

Bachelors in Arts with With Community Science
Category-V

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 8-HSC:
DEVELOPING EARLY CHILDHOOD CURRICULUM**

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		
Developing Early Childhood Curriculum	4	2	0	2	Class XII	NIL

Learning Objectives

- To understand the need and significance of the early childhood period
- To understand the meaning, scope and significance of curriculum development in ECCE.
- To develop skills to holistically develop and evaluate the curriculum.

Learning Outcomes

The students would be able to:

- Develop an understanding of early childhood and its significance.
- Understand the principles of curriculum design and evaluation for the early childhood years.
- Understand pedagogical approaches used in early childhood education and curriculum.

THEORY
(Credit:2, Period:30)

Unit I: Development during early years

8 hours

This unit provides a basic understanding about Early Years.

- Developmental Milestones (birth -8years)
 - o Physical-Motor
 - o Socio-emotional
 - o Language
 - o Cognitive

Unit II: Importance of curriculum development

6 hours

This unit provides a basic understanding about Early Childhood Curriculum.

- Meaning and significance of Curriculum Development
- Qualities of a good curriculum for providing Early Childhood Education (ECE)

Unit III: Content and Pedagogy in Early Childhood Curriculum **8 hours**

This unit focuses on providing basic knowledge about Pedagogy in Early Childhood Curriculum.

- Understanding different pedagogical approaches (Activity/theme based, play-way, child centered)
- Selection of activities and learning aids for different age-groups (Infancy, Pre-school and Early School stages)

Unit IV: Curriculum Assessment **8 hours**

This unit focuses on the holistic evaluation and curriculum assessment

- Assessment and evaluation: Need and tools
- Holistic evaluation of the curriculum: Child, Staff, Centre, Learning activities

PRACTICAL (Credit 2; Hours 60)

1. Preparation of age-wise milestone flash cards (Birth–8 years) to understand development in early years.
2. Observation and recording of development of one child (Birth–8 years)
3. Prepare checklist of characteristics of a good ECCE curriculum
4. Make an assessment of a child (3-6 years) using the ‘Child Assessment Card’ issued by the Ministry of Women & Child Development, GOI.
5. Analyze a sample curriculum (identify strengths and gaps)
6. Develop one-week schedule for:
 - 3–6 years
 - 6–8 years
7. Plan and document activities promoting any two domains of development.
 - Physical development
 - Language development
 - Cognitive development
 - Socio-emotional development

Essential Readings

UNIT I

This unit provides a foundational understanding of development during the early years of life, covering the period from birth to eight years. The unit introduces students to age-appropriate developmental milestones and highlights the interrelationship between physical, cognitive, language, and socio-emotional growth.

- **NCERT** (2022). *National Curriculum Framework for Foundational Stage*.
- **Aggarwal, J.C. and Gupta, S.** (2007). *Early childhood care and education (First Ed.)*. New Delhi: Shipra Publications.
- **Gupta, M. S.** (2009). *Early childhood care and education*. PHI Learning Pvt. Ltd.
- **Mohanty, J., & Mohanty, B.** (1994). *Early Childhood Care and Education (ECCE)*. New Delhi: Deep & Deep Publications.

UNIT II

This unit provides a foundational understanding of curriculum development in the context of

Early Childhood Education (ECE). It introduces the concept, meaning, and significance of curriculum development as a systematic process that guides teaching–learning experiences for young children.

- **Swaminathan, M. and Daniel, P.** (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.
- **Romila Soni, R.** (2015). *Theme Based Early Childhood Care and Education Programme: A Resource Book*. National Council of Educational Research and Training.
- **Gupta, M. Sen** (2009). *Early Childhood Care and Education*, PHI Learning private limited
- **MWCD** (2013). *National ECCE Curriculum Framework*.
- महिला एवं बाल विकास मंत्रालय (2013). राष्ट्रीय ECCE पाठ्यचर्या रूपरेखा.

UNIT III

The unit explores various pedagogical approaches such as activity-based learning, theme-based learning, play-way method, and child-centered approaches. The unit also addresses the selection of appropriate activities and learning aids for different age groups, including infancy, preschool, and early school stages.

- **Aggarwal, J.C. and Gupta, S.** (2007). *Early childhood care and education (First Ed.)*. New Delhi: Shipra Publications.
- **Gupta, M. S.** (2009). *Early childhood care and education*. PHI Learning Pvt. Ltd.
- **Mohanty, J., & Mohanty, B.** (1994). *Early Childhood Care and Education (ECCE)*. New Delhi: Deep & Deep Publications.
- **Swaminathan, M. and Daniel, P.** (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.
- **Romila Soni, R.** (2015). *Theme Based Early Childhood Care and Education Programme: A Resource Book*. National Council of Educational Research and Training.

UNIT IV

The unit explores the meaning, purpose, and tools of assessment and evaluation, including observation, checklists, anecdotal records, portfolios, rating scales, and informal assessment methods suitable for young children. The unit also examines holistic evaluation of the curriculum by covering components such as child development outcomes, staff performance, centre environment, and the effectiveness of the learning activities.

- **Kaul, V.** (2009). *Early Childhood Care and Education*, PHI Learning
- **Gupta, M. Sen** (2009). *Early Childhood Care and Education*, PHI Learning private limited
- **MWCD** (2013). *National ECCE Curriculum Framework*.
- **NCERT** (2022). *National Curriculum Framework for Foundational Stage*.
- **श्रीवास्तव, वी.एन.** (2020). *आधुनिक विकासात्मक मनोविज्ञान*.
- **सिंह, ए.** (2015). *मानव विकास की आधारशिला*.

Suggested Readings

- Kaul, V. and Bhatnagar, R. *Early childhood education: A trainers' handbook*. New Delhi: NCERT.
- Kulshreshtha, A. (2017). *Early Childhood Care and Education*. Kanishka Publisher, distributors.
- Swaminathan, M. (1998). *The first five years: A critical perspective on early childhood care and education in India*. New Delhi: Sage.

- Morrison, G. S. (2003). Fundamentals of early childhood education. Merrill/Prentice Hall: Virginia
- Singh, A. (1995). Playing to Learn: A training manual for Early Childhood Education. M. S. Swaminathan Research Foundation.

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

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Category-V**

**DISCIPLINE SPECIFIC ELECTIVE COURSE – DSE-HDCS 10-HSC:
INTRODUCTION TO GUIDANCE AND COUNSELLING**

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		
Introduction to Guidance and Counselling	4	2	0	2	Class XII	NIL

Learning Objectives

- To understand the concept of guidance and counselling
- To get acquainted with process and techniques of counselling
- To analyze the relationship between guidance and counselling

Learning Outcomes

The students would be able to:

- Develop an understanding of the meaning, need, and principles of guidance and counselling.
- Gain knowledge of the counselling process and various counselling techniques.
- Understand the relationship between guidance and counselling and explore various therapeutic approaches used in counselling.

**THEORY
(Credit:2, Period:30)**

UNIT I: Introduction to Guidance

8 hours

This unit focuses on developing understanding regarding the need and purpose of guidance.

- Emergence of guidance as a professional field, need for Guidance, basic principles of guidance
- Purpose of guidance: self-understanding and self-discovery, self-reliance and self direction, self-actualization
- Caution and directions in dealing with children