

FACULTY OF SCIENCES

SYLLABUS

Of

**Diploma in Early Childhood Care and Education
(Semester: I -II)**

(Under Credit Based Continuous Evaluation Grading System)

Session: 2018-19



The Heritage Institution

**KANYA MAHA VIDYALAYA
JALANDHAR
(Autonomous)**

**PROGRAMME SPECIFIC OUTCOMES OF DIPLOMA
IN EARLY CHILDHOOD CARE AND EDUCATION**

PSO (1) - To gain knowledge about the contribution of eminent educationists in preschool education and to enable them to understand the psychology of students.

PSO (2) - To develop knowledge about the psychology and characteristic of gifted children, backward children, handicap children and mentally retarded.

PSO (3) - To give practical knowledge about the teaching aids.

PSO (4) - To develop awareness regarding government services and programmes. PSO

(5) - To gain knowledge about the methods of teaching and teaching aids.

PSO (6)- To enable them to plan activities to enhance their motor skills, reading, writing and counting skills

PSO (7) – To enable them to conduct case studies

Scheme of Studies and Examination

Diploma in Early Childhood Care and Education (Session 2018-2019) Semester I									
Course code	Course type	Course Titles	Hours/ week	Credits L-T-P	Marks				Examination time (in Hours)
					Total	Ext.		CA	
						L	P		
DECL-1281	C	Foundation of education (Th.)	4	4-0-0	75	60	—	15	3
DECL-1282	C	Child psychology and child development (Th.)	5	4-1-0	100	80	—	20	3
DECL-1283	C	Child health and nutrition-I (Th.)	5	4-1-0	100	80	—	20	3
DECL-1284	C	Services and programmes for children –I (Th.)	5	4-1-0	75	60	—	15	3
DECP-1285	C	Art and craft (practical)	6	0-0-3	100	—	80	20	3
SECF-1492	VBCC	***Foundation Programme	2	2-0-0	25	20	-	5	2
Total				22	450				

***** Marks and credits of this paper will not be added in total marks and total Credits. Only grades will be provided.**

Diploma in Early Childhood Care and Education
(Session 2018-2019)
Semester II

Course code	Course type	Course Titles	Hours/ week	Credits L-T-P	Max Marks				Examination time (in Hours)
					Total	Ext. L P		CA	
DECL-2281	C	Methodology and evaluation (Th.)	4	4-0-0	75	60	—	15	3
DECL-2282	C	School organization and administration (Th.)	4	4-0-0	100	80	—	20	3
DECL-2283	C	Child health and nutrition-II (Th.)	4	4-0-0	100	80	—	20	3
DECL-2284	C	Services and programmes for children –II (Th.)	4	4-0-0	75	60	—	15	3
DECP-2285	C	Methodology and evaluation (Pr.)	4	0-0-2	50	-	40	10	3
DECD-2286	C	Project Work	Full semester project	0-0-5	100	-	80	20	3
SECM-2502	AC	***Moral Education	2	2-0-0	25	25	-	-	1
Total				23	500				

*****Marks and credits of this paper will not be added in total marks and Total Credits. Only grades will be provided.**

C-Compulsory

AC- Audit Course

SEMESTER 1

FOUNDATION OF EDUCATION

(Theory)

COURSE CODE: DECL-1281

COURSE OUTCOMES

Upon Completion of this Course the student should be able to

CO(1):- To gain the knowledge about the historical perspective of early childhood education.

CO(2):- To gain understanding about the contribution of eminent education in pre – school education.

CO(3):- To understand the meaning of education, the nature and significance of primary education.

CO(4):- To gain knowledge about the programme and schemes in E.C.C.E.

CO(5):- To gain knowledge about the major contribution of different institutes in development of E.C.C.E.

SEMESTER 1

**FOUNDATION OF EDUCATION
THEORY
COURSE CODE: DECL-1281**

Time: 3 hrs

4hrs/week

L-T-P

4-0-0

Max.Marks:75

Theory: 60

CA: 15

Instruction for the paper setter:

- Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).
- Candidates are required to attempt five questions, selecting at least one question from each section.
- The fifth question may be attempted from any Section.

Contents

Unit-I

Historical Perspective of E.C.C.E.

Contribution of Eminent Educationists in Pre School Education.

- a. Mahatma Gandhi
- b. John Dewey
- c. Rabindra Nath Tagore
- d. Pestalozzi
- e. Maria Montessori

UNIT-II

Introduction to Early Childhood Care and Education

Meaning of Education

- a. Narrow, Broader and Derivative.
- b. Types of Education: Formal, Informal & Non-Formal.

Nature and Significance of Primary Education.

UNIT-III

Programme or Schemes in E.C.C.E.

- a. Integrated Child Development Services.
- b. Balwadis.
- c. SOS Villages.
- d. Mobile crutches.

UNIT-IV

Childhood Education in India.

Major Contribution of different Institutes in the development of E.C.C.E.

- a. Central Social Welfare Board (CSWB)
- b. Indian Council for Child Welfare (ICCW)
- c. National Council of Educational Research & Training (NCERT)
- d. National Institute of Public Cooperation & Child Development (NIPCCD).

SEMESTER 1

**COURSE OUTCOMES OF
CHILD PSYCHOLOGY AND CHILD
DEVELOPMENT (THEORY)**

Upon Completion of this Course the student should be able to

CO (1):- To understand the meaning, nature and child psychology.

CO (2):- To understand the difference between child psychology and general psychology.

CO (3):- To gain knowledge about the stages of development of childhood.

CO (4):- To understand the intelligence level of children.

CO (5):- To assess the personality of the children by using observation and case study method.

CO (6):- To understand the effect of heredity and environment on the growth and development of the child.

CO (7):- To develop understanding about the exceptional children, backward children and mentally retarded.

SEMESTER 1

**CHILD PSYCHOLOGY AND CHILD
DEVELOPMENT THEORY**

COURSE CODE : DECL-1282

Time: 3 hrs

5hrs/week

L-T-P

4-1-0

Max.Marks:100

Theory: 80

CA: 20

Instruction for the paper setter:

- Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).
- Candidates are required to attempt five questions, selecting at least one question from each section.
- The fifth question may be attempted from any Section.

Contents

Unit-I

Child Psychology

- a. Meaning, Nature, Scope and Importance of Child Psychology.
- b. Difference between Child Psychology and General Psychology.

Child Development

- a. Meaning of Growth & Development, Principles of Child Development.
- b. Stages of Development (Childhood Stage)

UNIT-II

Intelligence:

- a. Meaning
- b. Types of intelligence tests, characteristics of a good intelligence test.

Personality

- a. Meaning of Personality, Factors affecting Personality.
- b. Assessment of Personality:-
 1. Observation.
 2. Case History.

Heredity and Environment

- a. Meaning of Heredity and Environment.
- b. Relative Importance of Heredity & Environment in the Growth & Development of a child.

UNIT-III

Learning

- a. Meaning and Characteristics of Learning.

- b. Factors affecting Learning
- c. Methods of Learning.

Memory

- a. Meaning
- b. Methods to Improve Memory.

Forgetting.

- a. Concept of Forgetting: - Meaning, Types of Forgetting, Causes of Forgetting.

Motivation.

- a. Meaning, difference among need, drive and motive.
- b. Types of Motivation
- c. Motivation Cycle.

UNIT-IV

Exceptional Children.

A. Gifted Children.

- 1. Meaning and characteristics.
- 2. Educational programme for gifted children.

B. Backward Children.

- 1. Meaning and characteristics.
- 2. Educational programme for backward children.

C. Handicapped Children (Mentally retarded)

- 1. Meaning and characteristics.
- 2. Educational programme for handicapped children.

Mental Health

- 1. Concept and elements of mental health.
- 2. Mental health of students and teachers.
- 3. How to improve mental health?

Diploma in Early Childhood Care and Education (DECCE) (Session 2018-2019)

SEMESTER 1

**CHILD HEALTH AND
NUTRITION-I**

(Theory)

COURSE

COURSE CODE: DECL-1283

OUTCOMES

Upon Completion of this Course the student should be able to

CO(1):- To gain knowledge about the importance and functions of food, nutrition and malnutrition.

CO(2):- To gain knowledge about the care during pregnancy and planning meals for lactating women.

CO(3):- To develop understanding about the nutrition and health care during infancy and early childhood.

CO(4):- To understand the working of child line services and mid day meal schemes. CO(5):- To gain the knowledge about carbohydrates, protein, fats, vitamin and minerals.

SEMESTER 1

**CHILD HEALTH AND
NUTRITION-I THEORY
COURSE CODE: DECL-1283**

Time: 3 hrs

5hrs/week

L-T-P

4-1-0

Max.Marks:100

Theory: 80

CA: 20

Instruction for the paper setter:

- Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).
- Candidates are required to attempt five questions, selecting at least one question from each section.
- The fifth question may be attempted from any Section.

Contents

Unit-I

Introduction to Nutrition

Nutrition

Malnutrition (under nutrition, over nutrition) .

Causes of malnutrition.

Factors affecting the nutritional status.

Importance and function of food.

Unit-II

Basic concept in nutrition and health

Carbohydrates

Proteins

Fats

Vitamins(A,B,C,D,E And K)

Minerals (calcium, phosphorus, iron, anemias, sodium, iodine)

Unit-III

Nutrition and health care during pregnancy and lactating

Health care during pregnancy

Meal planning for pregnant and lactating women.

Unit-IV

Nutrition and health care during infancy and early childhood nutrition Status
during infancy and early childhood.

Diploma in Early Childhood Care and Education (DECCE) (Session 2018-2019)

SEMESTER 1

SERVICES AND PROGRAMMES FOR CHILDREN-I

(Theory)

COURSE CODE: DECL-1284

COURSE OUTCOMES

Upon Completion of this Course the student should be able to

CO(1):- To understand the needs of special children with disability and impairment.

CO(2):- To understand the different programmes run by government.

CO(3):- To enable them to counsel parents and care givers to understand the psychology of special children.

CO(4):- To develop understanding about the behavioural problems of special needs.

CO(5):- To gain knowledge about the services for special children run by government and N.G.O .

SEMESTER 1

**SERVICES AND PROGRAMMES FOR
CHILDREN-I THEORY
COURSE CODE: DECL-1284**

Time: 3 hrs

5hrs/week

L-T-P

4-1-0

Max.Marks:75

Theory: 60

CA: 15

Instruction for the paper setter:

- Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).
- Candidates are required to attempt five questions, selecting at least one question from each section.
- The fifth question may be attempted from any Section.

Contents

Unit-I

Services for children

Early childhood care and education in perception.

Some theoretical orientations in early childhood care education.

Organization for children.

Unit-II

Children with Special Needs -1

Introduction to special needs

- Disability
- Impairment
- handicapped

Services for special children (by government and NGOs). Problems faced by parents and caregivers.

Counselling of parents and caregivers (educating them how to deal with special children).

Role of parents teachers and caregivers.

Unit-III

Children with Special Needs -2

- Children with mental retardation
- Children with physical disabilities
- Children with behavioural problems

- Children with visual impairment

Unit-IV

Programmes Run By Government

- Integrated child development services.
- Balika Samriddhi Yojana (BSY)
- Kishore Shakti Yojana (KSY)
- Child line services.
- Mid-day meal scheme.
- National crèche fund

Diploma in Early Childhood Care and Education (DECCE) (Session 2018-2019)

SEMESTER 1

**ART AND
CRAFT**

(Practical)

COURSE

COURSE CODE: DECP- 1285

OUTCOME

Upon Completion of this Course the student should be able to

CO (1):- To give the knowledge about free hand sketches in pencil, pen, and pastel and water colour.

CO (2):- To enable them to prepare small flannel boards.

CO (3):- To enable them to write letters and for preparing flash cards. CO

(4):- To give them proper knowledge of colours and colour wheel.

CO (5):- To enable them to make art sheets including letters and sketches

Diploma in Early Childhood Care and Education (DECCE) (Session 2018-2019)

SEMESTER 1

**ART AND
CRAFT**

(PRACTICAL)

COURSE CODE: DECP- 1285

Time: 3 hrs

6hrs/week

L-T-P

0-0-3

Max.Marks:100

Practical: 80

CA: 20

Instruction for the paper setter:

- Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).
- Candidates are required to attempt five questions, selecting at least one question from each section.
- The fifth question may be attempted from any Section.

Contents

Unit-I

Simple free hand sketches in Pencil, Pen, Poster, and Pastel or in water colours.

Unit-II

Preparing of Small Flannel-Board aids of 10" + 6" (two) either with flannel cloth or with cardboard with Sand-paper pasted on its back.

Unit-III

Letter writing (in ink or colour) Punjabi/Hindi/English for preparing Flash Cards.

Unit-IV

Proper knowledge of colours

Colour Wheel Primary

Secondary

Tertiary

Warm and cool colour etc.

15 (Fifteen) Art sheets included Letter writing and sketch.

FOUNDATION PROGRAMME

Course Title: Foundation Programme

Course Duration: 30 hours

Course intended for: Semester I students of undergraduate degree programmes of all streams.

Course Credits: 2 Course

Code: SECF-1492

PURPOSE & AIM

This course has been designed to strengthen the intellectual foundation of all the new entrants in the college. One of the most common factors found in the students seeking admission in college after high school is the lack of an overall view of human history, knowledge of global issues, peaks of human intellect, social/political benchmarks and inventors & discoverers who have impacted human life. For a student, the process of transformation from school to college is full of apprehension and intimidation of the system. The Foundation Programme intends to bridge the gap between high school and college education and develop an intellectual readiness and base for acquiring higher education.

INSTRUCTIONAL OBJECTIVES

- to enable the students to realise their position in the whole saga of time and space
- to inculcate in them an appreciation of life, cultures and people across the globe
- to promote, in the students, an awareness of human intellectual history
- to make them responsible and humane world citizens so that they can carry forward the rich legacy of humanity

CURRICULUM

MODUL E	TITL E	CONTAC T HOURS
I	Introduction & Initial Assessment	2
II	The Human Story	3
III	<i>The Vedas, The Gita & Eastern Philosophy</i>	2.5
IV	<i>The Holy Bible & Genesis</i>	2.5
V	Woman: A Journey through the Ages	2.5
VI	Changing Paradigms in Society, Religion & Literature	2.5
VII	Makers of Modern India	2.5
VIII	Racism & Martin Luther King Jr.	2.5
IX	Modern World at a Glance: Political & Economic Perspective	2.5
X	Technology & Human Life	2.5
XI	The KMV Experience	2.5

XII	Final Assessment, Feedback & Closure	2.5
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EXAMINATION

- **Total Marks: 25 (Final Exam: 20; Internal Assessment: 5)**

- Final Exam: multiple choice quiz. Marks – 20; Time: 1 hour

- Internal Assessment: 5 (Assessment: 3; Attendance: 2)

Comparative assessment questions (medium length) in the beginning and close of the programme. Marks: 3; Time: 0.5 hour each at the beginning and end.

- Total marks: 25 converted to grade for final result

- Grading system: 90% marks & above: A grade

80% - 89% marks : B grade

70% - 79% marks : C grade

60% - 69% marks : D grade

50% - 59% marks : E grade

Below 50% marks : F grade (Fail - must give the exam again)

SYLLABUS

Module I Being a Human: Introduction & Initial Assessment

- Introduction to the programme

- Initial Assessment of the students through written answers to a couple of questions

Module 2 The Human Story

- Comprehensive overview of human intellectual growth right from the birth of human history

- The wisdom of the Ancients

- Dark Middle Ages

- Revolutionary Renaissance

- Progressive modern times

- Most momentous turning points, inventions and discoveries

Module 3 *The Vedas, The Gita & The Indian Philosophy*

- Origin, teachings and significance of *The Vedas*

- Upnishads and Puranas

- Karma Theory of *The Bhagwad Gita*

- Main tenets of Buddhism & Jainism

- Teachings of Guru Granth Sahib

Module 4 *The Holy Bible & Genesis*

- Book of Genesis: Creation and Fall

- Noah's Ark

- Moses & The Ten Commandments

- Christ and His teachings

- Christianity and the world

Module 5 Changing Paradigms in Society, Religion & Literature

- Renaissance: The Age of Rebirth

- Transformation in human thought

- Importance of humanism
- Geocentricism to heliocentricism
- Copernicus, Galileo, Columbus, Darwin and Saint Joan
- Empathy and Compassion

Module 6 Woman: A Journey through the Ages

- Status of women in pre-vedic times
- Women in ancient Greek and Roman civilizations
- Women in vedic and ancient India
- Status of women in the Muslim world
- Women in the modern world
- Crimes against women
- Women labour workforce participation
- Women in politics
- Status of women- our dream

Module 7 Makers of Modern India

- Early engagement of foreigners with India
- Education: The first step to modernization
- Railways: The lifeline of India
- Raja Ram Mohan Roy, Gandhi, Nehru, Vivekanand, Sardar Patel etc.
- Indira Gandhi, Mother Teresa, Homai Vyarawala etc.
- The Way Ahead

Module 8 Racism: Story of the West

- European beginnings of racism
- Racism in the USA - Jim Crow Laws
- Martin Luther King Jr. and the battle against racism
- Apartheid and Nelson Mandela
- Changing face of racism in the modern world

Module 9 Modern World at A Glance: Political & Economic Perspective

- Changing world order
- World War I & II
- UNO and The Commonwealth
- Nuclear Powers; Terrorism
- Economic Scenario: IMF, World Bank
- International Regional Economic Integration

Module 10 Technology and Human Life

- Impact of technology on modern life
- Technological gadgets and their role in our lives
- Technology and environment
- Consumerism and materialism
- Psychological and emotional consequences of technology

- Harmonising technology with ethics and humaneness

Module 11 The KMV Experience

- Historical Legacy of KMV
- Pioneering role in women emancipation and empowerment
- KMV Contribution in the Indian Freedom Struggle
- Moral, cultural and intellectual heritage of KMV
- Landmark achievements
- Innovative initiatives; international endeavours
- Vision, mission and focus
- Conduct guidelines for students

Module 12 Final Assessment, Feedback & Closure

- Final multiple choice quiz
- Assessment through the same questions asked in the beginning
- Feedback about the programme from the students
- Closure of the programme

PRESCRIBED READING

The Human Story published by Dawn Publications

Diploma in Early Childhood Care and Education (DECCE) (Session 2018-2019)

SEMESTER II

**METHODOLOGY AND
EVALUATION**

(Theory)

COURSE

COURSE CODE: DECL-2281

OUTCOMES

Upon Completion of this Course the student should be able to

CO(1):- To gain knowledge about the concept of teaching and learning.

CO(2):- To gain understanding about the various methods of teaching.

CO(3):- To give knowledge about the meaning and classification of teaching aids.

CO(4):- To enable them to construct curriculum and to understand the meaning and difference between curriculum and syllabus.

CO(5):- To enable them to plan co- curricular programmes for school children.

CO(6):- To understand the meaning, importance and steps for lesson planning.

SEMESTER II

**METHODOLOGY AND
EVALUATION (THEORY)
COURSE CODE: DECL-2281**

Time: 3 hrs

4hrs/week

L-T-P

4-0-0

Max.Marks:75

Theory: 60

CA: 15

Instruction for the paper setter:

- Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).
- Candidates are required to attempt five questions, selecting at least one question from each section.
- The fifth question may be attempted from any Section.

Contents

UNIT – I

Concept of teaching and learning

- a. Meaning and nature of teaching and learning
- b. Relationship between teaching and learning
- c. Principles and maxims of teaching

UNIT – II

Methods of teaching

- a. Play way
- b. Project method.
- c. Dramatization
- d. Story telling
- e. Field trips
- f. Puppetry

Teaching Aids

- a. Meaning and classification of teaching aids
- b. Uses and importance of various audio visual aids.

UNIT –III

Curriculum

- a. Meaning, difference between curriculum and syllabus.
- b. Principles of curriculum construction.

Co-curricular Programmes for school children.

- a. Play and guidelines for nursery/pre-nursery programme for various age groups
- b. Free play, guided play, indoor and outdoor play.
- c. Individual and group play
- d. Celebration of National and Social festivals

UNIT –IV

Evaluation and Measurement

- a. Meaning, Objectives and Purposes of evaluation.
- b. Characteristics of a good evaluation test.
- c. Tools of evaluation
 - i) Observation
 - ii) Cumulative record card
 - iii) Short answer/ Objective type test

Lesson Planning

- a. Meaning and importance of lesson planning.
- b. Steps for lesson planning

Diploma in Early Childhood Care and Education (DECCE) (Session 2018-2019)

SEMESTER II

SCHOOL ORGANIZATION AND ADMINISTRATION

(Theory)

COURSE CODE: DECL-2282

COURSE OUTCOMES

Upon Completion of this Course the student should be able to

CO (1):- To gain understanding about the meaning and importance of early childhood education.

CO (2):- To enable them to organise co- curricular activities for annual functions, fairs, sports and games.

CO (3):- To understand the meaning and types of time table. CO

(4):- To enable them to school records and register.

CO (5):- To give knowledge about the agencies in child education.

CO (6):- To develop importance of proper maintenance of school library.

SEMESTER II

SCHOOL ORGANIZATION AND ADMINISTRATION

(Theory)

COURSE CODE: DECL-2282

Time: 3 hrs

4hrs/week

L-T-P

4-0-0

Max.Marks:100

Theory: 80

CA: 20

Instruction for the paper setter:

- Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).
- Candidates are required to attempt five questions, selecting at least one question from each section.
- The fifth question may be attempted from any Section.

Contents

UNIT – I

1. Planning of early childhood education: Meaning and importance
2. Institutional planning: - Meaning, Objectives, Characteristics and role of principal in planning.

UNIT –II

1. School Administration
 - a. Needs and Objectives of school administration.
 - b. Democratic and authoritarian administration.
 - c. Head of Pre-Primary school: qualifications, duties and responsibilities.
 - d. Teachers of Pre-primary schools: qualifications, duties and Responsibilities

UNIT- III

1. Agencies in childhood education.
 - a. State department of Education
 - b. Centre Social Welfare Board
2. Organisation of co-curricular activities.
 - a. Annual function of school.
 - b. Fairs c. Sports/Games d. Picnics

UNIT –IV

1. Time Table: Meaning and types.

2. Maintenance of school records and registers.
3. School Library: Importance and proper maintenance

Diploma in Early Childhood Care and Education (DECCE) (Session 2018-2019)

SEMESTER II

**CHILD HEALTH AND
NUTRITION-II**

(Theory)

COURSE

COURSE CODE: DECL-2283

OUTCOMES

Upon Completion of this Course the student should be able to

CO(1):- To develop the knowledge about the common childhood illness their prevention and management.

CO(2):- To gain knowledge about the nutrition and child program.

CO(3):- To enable them to assess the nutritional status of children.

CO(4):- To develop knowledge about the common diseases of skin their prevention and management.

CO(5):- To enable them to care sick children, children with eye problem and infections.

Diploma in Early Childhood Care and Education (DECCE) (Session 2018-2019)
Semester II

CHILD HEALTH AND NUTRITION-II
THEORY
COURSE CODE: DECL-2283

Time: 3 hrs
4hrs/week
L-T-P
4-0-0

Max.Marks:100
Theory: 80
CA: 20

Instruction for the paper setter:

- Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).
- Candidates are required to attempt five questions, selecting at least one question from each section.
- The fifth question may be attempted from any Section.

Contents

UNIT – I

Common childhood illness, their prevention and management
Caring for the sick child
Disorder of the alimentary system
Disorder of the respiratory system

UNIT – II

Infection of the mouth and throat
Problem of the eyes
Common childhood illness, their prevention and management

UNIT – III

Common disease of the skin Fever
Lumps and swelling
First aid

Unit-IV

Nutrition and Health Programmes
Major Nutrition Programmes
Assessment of nutritional status

Diploma in Early Childhood Care and Education (DECCE) (Session 2018-2019)
Semester II

SERVICES AND PROGRAMMES FOR CHILDREN-II

(Theory)

COURSE CODE: DECL-2284

COURSE OUTCOMES

Upon Completion of this Course the student should be able to

CO (1):- To enable them to communicate with parents and community.

CO (2):- To give them the knowledge about the methods and concept of communication.

CO (3):- To create understanding about the communicating aids.

CO (4):- To develop knowledge about the basics of management.

CO (5):- To give them knowledge about ICDS programmes and crèches.

Diploma in Early Childhood Care and Education (DECCE) (Session 2018-2019)
Semester II

SERVICES AND PROGRAMMES FOR CHILDREN-II
(Theory)

COURSE CODE: DECL-2284

Time: 3 hrs

4hrs/week

L-T-P

4-0-0

Max.Marks:75

Theory: 60

CA: 15

Instruction for the paper setter:

- Eight questions of equal marks are to be set, two in each of the four Sections (A-D). Questions of Sections A-D should be set from Units I-IV of the syllabus respectively. Questions may be subdivided into parts (not exceeding four).
- Candidates are required to attempt five questions, selecting at least one question from each section.
- The fifth question may be attempted from any Section.

Contents

UNIT – I

Communicating With Parents and the Community

Concept of Communication

UNIT – II

Methods of Communication

Communication Aids

Themes and Messages in ECCE

UNIT – III

Basics of Management

Obtaining Funds and Formulating a Budget

UNIT – IV

A Case Study-ICDS Programme

Case Study-Creches

Diploma in Early Childhood Care and Education (DECCE) (Session 2018-2019)
Semester II

**METHODOLOGY AND EVALUATION
(Practical)**

COURSE CODE: DECP-2285

COURSE OUTCOMES

Upon Completion of this Course the student should be able to

CO (1):- To enable them to communicate with parents and community.

CO (2):- To give them the knowledge about teaching aids

CO (3):- To create understanding about the reparations of visual teaching aids

CO (4):- To develop knowledge about the basics of lesson plannings for pres schoolers.

Diploma in Early Childhood Care and Education (DECCE) (Session 2018-2019)
Semester II

METHODOLOGY AND EVALUATION
(Practical)
COURSE CODE: DECP-2285

Time:3 hrs
4hrs/week
L-T-P
0-0-2

Max.Marks:50
Practical:40
CA:10

Instruction for the paper setter:

- Question paper is to be set on the spot jointly by the internal and external examination. Two copies of the same may be submitted for the record to COE office , kanya maha vidyalaya , Jalandhar

Contents

1. Preparation of visual teaching aids for pre-scholars
 - Charts
 - Poster
 - Flash card
2. Methods of teaching
3. Type of teaching aids
4. Lesson plan

Diploma in Early Childhood Care and Education (DECCE) (Session 2018-2019)
Semester II

PROJECT WORK

COURSE CODE: DECD-2286

COURSE

OUTCOMES

Upon Completion of this Course the student should be able to

CO(1):- To enable them to plan activities which will enhance their motor skills.

CO(2):- To enable them to plan activities which enhance their reading, writing and counting skills.

CO(3):- To give knowledge teaching materials.

CO(4):- To enable them to prepare material which will enhance their cognitive development.

Diploma in Early Childhood Care and Education (DECCE) (Session 2018-2019)
Semester II

PROJECT WORK

COURSE CODE: DECD-2286

Time:3 hrs

Full Semester Project

L-T-P

0-0-5

Max.Marks:100

Practical: 80

CA:20

Contents

For the project work the students has to work at the nursery school/preschool for 30 days and carry out play activities with the children there.

- I. Plan play activities which will enhance their motor skills
 - II. Plan activities which will enhance their reading writing and counting skills
- Prepare teaching material and introduce to the pre-schoolers which will help in their cognitive development.

Diploma in Early Childhood Care and Education (DECCE) (Session 2018-2019)
Semester II

Session 2018-19 Course

Title: Moral Education

Course Duration: 30 hrs

Course Intended for: II Sem students of all streams

Course Objectives:

- To sensitize students about the role and importance of human values and ethics in personal, social and professional life.
- To enable students to understand and appreciate ethical concerns relevant to modern lives.
- To prepare a foundation for appearing in various competitive examinations.
- To sensitize the students about the current issues and events of national and international importance.
- To highlight plausible implications of ethical human conduct , trustful and mutually fulfilling human behaviour and mutually enriching interaction with nature .

Course Contents:

- Introduction to Moral Education
- Need , content and purpose
- Vedic values
- Character building

The Self and You

- Understanding the Self –Self-awareness, fighting the five evils (lust, anger, attachment, ego and greed), Self growth.
- Personal ethics
- Aspiration v/s ambition, self- seeking v/s selflessness
- Physical and mental health

The Family and You

- Importance of family- the basic unit of human interaction.
- Generation gap
- Relationship with siblings and elders

The Society and You

- Social responsibility · Our rights and duties
- Civic sense
- Opposite sex relations
- Globalization and IT boom – cell phone menace
- Peer pressure
- Gender issues

The Nation and You

- International peace and brotherhood
- Saving the environment
- Communal harmony, Tolerance, Understanding of Cultures
- Respect for Martyrs
- National Pride