

Details of the Course

Course Code	: Early Child Care and Education (ECCE)
Nature of the Course	: Skill Enhancement Course (SEC332)
End Semester	: 60 Marks
In semester	: 40 Marks
Course Credit	: 03

Objective of the Course

- Enable the aspirants, to understand the meaning and concept of Early Childhood Care and Education (ECCE) and Pedagogical approaches.
- To introduce the students with the policies of Early Childhood Care and Education (ECCE) in India
- To understand the health and nutrition needs of the young children
- To enable to identify the common childhood illnesses, take care of the sick young child and take preventive measures
- To understand the development of the children from birth to 6 years age
- To understand the management of a ECCE centre

Units	Contents	L	T	P
Unit I (15 Marks)	Early Childhood Care and Education (ECCE) 1.1: Meaning, Nature and Scope of ECCE 1.2: Significance of ECCE 1.3: Various Pedagogical Approaches and Holistic Developmental Activities for ECCE; viz, (i)...(ii)...(iii) 1.4: Methods of Studying Child behaviour; (i)...(ii)..(iii)	8	1	--
Unit 2 (15 Marks)	Trends and Policies in ECCE (India) 2.1: Constitutional Provision of ECCE 2.2: Kothari Commission (1964-66), ICDS 2.3: Yash Pal Committee, National Policy Education-1986 2.4: Sarva Siksha Abhiyan, National Curriculum Framework-2005 2.5: Right to Education Act (full name regd.)-2009, National Education Policy-2020	10	1	--
Unit 3 (15 Marks)	Promoting Child, Nutrition and Health 3.1: Basic Concept of Nutrition 3.2: Nutrition during pregnancy 3.3: Nutrition during infancy, early childhood 3.4: Common Childhood illnesses, their prevention and Management 3.5: Challenges in the field of Material and child health & nutrition	10	1	4
Unit 4 (15 Marks)	The Growth and Development of Early Children 4.1: Fundamental Concept of Growth and Development 4.2: Contribution of Froebel, Montessori and Dewy in Early child Study 4.3: Social, Emotional & Personal Development and Motor Skills and their development 4.4: Setting up and running a ECCE centre (Facilities, Human Resources, Management and Administration)	10	1	2
	Total	38	4	6

Total = 45 hours.

Where, L=Lecture, T=Tutorial, P= Practical

Sessional Tests : (02) : : 10 marks × 2 = 20 marks

Mode of in-semester Assessment : 20 Marks

- Evaluation will be based on the project report prepared by the students on any topic related to the syllabus of ECCE. They can also prepare the project report on ICDS programs or evaluation study of Govt. schemes both of Central or State Govt. related to ECCE.

Learner Outcomes

After completion of this course, the learner will be able to -

- understand the significance and various aspects of ECCE, including its meaning, nature, scope, and the need for holistic development in young children.
- evaluate the historical and contemporary trends, policies, and programs related to ECCE in India and become familiar with the contributions of pioneering education philosophers like Froebel, Montessori, and Dewey.
- explain essential areas of child development, such as social and personal growth, emotional development, motor skills, creativity, and nutrition, while also exploring common childhood illnesses, their prevention, and management.
- demonstrate how to set up and run an ECCE centre.

Reading List

Aradhya, N. & Kashyap, A. (2006). *The 'Fundamentals' Right to Education in India*. Bangalore: Books for Change.

NIPCCD, (2006). *Select issues concerning ECCE India*. Background paper prepared for the Education for All Global Monitoring Report 2007 *Strong foundations: early childhood care and education*.

Pattnaik, J. (1996). *Early Childhood Education in India: History, Trends, Issues, and achievements*. *Early Childhood Education Journal*, 24(1), 11-16. Retrieved March, 6, 2024. <http://www.jstor.org>.

Peltzman, B. R. (1998). *Pioneers of Early Childhood Education: A Bio-Bibliographical Guide*. London.

Schonfeld, H. O'Brien, S. and Walsh, T. (Eds.). (2004). *Questions of Quality: Proceedings of a conference on Defining, Assessing and Supporting Quality in Early Childhood Care and Education*. Dublin: The Centre for Early Childhood Development & Education

Viruru, R. (2002). *Early childhood education: postcolonial perspectives from India*. New Delhi: E.C.C.E.D, University of Mumbai 13 York: Sage.