

DIPLOMA IN CHILD CARE AND CRECHE MANAGEMENT

(With effect from 2013-2014)

Regulations for Appointment of Teachers and their Qualifications

Post graduate in Child Development, Family and Community Science, Extension Education, Foods and Nutrition, Food Service Management with NET qualification or M.Phil qualification.

Regulations for Candidates Eligibility for Admission in to the Course

Completion of Higher Secondary in Bio- Mathematics group, Mathematics- Computer Science group / Vocational groups.

Duration of the Course: 6 Months or 180 Hours.

Eligibility for Degree

1. No candidate shall be eligible for degree except by completing the prescribed course of study and passing all the prescribed external examinations.
2. The passing minimum is 35% and a candidate will be declared to have passed.

Instruction

- Maximum marks for each theory and project is 100.
- Maximum marks for a pass in each paper is 35%.
- All the papers, including projects valuation will be done by external examiner.

Question Paper Pattern

- Part – A 10x2= 20 marks (No choice)
- Part – B 5x8 = 40 marks (5 questions out of 8 questions)
- Part - C 2x10=40 marks (2 questions out of 4 questions)

Total =100 marks

Course Outline

S.No	Papers	Theory marks	Hours
1.	Child Development and Psychology	100	30
2.	Child Health, Hygiene and Nutrition	100	30
3.	Preschool and Creche Management	100	30
4.	Project	100	----
	Total	400	

Project Components

Project should be carried out based on the Project Components given in the syllabus.

PAPER – I CHILD DEVELOPMENT AND PSYCHOLOGY

Objectives

1. To understand the wholesome growth of preschool child
2. To understand and apply projective techniques

Unit - I

Beginning of Life – conception, prenatal development, Prenatal influences, Pregnancy – stages of pregnancy, Signs and symptoms, Complications, Child Birth-Process and Types.
Child Development– Definition, Aims and methods of child study

Unit - II

Fundamental principles of growth and development- social, motor, physical, mental, intellectual and emotional development and factors influencing growth and development.

Unit - III

Personality development – Meaning of personality, Change in personality, Persistence in personality, some important personality determinants, Level of adjustment, Hazards in personality development.

Unit - IV

Promoting development of aesthetic sense, Character, Moral, Religious and Creativity, Care and way of treating abnormal, Delinquent and Gifted children.

Unit - V

Psychological needs of preschool child, Play behavior in children, Common behavior problems, habits and habit formation.

References

1. Handbooks of Child Psychology. 1998& 2006. Vol. IV. John Wiley & Sons.
2. R.M.Matthijs (2006), Foundations on Indian Psychology Volume 1, Sunneth Publications, New Delhi.
3. Elizabeth. B. Hurlock, (2004), Child Development, Mc Graw Hill.
4. Jafar Mahmud (2008) Child Psychology, Jain Publication, NEWDELHI.

PAPER - II

CHILD HEALTH, HYGIENE AND NUTRITION

Objectives

- Understand the significance of nutrition education, child health and hygiene
- Understand the elementary principles of nutrition
- Appreciate the importance of maintaining health records by school
- Create awareness about common ailments and their remedies

Unit – I : Child Health, Hygiene & Nutrition and its Importance

Concept and importance of Health, Hygiene & Nutrition. Role of Home, School, Government & NGOs in promoting children's health, Factors influencing children's health, hygiene and nutrition - Biological-Heredity and Environmental factors- Physical Surroundings, Socio economic and cultural background of the child.

Unit – II : Elementary Principles of Nutrition

Infants – weaning – introducing weaning and Supplementary foods. Toddlers and Preschoolers- Nutrient requirements ,Inculcating good feeding habits among children,Meal Planning for children. Use of creativity and culinary skills to enhance nutrition in children,

Unit - III : Nutritional Problems and Nutrition Education

Identifying early malnutrition in children and providing basic 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 Programmes and Hygiene in the School

Provision of healthy, clean and safe conditions in school, Creation of Healthy habits and routines, Organizations and Importance of Regular Medical Checkup Camps by School, Maintenance of health records by School, Significance of health records-Growth Monitoring chart.

Unit –V : Common ailments

Common ailments and infectious diseases- Types,causes,Symptoms and preventive measures. Immunization schedule, Administration of First Aid

References

1. Moyles, J. & Hargreaves, L. (1998). *The primary curriculum. Learning from international perspectives*. London:
2. National association for the education of young children, July 1998. Learning to read and Write: developmentally appropriate practices for young children. 53 (4), 30-46.
3. Burtonwood, N. (2002). Anthropology, Sociology and the Preparation of Teachers for a culturally Plural Society. *Pedagogy, Culture and Society*. 10(3), 367-387.
4. Amachandran,V. & Bhattacharjea, S.(august 1, 2009) Attend to Primary Schoolteachers! *Economic and political weekly*. vol xliv no 31, 17-20
5. Neuman, S., Dwyer, J. & Koh, S. (2007). *Child/Home early language and literacy observation*. Baltimore: Brookes Publishing House
6. NCERT (2007). *Handbook of arts in education*
7. Taylor, D. (Feb, 1990) Teaching without Testing: Assessing the Complexity of Children's Literacy Learning. *English Education*, 22(1), pp. 4-74
8. Corsaro, W.A.(2011) *The Sociology of Childhood (Third Edition)* New York : A Pine Forge Press Publication
9. Combs, B. (2011) *Assessing and Addressing Literacy Needs*. New York: Sage Global
10. Aubrey, C. (2011) *Leading and Managing in the Early Years*. New York: Sage Global
11. White, J. (2011) *Outdoor Provision In the Early Years*. New York : Sage Global

PAPER - III
PRESCHOOL AND CRECHE MANAGEMENT

Objectives

- Understand the elements involved in organization and management of creche and Preschool.
- Create awareness of functions of various authorities dealing with crèche and preschool.
- Understand the various human and material resources required for conducting creche and preschool.

Unit - 1: Concept and organization of Creche and Preschool

- a) Crèche and preschool -Meaning, need, importance of organization,Elements of organization and administration.
- b) Difference between crèche and preschool

Unit - 2: Resource Management

- a) Location, site and building
- b) Types of rooms, arrangement of room (activity centers), ventilation, lighting and safety
- c) Playground
- d) Play equipment – types, criteria for selection, safety aspects – indoor and outdoor games
- e) Storage facilities
- f) Maintenance of furniture, equipment
- g) Provision of safe drinking water and sanitary facilities

Unit - 3: Personnel Management

- a) Role and qualities of teacher and care taker and other staff involved in welfare and care of children
- b) Teacher-child ratio
- c) Need and importance of in-service training

Unit -4: Records and registers

- a) Need, importance and maintenance of records and registers
- b) Types of records (Important records) – Admission, Progress, Financial, Equipment, Correspondence, Health
- c) Types of register - Attendance (Staff, children), Accounts, Stock, Staff Profile
- d) Methods of maintaining record of children – Cumulative and Anecdotal.

Unit - 5: Preschool Programme

- a) Principles of preschool programme, planning of preschool curriculum – types of curriculum, planning activities for children, audio-visual aids for children and its importance.

References

1. Ax line, V.M. (1964). *Dibs in search of self*. New York: Ballentine books

2. Clarke, P. (2001). *Teaching & learning: the culture of pedagogy*. New York: Sage
3. Thomson, C.L., Holmberg, M.C., Baer, D.M., Hodges, W. L., and Moore, S.G. (1978). An Experimental Analysis of Some Procedures to Teach Priming and Reinforcement Skills to Preschool Teachers. *Monographs of the Society for Research in Child Development*. 43 (4), pp 1-86.
4. Kress, J.S., Norris, J. A., Schoenholz, D. A., Elias, M.J., and Seigle, P. (Nov., 2004). Bringing Together Educational Standards and Social and Emotional Learning: Making the Case for Educators. *American Journal of Education*, 111 (1), pp 66-89
5. Torkington, K. and Landers, C. Enhancing the Skills of Early Childhood Trainers: Rationale for experimental: *Volume 4 of Enhancing the Skills of Early Childhood Trainers* , Kate Torkington . The Hague: Bernard van Leer Foundation.
6. Nutbrown,C.(2011). *Threads of Thinking (Fourth Edition)*,New York: Sage Global
7. Bruce,T. (2011). *Essentials of Literacy From 0-7 (Second Edition)*, New York: Sage Global
8. Levey, R (2011). *Young Children Reading*. New York: Sage Global
9. Munsch and Laura E Levine (2010) *Child Development*. New York : Sage Global
10. Klien, S.B.(2011) *Learning*. New York : Sage Global
11. Bower, V. (2011) *Creative Ways to Teach Literacy*. New York: Sage Global
12. Levey, S. (2010) *Language Development*. New York : Sage Global
13. Combs, B. (2011) *Assessing and Addressing Literacy Needs*. New York: Sage Global
14. Aubrey, C. (2011) *Leading and Managing in the Early Years*. New York: Sage Global
15. White, J. (2011) *Outdoor Provision In the Early Years*. New York : Sage Global
16. Knight, S (2011) *Risk and Adventure in Early Years Outdoor Play*. New York : Sage Global
17. Brownhill,S and Bullock,E.(2011). *A quick Guide to Behaviour Managemnet In the Early Years*. New York : Sage Global
18. Barnes,J. (2011). *Cross- Curricular Learning 3-14 (Second Edition)* New York : Sage Global

Project Components

1. Scrutinizing the lay out of Creche and Preschool
2. Organization chart for Creche and Preschool.
3. Case study of a child-Socio-economic profile, Demographic details, Maintaining an activity diary, Diet-meal pattern, health status.
4. Planning activities for children based on the curriculum of the preschool
5. Preparation of First Aid Box
6. Preparation and Maintaining a health record file
7. Meal planning – a) Planning cyclic menu for a preschool and crèche, b) Planning supplementary foods for children
8. Collection of different records and registers to be maintained in a preschool and crèche.
9. Analysing the availability and suitability of play materials