

Semester-IV
Core VIII Early Childhood Care and Education (ECCE)

Course Outcomes (COs):

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

- Describe need and importance of early childhood care and education
- State different policies, programmes and curriculum frameworks on ECCE
- Critically analyse the relevance of different methods and strategies of planning and management of ECCE
- Explain role of teacher in collaboration with school and community
- Reflect on different models and strategies of professional development of teachers at foundational stage
- Prepare exemplar holistic report card for children at ECCE

Unit 1: Meaning Nature and Significance of Early Childhood Care and Education
Learning Outcomes

- ✓ *Understand the concept of ECCE*
- Definition and objectives of holistic ECCE
- Significance of ECCE and foundational learning for holistic development
- Rationale for extending ECCE to 8 years for smooth transaction

Unit 2: Policies and Programmes and on ECCE
Learning Outcomes

- ✓ *State different policies, program on ECCE*
- Integrated Child Development Services (ICDS)
- National Policy on Education 1986 and PoA 1992 and on ECCE
- National Education Policy 2020 on Foundational Learning, National Curriculum Framework for Foundational Stage (NCF-FS) 2022
- NIPUN BHARAT 2021, Nutritional support, Immunization

Unit 3: Planning and Management of ECCE Curriculum
Learning Outcomes

- ✓ *Analyse the principles of balanced and contextualized ECCE curriculum*
- Principles of planning a balanced and contextualized ECCE curriculum.
- Long-term and short-term objectives and planning.
- Toy based Pedagogy
- Maintaining an appropriate and inclusive classroom environment.

Unit 4: Role of Teachers for ECCE
Learning Outcomes

- ✓ *Prepare a report on Holistic assessment of ECCE level*
- Partnership with parents and family care and learning of children.
- Professional development of ECCE teachers.

- Issues of ECCE Teachers- autonomy, interaction with parents, community and authority. Issues relating to administration, management and academics
- Holistic assessment and report card
- Foundational stage/ Preparatory stage under NEP-2020

Practicum:

A case study on unique practices of Anganwardi/ Balwardi/Pre-school Education Institution.

Mode of Course Transaction:

Seminar, Team Teaching, Dialogue, Peer-Teaching, Peer Group Discussion, Collaborative and Cooperative Learning, Field Trip and visit to ECCE Center, Lecture Method, Self-Learning.

References and Suggested Books

- ✓ *Bhatnagar, R (2005). Little steps. New Delhi: National Council for Education and Training,*
- ✓ *Kaul, V, et al. (2014). Readiness for school: Impact of early childhood education quality. New Delhi: CECCED, AUD.*
- ✓ *Kaul, V. (2010). Early childhood education program. New Delhi: National Council for Educational Researcher and Training.*
- ✓ *MHRD (1986). National Policy on Education 1986, New Delhi*
- ✓ *MHRD (2020). National Education Policy 2020, New Delhi, Government of India*
- ✓ *Mina Swaminathan (1998). The First Five Years: A Critical Perspective on Early Childhood Care and Education in India.*
- ✓ *National Steering Committee for NCF (2022). National Curriculum Framework for Foundational Stage 2022, New Delhi*
- ✓ *NCERT (2006). Position paper on early childhood care and education. New Delhi: National Focus group, NCERT.*
- ✓ *NCTE (2009). National Curriculum Framework for Teacher Education towards Preparing Professional and Humane Teacher, New Delhi, NCTE.*
- ✓ *Swaminathan, M. and Daniel, P. (2004). Play activities for child development: A guide to preschool teachers. New Delhi: National Book Trust.*
- ✓ *WHO (2006). Child growth standards-methods and development, World Health Organization.*