



Centre for Distance and Online Education (CDOE)
Jamia Millia Islamia
New Delhi

DECCE
Programme Guide
2022-23



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MESSAGE FROM CDOE

Dear Students,

It is a pleasure welcoming you to Jamia Millia Islamia for the **DECCE** Programme under distance mode being offered at the Centre for Distance and Online Education.

Education, needless to reiterate, is a *sine qua non* for the growth of a nation and personality development of its citizens. Plagued by the existence of various structural problems and prejudicial practices leading to divisiveness in the social order, various governments that have struggled to evolve an egalitarian order based on Gandhiji's dream of social justice and Nehru's meditations on equity have finally found an answer in education. Distance education is, one of the many, multi-pronged instrument adopted to promote literacy across India. It aims not just to foster social mobility and lifelong education but also to uphold the core values of the Indian society, that is, democracy, secularism, social justice and equality of opportunity.

The Jamia Millia Islamia in its endeavor to endorse and promote these values and advance literacy, has pledged to take education to the doorsteps of the learners.

I wish you success in your educational endeavors.

Prof. Jessy Abraham
Hony. Director

PROGRAMME COORDINATOR

Name of Programme Coordinator

Dr. Bushra Hussain

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1. ABOUT THE PROGRAMME

1.1 Introduction to the Programme

Centre for Distance and Online Education is offering the DECCE (Distance Mode) Programme keeping in mind the heterogeneous nature and varied needs of that section of our society which for some reason or the other has missed or has not had the opportunity for further studies in conventional colleges or universities, or belong to far flung areas or to the deprived sections of the society. The aim of this programme is to prepare and train practicing early childcare workers to manage and run Early Child Care and Education (ECCE) Centres effectively. It will also help to develop understanding and competencies required to work with young children (i.e. children below 6 years) in various childcare centres like crèches, preschools and balwadis.

ECCE experience is crucial for a young child. It's importance has been reiterated in National Policy of Education (1986) as a feeder and support programme for primary education. Therefore, there is a need to train people and develop knowledge, skills and attitudes towards ECCE. The programme will be of special relevance for nursery teachers, managers and supervisors, as it will enable them to work in or to set up and run their own childcare centres, thereby furthering employment opportunities.

This Programme will ensure the professional improvement and career advancement of the teachers and others working in an ECCE Centre by enhancing not only their knowledge regarding the growth and development of the children but also by developing their skills and competencies to manage and run an ECCE Centre effectively.

Objectives of the course

Early childhood care and education (ECCE) is more than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCE has the possibility to nurture caring, capable and responsible future citizens. The aim of Early Childhood Care and Education is to facilitate optimum development of the child's full potential and lay the foundation for all round development and lifelong learning. While parents and home have the main responsibility of the welfare of the child, a strong partnership between the community and the ECCE centre is important for the well-being of the child.

1.2 Duration of the Programme

Minimum duration of the Programme : 1 (One) Year

Maximum duration of the Programme : 3 (Three) Years

1.3 Medium of Instruction: English & Hindi

1.4 Programme Fee : 6000 per annum

1.5 Brief Programme Structure

Course Code	Course Title	Credit	Evaluation Scheme		
			Theory	Assignment	Total
DECCE -01	Understanding the Child	6	70	30	100
DECCE -02	Organizing ECCE Institutions	6	70	30	100
DECCE -03	ECCE Programme and Activities	6	70	30	100
DECCE -04	Workshop	6	100
DECCE -05	Project Work	12	200
Total		36	210	90	600

1.6 Detailed Programme Structure

DECCE-01: Understanding the Child

Block 1: Childhood - I

- Unit - 1 Understanding Our Childhood
- Unit 2 The Experience of being a Child
- Unit 3 Child Care in India

Block 2 Childhood - II

- Unit 4 Basic Concepts in Child Development
- Unit 5 Principles of Child Development
- Unit 6 Needs and Rights of Children
- Unit 7 Learning Process in Children
- Unit 8 Different Perspectives to Understanding the Child

Block 3 The Child: Development During Infancy and Toddlerhood

- Unit 9 Prenatal Development and Care
- Unit10 Physical-motor and Sensory Development
- Unit 11 Cognitive Development
- Unit 12 Language Development
- Unit 13 Socio-emotional Development

Block 4 The Child: Development During Preschool Years

- Unit 14 Physical and Motor Development
- Unit 15 Cognitive Development
- Unit 16 Language Development
- Unit 17 Socio-emotional Development

- Block 5** **Special Needs of Children**
 Unit 18 Requirements of Young Children
 Unit 19 Individual Differences and Developmental Delays
 Unit 20 Providing an Inclusive Environment

DECCE-O2: Organizing ECCE Institutions

- Block 1** **Understanding Existing ECCE institutions**
 Unit 1 Policies and Procedures
 Unit 2 Identifying Different Programmes
 Unit 3 Prerequisites
 Unit 4 Strengths and Limitations of Different ECCE Programmes
- Block 2** **Setting up ECCE Institutions**
 Unit 5 Creating an Attractive and Safe Environment for Children
 Unit 6 Equipment and Play Material for Young Children
 Unit 7 Preparation of School Budget
 Unit 8 Purchasing and Storing
 Unit 9 Providing Essential Facilities
- Block 3** **Running Effective ECCE Institutions**
 Unit 10 Organizational Leadership and Management
 Unit 11 Staffing: Selection, Development and Evaluation
 Unit 12 Maintenance of Records
 Unit 13 Involving the Family and Community
 Unit 14 Marketing

DECCE-O3: ECCE Programme and Activities

- Block 1** **The ECCE Programme**
 Unit 1 What is ECCE?
 Unit 2 Characteristics of a Good ECCE Programme
 Unit 3 Perspective towards Quality in ECCE
 Unit 4 Hazards of Poor ECCE Programme
- Block 2** **Curriculum in ECCE**
 Unit 5 Importance of Play in Development
 Unit 6 Curriculum in ECCE
 Unit 7 Planning the Curriculum
 Unit 8 Classroom Processes At ECE Stage
- Block 3** **Play Activities for Young Children**
 Unit 9 Fostering Development Through Play (0-3 years)
 Unit 10 Fostering Development Through Play (3-6 years)
- Block 4** **Evaluation Techniques**
 Unit 11 What is Evaluation?
 Unit 12 Need for Evaluation
 Unit 13 Techniques of Evaluation

Unit 14	Cautions and Precautions/Evaluating Young Children
Block 5	Documenting Children's Progress
Unit 15	Recording Procedures
Unit 16	Recording Children's Progress
Unit 17	Programme Evaluation

DECCE-O4: Project Work

Project Work (200 Marks)

This programme involves the activities for which the student-teacher will be placed in a nursery school / preschool for 30 days. The student-teacher will be required to carry out activities with the children in the nursery school/preschool and prepare Activity Plans and Reports. These Activity plans and Reports will then be compiled as a Project File and submitted to the Learner Support Centre for evaluation. **The student will be assigned a guide supervisor who will be a teacher from the nursery school / preschool in which the student is placed for the Project Work.**

Details of activities for which reports are to be submitted

A student will have to select four activities for project work worth **200** marks from the activities given below. The activity 1st and 2nd are compulsory while the student may select any two from the activities between 3 to 7. A brief outline of the projects within each activity is given below. Choose the project keeping in view your area of interest.

S. No.	Name of the Activity	Marks
Compulsory Activities		
1.	Classroom Transaction	50
2.	Classroom Management	50
Optional Activities (Any Two)		
3.	Setting up a Child Care Centre	50
4.	Observing Children	50
5.	Developing Resource Material	50
6.	Health & Nutrition	50
7.	Inclusion of students with special needs	50

Activity 1: Classroom Transaction

- Study as to how teachers create a caring and stimulating classroom, how they involve parents in the learning process, and how they work with students on both academics and issues such as self-esteem etc.
- Plan learning experiences for young students. You may plan to teach many different subjects and use many different kinds of teaching tools to help each student develop physically, emotionally, mentally, and socially.
- Prepare a report on how you performed the following duties. You may elaborate on how you:

- Prepared programme objectives following the curriculum guidelines.
- Presented subject matter to students using a variety of teaching methods. Worked with groups of students and individuals.
- Helped students with academic and personal problems.
- Assigned lessons, corrected papers, and heard oral presentations. Taught rules of conduct.
- Maintained order in the classroom and on the playground.
- Kept attendance records, grades, anecdotes, and test scores. Coordinated and conducted field trips.
- Discussed academic achievements and behavioral attitudes with parents or guardians.

Activity 2: Classroom Management

1. Preparation of a report based on your peer observation of 5 lessons / personal teaching experiences covering the following components:
 - communications (verbal and non verbal nature of teacher learner interaction)
 - environment (physical and psychological)
 - organization (suitability of material, teaching aids used, class layout & arrangement etc)
 - Classroom Control (power structure- authoritative, authoritarian, democratic etc.)
2. List classroom management issues that bothered you and offer strategies for the resolution of the same.

Activity 3: Setting up a Child Care Centre

Childcare can be an exciting and rewarding field. It can be a wonderful opportunity to have an impact on the lives of children and their families. Caring for children is also a tremendous responsibility.

1. Prepare a project report focusing on various considerations for setting up an early childcare centre. You may choose any four of the following:
 - child care needs in your community;
 - licensing requirements and professional standards;
 - legal requirements such as zoning, insurance, and taxes;
 - business plan for starting and operating a small business;
 - costs of centre start-up and operations;
 - design of the facility, including appropriate use of indoor and outdoor spaces;
 - suitable equipment and materials;
 - Staff recruitment, training, and compensation;. Policy and procedures for staff and families;
 - health and safety issues, including accident and illness prevention and emergency procedures;
 - curriculum and schedule of activities that meet the needs of the children; and
 - Connections with community services and organizations.
2. Report on school's experience regarding alignment of standards, curriculum, and assessment.
3. Report on steps to increase the availability, affordability, quality, and coordination of services offered to young children and their families. .
4. Analytic review of research, literature, and current practices and policies related to the early care and education workforce.
5. Recommendations called for improvement of programme quality, development of a child based, results-driven system, engagement of parents and families as partners in children's programmes.
6. A survey aimed at identifying existing needs and resources for setting up of childcare centre in an area.

7. Examining the records maintained by an Early Child Care Centre (administrative, academic & financial – choosing any one)

Activity 4: Observing Children

1. A Study of Young Children's Emotional Health: you may pursue a case study to highlight individual, family, and neighborhood influences, impact of interaction of neighborhood and family resources and the opportunities and challenges they present for enhancing the well-being of children.
2. Preparation of a report on how you helped students explore their interests, develop their talents and independence, build self--esteem, and learn how to behave with others.

Activity 5: Developing Resource Material

You may develop any one of the following:

1. Effective programs with explicitly stated, developmentally appropriate material & equipment that support children's self-initiated learning activities.
2. Learning kits for different subject areas.
3. Lessons and fun activities about the nutritional needs which children should be learning today for a healthier life tomorrow...from basic food groups to servings to manners to menu planning and many more!
4. A collection of games and activities designed to help educators, parents and others promote healthful Behaviours in young children.

Activity 6: Health & Nutrition

1. Prepare a planner containing information on meal requirements of preschool children, advice on how to serve high-quality meals and snacks, menu planning, nutrition education ideas and tips and compare it with dietary practices of the school.
2. Frame about 25 guidelines on incorporation of healthy eating and fun physical activity into a child's daily schedule.
3. Prepare health and physical profile of preschoolers you dealt with.
4. Understanding the mental health of preschoolers. Design strategies to help preschoolers deal with

a. Anger

Points of focus:

- Conflict over possessions, which involves someone taking children's property or invading their space.
- Physical assault, which involves one child doing something to another child, such as pushing or hitting.
- Verbal conflict, for example, a tease or a taunt.
- Rejection, which involves a child being ignored or not allowed to play with peers.
- Issues of compliance, which often involve asking or insisting that children do something that they do not want to do—for instance, wash their hands.

b. Fears and Anxieties

Points of focus:

- Separation anxiety
- Fear of strangers
- Anxiety arising out of transition from unstructured to structured environment and
- Other phobias

Activity 7: Inclusion of Students with Special Needs

1. Report including overview of legislation, a glossary of terms, a brief review of current research, some recommendations regarding inclusion.
2. Identify individual differences and design strategies for meeting the diverse needs of young children in your *class*.

1.7 Workshop

A 5-days workshop is part of the DECCE (Distance Mode) Programme. Every student is required to attend this workshop. The aim of organising this workshop is to help the students understand and undertake the Project Work in an organized and systematic manner, enabling them to learn more and participate in the Project Work activities with greater insight and command. The entire workshop will be divided into 4 sessions each day of workshop. Each session will cover one practical activity. The Programme incharge and the academic counsellor (s) will conduct the workshop. Some sessions will have group participation & group discussions while some activities will be carried out individually. The session will be interactive where the students will share their observations and experiences with the fellow students and the facilitator.

WORKSHOP TABLE

Day	Session I	Session II	Session III	Session IV
1.	Overview of the workshop & its importance	Introduction of various Project Work Activities	Teacher's Role as a manager, a researcher & a social welfare individual	Planning organising and implementing the activities in general
2.	Classroom Transaction & Classroom Management	Health & Nutrition	Setting up a Child Care Centre	
3.	Inclusion of Students with Special Needs		Observing Children	
4.	Developing Resource Material		Preparing of the Report	
5.	Selection of Activities		Group Discussion & Valedictory	

Note: Each session will be of one and a half hour duration.

2. COUNSELLING SESSION

Counselling sessions are held at the study centre normally on weekends within the general academic scheduled of the Programme. **It may be noted that the counselling sessions are not conventional classroom teaching. Lectures will be largely based on discussions which will help to overcome difficulties faced by the candidates while going through the SLM.**

In these sessions you must try to resolve subject related difficulties if any. Before you proceed to attend the counselling sessions, please go through your course material and identify the points to be discussed. The assignments, project work will also be discussed in the sessions. The detailed schedule of the counselling sessions will be made known to you by the Coordinator of your Study Centre.

Counselling sessions will be organized in all theory programmes. There will be 5 sessions of 2 hours each in each theory course. Attending the counselling sessions is not mandatory, nevertheless is always in the interest of learners to attend these sessions.

The detailed schedule of the counseling sessions will be available on the Google Classroom and also on the University Website: <https://www.jmi.ac.in/cdol/cschedule>

2.1 Mode of Instruction

It is based on Self-Learning Study Material prepared and supplied by CDOE, besides counselling sessions and other exercises such as assignments etc.

3. CDOE, JMI Website

The CDOE, JMI has a website wherein a student gets connected with the Centre by receiving notices on the website such as updates regarding academic activities pertaining to their Programme. Further, they should follow the Academic Calendar provided to them for the current academic year.

4. ACADEMIC CALENDAR

The academic calendar provides important dates and other relevant information corresponding to activities such as Counseling, Assignments, and Examinations etc. **Try to keep an eye on the important dates given in your academic calendar for different activities. You can view and download your academic calendar from JMI website –<https://www.jmi.ac.in/bulletinboard/academic-calendar/cdol> as well as on the notice board of Centre for Distance and Online Education.**

5. Learner Support Centre

The Study Centre to which you have been admitted will remain your Study Centre till you clear all components of the programme within the maximum time limit permitted. No student would be permitted to change his/her Study Centre at any point of time during the programme duration. All the activities related to Counselling

Assignments and Annual Examination will be held at the Study Centre only. However, the CDOE, JMI reserves the right to discontinue/change the Examination/Study Centre at any point of time as it deem appropriate.

6. EVALUATION SYSTEM

6.1 Assignments

Assignments are a part of continuous evaluation system. The submission of assignments is compulsory. Assignments of a programme carry about 30% weightage.

Assignments are designed in such a way as to help you concentrate mainly on the programme material (SLM). However, access to other books and sources will be an added advantage in your academic pursuits.

Assignments reports will be covered only in Assignments booklet provided along with SLMs.

Assignments should be hand written. Typed or printed assignments **shall not be** entertained.

For your own record it is advisable to retain a copy of all the assignment responses.

You have to submit the Assignments to the Study Centre on or before the last date of submission mentioned in the Academic Calendar.

Write your Name and Roll Number correctly and legibly on the Assignment booklet.

Getting pass percentage in assignments is mandatory. If you do not get passing marks in any assignment, you have to submit a fresh assignment in consultation with the Programme Coordinator. However, once you get the passing marks in an assignment, you cannot re-submit it for improvement of marks.

6.2 Annual Examinations

Annual examination is the major component of the evaluation system and it carries 70% weightage in a final result. You must fill in the Annual Examination form and send to the Centre for Distance and Online Education, **Jamia Millia Islamia, Jamia Nagar, Okhla, New Delhi-110025.**

6.2.1 Annual Examination Form

For appearing in the subsequent Annual Examination, the students have to fill the online examination form. The students will receive the link for the portal to fill the online examination form on their e-mail ID and CDOE, JMI website. The examination forms should be submitted on or before the last date mentioned in **the Academic Calendar.**

6.2.2 Annual Examination Date-sheet

On receipt of your Examination Form, the Admit Card can be downloaded 15 days before the commencement of the annual Examination. In case you fail to receive the Admit Card 10 days before the commencement of examination, you may contact CDOE/your Study Centre/ Examination Centre. A duplicate admit card will be issued at the time of Examination.

Examinations Date-sheet will be uploaded on the website much in advance before the commencement of the Examination. https://www.jmi.ac.in/cdol/examination_datesheet

While submitting your Examination Form for the annual examinations, it is your responsibility to check whether you are registered for the programme and whether you are eligible to appear for that examination and have deposited the required fees. If any of the above requirements are found missing, your examination is liable to be cancelled.

7. ANNUAL EXAMINATION RESULT

The evaluation consists of two parts (i) Assignments (ii) Annual Examination. In the final result all the Assignments of a programme will carry 30% weightage while 70% weightage will be given to the Annual Examination.

7.1 Declaration of Result

To pass programme under distance mode, a candidate must obtain:

- (a) At least 33% marks in each component of theory papers i.e. in assignments and Annual Examination, separately;
- (b) An aggregate of at least 40% marks based on all theory papers and assignments,
- (c) An aggregate of at least 40% in Project work.
- (d) If a student fails to qualify any component of a paper or a programme he/she can repeat the same during the subsequent years, up to the maximum duration provided for the Programme from the date of registration; and
- (e) On the basis of the marks obtained, division will be awarded in the following way:
 - (i) Distinction to those who obtain 75% marks or more in the aggregate.
 - (ii) First division to those who obtain 60% marks or more in the aggregate.
 - (iii) Second division to those who obtain less than 60% marks in the aggregate but not less than 50% marks.
 - (iv) Third division to those who obtain less than 50% marks in the aggregate but not less than 40% marks.

Grace Marks: A maximum of three (3) grace marks shall be given only to those students who by obtaining them are able to either pass the examination or improve to get a division. Only minimum grace marks as required shall be awarded. The grace marks awarded shall be counted in Grand total.

7.2 Clear/ Remaining Components of the Programme

The student can clear all un-cleared theory paper, workshop, project and assignment within the maximum time limit allowed to complete the Programme (refer table) on P.No. 16. The students will be declared successful for award of Diploma only after clearing all theory papers, workshop, project and assignments required within the maximum time period inclusive of the year of admission. A student who does not appear in any component (Annual Examination, workshop, project and assignments) in the minimum duration provide for the Programme, he/she will have to seek re-registration by submitting the prescribed fee through Demand Draft if he/she wishes to continue through the Programme.

7.3 Re-evaluation of Answer Scripts

- (i) Any student intending to apply for re-evaluation of answer scripts of any programme of his/her written examination, may do so on the **prescribed application form within 30 days from the date of issue of mark sheet.**
- (ii) Re-evaluation of scripts will not be allowed in more than one third of the written papers of an annual examination.
- (iii) The original statement of marks issued to the candidate shall accompany each application for re-evaluation.
- (iv) Re-evaluation shall not be permitted in the case of practical examinations, viva voce, project examination, assignments/internal assessment, etc.
- (v) The candidate applying for re-evaluation shall be required to pay the prescribed fee per paper.
- (vi) Merit list, declared in the results of the respective examination, shall not be prejudiced owing to re-evaluation of scripts.
- (vii) If there will be any change in the result of the examination due to re-evaluation of answer scripts, no examinee can complain in the court of law, nor any action can be initiated against the examiner(s) concerned.
- (viii) If the award of the re-evaluator (second examiner) varies from the original award up to and including $\pm 5\%$ of the maximum marks secured earlier, the original award shall stand.
- (ix) If the award of the re-evaluator varies from the original award to more than $\pm 20\%$ of the maximum marks secured earlier, the answer script shall be sent to the second re-evaluator (third examiner).
- (x) The average of the marks awarded by the second and third examiner shall be final.
- (xi) Applications for re-evaluation of answer scripts only for annual examination shall be accepted.
- (xii) Answer scripts of those examinees who appeared for improvement of division or percentage of marks shall be final and shall not be re-evaluated.

7.4 Improvement of Result

A student may be allowed to appear in the examination for improving his/her result provided that:

- (i) The student has successfully completed all the requirements/clearance of all papers required for the award of the Diploma;
- (ii) The student can apply **for improvement in a maximum of one theory paper** in the successive year (Annual Examination) following the declaration of his/her final result;
- (iii) Better of the two marks obtained by the student will be considered as final;
- (iv) In case of students who apply for improvement but do not appear in desired paper(s), their previous marks in these paper(s) shall be counted; and

- (v) The students will have to appear in the improvement examination on the basis of the current syllabus in the same paper. However if the paper is changed (title & contents) then the student would appear as per the old syllabus of the paper(s).

8. GENERAL REGULATIONS

Programme Fee, Re-Registration, Late fee and other Charges

- **Programme Fee:** The Programme Fee has to be paid in advance while submitting the application form through Online Payment option only.
- **Re-Registration Fee:** A student who does not appear in any component (i.e. theory and assignment) of the Programme during the minimum period and wishes to continue the Programme, then he/she will have to re-register by paying the prescribed re-registration fee; given in the table on next page.
- **Late Fee:** A student who doesn't submit his/her Assignments and Examination Form on time may submit the same with the prescribed late fee; and Candidates are required to intimate the relevant authorities, sufficiently in advance, if there is any change of address/mobile number etc.

Table: Fee/ Charges Applicable for DECCE (Diploma in Early Child Care & Education)

Sl. No.	DEECE (Distance Mode)	Fees/Charges (Rs.)
1.	Programme Fee	6000/-
2.	Submission of Assignments with late fees up to the maximum period of 4 weeks	100/- (per assignment)
3.	Submission of Assignments in the following years (In case of absence/fail if any)	200/- (per assignment)
4.	Submission of Annual Examination form with late fees up to 4 weeks.	250/-
5.	Submission of Annual Examination form with late fees beyond 4 weeks up to the next 4 weeks.	600/-
6.	Re-appearing in Annual Examination (In case of absence/fail/improvement)	500/- (per paper/programme)
7.	Re-Registration Fee*	1800/-
8.	Provisional Certificate	50/-
9.	Migration Certificate	50/- (after passing exam)
10.	Migration Certificate	200/- (before passing exam)
11.	Duplicate Statement of Marks (Attach a copy of FIR)	200/-
12.	Duplicate Identity Cards (Attach a copy of FIR)	200/-
13.	Change of Address in ID Card	50/-
14.	Re-evaluation of (current) Answer Script	500/- (per course)
15.	Change of medium of programme to be exercised in the application form.	500/-
16.	Re-appearing in Workshop/Project (in case of absence/fail)	1000/-

Note: * If a candidate fails to appear in any of the prescribed components of the Programme within the stipulated minimum period of 1 year and desires to continue the Programme after the lapse of one year he/she should re-register for the Programme by depositing the above mentioned re-registration fee. The Fee once paid will not be refunded or adjusted under any circumstances.

All the fees/charges wherever, applicable will be payable only in the online mode through the portal provided by **Jamia Millia Islamia, New Delhi**.

All the aforesaid fee are subjected to revision during the academic year as per University rules.