மனோன்மணியம் சுந்தரனார் பல்கலைக்கழகம்

MANONMANIAM SUNDARANAR UNIVERSITY

SYLLABUS FOR DIPLOMA IN EARLY CHILDHOOD EDUCATION PROGRAM OFFERED THROUGH DIRECTORATE OF VOCATIONAL EDUCATION (COMMUNITY COLLEGES AND VOCATIONAL SKILL DEVELOPMENT CENTRES) FROM 2019 – 2020

கல்விசார் நிலைக்குழுக் கூட்டம்

MEETING OF THE STANDING COMMITTEE ON ACADEMIC AFFAIRS HELD ON WEDNESDAY THE 22nd JANUARY 2020

DIPLOMA IN EARLY CHILDHOOD EDUCATION
குழந்தைப் பருவக் கல்வி பட்டயம்
SCHEME OF EXAMINATION

Subject Code	Title of the Course	Credit	Hours	Passing Minimum
Semester I				
C19CS11/E19CS01	Understanding Child	6	90	40/100
C19CS12/E19CS02	Child Development and Creche Management	6	90	40/100
C19CS13/E19CS03	Studies on Early Childhood Care and Education	6	90	40/100
C19CE10/E19CE10	Communicative English	6	90	40/100
C19CS14/E19CS04	Skill Development in Children	6	90	40/100
Semester II				
C19CS21/E19CS05	Health, Hygiene and Nutrition of Early Children	6	90	40/100
C19CS22/E19CS06	Basics of Child Care Education and Pedagogy	6	90	40/100
C19LS23/E19LS05	Life Skill	6	90	40/100
C19CSP1/E19CSP1	Practical I- Teaching Practice	4	120	40/100
C19CSP2/C19CSP2	Practical II- Aids and Records In Creche Management and Internship	8	150	40/100

Eligibility for admission: Pass in 12th std examination conducted by the Govt. of Tamil Nadu Board of Secondary Education, Government of Tamil Nadu or any other equivalent examination.

Examination: Passing Minimum for each Course is 40%. Classification will be done on the basis of percentage marks of the total marks obtained in all the Courses and as given below:

40 % but less than 50 %	- Third class
50 % but less than 60 %	- Second class
60 % and above	- First class

Theory Paper
Internal Marks-25
External Marks-75

Syllabus

First Semester:

Course I   - Understanding Child

Course II   - Child Development and Creche
                                    Management

Course III   - Studies on Early Childhood Care and
                                    Education and Pedagogy

Course IV   - Communicative English

Course V   - Skill Development in Children

Second Semester:

Course VI   - Health, Hygiene and Nutrition of Early
                                    Children

Course VII   - Basics of Child Care and Education
                                    and Pedagogy

Course VIII   - Life Skill

Course IX   - Practical I- Teaching Practice

Course X   - Practical II- Aids and Records in Creche
                                    Management and Internship

*(Semester Pattern for Community College Only)

Program Objectives

- Know the growth and development process
- Assess social behavior of the curly child hood.
- To understand the stages of development of children

(C19CS11/E19CS01)UNDERSTANDING CHILD

Learning Objectives

The learner can able to
- ❖ Describe the scope of child psychology.
- ❖ Know the growth and development process
- ❖ Understand the methods of studying the child.
- ❖ Understand the different of stages of child Development.
- ❖ Recognize the Delay Developmental children and help the child.

UNIT I: NATURE AND SCOPE OF CHILD PSYCHOLOGY   18 HRs

Psychology: Introduction, meaning and types - Child psychology: meaning, Definitions, importance, scope, nature, Objectives - Psychology of childcare. Importance of child psychology in the field of education.

UNITII: GROWTH AND DEVELOPMENT   18 HRs

Growth and development: meaning, principles - Influence of heredity and environment in child development - Effects of heredity on Intelligence, Personality and Temperament - Relationship between heredity and environment - Impact of social environment - Individual differences in interest, intelligence, Motor ability and learning

UNIT III: METHODS OF STUDYING THE CHILD   18 Hrs

Aims of child study – anecdotal, case study, Child biographies, Projective techniques, Observation, experimental methods, questionnaire- Psychological Tests, Genetic method - Longitudinal and Cross-Sectional studies

UNIT IV: 18 Hrs
STAGES OF DEVELOPMENT AND DELAYED DEVELOPMENT
Developmental tasks: Hurlock, Havighurst- Aims of Infant Education. Babyhood and Early childhood (Special emphasis on Early Childhood) - Late childhood. Infancy Explanation by piaget, Education Implications, Delay Introduction, Development common characteristics of Delayed Development- factors related to Delay development – Guidelines for working with children having Delayed Development – family society in dealing with Delayed Development children. Referral services available for delayed development children. Identification of mentally retarded children – Juvenile Delinquency.

UNIT V: 18 Hrs
CHILDREN WITH SPECIAL NEEDS
Introduction – Meaning and concept – Disabled children – Types of Disabled children – Identification of mentally Retarded children – Education of children with visual impairment – Education of children with learning impairment – mental retardation – Gifted children meaning – problem of gifted children – Teachers role – Integrated Education meaning and needs.

References

1. ஜி. பங்கஜம். (2011). பள்ளி முன்பருவக் கல்வி, சென்னை: சாரதா பதிப்பகம்.

2. Alphonse, S. Xavier. (2001). Child is the future (Vol. 1) Chennai: ICRDCE Publications.

3. Dhawan, M.L. Education of children with special needs. Delhi: ISHA Books.

4. கி. நாகராஜன். (200) கல்வி உளவியல், சென்னை : இராம் பதிப்பகம்.

5. Hurlock, Elizabeth (1953). Development psychology. McGraw-Hill Publishers.

6. Hurlock, Elizabeth (2001). Child development. McGraw-Hill Publishers.

7. Hurlock, Elizabeth. (1980). Developmental psychology -A life span approach. Tata McGraw-Hill Publishers.

8. Khen, Nimala (2016). An introduction to child psychology. Edward Elgar Publishers.

9. Santhanam, S. (1992). Teacher and learners (2nd ed.), Madras: Shantha Publication.

10. Sharma, Ramnath (2004). A textbook of chilld psychology. New Delhi: Ashish Publishing House.

11. எஸ். சந்தானம். (1993) கல்வியில் மனவியல், சென்னை: சாந்தா பதிப்பகம்

12. எஸ். சந்தானம், வி. கணபதி (2003) கல்வி மனவியலும், குழந்தைக் கல்வியும், சென்னை: சாந்தா பதிப்பகம்.

(C19CS12/E19CS02)CHILD DEVELOPMENT AND CRECHE
MANAGEMENT

Learning Objectives
The learner can able to
- ❖ Recognize the physical Development of early child hood.
- ❖ Explore the speaking skill of early child hood.
- ❖ Assess social behavior of the curly child hood.
- ❖ Indentify the role and response of teacher and creche management.
- ❖ Know the personating development of the child hood.

UNIT I: PRE-SCHOOL CHILDREN (3-6 YEARS)   **18 Hrs**
Physical development in early childhood - Height, weight, body proportions, body build, bones and muscles, fat and teeth - Typical skills in early childhood: hand skills, leg skills, handedness and improvement in speech skills - Tasks involved in learning to speak in early childhood: pronunciation of words, vocabulary building, forming sentences, content of speech and chatterbox age - Factors influencing the talk of the young children: Intelligence, Ordinal position, Family size, Socio-economic status and Bilingualism

UNIT II: SOCIAL AND EMOTIONAL DEVELOPMENT   **18 Hrs**
Social development: meaning - Social development in infancy and childhood – Family, school and media on Socialization - Social behavior patterns: imitation, rivalry, co-operation, sympathy, empathy, social approval, sharing and attachment behavior - Unsocial behavior: meaning - Unsocial behavior patterns: negativism, aggressiveness, ascendant behavior, selfishness, egocentrism, destructiveness, sex antagonism and prejudice - Emotion: meaning - motional development in infants - Emotional education in infancy - Emotional development during childhood: anger, jealousy, fear, curiosity, envy, grief, love, affection, joy and happiness

UNIT III: **18 Hrs**
CONCEPT AND ORGANIZATION OF CRECHE AND CARETAKER
Creche: Meaning, need, objectives, organization, important activities – The physical infrastructure - Equipment used - Staff and children ratio – difference between crèche and preschool. Role of caretaker - Qualities of caretaker and other staff in creche – In-service training for caretakers – Maintenance of records: cumulative and anecdotal

UNIT IV: **18 Hrs**
RESOURCE MANAGEMENT
Location - Site and Building - Types of room Arrangement of room (activity centers) ventilation, lighting and safety – play ground- play equipment-Types, criteria for selection safety aspects-storage facilities – maintenance of furniture, equipment – provision of safe drinking water and sanitary facilities.

UNIT V: **18 Hrs**
PROBLEMS OF CHILDREN AND METHODS OF HANDLING
Patterns Attachments : Long term attachments, Loss of Parents, child Abuse and Neglect – siblings- Bed Writing – Thumb Sucking- Nail biting – steal suffering- lying- Asgression, fear, Anger. Teachers Role in handing problems of the children

References

1. ஜி. பங்கஜம். (2011). பள்ளி முன்பருவக் கல்வி, சென்னை: சாரதா பதிப்பகம்.
2. Almy , Mille. (2004). Child development. New York: Macmillan Publishing Co.
3. Alphonse, S. Xavier. (2001). Child is the future (Vol. 1) Chennai: ICRDCE Publications.
4. கி. நாகராஜன். (200) கல்வி உளவியல், சென்னை : இராம் பதிப்பகம்.
5. Jersild, T. Charles, W. Telford, James M Sawer. (1975).Child psychology.New York: Garden City Publishing Co.
6. மதி. ர. ரங்கராஜன், (1967), குழந்தை வளர்ப்புக்கலை, சென்னை: லிப்கோ பதிப்பகம்.
7. Munsch & Levcine, L.E. (2010). Child development. New York: Sage Global.
8. Olson, W.C. (1939). Child development. US: Macmillan & Co.
9. எஸ். சந்தானம், வி. கணபதி (2003) கல்வி மனவியலும், குழந்தைக் கல்வியும், சென்னை: சாந்தா பதிப்பகம்.

Course-III
(C19CS13/E19CS03)STUDIES ON EARLY CHILDHOOD CARE AND EDUCATION

Learning Objectives
The learner can able to
- To recognize the importance and need for early childhood education
- To know the contribution of various thinkers on early childhood education
- To understand the role of various agencies of early childhood education
- To recognize the various institutions providing early childhood education

Unit-I : EARLY CHILDHOOD CARE AND EDUCATION   18 Hrs

ECCE -Meaning, Need, Significance, ECCE activities - To achive the objectives of Pre-school education. Common behavior concerns in early childhood, Understanding child needs, classification of agencies of education, Role of family, school as agencies of education.

Unit-II :   18 Hrs

CONTRIBUTION AND WRITINGS OF THINKERS TO EARLY CHILDHOOD CARE AND EDUCATION
Thinkers : Mahatma Gandhi, Maria Montessori, Froebel, John Dewey, Tagore, Arnoid Gassel, Kotharicommission, Curriculum, Method of Teaching, Role of Teacher - Educational implications. Early moments Pre - Independence.

Unit - III: 18 Hrs

CONTRIBUTION OF AGENCIES TO EARLY CHILDHOOD CARE   AND EDUCATION
Meaning, Childcare initiatives by the Government, Services and Contribution of NGO's, NCERT, NCTE, UNICEF, SSA, WHO and Red Cross. National curriculum frame Work 2005- Activities carried out by NGO's in providing day care and Pre-school education conditions of preprimary school in India.

Unit – IV   18 Hrs

EARLY CHILDHOOD CARE AND EDUCATION IN POST INDEPENDENT ERA
Meaning, Definition objectives of motives during Early childhood. The motivation cycle, Needs, characteristics of motivated behaviour, Types factors offering motivation. Importance of motives during early childhood.

Unit – V   18 Hrs

INSTITUTIONS FOR EARLY CHILDHOOD CARE AND EDUCATION
Progressive School, Montessori School, Balwadi, Anganwadi and Play School. Kindergarten school, Nursery School, Pre-Basic schools, Pre foundation schools, Day care centers.

References

1. Bangajam, (2011) Preschool Education, Chennai, Sarada Publications.
2. Alphonse, S Xavier, (2011). Child is the future (Vol.1) Chennai : ICRDCE   publications.
3. Dhawan , M..L. Education of children with special needs. Delhi : ISHA Books.
4. Nagarajan K (2000) Educational Psychology, Chennai, Ram Publishers.
5. Hurlock , Elizabeth (2001) Child Development. McGraw-Hill publishers.
6. Khen, Nirmala (2016). An Introduction to Child Psychology. Edward Elgar publishers.
7. Sachdeva, Sharma A new Approach to Philosophical & Sociological Basis of Education.Ludhiana: Bharat Book Centre.
8. Santhanam, S (1992). Teacher and Learners (2nd ed.), Madras: Shantha Publication.
9. Sharma, Ramnath (2004). A textbook of Child Psychology. New Delhi: Ashish Publishing House.
10. Santhanam S (1993). Educational Psychology, Chennai, Santha Publishers.
11. Santhanam S, Ganapathy V (2003) Child Education, Chennai, Santha Publishers.

<div align="center">**COURSE-IV**</div>

<div align="center">**(C19CE10/E19CE10)COMMUNICATIVE ENGLISH**</div>

1. **Basic Grammar**:
   a) Review of grammar
   b) Remedial study of grammar
   c) Simple sentence
   d) Word passive voice etc.

2. **Bubbling Vocabulary**:
   a) Synonyms
   b) Antonyms
   c) One – work Institution

3. **Reading and Understanding English**
   a) Comprehension passage
   b) Précis – writing
   c) Developing a story from hints.

4. **Writing English**
   a) Writing Business letters.
   b) Paragraph writing
   c) Essay writing
   d) Dialogue writing

5. **Speaking English**
   a) Expressions used under different circumstances
   b) Phonetics

Reference:

1. V.H.Baskaran – "English Made Easy"
2. V.H.Baskaran – "English Composition Made Easy"
   (Shakespeare Institute of English Studies, Chennai)
3. N.Krishnaswamy – "Teaching English Grammar"
   (T.R.Publication, Chennai)
4. "Life Skill" – P.Ravi, S.Prabakar and T.Tamzil Chelvam,
   M.S.University, Tirunelveli.

COURSE V

(C19CS14/E19CS04)SKILL DEVELOPMENT IN CHILDREN
Learning Objectives
The learner can able to
1. The learner can able to know learning and maturations skills.
2. To understand the different sense organism and its activities
3. To understand the concept of thinking and reasoning
4. To recognize the cognitive Development helpful for the teaching children.
5. To understand intelligence and creating teachers role of developing creativity.

UNIT I: **18 Hrs**
LEARNING, MATURATION AND SKILLS
Nature and importance of Learning – individual difference of learning – learning curves – factors influencing the learning- Principles forms and methods of learning- theories of learning – conditioning. Classical and apparent (Pavlov, Skinner) Trial and error (Thorndike) learning by insight (Kohler)- Transfer of learning – Learning by Imitation, Gagne – Manual skills Developmental process of motor skill of a child

UNIT II: **18 Hrs**
SENSE AND SENSE TRAINING
Meaning - Sense Training: Visual Training, Auditory Training, Training of smell, Training of taste and Training of touch - Perceptual Development: From whole to the part, Particular to general, Illusion and False perception and Gross perception

UNIT III: **18 HRs**
THINKING AND REASONING
Thinking meaning – Reasoning meaning Characteristics of child Thinking: Form gross to subtle concept, indefiniteness of the concepts, simplicity of concepts, concepts of the whole, and wrong concepts - Factors of conceptual development: Interest, attention, physical adjustment and questions of the children - Factors influencing the child's concept: Defects of the sense organs, Intellectual ability, opportunities of learning, experience and influence of socio-economic class - Characteristics of child reasoning; Imaginary reasoning, Less subtle reasoning, Reasoning by trial and error and reasoning according to desire

UNIT IV: **18 HRs**
COGNITIVE DEVELOPMENT
Cognitive process, Attention – factors relating attention, kinds of attention – in attention, span of attention, Theories of cognitive development: Piaget stages of congnitive development. Bruners Theory - Development of concepts: Former self, Self, Space, Time. Form and Colour, Number, Weight, Currency and causation, concept maps. Implication to the teachers.

UNIT V: CREATIVITY   **18 Hrs**

Nature of Intelligence – Theories of Intelligence Guilford's structure of the intelligent, Gardner's multiple intelligence Theory Assessment of Intelligence user of Intelligence tests.   Creativity: Meaning - Fostering creativity of children: Methods - stages of creativity, Teacher's role of developing creativity - Creativity Vs intelligence

References

1.   ஜி. பங்கஜம். (2011). பள்ளி முன்பருவக் கல்வி, சென்னை: சாரதா பதிப்பகம்.
2.   Alphonse, S. Xavier. (2001). *Child is the future* (Vol. 1) Chennai: ICRDCE Publications.
3.   Combs, B. (2011). *Assessing and addressing literacy needs*. New York: Sage Global.
4.   கி. நாகராஜன். (200) கல்வி உளவியல், சென்னை : இராம் பதிப்பகம்.
5.   Inhelder, Barbel & Piaget, Jean. (1999). The early growth of logic in   the child. London: Routledge.
6.   Moyles, J., & Hargreaves, L. (1998). The primary curriculum: Learning   from international perspectives. London.
7.   NCERT (2007). Handbook of arts in education.
8.   Neuman, S., Dwyer, J., & Koh, S. (2007). Child/Home early language   and literacy observation. Baltimore: Brookes Publishing House.
9.   Santhanam, S. (1992). Teacher and Learners, (2nd ed.). Madras: Shantha Publication.
10.   Scott, Foreman & Co. These are your children - A text and guide on child development.

SEMESTER II
COURSE VI
(C19CS21/E19CS05)HEALTH, HYGIENE AND NUTRITION OF EARLY CHILDREN

Learning Objectives
The learner can able to

- ❖ After studying this lesson, identify the needs of preschool , childrens health, Hygiene and Nutrition.
- ❖ To describe meal planning for the children and enhance nutrition in children.
- ❖ Understood the Nutrition problems and malnutrition in children and food and balanced menus for children nutrition.
- ❖ Describes Healthy habits and checkup camps by schools, Growth charts etc.
- ❖ Understand the children disease, symptoms and preventive measures etc.

UNIT I: HEALTH, HYGIENE & NUTRITION – THE CONCEPT   18 Hrs
Child health, hygiene & nutrition: meaning, importance - Role of home, school, government & NGOs in promoting children's health - Factors influencing children's health, hygiene and nutrition (heredity and environmental factors) - Physical surroundings, socio economic and cultural background of the child. Eastabling Goal food habits and eating practices sanitation and health habits.

UNIT II: NUTRITION IN CHILDREN   18 Hrs
Principles of nutrition - Introducing weaning and supplementary foods - Toddlers and preschoolers' nutrient requirements - Inculcating good feeding habits - Meal planning for children - Use of creativity and culinary skills to enhance nutrition in children, Balanced Diet.

UNIT III: NUTRITIONAL PROBLEMS   18 HRs
Nutritional problems - Nutrition education - Early malnutrition in children: identification and remedial measures - Childhood obesity: causes - Measures to overcome eating disorders - Vitamin A deficiency: causes, symptoms, dietary recommendation - Planning and preparing low cost nutritious food and balanced menus for children - Nutrition education for teachers, parents and community

UNIT IV: HEALTH AND HYGIENE PROGRAMMES   18 Hrs
Health programmes - Provision of healthy, clean and safe conditions in school - Creation of healthy habits and routines - Organizations and importance of regular medical checkup camps other health problem – Eye, Ear, Tooth, Skin, Respiratory, Gastrointestinal Problems, Fever, Accident- Maintenance of health records - Growth monitoring chart.

UNIT V: CARE ON CHILDREN   18 HRs
Common ailments and infectious diseases: types, causes, symptoms and preventive measures - other Health care: Immunization, Health Checkup – Safety, Immunization schedule First Aid principles and Qualities of first aider.

References

1. ஜி. பங்கஜம். (2011). பள்ளி முன்பருவக் கல்வி, சென்னை: சாரதா பதிப்பகம்.
2. Alphonse, Xavier. S.J. (2001). *Child is the future,* (Vol. 1) Chennai: ICRDCE Publications.
3. Aubrey, C. (2011). *Leading and managing in the early years*. New York: Sage Global.
4. Corsaro, W. A. (2011). The sociology of childhood (3rd ed.) New York: A Pine Forge Press Publication.
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6. Kochar, S.K. (1992). *Methods and Techniques of Teaching.*
7. Kuppusamy, B. (1980). *A text of child behaviour and development*. New Delhi: Sterling Publishers.
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10. Rao, S. M. (1994). *Food Science*, (6th ed.). Delhi: H.S. Poplai for Wiley Eastern Limited.
11. White, J. (2011). *Outdoor provision in the early years*. New York: Sage Global.
12. Williams, Philip. (2010). *Children and psychologists*. New York: APA.

COURSE - VII
(C19CS22/E19CS06)BASICS OF CHILD CARE EDUCATION AND PEDAGOGY

Learning Objectives
The learner can able to
- ❖ To recognize what are the basic needs of the children
- ❖ To know the various activities to be provided for the children
- ❖ To understand the stages of development of children
- ❖ To recognize the teaching aids helpful for teaching children

Unit – I Basic Needs of Children   18 Hrs
Meaning, Importance- Meeting their Everyday needs - Safety and Security needs- Affection needs- Praise- Smiles- Talk – Learning new things – Care of their feelings - Friendship- Rewards and Special Treats- Basic Psychological Needs.

Unit – II Experiences for Children   18 Hrs
Role play - Finger play - Story Telling - Story building – Puppetry – Music - Creating story- Drama - Arts and crafts - Language and Listening, Motor skills – walking, sitting, holding objects, walk in straight line, Hand skills – self feeding, self bathing, self dressing, self combing , Ball throwing, Leg skills - climbing, dancing, cycling, jumping, swimming, running, skipping, hopping.

Unit – III Children Discipline and Good manners   18 Hrs
General discipline- Control himself, Doing works at his own risk, Truthfulness, Goodness, Practical discipline - Sweeping room - clean furniture - Dressing and washing- Brush teeth - cut the nails, Good manners- Needs, Types – General Manners – Manners at school – Classroom Manners – Library Manners – Manners in play ground Teachers role manners.

Unit –IV Stages of Child Development   18 HRs
Prenatal period, Infancy, Babyhood, Early childhood-Characteristics, Motor development, Emotional development and Aesthetic development.

Unit – V Teaching Aids for Children   18 Hrs
Visual Aids - Pictures. Photographs, Flash cards or strips, Posters, Charts, Diagrams, Maps, Graphs, Comic books, Picture books, Exhibitions - **Projected Aids**- Motion picture films, Slides, Film strips, Transparencies for overhead projectors - **Audio Aids** - Radio, Recordings, Tapes, Discs, Wacky talky, Music system - **Three Dimensional Aids** – Models, Objects and Specimen - **Boards** - Display Boards, Blackboard, Panel Board, and Bulletin Board - **New Media** – Television - Open circuit television, Closed circuit television, Video recorder, Computers and Language laboratory.

References

1. Berk, L.E., (2000), Childhood to Adolescence, Mc. Graw Hill Company, London
2. Briyastava, K.K, (2003), Principles of Guidance and Counseling, Kanishka Publishers and distributors, New Delhi
3. Dash, D.N., (2003), Guidance and Services in Schools, Dominant Publishers and distributors, New Delhi
4. David, A., (2007), Guidance and Counseling, Common Wealth Publisher, New Delhi
5. Devadas, R.P; Jaya, N, 2002, A Textbook on Child Development, Macmillan India Limited, Madras.
6. Jones, R.N., (2008), Basic Counseling Skills – A helper's Manual, 2nd edition, Sage Publications, New Delhi
7. Nayak, N.K., (2002), Guidance and Counseling, APH Publishing Co, New Delhi
8. Sachdeva, Sharma A new Approach to Philosophical & Sociological Basis of Education.Ludhiana: Bharat Book Centre
9. Suriakanthi, A., (2005), Child Development, Kavitha Publications Gandhigram, Tamil Nadu.

(C19LS23/E19LS05)LIFE SKILL

I <u>Life Coping or adjustment</u>
   (a) External and internal influence in one's life
   (b) Process of coping or adjustment
   (c) Coping with physical change and sexuality
   (d) Coping with stress, shyness, fear, anger far live and criticism.

II <u>Attitude</u>
   (a) Attitude
   (b) Self acceptance, self – esteem and self actualization
   (c) Positive thinking

III <u>Problem Solving</u>
   (a) Goal Setting
   (b) Decision Making
   (c) Time Management and stress Management.

IV <u>Computers</u>
   (a) Introduction to Computers
   (b) M.S.Office
   (c) Power Point

V <u>Internet</u>
   (a) Introduction to internet
   (b) E – mail
   (c) Browsing

References
1) Life Skill Programme course I & II by Dr. Xavier Alphona MCRDCE Publications. R.K.Mutt Road, Chennai – 28
2) ஆளுமை பண்பு வளர்த்தல் மற்றும் தகவல் தொடர்பு by M.Selvaraj Community College,Palayamkottai
3) "Life Skill" –P.Ravi, S.Prabahar & T.Tamil Chelvam, M.S. University, Tirunelveli

COURSE IX
PRACTICAL I
TEACHING PRACTICE (C19CSP1/E19CSP1)

Evaluation will be based on the following parameters.

1. Experience in caring children in crèche for one month

2. Indoor and Outdoor Games for the six developmental activities

   (Physical, intellectual, cognitive, social, motor, and emotional)

3. Preparation of Lesson Plan in Any one Subject.

4. Preparation of Organization chart for creche.

5. Case study of a child demographic details.

6. a) Planning cyclic menu for a Pre-school and creche.

   b) Planning supplementary reports for children.

7. Preparation of Questionnaire (for Students)

8. Preparation of Questionnaire (for Parents)

9. Prepare simple pamphlets about the parents

10. Different activities for children.

COURSE X
PRACTICAL II
(C19CSP2/C19CSP2)AIDS AND RECORDS IN CRECHE MANAGEMENT
AND INTERNSHIP

Evaluation will be based on the following parameters.
1. Record for the six developmental activities
2. Songs record
3. Story-telling record
4. Games (Indoor and Outdoor) record
5. Case study of a early child
6. Maintaining an activity Diary – Diet, Meal pattern and Health status
7. Preparation of First aid box
8. Analyzing the availability and suitability of play materials in creche.
9. Preparation of Health record file.
10. Preparation of different teaching aids.