

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

**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:

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

Learning Outcomes:

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

1. Become sensitized on the significance of focusing on early years.
2. Understand the policy perspectives of ECCE in India.
3. 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.

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