

SNDT Women's University
Department of Lifelong Learning and Extension



DIPLOMA IN EARLY CHILDHOOD CARE AND EDUCATION
(2022-23)

LIST OF CONTENT

Sr. No.		Name of the Subject
	Sem I	
1.		Child Growth and Development-I
2.		Curriculum and Methods-I
3.		Child Health and Nutrition-I
4.		Child Welfare Services
5.		Pre-school Administration and Creche Management-I
	Sem II	
6.		Child Growth and Development-II
7.		Curriculum and Methods-II
8.		Child Welfare Services-II
9.		Pre-school Participation
10.		Seminars

DIPLOMA IN EARLY CHILDHOOD CARE AND EDUCATION

Course Level	: Diploma for one year (40 credits)
Duration	: 1 year (II semesters)
Eligibility	: Higher Secondary School Certificate – HSC 50% marks for Open & 45% for SC/ST
Medium of Instruction	: Marathi/English/Hindi/Gujrati
Intake	: 25

INTRODUCTION: The ECCED course aims to acquaint a trainee teacher with the fundamentals of child development in the early years. 0 to 8 years. It provides theoretical and practical knowledge and understanding principles of early childhood education, based on child development. It will enable student teachers to acquire attitudes, skills, insights, and techniques necessary to deal with preschool children.

OBJECTIVES:

1. The student acquires the skills and attitudes in handling children, managing classroom and developing knowledge to understand children in preschool and creche.
2. The student understands the trends in early childhood care and education locally and globally.
3. The student acquires creative skills which equips them for lesson planning and creating aids which would make learning enjoyable for children.
4. The course equips the learner in developing skills, knowledge, and attitude necessary to work with young children.
5. The student is equipped to create awareness about issues in early childhood care and education.

Examination: Two Semesters

Semester 1 – Externals – 50 marks, Internals – 50 marks – All Papers

Semester 2 – Externals – 50 marks, Internals – 50 marks – Paper 1 and 3

Paper 2, 4, 5 – Internals – 100 marks each

- All theory, practical, and internship are compulsory.
- Examination will be held semester wise once at the end of every semester.
- A minimum of 40% marks are required to pass in each subject.
- Passing independently in both theory examination and term paper work is must.
- Result of students will not be declared unless they complete the course requirement, i.e., internal assessment, projects, assignments and other submissions.
- Students will not be permitted in the examination for more than three attempts.

Additional Information: Lesson Planning

Observation

Assisting the teacher

Group projects

Computer IT training

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	Sem I									
1	1001	Child Growth and Development - I	1	4	2 hrs	2 hrs	50	25	25	100
2	1002	Curriculum and Methods - I	1	4	2 hrs	2 hrs	50	25	25	100
3	1003	Child Health and Nutrition	1	4	2 hrs	2 hrs	50	25	25	100
4	1004	Child Welfare Services - I	1	4	2 hrs	2 hrs	50	25	25	100
5	1005	Pre-school Administration and Creche Management	1	4	2 hrs	2 hrs	50	25	25	100
		Total		20						500
Sr. No.	Sem II							25	25	
6	2001	Child Growth and Development-II	1	4	2 hrs	2 hrs	50	30	70	100
7	2002	Curriculum and Methods-II	-	4	2 hrs	-	-	25	25	100
8	2003	Child Welfare Services-II	1	4	2 hrs	2 hrs	50	30	70	100
9	2004	Pre-school Participation	-	4	2 hrs	-	-	50	50	100
10	2005	Seminars (30 hours) / IT Training (30 hours)	-	4	2 hrs	-	-			100
		Total		20						500
	Total			40						1000

L = No. of Lectures / Week, Cr. = Credits, P/T = Practical / Tutorial in Hours, D = Duration of Theory Paper for Examination in Hours, TP (E) = Theory Paper for Examination Marks, Internal = Internal Assessment in Marks, P / V = Practical / Viva Voce – Marks, T = Total.

SEMESTER-I

Paper I: CHILD GROWTH AND DEVELOPMENT - I

Sr. No.	Code No.	Subjects
1.	BLOCK - 1	PRENATAL DEVELOPMENT
	Unit – 1	Meaning of Growth and Development, Principles of Development
	Unit – 2	Influence of Nature and Nurture on Development, Domains of Development
	Unit – 3	Male and Female Reproductive System, Conception, Signs of Pregnancy, Stages of Pre-natal Development
	Unit – 4	Danger Signals during Pregnancy, Hazards of Pregnancy, Stages of Labour
2.	BLOCK – 2	INFANCY AND TODDLERHOOD PART 1
	Unit – 1	New Born Baby, Appearance, Types of Adjustments, Reflexes, Milestones and Care of New Born
	Unit – 2	- Physical Development during Infancy and Toddlerhood - Motor Development during Infancy and Toddlerhood (Include Hand and Leg Skills, and Handedness)
	Unit – 3	- Emotional Development during Infancy and Toddlerhood - Characteristics of Children’s Emotions - Common Emotional Patterns - Erickson’s Theory – Trust v/s Mistrust - Erickson’s Theory - Autonomy v/s Shame
	Unit – 4	- Social Development during Infancy – Meaning of Social Development, Forms of Social Behaviour, Negatives, Shyness, Cooperation - Process of Socialization (Social Smile, Social) - Referencing and Social Cueing
3.	BLOCK – 3	INFANCY AND TODDLERHOOD PART 2
	Unit – 1	Cognitive Development during Infancy and Toddlerhood (Mental Process and Piaget’s Sensorimotor Stage)
	Unit – 2	Significance of Brain Development and Significance of Infant Stimulations
	Unit – 3	Language Development, Meaning and Importance, Functions of Language, Pre-speech Forms, Stages of Language, Development – Crying, Babbling, Cooing
	Unit – 4	Developmental Norms (0 to 3 Years)
4.	BLOCK – 4	EARLY CHILDHOOD (3 TO 6 YEARS)
	Unit – 1	Physical and Motor Development – Milestones

	Unit – 2	Social Development – Aggression, Sibling Rivalry Emotional Development – Erickson’s Theory Initiative v/s Guilt Stage
	Unit – 3	Cognitive Development (Piaget’s Pre-operational and Concrete Operational Stage)
	Unit – 4	Language Development (Bilingualism)

Paper II: Curriculum and Methods - I

Sr. No.	Code No.	Subjects
1.	BLOCK - 1	Curriculum and Its Application
	Unit – 1	Meaning and Importance
	Unit – 2	Principles of Curriculum Planning
	Unit – 3	Types of Curricula and Factors to be Considered while Curriculum Planning
	Unit – 4	Play way and Introduction to Montessori
2.	BLOCK – 2	Creative Activities
	Unit – 1	Play: Meaning and Values
	Unit – 2	Types of Play
	Unit – 3	Music, Movement, and Creative Drama
	Unit – 4	Creative Art Activities – Values and Meaning of Creative Activities Types of Creative Activities – Type of Paintings: Paper Work, Paper Painting, Sand Work
3.	BLOCK – 3	Readiness Activities
	Unit – 1	Reading – Picture Talk, Recognizing Words
	Unit – 2	Writing – Scribble
	Unit – 3	Arithmetic – Counting Object Worksheet
	Unit – 4	Activities for All – What is Reading Readiness and Writing Readiness? Importance of Readiness
4.	BLOCK – 4	Science and Social Science
	Unit – 1	Meaning, Importance, and Characteristics of a Good Science Program
	Unit – 2	Simple Science Experiment – Biology (Botany and Zoology), Chemistry, Physics Introduction, and Celebration of School Event
	Unit – 3	Objectives and Methods of Providing Experiences in Social Studies, Celebration of Festivals' Events
	Unit – 4	Importance and Planning of Field Trips

Paper III: CHILD HEALTH AND NUTRITION

Sr. No.	Code No.	Subjects
1.	BLOCK - 1	Basic of Health and Nutrition
	Unit – 1	Definition and Signs of Good Health Health Definition (WHO / NIN) 8 – 10 Signs of Good Health – Video of Good Health / Ill Health
	Unit – 2	Function of Food Physiological, Social, and Psychological Functions of Health and Cleanliness, Risk Factors in Pregnancy
	Unit – 3	Balanced Diet Definition, Importance for Different Age Groups (EATWELL GUIDE from Internet) 5 Food Groups from NIN and Thali Concept Definition of Calorie Health and Hygiene
	Unit – 4	Nutrients, Functions, and Sources Carbohydrates, Proteins, Fats – Functions and Sources Vitamins and Minerals Tabular Form Minerals – Calcium, Iron, Iodine, Sodium, Potassium
2.	BLOCK – 2	Nutritional Deficiency and Disease
	Unit – 1	Malnutrition – Factors and Affecting Causes; Factors – Malnutrition Cycle PEM – Kwashiorkor, Marasmus – How to Overcome; Difference in Symptoms Vitamin A Deficiency – Night Blindness Vitamin C Deficiency – Scurvy Anaemia – Signs and Symptoms, Strategies to Overcome Iron, Folate Deficiency Iodine Deficiency - Cretenism and Goitre Vitamin D and Calcium Deficiency Strategies – Food, Exercise, Supplements / Treatments
	Unit – 2	Symptoms, Signs – Internet
	Unit – 3	Effect of Nutritional Deficiency

	Unit – 4	Remedial Measures – Double Supplementation Government and Household Measure to Control Malnutrition
3.	BLOCK – 3	Meals and Meal Planning
	Unit – 1	Planning Meals for Pregnant and Lactating Women What is Meal? Required Frequency Factors Affecting Meal Planning (5 to 6 Factors) Pregnant Women – Changes in Diet during Pregnancy Teenage Pregnancy Risk Factors – Anaemia, Weight Gain Importance of Calcium and Iron Website – thousanddays.org, rmhealthy.com Lactating – Protein, Energy, Calcium Dietary Modifications – Importance of Galactagogues Diet Chart
	Unit – 2	Breast Feeding and Weaning Breast Feeding – Advantages; Colostrum Nutritional Advantage of Mother’s Milk over Cow’s Milk Weaning – Meaning, Importance, Effect of too Early and Delayed Weaning Types of Weaning Food – Tabular Form
	Unit – 3	Food Habits and Food Exchange Factors Influencing Food Habits 5 Food Groups Food Exchange (Refer – Nutrition and Dietetics – Darshan Sohi)
	Unit – 4	Meal Planning for Infants and Children; Healthy Cooking Methods Food Planning for 0-to-2-Year-Olds and Pre-schoolers Healthy Cooking Methods
4.	BLOCK – 4	Health, Safety, and Immunity
	Unit – 1	Immunization Schedule – Paediatric or Government
	Unit – 2	General Illness – Cough, Cold, Fever, Ear ache, Vomiting, Diarrhoea, Conjunctivitis, Mumps, Measles, Chicken Pox – Symptoms and Home Remedies
	Unit – 3	Common Accidents; Safety Measures at Home, School and Creche; Physical Abuse and Sex Education

		<p>Common Accidents – Cuts, Burns, Drowning, Fracture, Shocks, Bites of Insects, Snakes or Dogs</p> <p>Physical Abuse – How to Overcome, Whom to Approach (Parent, Teacher, Counsellor)</p> <p>Sex Education – Telling them about Gender / Sex Organs, Good Touch / Bad Touch</p>
	Unit – 4	<p>First Aid – Importance and Methods, Contents of First Aid Kit</p> <p>Where to keep it?</p> <p>Importance of Contents</p> <p>How to attend to a wounded child?</p>

Paper IV: CHILD WELFARE SERVICES - I

Objectives

1. To know rights of children.
2. To learn about national and international child welfare organizations.
3. To study the role of caregivers, parents, and community in child welfare schemes.

Sr. No.	Code No.	Subjects
1.	BLOCK - 1	Child Welfare Services
	Unit – 1	Meaning and Importance Public and Private Schemes
	Unit – 2	Mobile Creche Any other NGO Working at National or Local Level for Children – Muktangan
	Unit – 3	Child Helpline (1098) Child Labour – Schemes and Programs for Eliminating Reasons for Child Labour, Statistics, How to Eradicate Track Child – Government Scheme
2.	BLOCK – 2	Role of Community in Child Welfare
	Unit – 1	Role of School and Community, and Voluntary Agencies
	Unit – 2	Role of National Agencies: National Council of Educational Research and Training (NCERT); National Institute of Public Cooperation and Child Development (NIPCCD); Balbhavan Organization – What it is? Established when? Objectives, Vision, Mission, Beneficiaries, Functions / Programs
	Unit – 3	Integrated Child Development Services (ICDs)
3.	BLOCK – 3	Child Rights
	Unit – 1	Child and His Needs
	Unit – 2	Principles of Child Rights, UN Convention on Child Rights – Include Mainly 4 Basic Child Rights
	Unit – 3	Parent and Community Involvement for Child Rights
4.	BLOCK – 4	International Agencies
	Unit – 1	UNICEF
	Unit – 2	World Health Organization
	Unit – 3	Save the Children

Paper V: Pre-School Administration and Creche Management

Sr. No.	Code No.	Subjects
1.	BLOCK - 1	Early Years
	Unit – 1	Significance, Goals, and Objectives of Pre-school
	Unit – 2	Types of Creches and Pre-schools
	Unit – 3	Assessment and Evaluation of Pre-school / Creche – Programme, Objectives, Methodology, Infrastructure, Teacher
	Unit – 4	Maintaining Records of Child’s Progress and Reporting it to Parents
2.	BLOCK – 2	Infrastructure
	Unit – 1	Building and Location
	Unit – 2	Light and Ventilation
	Unit – 3	Furniture and Equipment – Selection and Care
	Unit – 4	Space Management
3.	BLOCK – 3	Quality of Preschool Personnel
	Unit – 1	Centre Head – Qualification, Roles, and Responsibilities
	Unit – 2	Supervisor – Roles and Responsibilities
	Unit – 3	Teacher - Qualification, Qualities, and Roles
4.	BLOCK – 4	Parent and Community Involvement
	Unit – 1	Role and Importance of Parent Awareness and Community Participation
	Unit – 2	Parent Teacher Association (PTA)
	Unit – 3	Home Visit
	Unit – 4	Orientation and Workshops for Parents (Individual Centre’s Choice)

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SEMESTER – II

Paper VI: Child Growth and Development - II

Sr. No.	Code No.	Subjects
1.	BLOCK - 1	Early Childhood (6 to 8 Years)
	Unit – 1	Milestones
	Unit – 2	Early Stimulations – Role of Teacher
	Unit – 3	Developmentally Appropriate Practices
	Unit – 4	Role of Caregiver in Development
2.	BLOCK – 2	Issues Related to Development
	Unit – 1	Hazards in Development
	Unit – 2	Role of Family, School, and Community
	Unit – 3	Behavioural Problems – Bed-wetting, Thumb Sucking, Nail Biting, Quarrelling, Aggression, Temper Tantrums, Lying and Stealing, Masturbation, Hyperactivity
	Unit – 4	Discipline
3.	BLOCK – 3	Children with Special Needs
	Unit – 1	Definition of Special Needs Diagnosis and Importance of Early Intervention
	Unit – 2	Types of Disabilities – Classification
	Unit – 3	Learning Disabilities, Autism
	Unit – 4	Inclusive Education (Benefits and Barriers)
4.	BLOCK – 4	Observation (Practical)
	Unit – 1	Assisting Teachers (Practical) and Formulating Activities
	Unit – 2	Independent Book – Make Detailed Report (Report of Visits and Other Activities) Case Study and Observation Report of 2 Children

Paper VII: Curriculum and Methodology - II

Sr. No.	Code No.	Subjects
1.	BLOCK – 1	Theories and Approaches in ECCED
	Unit – 1	National Context – Gijubhai Badheka, M. K. Gandhi, Tarabai Modak
	Unit – 2	Maria Montessori
	Unit – 3	Fredrick Frobel
	Unit – 4	Howard Gardner’s Theory of Multiple Intelligence
2.	BLOCK – 2	Language Activities (Practical)
	Unit – 1	Collection of Nursery Rhymes and Songs, Finger Play / Action Songs, Learning to Sing Rhymes in Right Tune
	Unit – 2	Make a List of Appropriate Stories for 2-to-5-Year-Olds
	Unit – 3	Picture Talk
	Unit – 4	Flannel Board Stories
	Unit – 5	Display Bulletin Boards – Classroom Display
	Unit – 6	Dramatizing Stories
	Unit – 7	Innovative Way of Story Telling
3.	BLOCK – 3	Art and Craft (Practical)
	Unit – 1	Types of Painting – Spray, String, Block, Blow, Leaf, Vegetable, Wax, Sponge, Thumb, Palm, Foot Printing
	Unit – 2	Drawing – Crayons on Paper, Chalk on Blackboard and Crayon Scribbling
	Unit – 3	Paper Craft and Origami
	Unit – 4	Different types of Puppets and Puppet Show
4.	BLOCK – 4	Teaching Aids
	Unit – 1	Mobiles / Flash Cards / Rollograph
	Unit – 2	Festival Folder
	Unit – 3	Readiness File
	Unit – 4	Project Work – Individual or Group

Paper VIII: Child Welfare Services - II

Sr. No.	Code No.	Subjects
1.	BLOCK – 1	Visits and Reports
	Unit – 1	Visit and Report on School for Special Needs
	Unit – 2	Visit to a Creche and Report
	Unit – 3	Visit SOS Village and Submit a Report
	Unit – 4	Visit and Report of an Experimental School (Muktangan, Gram Mangal, Door Step)
2.	BLOCK – 2	Evaluation of Mid-Day Meal
	Unit – 1	Mid-Day Meal Program
	Unit – 2	Merits
	Unit – 3	Demerits
	Unit – 4	Nutritional Composition of Low-Cost Food
3.	BLOCK – 3	Policies and Programs in ECCED
	Unit – 1	ECCED Policy Brief Development of the Policy at Government Level
	Unit – 2	National Council for Teacher Education (NCTE)
	Unit – 3	Rehabilitation Council of India (RCI)
	Unit – 4	National Association for the Education of Young Children (NAEYC)
4.	BLOCK – 4	Community Helpers As Resources Roles
	Unit – 1	Types of Community Helpers
	Unit – 2	Planning and Reporting a Visit to Fire Station, Dairy
	Unit – 3	Community Worker as a Resource Person

Support Services for Children: As a child educator it is important to have knowledge of various other services available for children which can help in making appropriate referrals and /or utilizing the services for strengthening the child care programme. This subject throws light on the various support services available for children and comprises of field visits to various organizations providing support services, thus orienting the trainees to their work.

Paper IX: Pre-school Participation

It is crucial to develop skills of observing children and interpreting their behaviour along with understanding the various activities that aid in their development. This subject aims to enhance the competencies of trainees in observation, interpretation, and developing lesson plans, along with getting a hands-on training on assisting the pre-school teacher which will help them to instil skills of handling children, and implementing a pre-school programme.

Objectives

1. To understand individual differences in children's behaviour and develop the ability to work with them and guide them.
2. To develop skills and competencies required for conducting pre-school program.
3. To help acquire skills of observing and interpreting behaviour and development of the child.

Guidelines for Participation: Need to work on the details with the Coordinator

1. Lesson Planning – 15 Lessons
2. Observation – 2 Children (Same Age, Different Sex) for 2 to 5 Months
3. Assist the Teacher: 2 to 5 Months
4. Plan Events in Group and Conduct Seminars

Paper X: Seminars (30 Hours) / IT Training (30 Hours)

Student need to attend workshops and seminars as and when necessary.

1. To develop critical appraisal of current trends in ECCED.
2. To create awareness within the community about issues in ECCED.

Computer / IT Training

1. For 15 Days
2. Training at 2 Levels – Basic and Advance