

FACULTY OF VOCATIONAL STUDIES

SYLLABUS OF
Diploma in Early Childhood Care and Education
(Under Credit Based Continuous Evaluation Grading System)
Session: 2026-27



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 pre-school 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

KANYA MAHA VIDYALAYA, JALANDHAR (AUTONOMOUS)

**SCHEME AND CURRICULUM OF EXAMINATION OF DIPLOMA PROGRAMME
DIPLOMA IN EARLY CHILDHOOD CARE AND EDUCATION
(SESSION:2026-2027)**

Semester-I

Course code	Course type	Course Title	Credits L-T-P	Marks				Examination time (in Hours)
				Total	Ext.		CA	
					L	P		
DECL-1281	C	Foundation of Education	3-0-0	100	70	—	30	3
DECL-1282	C	Child Health and Nutrition-I	3-0-0	100	70	—	30	3
DECL-1283	C	Services and Programmes for Children–I	3-0-0	100	70	—	30	3
DECL-1284	C	Child Care Taker-I	3-0-0	100	70	—	30	3
DECM-1285	C	Child Psychology and Child Development	2-0-2	100	50	20	30	3+3
DECP-1286	C	Child Care Taker-I (Practical)	0-0-2	50	—	35	15	3
DECP-1287	C	Art and Craft (Practical)	0-0-2	50	—	35	15	3
Total			20	600				

C-Compulsory

Diploma in Early Childhood Care and Education (DECCE) SEMESTER-I

(Session 2026-27)

FOUNDATION OF EDUCATION (Theory)

COURSECODE: DECL-1281

COURSEOUTCOMES

Upon Completion of this Course the student should be able to

CO (1):- To gain understanding about the contribution of eminent education in pre–school education.

CO (2):- To understand the meaning of education, the nature and significance of primary education.

CO (3):- To gain knowledge about the programme and schemes in E.C.C.E.

CO (4):- To gain knowledge about the major contribution of different institutes in development of E.C.C.E.

DIPLOMA IN EARLY CHILDHOOD CARE AND EDUCATION

(Session 2026-27)

FOUNDATION OF EDUCATION

COURSE CODE: DECL-1281

Time:3 hrs

Max. Marks:100

Theory:70

CA:30

L-T-P

3-0-0

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.
- Each question carry 14 marks.

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
- f. Tara Bai Modak

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.
- c. 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 crèches.

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).

References:

- Introduction to Early Childhood Care Education by JOANN Breveer
- The Early Years Matters By Marry Love
- Early childhood Education by V. Casper

Diploma in Early Childhood Care and Education (DECCE) SEMESTER-I
(Session 2026-27)

CHILD HEALTH AND NUTRITION-I

(Theory)

COURSE CODE: DECL-1282

COURSEOUTCOMES

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 gain the knowledge about carbohydrates, protein, fats, vitamin and minerals.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER-I

(Session 2026-27)

CHILD HEALTH AND NUTRITION-I (Theory)

COURSE CODE: DECL-1282

Time:3 hrs

Max.Marks:100

L-T-P

Theory:70

3-0-0

CA:30

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.
- Each question carry 14 marks.

Content

Unit-I

- Introduction to Nutrition and Health
- The Meaning of Nutrition The Concept of Health Indicators of Health
- Basic Concepts in Nutrition

Unit-II

- The Macronutrients-1:Carbohydrates &Water
- TheMacronutrients-2:Proteins & Fat
- The Micronutrients-1:Vitamins
- The Micronutrients-2:Minerals
- Planning Balanced Diets

Unit-III

- Nutrition and Health Care During Pregnancy and Lactation
- Meal Planning for Pregnant and Lactating Women and Health Care During Pregnancy
- Health Care During Intra-natal and Postnatal Periods

Unit-IV

- Nutrition and Health Care During Infancy and Early Childhood
- Nutrition During Infancy.
- Nutrition During Early Childhood and Health Care of the Child

References:

- Nutrition and Child Development by Dr. R. Randhawa

Diploma in Early Childhood Care and Education (DECCE) SEMESTER-I

(Session 2026-27)

SERVICES AND PROGRAMMES FOR CHILDREN-I

(Theory)

COURSE CODE: DECL-1283

COURSE OUTCOMES

Upon Completion of this Course the student should be able to

CO (1):-To understand the needs Early childhood care and education in perception.

CO (2):-To enable them to counsel parents and caregivers to understand the psychology of special children.

CO (3):- To develop understanding about the behavioral problems of special needs.

CO (4):-To gain knowledge about the services for special children run by government and N.G.O.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER-I

(Session 2026-27)

SERVICES AND PROGRAMMES FOR CHILDREN-I

(Theory)

COURSE CODE: DECL-1283

Time:3 hrs

Max.Marks:100

Theory:70

CA:30

L-T-P

3-0-0

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.
- Each question carry 14 marks.

Content

Unit-I

Services for children

Early childhood care and education in perception.

Some theoretical orientations in early childhood care and 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.

Counseling 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 behavioral problems
- Children with visual impairment

Unit-IV

Programmes Run By Government

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

References:

- Introduction to Early Childhood Care and Education by JOANN Breveer
- The Early Years Matters By Marry Love

Diploma in Early Childhood Care and Education (DECCE) SEMESTER-I

Child Care Taker-I

Course Code: DECL-1284

Session : 2026-27

Course Outcomes:

CO (1). To enhance the knowledge about the Role and responsibilities of a Child Care taker.

CO (2). To develop the knowledge about the process of diapering, including the hygiene and cleaning activities.

CO (3). To develop the knowledge about how to develop a positive relationship with the children.

CO (4). To develop the knowledge about signs of abuse and harassment, accident, injury, pain, and other symptoms illness.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER-I

Child Care Taker-I

Course Code: DECL-1284

Session : 2026-27

Time: 3 hrs

Max. Marks: 100

Theory: 70

CA: 30

L-T-P

3-0-0

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.
- Each question carry 14 marks.

Content:

Unit-I

- Objectives of the program on the Child Caretaker (Non-Clinical)
- Objectives of the Domestic Workers Sector and workers categorization of in India.
- Attributes for a Child Caretaker
- Role and responsibilities of a Child Caretaker

Unit-II

- Daily carer outline preparation under the guidance of the parents/guardians.
- Performing various ADL of children in different age groups.
- Importance & process of diapering, including the hygiene.
- Physical and nutritional needs of children in various age groups.
- Process of Routine cleaning activities, (sweeping, dusting, mopping, sanitizing, well organization etc.)
- Steps of washing and sanitizing the clothes/sheets.
- Procedure of cleaning and sterilizing different types of utensils, tools and appliances.
- Ways of toilet training a child.

Unit-III

- Identify and record the growth milestone(s) achieved by the child.
- Assist the children to identify and pursue their interests/hobbies, (such as dancing, painting, music etc.)
- Ways to help the child to develop positive relationship with other children and adults.
- Methods to interaction with the child which helps the child feel welcome and valued
- Methods to support the child to communicate and connect with others
- Methods to ensure that the child appropriate behavior according to their stage of growth.
- Methods to handle the distressed child throwing tantrums.
- Identify signs of various problems with development of child and bring them to the attention of parents.
- Develop a positive relationship with the children.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER-I

Unit -IV

- ☐ Ways to make the play/ learning area secure and safe both indoors and outdoors.
- ☐ Methods to assess the health, safety and security of the place before, during and at the end of work activities.
- ☐ Ways to carry out periodic review of hygiene, health, safety and security procedures.
- ☐ Teach the child about what is inappropriate touch, bullying, and actions thereof.
- ☐ Ways to identify any signs of abuse and harassment, accident, injury, pain, and other symptoms illness.
- ☐ Methods & importance of maintaining record of relevant helplines (eg. neighbour's contact details.)

References:

Nutrition and Child Development by Dr. R Randhawa

Diploma in Early Childhood Care and Education (DECCE) SEMESTER-I

(Session: 2026-2027)

CHILD PSYCHOLOGY AND CHILD DEVELOPMENT (THEORY)

COURSE CODE: DECM-1285

COURSE OUTCOMES

Upon Completion of this Course the student should be able to

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

CO(2):-To gain knowledge about the stages of development of childhood and the intelligence level of children.

CO(3):-To assess the personality of the children by using observation and case study method.

CO(4):-To understand the effect of heredity and environment on the growth and development of the child and to develop understanding about the exceptional children, backward children and mentally retarded.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER-I

Session: 2026-27

CHILD PSYCHOLOGY AND CHILD DEVELOPMENT (THEORY)

COURSE CODE: DECM-1285

Time: 3hrs

Max. Marks:100

Theory: 50

CA: 30

Practical: 20

L-T-P

2-0-2

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.
- Each question carry 10 marks.

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,
 - d. Difference between Child Psychology and General Psychology.
- Developmental tasks in early childhood

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.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER-I

Mental Health

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

References:

- Introduction to Early Childhood Care Education by JO ANN Breveer
 - The Early Years Matters By Marry Love
- Early childhood Education by V.Casper

Diploma in Early Childhood Care and Education (DECCE) SEMESTER-I
Session: 2026-2027
CHILD PSYCHOLOGY AND CHILD DEVELOPMENT
(PRACTICAL)
COURSE CODE: DECM-1285

COURSE OUTCOMES

Upon Completion of this Course the student should be able to

CO(1):-To understand the concept of practical skills of intelligence

CO(2):- To understand the concept of measurement of attention

CO(3):-To enable them to understand about the practical process of memory

CO(4):- To develop understanding about measuring scales

Diploma in Early Childhood Care and Education (DECCE) SEMESTER-I

Session: 2026-27

**CHILD PSYCHOLOGY AND CHILD DEVELOPMENT
(PRACTICAL)**

COURSE CODE: DECM-1285

Time: 3hrs

Practical: 20

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. EPI
 2. Maze Learning
 3. Division Of Attention
 4. Verbal Test Of Intelligence
 5. Non-Verbal Test Of Intelligence

Diploma in Early Childhood Care and Education (DECCE) SEMESTER-I

Session: 2026-27

Child Care Taker-I (Practical)

Course Code: DECP – 1286

Session: 2026-2027

Course Outcomes:

CO(1).To develop the brief knowledge about domestic worker sectors.

CO(2).To develop understanding about the nutrition and health care during infancy and early childhood.

CO(3):-To demonstrate operation, maintenance and sanitization cleaning and sanitizing.

CO(4):-To develop understanding about methods to apply first aid to include the CPR and other emergencies

Diploma in Early Childhood Care and Education (DECCE) SEMESTER-I

Session: 2026-27

Child Care Take-I (Practical)

Course Code: DECP – 1286

Session: 2026-27

Time: 3hrs

Max. Marks: 50

Practical: 35

CA: 15

**L-T-P
0-0-2**

- Prepare and implement a daily care schedule for infants, toddlers, preschool, and school-age children under the guidance of parents/guardians.
- Demonstrate bathing, dressing, feeding, grooming, handwashing, oral hygiene, and sleep routine for children of different age groups.
- Perform correct diaper changing, disposal, hygiene practices, and demonstrate age-appropriate toilet training techniques.
- Prepare balanced meal plans, assist in feeding, and maintain hygiene while handling children's food and feeding utensils.
- Demonstrate cleaning of rooms, toys, furniture, utensils, clothes, bedding, and child care equipment using proper sanitization methods.
- Observe, identify, and record physical, cognitive, social, emotional, and language developmental milestones using observation sheets.
- Conduct age-appropriate play, storytelling, music, art, and learning activities, and demonstrate positive behaviour management techniques, including handling tantrums.
- Demonstrate effective communication with children and parents, encourage positive social interaction, and build a caring and supportive environment.
- Identify potential hazards, maintain a safe indoor and outdoor environment, recognize signs of illness or abuse, and educate children about personal safety, good touch and bad touch, and bullying.
- Maintain daily care records, growth charts, incident reports, emergency contact lists, and complete supervised field visits or practical observations in child care settings.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER-I
(Session 2026-2027)

ARTANDCRAFT
(Practical)
COURSECODE: DECP-1287

COURSEOUTCOME

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 color.

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 colors and color wheel.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER-I

(Session 2026-27)

ART AND CRAFT

SEMESTER-I

(Practical)

COURSE CODE: DECP-1287

Time: 3hrs

Max. Marks: 50

Practical: 35

CA: 15

L-T-P

0-0-2

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:

Unit-I

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

Unit-II

Preparing 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 color) Punjabi/Hindi/English for preparing Flash Cards.

Unit-IV

Proper knowledge of colors Color

Wheel Primary Secondary

Tertiary

Warm and cool color etc.

15 (Fifteen) Art sheets included Letter writing and sketching

KANYA MAHA VIDYALAYA, JALANDHAR (AUTONOMOUS)								
SCHEME AND CURRICULUM OF EXAMINATION OF ONE YEAR DIPLOMA PROGRAMME								
DIPLOMA IN EARLY CHILDHOOD CARE AND EDUCATION (SESSION: 2026-2027)								
Semester-II								
Course code	Course type	Course Title	Credits L-T-P	Max Marks				Examination (in Hours)
				Total	Ext.		CA	
					L	P		
DECL-2281	C	School Organization And Administration	4-0-0	100	70	–	30	3
DECL-2282	C	Child Health And Nutrition-II	3-0-0	100	70	–	30	3
DECL-2283	C	Services and Programmes for Children–II	3-0-0	100	70	–	30	3
DECL-2284	C	Child Care Taker-II	3-0-0	100	70	-	30	3
DECM-2285	C	Methodology and Evaluation	2-0-2	100	50	20	30	3+3
DECP-2286	C	Child Care Taker-II (Practical)	0-0-2	50	-	35	15	3
DECI-2287	C	Internship and Report Writing	0-0-4	100	-	100	-	3
Total			23	650				

C-Compulsory

Diploma in Early Childhood Care and Education (DECCE)

(Session: 2026-2027)

**SEMESTER II
SCHOOL ORGANIZATION AND ADMINISTRATION
(Theory)
COURSE CODE:DECL-2281**

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

CO(3):-To enable them to organize co-curricular activities for annual functions, fairs, sports and games.

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

Diploma in Early Childhood Care and Education
SEMESTER-II
SCHOOL ORGANIZATION AND ADMINISTRATION (Theory)
COURSE CODE: DECL-2281
Session: 2026-2027

Time: 3hrs

Max.Marks:100

Theory: 70

CA:30

L-T-P

4-0-0

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.
- Each question carry 14 marks.

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

References:

- ☐ Introduction to Early Childhood Care Education by JO ANN Breveer
- ☐ The Early Years Matters By Marry Love
- ☐ Early childhood Education by V. Casper

Diploma in Early Childhood Care and Education (DECCE)

SEMESTER-II

Session 2026-2027

CHILD HEALTH AND NUTRITION-II

(Theory)

COURSE CODE: DECL-2282

COURSE OUTCOMES

Upon Completion of this Course the student should be able to

CO(1):-To gain knowledge about the nutrition and child program.

CO(2):-To enable them to assess the nutritional status of children.

CO(3):-To develop knowledge about the common diseases of skin their prevention and management.

CO(4):- To enable them to care sick children, children with eye problem and infections.

Diploma in Early Childhood Care and Education (DECCE)
(Session: 2026-2027)

SEMESTER II
CHILD HEALTH AND NUTRITION-II (Theory)
COURSE CODE: DECL-2282

Time: 3hrs

Max.Marks:100

Theory: 70

CA:30

L-T-P

3-0-0

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.
- Each question carry 14 marks.

Contents

Unit- I

- ☐ Nutrition Related Disorders in Early Childhood
- ☐ Major Deficiency Diseases-I: PEM & Vitamin A deficiency
- ☐ Major Deficiency Diseases-2: Anaemia & Iodine Deficiency Disorders

Unit -II

Nutrition and Health Programmes

- ☐ Major Nutrition Programmes
- ☐ Major Health Programmes
- ☐ Assessment of Nutritional Status

Unit -III

- ☐ Common Childhood Illnesses, Their Prevention & Management
- ☐ Caring for the Sick Child.
- ☐ Disorders of the Alimentary System
- Disorders of the Respiratory System
 - Infections of the Mouth and Throat
- ☐ Infections of the Eyes

Unit- IV

- ☐ Common Childhood Illnesses, Their Prevention & Management
- ☐ Common Diseases of the Skin Common Problems of the Ears
- ☐ First Aid

References:

- ☐ Nutrition and Child Development by Dr. R Randhawa

Diploma in Early Childhood Care and Education (DECCE)
(Session: 2026-2027)
SEMESTER II
SERVICES AND PROGRAMMES FOR CHILDREN-II
(Theory)
COURSE CODE: DECL-2283

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 develop knowledge about the basics of management.

CO(4s):-To give them knowledge about ICDS programmes and crèches.

Diploma in Early Childhood Care and Education (DECCE)

(Session: 2026-2027)

SERVICES AND PROGRAMMES FOR CHILDREN-II

(Theory)

COURSE CODE: DECL-2283

Time: 3hrs

Max.Marks:100

L-T-P

Theory:70

CA:30

3-0-0

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.
- Each question carry 14 marks.

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

References:

- Children with Special Needs By Usha Ram
- Educating Expectation Children by S. A.Kirk
- The Child with Special Needs By Stavley Green Span

Diploma in Early Childhood Care and Education (DECCE)
Semester II
(Session: 2026-2027)
Child Care Taker-II (Th.)
Course Code: DECL-2284

Course Outcomes:

- CO(1).To enhance the knowledge of personnel hygiene. Teach them different aspects of healthy living.
- CO (2). To develop the knowledge about art of effective communication.
- CO(3).To provide detail information about hazards & safety measures in the households.
- CO (4) To give knowledge waste management , its types and their segregation .

Diploma in Early Childhood Care and Education (DECCE)

(Session: 2026-2027)

Semester II

Child Care Taker-II (Th.)

Course Code: DECL – 2284

Time: 3hrs

Max.Marks:100

Theory: 70

L-T-P

CA:30

3-0-0

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.
- Each question carry 14 marks.

Content:

Unit – I

- ☐ Communication Skills : effective communication with employer, co-workers the family and others.
- ☐ Ethical behaviour, positive outlook and personal integrity.
- ☐ Method of dressing professionally, maintaining personal hygiene and grooming.
- ☐ Gender discrimination, gender equality and various ways of being gender sensitive.

Unit – II

- ☐ Sexual harassment at workplace (Prevention, Prohibition and Redressal Act-2013)
- ☐ Health and safety requirements of PWD (Persons with Disabilities)
- ☐ Procedures to report various issues (eg. Sexual harassment, infectious diseases, health issues.
- ☐ Indicators of harassment and discrimination based on gender, disability, caste, religion, colour, sexual orientation and culture

Unit – III

- ☐ Personal, social and telephone etiquette.
- ☐ Ways of managing time.
- ☐ Unsafe conditions, hazards & safety measures in the households/ workplace.
- ☐ Various responses to different emergency situations/ hazards
- ☐ Causes of fire and various fire extinguishants.
- ☐ How to carry out first aid, ABC procedure and CPR (Cardiopulmonary Resuscitation).

Unit -IV

- ☐ Practices to minimise pollution of air, water, noise, earth etc.
- ☐ Different types of waste, their segregation, and applying 3 Rs (reduce, recycle and re-use) of waste management.
- ☐ Discuss the methods of keeping the workplace bugs/ germs/ rodent free.
- ☐ State the importance of conservation of energy and materials.

Diploma in Early Childhood Care and Education (DECCE)
(Session: 2026-2027)

References:

- Children with Special Needs By Usha Ram
- Educating Expectation Children by S. A.Kirk
- The Child with Special Needs By Stavley Green Span

Diploma in Early Childhood Care and Education (DECCE)

(Session:2026-2027)

**SEMESTER II
METHODOLOGY AND EVALUATION**

(Theory)

COURSE CODE: DECM-2285

COURSE 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 and classification of teaching aids.

CO(3):-To enable them to construct curriculum and to understand the meaning and difference between curriculum and syllabus.

CO(4):-To understand the meaning, importance and steps for lesson planning.

Diploma in Early Childhood Care and Education (DECCE)
(Session: 2026-2027)

METHODOLOGY AND EVALUATION
(Theory)
COURSE CODE: DECM-2285

Time: 3hrs

Max.Marks:100

L-T-P

Theory: 50
Practical Marks:20
CA:30

2-0-2

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.
- Each question carry 10 marks.

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. Playway
- b. Projectmethod.
- c. Dramatization
- d. Storytelling
- 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.

Celebration of National and Social festivals

Diploma in Early Childhood Care and Education (DECCE)

(Session: 2026-2027)

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

References:

- Evaluation Methodology Basics by E. Jane Davidson
- Quality Research and Evaluation Methods by M. Q. Patton

Diploma in Early Childhood Care and Education (DECCE)

(Session: 2026-2027)

SEMESTER II

METHODOLOGY AND EVALUATION

(Practical)

Course Code: DECM-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 preparations of visual teaching aids

CO(4):-To develop knowledge about the basics of lesson plans for preschoolers.

Diploma in Early Childhood Care and Education (DECCE)
(Session: 2026-2027)

SEMESTER II
METHODOLOGY AND EVALUATION
(Practical)
COURSE CODE: DECM 2285

Time: 3hrs

Practical: 20

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
 - Flashcard
2. Methods of teaching
3. Type of teaching aids
4. Lesson plan

Diploma in Early Childhood Care and Education (DECCE)
(Session: 2026-2027)

Child Care Taker-II (Prac.)

Semester II

Course Code: DECP – 2286

COURSE OUTCOMES

Upon Completion of this Course the student should be able to

CO(1):- To develop knowledge about communication skills , grooming and personal hygiene..

CO(2):- To give knowledge about CPR and how to response for different emergency situations.

CO (3):- To create understanding how to sort and dispose waste of different categories.
And keeping the house bugs free.

CO(4):-To develop knowledge about responses to different emergency situations
And Operate different types of fire extinguishers

Diploma in Early Childhood Care and Education (DECCE)
(Session: 2026-2027)

Child Care Taker-II (Prac.) Sem. II

Course Code: DECP – 2286

Time: 3hrs

Max.Marks:50

Practical: 35

CA:15

L-T-P
0-0-2

Contents

- Demonstrate effective verbal and non-verbal communication with employers, co-workers, family members, and clients through role plays and group activities.
- Practice professional behaviour, workplace ethics, personal hygiene, grooming, appropriate dress code, and positive attitude in simulated workplace situations.
- Participate in case studies and role plays on gender equality, prevention of discrimination, inclusion, and respectful workplace behaviour.
- Demonstrate the procedure for reporting workplace issues such as sexual harassment, health concerns, infectious diseases, and unsafe working conditions using standard reporting formats.
- Practice safe assistance techniques and demonstrate inclusive behaviour while interacting with persons with disabilities in workplace scenarios.
- Demonstrate personal, social, and telephone etiquette, prepare daily work schedules, prioritize tasks, and apply effective time management techniques.
- Identify common household/workplace hazards, conduct safety inspections, and demonstrate appropriate responses during emergencies such as accidents, gas leaks, and electrical hazards.
- Demonstrate the use of different fire extinguishers, perform basic first aid procedures, and practice the ABC assessment and CPR on training manikins or simulation models.
- Segregate biodegradable and non-biodegradable waste, implement the 3Rs (Reduce, Reuse, Recycle), and demonstrate methods to maintain a clean, pest-free, and hygienic workplace.
- Conduct activities on conserving electricity, water, and materials, and prepare awareness charts or reports on sustainable workplace practices and pollution prevention.

Diploma in Early Childhood Care and Education (DECCE)
(Session: 2026-2027)

SEMESTER II

Internship and Report Writing

COURSECODE: DECI-2287

COURSEOUTCOMES

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 give knowledge of the cognitive development of children.

Diploma in Early Childhood Care and Education (DECCE)
(Session: 2026-2027)

SEMESTER II
Internship and Report
Writing

COURSE CODE: DECI-2287

Time:3hrs

Max.Marks:100

L-T-P
0-0-4

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

FACULTY OF VOCATIONAL STUDIES

SYLLABUS OF
Diploma in Early Childhood Care and Education (Semester: III-IV)
(Under Credit Based Continuous Evaluation Grading System)
Session: 2026-27



The Heritage Institution
KANYA MAHA VIDYALAYA JALANDHAR
(Autonomous)

KANYA MAHA VIDYALAYA, JALANDHAR (AUTONOMOUS)

**SCHEME AND CURRICULUM OF EXAMINATION OF TWO YEAR DIPLOMA
PROGRAMME**

**DIPLOMA IN EARLY CHILDHOOD CARE AND EDUCATION
(SESSION: 2026-2027)**

Semester-III

Course code	Course type	Course Title	Credits L-T-P	Max Marks				Examination (in Hours)
				Total	Ext.		CA	
					L	P		
DECL – 3281	C	Evolution of pre-school education in Punjab and its present status	3-0-0	100	70	-	30	3
DECL – 3282	C	Understanding children with special needs	3-0-0	100	70	-	30	3
DECM – 3283	C	Development and guidance during school years	2-0-2	100	50	20	30	3
DECI – 3284	C	Internship and report writing –II (2 months)	0-0-6	100	-	100	-	-
DECI – 3285	C	Aganwadi Internship and report writing (1month)	0-0-4	100		100	-	-
Total			20					

C – Compulsory

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – III
(Session 2026-2027)
EVOLUTION OF PRE-SCHOOL EDUCATION IN PUNJAB AND ITS PRESENT STATUS (Theory)
COURSE CODE : DECL - 3281

COURSE OUTCOMES

Upon Completion of this course the student should be able to

CO (1) :- To develop a critical appraisal of important theoretical approaches in the study of Child Development

CO (2) :- To create awareness of various trends and policies in preschool education.

CO (3) :- To understand the situation of children in Punjab and to know the challenges faced by children

CO (4) :- To understand different take holders of preschool education in Punjab.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – III
(Session 2026-2027)
EVOLUTION OF PRE-SCHOOL EDUCATION IN PUNJAB AND ITS PRESENT STATUS (Theory)
COURSE COD: DECL - 3281

Time: 3 Hours

Max. Marks: 100

Theory: 70

CA: 30

L – T – P

3- 0 - 0

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.
- Each question carry 14 marks.

Contents

Unit – I

- Preschool education in Punjab: Scope and Significance
- Historical perspective of preschool Education in context of Punjab.

Unit – II

- Status of preschool education in Punjab- present scenario and its relevance in society.
- Institutions of Preschool Education- Day-care centers / creches / pre-schools/kindergartens, Play groups and recreational play-centers.

Unit - III

- Non-formal pre-school education in Punjab and its importance.
- Awareness and Understanding Of Pre-School Education- Significance and its partnership among different stakeholders of preschool education.

Unit - IV

- Expansion of preschool education -Various initiatives taken by government at state and at district level.
- Monitoring and supervision of preschool education in Punjab- MIS, State ECCE council etc.

References:-

- Ministry of women and Child Development, GOI. (2007). Report of working group on Development of Children- For the eleventh five-year plan.
 - Berk,L.E.(2009).ChildDevelopment.8thed.PearsonEducation,Inc.
 - Saraswathi, T.S. (ed.). (n.d.). Cross-Cultural Perspectives in HumanDevelopment -Theory, Research and Application. New Delhi. Thousand Oaks. London: Sage Publication.
 - 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>.
 - Selbie, P, Clough, P, Nutbrown, C(2008) Early Childhood Education: History, Philosophy and Experience (Paperback) by publisher: Sage Publications
 - Crain,W.(2014).TheoriesofDevelopment:ConceptsandApplications,England:Pearson
- Singh,Brinda,ManavVikas,PanchsheelPrakashan

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – III
(Session 2026-2027)
UNDERSTANDING CHILDREN WITH SPECIAL NEEDS
(Theory)
COURSE CODE : DECL - 3282

COURSE OUTCOMES

Upon Completion of this course the student should be able to

CO (1) :- Understand the different types of disabilities and impairments.

CO (2) :- Understand the needs of special children.

CO (3) :- Development of curriculum, adaption and management of special children

CO (4) :- Be aware of the importance of early detection and intervention for children with special needs

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – III
(Session 2026-2027)

UNDERSTANDING CHILDREN WITH SPECIAL NEEDS
(Theory)

COURSE CODE : DECL - 3282

Time : 3 Hours

Max. Marks : 100

Theory : 70

CA : 30

L – T – P

3- 0 - 0

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.
Each question carry 14marks

Contents

Unit – I

Introduction to Special Education

- a) Introduction to Special Education: Definition and terminology related to children with special needs such as Impairment, Rights of special children.
Policy, Practices and Programs for children with Special Needs, concept of rehabilitation, Issues and concerns for children with Special Needs, Overview of inclusion mandates in NEP-2020 and NIPUN Bharat, Best practices for implementing inclusive education at the foundational level.

Unit – II

Sensory disability

- a) Visual Impairment: Types, causes and characteristics of visual impairment, educational approaches and consideration for children with visual impairment such as Orientation and Mobility training, sensory training.
- b) Children with Hearing Impairment: Types, causes and characteristics of hearing impairment. Modes of linguistic communication.

Unit - III

Intellectual and learning Disability

- a) Children with Intellectual Disability: Types, causes and characteristics of intellectual disability, Teaching self-help skills and functional academics. Behaviour modification
- b) Children with Learning Disabilities: Types and characteristics of children with Learning Disability, Educational considerations for children with Learning Disability.

Unit – IV

Curriculum adaption and Autism Spectrum Disorder

- a) Curriculum adaption for children with special needs.
- b) Autism Spectrum Disorder: Characteristics and types, Educational approach for ASD.

References :-

- Dunlap, L.(2009). An Introduction to Early Childhood Special Education: Birth to Five. New Jersey: Pearson Education Inc.
- Gargiolo, R.M.(2012). Special Education in Contemporary Society: An Introduction to Exceptionality. (4th ed.). New Delhi: Saga Publications Inc.
- Hallahan, D.P., Kauffman, J.M., Pullen, P.C.(2015). Exceptional Learners: An Introduction to Special Education. (3rded.). Delhi: Pearson Education Inc
- Heward, W.L. (2003). Exceptional Children: An Introduction to Special Education. (7th ed.). New Jersey: Pearson Education Inc.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – III
(Session 2026-2027)
DEVELOPMENT AND GUIDANCE DURING SCHOOL YEARS
(Theory)
COURSE CODE : DECM - 3283

COURSE OUTCOMES

Upon Completion of this course the student should be able to

CO (1) :- Describe the development of children in different areas during the school years

CO (2) :- Discuss the role of caregiver in handling developmental needs of the children during school years

CO (3) :- Identify the factors that contribute to healthy development of children during school years.
Help parents to facilitate their children's development during school years.

CO (4): To understand the overall significance of school education and its impact on children.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – III
(Session 2026-2027)

DEVELOPMENT AND GUIDANCE DURING SCHOOL YEARS

(Theory)

COURSE CODE : DECM - 3283

Time : 3 Hours

Max. Marks : 100

Theory : 50

Practical : 20

CA : 30

L – T – P

2 - 0 - 2

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.
Each question carry 10marks

Contents

Unit – I

Cognitive and Language Development

- a) Cognitive development-Characteristics of thinking: cognitive characteristics of children during school going years, information processing: Memory and attention span, Thinking and problem solving strategies for children during school going years.
- b) Language Development Role of caregiver in promoting language development, imagination and creativity in school going children

Unit – II

Physical and Emotional Development

- a) Role of care giver in imparting health and safety concerns, sex education and promoting physical growth and development.
- b) Role of care giver for promoting healthy emotional development and peer relationships to school going children

Unit - III

Family Relationships

- a) Family Relationships: Educating parents for promoting healthy family relationship and social development during school going children.
- b) Role of caregiver for developing self-esteem, sense of competence role, prosocial skills and self-regulation among school going children.

Unit - IV

School and Globalization

- a) Significance of school and its impact on children, various aspects related to school readiness, factors affecting academic learning, importance of strengthening home-school communication.
- b) Contemporary concerns and issues in the globalized world: Analyze the contemporary changes in schools as a result of globalization, contemporary issues faced by today's children.

References:

- Dunlap, L.(2009). An Introduction to Early Childhood Special Education: Birth to Five. New Jersey: Pearson Education Inc.
- Gargiolo, R.M.(2012). Special Education in Contemporary Society: An Introduction to Exceptionality. (4th ed.). New Delhi: Saga Publications Inc.
- Hallahan, D.P., Kauffman, J.M., Pullen, P.C.(2015). Exceptional Learners: An Introduction to Special Education. (3rd ed.). Delhi: Pearson Education Inc

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – III
(Session 2026-2027)
DEVELOPMENT AND GUIDANCE DURING SCHOOL YEARS
(Practical)
COURSE CODE : DECM – 3283

COURSE OUTCOMES

Upon Completion of this course the student should be able to

CO (1) :- To Observe and assess the development of school-age children.

CO (2) :- To Plan and conduct guidance and development activities.

CO (3) :- To Prepare activity plans and behavior guidance strategies.

CO (4) :- To Work with parents and teachers for children's holistic development.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – III
(Session 2026-2027)

DEVELOPMENT AND GUIDANCE DURING SCHOOL YEARS
(Practical)

COURSE CODE : DECM – 3283

Time : 3 Hours

Max. Marks : 20

L – T – P

2 - 0 - 2

Contents

- Visit certain schools in your locality and make a report of school's impact on children in various aspects.

Write an assignment on contemporary concerns and issues in the globalized world in context of schools and children

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – III
(Session 2026-2027)
INTERNSHIP AND REPORT WRITING – II (2 Months)
COURSE CODE : DECI - 3284

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 give knowledge of the cognitive development of children.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – III
(Session 2026-2027)

INTERNSHIP AND REPORT WRITING – II

COURSE CODE : DECI - 3284

Time : 3 Hours

Max. Marks : 100

L – T – P

0 - 0 - 6

Contents

For the project work the students has to work at the nursery school/preschool for 2 Months and conduct developmentally appropriate activities with the children there

- I. Designing activities for language and communication skills
- II. Plan and conduct activities which will enhance their holistic development
- III. Prepare teaching material and introduce to the pre- schoolers which will help in their holistic development
- IV. Preparation of a poster or a set of flash cards to make the children aware about the importance of having balanced diet, healthy food options and maintain personal hygiene and cleanliness.
- V. Develop awareness campaigns as an ECCE teacher for improving the status of young children and Preparation of display materials to generate awareness of the rights of the child with socio-cultural understanding.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – III
(Session 2026-2027)
AGANWADI INTERNSHIP AND REPORT WRITING (II MONTH)
COURSE CODE : DECI - 3285

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 give knowledge of the cognitive development of children.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – III
(Session 2026-2027)

AGANWADI INTERNSHIP AND REPORT WRITING (1 MONTH)

COURSE CODE : DECI - 3285

Time : 3 Hours

Max. Marks : 100

L – T – P

0 - 0 - 4

Contents

For the project work the students has to work at the nursery school/preschool for 1 Month and conduct developmentally appropriate activities with the children there

1. Visit to Anganwadis to observe the activities and preparation of analysis report based on observations (followed by discussion with the mentor/supervisor).
2. Planning of activities based on the analysis report and conducting those activities to get a holistic experience (Reflective Journal to be maintained).
3. Video clippings to record the activities of the Anganwadis.
4. Interview of Anganwadis workers to get in depth understanding of the working.
5. Interview of the parents of the children of Anganwadis to understand their involvement and expectations.
6. Detailed listing of infrastructure and resources available in Anganwadis.
7. The student teachers will plan/ design/ undertake various activities and submit a report: Observation (Participant and non-participant)
 - Being in the settings of ECCE such as crèches, Anganwadis, Balwadis, fee paying ECCE centres and home, observing: infants, mother/adult and child interactions through notes and observation schedules: understanding the role of caregivers for meeting the needs of children
 - Observation of infants while providing them with visual and sensory stimulation (toys, pictures, different shapes and textures), auditory (natural sounds like clap, conversations) and kinesthetic experiences (movements).
 - Children in the classroom and playground both in organized and free situations

Note: All activities to be submitted in soft as well as hard copy.

KANYA MAHA VIDYALAYA, JALANDHAR (AUTONOMOUS)								
SCHEME AND CURRICULUM OF EXAMINATION OF TWO YEAR DIPLOMA PROGRAMME								
DIPLOMA IN EARLY CHILDHOOD CARE AND EDUCATION (SESSION: 2026-2027)								
Semester-IV								
Course code	Course type	Course Title	Credits L-T-P	Max Marks				Examination (in Hours)
				Total	Ext.		CA	
					L	P		
DECL – 4281	C	Exceptional learning problems in early childhood	4-0-0	100	70	-	30	3
DECM – 4282	C	Curriculum for early year age (0-8 years)	2-0-2	100	50	20	30	3
DECM – 4283	C	Developing a creative environment in the classroom with ICT	2-0-2	100	50	20	30	3
DECP– 4284	C	Child Care Taker-III (Practical)	0-0-2	50	-	35	15	3
DECI – 4285	C	Internship and report writing –III (2 months)	0-0-6	100		100	-	-
Total			20					

C – Compulsory

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – IV
(Session 2026-2027)

EXCEPTIONAL LEARNING PROBLEMS IN EARLY CHILDHOOD
(Theory)

COURSE CODE : DECL - 4281

Course Outcomes :

The course will enable the student teacher to:

CO(1) : Understand the significance of school readiness and early experiences.

CO (2): Devise ways for facilitating children's transition from home to school.

CO(3) : Setup inclusive classrooms and develop inclusive practices.

CO (4) : Learn and devise ways of communicating with parents, mobilize community for appropriate care and education of young children

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – IV
(Session 2026-2027)

EXCEPTIONAL LEARNING PROBLEMS IN EARLY CHILDHOOD
(Theory)

COURSE CODE : DECL - 4281

Time : 3 Hours

Max. Marks : 100

L – T – P

Theory : 70

4 - 0 - 0

CA : 30

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.
Each question carry 14 marks

Contents

Unit – I

- Concept and goals of development of learning and significance of school readiness and emergent literacy; Factors influencing school readiness: age, chronological and/or mental; home vs. regional or school language; parental literacy and socio-economic environment, Importance of early experiences and environment at home and role of pre-school education.
- Components of School Readiness: a joyful learning environment, readiness for reading, writing and pre-mathematical/number concepts: habits of regular attendance. Early learning challenges; Challenges of multilingual contexts; facilitating children's transition from home to school language, Importance of helping parents understand and ease home to school transition, Essential Learning and Play Material (Indoor & Outdoor Materials)

Unit-II

- Socio-demographic diversity: Universalities differences, Influence of socio-cultural factors economic abundance and limitations in access to resources and their impact on children and childhood orientations,
- Understand multiplicity in interests among children talents and skills that children can develop, Suggestive developmentally appropriate learning practices

Unit- III

- Family in socio-cultural context: basic concepts and definitions, Interacting with parents and understanding their ideas about their children (parental aspirations), Family relationships (parents, siblings, and relatives), various Child rearing practices and impact on children, Rights of the child in context of demographic profile of the Indian child.
- Parents and community talent as resources for materials, classroom interactions and promoting inclusive practices, Partnership with parents and families and role of caregiver for development of children

Unit – IV

- Differences in ability and inclusion of special needs in the classroom, Programme planning for removing the exclusion
- Communicating – early childhood concepts (child development, nutrition, early stimulation, inclusion, learning – language, emergent literacy, numeracy, cognition, socio emotional etc.) to community for community mobilization.

References:-

- Chugani, N. & Taraporewala, R. (1978). *A Handbook for Parents and Teachers*. Mumbai, Xerox Printers.
- Doherty, G. (1997). *Zero to Six: The Basis for School Readiness*. Applied Research Branch, R-97-8E. Human Resources Development, Ottawa, Canada.
- Rubello Britto. P. & Limlingan. M.C. (2012). *School Readiness and Transitions*. UNICEF, New York, USA.
- NAEYC(1995). *School Readiness: A Position Statement of the NAEYC*.
- NCERT,(2006).Positionpaper,nationalfocusgrouponearlychildhoodeducation
- Berk,L.(2006). *Child development*. New York: Allyn & Bacon

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – IV
(Session 2026-2027)
CURRICULUM FOR THE EARLY YEARS (AGE 0 To 8 Years)
(Theory)
COURSE CODE : DECM - 4282

Course Outcomes:

Upon Completion of this course the student should be able to

CO (1) :- Understand the concept and principles of a develop mentally appropriate preschool curriculum.

CO (2) :- Gain insight into the attributes and role of the teacher in an early childhood programme.

CO (3) :- Become familiar with the goals and activities of the physical- motor and aesthetic domains.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – IV
(Session 2026-2027)
CURRICULUM FOR THE EARLY YEARS (AGE 0 To 8 Years)
(Theory)
COURSE CODE : DECM - 4282

Time : 3 Hours

Max. Marks : 100

Theory : 50

Practical:20

CA : 30

L – T – P

2 - 0 - 2

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.
- Each question carry 10 marks.

Contents

Unit- I

- Goals and objectives of education in the early years, significance of preschool education
- Principles of curriculum design: Developing appropriate curriculum, Factors affecting curriculum planning, curricular issues and concerns: multilingualism, multi-age grouping, inclusion, gender equality

Unit-II

- Various Components of an early childhood curriculum: Physical infrastructure and resources (locality, building, furniture indoor/outdoor spaces size), setting up early year's classrooms
- Skills and qualities in teacher, Teacher attributes, attitudes and role, Learning/ActivityCentres, essential learning and play materials (indoor/outdoor).

Unit- III

- Theme based Curriculum, Scheduling: meaning, Principles of scheduling, factors
- Lesson planning: components, appropriate assessment and evaluation techniques for preschool children

Unit- IV

- Use of ICT for learning in the early years, role of teacher in fostering physical development
- Aesthetic education: activities to promote aesthetic appreciation, expression, role of teacher in promoting an aesthetic education

References :-

- Beaty, B.J. (2012). Skills for Preschool teachers. 9th edition. New York: Pearson
- Brewer, J.A. (2007). Introduction to Early Childhood Education: Preschool Through Primary Grades. 6th Edition. Pearson London UK
- Dowling, Marion. (2010). Young Children's Personal, Social and Emotional Development. 3 edition. Sage Publications
- Hildebrand, V., Hearn, P. (2013). Guiding Young Children. 9 Edition. Pearson Education Inc
- Kostelnik, M., Soderman, A., & Whiren, A. (2011). Developmentally Appropriate Curriculum: Best Practices in Early Childhood Education. 5 Edition: Pearson

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – IV
(Session 2026-2027)
CURRICULUM FOR THE EARLY YEARS: (AGE 0 To 8 Years)
(Practical)
COURSE CODE – DECM- 4282

Credits: 2
Total Marks: 20

Course Outcomes:

On of completion of the course the students will be able to-

CO(1) :- Prepare theme-based plans and write less on plans for the same.

CO (2) :- Organize developmentally appropriate creative play activities to promote physical-motor and aesthetic development.

CO (3) :- Evaluate a preschool setup for its develop mental appropriateness.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – IV
(Session 2026-2027)

CURRICULUM FOR THE EARLY YEARS (AGE 0 To 8 Years)

(Practical)

COURSE CODE : DECM- 4282

Time : 3 Hours

Max. Marks : 20

L – T – P

2 - 0 - 2

CONTENTS

1. Visit preschools for observation and evaluation
2. Observe how children play indoors and outdoors in preschool institutions
3. Observing activity/learning centres
4. Making are source file-collection of pictures, available materials in the institution
5. Importance of puppetry and making a puppets for young children.
6. Preparing lesson plan for preschool children using ICT.
7. Develop materials to promote pre-maths concepts.
8. Develop materials to promote music and literature experiences for children
9. Prepare Anecdotal records of atleast two children based on observations.

References :-

- Cohen,R.,Swerdlik,M.(2005).PsychologicalTestingandAssessment.(6thed.).New Delhi: Tata MaGrow Hill publishing Company Ltd
- Kaplan, R., Saccuzza. (2005). Psychological testing Principles, Applications and Issues. (6th ed.). United States: Thomason Learning Inc.
- Anastasi,A.,Urbina,S.(2005).Psychologicaltesting.(7thed.).NewDelhi:Pearson Education.
- Jackson,C.(2001).UnderstandingPsychologicalTesting.Mumbai:JaicoPublishingHouse.
- Ramamurti,P.V.(2014).AnIntroductiontoPsychologicalmeasurements.Delhi:PHI Learning Private Limited.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – IV
(Session 2026-2027)
DEVELOPING A CREATIVE ENVIRONMENT IN THE CLASSROOM WITH ICT INTEGRATION
(Theory)
COURSE CODE : DECM - 4283

Course Outcomes :

After studying the course content the student-teachers will be able to:

CO(1): Understand concept of ICT as a learning resource and its integration with the curriculum.

CO (2): Acquire the knowledge with the basics of computer.

CO (3): Apply ICT in curriculum transaction.

CO(4): Plan and prepare activities with the help of ICT.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – IV
(Session 2026-2027)
DEVELOPING A CREATIVE ENVIRONMENT IN THE CLASSROOM WITH ICT INTEGRATION
(Theory)
COURSE CODE : DECM - 4283

Time : 3 Hours

Max. Marks : 100

Theory : 50

Practical:20

CA : 30

L – T – P

2 - 0 - 2

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.
Each question carry 10 marks

Contents

Unit – I

- ICT as a learning resource: Recognizing different interests and learning styles, focus on specific goals, integration within the play, supporting self-directed learning experiences, providing open ended learning experiences, principles for determining the appropriateness of ICT application in early years.
- Introduction to Microsoft office (Word, Excel, PowerPoint) and Pr Mi M Preparing worksheets and activities (using ICT) for language development, mathematical thinking and promoting higher order thinking skills.
- ICT for supporting children from diverse cultural/language backgrounds and special learning need

Unit – II

- Exploring and appreciating different art forms as innovative tools (visual and performing arts).
- Encourage children to explore and experience variations in colour, shape, textures in nature (like flowers, leaves) and others.

Unit – III

- Music and movement and the appeal of rhythm (Clapping to music, rhythmic movements, marching, stomping to music beat, different body movements to rhythm of music; Singing rhymes with expression and action; rhymes with finger play, free dance to music, playing different instruments to rhythm; Collect nursery rhymes and songs and learn tunes; Music appreciation, listening to music; Making musical instruments, using sticks, coconut shells, tins, paper boxes with seeds and pebbles, bells, other locally available materials).
- Audio-Visual resources: LCD Projector, Epidiascope, Slide projector, Filmstrip projector, OHP, CCTV, Computer, smart Phone, digital camera, programmable toys and robotics, smartboards, electronic musical instruments (to scaffold children's learning, play and development).

Unit – IV

- Activities to create art forms like drawings using crayons, water colours, brushes, cotton wool, thread, and broomstick etc. Finger Painting; Printing: Block, vegetable, string, crumpled paper, sponge, cotton wool; Spray Painting; Marble Painting; Cutting, paper folding, folding and cutting, pasting cut shapes, paper tearing and pasting; Collage; Modelling with clay, dough; Mosaic; Craft activity; Best out of waste.
- Free conversations, audio-video conferencing using internet, role play, drama as sources of learning in multiple domains, Storytelling through multimedia, Indoor and outdoor play in structured and free situations.

References:

- Agrawal, J.C (1995). *Essentials of educational technology learning-innovations*. New Delhi: Vikas Publications.

Australia Summer 2002.

- Dodd,N.&Winifred,H.(1971/1980).*Drama and TheatreinEducation*.London: Heinmann.
- Gupta,A(2003).*Kabad se Jugad: Little Science*. Eklavya: Bhopal.
- Khanna, S. (1992). *Joy of Making Indian Toys*. Popular Science. National Book Trust: New Delhi.
- Kilzer,I.R. *Allied Activities in the Secondary Education*, New York, Herper Brothers.
- Lochan,M.R.—Integrating Skills Development and Education,'**The Tribune**, August 21,
- Mangal,S.K.&Mangal Shubhra (2007).*Essentials of Educational Technology and Management*. Meerut: Loyal Book Depot
- McCaslin,Nellie(1987).*Creative Dramain the Primary Grades.VolI and In the Intermediate Grades, Vol II*, New York/London: Longman.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – IV
(Session 2026-2027)
DEVELOPING A CREATIVE ENVIRONMENT IN THE CLASSROOM WITH ICT INTEGRATION
(Practical)

COURSE CODE – DECM- 4283

Course Outcomes:

Total Marks:20

On of completion of the course the students will be able to-

CO(1) :- At the end of the practical course, students will be able to design

CO(2):- Use ICT resources, create developmentally appropriate learning materials, conduct creative and play-based activities, and effectively engage young children in inclusive learning experiences.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – IV
(Session 2026-2027)
DEVELOPING A CREATIVE ENVIRONMENT IN THE CLASSROOM WITH ICT INTEGRATION
(Practical)

Time : 3 Hours

Max. Marks : 20

L – T – P

2 - 0 - 2

CONTENTS

1. Preparation of ICT-Based Teaching Learning Materials

- Prepare one worksheet for language development using Microsoft Word.
- Prepare one worksheet for mathematical thinking using Microsoft Word or Excel.
- Develop one PowerPoint presentation for storytelling, rhymes, or concept teaching.
- Explore and review one educational app or digital learning resource suitable for preschool children.

2. Art and Creative Activities

Perform and maintain samples of any five of the following:

- Drawing and colouring using crayons or water colours.
- Finger painting.
- Vegetable, block, sponge, or string printing.
- Collage making.
- Clay or dough modelling.
- Mosaic work.
- Best out of waste craft activity.

3. Audio-Visual and Multimedia Activities

- Use any one audio-visual resource (computer, smartphone, projector, smartboard, etc.) for teaching children.
- Present one multimedia storytelling activity.

4. Practical Record File

Each student shall maintain a practical file containing:

- ICT worksheets and presentations.
- Art and craft samples/photographs.
- Collection of rhymes and songs.
- Reports of play, storytelling, and communication activities.

References :

- McKnight, L. (2002). *Dancers not Dinosaurs: English teachers in the electronic age* EQ
- Mohanty, J. (1991). *Educational Technology*. New Delhi: Deep & Deep Publications.
- Mohanty, J. (2005). *Modern Trends in Educational Technology*. Hyderabad: Neelkamal Publications.
- Namibia, K. K. V. (1984). *Work Experience and curricular subjects*. Ambala Cantt, Indian Publication Pvt. Ltd
- Prasad, D. (1998). *Art as the Basis of Education*. NBT, New Delhi.
- Swaminathan, I. (1986). *Developing Creativity in Young Children*. New Delhi: NCERT.
- Teachers' Handbook of Art Education, Class VI. Published (2005), NCERT, New Delhi.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – IV
(Session 2026-2027)
Child Care Taker- III
(Practical)
COURSE CODE : DECP- 4284

Course Outcomes:

- CO(1) : Demonstrate the ability to prepare and organize age-appropriate teaching-learning materials for children.
- CO(2): Develop skills in creating effective learning environments and conducting meaningful interactions with children.
- CO(3): Plan and implement educational activities, including rhymes, games, science activities, and folk songs, to support children's holistic development.
- CO(4): Collect, prepare, and utilize relevant literature and instructional resources to enhance children's learning experiences.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – IV
(Session 2026-2027)
Child Care Taker- IV
(Practical)
COURSE CODE : DECP- 4284

Time : 3 Hours

Max. Marks : 50
Practical : 35
CA : 15

L – T – P
0- 0 - 2

Course Content

- Preparation and organization of material for children.
- Exposure to learning environment effectively.
- Face to face interactions with children
- Collection of literature materials
- Preparation of the material to be used with children in school. Each student to use at least five materials.
- Organizing of activities for children.
- Preparation of rhymes books, science activities, games.
- Collecting national folk songs for children.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – IV
(Session 2026-2027)

Internship and Report Writing -III

COURSE CODE : DECI- 4285

Course Outcomes

- To gain first-hand experience in undertaking educational/counselling activities with children in remedial or counselling centers under the guidance of the professionals at the center.
- To acquire skills in working with children/parents or any other specific target groups in the center.

Diploma in Early Childhood Care and Education (DECCE) SEMESTER – IV
(Session 2026-2027)
Internship and Report Writing -III

COURSE CODE : DECI- 4285

Time: 3 Hours
L – T – P
0- 0 - 6

Max. Marks : 100

CONTENTS

CHILD CASE STUDY AND REPORT WRITING

Preparing to conduct a case study: Framework of the report, Cultural Competence

Making plan of Action: Defining goal, prioritize tasks, identification of the resources needed, visualize your action plan, Monitor, evaluate and update

Gathering information: Academic, Intellectual and neuropsychological functioning, Measures of personality and clinical interviews, Measures of behavioural and emotional functioning

Drawing Conclusions: Conclusions and feedback after psychological testing. Writing styles

Prepare a case study and write a detailed analytical report on it.