



SEVA MANDAL EDUCATION SOCIETY'S

**Dr. BHANUBEN MAHENDRA NANAVATI COLLEGE OF HOME SCIENCE**

(Autonomous)

*NAAC Re-accredited 'A+' Grade with CGPA 3.69/4 (3<sup>rd</sup> Cycle)UGC*

*Status: College with Potential for Excellence*

**BEST COLLEGE AWARD 2016-17 adjudged BY S.N.D.T. Women's University  
338, R.A Kidwai Road, Matunga, Mumbai 400019**

## Syllabus –I Semester

### Academic year- 2023-2024

**Post Graduate Diploma in Early Childhood Education**

## PGECE Course Structure

	<b>Semester I</b>		<b>Credits</b>
ECE 101	Child Development	Major (Core)	4
ECE 102	Curriculum Planning(I)	Major (Core)	4
ECE 103	Research Methodology	Major (Core)	4
ECE 204	Practicum in ECE settings (I)	Major (Core)	6
ECE 205	ICT in ECE	Elective	4
	<b>Total credits</b>		<b>22</b>
	<b>Semester II</b>		<b>Credits</b>
ECE 201	Curriculum Planning(II)	Major (Core)	4
ECE 202	Preschool Organization and Management	Major (Core)	4
ECE 203	Children with Special Needs	Major (Core)	4
ECE 204	Practicum in ECE settings (II)	Major (Core)	6
ECE 205	Health and Nutrition	Elective	4
	<b>Total credits</b>		<b>22</b>

## Semester I

	<b>Semester I</b>		<b>Credits</b>
ECE 101	Child Development	Major (Core)	4
ECE 102	Curriculum Planning(I)	Major (Core)	4
ECE 103	Research Methodology	Major (Core)	4
ECE 204	Practicum in ECE settings (I)	Major (Core)	6
ECE 205	ICT in ECE	Elective	4
	<b>Total credits</b>		<b>22</b>

## ECE 101: Major Core

<b>Course Title</b>	<b>Child Development</b>
<b>Course Credits</b>	<b>4</b>
<b>Theory Internal – External</b>	<b>4 50 + 50</b>
<b>Course Outcome</b>	After going through the course, learners will be able to
	1. Understand the basics of child development
	2. Identify the domains of development
	3. Comprehend the interrelationship between all the domains of development
	4. Understand the uniqueness of each child
<b>Module 1 (Credit 1) – Introduction to Child Development</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to:
	<ul style="list-style-type: none"> <li>Understand the scope, principles, and characteristics of development in foundational years</li> </ul>
	<ul style="list-style-type: none"> <li>Explain the stages and factors affecting prenatal development</li> </ul>
	<ul style="list-style-type: none"> <li>Explain the types of birth processes, prematurity, and its effect on children's development</li> </ul>
	<ul style="list-style-type: none"> <li>Recognize the characteristics and explain the adjustments in the neonatal period</li> </ul>
<b>Content Outline</b>	Unit 1 – Definition of the child Concept of growth and development Principles of development Unit 2 – Nature and Nurture Unit 3 – Factors affecting Growth and development Unit 4 – Prenatal development
<b>Module 2 (Credit 1) – Infancy and Toddlerhood (0 to 2 years)</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to:
	<ul style="list-style-type: none"> <li>Identify the characteristics of neonates</li> </ul>
	<ul style="list-style-type: none"> <li>Understand and identify the characteristics of infants</li> </ul>
	<ul style="list-style-type: none"> <li>Understand and identify the characteristics of toddlers</li> </ul>
	<ul style="list-style-type: none"> <li>Relate to the different cultural diversities in child-rearing practices</li> </ul>
<b>Content Outline</b>	Unit 1 – Characteristics of neonates and reflexes Unit 2 – Milestones and characteristics of infancy Unit 3 – Milestones and characteristics of toddlerhood Unit 4 – Child-rearing practices in a cultural context
<b>Module 3 (Credit 1) – Early Childhood 2 to 6 years</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to:
	<ul style="list-style-type: none"> <li>Understand the characteristics of the various domains in the early childhood stage</li> </ul>
	<ul style="list-style-type: none"> <li>Explain the characteristics of the various domains in the early childhood stage</li> </ul>
	<ul style="list-style-type: none"> <li>Summarize the sequence of development of various domains in the early childhood stage</li> </ul>
	<ul style="list-style-type: none"> <li>Connect and correlate the interrelatedness of all the domains of development</li> </ul>
<b>Content Outline</b>	Unit 1 – Physical and motor development - characteristics and milestones Unit 2 – Social and emotional development - characteristics and milestones Eric Erickson - The first two stages Development and management of emotions

	Unit 3 – Cognitive Development - characteristics and milestones Jean Piaget’s theory of cognitive development - first 2 stages Unit 4 – Language Development - characteristics and milestones Stages of Language Development - semantics, pragmatics, syntax, sentence formation
<b>Module 4 (Credit 1) – Middle Childhood - 6 to 8 years</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to:
	<ul style="list-style-type: none"> <li>Understand the characteristics of the various domains in the middle childhood stage</li> </ul>
	<ul style="list-style-type: none"> <li>Explain the characteristics of the various domains in the middle childhood stage</li> </ul>
	<ul style="list-style-type: none"> <li>Summarize the sequence of development of various domains in the middle childhood stage</li> </ul>
	<ul style="list-style-type: none"> <li>Connect and correlate the interrelatedness of all the domains of development</li> </ul>
<b>Content Outline</b>	Unit 1 – Physical and Motor Development - characteristics and milestones Unit 2 – Social and Emotional Development Eric Erickson – Stages – 3 & 4 Urie Bronfenbrenner Unit 3 – Cognitive and Language Development Concept formation, reasoning, memory, concentration, imagination, problem-solving Emergent literacy, whole language approach, phonetics Unit 4 - Moral Development Kohlberg 3 levels

### **Assignments/activities towards Comprehension Continuous Evaluation (CCE)**

External - Final Exam – 50 marks

Internal = 50 marks

Internal assessment includes:

Unit test – 25 marks

Assignments – 25 marks (Making a checklist based on milestones, conducting a case study of a child)

### **References:**

1. Berk, L. (2017). Development through Life Span, 9<sup>th</sup> Edition, Pearson Education, New Delhi.
2. Hurlock E.B. (2017). Developmental Psychology: A Lifespan Approach. McGraw Hill Education.
3. Kail, R. & Cavanaugh, J. (2019). Human Development – A Life Span View, 8<sup>th</sup> Edition, Cengage Learning.
4. Papalia, D., Olds, S., & Feldman, R. (2017). Human Development. Tata McGraw-Hill, USA.
5. Santrock, J. W (2020). Child Development, 14<sup>th</sup> edition, McGraw – Hill, USA.
6. Shrimali, S. (2008). Child Development, Rawat Publication, New Delhi.
7. Sonawat R & Francis J. M. (2007) “Language Development for Preschool Children” , Multi – Tech Publishing, Mumbai.
8. Sudbury, J. (2018). Human Growth and Development, Routledge, London.

**ECE 102: Major Core**

<b>Course Title</b>	<b>Curriculum Planning (I)</b>
<b>Course Credits</b>	<b>4</b>
<b>Theory</b>	<b>4</b>
<b>Internal – External</b>	<b>50 + 50</b>
<b>Course Outcome</b>	After going through the course, learners will be able to
	1. Understand the aspects of the curriculum
	2. Understand the importance of play in the curriculum
	3. Apply this knowledge in planning and managing activities
<b>Module 1 (Credit 1) – Fundamentals of curriculum planning</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to:
	<ul style="list-style-type: none"> <li>Identify the important components of curriculum planning</li> </ul>
	<ul style="list-style-type: none"> <li>Understand the diverse approaches to curriculum planning</li> </ul>
	<ul style="list-style-type: none"> <li>Understand the principles of learning</li> </ul>
	<ul style="list-style-type: none"> <li>Apply the developmentally appropriate practices with young children</li> </ul>
<b>Content Outline</b>	Unit 1 – Definition, Principles and Characteristics of Curriculum Planning Factors affecting curriculum planning
	Unit 2 – Approaches to Curriculum Planning <ul style="list-style-type: none"> <li>Froebel</li> <li>Maria Montessori</li> <li>Howard Gardener</li> <li>Tarabai Modak</li> <li>Gijubhai Behdeka</li> <li>Mahatma Gandhi</li> </ul> Unit 3 – Learning <ul style="list-style-type: none"> <li>Principles of learning</li> <li>Incidental and planned learning</li> </ul> Unit 4 – Developmentally Appropriate Practices <ul style="list-style-type: none"> <li>Components of DAP</li> </ul>
<b>Module 2 (Credit 1) – Methods and Materials</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to:
	<ul style="list-style-type: none"> <li>Identify the various methods and materials used in the preschool classroom</li> </ul>
	<ul style="list-style-type: none"> <li>Understand the role of teachers in enhancing the child's creativity</li> </ul>
<b>Content Outline</b>	Unit 1 – Play <ul style="list-style-type: none"> <li>Definition</li> <li>Types</li> <li>Value</li> </ul> Unit 2 – Creative Activities <ul style="list-style-type: none"> <li>Importance</li> <li>Teacher's role</li> <li>Techniques</li> </ul> Unit 3 – Music and movement <ul style="list-style-type: none"> <li>Importance</li> <li>Teacher's role</li> <li>Techniques</li> </ul> Unit 4 – Literacy and Literature
<b>Module 3 (Credit 1) – Types of Curriculum</b>	

<b>Learning Outcomes</b>	After learning the module, learners will be able to:
	<ul style="list-style-type: none"> <li>• Understand the different types of curriculums</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand the role of teachers in the different types of curriculums</li> </ul>
	<ul style="list-style-type: none"> <li>• Compare the different types of curriculums</li> </ul>
<b>Content Outline</b>	Unit 1 – Project-based curriculum Unit 2 – Theme-based curriculum Unit 3 – Play-way based curriculum Unit 4 – Creative Curriculum Unit 5 – Eclectic Approach
<b>Module 4 (Credit 1) – Assessment and Evaluation</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to:
	<ul style="list-style-type: none"> <li>• Understand the meaning and importance of assessment and evaluation</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand the different types of assessments</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand the various aspects of program evaluation</li> </ul>
<b>Content Outline</b>	Unit 1 – Definition & Difference of Assessment, and Evaluation, Importance Unit 2 – Types of Assessment Unit 3 – Assessment of a Child Unit 4 – Program Evaluation

#### **Assignments/activities towards Comprehension Continuous Evaluation (CCE)**

External - Final Exam – 50 marks

Internal = 50 marks

Internal assessment includes:

Unit test – 25 marks

Assignments – 25 marks (Presentation on Educators in the ECE field both Indian and Non-Indian)

#### **References:**

1. Branscombe, N. A. (2014). Early Childhood Curriculum. Routledge Taylor & Francis Group, NY.
2. Eliason, C & Jenkins, L (2012). A Practical Guide to Early Childhood Curriculum, 9<sup>th</sup> Edition, Pearson, Boston.
3. Hearon, P. & Hildebrand, V. (2013). “Guiding Young Children” Pearson. USA.
4. Henson, K. T. (2015). Curriculum Planning: Integrating Multiculturalism, Constructivism, and Education Reform. Taxmann Publications Private Limited.
5. McLachlan, C., Fleer, M., & Edwards, S. (2018). Early Childhood Curriculum: Planning, Assessment and Implementation. Cambridge University Press.
6. Ministry of Women and Child Development, GOI. (u.d.). National Early Childhood Care and Education (ECCE) Curriculum Framework.
7. Morrison, G. (2013). “Fundamentals of Early Childhood Education” Pearson.
8. NCERT. (2019). The Preschool Curriculum. Dept. of Elementary Education, National Council of Educational Research and Training.
9. Sonawat R. & Gogri P. (2008) “Multiple Intelligences for Preschool Children”, Multi – Tech Publishing co., Mumbai.
10. Soni, R. (2015). Theme Based Early Childhood Education and Care Programme: A Resource Book. NCERT, Delhi.

## ECE 103: Major Core

<b>Course Title</b>	<b>Practicum in ECE settings (I)</b>
<b>Course Credits</b>	<b>6</b>
<b>Practical Internal</b>	<b>6 150</b>
<b>Course Outcome</b>	<p>After going through the course, learners will be able to</p> <ul style="list-style-type: none"> <li>• Understand individual difference in children's behaviour and develop ability to work with them and guide them</li> <li>• Use skills and competencies required for conducting nursery school program</li> <li>• Identify the skills of observing and interpreting behaviour and development of the child.</li> </ul>
<b>Module 1 (Credit 1) – Observe infants in various settings</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Describe and relate to various aspects of child development</li> <li>• Evaluate the infant based on the different domains of development</li> <li>• Design various activities for stimulation</li> </ul>
<b>Content Outline</b>	<p>Unit 1 – Observe infants for one week  Unit 2 – Formulating activities for stimulation  Unit 3 –Assessment of infants</p>
<b>Module 2 (Credit 1) – Working in a laboratory nursery school</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Transfer their knowledge of child development theory into practice</li> <li>• Devise lesson plans</li> <li>• Plan and design various curricular activities for preschoolers</li> </ul>
<b>Content Outline</b>	<p>Unit 1 – Observation, documentation, reflection  Unit 2 – Assistantship  Unit 3 – Activities - storytelling, rhymes, cooking activities, science activities, social science,creative activity, play, circle time  Unit 4 – Independent work - Independently take lessons in the classroom with the help of AV aids</p>
<b>Module 3 (Credit 1) – Exam week</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Transfer their theory knowledge into practical</li> <li>• Devise lesson plans</li> <li>• Apply classroom management skills in real-life experience</li> <li>• Plan and implement the budget</li> </ul>
<b>Content Outline</b>	<p>Unit 1 – Lesson plan  Unit 2 – Planning and implementation and reflection  Unit 3 – Classroom management  Unit 4 – Budget</p>
<b>Module 4 (Credit 1) – Visits and Reports</b>	
<b>Learning Outcomes</b>	<p>After learning the module, learners will be able to:</p> <ul style="list-style-type: none"> <li>• Identify quality preschools</li> <li>• Analysis and contrast various preschools</li> </ul>
<b>Content Outline</b>	<p>Unit 1 – Visit quality pre-schools and report  Unit 2 – Visit preschools for disadvantaged groups of population and report</p>



## **Assignments/activities towards Comprehension Continuous Evaluation (CCE)**

Internal = 150 marks

Internal assessment includes:

- Observation reports
- Selection of preschools
- Planning and conducting lesson plans
- Class participation
- Independent week performance

## **References**

1. Eliason, C & Jenkins, L (2012). A Practical Guide to Early Childhood Curriculum, 9th Edition, Pearson, Boston.
2. Essa, E (2007). Introduction to Early Childhood Education, 5<sup>th</sup> Edition, Thomson, Delmar Learning, United States.
3. Hearon, P. & Hildebrand, V. (2013). “Guiding Young Children” Pearson. USA.
4. Ministry of Women and Child Development, GOI. (u.d.). National Early Childhood Care and Education (ECCE) Curriculum Framework.
5. Morrison, G. (2013). “Fundamentals of Early Childhood Education” Pearson.
6. NCERT. (2019). The Preschool Curriculum. Dept. of Elementary Education, National Council of Educational Research and Training.
7. Soni, R. (2015). Theme Based Early Childhood Education and Care Programme: A Resource Book. NCERT, Delhi.

**ECE 105: Elective**

<b>Course Title</b>	Information And Communication Technologies (ICT) In ECE
<b>Course Credits</b>	4
<b>Theory</b>	4
<b>External</b>	100
<b>Course Outcome</b>	After going through the course, learners will be able to
	<ul style="list-style-type: none"> <li>• Understand the importance and use of technology in ECE</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand various technological media and its use</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand the role of technology in documentation</li> </ul>
<b>Module 1 (Credit 1) – Instructional Design</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to:
	<ul style="list-style-type: none"> <li>• Identify various instructional models</li> </ul>
	<ul style="list-style-type: none"> <li>• Understand the various uses and importance of electronic technology</li> </ul>
<b>Content Outline</b>	Unit 1 – Instructional Models
	<ul style="list-style-type: none"> <li>• ADDIE model of instruction</li> <li>• Systems Approach to Instruction Dick &amp; Carey's model</li> </ul>
	Unit 2 - Electronic Technology and Instructional Design
	<ul style="list-style-type: none"> <li>• Personal Computing Devices and instructional design</li> <li>• Internet and its influence on instructional design</li> </ul>
<b>Module 2 (Credit 1) – Pedagogical Approach to Using ICT</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to:
	<ul style="list-style-type: none"> <li>• Understand the use of ICT methods in pedagogy</li> </ul>
	<ul style="list-style-type: none"> <li>• Identify the various ways in which ICT can be integrated in ECE</li> </ul>
<b>Content Outline</b>	Unit 1 – Communication with parents through ICT
	Unit 2 – Using ICT to share information with parents
	Unit 3 – Integrating ICT into teacher practice
<b>Module 3 (Credit 1) – Electronic Technology &amp; Instruction</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to:
	<ul style="list-style-type: none"> <li>• Plan various tools for teaching in preschool classrooms</li> </ul>
<b>Content Outline</b>	Unit 1 – Preschool Teacher Education & Electronic Technology – For rhymes, stories, animation, and flash presentation
	Unit 2 – Introduction to:
	<ul style="list-style-type: none"> <li>• Image processing, and presentation tools</li> <li>• Video and sound processing tools</li> <li>• Animation tools</li> </ul>
	Unit 3 – Developing Teacher Education Module for teachers teaching in Early grade
<b>Module 4 (Credit 1) – Using ICT in documentation</b>	
<b>Learning Outcomes</b>	After learning the module, learners will be able to:
	<ul style="list-style-type: none"> <li>• Design brochures, posters, leaflets, flyers</li> </ul>
	<ul style="list-style-type: none"> <li>• Design assessment sheets and certificates,</li> </ul>
	<ul style="list-style-type: none"> <li>• Design classroom environment</li> </ul>
<b>Content Outline</b>	Unit 1 – Designing brochure, poster, leaflet, flyer for PreSchool programme/Parents
	Unit 2 – Designing assessment sheets, certificates,
	Unit 3 - Designing class room environment

## **Assignments/activities towards Comprehension Continuous Evaluation (CCE)**

External - Final Exam – 50 marks

Internal = 50 marks

Internal assessment includes:

Unit test – 25 marks

Assignments – 25 marks (Flyers, posters, certificates. Using video and sound processing tools, animation tools)

### **References:**

1. Gould, T. (2013). Press it, Switch it, Turn it, Move it!: Using ICT in the Early Years: Providing high quality early ICT experiences. Featherstone, UK.
2. Kaye, L. (2016). Young Children in a Digital Age: Supporting learning and development with technology in early years. Routledge.
3. Price, H. (2015). The Really Useful Book of ICT in the Early Years. Routledge.
4. Shukla, B. (2019). Features of ICT in Education. Agrawal Publications.
5. Siraj-Blatchford, J. & Morgan, A. (2013). Using ICT in the Early Years: Parents and Practitioners in Partnership. Practical Pre-School Books; 2nd edition.
6. Stephen, C. & Edwards, S. (2017). Young Children Playing and Learning in a Digital Age: a Cultural and Critical Perspective (Towards an Ethical Praxis in Early Childhood), Routledge.