



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*

## Semester II

### 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>

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## **CURRICULUM PLANNING - II**

### **Objectives:**

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

### **Scheme:**

<b>Code</b>	<b>Subjects</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>
ECE21	Curriculum Planning (II)	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>Reading and Writing Readiness</b>	<b>15</b>	<b>25%</b>
Unit 1	Stages and types of reading and writing readiness		
<b>Block 2</b>	<b>Math for young children</b>	<b>15</b>	<b>25%</b>
Unit 1	Meaning and Importance		

Unit 2	components of maths		
Unit 3	Methods / strategies for planning and teaching maths		
<b>Block 3</b>	<b>Science for young children</b>	15	<b>25%</b>
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		
<b>Block 4</b>	<b>Social Studies for young children</b>	15	<b>25%</b>
Unit 1	values and objectives		
Unit 2	festivals and celebrations		
Unit 3	Methods / strategies for planning and teaching social studies		

### References:

1. Branscombe, N., Burchan, J., Castle K., Surbeck, E., Dorsey, A. & Taylor, J. (2014). Early Childhood Education - A Constructivist Perspective, 2<sup>nd</sup> Edition, Routledge, NY.
2. Eliason, C & Jenkins, L (2012). A Practical Guide to Early Childhood Curriculum, 9<sup>th</sup> Edition, Pearson, Boston.
3. Essa, E (2007). Introduction to Early Childhood Education, 5<sup>th</sup> 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, 5<sup>th</sup> ed. Wadsworth Cengage Learning.
7. McLachlan, C., Flear, 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.

### **PRESCHOOL ORGANIZATION AND MANAGEMENT**

#### **Objectives:**

1. To understand the principles of preschool organization and administration.
2. To understand the concept of supervision and guidance.
3. To become acquainted with procedures of maintaining school accounts, necessary records and registers.
4. To understand the way of educating parents and getting their help and co-operation.

#### **Scheme:**

Code	Subjects	Credits	Lectures / Week	Practical Classes/ Week	Duration of Theory Paper (in hours)	Theory Paper Marks	Internal Marks	Total Marks

ECE22	Preschool Organization and Management	4	4	-	2	50	50	100
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**Contents:**

Sr. No	Topics and Details	No. of lectures	Weightage in %
<b>Block 1</b>	<b>Management of Crèche and Day care</b>	<b>20</b>	<b>35%</b>
Unit 1	Definition and difference between day care, 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		
<b>Block 2</b>	<b>Management of Preschool</b>	<b>15</b>	<b>25%</b>
Unit 1	Definition and types of Preschool - branded/franchisee, kindergarten, Montessori, government, Lab schools, private schools, preschools attached to formal schools		
Unit 2	Infrastructure , Health and safety		
Unit 3	Financial Management		
Unit 4	Working with parents and its importance		
Unit 5	Scheduling and Lesson Planning		
<b>Block 3</b>	<b>Evaluation, Records and Reports</b>	<b>10</b>	<b>15%</b>
Unit 1	Rubrics		
Unit 2	Importance of maintaining records		
Unit 3	Types of records & uses of records		

Sr. No	Topics and Details	No. of lectures	Weightage in %
<b>Block 4</b>	<b>Personnel</b>	<b>15</b>	<b>25%</b>
Unit 1	Roles		
Unit 2	Qualities		
Unit 3	Training		
Unit 4	Organizational set up		

### **References**

1. Branscombe, N., Burchan, J., Castle K., Surbeck, E., Dorsey, A. & Taylor, J. (2014). Early Childhood Education - A Constructivist Perspective, 2<sup>nd</sup> Edition, Routledge, NY.
2. Eliason, C & Jenkins, L (2012). A Practical Guide to Early Childhood Curriculum, 9<sup>th</sup> Edition, Pearson, Boston.
3. Essa, E (2007). Introduction to Early Childhood Education, 5<sup>th</sup> 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.

### **CHILDREN WITH SPECIAL NEEDS**

#### **Objectives:**

1. To help students be aware of the nature of some disabilities in children.
2. To help them understand the importance of detecting disabilities.
3. To make them aware of the methods of detection, as well as the types and characteristics.
4. To recognize and understand the needs of special children.
5. To become aware of the services available for children in need of special help.

#### **Scheme:**

<b>Code</b>	<b>Subjects</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>
ECE23	Children with Special Needs	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>Introduction</b>		15	25%
	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.		
<b>Block 2</b>	<b>Physically Handicapped &amp; Impaired</b>		15	25%
	Unit 1	Orthopedic handicap.		
	Unit 2	Visual handicap.		
	Unit 3	Auditory handicap. (Definition, nature, causes, types, detection/ identification, characteristics)		
<b>Block 3</b>	<b>Neurological disorders</b>		15	25%
	Unit 1	<b>Mentally Challenged / Gifted Children</b> Definition, nature, causes, levels, detection / identification, characteristics.		
	Unit 2	Learning disabilities		
	Unit 3	ADD / ADHD		
	Unit 4	Autism		

<b>Sr. No.</b>	<b>Topics and Details</b>		<b>No. of lectures</b>	<b>Weightage in %</b>
	<b>Rehabilitation</b>		15	25%
	Unit 1	Meaning of rehabilitation.		
	Unit 2	Vocational rehabilitation – sheltered workshops, vocational training centers		



	Unit 3	Services available by G.O/ N.G.O.		
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### References:

1. Deshpabhu, S (2013). Early Childhood Special Education, Kanishka Publishers, New Delhi.
2. Hardman, M., Drew, C., & Egan, M (2016). Human Exceptionality-School, Community and Family, 12<sup>th</sup> edition. Houghton Mifflin Company, New York.
3. Heward, W. L., Alber-Morgan, S. R., Konrad, M. (2018). Exceptional Children: An Introduction to Special Education (11<sup>th</sup> 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.

### **PRESCHOOL PARTICIPATION (II)**

#### 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	Subjects	Credits	Lectures/ Week	Practical Classes/ Week	Duration of Theory Paper (in hours)	Theory Paper Marks	Internal Marks	Total Marks
ECE24	Preschool Participation (II)	8	-	16	-	-	200	200

**Contents:**

Sr. No.	Topics and Details	No. of practical classes	Weightage in %
Module 1	Setting up learning centres	25	20%
Module 2	School visits  Home visits	15	10%
Module 3	Organizing exhibition  Toy designing and book making	40	35%
Module 4	Organizing field trips  Organizing festivals and celebrations Organizing sports and annual day  Organizing puppet shows	40	35%

**HEALTH AND NUTRITION**

**Objectives:**

1. Understand the relationship between health, safety, nutrition and hygiene in the Indian context
2. Learn about common childhood illnesses
3. Define safety practices to be followed in an ECCD centre
4. Understand nutrition and health related issues
5. Know the components of a nutritious diet
6. Plan a balanced meal for children
7. Document and maintain records to assess the children's health
8. Evaluate the safety measures followed in an ECCD center

**Scheme:**

Code	Subjects	Credits	Lectures/ Week	Practical Classes/ Week	Duration of Theory Paper (in hours)	Theory Paper Marks	Internal Marks	Total Marks
ECE25A	Health and Nutrition	4	4	-	2	50	50	100

**Content:**

Sr. No	Topic and Detail		No. of Lectures	Weightage in %
Block 1	Assessing children's Health		15	25
	Unit 1	Importance, principles and issues in health education		
	Unit 2	<p>Acute and Communicable Illnesses – Identification and Management</p> <p>Common Acute Illnesses – Colds, Diaper Rash, Diarrhoea, fever, headaches, stomach aches, heat rash, teething, vomiting</p> <p>Common Communicable illnesses – Chickenpox, common cold, measles, mumps, conjunctivitis, scabies, German measles, tuberculosis</p>		

	Unit 3	Health and Mental Health Education  Preventive and curative Health Care – Immunization, Policies, Environmental Control		
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Sr. No	Topic and Detail		No. of Lectures	Weightage in %
	Unit 4	Assessing medical history and health records, maintaining healthy weight		
Block 2	Foods and Nutrition		15	25
	Unit 1 : Nutritional needs, importance and Issues related to Nutrition – 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  Importance of Hygiene (Children and staff) <ul style="list-style-type: none"> <li>• Oral care</li> <li>• Bathing</li> <li>• Clothing</li> <li>• Skin Care</li> <li>• Hair care</li> <li>• Toilet habits</li> </ul> and Eating habits			
Block 3	Safety Management		15	25

	Unit 1: Essentials for Safety and Security  Unit2 : Emergency Vs First Aid  Unit 3 : Cleanliness of school premises and classrooms <ul style="list-style-type: none"> <li>• Classrooms</li> <li>• Washrooms</li> <li>• Toys, materials, equipment</li> <li>• Food and water</li> </ul> Unit 4: Safety Measures: Indoor & Outdoor : <ul style="list-style-type: none"> <li>• Indoor Safety – Home and preschool</li> <li>• Crib safety</li> <li>• Water safety</li> <li>• Sand Safety</li> <li>• Outdoor safety</li> <li>• Washroom Safety</li> <li>• Toy Safety</li> </ul>		
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Sr. No	Topic and Detail	No. of Lectures	Weightage in %
	<ul style="list-style-type: none"> <li>• Food Safety</li> <li>• Transportation Safety</li> </ul> Unit 5: Factors affecting Safety		
Block 4	Food habits and dietary practices  Relationship between Health, fitness, nutrition	15	25
	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		

**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.