India
c) Objectives of ECE & Activities to achieve the objectives

## Unit 2: Contribution of Thinkers to Early Childhood Education

a) Gijubhai Badheka, Tarabai Modak
b) Mahatma Gandhi, Rabindranath Tagore
c) Jean Jacques Rousseau, Freidrich Froebel

## Unit 3: Approaches to Early Childhood Education

a) Montessori Method
b) Reggio Emilia Approach
c) Steiner/Waldorf Education

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## Unit 4: Early Childhood Education Framework in India

a) Constitutional Commitments & Implications for ECE
b) Integrated Child Development Services
c) National Policy of Education 1986 & 2020 on ECE

## Suggested Tasks and Assignments

1. Visit to an early childhood institution, observation of activities, preparation of a reflective report and interaction in a peer group
2. Readings and presentation of original texts of educational thinkers, presentation and discussion on application of concepts with pedagogy and practices
3. Project on selected themes such as contemporary issues and early childhood education practices in different countries
4. Case studies on ECE programmes in Special Schools or NGOs in the early childhood education sector

## Self-learning Materials

| Sr. No | Topic | References |
|--------|-------|-----------|
| 1. | Contribution of Gijubhai Badheka to ECE | http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/S000033SO/P000300/M013099/ET/145259084710ET.pdf |
| 2. | Contribution of Tarabai Modak to ECE | http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/home_science/10._early_childhood_care,_education_and_development/14._aurobindo,_gijubhai_badheka,_tarabai_modak/et/6716_et_et.pdf |
| 3. | Contribution of Mahatma Gandhi to ECE | http://ecoursesonline.iasri.res.in/mod/page/view.php?id=105042 |
| 4. | National Policy on Education 1986 & 2020 | https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/npe.pdf https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf |
| 5. | Integrated Child Development Service | https://icds-wcd.nic.in/icds.aspx https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4925843/ |

## References

1. Mohanthy, J., & Mohanthy, B. (2000). Early Childhood Care and Education (pp.1-10) New Delhi: Deep and Deep Publications PVT limited.
2. Eliason, C., & Jenkins, L. (1990). A practical guide to early child curriculum, 4th edition, (pp.3-10). London: Merril Publishing Company.
3. Grewal, J.S. (1984). ECE, Foundations and Practice (pp 1-18). New Delhi: National Psychological Corporation, Agra.
4. Crosser, S (2005). What Do We Know About Early Childhood Education? Research Based Practice, U.S.A : THOMSON Delmar Learning.

# Core Course ECEP-102
# Child Development and Psychology
# (4 Credits – 100 Marks)

## Preamble

The course is structured to develop among the students an understanding of the concepts of the processes of growth and development. The knowledge of factors that affect growth and development along with concepts and processes of child psychology will promote psychological teaching styles. The stages and theories of development will develop multiple perspectives in applying the educational implications of child development and psychology. Teaching for effective learning will be enabled through experiments in psychology, practical activities, seminars, critical thinking, and problem solving. Education for differently abled learners, multiple intelligences and educational implications would enable the students to teach for all young learners. Professional competencies would promote evolving the concept of teaching for early childhood as a profession.

## Course Objectives
- To comprehend the concept of child development and psychology
- To analyze the differentiation and factors affecting growth and development
- To examine the various dimensions of development
- To understand the educational needs of differently abled children, personality development and multiple intelligences

## Course Learning Outcomes
By the end of the course, learner will be able to:

- Comprehend the concept of child development and psychology
- Analyze the differentiation and factors affecting growth and development
- Examine the various dimensions of development
- Understand the educational needs of differently abled children, personality development and multiple intelligences

## Unit 1: Introduction to the Child Development & Psychology
a) Concept: Meaning, Nature, Scope, and Underlying Themes
b) Importance of Child Development & Psychology for Teachers & Parents
c) Methods & Techniques to study Child Development & Behaviour: Observation, Interview, Experimental Method, Case Study, Sociometry

## Unit 2: Concept of Growth & Development
a) Growth & Development: Meaning, Differentiation, Factors and Principles
b) Relative influence of Heredity & Environment on Development; Four Parenting Styles
c) Maturation & Learning: Concept and Interaction effects on Development; Determination of Readiness to Learn; Characteristics of Learning

## Unit 3: Dimensions of Child Development (Concept, Stages / Characteristics / Pattern, Factors, Educational Implications)

a) Physical and Motor (including Four Steps of Bandura's Social Learning Theory for learning new skills)
b) Cognitive and Language (including Piaget's and Vygotsky's work)
c) Social and Emotional (including Characteristics of Children's Emotions, Erikson's work)

## Unit 4: Inclusive Education & Modern Trends in Child Psychology

a) Children with Special Needs: Learning Disabilities, ADHD, Gifted Learners
b) Concept of Inclusive Education & Strategies for Differentiated Instruction
c) Multiple Intelligences: Gardner's Theory and its educational implications

## Suggested Tasks and Assignments

**Seminar on Topics in Child Psychology / Common Behavioural Concerns in Early Childhood (such as):**

Handedness, Gross and Fine Motor Skills; Formation of Concepts; Creativity; Types of Childhood Concepts; Pleasant and Unpleasant Emotions – Curiosity, Joy, Affection, Anger, Fear; Forms of Social Behaviour; Habit Formation, Breaking of Bad habits, Role of the teacher; Discipline; Aggression, Temper Tantrums, Non-Cooperation, Quarrelling, Shyness, Embarrassment, Timidity, Bedwetting, Thumb sucking, Nail biting, Stealing, Screen/Mobile Addiction.

## Self-learning Materials

| S.No. | Topic | References |
|-------|-------|-----------|
| 1. | Physical and Motor | http://egyankosh.ac.in/bitstream/123456789/7904/1/Unit-2.pdf https://onlinecourses.swayam2.ac.in/nou20_ed03/unit?unit=19&lesson=21 |
| 2. | Cognitive and Language | http://egyankosh.ac.in/bitstream/123456789/7905/1/Unit-3.pdf |
| 3. | Social, Emotional and Moral | http://egyankosh.ac.in/bitstream/123456789/7906/1/Unit-4.pdf http://cbseacademic.nic.in/web_material/Curriculum21/publication/srsec/ECE_XII.pdf |

## References

1. Ambron S R — Child Development
2. Bengalee, M. D — Child Psychology and Child Guidance
3. Bhatia, K. K. — Child Development
4. Chadha, Anupriya — Helping Children Overcome Reading Difficulties
5. Chaube — Developmental Psychology
6. Dr Woolfson — A-Z of Child Development

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7. Feldman, Robert S.          Discovering the LifeSpan
8. Hurlock, E B               Child Development
9. Jha, Rajeev I.             Learning and Teaching
10. Jha, Rajeev I.            'A Study of Parental Attitude Towards Pre-School Education in South Mumbai', Journal: EDU WORLD, Issue No.: Vol. VIII, Number -5 (Special Issue), December, 2017, (UGC Notification No.62981 - 2017-2018), A. P. H. Publishing Corporation, New Delhi.
11. Kar, Chintasmany          Exceptional Children
12. Keenan & Evans            An Introduction to Child Development
13. NCERT Textbook (old)      Child Psychology
14. Onita Nakra              Learning Difficulties
15. R A Sharma               Fundamentals of Learning Difficulties
16. Rao, Usha                Exceptional Children

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# Core Course ECEP-103
# Early Childhood Curriculum and Planning
# (4 Credits – 100 Marks)

### Preamble

The teachers in the modern era need to be aware of all the content & modern methodologies in order to address the needs of the children. This course comprises subject knowledge, teaching approaches, assessment and knowledge to upbringing children. The special focus is on the child's physical, social and emotional growth through various teacher and child directed activities. The course will help to ensure opportunities for holistic learning, growth & development.

### Course Objectives
- To explore the different senses, cognitive processes and concepts which are the foundation for higher order thinking and reasoning
- To analyse and use the age appropriate pedagogies in the teaching - learning process
- To develop an understanding among student teachers about the content development and Enrichment for effective classroom interventions
- To develop the skill of curriculum planning among student teachers
- To develop the skill of integrating ICT in teaching learning & assessment processes in pedagogical interventions among student teachers

### Course Learning Outcomes (CLO)

At the end of the course, the student will be able to:

1. Narrate a story with the help of props at early childhood level
2. Elucidate the play-way method for teaching concepts at early childhood level
3. Create a course content in one of the topics at nursery level
4. Prepare a one-week curriculum for Junior KG level
5. Prepare a digital lesson to teach concepts and poems to early childhood level

### Unit 1: Early Child Learning and Development

a) Pathway to Learning - Sensory Exploration and Motor Development
b) Language Development -L-S-R-W
c) Concept Formation - Stimulus to cognitive processes

### Unit 2: Pedagogies in Early Child Development

a) Play-way Learning
b) Inquiry- based Learning
c) Blended Learning

## Unit 3: Content Development & Enrichment for Classroom Interventions

a) Development of Mathematical Concepts in Children
b) Development of Literacy in Children
c) Developing understanding of Environment

## Unit 4: Early Childhood Education Curriculum

a) Principles, Planning and Emerging Curriculum
b) Social Emotional Learning - Methods, Resources & Assessment Processes
c) Differentiated assessment strategies

## Suggested Tasks and Assignments

1. Workshop on Importance of Story-Telling
2. Preparing Digital Story-Telling Book for Preschool Level
3. Preparing Rhymes Books for Preschool Level
4. Preparing Models for Fine Motor activities
5. Preparing digital Lesson plan (Language, Math, EVS, Festivals)
6. Activities for development of Life skills in early child development
7. Curriculum Planning Project
8. Development of Rubrics
9. Development of e-portfolio
10. Development of e-content
11. Content Enrichment in Mathematics, Languages and EVS

## Self-Learning Materials

| Sr. No | Topic | References |
|---|---|---|
| 1 | Sensorial Teaching & Learning | https://earlychildcareeducation.wordpress.com/about/preschool-education/sensorial-learning/ |
| 2 | Language Development | https://www.verywellfamily.com/how-do-children-learn-language-1449116 |
| 3 | Development of Mathematical Concepts | https://study.com/academy/lesson/mathematical-development-in-children.html |
| 4 | Principles of Curriculum | https://www.yourarticlelibrary.com/education/curriculum-construction-in-india-education/84842 |

## References

1. Bhatia & Bhatia-The Principles and methods of teaching.
2. Aggarwal, J C-Methods and Materials of Nursery Education.
3. Evans E D-Contemporary influence in early childhood education.
4. Axline V M - Play Therapy.

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5. Kohn, Ruth - The Exploring Child.
6. Lulla B P- Program of early childhood education.
7. Montessori M - The Secrets of Childhood.
8. NCERT - Orient program for teacher education of early childhood education.
9. NCERT - Integrated two years course in preschool & early primary teacher education.
10. Basu Subrata - You can draw.
11. https://ncert.nic.in/dee/pdf/Earlychildhood.pdf
12. https://ncert.nic.in/dee/pdf/deethemebased.pdf
13. https://www.guide2research.com/research/digital-storytelling

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# Core Course ECEP-104
# Ability Enhancement Course - 1
# Developing Pre-school Learning Resources
# (2 Credits – 50 Marks)

## Unit 1: Early Learning- Planning & Resources

a) Teaching Skills & Lesson Planning
b) Developing Educational Charts
c) Preparing Flash Cards

## Unit 2: Teaching and Assessment

a) Planning Educational Games
b) 3-D Educational Models
c) Worksheets

## Suggested Tasks and Assignments

a) Charts
b) Flash cards
c) Innovative Lesson Plans
d) Worksheet File
e) Design Educational Games
f) Puppets and activities

# Project-based Course ECEP 105
# (6 credits - 150 Marks)

| Sr. No | Activity | Marks |
|--------|----------|-------|
| 1 | Content Analysis | 20 |
| 2 | Readiness Journal & Pictorial Dictionary | 20 |
| 3 | Community Work  in NGOs/ ECE Centres | 15 |
| 4 | Internship | 75 |
| 5 | Cultural Education Project | 20 |

# Semester - II

# Core Course ECEP-201
# Health, Nutrition & Child-care
# (4 Credits – 100 Marks)

## Preamble

The course is structured to develop among the students an understanding, importance of health and practice hygienic lifestyle. The focus is to develop the ability to deal effectively with health-related issues. The teachers must practice social etiquettes for better teamwork and appreciate the value of health, hygiene, safety and nutrition for toddlers. The knowledge of first aid for pre-primary teachers and for young learners add to competencies for early childhood professionals.

## Course Objectives

- To acquaint pre-school educators acquainted with basic concepts of health and hygiene
- To develop an understanding of impact of healthy surroundings on child's overall development
- To provide experiences of practical implications of originality, etiquettes, creativity and self-care in teaching preschoolers
- To foster the spirit of personal and professional growth and healthy leadership among the teachers in Early Childhood Education

## Course Learning Outcomes (CLO)

At the end of the course child would:

1. Understand the importance of health and practice hygienic lifestyle
2. learn to deal effectively with health-related issues
3. Develop healthy practices and social etiquettes for better teamwork
4. Appreciating the value of health, hygiene, safety and nutrition for toddlers
5. Develop Effective communication for good leaders

## Unit 1: Personal Health & Hygiene

a) Conditions influencing health of Young Children in various types of ECE Setup (Rural, Urban & Metropolitan cities) (a) Pre-School (b) Daycare Centers (c) Crèches
b) Personal Hygiene: Clean and healthy surroundings and special care of skin, eyes, ear, nose, teeth, throat, hands, hair, rest and sleep. Role of home, School and other agencies in promoting children's Health
c) Nutritional Requirements of Children: Regular eating habits. Identification of early malnutrition and remedial measures: Identification, precaution & prevention of common ailments and infectious diseases among the small children

## Unit 2: Basics of Yoga and Aerobics for health and care

a) Yoga: Concept & Benefits
b) Yoga practices appropriate for child development – asana and asana based movements Age-appropriate breathing techniques Mantras, Bhramari and Mudras
c) Aerobics: Concept and benefits, Age-appropriate actions and activities

## Unit 3: Social Responsibility of Teacher for well-being

a) Essential qualities & responsibilities of ECE teachers for enhancing healthy integrated personality
b) Human Resource Management**:** Training of Support Staff and Significant role of Leadership Styles. Good Civic Manners: Golden Words & Etiquettes, Sense of Bad Touch & Good Touch
c) Basics of First Aid and Role of Teacher

## Unit 4: Ways of Overall Personality of young children

a) Influence of Mass Media on Child's Health & it's Positive and Negative influences (With Special reference to TV, Computer & Internet)
b) Managing conflicts and confrontations of Toddlers: Unconventional Ways of interactions
c) Role and Importance of Parent-Teachers Association (PTA)- Raising Funds through PTA

## Suggested Tasks and Assignments
1. First Aid Tool Kit for a Teacher
2. Informatory Brochure for Health Care
3. One Time Low Cost Healthy / Nutritious Meal Preparation for Toddlers
4. Yoga Book with 10 Asanas for Toddlers

## Self-learning Materials

| Sr. No | Topic | References |
|--------|-------|-----------|
| 1 | Preparation of One week Time Table for Toddlers Lunch Box | https://www.betterhealth.vic.gov.au/health/HealthyLiving/lunch-boxes-menu-planner |
| 2 | Preparation of One week Time Table for Field Activities of Toddlers | https://in.pinterest.com/leaderconnectingleaders/india-for-kids/ |
| 3 | Creating Informatory Brochures using Publisher on First Aid for Pre primary teachers | https://cambridgemontessoriglobal.org/importance-of-first-aid-in-preschools/ |

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*Syllabus of Early Childhood Education Programme (2021-22 onwards), BTTC, Colaba, Mumbai*

| 4 | Preparation and presentation of One Time Low Cost Nutritious Meal of a Toddler | https://www.parentune.com/parent-blog/what-to-pack-in-your-childs-lunchbox/552 |
|---|---|---|
| 5 | Interviewing the Pediatrician /School Supervisor or Counselor | https://www.firstaidforschools.com/first-aid-in-schools/ |

## References

1. Sachdeva M S  A new approach to School Organization
2. Almyi, M  The early childhood educator at work
3. Green M M A Nursery School Handbook for Teachers & Parents
4. Brophy J E Teaching in the preschool
5. Joanne Henrick The Whole Child
6. Peterson D G The elementary school teacher
7. Rao Digmurthy Community and school nutrition education
8. Swaminathan M Handbook of food and nutrition
9. Y M Singh School Organization
10. Safaya & Shaida School Organization
11. Faber A Mazlish E How to talk so kids will listen & Listen so kids will talk

# Core Course ECEP-202
# ICT in Early Childhood Education
# (4 Credits – 100 Marks)

## Preamble

ICT has become an integral part of everyone's life. Pre-school education is no exception. The teachers in contemporary times should have the knowledge and awareness of various ICT tools, resources and their application. This course allows the teacher trainees to learn the fundamentals of ICT in education and its role in a preschool classroom. There is special focus on learning ICT tools that can be used in teaching and assessment. Teacher trainees will learn online and offline applications that help to impart content knowledge effectively. Knowledge of computers as the companion of the teacher will promote professional competencies.

## Course Objectives

- To comprehend the concept of Computers in Early Childhood Education
- To understand the use of ICT in Early Childhood Education
- To develop ECE learning resources using ICT
- To explore different ICT tools to assist pre-school teaching & learning

## Learning Outcomes

- Comprehend the concept of Computers in Early Childhood Education
- Understand the use of ICT in Early Childhood Education
- Develop ECE learning resources using ICT
- Explore different ICT tools to assist pre-school teaching & learning

## Unit 1: Computers and Early Childhood Education

a) Importance of Computers in ECE
b) Role of Computers in the Classroom (Teaching & Assessment)
c) Open Educational Resources for Early Childhood Education

## Unit 2: ICT in Early Childhood Education

a) Pros and Cons of using Computers
b) Enriching & enabling Learning Environment through ICT
c) ICT Professional Development for Early Childhood Educators

## Unit 3: Using ICT for Managing ECE

a) MS Word & Google Docs
b) MS Excel & Google Sheets
c) MS PPT & Google Slides

## Unit 4: Online/Offline Applications

a) Tools for creating Audio-visual Resources
b) Tools for creating Visual & Print Media
c) Tools for interactive lessons, Digital Storytelling

## Suggested Tasks and Assignments

- Creating Word clouds to integrate in lessons
- Developing QR Codes
- Preparing Excel sheet and applying different formula and calculations
- Preparing PowerPoint Presentations for various topics
- Developing lessons using Digital tools
- Developing e-content using OERs

## Self-Learning Materials

| Sr. No | Topic | References |
|--------|-------|-----------|
| 1. | ICT in Early Childhood Education | https://www.nzcer.org.nz/system/files/ictinecefinal.pdf |
| 2. | Online/Offline Applications | www.canva.com |
| 3. | Digital Storytelling | https://digitalstorytelling.coe.uh.edu/page.cfm?id=27&cid=27 |
| 4. | Online/Offline Applications | www.flipgrid.com |
| 5. | Online/Offline Applications | Adobe Sparx |

## References

- Young Children and Technology: What Parents and Professionals Should Know About the Impact of Digital Media on Children by Chris Rowan
- OER Commons: Early Childhood Education
- Early Childhood Learning & Knowledge Center: Open Educational Resources
- Teaching Strategies: The Role of Technology in Early Childhood Programs
- Edutopia: Technology in Early Childhood Education
- Rethinking Early Childhood Education by Ann Pelo
- International Society for Technology in Education (ISTE): Early Childhood
- Teach Early Years: How ICT Can Support Early Years Learning
- Microsoft Word Training
- Google Docs Training Center
- Microsoft Excel Training
- Google Sheets Training Center
- Microsoft PowerPoint Training
- Google Slides Training Center
- Digital Storytelling: A Creator's Guide to Interactive Entertainment" by Carolyn Handler Miller
- Canva Design School
- Animoto: Digital Storytelling Tools
- Powtoon Tutorials

# Core Course ECEP-203
# Innovative Practices & Emerging Trends
# (4 Credits – 100 Marks)

## Preamble

The changing needs of society and creative methodologies forces teachers to enhance their abilities in order to address the needs of the 21st century children. This course focuses on enhancing their personal individual creative skills and brings out their inborn talent of Art & Craft, Drawing & Painting, Music & Drama for upbringing children. The special focus is on hands-on experiences and involvement and engagement through activity based teaching and learning. The course ensures opportunities for developing a sense of appreciation of aesthetics and innovations. It's a Blend of traditional and modern era.

## Course Objectives

- To explore the different ways of easy art and craft for toddlers for developing their logical thinking, reasoning and sense of appreciation
- To analyses and use the age appropriate methodologies for innovative and creative teaching - learning processes
- To develop an understanding among student teachers for effective use of enriched and creative classroom interventions
- To develop the skill of art, craft, drawing, painting and music among student teachers
- To develop the skill of integrating art, craft, drawing, painting and music in the pedagogical interventions among student teachers

## Course Learning Outcomes (CLO)

At the end of the course, the student will be able to:

1. Draw, Paint and develop models with the help of colours and clay at Nursery/ KG level
2. Elucidate the educational concepts from pictures, 3-D models at Nursery/ KG level
3. Create and project the concept in language, science and Maths, Nursery /KG level
4. Prepare a creative drawing book, a 3D Model, musical game, puppet at KG level
5. Prepare an Innovative lesson to teach any concept of Science, Maths, English or EVS at KG level

## Unit 1: Drawing and Painting for Children

a) Importance of Drawing and Painting (Visualization, Conceptualization and Sketching of ideas)
b) Two Dimensional & Three Dimensional Visual Arts and Designing as per age (Teaching 3 to 7 Year Olds Communicating and Thinking Through Drawing Activities)
c) Developing Speech, Expression and Vocabulary through Drawing and Painting

## Unit 2: Art and Craft for Children

a) Similarities and Difference between art and craft (Seasons, Plants, Animals, Transports, Festivals and Other themes by Material)
b) Types of Crafting (Crafting with Paper Plates, Origami Paper, Paper Rolls, Toilet Paper Rolls, Wood and furniture crafts, Ceramics and glass crafts)
c) Art and Craft as Means of Expression for Young Children: Integrating Art & Craft with Languages, Science and Mathematics

## Unit 3: Music, Dance and Drama for Children

a) Music for Young Children: Music for Children Birth to Three Years Old, Cock a Doodle Do, Lullabies, Clapping (Nine + Months) Music for Children Three to Five Years Old, High—Low (pitch), Loud—Soft (dynamics), Fast—Slow (tempo), Smooth—Detached (articulation), Chants, Echo, Humming & Folk
b) Coordination and Rhythm through Music and Movements: Responding to the Beats, Moving with Music, Expression of Dance with Drama (Eye & facial)
c) Vocal & Instrumental Activities for Three to Five Years Old: Voice exploration speech exercises, Pitch matching songs and games, Rhymes and Games, Adding Movement to Rhymes, Narrative Movements, Abstract Motions and Rhythmic Motions, Walking to the Beat,Steady Beat Games (Playing Antakshari with words)

## Unit 4: Puppetry for Children

d) Types and Importance of Puppets
e) Developing Listening, Language and Communication with Puppets
f) Incorporating Puppets in ECE class room

## Suggested Tasks and Assignments

1. Preparation of Musical Instruments
2. Making of Puppets
3. Script writing and organization of puppet show
4. Creativity File

## Self-learning Materials

| Sr. No | Topic | References |
|--------|-------|-----------|
| 1 | Preparation Creative File | https://this-creative.com/prepare-files/ |
| 2 | A creative Lesson Plan on Yoga | https://www.kidsyogastories.com/seasonal-kids-yoga-lesson-plans/ |

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| 3 | A creative Lesson Plan on Music & Movement | https://teaching2and3yearolds.com/music-and-movement-activities-for-toddlers-and-preschoolers/ |
|---|---|---|
| 4 | Developing Puppets & Script writing | https://www.singplaycreate.com/2018/03/awesome-easy-and-free-creative-movement-activities.html |
| 5 | Concept formation with 3D Model | https://in.pinterest.com/leaderconnectingleaders/india-for-kids/ |

## References

- The Power of Observation by Judy R. Jablon, Amy Laura Dombro, and Margo L. Dichtelmiller
- Education.com: The Benefits of Drawing for Young Children
- PBS Parents: The Importance of Art in Child Development
- Art Lab for Kids: 52 Creative Adventures in Drawing, Painting, Printmaking, Paper, and Mixed Media by Susan Schwake
- EducationCloset: Integrating Art with Literacy
- Crafts for Kids Who Are Wild About Outer Space by Kathy Ross
- NCTE: Using Art to Integrate Language and Literacy
- National Art Education Association: STEAM Resources
- Music and Movement: A Way of Life for the Young Child" by Linda Carol Edwards
- GoNoodle: Movement and Mindfulness Videos
- KIDZ BOP: Dance Along Videos
- Rhythm and Movement Activities for Early Childhood" by Langstaff and Bochan
- Puppets in the Classroom: A Practical Guide by Nancy Renfro

# Core Course ECEP-204
## Ability Enhancement Course 2: Entrepreneurship in ECE
## (2 Credits – 50 Marks)

### Unit 1: Management of Pre Primary School

a) Educational Management and Entrepreneurship: Meaning, Importance, objectives of Educational Management
b) Concept of Start-up - Planning, Organizing, Directing, Controlling of educational Set-up (Rural, Urban & Metropolitan cities)
c) Prerequisites of Various Set- Up - (a) Pre-School (b) Daycare Centers (c) Crèches

### Unit 2: Execution of Private Set-up and CSR in Education

a) Setting up of Pre-Primary School: Prerequisites, Licensing, Franchise
b) Formation up of NGOs - Registration, Functions and Funding
c) Understanding Corporate Social Responsibility

### Suggested Tasks and Assignments

a) Making a Proposal for Setting up of Pre-Primary School
b) Managing the Finances and Budgeting

# Course ECEP-205
## Project-based Course 2
## (6 credits - 150 Marks)

| Sr. No | Activity | Marks |
|--------|----------|-------|
| 1 | Lessons and Internship in Pre-schools | 75 Marks |
| 2 | Environmental Education Project | 25 Marks |
| 3 | Innovative Resources for ECE | 50 Marks |