



**DETAILED SYLLABUS of M. A. (EDUCATION)
THIRD SEMESTER**

MAEduC-303 EARLY CHILDHOOD CARE AND EDUCATION - I

COURSES OBJECTIVES

The students will be able to :

- To develop Understanding about ECCE in terms of its concept, importance and the Early Childhood Education Movement in India.
- To develop understanding about different aspects of early childhood Growth and Development with educational implications.
- To know about the works and contributions of important Educational Thinkers and Reformers in ECCE.
- To achieve comprehensive coverage and understanding of Recommendations and Programmes of various Agencies working in the field of early childhood care and education.
- To Understand Early childhood care curriculum

UNIT	COURSE CONTENT	Credit
1	Concept of Early Childhood care and Education	1
1.1	Concept of Early Childhood Care and Education (ECCE)	
1.2	Aims and Objectives of ECCE	
1.3	Need, Importance and Scope of ECCE	
1.4	Early Childhood Education Movement in India: Historical Perspectives	
2	Growth and Development in Early Childhood care and Education	1
2.1	Concept of Growth and Development: Meaning, Definition and Relationship between Growth and Development	
2.2	Principles of Growth and Development	
2.3	Various aspects of Early Childhood Development: Physical, Motor, Cognitive, Language, Moral, Social and Emotional.	
2.4	Educational Implications of various aspects of Early Childhood Development	
3	Contribution of Educational Thinkers & Reformers towards Early Childhood Care and Education	1
3.1	Pestalozzi	
3.2	Froebel	
3.3	Montessori	
3.4	Tarabai Modek	

3.5	Giju bhai Badheka	
4	Early Childhood Curriculum: A Broad Definition	1
4.1	Curriculum Occurs Throughout the Day and Daily Routines as Curriculum	
4.2	Play Spaces as Curriculum and Developmentally appropriate activities	
4.3	Appropriate materials, toys, and games	
4.4	Role of the teacher	

References :

1. Austin, Gilbert R. **Early Childhood Education. An International Perspective**, New York: Academic Press, 1976.
2. Banta, T. (1966). **Are these Really a Montessori Method?** Columbus, Ohio: Ohio Psychological Association and Ohio Psychiatric Association.
3. Bloom, Benjamin, S. (1964). **Stability and Change in Human Characteristics**. New York: John Wiley & Sons Inc.
4. Brown, G. (1977). **Child Development**. London: Open Books, Central Advisory Board of Education (CABE). **Pre-Primary Education (Chapter II)**. In **Post-War Development in India- A Report**, Govt. of India.
5. Butts, R. Freeman. (1955). **A Cultural History of Western Education**. New York: Mc Graw-Hill Book, Co., Inc
6. **Child Development-Issues, Policies and Programmes Vol. I, II & III-Dolly Singh**
7. Cole, Luella. (1950). **A History of Education-Socrates to Montessori**. New York: Holt Rinehart and Co.
8. **Educational Policies Commission, Universal Opportunities for Early Childhood Education**, Washington, D.C., Govt. Printing Office, 1966.
9. Roopnarine, L.J., & Johnson, E. J. **Approaches to Early Childhood Education (5th ed.)**. PHI Learning Private Limited, New Delhi.
10. Gupta, M. S. (2009) **Early Childhood Care and Education**. Eastern Economy Edition. PHI Learning Private Limited, New Delhi.
11. Evans, Ellis D. (1975). **Contemporary Influence in Early Childhood Education**, New York: Holt Rinehart and Winston, Inc.



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- 13. Grossnickle, Donald (1987). In-service Follow-up. What to Do After the Expert Leaves. NASSP Bulletin, March, 11-15.**
- 14. Issacs, S. (1933). Social Development in Young Children, London: Routledge and Kegan Paul**