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UNIVERSITY OF MUMBAI



Regulations & Syllabus for the Diploma in Early Childhood Care & Education

Program: Diploma in Early Childhood Care & Education

Course : Diploma in Early Childhood Care & Education

(Semester I to IV)

**(As per Credit Based Semester and Grading System with
effect from the academic year 2012–2013)**

**SYLLABUS REVISION FOR DIPLOMA IN EARLY CHILDHOOD AND CARE
EDUCATION**

FOR

UNIVERSITY OF MUMBAI

The Early Childhood Care and Education diploma program is a sequence of courses designed to prepare students for careers in child care and related fields. The program emphasizes a combination of early childhood care and education theory and practical application necessary for successful employment at Pre Primary, First and Second Standards and Day care centers. Program graduates receive an Early Childhood Care and Education diploma and have qualification of early childhood care and education provider. The present program attempts to prepare the ECCE teachers to interact meaningfully with young children in contemporary India.

General objectives of the Diploma in Early Childhood and Care Education (Dip.E.C.C.Ed) are:

- 1) Understand the theoretical bases and principles of Early Childhood and Care Education, based on child development;
- 2) Understand the rights and developmental needs of children from conception to the age of 8 years;
- 3) Be sensitive and reflect on the perspectives, priorities and problems of early childhood and early primary education;
- 4) Develop insight into the process of child development and learning;
- 5) Plan and implement such tasks as shall meet children's need for health, protection, nutrition, education and development;
- 6) Implement the methodology of ECCE for transacting different curricular areas in classes I and II;
- 7) Organize, plan and administer the Day Care Centre, Pre School, First and Second Standard programme;
- 8) Network with parents, community and other organizations to generate awareness and seek their involvement in ECCE programmes;
- 9) Provide appropriate interventions to meet requirements of an inclusive classroom;
- 10) Appreciate the language and cultural diversity that comprises the Indian social fabric and many co-existing social realities;
- 11) To develop skill sets appropriate for transacting Activity Based Learning;
- 12) To use local talents and skills along with contemporary use of computers in the classroom.

Credit Based Grading System for Diploma in Early Childhood Care and Education

Decision of UGC for introducing the semester and choice based credit system in all the central, state and deemed universities and institutions of higher learning in the country under the Eleventh Five Year Plan. (D.O.No.F.1-2/2008-XI Plan dated January 31, 2008 from the Chairman, UGC).

The decision of implementation of Credit & Grade point system has been passed by the Academic Council at its meeting held on 10th June, 2010 & subsequently the Management Council gave the concurrence at its meeting held on 18th July, 2010 after suggesting minor changes with the help of Deans of the concerned faculties and resolved to implement it from the Academic year 2011-12.

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 students 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'. (Student's)

One (01) credit is thirty (30) learning hours.

Credits once gained cannot be lost.

The time duration per credit is divided into two parts. Approximately fifty percent of the time will be spent on class room instructions including student's presentations as prescribed by the university, Rest of the time spent for assignments, projects, journal writing, library work, preparations for lessons and examinations etc. will be considered as notional hours.

R _____ The examination for the Dip.E.C.C.Ed shall consist of Theory Part A (Theory – External Assessment) will be semester end examination for the First year as well as the Second Year. Whereas Part B (Practicum – Internal Assessment) will be submitted after two consecutive semesters attended by student enrolled for the programme for the First year as well as the Second Year.

The first semester end examination for the First year can be taken after the first semester attendance at the institute whereas the second semester end examination for the second year can be taken after the second semester attendance at the institute

The third semester end examination for the second year can be taken after the third semester attendance at the institute whereas the fourth semester end examination for the fourth semester can be taken after the fourth semester attendance at the institute.

A candidate for the examination in Part A and Part B must apply to the Registrar every year with the certificates required by Ordinance through the Head of the

Institution in which s/he has received training.

The Head shall forward the grades in Part B along with the record of Practical work of every candidate, at the end of each year.

There shall be one class test and one assignment in every theory course. The tests and assignment shall be evenly spread over the four semesters.

In Part A candidates will be examined in the following courses:

PART A will comprise of the following:

The University will conduct the written examination of eight courses of 50 marks each of two hours duration:

- The examination for Course I and Course II will be taken at the end of Semester I of the First year.
- The examination for Course III and Course IV will be taken at the end of Semester II of the First year.
- The examination for Course V and Course VI will be taken at the end of Semester III of the Second year.
- The examination for Course VII and Course VIII will be taken at the end of Semester IV of the Second year.

Course	Semester	Course Name	Credits	Marks
I	I	Evolution and Progress of Early Childhood Care and Education	2	60*
II	I	Development in First Six Years	2	60*
III	II	Programme Planning and Pedagogy (Pre School)	2	60*
IV	II	Health, Hygiene and Nutrition	2	60*
V	III	Organization of Preschool and Daycare Centers	2	60*
VI	III	Development from six years to eight years	2	60*
VII	IV	Programme Planning and Pedagogy (Primary I and II)	2	60*
VIII	IV	Establishing Relations with Parents and Society	2	60*

* For each course the theory paper will be of 50 marks written University examination of Two hours duration

For each course there will be one Class test of 5 marks and one assignment of 5marks

Assessment of Part B (Practicum – Internal Assessment) will be as follows:

SEMESTER I and SEMESTER II (Pre Primary)

i. 20 Practice Lessons	100 marks (5 marks X 20 lessons)
ii. 2 case studies	20 marks (10 marks X 1 case study)
iii. Readiness & Creativity Kit	20 marks
iv. Internship:	20 marks (will be divided as follows)
a) Organization of co curricular activities	5marks
b) Attitude	5 marks
c) Health And Nutrition	5marks
d) Planning and Implementing daily schedule	5 marks
TOTAL	160 MARKS

SEMESTER III and SEMESTER IV (Standards I and II)

i. 20 Practice Lessons	100 marks (5 marks X 20 lessons)
ii. 2 Case Studies	20 marks (10 marks X 1 case study)
iii. Environmental Studies, Language & Mathematics Teaching Kit	20 marks
iv. Internship	20 marks (will be divided as follows)
a) Organization of co curricular activities	5 marks
b) Attitude	5marks
c) Planning and Implementing daily schedule	5 marks
d) Planning and Implementing Programmes for Parents & Community	5 marks
TOTAL	160 MARKS

The following records for semester I, Semester II for the first year and Semester III and Semester IV for the second year are required to be maintained by the candidates:

- Record of visits to different institutions;
- Logbooks of 20 lesson plans ;
- Report of two case studies ;

- Note book of minimum 10 observations of activities ;
- Two journals ;
- Report of attending minimum 5 workshops/seminars.

The Practical work done by a candidate during the year's training will be evaluated by the Head of the Institution on the strength of the year's work.

The Head of the Institution in which the candidate is studying will be required to keep a record of all the work done in the Institution and in the practising schools and certify that the practicum has been completed to his/her satisfaction.

As per the University Ordinance the candidate is required to keep 75% attendance in each semester for the theory lectures and complete all the practical work enlisted by the Institution.

R_____ ALLOWED TO KEEP TERMS (ATKT)

- A candidate shall be allowed to keep term for Semester II irrespective of number of heads of failure of the Semester I.
- A candidate shall be allowed to keep term for Semester III if s/he fails in not more than two courses of Semester I and Semester II taken together.
- A candidate shall be allowed to keep term for Semester IV irrespective of number of heads of failure of the Semester III. However, the candidate shall pass each course of Semester I and Semester II in order to appear for Semester IV. The result of Semester IV shall be kept in abeyance until the candidate passes each of the courses in Semester III.

R_____ CARRY FORWARD OF THE MARKS

- A candidate who PASSES Part B (Internal Assessment) but FAILS in the Semester End Examination of the course shall reappear for the Semester End Examination of that course. However his/her marks of the Part B (Internal Assessment) shall be carried over and s/he shall be entitled for grade obtained by him/her on passing.
- A candidate who PASSES in the Semester End Examination but FAILS in the Part B (Internal Assessment) of the course shall reappear for the Internal Assessment of that course. However his/her marks of the Part A (External Assessment) shall be carried over and s/he shall be entitled for grade obtained by him/her on passing.

Additional Examinations

A) **INTERNAL ASSESSMENT:** Eligibility norms to appear for the additional class test or assignment/presentation for learners who remained absent:

- a) The learner must apply to the Head of the Institution giving the reason(s) for absence within 8 days of the conduct of the examination along with the necessary documents and testimonials.
- b) If the learner is absent for participation in Inter Collegiate events, State or National or International level events, Training camp or coaching camp organized by authorized university or state or national or international bodies, NSS / NCC Events / Camps / cultural activities / sports activities / research festival or any other activities authenticated by the head of the institution, the head of the Institution shall generally grant permission to the learner to appear for the additional class test or assignment/presentation.

Class test or assignment for Internal Assessment

- a) A learner who is absent for the class test as the case may be the learner will be allowed to appear for the additional class test.
- b) A learner who is absent for an assignment as the case may be the learner will be allowed to appear for the additional assignment.
- c) A learner who is absent for the class test and assignment will be declared fail in the Internal Assessment Scheme.

SEMESTER END EXAMINATIONS ELIGIBILITY TO APPEAR FOR ADDITIONAL SEMESTER END EXAMINATION:

A learner who does not appear i.e. remains absent in some or all the courses on medical grounds or for representing the college / university in sports, cultural activities, activities of NSS, NCC or sports training camps conducted by recognized bodies / competent authorities or for any other reason which is considered valid under exceptional circumstances and to the satisfaction of the Principal or the Head of the Institute OR fails in some or all the subjects is eligible to appear for the additional semester examination.

A learner who does not appear for both the Internal Assessment and Semester End Examination shall not be eligible to appear for the additional Semester End Examination.

The additional Semester End Examination shall be of two hours duration and of 50 marks per course. The learner shall appear for the course of the Semester End Examination for which he/she was absent or has failed. Learners who are punished under O.5050 are not eligible to appear for this additional examination.

MODE OF CONDUCT OF SEMESTER END ADDITIONAL EXAMINATION:

- a) There will be one additional examination for semester I, II, III and IV for those who have failed or remained absent.
- b) The absent learner will be allowed to appear for the examination by the head of the institution after following the necessary formalities subject to the reasons to the satisfaction of the head of the institution.

This examination will be held 20 days after the declaration of results but not later than 40 days.

R_____ STANDARD FOR PASSING THE EXAMINATION

Scheme of Evaluations:

The performance of the learner shall be evaluated in two parts for the First and Second Year:

- 1) Internal assessment with 160 marks each year by way of continuous evaluation of the course areas as envisaged in the credit based system by way of participation of learners in various academic and correlated activities in the given semester of the Dip.E.C.C.Ed program.
- 2) Semester End Assessments with 240* marks (50 marks /Per Theory course; 10 marks /Per Theory- Assignment)) each year by way of assessing the performance of the learner in the semester end theory/written examination.

The candidate to pass a course shall have to obtain a minimum of 40% marks in each Theory course and aggregate 40% in Part A and a minimum of 40 %in each items of Part B, with aggregate 40% in Part B.

With respect to total marks gained by the candidate in Part A of the First year examination (out of 240) and Part B of the first year examination (out of 160) one of the grades and corresponding grade points will be accorded to the candidate Similar procedure will be followed for the second year examination.

SYLLABUS FOR DIPLOMA IN EARLY CHILDHOOD CARE AND EDUCATION

COURSE WISE, SEMESTER WISE AND CREDITS ASSIGNMENT IS AS FOLLOWS SEMESTER I AND SEMESTER II

E.C.C.E.D Courses / Credits	First Year		Total Credit Value Semester I & Semester II	Hours Semester I	Hours Semester II	Marks
	SEMESTER I	SEMESTER II				
Theory (4 courses)	4	4	8	120	120	240
20 Practice Lessons	2	2	04	60	60	100
2 case studies	1		01	30		20
Readiness & Creativity Kit	1		01	30		20
Internship:	2		02	60		20
Total	8	8	16	240	240	400

SEMESTER III AND SEMESTER IV

E.C.C.E.D Courses / Credits	Second Year		Total Credit Value Semester III & Semester IV	Hours Semester III	Hours Semester IV	Marks
	SEMESTER III	SEMESTER IV				
Theory (4 courses)	4	4	08	120	120	240
20 Practice Lessons	2	2	04	60	60	100
2 case studies	1		01	30		20
Readiness & Creativity Kit	1		01	30		20
Internship:	2		02	60		20
Total	08	08	16	240	240	400

**COURSE I
EVOLUTION AND PROGRESS OF EARLY CHILDHOOD CARE AND
EDUCATION**

SEMSESTER I

Total Credits: 2

OBJECTIVES: The course will enable the ECCE teacher to

- Understand the importance, need and objectives of ECCE
- Appreciate the contribution of varied educationists and agencies to the development of ECCE
- Create awareness of various trends and policies in ECCE

Module 1 Early Childhood Care and Education

Unit 1 Importance of ECCE and need of ECCE

Unit 2 Objectives of ECCE and activities to achieve the objectives

Unit 3 Formal, informal and non formal approaches, advantages and disadvantages

Module 2 Contributions in Development of ECCE

Unit 4 Thinkers

- a) Frobel
- b) Montessori
- c) Gijubhai Badeka
- d) M.K.Gandhi (Pre Basic Education)
- e) Rudolf Steiner and Waldorf School

Unit 5 Contribution of Agencies to E.C.C.E

- a) NCERT
- b) NCTE
- c) UNICEF

MODULE 3 TRENDS AND POLICIES IN ECCE

Unit 6 Early movements

Pre -Independence

Unit 7 Post independence

- i) Constitutional provision
- ii) Kothari Commission

- iii) Yashpal committee
- v) NPE, Sarva Shiksha Abhiyan
- vi) National Curriculum Framework 2005,
- vii) Right to Education 2009

Practical activities

- 1) Visit to Preschools and related institutions such as Montessori, Progressive School, Balwadi, Anganwadi
- 2) Presentation of Philosopher-John Dewey, Tarabai Modak

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COURSE II

DEVELOPMENT DURING THE FIRST SIX YEARS

SEMSESTER I

Total Credits: 2

OBJECTIVES: The course will enable the ECCE teacher to

- Understand the meaning, purpose and relevance of Child Development
- Understand different aspects of child development
- Create awareness of various common behavioural concerns in early childhood

Module I Overview of Child Development

Unit 1a) Meaning, concept of Child Development

- b) Purpose of Child Development
- c) Relevance of CD for a teacher

Unit 2 Methods of CD

- a) Observation
- b) Case Study
- c) Interview

Unit 3 a) Principles of Growth and Development

- b) Influences of i) Heredity (ii) Maturation and (iii) Learning on development

Unit 4 Stages of Child Development-Characteristics and needs of each stage,

(Pre –natal, Infancy, Toddlerhood, Early Childhood and Childhood)

Module II DIFFERENT ASPECTS OF CHILD DEVELOPMENT

Unit 5 Physical development

- a) Physical growth of the child from conception to six years
- b) Factors influencing Physical growth and development
- c) Adult's role in promoting Physical Growth
- d) Routines- breast feeding, weaning, supplementary feeding, toilet training, sleeping, immunization

Unit 6 Motor Development

- a) Stages of Motor Development
- b) Common Motor skills of early childhood
- c) Factors influencing motor development
- d) Adult's role in promoting motor development

Unit 7 Emotional Development

- a) Basic Emotional Needs from infancy to six years-Love, Affection, Attention, Protection, Security, Independence, , Guidance and Control
- b) Important Emotions from Infancy to six years- Fear, Anxiety, Anger, Joy and Jealousy
- c) Effects of Maternal Deprivation
- d) Adult's role in promoting Emotional Development

Unit 8 Social Development

- a) Pattern of Social Development
- b) Factors influencing Social Development
- c) Role of Teacher in helping children adjust to school
- d) Adult's role in promoting Social Development

Unit 9 Cognitive Development

- a) Meaning of Cognitive Skills- Memory, Thinking, Reasoning , Problem Solving, Matching, Sequencing, Sorting and Seriation
- b) Concept Formation in Children –Meaning, Characteristics and Stages
- c) Piaget's theory of Cognitive Development as applicable to Early Childhood
- d) Factors influencing cognitive development
- e) Adult's role in promoting cognitive development and development of concepts

Unit 10 Language Development

- a) Stages of Language Development
- b) Factors influencing language development
- c) Adult's role in promoting language development

MODULE III Common Behaviourial Concerns in Early Childhood

Unit 11 Manifestation through common symptoms and their remedies

- a) Thumb sucking
- b) Bed wetting
- c) Nail biting
- d) Temper tantrums
- e) Aggression
- f) Shyness
- g) Hyperactivity
- h) Destructiveness
- i) Over dependence

PRACTICAL ACTIVITIES:

- 1) Conduct a Case study of any student from pre school
- 2) Conduct a case study of a pre school child with special needs

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COURSE III
PROGRAMME PLANNING AND PEDAGOGY (PRE SCHOOL)
SEMESTER II

Total Credits: 2

OBJECTIVES:

The course will enable the ECCE teacher to

- Refine methods for classroom transactions for the evolving capacities of young children.
- Develop methods for the growth and development of language and communication skills
- Create among children a love for numbers and pre numeracy related vocabulary
- Develop understanding of various environmental issues

- Acquire knowledge of different types of tools and its uses in evaluation

Module I Essential Aspects and Methods of Pre-School Education

Unit 1 Principles of Learning in Early childhood.

- a) Concept and process of learning
- b) Theories of learning- Educational Implications of Classical conditioning and Instrumental conditioning

Unit 2 Relationship between objectives of E.C.C.E and how children learn through

- a. Trial and Error
- b. Imitation
- c. Training
- d. Experiences (Direct and Indirect)
- e. Discovery

Unit 3 Methods of Pre-School Education

- 3) Play-way Method(Meaning, Stages , Types of play- Exploratory, manipulative, Constructive, Imaginative and Creative, Significance of Play)
- 4) Activity method (Meaning, Organization and Significance)
- 5) Project method (Meaning, Organization and Significance)

Module II Engagement and Strategies for Development in Different Domains and Teaching and Learning Resources

Unit 4 Activities for Fostering

- a) Self-Expression - Music and Movement- Dramatization- Art
- b) Readiness in children -Sensorial learning – Motor skills
- c) Academic Skills:
 - i) Language
 - Listening, speaking, reading (visual discrimination and auditory discrimination) and writing.
 - Activities and Resources to facilitate language learning
 - ii) Mathematics
 - Language of numbers as related to concepts of size, shapes, length, height, weight, volume, quantity
 - Matching, sorting, ordering, pairing and classification
 - Numerals and operation
 - Activities and resources for learning of number concepts
 - iii) Environmental Science
 - Me and my Environmental situation
 - Cleanliness and hygiene – healthy habits
 - Components of environment – biotic and abiotic
 - Transport

- Community Workers
- Multicultural components
- Early scientific experiences

Module III Planning and Evaluation

Unit 5 Programme Planning

- a. Principles of Programme planning
- b. Preparation (Planning, Editing, Reviewing)
 - Year plan
 - Term plan
 - Monthly plan
 - Weekly plan
 - Daily plan

Unit 6 Evaluation

- a. Meaning and need for Evaluation
- b. Tools of Evaluation (Observation, Checklist , Rating Scale)
- c. Criteria for Evaluating
 - i. Teacher
 - ii. Children
 - iii. Teaching Learning Resources

Practical Activities:

- 1) Planning an activity to teach
 - a) Mathematical concepts
 - b) Language and Communication skills
 - c) Environmental and scientific concepts
- 2) Conduct a group activity in the classroom using play way, activity or project method.
- 3) Prepare a poster or a set of flash cards to make the children aware about the importance of having balanced diet, healthy food options and maintain personal hygiene and cleanliness.
- 4) Observation of fellow students classroom activities recording of observation and discussion
- 5) Self- Appraisal using self evaluation proforma.

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**COURSE IV
HEALTH, HYGIENE AND NUTRITION
SEMESTER II**

Total Credits: 2

OBJECTIVES: The course will enable the ECCE teacher to

- Understand the significance of nutrition education, child health and hygiene
- Understand the elementary principles of nutrition
- Appreciate the importance of maintaining health records by school
- Create awareness about common ailments and their remedies

Module I Child Health, Hygiene & Nutrition and its Importance

Unit 1 Concept: Health, Hygiene & Nutrition.

Unit 2 Role of Home, School, Government & NGOs in promoting children's health

Unit 3 Factors influencing children's health, hygiene and nutrition
(Biological-Heredity and Environmental factors- Physical Surroundings, Socio economic and cultural background of the child, Regular habits and routines of the child and mass media)

Module II Elementary Principles of Nutrition

Unit 4 a) Nutritional Requirements of children

b) Nutritional values of available foods in the region

c) Identifying early malnutrition in children and providing basic remedial measures

d) Planning and preparing low cost nutritious food and balanced menus in children

e) Nutrition education for teachers, parents and community

Module III Health Programme and Hygiene in the School

Unit 5 a) Provisions of healthy, clean and safe conditions in school

a) Creation of Healthy habits and routines

b) Organizations and Importance of Regular Medical Checkup Camps by School

c) Maintenance of health records by School

d) Significance of health records and immunization schedule

Unit 6 a) Identification of common ailments and infectious diseases through basic symptoms

b) Precautions to be followed for preventing the spread of infectious diseases among children

c) Administration of First Aid

Practical Activities:

- 1) Preparation of First Aid Box
- 2) Preparation and Maintaining a health record file
- 3) Meal Planning and Preparation

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COURSE V

ORGANISATION OF PRESCHOOL AND DAYCARE

SEMESTER III

Total Credits: 2

OBJECTIVES: The course will enable the ECCE teacher to

- Understand the elements involved in organization and management of Pre School and daycare.
- Create awareness of functions of various authorities dealing with preschool and daycare centers.
- Understand the various human and material resources required for conducting preschool and day care center.
- Appreciate the role of various agencies in pre school education and providing day care facilities.

Module 1: Concept of Administration

Unit 1 a) Meaning, need, importance of organization of preschool and daycare

- b) Elements of organization and administration of preschool and daycare.
- c) Difference between preschool and daycare centre
- d) Admission procedure to pre-school

Module 2: Authorities and Organization

Unit 2 a) Organizational Climate: Concept and dimension

- b) Functions of officers working at different levels and administrative set up of preschool and daycare centre.
- c) Staff Service Conditions
 - i) Rules of service and code of conduct
 - ii) Distribution of work among the staff
- d) Principles and Steps of Event Management in school.

Module 3: Materials and Human Resource Management

Unit 4 Building and equipment

- a) Location, site and building
- b) Types of rooms, arrangement of room (activity centers), ventilation, lighting and safety
- c) Playground
- d) Play equipment – types, criteria for selection, safety aspects – indoor and outdoor games
- e) Storage facilities
- f) Maintenance of furniture, equipment
- g) Provision of safe drinking water and sanitary facilities

Unit 5 Personnel involved in preschool and daycare centre

- a) Role and qualities of teacher and care giver and other staff involved in welfare and care of children
- b) Teacher-child ratio
- c) Need and importance of in-service training

Unit 6: Need and maintenance of Records and registers

- a) Need and importance and how to maintain records
- b) Types of records (Important records) – Admission, Progress, Financial, Equipment, Correspondence, Health
- c) Types of register - Attendance (Staff, children), Accounts, Stock, Staff Profile
- d) Methods of maintaining record of children – Cumulative and Anecdotal.

Module 4: NGOs working for providing preschool education and daycare facilities

Unit 7 a) Meaning and role of NGOs in spreading preschool education

b) Activities carried out by NGOs in providing daycare and preschool education

PRACTICAL ACTIVITIES

1. Method of filing and maintenance of different records and registers
2. Layout of a room in a preschool or daycare centre
3. Planning of a school event.

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**COURSE VI
DEVELOPMENT FROM SIX YEARS TO EIGHT YEARS
SEMESTER III**

Total Credits: 2

OBJECTIVES: The course will enable the ECCE teacher to

- Understand the different aspects of child development
- Appreciate the adult's role in development of different domains
- Understand the concept of Personality and adult's role developing the self concept of the child.
- Understand the diversity in the learners and ways of catering to the learner's diversity

Module I DIFFERENT ASPECTS OF CHILD DEVELOPMENT

Unit 1 Physical and motor development

- a) Physical growth and common motor skills of the child from six years to eight years
- b) Adult's role in promoting Physical Growth and developing common motor skills

Unit 2 Emotional Development

- a) Pattern of emotional development
- b) Important Emotions of late childhood- Fear, Anxiety, Anger, Joy and Affection
- c) Adult's role and activities in promoting Emotional Development

Unit 3 Social Development

- a) Pattern of Social Development
- b) Factors influencing Social Development
- c) Adult's role and activities in promoting Social Development

Unit 4 Cognitive Development

- a) Piaget's theory of Cognitive Development as applicable to Late Childhood
- b) Adult's role in promoting cognitive development

Unit 5 Language Development

- a) Development of Language skills
- b) Adult's role in promoting language development

Unit 6 Moral Development

- a) Pattern of moral development
- b) Factors influencing moral development
- c) Adult's role in promoting Moral Development
- d) Kohlberg's theory of Moral development

MODULE II Personality and Learner Diversity

Unit 7 Personality Development

- a) Components of Personality
- b) Erikson's psychosocial theory of personality development (First Four Stages)
- c) Development of Self Concept
- d) Adult's role in promoting healthy self concept
- e) Role of school and Teacher in Personality development

Unit 8 Common Behavioural Concerns in Late Childhood

- a) Shyness
- b) Hyperactivity
- c) Aggression
- d) Destructiveness
- e) Defiance
- f) Stammering

Unit 9 a) Understanding children with special needs

- i) Dyslexia
- ii) Dysgraphia
- iii) Hearing Impairment
- iv) Visual Impairment
- b) Identification and referral of gifted and slow learners

Unit 10 Intelligence

- a) Nature and meaning
- b) concept of IQ
- c) Gardner's Theory of Multiple Intelligence

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COURSE VII

PROGRAMME PLANNING AND PEDAGOGY (PRIMARY I AND II)

SEMESTER IV

Total Credits: 2

OBJECTIVES: The course will enable the ECCE teacher to

- Understand the various innovative method and approaches that may be used for effective teaching and learning
- Understand the various methods to enable the development of Language
- Understand various approaches and methods to develop mathematical concepts
- Understand various approaches and methods involved in teaching of Environmental Studies, Science and Social Studies

MODULE I INNOVATIVE METHODS AND APPROACHES FOR CLASSROOM TRANSACTIONS

Unit 1 a) Cooperative Learning- Meaning, Principles and Strategies (Think-Pair-Share, Circle the Sage and Numbered Heads)

b) Experiential Method

c) Constructivist, Thematic, Wholistic and Personalized approach to teaching

Unit 2 Technology Supported Learning Resources

a) CDs and DVDs (Meaning, Use and Importance)

b) CAI Packages (Meaning, Use and Importance)

c) Talking Books and Musical Books (Meaning, Use and Importance)

d) Internet(Meaning, Use and Importance)

MODULE II DEVELOPMENT OF LANGUAGE AND COMMUNICATION

Unit 3 a) Concept and Significance of Listening

b) Multiple methods and activities to promote

i) Listening: Comprehension through conversation, description, rhymes, riddles and songs, stories, dramas, games, films and audiotapes.

Unit 4 a) Concept and Significance of Speaking

b) Multiple methods and activities to promote

i)Speaking: Oral expression, recitation, talks, conversation, storytelling, narration, creative drama, use of technology to improve speech.

Unit 5 a) Concept and Significance of Reading

b) Methods of building Reading skills

i) Alphabet Method

ii) Sentence Method

iii) Phonetic Method

iv) Look and Say method

c) Suggestive measures to overcome common problems in Reading

Unit 6 a) Development and Practice of Written Experience- ways to develop clean and good handwriting

b) Common errors in writing and suggestive measures to overcome them

MODULE III DEVELOPMENT OF MATHEMATICAL CONCEPTS

Unit 7 a) Aims and Objectives of teaching Mathematics through games, puzzles, daily life activities, shop play and different kinds of learning materials

b) Development of number skills and concepts in early primary classes

i) Nature of numbers, cardinal and ordinal numbers

ii) Knowledge of Place value

iii) Even and odd numbers

iv) Addition, subtraction, Comparison of numbers, Readiness for multiplication and division

v) Knowledge of geometrical figures, angle, square, triangle, rectangle and circle

vi) Knowledge of units of weight, length, time, space and money

c) Common number problems and suggestive measures to overcome them

MODULE IV TEACHING OF ENVIRONMENTAL STUDIES, SCIENCE AND SOCIAL STUDIES

Unit 8 a) Ways to encourage children to observe phenomena, understand body and relation with the world

b) Natural and experimental situations to promote curiosity and spirit of enquiry

c) Food, health, hygiene and cleanliness

d) Festivals, celebrations and understanding of diversity as classroom resource

e) Recycling and reuse of resources, avoiding wastage

PRACTICAL ACTIVITIES

1) Use of any of the Innovative methods and approaches for the following

a) Development of four language skills

b) Teaching of mathematical concepts

c) Teaching of environmental studies, science and social studies

2) Development of an activity using technology supported learning resources.

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COURSE VIII

ESTABLISHING RELATIONS WITH PARENTS AND SOCIETY SEMESTER IV

Total Credits: 2

OBJECTIVES: The course will enable the ECCE teacher to

- Recognize the significance of developing supportive relationship among Parents, school and society
- Create awareness of various methods of establishing relationships with parents and society
- Understand the various aspects of Program planning for working in the society
- Understand the skills required for working in the society

MODULE 1 Relationship among Parents, School and Society

Unit 1 a) Need and importance to involve parents with school.

b) Impact of school on society and society on school.

c) Relation among school, parents and society.

Unit 2 a) Methods of establishing relations with parents and society

i) Contact on telephone, SMS

ii) Connect through e-mail, Blogs, Websites

iii) Newsletters, bulletin boards, invitation cards and circulars

iv) Home Visits

v) Orientation programmes

- vi) Event celebrations – Common Picnics, Parents sports day, Grandparents day
- vii) Different ways of involving parents - parents as resource person for special topics
- b) Merits and limitations of aforesaid methods

Unit 3 Guidance of Parents

- a) Guidance about growth and development of children (0-6yrs)
- b) Need of love and emotional security
- c) Right way of parenting, spending quality time with children
- d) Guidance about health and nutritional needs of children
- e) Role of parents in initial years of childhood
- f) Counseling for specific mental and behavioral problems of children
- g) Orientation about school curriculum and objectives

MODULE II Program Planning For Working in Society

Unit 4 Working with and within society

- a) Need and importance of working with society.
- b) Using community resources – merits and limitations
- c) Parents as immediate community resources
- d) Involving both the parents with children

Unit 5 Programme planning

- a) Meaning of programme planning, types and importance
- b) Programme planning - its need and significance in working with society
- e) Making an effective plan for societal work
- f) Back – up plan in emergency

Unit 6 Skills Required For Working in Society

- a) Effective communication – need and importance and types
- b) Steps of communication
- c) Methods of communication
- d) Barriers in effective communication
- e) Interpersonal skills to deal problems at work
- f) Group dynamics – meaning, need, importance

PRACTICAL ACTIVITIES

1. Role play of a home visit
2. Planning a visit to the society
3. Making list of community resources
4. Reporting, evaluating and taking feedback of a school programme
5. Visit to an NGO
6. Community Outreach program.

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