

DEPARTMENT OF HOME SCIENCE

Semester – IV

**B.A (Prog.) with Human Development and Family Empowerment (HDFE)
B.A (Prog.) with Human Development and Family Empowerment (HDFE) as Major**

Category-II

**DISCIPLINE SPECIFIC CORE COURSE – DSC-7-HDFE: ECCE- PROGRAM PLANNING
AND PRACTICES**

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
ECCE- Program Planning and Practices	4	2	-	2	Class XII	NIL

Learning Objectives:

1. To understand various aspects of planning and evaluation of ECCE centers.
2. To understand views of various philosophers in the area of ECCE
3. To develop skills and methods required for planning.

Learning Outcomes:

After completion of the course, the students will be able to:

1. Develop skills and methods required for planning.
2. Understand the importance of planning in an ECCE program
3. Develop an effective curriculum based on the principles of program planning

THEORY

(Credits 2, Hours 30)

UNIT I: Understanding the need and importance of program planning (12 hours)

Unit Description:

This unit provides a basic understanding about the aspects of planning in ECCE.

Subtopics:

- Program planning in ECCE: Definition and Principles
- Important considerations while planning programs for preschoolers (long term and short term goals)

UNIT II: Contribution of Indian and Western Philosophers in the field of ECCE (8 hours)

Unit Description:

This unit focuses on the contribution by various philosophers in the field of Early childhood Care and Education

Subtopics:

- Indian Philosophers: Gijubhai Badheka, Tarabai Modak, Rabindranath Tagore, Mahatma Gandhi (Any two)
- Western Philosophers: F. Froebel, M. Montessori

UNIT III: Components of a successful ECCE program. (10 hours)

Unit Description:

This unit focuses on various important components of ECCE program.

Subtopics:

- Planning space and equipment in an ECCE centre
- Roles and qualities of an ECCE worker
- Importance of community involvement.

**PRACTICAL
(Credits 2; Hours 60)**

1. Visit to an ECCE program/centre
2. Interview with an ECCE worker
3. Designing one-week Teaching Plan for an ECCE centre.

ESSENTIAL READINGS:

- 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.
- IGNOU. *Organizing Child Care Services: DECE-1*. New Delhi: IGNOU
- 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.

SUGGESTED READINGS:

- Kaul, V. and Bhatnagar, R. (2009). *Early childhood education: A trainers' handbook*. New Delhi: NCERT.
- Kulshreshtha, A. (2017). *Early Childhood Care and Education*. Kanishka Publisher, distributors.
- Roopnarine, J. L., & Johnson, J. E. (2012). *Approaches to Early Childhood Education (5th ed.)*. Pearson.
- Swaminathan, M. (1998). *The first five years: A critical perspective on early childhood care and education in India*. New Delhi: Sage

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

DISCIPLINE SPECIFIC CORE COURSE – DSC-8-HDFE PRINCIPLES AND PERSPECTIVES ON ECCE

CREDIT DISTRIBUTION, ELIGIBILITY AND PRE-REQUISITE OF THE COURSE

Course Title & Code	Credits	Credit distribution of the course			Eligibility Criteria	Prerequisite of the course
		Lecture	Tutorial	Practical/ Practice		
Principles & Perspectives on ECCE	4	2	-	2	Class XII	NIL

Learning Objectives:

- To understand the need and significance of early childhood care and education.
- To understand the policy perspectives on ECCE in India and world.
- To develop skills to make low-cost Teaching-Learning Material (TLM).

Learning Outcomes:

After completion of the course, the students will be able to:

- Become sensitized on the significance of focusing on early years.
- Understand the policy perspectives of ECCE in India.
- Develop skills to make low-cost Teaching-Learning Material (TLM) and apply the principles of ECCE in a child care setting.

THEORY

(Credits 2; Hours 30)

UNIT 1: Introduction to Early Childhood Care and Education (ECCE) (10 Hours)

- Unit Description:

This unit gives an overview of ECCE while focusing on the importance of early years.

Subtopics:

- Definition and Objectives of ECCE
- Significance of investing in early childhood
- National ECCE Policy 2013

UNIT 2: Developmental needs in Preschool years (10 Hours)

- Unit Description:

This unit focuses on the developmental needs of preschoolers and making of the activities related to the different domains of development using play material

Subtopics:

- Physical-motor, cognitive, language and socio-emotional development in Preschool years
- Preparation and use of learning and play material – Principles & characteristics

UNIT 3: Policy Perspectives in ECCE

(10 Hours)

- Unit Description:

This unit focuses on creating awareness among students about the policies, legislations & programs related to ECCE in Indian context.

Subtopics:

- National Curriculum Framework 2005 and ECCE
- Role of Right to Education Act 2009 in promotion of ECCE
- Position of ECCE in New National Education Policy, 2020

PRACTICAL
(Credits 2; Hours 60)

1. Designing low cost/environment friendly teaching-learning materials (TLM) and activities for all domains of development
2. Using prepared TLMs to gain hands on experience- One-week internship in nursery/pre/play school.

ESSENTIAL READINGS:

- Day, M., Kaul, V., & Sawhney, S. (2022). *Early childhood education for marginalized children in India: Deconstructing quality*. Sage Publications
- Bhattacharjea, S, Kaul, V. (2019). *Early childhood education and school readiness in India: Quality and diversity*. Springer Singapore
- NAEYC (National Association for the Education of Young Children). 2022. *Developmentally Appropriate Practice in Early Childhood Programs Serving Children from Birth Through Age 8*. 4th ed. Washington, DC: NAEYC
- National Education Policy (2020). Ministry of Human Resource Development. GOI. https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf.

SUGGESTED READINGS:

- Swaminathan, M. and Daniel, P. (2000). *Activity-based developmentally appropriate curriculum for young children*. Chennai: Indian Association for Pre-school Education.
- Aggarwal, J.C. and Gupta, S. (2007). *Early childhood care and education (First Ed.)*. New Delhi: Shipra Publications.
- Swaminathan, M. (1998). *The first five years: A critical perspective on early childhood care and education in India*. New Delhi: Sage.
- World Bank (2004). *Reaching out to the child: An integrated approach to child development*. New Delhi: Oxford University Press.

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