

**INDIRA MIRI SCHOOL OF EDUCATION**

**Newly Proposed Programme: Certificate Programme in Early  
Childhood Education**

**Credit: 16**

**Course: 4**

**COURSE I**

**UNDERSTANDING THE PRE SCHOOL CHILDREN**

**(CECE 01)**

**Total Marks-100**

**Course Objectives:**

1. To enable the trainees to understand the child as a whole
2. To become aware about different changes in children throughout different stages of life.
3. To understand the importance of early childhood period of life.
4. To identify the common malnutrition and ailment in children
5. To identify the children with special needs and their special characteristics.

**Course Contents:**

**UNIT 1: Introduction to Educational Psychology**

Concept of Educational Psychology, Nature of Educational Psychology, Scope of Educational Psychology, Importance and Application of Educational Psychology in Teaching -Learning Process

**UNIT 2: Growth and Development**

Meaning of Growth and Development, Relationship of Growth and Development, Principles of development

**UNIT 3: Stages of Development**

Definition and Concept of lifespan, Stages of life span

#### **UNIT 4: Pre-Natal Development**

Concept of pre-natal development, Conditions determined at conception, Phases under pre-natal period, Conditions affecting pre-natal development

#### **UNIT 5: Neo-Natal Developmental Period**

Neo-natal period, Phases under Neo-natal period, Developmental characteristics of New Born infant, Actions and Reactions of the Neo-Nate.

#### **UNIT 6: The Babyhood (Infancy) Period**

Physical Development in a Toddler, Development of Language in a toddler, Cognitive development in a Toddler, Jean Piaget's theory of Cognitive Development, Social development in a Toddler.

#### **UNIT 7: Early Childhood Period**

The Early Childhood Period, Characteristics of Early Childhood Period, Problems during Early Childhood, Educational Importance of Early Childhood.

#### **UNIT 8: Physical and Motor Development in the Early Childhood Period**

Physical Development during Early Childhood, Motor Development during Early Childhood, Gross Motor development, Fine Motor Skills.

#### **UNIT 9: Cognitive and Concept Development in the Early Childhood Period**

Mental or Cognitive Development during Early Childhood, Concept Development during Early Childhood.

#### **UNIT 10: Social, Language and Emotional development during Early Childhood Period**

Social development during early childhood period, Language development during early childhood period, emotional development during early childhood period

#### **UNIT 11: Developmental Hazards among Pre-School Children**

Developmental hazards during Early Childhood, Physical Hazards, Psychological Hazards,

## **UNIT 12: Nutritional Care for Pre-school Children**

Importance of Nutrition for children's development, Nutritional Requirements of children, Balanced Diet for Young Children, Meal Planning for Children, Preparing Balance Diet for children

Nutritional Values of Locally Available Foods, Concept of Malnutrition, Types of Malnutrition in Children, Cause of Malnutrition in child, Identifying Early Malnutrition in Children, Providing Basic Remedial Measures.

## **UNIT 13: Identifying the Common Ailment in Pre-School Children**

Concept of Accidents and Precautions, Identification of Common Ailments and Infectious diseases, Concept of First aid, Principles and Practice of First aid, Preparation and Administration of First Aid Box.

## **UNIT 14: Education for Exceptional Children**

Meaning and definition of Exception children, Need of exception children, Classification of Exceptional children, Intellectually Exceptional children, Gifted Children and Educational programme, Backward Children and Educational programme, Slow Learner and Educational programme, Physically Exceptional children, Visually impaired children, Children with Speech Impairment, Crippled or Orthopaedically impaired children.

## **Reference:**

- (1) Chauhan, S.S (2007): Advanced Educational Psychology, Vikas Publishing House
- (2) Goswamee Gayatree (2008): Child Development and Child Care, Arun Prakashan, Guwahati, Assam.
- (3) Hurlock Elizabeth B (1980): Developmental Psychology: A life-span Approach, Mc Graw Hill Companies, Inc., New York.
- (4) Mangal, S.K (2008): Advanced Educational Psychology, PHI Learning Private Limited, New Delhi.

**COURSE II**  
**PEDAGOGICAL APPROACHES TO EARLY CHILDHOOD EDUCATION**  
**(CECE 02)**

**Total Marks-100**

**Course Objectives:**

1. To enable the trainees to understand the early childhood education
2. To acquaint the trainees with different pedagogical approaches to ECE
3. To enable the importance of TLM and train them in preparing the same
4. To enable the trainees to prepare curriculum and manage the same.
5. To identify the play and other recreational activities for overall development of pre-school children

**Course Contents:**

**UNIT 1: Introduction to Early Childhood Education**

Concept, Nature and Scope of Early Childhood Education, Objectives of Early Childhood Education, Child-Centric Education in Early Childhood Education, Activities Related to Child Centric Education in Early Childhood Education

**UNIT 2: Significance of Early Childhood Education**

Principles of Learning in Early Childhood Education, Significance of Early Childhood Education

**UNIT 3: Pedagogy for Early Childhood Education**

Concept of Pedagogy, Significance of appropriate pedagogy for ECE, Understanding How Children Learn

**UNIT 4: Methods of Early Childhood Education**

Play-way method of teaching, Activity-based method of teaching, Montessori Method, Kindergarten Method

**UNIT 5: Teaching-Learning Materials**

Teaching Learning Material in Early Childhood Education, Value of Teaching-Learning Materials in ECE, Planning and development of TLMs for transaction of annual Contextualized ECE Curriculum, Strategies of using TLMs for transaction of annual Contextualized ECE Curriculum, Use of Pre School Education Kit and usage of TLMs in ECE Centers, Preparation of low cost TLM for ECE

#### **UNIT 6: Early Childhood Education Curriculum**

Introduction to ECE curriculum, Objectives of ECE curriculum, Balanced ECE curriculum Principles of constructing pre-school curriculum

#### **UNIT 7: Early Childhood Education Curriculum Content**

Contents for physical and motor development, Contents for sensory development, Contents for cognitive and language development, Contents for social-emotional development, Integration of play in the Curriculum

#### **UNIT 8: Management of Early Childhood Education Curriculum**

Planning of curriculum: Yearly, monthly, weekly and daily plans (Preparation of Routine), Transaction of ECCE Curriculum of Assam (Details of the themes- Broad theme & sub themes, management of time and activities in the curriculum and method of transacting one day activities taking one particular theme), Preparation of Activity book and overview of activities linkage with the themes of ECCE Curriculum and use of Activity Book

#### **UNIT 9: Assessment in Early Childhood Education**

Assessment in ECE, Importance of Assessment in ECE, Scholastics Assessment, Co-scholastic Assessment, Portfolios, Observation, Child assessment cards

#### **UNIT 10: Importance of Play in Early Childhood Education**

Concept of Play, Significance of Play for Children, Characteristics of Play, Types of Play.

#### **UNIT 11: Play Activities For Pre-School Children-I**

Play Activities for Sensory Exploration, Play Activities for Developing Cognitive Abilities, Play Activities for Developing Concepts.

## **UNIT 12: Play Activities for Pre-School Children-II**

Fantasy, Story Telling by Children and Dramatization

## **UNIT 13: Art for Pre-School Children**

Art-Its Meaning for Young Children, Drawing and Painting, Materials for Drawing, Painting , Clay, Tearing and Pasting , Paper Folding, Paper Cutting, Collage, Making Picture Books , Making Toys.

## **UNIT 14: Music for Pre-School Children**

Importance of using Music in Teaching, Different Forms of Educational Music, Integration of Music with Education, Pedagogies of Early Childhood Music Education

## **UNIT 15: The Role of Teachers in Early Childhood Education**

The role of ECE teachers as manager, evaluator and Play organizer.

## **REFERENCES**

1. Aggarwal, J.C. and Gupta Suman (2009). Early Childhood Care and Education, Shipra Publications.
2. Goffin, Stacie G. and Wilson, Catherian S. “Curriculum Models and Early Childhood Education: Aspiring the Relationship”. Prentice Hall, 2001
3. Kaul, V. (2009). Early Childhood Education Programmes: NCERT, New Delhi
4. Koul Venita, Sankar deepa: Early Childhood Care and Education in India, NUEPA, New Delhi, 2009
5. Report, National Early Childhood Care and Education (ECCE) Policy, Ministry of Women and Child development, Government of India, published in the Gazette of India, Part-I, section-I, 2013

**COURSE III**  
**ORGANIZATION AND MANAGEMENT OF CHILD CARE SERVICES**  
**(CECE 03)**

**Total Marks-100**

**Course Objectives:**

1. To enable the trainees to plan and organize early childhood education centers
2. To acquaint the trainees with different policies of ECE
3. To identify and acquire the qualities of good pre-school teacher
4. To enable the trainees to set up and run child care center
5. To identify the challenges faced in the ECE

**Course Contents:**

**UNIT 1: Planning and Organization of ECE**

Planning provision for essential facilities on the basis of local context, Optimizing space, Designing space as a learning resource and innovative use of space and Storage space for materials, equipment, User friendly equipment and infrastructure (Inclusiveness), Display and orientation for children to engage in self-directed tasks, Selecting play materials, musical instruments, puppet theatre—reusable, improvised and local materials as resources for activity corners

**UNIT 2: Policy Recommendations on Early Childhood Education**

Overview of National ECCE Policy (date of formation of the policy, Vision, 11 Non Negotiable Standards and eight quality standards), ECCE under ICDs Mission (4 Core components, 10 services, 9 service Standards, Developmental/Age appropriate activities), Place of ECE in NCERT, NCTE and Samagra Shiksha Abhiyan Draft-2018, , UNICEF on ECE, NEP2020

**UNIT 3: Management of Early Childhood Education Centre**

Managing the learning environment for ECE, Importance of Discipline during Early Childhood Education), Managing learners in ECE, Managing staff in ECE, Managing finances in ECE

#### **UNIT 4: Maintenance of Early Childhood Education Centre**

Maintaining regularity, punctuality and discipline of Anganwadi/ECE centres, Maintenance of different kinds of records, Working with other colleagues and maintaining work-relationships, Ideal teacher pupil ratio and managing large groups

#### **UNIT 5: Resource Mobilization in Early Childhood Education**

Resource Mobilization in ECE, Funding in ECE, Budgeting ECE Center

#### **UNIT 6: Quality Management in ECE**

Ways and Means for maintaining Quality in ECE

#### **UNIT 7: Assessment of the ECE Programme**

Purposes of assessment in ECE, Ways of assessing ECE programme.

#### **UNIT 8: Roles & Responsibilities of Pre-School Teachers**

Duties and responsibilities of Pre-school teachers.

#### **UNIT 9: Skills and Qualities of Pre-School Teachers**

Quality of good ECE teachers, Skills of Pre-school teachers

#### **UNIT 10: Professional Development of Pre-School Teachers**

Need and importance of professional development of Pre-school teachers, NEP2020 on professional development of Pre-school teachers, UNESCO on professional development of Pre-school teachers, Programme of professional development for AWW, Self-appraisal and Self-development of AWWs

#### **UNIT 11: Child Care Services in India**

Existing Programmes and Services for Children in India, Schemes of the Government, Voluntary organization in India



## **UNIT 12: Setting-Up and Running the Centre**

Space for the Centre, Organizing Indoor Space, Organizing Outdoor Space, Equipment and Play Materials, Workers in the Centre.

## **UNIT 13: Involving the Family and the Community**

Relating with the Family, Methods of Reaching Out to Parents, Community Participation, Establishing Rapport with Other Adults in the Centre

## **UNIT14: Prospects and Problems in Early Childhood Education**

Prospect and problems and barriers of ECE

### **References:**

1. Arnold, H.J. & Feldman, D.C. (1988): *Organisational Behaviour*, Mc Graw Hill, 1988
2. Bhatnagar, Dr. SS & Gupta, Dr. P.K: *Educational Management*, R. Lall Book Deopt, Meerut, 2003
3. Guidebook for Planning and Organization of Preschool Education Activities in Anganwadi Centers, National Institute of Public Cooperation & Child Development 5, Siri Institutional Area, Hauz Khas, New Delhi-110016
4. Handbook for Angwanwadi workers (2006): National institute of public co-operation and child development
5. Kaul, V. (2009). Early Childhood Education Programmes: NCERT, New Delhi

**COURSE 04**

**DISSERTATION**

**Marks: 100**

The trainees/learners will carry out internship for one month in their respective Anganwadi Centres/pre-schools and submit the reports. The internship will be supervised by experts. The procedure for carrying out internship will be provided in detail in the manual for internship.

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