

GURU KASHI UNIVERSITY



Diploma in Early Childhood and Care Education

Session: 2026-27

Faculty of Education

Graduate Outcomes of the Programme

Type of learning outcomes	The Learning Outcomes Descriptors
Graduates should be able to	
Learning outcomes that are specific to disciplinary/interdisciplinary areas of learning	apply interdisciplinary knowledge from psychology, nutrition, health, and pedagogy to support holistic child development.
	Integrate inclusive and culturally responsive practices that address diverse learning needs and backgrounds of learners.
Generic learning outcomes	demonstrate effective communication, collaboration, problem-solving, and reflective thinking in diverse early learning environments.
	uphold ethical, constitutional, and humanistic values while working with children and the community.

Element of the Descriptor	Programme learning outcomes
The graduates will be able to:	
Knowledge and understanding	demonstrate sound understanding of child development, early learning theories, health, nutrition, safety, and the importance of play and inclusive practices in early childhood settings.
General, technical and professional skills required to perform and accomplish tasks	design age-appropriate learning experiences, maintain safe and engaging learning environments, communicate effectively with children, families, and colleagues, and use observation and documentation to assess and support each child's growth.
Application of knowledge and skills	integrate knowledge of child development and pedagogy to support holistic development of children.
Generic learning outcomes	demonstrate critical thinking, problem-solving, creativity, and collaborative skills while engaging with young children and stakeholders in early learning environments.
Constitutional, humanistic, ethical, and moral values	uphold constitutional values such as equality, dignity, and respect for diversity; demonstrate empathy, care, and ethical behavior while working with children, families, and communities.
Employability and job-ready skills, and entrepreneurship skills and capabilities/qualities and mindset	play roles such as preschool teacher, caregiver, center supervisor, and early childhood facilitator.
Credit requirements	40 Credits
Entry requirements	Eligibility for a ECCE program is 12 th with at least 50% marks from any recognized Board/University from India or Abroad.

SEMESTER – I									
Course Code	Course Title	Type of Course	L	T	P	Credits	Int	Ext	Total Marks
DCC101	Fundamentals of Early Childhood Development	Core	4	0	0	4	30	70	100
DCC102	Child Psychology and Child Development	Core	4	0	0	4	30	70	100
DCC103	Curriculum Planning and Development for Foundational Stage	Core	4	0	0	4	30	70	100
DCC104	Pedagogy in Early Childhood Education	Core	4	0	0	4	30	70	100
DCC105	Child Nutrition and Health Management	Core	4	0	0	4	30	70	100
Total			20	0	0	20	150	350	500

SEMESTER – II									
Course Code	Course Title	Type of Course	L	T	P	Credits	Int.	Ext	Total Marks
DCC201	Organization of Pre School and Day Care	Core	4	0	0	4	30	70	100
DCC202	Child Care Taker	Core	4	0	0	4	30	70	100
DCC203	Guidance and Counselling	Core	4	0	0	4	30	70	100
DCC204	Technology Enabled Teaching	Core	4	0	0	4	30	70	100
DCC205	Project	Skill Based	0	0	8	4	30	70	100
Total			16	0	8	20	150	350	500
Grand Total			36	0	8	40	300	700	1000

Semester-I

Course Title: Fundamentals of Early Childhood Development	L	T	P	Credits
Course Code: DCC101	4	0	0	4

Total Hours:60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. demonstrate historical evolution of Early Childhood Care and Education (ECCE).
2. analyze the contributions of key educationists like Gandhi, Tagore, Montessori, Steiner, and Pestalozzi to preschool education.
3. describe major policies and programs related to ECCE in India
4. assess the role of preschools, day-cares, and global organizations in promoting early childhood development.

Course Content**Unit I****16 Hours**

Early Childhood Care Education (ECCE): Concept, objectives, importance and need of ECCE, Historical Perspective of ECCE. Strategies and activities to achieve the objectives of ECCE. Formal, informal and non-formal approaches, advantages and disadvantages.

Unit II**14 Hours**

Contribution of Eminent Educationists in Pre School Education. Mahatma Gandhi (Pre basic Education), Rabindranath Tagore, Rudolf Steiner and Waldorf School, Pestalozzi, Maria Montessori.

Unit III**16 Hours**

Development of policies and programs: Balwadis, ICDS, and Anganwadis, National policies related to ECCE: National Policy on Education (1986), NEP 2020, Role of governmental and non-governmental organizations in ECCE.

Unit-IV**14 Hours**

Role of Early Childhood Education Programs - Overview of early childhood education models (Montessori, Reggio Emilia, Waldorf), Role of preschools, day-cares, and early intervention centers, Global perspectives on ECD policies (e.g., UNICEF, WHO frameworks), National and regional ECD initiatives (focus on local/national context)

Transactional Mode

Video based Teaching, Open talk, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Demonstration, Project Based Learning, Quiz, Simulation, Lecture-cum-demonstration, Seminars

Suggested Readings

- Hyson, M. (2020). *The Early Years Matter: Education, Care, and the Well-Being of Children, Birth to 8*. Teachers College Press.
- Siegel, D. J., & Bryson, T. P. (2020). *The Power of Showing Up: How Parental Presence Shapes Who Our Kids Become and How Their Brains Get Wired*. Ballantine Books.
- Daly, L., & Beloglowsky, M. (2020). *Loose Parts 3: Inspiring Culturally Sustainable Environments*. Red leaf Press.
- Constable, K. (2020). *The Outdoor Classroom in Practice, Ages 3-7: A month-by-month guide to forest school provision*. Routledge.
- Dahlberg, G., Moss, P., & Pence, A. (2020). *Beyond Quality in Early Childhood Education and Care: Languages of Evaluation*. Routledge.
- Curtis, D., & Carter, M. (2019). *Reflecting Children's Lives: A Handbook for Planning Your Child-Centred Curriculum*. Red leaf Press.
- Biddle, K. A. G., Garcia-Nevarez, A., & Roundtree Henderson, W. J. (2019). *Early Childhood Education: Becoming a Professional*. Pearson.
- Freire, P. (2018). *Pedagogy of the Oppressed: 50th Anniversary Edition*. Bloomsbury Academic.
- Gonzalez-Mena, J., & Eyer, D. W. (2018). *Diversity in Early Care and Education: Honoring Differences*. McGraw-Hill Education.
- Machado, J. M. (2017). *Early Childhood Experiences in Language Arts: Early Literacy*. Cengage Learning.
- Levine, L. E., Munsch, J., & Galperin, J. V. (2018). *Child Development: An Active Learning Approach*. SAGE Publications.
- Ernst, J. D., & Delgado, J. J. (2018). *Introduction to Early Childhood Education: Equity and Inclusion*. Pearson.
- Gartrell, D. (2017). *The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms*. Cengage Learning.
- Christakis, E. (2016). *The Importance of Being Little: What Young Children Really Need from Grownups*. Penguin Books.
- Morrison, G. S. (2018). *Early Childhood Education Today*. Pearson.
- Krogh, S. L., & Berger, K. R. (2016). *The Early Childhood Curriculum: Inquiry Learning Through Integration*. Pearson.

- Van Hoorn, J., Nourot, P. M., & Scales, B. (2016). *Play at the Center of the Curriculum*. Pearson.
- Ungar, M. (2013). *The Early Years: Assessing and Promoting Resilience in Vulnerable Children*. Routledge.
- Siegel, D. J., & Bryson, T. P. (2012). *The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind*. Bantam.
- Edwards, C., Gandini, L., & Forman, G. (2012). *The Hundred Languages of Children: The Reggio Emilia Approach Advanced Reflections*. ABC-CLIO.

Course Title: Child Psychology and Child Development	L	T	P	Credits
Course Code: DCC102	4	0		4

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. analyze the stages and principles of child development across early childhood.
2. identify the biological and environmental factors influencing early childhood development, including heredity, nutrition, and socio-cultural context.
3. recognize early signs of delays or disabilities, and collaborate with families and professionals for timely interventions.
4. explain the characteristics and educational needs of exceptional, backward, and mentally challenged children.

Course Content

Unit I

16 Hours

Child Psychology: Meaning, Nature, Scope and Importance of Child Psychology. Difference between Child Psychology and General Psychology.
 Child Development: Meaning and principles of Growth & Development, Difference between Growth & Development. Influence of Heredity, Maturation and Learning on Child Development.
 Stages of Child Development-Characteristics and needs of each stage, (Pre – natal, Infancy, Toddlerhood, Early Childhood and Childhood)

Unit II

14 Hours

Biological Factors - Heredity and genetic influences, Health and nutrition (prenatal and postnatal), Environmental Factors - Family structure, parenting styles, home environment, Cultural, social, and economic influences on Early Child Development.

Unit III

16 Hours

Developmental Milestones and Age-appropriate Behaviors - infants, toddlers, pre-schoolers, Early Identification of Developmental Delays and Disabilities - Recognizing early signs of delays in cognitive, physical, or emotional development, Referral processes for specialized interventions, Collaboration with parents and professionals for early intervention

Unit IV**14 Hours**

Exceptional Children: Concept, Characteristics, and Educational Programme for Exceptional Children.

Backward Children: Concept, Characteristics, and Educational Programme for backward children.

Handicapped Children (Mentally retarded): Concept, Characteristics, and Educational Programme for handicapped children.

Mental Health: Concept and elements of mental health. Mental health of students.

Transactional Mode:

Video based Teaching, Open talk, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Demonstration, Project Based Learning, Quiz, Simulation, Lecture-cum-demonstration, Seminars

Suggested Readings

- Hyson, M. (2020). *The Early Years Matter: Education, Care, and the Well-Being of Children, Birth to 8*. Teachers College Press.
- Siegel, D. J., & Bryson, T. P. (2020). *The Power of Showing Up: How Parental Presence Shapes Who Our Kids Become and How Their Brains Get Wired*. Ballantine Books.
- Daly, L., & Beloglowsky, M. (2020). *Loose Parts 3: Inspiring Culturally Sustainable Environments*. Red leaf Press.
- Constable, K. (2020). *The Outdoor Classroom in Practice, Ages 3-7: A month-by-month guide to forest school provision*. Routledge.
- Dahlberg, G., Moss, P., & Pence, A. (2020). *Beyond Quality in Early Childhood Education and Care: Languages of Evaluation*. Routledge.
- Curtis, D., & Carter, M. (2019). *Reflecting Children's Lives: A Handbook for Planning Your Child-Centred Curriculum*. Red leaf Press.
- Biddle, K. A. G., Garcia-Nevarez, A., & Roundtree Henderson, W. J. (2019). *Early Childhood Education: Becoming a Professional*. Pearson.
- Freire, P. (2018). *Pedagogy of the Oppressed: 50th Anniversary Edition*. Bloomsbury Academic.
- Gonzalez-Mena, J., & Eyer, D. W. (2018). *Diversity in Early Care and Education: Honoring Differences*. McGraw-Hill Education.
- Machado, J. M. (2017). *Early Childhood Experiences in Language Arts: Early Literacy*. Cengage Learning.
- Levine, L. E., Munsch, J., & Galperin, J. V. (2018). *Child Development: An Active Learning Approach*. SAGE Publications.

- Ernst, J. D., & Delgado, J. J. (2018). *Introduction to Early Childhood Education: Equity and Inclusion*. Pearson.
- Gartrell, D. (2017). *The Power of Guidance: Teaching Social-Emotional Skills in Early Childhood Classrooms*. Cengage Learning.
- Christakis, E. (2016). *The Importance of Being Little: What Young Children Really Need from Grownups*. Penguin Books.
- Morrison, G. S. (2018). *Early Childhood Education Today*. Pearson.
- Krogh, S. L., & Berger, K. R. (2016). *The Early Childhood Curriculum: Inquiry Learning Through Integration*. Pearson.
- Van Hoorn, J., Nourot, P. M., & Scales, B. (2016). *Play at the Center of the Curriculum*. Pearson.
- Ungar, M. (2013). *The Early Years: Assessing and Promoting Resilience in Vulnerable Children*. Routledge.
- Siegel, D. J., & Bryson, T. P. (2012). *The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind*. Bantam.
- Edwards, C., Gandini, L., & Forman, G. (2012). *The Hundred Languages of Children: The Reggio Emilia Approach Advanced Reflections*. ABC-CLIO.

Course Title: Curriculum Planning and Development for Early Childhood				Credits
Course Code: DCC103		0		

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. demonstrate Curriculum planning and development for Early Childhood.
2. analyze major curriculum design models and approaches in Early Childhood education.
3. apply child-centered pedagogies and instructional strategies that foster 21st-century skills and address diverse learning needs through differentiated and multi-sensory approaches.
4. implement culturally responsive and inclusive practices to create safe and supportive early learning environments.

Course Content

Unit I 16 Hours

Curriculum: Meaning, difference between curriculum and syllabus. Principles of curriculum construction. Curriculum planning and development for Early Childhood, National policies and guidelines (e.g., National Curriculum Framework for Foundational Stage, NEP 2020).

Unit II 14 Hours

Overview of curriculum design models (Tyler's Model, Taba's Model, etc.), Play-based learning and activity-based approaches. Integration of subjects (language, mathematics, science, arts) in the foundational curriculum. Role of thematic and interdisciplinary approaches in curriculum development.

Unit III 16 Hours

Child-centered and learner-directed pedagogies in the foundational stage, Development of 21st-century skills: critical thinking, problem-solving, and creativity, Differentiated instruction and multi-sensory approaches, Assessment strategies for early learners (formative and Summative).

Unit IV 14 Hours

Understanding diversity in early childhood education (socio-economic, cultural, linguistic, and developmental differences). Culturally responsive pedagogy, Creating safe and inclusive learning environments.

Transactional Mode:

Video based Teaching, Open talk, Panel Discussions, Cooperative Teaching, Case Analysis, Dialogue, Group Discussion, Brain Storming, Demonstration, Project Based Learning, Quiz, Simulation, Lecture-cum-demonstration, Seminars

Suggested Readings

- *National Curriculum Framework for Foundational Stage (NCERT, 2022)*
- *Katz, L. G., & Chard, S. C. (2000). "Engaging Children's Minds: The Project Approach."*
- *Piaget, J. (1952). "The Origins of Intelligence in Children."*
- *Tyler, R. W. (1949). "Basic Principles of Curriculum and Instruction."*
- *Vygotsky, L. S. (1978). "Mind in Society: The Development of Higher Psychological Processes."*
- *Tomlinson, C. A. (2001). "How to Differentiate Instruction in Mixed-Ability Classrooms."*
- *National Curriculum Framework (NCERT, 2005)*
- *Early Childhood Education in Asia and the Pacific: A report (UNESCO)*
- *Saracho, O. N. (2013). "Handbook of Research on the Education of Young Children."*
- *Tomlinson, C. A. (2001). "How to Differentiate Instruction in Mixed-Ability Classrooms."*
- *Banks, J. A. (2015). "Cultural Diversity and Education: Foundations, Curriculum, and Teaching."*
- *Hall, T., Meyer, A., & Rose, D. H. (2012). "Universal Design for Learning in the Classroom."*
- *Piaget, J. (1952). "The Origins of Intelligence in Children."*
- *Vygotsky, L. S. (1978). "Mind in Society: The Development of Higher Psychological Processes."*
- *The Early Years Foundation Stage (EYFS) Framework (UK).*
- *Tyler, R. W. (1949). "Basic Principles of Curriculum and Instruction."*
- *Katz, L. G., & Chard, S. C. (2000). "Engaging Children's Minds: The Project Approach."*
- *NCFTE (2009): National Curriculum Framework for Teacher Education.*

Course Title: Pedagogy in Early Childhood Education	L	T	P	Credits
Course Code: DCC104	4	0	0	4

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. analyze the concepts, nature, and principles of teaching and learning.
2. apply diverse pedagogical approaches to enhance cognitive and language development in young children.
3. design and implement developmentally appropriate activities and resources to foster self-expression, academic readiness, and skill-building across domains.
4. utilize effective observation, assessment, and classroom management strategies, while promoting collaboration with families and integrating technology.

Course Content

Unit I

16 Hours

Teaching and Learning: Concept and nature of teaching and learning. Relationship between teaching and learning. Principles and maxims of teaching. Principles of Learning in Early childhood. Theories of learning- Educational Implications of Classical conditioning and Instrumental conditioning.

Unit II

14 Hours

Pedagogical approaches: Play-based, Inquiry-based, and Project-based learning, Dramatization, Storytelling, Field trips, Puppetry, Active learning and experiential learning. Role of storytelling, songs, rhymes, and activities in cognitive and language development.

Unit III

16 Hours

Co-curricular Programmes for school children.

- a. Play and guidelines for nursery/pre-nursery programme for various age groups
- b. Free play, guided play, indoor and outdoor play.
- c. Individual and group play
- d. Celebration of National and Social festivals

Lesson Plan: Meaning and importance of lesson plan. Steps for lesson plan.

Unit IV**14 Hours**

Observation and assessment techniques for early learners. Role of reflective practice for teachers in improving pedagogical methods. Collaboration with families and communities to support children's learning. Designing a conducive learning space for young children, Use of teaching-learning materials (TLMs) and technology in the early years, Classroom management strategies for nurturing positive social interactions.

Transactional Mode:

Interactive lectures and discussions, Group work and peer learning, Role-play and simulation activities, Case studies and analysis of classroom scenarios, Field visits to early childhood centers for observation

Suggested Readings

- Bruce, T. (2015). *Early Childhood Education*. Sage Publications.
- Pound, L. (2005). *How Children Learn: From Montessori to Vygotsky - Educational Theories and Approaches Made Easy*. Step Forward Publishing.
- Smith, P. K., & Pellegrini, A. D. (2000). *Children's Play: The Roots of Reading*. Oxford University Press.

Course Title: Child Nutrition and Health Management Skills	L	T	P	Credits
Course Code: DCC105	4	0	0	4

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. analyze the roles of families, schools, government, and NGOs in promoting child well-being.
2. identify the nutritional requirements of children.
3. promote awareness of health-promoting school practices, including medical checkups, hygiene routines, immunization, and management of common childhood illnesses.
4. recognize early symptoms of common ailments, and create safe, hygienic, and emotionally supportive environments for young children.

Course Content

Unit I

15 Hours

Concept: Health, Hygiene & Nutrition. Role of Home, School, Government & NGOs in promoting children's health. Factors influencing children's health, hygiene and nutrition. Nutritional requirements of children (0-8 years): Macronutrients and micronutrients. The importance of a balanced diet in early childhood development, Common nutritional deficiencies: Iron, calcium, vitamin A, and their impact.

Unit II

15 Hours

Nutritional Requirements of children. Nutritional values of available foods in the region. Identifying early malnutrition in children and providing basic remedial measures.

Planning and preparing low cost nutritious food and balanced menus in children. Nutrition education for teachers, parents and community.

Designing a balanced meal plan based on nutritional needs. Factors influencing meal planning: Age, growth, cultural preferences, Role of meal timings, portion control, and healthy eating habits.

Unit III

15 Hours

Provisions of healthy, clean and safe conditions in school. Creation of Healthy habits and routines. Organizations and Importance of Regular Medical Checkup Camps by School. Maintenance of health records by School. Significance of health records and immunization schedule. Common childhood illnesses

(diarrhea, respiratory infections) and their management, Immunization schedules and their importance, Personal hygiene practices and promoting healthy habits in children.

Unit IV

15 Hours

Identification of common ailments and infectious diseases through basic symptoms. Precautions to be followed for preventing the spread of infectious diseases among children. Administration of First Aid skills for early childhood settings, creating a safe and hygienic environment in classrooms and play areas, Role of caregivers in promoting mental and emotional well-being of children.

Transactional Mode:

Hands-on demonstrations for meal preparation and first aid, Workshops on planning and preparing balanced meals, Case studies on managing health issues in early childhood settings, and Interaction with health and nutrition experts.

Suggested Readings:

1. Moyles, J. & Hargreaves, L. (1998). *The primary curriculum. Learning from international perspectives*. London: routledge
2. National association for the education of young children, July 1998. *Learning to read and Write: developmentally appropriate practices for young children*. 53 (4), 30-46.
3. Burtonwood, N. (2002). *Anthropology, Sociology and the Preparation of Teachers for a culturally Plural Society*. *Pedagogy, Culture and Society*. 10(3), 367-387.
4. Ramachandran, V. & Bhattacharjee, S. (August 1, 2009) *Attend to Primary Schoolteachers! Economic and political weekly*. vol xlv no 31, 17-20
5. Neuman, S., Dwyer, J. & Koh, S. (2007). *Child/Home early language and literacy observation*. Baltimore: Brookes Publishing House
6. NCERT (2007). *Handbook of arts in education*
7. Taylor, D. (Feb, 1990) *Teaching without Testing: Assessing the Complexity of Children's Literacy Learning*. *English Education*, 22(1), pp. 4-74
8. Corsaro, W.A. (2011) *The Sociology of Childhood (Third Edition)* New York: A Pine Forge. Press Publication
9. Combs, B. (2011) *Assessing and Addressing Literacy Needs*. New York: Sage Global
10. Aubrey, C. (2011) *Leading and Managing in the Early Years*. New York: Sage Global
11. White, J. (2011) *Outdoor Provision in the Early Years*. New York: Sage Global

Semester-II

Course Title: Organization of Preschool and Daycare	L	T	P	Credits
Course Code: DCC201	4	0		4

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. analyze the importance, and components of early childhood.
2. evaluate the administrative setup, staff roles, service conditions, and code of conduct in preschool and daycare settings.
3. identify essential infrastructural requirements, safety measures, and criteria for organizing indoor and outdoor spaces in early childhood institutions.
4. assess the methods for maintaining institutional and child-related records.

Course Content**Unit I****16 Hours**

Planning of early childhood education: Meaning and importance. Institutional planning: - Meaning, Objectives, Characteristics and role of principal in planning. Organization of Preschool and Daycare: Meaning, need and importance. Elements of organization and administration of preschool and daycare. Difference between preschool and daycare center. Admission procedure to pre-school.

Unit II**14 Hours**

Organizational Climate: Concept and dimension. Functions of officers working at different levels and administrative set up of preschool and daycare center. Staff Service Conditions, Rules of service and code of conduct. Distribution of work among the staff. Head of Pre-Primary school: qualifications, duties and responsibilities. Teachers of Pre-primary schools: qualifications, duties and Responsibilities.

Unit III**16 Hours**

Building and equipment, Location, site and building. Types of rooms, arrangement of room (activity centers), ventilation, lighting and safety. Playground, Play equipment – types, criteria for selection, safety aspects – indoor and outdoor games. Storage facilities. Maintenance of furniture, equipment. Provision of safe drinking water and sanitary facilities.

Unit IV**14 Hours**

Role and qualities of teacher and care giver and other staff involved in welfare and care of children. Teacher-child ratio. Need and importance of in-service training. Need and importance and how to maintain records. Types of records (Important records) – Admission, Progress, Financial, Equipment, Correspondence, Health. Types of register - Attendance (Staff, children), Accounts, Stock, Staff Profile. Methods of maintaining record of children – Cumulative and Anecdotal. Methods & importance of maintaining record of relevant helplines (eg. neighbour's contact details.)

Transactional Modes:

Lectures and Presentations, Case Studies and Guest Lectures Group Projects, Workshops on Innovation and Creativity, Field Visits to Ed-Tech Companies and Educational Startups, Business Pitch Simulations

Suggested Readings:

- Axline, V.M. (1964). *Dibs in search of self*. New York: Ballentine books.
- Clarke, P. (2001). *Teaching & learning: the culture of pedagogy*. New York: Sage
- Thomson, C.L., Holmberg, M.C., Baer, D.M., Hodges, W. L., and Moore, S.G. (1978). *An*
- *Experimental Analysis of Some Procedures to Teach Priming and Reinforcement Skills to Preschool Teachers*. *Monographs of the Society for Research in Child Development*. 43 (4), pp 1-86. Kress, J.S., Norris, J. A., Schoenholz, D. A., Elias, M.J., and Seigle, P. (Nov., 2004).
- *Bringing Together Educational Standards and Social and Emotional Learning: Making the Case for Educators*. *American Journal of Education*, 111 (1), pp 66-89
- Torkington, K. and Landers, C. *Enhancing the Skills of Early Childhood Trainers: Rationale for experimental: Volume 4 of Enhancing the Skills of Early Childhood Trainers*, Kate Torkington. The Hague: Bernard van Leer Foundation.
- Nutbrown, C. (2011). *Threads of Thinking (Fourth Edition)*, New York: Sage Global
- Bruce, T. (2011). *Essentials of Literacy from 0-7 (Second Edition)*, New York: Sage Global
- Levey, R (2011). *Young Children Reading*. New York: Sage Global
- Munsch and Laura E Levine (2010) *Child Development*. New York: Sage Global
- Klien, S.B. (2011) *Learning*. New York: Sage Global
- Bower, V. (2011) *Creative Ways to Teach Literacy*. New York: Sage Global
- Levey, S. (2010) *Language Development*. New York: Sage Global
- Combs, B. (2011) *Assessing and Addressing Literacy Needs*. New York: Sage Global

- *Aubrey, C. (2011) Leading and Managing in the Early Years. New York: Sage Global*
- *White, J. (2011) Outdoor Provision in the Early Years. New York: Sage Global*
- *Knight, S (2011) Risk and Adventure in Early Years Outdoor Play. New York: Sage Global.*
- *Brownhill, S and Bullock, E. (2011). A quick Guide to Behavior Management in the Early Years. New York: Sage.*

Course Title: Child Care Taker	L	T	P	Credits
Course Code: DCC202	4	0	0	4

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. analyze the concept, objectives, and roles of a child caretaker.
2. demonstrate the ability to perform daily care routines, maintain hygiene, ensure safety, and follow gender-sensitive practices in caregiving.
3. Maintain records of children's growth milestones, interests, and health and safety practices, ensuring regular monitoring and documentation.
4. assess and respond appropriately to signs of distress, developmental concerns, abuse, or illness, while fostering emotional well-being and safety in children.

Course Content

Unit I

16 Hours

Child Caretaker Programme: Concept and Objectives. Attributes for a Child Caretaker. Role and responsibilities of a Child Caretaker.

Objectives of the Domestic Workers Sector and workers' categorization of in India.

Communication Skills: Effective communication with employer, co-workers the family and others. Ethical behaviour, positive outlook and personal integrity. Strategies to support the child to communicate and develop positive relationship with peer group and adults.

Unit II

14 Hours

Daily care routine preparation under the guidance of the parents/ guardians. Performing various Method of dressing professionally, maintaining personal hygiene and grooming. Gender discrimination, gender equality and various ways of being gender sensitive. Process of Routine cleaning activities, (sweeping, dusting, mopping, sanitizing, well organization etc). Steps of washing and sanitizing the clothes/sheets. Procedure of cleaning and sterilizing different types of utensils, tools and appliances. Ways of toilet training a child. Ways to make the play/ learning area secure and safe both indoors and outdoors.

Unit III

16 Hours

Maintenance of records: Identification of the growth milestones achieved by the child and maintenance of their records. Strategies to assist the children to

identify and pursue their interests/ hobbies, (such as dancing, painting, music). Ways to carry out periodic review of hygiene, health, safety and security procedures and maintaining their records. Methods to assess the health, safety and security of the place before, during and at the end of work activities.

Unit IV

14 Hours

Methods to handle the distressed child throwing tantrums. Identify signs of various problems with development of child and bring them to the attention of parents. Teach the child about what is inappropriate touch, bullying, and actions thereof. Ways to identify any signs of abuse and harassment, accident, injury, pain, and other symptoms illness.

Transactional Modes:

Lectures and Interactive Discussions, Case Study Analysis, Role Plays and Simulations, Field Visits and Guest Lectures, Group Projects

Suggested Readings:

- *School Leadership that Works: From Research to Results* – Marzano, R. J., Waters, T., & McNulty, B. A. (2005).
- *The Principalship: A Reflective Practice Perspective* – Sergiovanni, T. J. (2009).
- *Educational Leadership: Context, Strategy, and Collaboration* – Bush, T., Bell, L., & Middlewood, D. (2019).
- *Leading in a Culture of Change* – Fullan, M. (2001).
- *National Education Policy 2020* – Ministry of Education, Government of India.

Course Title: Guidance and Counselling	L	T	P	Credits
Course Code: DCC203	4	0	0	4

Total Hours: 60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. understand the concept and importance of guidance and counselling in early childhood education.
2. apply strategies to support children's social relationships, emotional well-being, and resilience while maintaining professional boundaries.
3. differentiate between directive and non-directive counselling, and demonstrate active listening, empathy, and trust-building techniques suitable for young children.
4. implement counselling strategies for addressing emotional, behavioural, and learning challenges in children.

Course Content

Unit I

16 Hours

Definition of guidance and counselling, Scope of counselling in early childhood education, Differences between guidance and counselling, Role of teachers and caregivers as informal counsellors, Confidentiality, respect for children's rights, and non-judgmental approaches.

Unit II

14 Hours

Addressing children's social relationships, peer pressure, and bullying, promoting emotional well-being and resilience, maintaining boundaries in teacher-student relationships, Developing a positive attitude toward future learning and career paths.

Unit III

15 Hours

Directive vs. Non-Directive Counselling, relevance in early childhood settings, Active listening, empathy, and effective questioning techniques, way to build trust and rapport with young children, Play Therapy and Art Therapy

Unit III

15 Hours

Addressing Emotional and Behavioural Issues, Counselling strategies to support children with emotional and behavioural challenges, Counselling approaches for children with learning disabilities, developmental delays, or physical challenges, Crisis Counselling and Intervention

Transactional Mode:

Role-play exercises for counselling scenarios, Case studies of children with different needs, Workshops on communication and active listening skills, Group discussions on ethical considerations in guidance, Interaction with child psychologists and counsellors.

Suggested Readings:

- Corey, G. (2013). *Theory and Practice of Counselling and Psychotherapy*. Brooks/Cole.
- Gibson, R. L., & Mitchell, M. H. (2015). *Introduction to Counselling and Guidance*. Pearson.
- Kapur, M. (2018). *Counselling Children with Psychological Problems*. Pearson Education.
- Nystul, M. S. (2016). *Introduction to Counselling: An Art and Science Perspective*. SAGE Publications.
- Rao, S. N. (2008). *Counselling and Guidance*. McGraw Hill Education.

Course Title: Technology Enabled Teaching	L	T	P	Credits
Course Code: DCC204	4	0	0	4

Total Hours:60

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. analyze the importance of educational technology, along with its advantages and challenges in early childhood education.
2. utilize multimedia tools and collaborative platforms to create dynamic, engaging, and developmentally appropriate learning experiences for young children.
3. apply interactive and blended learning strategies to personalize and enhance early learning.
4. demonstrate an understanding of student engagement, accessibility, and the evolving role of the teacher as a facilitator in a tech-enabled classroom.

Course Content

Unit I

16 Hours

Educational Technology: Concept, need and importance. Historical Development of Educational Technology from traditional methods to digital classrooms. Advantages and disadvantages of introducing technology in Early Childhood Education. The Role of Technology in the 21st-Century Classroom, Strategies and benefits of Technology Integration in Early Childhood Education Teaching, Challenges in Technology Adoption.

Unit II

14 Hours

Multimedia in Teaching: Videos, podcasts, animations, and infographics for a dynamic learning experience, Collaborative Platforms, and virtual classrooms. Issues and challenges of using multimedia in Early Childhood Education.

Unit III

15 Hours

Interactive learning Tools in Early Childhood Education. Blended Learning Models, Flipped Classrooms, pre-class preparation and active in-class participation, Gamification in Education, game-based learning, badges, and rewards, Adaptive Learning Technologies: Personalizing education through AI.

Unit IV

15 Hours

Student Engagement and Motivation of Toddlers and Infants towards technology, Accessibility and Inclusion, assistive technologies and learning resources in

Early Childhood Education. Teacher's Role in a Tech-Enabled Classroom, Shifting from Knowledge Provider to facilitator and Guide.

Transactional Modes:

Lectures and Multimedia Presentations, Hands-on Workshops, Group Projects Case Studies, Virtual Classrooms and Simulations

Suggested Readings:

- *Blended: Using Disruptive Innovation to Improve Schools* – Michael B. Horn & Heather Staker (2014).
- *The Flipped Classroom: A Teacher's Guide* – Jonathan Bergmann & Aaron Sams (2015).
- *Teaching in a Digital Age* – A.W. (Tony) Bates (2015).
- *How People Learn II: Learners, Contexts, and Cultures* – National Academies of Sciences, Engineering, and Medicine (2018).
- *EdTech Essentials: The Top 10 Technology Strategies for All Learning Environments* – Monica Burns (2020).

Course Title: Project	L	T	P	Credits
Course Code: DCC205	0	0	0	4

8 weeks

Course Learning Outcomes: After completion of this course, the learner will be able to:

1. explore best practices in early childhood education across different cultures.
2. design an inclusive and engaging learning environment that fosters holistic development.
3. implement creative teaching strategies for cognitive, physical, emotional, and social growth.
4. evaluate the impact of early learning environments on children's development.

Project Guidelines:

Phase 1: (Week 1-2)

- Study different early childhood education approaches (Montessori, Reggio Emilia, Play-Way, Indian Gurukul System).
- Detailed report on policies on Early Childhood Education as per Country.
- Identify the importance of cultural sensitivity in early childhood education and maintain a record of festivals and other special occasions celebrated in Pre-Schools.

Phase 2: Planning and Design (Week 3-4)

- Choose a specific age group (0-3 years, 3-5 years, or 5-6 years).
- Develop a layout for an ideal early childhood learning space (using drawings or digital tools like Canva, SketchUp, etc.).
- List the learning materials and activities suited for different developmental domains.
- Prepare a detailed curriculum plan including storytelling, sensory activities, outdoor play, and cognitive games.

Phase 3: Implementation and Practical Application (Week 5-6)

- Conduct a mock session (if possible) with a small group of children.
- Document observations on how children respond to the activities.
- Create a short video presentation or slideshow explaining the project outcome.

Project Deliverables:

1. **Report** (2000-3000 words) covering:

- Introduction to Early Childhood Education principles
- Comparative analysis of Indian and international educational practices
- Design and curriculum plan with illustrations
- Reflections on implementation and learning outcomes
- Detailed report of institution.

2. Presentation: A 10-minute PPT/video summarizing the project

3. Activity Workbook: A booklet with lesson plans and worksheets for children

4. Additional Instructions:

- Maintain a child-centric approach with inclusive learning strategies.
- Focus on play-based, activity-based, and hands-on learning experience.
- Focus must be on pre-schools.