

# **FACULTY OF EDUCATION**

## **SYLLABUS**

### **FOR**

## **DIPLOMA COURSE IN EARLY CHILD CARE and EDUCATION (ECCE) (CBEGS)**

### **SEMESTER: I & II**

**Examinations: 2019–20**



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## **GURU NANAK DEV UNIVERSITY AMRITSAR**

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## DIPLOMA COURSE IN EARLY CHILD CARE AND EDUCATION (ECCE) (CBEGS)

**SCHEME OF PAPERS (THEORY AND PRACTICAL)**  
**ALL PAPERS ARE COMPULSORY**

S. No	Name of Paper	Lecture	Practical	Credits
<b>CORE PAPERS</b>				
EDL-201	Child Development	4		4
EDL-202	Understanding Psychological and Emotional Needs of the Child	4		4
EDL-203	Understanding Health Care and Nutritional Needs of the Child	4		4
EDL-204	Learning Challenges in Early Childhood			4
EDL-205	Developing ECCE Professionals			4
<b>PRACTICUM</b>				
EDP-206	Practicum-I(Developing a creative environment in the classroom with ICT integration)	2	2	4
EDP-207	Practicum –II		4	4
	<b>TOTAL</b>			28
<b>CORE PAPERS</b>				
EDL-208	Pedagogy in Early Childhood Education	4		4
EDL-209	Planning and Organizing Pre School Education	4		4
EDL-210	Understanding Children with Special Needs	4		4
	ID			4
<b>D. PRACTICUM</b>				
EDP-211	Practicum -I			4
EDP-212	Field Experience Programme			4
	<b>TOTAL</b>			24

**Note:** The students who opt for the diploma course will have to pass the examination of area A and B (Core Papers + Practicum) in first six months( Sem-I) and area C and D(Core Papers + Practicum) in another six months (Sem-II)).

**SEMESTER-I  
PAPER-I  
EDL-201: CHILD DEVELOPMENT**

**Marks: 100**

**Credit: 4**

**Mid Semester Examination: 20% weightage**

**End Semester Examination: 80% weightage**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Objectives**

This course will enable student teachers to:

- Understand how children develop and learn.
- Understand the difference between growth, maturation and learning and the implications of these for learning and development.
- Understand the principles and importance of stimulation for children's development.
- Understand children's development along the continuum from birth to six years and the concept of critical periods.
- Understand the different domains of development, their interdependence and factors influencing their development.
- Be aware of needs and characteristics of children at the different sub stages of child development and their implications for children's learning.

**SECTION-A**

**Introduction to Child Development**

- a) Meaning and scope of child development – use of knowledge in understanding children and working with them. Difference between growth (quantitative) and development (quantitative and qualitative), Relationship between maturation and learning.
- b) Principles guiding the development of a child, need and importance of early stimulation and nature of interventions for optimal growth of the child, Developmental variations and ways for meeting the special needs.
- c) Stages of development in early childhood: prenatal, infancy and toddlerhood and preschool.

**SECTION-B**

**Development of Cognitive Skills**

- a) Cognitive Development in childhood (sensation, perception, language and memory), Factors affecting Cognitive Development, Cognitive Development Theory (Piaget).
- b) Learning by observation and modelling (Bandura), Conditioning (Pavlov, Skinner).

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**SECTION–C****Development of Motor and Language Skills**

- a) Emergence of language in childhood, Pre speech forms, Contribution of speech to personal and Social Adjustments.
- b) Speech Problems in Children, Bilingualism and Multilingualism, Chomsky's native perspective.

**SECTION–D**

- a) Motor Development Skills in childhood; principles, sequence, classification (Gross and Fine motor skills).
- b) Development of understanding, role of concepts in understanding, common concepts of children, factors affecting development of concepts in childhood, Bruner's model of concept learning, Milestones in Cognitive attainment.

**SESSIONAL WORK**

- Enlisting of Developmental Milestones and understanding the significance of early intervention.
- Drawing linkages between different domains of development to deepen knowledge empirically through simple interactive tasks and observation.

**Suggested Readings:-**

- Berk, L. (2002). *Child development*. New Delhi: Prentice Hall of India.
- Charlesworth, R. *Understanding child development*. New Delhi: Delmar Publishers.
- Eisenberg, A, Murkoff, H. & Hathway, S (1996). *What to expect: the toddler years*. London: Simon & Schuster.
- Feldman, R. S. *Discovering the life span*. New Delhi: Dorling Kindersley India.
- Goldberg, L., Brindley & Kukar J. (1999). *Pregnancy to parenthood*. Magna Publishing Co. Ltd.
- Illingworth, R & Illingworth, C. (1984). *Babies and young children*. Edinburgh, Churchill Livingstone, Edinburgh.
- Kuppaswami B. (1990). *A textbook of child behaviour and development*. New Delhi: Konark Press.
- Mittal, S (2004). *Child development*. Delhi: Children and the media, Vols. 1-3; Delhi: Ishabooks.
- Pankajam G. (1994). *Pre-school education*. Ambala: The India Publications.
- Sharma, S.P. (2006). *Child development*. Delhi: Visit International publishing house.
- Srivastava, A. (1990). *Child development*. New Delhi: NCERT.
- Stoppard, M. (1983). *Baby care book*. London: Dorling K.
- Stoppard, M. (1995). *Complete baby and child care book*. London: Dorling K.
- Vyas, J.N. (1994). *Child development*. Nagar: Medi World Press.

**SEMESTER-I****PAPER-II****EDL-202: UNDERSTANDING PSYCHOLOGICAL AND EMOTIONAL NEEDS OF THE CHILD****Marks: 100****Credit: 4****Mid Semester Examination: 20% weightage****End Semester Examination: 80% weightage****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Objectives:**

This course will enable student teachers to:

- Understand and develop a sense of self and related concepts.
- Understand the stages of moral development.
- Understand the patterns of emotional development of children.
- Reflect on the importance of early social experiences in childhood.
- Understand the causes of socio emotional problems in children.
- Handle the socio emotional problems in children.

**SECTION-A****Self and Moral Development**

- a) A sense of Self: Self- awareness, self-concept and self-esteem.
- b) Moral Development: Concept and stages of moral development according to Kohlberg.

**SECTION-B****Patterns of Emotional Development**

- a) Emotions of early childhood (anger, fear, jealousy, curiosity, envy, joy, grief, affection), variations in emotional pattern.
- b) Factors affecting Emotional development and Milestones in emotional development.

**SECTION-C****Social Development**

- a) Importance of early social experiences: family influences, outside influences.
- b) Forms of social behavior (cooperation, leadership. Friendship, sharing , sympathy temper tantrums, negativism, aggression and quarrelling)
- c) Socio emotional problems in children: causes and handling.

**SECTION-D**

- a) Erickson's theory of Psychosocial development and stages: social experiences in understanding emotions
- b) Emphasis on self-help skills relating to health, hygiene, feeding, dressing, asking for things.

## DIPLOMA COURSE IN EARLY CHILD CARE AND EDUCATION (ECCE) (CBEGS)

### SESSIONAL WORK

- Presentation on problems in children and possible ways to handle these problems.
- Survey to study status of the Indian Child under six, causes of deprivation and problem of abundance.

### Suggested Readings:-

- Balagopalan, S. (2008) *Memories of Tomorrow: Children, Labor and The Panacea Of Formal Schooling. Journal of the History of Childhood and Youth.* John Hopkins University Press.
- Berk, L.E. (2000). *Childhood to Adolescence.* London: Mc.Graw Hill Company.
- Berk, L.E. (2007). *Development through the Life Span.* New Delhi: Pearson Education.
- Devadas, R.P. & Jaya, N. (2002). *A Textbook on Child Development.* Madras: Macmillan India Limited.
- Gupta, M.S. (2009). *Early Childhood Care and Education.* Prentice Hall of India Pvt.Ltd.
- Harris, M. & Butterworth, G. (2002). *Developmental Psychology: A Student's Handbook.* Taylor & Francis: New York.
- Hurlock, E.B. (2004). *Child Growth and Development.* New York: Tata Mc.GrawHill Company.
- Kakkar, S. (1978). *Indian Childhood: Cultural Ideas and Social Reality.* Oxford: New Delhi.
- Kakkar, S. (1991). *The Inner World: A Psycho-analytic Study of Childhood and Society in India.* Delhi: Oxford University Press.
- Mead, M. (1953). *Coming of Age in Samoa.* New York: A Modern Library Book.
- Mohanty, J. & Mohanty, B. (1994). *Early Childhood Care and Education (ECCE).* New Delhi: Deep and Deep publications.
- Mussen, P.H. et. al. (1984). *Child Development and Personality.* New York: Harper & Row Publication.
- Nambissan, G. (2010) *Exclusion and Discrimination in Schools: Experiences of Dalit Children; Working Paper Series, Vol. 01 (01),* Delhi: Indian Institute of Dalit Studies and UNICEF.
- Papalia, D.E. & Olds, S.W. (2005). New York: Tata Mc.GrawHill Company.
- Rao, D.B. (1997). *Care the Child, Vol I & II.* New Delhi: Discovery Publishing House.
- Sandra, L.B. (1987) *Gender schema Theory and its Implications for Child Development: Raising Gender a Schematic Children in a Gender Schematic Society,* in Walsh, M.R.(ed). *The Psychology of Women,* pp. 206-226, Cambridge: Harvard University Press.
- Santrock, J.W. (2006). *Child Development.* New Delhi: Tata Mc.Graw Hill Publishing Company.
- Suriakanthi, A. (2005). *Child Development.* Gandhigram, Tamil Nadu: Kavitha Publications.
- Weiner, M. (1991). *The State and the Child in India: Child Labour and Education Policy in Comparative Perspective.* Princeton: Princeton University Press.
- Woolfolk, A. (2008). *Educational Psychology.* New Delhi: Pearson Education Inc.

**SEMESTER-I****PAPER-III****EDL-203: UNDERSTANDING HEALTH CARE AND NUTRITIONAL NEEDS OF THE CHILD****Marks: 100****Credit: 4****Mid Semester Examination: 20% weightage****End Semester Examination: 80% weightage****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Objectives**

The course will enable the student teacher to:

- Understand the concept of health and nutrition and its importance for children's development and learning.
- Understand the nutritional requirements and effects of malnutrition.
- Identify the signs and symptoms of common childhood ailments and their prevention and treatment

**SECTION-A****Concept of Health and Nutrition**

- a) Meaning of good health and signs thereof, Factors influencing good health: cleanliness, hygiene, ventilation, sunlight, open spaces, climate. Clothing, personal hygiene, regular habits and routines.
- b) Basic five food groups; functions and sources, Nutritional values of foods available in the region, planning a balanced diet.
- c) Deficiency diseases: symptoms due to low calorie intake, protein, vitamins, iron and iodine. Prevention and remedial measures.

**SECTION-B****Care and Diet during Infancy and childhood**

- a) Importance of breast milk and colostrum. Breast milk substitutes, formula preparation, correct proportion of water, cleanliness and sterilization. Supplementary foods – Planning diet according to region – weaning, liquid, semi-solid and solid. Increased requirement of nutrition with increase in age.
- b) Inculcating good diet habits, Different ways of increasing nutritional quality, increasing nutrient density of meals and snacks.

**SECTION-C****Prevention and Treatment of child health problems**

- a) Immunisation.
- b) Contagious/infectious disease (whooping, cough, measles, mumps, chickenpox, conjunctivitis, diphtheria), Gastro-intestinal ailments (diarrhoea, dehydration, preparation of ORS, vomiting, typhoid, worms, cholera, jaundice), Skin ailments (scabies, eczema), Respiratory ailments (asthma, cold, cough, bronchitis), Tuberculosis and its symptoms, Dental ailments.

## DIPLOMA COURSE IN EARLY CHILD CARE AND EDUCATION (ECCE) (CBEGS)

**SECTION-D**

- a) Administration of First Aid – minor accidents, electric shock, burns, nose bleeding, drowning, dog bite, foreign body in ear, throat and nose, insect bite, sun stroke and fracture.
- b) Personal cleanliness: Care of skin, eyes, teeth, ears, nose, throat, hands, nails and hair.

**SESSIONAL WORK**

- Preparing and knowing contents of first-aid kit/ box, replacing the stock regularly
- Demonstration of First Aid methods and hands on experience for the care of children in emergency through “mock exercises”.

**Suggested Readings:-**

- Cameron M. & Hofvander Y. (1983). *Manual on Feeding Young Children and young children*. Oxford University Press.
- Elizabeth K.E. (2010). *Nutrition and Child Development*. Hyderabad: Para Medical.
- Ghosh S. (1988). *The feeding and care of young children*. New Delhi: Voluntary Health Association of India.
- IGNOU: *Study material for Diploma in Nutrition and Health*.
- Park J E., Park K., *Preventive & Social Medicine*, Banarasidas Bhanot Publications.
- Srilakshmi B. (2011). *Dietetics*. New Age International (P) Limited Publications.

**First Aid**

1. *First Aid*. St. John's Ambulance
2. *First Aid Guide*, Delhi.
3. *First Aid – Field Manual* 2002.
4. *First Aid No.4-25-11*. Washington: Navy Technical Reference Publication.
5. *Principles of First Aid and Home Nursing*. Madras: Indian Red Cross Society.
6. Rajeev Sharma, *First Aid Guide*.

**SEMESTER-I****PAPER-IV****EDL-204: LEARNING CHALLENGES IN EARLY CHILDHOOD****Marks: 100****Credit: 4****Mid Semester Examination: 20% weightage****End Semester Examination: 80% weightage****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Objectives**

The course will enable the student teacher to:

- Understand the significance of school readiness and early experiences.
- Devise ways for facilitating children's transition from home to school.
- Set up inclusive classrooms and develop inclusive practices.
- learn and devise ways of communicating with parents, mobilize community for appropriate care and education of young children
- Develop skills of involving the community in the organization and functioning of the ECE/preschool education centre.

**SECTION-A****Early learning challenges and school readiness**

- a) Concept and significance of school readiness and emergent literacy; Factors influencing school readiness: age, chronological and/or mental; home vs. regional or school language; parental literacy and socio-economic environment, Importance of early experiences and environment at home and role of preschool education.
- b) Components of School Readiness: a joyful learning environment for positive attitude towards school; readiness for reading, writing and pre-mathematical/number concepts: habits of regular attendance, disposition to persevere on a task; interest in learning.
- c) Early learning challenges; Challenges of multilingual contexts; facilitating children's transition from home to school language, Importance of helping parents understand and ease home to school transition

**SECTION-B****Classroom diversity and variations in learning**

- a) Influence of socio cultural factors economic abundance and limitations in access to resources and their impact on children and childhood orientations,
- b) Understand multiplicity in interests among children talents and skills that children can develop

**SECTION-C****Communicating with Parents and Community**

- a) Interacting with parents and understanding their ideas about their children (parental aspirations), Family relationships (parents, siblings, relatives), various Child rearing practices and impact on children.
- b) Parents and community talent as resources for materials, classroom interactions and promoting inclusive practices.

## DIPLOMA COURSE IN EARLY CHILD CARE AND EDUCATION (ECCE) (CBEGS)

**SECTION-D**

- a) Differences in ability and inclusion of special needs in the classroom
- b) Communicating – early childhood concepts (child development, nutrition, early stimulation, inclusion, learning – language, emergent literacy, numeracy, cognition, socio emotional etc.) to community.

**SESSIONAL WORK**

- Collect 6-8 newspaper articles that reflect issues of parenting and childhood analyse these and prepare a report.
- Use of School Readiness Kit developed by the World Bank

**Suggested Readings:-**

- Chugani, N.&Taraporewala, R. (1978). *A Handbook for Parents and Teachers*. Mumbai, Xerox Printers.
- Doherty, G. (1997). *Zero to Six: The Basis for School Readiness*. Applied Research Branch, R-97-8E. Human Resources Development, Ottawa, Canada.
- Rubello Britto, P. & Limlingan, M.C. (2012). *School Readiness and Transitions*. UNICEF, New York, USA.
- NAEYC (1995). *School Readiness: A Position Statement of the NAEYC*.
- NCERT, (2006). Position paper, national focus group on early childhood education
- Berk, L. (2006). *Child development*. New York: Allyn & Bacon
- Bowman, B.T., Donovan, S. & Burns, S. M. (Ed.). (2001). *Eager to learn: educating our preschoolers*. United States: National Academies Press.
- Hardamn, M.I., Drew, C.J., & Egan, M.W. (2005). *Human Exceptionality: society, school and family*. Boston: Allyn and Bacon.
- Love, J. et al (2003). Child Care Quality Matters: How Conclusions May Vary with Context. *Child Development*, 74(4), pp. 1021-1033.
- Myers, R. G. (1992). *The twelve who survive: strengthening programmes of early childhood development in the Third World*. London: Routledge.
- Myers, R. G. (2004). *In Search of Quality in Programmes of Early Childhood Care and education (ECCE)*. A paper prepared for the 2005 EFA Global Monitoring Report
- Smith, M. S. & Lytle, S. (1999). Relationships of Knowledge and Practice: Teacher Learning in Communities. *Review of Research in Education*, 24, pp. 249-305
- Santrock. (2006). *Child Development*. New York: Mc Graw- Hill
- Shukla, R.P. (2004). *Early Childhood Care and Education*. Sarup & Sons
- Swadener, B.B. & Kabiru, N. (2000). *Does the village still raise the child?: a collaborative study of changing childrearing and early education in Kenya*. SUNY series, early childhood education Early Childhood Education - Inquiries and Insights Series

**SEMESTER-I**  
**PAPER-V**  
**EDL-205: DEVELOPING ECCE PROFESSIONALS**

**Marks: 100**

**Credit: 4**

**Mid Semester Examination: 20% weightage**

**End Semester Examination: 80% weightage**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Objectives**

This course will enable student teachers to:

- Assess skills and training essential to be with young children.
- Understand the need for balance between guiding children in contrast to only listening to instructions.
- Learn and devise ways of communicating with parents, mobilize community for appropriate care and education of young children.

**SECTION-A**

**Teacher quality, competence and skills**

- a) Training in pedagogy, sensitivity towards children and motivation as essential features for being an efficient teacher.
- b) Reflecting on classroom interactions, strengths, limitations, opportunities and working towards making children socially comfortable, Picking up cues of deviant behaviour in children and sensitivity to child's needs.

**SECTION-B**

**Classroom Management**

- a) Helping children make the transition from home to ECCE setting with parental assistance and presence in the ECCE setting.
- b) Managing large groups and mixed age groups whenever needed, improvising ways to personalize the classroom spaces.

**SECTION-C**

**Role of ECCE professional as a change maker**

- a) Advocacy and awareness about the needs and rights of young children, Understanding the stakeholders and identifying local, folk and contemporary methods of effective communication.
- b) Using traditional drama, role play or modern media for information, education and communication (IEC) for advocacy for the significance of ECCE, age appropriate interventions and early identification of disability
- c) Community mobilization, working with parents and developing a collaborative approach, Reflect on skills acquired growth and changes in the self of the prospective teacher to be an effective ECCE professional.

**SECTION-D**

- a) Fostering harmonious environment and effective home school relations for children to learn and be emotionally secure.
- b) Child participation, creative sounds and energy, discipline and teachers' role, Developing problem solving attitude to resolve conflicts.

**SESSIONAL WORK**

- Review of UNCRC with respect to child's status in India.
- Critique of NCPCR, its role in protecting and promoting the rights of the child.

**Suggested Readings:-**

- Axline, V.M. (1964). *Dibs in search of self*. New York: Ballentine books
- Clarke, P. (2001). *Teaching & learning: the culture of pedagogy*. New York: Sage
- Thomson, C.L., Holmberg, M.C., Baer, D.M., Hodges, W. L., & Moore, S.G. (1978). An Experimental Analysis of Some Procedures to Teach Priming and Reinforcement Skills to Preschool Teachers. *Monographs of the Society for Research in Child Development*. 43 (4), pp 1-86.
- Kress, J.S., Norris, J. A., Schoenholz, D. A., Elias, M.J., & Seigle, P. (Nov., 2004). Bringing Together Educational Standards and Social and Emotional Learning: Making the Case for Educators. *American Journal of Education*, 111 (1), pp 66-89
- Torkington, K. & Landers, C. Enhancing the Skills of Early Childhood Trainers: Rationale for experimental: *Volume 4 of Enhancing the Skills of Early Childhood Trainers*, Kate Torkington. The Hague: Bernard van Leer Foundation.

**SEMESTER-I  
PRACTICUM-1**

**EDP-206: DEVELOPING A CREATIVE ENVIRONMENT IN THE CLASSROOM  
WITH ICT INTEGRATION**

**Marks: 100**

**Credit: 4**

**Mid Semester Examination: 20% weightage**

**End Semester Examination: 80% weightage**

**Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**OBJECTIVES**

After studying the course content the student-teachers will be able to:

- Understand concept of ICT as a learning resource and its integration with the curriculum.
- Acquire the knowledge with the basics of computer.
- Apply ICT in curriculum transaction.
- Plan and prepare activities with the help of ICT.
- Prepare ICT based Instructional Material
- Develop a perspective of artistic and creative expression through experimentation with different tools, techniques and medium.
- Draw out and work with different faculties simultaneously i.e. physical, intuitive, emotional, sensual and mental through practical exercises.
- Make the learners conscious about the good and beautiful in environment, including classroom, school, home and community through an integrated learning approach, which they enjoy.
- Develop the ability to handle/use the different types of technological gadgets.

**SECTION-A**

**ICT as a learning resource**

- a) ICT as a learning resource: Recognizing different interests and learning styles, focus on specific goals, integration within the play, supporting self-directed learning experiences, providing open ended learning experiences, principles for determining the appropriateness of ICT application in early years.
- b) Introduction to Microsoft office (Word, Excel, PowerPoint) and Preparing worksheets and activities (using ICT) for language development, mathematical thinking and promoting higher order thinking skills.
- c) ICT for supporting children from diverse cultural /language backgrounds and special learning need

**SECTION-B**

**Development of creativity and aesthetic appreciation**

- a) Exploring and appreciating different art forms as innovative tools (visual and performing arts).
- b) Encourage children to explore and experience variations in colour, shape, textures in nature (like flowers, leaves) and others.

**SECTION–C****Methods of engaging with children**

- a) Music and movement and the appeal of rhythm (Clapping to music, rhythmic movements, marching, stomping to music beat, different body movements to rhythm of music; Singing rhymes with expression and action; rhymes with finger play, free dance to music, playing different instruments to rhythm; Collect nursery rhymes and songs and learn tunes; Music appreciation, listening to music; Making musical instruments, using sticks, coconut shells, tins, paper boxes with seeds and pebbles, bells, other locally available materials).
- b) Audio-Visual resources: LCD Projector, Epidiascope, Slide projector, Filmstrip projector, OHP, CCTV, Computer, smart Phone, digital camera, programmable toys and robotics, smartboards, electronic musical instruments ( to scaffold children's learning, play and development).

**SECTION–D**

- a) Activities to create art forms like drawings using crayons, water colours, brushes, cotton wool, thread, and broomstick etc. Finger Painting; Printing: Block, vegetable, string, crumpled paper, sponge, cotton wool; Spray Painting; Marble Painting; Cutting, paper folding, folding and cutting, pasting cut shapes, paper tearing and pasting; Collage; Modelling with clay, dough; Mosaic; Craft activity; Best out of waste.
- b) Free conversations, audio-video conferencing using internet, role play, drama as sources of learning in multiple domains, Storytelling through multimedia, Indoor and outdoor play in structured and free situations.

**Suggested Readings:-**

- Agrawal, J.C (1995). *Essentials of educational technology learning-innovations*. New Delhi: Vikas Publications. Australia Summer 2002.
- Dodd, N. & Winifred, H. (1971/1980). *Drama and Theatre in Education*. London: Heinmann.
- Gupta, A (2003). *Kabad se Jugad: Little Science*. Eklavya: Bhopal.
- Khanna, S. (1992). *Joy of Making Indian Toys*. Popular Science. National Book Trust : New Delhi.
- Kilzer, I.R. *Allied Activities in the Secondary Education*, New York, Harper Brothers.
- Lochan, M.R. —Integrating Skills Development and Education|| **The Tribune**, August 21,
- Mangal, S.K. & Mangal Shubhra (2007). *Essentials of Educational Technology and Management*. Meerut: Loyal Book Depot
- McCaslin, Nellie (1987). *Creative Drama in the Primary Grades. Vol I and In the Intermediate Grades, Vol II*, New York/London: Longman.
- McKnight, L. (2002). *Dancers not Dinosaurs: English teachers in the electronic age EQ*
- Mohanty, J (1991). *Educational Technology*. New Delhi: Deep & Deep Publications.
- Mohanty, J (2005). *Modern Trends in Educational Technology*. Hyderabad: Neelkamal Publications.
- Namibia, K.K.V. (1984). *Work Experience and curricular subjects*. Ambala Cantt, Indian Publication Pvt. Ltd
- Prasad, D. (1998). *Art as the Basis of Education*. NBT, New Delhi.
- Swaminathan, I. (1986). *Developing Creativity in Young Children*. New Delhi: NCERT.
- Teachers' Handbook of Art Education, Class VI. Published (2005), NCERT, New Delhi

**SEMESTER-I**  
**EDP-207: PRACTICUM-II**

**Marks: 100**

**Credit: 4**

**The student teachers will plan/ design/ undertake various activities and submit a report:**

**I Observation (Participant and non-participant)**

- Being in the settings of ECCEs such as crèches, anganwadis, balwadis, fee paying ECCE centres and home, observing: infants, mother/adult and child interactions through notes and observation schedules : understanding the role of caregivers for meeting the needs of children
- Observation of infants while providing them with visual and sensory stimulation (toys, pictures, different shapes and textures), auditory (natural sounds like clap, conversations) and kinesthetic experiences (movements).
- Children in the classroom and playground both in organized and free situations

**II Interview with the ECCE teacher regarding developmental needs of children.**

**III Preparation of 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.

**IV Develop awareness campaigns as an ECCE teacher for improving the status of young children and Preparation of display materials to generate awareness of the rights of the child with socio-cultural understanding.**

**V Case profile of a child covering all the domains of development**

**VI Writing a field/reflective journal**

**VIII CT based Activities**

- Setting up of a music corner to give creative expressions.
- Composition of a painting related to natural scene or daily life activities.
- Creating animated video clip.
- A power point presentation on any concept; innovative activity and worksheet.

**VIII Films for teachers from CIET, Children's Film Society (followed by discussion and write-up)**

*Where Knowledge is Free:* A documentary film about children branded by Caste and excluded from education. Director Binithesh Baruri. Available at Indian Institute of Dalit Studies, Q-3, Green Park Ext., New Delhi-16, Ph. 91-11-41643981.  
<http://www.dalitstudies.org.in>.

**SEMESTER-II****PAPER-I****EDL-208: PEDAGOGY IN EARLY CHILDHOOD EDUCATION****Marks: 100****Credit: 4****Mid Semester Examination: 20% weightage****End Semester Examination: 80% weightage****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Objectives**

This course will enable student teachers to:

- Know that children are active learners and are influenced by their social contexts
- Design the classroom transactions in a socially meaningful way.
- Organize child oriented activity based participatory learning experiences.
- Refine methods for classroom transactions for the evolving capacities of young children.
- Develop methods and approaches for the growth and development of language and communication skills.
- Create among children a love for numbers and pre numeracy related vocabulary.

**SECTION-A****Methods and approaches in classroom**

- a) Thematic approach, Multi grade teaching, role playing, music- story telling and cooperative learning.
- b) Play, its significance and the natural appeal as spontaneous activity, Functions of play and its potential for development in children, Toys, objects and playfulness as sources of learning.

**SECTION-B****Language and Number operations**

- a. Development of language and communication: listening, oral expression through multiple methods; speaking, vocabulary and expressive language competencies.
- b. Early development of vocabulary for size, shape, quantity and measurement of mathematical concepts, number operations, matching, sorting, ordering and classifying objects, counting, addition and subtraction.

**SECTION-C****Teaching of environmental studies, science and social studies**

- a. Ways to encourage children to observe environment, understand body and relation with the world, Food, health, hygiene and Cleanliness
- b. Natural and experimental situations to promote curiosity and spirit of enquiry
- c. Festivals, celebrations and understanding of diversity as classroom resource, Recycling and reuse of resources, avoiding wastage

**SECTION-D**

- a) Child as an active learner in constructing knowledge by exploring, experimenting and problem solving. Understanding/ comprehending the significance of terms such as holistic approach, active participation, child centeredness, constructivism, peer tutoring, and capacity building.
- b) Concept of code switching, Building reading skills with multiple approach alphabet, word and whole word approach, sentence and phonetic methods and development of writing skills.

**SESSIONAL WORK**

**Develop a schedule to involve children in group activities:**

- **For 20 minutes**
- **For a day**

**Suggested Readings:-**

- Moyles, J. & Hargreaves, L. (1998). *The primary curriculum. Learning from international perspectives*. London: Routledge
- National association for the education of young children, July 1998. *Learning to read and Write: developmentally appropriate practices for young children*. 53 (4), 30-46.
- Burtonwood, N. (2002). Anthropology, Sociology and the Preparation of Teachers for a culturally Plural Society. *Pedagogy, Culture and Society*, 10(3), 367-387.
- Ramachandran, V. & Bhattacharjee, S. (2009) Attend to Primary Schoolteachers! *Economic and political weekly*. vol xlv no 31, 17-20
- Neuman, S., Dwyer, J. & Koh, S. (2007). *Child/Home early language and literacy observation*. Baltimore: Brookes Publishing House
- NCERT (2007). Handbook of arts in education
- Taylor, D. (1990) Teaching without Testing: Assessing the Complexity of Children's Literacy Learning. *English Education*, 22(1), pp. 4-74.
- Swaminathan, M. & Daniel, P. (2004): Play Activities for Child Development: A Guide to Preschool Teachers. National Book Trust, New Delhi.
- Tomlison, C. A. (2000). Differentiation of Instructions in the Elementary grades. ERIC Clearing House, USA.

**SEMESTER-II****PAPER-II****EDL-209: PLANNING AND ORGANISING PRE SCHOOL EDUCATION****Marks: 100****Credit: 4****Mid Semester Examination: 20% weightage****End Semester Examination: 80% weightage****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Objectives**

The course will enable the student teacher to:

- Understand the significance of a balanced programme and be able to prepare daily, Weekly and annual plans based on thematic and/or activity based curriculum.
- Understand the significance of maintaining records of children's growth and progress as necessary for mapping and assessing their developmental patterns.
- Select, use and maintain toys, books and other equipment's for preschoolers.
- Plan, design and manage space and curriculum for children's active learning, Participation, free movement and guided and free play and importance of Flexible Classroom organization and Activity/Learning corners.

**SECTION-A****Developing/Designing a Contextualized and Developmentally Appropriate Curriculum**

- a) Age and context appropriate program: goals and objectives and need for balance.
- b) Preschool curriculum, method and assessment, identifying themes based on children's context.
- c) Planning an annual plan and weekly and daily schedule, planning for parents/community involvement and orientation.

**SECTION-B****Designing and Maintaining Outdoor and Indoor Space**

- a) Arranging the Indoor Classroom Space: Considerations of adequacy and flexibility for movement and activity and cleanliness; Ventilation, light and safety in the classroom.
- b) Arrangement for display of thematic materials and display of children's work: significance and considerations e.g. at eye level of children; attractive; provide balance for manipulative, construction and symbolic play; etc.

**SECTION-C****Materials and Equipment for a Centre**

- a) Importance of Age and contextually appropriate materials and considerations for selection/development.
- b) Kinds of materials for classroom activities: teacher made materials like conversation charts, cards, dolls, worksheets etc.; materials to be procured from market such as toys, building blocks, dolls, art material, story books etc; natural material from environment like pebbles, leaves, clay, materials for manipulative play.; raw materials like chart paper,, crayons etc.

**SECTION-D****Designing and Maintaining Outdoor Space**

- a) Designing outdoor space: adequacy and safety of space for children; Imaginative use of space for physical and motor activities like crawling; climbing; sliding etc.
- b) Outdoor Equipment: kinds of equipment like swings, see-saws; balancing beams; cycles etc; quality and maintenance of equipment.

**SESSIONAL WORK**

- Visit to a locality and other public places to note all the facilities available for children for play, learning and skill building.
- Mapping the city facilities for sources of equipment, material for interactive classrooms.

**Suggested Readings:-**

- Bredekamp S. & Rosegrant E. (1995). *Reaching Potentials – Transforming Early Childhood Curriculum & Assessment*, Washington: MAEYC, Volumes I & II.
- Gall, M.D., Gall, J.P., Jacobson & Bullock (1990). *Tools for Learning, Association for Supervision & Curriculum Development*.
- Kaul, V. (1997). *Early Childhood Education Programme*, New Delhi, NCERT.
- Kaul, V. (1997). *Pressures on the Pre-school Child: Issues and Strategies and role of Professional Organisations for Advocacy in ECE*, NCERT, New Delhi, A Seminar Report.
- Kuppuswami B. (1990). *A textbook of Child Behaviour and Development*, New Delhi, Konark Press.
- M.S. Swaminathan Research Foundation (2001). *Scaling Heights, Report of the Workshop*, Chennai.
- Muralidharan, R. & Asthana, S. (1991). *Stimulation, Activities for Young Children, 0 -3 Years*, NCERT, New Delhi.
- National Curriculum Framework (2005). *Early Childhood Care and Education*, NCERT, New Delhi.
- Pankajam G. (1994). *Pre-school Education*, Ambalka: The Indian Publication.
- Srivastava, Ashok (1990). *Child Development*. NCERT, New Delhi.
- Soni, R. (2014). *Every Child Matters*. NCERT, New Delhi.
- Swaminathan, M. (1998). *The First Five Years*. New Delhi: Sage Publications.
- Swaminathan M. & Daniel, P. (2000). *Activity-Based Developmentally Appropriate Curriculum for Young Children*. Indian Association for Preschool Education, Chennai, Coimbatore, Neyveli.
- Swaminathan M. & Daniel P. (2004). *Play Activities for Child Development A Guide to Preschool Teachers*, National Book Trust, New Delhi.
- Wilson, LaVisa Cam (1986). *Infants and Toddlers Curriculum and Teaching*. Delmar Publishers Inc. Albany, New York.
- Kostelnick, M., Soderman, A., & Whiren, A. (2011). *Developmentally appropriate curriculum*. 5th ed. Old Tappan, NJ: Pearson Education/Merrill

**SEMESTER–II****PAPER–III****EDL–210: UNDERSTANDING CHILDREN WITH SPECIAL NEEDS****Marks: 100****Credit: 4****Mid Semester Examination: 20% weightage****End Semester Examination: 80% weightage****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). Questions may be subdivided into parts (not exceeding four). Candidates are required to attempt five questions, selecting at least one question from each Section. The fifth question may be attempted from any Section.

**Objectives**

This course will enable student teachers to:

- Understand special needs, disabilities and developmental delays, and to identify vulnerable children from diverse social and economic backgrounds.
- Acquire an understanding of inclusion and the principles of inclusion in the classroom.
- Recognize the importance of early intervention for children with special educational needs.
- Develop skills for working with children with special needs in an inclusive classroom.
- Know when to refer children to other agencies or experts, and develop a network of referral agencies and services that can support young children.
- Attain expertise of working with stakeholders such as the family and the special Educators to ensure the educational needs of children with special needs are met.
- Be sensitive to the needs and rights of children with special and their families.

**SECTION–A****Understanding and Identifying Developmental Problems and Delays:****Infancy and Toddlerhood (0-2 years)**

- a) Attachment difficulties and disorders – autism, down's syndrome, separation, anxiety, non-organic failure to thrive, parenting problems – rejecting, anxious, over-protective parenting
- b) Atypical motor development – cerebral palsy, spina bifida, Down's syndrome, Behavioural problems – toilet training, feeding problems, oppositional behavior.
- c) Sensory impairments – multiple sensory impairments.

**SECTION–B****Understanding and Identifying Developmental Problems and Delays:****Preschool Years (2-6 years)**

- a) Problems of growth and feeding problems – obesity and malnutrition; impact on cognitive and motor development
- b) Cognition and learning problems – Down's syndrome, Sensory and physical impairments – visual and hearing impairments,
- c) Behavioural, social and emotional problems – oppositional behaviour, aggression, hyperactivity. Cognition and learning problems – dyslexia and dysgraphia. Speech, communication and interaction problems – delayed speech, stammering, selective mutism.

**SECTION–C****Preparing for Inclusion**

- a) What is inclusion, difference between integration and inclusion
- b) Preparing an inclusive classroom – making modifications in infrastructure, adult-child ratio, curriculum, special equipment, Developing Individual Education Plans (IEP).

**SECTION–D**

- a) Recognising the need for referral and further assessment, Evolving peer support for children with special needs, working with multiple stakeholders - parents, special educators and other service providers

**SESSIONAL WORK**

- Exploring and seeking information about supportive facilities and referral services.
- Presentation on strategies for the management of problem behaviours.

**Suggested Readings:-**

- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual 5*.
- California Department of Education. (2009). *Inclusion Works! Creating Childcare Programs that Promote Belonging for Children with Special Needs*. Sacramento: California Department of Education.
- Herbert, M. (2005). *Developmental problems of Childhood and Adolescence*. Malden, MA: Blackwell Publishing.
- IGNOU Course material Certificate Course in Early Childhood Special Education Enabling Inclusion.
- NCSE (2014). *Children with Special Educational Needs. Information Booklet for Parents*. National Council for Special Education. Trim, Co. Meath, Ireland.
- Odom, S.L. & Diamond, K.E. (1998). Inclusion of Young Children with Special Needs in Early Childhood Education: The Research Base. *Early Childhood Research Quarterly*, 13, 1, 3-25.
- Robinson, M. (2008). *Child Development from Birth to Eight: A Journey through the Early Years*. Maidenhead, UK: Open University Press.
- Willis, C. (2008). *Creating Inclusive Learning Environments for Young Children*. Sage.
- Willis, C. (2011). *Guidelines and Strategies for Children with Special Needs*. Lewisville, N.C.: Gryphon.

**SEMESTER-II****EDP-211: PRACTICUM-III****Marks: 100****Credit: 4****The student teachers will plan and design various activities for:****I. Devising strategies to develop concept of number, counting and number operations:**

- Use of creative forms to develop concept of number: counting objects and identifying that each one corresponds to a number, number operations- addition, subtraction by climbing up and going down the ladder, use of abacus, puzzles, rods.
- Exposing to a variety of measuring instruments and describing their use.
- Geometric forms & shapes (circle, square, triangle, rectangle, star).
- Preparing worksheets: finding the odd one out; cards and other materials for matching, sorting, ordering.

**II. Designing activities for language and communication skills:**

- Introduction to alphabet- word-sentence and phonemes in a sequence.
- Making a picture dictionary for children.
- Encouraging children to talk about their experiences and events in the form of a story, to look at a picture and to describe the main elements of a story.
- Exposing children to: library as a place to read, borrow books/videos; a variety of literary forms for enjoyment and informational purpose- a story, a letter, sign, poem, book
- Present children with alphabets in their printed form and encourage them to say each letter's sound
- Expose children to computer/ A.V Tape recorder as a tool for variety of purposes such as communication, creative activities; present to them verbal names for parts of a computer and the places where we can find computers

**III. Designing activities to promote understanding of environmental and scientific concepts by means of:**

- Structured activities for understanding cause and effect; games and activities for predicting; guessing from clues; living and non-living things; concept of light and shadow
- Nature walks and directing attention to observe phenomena and report
- Engaging with diversity by use of local rhymes, story telling, songs, types of weather
- Addressing multiplicity by use of bilingual terms to promote awareness and identity
- Celebration of special events like republic day, independence day
- Free conversations and informal talks- man made and natural resources; natural and man made disasters- earthquake; safety- at home, in school, on road, conservation and reuse of resources

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**IV. Preparation of low cost materials for developing:**

- Concept of number, counting and number operations.
- Language and communication skills.
- Understanding of environmental and scientific concepts.

**V. Films for teachers from CIET, Children's Film Society (followed by discussion and write-up)**

*Teacher's Journey*: An observational film on teaching methodologies of a primary school teacher in a single-teacher school in MP, India. Director- Deepak Verma, AzimPremji Foundation. For copies contact - [madhumita@azimpremjifoundation.org](mailto:madhumita@azimpremjifoundation.org).

**VI. Community Linkage (Parents and community)**

- Devising Workshops to convey the developmental milestones and understand the significance of early intervention and importance of health, immunization and nutrition in early years.
- Organize community awareness programme regarding registration of birth, importance of breast feeding and Child's right to play.
- Meeting with parents to convey the importance of girls' education

**VII. Use of simple evaluation tools like PORTAGE.****VIII. Observation of an inclusive setting to understand children with differences in ability and diversity of needs and Case profile of a child with special needs in an inclusive set up.**

**SEMESTER-II****EDP-212: FIELD EXPERIENCE PROGRAMME****Marks: 100****Credit: 4****Duration: 4 weeks**

This course has two segments (1+3 weeks):

1. Visit to various Institutions (crèches, preschools, nursery schools, kindergartens and day-care centres) to observe the activities and preparation of analysis report based on observations (followed by discussion with the mentor/supervisor).
2. Planning of activities based on the analysis report and conducting those activities to get a holistic experience (Reflective Journal to be maintained).