



**PANJAB UNIVERSITY
CHANDIGARH**

SYLLABUS

FOR

**Diploma in Pre-School Education
(Semester System)**

**(Session- 2011-12, 2012-13, 2013-14, 2014-15,
2015-16, 2016-17)**

Diploma in Pre-School Education- 2013-14, 2014-15, 2015-16
1ST SEMESTER

Paper I: PRE-SCHOOL EDUCATION IN EMERGING INDIA

Marks : 100

Theory : 70

External : 55

Internal : 15

GENERAL INSTRUCTIONS FOR THE PAPER SETTER:

The question paper will consist of five units: I, II, III, IV and V. Units I, II, III and IV will have two questions from the respective units of the syllabus and will carry 11 marks each. Unit V will consist of eight short answer type questions covering the entire syllabus uniformly and students shall attempt any six and carry 11 marks in all. Each short question will carry 2 marks except question (i) which will carry one mark.

GENERAL INSTRUCTIONS FOR THE CANDIDATE

The students will be required to attempt one question each from units I, II, III and IV. The students are required to attempt 6 short questions in Unit V which will be compulsory. The question paper should preferably carry internal division of marks for all the sub-questions of one main question.

OBJECTIVES OF THE COURSE:

The objectives of the paper are:

After the completion of the course, the student shall be :

1. Aware of the Concept, Nature and Significance of Preschool Education
2. Acquainted with Historical Perspectives of Preschool Education as given by eminent educationist.
3. Understand the major contributions of various institutions in the development of Preschool Education.
4. Aware of major schemes in Preschool Education.
5. Oriented towards National Policy on Education and its recommendations.

THEORY:

Unit - I

Introduction to Preschool Education

- Concept & Types of Education (formal, informal and non-formal)
- Nature, Significance and Objectives of Pre-School Education.
- Linkage of Pre-School Education with Primary Education.

Unit - II

Historical Perspectives of Pre-School Education

- Contribution of eminent educationist in pre-school Education:
- Friedrich Plato Froebel
- Maria Montessori
- John Dewey
- Mahatma Gandhi
- Rabindranath Tagore
- Rousseau

Unit - III

Major Contribution of different Institutions in the development of Pre-School Education

- Central Social Welfare Board (CSWB)
- Indian Council of Child Welfare (ICC W)
- National Council of Education Research And Training (NCERT)
- Indian Association of Pre-school Education (IAPE)
- United Nations Education Fund (UNICEF)

Unit - IV

Major Programs/ Schemes in Pre-School Education

- Integrated Child Development Services (ICDS)
- Balwadi*
- S.O.S Village
- Creches

National Policy on Education (1986) and its recommendations for Preschool Education

PRACTICAL ACTIVITIES

30 marks

Visit to the following and preparation of report on any one:

- a) Montessori School
- b) Anganwadi
- c) Creche
- d) SOS Village
- e) Bal Bhavan

The break up of 30 marks allotted to practical is as under:

	<u>Internal</u>
i) Viva-voice	15 marks
ii) Written Questions Based on the Project	10 marks
iii) Project Practical Report	05 marks

Books Recommended

1. Khurshid, U.L. Islam & Rao, V.K. : Early Childhood Care and Education, A.P.H. Publishers, New Delhi, 1998.
2. Aggarwal, J.C. & Gupta S. : Early Childhood Care and Education, A.P.H. Publishers, New Delhi, 2008.
3. Mishra R.C. : Early Childhood Care and Education, A.P.H. Publishers, New Delhi, 2005.
4. Mohanty, B. & Mohanty, J. : Early Childcare and Education, Deep & Deep Publishers, Ambala Cantt, 2003.
5. Swaminathan, Mina : The first five years: A Critical Prospective on Early Childhood Care and Education in India, Deep & Deep Publishers, Ambala Cantt, 1998.
6. Upadhyay, G.C. eds. : Pre-School Education in India: A Way Forward, D.E.E. Publishers, New Delhi, 2004
7. Prasad , Janardan & Kumar, Vijay eds. : Child Education and Social Development: Associated Publishers, Ambala Cantt., 1996.
8. Kaul, V. : Early Childhood Education Programme: NCERT Publishers, New Delhi, 1991.
9. Bhagirathi, Sahu : Pre-School Education & Integrated Pre-School Curriculum: Vedamse Books Publishers, New Delhi 2008.
10. Nasra , Shabnam : Pre-School Education and Under Privileged Children, New Delhi: Sarup & Sons Publishers, 2003.
11. Reddy, B. : Pre-School Education: Principles and Practices: Eastern Book, Corporation Publishers, New Delhi, 2008.
12. Singh, Bhoodev : Pre-School Education : Principles and Practices, : Eastern Book Corporation Publishers, New Delhi, 2008.

Paper II: CHILD DEVELOPMENT

Marks : 100

Theory : 70

External : 55

Internal : 15

GENERAL INSTRUCTIONS FOR THE PAPER SETTER:

The question paper will consist of five units: I, II, III, IV and V. Units I, II, III and IV will have two questions from the respective units of the syllabus and will carry 11 marks each. Unit V will consist of eight short answer type questions covering the entire syllabus uniformly and students shall attempt any six and carry 11 marks in all. Each short question will carry 2 marks except question (i) which will carry one mark.

GENERAL INSTRUCTIONS FOR THE CANDIDATE:

The students will be required to attempt one question each from units I, II, III and IV. The students are required to attempt 6 short questions in Unit V which will be compulsory. The question paper should preferably carry internal division of marks for all the sub-questions of one main question.

OBJECTIVES OF THE COURSE:

After the completion of the course, the student shall be :

1. Aware of
 - a) Concept of Child Development
 - b) Importance of Child Development for Preschool teachers.
 - c) Scope of Child Development
2. Able to analyse the Concept, Principles, Factors effecting growth and development.
3. Aware of milestones and development aspects of preschool children.
4. Sensitize to the special needs of the children
5. Acquainted with the different approaches needed to understand learner behaviour at preschool stage.

THEORY:

Unit – I

Development Need of Preschool Children

- Child Development: its concept, scope & significance
- Importance of study of child development for preschool teachers
- Milestones of Development
- Development aspects: Physical, Motor, language, social, emotional & cognitive

Unit – II

Growth and Development

- Concept of Growth and Development
- Concept of development an overview
- Principles of Development
- Factors effecting Development: Genetic and Environmental

Unit – III

Understanding Children with Special Needs

- Identifying children with special needs. Visual Impairment, Speech & Hearing Impairment, Orthopedics, Learning disability.
- Understanding the individual needs
- Integrating in the normal stream.

Unit – IV

Approaches to Understand Learner's Behavior at Preschool Stage

- Observation
- Interview
- Anecdotal records
- Case Study

PRACTICAL ACTIVITIES

30 marks

1. Observing, recording and reporting about some behavioral aspects of the learner through checklist.

The break up of 30 marks allotted to practical is as under:

	<u>Internal</u>
i) Viva-Voice	15 marks
ii) Written Questions Based on the Project	10 marks
iii) Project Practical Report	05 marks

Books Recommended

1. Singh, Dolly : Child Development: Issue, Policies and Programs, Vedams Books Pvt. Ltd. Publishers, New Delhi, 1995.
2. Shyam, Sunder & Shrimali. : Child Development: Rawat Publications, New Delhi, 2008.
3. Mishra, R.C. : Encyclopedia of Education: Early Childhood Care and Education: APH Publishers, New Delhi, 2005.
4. Span, Green., Stanley, Wieder., Serena, Siman. & Robin : Children with Special Needs: Encouraging Intellectual and Emotional Growth: Stanley Green Publishers, New Delhi, 2005.
5. Hurlock, B. Elizabeth : Child Development. Tata Mcgraw Hill Publishers, New Delhi, 1997.
6. Mussen, Conger. & Kagan : Child Development and Personality. : Mcgraw Hill Publishers, New York (1979).
7. Hurlock C.D. : Child Development: Tata Mcgraw Hill Publishers, New Delhi, 1985.

Paper III: PROGRAMME PLANNING FOR PRESCHOOL EDUCATION

Marks : 100

Theory : 70

External : 55

Internal : 15

GENERAL INSTRUCTIONS FOR THE PAPER SETTER:

The question paper will consist of five units: I, II, III, IV and V. Units I, II, III and IV will have two questions from the respective units of the syllabus and will carry 11 marks each. Unit V will consist of eight short answer type questions covering the entire syllabus uniformly and students shall attempt any six and carry 11 marks in all. Each short question will carry 2 marks except question (i) which will carry one mark.

GENERAL INSTRUCTIONS FOR THE CANDIDATE

The students will be required to attempt one question each from units I, II, III and IV. The students are required to attempt 6 short questions in Unit V which will be compulsory. The question paper should preferably carry internal division of marks for all the sub-questions of one main question.

OBJECTIVES OF THE COURSE:

The objectives of the paper are:

1. To make the students aware of :
 - a) the concept of curriculum development
 - b) scope and significance of child development
2. Enable the students to analyze the various components involved in pre-school curriculum
3. Acquaint them with the principles of program planning
4. Orient them for the planning and evaluation of the program meant for preschool education.

Unit -I

Curriculum Development

- Meaning, Scope & Significance of Curriculum Development
- Components of Preschool Curriculum: Motor Development, Language development (Listening, Speaking. Readiness for reading & writing), Cognitive Development, Pre number and number concept, Aesthetic Sense and Creative Expression, Practical Life Activities, National objectives and festivals (National Anthem. Flag, bird, and celebration of religious festivals for national integration etc.)

Unit -II

Principles of Program Planning

- Concept and Need for program planning
- Basis considerations while planning – needs and developmental level of the children.
- Principles of Program Planning with Respect to Different Activities: Outdoor and indoor activities, Free play and guided activities, Individual and group activities, Quiet and vigorous activities, Outing/Excursion/Field trips/ Nature Walk etc, Utilization of environmental resources /facilities in the school, Method and materials of preschool education, Play way method and related material, Project method and related material,
- Planning: Long term and short, Annual and term wise, Monthly/Weekly and daily planning with in-built flexibility
- Types of program: Full day, Half day, Play group/centers.

Unit -III

Planning and Evaluation of a Program

- Stages of Planning: Planning, Implementation
- verbal Techniques of teaching: Conversation, Narration, Questioning
- Visual techniques of teaching: Display of teacher's and children's work , Dramatization, Experimentation
- Evaluation: Program evaluation, Pupil-teacher evaluation, Children's evaluation, Material evaluation

Unit -IV

Observation, Recording and Reporting

- Observation of children in school activities - free play in different corners, at meals, with different material, with other children, and with known adults.
- Observation at various focal points - Interaction with parents, interaction with sibling, play behavior, eating behavior etc.
- Preparation of records of observation

PRACTICAL ACTIVITIES

30 marks

1. Plan program for 4 years old with activities.
2. Use of Montessori equipment and preparation and utilization of equipments and materials, with special emphasis on use of indigenous, inexpensive and waste material.

The break up of 30 marks allotted to practical is as under:

	<u>Internal</u>
i) Viva-Voice	15 marks
ii) Written Questions Based on the Project	10 marks
iii) Project Practical Report	05 marks

Books Recommended

1. Cohen, David. B. : Stranger in the Nest: To Parents who can really shape their Child's Personality, Intelligence or Character, Amazon Publishers, New Delhi, 1999.
2. Craft, D. & Hers, R. : An Activities Handbook for Teachers of Young Children, Houghton Mufflin Publishers, Boston, 1975.
3. Span Green, Stanley : Playground Politics: Understanding the Emotions of the School Age Child, Stanley Green Span Publishers, Boston, 1994.
4. Swaminathan, M. : Play Activities for Young Children, UNICEF Publishers, New Delhi, 1991.

2nd SEMESTER

Paper I: ASPECTS OF CHILD DEVELOPMENT

Marks: 100

Theory: 70

External: 55

Internal: 15

COURSE OBJECTIVES:

After the completion of the course, the student shall be :

1. Aware of:
 - a) the different aspects of physical development
 - b) factors effecting physical development.
2. Able to analyze the meaning, significance and principles of motor development.
3. Acquainted with the emotional development and its related problems in children.
4. Oriented towards meaning, pattern and stages of social development.
5. Sensitize to the concept, pattern and stages of language development.

GENERAL INSTRUCTIONS FOR THE PAPER SETTER:

The question paper will consist of five units: I, II, III, IV and V. Units I, II, III and IV will have two questions from the respective units of the syllabus and will carry 11 marks each. Unit V will consist of eight short answer type questions covering the entire syllabus uniformly and students shall attempt any six and carry 11 marks in all. Each short question will carry 2 marks except question (i) which will carry one mark.

GENERAL INSTRUCTIONS FOR THE CANDIDATE:

The students will be required to attempt one question each from units I, II, III and IV. The students are required to attempt 6 short questions in Unit V which will be compulsory. The question paper should preferably carry internal division of marks for all the sub-questions of one main question.

Unit – I

Physical and Motor Development

- Aspects of physical development
- Factors affecting physical Development
- Meaning and significance and principles of motor development
- Development of motor skills

Unit -II

Emotional Development

- Patterns of emotional development
- Characteristics of children's emotions
- Common emotions in childhood love, fear, anger, jealousy, aggression Emotional Maturity
- Factors affecting emotional development
- Some emotional problems of children and their psychological handling e.g. temper

Unit -III

Social Development

- Meaning and Significance
- Patterns of social development
- Stages of social development
- Factors affecting social development
- Development of positive self-concept

Unit - IV

Language Development

- Stages of language development
- Development of vocabulary and comprehension upto 7 years of age
- Factors in language development
- Development of language skills (Listening, speaking, reading and writing skills)
- Speech defects in children - problems of reading skills: its development and problems.

Practical Activities

30 marks

1. Physical and Motor Development
2. Social and Emotional Development
3. Language Development

The break up of 30 marks allotted to practical is as under:

Internal

i)	Viva-Voice	15 marks
ii)	Written Questions Based on the Project	10 marks
iii)	Practical File	05 marks

Books Recommended

1. Ghosh, S. : You and Your Child: VIIAI Publishers, New Delhi, 1989.
2. Mussen, P.H. Conger, Kagan, : Child Development and
J.I. & Huston, A.C.C. Personality: Harper & Row Publishers,
New York, 1984.
3. Hurlock, B. Elizabeth. : Child Development: Tata Mcgraw Hill
Publishers, New Delhi, 1997.
4. Hurlock C.D. : Child Development: Tata Mcgraw Hill
Publishers, New Delhi, 1985.
5. Garry, E. : On Becoming Preschool Wise: Optimizing
Educational Outcomes what Preschoolers
Need to Learn: Parent Wise
Solutions Publishers, Land March, 1997.

Paper II: WORKING WITH PARENTS AND COMMUNITY

Marks : 100

Theory : 70
External : 55
Internal : 15

COURSE OBJECTIVES:

After the completion of the course, the student shall be :

1. Aware of
 - a) Need and importance of community
 - b) Participatory role of the teacher in community and with parents
2. Understand the types, needs problems of community.
 1. Oriented towards local community facilities and resources.
 2. Sensitize to make contacts with parents and community.

GENERAL INSTRUCTIONS FOR THE PAPER SETTER:

The question paper will consist of five units: I, II, III, IV and V. Units I, II, III and IV will have two questions from the respective units of the syllabus and will carry 11 marks each. Unit V will consist of eight short answer type questions covering the entire syllabus uniformly and students shall attempt any six and carry 11 marks in all. Each short question will carry 2 marks except question (i) which will carry one mark.

GENERAL INSTRUCTIONS FOR THE CANDIDATE:

The students will be required to attempt one question each from units I, II, III and IV. The students are required to attempt 6 short questions in Unit V which will be compulsory. The question paper should preferably carry internal division of marks for all the sub-questions of one main question.

Unit – I

Rationale to study community for the Pre-School teachers.

- Need and importance of working with parents and community
- Importance of teacher's participation in community program and vice versa.

Unit – II

Developing an understanding of the community and its characteristics

- Types of Community
- Assessment of needs and problems of the community (Geographic area, size of community malnourishment, caste, religion, information about the groups and their problems).

- Assessment of local facilities and resources (Positive strengths of the community which could be tapped, e.g. motivated persons, persons with leadership qualities).

Unit – III

Community resources

- Resources outside the immediate community.
- Development of mother and children.

Unit – IV

Methods of making contacts with parents and community.

- Objective and Relevance
- Methods of making contacts
- Home Visits
- Orientation Program
- Events/Functions
- Group Meeting

Practical Activities**30 marks**

1. Home Visits
2. Organization of programs for parents on Health, Hygiene and Nutrition

The break up of 30 marks allotted to practical is as under:

Internal

- | | | |
|------|--|----------|
| i) | Viva-Voice | 15 marks |
| ii) | Written Questions Based on the Project | 10 marks |
| iii) | Project Practical Report | 05 marks |

Books Recommended

- | | | |
|----|------------------------------------|---|
| 1. | OMEP, Asian Region Seminar Report: | Training of Early Childhood Care and Education Personnel: M.S. University of Baroda Publishers, Baroda, 1985. |
| 2. | Pareek, U. & Rao, T. | : Designing and Managing Human Resource System, Oxford & JBH Publishers, Delhi, 1992. |
| 3. | Pareek, U. | : Organizational Behaviour Processes.: Rawat Publishers, Jaipur, 1988. |
| 4. | Spodek, B. | : Teaching in the Early Years: Prentice Hall Publishers New Jersey, 1978. |

Paper III Project Work on Preschool Education.**Marks : 100****OBJECTIVES:**

After the completion of the project work, the student shall be:

1. There will be 3 weeks internship programme on any Institutes. The candidate is required to submit a project report on the basis of 3 weeks internship.
2. Understand the meaning, concept and importance of Preschool Education.
3. Aware of the problems and development of child in real life situations.

The break up of 100 marks allotted to project is as under:

Internal

- | | | |
|-----|---------------------------------|----------|
| i) | Viva-Voice based on the project | 20 marks |
| ii) | Project Report | 80 marks |

- (i) Montessori School
- (ii) Angar wadi
- (iii) SOS Village
- (iv) Bol Bhavan
- (v) Nursery School