

SHRI GURU RAM RAI UNIVERSITY

(Estd. by Govt. of Uttarakhand, vide Shri Guru Ram Rai University
Act no. 03 of 2017) PATEL NAGAR, DEHRADUN-248001,
UTTARAKHAND, INDIA

Syllabus of Early Childhood Care and Education (Diploma) (ECCE)

One Year (Two Semester) Program
(w.e.f. Session: 2025-26)



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SCHOOL OF EDUCATION

Pathri Bagh, Dehradun, Uttarakhand

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SCHOOL OF EDUCATION
SGRR UNIVERSITY, DEHRADUN

Name of the Programme -Early Childhood Care and Education
(Diploma)

Preamble

Early Childhood Care and Education (ECCE) plays a crucial role in shaping the foundational years of a child's life, fostering their cognitive, emotional, social, and physical development. In alignment with the National Education Policy (NEP) 2020, which emphasizes a strong base in ECCE from the age of three to six, the School of Education, Shri Guru Ram Rai University, Dehradun, is committed to nurturing skilled educators through its Foundational Stage Diploma programme in Early Childhood Care and Education.

This programme is designed to equip aspiring educators, caregivers, and childcare professionals with the necessary knowledge and practical expertise to create a stimulating and inclusive learning environment for young children. The course emphasizes play-based learning, child psychology, early education methodologies, and effective classroom management, ensuring holistic child development.

Diploma holders of this programme will have diverse career opportunities in government and private preschools, kindergartens, day-care centres, and other early childhood education institutions. Additionally, the course prepares individuals to establish and manage childcare facilities, contributing to the overall well-being and educational growth of young learners.

Through a blend of theoretical learning and hands-on experience, student teachers will develop essential skills in lesson planning, activity-based learning, and child counselling, under the mentorship of experienced professionals. The curriculum also integrates national and international perspectives on early childhood education, ensuring a comprehensive understanding of best practices in the field.

With a commitment to excellence in early childhood education, this diploma programme aspires to create compassionate, capable, and skilled professionals who will positively impact the future of young learners and contribute to nation-building through quality early education.

AIMS

- Early Childhood Care and Education provides knowledge, skills, and techniques required to manage young children's education and development between the age group of three to six years.
- The Programme is specifically for teachers and individuals looking to make a career in pre-primary schools, nursery schools, Anganwadi, or setting up or managing childhood care centres/Creche
- This Programme helps candidates understand young children's development, needs, and rights (three to six years of age).

- Throughout the course, students are also provided knowledge about common childhood illnesses, take care of sick children, and take necessary preventive measures. Candidates learn to take care of children with special needs.
- Early Childhood Education also imparts knowledge to child health, nutrition, and providing early stimulation and takes adequate preventive actions.

Eligibility Criteria

- **Age Limit-** There is no upper age limit for the Early Childhood Care and Education (ECCE) Diploma Programme.
- **Qualification-** Candidates must have completed higher secondary (10+2) or equivalent exams from a recognized board.

For Gen and OBC Category Candidates must have scored minimum of 50% marks in higher secondary and for SC, ST category Candidates must have scored minimum of 45% marks in higher secondary.

Admission shall be made on the basis of merit or entrance test.

Total Number of Seats- 20.

(SGRR University reserves the rights to change number of seats when it is necessary)

Duration

The duration of the program is of one academic year with two semesters. There will be 90 working days per semester including field attachment. There shall be at least one hundred eighty (180) working days in a year. The institution shall work for a minimum of four hours per day in a week (five days). Candidates shall be permitted to complete the programme requirements of the one-year programme within a maximum period of two years from the date of admission to the programme.

Attendance

75% Attendance is mandatory in each semester.

Scheme of Examination

There shall be a University Examination at the end of each Semester.

The evaluation system of the students has the following two components: -

- **Internal Assessment**-accounting for 30% of the total marks assigned to a particular course.
- **External Assessment (ESE)** accounting for the remaining 70% of the total marks assigned to a particular course.

The End Semester Examinations will be held in the month of November/ December and May/ June each year respectively.

End-semester examination (ESE) that will be for two and half hour's duration.

Early childhood Care and Education

SEMESTER I						
Course Code	Name of the Course	Credits	Theory		Practical INT	Internship
			EXT	INT		
ECCE101	Introduction to Child Development	4	70	30		
ECCE102	Historical Perspective of ECCE	4	70	30		
ECCE103	Teaching and Learning	4	70	30		
ECCE104	Art & Craft (Practicum)	4			100	
ECCE105	Internship I (Four Weeks/One month)	4				100
TOTAL= 20 CREDIT 500 MARKS						
SEMESTER II						
Course Code	Name of the Course	Credits	Theory		Practical	Internship
			EXT	INT		
ECCE106	Child Health Care and Nutritional Needs	4	70	30		
ECCE107	Organization and Management of Pre-school, Formal Creche and Day Care	4	70	30		

ECCE108	Child rights and Welfare Programme	4	70	30		
ECCE109	Creative Box (Practicum)	4			100	
ECCE110	Internship II (Four Weeks/One month)	4				100
Total-20 credits and 500 marks Total 1 SEM +2 SEM=1000 Marks (40 Credits)						

PROGRAMME SPECIFIC OUTCOMES-

This course integrates early childhood care and education theory with practical application, equipping students for careers in Pre-Primary, Primary /Creche / day care centres.

PO#	Programme Outcomes (POs)
PO 1	To give practical knowledge about the activities for teaching
PO 2	To provide insight into language, literacy, emotional, social, and cognitive development as essential components of an age-appropriate curriculum.
PO 3	To enable them to plan activities to enhance their motor skills, reading, writing and counting skills
PO 4	To enhance skills for working with differently-abled children in early inclusive settings
PO 5	To gain knowledge about the contribution of eminent educationists in preschool education.
PO 6	To develop awareness regarding government services and programmes.
PO 7	To gain knowledge about the methods of teaching and teaching aids.

PSO#	Program Specific Outcomes
PSO 1	To prepare ECCE teachers to engage effectively with young children.
PSO2	To develop competencies in preparing toys, games and activities which stimulate Infants and toddlers.
PSO 3	To make the learners aware of health and nutrition of children.
PSO 4	To build entrepreneurial, supervisory and administrative skills.

Course: 1 **Name of the Course: Introduction to Child Development**

Course Code: ECCE 101

Theory: 4 Credits

Course Outcomes

This course will enable learners to:

CO1	Understand growth and development.
CO2	Understand the difference between growth and development
CO3	Understand the principles and theories of development.
CO4	Know various stages of child development
CO5	Understand the characteristics of children with special needs
CO6	Acquaint with observation technique

Unit I Introduction to Child Development

- i) Concept of Growth and Development, Difference between Growth and Development
- ii) Principles of growth and development
- iii) Stages of Child Development-Characteristics and needs of each stage-Infancy, Early Childhood and Late Childhood.
- iv) Ericksons theory, Havighurst-Developmental tasks.

Unit II Development at childhood stage

- i) Cognitive and language Development in childhood (sensation, perception, language and memory),
- ii) Motor and Physical Development- Development of motor Skills in childhood; principles, sequence, Milestone in motor development: Gross and Fine motor skills, Acquisition of Skills (School Readiness Skills, Reading, Writing Spelling Skills).
- iii) Socio Emotional Development.

Unit III Understanding children with special needs

Dyslexia, Dysgraphia, Dyscalculia, Hearing Impairment, Visual Impairment. Speech disability.

Unit IV Method of studying Children:

Observation techniques.

Practicum-

Visit to Pre -Primary/Creche/Anganwadi observe children while they are engaged in some activity and prepare of a report.

References-

1. Berk, L. E. (2009). Child Development. 8th ed. Pearson Education, Inc.

2. Hurlock, E. B. (1978). *Child Growth and Development*. Tata McGraw-Hill Education: New Delhi
3. Santrock, J. W. (2021). *Children* (14th ed.). McGraw-Hill Education.
4. Papalia, D. E., Olds, S. W., & Feldman, R. D. (2019). *A Child's World: Infancy Through Adolescence* (13th ed.). McGraw-Hill.
5. Siegler, R., Eisenberg, N., DeLoache, J., & Saffran, J. (2022). *How Children Develop* (6th ed.). Worth Publishers.
6. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
7. Piaget, J. (1952). *The Origins of Intelligence in Children*. Norton.
8. Government of India (2023). *National Credit Framework (NCrF), Ministry of Education*. <https://www.aicte-india.org/>
9. University Grants Commission (UGC), India (2023). *Guidelines on National Credit Framework (NCrF)*. <https://www.ugc.ac.in/>
10. Ministry of Education, Government of India (2020). *National Education Policy 2020*. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
11. University Grants Commission (UGC), India (2023). *Guidelines for the Introduction of Short-Term Skill Development Courses in Higher Educational Institutes (HEIs)*. University Grants Commission, Bahadur Shah Zafar Marg, New Delhi <https://www.ugc.ac.in/>

Course:2

Name of the Course: Historical Perspective of ECCE

Course Code: ECCE 102

Theory: 4 Credits

Course Outcomes

The course will enable the learners to:

CO1	Understand the concept and importance of ECCE
CO2	Develop a critical appraisal of important theoretical approaches in the study of Child Development
CO3	Create awareness of various trends and policies in ECCE
CO4	Know the contribution of various commissions and policies
CO5	Acquaint them with the contribution of thinkers in the field of ECCE
CO6	Acquaint them with the contribution of different institutes in the development of ECCE

Unit I Concept of ECCE

- i) Meaning of Early Childhood Care and education
- ii) Aims and Objectives of Early Childhood Care and education
- iii) Need and Importance of Early Childhood Care and education
- iv) Types of Preschool and Programmes: Play centres, Day Care, Montessori, Kindergarten, Balwadi, Anganwadi etc

Unit II -ECCE IN INDIA

Pre- Independence Period, Post-Independence- Kothari Commission, Yashpal Committee, Right to Education 2009, Sarva Shiksha Abhiyan, NEP 1986, NEP 2020,

Unit III CONTRIBUTION OF THINKERS

Rousseau, Froebel, Maria Montessori (Western)

Gijubhai Badheka, Tarabai Modak, M.K. Gandhi (Indian)

Unit IV Contribution of various Institutes

IAPE, ICDS, NCTE, UNICEF, Mobile crèches, Central Social Welfare Board (CSWB)

Indian Council for Child Welfare (ICCW), National Council of Educational Research & Training (NCERT). National Institute of Public Cooperation & Child Development (NIPCCD).

Practicum-

Power point presentation by the students on any of the thinkers mentioned.

References

1. Ministry of women and Child Development, GOI. (2007). Report of working group on Development of Children- For the eleventh five-year plan.
2. Berk, L. E. (2009). Child Development. 8th ed. Pearson Education, Inc.
3. Hurlock, E. B. (1978). Child Growth and Development. Tata McGraw-Hill Education: New Delhi.
4. Saraswathi, T.S. (ed.). (n.d.). Cross-Cultural Perspectives in Human Development - Theory, Research and Application. New Delhi. Thousand Oaks. London: Sage Publication.
5. 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>.
6. Selbie, P, Clough, P, Nutbrown, C(2008) Early Childhood Education: History, Philosophy and Experience (Paperback) by publisher: Sage Publications
7. Crain, W. (2014). Theories of Development: Concepts and Applications, England: Pearson
8. Reddy G.L, and Sujatha J., (2006). "Children with Disabilities". New Delhi: Discovery Publishing House.
9. Reddy G.L (2007). "Education of Children with Special Needs" New Delhi: Discovery Publishing House.
10. Reddy L., Ramar R., and Kusuma A., (2004). "Hearing Impairment-An Educational Consideration" New Delhi: Discovery Publishing House.

Course 3

Name of the Course: Teaching and Learning

Course Code: ECCE 103

Theory: 4 credits

COURSE OUTCOMES

The course will enable the learners to

CO1	Gain knowledge about the concept of teaching and learning.
CO2	Gain understanding about the various methods of teaching.
CO3	Understand the meaning, importance and steps for lesson planning.
CO4	Organize child-oriented activity based participatory learning experiences.
CO5	Refine methods for classroom transactions for evolving capacities of young children.
CO6	Develop methods and approaches for the growth and development of language and communication skills.

UNIT I Concept of Teaching and Learning

- i) Meaning and nature of teaching and learning
- ii) Relationship between teaching and learning
- iii) Principles and maxims of teaching

UNIT II Teaching at Foundational stage

- i) Play-way Method -Meaning, Types of play- Exploratory, manipulative, Constructive, Imaginative and Creative, Significance of Play
- ii) Activity method -Interactive technology tools, Field trips and real-world exploration
Sensory Play, Storytelling and puppetry.

Unit III Foundational Literacy and Numeracy I -

- i) Listening Activities-Songs, stories, audiotape, videotape object talk, rhyme, comprehension through conversation.
- ii) Speaking Activities-Recitation, talks, conversation, oral expression
- iii) Reading-Look and say method, Alphabet method

Unit IV Foundational Literacy and Numeracy II -

- i) Writing activity – F.G French method, Teaching strokes, tracing method
- ii) Mathematics: Activities for learning number, shapes
- iii) Lesson planning -Steps for Lesson Planning

Practicum –

Prepare five lesson plans for Pre Primary class.

References-

1. Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.
2. Piaget, J. (1952). *The Origins of Intelligence in Children*. Norton.
3. Bloom, B. S. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals*. Longman.
4. Bruner, J. S. (1966). *Toward a Theory of Instruction*. Harvard University Press.
5. Merrill, M. D. (2002). *First Principles of Instruction*. Educational Technology Research and Development, 50(3), 43-59.
6. Freire, P. (1970). *Pedagogy of the Oppressed*. Continuum.
7. Kolb, D. A. (1984). *Experiential Learning: Experience as the Source of Learning and Development*. Prentice Hall.
8. Biggs, J., & Tang, C. (2011). *Teaching for Quality Learning at University*. McGraw-Hill.
9. Hattie, J. (2009). *Visible Learning: A Synthesis of Over 800 Meta-Analyses Relating to Achievement*. Routledge.
10. Ambrose, S. A., et al. (2010). *How Learning Works: Seven Research-Based Principles for Smart Teaching*. Jossey-Bass.
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Course: 4

Name of the Course:- Art & Craft (Practicum)

Course Code:104

Practicum: 4 Credits

COURSE OUTCOME

The course will enable the learners to

CO1	Give the knowledge about free hand sketches.
CO2	Enable them to write letters and for preparing flash cards.
CO3	Give them proper knowledge of colours
CO4	Enable them to make art sheets including letters and sketches
CO5	Acquaint them with the knowledge of making attractive charts
CO6	Acquaint them with the knowledge of making vegetable stamp for printing

Unit-I

i) Simple free hand sketches with Pencil, Poster colours, Pastel colours or water colours.

Prepare five items

ii) Making of action figures of daily life. Draw five

Unit-II

i) Proper knowledge of colours i.e. Primary, Secondary, Tertiary, Warm and Cool colour etc.

ii) Importance of attractive Charts for Kids,

iii) Prepare five attractive charts for kids

Unit-III

i) Making cut outs from the Coloured sheets

ii) Pasting cutouts to make card

iii) Make five items that can be taught to children

Unit-IV

i) Introduction to Vegetable Printing

ii) Create different patterns.

iii) Cutting vegetables into stamp shapes to do printing with the help of colours

Make cut out from 2 vegetables make a design on a paper with the vegetable stamp.

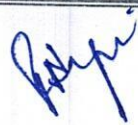

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Course:5

Name of the Course: Internship I

Paper Code- ECCE 105

Practicum-4 Credits

Duration of Internship I -One month or 4 weeks Internship in Pre- Primary School/Primary/Day Care/Creche/Anganwadi.

Planned Activities and Submission of Report in soft and hard copy

Course Outcome

The course will enable the learners to

CO1	Observe and Analyze the daily activities conducted in Anganwadis /pre-primary/primary/daycare/creche and prepare a comprehensive analysis report
CO2	Evaluate Infrastructure and Resources available in Anganwadis /pre-primary by conducting a detailed assessment of the facilities and materials provided for early childhood education
CO3	Understanding the role of a teacher and a care giver their responsibilities, and challenges in providing early childhood care and education
CO4	Plan and Implement Activities
CO5	Engage children in various activities
CO6	Observe children while they are engaged in various activities

1. Observation

Spend time in Early Childhood Care and Education (ECCE) settings such as crèches, Anganwadi /Pre – Primary/primary school to observe:

i)Infrastructure

ii) Daily activities

ii)Children and their interactions with teacher and caregivers, focusing on their responses and engagement.

ii)Sensory and cognitive stimulation for children using visual (toys, pictures), auditory (claps, conversations), and kinesthetic experiences (movement-based activities).

iv)Children's behaviour in structured and unstructured environments, both in the classroom and during free play.

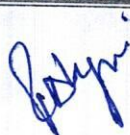
2 Activities for children

i)Teaching children rhyme with action.

ii)Teaching children -colouring with crayons, pasting cutouts of the paper in a sheet, printing with the help of vegetables to make design.

References

1. Bredekamp, S. (2019). *Effective Practices in Early Childhood Education: Building a Foundation*. Pearson.
2. Gullo, D. F. (2005). *Understanding Assessment and Evaluation in Early Childhood Education*. Teachers College Press.
3. NAEYC (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. National Association for the Education of Young Children.
4. Jalongo, M. R. (2014). *Teaching in Early Childhood: A Guide for Student Teachers*. Pearson.
5. Seefeldt, C., Galper, A., & Stevenson-Garcia, J. (2016). *Active Experiences for Active Children: Literacy Emerges*. Pearson.
6. McAfee, O., Leong, D. J., & Bodrova, E. (2015). *Assessing and Guiding Young Children's Development and Learning*. Pearson.
7. Cohen, D. H., Stern, V., & Balaban, N. (2016). *Observing and Recording the Behavior of Young Children*. Teachers College Press.
8. Miller, K. (2012). *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky*. Redleaf Press.
9. Nutbrown, C. (2018). *Early Childhood Educational Research: International Perspectives on Theory and Practice*. SAGE Publications.
10. Wortham, S. C., & Hardin, B. J. (2015). *Assessment in Early Childhood Education*. Pearson.



II SEM

Course: 6 Name of the Course: Child Health Care and Nutritional Needs

Course Code: ECCE:106

Theory: 4 Credits

Course Outcomes

The course will enable the learners to

CO1	Understand the concept of health and nutrition and its importance for children.
CO2	Understand the nutritional requirements and effects of malnutrition.
CO3	Identify the signs and symptoms of common childhood ailments and their prevention.
CO4	Understand the Common communicable diseases among children and their identification.
CO5	Know the importance and administration of First aid
CO6	Understand the importance of personal hygiene

Unit I Concept of Health and Nutrition

- i) Meaning of good health and signs thereof, Factors affecting health: ventilation, sunlight, open spaces, personal cleanliness, hygiene and habits.
- ii) Basic five food groups; functions and sources.
- iii) Nutrition related disorders: symptoms, Prevention and management.

Unit II Care and Diet during childhood-

- i) Planning diet for children.
- ii) Developing good diet habits, Different ways of increasing nutritional quality, increasing nutrient density of meals and snacks.

Unit III Prevention of common health problems of Children -

- i) Immunization and its importance
- ii) Common communicable diseases its identification.
- iii) Common non communicable diseases its identification.

Unit IV First Aid -

- i) Meaning, Scope and administration of first aid.
- ii) Personal cleanliness: Care of skin, eyes, teeth, ears, nose, throat, hands, nails and hair.

Practicum

- i) CPR one day training

ii) Preparation and knowing contents of first-aid box.

ii) Salad and snacks making competition.

References-

1. Cameron M. & Hofvander Y. (1983). Manual on Feeding Young Children and young children. Oxford University Press.
2. Elizabeth K.E. (2010). Nutrition and Child Development. Hyderabad: Para Medical.
3. Ghosh S. (1988). The feeding and care of young children. New Delhi: Voluntary Health Association of India.
4. IGNOU: Study material for Diploma in Nutrition and Health.
5. Park J E., Park K., Preventive & Social Medicine, Banarasidas Bhanot Publications.
6. Srilakshmi B. (2011). Dietetics. New Age International (P) Limited Publications.
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Course:7 **Name of the Course -Organization and management of Preschool, Formal Creche and Day Care**

Course Code: ECCE 107

Theory: 4 Credits

Course outcomes:

The course will enable the learners to:

CO1	Understand the elements involved in organization and management of Pre School and daycare.
CO2	Create awareness of functions of various authorities dealing with preschool and daycare centres.
CO3	Understand human resources required to run preschool and day care centres
CO4	Aware of various material resources essential for opening Pre School and day care centres.
CO5	Know about the qualities, role of service and code of conduct of the primary teachers and care givers
CO6	Know about the maintenance of the records.

Unit I Concept of Organization and Administration:

- i) Meaning, need, importance of organization of preschool and daycare
- ii) Elements of organization and administration of preschool and daycare.
- iii) Difference between preschool and daycare centres Admission procedure to pre-school

Unit II Infrastructure required and its management.

- i) Physical facility- School Building, Classroom, Blackboard, furniture, Playground, toys, games, Provision of safe drinking water and sanitary facilities.
- ii) Maintenance of furniture and equipment.

Unit III Personnel involved in preschool and daycare centre and their Management


- i) Role and qualities of teacher and care giver and other staff involved in welfare and care of children,
- ii) Teacher-child ratio, Rules of service and code of conduct

Unit IV Maintenance of records

- i) Need and importance
 - ii) Types of records – Admission, Progress, Financial, Equipment, Correspondence, Health
 - iii) Types of register - Attendance (Staff, children), Accounts, Stock, Staff Profile
- Methods of maintaining record of children – Cumulative and Anecdotal Record.
- Practicum-Make cumulative record of five children (during internship).

References

1. Munsch and Laura E Levine (2010) Child Development. New York: Sage Global
2. Klien, S.B. (2011) Learning. New York: Sage Global
3. Bower, V. (2011) Creative Ways to Teach Literacy. New York: Sage Global
4. Levey, S. (2010) Language Development. New York : Sage Global
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13. University Grants Commission, Bahadur Shah Zafar Marg, New Delhi <https://www.ugc.ac.in/>



Course: 8 **Name of the Course: Child rights and Welfare Programme**

Course Code: ECCE 108

Theory: 4 Credits

Course Outcomes-

The course will enable the learners to:

CO1	Create an awareness and sensitivity to children's rights
CO2	Acquaint them with various commission and policy on children
CO3	Make learners aware of the welfare programs/ services for children.
CO4	Review the legislations pertaining to children's right.
CO5	Acquaint with the child care services in India.
CO6	Make the learners aware of the state guidance services available for children

Unit I- Historical Perspectives

Child welfare programmes in five-year Plan

Children's Rights (UNCRC)

National Commission for the Protection of Child Rights (NCPCR) 2007

Unit II -Legislation for Children (part I)

UN convention on the rights of the child (1989)

National policy on children in 1974

Pre-natal Diagnostic Techniques Act, 1994

Unit III - Legislation for Children (part II)

Prevention of Immoral Traffic Act.

The Child Labour (Prohibition and Regulation) Act, 1986

Hindus Adoption and Maintenance Act, 1956.

The Right of Children to Free and Compulsory Education Act, 2009

The Protection of Children from Sexual Offences Act, 2012

Unit IV - Child Care Services in India

Integrated Child Developmental Scheme (ICDS)

Rajiv Gandhi National Creche Scheme of Working Mothers

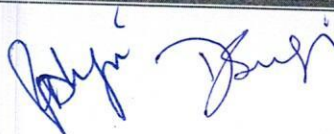
Counselling and Guidance Services provided by the State Child Line Foundation,

Integrated Programme for Street Children, Childline Service

Practicum- Prepare a report on any of the topic mentioned in the course.

References

1. Cameron M. & Hofvander Y. (1983). Manual on Feeding Young Children and young children. Oxford University Press.
2. Elizabeth K.E. (2010). Nutrition and Child Development. Hyderabad: Para Medical.
3. Ghosh S. (1988). The feeding and care of young children. New Delhi: Voluntary Health Association of India.
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5. Srilakshmi B. (2011). Dietetics. New Age International (P) Limited Publications
6. Government of India (2023). *National Credit Framework (N Cr F)*, Ministry of Education. <https://www.aicte-india.org/>
7. University Grants Commission (UGC), India (2023). *Guidelines on National Credit Framework (NCrF)*. <https://www.ugc.ac.in/>
8. Ministry of Education, Government of India (2020). *National Education Policy 2020*. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
9. University Grants Commission (UGC), India (2023). *Guidelines for the Introduction of Short-Term Skill Development Courses in Higher Educational Institutes (HEIs)*.
10. University Grants Commission, Bahadur Shah Zafar Marg, New Delhi <https://www.ugc.ac.in/>



Course: 9

Name of the Course:- Creative Box (Practicum)

Course Code:104

Practicum: 4 Credits

Course Outcome

The course will enable the learners to:

CO1	Know about the clay modelling.
CO2	Enable them about the benefits of clay modelling.
CO3	Acquaint them with the knowledge of making puppets
CO4	Enable them with different kinds of puppets
CO5	Acquaint them with the knowledge and kinds of Paper crafts
CO6	Enable them to organize puppet show

Unit-I

i) Clay modelling, Benefits of clay modelling. Make 5 items of clay.

Unit-II

ii) Puppets-different types of puppets finger puppet, Hand Puppets, Glove Puppets, Shadow Puppets, Marionettes puppet, Stick Puppet, Sock Puppets.

Preparation of two puppets

Unit-III

Types of Paper Craft-Paper folding, Paper cutting, Origami, Quilling.

Preparation of five items in each.

Unit-IV

i) Planning and organizing a puppet show.

ii) Exhibition of the items prepared by the learners

References

1. Government of India (2023). *National Credit Framework (NCrF)*, Ministry of Education. <https://www.aicte-india.org/>

2. University Grants Commission (UGC), India (2023). *Guidelines on National Credit Framework (NCrF)*. <https://www.ugc.ac.in/>

3. Ministry of Education, Government of India (2020). *National Education Policy 2020*. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf

4. University Grants Commission (UGC), India (2023). *Guidelines for the Introduction of Short-Term Skill Development Courses in Higher Educational Institutes (HEIs)*. 5. University Grants Commission, Bahadur Shah Zafar Marg, New Delhi <https://www.ugc.ac.in/>

Course:10

Name of the Course: Internship II

Paper Code- ECCE 110

Practicum-4 Credits

Duration of Internship --One month or 4 weeks Internship in Pre- Primary School/Primary/Day Care/Creche/Anganwadi.

Planned Activities and Submission of Report in soft and hard copy

Course Outcome

This course will enable learners to

CO1	Plan and Implement Activities
CO2	Acquaint them with personal hygiene
CO3	Prepare attractive charts for awareness
CO4	Prepare teaching aids to facilitate teaching
CO5	Recite story with the help of puppets
CO6	Prepare lesson plans

- 1.Planning and Organisation of two Co -Curricular Activity.
- 2.The importance of a balanced diet and healthy food choices. Make a Meal Planning Chart.
- 3.Personal Hygiene and cleanliness habits -Chart
- 4.Moral Stories along with Puppets/Flash cards (Recite five story and make a file)
5. Make five Lesson plans using material aid.
- 6.Plan different activities for children and make a file (5 activities)

References

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7. Gullo, D. F. (2005). *Understanding Assessment and Evaluation in Early Childhood Education*. Teachers College Press.
8. NAEYC (2009). *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. National Association for the Education of Young Children.
9. Jalongo, M. R. (2014). *Teaching in Early Childhood: A Guide for Student Teachers*. Pearson.
10. Seefeldt, C., Galper, A., & Stevenson-Garcia, J. (2016). *Active Experiences for Active Children: Literacy Emerges*. Pearson.

11. McAfee, O., Leong, D. J., & Bodrova, E. (2015). *Assessing and Guiding Young Children's Development and Learning*. Pearson.
12. Cohen, D. H., Stern, V., & Balaban, N. (2016). *Observing and Recording the Behavior of Young Children*. Teachers College Press.
13. Miller, K. (2012). *Theories of Childhood: An Introduction to Dewey, Montessori, Erikson, Piaget & Vygotsky*. Redleaf Press.
14. Nutbrown, C. (2018). *Early Childhood Educational Research: International Perspectives on Theory and Practice*. SAGE Publications.
15. Wortham, S. C., & Hardin, B. J. (2015). *Assessment in Early Childhood Education*. Pearson.

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MAPPING MATRICES

Program: ECCE(Diploma)

CO-PO-PSO Mapping Matrices

COURSE 1 COURSE CODE-ECCE101

CO'S	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
1	2	3	2	2	2	2	2	3	2	3	2
2	2	3	2	2	2	2	2	3	2	3	2
3	2	3	2	3	2	2	2	3	2	3	2
4	2	3	2	3	2	2	2	3	2	3	2
5	2	3	2	3	3	3	2	3	2	3	2
6	3	3	2	3	2	2	2	3	2	3	2
AV	2.16	3	2	2.66	2.16	2.16	2	3	2	3	2

COURSE 2 COURSE CODE-ECCE102

CO'S	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
1	2	3	2	1	3	2	2	3	1	2	2
2	1	3	2	2	3	2	2	2	1	2	1
3	2	2	2	2	3	3	2	2	1	3	2
4	1	2	1	1	3	3	2	1	1	2	2
5	1	2	1	1	3	2	3	2	1	1	2
6	2	2	1	2	3	3	2	2	1	2	3
AV	1.5	2.33	1.5	1.5	3	2.5	2.16	2	1	2	2

COURSE 3 COURSE CODE-ECCE103

CO'S	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
1	3	2	2	1	2	2	3	3	2	2	2
2	3	2	2	2	2	1	3	3	2	2	1
3	2	3	3	2	3	2	2	2	1	2	2
4	3	3	3	2	2	2	3	3	3	2	3
5	2	3	3	2	3	3	3	2	2	2	3
6	2	3	3	2	2	3	3	2	3	2	3
AV	2.5	2.66	2.66	1.83	2.33	2.16	2.83	2.5	2.16	2	2.33

COURSE 4 COURSE CODE-ECCE104

CO'S	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
1	3	2	1	1	2	1	2	2	3	1	2
2	3	2	2	1	2	1	3	3	3	1	2
3	2	2	2	1	2	1	2	2	3	1	2
4	3	2	3	1	2	1	3	3	3	1	3
5	2	2	3	1	2	1	3	2	3	1	3
6	2	2	2	1	2	1	3	2	3	1	3
AV	2.5	2	2.16	1	2	1	3	2.33	3	1	2.5

COURSE 5 COURSE CODE-ECCE105

CO'S	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
1	3	2	2	2	2	3	2	3	2	3	2
2	3	2	2	2	2	3	3	3	2	3	2
3	3	3	2	3	2	3	3	3	2	2	3
4	3	3	3	3	2	2	3	3	3	2	3
5	3	3	3	3	2	2	3	3	3	2	3
6	3	3	3	3	2	2	3	3	3	2	3
AV	3	2.66	2.5	2.66	2	2.5	2.83	3	2.5	2.33	2.66

COURSE 6 COURSE CODE-ECCE106

CO'S	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
1	2	3	3	2	2	3	2	2	2	3	2
2	2	3	3	2	2	3	2	2	2	3	2
3	2	2	3	3	2	3	2	2	2	3	2
4	2	2	2	3	2	3	2	2	2	3	2
5	2	2	2	3	2	3	3	2	2	3	2
6	2	3	2	3	2	3	3	2	2	3	2
AV	2	2.5	2.5	2.66	2	3	2.33	2	2	3	2

COURSE 7 COURSE CODE-ECCE107

CO'S	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
1	3	2	2	2	2	3	2	3	2	3	3
2	2	3	2	2	3	3	2	2	2	3	3
3	2	2	3	3	2	3	2	3	2	3	3
4	2	2	2	2	2	3	2	2	3	3	3
5	2	2	2	2	3	3	3	3	3	3	3
6	2	3	2	2	3	3	3	3	3	3	3
AV	2.16	2.33	2.16	2.16	2.5	3	2.33	2.66	2.5	3	3

COURSE 8 COURSE CODE-ECCE108

CO'S	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
1	2	3	2	3	2	3	2	3	2	3	2
2	2	2	2	3	3	3	2	2	2	3	2
3	2	2	2	3	2	3	2	3	2	3	3
4	2	2	2	3	2	3	2	2	2	3	3
5	2	2	2	3	3	3	3	3	2	3	3
6	2	2	2	3	3	3	3	3	2	3	3
AV	2	2.16	2	3	2.5	3	2.33	2.66	2	3	2.66

COURSE 9 COURSE CODE-ECCE109

CO'S	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
1	3	2	2	1	2	1	2	3	3	1	2
2	3	2	2	1	2	1	2	3	3	1	2
3	2	2	2	1	2	1	3	3	3	1	2
4	2	2	3	1	2	1	3	3	3	1	3
5	2	2	3	1	2	1	3	3	3	1	3
6	2	2	2	1	2	1	3	3	3	1	3
AV	2.33	2	2.33	1	2	1	2.66	3	3	1	2.5

COURSE 10 COURSE CODE-ECCE110

CO'S	PO1	PO2	PO3	PO4	PO5	PO6	PO7	PSO1	PSO2	PSO3	PSO4
1	3	2	3	2	2	2	3	3	3	2	3
2	2	3	2	2	2	3	2	2	2	3	2
3	2	2	2	1	2	3	3	3	3	2	3
4	3	2	3	1	2	2	3	3	3	2	3
5	3	2	3	1	2	2	3	3	3	2	3
6	3	3	3	2	3	2	3	3	3	2	3
AV	2.66	2.33	2.66	1.5	2.16	2.33	2.83	2.83	2.83	2.16	2.83

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