

# **NATIONAL EDUCATION POLICY-2020**

**Sri Dev Suman Uttarakhand University,**

**Badshahithaul, Tehri Garhwal (Uttarakhand)**

**STRUCTURED UG - SYLLABUS ON EARLY CHILDHOOD CARE AND  
EDUCATION (ECCE)**

**(VOCATIONAL/ SKILL DEVELOPMENT COURSE)**

**SUBJECT- EDUCATION**



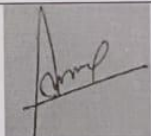
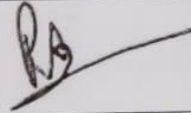
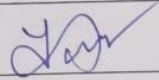
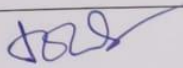
**From the Session 2023-24**



**SRI DEV SUMAN UTTARAKHAND UNIVERSITY**

**Syllabus prepared by Dr. Atal Bihari Tripathy**

**Sri Dev Suman Uttarakhand University,  
Badshahithaul, Tehri Garhwal (Uttarakhand)  
List of Members of Board of Studies (Education)**

Sl. No.	Name of the Members	Designation	Nominated as	Signature
1	Prof. Dinesh Chandra Goswami	Dean of Arts, SDSUV, Pt. LMS Campus-Rishikesh	<b>Chairman</b>	
2	Dr. Atal Bihari Tripathy	Asst. Professor and Head, SDSUV, Pt. LMS Campus-Rishikesh	<b>Member</b>	
3	Prof. Anil Nautiyal	Professor, HNBSGU, Srinagar, Garhwal (Uttarakhand)	<b>Member</b>	
4	Prof. Rashmi	Professor, MJPRU, Bareilly (UP)	<b>Member</b>	
5	Prof. Janki Panwar	Principal	GPGC Kotdwar	
6	Prof. Lovely Rajvanshi	Principal	GPGC, Jaiharikhal	
7	Prof. K. L. Talwar	Principal	GPGC, Chakrata	
8	Nideshak, Uttarakhand Bhasha Sansthan	-	Rajpur Road, Dehradun (Uttarakhand)	

## **SYLLABUS**

### **Early Childhood Care and Education (ECCE)**

Early Childhood Care and Education skill course is one of the popular courses delivered nationwide. The Domain area (Theory & Practical) imparts professional skills and knowledge, requisite core skills, knowledge and life skills. During the two -year duration of ‘Early Childhood Care & Education’ skill course, a student is trained on Professional Skill, Professional Knowledge and Employability Skill. In addition to this, a student may be entrusted to undertake project work, extracurricular activities and on-the-job training to build up confidence.

#### **Course Objectives-**

After the end of the course, the students will develop an understanding of-

- The concept of early childhood care and education and its significance
- The rights and developmental needs of children
- Children’s need for nutrition, good health, protection, education and development
- Appropriate methods of care during early years
- Play and stimulation in early childhood
- Interdependence of child development and learning
- The issues in ECCE and directions to address the issues
- concept and importance of school readiness and smooth transition
- Language and cultural diversity comprising the Indian social fabric and many co-existing social realities
- The requirements of an inclusive classroom
- Appropriate interventions to meet the requirements of an inclusive classroom
- Building meaningful relationships with parents, community and other stakeholders for an effective ECCE programme

**B.A. First Semester**

**Credits: 3**

#### **Unit I- Fundamentals of Early Childhood Care and Education**

- ECCE: Meaning, nature and significance
- Objectives of ECCE and Components of ECCE
- ECCE in Indian and Global Context
- Factors influencing early childhood

**Total 15 Lectures**

#### **Unity II- Fundamentals of Child Development**

- Concept of Growth and Development

- Principles of and Growth and Development **Total 15 Lectures**
- Difference between Growth and Development

### **Unit III- Domains of Child Development Process**

- Factors affecting Growth and Development
  - Stages of Child Development: Prenatal and Birth to Three Years **Total 15 Lectures**
  - The Child: Development During Preschool Years (3-6 years)
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## **B.A. Second Semester**

**Credits: 3**

### **Unit I- Programme and Planning and Activities**

- Programme Planning for ECCE
- Art and Craft Development **Total 15 Lectures**
- Play Activities for Pre- schoolers

### **Unit II- Nutrition and Health Care During Infancy and Early Childhood**

- Health and Nutrition
- Communication Skills **Total 15 Lectures**
- Outdoor Games and Physical Education

### **Unit III- Organization and Administration of Pre- School Centres**

- Pre- School Organization and Administration
  - Qualities and Role of an ECCE Teacher **Total 15 Lectures**
  - Organisation and Management of ECCE Centre, Profile of an ECCE Centre
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## **B.A. Third Semester**

**Credits: 3**

### **Unit I- Support Services: Need, strategies and approaches**

- Policy making processes and role of National and International bodies
- Methods of Child Study **Total 15 Lectures**
- Child Welfare and Development

### **Unit II- Different Legislations for children**

- Issues, implementation, loopholes and suggestions of Governmental and Non-governmental programmes, schemes and services
- Needs and problems and rights of children in the context of social issues and problems
- Strategies, well-being and development empowerment and participation of children

### **Unit III- Issues and Directions in ECCE**

- Different Issues in ECCE
  - Directions for addressing the issues of ECCE **Total 15 Lectures**
  - Service providers of ECCE
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## **B.A. Fourth Semester**

**Credits: 3**

### **Unit I- Planning Appropriate ECCE Curriculum**

- Meaning and significance of age appropriate ECCE curriculum
- Principles of quality ECCE planning and Approaches in ECCE curriculum **Total 15 Lectures**
- Need and importance of contextualisation of ECCE curriculum

## **Unit II- Involvement of Parents and Community and School Readiness**

- Role of parents and community in functioning of an ECCE centre
- Meaning, significance and components of school readiness **Total 15 Lectures**
- Promoting equitable participation of all in learning and play

## **Unit III- The requirements of an inclusive classroom**

- Inclusion: Concept and Practice
  - Appropriate interventions to meet the requirements of an inclusive **Total 15 Lectures** classroom
  - Assistive Technologies
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## **Suggested Readings**

Daniel J. Siegel and Tina Payne Bryson - The Whole-Brain Child: 12 Revolutionary Strategies to Nurture Your Child's Developing Mind

K. Eileen Allen and Glynnis E. Cowdery-The Exceptional Child: Inclusion in Early Childhood Education

Dr. Sue Bredekamp - Effective Practices in Early Childhood Education: Building a Foundation (3rd Edition)

M. Sengupta- Early Childhood Care and Education

S. Gupta and J. C. Agrawal- Early Childhood Care and Education

Suptika Biswas- Early Childhood Care and Education

Sandy Green- Childrens' Care, Learning and Environment

Chandra, R., Gulati, R. & Sharma, S. (2017). Quality early childhood care and education in India: Initiatives, practice, challenges and enablers. Asia Pacific Journal of Research in Early Childhood Education, 11 (1), 41-67.

Ministry of Women and Child Development. (2013) National Early Childhood Care and Education (ECCE) Policy. New Delhi: Government of India.

Ministry of Women and Child Development. Quality Standards for Early Childhood Care and Education. New Delhi: Government of India.

Ministry of Women and Child Development. (2014). National Early Childhood Care and Education (ECCE) Curriculum Framework. New Delhi: Government of India.

National Council of Educational Research and Training. (2016). Eighth All India School Education Survey (8th AISES): As on 30th September, 2009A Concise Report. Educational Survey Division (ESD), New Delhi: NCERT.

National Council of Educational Research and Training. (2006). Position Paper of the National Focus Group on Early Childhood Education. New Delhi: NCERT.

National Council of Educational Research and Training. (2005). National Curriculum Framework, 2005. New Delhi: NCERT.

National University of Educational Planning and Administration. (2010). Elementary Education in India: Analytical Report- Progress Towards UEE. New Delhi. •National Council of Teacher Education (NCTE). <http://ncte.gov.in/>

Seth, K. (1996). Minimum Specifications for Pre-Schools. New Delhi: NCERT.

Sharma, S., Sen, R. S. & Gulati, R. (2008). Early childhood development policy and programming in India: Critical issues and directions for paradigm change. *International Journal of Early Childhood*, 40 (2).

ECCE course consists of classroom lectures and practical sessions including Laboratory activities. Practical sessions include projects and classroom training programs.

Suggested Continuous Evaluation Methods: For Internal assessment, Assignment/test/Quiz/Seminar Presentation/Attendance may be taken as Criterion.