

# **FACULTY OF SCIENCES**

## **SYLLABUS**

**Of**

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

**(Under Credit Based Continuous Evaluation Grading System)**

**Session: 2019-20**



**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

<b>Diploma in Early Childhood Care and Education</b> <b>(Session 2019-2020)</b> <b>Semester I</b>									
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	25	-	-	
<b>Total</b>			<b>25</b>	<b>22</b>	<b>450</b>				

**\* 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 2019-2020)  
**Semester II**

Course code	Course type	Course Titles	Hours/ week	Credits L-T-P	Max Marks				Examination time (in Hours)
					Total	Ext.		CA	
						L	P		
DECL-2281	C	Methodology and Evaluation (Th.)	5	4-1-0	75	60	–	15	3
DECL-2282	C	School Organization and Administration (Th.)	5	4-1-0	100	80	–	20	3
DECL-2283	C	Child Health and Nutrition-II (Th.)	5	4-1-0	100	80	–	20	3
DECL-2284	C	Services and Programmes for Children –II (Th.)	5	4-1-0	75	60	–	15	3
DECD-2285	C	Project Work	6	0-0-3	100	-	80	20	3
SECM-2502	VBCC	*Moral Education Programme	2	2-0-0	25	25	-	-	1
Total				23	450				

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

**C-Compulsory**

**VBCC- Value Based Compulsory Course**

Diploma in Early Childhood Care and Education (DEC) (Session 2019-2020)

**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.

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

**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 under 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.

Diploma in Early Childhood Care and Education (DEC)\_SEMESTER 1

### **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 (DEC) (Session 2018-2019)

**SEMESTER 1**

**CHILD HEALTH AND NUTRITION-I**

**(Theory)**

**COURSE CODE: DECL-1283**

**COURSE 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 (DEC) (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

Diploma in Early Childhood Care and Education (DEC)\_SEMESTER 1

#### **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 (DEC) (Session 2018-2019)

**SEMESTER 1**

**ART AND CRAFT**

**(Practical)**

**COURSE CODE: DECP- 1285**

**COURSE 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 (DEC) (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:**

- 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 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.

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

**SEMESTER II**

**METHODOLOGY AND EVALUATION**

**(Theory)**

**COURSE CODE: DECL-2281**

**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.

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.

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

**SEMESTER II**

**METHODOLOGY AND EVALUATION  
(THEORY)**

**COURSE CODE: DECL-2281**

**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**

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 (DEC) (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**

**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**

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 (DEC) (Session 2018-2019)

**SEMESTER II**

**CHILD HEALTH AND NUTRITION-II**

**(Theory)**

**COURSE CODE: DECL-2283**

**COURSE 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 (DEC) (Session 2018-2019)

**SEMESTER II**

**CHILD HEALTH AND NUTRITION-II  
THEORY**

**COURSE CODE: DECL-2283**

**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**

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 (DEC) (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 (DEC) (Session 2018-2019)

**SEMESTER II**

**SERVICES AND PROGRAMMES FOR CHILDREN-II**

**(Theory)**

**COURSE CODE: DECL-2284**

**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**

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 (DEC) (Session 2018-2019)

**SEMESTER II**

**PROJECT WORK**

**COURSE CODE: DECD-2285**

**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 (DEC) (Session 2018-2019)

**SEMESTER II**

**PROJECT WORK**

**COURSE CODE: DECD-2285**

**Time:3 hrs**

**6hrs/week**

**L-T-P**

**0-0-3**

**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.