

SHIVAJI UNIVERSITY KOLHAPUR

CENTER FOR COMMUNITY DEVELOPMENT

CHILD EDUCATION AND DEVELOPMENT

Duration – One year

Eligibility – S. S. C. Pass (Open to Boys and Girls)

Fees per participant - 3000/- + 250/- Evaluation charges

Batch size – 10 to 20 Students

Required Staff Qualification

1. Lecturers - M.A. Home Science OR B.Sc./B.A. Home Science with two years experience in child education or in the field of child development
2. Instructor – a) B.A. Psychology with Child development.
b) Person with B.A. in any subject and B Ed. with minimum two years experience in the field of child education.
3. Visiting Lecturer – M.B.B.S./ B.A.M.S.

Infrastructure Requirement

1. Class room with all essential facilities to accommodate minimum 30 participants.
2. 600 Sq. Ft. vacant room with attached toilet and wash- basin.
3. Open ground.
4. Collaboration with Nursery with English medium, Play school, Ground activities, Personality development camps, Crèche, Balbhavan and I.C.D.S. is necessary.

Evaluation Pattern

1.Theory paper-2 * 100	200
2. Practical (Paper I&II) 2* 100	200
3 Internal	100

Resource File + Craft file +Charts+

Class Attendance + Class Performance

(RF – 30, CF-20, Charts- 10,

(CP: Seminar-20, Field Visits 10, Class Attendance-10)

Total 500 Marks

- Practical

- Pre-School Activities : 100
(5 Questions (Each with 20 Marks)
- School Administration: 40 Marks,
- English Communication: 40 Marks
- Viva: 20 Marks

200

Workshops on Child Education

Theory and History of child education should be organized by Individual Institute.
Chart depicting history of pre-school education

Paper I

GROWTH AND DEVELOPMENT OF CHILD PRE -SCHOOL YEARS

OBJECTIVES

1. To develop an awareness of certain important aspects of development from 3 to 7 years.
2. To become acquainted with the pattern of growth and development of children for 3 to 7 years.
3. To recognize and understand the needs of children of different ages.
4. To develop an insights into children's behavior and behavioral problems.
5. To develop an understanding of principles of guidance.

THEORY

- I. Growth and Development: (10)**
- a) Definitions, difference between growth and development, factors influencing growth and development.
 - b) Developmental task from 3 - 8 years.

- II. Need to understand children (5)**
 Ways of understanding children observation, home visit, interview with parents,
 OR
 caregiver assessing development with check list

- III- Physical development (10)**
- i) Height
 - ii) Weight
 - iii) Changes in body proportions
 - iv) Skeletal development
 - v) Development of teeth-care of teeth
 - vi) Muscular development
 - vii) Illnesses and accidents – preventive measures.

- IV) Motor development (10)**
- i) Importance of development of motor skills.
 - ii) Various motor skills. Gross and Finer- Walking. Balancing, running, jumping, catching, throwing, self-feeding, self-dressing.
 - iii) Factors affecting motor skills-body size, Readiness, motivation, attention span, feedback, opportunity, practice.
 - iv) Handedness and teacher's role in handling.

- V) Mental Development (10)**
- i) Perception, memory, imagination, concept formation, thinking, Reasoning - Role of adults in promoting cognitive development curiosity –areas - sex, death, birth etc.
 - ii) Language development: -Comprehension, vocabulary building, sentences formation, Speech defects.

- VI) Emotional development (10)**
- i) Characteristics and importance of emotions.
 - ii) Common emotions- love, affection, fear, anger, jealousy.
 (Expressing of above emotions, value and ways to handle),
 teacher's role in suitable ways of dealing with them.

VII) Social development. (15)

- i) Process of socialization
- ii) Role of parents, teachers and other adults in socialization.
- iii) Role of peer group-social behavior with peers.
- iv) Forms of social behavior -negativism, aggression, quarrelling, rivalry, shyness, timidity.

VIII) Play : i) Role and importance of play. (10)

- ii) Types of play.
- iii) Development stages in play.
- v) Play materials.

IX) Discipline and guidance. (10)

- i) Meaning, importance principles.
- ii) Role of punishment and reward.
- iii) Disciplinary techniques- Authoritarian, Permissive and democratic,

X) Guidance and Counseling through speech and action, behavior problems, causes, (10)

Symptoms and handling of hostility, aggression, insecurity, thumb sucking, masturbation, enuresis, nail- biting, withdrawal, lying stealing, dawdling.

PRACTICALS

1. Observe children in the ages, 3, 4, 5, 6, 7 year old using the check list prepared by the teachers in each area of development.
2. Discuss in class the differences observed in children and age groups and find out what children can do at different age groups and different activities which can be offered for promoting development.
3. Observe a children having behavior problems:- Causes and ways to help the child,
4. Prepare a progress report of a child who has been observed for the whole year. (30)

PAPER II

ORGANIZATION AND MANAGEMENT OF PRE-CHILDHOOD EDUCATION

OBJECTIVES

1. To understand the needs of children.
2. To become acquainted with essential requirement of conducting educational programs for pre school education
3. To develop an ability to use waste materials in a creative way for preparation of teaching aids and activities for children.
4. To develop skills for conducting various aspects of curriculum.
5. To prepare material for promoting learning in children

THEORY

I Preschool education

Objectives of Pre-School education. (10)

1. Play
 - Meaning,
 - Values,
 - Role of play as the medium for pre-school education,
 - Types : for play group, nursery school, balwadi,
 - Characteristics
 - Preparation of educational play articles using indigenous material, waste materials
2. Teacher: qualities of an effective teacher, role, other personnel.
3. Teacher pupil ratio.
4. Building and equipment: Indoor, outdoor, low cost equipment and substitutes, selection and arrangement of equipment.
Equipment for promoting physical, social, emotional and intellectual development.
5. Classroom management
Routine:
 - a. Purpose of planning (Long term and Short term planning)
 - b. Planning daily schedule
 - c. Major consideration for schedule (flexibility, weather change, free play)
 - d. Self selected and teacher directed activities.

II. Curriculum Planning. (10)

Purpose, Principles factors influencing planning, incidental and planned learning.
Short term and long term planning, individualization of curriculum.

III. Growth through language activities: Function, goals, (10)

- A. Types of activities listening skills:-
Conversation(Sharing time, informal talk, formal talk)
Picture talk, listening to stories (value of stories, selection and method of story telling.)
Reading picture books, poem-riddles, dramatization, creative dramatics, elocution,
Games for developing listening skills.

B. Skills involving language activities: 1. Listening 2. Speaking 3. Reading 4. Writing

iV. Music and Movements: (5)

- Value of music
- Rhymes, songs, poems
- Puppetry
- Spontaneous dance and folk dance
- Musical Instruments, Teacher's Role in music
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- V. Science and Social studies:** (5)
 Science experiments activities sinking and floating, soluble and insoluble, Temperature- hot and cold, different tastes, texture- rough and smooth.
- Parts of body
 - Parts of plants
 - Cleanliness: Personal and public Cleanliness
 - Insects
 - Animal and Birds
 - Vegetables and fruits
 - Seasons, day and night, stars and Moon, Sun
 - Means of transport.
 - In social studies: Field trips and Celebration of festivals.
- VI. Environmental studies.** (5)
 Values, content, planning and methods of conducting environmental studies, field trips, special celebrations of festivals
- VII. Developing Readiness for 3 'R's**
- A) Pre – reading skills** (5)
- Story telling
 - Object box
 - Picture talk
 - For the development if visual perception skills- (Matching and sorting, visual memory, blocks play, puzzles, odd one out, complete the picture, sequencing)
- B) Pre –writing skills** (5)
- Inlay puzzles with knobs
 - Sorting out sizes of buttons etc.
 - Manipulating (blocks, clay, threading beads, painting, drawing, polishing, lacing, joining dots, Tracing, stenciling, patterns)
- C) Pre- arithmetic Skills** (5)
- Comparing – (Less and more, One and many, thin and fat, big and small)
 - Ordering
 - Measuring – Liquid, solid, height, weight and quantity
 - Counting
 - Shapes
 - Fractions
- VIII. Audio Visual Aids:** (5)
 Posters, Charts, Bulletin boards, flannel boards, flash cards, cassette player, T.V., Computers.
- iX. Activities:** Function, material required and pre-school, workers role: (5)
 Painting, finger painting, clay, water play, sand play, cutting, painting, drawing etc.
- X. Games for development of various competencies in children** (5)

PRACTICES

1. CREATIVE ACTIVITIES:-

- a) Painting - Finger painting, stencil painting, blow, painting. String painting, splatter painting, cotton, large brush painting, Wax and paint, Making of paint brushes from waste material – cotton, wool, cloth, broom, stick sponge. (10)
- b) Printing- Block, cork, cord, leaf, sponge, finger, thumb, foot, potatoes, ladies finger. (10)
- c) Activities with crayons and chalk: Crayon and chalk drawing (10)
- d) Molding- clay, dough, plasticene (04)
- e) Paper activities- Paper tearing crumbling, twisting, collage paper mosaic paper folding, wrapping and un-wrapping of different boxes, cutting, pasting, origami (06)

2. TEACHING AIDS

- a) Charts, bulletin board display, dominoes, puzzles (15)
- b) Flannel board cutouts for stories and concept- Actual use of the flannel cutouts. (10)
- c) Flash cards (10)
- d) Mask making (10)
- e) Puppets- finger, body, glove, stick, paper-bag, puppet making (15)

3. Preparation Of Readiness Activities For 3 R's Reading Activities (30)

For visual memory, visual discrimination, auditory memory, auditory discrimination, mathematical readiness.

4. Games For Various Development (Revision from Paper I) (04)

5. Classroom Communication – English (10)

6. Resource file – Developing Resource file (06)

activities

PAPER – III**NUTRITATION AND HEALTH****OBJECTIVES**

- 1. To understand the normal pattern of growth and the nutritional requirements of children.**
- 2. To understand the factors affecting growth and development and nutritional problems in children.**

THEORY

1. Concept of Health and Nutrition Signs of Good Health in a Child (5)
2. Elements of Nutrition – Nutrients and their sources, Basic 5 Food Groups (5)
3. Nutritional deficiency diseases of – Protein energy malnutrition (PEM), vitamin B complex, vitamin A, vitamin C, vitamin D, Iron and Calcium Causes, visible symptoms, age group affected and incidences in India (5)
4. Methods of preparation and Cooking- Mead day meal (5)
5. Hygienic food handling practice-during cooking, serving and eating cleanliness of children (5)
7. Nutritional needs and meal planning of the following groups:- (15)
3 to 7 years- Food habits
8. Common ailments of children- cough. Constipation, diarrhea, earache, seasonal fever (10)
earache, seasonal fever, vomiting, rashes, Common communicable diseases, mumps, diphtheria, chicken pox, measles, malaria, cholera, jaundice, T. B., Skin infection, Worm infestation.
11. First aid- Importance of first aid box and its contents, Occasion when first aid can be given, simple home remedies. (10)
12. Nutrition and health program for vulnerable group in India –ICDS (Visit and report) (10)
(ii) Mid-day Meal Program (iii) Vitamin A Prophylaxis Program
(iv) Anemia Control Program.
13. Visit to school providing mid day meal to children and report with observation and your opinion (Optional) (5)

PRACTICALS

1. Preparing nutritious snacks emphasizing the following combination (30)
Types of required utensils and equipment, Cleaning and maintenance
 - i) Cereal with dal.
 - ii) Cereal with milk or milk products.
 - iii) Dal with milk or milk products.
 - v) Cereal with nuts Vegetables should be added in the snacks.
2. Plan and prepare model menu schedule according to the age of children. (3 to 7 years) (20)
 - a. Food habits
 - b. Food hygiene
3. Case study of a nutritionally deficient child (05)
4. How to take anthropometrical measurements (10)
 - i) Weight using spring balance.
 - ii) Height,
 - iii) Mid arm circumference,
 - iv)Chest and head circumference-significance of these measurements.
5. Maintain growth chart and immunization cards for children and guide the parents accordingly. (10)
6. Observe the environmental hazards on any child development activity (20)
 - Prepare a report
7. Preparation of ORT/ ORS (05)
8. Observe the common contents of a first aid box and write their uses (15)
 - Use of First-aid in school accidents
9. Visit to ICDS program and prepare report on (10)
 - A. Mid-day meal program
 - B. Vitamin A prophylaxis
 - C. Anemia Control program

NOTE- Maintain a journal for practical.

Paper IV

Section: I English Communication Skills, School Administration and Activities with Community Involvement

Course Objective

The Course is designed to give an overview of the four broad categories of English Communication thereby enhances teachers' communicative competence in child education.

Course Contents :

Module I: Listening Skills

Effective Listening: Principles and Barriers

Module II : Speaking Skills

- 1- Pronunciation and Accent
- 2- Reading excerpts from news dailies and children magazines
- 3- Building Sentences: Communication with Children
- 4- Story telling
- 5- Instructions and Announcements
- 6- Communication with Parents
- 7- Narrating Incidence
- 8- Organizing Meeting
- 9- Announcements

Module III : Reading Skills

7. Vocabulary required for child education
8. Synonyms , antonyms , homonyms, homophones
9. Idioms and phrases

Module IV: Writing skill

1. Writing words
2. Sentences Writing
3. Cursive writing

Module V: Activities

1. Reading Story Book
2. Picture reading

Project: Vocabulary Building according to pre-school environment

Section II: School Administration and Activities with Community Involvement

1. School Administration: Maintenance of various registers, Accounts in pre-school, Budgeting
2. Activities with community involvement: Selecting donor, guests, visiting lecturer, solving pre-school issues with community leaders, involvement of parents in pre-school

Reference Books

1. Child welfare and Development , D. Paul Chowdhary.
2. Child welfare, 2 letr, Dorothy.
3. Child Development and personality, Mussen, conger and cagan.
4. बालविकास शास्त्र, डॉ. सौ. ज्योती गायकवाड
5. बालपरिचर्या, सुधा पाटील
6. Child Development, Berk, L.E.
7. बालविकास शास्त्राची मूलतत्वे, प्रा. सौ. सुषमा जोशी, डॉ. च. ग.पांडे
8. बालविकास शास्त्राची मूलतत्त्व
9. Aspects of child Development
10. मानवी पोषण व आहारशास्त्राची मूलतत्वे. डॉ. आशा देऊसकर
11. पोषणशास्त्र डॉ. मंजूषा मोळवणे
12. Child Development – A Christine Harris
West publishing company , 0 West Kellog Boulart,1995
13. Psychology of Child Development – S. R. Sharma
Pub. By Pointer Publishers, Jaipur-1996 Rs. 400/-
14. Child Development & Nutrition – Rashmi Deshprabhu.
Book Enclare, Opp. N.E.I. Shanti Nagar , Jaipur-2001.
15. Child Development and Disability – Users, Consequences & Assessment – Prachi Kanhai
Common wealth publishers, 4831/24, Prashred street, Ansari Road , Darya Gang,
New Delhi.
16. Child Care- Dr. Renu Jogi.
17. Hind Pocket Book – New Delhi-45
18. Child Behavior: L. Dept by Kuppuswami
19. Setting up a child Guidance clinic – Daksh Thakker 2. Purnima N. Mane.
20. Play activities for young children by Mina Swaminathan - Published by-UNISEF ,
21. Play NCERT