



SEVA MANDAL EDUCATION SOCIETY'S
Dr. BHANUBEN MAHENDRA NANAVATI COLLEGE OF HOME SCIENCE
(Autonomous)
NAAC Re-accredited 'A+' Grade with CGPA 3.69/4 (3rd 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 II Semester

Academic year- 2023-2024

Post Graduate Diploma in Early Childhood Education
(Based on NEP)

PGECE Semester 2 NEP Struture

	Semester II		Credits
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
	Total credits		22

ECE 201 Major Core

Course Title	Curriculum Planning (II)
Course Credits	4
Practical Internal	4 100
Course Outcomes	After the completion of the course, the students will be able to:
	1. Understand the various stages of reading and writing readiness
	2. Plan and create various activities for reading and writing
Module 1 (Credit 1): Reading and Writing Readiness	
Learning Outcomes	The student will be able to:
	1. Understand the various stages of reading and writing readiness
	2. Plan various activities for reading and writing readiness
	3. Create various activities for reading and writing
Content Outline	Unit 1 Stages and types of reading and writing readiness
Module 2 (Credit 1): Math for young children	
Learning Outcomes	The student will be able to:
	1. Understand the various methods of teaching Math
	2. Plan various activities for math readiness
	3. Create various activities for math readiness
Content Outline	<ul style="list-style-type: none"> • Unit 1 - Meaning and Importance • Unit 2 - Components of Math • Unit 3 - Methods/strategies for planning and teaching math
Module 3 (Credit 1): Science for young children	
Learning Outcomes	The student will be able to:
	1. Understand the meaning and importance of teaching science
	2. Understand the objectives and goals of teaching science
	3. Plan various activities for teaching science
	4. Create various activities for teaching science
Content Outline	<ul style="list-style-type: none"> • Unit 1 - Meaning and Importance • Unit 2 - Objectives and goals • Unit 3 - Characteristics of an adequate science program • Unit 4 - Methods/strategies for planning and teaching science

Module 4 (Credit 1): Social Studies for young children	
Learning Outcomes	The student will be able to:
	1. Understand the values and objectives of teaching social studies
	2. Plan various activities teaching social studies
Content Outline	<ul style="list-style-type: none"> • Unit 1 - Values and objectives • Unit 2 - Festivals and celebrations • Unit 3 - Methods/strategies for planning and teaching social studies

Assignments/activities towards Comprehension Continuous Evaluation (CCE)

Internal assessment = 100 marks

Internal assessment includes:

Readiness folders (Reading, writing and Math)

Planning and conducting science experiments

Planning and organizing a festival/s

Overall classroom participation

References:

1. Branscombe, N., Burchan, J., Castle K., Surbeck, E., Dorsey, A. & Taylor, J. (2014). Early Childhood Education - A Constructivist Perspective, 2nd Edition, Routledge, NY.
2. Eliason, C & Jenkins, L (2012). A Practical Guide to Early Childhood Curriculum, 9th Edition, Pearson, Boston.
3. Essa, E (2007). Introduction to Early Childhood Education, 5th Edition, Thomson, Delmar Learning, United States.
4. Hearon, P. & Hildebrand, V. (2013). "Guiding Young Children" Pearson. USA.
5. Henson, K. T. (2015). Curriculum Planning: Integrating Multiculturalism, Constructivism, and Education Reform. Taxmann Publications Private Limited
6. Jackman, H. L. (2009). Early Education Curriculum: A Child's - Connection to the World, 5th ed. Wadsworth Cengage Learning.
7. McLachlan, C., Fleer, M., & Edwards, S. (2018). Early Childhood Curriculum: Planning, Assessment and Implementation. Cambridge University Press.
8. Ministry of Women and Child Development, GOI. (u.d.). National Early Childhood Care and Education (ECCE) Curriculum Framework.
9. Morrison, G. (2013). "Fundamentals of Early Childhood Education" Pearson.
10. NCERT. (2019). The Preschool Curriculum. Dept. of Elementary Education, National Council of Educational Research and Training.
11. Sonawat R. & Gogri P. (2008) "Multiple Intelligences for Preschool Children", Multi – Tech Publishing co., Mumbai.
12. Soni, R. (2015). Theme Based Early Childhood Education and Care Programme: A Resource Book. NCERT, Delhi.

ECE 202 Major Core

Course Title	Preschool Organization and Management
Course Credits	4
Theory Internal + External	4 50+50
Course Outcomes	After the completion of the course, the students will be able to:
	1. Understand the principles of preschool organization and administration.
	2. Understand the concept of supervision and guidance.
	3. Explain the procedures of maintaining school accounts, necessary records, and registers
	4. Understand the way of educating parents and getting their help and co-operation.
Module 1 (Credit 1): Management of Crèche and Daycare	
Learning Outcomes	The student will be able to:
	1. Understand the difference between daycare, creche, Balwadi, and Anagwadis.
	2. Understand the importance of working with parents
	3. Understand the importance of scheduling and planning activities in daycare and creche.
Content Outline	<ul style="list-style-type: none"> • Unit 1 Definition and the difference between daycare, crèche, Balwadi and Anganwadis • Unit 2 Infrastructure, Health, and safety • Unit 3 Financial Management • Unit 4 Working with parents and its importance • Unit 5 Scheduling and Activity Planning
Module 2 (Credit 1): Management of Preschool	
Learning Outcomes	The student will be able to:
	1. Understand the management and working of a preschool
	2. Understand the importance of scheduling and planning lessons in a preschool
Content Outline	<ul style="list-style-type: none"> • Unit 1 - Definition and types of Preschools: <ul style="list-style-type: none"> ○ Branded/franchisee, ○ Kindergarten ○ Montessori ○ Government ○ Lab schools, ○ Private schools, ○ Preschools attached to formal schools

	<ul style="list-style-type: none"> • Unit 2 Infrastructure, Health, and safety • Unit 3 Financial Management • Unit 4 Working with parents and its importance • Unit 5 Scheduling and Lesson Planning
Module 3 (Credit 1): Evaluation, Records and Reports	
Learning Outcomes	The student will be able to:
	1. Understand the various evaluation methods
	2. Explain the various types of records
	3. Understand the different uses of records
Content Outline	<ul style="list-style-type: none"> • Unit 1 - Rubrics • Unit 2 - Importance of maintaining records • Unit 3 - Types of records, and uses of records
Module 4 (Credit 1): Personnel	
Learning Outcomes	The student will be able to:
	1. Understand the roles and qualities of ECE personnel
	2. Understand the importance of training in ECE
Content Outline	<ul style="list-style-type: none"> • Unit 1 – Roles • Unit 2 - Qualities • Unit 3 – Training • Unit 4 – Organizational setup

Assignments/activities towards Comprehension Continuous Evaluation (CCE)

External – 50 marks – Final Exam

Internal = 50 marks

Internal assessment includes:

Unit test – 25 marks

Assignments – 25 marks

References

1. Branscombe, N., Burchan, J., Castle K., Surbeck, E., Dorsey, A. & Taylor, J. (2014). Early Childhood Education - A Constructivist Perspective, 2nd Edition, Routledge, NY.
2. Eliason, C & Jenkins, L (2012). A Practical Guide to Early Childhood Curriculum, 9th Edition, Pearson, Boston.
3. Essa, E (2007). Introduction to Early Childhood Education, 5th Edition, Thomson, Delmar Learning, United States.
4. Huertas-Abril, C. A. & Gómez-Parra, M. E. (2018). Early Childhood Education From an Intercultural and Bilingual Perspective, IGI Global.
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 203 Major Core

Course Title	Children with Special Needs
Course Credits	4
Theory Internal + External	4 50+50
Course Outcomes	After the completion of the course, the students will be able to:
	1. Understand the nature of disabilities in children
	2. Understand the importance of detecting disabilities.
	3. Explain the methods of detection, as well as the types and characteristics.
	4. Understand the needs of special children
	5. Recognize various services available for children in need of special help.
Module 1 (Credit 1): Introduction	
Learning Outcomes	The student will be able to:
	1. Understand the nature of different disabilities and impairments
	2. Understand the rights of the disabled
	3. Understand the importance of early identification and integration
Content Outline	<ul style="list-style-type: none"> • Unit 1 Nature of disabilities/impairments • Unit 2 Rights of the disabled, Needs of Special Children • Unit 3 Early detection, Integration • Unit 4 Children at risk.
Module 2 (Credit 1): Physically Handicapped & Impaired	
Learning Outcomes	The student will be able to:
	1. Understand the characteristics of children with physical impairments/disabilities
	2. Understand the nature, causes, types, detection/identification and characteristics of children with visual impairment
	3. Understand the nature, causes, types, detection/identification, and characteristics of children with auditory impairment
Content Outline	<ul style="list-style-type: none"> • Unit 1 – Orthopedic handicap • Unit 2 - Visual handicap • Unit 3 Auditory handicap

Module 3 (Credit 1): Neurological disorders	
Learning Outcomes	The student will be able to:
	1. Understand the nature, causes, types, detection/identification, and characteristics of Mentally challenged and gifted children
	2. Understand the nature, causes, types, detection/identification, and characteristics of children with learning disabilities
	3. Understand the nature, causes, types, detection/identification, and characteristics of children with ADD/ADHD
	4. Understand the nature, causes, types, detection/identification, and characteristics of children with autism
Content Outline	<ul style="list-style-type: none"> • Unit 1 - Mentally Challenged / Gifted Children • Unit 2 - Learning disabilities • Unit 3 – ADD/ADHD • Unit 4 - Autism
Module 4 (Credit 1): Rehabilitation	
Learning Outcomes	The student will be able to:
	1. Understand the meaning and importance of rehabilitation
	2. Classify the various vocational services available for children with special needs
Content Outline	<ul style="list-style-type: none"> • Unit 1 – Meaning of rehabilitation • Unit 2 - Vocational rehabilitation – sheltered workshops, vocational training centers • Unit 3 – Services available by G.O/ N.G.O.

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 (Visits – reports, movie evaluation)

References:

1. Deshprabhu, S (2013). Early Childhood Special Education, Kanishka Publishers, New Delhi.
2. Hardman, M., Drew, C., & Egan, M (2016). Human Exceptionality-School, Community and Family, 12th edition. Houghton Mifflin Company, New York.
3. Heward, W. L., Alber-Morgan, S. R., Konrad, M. (2018). Exceptional Children: An Introduction to Special Education (11th Edition). Pearson.
4. Panda, K (2011). Education of Exceptional Children, Vikas Publishing House, New Delhi.
5. Raver, S. A. (2008). Early Childhood Special Education - 0 to 8 Years: Strategies for Positive Outcomes. Pearson.
6. Smith, D. D., Tyler, N. C., & Skow, K. (2018). Introduction to Contemporary Special Education: New Horizons (2nd Edition), Pearson.

ECE 204 Major Core

Course Title	Practicum in ECE settings (II)
Course Credits	6
Practical Internal	6 150
Course Outcomes	After the completion of the course, the students will be able to:
	1. Understand the individual differences in children's behavior and develop the ability to work with them and guide them.
	2. Apply the skills and competencies required for conducting a nursery school program.
	3. Devise various strategies to plan and execute events
Module 1 (Credit 1): Setting up learning centres	
Learning Outcomes	The student will be able to:
	1. Plan various learning centers in a preschool setup
	2. Setup learning centers
Content Outline	Unit 1 – Setting up learning centres
Module 2 (Credit 1): School visits	
Learning Outcomes	The student will be able to:
	1. Plan various visits to different ECE centres
	2. Analysis the various ECE centres
Content Outline	Unit 1 – School visits
Module 3 (Credit 1): Organizing exhibition	
Learning Outcomes	The student will be able to:
	1. Plan and organize exhibitions
	2. Design developmentally appropriate toys
	3. Design and make books for children
Content Outline	<ul style="list-style-type: none"> Unit 1 – Toy designing Unit 2 – Book making
Module 4 (Credit 1): Organizing Trips and Events	
Learning Outcomes	The student will be able to:
	1. Plan and organize field trips
	2. Plan and organize festival celebrations
	3. Plan and organize annual day/sport day

Content Outline	<ul style="list-style-type: none"> • Unit 1 – Field trips • Unit 2 – Festivals and celebration • Unit 3 – Sports day/annual day • Unit 4 – Puppet shows
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Assignments/activities towards Comprehension Continuous Evaluation (CCE)

Internal = 150 marks

Internal assessment includes:

- Setting up learning centres
- Organizing field trips with preschool children
- Children's Book
- Developmentally appropriate toys
- Organizing puppet shows, festival/s and exhibitions.

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, 5th 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 205 Elective

Course Title	Health and Nutrition
Course Credits	4
Theory Internal + External	4 50+50
Course Outcomes	After the completion of the course, the students will be able to:
	1. Understand the relationship between health, safety, nutrition, and hygiene in the Indian context
	2. Understand nutrition and health-related issues
	3. Plan a balanced meal for children
	4. Evaluate the safety measures followed in an ECCD center
Module 1 (Credit 1): Assessing Children's Health	
Learning Outcomes	The student will be able to:
	1. Understand the principles and issues in health education
	2. Contrast common acute and communicable illnesses
Content Outline	<ul style="list-style-type: none">• Unit 1 – Importance, principles, and issues in health Education• Unit 2 - Acute and Communicable Illnesses – Identification and Management<ul style="list-style-type: none">○ Common Communicable illnesses – Chickenpox, common cold, measles, mumps, conjunctivitis, scabies, German measles, tuberculosis○ Common Communicable illnesses – Chickenpox, common cold, measles, mumps, conjunctivitis, scabies, German measles, tuberculosis• Unit 3 - Health and Mental Health Education<ul style="list-style-type: none">○ Immunization○ Policies○ Environmental Control• Unit 4 - Assessing medical history and health records,• maintaining healthy weight
Module 2 (Credit 1): Foods and Nutrition	
Learning Outcomes	The student will be able to:
	1. Understand the nutritional needs and requirements of children
	2. Plan meal plans for children keeping in mind the nutritional needs
	3. Understand importance of food safety and hygiene

Content Outline	<ul style="list-style-type: none"> • Unit 1 – Nutritional needs, importance and Issues related to Nutrition – <ul style="list-style-type: none"> ○ Malnutrition ○ Obesity ○ Common eating and feeding concerns ○ Junk food • Unit 2 - Nutritional Requirements and importance of balanced diet on health of Pre-school Children • Unit 3 - Menu Planning and serving nutritious meals • Unit 4 - Food safety and hygiene <ul style="list-style-type: none"> ○ Importance of Hygiene (Children and staff) ○ Oral care ○ Bathing ○ Clothing ○ Skin Care ○ Hair care ○ Toilet habits ○ Eating habits
Module 3 (Credit 1): Safety Management	
Learning Outcomes	The student will be able to:
	1. Understand the importance of safety and security
	2. Contrast between Emergency and First Aid
	3. Understand the importance of cleanliness in and out of the classroom
	4. Understand the various factors that affect safety
Content Outline	<ul style="list-style-type: none"> • Unit 1 – Essentials for Safety and Security • Unit 2 – Emergency Vs First Aid • Unit 3 - Cleanliness of school premises and classrooms <ul style="list-style-type: none"> ○ Classrooms ○ Washrooms ○ Toys, materials, equipment ○ Food and water • Unit 4 - Safety Measures: Indoor & Outdoor <ul style="list-style-type: none"> ○ Indoor Safety – Home and preschool ○ Crib safety ○ Water safety ○ Sand Safety ○ Outdoor safety ○ Washroom Safety ○ Toy Safety

	<ul style="list-style-type: none"> ○ Food Safety ○ Transportation Safety ● Unit 5 - Factors affecting Safety
Module 4 (Credit 1): Food habits and dietary practices	
Learning Outcomes	The student will be able to:
	1. Understand the relationship between health, fitness, and nutrition
	2. Identify various environmental factors and hazards common in preschool setups
	3. Identify various healthy behavioural practices
Content Outline	<ul style="list-style-type: none"> ● Unit 1 – Congenital and Hereditary Factors, Environmental Factors, Common Hazards ● Unit 2 – Identification, Prevention and Remedial Measure of common diseases ● Unit 3 – Healthy behavior practices (physically, socially, and emotionally) ● Unit 4 – Safety practices for children to prevent home and school injuries

Assignments/activities towards Comprehension Continuous Evaluation (CCE)

External – 50 marks – Final exam

Internal – 50 marks

Internal assessment includes:

Unit test – 25 marks

Assignments (Planning menu) – 25 marks

References:

1. Sengupta, M. (2013). Early Childhood Care and Education. PHI Learning.
2. Marotz, L.R. (2015). Health, Safety, and Nutrition for the Young Child. Cengage Learning.
3. Robertson, C (2013). Safety, Nutrition and Health in Early Education. Cengage Learning.
4. Sorte, J. Daeschel, I., & Amador, C. (2016). Nutrition, Health and Safety for Young Children: Promoting Wellness (3rd Edition). Pearson.
5. Ministry of Women and Child Development, GOI. (u.d.). National Early Childhood Care and Education (ECCE) Curriculum Framework.
6. NCERT. (2019). The Preschool Curriculum. Dept. of Elementary Education, National Council of Educational Research and Training.
7. Shreeranjana (2018). Child Development and Nutrition: The Indian Experience. Academic Foundation.