



**SARDAR PATEL UNIVERSITY**  
**Vallabh Vidyanagar, Gujarat**  
**(Reaccredited with 'A' Grade by NAAC (CGPA 3.25))**  
**Syllabus with effect from the Academic Year 2021-2022**

Bachelor of Science - Home Science  
(B.Sc.- H.Sc.) (Home Science) Semester (II)

Course Code	UH02CHUD53	Title of the Course	Fundamentals of Early Childhood Care and Education
Total Credits of the Course	02	Hours per Week	02

Course Objectives:	<ol style="list-style-type: none"><li>1. Know the importance of early childhood years and significance of intervention programs for early childhood development.</li><li>2. Develop insight into the historical developments – global and Indian including the current programs and policies in ECCE.</li><li>3. Develop awareness of ECCE programs in different contexts in India.</li><li>4. Learn about different curriculum pedagogical approaches in early childhood education.</li><li>5. Impart knowledge on programme planning for young children.</li></ol>
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Course Content		
Unit	Description	Weightage* (%)
1.	<p>Introduction to Early Childhood Care and Education:</p> <p>(a) Concept, meaning, scope and significance of ECCE: Developmental perspective, Neuroscience perspective, Human rights perspective</p> <p>(b) Expansion from ECE to ECCE to ECD.</p> <p>(c) Aims and objectives of ECCE– General and specific</p> <p>(d) Types of ECCE service delivery – Formal and informal; Government funded, Philosophy oriented, Laboratory nursery school, Franchise oriented</p>	25



2.	<p>ECCE in India:</p> <p>(a) History of Early Childhood Care and Education in India.</p> <p>(b) Overview of ECCE in pre and post-independence period. Preschool education in the pre and post-independence era (very brief). How the international trends have influenced the national trends.</p> <p>(c) Present status of young children in India.</p> <p>(d) Recent Policies in ECCE-Variou Education commissions of India : Programmes / schemes and innovations in ECCE – ICDS, Balwadis, mobile crèches, National Curriculum Framework 2005, National Policy on Early Childhood Care and Education 2013</p> <p>(e) New Education Policy, 2020</p>	25
3.	<p>Understanding ECCE Curriculum :</p> <p>(a) Definition and concept of curriculum</p> <p>(b) Meaning, need &amp; importance of curriculum.</p> <p>(c) Early Childhood Education Curriculum</p> <p>(d) Issues of ECCE curriculum and its transaction Admission age, admission test, Teaching of 3R, Homework, Formal Education, Curriculum load, worker-child ratio, Introducing English at ECCE stage</p> <p>(e) Early stimulation and importance of young children</p>	25
4.	<p>Planning and Managing ECCE Programme :</p> <p>(a) Common characteristics of children 3 to 8 years</p> <p>(b) Principles of programme planning : Long-term and short term planning, Theme based planning, Incidental and planned learning, Known to unknown, Simple to complex, Concrete to abstract</p> <p>(c) Balance activity in ECCE Individual and Group activities, Active and quite play, Indoor and outdoor game, Child guided activities and teacher guided activities</p> <p>(d) Factors influencing programme planning.</p> <p>(e) Role of teachers as a facilitator in construction of knowledge</p>	25

Teaching-Learning Methodology	Lecture method ,Active learning methodology , Group discussions Method, Power Point Presentation , Audio Visual methods, Role Play, Games Seminar, Assignment, Quiz	
Evaluation Pattern		
Sr. No.	Details of the Evaluation	Weightage
1.	Internal Written Examination (As per CBCS R.6.8.3)	15%



2.	Internal Continuous Assessment in the form of Quizzes, Seminars, Assignments, Attendance (As per CBCS R.6.8.3)	15%
3.	University Examination	70%

Course Outcomes: Having completed this course, the learner will be able to

1.	Know the importance of early childhood years and significance of intervention programs for early childhood development.
2.	Learn about the historical developments – global and Indian including the current programs and policies in ECCE.
3.	Identify various indigenous (Indian) models of Early Childhood Education and apply it to understand the current early childhood research, theoretical trends and issues.
4.	Analyse curriculum models and pedagogical approaches in early childhood education.
5.	Create developmentally appropriate programs for young children.

Suggested References:

Sr. No.	References
1.	Agarwal, J. C. (2007). <i>Early childhood care and education: principles and practices</i> . New Delhi: Shipra
2.	Agrawal, S. P., & Usmani, M. (2000). <i>Children's Education in India: From Vedic Times to Twenty-first Century Eve</i> . Shipra.
3.	Canning, N. (Ed.). (2010). <i>Play and practice in the early years foundation stage</i> . Sage.
4.	Durlak, J. A. (1995). <i>School-based prevention programs for children and adolescents</i> (Vol. 34). Sage.
5.	Fleer, M., & Hedegaard, M. (2010). <i>Early learning and development: Cultural-historical concepts in play</i> . Cambridge University Press.
6.	Upadhyay, G.C. (2015). <i>Early childhood Care and Education A way forward: A handbook for teachers and Teacher Education</i> . New Delhi: National Council of Educational Research and Training.
7.	Kaul, V., & Sankar, D. (2009). <i>Early childhood care and education in India. Education for All Mid-Decade Assessment</i> . New Delhi, India, National University of Educational Planning and Administration (NUEPA).



8.	Yadav,P. (2015). <i>Exemplar Guidelines for implementation of Early Childhood Careand Education(ECCE)</i> . New Delhi.: Curriculum Framework, National Council of Educational Research and Training.
9.	Purkait, B.R. (2005). <i>Milestones in modern Indian education</i> . Kolkata: New Central Book Agency.
10.	Swaminathan, M. (Ed.). (1998). <i>The First Five Years: A critical perspective on early childhood care and education in India</i> . SAGE Publications Pvt. Limited.
11.	Sarangapani, P. M. (2009). <i>Quality, feasibility and desirability of low cost private schooling</i> . Economic and Political Weekly, 67-69.
12.	Sarangapani, P. M. (2010). <i>Comparative education research in India: Why is it missing and why we need it</i> . Journal of Educational Planning and Administration, 24(4), 363-377.
13.	Saraswathi, T. S., Menon, S., & Madan, A. (Eds.). (2017). <i>Childhoods in India: Traditions, trends and transformations</i> . Taylor & Francis.
14.	Sharma, K.K., & Miglani, P. (2016). <i>Gender, school and society</i> . Patiala: Twenty First Century Publications.
15.	Singh, A., & Swaminathan, M. (1995). <i>Playing to Learn: A Training Manual for Early Childhood Education</i> .
16.	Venkataraman, B. (2009). <i>Education for sustainable development. Environment: Science and Policy for Sustainable Development</i> , 51(2), 8-10.

On-line resources to be used if available as reference material

On-line Resources

OECD. (2004). Curricula and pedagogies in early childhood education and care. Retrieved from <http://www.oecd.org/education/school/31672150.pdf>

Early Childhood Care and Education (n.d.) Retrieved from [http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp\\_content/home\\_science/10.\\_early\\_childhood\\_care,\\_education\\_and\\_development/14.\\_aurobindo,\\_gijubhai\\_badheka,\\_tarabai\\_modak/et/6716\\_et\\_et.pdf](http://epgp.inflibnet.ac.in/epgpdata/uploads/epgp_content/home_science/10._early_childhood_care,_education_and_development/14._aurobindo,_gijubhai_badheka,_tarabai_modak/et/6716_et_et.pdf)

<http://www.ignouhelp.in/ignou-dece-study-material/>

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