

**MAHARASHTRA STATE BOARD OF VOCATIONAL EDUCATION EXAMINATION, MUMBAI**

1	Name of Syllabus	<b>C. C. In Preschool Teacher Training Courses (411206)</b>																																																													
2	Max.Nos of Student	25 Students																																																													
3	Duration	1 year																																																													
4	Type	Full Time																																																													
5	Nos Of Days / Week	6 Days																																																													
6	Nos Of Hours /Days	7 hrs.																																																													
7	Space Required	1) Workshop = 600 sqfeet 2) Class Room = 200 sqfeet TOTAL = 800 sqfeet																																																													
8	Entry Qualification	H.S.C.																																																													
9	Objective Of Syllabus/ introduction	1. To understand importance of early years. 2. To develop in fostering the overall. 3. Development of children between 2-6 years. 4. To be able to handle problems of children & guide in a proper way. 5. To develop skill of parent- education. 6. To be able to manage nursery school. 7. To become wane regarding health. 8. To acquire knowledge & skills in administration of nursery school.  To develop & awakens of child psychology behavior science, skill in handing child.																																																													
10	Employment Opportunity	Can start his own Nursery.																																																													
11	Teacher’s Qualification	1. HS.C. (voc) Crèche & preschool management B.SC. Home Science child development / Human development																																																													
12	Training System	<table><tr><th colspan="4">Training System Per Week</th></tr><tr><td>Theory</td><td>Practical</td><td colspan="2">Total</td></tr><tr><td>12 hrs</td><td>30 hrs</td><td colspan="2">42 hrs</td></tr></table>							Training System Per Week				Theory	Practical	Total		12 hrs	30 hrs	42 hrs																																												
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13	Exam. System	<table><tr><td>Sr. No.</td><td>Paper Code</td><td>Name of Subject</td><td>TH/PR</td><td>Hours</td><td>Max. Marks</td><td>Mini. Marks</td></tr><tr><td>1</td><td>41120611</td><td>Child development &amp; health</td><td>TH-I</td><td>3 hrs.</td><td>100</td><td>35</td></tr><tr><td>2</td><td>41120612</td><td>Organization &amp; Management of early childhood education</td><td>TH-II</td><td>3 hrs.</td><td>100</td><td>35</td></tr><tr><td>3</td><td>41120613</td><td>Nutrition Health &amp; Hygiene</td><td>TH-III</td><td>3 hrs.</td><td>100</td><td>35</td></tr><tr><td>4</td><td>41120621</td><td>Child development &amp; health</td><td>PR-I</td><td>3 hrs.</td><td>100</td><td>50</td></tr><tr><td>5</td><td>41120622</td><td>Organization &amp; Management of early childhood education</td><td>PR-II</td><td>3 hrs.</td><td>100</td><td>50</td></tr><tr><td>6</td><td>41120623</td><td>Nutrition Health &amp; Hygiene</td><td>PR-III</td><td>3 hrs.</td><td>100</td><td>50</td></tr><tr><td></td><td></td><td>Total</td><td></td><td></td><td>600</td><td>255</td></tr></table>	Sr. No.	Paper Code	Name of Subject	TH/PR	Hours	Max. Marks	Mini. Marks	1	41120611	Child development & health	TH-I	3 hrs.	100	35	2	41120612	Organization & Management of early childhood education	TH-II	3 hrs.	100	35	3	41120613	Nutrition Health & Hygiene	TH-III	3 hrs.	100	35	4	41120621	Child development & health	PR-I	3 hrs.	100	50	5	41120622	Organization & Management of early childhood education	PR-II	3 hrs.	100	50	6	41120623	Nutrition Health & Hygiene	PR-III	3 hrs.	100	50			Total			600	255					
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## THEORY - I CHILD-DEVELOPMENT AND HEALTH

UNIT NO.	UNIT	SUBJECT	CONTEN (Scope & Limitation)
I.	Introduction to growth & development	1.1 Meaning and Difference 1.2 Developmental Stages	<ul style="list-style-type: none"> <li>❖ Definition of growth &amp; development</li> <li>❖ Difference between growth &amp; development</li> <li>❖ Stages of life</li> </ul>
		1.3 Importance of early years	<ul style="list-style-type: none"> <li>❖ Introduction</li> <li>❖ Foundation years &amp; its importance</li> <li>❖ Relation of early years to whole life</li> </ul>
		1.4 Principles of development	<ul style="list-style-type: none"> <li>❖ Introduction (All the principles to be discussed and explained in the class)</li> <li>a) Development has definite sequence</li> <li>b) Development is a continuous process</li> <li>c) Development has specific direction</li> <li>d) Development is predictable</li> <li>e) Development proceeds from general to specific</li> <li>f) Rate of development varies</li> <li>g) There are individual differences in development</li> <li>h) All areas of development are interrelated</li> <li>i) Each stage of development has specific characteristic</li> </ul>
		1.5 Factors influencing growth & development	<ul style="list-style-type: none"> <li>1) Heredity <ul style="list-style-type: none"> <li>- Mechanism</li> <li>- Dominant &amp; Recessive Genes</li> <li>- Twins</li> <li>- Genetic defects</li> </ul> </li> <li>2) Environmental factors <ul style="list-style-type: none"> <li>- Prenatal environment</li> <li>- Postnatal environment</li> </ul> </li> <li>* Family</li> <li>* Society &amp; Culture</li> <li>* Endocrine glands</li> <li>* Nutrition</li> <li>* Physical defects &amp; illnesses</li> <li>* Rest &amp; exercise</li> <li>* Maturation &amp; Learning</li> </ul>

		1.6 Concept of all round development	<ul style="list-style-type: none"> <li>* Physical</li> <li>* Motor</li> <li>* Mental</li> <li>* Social</li> <li>* Emotional</li> </ul> (Concept of each term to be discussed)
II	Prenatal development	2.1 Reproductive organs of Male & Female	<ul style="list-style-type: none"> <li>* Male reproductive organs</li> <li>* Female reproductive organs</li> <li>* Menstrual cycle</li> <li>* Conception and prenatal development               <ul style="list-style-type: none"> <li>* Period of Ovum</li> <li>* Period of embryo</li> <li>* Period of fetus</li> </ul> </li> <li>* Signs of Pregnancy</li> </ul>
		2.2 Danger signals during Pregnancy	<ul style="list-style-type: none"> <li>* Mild danger signals</li> <li>* Major danger signals</li> </ul>
		2.3 Care during pregnancy	<ul style="list-style-type: none"> <li>* Fresh air and sunlight</li> <li>* Diet</li> <li>* Health &amp; Hygiene.               <ul style="list-style-type: none"> <li>* Bath</li> <li>* Care of teeth &amp; gums</li> <li>* Clothes</li> <li>* Care of breasts</li> <li>* Shoes &amp; chapels</li> </ul> </li> </ul>
		2.4 Factors influencing prenatal period	<ul style="list-style-type: none"> <li>* Rest and exercise</li> <li>* Age of mother</li> <li>* Emotional state of mother</li> <li>* Health and illness of mother</li> <li>* Medicines during pregnancy</li> <li>* X rays</li> <li>* Alcohol</li> <li>* Smoking and tobacco eating</li> <li>* RH Factor</li> </ul>
		2.5 Stages of labour	<ul style="list-style-type: none"> <li>* Changes in uterus at the time of delivery</li> <li>* Signs and symptoms of labour period</li> <li>* Stages of labour</li> <li>* Types and problems of labour period               <ul style="list-style-type: none"> <li>• Breech delivery</li> <li>• Forceps delivery</li> <li>• Caesarian section</li> <li>• Multiple birth</li> </ul> </li> </ul>
III	Neonatal Period	3.1 The new born baby	* Appearance of neonate
		3.2 Types of adjustment of neonate	<ul style="list-style-type: none"> <li>* Adjustments to               <ul style="list-style-type: none"> <li>* Temperature</li> <li>* Breathing</li> <li>* Nourishment</li> <li>* Elimination</li> </ul> </li> </ul>

		3.3 Reflexes of Neonate	<ul style="list-style-type: none"> <li>* Meaning of reflex action</li> <li>* Sensory organ development of neonate</li> <li>* Reflexes <ul style="list-style-type: none"> <li>* Moro</li> <li>* Tonic neck</li> <li>* Babinski</li> <li>* Darwinian</li> <li>* Rooting</li> </ul> </li> </ul>
		3.4 Care of the new born	<ul style="list-style-type: none"> <li>* Feeding</li> <li>* Breast : Advantages, demand Feeding</li> <li>* Bottle feeding – Care during bottle feeding <ul style="list-style-type: none"> <li>- Cow milk buffalo</li> </ul> </li> </ul>
			<ul style="list-style-type: none"> <li>- Advantages and disadvantages of bottle milk feeding</li> <li>- Care of feeding equipment <ul style="list-style-type: none"> <li>• Clothing</li> <li>• Bathing</li> <li>• Sleep and rest</li> <li>• Care of umbilicus</li> <li>• Care of mouth, eyes nose</li> </ul> </li> </ul>
		3.5 Premature baby	<ul style="list-style-type: none"> <li>* Meaning and definition of Prematurity</li> <li>* Effects of prematurity</li> <li>* Incubator</li> <li>* Care of Premature baby</li> </ul>
IV	Infancy	4.1 Physical development	<ul style="list-style-type: none"> <li>* Height weight</li> <li>* Body size</li> <li>* Body proportion</li> <li>* Skeletal development</li> <li>* Teeth development</li> </ul>
		4.2 Motor development	<ul style="list-style-type: none"> <li>* Concept of norms and Milestones</li> <li>* Stages / Sequence of motor development</li> <li>* Manipulation</li> <li>* Locomotion</li> </ul>
		4.3 Mental development	<ul style="list-style-type: none"> <li>* Piaget's stages of sensory motor learning</li> <li>* Stimulation of infants</li> <li>* Language development <ul style="list-style-type: none"> <li>- Pre-speech forms</li> </ul> </li> <li>* Crying</li> <li>* Babbling</li> <li>* Gesturing</li> <li>* Emotional</li> <li>* Role of adult in verbal Stimulation</li> </ul>
		4.5 Social development	<ul style="list-style-type: none"> <li>* Importance of early social Experience</li> <li>* Relation to adult, and other children</li> </ul>

		4.6 Emotional development	<ul style="list-style-type: none"> <li>* Development of emotions during infancy</li> <li>* Foundations for healthy Personality</li> <li>* Role of cuddling, Rocking, Netting, Talking, Playing and keeping the baby comfortable</li> </ul>
		4.7 Care of the infants	<ul style="list-style-type: none"> <li>* Nutrition <ul style="list-style-type: none"> <li>* Breast feeding – same aspects as neonatal stage <ul style="list-style-type: none"> <li>• Weaning</li> <li>• Meaning</li> <li>• Step by step</li> <li>• Procedure</li> </ul> </li> <li>* Supplementary feeding <ul style="list-style-type: none"> <li>* Age wise</li> <li>* Advantages</li> <li>* Care <ul style="list-style-type: none"> <li>* few recipes</li> </ul> </li> </ul> </li> </ul> </li> <li>* Sleep :- Pattern, position, regulating sleep <ul style="list-style-type: none"> <li>• Bath</li> <li>• Clothes</li> <li>• Immunization</li> </ul> </li> </ul>
		4.8 Common problems during infancy	<ul style="list-style-type: none"> <li>* (Crying, Teething, Digestive troubles, constipation, diarrhea, dysentery)</li> <li>* Cough and cold, Oozing from Ear</li> </ul>
V	Toddlerhood	5.1 Physical development	<ul style="list-style-type: none"> <li>* Characteristics of toddlers.</li> <li>* Height and weight</li> <li>* Body proportion</li> <li>* Muscular development</li> <li>* Skeletal development</li> <li>* Teeth development</li> <li>* Illnesses, accidents and its Prevention</li> </ul>
		5.2 Motor development	<ul style="list-style-type: none"> <li>* Sequence of motor development</li> <li>* Various motor skills acquired during toddler hood and role of adults</li> </ul>
		5.3 Social development	<ul style="list-style-type: none"> <li>* Relating to adults and others, other children</li> </ul>
		5.4 Mental development	<ul style="list-style-type: none"> <li>* Role of adult</li> <li>* Ego centrism</li> </ul>
		5.5 Emotional development	<ul style="list-style-type: none"> <li>* Anger and temper tantrum</li> <li>* Fear</li> <li>* Attachment – love and happy – joy</li> <li>* Role of adult</li> </ul>

		5.6 Toilet training	<ul style="list-style-type: none"> <li>* Meaning</li> <li>* Bowel and bladder control               <ul style="list-style-type: none"> <li>- age handling</li> </ul> </li> <li>* Toilet accidents</li> <li>* Bed - wetting</li> </ul>
VI	Developmental tasks	6.1 Tasks during Infancy and Toddlerhood	<ul style="list-style-type: none"> <li>* Tasks given by Havighurst</li> <li>* Role of adult</li> </ul>
VII	Preschool stage	7.1 Physical development	<ul style="list-style-type: none"> <li>* Characteristics of preschool Children</li> <li>* Height – and weight</li> <li>* Body proportion</li> <li>* Skeletal development</li> <li>* Muscular development</li> <li>* Brain development</li> <li>* Teeth development</li> <li>* Illness and accidents</li> <li>Preventive measures</li> </ul>
		7.2 Motor development	<ul style="list-style-type: none"> <li>* Importance</li> <li>* Various motor skills and its Importance</li> <li>* Factors affecting motor skills               <ul style="list-style-type: none"> <li>* Body size</li> <li>* Readiness</li> <li>* Motivation</li> <li>* Attention span</li> <li>* Opportunity</li> <li>* Practice</li> <li>* Feed back</li> </ul> </li> <li>* Handedness</li> <li>* Role of Parents &amp; teachers</li> </ul>
		7.3 Emotional development	<ul style="list-style-type: none"> <li>* Characteristics of children's emotions</li> <li>* Common emotions               <ul style="list-style-type: none"> <li>* Fear</li> <li>* Anger</li> <li>* Temper tantrums</li> <li>* Jealousy</li> <li>* Love and affection</li> </ul> </li> <li>(Causes, Expressions, handling)</li> <li>* Role of parents and Teachers</li> </ul>
		7.4 Mental development	<ul style="list-style-type: none"> <li>* Piaget's preoperational stage</li> <li>* Mental skills               <ul style="list-style-type: none"> <li>* Perception</li> <li>* Memory</li> <li>* Imagination</li> <li>* Concept formation</li> <li>* Reasoning</li> <li>* Curiosity</li> <li>* Intelligence</li> <li>* Meaning and definition</li> <li>* Concept of I.Q.</li> </ul> </li> </ul>

		7.5 Language development	<ul style="list-style-type: none"> <li>* Definition</li> <li>* Functions</li> <li>* Comprehension</li> <li>* Vocabulary building</li> <li>* Sentence formation</li> <li>* Speech defect</li> </ul>
		7.6 Social development	<ul style="list-style-type: none"> <li>* Developmental sequence of social developmental</li> <li>* Role of parents / other Adult</li> <li>* Teachers in socialization</li> <li>* Peer group</li> <li>* Patterns of social behaviour</li> <li>* Negativism</li> <li>* Aggression    * Quarrelling</li> <li>* Rivalry        * Shyness</li> <li>* Timidity</li> </ul> <p>(Expression, handling, Causes)</p>
VIII	Discipline	8.1 Discipline	<ul style="list-style-type: none"> <li>* Meaning and definition</li> <li>* Need</li> <li>* Functions</li> <li>* Principles</li> </ul>
		8.2 Elements of discipline	<ul style="list-style-type: none"> <li>* Rules</li> <li>* Punishment</li> <li>* Reward</li> <li>* Consistency</li> </ul> <p>(Role and function of each)</p>
		8.3 Types of discipline	<ul style="list-style-type: none"> <li>* Authoritarian</li> <li>* Permissive</li> <li>* Democratic / Authoritative</li> </ul>
IX	Behaviour problems and needs of children physical, emotional, social.	9.1 Problems	<ul style="list-style-type: none"> <li>* Definition and meaning of behavior problem</li> <li>* Problems <ul style="list-style-type: none"> <li>* Thumb sucking</li> <li>* Masturbation</li> <li>* Enuresis</li> <li>* Nail biting</li> <li>* Withdrawal</li> <li>* Lying</li> <li>* Stealing</li> <li>* Dawdling</li> <li>* Hostility and aggression</li> </ul> </li> </ul> <p>(Causes, Symptoms and handling of each)</p>

## Theory - 2      Organization & Management of early childhood education

UNIT NO.	UNIT	SUBJECT	CONTEN (Scope & Limitation)
I	Play	1.1 Introduction	<ul style="list-style-type: none"> <li>* Meaning and definition of play</li> <li>* Difference between work and play</li> <li>* Values of play</li> </ul>
		1.2 Developmental Stages of play	<ul style="list-style-type: none"> <li>* Stages of play                             <ul style="list-style-type: none"> <li>* Unoccupied play</li> <li>* Onlooker behavior</li> <li>* Solitary play</li> <li>* Parallel play</li> <li>* Associative play</li> <li>* Co-operative play</li> </ul> </li> </ul>
		1.3 Types of play	<ul style="list-style-type: none"> <li>* Types                             <ul style="list-style-type: none"> <li>* Spontaneous</li> <li>* Imaginative</li> <li>* Dramatic</li> <li>* Constructive</li> <li>* Creative</li> </ul> </li> </ul>
		1.4 Teacher's role	<ul style="list-style-type: none"> <li>* Teacher's role in children's play</li> <li>* Selection of play equipment and Toys</li> </ul>
II.	Preschool education	2.1 Significance of ECE	<ul style="list-style-type: none"> <li>* Significance of ECE years in individual's life</li> <li>* Objectives of preschool education</li> <li>* History of preschool education</li> <li>* Eastern and western philosophies and philosophies of preschool education</li> </ul>
		2.2 Types of Preschool centers	<ul style="list-style-type: none"> <li>* Balwadi</li> <li>* Anganwadi</li> <li>* Nursery school</li> <li>* Kinder Garden</li> <li>* Montessori</li> </ul>
		2.3 Preschool personnel	<ul style="list-style-type: none"> <li>* Head of the centre</li> <li>* Teacher</li> <li>* Assistant teacher</li> <li>* Helper</li> <li>* Office staff</li> </ul>
		2.4 Set up	<ul style="list-style-type: none"> <li>* Building Location, Space, facilities, layout, storage, water, toilet</li> <li>* Furniture and equipment</li> <li>* Low cost alternatives</li> <li>* Arrangement of furniture &amp; equipment of furniture and equipment</li> <li>* Indoor</li> <li>* Outdoor</li> <li>* Maintenance</li> </ul>



		2.5 Learning Centers in class room set up	<ul style="list-style-type: none"> <li>* Doll's corner</li> <li>* Block corner</li> <li>* Puzzle corner</li> <li>* Book corner</li> <li>* Toys</li> </ul>
III	Curriculum	3.1 Programme of preschool	<ul style="list-style-type: none"> <li>* Meaning and definitions of formal, informal and nonformula education</li> <li>* Difference between all three</li> <li>* Preschool education nonformula method</li> </ul>
		3.2 Planning	<ul style="list-style-type: none"> <li>* Principles of planning</li> <li>* Balanced programme planning</li> <li>* Factors influencing programme planning</li> <li>* Types</li> <li>* Yearly</li> <li>* Monthly</li> <li>* Weekly</li> <li>* Daily</li> <li>* Long term</li> <li>* Short term</li> <li>* Classroom management and supervision</li> <li>* Dangers of early formal instructions</li> <li>* Components of curriculum</li> <li>* Language <ul style="list-style-type: none"> <li>* Mathematics</li> <li>* Environment, science and social study</li> <li>* Creative activities</li> <li>* Music</li> <li>* Stories</li> <li>* Outdoor and Indoor play</li> <li>* 3 Rs</li> </ul> </li> <li>* Daily living activities</li> </ul>
IV	Project method	4.1 Project	<ul style="list-style-type: none"> <li>* Meaning and definition</li> <li>* Need and importance Integrated approach to learning method</li> </ul>
		4.2 Planning a project	<ul style="list-style-type: none"> <li>* i) Outdoor session</li> <li>* ii) Indoor sessions <ul style="list-style-type: none"> <li>i) Outdoor session <ul style="list-style-type: none"> <li>* Free play</li> <li>* Guided play</li> </ul> </li> <li>ii) Indoor session <ul style="list-style-type: none"> <li>* Information</li> <li>* EVS, social study</li> <li>* Mathematics</li> <li>* Singing Music</li> <li>* Story, * Free play</li> <li>* Snacks / Lunch</li> <li>* Creative activities</li> <li>* Field trip</li> <li>* Picture talk / object talk / Asking questions</li> </ul> </li> </ul> </li> <li>* Indoor free play</li> </ul>

			<ul style="list-style-type: none"> <li>* Cooking experience</li> <li>* Daily life experience</li> <li>* Resource person</li> <li>* Follow up</li> </ul>
V	Language	5.1 Language skills	<ul style="list-style-type: none"> <li>* Meaning and values</li> <li>* Objectives of language teaching</li> <li>* Skills               <ul style="list-style-type: none"> <li>* Auditory (Listening)</li> <li>* Conversation</li> </ul> </li> <li>- Auditory skills               <ul style="list-style-type: none"> <li>* Need and importance</li> <li>* Promoting auditory skills</li> </ul> </li> <li>(different sounds, auditory discrimination, auditory memory)</li> <li>- Conversation               <ul style="list-style-type: none"> <li>* Need and importance</li> <li>* Promoting activities                   <ul style="list-style-type: none"> <li>* Dialogue</li> <li>* Picture talk</li> <li>object talk</li> <li>* Describing</li> <li>* Narrating</li> <li>* Stories, songs, riddles</li> <li>* Books</li> <li>* Asking questions</li> <li>* Repeating instructions</li> <li>* Answering questions</li> </ul> </li> </ul> </li> </ul>
VI	Mathematics	6.1 Mathematical concept	<ul style="list-style-type: none"> <li>* Goals of mathematics teaching in preschool years</li> <li>* Premathematical concept               <ul style="list-style-type: none"> <li>- Classification</li> <li>- Comparing</li> <li>- Ordering</li> <li>- Patterning</li> <li>- Counting</li> <li>- Shape and space</li> <li>- Measurement</li> <li>- Fraction</li> </ul> </li> </ul>
VII	Environment and science, social studies	7.1 Environmental studies	<ul style="list-style-type: none"> <li>* Goals of environmental studies</li> <li>* Planning               <ul style="list-style-type: none"> <li>* Place</li> <li>* Time</li> <li>* Day</li> <li>* Purpose</li> </ul> </li> <li>* Method               <ul style="list-style-type: none"> <li>* Field trips</li> <li>* Celebration of festivals</li> <li>* Working in garden farms</li> <li>* Collection of natural resources</li> </ul> </li> </ul>

		7.2 Science	<ul style="list-style-type: none"> <li>* Goals of science teaching</li> <li>* Meaning and importance</li> <li>* Scientific attitudes and thinking</li> <li>* Science concept</li> <li>* Various methods               <ul style="list-style-type: none"> <li>* practical</li> <li>* models</li> <li>* Books</li> <li>* Pictures</li> </ul> </li> <li>* Balanced science program me               <ul style="list-style-type: none"> <li>* Verifying</li> <li>* Experimenting</li> <li>* Explaining</li> <li>* Reinforcing</li> </ul> </li> <li>* Sensory experiences               <ul style="list-style-type: none"> <li>* Taste</li> <li>* Smell</li> <li>* Auditory</li> <li>* Tactile</li> <li>* Sight</li> </ul> </li> </ul>
		7.3 Social study	<ul style="list-style-type: none"> <li>* Need and importance</li> <li>* Goals</li> <li>* Awareness regarding different people</li> <li>* Social hygiene</li> <li>* Caring for things around us. (Plants, animals people)</li> </ul>
VIII	3 R's	8.1 Readiness	<ul style="list-style-type: none"> <li>* Meaning</li> <li>* Meaning and importance of 3 R's</li> </ul>
		8.2 Reading readiness	<ul style="list-style-type: none"> <li>* Meaning</li> <li>* Steps in reading readiness</li> <li>* Activities to promote reading readiness</li> </ul>
		8.3 Writing readiness	<ul style="list-style-type: none"> <li>* Meaning</li> <li>* Steps</li> <li>* Activities</li> </ul>
		8.4 Arithmetical readiness	<ul style="list-style-type: none"> <li>* Meaning</li> <li>* Steps</li> <li>* Activities</li> </ul>
IX A]	Music and songs, poems	9.A' Rhymes	<ul style="list-style-type: none"> <li>* Values and objectives</li> <li>* Selection criteria</li> <li>* Musical instruments for children and its values and objectives</li> <li>* Teachers role</li> </ul>
B]	Storytelling	9.B. stories	<ul style="list-style-type: none"> <li>* Values of story telling</li> <li>* Characteristics of a good story</li> <li>* Story selection criteria</li> <li>* Story telling techniques</li> <li>* Teacher's role</li> </ul>
C]	Riddles	9.C.1 Riddles in nursery school	<ul style="list-style-type: none"> <li>* Values and objectivities</li> <li>* Teacher's role</li> </ul>

D]	Books	9.D.1 Book for children	<ul style="list-style-type: none"> <li>* Values and objectivities</li> <li>* Criteria for book selection</li> <li>* Books for children different subjects</li> <li>* Book corner</li> </ul>
X	Games	10.1 Games	<ul style="list-style-type: none"> <li>* Values and objectives</li> <li>* Need of children</li> <li>* Teacher's role</li> </ul>
		10.2 Various games	<ul style="list-style-type: none"> <li>* Games for all-round development</li> <li>* Outdoor and Indoor</li> </ul>
XI	Art activities	11.1 Creativity	<ul style="list-style-type: none"> <li>* Meaning and importance</li> <li>* Expressions <ul style="list-style-type: none"> <li>* Activities</li> <li>* Body movements</li> <li>* Language and dramatics</li> </ul> </li> <li>* Role of a teacher in fostering Creativity</li> </ul>
		11.2 Art activities/ Creative activities	<ul style="list-style-type: none"> <li>* Painting</li> <li>* Values and objectives</li> <li>* Types</li> <li>* Material</li> <li>* Instructions</li> <li>* Developmental stages</li> <li>* Teacher's role</li> <li>* Printing</li> <li>* Values and objectives</li> <li>* Types and material</li> <li>* Developmental stages</li> <li>* Teacher's role</li> <li>* Modeling</li> <li>* Values and objectives</li> <li>* Types and material</li> <li>* Developmental stages</li> <li>* Teacher's role</li> <li>* Paper activities</li> <li>* Values and objectives</li> <li>* Types and material stages</li> <li>* Teacher's role</li> </ul>
		11.3 Sensory motor activities	<ul style="list-style-type: none"> <li>* Sand play <ul style="list-style-type: none"> <li>* Values and objectives</li> <li>* Material</li> <li>* Teacher's role</li> </ul> </li> <li>* Water play <ul style="list-style-type: none"> <li>* Values and objectives</li> <li>* Material</li> <li>* Teacher's role</li> </ul> </li> <li>* Blocks <ul style="list-style-type: none"> <li>* Values and objectives</li> <li>* Material</li> <li>* Teacher's role</li> </ul> </li> </ul>
		11.4 Using natural resources	<ul style="list-style-type: none"> <li>* Values</li> <li>* Seeds, stalls, flowers leaves, stones</li> <li>* Teacher's role</li> </ul>

XII	Preschool management and administration	12.1 Preschool administration	<ul style="list-style-type: none"> <li>* Concept in short administration and management</li> <li>* Records and reports</li> <li>* Role of an administration</li> </ul>
		12.2 Financial management	<ul style="list-style-type: none"> <li>* Budget               <ul style="list-style-type: none"> <li>- Need and importance</li> <li>- Budget heads</li> <li>- fee receipt</li> </ul> </li> </ul>
		12.3 Classroom management	<ul style="list-style-type: none"> <li>* Management of classroom resources available</li> <li>* Human resource management</li> </ul>
XIII	Parent teacher cooperation	13.1 Parent – teacher cooperation and their Participation for better development of a child	<ul style="list-style-type: none"> <li>* Importance of Parent – teacher cooperation</li> <li>- Methods of working with parents               <ul style="list-style-type: none"> <li>* Meeting</li> <li>* Interview</li> <li>* Lecture</li> <li>* Films, slide show</li> <li>* Exhibition demonstrations</li> </ul> </li> <li>* Parent’s Participation in various activities of school               <ul style="list-style-type: none"> <li>* Exhibition</li> <li>* Excursions</li> <li>* Gathering</li> <li>* Story telling and conducting class</li> </ul> </li> </ul>
		13.2	Parent education & participation community participation methods of involving different community groups in school activities

### Theory - III Nutrition Health & Hygiene

No.	UNIT	SUBJECT	CONTENT
I	Introduction	Concept of Health & Nutrition.  Diseases	Concept of Health & Nutrition. Signs of Good health in a child Balanced Diet – 5 Basic foods Nutrient and their sources. Nutritional deficiency diseases due to lack of protein, vitamins, mineral, signs symptoms, causes and prevention.
II	Cooking	Methods	Methods of cooking food, advantages and disadvantages. Methods which preserve nutrients – germination fermentation.
III	Storage	Methods	Need and method for safe and effective storage of food
IV	Hygiene	Food handling	Cleanliness of kitchen utensil, dining place Hygiene food handling practices during storage cooking, serving and eating

V	Nutrition	Food requirement  Nutritional status	Nutritional requirement for 2-6 years meal planning for 2-6 years. Assessment of nutritional status method dietary survey clinical examination anthropometric measures.
VI	Ailments Illness	Common Health problem	Common ailments of children cough, cold, constipation, diarrhea, earache, vomiting, causes & Treatment common communicable diseases. Mumps, diphtheria, chickenpox, malaria, jaundice, TB, worms, cholera causes & treatment.
VII	Prevention	Measures	Immunization Personal hygiene Cleanliness of environment – Effect of pollution, Effect of proper food, sleep, play, love & attention of parents on the child's health.
VIII	First Aid	Need and Importance	Need and importance of first aid training. List of items in a first aid box and use of each items General directions for giving first aid.
IX	Nutrition Education	Need of Nutrition Education	Need & importance of nutrition education. Methods of nutrition education - Lecture, demonstration, charts, exhibitions.

## PRACTICAL - I

## CHILD DEVELOPMENT & HEALTH

No.	UNIT	SUBJECT	CONTENT
I	Observation	1.1 Observation of children of different age group for development.	Observe children of different age groups are. 3, 3½, 4, 4½, and 5 years for each area of development. Physical, motor, mental language, social and emotional with the help or use of checklist. A discussion in classroom about the observation and writing a report of a child observed.
	Interview  Home visit	Interview parents.	Prepare a questionnaire for interviewing parents' woman problems of children interview parents. Plan a home visit. Prepare a report of the visit.
II	Games	Games and activities for each area of development .	Plan activities for children according to age and development are different activities which can be given for motor development for language development – similarly for all area. Prepare low-cost games, toys teaching aids for such activities /games. Pull & push toys, puzzles, picture books, manipulative toys from waste materials.
III	Discipline & guidance	Study the importance of guidance.  Behavior problems.	Observe and study the role importance of guidance, reward, on child behavior Observe a child with behavior problems write a report of this observation.
IV		Participation	Work in a nursery school.
V			Journal writing

<b>PRACTICAL - II    Organization &amp; Management of early childhood education</b>			
<b>UNIT NO.</b>	<b>UNIT</b>	<b>SUBJECT</b>	<b>CONTEN (Scope &amp; Limitation)</b>
I	Art activities	1.1 Painting	<ul style="list-style-type: none"> <li>* Prepare brushes out of waste material</li> <li>* Prepare a sample of each type of painting               <ul style="list-style-type: none"> <li>* Brush painting</li> <li>* Blow painting</li> <li>* Blot painting</li> <li>* Finger painting</li> <li>* Splatter painting</li> <li>* Spray painting</li> <li>* Stencil painting</li> </ul> </li> </ul>
		1.2 Printing	<ul style="list-style-type: none"> <li>* All type of printing samples               <ul style="list-style-type: none"> <li>* String</li> <li>* Leaf</li> <li>* Vegetable</li> <li>* block</li> <li>* Thumb</li> <li>* Plan</li> <li>* foot</li> <li>* Any material which can be used for printing</li> </ul> </li> </ul>
		1.3 Modeling	<ul style="list-style-type: none"> <li>* All kind of modeling               <ul style="list-style-type: none"> <li>* Clay</li> <li>* Plasticine</li> <li>* Dough</li> </ul> </li> </ul>
		1.4 Drawing	<ul style="list-style-type: none"> <li>* Types of drawing and its samples               <ul style="list-style-type: none"> <li>* Crayons</li> <li>* Pencil and colour pencils</li> <li>* Sketch pen</li> <li>* Wet chalk</li> <li>* Charcoal</li> </ul> </li> </ul>
		1.5 Paper activities pasting and collage	<ul style="list-style-type: none"> <li>* Paper tearing</li> <li>* Paper tearing in pieces</li> <li>* Tearing in shapes</li> <li>* Tearing on lines</li> <li>* Paper crumpling</li> <li>* Paper twisting</li> <li>* Paper mosaic</li> <li>* Paper folding</li> <li>* Folding and cutting</li> <li>* Origami</li> <li>* Pasting</li> <li>* Collage</li> </ul>

II	Teaching aids	2.1 Teaching aids for nursery school	<ul style="list-style-type: none"> <li>* Need and importance</li> <li>* Different type</li> <li>* Bulletin board display</li> <li>* Flash cards</li> <li>* Flannel' 'O' graph</li> <li>* Charts</li> <li>* Puppets</li> <li>* Model</li> </ul> (Preparation of each kind of teaching aid)
III	3 R's	3.1 Work pages	<ul style="list-style-type: none"> <li>* Need and importance</li> <li>* Reading readiness 5 samples of</li> <li>* Visual discrimination</li> <li>* Visual memory</li> <li>* Auditory discrimination</li> <li>* Writing readiness 5 samples</li> <li>* Mathematical readiness 5 samples</li> </ul>
IV	Collection	4.1 Collection of songs	* Collect 35 songs
		4.2 Collection of stories	* Collect 35 stories
		4.3 Collection of riddles	* Collect 35 riddles or prepare the riddles
		4.4 Collection of games	* Collect 35 Games for various department
V	Story telling	5.1 Story telling techniques	<ul style="list-style-type: none"> <li>* Observe the teacher telling a story</li> <li>* Micro teaching of story telling</li> <li>* Preparation of a aid for each story telling technique</li> <li>* book</li> <li>* Flash card</li> <li>* Puppets</li> <li>- Glove</li> <li>- Finger</li> <li>- stick</li> <li>- paper bag</li> <li>- sand tray</li> <li>* Without teaching and – voice modulation and facial expressions</li> </ul>
VI	Presentation and practice	6.1 Presentation and practice of songs	<ul style="list-style-type: none"> <li>* Select 5 songs</li> <li>* Sing with various methods in front of classmates</li> </ul>
		6.2 Presentation and practice of stories	* Prepare a story with different techniques and present in the class
		6.3 Presentation and practice of games	* Play some games in the class



No.	UNIT	SUBJECT	CONTENT
VII	Lesson plan	7.1 Writing lesson. Plans on given topics  7.2 conduct lesson as per plan  7.3 Project planning	Prepare lesson plan with the guidance from teacher on main topics for following subjects. 1. science 2. maths 3. Evs 4. School studies Teacher should give a format for the lesson plan. Conducting lesson prepared & checked by teacher in the nursery class. The lesson should be observed by the trainer/teacher, so that she can give proper guidance to students. Plan 2 projects with the guidance of teacher and write it in the file.
VIII	Nursery school	8.1 Participation  8.2 Visit	Work in nursery school at least for 5 weeks.  Visit 5 (at least) nursery school and write a report.
IX	Parent teacher cooperation	9.1 meeting  9.2 communication	Attend parent teacher meeting  Writing – 1. Notice for parents. 2. Letter to parents 3. Instruction for parents.
X	Journal	10.1 Journal  10.2 Resource file	Writing journal  Prepare a resource file for samples, lesson plans.

### **PRACTICAL - III      Nutrition Health & Hygiene**

No.	UNIT	SUBJECT	CONTENT
I	Nutritious food / snacks	Nutritious snacks with different combination         Visual aids Low cost receipies.	Plan prepare nutritious snacks/meals emphasising the following combination 1. Cereal and dal 2. Cereal with milk & milk products 3. Cereal with nuts 4. Dal with milk and milk products Vegetables should be added in the receipies. Plan, prepare receipies for demonstration to parents, Iron rich, calcium rich, Vitamin A rich dishes. Prepare charts for the demonstration. Plan prepare low cost nutritious snack for serving 25 Balwadi children. Calculate the amount (money) required for the same. plan menu for special occasions like festivals.
II	Nutritional status	Anthropometric Measures ORS	Take anthropometric measurements of a child care study of nutritionally deficient or malnourished child prepare growth chart. Preparation of ORS
III	Environment	Environmental hazards	Observe environmental hazards in any nearby Balwadi/nursery school and prepare a report.

IV	Nutrition Education	Methods & Topics	Prepare aids – charts, booklets, posters, for, educating parents & community on 1. Nutrition Education 2. Health & Hygiene 3. Personal clean lines 4. Clean environment, effect of pollution 5. Common illness & accidents of children 6. First aid 7. Importance of breast feeding 8. Immunization card
V	Programs for children	ICDS  Meal program  Immunization	Visit ICDS centre – anganwadi collect information about food given and distribution of vitamins labels. Visit Municipal or ZP schools and collect information about food given the preprimary/ primary children. Visit pulse polio centre write the immunization chart in the journal
VI		Journal	Journal writing

### **TOOLS AND EQUIPMENTS :- Infrastructural facilities**

Class room	Equipment	Quantity
Laboratory classroom	1. Cupboard with lock	2
	2. File cabinet	2
	3. Tape recorder	1
	4. CD player ( Portable)	1
	5. Bulletin board	2
	6. Flannel board	1
	7. Books	Library
	8. Student's tables	20
	9. Chairs for students	45
	10. Musical Instruments	-
	<b>Stationary for practical</b>	<b>For 25 students</b>
	• Chart papers	
	• Drawing papers	
	• Small scissors	
	• Big scissors	
	• Needles	
	• Sketch pens	
	• Marble paper	
	• Tilted papers	
	• Crape paper	
	• Poster colors	
	• Fabric colors	
	• Adhesive	
	• Card sheets	
	• Journal papers	
	• White papers	

	• Cloth pieces	
	• Brushes	
	<b>Article / Items</b>	<b>Nos.</b>
	• Stove / Gas	<b>10</b>
	• Patella Big	<b>05</b>
	• Patella Small	<b>05</b>
	• Lids	<b>05 big, 05 small</b>
	• Cooking Pans	<b>05</b>
	• Spatula (ulathana)	<b>10</b>
	• Zara	<b>10</b>
	• Tongs	<b>05</b>
	• Mixer	<b>01</b>
	• Rolling Pin & Board	<b>03</b>
	• Strainer	<b>03</b>
	• Sieve	<b>03</b>
	• Tava / Pan	<b>03</b>
	• Knife	<b>05</b>
	• Chopping Board	<b>02</b>
	• Pressure Cooker	<b>01</b>
	• Kadhai	<b>05</b>
	• Storage Jars	<b>10</b>
	• Quarter Plates	<b>12</b>
	• Thali Big	<b>10</b>
	• Katori	<b>20</b>
	• Measuring cup	<b>02</b>
	• Bucket	<b>01</b>
	• Tumbler	<b>01</b>
	• Masala Box	<b>01</b>

### **Reference Books**

1. Child- Development- 6 th Edition - E.B. Hurlock.  
International Student Edition      Mc Graw- Hill book Company.
2. Baby care Book - Miriam Stoppard (MP. MRCP) Dorling Kindersely London.
3. A guide for Nursery School Teachers – Murlidharan Rajalakshmi NCERT Publication.
4. Play activities for Young Children - Swaminathan Mina Published by UNICEF
5. Helping Children Learn - Kurien Zakiya Orient Longman Ltd. Kamani Marg, Ballard Estate, Bombay.
6. A picture supplement to helping - Kurien Zakiya children learn Orient Longman Ltd.

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