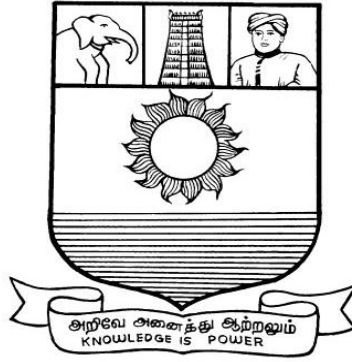


மனோன்மணியம் சுந்தரனார் பல்கலைக்கழகம்  
திருநெல்வேலி – 627 012

**Manonmaniam Sundaranar University  
Thirunelveli – 627 012.**



கல்விசார் நிலைக்குழுக் கூட்டம்

**MEETING OF THE STANDING COMMITTEE ON  
ACADEMIC AFFAIRS HELD ON 09.02.2017**

**Syllabus for Diploma in Child Care Course offered  
through Directorate of Vocational Education  
Community Colleges from 2017 – 2018**

**DIPLOMA IN CHILD CARE**  
**SCHEME OF EXAMINATION**

<b>Subject code</b>	<b>Title of the Paper</b>	<b>Credit</b>	<b>Hours</b>	<b>Passing Minimum</b>
<b>Semester I</b>				
C17CC11	Understanding Child	6	90	40/100
C17CC12	Child Development	6	90	40/100
C17CC13	Evolution and progress of Early Childhood care education	6	90	40/100
C17CE10	Communicative English	6	90	40/100
C17CCP1	Practical I	6	90	40/100
<b>Semester II</b>				
C17CC21	Creche Management	6	90	40/100
C17CC22	Skill Development	6	90	40/100
C17LS23	Life skill	6	90	40/100
C17CC23	Early Childhood Education Center and personal management	6	90	40/100
C17CCP2	Practical II	6	90	40/100
<b>Semester III</b>				
C17CC30	Child Health, Hygiene and Nutrition	6	90	40/100
C17CC31	Child Care Education	6	90	40/100
C17CC32	Subject programme for Childhood Education	6	90	40/100
C17CCP3	P-III- Internship	6	90	40/100
C17CCP4	Practical - IV	6	90	40/100
<b>Semester IV</b>				
C17CC40	Behavioural Management	6	90	40/100
C17CC41	Good Manners	6	90	40/100
C17CC42	Family and Child in Today's Context	6	90	40/100
C17CCP5	Practical -V	6	90	40/100
C17CCPW	Project	6	90	40/100

**Eligibility for admission:** Pass in 12<sup>th</sup>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 paper is 40%. Classification will be done on the basis of percentage marks of the total marks obtained in all the papers and as given below:

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

# Syllabus

## First Semester:-

- Paper 1 - Understanding Child
- Paper II - Child Development
- Paper III - Evolution and progress of Early Childhood care education
- Paper IV - Communicative English
- Paper V - Practical - 1

## Second Semester:-

- Paper VI - Creche Management
- Paper VII - Skill Development
- Paper VIII - Early Childhood Education Center and personal management
- Paper IX - Life Skill
- Paper X - Practical – II

## Third Semester:-

- Paper XI - Child Health, Hygiene and Nutrition
- Paper XII - Child Care Education
- Paper XIII - Subject programme for Childhood Education
- Paper XIV - P-III- Internship
- Paper XV - Practical - IV

## Fourth Semester:-

- Paper XVI - Behavioural Management
- Paper XVII - Good Manners
- Paper XVIII - Family and Child in Today's Context
- Paper XIX - Practical – V
- Paper XX - Project

## **(C17CC11) UNDERSTANDING CHILD**

### **UNIT I - Nature and Scope of Child Psychology**

Psychology: Introduction - Meaning and Types - Child Psychology: Meaning, Importance, Scope, Nature, Objectives, Psychology of child care.

### **UNIT II - 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 - Understanding Development of Children Below 3**

Introduction-How life begins - the baby at birth, needs of children - Physiological needs-Supplementary feeding - Food for the toddler - Clothing, Physical activity - Socio development-Language development - Milestones of development and stimulating the child

### **UNIT IV - 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 - Delayed Development** Introduction – Objectives – Concept - Common characteristics of delayed development - Factors of delayed development - Guidelines for working with children having delayed development -Role of teacher in parents-Family-Society in dealing with 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 (2<sup>nd</sup> 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.

## **(C17CC12)CHILD DEVELOPMENT**

### **Unit – I 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 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 Social and Emotional Development**

Social development: Meaning - Social development in infancy and child hood - Family, School and media on socialization - Social behaviour patterns: Imitation, Rivalry, Co-operation, Sympathy, Empathy, Social approval, Sharing and Attachment behavior.

### **Unit - IV Unsocial Behavior**

Meaning - Unsocial 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, Fear, Curiosity, Envy, Grief, Love, Affection, Joy And Happiness.

### **Unit - V 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.

## **(C17CC13) EVOLUTION AND PROGRESS OF EARLY CHILDHOOD CARE AND EDUCATION**

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

Importance of ECCE - need of ECCE- Objectives of ECCE- activities to achieve the objectives  
Formal, informal and non formal approaches - advantages and disadvantages

### **Unit II- 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- Contribution of Agencies to E.C.C.E**

NCERT- NCTE- UNICEF - trends and policies in ECCE - Post independence: Constitutional provision - Kothari Commission- NPE- Sarva Shiksha Abhiyan - 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

### **Unit IV- Child Evaluation**

Evaluation: Meaning - need for Evaluation – Tools and methods of Evaluation: Observation- Checklist-Rating Scale - Case Study - Interview - Criteria for Evaluating: Teacher - Children - Teaching Learning Resources

### **Unit V- 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.



## **(C17CE10) Communicative English**

### **Unit I: Learning context**

Concept of learning – Learning style –Grammatical framework – sentence framing – paragraph and texts

### **Unit II: Reading**

Basic concept – Purposes of reading-Decoding-Reading materials – Barriers of reading

### **Unit III: Writing**

Basic concept-Writing style-Terminology-stages-English spelling and punctuation – Written texts

### **Unit IV: Speaking**

Language functions-Conversation- Features of spoken English – Types of English course: functional English, English literature, advance English – Phonetic

### **Unit V: Developing Communication Skills**

Meaning –Classroom presence- Features of developing learning process- Practical skills and Listening- uses of communicative English

#### **Reference Books:**

1. Raman,m.&S.Sharma (2011) communication skills,OUP,New Delhi: India
2. Lata,P.&S.Kumar(2011) communication skills,OUP,New Delhi: India,
- 3.Leech,G&J.Svartvik(2002) A communicative grammar of English,Pearson,India,
4. Sethi,J. and P.V. Dharmija (2007) A course in Phonetics and spoken English.Second edition, Prentice hall: New Delhi

## **(C17CCP1) PRACTICAL-1**

Evaluation will be based on the following parameters:

1. Experience in caring children in crèche for one month.
2. Story – telling Practices.
3. Indoor and Outdoor Games for the six developmental activities (Physical, intellectual, cognitive, social, motor and emotional).

## **Second Semester**

### **(C17CC21) CRECHE MANAGEMENT**

#### **Unit I - Creche**

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

#### **Unit II - 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

#### **Unit III - 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

#### **Unit IV - Caretaker**

Role of Caretaker – Qualities of Caretaker and Other staff in crèche – In- Service training for caretakers – Maintenance of records: Cumulative and Anecdotal

#### **Unit V - Problems of Children**

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.

#### **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.

## **(C17CC22) SKILL DEVELOPMENT**

### **Unit I - Learning, Maturation and Skills**

Learning and Maturation: Meaning – 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.

### **Unit II - Sense and Sense Training**

Sense Training: 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**

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**

Theories of cognitive development: Piaget and Bruner- Development of concepts: Self, Space, Time. Form and Colour, Number, Weight, Currency and Causation.

### **Unit V - Creativity**

Creativity: meaning – Fostering creativity of children: Methods – Stages of creativity, Teacher's role of developing creativity – Creativity Vs Intelligence

### **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, (2<sup>nd</sup> ed.). Madras: Shantha publication.
10. Scott, Foreman & Co. These are your children – A text and guide on child development.

**(Common to All Courses)**

**UNIT- I ATTITUDE** : Positive thinking – Goal setting – Problem Solving and Decision making – Leadership and Team Work.

**UNIT- II COMMUNICATION SKILLS:** Oral communication: Concept of English language – Fluency – Verbal communication in official and public situations.

**UNIT-III COMMUNICATION SKILLS:** Written Communication: Comprehension – Writing a formal letter like application for Job, enquiry, reply, complaint and such others – preparation of Resume, Curriculum Vitae.

**UNIT- IV COMPUTING SKILLS – 1:** Introduction to Computers, its various components and their respective functions – Memory storage devices – Microsoft (MS) Office – MS Word.

**UNIT - V COMPUTING SKILLS – 2** Internet Basics – Origin of Internet – MODEM – ISP – Upload – Download – e-mail – Origin of worldwide web (www) Browsers – Search engines.

Reference book:

Life skill, Manonmaniam Sundaranar University Publications Division (2011)

**(C17CC24) EARLY CHILDHOOD EDUCATION CENTER AND PERSONAL  
MANAGEMENT**

**Unit I- Introduction**

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**

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 – papers folding and printing work

## **Unit III - Administrative structure**

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**

Introduction- pre schooling in other countries- Guidance required in the field – Home visits- School visits – 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**

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

## **(C17CCP2) PRACTICAL-2**

**Evaluation will be based on the following parameters:**

1. 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.

### **Semester Third**

## **(C17CC30)CHILD HEALTH HYGIENE AND NUTRITION**

### **Unit I - Child Health Hygiene and Nutrition and its Importance**

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**

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**

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**

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**

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 (3<sup>rd</sup> 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 (6<sup>th</sup> 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.

### **(C17CC31) CHILD CARE EDUCATION**

#### **Unit I - Beginning of Life**

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

#### **Unit II - Games and Fun**

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**

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

#### **Unit IV - Children with Special Needs**

Definition - Classifications and Educational Approaches of Mentally challenged Learning Disabilities - Emotionally Disturbed - Visually Impaired - Hearing Impaired - Physically Handicapped - Giftedness.

## **Unit V - Child Welfare Programmes**

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.

## **(C17CC32) SUBJECT PROGRAMME FOR CHILHOOD EDUCATION**

### **Unit I- Introduction**

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**

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**

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**

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**

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

**(C17CCPw )P-III- INTERNSHIP**

1. Scrutinizing the layout of Creche and Preschool
2. Organization chart for Creche and Preschool
3. Planning activities for children based on the curriculum of the preschool
3. Collection of different records and registers to be maintained in a preschool and crèche
4. Analyzing the availability and suitability of play materials

**(C17CCP4) PRACTICAL -IV**

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 crèche
  - b) Planning supplementary foods for children

## **Semester- IV**

### **(C17CC40) BEHAVIOURAL MANAGEMENT**

#### **Unit I - Understanding Guidance**

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**

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**

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

#### **Unit IV - Family**

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**

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

## **(C17CC41) GOOD MANNERS**

### **Unit I – Good Habits**

Introduction – Old Stonage – New Stonage – The duties of the teachers in school – Discipline – Good habits – Good habits at the school and house.

### **Unit II - General Manners**

Introduction – Needs – Types – Table manners – General manners – Manners at school – Classroom manners – Library manners – Road manners – Manners in Play ground.

### **Unit III - Good Manners for Pre-school Aged Kids**

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

### **Unit IV - Good Manners Theme and Activities**

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**

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.

## **(C17CC42) FAMILY AND CHILD IN TODAY'S CONTEXT**

### **Unit I - Basic concepts**

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 - 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 - 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- 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- 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

### **(C17CCP5 )PRACTICAL – V**

1. Working with Children in a Child Care Setting
2. Activities for Children

### **(C17CCPW)PROJECT**

Case study of a child

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

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