

ORDINANCES, REGULATIONS AND SYLLABUS OF THE REVISED COURSE FOR THE DIPLOMA IN PRE-SCHOOL EDUCATION, UNIVERSITY OF MUMBAI

INTRODUCTION

Early Childhood Care and Education (ECCE) for children below 6 years are globally emerging as an area of high priority. This is largely in view of recent research in the field of neuroscience which has established that 90 percent of the brain's growth occurs by the time the child is 5 years of age. This growth is influenced by not only the nutritional and health status of the child but also the psycho social experiences and environment the child is exposed to during these early years. A large number of children, particularly in poverty situations, come from homes which are not able to provide a stimulating environment to the child, thus leading to social inequity. ECCE has proven to successfully narrow this equity gap by compensating for the home deficits in these early years and enabling children to be better prepared for school, and for life. ECCE has therefore been included in the EFA Global initiative as the first goal in the education ladder.

Preschool Education:

The Early Childhood Stage includes the sub stage of Preschool Education for children from 3 to 6 years, prior to their entry to school. With the advent of the Right to Education (2009) all children are now expected to come into school at the age of six years. However, research indicates that a very large number come in with inadequate school preparedness, and these children tend to continue in school with low learning levels and higher probability of dropping out in the early primary grades. This “early learning crisis”, globally and in India, points to the need for children to be provided with more developmentally appropriate early learning opportunities at the pre primary stage, so as to promote their school readiness and ensure a smooth and seamless transition for them into formal learning. The National Policy on ECCE (2013) has also emphasized the significance of ECCE and its linkage with primary education and emphasized the need to ensure satisfactory quality in ECCE provisions.

The RTE (2009) has, as stated in Section 11, directed states to endeavor to provide preschool education to all children between 3 to 6 years of age to prepare them for formal schooling. Given this scenario, there is expected to be an urgent need for professionally trained educators for this stage of education who can take responsibility for this transition from pre primary to early primary grades, using developmentally appropriate methodologies. It therefore becomes the obligation of the state to ensure that there are professionally prepared preschool educators/teachers who have acquired the necessary sensitivity and understanding of early learning and developmental needs of young children in different contexts and of appropriate ways to respond to these.

These teachers would be required to know how young children below 6 years learn and develop, often in diverse sociolinguistic contexts which pose their own challenges; how early childhood care and education can help to narrow the equity gap through developmentally appropriate and contextualized opportunities, interactions and experiences that respect the child's right to participate, learn and receive appropriate guidance, irrespective of class, caste, gender and ability and develop to their full potential. They are required to understand the concept and significance of school readiness for later schooling and lifelong learning and locate this learning within a sound disciplinary understanding of basic subjects such as Mathematics, Language and Environmental education which children will be expected to learn in primary grades. These considerations have created a fresh set of expectations from the preschool educators as facilitators and mentors and not didactic teachers, for which the process of teacher preparation also needs a shift in perspective. The present course attempts to prepare effective preschool educators to be able to fulfill the above expectations.

The student teachers will through this curriculum benefit from an optimal balance between theoretical and practical experience to build up a repertoire of knowledge, skills and sensitivity to meet the needs of diverse learning situations, individuals, communities and contexts. The reality of classroom diversity is a feature that runs as a consistent thread across the curriculum reminding the potential teacher to address the social and individual contexts of children with sensitivity and understanding. Diversity is considered as variation in religious beliefs, gender, social groups, language, food and customs as also in understanding the needs of differently-abled children. It orients the educator to the value and significance of inclusive education.

The curriculum focuses on approaches, strategies and methods of creating responsive environments with a focus on participatory methods for teacher education. Student teachers will be equipped to be able to organize and manage the classroom in terms of resources, time, scheduling as also innovative use of space and be aware of the health, nutrition and safety issues of the child, including the importance of yoga, and a developed ability to apply the knowledge in specific situations.

The student teacher will be able to engage with the curriculum critically and not treat any knowledge as given or fixed, so that subsequently too when in a preschool, both the teacher and the children would evolve as reflective learners. The attempt is to infuse a balance towards effectively integrating modern technological developments in education with traditional and folk literature and teachers' own communication skills, making the teacher education programme more holistic, interactive and reflective through a planned process of self development.

MAIN FEATURES OF THE DIPLOMA PROGRAMME

- Th
The minimum academic qualifications prescribed for admission to this programme is Senior Secondary (Grade 12). Curriculum Framework for Diploma in Preschool Education (D.PSE) .The duration of the programme shall be two academic years. Although the curriculum framework indicates annual planning in the courses, the programme design lends itself to the semester system effectively. Academic year is equivalent to 200 days of actual teaching (not including examinations and admission). Internship of a minimum of 45 days is proposed. An Institution is estimated to work in a five or six day week mode for a minimum of 36 hours in a week, during which physical presence of teachers and student teachers is necessary in the institution to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- A
Batch Size is envisaged as not more than 50 student teachers; for practical sessions a maximum of 15 to 20 student teachers are recommended per session.

➤ The courses are assigned credits and against each course the credits and corresponding marks are indicated to facilitate transaction/adaptation of the curriculum. The weightages are as follows: 1 Credit = 25 marks = 16 hours per semester for Theory and 32 hours for Practical's.

➤ The course content is organized and sequenced in such a way as to enable the student teachers to move from basic Foundation courses towards courses which are related to professional development in terms of content and pedagogy of early learning.

➤ A new thrust area is a course on "Self Development" which focuses on the self and personal development of the student teacher and enhancement of her/his awareness of contemporary issues. This could include a course on ICT based computer applications as well as on English Communication and Yoga.

➤ The Theory: Practical ratio is maintained at **50:50** in terms of credits so that there are overall 40 credits for theory and 40 credits for practical. Theory classes include Tutorials and field based assignments and projects.

➤ The Practice teaching component is envisaged as along a continuum with a three stage process — Stage 1: Observation of children in preschools followed by practical in simulated situations; Stage 2: Planned practice teaching in preschools for part of the day e.g. transacting lesson plans, block teaching; and Stage 3: Full time Internship in Preschools across different types of programmes.

Some Definitions:

Tutorials: Activities involving mentoring in smaller groups related to furthering understanding of theoretical concepts, conducting action research, library assignments etc.

Practical's: Activities involving actual work with children /families/institutions including creating teaching learning materials, aids and daily plans.

Practice teaching: Observing classrooms and conducting planned activities, initially in a simulated situation and then in a real classroom situation with children. 5 Curriculum Framework for Diploma in Preschool Education (D.PSE)

Internship: Actual full time placement or immersion in institutions involving independently working in real life situations in preschools for a specified duration, to get a holistic experience.

➤ Stu
dent Assessment is suggested as a continuous, comprehensive evaluation process and is linked to identify learner outcomes for each course. Although the internal and external assessment shall be fixed by the affiliating body, the Internal-External overall ratio is proposed as around 70:30 with at least 20-30 percent marks assigned for continuous internal assessment and 70-80 percent for examination conducted by the examining body.

One fourth of the total marks/weightage shall be allocated to evaluating the students' performance in classroom observations and 16 weeks of school internship. Students will be assessed internally on the entire practicum course, and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students will be given information about their grades/marks as part of professional feedback, so that they get the opportunity to improve their performance. The basis for internal assessment may include individual or group assignments, observation records, diaries, reflective journals etc.

➤ Se
minars and field assignments arising out of each theory course are integrated with the respective theory classes.

➤ Th
e course is required to be conducted in an interactive mode with extensive participation of the student teachers. Didactic methods of teaching may be resorted to only where absolutely necessary.

➤ Giv
en the nature of the envisaged curriculum for teacher education, with an integrated and inclusive approach, and emphasis on tutorials, interactive teaching methods,

mentoring, internship etc, the recommendation is for a core faculty of at least six full time teacher educators, of which two should be from the field of Early Childhood Care and Education or Child Development and one each from the field of Education with Science, Mathematics and Language respectively to teach the disciplinary courses. One position is required for Sociology of Education to address Gender and Diversity courses and engagement with community. The Teacher educators should be post graduates in respective areas as indicated in the Norms and Standards, with at least 3 to 5 years of teaching experience at preschool level as desirable. The other courses would require persons with specializations in the respective areas on a part time basis, as indicated in the Norms and Standards notified by NCTE.

OBJECTIVES OF THE COURSE

- ✓ The DPSE curriculum aims at enabling the prospective teachers to: Curriculum Framework for Diploma in Preschool Education (D.PSE) 6 understand the rights and developmental needs of children from conception to the age of 6 years and develop critical insight into the interdependence of child development and learning;
- ✓ understand, analyze and reflect on the significance of early childhood care and education from an integrated perspective as an instrument for narrowing social equity gaps and be able to perceive its close linkage with early primary education;
- ✓ be able to implement age and developmentally appropriate methods of transaction of preschool education at the preprimary stage of education, including through effective use of ICT, and assess children's progress.
- ✓ be sensitive to the learning and development needs of all children, including those from diverse and marginalized communities on the basis of gender, socioeconomic status, caste/class, religion and those with special needs, and ensure an inclusive and contextualized learning environment for all;
- ✓ understand and the concept and importance of school readiness particularly from the

epistemological perspective of education of mathematics, science and language and early literacy and its contribution to ensuring a smooth transition for children from preschool to primary by being able to provide appropriate learning opportunities and experiences; and

✓ network with parents, community and government organizations, non government organizations and other organizations to generate awareness and seek their involvement in ECCE programmes.

CREDIT DISTRIBUTION

1 credit is equal to 25 marks

S. No.	COURSES Marks	Total Credits	Theory	Practical's
FIRST YEAR				
Semester- 1				
1.	Early Childhood care and Education in India	4	4	0 100
2.	Understanding Child and Childhood	6	4	2 150
3.	Health, Care and Nutrition of Children	2	3	1 100
4.	Preschool Education Curriculum: Principles And Priorities	6	6	0 150
Semester- 2				

5.	Development of Mathematical Concepts in Children	6	4	2	150
6.	Development of Language and Literacy in Children	6	4	2	150
7.	Developing Understanding of Environment in Children	4	2	2	100
8.	Methods and Materials in ECCE	6	3	3	150
These Courses have only Practical's which Can be completed in first year					
9.	Field Observation and Practice	6	0	6	150
10.	Self development	4	0	4	100
Total Credits (Year 1)		50	30	22	1350

Credits for the Practical's in Courses 2, 3, 5, 6, 7 & 8 will be completed as per the assignments given by teachers along with the Theory as mentioned in each course in the syllabus. One assignment will be for 25 marks. In a course if there are two credits to be completed then 2 assignments to be given and so on.

Practicum in Course 9 and 10 in First Year

S.No.	COURSES Practical's	Marks	Total Credits	Theory
9.	Field Observation and Practice	6	6	0
	6	150		
	1. 20 Practice lessons in Pre Primary classes- Lesson = 100 marks	4		20 x 5 marks each
	2. Internship Activities marks each= 50 marks	2		5 activities x 10

	<p>Activities:</p> <ul style="list-style-type: none"> ▪ Organizing Co-curricular activities- marks 10 ▪ Interaction with the students (attitude and enthusiasm) marks 10 ▪ Teaching Aids preparation and display - marks 10 ▪ Health and Nutrition - marks 10 ▪ 10 Observation of Lessons of Peers - marks 10 <p style="text-align: right;">▪ Total : 50 marks</p>
10.	<p>Self development 4 0 4 100</p> <p>Credits will be completed as per the assignments given by teachers mentioned in the syllabus as per the Programmes conducted during the course</p>

No.	COURSES Practical's	Marks	Total Credits	Theory
SECOND YEAR				
Semester- 3				
11.	Gender, Diversity and Discrimination 1 100		4	3
12.	Planning and Organisation of a Preschool Education Programme 2 150		6	4
13.	Working with Children with Special Needs 1 75		3	2
14.	Working with Parents and Community 1 50		2	1

Semester- 4			
15.	Field Practice 6 150	6	0
16	Pre-school Internship 6 150	6	0
17	Self-Development 1 25	1	0
	Total Credits (Year 2) 18 700	30	10
	Grand Total for two years 40 2000	80	40

Credits for the Practical's in Courses 11, 12, 13, & 14 will be completed as per the assignments given by teachers along with the Theory as mentioned in each course in the syllabus. One assignment will be for 25 marks. In a course if there are two credits to be completed then 2 assignments to be given and so on.

Semester 4 will be devoted to Practical's and Intensive Internship in class 1 and class 2

Practicum in Course 15, 16 and 17 in First Year

S.No.	COURSES Practical's	Marks	Total Credits	Theory
9.	Field Observation and Practice 6 150		6	0
	1. 15 Practice lessons in Class I and Class 2 - Lesson = 150 marks		4	15x 10 marks each
	2. Pre- school Internship Activities 150 marks		6	
	40 days working in school as a full time teacher. Participating and organizing activities in the school Internship daily work to be maintained. Parent teacher Interactions. Working with children with special needs.			

10.	Self development 1 25	1	0
	Credits will be completed as per the assignments given by teachers mentioned in the syllabus as per the Programmes conducted during the course		

**CREDIT BASED GRADING SYSTEM FOR DIPLOMA IN
PRE-SCHOOL EDUCATION.**

**ORDINANCES AND REGULATIONS OF THE REVISED COURSE FOR THE
DIPLOMA IN PRE-SCHOOL EDUCATION, UNIVERSITY OF MUMBAI**

0.6035 : Title of the Course : DIPLOMA IN EARLY CHILDHOOD CARE AND EDUCATION

(Dip. in E.C.C.Ed.)

0.6036 : Eligibility : A candidate for the Diploma in Early Childhood Care and Education (Dip.E.C.C.Ed.) must have passed XIIth standard of Maharashtra State Board of Higher Secondary Education and its equivalent thereto with minimum of 45% marks and in addition must have, subsequent to his passing the XIIth standard examination.

- 1) Kept four semesters, two for First year and two for second year (Spread over the maximum period of three consecutive academic years) in an Institution affiliated to University of Mumbai for the course.
- 2) Completed a course of prescribed practical work extending over four Semester, consisting of :

R 8533 : 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 semester attended by student enrolled for the programme for the first year as well as the Second year.

The first year 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 certificate required by Ordinance through the Head of the Institution in which she 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.

For the purpose of co-ordination of the assessment of various items, in the form of Grades for Part B, there shall be a co-ordination committee consisting of :

- i. Chairperson, Board of Studies in Education.
- ii. Chairperson, Dip.E.C.C.Ed Examination for the concerned year
- iii. Head of the Department of Education, University of Mumbai
- iv. Two members of Board of Studies in Education
- v. Two Heads of the Institution who are not the members of Board of Studies in Education, nominated by the Board of Studies in Education, every year. The committee will go through the Internal Assessment of students by different Institutions. The committee, if it finds any difference in the standard of making by an institution from the norms framed by the Board of Studies in Education, will moderate the internal marks of the Institutions.

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 Semester I of the First year.

- 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.

R 8536 : The duration of the Dip.E.C.C.Ed. shall be two years.

R 8537 : ALLOWED TO KEEP TERMS (ATKT)

- A candidate shall be allowed to keep term for Semester II irrespective of number of heads of failure of heads of failure of the Semester I.
- A candidate shall be allowed to keep term for Semester III if she 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.

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 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 Part B (Internal Assessment) of the course shall reappear for the Internal Assessment of the course. However his/her marks of the Part A (External Assessment) shall be carried over and she 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 institutions, the head of the institution shall generally grant permission to the learner to appear for the additional class test or assignment/presentation.

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 – Assessment) 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 160) one of the following grades and corresponding grade points will be accorded to the candidate as follows :

GRADING

It is a method of declaring the result of the learner's performance by means of evaluation. It involves the set of alphabets which is clearly defined, designated and understood by all the stakeholders. Grading system not only provides for the "comparison" of the learners but it assesses the "quality" of the learner's performance.

THE SEVEN POINT GRADING SYSTEM

GRADES	MARKS	GRADE POINTS
O	70 & Above	7
A	60 to 69.99	6
B	55 to 59.99	5
C	50 to 54.99	4
D	45 to 49.99	3
E	40 to 44.99	2
F (FAIL)	39.99 & below	1

Similar procedure will be followed for the second year examination