

UNIT III

This unit helps students understand how gender intersects with class, location and disability. It highlights how multiple social identities influence lived experiences and access to opportunities.

- **Shah, S., & Priestley, M.** (2011). *Disability and social change: Private lives and public policies*. Policy Press.
- **Goel, A, Kaur, A and Sultana, A** (2006). *Violence against women: Issues and Perspectives*. New Delhi, Deep & Deep Publishers.

UNIT IV

This unit explores the realities of gender inequality in India. It introduces constitutional provisions, laws and policies aimed at protecting women and promoting justice.

- **Niumai, A., & Chauhan, A. (Eds.).** (2022). *Gender, Law and Social Transformation in India*. Springer Nature Singapore
- **Kataria, K. and Parihar, M.** (2017) *Women Empowerment Gender Equality and Social Justice*. Books Treasure.
- **Monica, C.** (2022). *Gender Justice: Women and Law in India*. Deep & Deep Publications.

Suggested Readings

- Seidman, Steven 1996, (ed), 'Queer Theory/Sociology', Blackwell
- V. Geetha, 2007, Patriarchy, Stree Publications, Calcutta
- Lips, Hilary M., 2015, Gender the basics, Routledge, London
- Pernau, Margrit, Imtiaz Ahmad and Helmut Reifeld, 2003, Family and Gender, Sage, New Delhi
- Oberoi, Patricia, 2006, Freedom and Destiny: Gender, Family and Popular Culture in India, Oxford University Press
- Rege, Sharmila.2003. Sociology of Gender, New Delhi: Sage.

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 7-HSC: ORGANIZATION AND MANAGEMENT OF ECCE SERVICES

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Organization and Management of ECCE services	4	2	0	2	Class XII	NIL

Learning Objectives

- To understand the organization and functioning of an ECCE Centre.
- To understand how to utilize various resources (physical space, material, human) in an ECCE centre.
- To understand the management of different functionaries and resources for smooth functioning of an ECCE Centre.

Learning Outcomes

The students would be able to:

- Understand how to set up an ECCE Centre.
- Understand the ways of using various resources in an ECCE centre
- Learn about various ECCE services in the country.

THEORY (Credit:2, Period:30)

Unit I: Organizing ECCE Services

8 hours

This unit provides an understanding of various kinds of ECCE Services and their organization.

- ECCE services in India - Types and Rationale
- Organizing services in – Crèche (Palna), Pre School, Balvatika, Vidyapravesh, Anganwadi

Unit II: Managing an ECCE Center: Physical and material resources

6 hours

This unit provides an understanding of how to plan an ECCE Centre in terms of physical and material resources.

- Space: Location, Building and Rooms
- Equipment - Outdoor & Indoor, Furniture
- Accessibility in an ECCE Centre

Unit III: Functioning of an ECCE Centre

8 hours

This unit provides an understanding of how an ECCE Centre can be managed with the help of human resources.

- Relevance of Records and Registers
- Training of an ECCE worker
- Essential features of an ECCE Curriculum

Unit IV: Evaluation of an ECCE programme

8 hours

This unit provides an understanding of evaluation of the functioning of an ECCE centre.

- ECCE programme: Need and method of Evaluation
- Evaluation of ECCE programme- Child, Worker and Centre

PRACTICAL (Credit:2, Period:60)

1. Preparation of different records/ registers to be maintained in an ECCE Centre
2. Document /report writing of a Crèche (Palna), Pre School, Balvatika, Vidyapravesh,

- Anganwadi/ Mobile Crèche
3. Preparation of a checklist for evaluating an ECE Centre
 4. Review of any one National level document on Early Childhood Curriculum (National Curriculum Framework for Foundational Stage 2022, ECCE Policy 2013, Building as Learning Aid)
 - a. Policy Implementation
 - b. Gaps between policy and ground reality
 5. Planning and Design of Child-Friendly Learning Spaces in ECCE Settings
 6. Enlist records and registers in an ECCE centre and analyse its relevance.
 7. Evaluate and record the safety and ergonomic usability, safety features of outdoor and indoor equipment and play materials in an ECCE centre.

Essential Readings

Unit I

This unit introduces different types of ECCE services in India and explains why they are needed. It helps students understand how centres like crèches, preschools and Anganwadis are structured and organized.

- Bal, M. L. (2025). *Early Childhood Education and Care in India: Exploring Policies and Praxis*. Springer Nature Switzerland.
- NCERT. (2020). *National Curriculum Framework for Early Childhood Care and Education (NCF–ECCE)*. New Delhi: NCERT.
- Gupta, M. Sen, (2009) Early Childhood Care and Education, PHI Learning Private Limited, Delhi 110092
- Siddiqi. N. et.al (2008), Early Childhood Care and Education in Emerging India: Doaba House

Unit II

This unit focuses on planning the physical space and materials required for an effective ECCE centre. It highlights the importance of safe, accessible and child-friendly environments.

- McCrea, N. (2015). *Leading and managing early childhood settings: Inspiring people, places and practices*. Cambridge University Press.

Unit III

This unit explains how an ECCE centre operates through proper records, trained staff and a well-planned curriculum. It emphasizes the role of human resources in ensuring smooth daily functioning.

- Moloney, M., & Pettersen, J. (2017). *Early childhood education management: Insights into business practice and leadership*. Routledge.
- Pankajam G. (2005), *Pre- Primary Education: Philosophy and Practice*, Concept Publishing Co.
- Kaul, V. and Bhatnagar, R. (2008), *Early childhood education: A trainers' handbook*. New Delhi: NCERT <https://ncert.nic.in/dee/pdf/Earlychildhood.pdf>

Unit IV

This unit introduces the need and methods of evaluating ECCE programmes. It helps students understand how to assess the child, the worker and the overall functioning of the centre.

- Garvis, S., Harju-Luukkainen, H., & Kangas, J. (Eds.). (2022). *Assessing and Evaluating Early Childhood Education Systems* (Vol. 2). Springer International Publishing.

Suggested Readings

- Mohanty, J & Mohanty, B (1994), Early childhood Care and Education (ECCE) New Delhi: Deep and Deep Publications
- MWCD (2013), National Early Childhood Care and Education (ECCE) Curriculum Framework, Ministry of Women and Child Development
- Vinyas (2012), Effectively using BaLA (Building as Learning Aid) in Elementary Schools: A Teacher's Manual
- https://www.edudel.nic.in/upload_2013_14/145_52_dt_03102013/SecA.pdf 4. IGNOU, Organizing Child Care Services: DECE -1 New Delhi: IGNOU

Note: Examination scheme and mode shall be as prescribed by the Examination Branch, University of Delhi, from time to time.

Bachelors in Arts with With Community Science Category-V

DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 9-HSC: EDUCATION AND REHABILITATION APPROACHES FOR PERSONS WITH DISABILITIES

CREDIT DISTRIBUTION, ELIGIBILITY, PRE-REQUISITES OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical		
Education and Rehabilitation Approaches for Persons with Disabilities	4	2	0	2	Class XII	NIL

Learning Objectives

- To introduce students to educational approaches for Persons with Disabilities
- To help students gain an understanding of Assistive Technology and ICT for Persons with Disabilities.
- To make the students understand about Rehabilitation Approaches for Persons with Disabilities

Learning Outcomes

The students would be able to:

- Develop an understanding regarding educational approaches for persons with disabilities.
- Gain an insight regarding assistive technology and ICT for persons with disabilities.
- Develop awareness about the rehabilitation approaches for persons with disabilities.

THEORY
(Credit:2, Period:30)