

GURU KASHI UNIVERSITY



**BACHELOR OF VOCATION
EARLY CHILDHOOD CARE & EDUCATION
SESSION: 2025-26**

**DEPARTMENT OF EDUCATION
FACULTY OF EDUCATION**

B.Voc ECCE Graduate Attributes

Graduates of the Bachelor of Vocation in Early Childhood Care and Education will demonstrate proficiency in creating and implementing developmentally appropriate curricula that cater to the holistic growth of young children. They will effectively engage with children, families, and communities, utilizing strong interpersonal and communication skills. Graduates will be adept in observing and assessing children's progress, applying evidence-based practices, and utilizing diverse resources to enhance learning experiences. With a solid foundation in child development theories and educational practices, they will contribute to the advancement of early childhood education, advocating for policies that support children's well-being and fostering inclusive environments that celebrate diversity. This skill set will open pathways to various career opportunities in early childhood settings, educational policy, and community services.

Program Learning Outcomes

After completion of the program, students will be able to:

- Design and implement developmentally appropriate curricula that foster holistic development in young children.
- Demonstrate a comprehensive understanding of child development theories and their application in early childhood settings.
- Utilize various assessment tools and techniques to observe, evaluate, and document children's progress and learning outcomes.
- Exhibit strong verbal and written communication skills to engage effectively with children, families, and colleagues.
- Create inclusive learning environments that respect and celebrate diversity, ensuring equitable access to education for all children.
- Apply ethical standards and professional practices in early childhood education settings, reflecting on one's own teaching practices for continuous improvement.
- Collaborate with families, communities, and multidisciplinary teams to support children's learning and well-being.
- Advocate for policies and practices that support the rights and needs of young children and their families.

- Demonstrate a commitment to lifelong learning and professional development in the field of early childhood education.
- Integrate appropriate technology and resources to enhance teaching and learning experiences in early childhood education.

STRUCTURE OF THE PROGRAMME

SEMESTER – I									
Course Code	Course Title	Type of Course	L	T	P	Credits	Int .	Ex t	Total Marks
BVE101	Child Growth and Development	Core	4	0	0	4	30	70	100
BVE102	Health, Nutrition & Safety	Core	4	0	0	4	30	70	100
BVE103	Methods & Material for Promoting Play	Skill based	4	0	0	4	30	70	100
BVE104	Entrepreneurship Setup & Launch	Entrepreneurs hip & Skill Enhancement	0	0	4	2	30	70	100
BVE105	Foundation of language and Communication-I	Core	4	0	0	4	30	70	100
VAC0002	Human Values and Professional Ethics	VAC	2	0	0	2	15	35	50
Total			20	0	0	20			

	SEMESTER – II								
Course Code	Course Title	Type of Course	L	T	P	Credits	Int .	Ex t	Total Marks
BVE201	Learning in ECCE	Core	4	0	0	4	30	70	100
BVE202	Assessment in ECCE Centre	Core	4	0	0	4	30	70	100
BVE203	Computer Application	Skill based	0	0	8	4	30	70	100
BVE204	Foundation of language and Communication-II	Core	4	0	0	4	30	70	100
BVE205	Pre-Internship Practice	Skill based	0	0	8	4	30	70	100

Total			12	0	16	20			

	SEMESTER – III								
Course Code	Course Title	Type of Course	L	T	P	Credits	Int .	Ext	Total Marks
BVE301	Emotional & Social Development in ECCE	Core	4	0	0	4	30	70	100
BVE302	Early Literacy and Numeracy	Core	4	0	0	4	30	70	100
BVE303	Children with Learning Difficulties	Core	4	0	0	4	30	70	100
BVE304	Curriculum Planning for ECCE	Skill based	0	0	8	4	30	70	100
BVE305	Pedagogy in ECCE	Skill based	0	0	8	4	30	70	100
Total			12	0	16	20			

	SEMESTER – IV								
Course Code	Course Title	Type of Course	L	T	P	Credits	Int .	Ext	Total Marks
BVE401	Inclusive Education	Core	4	0	0	4	30	70	100
BVE402	Supervision and Mentoring in Child Care Center	Core	4	0	0	4	30	70	100

BVE403	Thematic Learning in ECE	Skill based	0	0	8	4	30	70	100
BVE404	Life Skills	Skill based	0	0	8	4	30	70	100
BVE405	School Observation	Skill based	0	0	8	4	30	70	100
Total			8	0	24	20			

	SEMESTER – V								
Course Code	Course Title	Type of Course	L	T	P	Credits	Int .	Ext	Total Marks
BVE501	Models & Approaches in ECCE	Core	4	0	0	4	30	70	100
BVE502	Center Design & Setup of ECCE	Skill based	0	0	8	4	30	70	100
BVE503	Management of ECCE Centre	Skill based	4	0	0	4	30	70	100
BVE504	Sustainability & Environmental Education	Skill based	0	0	8	4	30	70	100
BVE505	ICT in Education	AEC	2	0	0	2	30	70	100
BVE506	Communication and Personality Development	Skill based	2	0	0	2	30	70	100
Total			12	0	16	20			

	SEMESTER – VI								
Course Code	Course Title	Type of Course	L	T	P	Credits	Int .	Ext	Total Marks
BVE601	Community Engagement and Service	Skill based	0	0	0	4	30	70	100
BVE602	Internship	Skill based	0	0	0	16	120	280	100

Total	0	0	0	20	
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Program Structure of B.Voc ECCE

SEMESTER-I

Course Title: Child Growth & Development

Course Code: BVE101

L	T	P	Credits
4	0	0	4

Learning Outcomes:

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

- develop a comprehensive view of the child development.
- outline stages of prenatal development beginning at conception
- develop an understanding about Physical & Cognitive Development.
- impart knowledge about significance of language & Social development during childhood and its influencing factors.

Course Content

Unit I

15 Hours

Growth and Development: Concept, principles, Difference between Growth & Development. Factors affecting growth and development. Development Tasks of Infancy & Early Childhood.

Prenatal Development: Stages and Factors affecting prenatal development.

Unit II **Hours**

15

Physical Development: Concept, importance and Factors affecting physical development.

Motor Development: Concept, importance and Factors affecting motor development, Sequence of motor development, Skills-hand and leg skills, Handedness.

Unit III **Hours**

15

Cognitive Development: Concept, importance and Factors affecting of cognitive development.

Language Development: Concept, importance and Factors affecting, language development, Language development from infancy to late childhood, Bilingualism & Multilingualism.

Unit IV **Hours**

15

Social Development: Concept, importance and Factors affecting social development Process of socialization in early childhood.

Developmental Milestones and Age-appropriate Behaviors - infants, toddlers, pre-schoolers, Early Identification of Developmental Delays and Disabilities. -

Activity: Preparation of an album on developmental milestones of children.
Engaging in games and activities that enhance development of various domains.

Visit to an Anganwadi: Plotting growth monitoring chart and interpretation.
Observation of motor activities of a toddler and preschooler

Transactional Mode:

Lectures cum Discussion, Presentations, Case Studies and Guest Lectures, Group Projects, Brain Storming, Demonstration, Project Based Learning, Quiz, Activity-based learning, Simulation, Workshops on Innovation and Creativity.

Suggested Readings:

- Berk, L.E. (2013). *Child Development*. Pearson.
- Santrock, J.W. (2016). *Child Development*. McGraw-Hill Education.
- Papalia, D.E., Olds, S.W., & Feldman, R.D. (2009). *A Child's World: Infancy Through Adolescence*. McGraw-Hill.
- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam.
- Covey, S.R. (2004). *The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change*. Free Press.

Course Title: Health, Nutrition & Safety

Course Code: BVE102

L	T	P	Credits
4	0	0	4

Learning Outcomes:

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

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

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. Diet: Need and importance of a balanced diet in early childhood development, Common nutritional deficiencies: Iron, calcium, vitamin A, and their impact.

Activity: Demonstration of handwashing and hygiene routine
Observation checklist for a healthy preschool environment

Unit II

15 Hours

Nutritional Requirements of children. Identifying early malnutrition in children and providing basic remedial measures. Nutrition education for teachers, parents and community. Factors influencing meal planning: Age, growth, cultural preferences, Role of meal timings, portion control, and healthy eating habits.

Activity: Designing a balanced meal plan based on nutritional needs.

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 and Significance of health records and immunization schedule. Common childhood illnesses (diarrhea, respiratory infections) and their management. Personal hygiene practices and promoting healthy habits in children.

Unit IV

15

Hours Common ailments and infectious diseases: Identification of 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.

Activity:

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:

- Moyles, J. & Hargreaves, L. (1998). *The primary curriculum. Learning from international perspectives*. London: Routledge
- 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.
- Burtonwood, N. (2002). *Anthropology, Sociology and the Preparation of Teachers for a culturally Plural Society*. *Pedagogy, Culture and Society*. 10(3), 367-387.
- Ramachandran, V. & Bhattacharjee, S. (August 1, 2009) *Attend to Primary School teachers! Economic and political weekly*. vol xlv no 31, 17-20
- Neuman, S., Dwyer, J. & Koh, S. (2007). *Child/Home early language and literacy observation*. Baltimore: Brookes Publishing House.

- NCERT (2007). *Handbook of arts in education*
- Taylor, D. (Feb, 1990) *Teaching without Testing: Assessing the Complexity of Children's Literacy Learning. English Education*, 22(1), pp. 4-74
- Corsaro, W.A. (2011) *The Sociology of Childhood (Third Edition)* New York: A Pine Forge. Press Publication
- 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*

Course Title: Method & Material for Promoting Play

Course Code: BVE103

L	T	P	Credits
4	0	0	4

Learning Outcomes:

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

1. plan effective preschool learning experiences using conversation, storytelling, toys, music, and art to promote holistic development.
2. categorize indigenous toys, games, and puppets by understanding their cultural relevance.
3. demonstrate an understanding of experiential and play-based learning.
4. map toys and play-based materials to key learning outcomes.

Course Content

Unit I

15 Hours

Techniques for effective Pre-School teaching: principles of pedagogy, planning for teaching, building a positive relationship between teachers and children, learning through play - conversation, stories, toys, music, art and craft. Toys, Games and Play in the Child's World of Learning. Childhood and Toys. History of Toys. Toy-based Learning and Toy-based Pedagogy. Integration of Toy-based Pedagogy in Curriculum

Unit II

15 Hours

Indigenous Toys, Games and Puppets: Concept, Need and Importance of Indigenous /Traditional Toys and Games.
Grouping of Indigenous Toys, Indigenous Games, Puppets, Toys and Play Materials from Nature.

Unit III

15 Hours

National Education Policy (NEP 2020) and Experiential Learning. Experiential

Learning: Concept, Benefits of Experiential Learning. Developmental Stages and Play-based learning. Toys for Children with Special Needs. Do It Yourself (DIY) Toys

Unit IV

15 Hours

Mapping of Toys with Concept, Competencies and Learning, Outcomes, Foundational and Preparatory Stages, Middle and Secondary Stages.

Implementing Toy-based Pedagogy: The Way Forward, Challenges of Implementing Toy-based Pedagogy, Addressing the Challenges of Implementation of Toy-based pedagogy

Transactional Mode:

Classroom discussions, Activity-based learning, Close reading of text material/papers, Workshops, Presentations, Case Studies and Guest Lectures, Group Projects, Brain Storming, Demonstration, Project Based Learning, Quiz, Activity-based learning, Simulation, Workshops on Innovation and Creativity.

References

<https://www.naeyc.org/sites/default/files/globally-shared/downloads/PDFs/resources/pubs/infants-and-toddlers-at-play-chap-5-excerpt.pdf>

<https://www.naeyc.org/resources/pubs/yc/spring2021/creating-play-literacy>

<https://pz.harvard.edu/sites/default/files/PoP%20Book%203.27.23.pdf>

<https://archive.org/details/creativeactiviti0011edmaye/page/n5/mode/2up>

Course Title: Entrepreneurship Setup & Launch

Course Code: BVE104

L	T	P	Credits
0	0	4	2

Introduction:

This semester lays the foundation for the learner to understand what entrepreneurship is, beyond just starting a business. It introduces key ideas like problem-solving, value creation, and self-awareness. The learner will begin exploring basic business concepts while discovering their own interests and strengths.

Learners Objective:

1. Understand the core concepts of entrepreneurship through

relatable, real-life examples.

2. Begin to see themselves as problem-solvers and creators.
3. Learn about business paths and choose one to try based on interest or local fit.
4. Launch a micro-hustle (online or offline) to earn their first income.
5. Build confidence and self-belief by doing.

Outcome: By the end of this semester, learners will start a simple business activity, earn their first income, and build belief in their ability to do business.

Guiding Principles/Approach:

This syllabus is built on principles of **experiential learning**, **growth mindset development**, and **identity-first learning**. Drawing from learning science and behavior design, the course shifts students from passive learning to *active doing*, where they try out small business activities in real contexts. The design helps students not just learn entrepreneurship, but begin to see themselves as entrepreneurs. Emphasis is placed on *small wins*, *peer collaboration*, and *locally relevant opportunities* to ensure learning feels achievable and connected to their realities. The curriculum focuses on conceptual understanding without heavy theory, combining *practical action*, *reflection*, and

collaboration. By making progress visible and success feel possible, it plants the seeds of self-reliance, initiative, and long-term motivation.

Semester Syllabus:

Format: 12 weeks, 4 hours/week | 2 credits

Revenue Target: ₹10,000

Week	Learning Goal	Measurable Outcome
1	Understand what entrepreneurship is and who can be an entrepreneur	Students define entrepreneurship in their own words and list 2 entrepreneurs from their local area or community

2	Connect personal identity to entrepreneurship (strengths, interests, struggles)	Students create a “value map” showing how a skill/interest/problem from their life could become a business opportunity
3	Learn about 5 business paths: content creation, drop shipping, cloud kitchen/food business, gig economy and local services	Students explore 1–2 examples from each domain and share one they’re most curious to try and why
4	Choose a path and generate a basic business idea	Students write down a clear offer (what, for whom, why) and one way to reach their customer
5	Take first real action: message, post, pitch, or sell	Students reach out to or serve 1 real potential customer and record what happened

6	Reflect on first attempt and share with peers	Students share their result, a challenge faced, and one idea to improve next time
7	Improve and try again: aim for first ₹100	Students apply a change, try again, and aim to make their first ₹100 or get meaningful response
8	Learn how to identify and understand your target customer	Students talk to 2 potential customers or observe them and list 3 insights about their needs
9	Learn how to serve your target audience better	Students improve one part of their offer (product, delivery, messaging, or interaction) based on customer feedback or need
10	Explore core entrepreneurial values (resilience, honesty, effort)	Students reflect on 1 value they're building and show it in a business task or peer story
11	Focus on earning and staying consistent	Students complete a second earning task and track their consistency (e.g., same product or message for 3 days)
12	Reflect on earnings, grit, and how to keep going	Students record total earnings, one resilience moment, and one support system or habit they'll continue with

Weekly Component:

Component	Duration	Description
Learning Module	~1.5 hrs	<ul style="list-style-type: none"> - Introduces key concepts in a simple and engaging way - Includes, examples, and 1–2 interactive discussions or quizzes

Action Lab	~2 hrs	<ul style="list-style-type: none"> - Hands-on task on the weekly concept - Includes step-by-step guidance, templates, and worksheets - Ends with a submission (e.g., video, reflection, or proof of action)
Resources	Self-paced	- Supplementary videos, short readings, real-life stories, and tools to deepen understanding at their own pace

Evaluation Criteria

Evaluation Component	Description	Weightage
Weekly Task Completion	Timely submission of weekly tasks including reflections, activities, quizzes etc.	40%
Target Completion	Performance-based evaluation on hitting revenue or profit targets (e.g., generating ₹10,000 revenue)	30%
Final Project	A comprehensive project based on the semester's theme	30%

Course Title: Foundation of language and Communication-I

Course Code: BVE105

L	T	P	Credits
4	0	0	4

Learning Outcomes

After completing the course, the student teachers will be able to:

- Recognize the link between language and cognition
- Exhausting linguistic knowledge and skills for effective communication of ideas and thoughts.
- Classify the speech of sounds and letters, stress, pitch, tone, intonation and juncture, parts of speech.
- Build inter-personal relationships and enhance social skills.

Unit-I

Hours:15

- A. Language, communication, and cognition; Definitions and functions of language.
- B. Language learning, translation, formal and informal communication, verbal and non-verbal communication, gestures language skills (listening, speaking, reading, & writing) and the new-age technologies.
- C. Language as a means of communication and language as a medium of cognition.

Unit-II

Hours 15

- A. Nature and process of communication: principles, Definition, and types
- B. Language and society: language variation, language and dialect, language standardization; Multilingualism in Indian context,
- C. Language as a means of communication and language as a medium of cognition.

Unit-III

Hours:15

- A. The process of communication, barriers to communication, written and oral communication, the story of human communication from early times to new age; Language variation, Multilingualism.
- B. Context of communication, the role of decoder, face to face interaction, turn taking, conversation, politeness principles, opening and closing, regional variation, social variation, the standard language.

UNIT – IV

Hours: 15

- A. Classification of speech sounds and letters, stress, pitch, tone, intonation and juncture, parts of speech, identification of morphemes, word formation processes, sentences simple, complex, and compound, semantics and pragmatics, lexical semantics, speech acts.
- B. Production of speech sounds in languages; Suprasegments: stress, pitch, tone, intonation; Word formation processes; Sentence formation, semantics, and pragmatics.

Transactional Mode:

- Field visits, case studies, project work and group discussions.

Suggested Reading:

- Murphy, R. (2019). *English Grammar in Use*. Cambridge University Press.
- Oshima, A., & Hogue, A. (2006). *Writing Academic English*. Pearson.
- Eastwood, J. (2006). *Oxford Guide to English Grammar*. Oxford University Press.
- Role plays, group discussions, and presentations.
- Adler, R.B., & Elmhorst, J.M. (2016). *Communicating at Work: Strategies for Success in Business and the Professions*. McGraw-Hill Education.
 - Beebe, S.A., Beebe, S.J., & Ivy, D.K. (2016). *Communication Principles for a Lifetime*. Pearson.
 - Murphy, R. (2019). *English Grammar in Use*. Cambridge University Press.
 - Oshima, A., & Hogue, A. (2006). *Writing Academic English*. Pearson.
 - Eastwood, J. (2006). *Oxford Guide to English Grammar*. Oxford University Press.

Course Title: Human Values and Professional Ethics	L	T	P	Cr.
Course Code: VAC0002	2	0	0	2

Total Hours: 30

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

1. Understand the essence of Indian ethos, cultural values and ethical principles derived from scriptures, integrating self-exploration with scientific inquiry.
2. Analyze human values, self-awareness and ethical decision-making by distinguishing between perspectives, ideologies and universal moral principles.
3. Evaluate constitutional values, global responsibilities and the role of ethics in citizenship while promoting inclusivity and social welfare.
4. Develop essential life skills, stress management techniques and holistic well-being through mindfulness, self-discipline and personality development.

Course Content

Unit-I Introduction to Indian Ethos

7 Hours

Meaning of ethos and cultural essence of India, Scriptures as the base of the Indian Knowledge System (IKS), Integrating the two methodologies: interiorization process for self-exploration and exterior scientific pursuit for the prosperity of world, The Law of Karma and Nishkama Karma (The Law of action and selfless action), Practical: Five hours of Yoga practice per week, Ethics through Music and Indian Poetry, Community Engagement

Unit-II Human Values and Ethics

8 Hours

Knowing the Self and the universal values that we stand for. This is self-enquiry & self-discovery, Background conversations and deep listening, recognizing the assumptions that we make, the biases we have and the implications for ethical action. Self-identity: distinguishing and embracing oneself (and others) four profiles (inner potential, social, professional, personality), Distinguish ideology, perspectives beliefs from embodying values. Practical: Self discovery, self enquiry and Mindfulness, Yama & Niyama of Ashthang Yoga

Unit-III Constitutional Values, Global Responsibility & Skills for Youth

7 Hours

Values embedded in the Preamble of the Indian Constitution, Integration of Human Rights and duties. Principles and responsibilities: as citizens of India, towards global environment, Loksangraha and Vasudhaiva Kutumbakam, Conscious Full Spectrum Response model. Distinguishing judgement from discernment, Practical: Development of concentration among students through music, fine arts, mathematics, sports, yoga and mindfulness

Unit-IV Integrated Personality and Well-being

8 Hours

The three gunas (qualities of sattva—purity and harmony, rajas —activity and passion, tamas —darkness and chaos), the four antah-karanas (inner instruments) and panch kosha (five sheaths), Stress management, Oneness, non-duality and equanimity, Physical, mental, social and spiritual well-being. Practical: Talks on importance of the Ayurvedic concept of well-being and nutrition, sports activities.

Reference Books:

- Mahadevan, B., Bhat, V.R. and Nagendra, P.R.N. 2022. Introduction to Indian Knowledge System. Delhi: PHI.
- Human Values and Professional Ethics by R R Gaur, R Sangal, G P Bagaria, Excel Books, New Delhi, 2010.
- Kashyap, Subhash C. 2019. Constitution of India. A handbook for students. New Delhi: National Book Trust.
- Dr. Awadesh Pradhan, Mahamana ke Vichara". (B.H.U., Varanasi 2007)
- Harold Koontz & Heinz Weihrich, Essentials of Management, Tata McGraw Hill.
- Lama, D. 2012. Beyond Religion: Ethics for a Whole World. India: Harper Collins.

- Shrimad Bhagavad-Gita (Part of the Mahabharata). 1994. Gorakhpur: Gita Press. Swami Harshananda. 2000. The Birds' Eye View of the Vedas. Bangalore: Ramakrishna Math.
- Fontaine, D. K., Rushton, C. H. and Sharma, M. 2013. Cultivating Compassion and Empathy. In: M. Plews-Ogan and G. Beyt (Eds.), Wisdom Leadership in academic Health Science Centers- Leading Positive Change. London: Radcliffe Publishing.
- Blanchard, Kenneth and Peale, Norman Vincent. 1988. The Power of Ethical Management. New York: William Morrow and Company, Inc.
- Gandhi, Mohandas Karamchand. 1971. Pathway to God compiled by MS Deshpande. Ahmedabad: Navajivan Mudranalaya, Navjivan Trust.
- Gardner, H. 2006. Five Minds for the Future. Boston: Harvard Business School Press.
- Rodriguez, S. and Juvva, S. 2018. Embodying Universal Values and Ethical Leadership in Higher Education: Creating Change Agents for Social Transformation. In B. Chatterjee, A. Banerji and P. Arya (Eds.). Resolution to Resolve: Sustainability Practices in Industry and Education. New Delhi: Bloomsbury
- [ISBN: 978-938-74-7168-9]
- Sharma, M. 2017. Radical Transformational Leadership: Strategic Action for Change Agents. Berkeley, US: North Atlantic Books.

Web Sources:

- <https://www.holy-bhagavad-gita.org/>
- <https://iksindia.org/>
- NPTEL Course: Exploring Human Values: Visions of Happiness and Perfect Society
- <https://ebooks.inflibnet.ac.in/hrmp01/>

SEMESTER II

Course Title: Learning in ECCE

Course Code: BVE201

Learning Outcomes:

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

1. identify and explain the concept, principles, characteristics, and importance of learning and learning methods in early childhood.
2. analyze the relevance of Classical and Operant Conditioning theories in ECCE.
3. design developmentally appropriate, safe, and culturally responsive learning environments that foster exploration and discovery.
4. apply observation and documentation techniques for continuous assessment and engage families in supporting early learning outcomes.

L	T	P	Credits
4	0	0	4

Course Content

Unit-I

15 Hours

Learning: Concept, Principles, characteristics, and importance of learning in early childhood.

Learning Methods in Early Childhood: Importance and Types (play, exploration, imitation, observation, and interaction). Factors affecting learning in early childhood

Unit-II

15 Hours

Approaches of Learning: Concept, principles and importance in reference to Behaviorist Approach and Constructivist approach.

Theories of Learning: Concept, principles and educational implication of Classical Conditioning and Operant Conditioning with reference to ECCE.

Unit-III

15 Hours

Learning Environment: Characteristics and importance of an enriching and safe learning environment in Early Childhood Care Education. Indoor and outdoor spaces that support exploration and discovery. Role of routines, transitions, and rituals in learning. Cultural relevance and sensitivity in the learning environment

Unit-IV

15 Hours

Importance of observation and documentation in early learning. Techniques of observation: anecdotal records, checklists, learning stories. Continuous and formative assessment practices. Using assessment data to plan and individualize learning. Partnership with parents and caregivers in tracking and supporting learning.

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

- NCERT (2022). *Preschool Curriculum and Guidelines*
- UNESCO (2017). *Learning through Play: A Review of Evidence*
- NIPCCD (2019). *Training Manual on Early Learning and Stimulation*
- National Education Policy (NEP) 2020 – Foundational Learning Guidelines
- Edwards, C., Gandini, L., & Forman, G. (2012). *The Hundred Languages of Children (Reggio Emilia Approach)*
- Froebel Trust, Montessori, and Waldorf literature on early learning methods

Course Title: Assessment for ECCE

Course Code: BVE202

L	T	P	Credits
4	0	0	4

Learning Outcomes:

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

- define the term assessment and know its different types and importance to support the learning.
- acquaint the learner about different tools of Informal & Formal Assessment and significance of Standardized Tests in Assessment of children.
- make the learner familiarize with methods of assessing children, teacher and the ECE program.
- acquaint about different tools of Informal & Formal Assessment of children and independently can assess the children, teacher and the ECE program.

Course Content**Unit-I****15 Hours**

Assessment in ECCE: Meaning, objectives, and principles of assessment in ECCE. Difference between assessment, evaluation, and testing.
Characteristics of developmentally appropriate assessment.
Formative, informal, continuous, and child-centric assessment. Alignment with NEP 2020 and NCF-FS (National Curriculum Framework – Foundational Stage)

Unit-II**15 Hours**

Observational techniques: Concept, importance and procedure of tools and techniques (anecdotal records, checklists, rating scales, learning stories, portfolios, Rubrics, Play-based and performance-based assessment).

Unit-III**15 Hours**

Documentation and Use of Assessment Data: Interpreting assessment data to identify strengths and learning needs of learners. Planning individualized learning experiences. Maintaining child progress records and reporting to parents. Ethical considerations and confidentiality in child assessment

Unit-IV**15 Hours**

Assessment of children from diverse backgrounds (language, ability, culture. Recognizing developmental delays and learning needs. Working with families in the assessment process. Role of ECCE educators, caregivers, and community in inclusive assessment. Tools and practices recommended by ICDS, NCERT, and global agencies (UNESCO, UNICEF)

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 Council of Educational Research and Training. (2022). *Guidelines*

for preschool curriculum. NCERT.

- NAEYC. (2009). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (3rd ed.). National Association for the Education of Young Children.
- McAfee, O., Leong, D. J., & Bodrova, E. (2015). *Basics of assessment: A primer for early childhood educators* (2nd ed.). Pearson Education.
- Puckett, M. B., & Black, J. K. (2012). *Meaningful assessments of the young child: Celebrating development and learning* (3rd ed.). Pearson.
- Meisels, S. J., & Atkins-Burnett, S. (2006). *Developmental screening in early childhood: A guide* (5th ed.). National Association for the Education of Young Children.
- Gullo, D. F. (2005). *Understanding assessment and evaluation in early childhood education* (2nd ed.). Teachers College Press.
- Ministry of Education. (2020). *National Education Policy 2020*. Government of India.
- Wortham, S. C., & Hardin, B. J. (2015). *Assessment in early childhood education* (7th ed.). Pearson Education.
- Helm, J. H., Beneke, S., & Steinheimer, K. (2007). *Windows on learning: Documenting young children's work* (2nd ed.). Teachers College Press.
- Early Childhood Resource Centre (ECRC). (2019). *Assessment practices in early years: A guide for educators*. Tata Trusts.

Course Title: Computer Application

Course Code: BVE203

L	T	P	Credits
0	0	8	4

Learning Outcomes:

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

1. understand the basics of computing and digital literacy.
2. use basic software applications (Word processing, spreadsheets, presentations).
3. apply computing skills to enhance efficiency in early childhood settings.
4. demonstrate proficiency in internet research and online communication.

Course Content

Unit I

15 Hours

Introduction to Computing: Components of Computers, basic Knowledge of computer operations, using computer as a strategy and source of Learning using various packages, doing project work on MS Word, preparing mark sheets and organizing data with the help of MS Excel, power-point presentation

Unit II

15 Hours

Word Processing: Creating and editing documents. Formatting, saving, and printing files. Word processors for documentation and reporting. Excel for tracking attendance, progress, and inventory. PowerPoint for creating child-friendly visual aids.

Unit III

15 Hours

Spreadsheets and Presentations: Creating and managing data in spreadsheets.

Creating newsletters and worksheets using Canva or similar tools. Organizing schedules and virtual meetings using Google Calendar and Zoom. Introduction to Learning Management Systems (LMS) for preschool.

- Activity: Design a parent newsletter using a digital tool
- Activity: Create a weekly planner using Excel

Unit IV

15 Hours

Internet and Communication: Using the internet for research and communication. Email communication and file sharing Understanding digital footprints and screen time. Online safety protocols for educators and children. Parental involvement and media supervision. Promoting healthy tech habits among children.

Transactional Mode:

Hands-on lab sessions, tutorials, and guided practice, Hands-on practical sessions, Demonstrations and simulations, Case studies and app evaluations, Group projects and peer presentations, Guest lectures from tech integration experts

Suggested Readings:

- Norton, P. (2016). *Introduction to Computers* (6th ed.). McGraw-Hill.
- Office, M. (2019). *Microsoft Office 2019 Step by Step*. Microsoft Press.
- Laudon, K. C., & Laudon, J. P. (2019). *Essentials of*

Management Information Systems (13th ed.). Pearson.

- Pogue, D. (2020). *Windows 10: The Missing Manual*. O'Reilly Media.

Course Title: Foundation of language and Communication-II

Course Code: BVE204

Learning Outcomes

L	T	P	Credits
4	0	0	4

After completing the course, the student teachers will be able to:

- Demonstrate knowledge and capacity for effective reading and speaking Skill
- Establish understanding and capability for operational writing and critical thinking.
- Understand the academic writing skill as well as critical and analytical skill.
- Enhancing the critical thinking abilities; and Critical Interpretation skill.

UNIT-I

Hours: 15

- A. Reading Skill: Reading comprehension, types of reading, text, meaning and context, reading as an interactive process; strategies for making students active readers and developing critical reading skills.
- B. Writing Skill: Types of writing; writing for specific purposes (essays, letters, and reports) Language and style of Writing; Dealing with New Words (Academic Vocabulary Building)

Unit-III

Hours: 15

- A. Speaking Skill: Speaking to learn and learning to speak; situational conversations and role plays; tasks/activities for developing speaking (speech, elocution, discussion, debate, storytelling, illustrations). The impact of culture on speaking. Presentation and speaking skills; Practicing narrative skills; Body language, voice, and pronunciation
- B. Listening Skill: Why listening is important; kinds of listening; Listening strategies. Need for modelling good listening behavior. Listening Comprehensions and Recorded speeches/texts; Understanding of various accents.

UNIT – III

Hours: 15

- A. Academic writing components; development of academic language; Activities to develop academic writing skills.

B. Developing Critical, analytical, and interpretive thinking skills. Learning to analyze.

UNIT – IV

Hours: 15

- A. Enhancing Critical thinking abilities; Critical Interpretation, Questioning and Challenging your Beliefs and Values; developing ideas and evaluating an argument.
- B. Observing a problem, describing the problem, framing the problem, comparing, and evaluating a problem.

Transactional Mode:

- Field visits, case studies, project work and group discussions.

Suggested Reading:

- Adler, R.B., & Elmhorst, J.M. (2016). *Communicating at Work: Strategies for Success in Business and the Professions*. McGraw-Hill Education.
- Beebe, S.A., Beebe, S.J., & Ivy, D.K. (2016). *Communication Principles for a Lifetime*. Pearson.
- Murphy, R. (2019). *English Grammar in Use*. Cambridge University Press.
- Oshima, A., & Hogue, A. (2006). *Writing Academic English*. Pearson.
- Eastwood, J. (2006). *Oxford Guide to English Grammar*. Oxford University Press.
- Role plays, group discussions, and presentations.

Course Title: Pre-Internship Practice

Course Code: BVE205

L	T	P	Credits
0	0	8	4

Learning Outcomes: After completion of the course, student teachers will be able to:

1. Acquainted with various pedagogic practices, classroom management skills, assessment tools and learning standards,
2. Get experience of conducting classes by observing lessons transacted by teacher educators (demonstration lessons),
3. Develop lesson plans to transact them using appropriate pedagogies and learning resources,
4. Develop and practice teaching skills in a guided environment to be an effective teacher, be prepared for the school internship.

Activities to be Conducted at ECCE level

Orientation of student teachers to different pedagogic (flexible, multilevel, play/activity/story based learning) and classroom management skills

- Observation of the lessons demonstrated by teacher educators/experts in the institute.
- Designing guided play/activities for each class/subject based on learning outcomes.
- Identify local toys/games to facilitate play activities and pedagogical practices.
- Study Foundational Stage Learning Standards in the NCF-FS
- Content analysis and development of the unit plan, concept map and lesson plan.
- Discussion on unit plan and lesson plan with teacher educators/experts
- Preparation of a Portfolio (for self-work) that the student-teacher will use to keep all her/his work.
- Develop a one-day teaching plan that caters to all domains of development and record the difference in children's engagement before and after implementing the new plan.
- Transaction of demonstration lesson plan in a guided situation in the institute in the macro group (get the feedback from the mentor and TE)
- Collection and development of warmup activities and trials with the student trainee for rapport building with the young children.
- Exploring available learning resources, local traditional stories, rhymes, riddles, and educational videos
- Developing local, low-cost, and innovative TLMs
- Reading and reflecting on inspiring books on pedagogic practices like 'Divaswapna'

Mode of Transaction

- Demonstration lesson (minimum 1 in each pedagogical subject)
- Peer Group teaching and peer observation (minimum 5 in each pedagogical subject)
- Observation of lessons by teacher educators during peer group teaching
- Reflective group discussions/workshops/seminars
- Preparation and presentation of the video content illustrating best classroom practices.

SEMESTER III

Course Title: Emotional and Social Development in ECCE

Course Code: BVE301

L	T	P	Credits
4	0	0	4

Learning Outcomes:

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

- explain the concepts, characteristics, and significance of emotional and

social development in the early years, including key influencing factors.

- Identify emotional and social milestones in early childhood and recognize the role of caregivers, attachment, and play in fostering development.
- demonstrate awareness of emotional expression, regulation, self-concept, and the influence of trauma, temperament, and socialization agents.
- apply strategies to assess, support, and document emotional and social development, while creating inclusive, emotionally safe learning environments.

Course Content

Unit-I

15 Hours

Emotional Development in ECCE: Concept, Characteristics, scope and importance of emotional development in early years. Factors influencing emotional development. Emotional intelligence and temperament
Social Development: Concept, Characteristics, scope and importance. Factors influencing social development.

Unit-II

15

Hours

Emotional milestones: trust, autonomy, initiative, empathy. Recognition and expression of emotions: joy, anger, fear, sadness. Emotional regulation and coping mechanisms. Role of caregivers and attachment in emotional growth. Self-concept and self-esteem in early years. Challenges in emotional development: trauma, neglect, separation anxiety.

Unit-III

15

Hours

Social milestones: sharing, turn-taking, cooperation, role play in Early Education. Attachment and bonding with parents, teachers, and peers. Role of play in social development
Socialization agents: family, school, community, media. Gender roles and cultural influences
Identification of socially appropriate/inappropriate behaviors.

Activity:

- Role-play on conflict resolution
- Workshop on non-verbal and assertive communication

Unit-IV

15 Hours

Role of teacher/caregiver in promoting emotional and social growth. Supporting children with emotional or social difficulties. Collaborating with parents and professionals. Assessment and documentation of emotional-social progress. Creating emotionally safe and responsive environments in early childhood Education.

Activity:

- Designing a well-being intervention plan

- Action research or small project on institutional well-being practices

Transactional Mode: Lecture-cum-Discussion, Workshops and Seminars, Reflective Practice & Journaling, Blended Learning (Online + Offline), Case Study Method, Experiential Learning (Role-play, Simulation), Peer Group Learning & Supervised Fieldwork

Suggested Readings:

- Goleman, D. (1995). *Emotional Intelligence: Why It Can Matter More Than IQ*. Bantam Books.
- Salovey, P., & Mayer, J. D. (1990). *Emotional Intelligence*. Imagination, Cognition and Personality.
- Elias, M. J., et al. (1997). *Promoting Social and Emotional Learning: Guidelines for Educators*. ASCD.
- Hurlock, E. B. (1976). *Personality Development*. Tata McGraw-Hill.
- Weare, K. (2004). *Developing the Emotionally Literate School*. SAGE Publications.
- Neff, K. (2011). *Self-Compassion: The Proven Power of Being Kind to Yourself*. William Morrow.
- Bar-On, R., & Parker, J. D. A. (2000). *Handbook of Emotional Intelligence*. Jossey-Bass.
- Seligman, M. E. P. (2011). *Flourish: A Visionary New Understanding of Happiness and Well-being*. Free Press.

Course Title: Early Literacy and Numeracy

Course Code: BVE302

Learning Outcomes:

L	T	P	Credits
4	0	0	4

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

- understand the theoretical foundations of early literacy and numeracy development.
- analyze and evaluate curriculum and pedagogical strategies for foundational skills.
- supervise and support teachers in implementing FLN practices effectively.
- design contextually appropriate, inclusive, and engaging early learning environments and assessments.

Course Content

Unit I

15 Hours

Early Literacy and Numeracy (FLN): Concept, need, and significance. Brain development and early learning: critical period in 0-6 years. Developmental

milestones in early language, literacy, and numeracy. Theoretical underpinnings: Piaget, Vygotsky, and Montessori. NEP 2020 and NIPUN Bharat Mission: goals, outcomes, and priorities.

Activity: Review and critique of NIPUN Bharat guidelines

Mapping developmental milestones through observation sheets

Unit II

15 Hours

Emergent literacy: oral language, phonemic awareness, vocabulary, print concepts. Stages of reading and writing development. Storytelling, shared reading, and language-rich classroom environments. Bilingual/multilingual approaches in early language learning. Role of play, songs, rhymes, and environment in promoting literacy.

Activity:

- Demonstration of storytelling and shared reading
- Preparation of language development resources (e.g., picture cards, word wall)

Unit III

15 Hours

Early number sense: quantity, counting, number recognition, comparison
Foundational mathematical concepts: patterns, shapes, spatial awareness, measurement
Use of manipulatives, real-life context, and play-based methods
Cognitive processes in early math learning: problem-solving, classification, seriation
Differentiated instruction for diverse learners

Activity: Design and presentation of math corners and learning games

- Observation and analysis of classroom numeracy practices

Unit IV

15

Hours

Designing and evaluating early literacy and numeracy programs. Teacher mentoring and capacity-building for foundational learning. Continuous formative assessment and child tracking systems
Monitoring tools and indicators for quality FLN instruction. Community and parental engagement in FLN

Activity : Development of a school FLN implementation plan

- Field visit report: Best practices in FLN supervision

Transactional Modes

Lecture-cum-Discussion, Interactive Workshops and Demonstrations, Field Observation and School Visits, Peer Mentoring Simulations, Online Learning Modules

(DIKSHA, NCERT FLN e-content) Reflective Journaling and Portfolio Creation, Collaborative Group Work and Microplanning Exercises

Suggested Readings:

- NCERT (2021). *Guidelines for the Implementation of NIPUN Bharat Mission*.
- National Education Policy 2020 – Ministry of Education, Government of India.
- Whitehurst, G. J., & Lonigan, C. J. (1998). *Child development and emergent literacy*. Child Development.
- Wasik, B. A. (2012). *Handbook of Family Literacy*. Routledge.
- Charlesworth, R. (2016). *Math and Science for Young Children*. Cengage Learning.
- Neuman, S. B., & Dickinson, D. K. (Eds.). (2011). *Handbook of Early Literacy Research (Vol. 3)*. Guilford Press.
- Copple, C., & Bredekamp, S. (2009). *Developmentally Appropriate Practice in Early Childhood Programs*. NAEYC.
- UNESCO (2016). *Early Childhood Care and Education Policy Review Report: India*.
- Sharma, R. A. (2010). *Early Childhood Education*. R. Lall Book Depot.

Course Title: Children with learning Difficulties

L	T	P	Credits
4	0	0	4

Course Code: BVE303

Learning Outcomes:

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

- recognize different types of learning difficulties affecting young children.
- identify the root causes and symptoms of learning difficulties
- acquire the ability to plan and implement inclusive teaching strategies to support children with learning difficulties.
- understand the importance of collaboration with families and professionals and be aware of supportive policies and legal frameworks.

Unit I

15 Hours

Learning Difficulties: Definition, Concept and meaning. Difference between learning difficulties and intellectual disabilities. Myths and misconceptions Types of learning difficulties in early years (e.g., dyslexia, dysgraphia, dyscalculia, ADHD, speech and language delays). Importance of early identification of learning difficulties

Unit-II

15 Hours

Biological, psychological, social, and environmental causes and Early signs and observable indicators of Learning Difficulties. Developmental milestones and deviations. Tools and techniques for early screening and assessment and role of teachers and parents in identification and referral.

Unit-III

15 Hours

Inclusive Education: Principles and Adapting ECCE curriculum and environment for diverse learners, Individualized Education Plans (IEPs). Teaching strategies and support systems: Role of play, art, and therapy in early intervention.

Unit-IV

15 Hours

Role of ECCE educators in supporting children with learning difficulties. Building positive relationships with families, Working with special educators, therapists, and counselors. Creating awareness and reducing stigma
Policies and legal provisions (RPWD Act, NEP 2020 focus on inclusion)

Transactional Mode:

Lectures and Interactive Discussions, Case Study Method, Peer Critique, Guest Lectures by ECCE Experts

References

- Gargiulo, R. M., & Metcalf, D. J. (2017). *Teaching in Today's Inclusive Classrooms: A Universal Design for Learning Approach*. Cengage Learning.
- Hallahan, D. P., Kauffman, J. M., & Pullen, P. C. (2018). *Exceptional Learners: An Introduction to Special Education* (14th ed.). Pearson.
- Kirk, S. A., Gallagher, J. J., & Coleman, M. R. (2014). *Educating Exceptional Children* (14th ed.). Cengage Learning.
- Mangal, S. K. (2007). *Educating Exceptional Children: An Introduction to Special Education*. PHI Learning.
- Smith, D. D., & Tyler, N. C. (2013). *Introduction to Special Education: Making a Difference* (7th ed.). Pearson.

Government's Policy and Programs

- National Education Policy (NEP) 2020, Ministry of Education, Government of India
- The Rights of Persons with Disabilities Act, 2016 (RPWD Act)
- National Curriculum Framework for Foundational Stage (NCF-FS), 2022, NCERT
- UNESCO (2009). Policy Guidelines on Inclusion in Education
- NCERT (2014). Including Children with Special Needs: Primary Stage.

Course Title: Curriculum Planning for ECCE

Course Code: BVE304

L	T	P	Credits
0	0	8	4

Total Hours: 60

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 ECCE

Course Code: BVE305

L	T	P	Credits
0	0	8	4

Total Hours: 60

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

- analyze the concepts, nature, and principles of teaching and learning.
- apply diverse pedagogical approaches to enhance cognitive and language development in young children.
- design and implement developmentally appropriate activities and resources to foster self-expression, academic readiness, and skill-building across domains.
- 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.

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

14 Hours

Play and guidelines for nursery/pre-nursery programme for various age groups
Free play, guided play, indoor and outdoor play.
Individual and group play
Celebration of National and Social festivals
Lesson Plan: Meaning and importance of lesson plan. Steps for lesson plan.

Unit IV

16 Hours

Observation and assessment techniques for early learners.
Reflective practice for teachers in improving pedagogical methods.
Collaboration: 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: 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:

- Bredekamp, S. (Ed.). (2019). *Developmentally appropriate practice in early childhood programs serving children from birth through age 8* (4th ed.). National Association for the Education of Young Children (NAEYC).
- Bruce, T. (2015). *Early childhood education* (5th ed.). Hodder Education.
- Essa, E. L. (2019). *Introduction to early childhood education* (7th ed.). Cengage Learning.
- Fleer, M., & Robbins, J. (2004). *Beyond learning by doing: Theoretical currents in early years education*. Thomson.
- MacNaughton, G., & Williams, G. (2009). *Techniques for teaching young children: Choices in theory and practice* (3rd ed.). Pearson Education Australia.
- Siraj-Blatchford, I., Sylva, K., Muttock, S., Gilden, R., & Bell, D. (2002). *Researching effective pedagogy in the early years*. Department for Education and Skills (DfES), UK.

Course Title: Inclusive Education

Course Code: BVE401

L	T	P	Credits
4	0	0	4

Learning Outcomes:

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

- define the concept, principles, and importance of inclusive education in early years.
- identify the diverse needs of children (disabilities, learning difficulties, cultural and linguistic diversity).
- apply inclusive teaching strategies and adapt learning materials.
- collaborate with parents, professionals, and community stakeholders to promote inclusive practices.

Course Content

Unit I

15 Hours

Inclusive Education: Concept, meaning, principle and significance. Difference between integration and inclusion. Principles and philosophy: Inclusive Education
Benefits of inclusion for all children

Unit II

15 Hours

Types of special needs in early childhood (physical, sensory, intellectual, learning, socio-emotional). Identification and early signs. Role of early intervention in Inclusive Education. Inclusive Education: Gender, linguistic, and cultural diversity.

Unit III

15 Hours

Universal Design for Learning (UDL). Classroom modifications and curriculum adaptation. Use of teaching aids and assistive technologies: Inclusive Education. Play-based and child-centered approaches
Building peer support and empathy.

Unit IV

15 Hours

National Education Policy (NEP) 2020 and inclusion. Rights of Persons with Disabilities (RPWD) Act, 2016. Role of ECCE teachers, families, and support services. Community-based rehabilitation (CBR). Inclusive education programs by government and NGOs

Transactional Mode

Lectures cum Discussion, Presentations, Case Studies and Guest Lectures, Group

Projects, Brain Storming, Demonstration, Project Based Learning, Quiz, Activity-based learning, Simulation, Workshops on Innovation and Creativity.

References:

- Dash, M. (2006). *Inclusive Education for Children with Special Needs*. Atlantic Publishers.
- Farrell, M. (2006). *The effective teacher's guide to sensory impairment and physical disability: Practical strategies*. Routledge.
- Gargiulo, R. M., & Kilgo, J. L. (2010). *Young children with special needs* (3rd ed.). Cengage Learning.
- Gargiulo, R. M., & Metcalf, D. (2022). *Teaching children with special needs in inclusive settings* (6th ed.). Cengage Learning.
- Loreman, T., Deppeler, J., & Harvey, D. (2010). *Inclusive Education: Supporting Diversity in the Classroom*. Routledge.
- Mangal, S. K. (2007). *Educating Exceptional Children*. PHI Learning.
- Nutbrown, C. (Ed.). (1996). *Inclusive education in the early years: Right from the start*. Paul Chapman Publishing.
- Nutbrown, C., & Clough, P. (2006). *Inclusion in the early years* (2nd ed.). SAGE Publications.
- Sharma, U., & Deppeler, J. (2005). *Inclusive Education*. Sage Publications.

Policy Documents:

- National Education Policy (NEP), 2020 – Ministry of Education, India
- Rights of Persons with Disabilities Act (RPWD), 2016
- UNESCO (2009). Policy Guidelines on Inclusion in Education
- NCERT (2006 & 2022). National Curriculum Framework (General & Foundational Stage).

Course Title: Supervision and Mentoring in Child Care Center

Course Code: BVE402

L	T	P	Credits
4	0	0	4

Learning Outcomes:

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

- differentiate between management and mentoring in ECCE settings.
- implement effective supervision plans using appropriate observation tools, feedback mechanisms, and conflict resolution strategies.
- demonstrate mentoring skills for building positive professional relationships through goal-oriented coaching.
- analyze leadership styles and apply reflective practices in ECCE environments.

Course Content

Unit I

16 Hours

Supervision: Concept and Types of supervision: directive, supportive, and reflective. Importance of supervision in ECCE. Roles and responsibilities of a supervisor. Principles of effective supervision. Supervision vs. management vs. mentoring. Legal and ethical considerations in supervision.

Unit II

14 Hours

Creating supervision plans: schedules, tools, and protocols. Observation techniques: checklist, anecdotal records, rating scales. Monitoring classroom environments and educator-child interactions. Conducting staff appraisals and performance reviews. Handling grievances, conflict resolution, and feedback mechanisms.

Activity: Conduct a mock observation and feedback session

Design a supervision tool for evaluating caregiver practices

Unit III

16 Hours

Models of mentoring in ECCE, Building trust and positive mentor-mentee relationships. Skills of an effective mentor: communication, empathy, active listening. Goal setting, guidance, and coaching techniques. Induction and orientation of new staff members

Activity: Role-play a mentoring session for a new caregiver

Develop a mentoring plan with SMART goals for staff development

Unit IV

14 Hours

Leadership styles: Concept and their influence on ECCE teams. Fostering teamwork, collaboration, and professional learning communities.

Reflective practice: promoting self-awareness and growth Capacity building and professional development initiatives Sustaining motivation, morale, and continuous improvement.

Activity: Group task: Design a team-building activity for ECCE staff
Reflective journal writing on leadership and mentoring experiences

Transactional Modes:

Lectures cum Discussion, Presentations, Case Studies and Guest Lectures, Group Projects, Brain Storming, Demonstration, Project Based Learning, Quiz, Activity-based learning, Simulation, Workshops on Innovation and Creativity.

Suggested Readings:

- NCERT (2022). *Guidelines for Foundational Stage and ECCE Practice*
- NIPCCD (2015). *Training Modules for ECCE Supervisors and Coordinators*

- *Jalongo, M. R. (2013). The Early Childhood Educator's Guide to Mentoring*
- *Rodd, J. (2013). Leadership in Early Childhood: The Pathway to Professionalism*
- *Stremmel, A. J., & Fu, V. R. (2019). Teaching and Leading in Early Childhood*
- *UNESCO & UNICEF. Professional Development and Quality in ECCE Settings*

Course Title: Thematic Learning in ECCE

Course Code: BVE403

L	T	P	Credits
0	0	8	4

Learning Outcomes:

After the completion of the course, the learner will be able to:

- understand the concept and importance of thematic learning in ECCE.
- design and implement integrated thematic units appropriate for early learners.
- apply child-centered and play-based strategies to promote holistic development through themes.
- create inclusive and contextually relevant thematic learning experiences using local resources.

Course Content

Unit-I

15 Hours

Concept, Meaning and principles: thematic learning. Importance of integrated and holistic learning. Developmentally appropriate themes for young children
Benefits of theme-based learning: cognitive and socio-emotional development

Unit-II

15 Hours

Steps in planning a thematic unit (selection, objectives, activities, assessment)
Integrating learning areas (language, numeracy, EVS, art, music, movement)
Creating a thematic web. Role of ECCE teacher in implementing themes

Unit-III

15 Hours

Play-based approaches to thematic learning. Circle time, storytelling, and projects in themes. Using rhymes, songs, puppetry, and role-play. Engaging families and communities in thematic learning

Unit-IV

15 Hours

Observational and formative assessment strategies. Documentation of learning (portfolios, anecdotal records, learning stories). Reflection and feedback for improvement. Adapting themes for diverse learning needs

Transactional Method:

Lecture, discussion, Case study discussion of theme-based preschool settings, Group brainstorming on child-friendly themes, Activity-based learning, Demonstration lessons with themes (e.g., "My Family", "Seasons"), Group activities using low-cost/no-cost teaching aids

References

- Brewer, J. A. (2013). *Introduction to Early Childhood Education* (7th ed.). Pearson.
- Edwards, C., Gandini, L., & Forman, G. (2011). *The Hundred Languages of Children: The Reggio Emilia Experience in Transformation*. Praeger.
- Epstein, A. S. (2014). *The Intentional Teacher: Choosing the Best Strategies for Young Children's Learning*. NAEYC.
- Ghosh, S. C. (2012). *Early Childhood Education*. Dominant Publishers.
- Kaul, V. (2002). *Early Childhood Education Programme*. NCERT.
- Morrow, L. M. (2011). *Literacy Development in the Early Years: Helping Children Read and Write* (7th ed.). Pearson.
- NCERT. (2005). *National Curriculum Framework*. NCERT.
- Siraj-Blatchford, J., & Brock, A. (2016). *Planning for Learning in the Early Years: A Practical Approach to Development Matters*. Routledge.
- UNESCO. (2014). *Teaching and Learning for Sustainable Development in Early Childhood Education*. UNESCO.

Course Title: Life Skills

Course Code: BVE404

L	T	P	Credits
0	0	8	4

Learning Outcomes

After completion of school observation program, student teachers will be able to:

- understand need, and relevance of life skills in early childhood.
- explore foundational life skills appropriate for ages 0–8.
- examine the stages of development and associated skills.
- equip educators to observe and assess life skill development.

Course Content

Unit-I

15 Hours

Life Skills: Concept and need and relevance of life skills in early childhood.

Life Skills Education: WHO-UNICEF perspective.

Theoretical Foundations: Piaget, Vygotsky, Erikson, Gardner. Critical periods of life skill development (birth to 8 years). Role of ECCE professionals in nurturing life skills. Role of life skills in holistic development.

Activity: Group discussions on life experiences

Role-play on communication and decision-making

Unit-II

15 Hours

Self-awareness and Empathy: Emotions, preferences, strengths, and limitations through age-appropriate reflective and expressive activities. Communication and Interpersonal Skills in Early childhood. Strategies to enhance Decision-making, Problem-Solving skills, Critical and Creative Thinking. Importance of Emotional Regulation and Coping with Stress in early childhood. Values and Ethics in early childhood, need and importance in daily life.

Activity: Storytelling to enhance empathy
Puppet Play for communication
Games and exercises for problem-solving

Unit-III

15 Hours

Life skills in infants, toddlers, preschoolers, and early primary children. Milestones and indicators of life skills development. Observation techniques and tools. Individual differences and inclusive practices in Early childhood. Integrating life skills into subjects (language, numeracy, EVS). Life skills through storytelling, puppetry, drama, and games. Designing learning corners and environments.

Activity: Planning activities for diverse learners.
Hands-on art and storytelling sessions
Circle time planning

Unit-IV

15 Hours

Involvement of Family and Community in Life Skills Education. Importance of parental role modeling. Home-to-school continuity for skill reinforcement. Community-based learning and social exposure. Life skills through festivals, traditions, and local culture.

Activity: Develop newsletters and parent guides
Organize community walk or field visit plans
Plan family engagement sessions

Transactional Mode:

Lecture, discussion, Case study discussion of theme-based preschool settings, Group brainstorming on child-friendly themes, Activity-based learning, Demonstration lessons with themes (e.g., "My Family", "Seasons"), Group activities using low-cost/no-cost teaching aids

Suggested Readings:

- WHO (1997). *Life Skills Education for Children and Adolescents in Schools*
- UNESCO (2001). *Life Skills in Non-formal Education*
- NCERT (2014). *Life Skills Education for School Children*
- UNICEF India. *Learning through Play: Strengthening Life Skills in Early Years*
- Ghosh, S. (2020). *Life Skills and Early Childhood Education*

Course Title: School Observation

Course Code: BVE405

L	T	P	Credits
0	0	8	4

Learning Outcomes

After completion of school observation program, student teachers will be able to:

- Get acquainted with various pre-schooling systems.
- experience the processes, practices, and overall environment of the pre-school.
- establish a rapport with all the stakeholders of the pre-school system.
- the process of conducting different activities in the pre-school.
- Observe study availability and the work of human resources, including members of school management (SMC), school head, teachers, administrative and support staff)
- Observe the existing infrastructure available in the schools (classrooms, libraries, laboratories, playground, sanitation, drinking water facility, mid-day meal facility, inclusive facilities, safety and security, rainwater harvesting).
- Observe and document the availability and usage of TLM, including ICT.
- Study the available physical and digital documents, including UDISE data.
- Study interpersonal relationships among the stakeholders.
- study various assessment processes adopted in different types of schools for holistic development of children.
- Prepare and present a comprehensive profile of the schools observed (including classroom processes)
- Study the engagement of parents and other community members in school activities.

Activities to be conducted at ECCE

- Visit to preschool, Balvatika, and classes I and II (foundational stage/ standalone Anganwadi, standalone preschool, co-located Anganwadi and preschools/Balvatika sections in school set up)
- Collect information on the demography of students in preschool, classes I and II, linkage of foundational with the preparatory stage through interaction with teachers, students, and staff.
- To study the use of print materials like collages, flashcards and activities related to foundational literacy and numeracy through classroom observation.
- Observe the activities related to FLN, use of mother tongue as medium of instruction and handling classrooms with children from different home languages.
- Observation of pedagogic practices at preschool, classes I and II
- Observe the use of local/traditional toys, stories, rhymes, songs, games, riddles in the class.
- Observation of availability and usage of reading corners, fun zones,

- Observation of play areas across the foundational stage (both indoor and outdoor)
- Study the practices followed by the school for the growth and health of children provision of supplementary nutrition, immunization, health check-ups, and referral services.
- Presentation of the classroom observations (play activities and FLN practices) and discussions in groups
- Observation of assessment tools and practices at foundational stage

Suggested Components for observation report at ECCE level

- School information (Context, Vision and Mission, Association with the Board)
- School Infrastructure
- Provision for CWSN/Divyang Children
- Inclusiveness at all levels
- Teacher-Student Ratio
- Teaching-Learning process
 - Academic plan
 - Classroom activities
 - Assessment
- School Development Plan (SDP)
- Academic Calendar
- Administrative processes
 - Maintenance of students' records
 - Maintenance of teachers' records
- Cultural activities
- Sports activities
- Annual Day
- National and Social functions
- School Management
- School Discipline
- Interpersonal Relationships
- Understanding different types (socio-economic status, ability) of students and their needs
- Development of ICT and TLMs
- Engagement of parents and community members in the school activity
- Office Management
- The assessment process includes provision and practices for 360-degree holistic
 - assessment.
- The overall progress of the school (planning, organizing, staffing, directing, motivating
 - and controlling)
- Challenges faced and overcoming them.

Mode of Transaction

- Observation
- Interaction
- Discussion
- Reviewing the available literature on the different schooling system
- Collection of relevant documents and data

SEMESTER-V

Course Title: Models & Approaches in ECCE

Course Code: BVE501

L	T	P	Credits
4	0	0	4

Learning Outcomes

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

- introduce students to historical and contemporary models and approaches in ECCE.
- critically analyze different ecce approaches in terms of philosophy, methodology, and relevance.
- equip learners with skills to adapt and apply various models in diverse learning contexts.
- foster reflective thinking to choose appropriate approaches based on children's needs and sociocultural context.

Course Content

Unit I

15 Hours

Historical and Philosophical Foundations of ECCE Approaches: Concept, significance, and evolution of ECCE approaches.

Contribution of Indian Eminent Educationists in Pre School Education. Mahatma Gandhi (Pre basic Education), Rabindranath Tagore, J. Krishna Murthi, Gijubhai Badheka's child-centric methods, Tarabai Modak's Balwadi model.

Unit II

15 Hours

Contribution of Eminent Educationists in Pre School Education. Rousseau, Pestalozzi, Froebel, Dewey, Rudolf Steiner and Waldorf School, Pestalozzi, Maria Montessori. Role of play and activity-based learning in early childhood.

Developmentally Appropriate Practices (DAP). Principles of child-centered pedagogy.

Unit III

15 Hours

Global Models and Contemporary Approaches: Montessori Method: Self-directed learning, prepared environment, learning materials. Reggio Emilia Approach: Hundred languages of children, project-based learning, documentation. Waldorf/Steiner Approach: Rhythmic structure, imagination, and artistic expression. Bank Street Approach: Developmental-interaction model. HighScope Curriculum: Active participatory learning, plan-do-review cycle.

Unit IV

15 Hours

Integrated and Eclectic Approaches in ECCE Practice: Integrated approach: blending domains (physical, cognitive, socio-emotional). Eclectic pedagogy: adapting multiple models based on context. Play-way method and activity-based learning. Project-based and thematic learning. Application in inclusive classrooms and multilingual contexts.

Transactional Modes:

Lectures cum Discussion, Presentations, Case Studies and Guest Lectures, Group Projects, Brain Storming, Demonstration, Project Based Learning, Quiz, Activity-based learning, Simulation, Workshops on Innovation and Creativity.

Suggested Readings:

- NAEYC (2021). Developmentally Appropriate Practice in Early Childhood Programs
- NCERT (2022). Foundational Stage Curriculum Guidelines
- Kaul, V. (2019). Early Childhood Education Programme Planning and Management
- Swaminathan, M. & Daniel, P. (2006). Children First: A Study on ECCE Models in India
- Montessori, M. (1995). The Absorbent Mind
- Edwards, C., Gandini, L., & Forman, G. (2012). The Hundred Languages of Children: Reggio Emilia Approach

Course Title: Center Design & Setup of ECCE

Course Code: BVE502

Learning Outcomes

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

- understand the principles and models of managing ECCD centers effectively.
- analyze administrative, infrastructural, and staffing needs of ECCD institutions.
- apply quality standards, documentation, and monitoring mechanisms.
- promote family and community involvement in ECCD center management.

L	T	P	Credits
0	0	8	4

Course Content

Unit I

15 Hours

ECCD Centers: Concept and significance of ECCD Centers. Types: Government, NGO-run, Private, Anganwadi's, Montessori, Balwadis.

Historical development and policies related to ECCD in India. Functions and goals of ECCD centers. Legal and regulatory frameworks (e.g., RTE Act, ICDS norms, NEP 2020)

Unit II

15 Hours

Center Planning and Infrastructure: Location and site selection. Physical infrastructure: indoor and outdoor space, safety, hygiene. Child-friendly learning environments. Procurement and maintenance of equipment and learning materials
Licensing and approvals.

Activity: Visit to any Anganwadi's, Montessori, Balwadis.

Unit III

15 Hours

Human Resource Management in ECCD: Staffing: Roles and responsibilities of ECCE professionals (teachers, helpers, coordinators). Recruitment, training, and professional development. Supervision, motivation, and conflict resolution. Code of conduct and ethics for ECCD staff. Teamwork and leadership skills.

Unit IV

15 Hours

Budget planning: Estimating costs for infrastructure, salaries, materials. Fundraising strategies: government grants, donations, CSR, parental contribution. Record-keeping and financial documentation. Sustainable practices and cost-effective management Procurement and inventory management

Quality Assurance and Monitoring Systems: Defining and ensuring quality in ECCD Monitoring and evaluation tools (internal & external). Child observation and assessment systems. Feedback systems: Parents, staff, community.

Transactional Modes:

Lectures and Presentations, Case Studies and Guest Lectures Group Projects, Workshops on Innovation and Creativity, Field Visits.

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: Management of ECCE Centre

Course Code: BVE503

L	T	P	Credits
4	0	0	4

Learning Outcomes

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

- differentiate between preschool and daycare organizations, including their admission procedures.
- describe the organizational structure, climate, administrative hierarchy, and staff roles of ECCE personnel.
- identify the infrastructural requirements for preschool and daycare centres.
- demonstrate knowledge of staff responsibilities, record-keeping procedures, and documentation practices essential for managing preschool and daycare settings effectively.

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

14Hours

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

16Hours

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

14Hours

Role and qualities of teacher and care giver and other staff involved in welfare and care of children. School Records & Registers: Need and importance, Types of records (Important records and maintenance). 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.

Transactional Modes:

Lectures cum Discussion, Presentations, Case Studies and Guest Lectures, Group

Projects, Brain Storming, Demonstration, Project Based Learning, Quiz, Activity-based learning, Simulation, Workshops on Innovation and Creativity.

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: Sustainability and Environmental Education

Course Code: BVE504

L	T	P	Credits
4	0	0	4

Learning Outcomes:

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

- understand the concepts of sustainability and environmental protection in the context of early childhood education.

- develop age-appropriate strategies for nurturing environmental awareness and responsibility among young children.
- integrate eco-friendly practices in early childhood settings.
- promote sustainable values and behaviors through storytelling, play, and nature-based learning.

Course Content

Unit-I

15 Hours

Environment: Concept, Meaning and importance. Interdependence between human beings and nature.

Sustainable development: Concept, and principles. Role of ECCE in promoting sustainability.

Unit-II

15 Hours

Common environmental issues: Pollution, Deforestation, waste. Impact of climate change on society and children. Importance of biodiversity
Water, air, and soil: conservation of Natural resources.

Unit-III

15 Hours

Green practices in preschool: Reduce, Reuse, Recycle of waste materials
Waste management and composting with children. Eco-friendly classroom design and materials. Encouraging sustainable habits (e.g., saving water, using cloth bags)

Unit-IV

15 Hours

Importance of outdoor play and learning. Gardening and planting activities for children. Observation of natural elements: weather, insects, plants. Developing care and empathy for the environment.

Transactional Methods

Lecture, Field Visit, project, Demonstration and hands-on activities (e.g., making compost bins), Gardening projects and “plant a tree” activity

References

- Davis, J. (Ed.). (2015). *Young Children and the Environment: Early Education for Sustainability* (2nd ed.). Cambridge University Press.
- Elliot, S. (2014). *Sustainable Outdoor Practices in Early Childhood Settings*. Pademelon Press.
- Ministry of Environment, Forest and Climate Change (India). (2021). *Environmental Education Handbook*.
- NAEYC. (2018). *Position Statement on Advancing Equity in Early Childhood Education*.
- NCERT. (2005). *National Curriculum Framework*.
- Pramling Samuelsson, I., & Kaga, Y. (2008). *The Contribution of Early*

Childhood Education to a Sustainable Society. UNESCO.

- Siraj-Blatchford, J., Smith, K., & Samuelsson, I. (2006). *Education for Sustainable Development in the Early Years*.
- Sterling, S. (2010). *Education in Change: Learning to Become Sustainable*. Routledge.
- UNESCO. (2019). *Education for Sustainable Development: A Roadmap*. UNESCO Publishing.
- UNICEF. (2019). *Learning through Play: Strengthening Learning through Play in Early Childhood Education Programs*.

Course Title: ICT in Education

Course Code: BVE505

Learning Outcomes:

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

- understand the role and potential of ICT in early childhood education and care.
- apply ICT for planning, documentation, and communication in ECCE settings.
- evaluate and ensure safe, ethical, and developmentally appropriate ICT use.
- integrate ICT meaningfully to enhance teaching, learning, and center administration.

L	T	P	Credits
2	0	0	2

Course Content

Unit I

16 Hours

ICT: Meaning, components, and relevance. Importance of ICT in child care and early learning environments. Benefits and concerns of using digital technology with young children. Understanding the digital world of today's children (screen time, media habits). Theoretical perspectives: Constructivism, Multimedia Learning, and Digital Play.

Unit II

14 Hours

Types of ICT tools for young learners: tablets, smart boards, educational apps. Age-appropriate software and digital content. Storytelling, rhymes, and digital games for cognitive and language development. Interactive learning platforms and e-resources (e.g., DIKSHA, NCERT's ePathshala). Developing digital learning aids: PPTs, audio-visuals, animations.

Activity: Create or review an educational app suitable for 3–6-year-olds

Prepare a digital story using presentation or multimedia software

Unit III

15 Hours

ICT for Planning, Observation, and Documentation: Using ICT for daily activity

planning and record-keeping. Tools for documenting child development and assessments. Digital portfolios and learning journals. Using spreadsheets, calendars, and apps for center management. Digital communication with parents (emails, newsletters, WhatsApp, apps)

Activity: Design a weekly activity plan using a digital template

Create a sample child observation report using ICT tools

Unit IV

15 Hours

Safety, Ethics, and Professional Use of ICT: Guidelines for safe and responsible use of technology with children. Cyber safety, data privacy, and digital citizenship in ECCE. Ethical use of digital content (copyright, attribution). Balancing screen time and active play. Capacity building and continuous professional development using ICT (webinars, MOOCs)

Activity: Prepare a “Digital Safety Guidelines” poster for parents and staff

Identify and review an online ECCE teacher training course or webinar

Transactional Modes:

Lectures and Multimedia Presentations, Hands-on Workshops, Virtual Classrooms and Simulations, Lectures cum Discussion, Presentations, Case Studies and Guest Lectures, Group Projects, Brain Storming, Demonstration, Project Based Learning, Quiz, Activity-based learning, Simulation, Workshops on Innovation and Creativity.

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: Communication & Personality Development

Course Code: BVE506

Learning Outcomes:

L	T	P	Credits
2	0	0	2

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

- enable the students to write English in a clear and concise manner
- acquaint the students with various writing styles
- train the students to use English for the practical purposes
- equip the students with requisite soft skills for corporate offices
- train the students to adapt to practical working conditions in offices and job markets.

Course Content

Unit I

15 Hours

Communication in education: Definition and importance of Elements and process of communication, Verbal and non-verbal communication, Barriers to communication and overcoming them

Unit II

15 Hours

Listening, Speaking, and Presentation Skills: Active listening techniques, Classroom speaking: voice modulation, clarity, confidence, public speaking and academic presentations, Handling Q&A sessions

Unit III

15 Hours

Personality Development: Understanding self: SWOT analysis, Emotional intelligence and empathy Managing stress, conflict, and criticism Professional grooming and social etiquette, Digital presence and social media behavior

Unit IV

15 Hours

Teamwork and collaboration, Assertiveness vs. aggressiveness, Empathetic communication with students and parents, Conflict management, Mentoring and peer leadership

Transactional Mode:

Lectures cum Discussion, Presentations, Case Studies and Guest Lectures, Group Projects, Brain Storming, Demonstration, Project Based Learning, Quiz, Activity-based learning, Simulation, Workshops on Innovation and Creativity.

Suggested Readings:

- Adler, R. B., & Elmhorst, J. M. (2019). Communicating at work: Strategies for success in business and the professions (11th ed.). McGraw-Hill Education.
- McKay, M., Davis, M., & Fanning, P. (2018). Messages: The communication skills book (4th ed.). New Harbinger Publications.
- Verderber, K. S., Verderber, R. F., & Berryman-Fink, C. (2017). Inter-Act: Interpersonal communication concepts, skills, and contexts (14th ed.). Oxford University Press.
- Gamble, T. K., & Gamble, M. (2018). Communication works (12th ed.). McGraw-Hill Education.
- Pease, A., & Pease, B. (2017). The definitive book of body language: How to read others' attitudes by their gestures. Bantam.
- Covey, S. R. (2020). The 7 habits of highly effective people: Powerful lessons in personal change (30th anniversary ed.). Simon & Schuster.

- Goleman, D. (2006). Emotional intelligence: Why it can matter more than IQ. Bantam Books.
- Mishra, K. (2011). Personality development: A practical approach. S. Chand Publishing.
- Carnegie, D. (2020). How to win friends and influence people (Reprint ed.). Simon & Schuster.

SEMESTER-VI

Course Title: Community Engagement and Service

Course Code: BVE601

L	T	P	Credits
0	0	0	4

Learning Outcomes

On successful completion of the 'Community Engagement and Service' Programme, the student teacher should be able to:

- recognize the socio-economic issues in the community and identify initiatives that could help solve problems faced by the community,
- Demonstrate an awareness of the functions of the community, and the measures required for enlisting community participation in school-related activities,
- Undertake initiatives that are required to make the community aware of the importance of education, issues associated with schooling, gender inequity, health & wellness of children, illiteracy among youth and adults in the community etc.,
- Suggest actions in collaboration with community members to address the social, cultural and educational problems in the community,
- Organize activities such as street plays, advocacy activities, door-to-door campaigns, and prabhat-pheris etc. to mobilize community participation in development initiatives,
- Organize interactions between schools and local communities for generating solutions to problems such as dropout and learning deficits,
- facilitate partnerships between local communities to enhance participation of the community in school-related activities such as PTA meetings,
- Recognize the fault lines of the society, such as casteism, social taboos and superstitions etc. and work towards bridging them to establish harmony in the society,
- Demonstrate positive feelings towards the local community and appreciate traditional knowledge and practices,
- Recognize the values of public service and active citizenship.

Approach to curriculum transaction

The student teachers will be provided opportunities to have exposure to community

life for ten days in total, two days in Preparation for Community Engagement & Service in the institution, seven days working with the community, and the last day in the institution for sharing their experiences and reflections. The activities may be conducted in groups or individually as appropriate.

Days 1-2: Preparation for community services (In the institution)

- Orientation of student teachers on Community Engagement & Services through
- discussion and group activities.
- Workshop for developing tools for different activities during the Programme.

Days 3-9: Engagement with the community (Mandatory onsite stay with the community) Students will be divided into smaller groups; They would participate in the planned activities with defined roles for seven days on a rotation basis. These activities include:

- participation of student teachers in activities undertaken under the National Service
- Scheme (NSS), New India Literacy Programme, Student mentoring initiatives, etc.
- Survey of community resources for supporting school activities.
- Study of the situation regarding school dropout and the reason thereof (Stage wise).
- Survey of specific settlement to assess the situation about non-literates in the settlement,
- including identification of 4-5 non-literate youth and adults who will be supported by
- student teachers to become literate,
- Training of local youth in First Aid and other relevant interventions,
- Assessment of the situation about Health and wellness of children in a locality,
- Creating awareness of the importance of sustainable development, and making the
- community members aware of the need to support initiatives to ensure environmental
- protection, creating awareness of rainwater harvesting, mentoring school students with
- learning deficits, guidance and counselling to school students etc.)
- Visit and interact with local artisans and craftsperson.

The above activities typically will include working with the community, collecting data, playing local games, community awareness programmes like nukkad natak, rallies, organizing and participating in the cultural programmes with the community members etc.

The student teachers shall conduct different pre-scheduled activities throughout the day. Morning sessions will be used for activities with the community and data collection. The afternoon session will be devoted to data analysis and preparation of

the report, and participation in games & sports activities. Evening session will involve cultural activities with community members.

Day 10: Feedback session and Reflection (: In the Institution)

- Sharing experiences and discussion on activities carried out.
- Presentation and submission of report of the activities carried out.
- Evaluation of the activities by collecting feedback on the effectiveness of the campaign from the mentor and the students.
- Reflection of experience (individual/group) of organizing community service

Suggestive Links

- Ministry of Education (2021). Vidyanjali: Guidelines for Promoting Community and Voluntary Participation for Enhancing Quality School Education, Government of India.
https://vidyanjali.education.gov.in/assets/pdf/Final_Guidelines_Vidyanjali_%20December.pdf
- RIE Bhubaneswar (2020). Handbook on Field Engagement in Pre-service Teacher Education, Bhubaneswar, Regional Institute of Education.

Course Title: Internship

Course Code: BVE602

L	T	P	Credits
0	0	0	16

Learning Objectives:

On completion of the school internship, student teachers will be able to:

- Explain the overall functioning of the school.
- describe and appreciate the different roles played by a teacher in the school.
- Experience the importance of teacher-student relationships for effective teaching.
- Develop age-appropriate pedagogic skills.
- Use different pedagogies learnt in real-life classrooms.
- Create appropriate teaching-learning materials.
- Develop necessary planning and execution skills to conduct school activities (assembly, Celebrations, cultural programmes).
- Express the school, teacher, parents, and community relationships.
- Create rapport with the stakeholders and understand their roles in the school system.

1. Create student portfolios and comprehensive 360-degree (holistic) progress reports.
2. Discuss the importance of maintaining different types of records in the school system.
3. Develop research aptitude and ability to conduct action research for the Situations/problems faced during their school internship experience.

Content for Internship

1. Pedagogies' different methods and strategies
2. Scheme of lessons
3. Peer lesson observation
4. Management of substitute classes
5. Various TLMs (including ICT tools) and their uses in teaching-learning.
6. Achievement test
7. Diagnostic tests
8. Analysis of the result of the achievement test
9. Assembly activities
10. Action research and case studies.

Activities to be Conducted at ECCE Level

Student teachers are required to undertake the following stage specific activities:

1. Meet the subject-based mentors, collect timetables of preschool, Balvatika, and classes I and II and develop a scheme of lessons from the syllabus to be covered during the internship.
2. Get acquainted with the school within 2-3 days. Observe classroom teaching of school teachers.
3. Plan and transact minimum 80 lessons (40+40), including 4 stray lessons (2+2). Stray lessons are class appropriate lessons on any topic(s) to be transacted by student teachers as per their convenience to build up confidence gradually. The last 5 lessons in each pedagogy course may be transacted using lesson notes.
 - Lesson plans should include a theme/ web chart/concept map for integrating early learning activities related to FLN.
 - Lesson plans must promote education for sustainability, including equity, environment, global citizenship, pride and rootedness in Indian culture and character building.
4. Participate in post-lesson discussions with peers, mentor(s) and teacher educators.
5. Observe peer lessons and discuss with the group.
6. Conduct sports activities and arts and crafts activities.
7. Participate in student support services- guidance and counselling, bunny, health and wellness programmes.
8. Create age and developmentally appropriate TLM that caters to different domains of development, for example, picture reading posters, letter-sound dominoes, number-object dominoes, stories, rhymes, toys, and number puzzles.
9. Identify the toys and TLM available for 3 to 8-year-olds. and map them with different concepts and skills.
10. Develop differential assessment plans based on interest and expected goals/competencies.
11. Identify children with special needs and address their learning needs.
12. Experience classes as a substitute teacher.

13. Participate in the reading corners, fun zones, gallery walks and other activities.
14. Participate in teacher development and training activities.
15. Participate and Organize school assemblies and other events (cultural, sports, yoga, and other development activities).
16. Attend Parents-Teachers Association (PTA) meetings if held during the internship.
17. Attend School Management Committee (SMC) meeting if held during the internship.
18. Study the process of parent and community engagement for the school development Programme.
19. Conduct action research /case study.
20. Prepare a sample student portfolio,
21. Write a reflective diary daily and prepare a report of each activity.

Mode of Transaction

- Observation
- Interaction
- Discussion
- Teaching in the classroom
- Analysis and reporting
- Collection of relevant documents and data

