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 childhood education in India – types of pre-school education.

UNIT – III TRENDS IN PRE-SCHOOL EDUCATION IN INDIA
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
3. Devadas, R.P & Jaya, N A text on child development, Macmillon India LTD, Madras
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 CHILDHOOD
Development of children in early childhood – 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
3. Devadas, R.P & Jaya, N A text on child development, Macmillon India LTD, Madras
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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


REFERENCE:

1. Aggarwal, J.C. 1983 Methods and materials of nursery education, published by DOABA house, Delhi
3. Devadas, R.P & Jaya, N A text on child development, Macmillon India LTD, Madras
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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
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