

DISCIPLINE SPECIFIC ELECTIVE COURSE – 2A (DSE-2A) EARLY CHILDHOOD EDUCATION

Credit distribution, Eligibility and Prerequisites of the Course

Course title & Code	Credits	Credit distribution of the course			Eligibility criteria	Pre-requisite of the course (if any)
		Lecture	Tutorial	Practical/ Practice		
EARLY CHILDHOOD EDUCATION DSE -2A	4	3	1	-	Completed 4 Core Courses in Education	• No Pre-requisite

Learning Objectives

The Learning Objectives of this course are as follows:

- To build a holistic understanding about Early Childhood Education (ECE), its need and importance
- To develop a comprehensive understanding of the key developmental aspects, issues and concerns related to early childhood.
- To trace the trajectory of the policies, schemes, programmes and initiatives pertaining to Early Childhood Education in India.
- To familiarise the principles of early learning, ECE curriculum and pedagogy, and assessment and evaluation in early childhood.
- To build perspective on the role of teachers, parents, family and community in the development of children in early years.

Learning Outcomes

After completion of the course student will be able to:

- Understand the need, significance and goals of Early Childhood Education

- Comprehend the key concerns in development of children across different domains in early childhood
- Examine and review Early Childhood Education policies, frameworks, schemes and programmes, and issues and concerns in India
- Draw linkages between the local and global socio-political-historical constructs around early childhood
- Develop an understanding of the principles of early learning, ECE curriculum and pedagogy, assessment and evaluation of children's learning and progress in early childhood
- Recognize the role of teacher, parents, family and community in holistic development of children.

Syllabus DSE-2A

45 Hours

Unit I: Understanding early childhood from a developmental and psycho-social perspective (12 hours)

- Meaning of growth and development, principles of development, basic issues and debates in child development (such as nature/nurture, continuity/discontinuity, active/passive and universal/contextual)
- Developmental characteristics and needs of children across different domains (physical, cognitive, language and socio-emotional) with reference to:
 - Prenatal stage
 - Birth to three years
 - Three to six years
 - Six to eight years
- Implications for parenting and early schooling

Unit 2: EARLY CHILDHOOD EDUCATION IN INDIA

(18 hours)

- Early Childhood Education: Nature, significance and goals

- Early Childhood Education policies, frameworks, schemes and programmes in India (with special reference to NPE (1986), POA (1992), NCF (2005), National ECCE Policy (2013), NEP (2020))
- Locating ECE in the Indian and global context: needs and rights of Children, UNCRC, MDGs, SDGs
- Critical issues in ECE: access, quality, equity, teacher preparation, diversity and inclusion

Unit 3: Curriculum and Pedagogy for Early Childhood Years (15 hours)

- Guiding principles of early learning and ECE curriculum: developmentally appropriate curriculum, role of physical and social environment, importance of play and activity-based learning, storytelling, craft, art drama, music and dance.
- Foundational literacy and numeracy and use of culturally appropriate teaching-learning materials.
- Assessment and evaluation in ECE: early identification and stimulation, short term and long-term plans, assessment methods, maintaining records
- Qualities and role of an ECE teacher
- Involving parents, family and community in ECE

Practicum/ Suggested Projects / Assignments (Any Two)

Students are expected to engage with any two of the following or such similar activities:

- Visit an Early Childhood Care and Education Centre/Preschool in your neighbourhood. Observe and document in detail the setting, overall learning environment, staffing, teaching-learning pedagogy equipment, assessment methods, play and learning materials available, and other facilities available.
- Design a developmentally appropriate weekly plan for engaging children in early childhood keeping the principles of early learning and curriculum planning in mind.
- Conduct a survey/interview with parents of children in early childhood about their expectations from preschool education, their involvement in the learning process of their children, teacher-

parent/family/community collaboration, parenting practices and role of culture in early bringing up.

- Prepare a plan for setting up an early childhood education centre/preschool facility. Focus on various considerations such as licensing requirements and professional standards, budget, design of the indoor and outdoor spaces, suitable equipment and learning materials, staff recruitment, graded curriculum and schedule of activities, plan for involvement of parents and community and so forth.
- Make a collection of lullabies, poems, songs, games, activities from local culture that are used by parents and teachers to promote learning and well-being in early childhood.

Note: On the basis of the above, the teacher may design his/her own relevant projects/ assignments.

Essential/ Recommended Readings

- Berk, L.E. (2022). *Infants and children: Prenatal through middle childhood*. New Delhi: Sage.
- Gupta, A. (2006). *Early childhood education: Post Colonial theory and practices in India-Balancing Vygotsky and Veda*s. New York: Palgrave Macmillan.
- Kaul, V., & Bhattacharjee, S. (2020). *Early childhood education and school readiness in India: Quality and diversity*. Singapore: Springer.
- Kaul, V. (2012). *Early childhood care and education in India: Mid-decade assessment*. New Delhi: NUEPA.
- National Council of Educational Research and Training. (2003). *A study of process and effectiveness of linkages between ECCE and Primary Education in the Context of SSA*. New Delhi: NCERT.
- National Council of Educational Research and Training. (2008). *Early Childhood Education: An Introduction*. New Delhi: NCERT. Retrieved from <https://ncert.nic.in/dee/pdf/Earlychildhood.pdf>
- Ranganathan, N. (2000). *The primary school child*. New Delhi: Orient Longman.
- Rao, N., Ranganathan, N., Kaur, R., & Mukhopadhyay, R. (2021). *Fostering equitable access to quality preschool education in India: Challenges and opportunities*.

International Journal of Child Care and Education Policy, 15(9).

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- Santrock, J.W. (2021). (15th Ed.). *Child Development: An introduction*. New York: McGraw-Hill Education.
- Sharma, A., Sen, R.S., & Gulati, R. (2008). Early Childhood Development Policy and Programming in India. *International Journal of Early Childhood-Policy Change*, 40 (2), 65-84.
- Singh, A. (Ed.), (2015). *Foundations of Human Development: Lifespan Approach*. Orient Blackswan.
- Swaminathan, M. (1998). Ed. *The first five years: A critical perspective on Early Childhood Care and Education in India*. New Delhi: Sage.
- Tuli, M. (2012). Beliefs on parenting and childhood in India. *Journal of Comparative Family Studies*, 43(1), 81-91.

Policies and Documents

- Government of India (2009). *The right of children to free and compulsory education act, 2009*. The Gazette of India: Extraordinary. (Part II, Sec 1. August).
https://www.education.gov.in/sites/upload_files/mhrd/files/upload_document/rte.pdf
- Government of India (2013). *National early childhood care and education (ECCE) policy*. Ministry of Women and Child Development.
<https://wcd.nic.in/sites/default/files/National%20Early%20Childhood%20Care%20and%20Education-Resolution.pdf>
- Government of India (2013). *National early childhood care and education (ECCE) curriculum Framework*. Ministry of Women and Child Development.
https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03022014%20%282%29.pdf
- Government of India (2013). *Quality standards for early childhood care and education (ECCE)*. Ministry of Women and Child Development.
- Government of India (2020). *National education policy 2020*. Ministry of Human Resource Development. New Delhi: Government of India.
https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf
- Government of India (n.d.). *Regulatory guidelines for private play schools*. National

Commission for Protection of Child Rights, Government of India.
<https://ncpcr.gov.in/showfile.php?lang=1&level=1&&sublinkid=933&lid=1271>

- Government of India. (1986). *National policy on education 1986*. Ministry of Human Resource development.
- Government of India. (1992). *Programme of action*. Ministry of Human Resource development.
<http://14.139.60.153/bitstream/123456789/372/1/Policy-Programme%20of%20Action%201992%20Final%20.pdf>
- National Council of Educational Research and Training. (2005). *National Curriculum Framework -2005*. New Delhi: NCERT.
- National Council of Educational Research and Training. (2006). *Position Paper on Early childhood education*. New Delhi: NCERT.

Additional Readings

- Badheka, G., & Pathak, C. (2009). *Diwaswapna*. New Delhi: National Book Trust.
- Dreze, J. (2006). Universalisation with quality: ICDS in a rights perspective. *Economic and political weekly*, 3666-3671.
- Holt, J (1974). *Escape from Childhood*. Boston: E. P. Dutton. (Chapter 1, 2 and 7)
- Hurlock, E.B. (2017). (6th Ed.). *Child growth and development*. New Delhi: Tata McGraw-Hill Education.
- Kaul, V. (2002). Early childhood care and education. In R. Govinda (Ed.), *India Education Report: A profile of Basic Education* (pp. 23-34). NIEPA: Oxford University Press.
- Kaur, R. (2022). *Constructions of childhood in India. Exploring the personal and socio-cultural contours*. UK: Routledge.
- Kumar, K. (1998). *The child's language and the teacher: A handbook*. New Delhi: National Book Trust.
- Melhuish, E., & Petrogiannis, K. (2006). *Early childhood care and education: International Perspective* (pp. 133-149). Oxon: Routledge.
- Sen, R.S. (2016). Literacy in Pre-primary and Class 1: Processes of Teaching and learning in a trilingual environment. In N. Rao (ed.), *Disciplinary dialogues on social change: Gender, Early childhood and theatre* (pp 93-130). New Delhi: Academic Foundation.

Audio Visual Material: Across Units (If any)

1. Stanley kaDabba. 2011. Amole Gupte
2. TaareZameen Par. 2007. Directed by Aamir Khan.
3. I am Kalam. 2010. Directed by NilaMadhab Panda.
4. Bum Bum Bole. 2010. Directed by Priyadarshan.

Teaching Learning Process:

The course will be taught through interactive pedagogic methods such as classroom discussion, debates, film discussions, critical media analysis, collaborative learning tasks which enhance reading comprehension of core writings in the area and innovative projects. Reflective expression and learning will be encouraged.

Assessment Method

The assessment will be formative in nature and will factor in student participation. Individual and group tasks and assignments will be given. Summative evaluation will be done through end-semester examination.

Key words

Early Childhood Education, Children, Early Childhood Care and Education, Policy

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



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