

SHIVAJI UNIVERSITY KOLHAPUR
CENTER FOR COMMUNITY DEVELOPMENT

EARLY CHILDHOOD CARE AND EDUCATION (Credit 20)

Duration – One year

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

Fees per participant - 5000/- + 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

Credit 20 (Hours 420)	Marks	Credits	Hours
1. Theory paper- 2			
a) Growth and Development of Child	100	4	60
b) Child Health	100	4	60
2. Practical (Paper I & II) 2* 100			
a) Paper I—Organization and Management of early childhood education Pre-School Activities (5 Question*20 Marks)	100	4	120
b) Paper II Parent and Community Education & Involvement School Administration: 40 Marks, English Communication: 40 Marks Viva: 20 Marks	100	4	120
3 Internal Assessment (Resource File + Craft file +Charts+ Class Attendance + Class Performance) (RF – 30, CF-20, Charts- 10, (CP: Seminar-30, Field Visits-10, Class Attendance-10)	100	4	60
Grand Total	500	20	420

Workshops on Child Education

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

SESSION I

GROWTH AND DEVELOPMENT OF CHILD PRE -SCHOOL YEARS

HISTORY OF PREE SCHOOL

OBJECTIVES

1. To develop an awareness of certain important aspects of development form 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) **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,Good touch -bad touch.
- VI) **Emotional development(10)**
 - i) 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.
 - iii) Parent's Responsibilities.

VII) Social development.**(15)**

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

VIII) Discipline and guidance.**(10)**

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

IX) 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 (ANY 3)

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)**

SESSION II

ORGANIZATION AND MANAGEMENT OF PRE-CHILDHOOD EDUCATION

OBJECTIVES

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

THEORY

I Preschool education

Objectives of Pre-School education. (10)

1. Play
 - Meaning,
 - Role of play as the medium for pre-school education,
 - Types : for play group, nursery school, balwadi,
 - 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
 - a. Routine
 - b. Pedagogical Approches.

6. Curriculum Planning. (10)

- a. Importance of planning
- b. Long term and Short term.
- c. Lesson Plan
- d. Self selected and teacher directed activities.

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)

- Importance of music
- Rhymes, songs, poems
- Spontaneous dance and folk dance
- Musical Instruments, Teacher's Role in music

V. Science and Social studies: (5)

STEAM Education: 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.

VI. Environmental studies. (5)

Report Writing of Field trips and Celebration of festivals(National and Cultural)

VII. Developing Readiness for 3 'R's

A) Pre – reading skills (5)

- Object box
- Picture talk
- For the development of 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. 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 (04)
- e) Paper activities- Paper tearing crumbling, twisting, collage paper mosaic (06)
paper folding, cutting, pasting, origami

2. TEACHING AIDS

- a) Charts, bulletin board display, puzzles (15)
- b) Flannel board cutouts for stories and concept- (10)
Actual use of the flannel cutouts.
- 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 with games for various development. (30)

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

4. Resource file – Developing Resource file of Science and Social Studies. (06)

SESSION – III

CHILD 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. (15)
2. Importance and Needs of Nutrition. (10)
3. Elements of Nutrition- Nutrients and their sources. (5)
4. Nutritional needs and meal planning of the following groups 0 to 7 years- food habits. (10)
5. First aid importance of first aid box and its contents. Occasion when first aid can be given, simple home remedies. (5)
6. Nutrition and health program for vulnerable group in India –ICDS (Visit and report) (5)
 - (ii) Mid-day Meal Program (iii) Vitamin A Prophylaxis Program
 - (iv) Anemia Control Program.
7. Health and Hygiene. (5)
8. Concept of clean and Healthy environment. (5)
9. Healthy eating habits for children. Do's and Don'ts. (5)
10. Suggestions for healthful snacks. (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. (0 to 7 years) (30)
 - a. Food habits
 - b. Food hygiene
3. How to take anthropometrical measurements (30)
 - i) Weight using spring balance.
 - ii) Height,
 - iii) Mid arm circumference,
 - iv) Chest and head circumference-significance of these measurements.
4. Preparation of ORT/ ORS (15)
5. Observe the common contents of a first aid box and write their uses (20)

Use of First-aid in school accidents

NOTE- Maintain a journal for practical.

SESSION IV

Part: 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- Phoenix – Sound and blends
- 3- Building Sentences: Communication with Children (Commands and Instructions)
- 4- Basic Grammar - 8 parts of speech & basic tenses)

Module III : Reading Skills

5. Vocabulary required for child education
6. Synonyms , antonyms , homonyms, homophones
7. Idioms and phrases

Module IV: Writing skills

1. Writing words - Aa –Zz Print letters and cursive letters ,मराठी मूळाक्षर (अ –ज्ञ) , Maths, etc.
2. Sentences Writing
3. Cursive writing

Project: Vocabulary Building according to pre-school environment

Module V: Activities

1. Reading Story Book
2. Picture reading

Part II: School Administration and Activities with Community Involvement

1. School Administration: Maintenance of various registers, Accounts in pre-school, Budgeting, Announcement and Organizing meet.

2. Activities with community involvement: Selecting donor, guests, visiting lecturer, solving pre-school issues with community leaders, involvement of parents in pre-school activities, Communication with parents.

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 Deshpabhu.
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 Kuppaswami
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