



மனோன்மணியம் சுந்தரனார் பல்கலைக்கழகம்

MANONMANIAM SUNDARANAR UNIVERSITY

**SYLLABUS FOR ADVANCED DIPLOMA IN EARLY CHILDHOOD
EDUCATION PROGRAM OFFERED THROUGH DIRECTORATE OF VOCATIONAL
EDUCATION (COMMUNITY COLLEGES AND VOCATIONAL SKILL DEVELOPMENT
CENTRES) FROM 2019 - 2020**



கல்விசார் நிலைக்குழுக் கூட்டம்

**MEETING OF THE STANDING COMMITTEE ON
ACADEMIC AFFAIRS HELD ON WEDNESDAY
THE 22nd JANUARY 2020**

ADVANCED DIPLOMA IN EARLY CHILDHOOD EDUCATION

மேம்பட்ட குழந்தைப் பருவக் கல்வி பட்டயம்

SCHEME OF EXAMINATION

Subject code	Title of the Course	Credit	Hours	Passing Minimum
Semester I				
C19CC11/E19CC01	Understanding Child	6	90	40/100
C19CC12/E19CC02	Child Development	6	90	40/100
C19CC13/E19CC03	Early Childhood care education	6	90	40/100
C19CE10/E19CE10	Communicative English	6	90	40/100
C19CCP1/E19CCP1	Practical I	4	120	40/100
Semester II				
C19CC21/E19CC04	Creche Management	6	90	40/100
C19CC22/E19CC05	Skill Development	6	90	40/100
C19LS23/E19LS05	Life skill	6	90	40/100
C19CC24/E19CC06	Early Childhood Education Center and personal management	6	90	40/100
C19CCP2/E19CCP2	Practical II	4	120	40/100
Semester III				
C19CC31/E19CC07	Child Health, Hygiene and Nutrition	6	90	40/100
C19CC32/E19CC08	Child Care Education	6	90	40/100
C19CC33/E19CC09	Childhood Education and Pedagogy	6	90	40/100
C19CCP3/E19CCP3	Practical III	4	120	40/100
C19CCIP/E19CCIP	Internship	10	150	40/100
Semester IV				
C19CC41/E19CC10	Behavioral Management	6	90	40/100
C19CC42/E19CC11	Good Manners	6	90	40/100
C19CC43/E19CC12	Family and Child in Today's Context	6	90	40/100
C19CCP4/E19CCP4	Practical IV	4	120	40/100
C19CCPW/E19CCPW	Project	10	150	40/100

Eligibility for admission: Pass in 12th std examination conducted by the Govt. of Tamil Nadu Board of Secondary Education, Government of Tamil Nadu or any other equivalent examination.

Examination: Passing Minimum for each Course is 40%. Classification will be done on the basis of percentage marks of the total marks obtained in all the Courses and as given below:

- 40 % but less than 50 % - Third class
50 % but less than 60 % - Second class
60 and above - First class

Theory Paper

Internal Marks-25

External Marks-75

Syllabus

First Semester:-

- Course I - Understanding Child
- Course II - Child Development
- Course III - Early Childhood Care Education
- Course IV - Communicative English
- Course V - Practical I

Second Semester:-

- Course VI - Creche Management
- Course VII - Skill Development
- Course VIII- Life Skill
- Course IX - Early Childhood Education Center and Personal Management
- Course X - Practical II

Third Semester:-

- Course XI - Child Health, Hygiene and Nutrition
- Course XII - Child Care Education
- Course XIII- Childhood Education and Pedagogy
- Course XIV - Practical III
- Course XV - Internship

Fourth Semester:-

- Course XVI - Behavioral Management
- Course XVII - Good Manners
- Course XVIII- Family and Child in Today's Context
- Course XIX - Practical IV
- Course XX - Project

***(Semester Pattern for Community College Only)**

Program Objectives

1. The purpose of this frame work is to promote quality and excellence in early childhood education by providing guidelines for childcare and early educational practices.
2. Early childhood education encompass the inseparable elements of care, health, nutrition play and early learning with in a protective and enabling environment.
3. Ensuring smooth physical mental and emotionally development in children and acquisition of positive habits.
4. Preparing children for primary education.
5. Creating a common environment of education and development for children coming from disadvantaged families and environment.

Semester I
Course - I
UNDERSTANDING CHILD (C19CC11/E19CC01)

Learning Objectives

The learner can able to

- ❖ Describe the scope of child psychology
- ❖ Know the growth and development process
- ❖ Understand the Development process of babyhood and pre-schoolers.
- ❖ Recognize the Development delays in children.
- ❖ Apply the roles and responsibility of Teacher in understanding child.

UNIT I

18 Hrs

Nature and Scope of Child Psychology

Psychology: Introduction - Meaning and Types - Child Psychology: Meaning, Definitions, Importance, Scope, Nature, Objectives, Psychology of child care. Importance of child psychology in the field of Education.

UNIT II

18 Hrs

Growth and Development

Growth and development: Meaning, Principles - Influence of heredity and environment in child development-Effects of heredity on intelligence, personality and temperament - Relationship between heredity and environment-Impact of social environment - Individual differences in interest, intelligence, motor ability and learning.

UNIT III

18 Hrs

Understanding Development of Babyhood Below 3

Introduction-How life begins - the baby at birth, needs of children - Physiological needs- Supplementary feeding - Food for the babyhood - Clothing, Physical activity - Socio development- Language development - Milestones of development and stimulating the child Roles played by parents and teachers in babyhood.

UNIT IV

18 Hrs

Understanding Development of Children in the Pre-School Years

Introduction - Needs of 3-6 years old - Hierarchy of needs - Physical and motor development- Milestones of development for children between 3-6 years, Cognitive development-language development - Socio emotional development - Factors and phobias - Joy and Delight-relationship between different aspects of development - Development problems in pre- school years - Role of family, home and school

UNIT V

18 Hrs

Delayed Development

Introduction - Objectives - Concept - Common characteristics of delayed development - Factors related to delayed development - Guidelines for working with children having delayed development -Role of teacher in parents - Family-Society in dealing with delayed development children. Referral services available for delayed development children.

Reference Books:

1. Bangajam, (2011) Preschool Education, Chennai, Sarada Publications.
2. Alphonse, S Xavier, (2011). Child is the future (Vol.1) Chennai : ICRDCE publications.
3. Dhawan , M..L. Education of children with special needs. Delhi : ISHA Books.
4. Nagarajan K (2000) Educational Psychology, Chennai, Ram Publishers.
5. Hurlock , Elizabeth (1953). Developmental Psychology. McGraw-Hill publishers.
6. Hurlock , Elizabeth (2001) Child Development. McGraw-Hill publishers.
7. Hurlock , Elizabeth (1980) Developmental Psychology – A life span approach, Tata McGraw-Hill publishers.
8. Khen, Nimala (2016). An Introduction to Child Psychology. Edward Elgar publishers.
9. Santhanam, S (1992). Teacher and Learners (2nd ed.), Madras: Shantha Publication.
10. Sharma, Ramnath (2004). A textbook of Child Psychology. New Delhi: Ashish Publishing House.
11. Santhanam S (1993). Educational Psychology, Chennai, Santha Publishers.
12. Santhanam S, Ganapathy V (2003) Child Education, Chennai, Santha Publishers.

Course - II
CHILD DEVELOPMENT (C19CC12/E19CC02)

Learning Objectives

The learners can able to

- ❖ Recognize the physical Development of early childhood.
- ❖ Explain the speaking skill of early childhood.
- ❖ Assess social behavior of the early childhood.
- ❖ Understand the cognitive development of childhood.
- ❖ Know the personality development of childhood.

Unit – I

18 Hrs

Preschool Children (3-6 years)

Meaning and Definition of Preschool children – Physical development in early childhood – Height, Weight - Body proportion, Body build, Bones and Muscles, Fat and Teeth- Typical skills in early child hood: hand skills, leg skills, handedness and improvement in speech skills.

Unit – II

18 Hrs

Speaking Skill

Tasks involved in learning to speak in early childhood: Pronunciation of words, Vocabulary building, Forming sentences, Content of speech and Chatter box age - Factors influencing the talk of the young children: intelligence, ordinal position, family size, socio economic status and bilingualism.

Unit - III

18 Hrs

Social Development

Social development: Meaning, Definition, Social development in infancy and childhood, Social behavioral, Patterns. Factors influencing Social Development, Roll of teacher in Social Development. Un Social behavior patterns. Imitation, Rivalry, Co-operation, Sympathy, Empathy, Social approval, Sharing and Attachment behavior.

Unit - IV

18 Hrs

Emotional Development

Emotion - Meaning – Definition, Characteristics of emotions, factors influencing emotional development, Erickson’s emotional development Theory. Role of Teacher’s in emotional developmental of children’s. Social behavior patterns: Negativism, Aggressiveness, Ascendant behavior, Selfishness, Egocentrism, Destructiveness, Sex antagonism and Prejudice – Emotion: Meaning – Emotional development in infants -Emotional education in infancy – Emotional development during childhood: Anger, Jealousy, Feat, Curiosity, Envy, Grief, Love, Affection, Joy and Happiness.

Unit - V

18 Hrs

Cognitive and Personality Development

Cognition- Content/Stages of cognitive growth in childhood - Views of Piaget - Concept development in young children - Creativity in relation to cognitive development - Personality development - Meaning of "Personality"- Role of Genetic and Environmental factor in shaping personality characteristics - Personality as a function of culture and Child-rearing.

Reference Books:

1. Bangajam, (2011) Preschool Education, Chennai, Sarada Publications.
2. Almy, Mille (2004) Child Development. New York: Macmillan publishing Co.
3. Alphonse, S Xavier, (2011). Child is the future (Vol.1) Chennai: ICRDCE publications.
4. Nagarajan K (2000) Educational Psychology, Chennai, Ram Publishers.
5. Jersild T, Charles W, Telford, James M Sawyer. (1975). Child Psychology. New York: Garden city publishing Co.
6. Rangarajan R (1967) Chennai, Art of children growing, Lipco Publishers.
7. Munsch & Levcine L.E. (2010). Child development. New York: Sage Global.
8. Olson, W.C (1939). Child Development. US: Macmillian & Co.
9. Santhanam S, Ganapathy V (2003) Child Education, Chennai, Santha Publishers.

Course - III
EARLY CHILDHOOD CARE AND EDUCATION (C19CC13/E19CC03)

Learning Objectives

The learners can able to

- ❖ Know the importance of ECCE and its agencies.
- ❖ Apply the tools and methods of evaluation.
- ❖ Recognize the Role of NGO's in Day care center.
- ❖ Indentify the Role of School teacher in personality Development.

Unit I **18 Hrs**
Early Childhood Care and Education

Meaning - Importance of ECCE - need of ECCE- Objectives of ECCE- activities to achieve the objectives classification of agencies of education. Types of Pre-primary schools. Role of family and school as agencies of education.

Unit II **18 Hrs**
Contributions in Development of ECCE

Thinkers: Frobel - Montessori - M.K. Gandhi (Pre Basic Education) - Rudolf Steiner and Waldorf School- John Dewey- Early movements Pre – Independence.

Unit III **18 Hrs**
Contribution of Agencies to ECCE

NCERT- NCTE- UNICEF - trends and policies in ECCE - Post independence: Constitutional provision - Kothari Commission- NPE- Sarva Shiksha Abhiyan up to - National Curriculum Framework 2005 - Right to Education 2009- Meaning and role of NGOs in spreading preschool education - Activities carried out by NGOs in providing daycare and preschool education. Conditions of pre primary schools in India.

Unit IV **18 Hrs**
Child Evaluation

Evaluation: Meaning - need for Evaluation – Tools and methods of Evaluation: Observation- Experimental, Questionnaire, Interview, Psychological test and projective methods.

Unit V **18 Hrs**
Personality and Learner Diversity

Personality Development – Components of Personality – Erickson's Psycho social Theory of Personality Development – Development of Self Concept – Adults role in Promoting Healthy Self Concept – Role of School and Teacher in Personality Development

Reference Books:

1. Aradhya, N. & Kashyap, A. (2006). The 'Fundamentals' Right to Education in India. Bangalore: Books for Change.
2. Aries, P. (1962). Centuries of childhood: A social history of family life. Paris: Vintage books
3. Bowman, B.T., Donovan, S. and Burns, S, M. (2001). (Ed.). Eager to learn: educating our preschoolers. United States: National Academies Press.
4. Kaul, V. (1993) Early childhood education programme. New Delhi: NCERT.
5. Panda, K.C. (1999) Elements of child development (Sixth Revised Edition).Ludhiana: Kalyani Publishers.
6. Sharma, P. (1995) Basics on development and growth of a child. New Delhi: Reliance Publishing House.

Course - IV
(C19CE10/E19CE10) Communicative English

1. Basic Grammar:

- a. Review of grammar
- b. Remedial study of grammar
- c. Simple sentence
- d. Word passive voice etc.

2. Bubbling Vocabulary:

- a. Synonyms
- b. Antonyms
- c. One – work Institution

3. Reading and Understanding English

- a. Comprehension passage
- b. Précis – writing
- c. Developing a story from hints.

4. Writing English

- a. Writing Business letters.
- b. Paragraph writing
- c. Essay writing
- d. Dialogue writing

5. Speaking English

- a. Expressions used under different circumstances
- b. Phonetics

Reference

1. V.H.Baskaran – “English Made Easy”
2. V.H.Baskaran – “English Composition Made Easy”
(Shakespeare Institute of English Studies, Chennai)
3. N.Krishnaswamy – “Teaching English Grammar”
(T.R.Publication, Chennai)
4. “Life Skill” – P.Ravi, S.Prabakar and T.Tamzil Chelvam,
M.S.University, Tirunelveli.

Course - V
PRACTICAL-I (C19CCP1/E19CCP1)

Evaluation will be based on the following parameters:

1. Experience in caring in creche for one month.
2. Story - telling practices.
3. Indoor Games for the six developmental activities (Physical, Intellectual, cognitive, social, motor and emotional).
4. Outdoor Games practices.
5. Songs - practices.
6. Co - Curricular activities and Hobbies.

SEMESTER II
Course - VI
CRECHE MANAGEMENT (C19CC21/E19CC04)

Learning Objectives

The learners can able to

- ❖ Formulate the organization of creche.
- ❖ Apply the curriculum planning of creche.
- ❖ Analyze Resource management of creche.
- ❖ Indentify the problem of children
- ❖ Indentify the Role and Responsibilities of Teacher in creche Management.

Unit I

18 Hrs

Concept and organization of creche

Creche: Meaning, Need, Objectives, Organisation, Important Activities - The Physical Infrastructure - Equipment used - Staff and Children ratio - Difference between Creche and Preschool

Unit II

18 Hrs

Resource Management

Location - Site and Building - Types of rooms, Arrangement of room (activity centers), Ventilation, Lighting and Safety - Playground - Play equipment - Types, Criteria for Selection, Safety Aspects - Storage facilities - Maintenance of furniture, equipment - Provision of safe drinking water and sanitary facilities Registers, cumulative and Anecdotal Record.

Unit III

18 Hrs

Personnel Management

Role and Qualities of teacher, Care taker and other staff involved in welfare and care of children-Teacher-child ratio - Need and Importance of in-service training for care takers.

Unit IV

18 Hrs

Need leveled curriculum

Principles of programme, planning, Role and Responsibilities of teacher in curriculum planning - methods of curriculum planning - Lesson plan and its model.

Unit V

18 Hrs

Problems of Children and Methods of Handling

Patterns of attachment: Long Term Attachment - Disturbances in Family Relationships - Loss of Parents - Child Abuse and Neglect-Siblings - Bed wetting - Thumb sucking - Nail biting - Stealing - Stuttering - Lying - Aggression-Fear, Anger, Teachers Role in handling problems of the children.

Reference Books:

1. Bangajam, (2011) Preschool Education, Chennai, Sarada Publications.
2. Rangarajan R (1967) Chennai, Art of Children growing, Lipco Publishers.
3. Munsch & Levcine L.E. (2010). Child development. New York: Sage Global.
4. Olson, W.C (1939). Child Development. US: Macmillian & Co.
5. Santhanam S, Ganapathy V (2003) Child Education, Chennai, Santha Publishers.

Course -VII
SKILL DEVELOPMENT (C19CC22/E19CC05)

Learning Objectives

The learners can able to

- ❖ Know the learning, maturation and skills
- ❖ Apply the sense training skills
- ❖ Identify the thinking and Reasoning skills of children's
- ❖ Practice and apply the creative tests.
- ❖ Apply various problem solving skills.

Unit I - Learning, Maturation and Skills

18 Hrs

Learning and Maturation: Meaning – Definitions - Principal forms and Methods of Learning: Imitation, Conditioned Response, Trial and Error and Insight- Learning Manual skills: Developmental process of motor skill of a child. Steps in learning process. Factors Belonging to the student (or) learners Factors belonging to the teachers.

Unit II - Sense and Sense Training

18 Hrs

Sense Training: Advantages Visual Training, Auditory Training, Training of smell, Training of taste and Training of touch- Perceptual Development – Characteristics of Perceptual Development: From whole to the part, Particular to general, Illusion and False perception and Gross perception

Unit III - Thinking and Reasoning

18 Hrs

Characteristics of Child Thinking: From gross to subtle concept, Ambiguity of concepts, Indefiniteness of the Concepts, Simplicity of Concepts, Concept of the Whole, And Wrong Concepts – Factors of Conceptual Development: Interest, Attention, Physical Adjustment And Questions Of The Children – Factors influencing the child's concept: Defects of the sense organs, Intellectual Ability, Opportunities of Learning, Experience and Influence of Socio- Economic class – Characteristics of Child Reasoning; Imaginary reasoning, Less subtle reasoning, Reasoning by trial and error and Reasoning according to desire.

Unit IV - Cognitive Development and creativity.

18 Hrs

Theories of cognitive development: Piaget and Bruner- Development of concepts: Self, Space, Time. Form and Colour, Number, Weight, Currency and Causation. Creativity: meaning – Fostering creativity of children: Methods – Stages of creativity, creativity Tests Teacher's role of developing creativity – Creativity Vs Intelligence

Unit V - Problem Solving

18 Hrs

Meaning and Definitions, characteristics of problem, solving, steps in effective problem behavior, factors affecting problem solving.

Reference Books:

1. Bangajam, (2011) *Preschool Education*, Chennai, Sarada Publications.
2. Alphonse, S Xavier, (2011). *Child is the future (Vol.1)* Chennai : ICRDCE publications.
3. Combs, B (2011) *Assessing and addressing literacy needs*. New York: Sage Global.
4. Nagarajan K (2000) *Educational Psychology*, Chennai, Ram Publishers.
5. Inhelder, Barbel & Piaget, Jean (1999). *The Early Growth of Logic in the Child*. London: Routledge.
6. Moyles, J & Hargreaves L (1998). *The Primary Curriculum: Learning from international perspectives*. London.
7. NCERT (2007). *Handbook of arts in education*.
8. Neuman, S, Dwyer J & Koh S (2007) *Child / Home early language and literacy observation*. Baltimore: Brookes Publishing House.
9. Santhanan S (1992). *Teacher and learners*, (2nd ed.). Madras: Shantha publication.
10. Scott, Foreman & Co. *These are your children – A text and guide on child development*.

Course VIII

(C19LS23/E19LS05)Life Skill

I Life Coping or adjustment

- (a) External and internal influence in one's life
- (b) Process of coping or adjustment
- (c) Coping with physical change and sexuality
- (d) Coping with stress, shyness, fear, anger far live and criticism.

II Attitude

- (a) Attitude
- (b) Self acceptance, self – esteem and self actualization
- (c) Positive thinking

III Problem Solving

- (a) Goal Setting
- (b) Decision Making
- (c) Time Management and stress Management.

IV Computers

- (a) Introduction to Computers
- (b) M.S.Office
- (c) Power Point

V Internet

- (a) Introduction to internet
- (b) E – mail
- (c) Browsing

References

- 1) Life Skill Programme course I & II by Dr. Xavier Alphona MCRDCE Publications. R.K.Mutt Road, Chennai – 28
- 2) ஆளுமை பண்பு வளர்த்தல் மற்றும் தகவல் தொடர்பு by M.Selvaraj Community College,Palayamkottai
- 3) “Life Skill” –P.Ravi, S.Prabahar & T.Tamil Chelvam, M.S. University, Tirunelveli

Course - IX

EARLY CHILDHOOD EDUCATION CENTER AND PERSONAL MANAGEMENT (C19CC24/E19CC06)

Learning Objectives

The learners can able to

- ❖ Describe the qualities of the teacher, Assistants and other staffs members.
- ❖ Understood the center planning, Teaching Aids, practice and other activities.
- ❖ To know the Administrative structure of the center, other procedure and Records.
- ❖ To know the Home visit, school visit, parents meeting, Guidance and counseling.
- ❖ To describe the teachers and Administrative ability, body and are less etc.

Unit I- Introduction

18 Hrs

Introduction – Qualities expected of the Teacher – The Assistants – The early childhood educator. Responsibilities of Early childhood educator – To herself to the children – To the parents- To other staff members- To the community

Unit II - Planning for Education of children during the phase

18 Hrs

Meaning – Instructional planning – Daily schedule – weekly planning – Achievement check list for young children – planning form - planning different Types of Activities: Introduction - play activities- story telling – Music – creative art activities – celebration of festivals- planning for the use of visual materials- Basic plan of good Teaching-Teaching Aids made with picture – Courses folding and printing work

Unit III - Administrative structure

18 Hrs

Definition – Administration of ECE centre- principle role – Recruitment of teacher and other helpers- curriculum for a ECCE centre – Time Table – Admission procedure – Maintenance of Records in the centre other Records

Unit IV- Childcare centre and the local communities

18 Hrs

Introduction- pre schooling in other countries- Guidance required in the field – Home visits- School visions – School Visit by parents – parents meeting - Needs and significance of Home Relation; Aims of school – home Relationship – methods for involving parents and school wide activities – Guidance and counseling.

Unit V - Teacher and personal Activities

18 Hrs

Teachers and co-ordination – Teachers body awareness – Teachers balance- Assessing the programme – Teachers Evaluation. Assessing children – Teachers and Administration ability- Evaluation and Assessment – Health and safety – Nutrition and food service

Reference Books:

1. Myers, R. G. (1992). The twelve who survive: strengthening programmes of early childhood development in the Third World. London: Routledge.
2. Sharma, D. (1996). Childhood, family, and sociocultural change in India: reinterpreting the inner world. London: Oxford university press
3. Bangajam, (2011) Preschool Education, Chennai, Sarada Publications.
4. Alphonse, S Xavier, (2011). Child is the future (Vol.1) Chennai : ICRDCE publications.
5. Combs, B (2011) Assessing and addressing literacy needs. New York: Sage Global.
6. Nagarajan K (2000) Educational Psychology, Chennai, Ram Publishers

Course - X**PRACTICAL-II (C19CCP2/E19CCP2)****Evaluation will be based on the following parameters:**

1. Album (or) Record for the six developmental activities.
2. Songs record.
3. Story-telling record.
4. Games (Indoor and Outdoor) record.
5. Case study of an early child.
6. Maintaining an activity Diary – Diet, Meal pattern and Health Status.
7. Preparation of First aid box.
8. Preparation of observation of physical development pamphlets in one child.

SEMESTER III
Course - XI
CHILD HEALTH HYGIENE AND NUTRITION (C19CC31/E19CC07)

Learning Objectives

The learners can able to

- ❖ After studying this lesson, identify the needs of preschool , childrens health, Hygiene and Nutrition.
- ❖ To describe meal planning for the children and enhance nutrition in children.
- ❖ Understood the Nutrition problems and malnutrition in children and food and balanced menus for children nutrition.

Unit I - Child Health Hygiene and Nutrition and its Importance 18 Hrs

Concept and Import of Health and Nutrition - Role of Home, School, Government and NGO's in promoting children health, Factors influencing children health, hygiene and nutrition – Biological, Hereditary and Environmental factor - Physical surrounding - Socio economic and cultural background of the child.

Unit II - Elementary Principals of the Nutrition 18 Hrs

Infants – Weaning – Introducing weaning and supplementary foods – Toddlers and Pre schoolers – Nutrition requirements - Inculcating good feeding habits among children – Meal planning for children – Use of Creativity and Culinary skills to enhance nutrition in children.

Unit III - Nutrition Problems and Nutrition Education 18 Hrs

Identifying early malnutrition in children and providing basic remedial measures – Child Obesity- causes – measures to overcome eating disorders – Vitamin A deficiency –causes symptoms - dietary recommendation - Planning and Preparing low cost nutrition food and balanced menus for children nutrition - education for teachers, parents and community.

Unit IV - Health Programmes and Hygiene in the School 18 Hrs

Provision of healthy, clean and safe conditions in school - Creation of healthy habits and routines, Organization and Importance of regular medical checkup camps by school - Maintain of health records by school – Significance of health records – Growth monitory chart.

Unit V - Common Ailments 18 Hrs

Common ailments and infectious disease: Types, cause, symptoms and preventive measures – Immunization schedule, Administration of first Aid (including popular home remedies) Cough, cold, constipation, skin injection season fever, vomiting, rashes common communicable diseases, mumps, chicken pox, cholera, jaundice, TB - Common Environmental Hazards and their prevention.

Reference Books:

1. Bangajam, (2011) Preschool Education, Chennai, Sarada Publications.
2. Alphonse, S Xavier, (2011). Child is the future (Vol.1) Chennai : ICRDCE publications.
3. Aubrey, C (2011) Leading and Managing in the Early Years. New York: Sage Global.
4. Corsaro, W.A. (2011). The Sociology of Childhood (3rd ed.) New York: A Pine Forge press publication.
5. Kgan, Jerome. (1971). Understanding Children Behavior: Motives and thoughts. New York: Harcourt publishers.
6. Kochar S.K (1992). Methods and Technologies of Teaching.
7. Kuppusamy B (1980). A Text of Child Behavior and Development. New York: Sterling publishers.
8. Macomber. (1978). Principles of Teaching in the Elementary School. New York: Macmillan publishing Co.
9. Kohila Thangasamy (1999). Education in Cotemporary in India, Madurai, Manila publishers.
10. Rao, S.M. (1994). Food Science (6th ed.) Delhi: H.S. Poplai for wiley Eastern Ltd.
11. White, J. (2011). Outdoor Provision in the Early Years. New York: Sage Global.
12. Williams, Philip (2010). Children and Psychologists. New York: APA.

Course - XII
CHILD CARE EDUCATION (C19CC32/E19CC08)

Learning Objectives

After reading this lesson you will be able to

- ❖ To understand how life begins and identify the needs of children below three.
- ❖ Describe different play activities and its benefits to children.
- ❖ Describe the different learning methods.
- ❖ Understand Disabilities of the children special Needs of the children, Role of the teachers.
- ❖ Understand various child welfare programmes.

Unit I - Beginning of Life

18 Hrs

Conception - Prenatal Development - Prenatal influences - Pregnancy - Physical changes Pregnancy- Signs and Symptoms - Complications - Child Birth-Process and Types. Child Development - Definition - Aims - Methods of Child Study

Unit II - Games and Fun

18 Hrs

Play and its characteristics - Theories of play - Stages and types of play - Role of play in overall development of children and teacher's role- Guiding young children - Outdoor play - Benefits of outdoor play - Outdoor environment -Indoor games: types, benefits - Outdoor games

Unit III - Learning Methods

18 Hrs

The Phonics method - Creative abacus-Sterling flash cards shapes-Activity based learning- Group meetings - Draw and dialogue - Open ended stories - Role play - Puppet theatre - Use of audio-visuals slides, films (commercial & documentaries) - Training workshops, Motivation - Kinds of motivation in the classroom context.

Unit IV - Children with Special Needs

18 Hrs

Definition - Classifications and Educational Approaches of Mentally challenged Learning Disabilities - Emotionally Disturbed - Visually Impaired - Hearing Impaired - Physically Handicapped - Gifted emotionally and socially maladjusted - Role and Responsibilities of teacher in care of children with special needs.

Unit V - Child Welfare Programmes

18 Hrs

Social evils - Children in difficult situations - Child Abuse Street Children, Child Labor - National and International Child Welfare Programmes - Government and Non-Governmental Programmes - Mobile Health care - Adoption - Foster care - Institutional Care - Children Act - Child Rights.

Reference Books:

1. Anandalakshmy, S.(2009). Activity based learning: A report on an innovative method in Tamil Nadu.
2. Bangajam, (2011) Preschool Education, Chennai, Sarada Publications.
3. Almy, Mille (2004) Child Development. New York: Macmillan publishing Co.
4. Alphonse, S Xavier, (2011). Child is the future (Vol.1) Chennai : ICRDCE publications.
5. Nagarajan K (2000) Educational Psychology, Chennai, Ram Publishers.

Course – XIII
CHILHOOD EDUCATION AND PEDAGOGY (C19CC33/E19CC09)

Objectives

- ❖ To know different subject of the childhood education.
- ❖ Describes various programs, Role of Teachers in teaching different subject in the classrooms.
- ❖ Understood Aids and materials and its uses field trips etc.
- ❖ Describes different teaching methods, in LSRW number sticks, Tower box etc.
- ❖ To know yoga and play therapy activities of the children.

Unit I- Introduction

18 Hrs

Introduction- Importance of Subjects in Child Education – Music Songs – Rhymes – objectives for learning music, storytelling – tips for storytelling.

Unit II - Science experiences in pre- school

18 Hrs

Objectives – Values of science experiences- Characteristics of science programme- The role of teachers in teaching in science subjects – Maths – Count numbers – Social values of things or man and explain the moral stories – Tamil- Alphabets introduced with rhymes – English rhymes.

Unit III – Aids and materials

18 Hrs

Objectives – Meaning-When to use audio visual materials – Where to use it – Display boards – Graphics Aids – Projected aids – Activity aids- Bulletin board items – Magnetic boards- Plastic graph board- projected aids and its types – Activity aids – Field trips

Unit IV- Teaching methods

18 Hrs

Introduction –Motivation -LSRW methods -Practice in LKG levels -Nursery method - Shape fixing – Number sticks – Tower box –Rhythm cups – Xylophone – Tongue rotating practice

Unit V- Yoga and Play Therapy

18 Hrs

Yoga therapy – aim- scope -importance for persons with developmental delay -strategies for adaptation Play therapy – definition- function of play, assessment of play - games activities for teaching pre academic concepts.

Reference Books:

1. Muralidharan, R. (1990). Early stimulation activities for young children. New Delhi: NCERT
2. Bos, C.S. & Vaughn, S. (1994) Strategies for teaching students with learning and behaviour problems. Boston: Allyn and Bacon
3. Narayan, J. (Ed.) (1999) School readiness for children with special needs. Secunderabad: NIMH
4. Polloway, E.A: & Patton, J.R. (1993) Strategies for teaching learners with special needs. New York: Macmillan Publishing Company
5. Romila, S. (1997) School Readiness programme. New Delhi: NCERT

Course - XIV
PRACTICAL -III (C19CCP3/E19CCP3)

1. Preparation of First Aid Box
2. Preparation and maintaining a Health record file
3. Meal planning
 - a) Planning cyclic menu for a preschool and creche
 - b) Planning supplementary foods for children
4. List out play Equipment and the Materials in creche.
5. Preparation of format of Questionnaire (for students)
6. Preparation of Questionnaire (for parents)

Course - XV
INTERNSHIP (C19CCIP/E19CCIP)

1. Scrutinizing the layout of Creche and Preschool
2. Organization chart in Creche and Preschool
3. Planning activities for children based on the curriculum of the preschool
4. Collection of different records and registers to be maintained in a preschool and creche
5. Analyzing the availability and suitability of play materials
6. Preparation of Lesson plan in Any one subject.

SEMESTER- IV

Course – XVI

BEHAVIOURAL MANAGEMENT (C19CC41/E19CC10)

Objectives of the study

- ❖ To understand the Guidance of childhood Educators, Parents, Staff members and the community.
- ❖ To know the values and professional standards of the teachers.
- ❖ To know the family and its developmental activities and cultural influences.
- ❖ Recognize families to help children, collaborating with families and co-ordinating and families.
- ❖ To understand positive Guidance and positive behaviour of the teacher.

Unit I – Guidance with punishment and Rewards.

18 Hrs

Guidance meanings, Punishment meaning, Principles of punishment-Rewards meaning principles of awarding prizes Guidance Vs. Punishment - What shapes your approach to Guidance -Cultural and Individual Variations -Approach to Guidance -Qualities expected of the teacher – The Assistants – The Early Childhood Educator. Responsibilities of Early Childhood Educator – To herself- To the children – To the parents – To other staff members – To the Community

Unit II - Values as Basis for Guidance

18 Hrs

Values and Guidance - Values and professional standards - Values and Evaluation - Reconciling value differences - Importance of personal care routines - Goals of personal care routines - Guiding young children in personal care giving routines

Unit III - Foundations of Guidance

18 Hrs

Understanding family and cultural influences - Principles of development - Factors that influence development – Observation

Unit IV - Family

18 Hrs

Collaborating with families - family component - Strategies for building and maintaining relationships - Collaborating with families to help children - Strategies for supporting families as advocates - Coordinating with families

Unit V - Positive Guidance

18 Hrs

Role of Early Childhood Professionals - Child's development of self - Appreciating Positive Behavior - Indirect guidance - Guiding child - Directed activities

Reference Books:

1. Bangajam, (2011) Preschool Education, Chennai, Sarada Publications.
2. Almy, Mille (2004). Child Development. New York: Macmillan publishing Co.
3. Alphonse, S. Xavier, (2011). Child is the future (Vol.1) Chennai: ICRDCE publications.
4. Nagarajan, K. (2000). Educational Psychology, Chennai, Ram Publishers.
5. Axline, V.M. (1964). Dibs in search of self. New York: Ballentine books
6. Clarke, P. (2001). Teaching & learning: The Culture of Pedagogy. New York: Sage

Course - XVII
GOOD MANNERS (C19CC42/E19CC11)

Objectives

Learning Objectives

- ❖ Formulate Good Habits of the children.
- ❖ Understand General manners and its needs, for children.
- ❖ Recognize the Good manner for preschool aged kids.
- ❖ Evaluate the children's Good manners and activities in the classroom.
- ❖ Create fun ideas for kids.
- ❖

Unit I – Good Habits

18 Hrs

Introduction - Old Stonage – New Stonage- The duties of the teachers in school – Discipline – Good habits – Good habits at the school and house. Meaning of Habits, characteristics of Habits – Laws of Habit formation- kids habits – Types – Reasons or causes of formation of Habits – Braking bad habits, Importance of habits- The duties of the good habits teachers in school discipline at the school and house.

Unit II - General Manners

18 Hrs

Introduction – Needs – Types – Table manners – General manners – Manners at school – Classroom manners – Library manners – Road manners – Manners in Play ground, Teachers Role's in teaching manners.

Unit III - Good Manners for Pre-school Aged Kids

18 Hrs

Behaving appropriable in public – Excuse me – Please – Thank you – Getting attention politely.

Unit IV - Good Manners Theme and Activities

18 Hrs

Preschool flowers and garden theme - Preschool nursery rhyme theme – Trains in preschool theme – Camping Theme – Celebrate Blue Theme – I am a special preschool theme – Good manners craft for preschool.

Unit V - Manners Activities and Fun Ideas for Kids

18 Hrs

Manners, Arts and Crafts – Manner Games and Activities – Sticker fun – House keeping manners – Phone manners - Fun – Sharing colors – Sharing box fun - Manners songs, Poem and Finger plays - Manners role play – Manners charts.

Reference Books:

1. Post, P., Senning, C.P. (2009). Emily post's the guide to good manners for kids. New York: Harpur Collins.
2. Om Books editorial team (2008). Say please and Thank You good manners, Tamil Nadu: Om Book International.
3. Marsico, K. (2009). Good manners on the play ground, Good manners matter Series! London, EBDO publishers.
4. Marsico, K. (2009). Good manners at home, Good manners matter berries! London, EBDO publishers.
5. Susskind L.A (2010). It's time for good manners Pennsylvania: Good manners kids stuff press.

Course - XVIII

FAMILY AND CHILD IN TODAY'S CONTEXT (C19CC43/C19CC12)

Objectives

- ❖ Know the basic concepts like society family and socialization.
- ❖ Identify the social context and special focus on India part to present.
- ❖ Understood the Impact of difficult living conditions, that affects children.
- ❖ Analyze children's needs like food, calculation health care, duties, play in early childhood stage.
- ❖ Know the child abuse and violence support services.

Unit I - Basic concepts

18 Hrs

Definitions: Society- family- marriage - Family in socio-cultural context - Linkages between family, society and social organizations - Types of familial organization, their roles ego matriarchal. Patriarchal, martial, matrilineal. Monogamy, polygamy, incest and soon - Children as part of the dynamic ecocultural system - Socio-demographic diversity: Universalities differences - Child rearing and socialization: The Indian view - Rights of the child in context of demographic profile of the Indian child.

Unit II

18 Hrs

Understanding family in a changing social context with special focus on India

Dynamics of family size and structure and family life cycle- Changing functions: their implications on individual-roles, including the following: - Family headship, female headed households. - Women's productive and reproductive roles: match v/s mismatch. - Migrant families, refugee families, and so on. - Child rearing and socialization past to present- An overview of similarities values, aspirations: emerging effects on children.

Unit III

18 Hrs

Families in different circumstances: Effects on children

Impact of difficult living conditions and coping mechanisms- Poverty, unemployment, consumerism and materialism - Problems with meeting survival needs- Alcoholism & drug abuse - Oppressed families (caste/class etc.)- Refugee families, families at risk- Social problems that affect children and coping strategy - Desertion, divorce, single parenthood- Migration - within & outside the country- Family violence - Children with special needs in Families - An overview of effects- Physical problems/handicaps- Psychological, emotional and social problems.

Unit IV

18 Hrs

Need for support services to enhance quality of families

Issues and concerns related to family with special focus on children- Lack of opportunities for holistic development, some examples - Gender and age differences in intra-household resource allocation, food, educational opportunities, health care, duties, play & recreation. - Limited opportunities for play and recreation in early childhood.

Unit V

18 Hrs

Child abuse and violence

The girl child in the family, variations in her status. - Child abuse and violence - Child marriages Services should be discussed in view of the national, regional initiatives, concept, approaches - Support Services: Need strategies and approaches - Basic services (public distribution system, water sanitation etc.) - Health - Education - Child Care - Play and recreation.

Reference Books:

1. Bangajam, (2011) Preschool Education, Chennai, Sarada Publications
2. Kgan, Jerome. (1971). Understanding Children Behavior: Motives and thoughts. New York: Harcourt publishers.
3. Kochar S.K (1992). Methods and Technologies of Teaching.
4. Kuppusamy B (1980). A Text of Child Behavior and Development. New York: Sterling publishers.
5. Macomber. (1978). Principles of Teaching in the Elementary School. New York: Macmillan publishing Co

Course - XIX

PRACTICAL – IV (C19CCP4/E19CCP4)

1. Working with Children in a Child Care Setting
2. Activities for Children
3. Fostering creativity through arts.
4. Prepare cumulative Record of each child.
5. Prepare simple pamphlets about the parents.

Course - XX

PROJECT (C19CCPW/E19CCPW)

Case study of a child

- Socio-Economic profile
- Demographic details
- Maintaining an activity diary
- Diet-Meal Pattern
- Health Status
