

SEMESTER – IV

COURSE CODE: MS4ST3

CREDITS: 4

EARLY CHILDHOOD CARE AND EDUCATION

COURSE OBJECTIVES:

CO1: know the historical development of early childhood care and education.

CO2: understand the different aspects of child development.

CO3: review the various committees and commissions suggestions on early childhood education.

CO4: execute the principles of planning and management of early childhood care and education.

CO5: explain the various organizations contributions in early childhood care and education.

UNIT - I: OVERVIEW OF EARLY CHILDHOOD EDUCATION

Early Childhood Education: Concept, meaning, nature, objectives, need and importance – Early Childhood Education Movement in India and Abroad – Prominent promoters of Early Childhood Care and Education: Plato, Rousseau, Montessori, Froebel, Piaget, Tagore, Gandhi, Aurobindo, Giju Bhai Patel and TarabaiModak.

UNIT – II: DEVELOPMENT DURING EARLY CHILDHOOD PERIOD

Pattern and Factors influencing the Physical development, Motor development, Emotional development, Social development, Cognitive development and Language development of the Pre-school children – Concept development: Importance and learning of various concepts such as size, shape, colour, weight, time and number.

UNIT – III: COMMITTEES AND COMMISSIONS ON EARLY CHILDHOOD CARE AND EDUCATION

Sargent Report (1944), Secondary Education Commission (1952-53), Childcare Committee

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(1963-64), Indian Education Commission (1964-66), Report of the Study Group (1972), National Policy on Education (1986), Millennium Development Goals (2000), National Focus Group on ECCE (2006) and Education for All Global Monitoring Report (2007) – International Treaties on Agreement relating to ECCE: Declaration of Human Rights (1948), Declaration of the Rights of the Child (1959), Convention on the Rights of the Child (1989), Salamanca Statement (1994) and Dakar Framework for Action of Education for All (2000).

UNIT – IV: PLANNING AND MANAGEMENT OF EARLY CHILDHOOD CARE AND EDUCATION

Principles involved in planning Pre-school programmes – Short-term and Long-term planning – Importance of Rhymes, Songs, Stories, Science exhibitions, Field trips, Puppet shows and Dramatization – Habit formation: Eating, Sleeping, Dressing and Toilet training- Requirements for Starting Early Childhood Care and Education: Finance, Place, Building, Staff and Records - Crèches: Aims, objectives, importance, and types.

UNIT – V: ORGANISATIONS INVOLVEMENT IN HEALTH CARE OF EARLY CHILDHOOD STAGE

Organizations working for pre-school education: NIPCCD (National Institute for Co-operative Child Development), NCERT, ICDS, UNICEF and CARE (Co-operative Assistance and Relief Everywhere) - Nutrition and Health of an Early Childhood Stage - Common Communicable Diseases of Early Childhood Stage.

SUGGESTED ACTIVITIES:

1. Make a resource file on collection of pictures, available materials and articles related to Early Childhood Education.
2. Visit to ICDS center and observing the ICDS Programme.
3. Prepare a list of equipments essential for a crèche.
4. Prepare a layout of indoor/outdoor arrangement for a Pre-school.
5. Conduct case study of a children with any behavioural Problems.

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TEXTBOOKS:

1. Austin, Gilbert R. (1976). *Early childhood education: An international perspective*. Academic Press.
2. Evans, Ellis, D. (1975). *Contemporary influence in early childhood education*. Holt Rinehart and Winston.
3. Joann Brewer. (1995). *Introduction to early childhood education*. Allen & Baren.
4. George. (1995). *Early childhood education*. Prentice Hall.
5. Mishra, R.C. (2005). *Early childhood education today*. Prentice Hall.

SUPPLEMENTARY READINGS:

1. Beyer, L. E. (1996). *Creating democratic classrooms: The struggle to integrate theory and practice*. Teachers college Press.
2. Govt. of India (2005). *National plan of action for children*. New Delhi: Department of Women and Child Development.
3. UNICEF and MHRD. (2001). *Early childhood care for survival, growth and development*. MHRD.
4. UNESCO. (1979). *New approaches to education of children of pre-school age report of a regional meeting of experts*. UNESCO Regional Office for Education in Asia and Oceania.
5. UNESCO (2007). *Early childhood care and education*. Strong Foundations.

E – RESOURCES:

1. <http://www.expat.or.id/info/earlychildhoodeducation>
2. http://www.unicef.org/earlychildhood/index_40748
3. <http://www.unesco.org/images/001593/159355E>

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COURSE OUTCOMES:

After completion of this course, the students will be able to

CO1: explain the concept, meaning and importance of early childhood care and education.

CO2: summarize various developments in early childhood stage.

CO3: implement the various committee recommendations and suggestions in early childhood care and education.

CO4: describe the implications of planning and management of early childhood care and education.

CO5: compare various organization contributions in early childhood care and education.


OUTCOME MAPPING

COURSE OUTCOMES	PROGRAMME SPECIFIC OUTCOMES																
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
CO1	✓								✓	✓				✓	✓		✓
CO2	✓								✓	✓				✓	✓		✓
CO3	✓								✓	✓				✓	✓		✓
CO4	✓								✓	✓				✓	✓		✓
CO5	✓								✓	✓				✓	✓		✓


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