



**DIPLOMA IN EARLY CHILDHOOD CARE
DEVELOPMENT AND INCLUSIVE PRE-SCHOOL EDUCATION
(DECCIE)
TWO-SEMESTER PROGRAMME**

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Foreword

Early Childhood, defined as the period from birth to eight years, is a time of remarkable growth with brain development at its peak. During this stage, children are highly influenced by the environment and the people that surround them.

Early childhood Care and Inclusive Education (ECCE) is more than a preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCE has the possibility to nurture caring, capable and responsible future citizens.

In this way ECCE is one of the best investments a country can make to promote human resource development, gender equality and social cohesion, and to reduce the costs for later remedial programmes. For disadvantaged children, ECCE plays an important role in compensating for the disadvantages in the family and combating educational inequalities.

UNESCO's approach is reinforced in the Education 2030 agenda and in particular in target 4.2 of Sustainable Development Goal 4 which aims to 'By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.'

Early identification and early intervention is intrinsically important for children with special and diverse needs. ECCD support is necessary not only to make optimum use of every potential in a child with special needs but also to prevent secondary problems which normally occur due to the lack of early childhood support services at the community level. The other major benefit of ECCD for children with diverse special needs visible and invisible diverse needs is the adequate early intervention in 0-3 years period and a child centred preparation for inclusion into elementary schools so that inclusiveness is sustainable and prevention of secondary impairments in children which generally occurs due to lack of early childhood support.

To prepare an initial cadre of high-quality ECCE teachers in Anganwadis, current Anganwadi workers/teachers will be trained through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT. Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a one-year diploma programme covering early literacy, numeracy, and other relevant aspects of ECCE and a 6-month certificate programme in ECCE and for Anganwadi workers/parents with lower educational qualifications .

These programmes may be run through Full time mode using DTH channels as well as smart phones, allowing teachers to acquire ECCE qualifications with minimal disruption to their current work. In the longer term, State Governments shall prepare cadres of professionally qualified educators for early childhood care and education, through stage-specific professional training, mentoring mechanisms, and career mapping. Necessary facilities will also be created for the initial professional preparation of these educators and their Continuous Professional Development (CPD).

The proposed programme is based on a competency based credit framework based on UGC-NSQF 2013 norms and ordinance passed by Bangalore City University in 2025 for each course and units for smooth transfer to higher education and for establishing equivalence. This programme is developed in academic collaboration with CBR NETWORK a well-known NGO

which is working in the area of community based rehabilitation, early childhood care and inclusive education and equitable inclusive development since four decades.

We hope this curriculum will meet one of the long felt needs in India to prepare adequately trained and rightly oriented teachers for early childhood care education based on inclusiveness which includes every child leaving none behind.

By

Board of Studies

Salient features of Diploma in Early Childhood Care and Education
Inclusive culture-Inclusive Policies-Inclusive practices to ensure ECCD support to
ALL children leaving none behind

1. The curriculum is designed on UGC-NSQF for level 4 and 5	2. The minimum qualification is 10+2	3. The curriculum is based on Diploma in preschool education framework developed by NCTE in 2014
4. The curriculum also uses the following guidelines and documents as the basis: 1. Preschool education curriculum developed by NCERT(EYE) 2. ECCD policy of women and child development ministry, government of India 3. Joyful Theme based learning (Chili pili) developed by UNICEF 4. Udisha Portage inclusive ECCD developed by WCD, Govt of Karnataka & CBR NETWORK 5., Montessori diploma for preschool education /elementary education 6. The curriculum is designed on competency-based curriculum guidelines developed by NSQF-UGC for skill loaded programmes. 7. UNESCO (Paris) pack a classroom for ALL and index for inclusion by (Tony Booth ,UK) is used for planning Knowledge /skill development in the development of application in the preparation of DECCE curriculum	5. The training is planned to use a full time for theory sessions and intensive workshops under supervision for skill development closer to the community. The training is also seen as a strategy for improving the existing anganwadi centers and preschools by designing application of skills in their respective places of work.	6. Key features a. The academic calendar is June-May b. The medium of instruction is in English and regional languages lectures, digital library on ECCD, multimedia on ECCD and FAQ with answers by experts, printed study material for each block is provided to each student. Digital communication will use WhatsApp, Facebook, student blogs along with tailor made LMS for the above programme. A continuous evaluation system is adopted in the proposed training which includes tests, question banks prepared by students with answers, end of the term semester exam for practical and theory with internal and external examiners based on UGC /NSQF guidelines for conducting examination for diploma level programmes.

INTRODUCTION

Early Childhood Care and Education (ECCE) for children below 8 years is globally emerging as an area of high priority. This is largely in view of recent research in the field of neuroscience which has established that 90 percent of the brain's growth occurs by the time the child is 5 years of age. This growth is influenced by not only the nutritional and health status of the child but also the psychosocial experiences and environment the child is exposed to during these early years. A large number of children, particularly in poverty situations, come from homes which are not able to provide a stimulating environment to the child, thus leading to social inequity. ECCE has proven to successfully narrow this equity gap by compensating for the home deficits in these early years and enabling children to be better prepared for school, and for life. ECCE has therefore been included in the EFA Global initiative as the first goal in the education ladder.

Preschool Education: The Early Childhood Stage includes the substage of Preschool Education for children from 3 to 6 years, prior to their entry to school. With the advent of the Right to Education (2009) all children are now expected to come into school at the age of six years. However, research indicates that a very large number come in with inadequate school preparedness, and these children tend to continue in school with low learning levels and higher probability of dropping out in the early primary grades. This “early learning crisis”, globally and in India, points to the need for children to be provided with more developmentally appropriate early learning opportunities at the pre primary stage, so as to promote their school readiness and ensure a smooth and seamless transition for them into formal learning. The National Policy on ECCE (2013) has also emphasized the significance of ECCE and its linkage with primary education and emphasized the need to ensure satisfactory quality in ECCE provisions. The RTE (2009) has, as stated in Section 11, directed states to endeavor to provide Preschool education to all children between 3 to 6 years of age to prepare them for formal schooling. Given this scenario, there is expected to be an urgent need for professionally trained educators for this stage of education who can take responsibility for this transition from pre primary to early primary grades, using developmentally appropriate methodologies.

It therefore becomes the obligation of the state to ensure that there are professionally prepared preschool educators/teachers who have acquired the necessary sensitivity and understanding of early learning and developmental needs of young children in different contexts and of appropriate ways to respond to these. These teachers would be required to know how young children below 6 years learn and develop, often in diverse socio- linguistic contexts which pose their own challenges; how early childhood care and education can help to narrow the equity gap through developmentally appropriate and contextualized opportunities, interactions and experiences that respect the child's right to participate, learn and receive appropriate guidance, irrespective of class, caste, gender and ability and develop to their full potential. They are required to understand the concept and significance of school readiness for later schooling and lifelong learning and locate this learning within a sound disciplinary understanding of basic subjects such as Mathematics, Language and Environmental education which children will be expected to learn in primary grades.

These considerations have created a fresh set of expectations from the preschool educators as facilitators and mentors and not didactic teachers, for which the process of teacher preparation also needs a shift in perspective. The present course attempts to prepare effective preschool educators to be able to fulfil the above expectations.

The student teachers through this curriculum will benefit from an optimal balance between theoretical and practical experience to build up a repertoire of knowledge, skills and sensitivity to meet the needs of diverse learning situations, individuals, communities and contexts. The reality of classroom diversity is a feature that runs as a consistent thread across the curriculum reminding the potential teacher to address the social and individual contexts of children with sensitivity and understanding. Diversity is considered as variation in religious beliefs, gender, social groups, language, food and customs as also in understanding the needs of differently-abled children. It orients the educator to the value and significance of inclusive education.

The curriculum focuses on approaches, inclusive strategies and methods to address the diverse needs/special needs /unique needs of every child by creating responsive environments with a focus on participatory methods for teacher education. Student teachers will be equipped to be able to organize and manage the classroom in terms of resources, time, scheduling as well as innovative use of space and be aware of the health, nutrition and safety issues of the child, including the importance of yoga, and a developed ability to apply the knowledge in specific situations. The student teacher will be able to engage with the curriculum critically and not treat any knowledge as given or fixed, so that subsequently too when in a preschool, both the teacher and the children would evolve as reflective learners. The attempt is to infuse a balance towards effectively integrating modern technological developments in education with traditional and folk literature and teacher's own communication skills, making the teacher education programme more holistic, interactive and reflective through a planned process of self-development.

Goals and Objectives of the programme

Goal

The DECCIE curriculum aims at enabling the prospective teachers to: understand the rights and developmental needs of all children from conception to the age of 8 years and develop critical insight into the holistic development, interdependence of child development and learning; understand, analyze and reflect on the significance of early childhood care and education from an integrated perspective as an instrument for narrowing social equity gaps and be able to perceive its close linkage with early primary education be able to identify development delays/diverse needs in 0-8 age group children and plan education programme to make optimum use of the potential in every child by recognising the **individual unique Pace, unique Potential and Preferred Unique style of learning.**

Objectives

1. Be able to implement age and developmentally appropriate methods of transaction of Preschool education at the preprimary stage of education, including through effective use of ICT and assess children's progress.
2. Be sensitive to the learning and development needs of all children, including those from diverse and marginalized communities on the basis of gender, socio economic status, caste/class, religion and those with special needs, and ensure an inclusive and contextualized learning environment for all .
3. Understand the concept and importance of school readiness particularly from the epistemological perspective of education of mathematics, science and language and early

literacy and its contribution to ensuring a smooth transition for children from preschool to primary by being able to provide appropriate learning opportunities and experiences.

4. Organise network with parents, community and government organisations, media, non-government organisation and other organisation to generate awareness and seek their involvement in ECCE programmes.

5. Support elementary schools during the time of transition from preschool to elementary schools by working in partnership with elementary school teachers.

6. Plan early childhood intervention programmes to ensure each child moves on the path of holistic child development without gaps in different domains of child development.

Importance of the Programme.

Therefore, there is a need to develop a credit based ECCD training programme to scale up early childhood care and education by introducing credit-based 1-year diploma based on Inclusive education principles as India needs to move ahead preparing inclusive teachers at all levels to address the diverse needs of all learners in all age groups.

This programme is semester based one year Diploma in Early Childhood Preschool Education and a six-month exclusive course for Anganwadi workers with 3 years of work experience is developed for those without 10+2 qualification.

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FOCUS ON ANGANWADI WORKERS

ICDS is the largest ECCD programme in India. Training is a key element for improving and maintaining the quality of performance of the project personnel at all levels in the implementation of ICDS activities and services. It is the most crucial element in ICDS since the achievement of quality services and reaching the goals of ICDS depend mostly on the sincerity and active participation of the frontline functionaries i.e. the Middle Level and field functionaries to bring about behavioural change in the community. All Anganwadi workers are trained through a series of training which includes 24 weeks training at the Middle level Training Center set up in different states in India.

The content needed to be focused on the Preschool stage which includes 0-3 support to be given to parents on child development and role of families, with an emphasis on school readiness and inclusive education. The proposed curriculum has tried to address this requirement by attempting a balance between the understanding of child and the child development continuum with the readiness requirements of the subject knowledge expected in school, by relating both within a conceptual framework of continuous learning in a seamless manner. It is hoped this

approach will not only enable graduating teachers to provide children a sound foundation for lifelong development but also ensure more effective preparedness in them for school.

Features of the programme

The duration of the programme shall be one academic year. Although the curriculum framework indicates annual planning in the courses, the programme design lends itself for the continuous evaluation throughout the programme with precise learning outcomes.

One academic year is equivalent to 100 days of actual working/ classroom teaching activities (Excluding examinations and admission). Field work of a minimum of 15 days is proposed.

The curriculum for this Diploma programme has been designed based on UGC NSQF norms for developing competency based curriculum, DPSE curriculum developed by NCTE, Montessori method, NCERT Preschool curriculum, ECCD policy by Ministry of Women and Child Development, Karnataka Government's Chilipili and Nalikali learning programmes and Joyful learning principles developed by UNICEF and CBR Portage early childhood holistic development for children with special /diverse needs.

The programme aims to use the full time approach as recommended by which consist of digital library, multimedia, FAQ with answers for each unit, discussion forums with students and practical skill development under supervision.

An Institution is estimated to work in a five- or six-day week mode for a minimum of 36 hours in a week, during which physical /virtual presence of teachers and student teachers is necessary in the institution to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

A Batch Size is envisaged as not more than 50 students. For Theory and practical sessions, a maximum of 15 to 20 students are recommended per session.

The courses are assigned credits and against each course the credits and corresponding marks are indicated to facilitate transaction/adaptation of the curriculum. The weightages are as follows: 1 Credit = 25 marks = 16 hours per semester for Theory and 30 hours for Practical's. This diploma programme shall have 40 credits which is distributed in two semesters of 20 credits in each semester.

The course content is organized and sequenced in such a way as to enable the student teachers to move from basic foundation courses towards courses which are related to professional development in terms of content and pedagogy of early learning.

A new thrust area on Early Childhood Inclusive Education which focuses on preparing teachers to facilitate development of the child in all areas of child development and meeting the diverse needs of all learners.

There are units on ICT based computer applications as well as on English Communication and Yoga.

The Theory: Practical ratio is maintained at 50:50 in terms of credits so that there are overall 40 credits for theory and 40 credits for practical. Theory classes include tutorials and field-based assignments and projects.

The practice teaching component is envisaged along a continuum with a three-stage process :

ØStage 1: Observation of children in preschools followed by practicals in simulated situations.

ØStage 2: Planned practice teaching in preschools for part of the day. e.g. transacting lesson plans, COURSE teaching and

ØStage 3: Full time Internship in preschools across different types of programmes.

TARGET GROUP

1. Candidates with 10+2 qualification can also apply for the programme.
2. Anganwadi workers and Preschool Teachers already working in ECCD programmes shall be offered admission on a priority basis.

ELIGIBILITY FOR ADMISSION

1. The minimum academic qualifications prescribed for admission to this programme is Pass in PUC or 10+2/ equivalent.
2. Must have completed 18 years at the time of admission.
3. Candidate should complete 10+2 pattern or equivalent qualification

Key Words

Tutorials: Activities involving mentoring in smaller groups related to further understanding of theoretical concepts, conducting action research and library assignments etc.

Virtual classrooms: Includes real time lectures on virtual platforms and recorded lectures. Weekly sessions will be held through virtual platforms to discuss questions by students related to the curriculum and the course in general which will be communicated to the resource persons and the responses given by the resource persons will be shared to the students in the form of FAQs for the benefit of all students through the virtual classes and website.

Practical's: Activities involving actual work with children /families/institutions including creating teaching learning materials, aids and daily plans. Activities that provide practical experience in clinical setup would include hands-on training on mannequins, simulated clinical set up, case-based problems, role play, games, etc. on various clinical incidents and practical exercises in the skill lab. Equipment and supplies should be provided to enhance hands-on experiences for students. Trained personnel should teach specialized techniques. A training plan signed by a teacher that reflects equipment, skills and tasks should be prepared for training of the students in the organization.

Practicum / Practical work : Observing classrooms and conducting planned activities, initially in a simulated situation and then in a real classroom situation with children.

Internship: Actual full-time placement or immersion in institutions involving independently working in real life situations in preschools for a specified duration, to get a holistic experience. Student assessment is suggested as a continuous, comprehensive evaluation process and is linked to identify learner outcomes for each course. Approximately one fourth of the total marks/weightage(IA marks) shall be allocated to evaluating the student's performance in classroom observations and 8 weeks of school internship. Students will be assessed internally on the entire practicum course, and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for students to benefit maximally out of professional feedback. Students will be given information about their grades/marks as part of professional feedback, so that they get the opportunity to improve their performance. The basis for internal assessment may include individual or group assignments, observation records, diaries, reflective journals etc.

Seminars and field assignments arising out of each theory course are integrated with the respective theory classes. The course is required to be conducted in an interactive mode with extensive participation of the student teachers. Didactic methods of teaching may be resorted to only where absolutely necessary.

Given the nature of the envisaged curriculum for teacher education, with an integrated and inclusive approach, and emphasis on tutorials, interactive teaching methods, mentoring, internship etc., the recommendation is for a core faculty of at least six full time teacher educators, of which two should be from the field of Early Childhood Care and Education or Child Development and one each from the field of Montessori method and inclusive Preschool education such as CBR Portage from 0-6 years period.

The Teacher educators should be post graduates in respective areas as indicated in the Norms and Standards, with at least 3 to 5 years of teaching experience at Preschool level as desirable.

SEMESTER I (Months 1–6): Foundations of ECCE & Inclusion

Total Duration: 1 Year

Semester Duration: 6 Months each

Total Credits: 40 (as per existing UNIVERSITY framework)

Credit Load per Semester: 20 Credits

Focus: Child Development, Rights, Inclusion, Health, Montessori Foundations, and Initial Practicum

Course Structure – Semester I

Sl. No.	Course Code	Course Title	Credits	Theory	Practicum	Marks
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1	DECCE-S1-T1	Introduction to Early childhood education historical aspects, Child Rights & Rpwd ACT	4	✓	–	100
2	DECCE-S1-T2	Introduction to CBR Portage, Inclusive ECCE, Yoga and Nutrition	4	✓	–	100
3	DECCE-S1-T3	Introduction to Montessori Approach	4	✓	–	100
		Practicum-1- A.				
		Visit /Observation Reports submission based on the visit to Anaganwadi, Montessori centre, special school, Inclusive school and RBSK .Community awareness on the child				
4	DECCE-S1-P1	needs, rights ,role of families and communities, Observation. B. Screening of 20 children using DDST - II ,WHO screening forms ,NCERT-PRASHAST and Portage CRD-in 0-8 years to identify diverse needs. Preparation & implementation of Individual and group educational plans based on Portage based CRD.	8	–	✓	200
Total			20			500

Semester I – Practicum Components

- Community awareness on the child needs, rights ,role of families and communities,
- Observation of Anganwadi, inclusive preschool, special school, home-based services
- Identification of children with special needs (RPD Act, screening tools)
- Baseline assessment using WHO screening forms/CBR Portage CRD, DDST II (0–2 and 3-6-6-8 years years) &PRASHAST-NCERT.
- Preparation of IEP/GEP (minimum 20 children-10 under each category) with diverse special needs and without special needs

Semester I Outcomes

- Foundational understanding of ECCE, child rights, Rpwd Act 2016
- Ability to identify developmental delays and diverse /special needs visible and invisible.
- Introductory competence in Montessori method-child development, deviations, role of environment on the child development.

SEMESTER II: Exercises of practical life, Sensory Development, Arithmetic and language development, culture, assisting the child in the course of fundamental development to move on the path of holistic development, identification of idiosyncratic or gaps in development and offering help to the child.

Focus: Holistic child development and application of Montessori Method in inclusive environments, Practicum and Field Internship

Course Structure – Semester II

Sl. No.	Course Code	Course Title	Credits	Theory	Practicum	Marks
1	DECCE-S2-T4	Activities of Daily Life & Sensory development	4	✓	–	100
2	DECCE-S2-T5	Mathematical Concepts & Language Development Practicum–II:	4	✓	–	100
3	DECCE-S2-P2	A.Montessori material file preparation including EPL,Sensorial,Arithmetic ,Geometry and Language and Botany B. Inclusive ECCD & TLM ECCD Kits Development using local materials/skills based on Montessori and Portage.	4	–	✓	200
4	DECCE-S2-FW	Field Work / Internship (4 weeks)	8	–	✓	100
Total			20			500

Semester II – Practicum & Internship

- Montessori material presentation (EPL,Sensorial, Language, Math)
- Preparation of low-cost & multisensory TLM
- Inclusive lesson planning (daily, weekly, monthly)
- Parent partnership & community linkage
- **Four-week Internship** in Anganwadi / Preschool / Montessori / Special Schools/CBR

Semester II Outcomes

- Ability to transact ECCE curriculum independently
- Skills in inclusive classroom management and adaptation
- Readiness to work as Preschool / Anganwadi / Inclusive ECCD educator

Assessment Pattern (Both Semesters)

- Continuous Internal Assessment (CIA) – 25%
- End Semester Examination (Theory / Practical) – 50%

- Practicum evaluated jointly by internal & external examiners-25%

This two-semester structure aligns with, UGC–NSQF Levels 4 & 5, and work-integrated learning for Anganwadi workers and preschool educators.

Detailed Curriculum:

Code- DECCE-S1-T1-Semester-1

**COURSE: INTRODUCTION TO THE CHILD RIGHTS AND INCLUSIVE
EARLY CHILDHOOD DEVELOPMENT**

CREDITS: 04

OBJECTIVES

THE COURSE WILL ENABLE STUDENT TO:

- Understand the holistic concept and critical significance of ECCE, particularly with regard to social equity and the rationale for including preschool as a sub stage within it.
- Develop an understanding of contributions of different thinkers and educationists in ECCE and their implications for contextualizing the curriculum and methodology in ECCE.
- Become familiar with the historical evolution of ECCE in India leading to current policies and provisions for ECCE across public, private and voluntary sectors.
- Understand socio-cultural, economic and language diversity in „childhoods“ in the Indian context and its implications for planning and provisioning for ECCE.
- Understand the potential of rights“ based approach to provide a just and equitable environment for children“s care and education and develop related knowledge and skills for planning programs for early years.
- Understand how children develop and learn.
- Understand the principles and processes of children“s development.
- Understand children“s development along the continuum from birth to eight years and the concept of critical periods.
- Understand the difference between growth, maturation and learning and the implications of these for learning and development.
- Understand the different domains of development, their inter dependence and factors influencing their development.
- Be aware of the needs and characteristics of children at the different sub stages of child development and their implications for children“s learning.
- Be aware of variations in socio - cultural and emotional contexts and its impact on child rearing practices.

**BLOCK 1: CONCEPT AND SIGNIFICANCE OF ECCE and HISTORICAL
DEVELOPMENT OF ECCE IN INDIA. ·**

Unit 1: Importance of early years and development. ·

Unit 2: Integrated child development scheme(ICDS) & Creche / day /Preschool/ care centers in India ·

Unit3 :Concepts of “Child”, “Childhood”, and “Early Childhood Care and Education” [in consonance with theory as well as National and International policies.Importance and significance of ECCE as foundation for learning ·

Unit 4: Rights of children at global and National level

BLOCK 2: CONTRIBUTIONS OF THINKERS AND EDUCATIONISTS IN ECCE /EARLY CHILDHOOD IN CONTEMPORARY INDIA AND SOCIO-CULTURAL ·

Unit 5: Influence of Western philosophical and educational thoughts of Rousseau, Frobel, John Dewey and Montessori on understanding of childhood and programmes and for young children. ·

Unit6: Influence of Gandhi, Tagore, Aurobindo, J. Krishnamurthi, Gijubhai Badheka, etc. Implications of the above on ECCE programmes and classroom practices/ ECCD practices at global level head start programme ·

UNIT7: Indian context, its importance and impact on early years [from the perspective of family, community, gender, religion, and geographic and their influence on ECCD ·

Unit 8: Constitutional policy frame work provision to National Policy on Education (1986), Article 45 in Indian Constitution and 86thAmendment, National Curriculum Framework (2005), ECCE in Right to Education (2010) and commitment to International Convention, such as; Education for All(EFA), Millennium Development Goals (MDG); National Policy on ECCE (2013)

BLOCK 3: INTRODUCTION TO SOCIAL EMOTIONAL DEVELOPMENT ·

Unit9: Safe pregnancy/ Prenatal development and first 1000 days of the baby. ·

Unit10: Early childhood diseases/ The role of Primary health care and ICDS on immunization, nutrition and safety of children. ·

Unit 11: Motor development milestones. Early gross and fine motor development. ·

Unit 12: Foundations of self help skills in 0-3. and 8 years.

BLOCK 4 -INTRODUCTION TO LANGUAGE AND COMMUNICATION ·

Unit 13: Introduction to language in ECCD period- Introduction to receptive language. ·

Unit 14: Introduction to expressive language- Non verbal communication. ·

Unit15: Piaget's theory of cognitive development- Application of cognitive theories in 0-3 years ·

Unit 16: Application of cognitive theories in 3-8 years in pre schools Identification of cognitive development in ECCD and strategies to build the gaps

. 4. SUGGESTED READINGS

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Code- DECC-02 -Semester-1

COURSE 2: INTRODUCTION TO SPECIAL NEEDS -INCLUSIVE EDUCATION & HEALTH /NUTRITION/ YOGA.

CREDITS: 4

OBJECTIVES

The course will enable the students to:

- Understand the process of how children learn during the early childhood stage and the important role of play in learning and development.
- Understand the importance of early stimulation for development below 3 years and the kinds of childcare practices and interactions that constitute early stimulation.
- Become familiar with the objectives and components of the Early Childhood care curriculum both as foundation for all round development and for promoting school readiness and its link with primary education.
- Become conversant with the principles of program planning and goals for immediate and long term planning.
- Monitor and evaluate children's progress, and understand the concept of learning cycle leading to feedback and re-planning.
- To understand and apply strategies to remove the physical -social and functional barriers.
- To understand and apply accommodations and adaptations to ensure every child moves on holistic child development.

BLOCK1- INTRODUCTION TO UNCRPD AND RPD ACT/ EDUCATION OF CHILDREN WITH INTELLECTUAL DISABILITIES & INTRODUCTION TO SPECIFIC LEARNING DISABILITIES. ·

Unit 1: Introduction to UNCRPD and RPD ACT/21 types of disabilities ·

Unit 2: Educational provisions for children with special needs linkages with ICDS/ UDID card and benefits

Unit 3: Identification and criterion referenced assessment of children with intellectual Disabilities/ Medical referral for support for health and remedial support. ·

Unit 4: Identification and CRD based assessment of children with specific learning Disabilities/ Planning interventions using portage CRD, reading level assessment.

BLOCK 2- INTRODUCTION OF CHILDREN WITH SENSORY DISABILITIES & CHILDREN WITH MULTIPLE DISABILITIES. ·

Unit 1: Planning education using portage CRD for different age groups and Identification and CRD based assessment of children with multiple disabilities.

Unit 2: Planning education using portage CRD for different age groups and Identification and CRD based assessment of children with difficulty in seeing.

Unit-3: Planning education using portage CRD for different age groups and Identification and CRD based assessment of children with difficulty in hearing and communication/ Planning interventions using portage CRD and preparation of multi sensory materials for ECCD which could be used for all children.

Unit-4: Planning education using portage CRD for different age groups and Identification and CRD based assessment of children with difficulty in neurological disabilities/ Planning interventions using portage CRD and preparation of multi sensory materials for ECCD which could be used for all children.

BLOCK3- HEALTH AND NUTRITION

Unit 1: Nutrition of pregnant women and child care to firstday to 1000 days

Unit 2: Immunizations.

Unit 3: Early childhood health concerns in India.

Unit 4: Measures of ensure healthy child development.

BLOCK 4: PREPARATION OF BARRIER FREE INCLUSIVE PHYSICAL ENVIRONMENT. PLANNING OF INCLUSIVE SERVICES

Unit 1: Introduction to universal design for learning and Identification of existing physical-social barriers for learning. Survey and Identification of children in 0-8 years age groups for inclusive ECCD

Unit 2: Planning Accessible/barrier free ECCD services Providing Accommodations/Adaptations in content/method /materials /evaluation /Assistive and development devices

Unit 3: Implementation of Inclusive ECCD services Planning and implementation of home based services for 0-3 years using supportive CBR ECCD services.

Unit 4: Preparing plans and budget to manage ECCD services in one block/ Record keeping (Digital and manual). Benefits for 0-5 services by the Panchayaths, state and central government/ Therapeutic support services and referral network.

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Ø First Aid No.4-25-11. Washington: Navy Technical Reference Publication.

Ø Principles of First Aid and Home Nursing .Madras: Indian Red Cross Society.

Ø Rajeev Sharma, First Aid Guide.

Code- DECCE-03 -Semester-1

INTRODUCTION TO MONTESSORI APPROACH –THE

CREDITS: 4
OBJECTIVES

1. To know and understand the child as a nascent human being
2. To be aware of the notions of a child held by the student
3. To correlate the pedagogy Montessori developed, its influence and practices across the globe
4. To know the Practical Life Exercises to be introduced to this age group
5. To know the language activities and mathematical concepts to be introduced to this age group

BLOCK 1-MONTESSORI METHOD THEORY AND PRINCIPLES. ·

Unit 1: Montessori Method, a global view and Indirect approach (Includes life and work of Dr Montessori) ·

Unit 2: Stages of development ·

Unit 3: Spiritual embryo ·

Unit 4: Sensitive periods

BLOCK 2-DISCOVERY OF EARLY CHILDHOOD PRINCIPLES ·

Unit 1: Movement and mental assimilation. ·

Unit 2: liberty in education. ·

Unit 3: Childcare/Montessori educator. ·

Unit 4: Observation Method and Techniques.

BLOCK 3- INTRODUCTION OF EXERCISES OF PRACTICAL LIFE ·

Unit 1: Exercises of Practical Life and the child's developmental needs. ·

Unit 2: Kinds of Exercises of Practical Life and their characteristics. ·

Unit 3: Duties of the adult; aims and consequences. ·

Unit 4: Extensions of Exercises of Practical Life.

BLOCK 4- Physical Environment, Culture and Its Role In ECCD ·

Unit 1: Child and the physical environment ·

Unit 2: Exposure to nature ·

Unit 3: The child and local culture ·

Unit 4: Socio-cultural development

4. SUGGESTED READINGS

Ø "What are phonograms and how they are taught to children". The Montessorian wordpress. 2011-05-22. Retrieved 26 March 2014.

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Ø ^ "Biography of Dr Maria Montessori". Association Montessori Internationale. Retrieved 2019-04-14. Ø ^ "Narcissa Cox Vanderlip (1879–1966)". .gwu.edu. Retrieved 2018-12-31.

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Ø 19. Wilson, C. E. (1987). Montessori in India: a study of the application of her method in a developing country.

Code: DECCE4 -Semester-2

COURSE 5 : DEVELOPMENT OF ACTIVITIES OF DAILY LIFE AND SENSORY INTEGRATION

CREDITS: 4

OBJECTIVES:

1. To help the Students to understand.
2. The nature, kinds and need for Exercises of Practical life
3. The method of offering the activities
4. Functions with regard to preparing, maintaining and restoring the material and the environment in which they are displayed.

BLOCK 1-GROSS MOTOR COORDINATION ACTIVITIES, FINE MOTOR COORDINATION ACTIVITIES. (EPL) .

Unit 1: Elementary movements and the control of error .

Unit 2: Pouring activities .

Unit 3: Folding and unfolding .

Unit 4: Walking on the line and its extensions

BLOCK 2-TAKING CARE OF SELF (ROUTINE, DISCIPLINE SOCIAL BEHAVIOR), TAKING CARE OF IMMEDIATE ENVIRONMENT (SENSORIAL). .

Unit 1: Social behavior activities and their role in the class .

Unit 2: Introduction to Fastening frames .

Unit 3: Hygiene and washing hands .

Unit 4: Caring for the environment - sweeping

BLOCK 3-INTRODUCTION TO PHYSICAL PROPERTIES OF MATTER. .

Unit 1: Senses and sensorial learning .

Unit 2: Materials for sensorial activities and their characteristics .

Unit 3: Outcomes and techniques of working with sensorial materials .

Unit 4: Sensorial materials and abstraction of concepts

BLOCK 4-PAIRING, DISCRIMINATION AND GENERALIZATION OF SHAPES, DIMENSIONS, COLORS, SOUNDS. .

Unit 1: Dimensional materials .

Unit 2: Shapes and the foundation for Geometry ·

Unit 3: Colour concept and the link to science ·

Unit 4: Study of concepts in the child's environment.

Code: DECCE5 -semester-2

COURSE 5: INTRODUCTION TO MATHEMATICAL CONCEPTS AND LANGUAGE DEVELOPMENT/PREPARATION FOR ELEMENTARY EDUCATION

CREDITS :4

OBJECTIVES

1. To know the Concepts and measurements of quantities
2. Concepts of quantities and their symbols – number concept
3. Concept of the value of zero and the Decimal System
4. Concepts of operations involved in basic operations such as addition, subtraction, multiplication and division
5. Concepts of symmetrical and asymmetrical geometrical concepts

BLOCK 1-CONCEPT OF QUANTITIES AND NUMBERS, DECIMAL SYSTEM.(MATHEMATICAL CONCEPTS) ·

Unit 1: Introduction to arithmetic/ Quantity – symbol – name: foundation to numeracy. ·

Unit 2: Rules of the decimal system/Serial numbers and traditional names. ·

Unit 3: Introduction to the four basic operations/ Application of Mathematical facts. ·

Unit 4: Additional Application Activities in mathematics

BLOCK 2. PRE READING SKILLS-VOCABULARY DEVELOPMENT ·

Unit 1: Introduction to language development. ·

Unit 2: Enrichment of vocabulary in the pluri/multi lingual, Indian context.

Unit 3: Sound – symbol association and spoken language. ·

Unit 4: Orthography in Indian languages and English.

BLOCK 3-DEVELOPMENT OF READING AND WRITING SKILLS ·

Unit 1: Fundamental skills for writing (analysis and synthesis). ·

Unit 2: Writing in the Montessori class. ·

Unit 3: Role of grammar and syntax based activities. ·

Unit 4: Introduction to reading.

BLOCK 4: THE CHILD IN TRANSITION AND THE NEED ·

Unit 1: Needs of the child/ Cosmic education and the concept of wholes and details ·

Unit 2: Language in the Introduction to physical and social sciences ·

Unit 3: Maths for the child – an overview./ Concept of decimal system, advanced activities/ Introduction to higher math concepts through activities. ·

Unit 4: Curricular Adaptation and School Readiness

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Ø English, Year of publication:1997 (<https://unesdoc.unesco.org/ark:/48223/pf0000110238>)

Ø Early Childhood Care and Education and Education for Sustainable Development & Global Citizenship. UNESCO 2019 Forum on Education for Sustainable Development and Global Citizenship, Hanoi, Vietnam, 2-3 July 2019

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Ø Pursuing quality in early learning vol. 2: early childhood care and education (ECCE) teacher competency framework for Pacific small Island developing States (Pacific SIDS), UNESCO Bangkok, PRC4ECCE, 2018

Ø Survey of Teachers in Pre-primary Education (STEPP)also available in French, Spanish and Arabic

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Ø Southeast Asian Guidelines for Early Childhood Teacher Development and Management, UNESCO Bangkok, SEAMEO, 2016

Ø State of the Art and Policy Guidelines on the Training and Professional Development of Early Childhood Teachers in Latin America and the Caribbean, UNESCO, 2016 also available in Spanish

Ø A Review of the Literature: ECCE Personnel and Low- and Middle-Income Countries, UNESCO, 2015also available in French and Spanish

Ø A Review of International and National Surveys relevant to ECCE Provision and the Teaching Profession, UNESCO, 2015

Ø Teacher training in support of early childhood education in Pakistan: a case study of the Teachers' Resource Centre, UNESCO, 2014

Ø ECCE approaches, pedagogies and materials

Ø Engaging Families in Literacy and Learning, UIL, 2017 also available in French, Spanish, Arabic and Portuguese

Ø Content, Comprehensiveness and Coherence in Policies for Early Childhood: How the curriculum can contribute, UNESCO IBE, 2016 also available in French and Spanish

Ø Global citizenship education: topics and learning objectives, UNESCO, 2015 also available in French, Spanish, Arabic, Russian, Danish, Italian, Portuguese, Slovene

Ø Locally relevant and quality ECCE programmes: implications of research on indigenous African child development and socialization, UNESCO, 2014

Ø Indigenous early childhood care and education (IECCE) curriculum framework for Africa: a focus on context and contents, UNESCO IICBA, 2013

Ø Parenting Education Guidebook and Facilitators' Guide, UNESCO Bangkok, 2011

Ø Bouba and Zaza: Books and materials for children aged 3-8 informed by African cultures UNESCO Dakar, Michel Lafont, 2013

ECCE-06 -Semester-1-PRACTICUM PRACTICUM, ASSIGNMENTS AND FIELD VISITS – 8- credits 200 Marks

S1-P1-A1	: School visit reports -Observation based analytical study of (1 each) Anganwadi center, inclusive preschool, special school, Home based services to document curricular practices, prepared child friendly barrier free environment, inclusion of disadvantaged children and CWSN, record keeping .(See Format -1 to prepare observation based reports).Students must video record the sessions with the permission from the school and parents
S1-P1-A2:	Identification of children with special needs as per RPD ACT 2016 using screening and functional assessment forms (See screening forms 1 and 2, functional assessment forms 1 to prepare the report) Students must video record the sessions with the permission from the school and parents.
S1-P1-A3:	Prepare baseline of current levels of development of 5 children using Criterion reference data on holistic child development (CRD)and Curriculum based criterion reference data (CRD) and prepare IEP and GEP for 5 children (At least one child must be CWSN).(See standardized IEP and GEP to prepare the report)Students must video record the sessions with the permission from the school and parents.
S1-P1-A4	Practical demonstration in EPL-Students must video record the sessions with the permission from the school and parents.
S1-P1-A5	Practical demonstration in sensorial Students must video record the sessions with the permission from the school and parents.
S1-P1-A6	Writing albums and creating resources for activities

PRACTICUM –‘A’ (SPECIAL NEEDS BASED/IEP)-Semester-1

1. Identification and assessment using criterion referenced schedules
2. Preparation of multi-sensory materials for children with special needs
3. Nonverbal communication
4. Assistive devices and assure technology in ECCD
5. Planning ECCD resource centers for a cluster of preschools.
6. Planning long term-yearly-half yearly-quarterly -monthly -weekly and daily plans
7. Partnership with families for optimizing the development of the child 8. Therapeutic services & Yoga

**PRACTICUM –‘B’-Semester-2 (General ECCD based)
Montessori Based**

1. Observation and demonstration of Montessori materials
2. Preparation low cost materials based on Montessori method

3. Preparation of material file
4. Presentation of Montessori materials.

DECCE-07 -Semester-2

Field work 4 credits

100 marks

FIELD WORK (FOUR WEEKS)	Strengthening existing Preschool to develop into a full-fledged inclusive ECCD centre. Part of the programme field work is also a essential component at the time of the studying the programme in the Students can select anyone of the education centres for conducting field work. Field work Details intimated at the time of Programme. 1. Anganwadi center 2. Preschool 3. Montessori school 4. Special school
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Acronyms used		
1	ECCD	Early Childhood Care & Development
2	ECCE	Early Childhood Care & Education
3	NCERT EYE framework	NCERT Early childhood education framework
4	CBR Portage ECCD	Community based rehabilitation Portage Early Childhood Development
6.	EPL	Exercise of Practical Life
7	DDST	Denver Developmental Screening Test
8	NSQF	National Skills Qualification Framework
9	DECCE	Diploma in Early Childhood Care and Education
10	SDG Goals	Sustainable Development Goals

11	SWAYAM	Learning Management system portal developed by HRD Ministry
12	LMS	Learning Management System
13	EFA goals	Education for All goals
14	CWSN	Children With Special Needs
15	RTE	Right to Education