

III SEMESTER
Course 07- EARLY CHILDHOOD EDUCATION
Credits -3

Outcomes of the course

At the end of the course the student will be able to demonstrate the following:

A) Remembers and explains in a systemic way

- About the importance of a early childhood education

B) Understands and Uses

- Physical structure and facilities of an ECE centre

C) Critically explains, judges and solves

- The quality of an ideal pre-school teacher.

D) Working in out of prescribed area under a co-curricular activity

- Plan a programme for preschool children

E) Practical skills

- Conduct PTA meetings.

THEORY

UNIT-I Early Childhood Education - Significance

- Significance of pre-school education – Aims and objectives of Pre-school education
- Contributions of Educators to ECE
 - Indian contributors – Mahatma Gandhi, Rabindranath Tagore, Tarabai Modak, Jijubai Badeka
 - International – Friedrich Froebel, Maria Montessori, John Dewey and Pestalozzi.

UNIT – II Stakeholders of ECE

- Growth of ECE in five year plans – Role of Anganwadi in ICDS scheme
- Pre-school staff and other personnel – the teacher, personal and professional qualities
- Functions of other personnel
- Parent Involvement and participation – Home and school interaction – PTA meetings, casual meetings.

UNIT - III Organization of Pre-schools

- Physical facilities – Building, Location, space allotment – indoor and outdoor space
- Pre-school Equipment - Principles underlying in selection of equipment for various development – indoor and outdoor equipment.

UNIT – IV Curriculum

- A days programme in nursery school- Importance of different activities in a day's programme
- Language experiences – Informal talk, Storytelling and Music
- Importance of Science experience, readiness activities and creative activities in ECE.

UNIT – V Records and Supervision

- Records – types of records, purpose and maintenance of records.
- Supervision – Goals, purpose of supervision – qualities of a supervision

PRACTICAL

Credits -1

1. Observation and recording of a day's programme in a pre-school/Anganwadi centre,
2. Observation of qualities of a pre-school teacher in a pre-school/Anganwadi centre
3. Planning a day's programme for pre-school children
4. Preparation of stories for pre-school children
5. Preparation of rhymes for pre-school children
6. Preparation of readiness kit and creative activities for pre-school children

REFERENCES

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4. Crosser, S. (2005). What Do We Know About Early Childhood Education?“, Research based Practice (pp. 154-165). U.S.A: THOMSON Delmar Learning.
5. Dorothy, J. S. A., & Dorsey, G.(2003). Developing and Administering”, A child care center, 5th edition (pp. 361-374). U.S.A: Thomson Delmar Learning.
6. Billman., & Sherman, J.A. (1996). Observation and Participation in Early Childhood settings, A Practicum Guide (pp.13-39). U.S.A: Allyn & Bacon.