APPENDIX D

Proposed detailed content courses as suggested in proposed structure of programme (i) Scheme No. I = for graduate student teachers and (ii) Scheme No. II = for the student teachers who have completed twelve years of schooling.

First Term (For One year course)

First Year (For Integrated course)

Part A : General Professional courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Marks</th>
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<tbody>
<tr>
<td>Course I</td>
<td>Philosophical Foundations of Pre-school education and Historical perspective</td>
<td>100</td>
</tr>
<tr>
<td>Course II</td>
<td>Child Development (Paper I)</td>
<td>100</td>
</tr>
<tr>
<td>Course III</td>
<td>Health, Hygiene, Nutrition and Welfare of the Pre-school child</td>
<td>100</td>
</tr>
<tr>
<td>Course IV</td>
<td>Methods and Materials (Paper I)</td>
<td>100</td>
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</tbody>
</table>

Total Marks: 400

Part B : Programme of observation and participation in the pre-school programme

Contents | Marks |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>1 Practice Teaching</td>
<td>200</td>
</tr>
<tr>
<td>2 Preparation of teaching learning materials, toys arts, craft goods.</td>
<td>100</td>
</tr>
<tr>
<td>3 Participation in practical activities, viz., music, dance, drama, puppetry, discussion, sports, games etc.</td>
<td>50</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-section</th>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Practice Teaching</td>
<td>200</td>
</tr>
<tr>
<td>Preparation of teaching learning materials</td>
<td>100</td>
</tr>
<tr>
<td>Participation in practical activities</td>
<td>50</td>
</tr>
</tbody>
</table>
4. Practical work related to theory papers 50
5. Records of the observation of children, school programmes, methods and materials 50
6. Records of field visits and participation in programmes involving parents and community 50

Second Year

Part A: General Professional courses

Course I: Child development (Paper II) 100
Course II: School Organisation and parents community relations 100
Course III: Creative Arts and Crafts 100
Course IV: Methods and Materials 100

Part B: Programmes of observation and participation in the primary (upto class IV) school programme

Marks

1. Practice teaching and block teaching 200
2. Preparation of Teaching-Learning materials 100
3. Development of skills (in activities) 50
4. Participation in programmes (involving parents and community) 50
5. Records of observation of children 50
6. Practical work related to theory work (submissions) 50

Total 300
Course Content

Part A: General Professional Courses

Course I: Philosophical Foundations of Pre-School Education and Historical Development in India and Abroad.

Objectives

The student teacher -

1 gains an insight into the philosophy of pre-school education as propounded by great educators;

2 gains knowledge of the advent and development of pre-school education in State of Gujarat and India;

3 studies the present problems of pre-school education;

4 studies the different agencies which contributes for the development of pre-school education

Course Content

Unit I - Nature, aims and objectives of pre-school education. Importance of pre-school education.

Unit II - Contribution of the following educational thinkers to the development of pre-school education:

Rousseau           Margaret Macmillan
Pestalozzi         Dewey
Prebel             Gandhi
Montessori          Tagore
Unit III : Development of pre-school education in India.

- Impact of kindergarten and Montessori systems on the development of pre-school education in India
- Contribution of Gijuthai Badheka and Tarabai Mehadak.

Unit IV : Contribution of some official and private agencies to the development of pre-school education.

- Central Social Welfare Board.
- I.C.C.W.
- Kasturba Memorial Trust
- All India Balkanaji Bari
- Nutan Bal Shikshan Sangh
- N.C.E.R.T.
- I.A.F.S.

Unit V : Development of pre-school education since 1947, recommendations of Education Commissions (1964-66) relating to pre-school education; policies and programmes of the centre and states for the fourth, fifth and sixth plans.

Unit VI : The teacher's role in pre-school education.

The teacher as a partner in the responsibility of the child's education, as a guide and helper.

Practical work

1. The student teachers are expected -
- to visit pre-schools of different types and to study their distinctive features.
- Montessori pre-schools in rural and urban areas;
- K.G. pre-schools in rural and urban areas
- pre-basic pre-schools in rural and urban areas
- day-care centres pre-schools in rural and urban areas
- play-centres pre-schools in rural and urban areas.

2. To visit municipal-private and public pre-schools.
3. To visit different agencies.
4. To attend meeting or conference of I.A.P.B. in state branch.

Course II  Child-Development (Paper I)

Objectives

The student teacher -

1. to understand the principles and processes of children's growth and development;
2. to acquaint himself with the different stages and aspects of child development particularly with special reference to early childhood;
3. acquaints himself with the process of learning among children and the factors that promote it;
4. develops understanding of the basic needs of children and the ways of fulfilling them;
5. acquires knowledge of the various techniques and tools of child study including the maintenance of records and develops skills in using them;
6  creates awareness of the role of parents, home and society in the development of child.

Course Content

Unit I: Importance of the study of developmental psychology with special reference to early childhood, different methods of child-study observation, interview, questionnaire and case-studies.

Unit II: Meaning of growth and development; maturation and learning; genetic factors in development; role of parents, home and community in the development of children.

Unit III: Principles of child-developments, different stages of child development from conception to pre-adolescence - their characteristics and basic needs at each stage with special reference to early childhood.

Unit IV: Major aspects of child development - physical, motor, emotional, social, cognitive, moral and aesthetic.

Unit V: Learning and Play - its nature and significance for development and learning, factors influencing children's play.
Unit VI: Behaviour problems of children—süuresis, temper tantrums, thumb-sucking aggression, withdrawal, nail biting, lying, sulking, stealing, bed wetting, and disobedience, bullying etc., their causes and symptoms, ways of prevention and treatment.

Practical work

The student teachers shall—

1. maintain individual observation records of two children (one boy-one girl);

2. visit children's home to interview the parents with interview schedule.

Course III: Health, Hygiene, Nutrition and Welfare of the pre-school child.

The student teacher—

1. understands the general health needs and problems of children;

2. develops the knowledge of health conditions for children and takes preventive and remedial measures against common ailments and infectious diseases;

3. gains the knowledge of first aid services in accidents;

4. acquaints himself with the health, welfare and nutrition agencies and services in the country;

5. understands the importance of inculcating healthy habits of living;
understands the nature and importance of nutritive and balanced diet and develops the ability to prepare nutritive and inexpensive meals and snacks.

Course Content

Unit I: Nature of physical growth during pre-school period. The normal pattern of growth vis., height, weight, testing etc.

Unit II: Concept of health, its importance for total development, role of home, the school for promoting children's health.

Unit III: Conditions influencing personal hygiene with reference to eyes, ears, nose, teeth, nails, skin, hair. Development of healthy habits, toilet training, bathing, washing hands, cleanliness insculating these in children in the pre-school.

Unit IV: Elementary principles of nutrition, nutritional requirements of children, planning of balanced diet according to age, sex and environment. Actual symptoms of common nutritional deficiency diseases, its prevention and measures to cure it.

Unit V: Communicable and other common diseases, their symptoms, prevention immunization and referral
services available recognition of minor
defects like shortsightedness, hearing, speech
defects etc., their cure, prevention and the
referred services available first aid in
emergencies.

Unit VI: Health and welfare services available in the
area and the role of various functionaries
involved.

Practical work

The student teachers are expected to

1. to maintain a health record of children and to prepare
a chart of weight, height, temperature, pulse and
respiration;

2. to use first aid in emergency;

3. to train children in habits of health and hygiene;

4. to detect the simple diseases, ailments and to
handle such cases;

5. to plan and prepare charts of balanced diets for
children of different age groups.

Course IV: Methods and Materials (Paper I)

Objectives

The student teacher -
1 develops the knowledge and understanding of the methods, practices, equipment and materials of pre-school education;

2 develops creative skills which are required in day to day work.

Course Content

Unit I : Important methods of pre-school education - kindergarten, Montessori, pre-basic, their underlying principles, equipment and material.

Unit II : Nature and importance of creative imaginative and aesthetic activities and experiences, such as block building, painting, music, dramatisation, doll-play dance, clay modelling, cutting and pasting, ways of providing these activities, providing knowledge of needed equipment and materials.

Unit III : Nature and importance of language development; activities and experiences for language development such as free conversation (opportunity for self expression) story telling, dramatisation, reading of picture story books or scrap books for children, music, children's songs, preparing puppetry, providing knowledge of available material for the above stated activities.
special activities for developing reading and writing readiness.

Unit IV: Nature and importance of practical life activities. Activities and experiences of daily life such as dusting, sweeping, pounding, cutting vegetables, cleaning grains, washing clothes, pouring water etc. to provide knowledge of needed equipment and materials.

Unit V: Nature and importance of developing simple concepts - Activities and experiences for the development of simple concepts such as numerical and geometrical concepts, concepts such as colour, size, time, distance, weight, measure, volume etc. (objects of daily life may be utilised for this), musical experiences songs, rhythmical experiences.

Unit VI: Nature and importance of suitable science experiences. Simple science experiences e.g. experience with plant and animal life, nature study, seasons etc., planned experiences and using daily life experience to impart scientific knowledge, maintaining garden, providing work experience.
Unit VII: Play as the fundamental of basic disciplines.
Indoor and outdoor play, free-play as well as organised games, recreation its importance and need, needed materials and equipment.

Practicals

The student teachers shall -
1 visit different types of pre-schools, observe methods, equipments, material and keep records of it,
2 observe and keep notes of lessons given by the pre-school teachers;
3 observe and criticise lessons given by co-student teachers;
4 conduct classes independently;
5 organise different activities while doing practice teaching work viz., free play, practical life, activities for the development of language, simple concept, and creative and aesthetic activities;
6 prepare equipments and materials of different kinds out of indigenous inexpensive and waste materials for different activities;
7 preparation materials for display of simple stories, preparation of simple materials for reading and writing readiness.
Second Year Course Content

Course X (Child Development (Paper II))

Objectives

The student teacher -

1. develops knowledge and understanding of child development,

(others objectives same as given for child-development (Paper I).)

Unit I: The growth and development of child and the characteristics of development e.g. personality development, individual differences. Some factors affecting which directly influence growth and development e.g. genetic factors and environmental influences (local situation).

Unit II: The role of socialising agents - parents, siblings, peers, school and community.

Unit III: The role of the school in the development of the child, teacher's attitude and child's behaviour, class-room interaction and peer-group interaction.

Unit IV: Influence of the family background on the child's development, factors such as size of the family, socio-economic status, cultural
influences, child-rearing goals and methods adopted. The importance of home-school situation. Relation of these factors to child development and actions necessary.

Unit V: Common behaviour problems - problems related to emotional disturbances in children through some common symptoms: ways of handling these problems.

Unit VI: Exceptional children: The gifted, the slow learner, the mentally retarded and physically and socially handicapped children and their identification and ways of adopting them.

Practicals

The student teachers are expected to:

1. to study an individual child at pre-school and at home at various ages, and with an idea of studying the different aspects of development such as physical, mental, motor, social, language etc., and relating it to the total development of the child with the help of tools such as study proformas, interview schedules etc;

2. to maintain the file and records of case study.

Course II: Pre-school organisation and parents community relations.
Objectives

The student teacher —

1. understands the principles of pre-school organisation and administration;
2. understands the role of state, district and local authorities in educational administration;
3. develops the ability to plan the programmes suited to local conditions and needs;
4. acquaints herself with simple procedures of maintaining school accounts, necessary records and registers;
5. knows the value of co-operation between school and parents and school and community;
6. plans a programme for the education of parents and community;
7. develops understanding of her role.

Course content

Unit I : School administration and child-welfare, meaning and purpose, administrative set up at the regional, district, block and local levels; educational administration agencies responsible.

Unit II : Rules of recognition and grant-in-aid for it at pre-school and primary school stages vis-à-vis.
Unit III: Pre-school Building and Equipment.
Location, site, ventilation, light arrangement, floor, indoor space, different types of rooms, school garden, play-ground, sanitation, maintenance and beautification of school campus, school furniture, criteria for its selection such as proper size, durability, elegance, functional utility and maintenance.

Unit IV: Staff
Qualities, qualifications, service conditions rules and code of conduct, distribution of work, methods of team work - teacher - pupil ratio, welfare of the staff.

Unit V: Planning and organising activities of school and framing of time-table, planning and preparing of calendar for the year and maintenance of daily diary.

Unit VI: Role of parents and community in the growth and development of children, understanding of needs, aspirations and problems of parents and community, importance of co-operation between the community, parents and school.
Unit VII: Need for organizing programmes for parents and community education—methods of educating the parents, the community and securing their co-operation—planning the parent-teacher meetings, parent interviews, discussions, conferences, parent-teacher associations and its programmes.

Practical Work

The student-teachers shall:

1. prepare a plan for pre-school building and equipments;
2. prepare a time-table for pre-school;
3. maintain records of different types of administration work;
4. plan a year's programme — calendar;
5. plan the programme for the involvement of parents and community in school programme;
6. conduct interviews with the parents;
7. arrange talks and discussion on the problems and needs of the children.

Course III: Creative Arts and Crafts

Objectives

The student teacher:

1. develops various techniques of self-expression through different arts;
develops the ability to organise and participate in activities involving music, dance, drama and craftwork in pre-school and community;

3. learns the relevant techniques and skills to make use of indigenous, inexpensive and waste materials in daily work;

4. develops aesthetic sense and a sense of proper use of leisure.

Course Content - Visual and Kinaesthetic Arts

Unit I: Concept of child-art - its nature and development, its value in education.

Unit II: Stages of development in child-art - scribbling, preschematic, schematic, decisive representational - study of development of child's concepts through art.

Unit III: Methods of teaching art to children.

Unit IV: Ways of motivation, supervision and appreciation.

Unit V: Planning of craft work on the basis of classroom situation.

Unit VI: Types of handwork and craft work different age levels and planning of it.

Unit VII: Improvised educational equipment with the help of indigenous materials collection of seeds, stones, boxes, cardboard, waste and scrap materials.
Practical Work

The student teachers are expected -

1. to organise and prepare the following work in fine arts:
   - drawing and painting - composition in pencils, chalks, pastels, water colour;
   - free hand sketching;
   - rangoli in various media;
   - to collect child art and craft work and exhibit;
   - to visit museums, art galleries, handicraft centres etc.;

2. to organise and prepare practical craft-work in the following:
   - clay modelling and pottery;
   - cutting, tearing and pasting, paper and cardboard work;
   - gardening, flower arrangement;
   - needle work, bead work, simple embroidery;
   - basket work;
   - puppetry;
   - wood work and simple repair work;
   - making toys out of indigenous, inexpensive or waste materials like cowries, shells, seeds, stones, nuts, match box etc.
Course content: Music, Dance and Drama

1. Place of music, rhythmical movement dance and drama in pre-school education. Value of action songs, marching songs, folk songs, criteria for the selection of songs and rhymes (age, time, occasions, rhythm, meaning, simplicity).

2. Acquaintance with the following:
   - Simple ragas, talas and matras of Indian music.
   - Simple musical instruments for keeping beat-time such as tap sticks, saffles, manjiras, bells, spoons, hollow boxes, pots etc.

3. Simple folk dances.

4. Place of creative drama in pre-school education and stimulating self-expression through drama.

5. Children's programmes on the radio and the television: need for effective use and follow-up by the pre-school teacher.

Practical Work

The student teachers are expected -

1. to collect songs, dances, dramas and stories for different occasions and age-groups;

2. to try them out in actual situations so as to find out in actual situations so as to find out their suitability;
3. to know simple stage management - decor including lights, costumes, make-up etc;
4. to organize the children's entertainment programme and community programme;
5. to study of radio programmes.

**Course IV : Methods and Material (Paper II)**

**Objectives**

The student teacher -

1. develops the knowledge and understanding of the methods, practices, equipment and materials suitable for education of the children in classes I & II;
2. develops skills to use them in his day-to-day work with children.

**Course Content**

**Unit I.** Free play and types of activities in free plays - underlying principles equipment and materials with reference to education of the children in first two classes of primary school.

**Unit II.** Play and individualization of learning and techniques of using materials and equipment and their arrangement.
Unit III: Different ways of stimulating the development of language in early primary years - ways of developing concepts and vocabulary of children, ways of providing different activities for language development viz., story telling, free conversation, recitation, picture book reading, dramatics, puppetry, talking and discussing, listening to tape-recorder and radio and special activities for reading and writing.

Unit IV: The teaching of reading, methods of reading, use of equipment in teaching reading, common problems in reading and handling them in first years of primary school.

Unit V: The teaching of writing to beginners, mechanics of writings, transcription and calligraphy, common errors in writing and improving them.

Unit VI: Nature and development of concepts of number in early primary school, nature of activities and materials for developing numerical and geometrical concepts, development of the skills of addition, subtraction, multiplication and division with reference to the child's daily life, development of concepts of measures, coins, weights, volume, time, quantities from the objects of daily life, diagnosing problems and remedial teaching.
Unit VII: Nature and importance of suitable science experiences - science in the daily life - properties of matter physical and chemical changes, different forms of energy, living and non-living things different forms of plant and animal life etc.

Unit VIII: Nature and importance of practical life activities for personal and social development, their types, needed equipment and materials, ways of developing the awareness towards social world, his family, neighbourhood, community services and plan activities such as field trips, observation and discussion.

Unit IX: Developing the child's understanding of his cultural heritage, celebration of the different festivals, cultural, national, international and religious.

Unit X: Class-room management, class as a group, group unit, group climate, group interaction and individual teaching.

Practical work

The student teacher shall -

1. improvise educational material (teaching-learning materials for the early primary school stage);
2. prepare materials for teaching reading and writing;

3. prepare materials for teaching concepts of science and number;

4. prepare materials for helping the child to learn about the world around.