

# ECE course content

## COURSE CONTENT OF ARYA VIDYA MANDIR INSTITUTION OF EDUCATION:

- Theory
- Practical Training
- Workshop
- Visits
- Seminars
- ECE annual event 'Kalpanika'

Presented below is the detailed syllabus being followed at AVMIOE for one academic year, the syllabus gives details under the various heads with respect to the duration and content. Kindly refer to various annexure which are provided for clarifications. The structure of the time plan is from a period of mid June to 31<sup>st</sup> March. The month of April is needed for MABECE assessment, internal and board collations, moderation of the board examination, board meetings, admissions, interviews, screening of prospective candidate for the next academic year. Planning for the next year.

### TIME PLAN FOR ONE ACADEMIC YEAR

#### 1. Time Plan for one academic year

- ❖ Total no. of instructional days : **180 days**
- ❖ Actual internship : **130 days**
- ❖ Days used for varied activities and inputs : **50 days**  
(Annexure II)

<b>TOTAL no. of working days for students :</b>	<b>180 days</b>
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#### A) TIME PLAN FOR INTERNSHIP

Time spent in pre-primary school in one year.

Internship days : **130 days**

Hands on training :

<b>130 x 2 hours =260 hours</b>
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(Annexure I)

## TIME PLAN FOR THEORETICAL AND PRACTICAL TEACHING

**125 X 4 hours = 500**

### **Time plan for theory lectures**

- ❖ 37 X 2hrs = 74 hours Paper I ( ECE Curriculum & Organisation )
- ❖ 37 X 2hrs = 74 hours Paper II ( Child Development )
- ❖ 42 X 2 hrs = 84 hours Paper III ( Issues & Trends In ECE )  
(Annexure III)
- ❖ 10 X 2hrs = 20 hours Creativity Techniques, Teaching Aids & Readiness Activity  
(Annexure IV)

**Total no of theory teaching hours : 250 hours**

### **B) TIME PLAN FOR PRACTICAL TEACHING AND GUIDANCE**

#### **20 Hrs of Lesson Guidance**

- Planning ( online draft submission of lesson)
- Guidance on the various concepts
- Classroom Management
- Methodology
- Implementation of a lesson
- Format & concept guidance as per each lesson
- Demo lessons ( By AVM Preschool teachers)
  
- **20 Hrs Yoga**

The trainees are exposed to the yogic life of asana, spiritual healing and meditation. Relaxation techniques and stress management.

#### **25 Hrs Computers**

The syllabus covers the following programmes:

- Basic and Advance Power point
- Advanced Animation
- Ms Paint Tux Paint
- Movie Maker
- Use of software's for Audio and Video files
- Creating technology based teaching aids
  
- **6 Hrs Children with Special Needs (Annexure V)**

- **40 Hrs Case Study Guidance**

Two case studies are carried out in the year ie. “Well adjusted child” and “Not so well adjusted child”, one in each term. Trainee are given a period of 20 hrs per case study.

- **20 Hrs Workshops (Annexure VI)**
- **21 Hrs Seminar Presentation (Annexure VII)**
- **25 hrs Readiness Kit / Journal.**

**TOTAL NO. OF PRACTICAL TEACHING: 152 Hrs**

**TOTAL NO. OF TEACHING HOURS 250 + 250 + 152 = 652 hours  
(Theory + Internship + Guidance)**

### Annexure I

**HANDS ON TRAINING : 250 HOURS**

**1) Internship: ( Playgroup, Prep I & Prep II) (250 hrs)**

The trainees are placed in the AVM group of schools and a Municipal school “Gandhi Gram Municipal School”. Their role is to assist the teacher, observe the school functioning, conduct their individual lessons. Thus they are expected to play an active role in the teaching learning process.

**2) Festival Celebrations (Group Lessons)**

The trainees plan organizes and conduct group lessons on festivals such as –Navratri, and Christmas. They conduct the same on a larger scale for the preprimary children in their respective internship placement.

**3) Micro teaching(12 hrs)**

Trainee conduct 15 lessons under the guidance and supervision of the the faculty. Each lesson is for 40 minutes.

**4) Macro teaching**

At the end of the internship training each trainee is expected to be the class teacher in the pre primary class for the entire day. They plan their lesson from class décor to dispersal of the children. This is termed as a “final lesson” which is assessed.

**5) Peer observation**

Trainees observe and assess 15 peers in their group for micro teaching. This helps them to understand the finer aspects of the lesson conducted to hone their skills. The observation gave awareness of the different parameters needed to conduct a lesson.

**6) Trainees attitudinal**

The class teacher gives her review of the trainee placed under her care and guidance under specified parameters given by the institute. This reviews gives a better understanding of the trainee in the process of grooming her on the road to be an effective teacher

## Annexure II

**Days used for varied activities and inputs: 60 days**

### Visits

**(7days)**

As a part their training, various visits are organized for the trainees. These visits widen their prospective of the structure and functioning of different schools and organizations to get a holistic awareness of preschool. The following institutions are under the visits provided by AVMIOE:

- 1) AryaVidyaMandir (Juhu)
- 2) AryaVidyaMandir (Bandra West)
- 3) AryaVidyaMandir (Bandra East)
- 4) Basant Montessori (Juhu)
- 5) UdyachalPre primary School (Vikroli)
- 6) National Society for Clean Cities IN India (Bandra East)
- 7) ShishuvanPre primary School (Matunga)

### **Kalpanika (Annual Event)(12days)**

Trainees are guided and trained in script writing, designing and making puppets, backdrops and décor, props, designing e invites, creating theme related songs, lyrics and music. They also liason with various schools to manage block booking for the show.

The trainees give a live performance of the show. Nine shows are conducted each day for a period of 3 days, the show is viewed by about 2000 children in the age range of 2-8 yrs, teacher, teacher trainer and parents.

### **Study leave (12 days)**

A period of 4 days are given for each examination ie; terminals, prelims and final board exams.

Annexure III

Theory lectures paper I. II & III : 230 Hours

**PAPER– I**  
**E.C.E CURRICULUM & ORGANISATION**  
**ASPECT-I**

**UNIT- 1 Early Childhood Education**

- (i) Importance and Need
- (ii) Objectives.

**UNIT- 2 Salient Features of Early Childhood Approach**

*(For each approach briefly introduce the thinker and then discuss the methodology in detail)*

- (i) Kinder Garten – Frobel  
**Free –Play**

- Concept & importance of free play

**- Areas of Free Play**

- (a) Dramatic
- (b) Constructive
- (c) Manipulative
- (d) Creative

(Note: - Organization, values, role of teachers to be discussed for each of the above.)

- (ii) Maria Montessori Method  
Tarabai – Gijubhai – Anutai  
Pre-Basic Method - Gandhiji
- (v) Project method – ‘Integrated Approach’ (John Dewey)
- (vi) Contemporary Method
  - Reggio Emilia
  - Steiner

- (vi) Developmentally Appropriate Approach

**UNIT -3 Organization of Early Childhood Centre**

i) Pre-School

a) Admission Policy and procedure

b) Organisation of Physical Facilities

- Building & Location
- Sanitary facilities
- Walls
- Floor
- Lighting & Ventilation
- Criteria for selection of equipments
- Equipment – use, care

c) Organization of human resources: **Teacher**

-Qualities and qualification

-Functions

**Other Personnel**

-Parents - P.T.A

ii) **Day Care**

Need and importance – changes in the family, more women in the work force

a) Organization of Physical facilities:

b) Building and Location: Sanitary facilities

Walls

Floors

Lighting and ventilation

c) Criteria for selection of equipment:

- Outdoor and Indoor: use & Care.

d) Safety and Sanitation Measures.

e) Personnel

**PAPER- I**  
**E.C.E CURRICULUM & ORGANISATION**  
**ASPECT - II**

**UNIT 1The Curriculum**

**i)** Meaning and Goals of Curriculum.

**ii)** Areas of curriculum.

- Free Play
- Music & Movement
- Art
- Language
- Mathematics
- Environmental Study

**(a) Music and Movement**

1. Importance
2. Activities
3. Role of teachers

**(b) Art Activities**

- Stages - Value of art
- Organization of materials & resources
- Role of teachers

**(c) Language**

- **Components of language -**
    - Listening
    - Speaking
    - Reading
    - Writing
- (Meaning & Importance of each of the above)*

- **Activities and Teacher's role to promote**
  - Listening

- Speaking
  - Reading
  - Writing
- (for e.g. Story telling, Drama puppetry)  
Concept of Readiness, Importance & Factors.

### **1)Reading readiness**

- \* Visual Discrimination
- \* Auditory Discrimination
- \* Activities and materials for teaching the pre-reading skills to young children.
- \* Methods of developing reading skills in young children.
- Look and say method.
- Phonic Method

### **2)Writing readiness**

Activities & Materials to develop writing readiness

### **Mathematic**

Number readiness

(The process of developing number concepts & maths vocabulary)

- Matching
- Classification
- Seriation
- Pattering
- Teaching numbers
- Counting
- One to one correspondence



-Number Value

**(e) Environmental Study**

Methods and resources for developing **science concepts.**  
(Observation, visits and direct experiences)

Method and resources for developing **social values.**

- Festival Celebration
- Environmental Awareness  
(e.g. Community Helpers and field visits)

iii) Programme Planning

Principles of planning

- Yearly
- Monthly
- Weekly
- Daily

**UNIT- 2      I. Assessment: goals and importance**

Assessments of: -

- a.** Programme
- b.** Children
- c.** Teacher

II. Methods of assessment

- Observation
- Anecdotal
- Frequency Chart
- Readiness observation chart

III. Reporting

- How to form a report card
- Verbal Report

Maintaining various types of Records

\* Importance

\* Type of records

- Cumulative records
- Referral record
- Health and Registration records.

**PAPER II**  
**CHILD - DEVELOPMENT**

**1. What is child development?**

- a) Importance of study of CD
- b) Role of Heredity and environment.

c) **Principles of child Development: -**

- Development involves change
- Early development is critical than later development.
- Development has predictable characteristics.
- There are individual differences in the development.
- There are periods in development pattern.
- Development is a product of maturation and learning.

d) **Stages of child development.**

- Pre-natal- conception to birth
- Infancy- birth to 1 year
- Toddler hood –1-3 years
- Early childhood-3-6 years

**2. Psycho-motor**

**a) Physical development**

- Body size, height, weight, and proportion.
- Adult's role
- **Routine: -**
  - Breast Feeding
  - Weaning and supplementary feeding
  - Toilet Training
  - Sleeping

**b) Motor Development –**

- Stages in motor development Head, Trunk, Arms and legs
- **Handedness- causes**
  - Development of handedness
  - Adult's Role

### **3. Language development:**

- Meaning
- Stages of language development
- Adult's Role

### **4. Learning.**

- a) Definition of learning
- b) Process of learning:

- Sensorial experience
- Trial and error
- Imitation
- Rote learning/repetitive learning

### **5. Affective: -**

#### **a) Emotional development**

- Characteristics of emotions
- Stages of Emotional Development
- Important emotions of early childhood
  - Pleasant – Affection Happiness
  - Unpleasant – anger, Fear, Jealousy

#### **- Behaviour problems:**

- Nail-biting, Thumb-sucking, Bed-wetting, Temper-tantrums.
- Emotional Intelligence
  - Adults role – Include activities

#### **b) Social development**

- Stages of social development
- Adult's role – Discipline, concept and technique

#### **c) Personality development**

- Meaning of Personality
- Development of Self Concept
- Erickson's stages of personality (First 3 Stages)

### **6. Cognitive: -**

a) Cognitive development

1. Meaning of cognition
2. Piaget's theory
3. Brain development
4. Multiple Intelligence

**5. Concepts formation:**

- a) Meaning and characteristics of concept.  
-Process of concept development
  
- b) Common concepts of early childhood  
- Adult's role

**PAPER III**  
**ISSUES & TRENDS IN E.C.E**  
**ASPECT – IV**

**UNIT-I Health and Nutrition:**

- a. Concept of Health.
- b. Common ailments – Health records
- c. First-aid
- d. Maintaining health of Pre-school children.

**Nutrition: -**

- a. Food group and Nutrients
- b. Balance diet
- c. Malnutrition (Causes, Reason for deficiency and disorder)
- d. Method to preserve nutrients
- e. Meal planning
- f. Inculcating healthy eating habits and effect of junk food through media
- g. Food Allergy in children

**UNIT – II -Children with special needs.**

a) Introduction to children with special needs.

(Meaning, Characteristics, Strategies of handling children with special needs)

- ADHD (Attention Deficit Hyperactive disorder)

- Autistic Child
  - Mentally Challenged
  - Physically Challenged
  - Learning Disability
- c) Concept of Inclusive Education.

**PAPER III**  
**TRENDS AND ISSUES**  
**ASPECT – V**

**UNIT-I Role of Government**

(Brief Introduction, aims& objective, Functions, Target group, Current situation))

- a) ICDS - Evaluation
- b) NCERT

**UNIT-II Role of voluntary sector** (NGOS in EC Development)

- a) UNICEF
  - b) AECEC
  - c) Mobile Creche
  - d) CRY: Rights of the child
- (Our perception and responsibility towards meeting children's rights.)

**UNIT-III** Current issues related to children:

(Through Seminars and Internal Assessment)

1. Gender equity- status of the girl child.
  2. Child-labour- causes and alternatives.
  3. **Child abuse**- and adult's role.
- Mental/ physical

- Sexual
4. Information and technology
- TV & Children
  - Internet & Children
5. Linkage of ECCE to SarvaShikshaAbhiyan

*UNIT-IV* Current trends and practices

- Children & Literature.
- Children & toys
- Child obesity
- Children & Games
- Child adoption
- Impact of Playschools
- Children and safety measures

## Reading List

### Aspect I & II

#### **Name of the Author**

Bhatia & Bhatia

**Claudia&Eliason**

Feeny, S. Christensen,  
D & Morauciks.

Katherine read

Pankajam

Ruth Kohn

Verna Hildabrand

**Vinita Kaul**

ZakiyaKurien

Time life series

**Lipper & skipper**

**Maxium**

**Reggio Emilia Approach**

**ZaghloulMorsy**

#### **Name of the book**

-Theory and Principles of Education

- **A Practical for Early Childhood Curriculum**

-Role of teachers, An introduction to teaching young children.

- Nursery Education

- Pre-school education

- Exploring Child

- Early childhood Education

- **Activities of Preschool children**

- How children Learn

- First step towards reading

- **Good schools for young Children**

- **The Very Young**

- **The Hundred Languages of children.**

- **Thinkers on Education series**

### Aspect III

#### **Name of the Author**

Diane Papalia

Doroltry H. Cohen,

Virgginia stern

Elizabeth. B. Hurlock

Helen Bee

**Elizabeth. B. Hurlock**

Joanne Hendrick

**Laura Berk 6<sup>th</sup> Edition**

Thompson

#### **Name of the book**

- Human Development

- Observing & Recording Behaviour of young children

-Child Development

-the Development Child

- **Child Growth and development**

- The whole child

- **Child Development**

- Child Psychology.

### Aspect IV & V

#### **All you wanted to know about Nutrition**

**Fundamental of Food & nutrition- Sumati R. Mudambi**

**Menu's for Low Cost**

- **National Institute of Nutrition.**

**Balanced Diet and school  
lunchprogrammes.**

Indira Gandhi National  
open University School  
of continuing Education.

- Introduction to nutrition and Health-  
DECE

**Children's Health Guide**

Parent Teacher Association  
Social Welfare (1987)  
October.

- **DrAshwaniBhardwaj**

- Parent Teacher Association of India

- Preschool Education vol XXXIV no. 7,

Annexure IV

Creativity Techniques, Teaching Aids & Readiness
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Activity : 20 Hours
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a) Creativity Techniques

**PAINTING:**

1. BRUSH
2. SPONGE
3. COTTON
4. FINGER
5. LINE BLOTCH
6. DOT BLOTCH
7. BLOB PAINTING
8. MAGIC
9. SPRAY IN
10. SPRAY OUT
11. TRAY PAINTING/MARBLING
12. MARBLE PAINTING (OIL PAINT)
13. BEAD PAINTING
14. SAND PAINTING
15. SAWDUST PAINTING
16. BUBBLE PAINTING (BUBBLE WRAP)
17. STARCH PAINTING
18. MAIDA PASTE/STARCH PAINTING
19. STRING PAINTING
20. HIDE AND SEEK



## **PRINTING TECHNIQUES**

1. CRUMPLE PAPER DABBING
2. WOOLLEN THREAD DABBING
3. WOOLLEN THREAD ON BLOCK DABBING
4. SPONGE DABBING
5. COTTON DABBING
6. JUTE DABBING
7. BUBBLE WRAP DABBING
8. SCRUBBER DABBING
9. KITCHEN GADGET LIKE BHAJI SMASHER
- 10.FORK PRINTING
- 11.STRING PRINTING
- 12.PARTS OF HAND PRINTING - PALM
- 13.FIST
- 14.THUMB
- 15.FINGER PRINTING
- 16.BLOCK PRINTING
- 17.FOOT PRINTING
- 18.LEAF PRINTING
- 19.COMB IMPRESSION
- 20.EAR BUD PRINTING
- 21.BALLOON PRINTING

## **FUN WITH CRAYONS, CHALK**

1. CRAYON TRANSFER

2. CRAYON ETCHING
3. STIPPLING IN
4. STIPPLING OUT
5. LEAF TRANSFER
6. SCRAP TRANSFER (MAT, JUTE, BARK ETC)
7. COIN TRANSFER
8. WET CHALK ON DRY PAPER
9. DRY CHALK ON WET PAPER

## **FUN WITH PAPERS**

1. PAPER CRUMPLING
2. PAPER TWISTING
3. PAPER TEARING
4. PAPER CUTTING
5. PAPER MOZAIC
6. PAPER COLLAGE
7. WOOD SHAVINGS
8. PENCIL SHAVINGS

**TOTAL NO OF TECHNIQUES - 58**

## **TEACHING AIDS**

- 1. FINGER PUPPET**
- 2. STICK PUPPET**
- 3. BOX PUPPET**
- 4. GLOVE PUPPET**
- 5. SOCK PUPPET**
- 6. SIMPLE BAG PUPPET**
- 7. PLEATED BAG PUPPET**
- 8. SHADOW PUPPET**
- 9. BODY PUPPET**
- 10. HEAD GEAR**
- 11. FLIP CHART**
- 12. FLASH CARDS**
- 13. FLANNEL BOARD**
- 14. FLANNEL FIGURES**
- 15. STORY BOOK**
- 16. DICE**
- 17. PICTURE TALK**
- 18. MODEL**
- 19. COSTUME**
- 20. T V ROLE**
- 21. PLEATED BOOK(FAN BOOK)**

## Annexure V

### **Children with Special Needs 6 Hours**

a) Introduction to children with special needs.

(Meaning, Characteristics, Strategies of handling children with special needs)

- ADHD (Attention Deficit Hyperactive disorder)

- Autistic Child

- Mentally Challenged

- Physically Challenged

- Learning Disability

c) Concept of Inclusive Education.

## **Annexure VI**

### **Workshops 20 Hours**

The following workshops related to early childhood education are conducted for the trainees:

1. Classroom Attitude
2. Song and Rhymes
3. Story Telling
4. The effective use of time management
5. Phonic
6. Stress Management
7. How to Inculcate Reading Habits
8. Writing skills
9. The Magic Mirror
10. Work Life Balance
11. Grooming and Ettiquette

## Annexure VII

### Seminar Presentation 21 Hours

#### **UNIT-I Role of Government**

(Brief Introduction, aims & objective, Functions, Target group, Current situation))

- c) ICDS - Evaluation
- d) NCERT

#### **UNIT-II Role of voluntary sector (NGOS in EC Development)**

- e) UNICEF
- f) AECEED
- g) Mobile Creche
- h) CRY: Rights of the child  
(Our perception and responsibility towards meeting children's rights.)

#### **UNIT-III Current issues related to children:**

(Through Seminars and Internal Assessment)

1. Gender equity- status of the girl child.
2. Child-labour- causes and alternatives.
3. **Child abuse**- and adult's role.
  - Mental/ physical
  - Sexual
4. Information and technology
  - TV & Children
  - Internet & Children
5. Linkage of ECCE to SarvaShikshaAbhiyan

#### **UNIT-IV Current trends and practices**

- Children & Literature.
- Children & toys

- Child obesity
- Children & Games
- Child adoption
- Impact of Playschools
- Children and safety measures