

**CURRICULUM FRAMEWORK FOR TWO YEAR  
DIPLOMA IN PRESCHOOL EDUCATION (DPSE)**

CREDIT DISTRIBUTION

<b>Courses</b>	<b>Year 1</b>	<b>Credits</b>	<b>Theory</b>	<b>Practical</b>	<b>Total Marks</b>
1	Early Childhood care and Education in India	4	2	2	100
2	Understanding Child and Childhood	4	2	2	100
3	Health, Care and Nutrition of Children	2	1	1	50
4	Preschool Education Curriculum: Principles and Priorities	4	2	2	100
5	Development of Mathematical Concepts in Children	4	2	2	100
6	Development of Language and Literacy in Children	4	2	2	100
7	Developing Understanding of Environment in Children	4	2	2	100
8	Methods and Materials in ECCE	4	2	2	100
9	Field Observation and Practice	6	0	6	150
10	Self development	4	0	4	100
<b>Total Credits (Year 1)</b>		<b>40</b>	<b>15</b>	<b>25</b>	<b>1000</b>

<b>Course</b>	<b>Year 2</b>	<b>Credits</b>	<b>Theory</b>	<b>Practical</b>	<b>Total Marks</b>
11	Gender, Diversity and Discrimination	4	3	1	100
12	Planning and Organization of a Preschool Education Programme	4	2	2	100
13	Working with Children with Special Needs	3	2	1	75
14	Working with Parents and Community	2	1	1	50
15	Field Practice	6	0	6	150
16	Pre-school Internship	8	0	8	200
17	Self-Development	1	0	1	25
<b>Total Credits (Year 2)</b>		<b>28</b>	<b>8</b>	<b>20</b>	<b>700</b>
<b>Grand Total for two years</b>		<b>80</b>	<b>38</b>	<b>42</b>	<b>2000</b>

## **YEAR 1**

### **COURSE 1**

#### **EARLY CHILDHOOD CARE AND EDUCATION (ECCE) IN INDIA**

**Credits: 04**

**Marks: 100**

#### **MODULE 1: Significance and Historical development of ECCE India**

##### **Unit 1: Concept and Significance of ECCE**

- a. Meaning of “Child”, “Childhood”, and “Early Childhood Care and Education”
- b. Importance and significance of ECCE as foundation for learning

##### **Unit 2: Historical Development of ECCE in India**

- a) Influence of work by Early missionaries, Central Social Welfare Board
- b) Balwadi programme, Kosbad programme (Anutai Wagh), role of Balshikshan Sangh, and Five Year Plans.

#### **MODULE 2: Contribution of Thinkers and Early Childhood**

##### **Unit 3: Contributions of Thinkers and Educationists in ECCE**

- a) Influence of Western philosophical and educational thoughts of Rousseau and Montessori on understanding of childhood.
- b) Influence of theories of Ericson, Piaget,
- c) Influence of Gandhi, Tagore, Gijubhai Badheka,

##### **Unit 4: Early Childhood in Contemporary India and Socio-Cultural**

- a) Importance and impact on early years from the perspective of: family, community, caste, gender, religion, and geographic location.
- b) Socio- cultural and religious pluralities and their influence: multiple languages, customs and traditions, regional variations, different settings (tribal, rural, urban)

#### **MODULE 3: Policies and Programmes in ECCE in India**

##### **Unit 5: Policies in ECCE in India**

- A) ECCE in Right to Education (2010)
- B) National Policy on ECCE ( 2013)

## **Unit 6: Programmes in ECCE in India and Related Issues**

- a) Programmes and provisions in ECCE in Indian: Public Sector: Rajiv Gandhi Crèche Scheme; ECCE in SSA Voluntary Sector initiatives in ECCE.
- b) Issues in ECCE in India: Status and Gaps in Access and coverage of ECCE;

## **MODULE 4: Child's Rights and Socio Political Framework**

### **Unit 7: Child's Rights**

- a) Needs of children – types of needs; difference between needs and rights.
- b) Constitutional provisions for younger children

### **Unit 8: Socio-Political Framework**

- a) Impact of discrimination of children's well being in terms of children's rights – marginality such as caste, gender, poverty · Access to services for the care and protection of children in difficult circumstances.
- b) Promoting Rights' perspective and advocacy: role of Government, NGO's, professionals and educational institutions.

### **Suggested Practical Activities**

- Field visits to various ECCE settings may be conducted or project work undertaken as part of transaction of theory.
- Preparing project on the following topics ( any one)
  - Historical development of ECCE : A Contemporary Study ( India and any other country)
  - Child's right and duties of a primary teacher to protect the rights of children
  - Various programmes that are working for the benefits f the children and their impact

### **SUGGESTED READINGS**

1. Kacker, S. (1982). *Inner World: Psychoanalytical Study of Childhood in India*, Oxford University Press, New Delhi.
2. Katz, l. (1977). *Talks with Teachers*. NAEYC, Washington.
4. Khalakdina, M. (2008). *Human Development in Indian Context*; Vol. 1.

5. Khalakdina, M. (2011). *Human Development in Indian Context*; Vol. 1.
6. Krishnamurthi, J. (1974). *Krishnamurthi on Education*. Krishnamurthi Foundation,
7. India, Chennai.
8. Kaul, V. et al (2004) *Reaching out to the Child*; Oxford University Press.
9. Kaul, V. and Sankar, D. (2009) *Early Childhood Care and Education in India: Mid*
10. *Decade Assessment*; NUEPA.
11. Swaminathan, M. (1988). *The First Five Years: A Critical Perspective on ECCE in India*,
12. Sage.
13. Clarke, P. (2001). *Teaching and Learning: The Culture of Pedagogy*, Sage.
14. Policy Documents related to RTE (2009); NCF (2005); NPECCE (2013); NCF (2013);
15. NPE (1986); NP on Children (updated).
16. UNESCO (2006). *Select Issues concerning ECCE in India*. Background paper prepared
17. for the Education For All Global Monitoring Report (2007): Strong Foundations:
18. Early Childhood Care and Education, (2007)/ED/EFA/MRT/PI/23. New Delhi:
19. NIPCCD/UNESCO

**COURSE 2**  
**UNDERSTANDING CHILD AND CHILDHOOD**

**Credits: 04**

**Marks: 100**

**MODULE 1: UNDERSTANDING ASPECTS OF CHILD DEVELOPMENT**

**Unit 1: Introduction to Child Development**

- a) Meaning and Importance of child development for teachers
- b) Bronfenbrenner's ecological systems theory of child development
- c) Principles of development – Cephalocaudal and proximodistal, hierarchical integration,
- d) Principle of the independence of systems, relationship of physical growth and change in behavior.

**Unit 2: Stages of development- Upto Early Childhood**

- a) Prenatal development: Brief understanding of prenatal Growth and Factors influencing prenatal development
- b) Neonatal Development:
  - Physical changes -Changes in Height and weight.
  - Functioning of Body systems.
  - Early sensory capabilities, seeing, visual perception, hearing, smelling, tasting, temperature, touch and pain.
- c) Characteristics of Infancy & toddlerhood, Early childhood stages

**MODULE 2: PHYSICAL AND MOTOR DEVELOPMENT UPTO SIX YEARS**

**Unit 3: Physical Development**

- a) Patterns of growth: Changes in body proportion, body shape and structure; Decrease and redistribution of baby fat; Change in composition of muscles. Temporary and permanent teeth;
- b) Development of the Internal Organs and Brain Development
- c) Role Adults in Physical development

**Unit 4: Motor development**

- a) Importance and Patterns of motor development; Phylogenetic and ontogenic functions; Mile stones in gross and fine motor skills

- b) Motor development during 6-8 years: refinement of skills, increase in strength, precision, dexterity agility and flexibility
- c) Interdependence of Motor skills, emotional and social competencies, cognition and language and Adults Role

### **MODULE 3: LANGUAGE AND COGNITIVE DEVELOPMENT UP TO SIX YEARS**

#### **Unit 5: Language Development**

- a) Pre- speech forms of Communication and Factors affecting language development
- b) Interactionist Perspective of language development; Bilingualism and Multi-lingualism; issue of home v/s school language.
- c) Adults Role in Language development.

#### **Unit 6: Cognitive development**

- a) Piaget's Cognitive Development Theory - Sensorimotor stage – birth to 2 years; sub stages; Preoperational stage; Concept of adaptation, assimilation accommodation and equilibration, egocentrism, animism, conservation, centration, irreversibility, classification, seriation
- b) Behaviorism: Bandura's Social Learning Theory – learning by observation and Modelling Learning: classical conditioning in young infant, Operant conditioning, Imitation and Gardner's multiple intelligence theory
- c) Concept meaning and types of concepts.

### **MODULE 4: EMOTIONAL AND SOCIAL DEVELOPMENT UPTO SIX YEARS**

#### **Unit 7: Emotional Development**

- a) Emotions- Importance and types: Positive and Negative emotions in children and Socio-emotional problems in children, ways to handle them.
- b) Erikson's theory of psychosocial development and stages
- c) Emotional Intelligence: Meaning and role of teacher in development of EQ, Development of self-awareness, self-concept and self-esteem.



## Unit 8: Social Development

- a) Patterns in social development: Early social contact with significant adults and care givers; Social interactions with children; Learning of social skills and pro-social behaviour. Role of family, school and community in socialization;
- b) Child rearing styles and impact on children: Authoritative; Authoritarian; Democratic; Permissive; Uninvolved.
- c) Forms of social behaviour: Cooperation, leadership, friendship, sharing, sympathy, temper tantrums, negativism, aggression and quarrelling.

### Some Activities suggested: (any 2) for 2 credits –

Observe infants and discuss in practical class the mile stones achieved. Find out what is the kind of stimulation the infant is exposed to and his/her reactions.

1. Every student to select two children, one child from younger age group and the other from older age group. The same children to be observed for the entire year for different domains of development. The observations should coincide with the topic taught in theory class. Discussion should take place in the class after observation of each domain of development.
2. Prepare development profile of each child and the progress made during the year. A separate summary for the differences observed between the two age groups.
3. Interview parents of 5 children and find out the Child rearing styles and discuss in class to come up with the what kind of socio- emotional development will take place depending on the style.

### ADDITIONAL READING

- Berk, L. (2002). Child development. New Delhi: Prentice Hall of India.
- Benjamin Spock Baby and Child care Mass Market Paperback: **Pocket Books; 9th Edition (27 December 2011)**
- Charlesworth, R. Understanding child development. New Delhi: Delmar Publishers.
- Eisenberg, A and Murkoff, H and Hathway, S (1996). What to expect: the toddler years. London: Simon & Schuster.
- Feldman. R. S. Discovering the life span. New Delhi: Dorling Kindersley India.

- 17 Curriculum Framework for Diploma in Preschool Education (D.PSE)
- Goldberg, L; Brindley and Kukar J. (1999). Pregnancy to parenthood. Magna Publishing Co. Ltd.
- Elizabeth B. Hurlock Child Development: 6th Ed McGraw-Hill, 1978
- Illingworth, R and Illingworth, C. (1984). Babies and young children. Edinburgh, Churchill Livingstone, Edinburgh.
- Kuppaswami B. (1990). A textbook of child behaviour and development. New Delhi: Konark Press.
- Mittal, S (2004). Child development. Delhi: Children and the media, Vols. 1-3; Delhi: Isha books.
- Pankajam G. (1994). Pre-school education. Ambala: The India Publications.
- Sharma, S.P. (2006). Child development. Delhi: Visit International publishing house.
- Srivastava, A. (1990). Child development,. New Delhi: NCERT.
- Stoppard. M. (1983). Baby care book. London: Dorling K.
- Stoppard. M. (1995). Complete baby and child care book. London: Dorling K.
- Vyas, J.N. (1994). Child development. Nagar: Medi World Press.

## **COURSE 3**

### **HEALTH AND NUTRITION**

**Credits: 02    Marks: 50**

#### **Objectives**

The course will enable the student teacher to:

- Understand the concept of health and nutrition and its importance for children's development and learning.
- Understand the nutritional requirements and effects of malnutrition.
- Identify the signs and symptoms of common childhood ailments and their prevention and treatment.

#### **MODULE 1: HEALTH AND NUTRITION**

##### **Unit 1: Concept of Health and Nutrition**

- a. Definition of good health and signs thereof
- b. NUTRIENTS: Carbohydrates; Proteins; Lipids; Vitamins; Minerals
- c. Their Sources, Requirements, Functions and Deficiency
- d. Special emphasis to Role of Fiber, PEM, EFA, IDD.
- e. Food Groups
- f. Concept of Balanced Diet; Food Guide Pyramid; My Plate

##### **Recommended Dietary Allowances for Indians.**

##### **Nutritive values of common foods available in the region.**

##### **Unit 2: Nutrition during Pregnancy and Lactation**

- a. Importance of preconception nutrition & nutrition during pregnancy.
- b. Effect of malnutrition on the woman and her foetus.
- c. Nutritional Requirements During Pregnancy with an overview of a balanced meal plan for a pregnant women
- d. Complications likely to be encountered during pregnancy eg: nausea, vomiting, hypertension, anaemia, constipation etc.
- e. Brief outline of the physiology of lactation & let down reflex

- f. Nutritional Requirements of Lactating mothers
- g. Importance of breast feeding for the mother
- h. Use of Galactogogues& traditional Regional foods during lactation

## **MODULE 2: HEALTHY HABITS OF FOOD – CARE, PRVENTION & TREATMENT**

### **Unit 3: Care and Diet during Infancy and Childhood**

- a. Various factors influencing health during infancy and childhood are highlighted.
- b. Factors influencing good health: cleanliness, hygiene, ventilation, sunlight, open spaces, climate. Clothing, personal hygiene, regular habits and routines.
- c. Air, water and noise pollution – importance of potable water, adulteration and additives in foods.
- d. Care of skin, eyes, teeth, ears, nose, throat, hands, nails,& hair

#### **Infancy:**

- a. Importance of breast milk and colostrum (physiological & psychological aspects).
- b. Harmful traditional practices of not giving colostrum and breast milk during the first two days after birth.
- c. Breast milk substitutes, (in case of lactation failure) formula preparation, correct proportion of water, cleanliness and sterilization.
- d. Supplementary foods – Planning diet according to region – weaning, liquid, semi-solid and solid(ARF)
- e. Nutritional Requirements of Infants, Toddlers, Preschoolers & Children.
- f. Inculcating good dietary habits.
- g. Innovative ways of increasing nutritional quality.
- h. Increasing nutrient density of meals and snacks.
- i. Preventing childhood obesity & under nutrition.

### **Unit 4: Prevention and Treatment of Common Ailments and Infectious**

#### **a. Diseases in Children**

For prevention of communicable childhood diseases along with common childhood diseases are included to make the teacher aware of them and take preventive measures where ever necessary and timely measure for treatment.

**b. Immunization.**

- a. Contagious/infectious disease – whooping, cough, measles, mumps, chicken pox, conjunctivitis, diphtheria.
- b. Gastro-intestinal ailments – diarrhoea, dehydration, preparation of ORS, vomiting, typhoid, worms, cholera, jaundice.
- c. Skin ailments – scabies, eczema.
- d. Respiratory ailments – asthma, cold, cough, bronchitis.
- e. Tuberculosis and its symptoms.
- f. Dental ailments.
- g. Administration of First Aid – minor accidents, electric shock, burns, nose bleeding, drowning, dog bite, foreign body in ear, throat and nose, insect bite, sun stroke and fracture.

**PRACTICALS: Preparation of Projects on any one of the following:**

1. First Aid. St. John's Ambulance
2. First Aid Guide, Delhi.
3. First Aid –Field Manual 2002.
4. First Aid No.4-25-11. Washington: Navy Technical Reference Publication.
5. Principles of First Aid and Home Nursing. Madras: Indian Red Cross Society.
6. Rajeev Sharma, First Aid Guide.

**SUGGESTED READINGS**

- Cameron M. and Hofvander Y. (1983). Manual on Feeding Young Children and young children. Oxford University Press.
- Elizabeth K.E. (2010). Nutrition and Child Development. Hyderabad: Para Medical. Ghosh S. (1988). The feeding and care of young children. New Delhi: Voluntary Health Association of India.
- IGNOU: Study material for Diploma in Nutrition and Health.
- Park J E., Park K., Preventive & Social Medicine, Banarasidas Bhanot Publications. Srilakshmi B. (2011). Dietetics. New Age International (P) Limited Publications.

## **COURSE 4**

### **EARLY CHILD-HOOD CURRICULUM: PRINCIPLES AND PRIORITIES**

**Credits: 04**

**Marks: 100**

#### **MODULE1: HOW CHILDREN LEARN**

##### **Unit 1: Child as an active Learner**

- a. Child as an active learner in constructing knowledge by exploring, experimenting and problem solving.
- b. Concept of assimilation and accommodation.
- c. Use of past experiences and knowledge to understand new situations and develop new concepts.

##### **Unit 2: Multi-Pronged Process Of Learning**

- a. Learning by conditioning, experimentation, positive reinforcement, observation and imitation.
- b. Social basis of learning, concept of proximal development.
- c. Learning with the help of adults and peers. Cooperative learning.

#### **MODULE 2: CARE AND EARLY STIMULATION FOR CHILDREN UNDER THREE YEARS**

##### **Unit 3: Early Years of the Development**

- a. Meaning and importance of early stimulation for children below 3 years
- b. Understanding the value of local and cultural practices of care of infants
- c. Importance of experiences for sensor-motor development, early language development and other domains of development.

##### **Unit 4: Suitable Play Materials for Early Stimulation.**

- a. Adequate space, clean, safe and stimulating environment for learning
- b. Health and nutrition, physical safety;
- c. Emotional security through love and affection, responsive car

#### **MODULE 3: PLAY AS A MEDIUM FOR LEARNING**

##### **Unit 5: Understanding the Concept of Play**

- a. Definition of play; difference between play and work.

- b. During infancy, pre-school and primary grades: Cognitive & Social play (Unoccupied behaviour, solitary play, onlooker behaviour, parallel play, associate play and cooperative play; games with rules.)

#### **Unit 6: Developmental Pattern of Play & Play Environment:**

- a. Play as a medium of learning: ; nature of play and its significance, Constructing diverse play environments in the classroom : Functional, constructive, dramatic, indoor, outdoor, vigorous and quiet play
- b. Program planning & its Significance
- c. School readiness and infrastructure

### **MODULE 4: CONCEPT OF DEVELOPMENTALLY APPROPRIATE CURRICULUM: COMPONENTS AND APPROACHES**

#### **Unit 7: Concept Of Developmentally Appropriate Curriculum**

- a. Meaning, significance and need
- b. Components of a balanced curriculum:
- c. Factors affecting Developmentally Appropriate Curriculum (- Rote learning Effects of laissez faire approach on children's development and learning)

#### **Unit 8: Different Approaches To Curriculum**

- a. Understanding terms \_ child-centered, holistic development & play way method
- b. Approaches to Curriculum : formal vs. informal, planned vs. incidental; Integrated and thematic approach in curriculum planning;

#### **SUGGESTED READINGS**

- Bredekamp, S. & Rosegrant E. (1995). Reaching Potentials – Transforming Early Childhood Curriculum & Assessment. Washington: MAEYC, Volumes I & II.
- Chugani, N. & Taraporewala R. (1978). A Handbook for Parents and Teachers. Mumbai: Xerox Printers.
- Doherty, G. (1997). Zero to Six: The Basis for School Readiness. Ottawa: Applied Research Branch, R-97-8E, Human Resources Development.
- Essa, E. (1990). Introduction to early childhood education. New York: Delimar Publishers.
- Fursland, E. (1989). Children's Play. London: Virgin Books.

- Gall, M.D., Gall J.P. (1990). Tools for Learning, Association for Supervision and Curriculum Development. Jacobson & Bullock.
- George, W. & Naudeo (2005). Children's Play. London: Sage.
- Jacobs, G and Crowley, K. (2007). Play project and preschool standards. California: Corwin Press.
- Kaltman, G.S. (2006). Help ! For teachers of young children. California: Corwin Press.
- Kaltman, G.S. (2006). More Help! For teachers of young children. California: Corwin Press.
- Kaul, V. (2009). Early Childhood Education Programme. New Delhi: NCERT.
- Kaul V. (1997). Pressures on the Pre-school Child: Issues and Strategies and role of Professional Organisations for Advocacy in ECE. New Delhi: NCERT, A Seminar Report.
- Kaul, V. and Soni, R. (1997). A Trainer's Handbook; New Delhi; NCERT.
- Kelly, P. (2005). Using thinking skills in primary classroom. London: Paul Chapman publishing.
- M. S. Swaminathan Research Foundation (2001). Scaling heights. Chennai: Report of the
- Workshop,
- National Curriculum Framework (2005). Early Childhood Care and Education. New
- Delhi: NCERT.
- Nutbrown, C., Clough P and Lindon J. (2003). Child care and early education: Good practice to support young children and their families. Australia: Thomson.
- Sillberg, J. Games to play with babies. New Delhi: Goodwill Publishing.
- Soni, R. (2014). Every Child Matters. NCERT, New Delhi.
- Swaminathan M. & Daniel P. (2000). Activity-Based Developmentally Appropriate Curriculum for Young Children. Chennai: Indian Association for Preschool Education.,
- Swaminathan M. & Daniel P. (2004). Play Activities for Child Development A Guide to Preschool Teachers. New Delhi: National Book Trust.
- Thamarasseri, I. (2008). Early childhood and elementary education. New Delhi: Kaniska Publishers.
- Wilson, LaVisa Cam (1986). Infants and Toddlers Curriculum and Teaching. New York: Delmar Publishers Inc. Albany.



## COURSE 5

### DEVELOPMENT OF MATHEMATICAL CONCEPTS IN CHILDREN

Credits: 04

Marks: 100

#### MODULE 1: MATHEMATICS AND THE EARLY YEARS

##### Unit 1: Attitudes towards Mathematics: Importance of Making Meaning

- a) Students sharing one's own experiences with mathematics learning and reflecting on these to find possible reasons for liking / disliking the subject.
- b) Pedagogical practices as contributing towards attitudes towards the subject – algorithm based way of teaching vs. linking learning with purposeful and meaningful experiences.

##### Unit 2: Early Mathematical Understandings

- a) Early everyday experiences as basis for developing mathematical words mean.
  - Size
  - Cause & effect relationships:
  - Classifying:
  - Predicting:

Understanding – for example, children's play and experiences with more and less quantities (clay/water/rotis etc.), big and small objects (balls and cars) lay the basis for development of mathematical concepts related to number and space.

- b) Ways to enrich the environment with objects and materials that promote mathematical growth.
- c) Perceptual discrimination of quantities in infants, exact and intuitive discrimination up to 3 (subitization), and approximate discrimination of larger numbers

#### MODULE 2: PRIMARY MATHEMATICS SKILLS

##### Unit 3: Matching and Classification

- a) Investigating and communicating about order, sequence and pattern giving opportunities to children through meaningful activities
  - Identifying objects which are similar/ different; to match objects on the basis of a given perceptual (visible) attribute – say colour, shape, size, texture;

- Matching objects on the basis of function – say, things we wear/things we do not wear

b) Classification: Meaning and Types

Giving opportunities to children through meaningful activities

- Grouping /Classifying objects according to one attribute like colour, texture, smell, sound, shape, two attributes shape and colour, A collection of objects that are alike in some way
- Explaining the basis of classification – for example, a collection of toys of different sizes to be arranged in a cupboard and Using vocabulary such as similar, different, alike

**Unit 4: Comparing, Ordering/Seriating, Measuring (Continuous quantities-size, length/ height, volume, weight, area)**

- Developing sensitivity to the process of how children move from perceptual understanding to conceptual understanding
- Seriation: Meaning and strategies to be adopted for developing the concept ,Comparing Properties and Identifying Patterns
- Measurement: Understanding the meaning of Number, Teacher Guided Activities to develop the concepts: size, length/height, volume, weight, area

**MODULE 3: MATHEMATICS OF COUNTING AND SPACE SHAPES AND PATTERNS**

**Unit 5: Counting (Discrete Quantities)**

- Three Counting Skills : Oral Counting, Object counting and Comparing quantities  
Difference between reciting number names ( rote counting) and counting.
- Principles of counting – stable order, one to one correspondence, cardinality – meaning of the last counted word.
- Connecting counting with sense of quantity/ estimation of discrete quantity – moving on from more and less based on perception to counting;

**Unit 6: Space, Shapes and Patterns**

- Investigating and communicating about quantities and their representations, and attributes of objects and collections: Understandings, capabilities and dispositions in this area develop as children encounter early mathematical ideas in number, patterns, space and measurement.

- b) Investigating and communicating about position, movement and direction: Understandings, capabilities and dispositions in this area develop as children encounter early mathematical ideas in space, position, direction and movement.

## **MODULE 4: DEVELOPMENT OF NUMBER SENSE IN MATHEMATICS AND DATA HANDLING**

### **Unit 7: Developing Number Sense**

- a) **Developing Number sense up to 20:** Ways to develop : sense of quantity , More and less , sense of the order relationship between numbers, Idea of zero.

Concept of addition: difference between counting-all, counting-on and addition and subtraction without place value through counting on, and counting back based on number sense, using word problems to introduce addition and subtraction;

- b) **Developing Number sense up to 100:** Concept of place value in terms of relationships within the number itself, Relationship between places, conceptual understanding of addition and subtraction – Different ways of addition based on number sense.

### **Unit 8: Data Handling**

- a) Importance of data handling in modern life and how organized data leads to understanding the underlying patterns.
- b) Activities for Explaining the concept.

### **PRACTICAL'S (Any 2 Activities to be Planned and Executed in class)**

- Conducting interviews with children aged 3 to 6 years to observe the variability in the responses of children when asked to give a small number of objects (2 to 10/20) according to age.
- Discussion to classify the responses as the numbers increase and between children and interpreting it in terms of children's developing understanding of cardinality and the significance of the last counted word
- Developing meaningful counting activities for children who are more than 5 years and categorizing them in terms of activities that can be repeated frequently while retaining the freshness such counting the number of children in class; activities of counting that are

connected to other domains such as language or environmental explorations and are done during specific activities, such as for example counting seeds.

- Devising activities through which children become aware of objects that roll, objects that slide and those who can do both and through that come to the understanding of flat and curved surfaces.
- Devising activities where children sort objects using informal words. Predicting the rolling/sliding behaviour of objects.
- Devising activities that support development of Pattern- using stones, shells, beads, becoming aware of pattern formation in nature (rainbow, petals in flower, musical instruments etc.)

### **SUGGESTED READINGS**

- Askew, M. (2013). Mediating Learning Number Bonds through a Vygotskian lens. *South African Journal of Childhood Education*. 3(2): 1-20.
- Bruce, B. & Threlfall, J. (2004). One, two, three and counting – Young children’s methods and approaches in the cardinal and ordinal aspects of number. *Educational Studies in Mathematics* 55: 3-26. (mainly pages 3-8 Donaldson, M. (1978). *Children’s Minds*. London: Fontana Press. (pages 17-25 human sense & p 41-50 for class inclusion)
- Gunderson, E.A. & Levine, S.C. (2011). Some types of parent number talk count more than others: Relations between parents’ input and children’s cardinal-number knowledge. *Developmental Science*, 14 (5), 1021-1032.
- Jordan, N.C. et.al. (2006). Number Sense Growth in Kindergarten: A longitudinal investigation of Children at Risk for Mathematics Difficulties. *Child Development*. 77.1. 153-175.
- Kirova, A. & Bhargava, A. (2002). *Learning to guide Preschool Children’s Mathematical Understanding: A Teacher’s Professional Growth*. *Early Childhood Research and Practice*. 4.1.
- McGuire, P. Kinzie, M.B. & Berch, D.B. (2012). Developing Number Sense in Pre-K with Five-Frames. *Early Childhood Education Journal*. 40: 213-222.
- Menon, Usha (2004). *The teaching of place value – cognitive considerations*, paper presented at epiSTEME -1 the

International Conference to review research on Science, Technology and Mathematics Education at Goa, between December 13-17.

available at [www.hbcse.tifr.res.in/episteme/episteme-1/allabs/ushaabs.pdf](http://www.hbcse.tifr.res.in/episteme/episteme-1/allabs/ushaabs.pdf) 37 Curriculum

Menon, U. (in press). 'Intervening for Number Sense in Primary Mathematics' In.

- Sriraman, B. et. al. (Eds.). *The First Sourcebook on Asian Research in Mathematics Education*. Charlotte: Information Age Publishing.
- Newcombe, N.S. (2010). Increasing Math and Science learning by improving spatial thinking. *American Educator*. Summer. 29-43.
- Subramaniam, K. (2003). Elementary mathematics: A teaching learning perspective.
- *Economic and Political Weekly*. 37 (35). 3694–3702. (pages 3694 to 3699 –
- Thompson, I. (1994). Early Years Mathematics: Have we got it right?. *Curriculum* 15:1. 42-49.

## COURSE 6

### DEVELOPMENT OF LANGUAGE AND LITERACY IN CHILDREN

Credits: 04

Marks: 100

#### MODULE 1: DEVELOPMENT OF ORAL LANGUAGE IN THE EARLY YEARS

##### Unit1: Oral Language development with Early Literacy

- a) Stages of oral language development
- b) Importance of oral language for literacy development
- c) Activities for Oral language development

##### Unit 2: Implications for the classroom:

- a) a rich talk environment with opportunities to speak and listen, engage in a dialogue for various purposes;
- b) A safe classroom that welcomes diverse language possibilities, acknowledgment of children's prior learning
- c) Transition from home language(s) to school language- challenges .

**Practical:** Observe and record verbatim the conversation between two children around four years of age for 3 minutes. Analyze this piece of conversation and state what the purposes for which children used language were

#### MODULE 2: UNDERSTANDING THE READING PROCESS

##### Unit3: Fundamentals of the reading process:

- a. Aspects of language knowledge: phonology, semantics, grammar (syntax), morphology, pragmatics
- b. Sub stages of language (receptive, expressive, pragmatics)
- c. Relation of Aspects of Language Knowledge to Communication

##### Unit4: Examining oneself as reader

- a. purposes of reading, adapting strategies to suit the purpose,
- b. reading as meaning making,

- c. role of prior knowledge of the reader in the reading process

### **MODLUE 3: SIGNIFICANCE OF READING**

#### **Unit 5: The reading process**

- a. Development of comprehension in the early years –
- b. The significance of meaning in language processes;
- c. Meaning- the ultimate goal of oral and written language.

#### **Unit 6: Early attempts and significance of Reading**

- a. Examining the development of the concepts in children's earliest attempts at reading;
- b. Examining the significance of meaningful and purposeful reading for children
- c. the role of experiences and knowledge they bring to reading

#### **Practical:**

Choose an age appropriate picture book or a story book ask children to comprehend what they can see in the picture book, also one could give cues through probing. Accordingly observe the child. (Identification of pictures, use of words, sentence formation and comprehension)

### **MODULE 4: A DEVELOPMENTAL VIEW OF READING AND WRITING & ASSESSMENT**

#### **Unit 7: Emergent Literacy Framework**

- a. Concept, nature and stages of emergent literacy
- b. Components of emergent literacy (print awareness, language and phonological awareness)
- c. Stages of emergent writing (drawing, random scribbling, controlled scribbling , letter like form, random letters , pattern letters)) Or (pictures, random scribbling ,scribble writing , symbols that represent letters, random letters, letter strings, letter group, environmental print ,beginning sound, early inventive spellings, invented spellings transitional writing)

## **Unit 8: Development of Comprehension in Early Years & Assessment**

- a. Importance of comprehension and oral language in comparison to reading and writing
- b. Strategies for developing comprehension
- c. Assessment procedures: maintaining records of children's works: portfolios and anecdotal records, reporting on children's reading with the use of miscue analysis.

**Practical:** Narrate a story to a group of four children. After narration give each child a A4 sheet of paper. Ask the children to now express the story on paper in whichever they want. For example, you can say, „Tell me something about the story which you liked using this paper and crayons.“ Analyze what stage of writing the child is in (Remember drawing is a stage of writing).



## **COURSE 7**

### **DEVELOPING UNDERSTANDING OF ENVIRONMENT**

**Credits 04      Marks 100**

#### **Objectives**

The course will enable the student teacher to:

- Understand the interdisciplinary nature of study of the environment.
- Give importance to the child's own knowledge.
- Develop an understanding of the vision of the discipline as envisaged in NCF 2005.
- Develop themes for learning about the environment.
- Implement pedagogic practices to nurture learning about the environment.
- Create activities using locally available material.
- Be sensitive toward the diversity in the classroom.
- Integrate understanding of environment with language and mathematics.

#### **MODULE 1: Natural, Social and Cultural Environment and Understanding the Learner**

##### **Unit 1: Interconnectedness of the Natural, Social and Cultural Environment**

- a. Nature of the environment and the interdisciplinary approach of learning about the environment.
- b. The environment and the child: aspects and components of the environment,
- c. Significance of understanding about the environment: objectives of Environmental Studies

##### **Unit 2: Understanding the Learner in context with the Environment**

- a. Diversity in the classroom as an enriching resource for learning.
- b. How children learn: revisiting Piaget, Vygotsky, Bruner
- c. Attainment of concepts, multiple intelligence, exploration of the environment.

#### **MODULE2: UNDERSTANDING OF THE ENVIRONMENT AND CONTENT ENRICHMENT**

##### **Unit 3: Promoting understanding of the environment in the classroom**

- a. Approaches to learning about the environment: inquiry based learning, exploration, discussion (sharing ideas), field visits,
- b. Learning of concept attainment.

- c. Skills: developing skills for age group 3-8 years, observation, classification (sorting), questioning, recording, surveying, experimenting,

#### **Unit 4: Content enrichment**

- a. Need for student teacher's own knowledge base.
- b. Develop content knowledge of the student teacher in areas like i) Plant ii) Family iii) Festivals

### **MODULE 3: EXPLORING THE ENVIRONMENT AND DEVELOPING THEMES**

#### **Unit 5: Exploring the Environment as a Resource**

- a. The environment as a resource
- b. Learning from the natural/socio-cultural environment
- c. Learning from the community: types of resource/materials available –experts, textual material, newspapers, local material

#### **Unit 6: Developing Themes**

- a. Developing the notion that the themes would vary depending on the location of the school, interests and knowledge of children, and the availability of resources.
- b. How to select themes, its relevance with the life of a child,
- c. Concept mapping,

### **MODULE 4: ASSESSMENT: LEARNING AND TECHNIQUES**

#### **Unit 7: Assessment: Learning and assessment**

- a. Purpose: assessment as an integral part of learning, significance of assessment, cumulative assessment, feedback.
- b. Approach to assessment: comprehensive, process-based, assessment of content, skills, and attitude; assessing the individual child.

#### **Unit 8: Techniques of Assessment**

- a. Techniques: observations, anecdotal records, building a portfolio.
- b. Sources of information: the child's work (projects and assignments), teacher observations, anecdotal records, parents.

**Practicals:**

- 1) Observation of a preschool class in a variety of preschools and analyzing it with respect to the principles of enabling children to understand the environment.
- 2) Developing a thematic web for integrated learning (language, math, and Environment Studies), developing lesson plans and teaching materials.
- 3) Doing a project: visiting a monument/museum, developing a garden, mapping, recording the climate of your city/village, vermiculture, how things are made – pencils, books, clothes, vessels.
- 4) Assessing 1-3 children during internship using a variety of strategies, making a portfolio of a child.

**SUGGESTED READINGS**

- Atma Vidya Educational Foundation (1994). *Up and About*, Orient Longman: Chennai.
- Centre for Environment Education (CEE), *Exploring a Tree: Teachers Manual*, Ahmedabad.
- EVS Textbooks for the Primary School: NCERT, Khushi Khushi, Aas-paas, Khoji Pothi. (for units 3,5 and 6).
- Harlan, J.D. (1992). *Science Experiences for the early Childhood Years*, 5th Ed. Macmillan Publishing Company: New York.
- Johnston, J. (1996). *Early Explorations in Science*, Open University Press: Buckingham.
- NCERT Activity Books for Classes 1 and 2. (for unit 3)
- NCERT, Position Paper on EVS, NCF-2005. (for units 1 and 3)
- NCERT, Source Book of Assessment in EVS, Classes III-V. (for unit 7)
- Ratna Sagar P. Ltd., *Prashika: Eklavya's Innovative Experiment in Primary Education*.
- UNESCO Source Book.

**COURSE 8**  
**METHODS AND MATERIALS FOR EARLY CHILDHOOD EDUCATION**

**Credits: 4**

**Total Marks: 100**

**MODULE 1: DIFFERENT CURRICULAR APPROACHES/MODELS IN PRESCHOOL EDUCATION & ACADEMIC PRESSURE**

**Unit 1: Concept and Importance**

- a) Montessori Method: Origin; Essential principles, method and materials; learning environment; Role of the teacher; Advantages and challenges.
- b) Reggio Emilia: Origin; Essential principles, method and materials; role of the teacher; advantages and challenges.
- c) Progressive method & Thematic Approach

**Unit 2: Risk of Early Academic Pressures on Children's Development**

- a) Factors to be considered before introduction of writing.
- b) Psychological inabilities:
  - i. Damaged disposition hypothesis (Lilian Katz): learning the skill but losing interest in using it e.g. learning to read but not interested in reading.
  - ii. Learned stupidity (Attribution Theory): Failure to perform due to inadequate maturational readiness in the child leading to risk of being unfairly branded as stupid.
  - iii. Overemphasis on Rote memorization leading to weak foundation for later learning.
- c) Physical and psychosomatic ailments due to pressure on children.

**MODULE 2: COMPONENTS AND RELATED ACTIVITIES FOR PROMOTING PSYCHOMOTOR DEVELOPMENTAL DOMAINS**

**Unit 3: Physical and Motor Development**

- a) Objectives of physical and motor development: Development of Fine and Gross motor skills; Eye hand coordination and their importance.
- b) Opportunities and Activities for gross motor development: walking, running, balancing, climbing, jumping, kicking, galloping, throwing, catching, music and movement etc.

#### **Unit 4: Activities for Physical and Motor Development Motor Development**

**Large Motor Skills:** Difficulty level to increase gradually;

**Activities:** Walking on a straight line, curved line, walking fast and slow, backwards, tip toe, heels, creeping, crawling, crawling under a rope, through an empty drum, throwing and catching a ball, rolling a ball, jump from a height, jumping in squares, circles in sequence, alternate, balancing, walk on thick rope, walk on planks of various widths, balance an object on head, with and without hand assistance, running fast and slow; running fast, stop and run again; marching, hopping and galloping, pulling and pushing and ball games.

Encourage students to design other challenging activities.

**Finer Motor Skills:** Rangoli with locally available materials like pebbles, shells, seeds, powder, and coloured saw dust etc. for threading prepare paper/mud/beads/bottle tops, lacing cards; Prepare frames for buttoning;

Prepare a list of equipment which promotes large and finer motor skills, e.g. slide ladders, jungle gym, swing, nuts and bolts, screw top bottles, peg board, drop box for shapes, etc.

Expose student teachers to Montessori play equipment and other toys. Classify each according to the domains of development it promotes.

### **MODULE 3: COMPONENTS AND RELATED ACTIVITIES FOR PROMOTING LANGUAGE DEVELOPMENTAL DOMAINS, COGNITIVE AND AESTHETIC DEVELOPMENTAL DOMAINS**

#### **Unit 5: Communication and Language**

- a) Need for promoting communication and language.
- b) Objectives: Comprehension, building vocabulary, pronunciation and sentence construction; Development of language skills:
  - i) Listening: Importance of and experiences for its promotion through conversation, following directions, stories, songs, rhymes and riddles, picture talk and audio visual tapes
  - ii) Speaking: Opportunities for oral expression through adult and peer interaction, narrating experiences, describing observations and pictures, “show and tell”, narrating stories, singing songs, reciting rhymes, answering questions (what, who, how, when, where and why)

- c) Objectives for Sensory and Cognitive development – Development of five senses; Formation of basic concepts related to understanding the environment; development of cognitive skills, such as observation, classification, seriation, sequential thinking, reasoning; problem solving. Memory and increasing attention span.
- d) Developing awareness and understanding of social, biological and physical environment through experiential learning; concept of interdependence, value, respect and care of environment.

**Unit 6: Materials and Activities for Communication and Language Cognitive and Aesthetic Developmental Domains**

- a) Stories: Values, criteria for selection, use of various audiovisual aids for story -telling, creating own stories.
- b) Books: Types, criteria for selection
- c) Pictures for Bulletin Board: Value and criteria for selection; arrangement on the Board Riddles, creative drama, role playing etc.
- d) *Drawing*: Wet paint with different kinds of brushes, cotton wool, thread, and broomstick etc. Students to make brushes from other materials. Crayons, dry and wet chalk, wax drawing to be fully coloured with crayons etc.; Finger Painting; Printing: Block, vegetable, string, crumpled paper, sponge, cotton wool; Spray Painting; Marble Painting; Cutting, paper folding, folding and cutting, pasting cut shapes, paper tearing and pasting; Collage; Modelling with clay, dough; Mosaic;
- e) Craft activity; whenever possible, children should be allowed to child to colour or decorate the craft.
- f) *Music, Movements and Rhythm*: Clapping to music, rhythmic movements, marching, stomping to music beat, different body movements to rhythm of music;
- g) Singing rhymes with expression and action; rhymes with finger play, free dance to music, playing different instruments to rhythm; Collect nursery rhymes and songs and learn tunes; Music appreciation, listening to music; Making musical instruments, using sticks, coconut shells, tins, paper boxes with seeds and pebbles, bells, other locally available materials.
- h) *Creative Drama*: Make masks of animal faces: children after wearing masks imagine and imitate animals; after listening to a story, getting children to dramatize it.

## **MODULE 4: COMPONENTS AND RELATED ACTIVITIES FOR PROMOTING SOCIAL DEVELOPMENTAL DOMAINS**

### **Unit 7: Personal and Social Development**

- a) Need for promoting personal and social development.
- b) Objectives – promoting personal habits related to health and hygiene; developing pro-social behaviour like sharing, cooperating, waiting for turn, respecting other; and appreciating different cultures and traditions; expressing emotions in socially acceptable ways.

### **Activities and Materials for Promoting Socio Emotional Development**

- a) celebration of festivals, birthdays; encouraging group activities; doll's corner; imaginative play; cooperative learning activities; projects; group activities etc.
- b) Emotional intelligence and channelizing of emotions in children.
- c) Assessing children's progress – indicators and methods.

### **Unit 8: School Readiness**

#### **a) Developing Reading & Writing:**

**Components for *reading readiness***– Development of oral language expanding children's vocabulary and verbal expression; phonemic awareness; visual – auditory association; interest in and bonding with books; directionality left to right or as per script; meaning making; print awareness.

**Pre-reading Activities:** Reading stories and rhymes from picture and story books; print rich environment; Activities for sound discrimination like words with beginning sounds and end sounds;; picture talk and picture books; discriminating shapes and symbols through work sheets like what is different? Reading /books corner for free play etc.

#### **b) Developing Writing:**

**Components for *writing readiness***– Factors for deciding writing readiness: age (chronological and mental); eye-hand coordination, finer motor control; shape and sound discrimination and alphabet recognition; memory; attention span; follow left to right lines top to bottom; seeing meaning in writing.

**Activities for writing readiness:** activities such as colouring within outline, pattern drawing, joining dots, drawing, threading beads, recording of children's stories, activities and

conversation; encouraging make believe writing; following patterns from left to right and gradually moving down the page, printing labels in class etc.

**c) Developing Number sense:**

Components and activities for promotion of *mathematical concepts and number sense*. Pre mathematical concepts such as Recognition and naming of shapes, concept of space; length, width, height, volume, space, distance, weight.

**Activities:** *Skills* of simple and multiple classification, comparison, seriation, sequential thinking, reasoning and problem solving. Developing *mathematical vocabulary* through seriation cards /objects; classification on basis of colour/shape; number games; activity sheets; counting with help of objects one to one correspondence, counting numbers up to 10. Less than more than, adding with concrete objects. Recognizing written numbers upto 20.

**Practical: (At least two):** The student teacher will carry out the above given practical activities in the classroom/laboratory. Whenever possible they can try them out with children to gain first-hand experience of working with them.

Each student to prepare a resource file which will contain samples of creative activities along with description of functions, materials required and teacher's collection of songs, rhymes, poems, riddles and gist of stories and other material which can be later used while working with children.

**SUGGESTED READINGS**

- Bredekamp S. & Rosegrant E. (1995). *Reaching Potentials – Transforming Early Childhood Curriculum & Assessment*, Washington: MAEYC, Volumes I & II.
- ChuganiNalini, Taraporewala R. (1978). *A Handbook for Parents and Teachers*, Mumbai, Xerox Printers.
- Doherty, G. (1997). *Zero to Six: The Basis for School Readiness*, Applied Research Branch, R-97-8E. Human Resources Development, Ottawa, Canada.
- Gall M.D., Gall J.P., Jacobson & Bullock (1990). *Tools for Learning*, Association for Supervision & Curriculum Development.
- Kaul, Venita (1997). *Early Childhood Education Programme*, New Delhi, NCERT.
- Kaul, Venita (1997). *Pressures on the Pre-school Child: Issues and Strategies and role of Professional Organisations for Advocacy in ECE*, NCERT, New Delhi, A Seminar Report.



- Kuppaswami, B. (1990). *A textbook of Child Behaviour and Development*, New Delhi, Konark Press.
- M.S. Swaminathan Research Foundation (2001). *Scaling Heights*, Report of the Workshop, Chennai.
- Muralidharan Rajalakshmi & Asthana Shobita (1991). *Stimulation, Activities for Young Children, 0 -3 Years*, NCERT, New Delhi.
- National Curriculum Framework (2005). *Early Childhood Care and Education*, NCERT, New Delhi.
- Pankajam, G. (1994). *Pre-school Education*, Ambalka: The Indian Publication.
- Srivastava, Ashok (1990). *Child Development*, NCERT, New Delhi.
- Swaminathan, Meena (1998). *The First Five Years*, New Delhi: Sage Publications.
- Swaminathan, M. & Daniel, P. (2000). *Activity-Based Developmentally Appropriate Curriculum for Young Children*, Indian Association for Preschool Education, Chennai, Coimbatore, Neyveli.
- Swaminathan, M. & Daniel, P. (2004). *Play Activities for Child Development A Guide to Preschool Teachers*, National Book Trust, New Delhi.
- Wilson, LaVisa Cam (1986). *Infants and Toddlers Curriculum and Teaching*, Delmar Publishers Inc. Albany, New York.

**COURSE 9**  
**FIELD OBSERVATION AND PRACTICE**

**Only practical 6 credits 150 marks**

**COURSE 10**  
**SELF DEVELOPMENT (Only Practicals)**

**Credit: 4**

**Theories: 00**

**Practical 100**

**OBJECTIVES-**

The workshops will enable the teachers to:

1. Facilitate Personal development
2. Examine ways to professional development
3. Improve communication skills
4. Learn strategies, techniques for classroom management
5. Examine role of library
6. and reading sessions
7. Explore ways of creative writing
8. Appreciate participatory classroom interactions
9. Develop critical and reflective thinking
10. Develop technological competencies

**Important Note: Workshop themes options are given to be conducted as per time availability. At least one workshop per unit, i.e. two workshops per module is mandatory, more are welcome.**

**MODULE 1: ENHANCING PERSONAL DEVELOPMENT WORKSHOPS**

**Unit 1: Knowing Yourself**

- a. Knowing yourself – Johari Window, SWOT analyses,

- b. Thinking and Reflective Skills- Self assessment questionnaires, Guided Reflective journaling,
- c. Managing stress and Problem Solving.

**Assessment: (Options)**

- Create a Johari Window
- Maintain Guided Reflective Journal
- Illustrate ways to manage personal stress.

**Unit 2: Communication Skills**

- a. Public Speaking– pitch, speed, voice modulation, understanding body language and facial expressions.
- b. How to involve audience?
- c. Parent Communication and Managing Parent-teacher Meeting.

**Assessment :( Options)**

- Simulation of Parent Teacher interactive Meet.
- Prepare and give a speech on, ‘Importance of formative years in development of the child’.
- Write on report on Public speaking Workshop

**MODULE 2: ENHANCING PROFESSIONAL DEVELOPMENT**

**Unit 3: Managing classroom**

- a. Classroom Management
- b. Team building and cooperative learning
- c. Time Management

**Assessment :( Options)**

- Plan and organize a musical for children, choral/poetry recitation.
- Write a report on the Team Building workshop.

- Organize a role play on the importance of time management and classroom management

#### **Unit 4: Advanced Professional skills- Creative Writing and Technological skills**

- a. Reviewing books
- b. Writing- Short stories, composition, reports, essays, children's books, formatting school magazine.
- c. Using ICT for –learning, assessment, record-keeping, worksheets and activities

#### **Assessment: (Options)**

- Create a story for the children, with illustrations and rhymes.
- Visit to library and journal or report reading sessions
- A power point presentation on any concept related to classroom management
- Making innovative worksheets.

#### **Specific Course**

1. Course on Mindfulness – Exercises in mindfulness
2. Course on Yoga – Aspects of Yoga, Asanas and Pranayam

## **YEAR 2**

### **COURSE 11**

#### **UNDERSTANDING GENDER, DIVERSITY, DISCRIMINATION AND INCLUSION**

**Credits: 4    Marks 100**

#### **OBJECTIVES-**

At the end of this course, the student teacher will be able to

- Understand the difference between diversity and discrimination
- Differentiate between types of discrimination
- Deduce consequences of discrimination
- Explain the social construction of gender and sexuality, gender roles and stereotyping
- Appreciate the role of constitutional provisions, rights in overcoming gender barriers
- Differentiate between negative and positive discrimination
- Understand inclusive practices in classroom
- Develop inclusive practices in classroom

#### **MODULE 1: DIVERSITY AND DISCRIMINATION**

##### **Unit 1 Concept and Significance of Diversity and Discrimination**

- a. Concept of Diversity-
  - a. Diversity and its significance
  - b. Types (linguistic, religious, tribal, cultural, and gender).
- b. Concept of Discrimination
  - a. Diversity and discrimination -Difference
  - b. Hierarchy ( class, religion, culture, gender)and its consequences

##### **Unit 2 Consequences of Differentiation**

- a. Poverty
  - a. Impact on nutrition

- b. Measures to compensate poverty ( Constitutional provisions, latest schemes and policies)
- b. Discrimination
  - a. Impact on Human Development Indicators
  - b. Caste system in India – Gandhi , Ambedkar .

### **Practicals (Options)**

- a) Conduct a role play and discussion on different types of discrimination in today's society
- b) Present Social scenario- Examples , self – experiences, reading of texts written by marginalised section.
- c) Create a fish bone chart of cause and effect of discrimination

## **MODULE 2: GENDER AS A SOCIAL CONSTRUCTS**

### **Unit 3: Gender and Sexuality**

- a. Concept of Gender
  - i. Difference between gender and sex
  - ii. Gender identity and Roles
- b. Concept of Sexuality
  - i. Development of sexuality
  - ii. Othering in gender- Bias against other gender( Us and them)

### **Unit 4: Gender and Socialization**

- a. Gender Socialization
  - i. Difference in upbringing, social practices for boys and girls
  - ii. Gender and school ( pre-school)
  - iii. Double discrimination ( Gender and caste, gender and religion, disability)
- b. Overcoming Inequality and Discrimination
  - i. Constitutional Provisions and Fundamental Rights (Articles 14 to 19)
  - ii. Positive Discrimination – concept and significance

**Practicals (Options):**

1. Study the distinction in toys, games and sports bifurcated for boys and girls
2. Gender roles of boys and girls while playing ( playing house, school)
3. Collect newspaper articles, stories about gender socialisation
4. Review commercial advertisement , films , serials for gender socialisation
5. Write personal experience of gender socialisation in your life

**MODULE 3 INCLUSIVE PRACTICES IN CLASSROOM****Unit 5: Inclusion**

- a. Inclusion –
  - i. Meaning and significance in the face of discrimination
  - ii. Need and Challenges of inclusion
- b. Scope of Inclusion-
  - i. Social, economic and gender
  - ii. Implementation of Inclusive practices in pre-schools and primary schools

**Unit 6: Practicing Inclusion**

- a. Equity
  - i. Gender, class and caste equity in classrooms
  - ii. Classroom activities and practices of equity
- b. Inclusive practices
  - i. Developing and practicing inclusion in classroom
  - ii. Reflecting on inclusive practices

***Practicals(Options):***

1. Developing inclusive activities for practicing inclusion in schools
2. Prepare lesson plans on inclusion – social, gender and economic
3. Develop games and activities for practicing gender, class and caste equity

## SUGGESTED READINGS AND RESOURCES

- Bhasin, Kamla (2008). Understanding Gender, Women Unlimited, Delhi . Languages: [www.bhasharesearch.org](http://www.bhasharesearch.org)
- Russell, R.V. and Hiralal, Rai Bahadur: Tribes and Castes of Central India Macmillan 1916
- Von Fürer-Haimendorf, Christoph. Tribes of India: The Struggle for Survival. Berkeley: University of California Press, c1982
- Wiki page on religions in India [http://en.wikipedia.org/wiki/Religion\\_in\\_India](http://en.wikipedia.org/wiki/Religion_in_India)
- Wiki pages on cuisines [http://en.wikipedia.org/wiki/Indian\\_cuisine](http://en.wikipedia.org/wiki/Indian_cuisine)
- Wikipedia page on languages of India [http://en.wikipedia.org/wiki/Languages\\_of\\_India](http://en.wikipedia.org/wiki/Languages_of_India)

### Unit 2

- Brown, Rupert (2010). Prejudice – Its Social Psychology, 2nd edition, Wiley Blackwell UK.
- Halim, M.L., & Lindner, N.\* Gender self-socialization in early childhood. In R.E.Tremblay, M. Boivin, & R.D. Peters (Eds.). Encyclopedia on Early Childhood Development [online], 1-6. Montreal, Quebec: Centre of Excellence for Early Childhood Development and Strategic Knowledge Cluster on Early Childhood Development. Retrieved from <http://www.childencyclopedia.com/documents/Halim-LindnerANGxp1.pdf> (2013).
- Halim, M.L., & Ruble, D.N. (1010). Gender identity and stereotyping in early and middle childhood. In J. Chrisler & D. McCreary (Eds.). Handbook of Gender Research in Psychology (pp.495-525). New York: Springer.
- Lau Chin, Jean (ed.) (2004). The Psychology of Prejudice and Discrimination Vol.s 2, 3 and 4, PRAEGER, London.
- Lippi-Green, Rosina (2012). English with an Accent Language, Ideology and Discrimination in the United States. Routledge London.
- Olaiya E. Aina and Petronella A. Cameron: Why does gender matter? Retrieved [http://southernearlychildhood.org/upload/pdf/Why\\_Does\\_Gender\\_Matter\\_Counte](http://southernearlychildhood.org/upload/pdf/Why_Does_Gender_Matter_Counte)



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- Todd Nelson (Edited) (2009). Handbook of Prejudice Stereotyping and Discrimination, Psychology Press, New York.

### Unit 3

- India Human Development Report Towards Inclusion  
[http://www.iamrindia.gov.in/ihdr\\_book.pdf](http://www.iamrindia.gov.in/ihdr_book.pdf)
- Lang, Kevin (2007). Poverty and Discrimination, Princeton University Press.

### Unit 4

- Mines, Dianne P.: Caste in India, Association for Asian Studies USA , 2009
- Ambedkar, Dr. B.R. (1916). Castes in India, Their Mechanism, Genesis and Development; Paper read in Columbia University New York on 9th May 1916.
- Meena, Dr. Janak Singh: An Introduction to the origin of the Caste System in India retrieved:  
<http://www.ssmrae.com/admin/images/0773c0cce9696043f4cd634d8fd0466f.pdf>
- Palshikar, Suhas: Gandhi Ambedkar Interface, EPW August 3, 1996  
[http://www.epw.in/system/files/PERSPECTIVES\\_Gandhi-%20Ambedkar%20Interface.pdf](http://www.epw.in/system/files/PERSPECTIVES_Gandhi-%20Ambedkar%20Interface.pdf)
- Lau Chin, Jean (ed.) (2004). The Psychology of Prejudice and Discrimination Vol.s 2, 3 and 4, PRAEGER, London.
- Lindley, Mark: Changes in Mahatma Gandhi's views on Caste and Intermarriage, [https://www.academia.edu/326347/Changes\\_in\\_Mahatma\\_Gandhi\\_s\\_views\\_on\\_caste\\_and\\_intermarriage](https://www.academia.edu/326347/Changes_in_Mahatma_Gandhi_s_views_on_caste_and_intermarriage)
- Educational and Health Statistics of States along gender, caste, religion and income groups.
- National Commission for Scheduled Tribes website <http://www.ncst.nic.in>
- National Commission for Scheduled Castes website <http://www.ncsc.nic.in/>
- Issues related to Scheduled Castes ch. 6, 7, 8,9,11 Administrative Reforms Commission 7th report [http://arc.gov.in/arc\\_7th\\_report/ARC\\_7thReport\\_Ch6.pdf](http://arc.gov.in/arc_7th_report/ARC_7thReport_Ch6.pdf)

- Issues related to Scheduled Tribes ch. 7 ARC 7th Report  
[http://arc.gov.in/arc\\_7th\\_report/ARC\\_7thReport\\_Ch7.pdf](http://arc.gov.in/arc_7th_report/ARC_7thReport_Ch7.pdf)
- Women and Men 2010 NCW  
[http://mospi.nic.in/Mospi\\_New/upload/w\\_and\\_m\\_2010.htm](http://mospi.nic.in/Mospi_New/upload/w_and_m_2010.htm)

#### Unit V

- Geetha, V. (2009). Gender , Stree.
- Geetha, V. (2009). Patriarchy , Stree.
- Gauntlett, David (2008). Media, Gender and Identity: An Introduction Routledge ebooks.
- Mukhopadhyaya, Maitreyi (1994). Construction of Gender Identity: Women, the State and Personal Laws in India. University of Sussex.

#### Unit VI

- Chakravarty, Uma (2009): Gendering Caste , Stree.
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- Sylvia Chant (ed.) (2010). The International Handbook of Gender and Poverty :Concepts, Research, Policy. Edward Elgar USA.

#### Unit VII

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- Naila Kabeer (2003). Gender Mainstreaming in Poverty Eradication and the Millennium Development Goals: A handbook for policy-makers and other stakeholders. Reservations in India wiki page and references therein [http://en.wikipedia.org/wiki/Reservation\\_in\\_India](http://en.wikipedia.org/wiki/Reservation_in_India)
- The Indian Constitution: Provisions on fundamental Rights.

#### Unit VIII

- Rodriguez- Falcon, Elena e.al (2010): The inclusive learning and teaching Handbook, University of Sheffield [http://www.sheffield.ac.uk/polopoly\\_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf](http://www.sheffield.ac.uk/polopoly_fs/1.18989!/file/The-inclusive-learning-and-teaching-handbook.pdf)
- Ashley R. Huntington: Breaking Gender Barriers in Early Childhood Education: An Exploration of the Reggio Emilia and Montessori Approaches <http://www.luc.edu/media/lucedu/law/centers/childlaw/earlyeducation/2013studentpapers/huntington.pdf>
- Strong Foundations for equality in ECCE: UNESCO
- Resources from NCAC: <http://ncac.acecqa.gov.au/educator-resources/>
- Other resources on inclusive classrooms from the Internet and early Childhood organizations.

## **COURSE 12**

### **PLANNING AND ORGANIZING A PRE-SCHOOL EDUCATION PROGRAMME**

#### **MODULE 1: DEVELOPING/DESIGNING A CONTEXTUALIZED AND DEVELOPMENTALLY APPROPRIATE CURRICULUM**

##### **Unit 1: Planning Pre-school Education**

- a) Significance of preschool education, Age and context appropriate programme: goals and objectives and need for balance.
- b) Preschool curriculum, method and assessment :
  - Identifying themes based on children's context.
  - Ensuring physical and emotional safety and security of the child: importance and considerations.
- c) Planning :Annual, Weekly and Daily schedule

##### **Unit 2: Parents and Community Involvement**

- a) Need and importance of Parent and community Involvement in preschool education
- b) Ways of Parent and Community Involvement
- c) Planning for parents/community involvement and orientation:

#### **MODULE 2: DESIGNING AND MAINTAINING PRE-SCHOOL BUILDING SPACES**

##### **Unit 3: Designing and Maintaining Outdoor Space**

- a) Location, building and Physical set up of Preschool
- b) Creating a print rich, aesthetic, child-friendly and an Inclusive environment for all children
- c) Designing outdoor space: adequacy and safety of space for children; imaginative use of space for physical and motor activities like crawling; climbing; sliding etc.

##### **Unit 4: Designing and Maintaining Indoor Space**

- a) Arranging the Indoor Classroom Space: Considerations of adequacy and flexibility for movement and activity and cleanliness; Ventilation, light and safety in the classroom.
- b) Arranging Activity corners such as doll's corner; books/reading corner; blocks and toys corner; art corner; significance and considerations.

c) Arrangement for display of thematic materials and display of children's work: significance and considerations e.g. at eye level of children; attractive; provide balance for manipulative, construction and symbolic play; etc.

### **MODULE 3: MATERIALS AND EQUIPMENT FOR A PRESCHOOL**

#### **Unit 5: Materials for a Preschool**

- a) Importance of Age and contextually appropriate materials for a Preschool
- b) Teacher made Materials and Materials from markets :
  - Teacher made materials- conversation charts, cards, dolls, worksheets etc.;
  - Materials to be procured from market - toys, building blocks, dolls, art material, story books etc;
- c) Natural material from environment like pebbles, leaves, clay, materials for manipulative play; raw materials like chart paper,, crayons etc.

#### **Unit 6: Equipment for a Preschool**

- a) School Furniture: Considerations for selection/development
- b) Outdoor Equipment: kinds of equipment like swings, see-saws; Balancing beams; cycles etc.;
- c) Maintenance of Furniture and equipment's

### **MODULE 4: RECORDS AND REPORTS AND THE PRESCHOOL ENVIRONMENT**

#### **Unit 7: Maintenance of Records in ECE Settings: Nature, Periodicity of Updating and Importance**

- a) Importance of Maintaining Reports and Records
- b) Types of Records and Reports:
  - Administrative: Teacher Attendance record, Fee registers, if applicable. Financial planning and Accounts register for salaries; purchases; contingencies; recurrent costs etc ; Stock Register for consumable and non-consumable items
  - Child related: Admission/Enrolment forms, Child's background information and personal data form Child Assessment Form/portfolio and Report Card ,Child's diary.

- c) Maintenance of the Records and Reports

### **Unit 8: Creating a Safe and Joyful Learning Environment for Children**

- a) The Preschool Teacher: Qualities of a good teacher; democratic v/s authoritative or authoritarian teacher; knowledge attitude and skills in a preschool teacher. Reflective teacher.
- b) Importance of Teacher preparation and on site mentoring; Institutional mechanisms. Preparing reflective teachers.
- c) Safety Issues in a Preschool: Elevators and escalators, related to various rooms like AV aids, toilets, Railings on higher floors etc. Rules and regulations, Pick up and drop: transportation Facility.

#### **Practicals:**

Practical's can be planned as both group activities and individual. Group activities could be given over a longer period of time as in the case of Activity 1 so that student teachers can have inputs from various theory and practical courses over time and submit the project at the end prior to internship. Each group can be assessed as one unit, if required.

#### **Some Suggested Activities**

1. Developing an age and developmentally appropriate curriculum for two different kinds of contexts of children, with a balanced approach for all domains and for school readiness.
2. Develop a chart of all registers and records to be maintained in a preschool, the periodicity and importance.
3. Prepare a critical self profile or self-assessment of qualities required or already possessed by the student teacher herself to be an effective preschool teacher.
4. Select a preschool and make a list of all equipment's: indoor and Outdoor in the School, facilities and the building set up and critical evaluate on the same.

#### **SOME SUGGESTED READINGS**

- Bredekamp S. & Rosegrant E. (1995). Reaching Potentials – Transforming Early
- Childhood Curriculum & Assessment, Washington: MAEYC, Volumes I & II.

- ChuganiNalini, Taraporewala R. (1978). A Handbook for Parents and Teachers, Mumbai, Xerox Printers.
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- Kuppuswami B. (1990). A textbook of Child Behaviour and Development, New Delhi, Konark Press.
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- MuralidharanRajalakshmi& Asthana Shobita (1991). Stimulation, Activities for Young Children, 0 -3 Years, NCERT, New Delhi.
- National Curriculum Framework (2005). Early Childhood Care and Education, NCERT, New Delhi.
- Pankajam G. (1994). Pre-school Education, Ambalka: The Indian Publication.
- Srivastava, Ashok (1990). Child Development, NCERT, New Delhi.
- Soni, R. (2014). Every Child Matters. NCERT, New Delhi.
- SwaminathanMeena (1998). The First Five Years, New Delhi: Sage Publications.
- Swaminathan M. & Daniel, P. (2000). Activity-Based Developmentally Appropriate Curriculum for Young Children, Indian Association for Preschool Education, Chennai, Coimbatore, Neyveli.
- Swaminathan M. & Daniel P. (2004). Play Activities for Child Development A Guide to Preschool Teachers, National Book Trust, New Delhi.
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**COURSE 13**  
**WORKING WITH CHILDREN WITH SPECIAL NEEDS**

**Credits: 3    Marks 75**

**Objectives**

The learner on the completion of the course will be able to:

- Understand special needs, disabilities and developmental delays, and to identify vulnerable children from diverse social and economic backgrounds
- Acquire an understanding of inclusion and the principles of inclusion in the classroom
- Recognize the importance of early intervention for children with special educational needs
- Develop skills for working with children with special needs in an inclusive classroom
- Know when to refer children to other agencies or experts, and develop a network of referral agencies and services that can support young children
- Attain expertise of working with stakeholders such as the family and the special educators to ensure the educational needs of children with special needs are met
- Be sensitive to the needs and rights of children with special and their families

**MODULE 1: MODULE 1 UNDERSTANDING CHILDREN WITH SPECIAL NEEDS**

**Unit 1: Understanding Special Needs –Nature and Characteristics of Children with Developmental Delays**

- a. Detecting and understanding children with special educational needs, disabilities and developmental delays in multiple contexts
- b. Working with children with developmental problems in the classroom and modifying program content based on the needs of individual children's needs.
- c. Children with Cognition and learning ,Behavioural, social emotional, Speech, communication interaction, Sensory and physical problems

**Unit 2: Understanding Developmental Problems and Delays in Infancy and Toddlerhood (0-2 years) the Preschool Years (2-6 years) & Early Primary Years (6-8 years)**



- a. Autism, down's syndrome, cerebral palsy, spina bifida, Pervasive developmental delays, Asperges syndrome, Sensory impairments ,other disabilities
- b. Speech communication, Cognition learning, interaction problems- specific language impairment, delayed speech, stammering, selective mutism
- c. Behavioural socio emotional problems- toilet training, feeding problems, oppositional behaviour, aggression, hyperactivity.

**Activity: have group discussion on the various disabilities and associated conditions, its features and mode of rehabilitation**

## **MODULE 2: DEVELOPMENTAL PROBLEMS; INCLUSION AND REFERRAL**

### **Unit 3: Understanding Developmental Problems and Delays in Infancy and Toddlerhood**

**(0-2 years) the Preschool Years (2-6 years) & Early Primary Years (6-8 years)**

- a. Separation anxiety, non organic failure to thrive, parenting problems -rejecting, anxious, over-protective parenting
- b. Problems of growth and feeding problems –obesity and malnutrition; impact on cognitive and motor development
- c. learning disability: dyslexia and dysgraphia

**Activity: observe a special student in a class room setup and record his behaviour.**

### **Unit 4 : Preparing for Inclusion and accessing referral services**

- a. What is inclusion, difference between integration and inclusion. Preparing an inclusive classroom –Making modifications in infrastructure, adult-Child ratio, curriculum, special equipment
- b. Preparing Individual Family Support Plans, Recognizing the need for referral and further assessment, Determining when a case needs to be referred
- c. Working with parents and referral services on issues of children

**Activity: Make a case study of a student with development delay and interview the parent of the student.**

## **Practicals**

1. Visit an inclusive school and speak to the teacher and administrators about the principles kept in mind while developing an inclusive classroom. Identify the nature of disability in children in the classroom, the child to adult ratio, the modifications made to the classroom infrastructure and equipment keeping in mind the child's disability. Prepare a report which captures the visit and the aspects given alongside.
2. Identify two disabilities in children in the age -group of 3-8 years. Prepare two appropriate teaching aids for working with the children.
3. Develop a case study with a child with special needs. Carry out observations of the child in various settings –home, school, play, etc. Interview stakeholders to develop a comprehensive case study –parents, teachers, special educators, etc.

### **SUGGESTED READINGS**

- American Psychiatric Association. (2013). Diagnostic and Statistical Manual 5
- California Department of Education. (2009). Inclusion Works! Creating Childcare Programs that Promote Belonging for Children with Special Needs Sacramento: California Department of Education.
- Herbert, M. (2005) Developmental problems of Childhood and Adolescence. Malden, MA: Blackwell Publishing.
- IGNOU Course material Certificate Course in Early Childhood Special Education Enabling Inclusion.
- NCSE (2014).Children with Special Educational Needs. Information Booklet for Parents . National Council for Special Education. Trim, Co. Meath, Ireland.
- Odom, S.L. & Diamond, K.E. (1998) Inclusion of Young Children with Special Needs in Early Childhood Education: The Research base. Early Childhood Research Quarterly, 13, 1, 3-25.
- Robinson, M. (2008). Child Development from Birth to Eight: A Journey through the Early Years. Maidenhead, UK: Open University Press.
- Willis, C. (2008). Creating Inclusive Learning Environments for Young Children. Sage.
- Willis, C. (2011). Guidelines and Strategies for Children with Special Needs. Lewisville, N.C.: Gryphon.

## **COURSE 14**

### **WORKING WITH PARENTS AND COMMUNITY**

**Marks 50**

**Credits 2 Theory (01) Practical (01)**

#### **Objectives**

The course will enable the student teacher to:

- Develop an understanding about parental aspirations.
- Interact with parents of toddlers.
- Understand the structure of different local communities.
- Work with local community members.
- Develop skills necessary for observing and interacting with parents and community.

#### **MODULE I: UNDERSTANDING COMMUNITY AND PARTNERING WITH PARENTS**

##### **Unit 1: Understanding Community**

- a. Need to understand the relationship between the child and the community
- b. Challenges and changes in parenting and social life in the 21<sup>st</sup> century.
- c. The role of parents in teaching and supporting learning

##### **Unit 2: Partnering between Parents and Community**

- a. Partnering: Meaning, Process, Skills
- b. Understanding parental aspirations
- c. Interacting with parents understanding their ideas about upbringing their children.

#### **Activities:**

- Organizing coming together sessions and/or field work for the parents, teachers and students.
- Project work on diverse aspects of interaction with parents and communities.
- Parent training workshop

## **MODULE 2: COMMUNICATING WITH COMMUNITY AND PARENT INVOLVEMENT**

### **Unit 3: Methods of Communicating With the Community and Parents**

- a. Children as part of the dynamic socio-cultural system:
- b. Rights of the child in context of the Indian child
- c. Mentoring parents
- d. Communication of assessment of children to parents and community in comprehensible terms.

### **Unit 4: Parent Involvement and Interaction**

- a. Parental Guidance: Approaches to work with children.
- b. Cooperative role and establish a relationship of trust and mutual respect between the parents and the teacher
- c. Respect children's abilities and personalities.

#### **Activities:**

- Interview parents and local community members.
- Preparing documentary films /posters based on community interaction.

### **COURSE 15**

#### **FIELD PRACTICE**

Marks 150 Credits 06 no theory

### **COURSE 16**

#### **PRE-SCHOOL INTERNSHIP**

Marks 200 Credits 08 no theory

### **COURSE 17**

#### **SELF-DEVELOPMENT**

Marks 25 credit 01 no theory