



Programme Guide

Diploma in Early Childhood Care and Education (ECCE)



DIRECTORATE OF DISTANCE EDUCATION MAULANA AZAD NATIONAL URDU UNIVERSITY

(A Central University established by an Act of Parliament in 1998)

Accredited 'A+' Grade by NAAC

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**DIRECTORATE OF DISTANCE EDUCATION
MAULANA AZAD NATIONAL URDU UNIVERSITY**

(A Central University, Accredited 'A+' Grade by NAAC)

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विश्वविद्यालय अनुदान आयोग का स्वायत्त संस्थान

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*The Executive Committee of the
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is pleased to declare

Maulana Azad National Urdu University

Sachibowli, Hyderabad, Telangana as

Accredited

with CGPA of 3.36 on four point scale

at A⁺ grade

valid up to December 19, 2027

Date : December 20, 2022



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Dear Learner,

Welcome to the Diploma Programme in Early Childhood Care and Education offered by the Directorate of Distance Education (DDE) at Maulana Azad National Urdu University (MANUU). We are confident that you will find this programme both fascinating and valuable.

At MANUU, we deliver our programmes through the distance education mode. While many of you may be familiar with correspondence education, it is important to understand that distance education differs in certain aspects. This Programme Guide aims to clarify any doubts or questions you may have about this mode of learning and your chosen programme.

As a new learner in this programme and unfamiliar with distance education, it is natural to have several queries and concerns. You may encounter doubts during the initial stages and at various points throughout your learning journey. During such times, you might find it helpful to have someone address your issues or clarify your doubts. However, you might hesitate to reach out for assistance due to various reasons, which could result in feelings of isolation.

This Programme Guide is designed to support you in overcoming any sense of isolation and to address some of your questions. It provides an overview of the Diploma Programme in Early Childhood Care and Education and aims to familiarize you with the distance education mode of learning. Additionally, it offers useful guidelines on study materials, assignments, term-end examinations, and counselling sessions.

Our goal is to ensure that you have a smooth and enriching learning experience throughout the programme. We encourage you to utilize this Programme Guide as a valuable resource and refer to it whenever you require assistance or information.

We wish you success in your academic journey with DDE, MANUU and hope that this programme brings you immense knowledge and growth.

Best regards,

Prof. Razaullah Khan

Director

Directorate of Distance Education (DDE)

Maulana Azad National Urdu University (MANUU)

1. About the University

Maulana Azad National Urdu University (MANUU) is a Central University, established in 1998 by an Act of Parliament with all India jurisdiction. The headquarters and main campus of the University is in Hyderabad, spread over 200 acres. MANUU is recognized as a major higher education service provider across the country through regular and distance mode programmes in Urdu medium. The Academic activities of the University commenced with distance education programmes in 1998 and regular programmes in 2004. The University is named after Maulana Abul Kalam Azad, a scholar par excellence, a prolific writer, an inimitable orator, a great freedom fighter, a visionary of the post independent Indian education system and an architect of technical and scientific education in Independent India.

Vision

To provide access to quality education through Urdu medium, while adhering to the inclusive policy.

Mission

To empower socially, economically and educationally marginalized sections of the society so that they are brought into the mainstream, and thereby contribute to the socio-economic development of the nation through ODL and regular modes of education.

Mandate

The Mandate of the University is:

- To promote and develop the Urdu language.
- To impart education and training in vocational and technical subjects through the medium of Urdu.
- To provide wider access to people desirous of pursuing programmes of higher education and training in Urdu medium through teaching on the campus as well as through distance mode and
- To focus on women's education.

Schools and Departments of the University

In pursuit of its vision and mission, the University has established Seven (7) School of Studies and 20 Departments of the studies to impart various academic programmes under regular mode. The

University established 02 satellite campuses at Lucknow (UP) and Budgam near Srinagar (J&K). Apart from these Satellite Campuses, 17 Off Campus Institutions are functioning across India. About 6,000 students are pursuing various programmes in regular mode.

The Departments are currently offering 79 academic programmes, (25 Ph.D., 21 PG, 10 UG, 03 PG Diploma, 01 Advance Diploma, 06 Diploma, and 02 Certificate programmes) in the regular mode. The University also offers 06 Technical Diploma Programmes under 05 Polytechnics and 05 Vocational Certificate Programmes under 03 Industrial Training Institutes. The University has adopted Choice Based Credit System (CBCS). The candidates, interested in regular programmes of the University, may visit the University website www.manuu.ac.in or <https://manuu.edu.in/>

2. Directorate of Distance Education (DDE)

Every aspirant of education cannot afford to go to the Universities/Colleges to pursue his/her goals in education through regular/ campus mode. Distance Mode of Education is a tool for providing education by taking it to the doorstep of the aspirants. It reaches the unreached. Distance Mode of Education known as Open Distance Learning (ODL) is more suitable and apt for those who want to improve their knowledge and qualification by staying at home or by doing their daily routine/professional work. It requires to attend a few classes at their respective Learner Support Centres (LSCs) opted by them.

The Directorate of Distance Education offers various academic programmes in distance mode and operates through a network of 9 Regional Centres (RCs) and 5 Sub-Regional Centres (SRCs) and around 156 Learner Support Centres (LSCs) catering to around Fifty Thousand students at their doorsteps.

The Instructional Media Centre (IMC), Centre for Information Technology (CIT), Directorate of Translation and Publications (DTP) and Centre for Internal Quality Assurance (CIQA) support the Directorate of Distance Education academically and technically to enrich the programmes under Distance Education. The University's Instructional Media Centre prepares video lectures to provide anytime, anywhere learning environment to the learners through its dedicated IMC YouTube channel accessible at <https://www.youtube.com/imcmanuu> and www.youtube.com/c/IMCMANUU/videos. A large repository of audio-visual educational programmes has already been prepared by the Media Centre and new lessons are regularly produced and uploaded. Soft copies of Self Learning Material

(SLM) are also being provided to the learners through University's website at weblink (<http://manuu.edu.in/dde/self-learning-material>).

In its endeavour to make ODL programmes more vibrant and to enhance quality for the benefit of the ODL learners, Directorate of Distance Education (DDE) has introduced Choice Based Credit System (CBCS) for UG & PG programmes. As per UGC-DEB regulations, the curriculum of various ODL programmes has been revised and synchronized with that of regular mode. Accordingly, the SLMs are being prepared. Directorate of Distance Education (DDE) has vigorously started adopting Information and Communication Technology (ICT) in its academic and administrative functioning. Admissions to all Directorate of Distance Education (DDE)

3. Introduction of Diploma in Early Childhood Care and Education (ECCE)

Early childhood is a critical period in a child's life, where their minds are like sponges, absorbing knowledge, skills, and values that will shape their future. As educators and caregivers, it is our privilege and responsibility to provide them with a nurturing and stimulating environment that promotes their holistic development.

According to UNICEF, around the world, about half of all pre-primary-age children that is 50 percent of the world's pre-primary-age population are not enrolled in preschools or any pre-primary program. It means preprimary education is still not accessible to the half of the pre-primary-age children. In numbers that is at least 175 million children who are not enrolled in these crucial years.

Education, according to the United Nations Committee on Economic, Social, and Cultural Rights, must have the following interrelated and necessary features at all levels and all its forms i.e., availability, acceptability, and adaptability in all forms and at all levels. UN Committee on the Rights of the Child (CRC) has mentioned that these elements must be modified in accordance with the interests, concerns, and enhancing capabilities of children during their early childhood. States must regard the best interests of child during the early years, encourage nurturing and nonviolent modes of education and parenting, and – especially important at this stage of life – safeguard the child's right to relax, play, leisure and free involvement in social and cultural life and the arts.

The 2030 Agenda for Sustainable Development has one goal (Goal 4 i.e., Quality Education) to

ensure the access to quality at early childhood development in order to provide pre-primary education and care to the pre-primary-age children so that they are ready for primary education (Guterres, 2020).

Integrated Child Development Services (ICDS) is the world's largest ECCE program when it comes to the public sector. The National Early Childhood Care and Education (ECCE) policy emphasizes the Government of India's mission of providing integrated services for the overall development of every child from conception to age six. Further in the 11th five-year plan emphasizes the significance of Early Childhood Care Education as the phase that builds the framework for lifetime development and the attainment of a child's full potential. (Resource Material, n.d.)

Early Childhood Education (ECCE) has received a lot of attention from the National Policy on Education (NEP), 1986. It has expanded ECE to include the component of 'care,' i.e., Early Childhood Care and Education (ECCE), to emphasize the comprehensive aspect of early childhood programs it focusses on the two most important aspects of care are health and nutrition. It also has emphasized the importance of involving the community in ECCE as well as establishing a link between the Integrated Child Development Scheme (ICDS) and ECCE programs at all levels (NCERT, 2021).

Along with NPE (1986), The National Curriculum Framework (NCF) – 2005 also stressed the significance of ECCE for 2 years. It also highlights the importance of experience provided during the pre-school years as a very crucial for the development of children's personality and strong bearing upon later education. NCF mentioned that the Early Childhood Care and Education (ECCE) entails providing attention, resources, and experiences to children that promote their overall development i.e., mental, physical, social and emotional, as well as school preparedness. (NCERT, 2021) National Education Policy 2020 has restructured the structure of school education from 10+2 to 5+3+3+4 which covers the learner of age groups from 3 to 18 years. The first 5 years of schooling includes the children in the age group of 3-6 years that were earlier ignored in the 10+2 structure. A strong foundation of Early Childhood Care and Education (ECCE) is also included, starting at the age of 3, with the goal of improving overall learning, development, and well-being (Ministry of Human Resource Development, 2020).

According to NEP,2020:

“ECCE ideally consists of flexible, multi-faceted, multi-level, play-based, activity-based, and

inquiry-based learning, comprising of alphabets, languages, numbers, counting, colors, shapes, indoor and outdoor play, puzzles and logical thinking, problem-solving, drawing, painting and other visual art, craft, drama and puppetry, music and movement. It also includes a focus on developing social capacities, sensitivity, good behavior, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation.”

UNESCO & UN Committee on the Rights of the Child (CRC) defined the period of Early Childhood from infancy to the age of 8 years. But in Indian Context this period refers to the age group of 0-6 years. NEP, 1986 consider the age range under ECCE is from conception to about 6 years. NEP, 2020 further extended this age from the birth to 8 years UNESCO has stated this stage as a remarkable life period in which the pace of child’s growth and brain development is extremely rapid. At this stage of development children are highly influenced by their surroundings, environment and people around them.

NEP-2020 has divided the first 5 years of schooling i.e., Foundational stage into two:

- 3 Years: Children of 3-6 years age will be sent to Anganwadi / Preschool/ Balvatika.
- 2 Years: Children of ages 6-8 will study in classes 1 & 2 respectively.

Early childhood education is especially important in correcting or mitigating inadequacies caused by the family's socioeconomic status. In this regard, having or not having experience of early childhood education has a variety of consequences, ranging from the child's adjustment to school to academic performance or achievement and school continuation (Strickland & Riley-Ayers, 2006; Burger, 2010; NICHD Early Child Care Research Network, 2005b; Storch & Whitehurst, 2002).

According to NEP2020 one of the major objectives is “To prepare an initial cadre of high-quality ECCE teachers in Anganwadis, current Anganwadi workers/teachers will be trained through a systematic effort in accordance with the curricular/pedagogical framework developed by NCERT. Anganwadi workers/teachers with qualifications of 10+2 and above shall be given a one year Diploma programme in ECCE. These programmes may be run through digital/distance mode using DTH channels as well as smartphones, allowing teachers to acquire ECCE qualifications with minimal disruption to their current work”. In accordance to the above there is a great need and demand for training in Early Childhood Care and Education(ECCE) specially in the ODL mode.

At present, Swayam as a national MOOC platform in India that offers a 15 weeks course on ECCE provided by UGC, Avianshilingam Institute for Home Science and Higher Education for Women, Coimbatore and CEC. There are many states wise colleges which offered courses on ECCE. In India, there are multiple institutions which offer various training programs for ECCE but chiefly there is a lack in the ECCE Teacher Education Program as compared to other Teacher Education program run by NCTE. **Also, there is currently no national institute in India that provides teacher education to ECCE teachers in Urdu.**

4. Rationale for ECCE:

1. ECCE places a strong emphasis on maintaining cleanliness and developing healthy behaviors among early age children. Children in early childhood are at sensitive stages where formed habits at this age are usually permanent. At this age, cleanliness and healthy practices can be taught effectively.
2. ECCE can help teachers model good behaviors and values through engaging, entertaining, and goal-directed play activities.
3. ECCE can provide a progressive and healthy environment to children and the development of children from backward families (economically and educationally) can be effectively facilitated.
4. ECCE encourages children in learning by providing them enjoyable and educationally useful play activities. It aids in the development of children's sense of security and self-esteem.
5. Early childhood education provides the foundation for lifelong learning.
6. ECCE prepare early age children for primary school by developing their intellectual, physical and linguistic aspects of personality requires for primary education.
7. Guardians are oriented about the necessity and procedures of pre-primary education through ECCE programs.
8. Orientation is provided to parents so that they can engage in play activities at home with their children while simultaneously instilling desirable values and in their children.

5. Program's Mission and Objectives:

Mission: To provide Professional/ Vocational Education to the Urdu Medium aspirants in ECCE and to facilitate Skill Enhancement in ECCE through Urdu Medium.

Objectives of the course:

- Enable the aspirants, to understand the theoretical bases and principles of Early Childhood Care and Education (ECCE), based on child development.
- Enable the aspirants, to understand the rights and developmental needs of children from conception to the age of 8 years.
- Enable the aspirants, to be sensitive and reflect on the perspectives, priorities and problems of early childhood and early primary education.
- Enable the aspirants, to develop insight into the process of child development and learning.
- Enable the aspirants, to plan and implement such tasks as shall meet children's need for health, protection, nutrition, education and development.
- Enable the aspirants, to implement the methodology of ECCE for transacting different curricular areas in classes I and II.
- Enable the aspirants, to organize, plan and administer the Day Care Centre, Pre School, First and Second Standard program.
- Enable the aspirants, to network with parents, community and other organizations to generate awareness and seek their involvement in ECCE programs
- Enable the aspirants, to Provide appropriate interventions to meet requirements of an inclusive classroom.
- Enable the aspirants, to appreciate the language and cultural diversity that comprises the Indian social fabric and many co-existing social realities.
- Enable the aspirants, to develop skill sets appropriate for transacting Activity Based Learning.
- Enable the aspirants, to use local talents and skills along with contemporary use of computers in the classroom.
- Enable the aspirants, to provide suitable interventions for children with special needs.

6. Learning Outcomes of the Programme

The Diploma in Early Childhood Care and Education programme aims to equip students with the necessary knowledge, skills, and competencies to become effective Early Childhood Care and Education givers. The following learning outcomes are based on the objectives of the programme:

- Demonstrate an understanding of the theoretical bases and principles of Early Childhood Care and Education (ECCE), based on child development.
- Demonstrate an understanding of the rights and developmental needs of children from conception to the age of 8 years.
- Show sensitivity and reflect on the perspectives, priorities and problems of early childhood and early primary education.
- Gain an insight into the process of child development and learning.
- Plan and implement such tasks as shall meet children's need for health, protection, nutrition, education and development.
- Implement the methodology of ECCE for transacting different curricular areas in classes I and II.
- Organize, plan and administer the Day Care Centre, Pre School, First and Second Standard program.
- Network with parents, community and other organizations to generate awareness and seek their involvement in ECCE programs
- Provide appropriate interventions to meet requirements of an inclusive classroom.
- Appreciate the language and cultural diversity that comprises the Indian social fabric and many co-existing social realities.
- Develop skill sets appropriate for transacting Activity Based Learning.
- Use local talents and skills along with contemporary use of computers in the classroom.
- Provide suitable interventions for children with special needs

These learning outcomes reflect the intended knowledge, skills, and attitudes that students will acquire upon successful completion of the programme. Through a combination of theoretical knowledge, practical application, and critical thinking, students will be prepared to provide the necessary care and education in early childhood.

7. Nature of prospective target group of learners

In the light of ECCE Teacher Education Framework, at present the number of NCTE recognized pre-primary and nursery teacher training institutions are only 104 which has an intake capacity of 5104 students around the country. But when we see the data regarding the population of early childhood children. It shows the number in lakhs. The data of Office of the Registrar General & Census Commissioner, India (Ministry of Home Affairs, Government of India) shows the population of 0-6 years ages 163,819,614. It has further divided the ages group into two and presents the data as range from 0-4 year as 110,447,164 and from 5-9 year as 128,316,790 respectively.

The above data are clear enough to represent the huge gap demand between the numbers of existing teacher training institutions offering (courses for ECCE) intake capacity for early-aged children and the total population of children of early ages. These number gaps are quiet enough and needs an immediate planning along with executions to meet the realand genuine needs of every early-aged child. As we know that the children of today are the future of tomorrow world and this calls for inclusive, integrated, visionary and meaningful education system. This can be done by increasing the number programs and courses for ECCE and ensuring the intake capacity to that level which includes every single child of that age group. The proposed program will be well tailored teacher education program for aspiring as well as active teachers planning to upgrade to step into the world of Early Childhood Education through distance learning mode.

Appropriateness of program to be conducted in Open and Distance Learning and/or Online mode to acquire specific skills competence

The course materials are sent to the students directly through email. They can access it and study whenever they want. This is the most flexible method of learning as the candidates who have time constraints can complete the course at their convenient time. Students both in India and abroad can avail this mode. Online MCQ and Teaching assignments will be provided.

8. Eligibility

The Programme is open to all learners who have successfully completed the 10+2 examination or its equivalent.

9. Duration

The ECCE Programme has a duration of one year, which is divided into two semesters. However, students have the flexibility to complete the programme within two years, according to their convenience.

10. Medium of Instruction

The Medium of Instruction for the ECCE Programme is Urdu Only.

11. Programme Fee

The Programme fee is Rs. 4500/- (Rupees Four Thousand Five Hundred only). The fee is to be paid in a single instalment at the time of admission. Once the tuition fees are paid, you will remain enrolled in the Programme, even if you take longer than one year to complete the Diploma. However, please note that the fee is valid for up to 2 years from the date of admission and is applicable only to the Diploma in Early Childhood Care and Education.

12. Fee Refund

The refund of fees will be processed as per the University's policy.

13. Course Structure

Semester I

| PaperNo | Subject | Credits | Marks | | Total Marks |
|---------------|--|-----------|------------|------------|-------------|
| | | | Internal | External | |
| DDEC101CCT | Growth and Development in Early Childhood | 4 | 30 | 70 | 100 |
| DDEC102CCT | Planning and Pedagogy in Early Childhood | 2 | 15 | 35 | 50 |
| DDEC103CCT | Health, Hygiene and Nutrition in Early Childhood | 2 | 15 | 35 | 50 |
| DDEC104CCT(P) | Internship + School Experience | 4 | 100 | 0 | 100 |
| | Total | 12 | 160 | 140 | 300 |

Semester II

| PaperNo. | Subject | Credits | Marks | | Total Marks |
|------------|---|---------|----------|----------|-------------|
| | | | Internal | External | |
| DDEC201CCT | Establishing and Managing Preschool and Daycare | 4 | 30 | 70 | 100 |
| DDEC202CCT | Advanced Planning and Pedagogy in Early Childhood | 2 | 15 | 35 | 50 |

| | | | | | |
|-------------------|--------------------------------|-----------|------------|------------|------------|
| DDEC203CCT | Inclusion of Special Children | 2 | 15 | 35 | 50 |
| DDEC204CCT | Internship + School Experience | 4 | 100 | | 100 |
| | Total | 12 | 160 | 140 | 300 |

The Diploma Programme consists of eight courses, each carrying either 4 or 2 credits, making a total of 24 credits. At MANUU, one credit is equivalent to 30 hours of the learner's study time. Therefore, a 4-credit course is expected to require approximately 120 study hours, while a 2-credit course would need around 60 study hours to complete. This estimate considers the time required to comprehend the course material, watch related videos, participate in counselling sessions, and complete any practical work associated with each course. Overall, the entire Programme demands approximately 720 hours of dedicated study time. However, please note that this estimation serves as an average and individual study durations may vary.

14. Mode of Education

The ECCE Programme instructional system includes the multi-media approach, i.e., self-instructional print material, audio/video lessons, assignments, counselling sessions and practical work in schools and workshops.

Printed and Digital Material:

The self-learning materials in printed form for both theory and practical components of the Programme shall be provided. The print material for each course shall be in the form of blocks. Each block will consist of 4 units. The Self Learning Material (SLM) shall be sent by registered post. The university shall not be responsible for loss or delay by the postal department. Soft copies of Self Learning Material (SLM) are also being provided to the learners through University's website at web link; <http://manuu.edu.in/dde/self-learning-material>

Audio and Visual Lessons:

The audio and video lessons are supplementary material for the enhancement of understanding of the subject. They will be used during counselling and workshop sessions at respective Programme centres. A large repository of audio-visual educational programmes has already been prepared by the Media Centre and new lessons are regularly produced and uploaded. Students and PCs can access the audio-visual resources of IMC at <https://www.imcmanuu.com/>. Further students can also access the video lessons available on the YouTube Channel of the Instructional Media Center at <http://youtube.com/u/imcmanuu>.

Assignments:

In accordance with the Regulations, assignments are an essential and mandatory component of the instructional system for each theory course. The number of assignments required depends on the credit value of the course. A 4-credit course will have two assignments, while a 2-credit course will have one assignment. The assignments for 4-credit courses will carry 30 marks each, while the assignments for 2-credit courses will carry 15 marks. It is mandatory to submit these assignments to the respective Programme Centers (PCs) as per the specified schedule.

Counselling:

Academic counselling sessions shall be spread over the entire duration of the programme and be conducted on a regular basis depending on the needs and convenience of the learners. The academic and personal problems related to the course shall be discussed in the counselling sessions. The counselling sessions shall be utilized for providing personalized guidance to the learners regarding content difficulty, fieldwork, projects, assignments, time management, study skills etc. There shall be one academic counselling session (one each semester) of 36 study hours (6 days including Saturday and Sunday).

Counselling sessions for the programme will be held at your designated Programme Centre. In order to keep you informed and prepared, the counselling schedule will be provided to you in advance. This schedule will outline the specific Blocks that will be discussed during each counselling session on a particular day. It is recommended that you familiarize yourself with the Blocks scheduled for discussion prior to attending the counselling session. This will ensure that you are well-prepared and able to actively participate in the session.

Participating in the counseling sessions will greatly benefit you and we highly recommend your attendance. It is important to note that attending counseling sessions is a mandatory requirement for successfully completing the Diploma Programme. Without attending any counseling sessions, it will not be possible to fulfill the requirements of the program.

15. Effective Study Tips for the Diploma in Early Childhood Care and Education

As you embark on your journey to successfully complete the Diploma in Early Childhood Care and Education programme, it is natural to seek guidance on how to study effectively. By incorporating a

systematic approach to your studies, you can make the learning process easier and more interesting. Here are some useful tips to help you excel in your studies:

1. **Plan Your Work Schedule:** To ensure a smooth progression through the programme, it is essential to plan your work schedule carefully. Allocate dedicated time slots for studying, considering your domestic and social commitments. Communicate your study needs to your colleagues and family members, emphasizing the importance of uninterrupted study time. Stick to a regular timetable to maintain consistency in your studies.
2. **Start Early:** As soon as you receive your reading materials, begin working on them without delay. Avoid procrastination and embrace a proactive approach. The programme primarily relies on printed materials, although there may be additional audio and video resources and counselling sessions. Focus primarily on the printed Blocks provided, as they contain vital information that will adequately prepare you for the final examinations.
3. **Engage Actively with the Material:** Read each unit carefully, paying attention to the key points presented. Utilize the blank space in the margins of the printed pages to jot down important notes and comments. Attempt to answer the "Check Your Progress" questions that accompany the units. Remember, these answers are not to be submitted. They serve as self-assessment tools to help you evaluate your progress and ensure you comprehend the content. If you are dissatisfied with your answers, analyse where you went wrong. Occasionally, you may even find alternative answers that are equally valid. These exercises will strengthen your understanding of the material acquired during your initial reading.

By following these study tips, you can enhance your learning experience and effectively grasp the concepts covered in the Diploma in School Leadership and Management programme. Remember to stay organized, maintain a consistent study schedule, and actively engage with the course material to achieve successful outcomes.

16. Details of Courses

Semester I

Paper I: Growth and Development in Early Childhood

Total Credits: 4

Total Marks -100

Objectives: The course will enable the teacher to-

- 1 Understand the importance, need and objectives of ECCE
- 2 Appreciate the contribution of varied educationists and agencies to the development of ECCE
- 3 Create awareness of various trends and policies in ECCE

- 4 Understand the meaning, purpose, and relevance of Child Development
- 5 Understand different aspects of child development
- 6 Create awareness of various common behavioral concerns in early childhood

Block: I -Development of Early Childhood Care and Education

Unit 1: Early Childhood Care and Education

- 1.1. ECCE: Concept and Meaning
- 1.2. Nature of ECCE
- 1.3. Need for and Importance of ECCE
- 1.4. Scope and Objectives of ECCE

Unit 2: Contributions to ECCE

- 2.1. Contributions of Foreign Thinkers: Frobel, Montessori, Rudolf Steiner and WaldorfSchool
- 2.2. Contributions of Indian Thinkers: Gujubhai Badeka, M.K.Gandhi (Pre Basic Education)
- 2.3. Contribution of Agencies a) NCERT b) NCTE c) UNICEF
- 2.4. Contributions of NGO's and Welfare Societies

Unit 3: TRENDS AND POLICIES IN ECCE

- 3.1. Early movements Pre -Independence
- 3.2. Post-independence: Constitutional provision, Kothari Commission, Yashpal committee,
- 3.3. NPE-1986, Sarva Shiksha Abhiyan (SSA)
- 3.4. National Curriculum Framework 2005, Right to Education 2009, NEP-2020

Unit 4: Overview of Child Development

- 4.1 Child Development: Meaning, Concept and Principles
- 4.2 Principles of Growth and Development
- 4.3 Factors affecting Growth and Development 1- Heredity, Environment, Gender,
- 4.4 Factors affecting Growth and Development 1- Maturation, Socio Economic Status

Block II- Aspects of Development in Early Childhood

Unit 1: Stages of Child Development

- 1.1.Characteristics and needs of Pre –natal stage
- 1.2.Characteristics and needs of Infancy stage
- 1.3.Characteristics and needs of Toddlerhood
- 1.4.Characteristics and needs of Early Childhood

Unit 2: Child Development-Physical

- 2.1.Physical development: Physical growth of the child from conception to eight years
- 2.2.Factors influencing Physical growth and development
- 2.3. Adult's role in promoting Physical Growth
- 2.4.Routines- breast feeding, weaning, supplementary feeding, toilet training, sleeping, immunization.

Unit 3: Child Development- Motor

- 3.1.Motor Development: Stages of Motor Development,
- 3.2.Common Motor skills of early

childhood, 3.3.Factors influencing motor development.
3.4.Adult's role in promoting motor development

Unit 4: Child Development-Social

- 4.1. Social Development: Concept Need and Significance
- 4.2. Pattern of Social Development.
- 4.3. Factors influencing Social Development.
- 4.4. Role of Teacher and Adults in helping children adjust to school and promoting SocialDevelopment.

Block III : Child Development- Cognitive and Language

Unit 1: Cognitive Development

- 1.1. Meaning and Concept of Cognitive Development
- 1.2. Cognitive Skills- Memory, Thinking, Matching, Sequencing, Sorting and Seriation andDevelopment of concepts
- 1.3. Factors influencing cognitive development.
- 1.4. Adult's role in promoting cognitive development.

Unit 2. Theories of Cognitive Development

- 2.1. Piaget's theory of Cognitive Development-Its Application in Early Childhood.
- 2.2. Vygotsky model of Cognitive Development-Its Application in Early Childhood.
- 2.3. Ausubel's contribution to cognitive development-Its Application in Early Childhood.
- 2.4. Bruner's contribution to cognitive development-Its Application in Early Childhood.

Unit 3: Language Development

- 3.1. Concept and Significance of Language Development
- 3.2. Stages of Language Development
- 3.3. Factors influencing language development.
- 3.4. Adult's role in promoting language development.

Unit 4: Theories of Language Development

- 4.1. Behavioural theories
- 4.2. Nativistic theory
- 4.3. Semantic-cognitive theory
- 4.4. Social Pragmatic theory

Block IV: Emotional Development, Behavior Modification and Concerns

Unit 1: Child Development- Emotional

- 1.1. Emotional Development: Concept and Significance
- 1.2. Basic Emotional Needs from infancy to eight years-Love, Affection, Attention,Protection, Security, Independence, Guidance and Control.
- 1.3. Important Emotions from Infancy to eight years- Fear, Anxiety, Anger, Joy, and Jealousy.Effects of Maternal Deprivation.
- 1.4. Adult's role in promoting Emotional Development.

Unit 2: Understanding Behavior and its modification

- 2.1. Behavior: Meaning, Concept and nature.
- 2.2. Mearsurement of Behavior and Behavior Change
- 2.3. Weakening Behaviors: Extinction and Punishments

2.4. Strengthening Behaviors- Reinforcement, Prompting, Chaining, Shaping, StimulusControl, and Conditioning.

Unit 3: Behavioral Concerns in Early Childhood

- 3.1. Manifestation through common symptoms and their remedies: Thumb sucking, Bedwetting and Nail biting.
- 3.2. Negative behavior: Temper tantrums, Aggression, Self- Injury, Destructiveness
- 3.3. Shyness, Hyperactivity, and Over dependence.
- 3.4. Adult's role in in dealing with common symptoms and promoting balanced personality.

Unit 4: Adjustment and Mental health

- 4.1. Adjustment and Maladjustment: Concept and significance
- 4.2. Process of Adjustment
- 4.3. Mental health and hygiene
- 4.4. Defence mechanism and its applications

Reading Material:

- 1 Aradhya, N. & Kashyap, A. (2006). The 'Fundamentals' Right to Education in India. Bangalore: Books for Change.
- 2 Aries, P. (1962). Centuries of childhood: A social history of family life. Paris: Vintagebooks Bowman, B.T.,
- 3 Donovan, S. and Burns, S. M. (2001). (Ed.). Eager to learn educating our preschoolers. United States: National Academies Press.
- 4 Corsaro, W.A. (1997). The sociology of childhood. London: Sage.
- 5 Ministry of Human Resource Development Government of India. (2020). *National Education Policy 2020 Ministry of Human Resource Development Government of India.*
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- 6 Ministry of women and Child Development, GOI. (2007). Report of working group on Development of Children- For the eleventh five-year plan.
- 7 Myers, R. G. (1992). The twelve who survive: strengthening programmes of early childhood development in the Third World. London: Routledge.
- 8 Jha, M. (2002). School beyond walls. London: Sage.
- 9 Kakar, S. (1980). The Inner World. New Delhi : Oxford University Press
- 10 NIPCCD, (2006). Select issues concerning ECCE India. Background paper prepared for the Education for All Global Monitoring Report 2007 Strong foundations: early childhoodcare and education.
- 11 Pattnaik, J. (1996). Early Childhood Education in India: History, Trends, Issues, and achievements. *Early Childhood Education Journal*, 24(1), 11-16. Retrieved October, 6, 2011. <http://www. Jstor.org>
- 12 Peltzman, B. R. (1998): Pioneers of Early Childhood Education: A Bio-Bibliographical Guide. London.
- 13 Ramachandran, V. (2003). Getting children back to school. Case studies in Primary education. New Delhi: Sage.
- 14 Sariah. C. (2009). (ed). Perspectives in education- A golden jubilee volume of J.S.S Mahavidyapeeth. Bangalore: Print Park.
- 15 Saraswathi, T. S. (2003). Cross cultural perspectives in Human Development, Theory, research & application. New Delhi: Sage

- 16 Saraswathi, T.S. and Kaur, B. (Eds.). (1993). Human development and family studies in India: an agenda for research and policy. New York: Sage
- 17 Schonfeld, H. O'Brien, S. and Walsh, T. (Eds.). (2004). Questions of Quality: Proceedings of a conference on Defining, Assessing and Supporting Quality in Early Childhood Care and Education. Dublin: The Centre for Early Childhood Development & Education
- 18 Sharma, D. (1996). Childhood, family, and sociocultural change in India: reinterpreting the inner world. London: Oxford university press.
- 19 Taneja, V.R. and Taneja, S. (2006). Educational Thinkers. United States: Atlantic Publishers & Distributors, 2006
- 20 Taneja, V.R. and Taneja, S. (2006). Educational Thinkers. United States: Atlantic Publishers & Distributors, 2006 York: Sage
- 21 Working Group on Children under Six, (December 29, 2007). Strategies for children undersix. Economic and political weekly. 87-100
- 22 Corsaro, W.A. (2011) The Sociology of Childhood (Third Edition) New York : A PineForge Press Publication
- 23 Berk, L. (2006). Child development. New York: Allyn & Bacon
- 24 Bruce, T. (2011). Essentials of Literacy From 0-7 (Second Edition), New York: Sage Global
- 25 Exupery, A.D. (1995). The Little Prince. Hertfordshire: Wordsworth Editors Ltd
- 26 Hardamn, M.I., Drew, C.J., and Egan, M.W. (2005). Human Exceptionality: society, school and family. Boston: Allyn and Bacon
- 27 Holt, J. (1967). How children learn. New York: Delacorte Press.
- 28 Santrock. (2006). Child Development. New York: Mc Graw- Hill.
- 29 Swaminathan, M. (1998). The first five years: a critical perspective on early childhood care and education in India. New York: Sage
- 30 Nutbrown, C. (2011). Threads of Thinking (Fourth Edition), New York: Sage Global
- 31 Levey, R. (2011). Young Children Reading. New York: Sage Global
- 32 Munsch and Laura E Levine (2010) Child Development. New York: Sage Global
- 33 Klien, S.B. (2011) Learning. New York: Sage Global
- 34 Bower, V. (2011) Creative Ways to Teach Literacy. New York: Sage Global
- 35 Levey, S. (2010) Language Development. New York: Sage Global
- 36 Combs, B. (2011) Assessing and Addressing Literacy Needs. New York: Sage Global
- 37 Aubrey, C. (2011) Leading and Managing in the Early Years. New York: Sage Global
- 38 White, J. (2011) Outdoor Provision In the Early Years. New York: Sage Global
- 39 Knight, S. (2011) Risk and Adventure in Early Years Outdoor Play. New York: Sage Global
- 40 Brownhill, S. and Bullock, E. (2011). A quick Guide to Behavior Management in the Early Years. New York: Sage Global
- 41 Barnes, J. (2011). Cross- Curricular Learning 3-14 (Second Edition) New York: Sage Global

Paper II: Planning and Pedagogy in Early Childhood

Total Credits: 2

Total Marks-50

Objectives:

The course will enable the ECCE teacher to-

- 1 Refine methods for classroom transactions for the evolving capacities of young children.
- 2 Develop methods for the growth and development of language and communication skills
- 3 Create a love for numbers and pre numeracy related vocabulary among children
- 4 Develop understanding of various environmental issues
- 5 Acquire knowledge of different types of tools and its uses in evaluation

Block I – Pedagogy – Bases, Theories, Methods and Techniques

Unit 1. Concept and Bases of Teaching learning in Pre-School Education

- 1.1. Concept and process of learning
- 1.2. Principles of Learning in Early childhood
- 1.3. Maxims of Learning in Early Childhood
- 1.4. Qualities of a Good Pre-School Teacher

Unit 2. Theories of learning and Educational Implications

- 2.1. Classical Conditioning and Operant Conditioning
- 2.2. Cognitive Theory
- 2.3. Constructivist, Thematic, Wholistic and Personalized approach to teaching
- 2.4. Social Learning and Experiential Method

Unit 3. Methods and Techniques of Early Childhood Education

- 3.1. Play-way Method (Meaning, Stages, Types of play- Exploratory, manipulative, Constructive, Imaginative and Creative), Significance of Play way method
- 3.2. Activity method (Meaning, Organization and Significance)
- 3.3. Montessori Method, Waldorf Steiner Method, Reggio Emilia's method
- 3.4. Cooperative Learning- Meaning, Principles and Strategies (Think- Pair Share, Circle the Sage and Numbered Heads)

Unit 4. Techniques of Early Childhood Education

- 4.1. Imitation, Drill and Practice
- 4.2. Learning through Trial and Error
- 4.3. Training Experiences (Direct and Indirect)
- 4.4. Discovery

Block II - Engagement Strategies, Planning, Evaluation and Transition

Unit I Engagement Strategies

- 1.1. Activities for Fostering Self-Expression - Music and Movement- Dramatization- Art
Activities for Fostering Readiness in children: Sensorial learning – Motor skills
- 1.2. Activities for Fostering Academic Skills **-Language:**
 - a) Listening, speaking, reading (visual discrimination and auditory discrimination) and writing.
- 1.3. Activities for Fostering Academic Skills **-Numeracy:**
 - a) Language of numbers as related to concepts of size, shapes, length, height, weight, volume, quantity
 - b) Matching, sorting, ordering, pairing and classification
 - c) Numerals and operation
- 1.4. Activities for Fostering Academic Skills **-Environmental Science**
 - a) Me and my Environmental situation
 - b) Cleanliness and hygiene – healthy habits
 - c) Transport
 - d) Community Workers

Unit 2. Program Planning

- 2.1. Meaning, Need, Importance and scope Program Planning
- 2.2. Principles of Program Planning
- 2.3. Long Term Planning - Preparation (Planning, Editing, Reviewing), Year plan, Termplan, Monthly plan
- 2.4. Short Term Planning - Preparation (Planning, Editing, Reviewing), Weekly plan, Daily plan

Unit 3. Program Evaluation

- 3.1. Meaning and need for Program Evaluation
- 3.2. Tools of Evaluation (Observation, Checklist, Rating Scale)
- 3.3. Criteria for Evaluation (Teaching-Learning, Teacher, Children, Teaching Learning Resources)
- 3.4. Recording and Reporting

Unit 4 Smooth Transition

- 4.1. Understanding readiness and transition
- 4.2. Readiness and transition from home to preschool Transition from preschool to primary school Benefits of facilitating transition
- 4.3. Meaning, significance and components of school readiness Role of parents, school, teachers and other caregivers
- 4.4. Planning and designing activities for different components of school readiness

Reading Material:

- 1 Anandalakshmy,S.(2009). Activity based learning: *a report on an innovative method in Tamil Nadu*.
- 2 Bowman, B.T., Donovan, S. and Burns, S, M. (Ed.). (2001). Eager to learn educating our preschoolers. United States: National Academies Press.
- 3 Dhankar, R. (2009). Notion of a Teacher to Guide Teacher Education Programmes and School Improvement. *Solution Exchange for the Education Community Discussion Summary*
- 4 Deiner, P. L. (2009). Inclusive Early Childhood Education: Development, Resources, and Practice. Belmont: Cengage Learning
- 5 Clarke, P. (2001). *Teaching & learning: the culture of pedagogy*. New York: Sage
- 6 Gupta, A. (2006). *Early Childhood Education, Postcolonial theory & teaching practices in India- Balancing vygotsky and Vedas*. New York: Palgrave Macmillan.
- 7 National Association for the Education of Young Children (NAEYC). (2003). Early Childhood Curriculum, Assessment and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8,” Washington, D.C.: Authors. Available on line at: (www.naeyc.org/resources/positionstatements/pscape.asp)
- 8 NCERT, (2006). position paper, national focus group on early childhood education
- 9 Puckett, M. B. and Diffily , D. Teaching young children: an introduction to the early childhood profession. Canada: Thompson Delmar Learning
- 10 Siraj_Blatchford, I., Sylva, K., Muttock, S. Gilden, R & Bell, D. (2002). Researching effective Pedagogy in the Early Years. Research Report No 356. University of Oxford: Department of educational studies
- 11 Levey, R (2011). Young Children Reading. New York: Sage Global
- 12 Bower, V. (2011) Creative Ways to Teach Literacy. New York: Sage Global
- 13 Barnes,J. (2011). Cross- Curricular Learning 3-14 (Second Edition) New York: Sage Global

Paper III Health, Hygiene and Nutrition in Early Childhood

Total Credits: 2

Total Marks- 50

Objectives: The course will enable the ECCE teacher to-

1. Understand the significance of nutrition education, child health and hygiene
2. Understand the elementary principles of nutrition
3. Appreciate the importance of maintaining health records by school
4. Create awareness about common ailments and their remedies

Block I Early Childhood -Health and Hygiene

Unit 1. Child Health, Hygiene

- 1.1. Concept: Health, Hygiene
- 1.2. Role of Home, School, Government & NGOs in promoting children's health
- 1.3. Factors influencing children's health, hygiene
 - a) Biological-Heridity and Environmental factors- Physical Surroundings,
 - b) Socio economic and cultural background of the child,
- 1.4. Regular habits and routines of the child and mass media

Unit 2. Health and Hygiene Programs in the School:

- 2.1. Concept and Importance of Health and Hygiene in Early Childhood
- 2.2. Role of Parents and Teachers in Maintaining the Health and hygiene of Children
- 2.3. Creating healthy, clean, and safe habits
- 2.4. Organizations and Importance of Regular Medical Checkup Camps by School

Unit 3. Health Records

- 3.1. Significance of health records
- 3.2. Maintenance of health records
- 3.3. Importance of Vaccinations
- 3.4. National Immunization Programme - Schedule of Immunization - Maintenance of Immunization schedule

Unit 4. Common Health Issues

- 4.1. Identification of common Symptoms
- 4.2. Common Ailments and infectious diseases
- 4.3. Precautions to be followed for preventing the spread of infectious diseases among children
- 4.4. Role of parent and teacher in addressing Health issues

Block II Nutrition, Diet, Malnutrition and First aid

Unit 1. Elementary Principles of Nutrition

- 1.1. Definition of Nutrition and Nutrients, Importance Nutrition in Early Childhood Types of Nutrients
- 1.2. Nutritional values of available foods in the region, The Five Food Groups.
- 1.3. Planning and preparing low-cost nutritious food

Unit 2. Healthy Diet for Mother and Child

- 2.1. Diet for Mother– Nutrition during Pregnancy and Lactation

- 2.2. Nutrition for child
- 2.3. Components of Healthy Diet
- 2.4. Healthy Diet plan for Mother and child

Unit 3 Malnutrition

- 3.1. Meaning of Malnutrition
- 3.2. Types of Malnutrition among Children - ProteinEnergy Malnutrition (PEM) - Iodine Deficiency Disorders (IDD)
- 3.3. Causes of Malnutrition
- 3.4. Identifying early malnutrition in children and providing basic remedial measures

Unit 4: First-Aid

- 4.1. Meaning Need and Importance of First Aid
- 4.2. Principles and Practice of First Aid
- 4.3. Essential qualities of First Aider –
- 4.4. Requisites of First Aid - Duties of First Aider - General Do's and Don'ts Stings and Bites, Burns and Scalds, Bleeding and Fainting, Fractures

Reading Material:

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

Paper IV: Internship + School Experience

Total Credits: 4

Duration -3 weeks

Total marks – 100

OBJECTIVES: The course will enable the ECCE teacher to Learning Objectives

At the end of the internship students will be able to:

1. create developmentally appropriate instructional plans based on individual children's needs and interests within the context of family, culture, and society.
2. design classroom schedules and activity plans.
3. Implement the activity plans
4. document observations using techniques such as running records, anecdotal records, event sampling, time sampling, rating scales, and checklists.
5. demonstrate the ability to interpret and use assessment and screening results to make instructional decisions and communicate with parents and professionals.

Transaction of Internship

- be conducted in any early childhood education centre (preschool, creche, day-care, etc.) serving young children;
- involve collaboration with a team of early childhood teachers, assistant teachers, and aides;
- complete observations, plan activities, and facilitate young children's learning;
- Duration of 3 weeks at an early childhood Centre
- To submit an Internship report to be supervised and certified by a qualified onsite supervisor.

School Experience

1. Preparation and Maintaining a health record file
2. Meal planning – a) Planning cyclic menu for a preschool and crèche, b) Planning supplementary foods for children
3. Case study of a child-Socio-economic profile, Demographic details, Maintaining an activity dairy, Diet-meal pattern, health status.
4. Preparation of First Aid Box

Semester II
Paper V: ESTABLISHING AND MANAGING PRESCHOOL AND DAYCARE

Total Credits: 4

Total marks - 100

OBJECTIVES: The course will enable the ECCE teacher to

1. Understand the elements involved in organization and management of Pre School and daycare.
2. Create awareness of functions of various authorities dealing with preschool and daycare centers.
3. Understand the various human and material resources required for conducting preschool and day care center.
4. Appreciate the role of various agencies in preschool education and providing day care facilities.

Block 1: Managing an ECCE Centre.

Unit 1 Profile of an ECCE Centre

- 1.1. Meaning, need and importance of Preschool and Daycare
- 1.2. Organizational and administrative structure of Preschool and Daycare
- 1.3. Elements of organization and administration of preschool and daycare.
- 1.4. Difference between preschool and daycare Centre

Unit 2 Management of an ECCE Centre

- 2.1. Organizational Climate: Concept and dimensions
- 2.2. Supervision and monitoring of an ECCE Centre
- 2.3. Mentoring in ECCE
- 2.4. Functions of personnel working at different levels

Unit 3: Service conditions and Event management

- 3.1. Staff Service Conditions and Rules
- 3.2. Code of Conduct
- 3.3. Principles of Event Management
- 3.4. Steps of Event Management in school. (Common Picnics, Parents day, sports day, Grandparents day, etc.)

Unit 4: Maintenance of Records and registers

- 4.1. Need and importance and how to maintain records
- 4.2. Types of records (Important records) – Admission, Progress, Financial, Equipment, Correspondence, Health
- 4.3. Types of register - Attendance (Staff, children), Accounts, Stock, Staff Profile
- 4.4. Methods of maintaining record of children – Cumulative and Anecdotal.

Block II: Infrastructure, Safety and Finance

Unit 1 Building and play ground

- 1.1. Location, site and building.
- 1.2. Ventilation and lighting
- 1.3. Play area, Playground, Play equipment – types, criteria for selection,
- 1.4. Indoor and outdoor game facilities

Unit 2: Infrastructural Facilities

- 2.1. Types of rooms: class rooms, staff rooms, common rooms, activity areas, wash areas,
- 2.2. Arrangement of rooms
- 2.3. Furniture and Equipment and its types
- 2.4. Safe drinking water and Sanitary facilities

Unit 3: Safety Measures

- 3.1. Fire Protection and Environmental Safety measures: surveillance system, using nontoxic materials and child proofing
- 3.2. Sickness policy, first aid and safety addressing Cell
- 3.3. Emergency plans for calamities
- 3.4. Infrastructural requirements for children with special needs

Unit 4. Finance management

- 4.1. Financial Resources and its Types
- 4.2. Mobilisation of Financial Resources
- 4.3. Budgeting and Utilization of Financial resources.
- 4.4. Accounting, Auditing and Social auditing

Block III Teacher, Parents and Community

Unit 1. ECCE teacher

- 1.1. Role and qualities of teacher and care giver
- 1.2. Role of other staff involved in welfare and care of children
- 1.3. Teacher-child ratio.
- 1.4. Need and importance of training of personnel involved in ECCE

Unit 2. Involvement of Community

- 2.1. Need and importance to involve Community with school.
- 2.2. Role of community in functioning of an ECCE centre
- 2.3. Community, school and children: Interrelationship and benefits
- 2.4. Ways of involving community: Social media, Websites Newsletters, bulletin boards, invitation cards, circular and orientation programs

Unit 3. Involvement of Parents

- 3.1. Need and importance to involve parents with school.
- 3.2. Role of parents in functioning of an ECCE centre
- 3.3. Parents, school and children: Interrelationship and benefits
- 3.4. Ways of communicating with parents Calls and messages, e-mails, Blogs, Websites
Newsletters, bulletin boards, invitation cards, circulars, home visits and orientation programs

Unit 4. Guidance of Parents

- 4.1. Orientation about school curriculum and objectives
- 4.2. Need of love and emotional security,
- 4.3. Guidance about health and nutritional needs of children
- 4.4. Role of parents, Right way of parenting, spending quality time with children

Block IV Resources, Skills and Government Regulations

Unit 1. Learning Resources

- 1.1. Teaching Aids - Meaning and classification of teaching aids
- 1.2. Uses and importance of various Visuals Aids: Blackboard, Posters, Flashcards, Presentations, Printed textbooks, Graphs and Infographics.
- 1.3. Audio Aids: Radio, Tape-recorder, CDs and DVDs, Audio-visual aids: Videos, Video recordings, Films and Documentaries, Virtual Classrooms.
- 1.4. Indoor materials and Outdoor materials.

Unit 2. Technology based Learning Resources

- 2.1. Technology Supported Learning Resources (Meaning, Use and Importance)
- 2.2. CAI Packages - Pre-recorded DVDs, CDs, online quizzes, ebooks, podcasts and blogs
- 2.3. Talking Books and Musical Books
- 2.4. Internet- You tube

Unit 3. Skills Required for Working in Society

- 3.1. Effective communication – need and importance and types and Steps of communication
- 3.2. Methods of communication
- 3.3. Barriers in effective communication and Interpersonal skills to deal problems at work
- 3.4. Group dynamics – meaning, need, importance

Unit 4. Govt Guidelines on ECCE

- 4.1. National minimum guidelines for setting up Creches/ Day care.
- 4.2. Creche rules and regulations in India - Various Acts of India ([Factories Act, 1948](#), [The Building and other Construction Workers Act, 1996](#), [The Mines Act: The Mines Crèche Rules, 1966](#), [Inter-State Migrant Workmen Central Rules, 1980](#), [Plantations Labour Act, 1951](#), [The Mahatma Gandhi National Rural Employment Guarantee Act \(MGNREGA\), 2005](#), [Maternity Benefit \(Amendment\) Act, 2017](#).)
- 4.3. National Creche Scheme
- 4.4. NEP 2020 on ECCE

Reading Materials

1. Ax line, V.M. (1964). *Dibs in search of self*. New York: Ballentine books
2. Clarke, P. (2001). *Teaching & learning: the culture of pedagogy*. New York: Sage
3. Thomson, C.L., Holmberg, M.C., Baer, D.M., Hodges, W. L., and Moore, S.G. (1978). An Experimental Analysis of Some Procedures to Teach Priming and Reinforcement Skills to

Preschool Teachers. *Monographs of the Society for Research in Child Development*. 43 (4), pp 1-86.

4. Kress, J.S., Norris, J. A., Schoenholz, D. A., Elias, M.J., and Seigle, P. (Nov., 2004). Bringing Together Educational Standards and Social and Emotional Learning: Making the Case for Educators. *American Journal of Education*, 111 (1), pp 66-89
5. Torkington, K. and Landers, C. Enhancing the Skills of Early Childhood Trainers: Rationale for experimental: *Volume 4 of Enhancing the Skills of Early Childhood Trainers* , Kate Torkington . The Hague: Bernard van Leer Foundation.
6. Nutbrown,C.(2011). *Threads of Thinking* (Fourth Edition),New York: Sage Global
7. Bruce,T. (2011). *Essentials of Literacy From 0-7* (Second Edition), New York: Sage Global
8. Levey, R (2011). *Young Children Reading*. New York: Sage Global
9. Munsch and Laura E Levine (2010) *Child Development*. New York : Sage Global
10. Klien, S.B.(2011) *Learning*. New York : Sage Global
11. Bower, V. (2011) *Creative Ways to Teach Literacy*. New York: Sage Global
12. Levey, S. (2010) *Language Development*. New York : Sage Global
13. Combs, B. (2011) *Assessing and Addressing Literacy Needs*. New York: Sage Global
14. Aubrey, C. (2011) *Leading and Managing in the Early Years*. New York: Sage Global
15. White, J. (2011) *Outdoor Provision In the Early Years*. New York : Sage Global
16. Knight, S (2011) *Risk and Adventure in Early Years Outdoor Play*. New York : Sage Global
17. Brownhill,S and Bullock,E.(2011). *A quick Guide to Behaviour Managemnet In the Early Years*. New York : Sage Global
18. Barnes,J. (2011). *Cross- Curricular Learning 3-14* (Second Edition) New York : Sage Global

Paper VI: Advanced Planning and Pedagogy in Early Childhood

Total Credits: 2

Total Marks-50

Objectives:

The course will enable the ECCE teacher to;

1. Understand ECCE pedagogy its principles, planning and components.
2. Manage ECCE classrooms effectively and build an effective learning environment.
3. Apply diverse play based pedagogical techniques for educating early children.
4. Organize and contextualize contents for teaching early children.
5. Effectively handle different assessment techniques in order to achieve learning goals at early stages.

Block I – Understanding ECCE Pedagogy

Unit 1. Pedagogy and Planning

- 1.1. Pedagogy of Early Children,
- 1.2. Principles of Pedagogy,
- 1.3. Planning for Teaching-Components of a Teaching Plan,
- 1.4. Planning for Differentiated Instruction, Scaffolding and Gradual Release of Responsibility

Unit 2: Relationship Development

- 2.1. Building a Positive Relationship between Teachers and Children,
- 2.2. Teachers Support to Children to Learn Better
- 2.3. Relationships between Teachers and Families
- 2.4. Relationships between Teachers and Community

Unit 3. Managing the Classroom, 3.1. Classroom Environment,

- 3.2. Creating Classroom Norms with Children,
- 3.3. Managing Difficult Behaviour, Helping Children Settle, Guiding their Behaviour Positively, Illustrations of Positive Guidance by the Teacher,
- 3.4. Discipline, Language Used by the Teacher, What Not to Do

Unit 4. Organizing the Learning Environment

- 4.1. Seating, Displays and Print-Rich Environment,
- 4.2. Organising the Indoor Environment, Creating Vibrant Learning Corners in the Classroom,
- 4.3. , Organising the Outdoor Environment, Equipment and Materials,
- 4.4. Organising Time and the day

Block II – Organising and Contextualising Content for Teaching

Unit 1. Developing a Syllabus

- 1.1. Principles of Content Selection
- 1.2. Content for Language
- 1.3. Content for Mathematics,
- 1.4. Content for EVS and Content for Arts

Unit 2. Ways of Organizing Content

- 2.1. Project-based Approach
- 2.2. Story-based Approach
- 2.3. Theme-based Approach
- 2.4. Eclectic Approaches

Unit 3. Teaching-Learning Materials (TLM)

- 3.1. Materials that can be prepared by Teachers, Materials that can be prepared by Children, Materials that can be purchased from the market,
- 3.2. Mathematics TLM for Grades 1 and 2,
- 3.3. Library and Children's Literature, Usage and Culture
- 3.4. Technology/Digital and Audio-Visual Material

Unit 4. Books and Textbooks

- 4.1. Importance of Textbooks for Children Aged 6-8 years,
- 4.2. Types of Children's Books
- 4.3. Principles for Textbook Design
- 4.4. Process for Textbook Development

Reading Materials:

- 4 Anandalakshmy,S.(2009). Activity based learning: *a report on an innovative method in TamilNadu.*
- 5 Barnes,J. (2011). Cross- Curricular Learning 3-14 (Second Edition) New York: Sage Global
- 6 Bower, V. (2011) Creative Ways to Teach Literacy. New York: Sage Global
- 7 Bowman, B.T., Donovan, S. and Burns, S, M. (Ed.). (2001). Eager to learn educating ourpreschoolers. United States: National Academies Press.
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Paper VII: INCLUSION OF SPECIAL CHILDREN

Total Credits: 2
50

Total marks -

OBJECTIVES: The course will enable the ECCE teacher to

1. Understand the concept of Personality and adult's role in developing the self- concept of the child.
2. Understand the diversity in the learners and ways of catering to the learner's diversity
3. Develop awareness regarding the presence of features of social differences as well as differences in ability,
4. Focus on issues and strategies to address diversity in the classroom.
5. Understand the concept of inclusion and inclusive classroom practices for promoting inclusion.

BLOCK I: SPECIAL CHILDREN

Unit 1: Introduction to Special Children

- 1.1. Meaning & definition of special children
- 1.2. Difference between impairment, disability and handicap
- 1.3. Hereditary causes for being special child
- 1.4. Environmental causes for being special child

UNIT 2: Identification of Special children

- 2.1. Need and importance of Identifying special children at early stage
- 2.2. Types of Special Children
- 2.3. Methods of identification special children
- 2.4. General Tests used for identification of special children

Unit 3: Physically disabled and Visually Impaired children

- 3.1. Definition & Causes of physical disability
- 3.2. Locomotors disability, Cerebral palsy, Muscular dystrophy
- 3.3. Visual impairment-Causes types-Mild, moderate, severe and blindness,
- 3.4. Detecting visual impairment at early stage-Role of parents & Teachers

Unit 4: Hearing and Speech Impaired Children

- 4.1. Hearing impairment-causes, Types-mild, moderate and severe hearing impairment,
- 4.2. Detecting hearing impairment at early --Role of parents & Teachers
- 4.3. Speech and language disability-Autism, Aphasia, stuttering, dementia, learning disorder and cognitive disorder
- 4.4. Early detection of speech disability-Role of parents & Teachers

Block II: Types of Special Children

Unit 1: Individual Differences

- 1.1. Meaning and definition
- 1.2. Causes of Individual Differences Inherited and Acquired
- 1.3. Types of Individual Differences
- 1.4. Dealing with individual differences in the classroom-Role of teachers

Unit 2: Slow Learners

- 2.1. Meaning and definition of Slow Learners
- 2.2. Characteristics &Types of Slow Learners -Mild, Moderate, severe, profound.

- 2.3. Causes of Slow Learners -Symptoms of mental retardation
- 2.4. Detecting Slow Learners at early stage-Role of parents, teachers

UNIT 3: Special Learning Disorders

- 3.1. Children with Attention-deficit/hyperactivity disorder (ADHD)
- 3.2. Dyslexia. Dysgraphia, Dyscalculia & Auditory processing disorder.
- 3.3. Language processing disorder. & Nonverbal learning disabilities.
- 3.4. Visual perceptual/visual motor deficit.

Unit 4: Mentally Disabled Children

- 4.1. Meaning and definition of mental retardation or mental disability
- 4.2. Characteristics &Types of mental disability-Mild, Moderate, severe, profound. 4.3.Causes of mental retardation-Symptoms of mental retardation
- 4.4. Detecting mental retardation at early stage-Role of parents, teachers

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Paper VIII: Internship + School Experience

**Total Credits: 4
100**

Total marks -

Learning Objectives

At the end of the internship students will be able to:

- 1 demonstrate techniques to communicate with families and professionals.
- 2 demonstrate the ability to use guidance and management techniques to support the social and emotional development of young children.
- 3 demonstrate sensitivity to the child guidance practices of families.
- 4 demonstrate supportive teacher-child relationships and promote positive peer relationships.
- 5 develop positive, collaborative relationships with colleagues, other professionals, and families and work effectively as a member of a professional team.
- 6 reflect on teaching practices, self-assess and evaluate the effect of choices and actions on children, parents, and other professionals to plan and modify teaching behaviors and program plans.

Transaction of Internship

- be conducted in any early childhood education centre (preschool, creche, day-care, etc.) serving young children;
- involve collaboration with a team of early childhood teachers, assistant teachers, and aides;
- complete observations, plan activities, and facilitate young children's learning;
- include at least 3 weeks at an early childhood Centre
- To submit an Internship report to be supervised and certified by a qualified onsite supervisor.

School Experience

1. Scrutinizing the lay out of Creche and Preschool
2. Organization chart for Creche and Preschool.
3. Collection of different records and registers to be maintained in a preschool and crèche.
4. Analysing the availability and suitability of play materials

17. STUDENTS' SUPPORT SERVICES

For providing support to its learners, the University has 20. Programme Centres throughout the country. These Programme Centres are coordinated by the respective Programme Centre coordinators. These Programme Centres function under the respective Regional/Sub-Regional Centres. At the programme Centres, the learners interact with the Academic Counselors as well as their peer group, refer books in the library, watch/listen to Video/Audio Cassettes & DVD etc. Counselling activities are also conducted at these centres. For any queries, they can contact their respective Programme Centre Coordinator.

18. EVALUATION

The system of evaluation for both theory and practical work is as follows:

A. Theory

Evaluation of theory courses comprises the following aspects:

Self-evaluation exercises within each unit of study (non-credit).

Continuous evaluation in the form of periodic compulsory assignments. This carries a weightage of 30% for each course. There shall be 2/1 assignments per course of 4/2 credit.

The term-end examination has a weightage of 70% of the total for each course.

B. Practical's

Evaluation of practical courses comprises the following aspects:

Continuous evaluation of school-based activities/ Project/ Field based Experience/ Case study.

Evaluation of performance in counselling-based activities.

19. IMPORTANT INFORMATION FOR STUDENTS

Programme Guide Updates:

Please note that the rules and regulations outlined in this Programme Guide are subject to change. However, any modifications will be communicated to you through supplementary circulars well in advance. We recommend that you keep all the letters and documents sent by the University, including this Programme Guide and any additional supplements, easily accessible for future reference. While the University maintains a record of your progress, it is advisable that you maintain your own record for comparison, if required.

Effective Communication:

We strive to address all types of communication, including letters and applications, as promptly as possible. To ensure efficient correspondence, we kindly request that you keep your letters concise and clear. If your letters contain irrelevant details or are written using ambiguous or objectionable language, it may delay our response to your queries. Before reaching out to us, please thoroughly

review this Programme Guide as we may have already addressed your queries. It is crucial to carefully follow the instructions provided.

20. Contact Numbers for Grievances

Student Support Service Unit: 04023008463, 040-23120600 (Ext: 2207 & 2208)

and Toll Free No.18004252958 (ssu.dde@manuu.edu.in)

Examination Branch: 040-2300 6605, 2300 8408; (distance.exam@manuu.edu.in)

Website: www.manuu.edu.in

21. Seeking Assistance

If you encounter any difficulties or problems while progressing through this Programme, we encourage you to contact us for assistance. Additionally, we advise you to reach out to the Coordinator of your Study Centre for timely information and support.

22. Disclaimer

Please be aware that this text is provided for illustrative purposes only and may not accurately reflect the specific policies and guidelines of the Diploma in School Leadership and Management (DSLMM) programme offered by the Directorate of Distance Education (DDE) at MANUU. For the most accurate and up-to-date information, please refer to the official website of the university.

23. ACADEMIC CALENDAR

| S. No | Activity | Schedule |
|--------------------|--|--|
| I SEMESTER | | |
| 1. | Issue of Notification | 25th June 2023 |
| 2. | Last date for registration of ONLINE application form with payment of Registration fee | 25 th August, 2023 |
| 3. | Last date for payment of admission fee | 31st August, 2023 |
| 4. | Despatch of SLM/eSLM | Sep- Oct 2023 |
| 5. | Counselling-cum-Contact Sessions | Nov/Dec, 2023 |
| 6. | Submission of online/offline Assignments and Project wherever applicable | 1 st Week of January-2024 |
| 7. | Semester End Examination | Feb-March 2024 |
| 8. | Declaration of Result | Within 45 days from the last examination |
| II SEMESTER | | |
| 9. | Dispatch of SLM/e-SLM | Mar-April, 2024 |
| 10. | Counselling-cum-Contact Sessions | April-May, 2024 |
| 11. | Submission of online/offline Assignments and Project | 1 st week of July, 2024 |

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| | wherever applicable | |
| 12. | Semester End Examination | Aug-September, 2024 |
| 13. | Declaration of Result | Within 45 days from the last examination |

24. LIST OF PROGRAMME CENTRES

| Sr. No. | Programme Centre | Coordinator with contact number | Concerned Regional Centre |
|---------|---|--|--|
| 1 | Directorate of Distance Education, MANUU Campus, Gachibowli-500 032 Hyderabad | Prof. Shaheen Altaf Shaikh 9100497138 | DDE Headquarters, Gachibowli, Hyderabad -500 032 |
| 2 | Dept. of Education & Training, MANUU Campus, Gachibowli, Hyderabad- 500032, (TS) | Dr. V. S. Sumi 9581645757 | SRC, Hyderabad Room No. 607, 6th Floor, Haj House Building, Opp, Public Garden Nampally, Hyderabad, Telengana-500001 |
| 3 | Osmania College of Education, H.No. 11/9 Peta, Kawadi Street, Kurnool, Andhra Pradesh. | Dr. S. Mumtaz Begum 9848357405 | |
| 4 | Panchsheel College of Education, Street Gajulpet, Dist. Nirmal, 504 106 (TS) | Dr. Abdul Naveed 9948808786 | |
| 5 | MANUU College of Teacher Education, DRP Educational Campus, Opp: Taj Residency, Mahmood Pura, Rauza Bagh, Aurangabad - 431 001 (MS) | Dr. Badarul Islam 9860954935 | |
| 6 | Marthwada College of Education, Dr. Rafiq Zakaria Marg, Rauza Bagh, Aurangabad - 431 001 (MS) | Dr. Shaikh Shakeel Majeed 9923020030 | Mumbai Regional Centre, MANUU, Plot No. 60, Lane - G, Sector - 8, Near Modern School, Vashi, Navi Mumbai - 400 703. (MS) |
| 7 | Iqra College of Education, G.No. 25/2, Iqra Nagar, Shirsoli Road, Mohandi Shivar, Jalgaon - 425 001 (MS) | Mr. Irfan Iqbal Shaikh 9923444387 | |
| 8 | A.M. College of Education, Khatoon Educational Campus, Malegaon-423 203, Nasik (MS) | Dr. Shaikh Mujeeb Shaikh Zameer 7385006625 | |

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| 9 | Jamia College of Education, Jamia Campus Molgi Road, Akkalkuwa, Nandurbar - 425415 (MS) | Dr. Sajid Pinjari 7378501725 | |
| 10 | Al-Ameen College of Education, Hosur Road Near Lal-Bagh Main Gate, Behind Al-Ameen Tower Bangalore, 560027, Karnataka | Dr. H.R. Sudha 9845557580 | Bangaluru Regional Center, MANUU, Al-Ameen College of Education, Near Lal Bagh, Main Gate, Hosure Road, Bangaluru - 560027. |
| 11 | Anjuman-E-Islam's College of Education, Mangoli Road, Vijayapur - 586 101, Karnataka | Dr. Nahidaanjum Bagali 8217699627 | |
| 12 | MANUU College of Teacher Education, Shaheen Nagar, Shahapur Gate, Bidar - 585 401, Karnataka. | Dr. Mohd Talib Ather Ansari 8171861845 | |
| 13 | MANUU College of Teacher Education, Shanti Nagar, Behind Holy Family School, Godarmau Airport Road Gandhi Nagar Bhopal - 426036 (MP) | Dr. Afaque Nadeem Khan 9981995549 | Bhopal Regional Centre, MANUU, MANUU Bhopal Campus, Shanti Nagar Behind Holy Family School, Near Prakash Vidyalaya, Airport Road, Gonder May Bhopal- 462036 |
| 14 | Dr. Zakir Hussain Teacher Training Institute, Surury Campus, PB No. 52, Station, Dargah Road, Burhanpur - 450 331 (MP) | Dr. Zaki Anwar 9826627310 | |
| 15 | MANUU College of Teacher Education, Ilyas Ashraf Nagar Chandan Patti, Laheria Sarai, Darbhanga, Bihar | Dr. Shafayat Ahmed 7091490018 | Darbhanga Regional Center MANUU Mohalla - Ismail Ganj (Near Khan Lodge), Laheria Sarai, Darbhanga - 846 001 (Bihar). |
| 16 | MANUU College of Teacher Education, Danishgah Islamia High School Campus, School Lane, Hutton Road Asansol- 713301, | Mr. Syed Tauquir Imam 8637088250 | Kolkata Regional Centre, MANUU, 1A/1, Mohsin Hall, 3rd Floor, Chatu Babu Lane, P.O: |

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| | | | Entally, Kolkata- 700 014 West Bengal |
| 17 | MANUU College of Teacher Education, Nuh, MANUU Satellite Campus, Village Palla, District Nuh Mewat-122107 (HR) | Dr. Ansarul Hasan 8218038996 | Delhi Regional Centre, MANUU, 164, First Floor, Sukhdev Vihar, Near Masigarh Church, New Delhi – 110 025 |
| 18 | MANUU College of Teacher Education, Al-Tarin, ITI, Behjoi Road, Sambhal- 244 302 (UP) | Dr. Farha Deebea Bazmi 8899948755 | Patna Regional Centre, MANUU, 2nd floor Bihar State Co-op Bank, Building Ashok Rajpath, Near B.N. College, Patna-800004 (Bihar) |
| 19 | Al-Fatima Education Society, B.Ed. College, Goinpura, Phulwarisharif, Patna - 801 505 | Dr. Md. Anwar 9308568805 | MANUU Regional Centre, Srinagar House No. 18-B, Opposite Beeco Gallery, Jawahar Nagar, Srinagar Jammu and Kashmir - 190008 |
| 20 | MANUU College of Teacher Education, Humhama, Ompora Road Near KSERT College, Srinagar-190021 | Dr. Mohd Shakeel 9797430168 | |