PROGRAMME FOR ONE – YEAR EARLY CHILDHOOD CARE AND EDUCATION (ECCED)

ORDINANCES, REGULATIONS AND THE CURRICULUM FOR THE ECCE ONE- YEAR DIPLOMA PROGRAMME

INTRODUCTION:

The Early Childhood Care and Education one year diploma program is a sequence of courses designed to prepare students for careers in childcare and related fields. The one-year Diploma program emphasizes a combination of early childhood care and education theory and practical application necessary for successful employment at Pre-Primary, First and Second Standards and Day care centres. The one-year Diploma Program graduates receive an Early Childhood Care and Education Diploma and have qualification of Early Childhood Care and Education provider. The present program attempts to prepare the ECCE teachers to interact meaningfully with young children in contemporary India.

General objectives of the one-year Diploma Program in Early Childhood Care and Education

(ECCE) are:

1) Understand the theoretical bases and principles of Early Childhood Care and Education, based on child development.

2) Understand the rights and developmental needs of children from conception to the age of 8 years.

3) Be sensitive and reflect on the perspectives, priorities and problems of early childhood and early primary education.

4) Develop insight into the process of child development and learning.

5) Plan and implement such tasks as shall meet children's need for health, protection, nutrition, education and development.

6) Implement the methodology of ECCE for transacting different curricular areas in classes I and II.

7) Organize, plan and administer the Day Care Centre, Pre School, First and Second Standard programme.

8) Network with parents, community and other organizations to generate awareness and seek their involvement in ECCE programmes.

9) Provide appropriate interventions to meet requirements of an inclusive classroom.

10) Appreciate the language and cultural diversity that comprises the Indian social fabric and many co-existing social realities.

11) To develop skill sets appropriate for transacting Activity Based Learning.

12) To use local talents and skills along with contemporary use of computers in the classroom.

AS PER CREDIT SYSTEM

Credit system involves breaking down the curriculum into measurable units that can be combined to get a degree/diploma. A credit is generally a value used to measure student's workload in terms of learning time required to complete course units, resulting in learning outcomes. The number of credits awarded to a learner is determined by Credit Value or Credit Points assigned to a particular course. It is a way of expressing the 'learner's workload'. (Student's) One (01) credit is twelve (12) learning hours. Credits once gained cannot be lost.

The time duration per credit is divided into two parts. Approximately fifty percent of the time will be spent on classroom instructions including student's presentations as prescribed by the university, Rest of the time spent for assignments, projects, journal writing, library work, preparations for lessons and examinations etc. will be considered as notional hours.

The definitions of the key terms used in the document are as follows:

Programme: Programme is a set of courses that are linked together in an academically meaningful way and generally ends with the award of a Diploma or Diploma or Degree depending on the level of knowledge attained and the total duration of study.

Course: A course is essentially a constituent of a programme and may be conceived of as a composite of several learning topics taken from a certain knowledge domain, at a certain level. All the learning topics included in a course must necessarily have academic coherence i.e., there must be a common thread linking the various components of a course. Several linked courses considered together are in practice, a programme.

Core Course: A course, which should compulsorily be studied by a candidate as a core requirement is termed as a Core course.

Ability Enrichment Courses (AEC):

The Ability Enrichment (AE) Courses may be of two kinds: Ability Enrichment Compulsory Courses (AECC) and Skill Enrichment Courses (SEC). ―AECC courses are the courses based upon the content that leads to Knowledge Enrichment; SEC courses are value-based and/or skill-based and are aimed at providing hands-on- training, competencies, skills, etc.

Credit Point: Credit point refers to the workload of a learner and is an index of the number of learning hours deemed for a certain segment of learning. These learning hours may include a variety of learning activities like reading, reflecting, discussing, attending lectures/counselling sessions, writing assignments, preparing for examinations, etc. Credits are assigned for a single Course and always pay attention to how many hours it would take for a learner to complete a Single course successfully. By and large a course may be assigned anywhere between 2 to 12 Credits where in one credit is construed as corresponding to 12 hours.

Credit Completion and Credit Accumulation:

Credit completion or Credit acquisition shall be considered to take place after the learner has successfully cleared all the evaluation criteria concerning a single course. Learner's level of performance above the minimum prescribed level (viz. grades/marks obtained) has no bearing on the number of credits collected or acquired. A learner keeps on adding more and more credits as he completes more and more courses. Thus, the learner accumulates 'course wise credits.

Independent-Learning:

20% of the topics will be marked for Independent Learning. Topics for Independent Learning are to be learned independently by the student, in a time-bound manner, using online and offline resources including online lectures, videos, library, discussion forums, fieldwork, internships etc.

Evaluative sessions (f2f /online), equivalent to the credit allocation of the Independent Learning topics, shall be conducted, preferably, every week for each course. Learners are to be evaluated in real-time during evaluative sessions. The purpose of evaluative sessions is to assess the level of the student's learning achieved in the topics earmarked for Independent Learning.

The teacher's role in these evaluative sessions will be that of a Moderator and Mentor, who will guide and navigate the discussions in the sessions, and offer concluding remarks, with proper reasoning on the aspects which may have been missed by the students, in the course of the Independent Learning process.

The modes to evaluate Independent Learning can be a combination of the various methods such as written reports, handouts with gaps and MCQs, objective tests, case studies and Peer learning. Groups can be formed to present Independent Learning topics to peer groups, followed by Question-and-Answer sessions and open discussion. The marking scheme for Independent-Learning will be defined under Examination and Teaching.

The topics stipulated for Independent Learning can be increased or reduced as per the recommendations of the Board of Studies and Academic Council from time to time. All decisions regarding evaluation need to be taken and communicated to the stakeholders preferably before the commencement of a semester. Some exceptions may be made in exigencies, like the current situation arising from the lockdown, but such ad hoc decisions are to be kept to the minimum possible

Duration of the Programme

The duration of the course leading to the Diploma in Early Childhood Care and Education (ECCE) shall be of one academic year divided into two Semesters. **The academic session for 2023-2024 shall commence on 1ˢᵗ March 2023.**

Eligibility Conditions for Admissions to Diploma Programme in Early Childhood Care and Education (ECCE)

Candidates desirous of seeking admissions must fulfil following eligibility Conditions:

Candidates with H.S.C/Equivalent qualification having minimum 45% marks or graduates of any discipline with 40% marks. The candidates will be selected by the selection committee on the basis of Interview. Candidates will be selected on the joint performance of their academic background, and the interview. Candidates with genuine interest in teaching children, aptitude and personality will be preferred The Diploma Programme will be conducted in the English medium only.

The course can be undertaken by:
● Budding Educational entrepreneurs who run or intend to start their own preschool
● Teachers who need to supplement their practical knowledge with relevant theory that helps them understand the mechanics of their job better.
● Homemakers who desire to enhance their parenting skills
● College Going Students who aspire to gain professional qualification
● Mid-career Professionals seeking a change in profession

Curriculum:

The ECCE is designed to provide opportunities for students to extend as well as deepen their knowledge and understanding of Early Childhood Care and Education. The curriculum of one year programme shall comprise of the following components: Core Courses, Elective Courses, and Field Based Experiences.

The ECCE Diploma Programme is designed to develop attitude, skill and knowledge in the student teachers. The curriculum of 1-year ECCE Diploma programme shall comprise of the following components:

Part A: Theory component
● Core Courses
Part B: Practicum component
● Ability Enrichment Courses
● Project - based Courses
Part A: Theory component Core courses: There are six core courses which are to be studied by a student in one year
● Core Course 1: Principles of Early Childhood Care and Education
● Core Course 2: Psychology of Child Development
● Core Course 3: Planning Early Childhood Care and Education Curriculum
● Core Course 4: Health, Hygiene, Nutrition & Child-care
● Core Course 5: ICT Enabled Early Childhood Education
● Core Course 6: Innovative Practices & Emerging Trends in Early Childhood and Care Education

Ability Enrichment Course: There are two courses, one in each semester. The prime focus is to enhance skill rather than the content
● Developing Pre-school Learning Resources
● Entrepreneurship in ECCE

Project-based Courses: There are two courses, one to be studied in each semester. The prime focus is to enhance skill through school-based and field-based experiences. The components of the course are:
● Project- based Course 1
● Project- based Course 2

Internship

Field experiences are an integral part of the early childhood programme. The learners are required to undertake internships in schools, ECCE centres and NGOs for a total of 8 weeks spread out over two semesters.

A) Internal Assessment – 50% - 50 marks in each core course

1. For Theory Courses

Sr. No.	Particulars	Marks
1	Self-learning Evaluation	10 marks
2	Two assignments (20 marks each) based on the curriculum (to be assessed by the teacher concerned	40 Marks

Semester End Examination:

It is defined as the examination of the learners based on performance in the semester-end theory / written examinations.

Semester End Examination - 50 % - 50 marks in each core course

ONE- YEAR DIPLOMA PROGRAMME IN EARLY CHILDHOOD AND CARE EDUCATION (ECCE)
CURRICULUM FRAMEWORK

Courses	Credits	External Marks	Internal Marks	Total Marks
Semester - 1				
ECCE 101 -Core Course 1: Principles of Early Childhood Care Education	4	50	50	100
ECCE 102 – Core Course 2: Psychology of Child Development	4	50	50	100
ECCE 103 – Core Course 3: Planning Early Childhood Care Education Curriculum	4	50	50	100
ECCE 104 - Ability Enrichment Course - Developing Pre-school Learning Resources	2	-	50	50
ECCE 105 - Project-based Course 1	6	-	150	150
	20	**150**	**350**	**500**
Semester - 2				
ECCE 201 – Core Course 4 Health, Hygiene, Nutrition & Child-care	4	50	50	100
ECCE 202 – Core Course 5 ICT Enabled Early Childhood Education	4	50	50	100
ECCE 203 – Core Course 6 Innovative Practices & Emerging Trends in Early Childhood and Care Education	4	50	50	100
ECCE 204 - Ability Enrichment Course 2 - Entrepreneurship in ECCE	2	-	50	50
ECCE 205 - Project-based Course 2	6	-	150	150
	20	**150**	**350**	**500**
TOTAL for the YEAR	**40**	**300**	**700**	**1000**

****