



**CERTIFICATE COURSE IN EARLY CHILDHOOD CARE & INCLUSIVE
EDUCATION (CECCIE)**

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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 sub stage 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 preprimary 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 preprimary 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, and 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 (CECCIE) 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 recognizing 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 pre-primary 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. Organize network with parents, community and government organizations, media, non-

government organization and other organization 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.

As per NEP 2020 in the chapter 1 on ECCD, a one-year Certificate in Early Childhood Preschool Education and a six-month course for Anganwadi workers to work as Preschool teachers is recommended.

NEP also emphasizes the need to replace all existing teacher training with a 4-year B. ED programme which also includes ECCD teachers to work in preschools.

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 Certificate 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 one semester Certificate Course in Early Childhood Preschool Education which is 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.

(ONE SEMESTER – 20 CREDITS)

1. NAME OF THE PROGRAMME

CERTIFICATE COURSE IN EARLY CHILDHOOD CARE & INCLUSIVE EDUCATION (CECCIE)

2. DURATION OF THE PROGRAMME

- **Duration:** One Semester (6 Months)
- **Total Credits:** 20
- **UGC–NSQF Level:** Level 4
- **Total Marks:** 500

3. PROGRAMME RATIONALE

In line with the National Education Policy (NEP) 2020, Early Childhood Care and Education (ECCE) has been recognized as the foundation of lifelong learning. This one-semester certificate programme is designed to build the capacities of Anganwadi Workers, preschool teachers, community-based ECCD workers and other frontline functionaries to deliver inclusive, play-based and developmentally appropriate ECCE services for children in the 0–8 years age group, including children with disabilities and diverse developmental needs.

The programme is competency-based and aligned to UGC–NSQF norms, enabling both employability and vertical mobility into Certificate-level programmes in ECCE.

4. OBJECTIVES OF THE PROGRAMME

The programme aims to enable learners to:

1. Understand the principles of holistic child development from birth to eight years.
2. Acquire knowledge of child rights, NEP 2020 provisions, and inclusive education mandates.
3. Identify developmental delays and diverse needs using simple screening tools.
4. Plan and implement inclusive, play-based ECCE activities using Montessori and activity-based approaches.
5. Work collaboratively with families, Anganwadis and community institutions.
6. Prepare basic Individualised Education Plans (IEP) and Group Education Plans (GEP).

5. ELIGIBILITY FOR ADMISSION

- Minimum qualification: Pass in 10th Standard or with 3 years' experience for Anganwadi workers /10+2 for others.
- Anganwadi Workers, Preschool Teachers and ECCD functionaries with relevant work experience shall be given priority.
- Minimum age: 18 years at the time of admission.

6. PROGRAMME OUTCOMES

On successful completion of the programme, the learner will be able to:

- Provide developmentally appropriate ECCE support for children aged 0–8 years.
- Identify children at risk of developmental delays or disabilities.
- Apply inclusive strategies in preschool and Anganwadi settings.
- Support school readiness and smooth transition to primary education.

7. PROGRAMME STRUCTURE AND CREDIT DISTRIBUTION

SL. NO	COURSE CODE	COURSE TITLE	CREDITS	THEORY	PRACTICUM	MARKS
1	ECCE-C1	Foundations of Early Childhood Development, Child Rights & Health	4	Yes	No	100
2	ECCE-C2	Introduction to Inclusive ECCE & Developmental Screening	4	Yes	No	100
3	ECCE-C3	Montessori method for early childhood care education	4	Yes	No	100
4	ECCE-P1	Practicum-I: Observation, Screening & IEP Preparation	6	Yes	No	150
5	ECCE FW	Field Work / Internship (2 Weeks)	2	No	Yes	50
Total			20			500

8. COURSE OUTLINES (INDICATIVE)

Course 1: Foundations of Early Childhood Development, Child Rights & Health (4 Credits)

- Concept and importance of ECCE (0–8 years) NEP 2020 and ECCE framework
UNCRC and RPwD Act (child focus)
- Nutrition, health, immunisation and the first 1000 days
- Child development domains and milestones(CBR Portage-DDST-II)
- Role of family and community in early childhood

Course 2: Introduction to Inclusive ECCE & Developmental Screening (4 Credits)

- Concept of disability and diversity in early childhood
- Overview of visible and invisible disabilities
- Early identification, referral and basic intervention planning
- Principles of Universal Design for Learning (UDL)
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Course 3: Montessori-Based Play, Practical Life & School Readiness (4 Credits)

- Montessori philosophy and principles
- Exercises of Practical Life (EPL)
- Sensorial development activities
- Early language and communication
- Early arithmetic development
- Supporting transition to primary schooling

Course 4: Practicum-I: Observation, Screening & IEP Preparation (6 Credits)

- Observation of Anganwadi / Preschool / Inclusive ECCD settings
- Developmental screening of a minimum of five children
- Preparation of baseline developmental profiles
- Development of Individualised and Group Education Plans
- Preparation of low-cost, multi-sensory teaching-learning materials
- Community awareness activities

Course 5: Field Work / Internship (2 Credits)

- Two-week supervised field placement in Anganwadi, Preschool, Montessori or Inclusive ECCD setting
- Maintenance of daily reflective diary
- Supervisor evaluation and field report submission

9. Teaching–Learning Methods

- Digital and E learning
- Demonstration, hands-on practice and field-based learning
- Community-oriented and activity-based pedagogy
- Use of local language where required

10. Assessment and Evaluation

- Continuous Internal Assessment: 40%
- End Semester Examination / Practical Evaluation: 60%
- Practicum and field work evaluated jointly by internal and external examiners

11. Certification and Progression

- Successful candidates shall be awarded a **Certificate in Early Childhood Care & Inclusive Education**.
- The programme is credit-transferable and eligible for lateral entry into Semester II of the Certificate in Early Childhood Care and Inclusive Education ((CECCIE)), subject to university regulations.

12. Alignment

- National Education Policy 2020
- UGC–NSQF Level 4
- ICDS and Anganwadi ECCE mandate
- Rights of Persons with Disabilities Act, 2016
- Sustainable Development Goals (SDGs)

(This syllabus is prepared as per UGC and University norms for certificate programmes and is subject to approval by the competent academic bodies.)