



Seva Mandal Education Society's  
**Dr. B.M.N. 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  
SMT.PARMESHWARI DEVI GORDANDAS GARODIA EDUCATIONAL COMPLEX

338, Rafi Ahmed Kidwai Road, Matunga, Mumbai – 400019. Tel No. 24095792

## Department of Human Development

### Syllabus of

### Post-Graduate Diploma in Early Childhood Education (PGECE)

*Adapted from PGECE Syllabus of SNDT Women's University (Parent University)*

---

*Passed in the 1<sup>st</sup> BOS Meeting of Human Development of the Academic Year  
2020-21*

---

## PGECE Course Structure

### SCHEME: Semester I

Code	Subjects	Credits	Lectures/ Week	Practical Classes/ Week	Duration of Theory Paper (in hours)	Theory Paper Marks	Internal Marks	Total Marks
<b>COMPULSORY GROUP</b> <b>Min Paper 4, Max paper 4</b>								
ECE11	Child Development	4	4	-	2	50	50	100
ECE12	Curriculum Planning (I)	4	4	-	2	50	50	100
ECE13	ICT in ECE	4	4	-	2	50	50	100
ECE14	Preschool Participation (I)	8	-	16	-	-	200	200
Total		20	12	16	6	150	350	500
<b>Choice Based Credit System (CBCS) GROUP</b> <b>Min Paper 1, Max paper 1</b>								
ECE15A	Professional Development (CBCS)	4	4	-	-	-	100	100
ECE15B	SWAYAM or other online course (CBCS)	4	SWAYAM/ online	-	SWAYAM/ online	50	50	100
Total		4		-	-			100
<b>OVERALL TOTAL</b>		<b>24</b>	<b>12-16</b>	<b>16</b>	<b>6</b>			<b>600</b>

### SCHEME: Semester II

Code	Subjects	Credits	Lectures/ Week	Practical Classes/ Week	Duration of Theory Paper (in hours)	Theory Paper Marks	Internal Marks	Total Marks
<b>COMPULSORY GROUP</b> <b>Min Paper 4, Max paper 4</b>								
ECE21	Curriculum Planning (II)	4	4	-	2	50	50	100
ECE22	Preschool Organization and Management	4	4	-	2	50	50	100
ECE23	Children with Special Needs	4	4	-	2	50	50	100
ECE24	Preschool Participation (II)	8	-	16	-	-	200	200
Total		20	12	16	6	150	350	500
<b>Choice Based Credit System (CBCS) GROUP</b> <b>Min Paper 1, Max paper 1</b>								
ECE25A	Health and Nutrition	4	4	-	2	50	50	100
ECE25B	SWAYAM or other online course (CBCS)	4	SWAYAM/ online	-	SWAYAM/ online	50	50	100
Total		4		-	-			100
<b>OVERALL TOTAL</b>		<b>24</b>	<b>12-16</b>	<b>16</b>	<b>6</b>			<b>600</b>

## **COURSE DETAILS**

**Faculty Name:** Home Science – Department of Human Development

**Course Name:** P. G. Diploma in Early Childhood Education

### **Eligibility:**

- B.Sc. Home Science Graduate with 45% passing marks
- B.A. with Child Care Graduate with 45% passing marks
- Graduate from other disciplines with 50% passing marks

### **Objectives:**

1. The student acquires skills and attitude in handling children, managing classroom, and develops knowledge to understand children
2. The students are trained in national and international practices in early childhood education

# Semester I

## SCHEME: Semester I

Code	Subjects	Credits	Lectures/ Week	Practical Classes/ Week	Duration of Theory Paper (in hours)	Theory Paper Marks	Internal Marks	Total Marks
<b>COMPULSORY GROUP</b> <b>Min Paper 4, Max paper 4</b>								
ECE11	Child Development	4	4	-	2	50	50	100
ECE12	Curriculum Planning (I)	4	4	-	2	50	50	100
ECE13	ICT in ECE	4	4	-	2	50	50	100
ECE14	Preschool Participation (I)	8	-	16	-	-	200	200
Total		20	12	16	6	150	350	500
<b>Choice Based Credit System (CBCS) GROUP</b> <b>Min Paper 1, Max paper 1</b>								
ECE15A	Professional Development (CBCS)	4	4	-	-	-	100	100
ECE15B	SWAYAM or other online course (CBCS)	4	SWAYAM/ online	-	SWAYAM/ online	50	50	100
Total		4		-	-			100
<b>OVERALL TOTAL</b>		<b>24</b>	<b>12-16</b>	<b>16</b>	<b>6</b>			<b>600</b>

## **CHILD DEVELOPMENT**

### **Objectives:**

1. To acquire the knowledge of principles, process and stages of child's (0-8 years) growth and development.
2. To make students aware of certain important aspects of development during these phases and the importance of guidance for child's proper development.
3. To encourage involvement in the child development processes.
4. To become aware of different activities stimulating and fostering the development.

### **Scheme:**

Code	Subject	Credits	Lectures/ Week	Practical Classes/ Week	Duration of Theory Paper (in hours)	Theory Paper Marks	Internal Marks	Total Marks
ECE11	Child Development	4	4	-	2	50	50	100

### **Contents:**

Sr. No	Topic and Details	No. of lectures	Weightage in %
<b>Block 1</b>	<b>Introduction to Child Development</b>	<b>15</b>	<b>25%</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>Block 2</b>	<b>Infancy and toddlerhood - 0 to 2 years</b>	<b>15</b>	<b>25%</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>Block 3</b>	<b>Early Childhood 2 to 6 years</b>	<b>15</b>	<b>25%</b>
Unit 1	Physical and motor development - characteristics and milestones		
Unit 2	Social and emotional development - characteristics and milestones		
	Eric Erickson - First two stages		
	Development and management of emotions		

Sr. No	Topic and Details	No. of lectures	Weightage in %
Unit 3	Cognitive Development - characteristics and milestones		
	Cognitive Development –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>Block 4</b>	<b>Middle Childhood - 6 to 8 years</b>	<b>15</b>	<b>25%</b>
Unit 1	Physical and Motor Development - characteristics and milestones		
Unit 2	Social and Emotional Development		
	Eric Erikson – 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		

## 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.

## **CURRICULUM PLANNING – I**

### **Objectives:**

1. To develop an understanding of the aspects in curriculum.
2. To understand the importance of play in curriculum
3. To develop an insight into planning and managing activities

### **Scheme:**

<b>Code</b>	<b>Subject</b>	<b>Credits</b>	<b>Lectures/ Week</b>	<b>Practical Classes/ Week</b>	<b>Duration of Theory Paper (in hours)</b>	<b>Theory Paper Marks</b>	<b>Internal Marks</b>	<b>Total Marks</b>
ECE12	Curriculum Planning (I)	4	4	-	2	50	50	100

### **Contents:**

<b>Sr. No.</b>	<b>Topics and Details</b>	<b>No. of lectures</b>	<b>Weightage in %</b>
<b>Block 1</b>	<b>Fundamentals of curriculum planning</b>	<b>21</b>	<b>35%</b>
Unit 1	Definition, Principles and characteristics of Curriculum Planning		
	Factors affecting curriculum planning		
Unit 2	Approaches to Curriculum Planning		
	Froebel		
	Montessori		
	Gardener		
	TarabaiModak		
	GijubhaiBadheka		
	Mahatma Gandhi		
Unit 3	Learning		
	Principles of learning		
	Incidental and planned learning		
Unit 4	Developmentally Appropriate Practices		
	Components of DAP		
<b>Block 2</b>	<b>Methods and Materials</b>	<b>12</b>	<b>20%</b>
Unit 1	Play - Definition, Types and value		
Unit 2	Creative Activities - Importance, Teacher's role and techniques		

Sr. No.	Topics and Details	No. of lectures	Weightage in %
Unit 3	Music and Movement - Importance, Teacher's role and techniques		
Unit 4	Literacy and Literature		
<b>Block 3</b>	<b>Types of Curriculum</b>	<b>12</b>	<b>20%</b>
Unit 1	Project based		
Unit 2	Theme based		
Unit 3	Play way		
Unit 4	Creative Curriculum		
Unit 5	Eclectic Approach		
<b>Block 4</b>	<b>Assessment and Evaluation</b>	<b>15</b>	<b>25%</b>
Unit 1	Definition & Difference of Assessment and evaluation, Importance		
Unit 2	Types of Assessment		
Unit 3	Assessment of Child		
Unit 4	Program Evaluation		

## 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., Fler, 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.



## **INFORMATION AND COMMUNICATION TECHNOLOGIES (ICT) IN ECE**

### **Objectives:**

1. To understand the importance and use of technology in ECE
2. To understand various technological media and its use
3. To understand the role of technology in documentation

### **Scheme:**

Code	Subject	Credits	Lectures/ Week	Practical Classes/ Week	Duration of Theory Paper (in hours)	Theory Paper Marks	Internal Marks	Total Marks
ECE11	ICT in ECE	4	4	-	2	50	50	100

Sr. No.	Topics and Details		No. of lectures	Weightage in %
<b>Block 1</b>	<b>Instructional Design</b>		15	25
	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>	5	
	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>	10	
<b>Block 2</b>	<b>Pedagogical Approach to using ICT</b>		15	25
	Unit 1	Communication with parents through ICT	5	
	Unit 2	Using ICT to share information with parents	5	
	Unit 3	Integrating ICT into teacher practice	5	

Sr. No.	Topics and Details		No. of lectures	Weightage in %
<b>Block 3</b>	<b>Electronic Technology &amp; Instruction</b>		15	25
	Unit 1	Preschool Teacher Education & Electronic Technology – For rhymes, stories, animation and flash presentation	5	
	Unit 2	Introduction to <ul style="list-style-type: none"> <li>Image processing, presentation tools</li> <li>Video and sound processing tools</li> <li>Animation tools</li> </ul>	5	
	Unit 3	Developing Teacher Education Module for teachers teaching in Early grade	5	
<b>Block 4</b>	<b>Using ICT in documentation</b>		15	25%
	Unit 1	Designing brochure, poster, leaflet, flyer for Pre School programme/Parents	5	
	Unit 2	Designing assessment sheets, certificates,	5	
	Unit 3	Designing class room environment	5	

## 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.

## **PRESCHOOL PARTICIPATION (I)**

### **Objectives:**

1. To understand individual difference in children's behaviour and develop ability to work with them and guide them.
2. To develop skills and competencies required for conducting nursery school program.
3. To help students acquire the skills of observing and interpreting behaviour and development of the child.

### **Scheme:**

Code	Subject	Credits	Lectures/ Week	Practical Classes/ Week	Duration of Theory Paper (in hours)	Theory Paper Marks	Internal Marks	Total Marks
ECE14	Preschool Participation (I)	8	-	16	-	-	200	200

### **Contents:**

Sr. No.	Topics and Details		No. of practical classes	Weightage in %
<b>Block 1</b>	<b>Observe infants in various settings</b>		30	<b>25%</b>
	Unit 1	Observe infants ( one week)		
	Unit 2	Formulating activities for stimulation.		
	Unit 3	Assessment of infants		
<b>Block 2</b>	<b>Each student is expected to work in a laboratory nursery school</b>		30	<b>25%</b>
	Unit 1	Observation, documentation, reflection		
	Unit 2	Assistantship		
	Unit 3	Activities – story telling, rhymes, cooking activities, science activities, social science, creative activity, play, circle time		
	Unit 4	Independent work: Independently take lessons in the class room with the help of AV aids		
<b>Block 3</b>	<b>Exam week</b>		30	<b>25%</b>
	Unit 1	Lesson plan		
	Unit 2	Planning and implementation and reflection		
	Unit 3	Classroom management		
	Unit 4	Budget		

<b>Sr. No.</b>	<b>Topics and Details</b>		<b>No. of practical classes</b>	<b>Weightage in %</b>
<b>Block 4</b>	<b>Visits and Reports</b>		<b>30</b>	<b>25%</b>
	Unit 1	Visit quality pre-schools and report		
	Unit 2	Visit preschools for disadvantage group of population and report		
	Unit 3	Case studies and report of observation of 2 special children with focus on factors influencing them		

## Professional Development

### Objectives

1. To develop critical appraisal of current issues in Early Childhood Education
2. To create awareness within the community about issues in ECE

### Scheme:

Code	Subject	Credits	Lectures/ Week	Practical Classes/ Week	Duration of Theory Paper (in hours)	Theory Paper Marks	Internal Marks	Total Marks
ECE15A	Professional Development (CBCS)	4	4	-	-	-	100	100

### Contents:

Sr. No	Topics and Details		No. of Lectures	Weightage in %
<b>Module 1</b>	<b>Roles and Responsibilities of an ECCE Professional</b>		15	25%
	Unit 1	Qualities of a preschool teacher		
	Unit 2	Educational Preparation		
	Unit 3	Job Description and Analysis		
	Unit 4	Quality in ECCE, Professional bodies		
	Unit 5	Professional Support – pre-service , induction, in-service		
	Unit 6	Ethics and Advocacy		
<b>Module 2</b>	<b>Skills – Hard and Soft Skills</b>		15	25%
	Unit 1	Planning		
	Unit 2	Observation		
	Unit 3	Creative Learning Environment		
	Unit 4	Communication and Team Work		
	Unit 5	Conflict Management		
	Unit 6	Dealing with Diversity		

Sr. No.	Topics and Details		No. of lectures	Weightage in %
<b>Module 3a</b>	Focus on all-round development		8	12.5%
	Unit 1	Creativity Development in children		
	Unit 2	Language Development: Bilingualism, multilingualism		
	Unit 3	Process of socialization  Development of self-concept and self-esteem, social acceptance		
	Unit 4	Brain research		
<b>Module 3b</b>	<b>Child Rights</b>		6	<b>10%</b>
	Unit 1	Right to learning, participation and Development		
	Unit 2	Right to Education		
	Unit 3	Critical evaluation of rights		
	Unit 4	Rights of socially and culturally deprived children		
<b>Module 4a</b>	<b>Current trends and Research in ECE</b>		12	<b>20%</b>
	Unit 1	Local & Global trends in ECE  Policies and programs: Global and Local		
	Unit 2	Quality in ECE		
	Unit 3	Community involvement in ECE		
	Unit 4	Methods of doing research in ECE  Currents research trends  Teacher as a researcher		
	Unit 5	Research on Policy and programs in ECE  Reports of National and International organization in ECE		
<b>Module 4b</b>	<b>Parental involvement</b>		4	<b>7.5%</b>
	Unit 1	Parents perspective and involvement		
	Unit 2	Community based strategies		
	Unit 3	Socially and culturally deprived children		
	Unit 4	Home based strategies		