

Early Childhood Care and Education

Senior Secondary Level



Rationale

Early Childhood Care and Education (ECCE) is acknowledged the world over as a significant intervention which aims to help children develop a sound foundation for lifelong learning and development. It is also recognised as the first step in the education ladder which, if done well, prepares children better for primary schooling and promotes school retention and learning. The National Policy on ECCE 2013 has highlighted the significance of ECCE. The policy has slowly emerged from growing awareness and attention on the significance of the early years. Quality ECCE is the issue of ensuring adequate quality in the programme, particularly from the perspective of making it developmentally and age appropriate and child-friendly. This course has been designed to orient learners to the sensitivity required to understand the early learning and developmental needs of young children and how they may vary in different contexts. It also addresses the essential role of nutrition, health and safety of children for holistic development. Learners will learn about appropriate ways necessary to provide a responsive environment to meet the situation-specific as well as stage related needs of children. This programme also aims to prepare learners to value diversity and recognize the significance of inclusive education.

Course Objectives

The course aims at enabling the learners to develop an understanding 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; and
- building meaningful relationships with parents, community and other stakeholders for an effective ECCE programme.

Course Structure

The curriculum of ECCE at senior secondary level consists of both theory and practical components. Tutor Marked Assignment (TMA) is also a part of the curriculum.

Theory Component

Theory component consists of five modules and 22 lessons. The self-learning material has been divided into two parts: Part I consists of two modules and nine lessons. Part II consists of three modules and 13 lessons.

The number of modules, suggested study hours and marks allotted to each module are:

No. of Module	Name of the Module	Study Hours	Marks
1	Early Childhood Care and Education	50	20
2	Fundamentals of Child Development	50	15
3	Curriculum, Practices and Progress	65	25
4	Organisation and Management of ECCE Centre	45	10
5	Diversity and Inclusion	30	10
	Total	240	80

Practical Component

There is a compulsory component of Practicals in this ECCE Course. It carries a weightage of 20 marks in the term end examination. A list of suggested activities to be performed by the learners is given at the end of the theory syllabus.

Tutor Marked Assignment (TMA)

TMA comprises of 20% weightage of theory marks in term end examination.

Course Description

Module1 Early Childhood Care and Education

Marks:20

Hours: 50

Approach

This module aims at providing fundamental knowledge about the ECCE, significance of ECCE, essential components of ECCE focussing on how the relevance and awareness have evolved in both the Indian and global context. The learners will also learn about factors influencing childhood in India, necessity for attention on nutrition and health and the needs and rights of young children. Brief discussions on important government initiatives/schemes and policies for ECCE will appraise learners about the role of the state and civil society. Issues and concerns related to ECCE are addressed to build awareness and interest of the learners.

Lesson 1: Early Childhood Care and Education: Meaning and Significance

ECCE: Meaning, nature and significance

Objectives of ECCE

Components of ECCE

ECCE in Indian context

ECCE in global context

Lesson 2: Early Childhood in India

Status and profile of young children in India

- Demographic
- Health and nutrition status
- Education
- Ecology
- Gender
- Diverse social, cultural and economic contexts

The diversity of early childhood in India

Impact of early childhood on subsequent life

Factors influencing early childhood

Importance of children's health

Indian constitution and provisions

Lesson 3: Needs and Rights of Children

Needs of children: Psychological, social, health and educational

Impact of unmet needs on children's development

Rights of children

Lesson 4: ECCE Policies, Schemes and Programmes in India

Policies and plans for ECCE

Schemes and programmes for ECCE

Curriculum Frameworks

Service providers of ECCE

Lesson 5: Issues and Directions in ECCE

Issues in ECCE

Directions for addressing the issues of ECCE

Module 2 Fundamentals of Child Development

Marks: 15

Hours: 50

Approach

The module discusses different aspects of child development to provide a comprehensive understanding of development during the early years. Domains of development and developmental milestones have been elaborated to inform learners about nature of growth and development. Stages of development are organised into two lessons—prenatal to three years, and three to eight years, to highlight appropriate areas of emphasis during different stages. The module provides learners an understanding of the developmental characteristics of young children.

Lesson 6: Growth and development

Concept of growth and development
Principles of development
Factors affecting growth and development

Lesson 7: Domains of Development

Physical and motor development
Personal, social and emotional development
Cognitive development
Language development
Delays and gaps in reaching developmental milestones

Lesson 8: Stages of Child Development: Prenatal and Birth to Three Years

Period of infancy
Growth and development from birth to three years

Lesson 9: Stages of Child Development: Three to Six Years and Six to Eight Years

Three to Six Years

Physical and motor development
Personal, social and emotional development
Cognitive development
Language development, communication and emergent literacy

Six to Eight Years

Physical and motor development
Personal, social and emotional development
Cognitive development
Language development, communication and emergent literacy
Importance of play in the development of children

Module 3 Curriculum, Practices and Progress

Marks:25

Hours: 65

Approach

This module focuses on dealing with children in orienting learners to interpersonal dealings to foster growth and development. The module also learners with specific needs of babies when they are in group care. Creating a responsive environment for children in group settings requires special features to address the individual child in a collective. Such interactions are usually based on a curriculum, principles of pedagogy or practices to review progress. These dimensions are critical for providing quality in childcare with emphasis on stimulation, warmth and sensory inputs in the first two years. This evolves into play and learning essential for early childhood education. The module elaborates on understanding methods that enhance learners' understanding of how children learn using

child-friendly techniques such as play, art, music and movement. Learners will also learn methods of child study to note progress and developmental advances.

Lesson 10: Care of Children in Early Years

Principles of caregiving of children under three

Importance of meeting the physical needs

Sensory stimulation for development: Visual, Auditory, Touch, Kinesthetic

Early years as foundations for later learning

- Interest, curiosity and motivation
- Forming relationships
- Play and playful interactions

Types of care settings: Familial and non-familial

Parents, teachers and children

Lesson 11: Play and Early Learning

Defining play

Benefits of play

Types of play

How play develops

Setting up an environment for promoting play and early learning

Play based activities for all domains

Lesson 12: Planning Developmentally Appropriate ECCE Curriculum

Meaning and significance of age and developmentally appropriate ECCE curriculum

Need and importance of contextualisation of ECCE curriculum

Principles of quality ECCE planning

Approaches in ECCE curriculum

Appreciating diversity and planning an inclusive ECCE centre

Lesson 13: How Children Learn

Indicators of development and progress

Domains of development and learning

Interdependence of domains

Activities for various domains

Identifying developmental variations and interventions

Lesson 14: Methods of Child Study

- Observation
- Interview
- Questionnaire
- Case study
- Anecdotal records
- Art as form of communication
- Portfolio

Module 4 Organisation and Management of ECCE Centre

Marks:10

Hours: 45

Approach

This module provides basic information regarding the everyday needs in an ECCE centre keeping in mind that the centre has to be inclusive and child-friendly. It also discusses principles of administration and management for proper running of the centre. Qualities of a good ECCE teacher, significance and ways of involving the parents and community members have also been elaborated in the module to build a comprehensive knowledge of the requirements in an ECCE centre.

Lesson 15: Profile of an ECCE Centre

What is an ECCE Centre
Identification of location
Infrastructure and physical facilities
Equipment and learning materials
Space management
Readiness for disaster management
The ECCE personnel
Different stakeholders

Lesson 16: Administration and Management of an ECCE Centre

Meaning of administration and management
Management structure of an ECCE Centre
Supervision, mentoring and monitoring of an ECCE centre
Need and types of records
Documentation and management of records
Mobilisation and utilisation of financial resources
Accounting and social auditing

Lesson 17: Qualities and Role of an ECCE Teacher

Roles and responsibilities of an ECCE teacher

Qualities of an effective ECCE teacher

Lesson 18: Involvement of Parents and Community

Define parent involvement

Need for parent and community awareness

Role of parents and community in functioning of an ECCE centre

Parents, school and children: Benefits for parents, school and children

Ways of communicating with parents

Lesson 19: Smooth Transition

Understanding readiness and transition

Readiness and transition from home to preschool

Transition from preschool to primary school

Benefits of facilitating transition

Meaning, significance and components of school readiness

Role of parents, school, teachers and other caregivers

Planning and designing activities for different components of school readiness

Module 5 Diversity and Inclusion

Marks:10

Hours: 30

Approach

Diversity is embedded in the fabric of our society with multiple languages, religions and the geographical variation shaping everyday lives according to the ecology. The wide range of economic situations of families impacts access to resources. This module provides awareness regarding the presence of features of social differences as well as differences in ability, with a focus on issues and strategies to address diversity in the classroom. The module also describes the concept of inclusion and inclusive classroom practices for promoting inclusion.

Lesson 20: Understanding Diversity

Defining diversity

Factors leading to diversity and their implications

Differences in home and school languages

Influence of gender and caste stereotype on children's development

Promoting equitable participation of all in learning and play

Lesson 21: Inclusion: Concept and Practice

Inclusion: Meaning

Significance of inclusive education

Role of Government

Role of teachers, parents and community

Lesson 22: Early Identification and Intervention

Early identification: Meaning

Early identification: Significance and strategies

Early intervention: Concept, significance, strategies

Assistive technologies

Practicum Work

Marks : 20

The purpose of the ECCE course is not only to acquaint learners with theoretical knowledge but also to provide them an opportunity to link it to the actual environment of ECCE. The activities included in the practicum will help the learner to perform some activities to appreciate the linkages between theory learnt and the actual environment of ECCE. The activities included will help learners to develop an understanding of young children through practical hands-on exercises. All the practicum activities are compulsory and are to be carried out by the learners. The activities are divided into five categories. The learner will be assigned one activity each from the five categories through chits for the final practical examination.

The activities are listed below.

A. OBSERVATION

- 1) Design a format to record the observations of children. Observe a child/children in your neighborhood/family for 20 minutes in the settings listed below. Prepare a report of each your observations in 150 words.
 - Infant of five months: Observe the milestones achieved.
 - Toddlers at outdoor play: Comment on the interaction of the toddler with other children and the type of play indulged in.
 - Five year old child at indoor play: Comment on the interaction and type of play indulged in.

(3 Marks)

B. FAMILY PRACTICES

- 1) Design a questionnaire to be used to interview parents of a toddler regarding development in any one domain.
- 2) Prepare a list of eight to 10 questions to gather information of family practices with regard to:
 - (a) Feeding practices of infants and toddlers
 - (b) Childcare routines and practices of children in the age group of four to five years
- (3) List of innovative play activities and materials used by children in your neighbourhood/family.

(3 Marks)

C. SCHOOL RECORDS

- (1) Visit the neighbourhood ECCE centre and study the children's and teacher's records maintained by them. Write a report of 150 words on your observation.
- (2) Design the following records based on your observation during the above visit:

(viii)

- Child's cumulative record/Child's profile record
- Child's admission record
- Child's portfolio (3 Marks)

D. INFRASTRUCTURE AND FACILITIES IN AN ECCE CENTRE

- (1) Design an assessment sheet for easy and quick assessment of requisite infrastructure of an ECCE Centre. Using this format, visit the neighbourhood ECCE centre and assess the following:
- Space Management
 - Outdoor play equipment
 - Indoor play equipment
 - Water and toilet facilities
 - Air, light and ventilation (3 Marks)

E. ECCE STAFF AND PROGRAMME

- (1) Draw up a set of questions to be asked during the selection interview of the following staff:
- Teacher
 - Centre In-charge
 - Centre Helper
- (2) Design a three hour ECCE programme to be followed in a preschool after visiting and studying the same in the neighbourhood preschool. (3 Marks)

Practicum Examination		Marks
1.	Observation	03
2.	Family Practices	03
3.	School Records	03
4.	Infrastructure and Facilities in an ECCE Centre	03
5.	ECCE Staff and Programme	03
6.	Portfolio and viva-voce	05 (3+2)
Total		20

Scheme of Evaluation

Examination	Marks	Duration	Paper
Public Examination	80	3 hours	1
Practicum	20	3 hours	1
TMA	16 (20% of theory)	Self-paced	1