

From
Dr.V.Usha Sri,
Principal,
Sri Sarada College of Education,
Salem.

To
The Director,
PRIDE,
Periyar University,
Salem

Sir,

Herewith I am sending the syllabus for Early Childhood
Education, Diploma Course, PRIDE.

Thanking you,

Yours truly,
Dr.V.Usha Sri

PERIYAR UNIVERSITY, SALEM.-636011
SYLLABUS FOR DIPLOMA COURSE (PRIDE)
EARLY CHILDHOOD EDUCATION

PAPER I

ORIGIN AND HISTORICAL PERSPECTIVE OF PRE-SCHOOL EDUCATION

OBJECTIVES

At the end of the course the students will

- understand the historical perspectives of pre-school education
- know the aims and objectives of pre-school education
- know the trends of pre-school education in India
- understand the welfare of the child

UNIT – I PRE-SCHOOL EDUCATION – A HISTORICAL PERSPECTIVE

History of early childhood education with special reference to the contributions of Rousseau, Pestalozzi, Froebel, Montessori, Tagore and Gandhi.

UNIT – II PRE-SCHOOL EDUCATION

Meaning and nature of pre-primary education in first two stages (conception to two and a half years) and last two stages (two and a half years to five years) – need – aims and objectives – programmes of early child hood education in India – types of pre-school education.

UNIT –III TRENDS IN PRE-SCHOOL EDUCATION IN INDIA

Development of pre-school education in India before independence – after independence – recommendations by the Education Commission (1964-66) – the National Policy of Education(1986) - ECCE programme.

UNIT – IV INTEGRATED CHILD DEVELOPMENT SERVICES

Objectives of ICDS – organization – Anganwadi workers – UNICEF assistance to ICDF - role of UNICEF in pre-school education

UNIT – V CHILD WELFARE

Non-Governmental organizations concerned with child welfare-role of international child welfare agencies UNESCO, UNICEF- CARE (Committee for American Relief Everywhere)

REFERENCE:

1. Aggarwal, J.C. 1983 Methods and materials of nursery education, published by DOABA house, Delhi
2. Boyd, G.A., 'teaching communication skill in the elementary schools, 1970, Van Nostard Reinhold Company, New York
3. Devadas, R.P & Jaya, N A text on child development, Macmillon India LTD, Madras
- Berk, L.E. 2003, Child development, prentice hall Pvt LTD New Delhi
4. Mujibul Hasan Siddiqui 2004-early childhood education, APH publishing corporation, New Delhi.
5. Pankajam, G. 1994, 'PreSchool Education Philosophy and Practice', The Indian publications, Ambala Cantt

PERIYAR UNIVERSITY, SALEM.-636011
SYLLABUS FOR DIPLOMA COURSE (PRIDE)
EARLY CHILDHOOD EDUCATION

PAPER II

ASPECTS OF EARLY CHILDHOOD DEVELOPMENT

OBJECTIVES

At the end of the course the students will

- know the different aspects of early childhood
- understand the development of languages and the function of speech in early childhood
- know the developing mathematical concepts of children
- focus the attention on knowing the nature, study and science experience through environmental activities
- understand the development of different skills

UNIT - I DEVELOPMENT IN EARLY CHILD HOOD

Development of children in early child hood – physical, mental, emotional, and social– developmental tasks of childhood – creativity development

UNIT – II DEVELOPMENT OF LANGUAGES AND THE FUNCTION OF SPEECH

Pre-verbal speech – verbal speech – vocabulary ability – fluency – speech as an expression of emotion – speech as muscle activity – communication and speech-major tasks in learning to speak

UNIT – III DEVELOPING MATHEMATICAL CONCEPTS OF CHILDREN

Scope and activities, concept of shape, size, colour, volume and numbers.

UNIT- IV NATURE STUDY AND SCIENCE EXPERIENCE THROUGH ENVIRONMENTAL ACTIVITIES

Importance and meaning of scientific concepts, activities relating to human body, activities related to living and non-living objects, activities related to environment- Role of the teacher in organizing activities.

UNIT – V DEVELOPMENT OF SKILLS

Meaning and development of skills, play skills and work skills, learning skills, self help skills like bathing, dressing, feeding, stair-climbing, toileting etc.

REFERENCE:

1. Aggarwal, J.C. 1983 Methods and materials of nursery education, published by DOABA house, Delhi
2. Boyd, G.A., 'teaching communication skill in the elementary schools, 1970, Van Nostard Reinhold Company, New York
3. Devadas, R.P & Jaya, N A text on child development, Macmillon India LTD, Madras
- Berk, L.E. 2003, Child development, prentice hall Pvt LTD New Delhi
4. Mujibul Hasan Siddiqui 2004-early childhood education, APH publishing corporation, New Delhi.
5. Pankajam, G. 1994, 'PreSchool Education Philosophy and Practice', The Indian publications, Ambala Cantt

PERIYAR UNIVERSITY, SALEM.-636011
SYLLABUS FOR DIPLOMA COURSE (PRIDE)
EARLY CHILDHOOD EDUCATION

Paper – III

ORGANIZATION AND MANAGEMENT OF PRE-SCHOOL EDUCATION

OBJECTIVES

At the end of the course the students will

- know the physical structure and facilities of the pre school education
- become aware of the details of admission and course
- know how to maintain the records and registers
- understand home school relationship
- understand the nutrition for the pre-school

UNIT – I PHYSICAL STRUCTURE AND FACILITIES

Design of a pre-school – site and surrounding – building plan – safety precautions
– planning indoor and outdoor space – interest areas – setting up a pre-school classroom
– equipment and materials in a pre-school.

UNIT – II ADMISSION AND COURSE DETAILS

Age for admission – Duration - Pre-School admission procedure – children with
special needs – time table.

UNIT – III MANAGING PRE-SCHOOL PROGRAMME

General principles – policies and procedures – characteristics of director – duties
of a director. Maintenance of records and registers – various types of records in a pre-
school – importance of records and registers.

UNIT - IV TEACHERS ROLE AND HOME – SCHOOL RELATIONSHIP

Role of a teacher in a pre school activity- Staff structure – staff child ratio – qualification of the teacher – salary structure -Home visit by the teacher – school visit by the parents – parents involvement in school activities – principles to communicate with parents-

UNIT - V HEALTH AND NUTRITION OF PRE-SCHOOLERS

Nutrition for pre-school children – deficiency – diseases among pre-school children – common childhood illness – adjustment problems of bedwetting, temper tantrum, anxiety, fear, aggression, crying, stealing withdrawal - treatment

REFERENCE:

1. Aggarwal, J.C. 1983 Methods and materials of nursery education, published by DOABA house, Delhi
2. Boyd, G.A., ‘teaching communication skill in the elementary schools, 1970, Van Nostard Reinhold Company, New York
3. Devadas, R.P & Jaya, N A text on child development, Macmillon India LTD, Madras
- Berk, L.E. 2003, Child development, prentice hall Pvt LTD New Delhi
4. Mujibul Hasan Siddiqui 2004-early childhood education, APH publishing corporation, New Delhi.
5. Pankajam, G. 1994, ‘PreSchool Education Philosophy and Practice’, The Indian publications, Ambala Cantt

PERIYAR UNIVERSITY, SALEM.-636011
SYLLABUS FOR DIPLOMA COURSE (PRIDE)
EARLY CHILDHOOD EDUCATION
PAPER - IV
CURRICULUM AND PROGRAMMES IN A PRE-SCHOOL

OBJECTIVES

At the end of the course the students will

- understand the curriculum of the pre-school
- know the transaction of the curriculum
- know about the routine activities of the pre-school
- know the different equipments used in pre-school

UNIT – I CURRICULUM

Characteristics of a balanced curriculum – arranging the learning experience – types of planning the curriculum – time allotment in minutes – Curriculum for 3 to 4 years age and curriculum for 4 – 5 years old pre-schoolers - Planning the programme – Characteristics of programme planning – Expectations of the parents and the community – the staff – their training and experience.

UNIT – II CURRICULUM TRANSACTION

Play material and their uses in pre-school Teaching methods in pre-school – importance of play in pre-school – games and play- Story telling – Song, Music and simple dances – drawing and painting – clay modeling – study of the environment, gardening – craft work – importance of art education.

UNIT – III ROUTINE ACTIVITIES IN A PRE-SCHOOL

Arrival –assembly-health check up – free conversation rhymes-creative activities.
Basic hygiene-Toilet and wash.

UNIT – IV CURRICULUM THEME APPROACH

Curriculum to meet the needs of the children-developing thematic curriculum – themes found in children environment (e.g. – family, school, flowers, trees, fruits, animals pet birds, etc.)

UNIT – V EQUIPMENT FOR A PRE-SCHOOL

Factors to be considered while selecting the play equipment – types of equipment – outdoor –indoor – arrangement of equipment – care of equipment- low cost equipments – games without equipments.

REFERENCE:

1. Aggarwal, J.C. 1983 Methods and materials of nursery education, published by DOABA house, Delhi
2. Boyd, G.A., 'teaching communication skill in the elementary schools, 1970, Van Nostard Reinhold Company, New York
3. Devadas, R.P & Jaya, N A text on child development, Macmillon India LTD, Madras
- Berk, L.E. 2003, Child development, prentice hall Pvt LTD New Delhi
4. Mujibul Hasan Siddiqui 2004-early childhood education, APH publishing corporation, New Delhi.
5. Pankajam, G. 1994, 'PreSchool Education Philosophy and Practice', The Indian publications, Ambala Cantt

