

FACULTY OF EDUCATION

Syllabus for the Batch from Year 2025 to Year 2026

FOR

Certificate in Early Childhood Care and Education

(Credit Based Grading System)

Examinations: 2025–26



**GURU NANAK DEV UNIVERSITY
AMRITSAR**

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Certificate in Early Childhood Care and Education (CBGS)
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SCHEME OF STUDIES

SEMESTER-I

Paper	Title	L	T	P	Total Credits	Total Marks
CEC01001T	Foundations of Education	4	0	0	4	100
CEC01002T	Child Psychology and Child Development	4	0	0	4	100
CEC01003T	Child Health Care	4	0	0	4	100
CEC01004T	Component-I: Art & Craft (Theory)	2	0	0	2	50
CEC01005L	Component-I: Art & Craft (Practical)	0	0	2	2	50
CEC01006T	Learning Challenges in Early Childhood	4	0	0	4	100
TOTAL:					20	500

SEMESTER-II

Paper	Title	L	T	P	Total Credits	Total Marks
CEC02001T	Teaching Methodology and Evaluation	4	0	0	4	100
CEC02002T	School Organization and Administration of Pre-Primary Schools	4	0	0	4	100
CEC02003T	Component-II: Computer Application (Theory)	2	0	0	2	50
CEC02004L	Component-II: Computer Application (Practical)	0	0	2	2	50
CEC02005L	Component-III: Health and Physical Education	0	0	2	2	50
CEC02006L	Component-IV: Community Services and Co-curricular Activities	0	0	2	2	50
CEC02007T	Understanding Children with Special Needs	4	0	0	4	100
Total:					20	500
Grand Total (20+20=40 Credits)						1000

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SEMESTER-I

CEC01001T: FOUNDATIONS OF EDUCATION

Time: 3 Hrs.

Credits: 4-0-0

Marks: 100

Instructions for the Paper Setters:-

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). 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.

SECTION-A

1. Historical Perspective of E.C.C.E.
- 1.1 Contribution of Eminent Educationists in Pre School-Education.
 - a. Mahatma Gandhi
 - b. John Dewey
 - c. Rabindra Nath Tagore
 - d. Pestalozzi
 - e. Maria Montessori

SECTION-B

2. Introduction to Early Childhood Care and Education
- 2.1 Meaning of Education
 - a. Narrow, Broader and Derivative.
 - b. Types of Education: Formal, Informal & Non-Formal.
- 2.2 Nature and Significance of Primary Education.

SECTION-C

3. Programme or Schemes in E.C.C.E.
 - a. Integrated Child Development Services.
 - b. Balwadis.
 - c. SOS Villages.
 - d. Mobile cretches.

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SEMESTER-I

SECTION-D

4. 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)
- e. NEP (2020).

SEMESTER-I

CEC01002T: CHILD PSYCHOLOGY AND CHILD DEVELOPMENT

Time: 3 Hrs.

Credits: 4-0-0

Marks: 100

Instructions for the Paper Setters:-

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SECTION-A

1. Child Psychology

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

2. Child Development

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

SECTION-B

1. Intelligence:

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

2. Personality

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

3. Heredity and Environment

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

SEMESTER-I

SECTION-C

1. Learning

- a) Meaning and Characteristics of Learning.
- b) Factors affecting Learning
- c) Methods of Learning.

2. Memory

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

3. Forgetting

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

4. Motivation

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

SECTION-D

1. Exceptional Children

- a) Gifted Children.
 - 1. Meaning and Characteristics.
 - 2. Educational Programme for Gifted Children.
- a) Backward Children.
 - 1. Meaning and Characteristics.
 - 2. Educational Programme for Backward Children.
- a) Handicapped Children (Mentally Retarded)
 - 1. Meaning and Characteristics.
 - 2. Educational Programme for Handicapped Children.

2. Mental Health

- 1. Concept and Elements of Mental Health.
- 2. Mental Health of Students and Teachers.
- 3. How to Improve Mental Health?

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SEMESTER-I

CEC01003T: CHILD HEALTH CARE

Time: 3 Hrs.

Credits: 4-0-0

Marks: 100

Instructions for the Paper Setters:-

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SECTION-A

1. Health and Health Education
 - A) Meaning of health and health education
 - B) Objectives of health education in schools
 - C) Importance and factors affecting health for preprimary children
 - D) Comparative study of health of different school children

SECTION-B

2. Health Services at different levels at elementary stage
 - 2.1 Centers for child health services
 - A) Primary health centres
 - B) I.C.D.S.
 - C) Foreign agencies connected with I.C.D.S.
 - D) Central Health Education Bureau
 - E) Indian Council of Medical Research
 - F) Central Social Welfare Board

SECTION-C

3. Personal cleanliness & nutrition needs of body
 - A) Importance and dimensions of personal cleanliness
 - B) Practical activities involved in healthy living.
- 3.1 Nutrition needs, body building foods, Balanced diet, Getting better food at low cost

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SEMESTER-I

SECTION-D

4. Child Health Problems and preventive measures
 - A) Causes and preventive measures of diseases:
 - I. Chicken Pox
 - II. Diphtheria
 - III. Measles
 - IV. Mumps
 - V. Polio
 - VI. Whooping cough.

SEMESTER-I

CEC01004T: COMPONENT-I: ART & CRAFT

(THEORY)

Time: 3 Hrs.

Credits: 2-0-0

Theory: 50

Instructions for the Paper Setters:-

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SECTION-A

1. COLOUR: Perception of Colour, Light and Pigment theory, Understanding of Primary and Secondary Colours. Colour Wheel and various Colour Schemes derived from it. Simple free hand sketches in Pencil, Pen, Poster, Pastel or in water Colours.
2. Preparing of Small Flannel-Board aids of 10" + 6" (two) either with flannel cloth or with cardboard with Sand-paper pasted on its back.

SECTION-B

1. PRINT MAKING Fundamentals of various methods of taking prints. Rubbing, Potato Print. Mono-print in single or two colours with various types of materials and their combinations, viz. paper, card board, cloth etc.
2. Letter Writing (in ink or colour) Punjabi/Hindi/English for preparing Flash Cards.

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SEMESTER-I

SECTION-C

1. PACKAGING DESIGN Principles of packaging, Knowledge of various materials-Paper, Board. Methods of Packaging, Label and Carton Designing.
2. Writing on black-board with correct standing posture and proportionate division of the blackboard while writing and sketching. Any two languages.

SECTION-D

1. LETTERING – TYPOGRAPHY AND CALLIGRAPHY History of Writing. Development of alphabets. Different calligraphic schools. Script styles. Roman lettering.
2. STILL LIFE Study of various objects (Natural and manmade and groups with background) rendering to be done in pencil, charcoal, water and oil.15 Art sheet included Letter writing and sketch are to be prepared by the Pupil teacher.

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SEMESTER-I

CEC01005L: COMPONENT-I: ART & CRAFT

(PRACTICAL)

Credits: 0-0-2

Practical: 50

Division of Marks

Total Marks – 50 (30 Terminal + 20 Sessional)

On the spot performance (Terminal Work)

30 Marks

- a) Black-Board writing and sketching –
- b) Performance on the spot –
- c) Sessional Work file –
- d) Viva-Voce –

Marks: 10

Marks: 10

Marks: 5

Marks: 5

Sessional Work

20 Marks

- (a) Charts and Model
- (b) File Work
- (c) House Examination 5+5 =

Marks: 5

Marks: 5

Marks: 10

Books Suggested:-

1. Dhawan Art Book:- Motto Writing And Sketches
2. Hori Burgh David:- How To Use Black Board In Teaching English.

SEMESTER-I**CEC01006T: LEARNING CHALLENGES IN EARLY CHILDHOOD****Time: 3 Hrs.****Credit: 4-0-0****Marks: 100****Instructions for the Paper Setters:-**

Eight questions of equal marks (Specified in the syllabus) are to be set, two in each of the four Sections (A-D). 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.

SECTION-A**Early learning Challenges and School Readiness**

- a) Concept 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.
- b) 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

SECTION-B**Classroom diversity and variations in learning**

- a) Influence of socio-cultural factors economic abundance and limitations in access to resources and their impact on children and childhood orientations,
- b) Understand multiplicity in interests among children talents and skills that children can develop

SECTION-C**Communicating with Parents and Community**

- a) Interacting with parents and understanding their ideas about their children (parental aspirations), Family relationships (parents, siblings, relatives), various Child rearing practices and impact on children.
- b) Parents and community talent as resources for materials, classroom interactions and promoting inclusive practices.

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SEMESTER-I

SECTION-D

Inclusion In Classroom

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

SESSIONAL WORK

- Collect 6-8 newspaper articles that reflect issues of parenting and childhood analyse these and prepare a report.
- Use of School Readiness Kit developed by the World Bank

Suggested Readings:-

- 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). Position paper, national focus group on early childhood education
- Berk, L. (2006). *Child development*. New York: Allyn & Bacon
- Bowman, B.T., Donovan, S. & Burns, S, M. (Ed.). (2001). *Eager to learn: educating our preschoolers*. United States: National Academies Press.
- Hardamn, M.I., Drew, C.J., & Egan, M.W. (2005). *Human Exceptionality: society, school and family*. Boston: Allyn and Bacon.
- Love, J. et al (2003). Child Care Quality Matters: How Conclusions May Vary with Context. *Child Development*, 74(4), pp. 1021-1033.
- Myers, R. G. (1992). *The twelve who survive: strengthening programmes of early childhood development in the Third World*. London: Routledge.
- Myers, R. G. (2004). *In Search of Quality in Programmes of Early Childhood Care and education (ECCE)*. A paper prepared for the 2005 EFA Global Monitoring Report
- Smith, M. S. & Lytle, S. (1999). Relationships of Knowledge and Practice: Teacher Learning in Communities. *Review of Research in Education*, 24, pp. 249-305
- Santrock. (2006). *Child Development*. New York: McGraw- Hill
- Shukla, R.P. (2004). *Early Childhood Care and Education*. Sarup & Sons
- Swadener, B.B. & Kabiru, N. (2000). *Does the village still raise the child?: a collaborative study of changing childrearing and early education in Kenya*. SUNY series, early childhood education Early Childhood Education - Inquiries and Insights Series.

SEMESTER-II**CEC02001T: TEACHING METHODOLOGY AND EVALUATION****Time: 3 Hrs.****Credits: 4-0-0****Marks: 100****Instructions for the Paper Setters:-**

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SECTION-A**1. 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

SECTION-B**1. Methods of teaching**

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

2. Teaching Aids

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

SEMESTER-II

SECTION-C

3. Curriculum

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

4. 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

SECTION-D

1. 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

2. Lesson Planning

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

SEMESTER-II**CEC02002T: SCHOOL ORGANIZATION AND ADMINISTRATION OF PRE-PRIMARY SCHOOLS****Time: 3 Hrs.****Credits: 4-0-0****Marks: 100****Instructions for the Paper Setters:-**

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SECTION-A

1. **Planning of Early Childhood Education:** Meaning and importance
2. **Institutional Planning:** Meaning, Objectives, Characteristics and role of principal in planning.

SECTION-B

1. **Pre-Primary School Administration**
 - a) Needs and Objectives of Centre 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

SECTION-C

1. **Agencies in Childhood Education.**
 - a) State Department of Education
 - b) Centre Social Welfare Board
2. **Organization of Co-curricular Activities.**
 - a) Annual Function of Pre-Primary School.
 - b) Fairs
 - c) Sports/Games
 - d) Picnics

SECTION-D

1. **Time Table:** Meaning and Types.
2. Maintenance of Pre-Primary School Records and Registers.
3. **Activity Rooms and Play Areas:** Importance and Proper Maintenance

SEMESTER-II**CEC02003T: COMPONENT-II: COMPUTER APPLICATION****(THEORY)****Time: 3 Hrs.****Credits: 2-0-0
Theory: 50****Instructions for the Paper Setters:-**

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SECTION-A**(Computer Fundamental)**

Introduction of Computer, its importance, Meaning of Hardware, Software, Components of Computer, Input-Output Devices (Keyboard, Mouse), Secondary Storage Devices (Floppy Disk, Magnetic Disk, Winchester Disk, Optical Disk), Types of software.

SECTION-B**(Operating System)**

Meaning of Operating System, Types of Operating System. Internal & External Commands of MS-DOS.

SECTION-C**(Window 95)**

Parts of Window Screen, Start Menu, Taskbar Setting, Application & document Window, Anatomy of Window, Windows Explorer, Desktop, Icons, Screen Saver & Settings.

SECTION-D**(MS-Word)**

Creation of Document, Use of Editing Facilities, Bold, Italics, Underline, Type of Font, Size of Font, Line Spacing, Margins, Paragraph, Spelling & Grammar, Insertion of Files, Text, Objects, Creation of Tables etc.

(Power Point)

Preparation of Slides, Slide Show.

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SEMESTER-II

CEC02004L: COMPONENT-II: COMPUTER APPLICATION

(PRACTICAL)

Credits: 0-0-2
Practical: 50

Distribution of Marks:

TERMINAL

30 MARKS

- (a) Theory and Hands on Experience
- (b) Practical Note Book
- (c) Viva-voce

Marks: 20

Marks: 5

Marks: 5

SESSIONAL WORK = 20 MARKS

- (a) Performance in Two House Tests 5+5
- (b) Preparation of Charts
- (c) Setting and Handling of Computer Lab

Marks: 10

Marks: 5

Marks: 5

Books Suggested:-

1. Rachpal Singh and Gurwinder Singh: P.C. Software.
2. P.K. Sinha: Introduction to Computer.

SEMESTER-II

CEC02005L: COMPONENT-III: HEALTH & PHYSICAL EDUCATION

Credits: 0-0-2
Terminal: 30
Sessional: 20

Note: Compulsory Practical Paper for all.

SECTION-A

Elementary Knowledge of Human Physiology viz: Respiratory System, Circulatory System, Digestive System & Muscularly System, effect of exercise on these Systems.

SECTION-B

Skill in One of the Games: Hockey, football, volleyball, Basketball, Table Tennis, badminton, kho- kho & kabaddi

SECTION-C

Physical education –Definition, its aims & objectives
Knowledge of minor games

SECTION-D

Doping: Definition

Health Education: Definition, Aims & objectives

1. Principles of personal hygiene
2. Yoga education

DISTRIBUTION OF 50 MARKS

TERMINAL:	=	30 MARKS
1. Practical Performance Testing		
(a) Major Game		Marks: 8
(b) Athletic Event		Marks: 7
2. One Copy:		Marks: 10
3. Viva		Marks: 5
SESSIONAL WORK	=	20 MARKS
1. Practical (For Major Game)		Marks: 5
(For Athletics)		Marks: 5
2. One Copy		Marks: 5
3. Viva		Marks: 5

Books Suggested:-

1. M.L. Kamlesh & Sangral: Method & Principles of Physical Education
2. S.K. Mangal: Health & Physical Education

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SEMESTER-II

CEC02006L: COMPONENT-IV: COMMUNITY SERVICES AND CO-CURRICULAR ACTIVITIES

Time: 3 Hrs.

Credits: 0-0-2
Terminal: 30
Sessional: 20

Note: Compulsory Practical Paper for all.

PART-A
Community Services

Note: Students are required to do any four activities from Part –A

1. Cleanliness and Campus beautification.
2. Growing of ornamental plants and flowers by the Individual Students.
3. Organization and participation in literacy programmes.
4. Surveying Population :Various aspects like occupation ,social condition etc
5. Donating blood and social service in the hospital, health centers, orphanages and organizing community Kitchens.(Any two activities)
6. Helping the disabled

PART-B
Co-Curricular Activities

Note: Students are required to do any three activities.

1. NSS/Seminars/Declamation/Quiz Competition/Essay Writing Competition/ Poetical Recitation/ Organisation of cultural Activities etc.

DISTRIBUTION OF MARKS FOR PRACTICAL EXAMINATION

TERMINAL:

Student's Diary

Marks: 10

Performance & Achievements

Marks: 10

Viva-voce

Marks: 10

TOTAL

30 MARKS

SESSIONAL:

Performance of the students throughout the year and his/her participation
In the different activities prescribed in the curriculum

Marks: 20

Book Suggested:-

1. Govt. of India (MHRO):-National Service Scheme Manual, 1997.

SEMESTER-II

CEC02007T: UNDERSTANDING CHILDREN WITH SPECIAL NEEDS

Time: 3 Hrs.

Credits: 4-0-0
Marks: 100

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SECTION-A

Understanding and Identifying Developmental Problems and Delays: Infancy and Toddlerhood in Motor and Sensory terms (0-6years)

- a) Atypical motor development – cerebral palsy, spina bifida, Down's syndrome, Behavioural problems – toilet training, feeding problems, oppositional behavior.
- b) Sensory impairments – multiple sensory impairments.

SECTION-B

Understanding and Identifying Developmental Problems and Delays: Preschool Years in Behaviour and Cognitive Terms (0-6 years)

- a) Cognition and learning problems – Down's syndrome, Sensory and physical impairments – visual and hearing impairments,
- b) Behavioural, social and emotional problems – oppositional behaviour, aggression, hyperactivity. Cognition and learning problems – dyslexia and dysgraphia. Speech, communication and interaction problems – delayed speech, stammering, selective mutism.

SECTION-C

Preparing for Inclusion

- a) What is inclusion, difference between integration and inclusion
- b) Preparing an inclusive classroom – making modifications in infrastructure, adult-child ratio, curriculum, special equipment, Developing Individual Education Plans (IEP).

SECTION–D

Working With Stakeholders

- a) Recognising the need for referral and further assessment.
- b) Evolving peer support for children with special needs, working with multiple stakeholders - parents, special educators and other service providers

Sessional Work

- Exploring and seeking information about supportive facilities and referral services.
- Presentation on strategies for the management of problem behaviours.

Suggested Readings:-

- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual 5*.
- California Department of Education. (2009). *Inclusion Works! Creating Childcare Programs that Promote Belonging for Children with Special Needs*. Sacramento: California Department of Education.
- Herbert, M. (2005). *Developmental problems of Childhood and Adolescence*. Malden, MA: Blackwell Publishing.
- IGNOU Course material Certificate Course in Early Childhood Special Education Enabling Inclusion.
- NCSE (2014). *Children with Special Educational Needs. Information Booklet for Parents*. National Council for Special Education. Trim, Co. Meath, Ireland.
- Odom, S.L. & Diamond, K.E. (1998). Inclusion of Young Children with Special Needs in Early Childhood Education: The Research Base. *Early Childhood Research Quarterly*, 13, 1, 3-25.
- Robinson, M. (2008). *Child Development from Birth to Eight: A Journey through the Early Years*. Maidenhead, UK: Open University Press.
- Willis, C. (2008). *Creating Inclusive Learning Environments for Young Children*. Sage.
- Willis, C. (2011). *Guidelines and Strategies for Children with Special Needs*. Lewisville, N.C.: Gryphon.