

ALLIED COURSE PAPER - I

EARLY CHILDHOOD CARE AND EDUCATION

Marks: 150

THEORY

Marks: 100

Teaching Periods: 4 + 1 students' presentation / week

Objectives

1. To introduce the concept and significance of ECCE
2. To study development during the early years.
3. To understand pedagogy and principles of curriculum framework in early childhood programmes

Content

Periods

Unit I: Introduction to ECCE

14

- Significance of the early years
- Concept and Importance of ECCE
- Needs of children between birth to six years
- Goals of ECCE

Unit II: Early Childhood Care and Development

20

- Concept of care and development
- Familial Care and extra familial care
- Importance of play and responsive environments
- Effects of early learning
- Diversity and inclusion in early years

Unit III: Early Childhood Education

22

- Curriculum, content and planning
- Culturally and contextually inclusive
- Major programmes for ECCE in India: ICDS, Balwadis and Crèches
- Evaluating programmes
- Evaluating growth and development in early years

Recommended Readings:

1. Aggarwal, J. C. (2007). Early Childhood Care and Education: Principles and Practices. Shipra: New Delhi.
2. Arni, K. and Wolf G. (1999). *Child Art with Everyday Materials*. TARA Publishing.

3. Mohanty, J. Mohanty, B. (1996). Early childhood care and Education. Deep And Deep Publication, New Delhi.
4. Morrison, G. S. (2003). Fundamentals of early childhood education. Merrill/Prentice Hall: Virginia
5. Singh, A. (1995). *Playing to Learn: A training manual for Early Childhood Education*. M. S. Swaminathan Research Foundation.
6. Swaminathan, M. (1998). *The First five Years*. Sage Publications.

PRACTICAL

Marks:50

Teaching Period : 4 / week

Content

Practical

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| 1. Visit to ECCE centres | 4 |
| 2. Workshops to develop activities and aids for enhancing development in all domains during infancy and early childhood | 3 |
| 3. Curriculum planning: integrated and developmentally appropriate | 2 |
| 4. Evaluating growth and development in early years | 2 |
| 5. Fostering development during early years | 3 |