

I. INTRODUCTION

The development of human resources is a basic pre-requisite to the growth and development of an economy. The children constitute the most important base of over human resource endowments. Recognition of educational programmes for young children as an essential part of continuous education has developed gradually in the whole world. However, today a large group of both parents and educators understand the significance of the child's early experiences for his educational foundation.

The first six years of life are the most 'critical' years in a child's life span since the rate of development in these years is more rapid than at any other stage of development. Research indicates that about 50 percent of intellectual development that takes place is between conception and four years and about 80 percent between 4 and 6 years. Environmental influences have great bearing on the child during this period of rapid development. The early childhood education programme should therefore include activities and experiences for the realisation of this goal.

Day Care Centres like creches and pre schools are increasing in number and there is great demand for trained creche supervisor and pre school teachers. The vocational course on "creche and pre-school Management" has many opportunities to work as creche managers and pre school teachers. As the course is a two year programme students are well equipped with required knowledge and skills in organising and managing creches and pre-schools. Students are provided with hands on experience to handle children and provide learning and stimulating pre-school environment. Hence, students of vocational course should be offered with better job facilities and opportunities for vertical mobility by Government of Andhra Pradesh.

II. Objectives of the course :

1. To train the students to establish and manage creches
2. To train the students to establish and organise preschools
3. To train the students to work as anganwadi workers
4. To equip the students with knowledge in the over all development of children.
5. To develop skills in dealing with young children.
6. To impart skill training in managing creche & pre-school.
7. To develop skills necessary for parent education.

III. Skills to be provided

1. Observing children and writing reports
2. Conducting activities in creche
3. Planning and organising activities for pre-schools/play schools
4. Planning and preparation of teaching, learning materials
5. Planning budget and maintaining records for creche/preschool
6. Planning and preparing suitable diets for children (0-6)
7. Organising parent teacher meetings.

IV. Job opportunities

a. Wage employment

1. Work as creche teacher
2. Work as pre-school teacher
3. Work as anganwadi worker
4. Supervisor or manager of creche
5. Supervisor or manager of preschool
6. Lab assistant in colleges
7. Work as vidya volunteer
8. Work as play school teacher
9. Work as cluster co-ordinator in 'Velugu' Project
10. Work as supervisor in ICDS scheme

b. Self employment

1. Establish creche
2. Establish nursery school
3. Establish mobile creche in work sites
4. Establish Family care centres

V. ANNUAL SCHEME OF INSTRUCTION AND EXAMINATION FOR VOCATIONAL COURSES 1ST & 2ND YEAR

Part - A	Theory		Practicals		Total	
	Periods	Marks	Periods	Marks	Periods	Marks
1. English	185	75	-	-	185	75
2. G.F.C.	185	75	-	-	185	75
Part - B						
3. Vocational Subjects						
Paper - I	160	50	160	50	320	100
Paper - II	160	50	160	50	320	100
Paper - III	160	50	160	50	320	100
Part - C						
4. On the Job Training -	-	-	210	50	210	50
Total	840	300	690	200	1540	500

Scheme of Instruction per week for Vocational Courses

Part - A	Theory	Practicals	Total
1. Communication Skills/English	6	-	6
2. G.F.C.	4	2	6
Part - B			
3. Vocational subjects			
Paper - I	5	5	10
Paper - II	5	5	10
Paper - III	5	5	10

NEW SCHEME PROPOSED CALCULATION OF WORKING PERIODS

Number of working days per annum	=	220 days
Number of periods per annum 220×7	=	1540 periods
Periods allotted for OJT [30 days 30×7]	=	210 periods
Periods allotted to Communication Skills/ English	=	185 periods
Periods allotted to GFC [125 Theory + 60 Practicals]	=	185 periods
Periods allotted to Vocational subjects		
Paper I [Theory 160 + Practicals 160]	=	320 periods
Paper II [Theory 160 + Practicals 160]	=	320 periods
Paper III [Theory 160 + Practicals 160]	=	320 periods
Total		1540 periods

Periods allotted per week

1. Communication skills/English	=	6 periods
2. G.F.C. [Theory 4 = Practicals]	=	6 periods
3. Vocational Subjects		
Paper I [Theory 5 + Practicals 5]	=	10 periods
Paper II [Theory 5 + Practicals 5]	=	10 periods
Paper III [Theory 5 + Practicals 5]	=	10 periods
Total Periods per week	=	42 periods

SUBJECT TITLE : INTRODUCTION TO CHILD DEVELOPMENT

1st YEAR

Subject code :

Periods / week : 5

Periods / year : 160

S.No	Topics	No.of periods	Weightage of marks	Short Questions	Essay Questions
01.	Concepts in child development	05	04	02	---
02.	Areas of child development	40	14	01	02
03.	Delayed development	40	16	02	01
04.	Newborn baby	20	08	01	01
05.	Premature baby	15	04	02	---
06.	Post-natal care	40	16	02	02
	Total	160	62	10	07

VI. Detailed Syllabus

1.0. Concepts in child development

- 1.1. Growth and development - Meaning and principles
- 1.2. Maturation and learning - Meaning - Interrelationship
- 1.3. Heridity and environment - Meaning - Inter relationship
- 1.4. Developmental needs and developmental tasks of children (0-3 years)

2.0. Areas of Child development:

- 2.1. Physical development - Meaning, development pattern and factors
- 2.2. Motor development - Meaning, types and factors influencing motor development
- 2.3. Emotional development - Meaning, types and factors influencing development
- 2.4. Social development - Meaning, stages and factors influencing social development
- 2.5. Cognitive development - Meaning, stages and factors influencing cognitive development
- 2.6. Speech development - Meanings, perceptual and listening skills

3.0. Delayed development

- 3.1. Developmental milestones and delayed development
- 3.2. Children with special needs - Identification
- 3.3. Mentally challenged - Gifted - meaning and categories
- 3.4. Physically challenged - Blind, deaf, dumb and orthopaedic
- 3.5. Services for children with special needs

4.0. Newborn baby

- 4.1. Meaning and characteristics
- 4.2. Care of Newborn baby
- 4.3. Infantile Jaundice

5.0. Premature baby

- 5.1. Meaning and Identification
- 5.2. Causes of prematurity
- 5.3. Care of premature baby
- 5.4. Feeding Methods

6.0. Postnatal care

- 6.1. Care of mother - Diet, bathing, clothing, medical-aid and care of breast
- 6.2. Care of infant - Breast feeding, bottle feeding - advantages and disadvantages
- 6.3. Bathing and washing, clothing and napping

PRACTICALS

Introduction to Child Development	No. of periods
1.0. Observation of physical development in children	20
1.1. Anthropometric measurements	
1.2. Measuring height and weight of creche children	
2.0. Observation of motor development in children	40
2.1. Recording of gross motor skills exhibited by creche children	
2.2. Recording of fine motor skills exhibited by creche children	
3.0. Observation of emotional and social development in children	40
3.1. Recording of different emotions observed in children	
3.2. Recording of different social skills observed in children	
4.0. Observation of cognitive and speech development in children	
4.1. Recording of vocabulary and pronunciation in children	
4.2. Recording cognitive skills in children	
5.0. Preparation of growth chart	
5.1. Plotting of growth chart	

SUBJECT : ORGANISATION AND MANAGEMENT OF CRECHES

PAPER II

Subject code :

Periods / week : 5

Periods / year : 160

S.No	Topics	No.of periods	Weightage of marks	Short Questions	Essay Questions
01.	Introduction to creche	24	08	01	01
02.	Importance of creche	16	06	03	---
03.	Physical set up of creche	32	14	01	02
04.	Creche staff	24	08	01	01
05.	Planning activities for creche	48	18	03	02
06.	Maintenance of records	16	8	01	01
	Total	160	62	10	07

1.0. Introduction to creche

- 1.1. Definition of creche
- 1.2. Aims and objectives of creche
- 1.3. Types of creche

2.0. Importance of creche

- 2.1. Need for creche
- 2.2. Role of creche

3.0. Physical set up of creche

- 3.1. Location of the creche
- 3.2. Building requirements of creche
- 3.3. Space requirements of creche
- 3.4. Selection and care of equipment

4.0. Creche staff

- 4.1. Staff pattern
- 4.2. Responsibilities of creche supervisor
- 4.3. Responsibilities of ayah/care taker

5.0. Planning activities for creche

- 5.1. Importance of planning daily activities
- 5.2. Free play
- 5.3. Feeding
- 5.4. Toilet training
- 5.5. Bathing and washing
- 5.6. Napping

6.0. Maintenance of records

- 6.1. Types of records
- 6.2. Advantages of record keeping

ORGANISATION AND MANAGEMENT OF CRECHES
PAPER II PRACTICALS

	No. of periods
1.0. Building Plan of creche	20
1.1. Preparation of model building plan for urban creche	
1.2. Preparation of model building plan for rural creche	
2.0. Visits to different types of creches	20
2.1. Government creche - Ags	
2.2. Private creche - Adarsh Nagar	
2.3. Industrial creche - BHEL, ICRISAT	
2.4. Writing observation reports	
3.0. Preparing list of equipment Appendix and maintenance of records used in creche	10
4.0. Preparation of charts simple toys and soft toys for creche children	50
5.0. Participation in different types of creches	60
5.1. Planning creche programme	
5.2. Participation in creche programmes below 3 years	
Total	160

**SUBJECT TITLE : HEALTH AND NUTRITION
PAPER III**

Subject Code :
Periods / Week : 05
Periods / Year : 160

TIME SCHEDULE :

Sl.No.	Topics	No.of Periods	Weightage
1.	Immunization	20	08
2.	Weaning	24	10
3.	Nutritional Needs of Children	20	08
4.	Nutritional deficiency diseases	32	14
5.	Common ailment of children	48	16
6.	Habit formation	16	06
	Total	160	62

1.0. Immunization

- 1.1. Need and Importance of Immunization
- 1.2. Immunization Schedule
- 1.3. Care after Vaccination

2.0. Weaning

- 2.1. Importance of weaning
- 2.2. Supplementary feeding - stages
- 2.3. Supplementary foods during 3 months to 1½ years
- 2.4. Principles to be followed while introducing supplementary foods

3.0. Nutritional needs of children (0-3 years)

- 3.1. Importance of Nutrition
- 3.2. Nutrient requirements of children
- 3.3. Planning of balanced diets

4.0. Nutritional deficiency diseases

- 4.1. Meaning, Symptoms, Causes and prevention of
 - Protein Energy Mal nutrition (PEM)
 - Kwashiorkar
 - Marasmus
 - Vitamin 'A' deficiency
 - Vitamin 'B' deficiency
 - Vitamin 'C' deficiency
 - Calcium deficiency
 - Anaemia

5.0. Common ailments in children

- 5.1. Symptoms, causes and care during
 - Red sore buttocks
 - Constipation
 - Diarrhoea
 - Ear ache

- Cold and cough
- Fever
- Vomitting
- Colic
- Precautions for treating sick child
- Teething problems

6.0. Habit formation

- 6.1. Importance of habit formation
- 6.2. Eating habits
- 6.3. Sleeping habits
- 6.4. Toilet Training

III. PAPER
PRACTICALS
HEALTH AND NUTRITION

1. Preparation of immunization schedule
2. Planning and preparation of low cost weaning foods
 - a) Liquids
 - b) Semisolids
 - c) Solid foods for children below one year
3. Planning and preparation of diets for infants between 1-3 years
4. Planning and Preparation of diets for the following nutritional deficiency diseases in children
 - a) Kwashiorkor
 - b) Marasmus
 - c) Vitamin 'A' deficiency disease
 - d) B-Complex deficiency disease
 - e) Vitamin 'C' deficiency disease
 - f) Calcium deficiency disease
 - g) Anaemia
5. Planning and preparation of chart on good habits

CRECHE & PRE-SCHOOL MANAGEMENT

IInd YEAR

PAPER-I : EARLY CHILDHOOD CARE & EDUCATION

Total No.of Periods : 160

Periods per week : 05

Marks : 50

TIME SCHEDULE :

Sl.No.	Major Topics	No.of Periods	Weightage
1.	Pre-school children	25	10
2.	Development during early childhood period	40	14
3.	Concept development	30	12
4.	Play	25	10
5.	Pre-school education	20	08
6.	Philosophies of pre-school education	20	08
	Total	160	62

1.0. Pre-school children.

- 1.1. Significance of pre-school years.
- 1.2. Characteristics of pre-school children
- 1.3. Developmental needs and developmental tasks.
- 1.4. Interests

2.0. Development during early childhood period.

- 2.1. Physical development
- 2.2. Motor development
- 2.3. Emotional development
- 2.4. Social Development
- 2.5. Cognitive development
- 2.6. Speech development

3.0. Concept Development

- 3.1. Importance and learning of various concepts -
 - Size
 - Shape
 - Colour
 - Weight
 - Time
 - Number
 - Social concept

4.0. Play

- 4.1. Definition
- 4.2. Categories and stages
- 4.4. Factors influencing play

5.0. Pre-school education

- 5.1. Importance and need for pre-school education
- 5.2. Aims and objectives of pre-school education
- 6.0. Disciplining children
 - 6.1. Importance of discipline
 - 6.2. Methods of disciplining the child

CRECHE AND PRE-SCHOOL MANAGEMENT

PRACTICALS PAPER I

EARLY CHILDHOOD CARE AND EDUCATION

1. Plan and write play activities for physical and motor development
2. Plan and write play activities for emotional and social development
3. Plan activities and preparing materials for cognitive and speech development
4. Plan and write indoor, out door and organized play activities.
5. Plan and prepare teaching aids for developing concepts.
 - a) Colour
 - b) Size/shape
 - c) Number
 - d) Height
 - e) Beauty

**II YEAR
II PAPER**

Subject Title : Organisation and Management of Pre-Schools

Subject Code :

Periods per week : 05

Periods per Year : 160

TIME SCHEDULE :

Sl.No.	Topics	No.of Periods	Weightage of Marks
1.	Physical setup of pre-school	24	10
2.	Methods of pre-school education	20	8
3.	Management of Pre-school	20	8
4.	Pre-school teacher	20	8
5.	Pre-school planning programmes	40	16
6.	Organisations/schemes for Pre-school education	36	12
	Total	160	62

1. Physical set-up of Pre-school

- 1.1. Selection of site
- 1.2. Building requirement
- 1.3. Selection and care of equipment

2. Methods of Pre-School education

- 2.1. Kindergarten
- 2.2. Montessory
- 2.3. Nursery School
- 2.4. Anganwadi

3.0. Management of Pre-schools

- 3.1. Staff Pattern and qualifications
- 3.2. Importance of Records and Reports
- 3.3. Budget - Income and expenditure

4.0. Pre-school Teacher

- 4.1. Characteristics of Pre-school teacher
- 4.2. Responsibilities of Pre-school teacher
- 4.3. Need for co-operation of Pre-school teacher

5.0. Planning Pre-school Programme

- 5.1. Principles involved in planning Pre-school programme
- 5.2. Short term and long term planning
- 5.3. Importance of teacher's talk
- 5.4. Importance of rhymes/ songs
- 5.5. Importance of Stories
- 5.6. Puppet Show, Dramatization

6.0. Organisations for Pre-school education

- IAPE
- NCERT
- ICDS
- UNICEF
- CARE

Practicals

II. Organisation and Management of Pre-schools

1. Visit and study different types of Pre-school programmes
2. Writing of observation reports of different Pre-school Programmes
3. Planning and Preparation of lesson plans
 - a) Daily lesson plan
 - b) Weekly lesson plan
4. Planning and Preparation of teaching aids —
 - a) Story aids
 - b) Rhyme charts
 - c) Puppets
5. Practice teaching in Pre-schools (Intensive Participation/on the Job training).

PAPER-III

Subject Title : Parent Education, Nutrition and Health

Subject Code :

Total No.of Periods : 160

Periods per week : 05

TIME SCHEDULE :

Sl.No.	Topic	No.of Periods	Weightage of Marks
1.	Parent Education	20	08
2.	Nutrition for Pre-School Children	20	08
3.	Dental Health	30	10
4.	Health of Pre-school child	40	16
5.	Behaviour Problems	30	12
6.	First-aid and safety measures	20	08
	Total	160	62

1.0. Parent Education :

- 1.1. Meaning and importance of parent education
- 1.2. Methods of Parent education
- 1.3. Parent Teacher Meetings

2.0. Nutrition for Pre-school children

- 2.1. Need and importance of nutrition for pre-school children
- 2.2. Nutritional requirements of pre-school children

3.0. Dental Health

- 3.1. Importance of dental care in children
- 3.2. Care of teeth
- 3.3. Prevention of dental caries

4.0. Health of Pre-school child

- 4.1. Role of Pre-school in developing child's good health
- 4.2. Common communicable diseases :
symptoms, causes and prevention of
 - Pneumonia
 - Malaria
 - Typhoid
 - Diptheria
 - Measles
 - Mumps
 - Chicken Pox
 - Whooping Cough
 - Tuberculosis
 - Conjectivitis
 - Scabies

5.0. Behaviour Problems

- 5.1. Common behaviour problems - symptoms, causes and prevention
 - Aggresion
 - Jealousy
 - Thumb sucking

- Nailbiting
- Pica - hairpulling
- Negativism
- Temper Tantrums
- Stealing
- Masturbation
- Bedwetting

6.0. First aid and safety Measures

- 6.1. Importance of first aid
- 6.2. contents of first aid box
- 6.3. Providing child safe preschool environment

Practicals

- 1. Planning and Organizing parent education programmes — 40
- 2. Arranging parent teacher association meetings in teaching practice schools — 30
- 3. Planning and preparation of diets for pre-school children — 30
- 4. Preparation of charts for dental care — 20
- 5. Preparation of first aid kit for pre-school — 20
- 6. Prepare an individual case report for a pre-school child with behaviour problems — 20

VII. List of Equipment

for Creche

No. of Equipment

1.	Tables (Decolam Top)	2
2.	Chairs for staff & parents	10
3.	Steel Almairahs	4
4.	Steel Open racks	2
5.	Display boards	2
6.	Cradles	6
7.	Baby cots	6
8.	Matresses and Bed sheets	6
9.	Pillows and Covers, blankets	15
10.	Gas stove and cylinder	2
11.	Sewing Machine	1
12.	Rubber squeegee toys	20
13.	Pull and push toys	20
14.	Mechanical toys	20
15.	Soft toys	20
16.	Puzzles	20
17.	Picture books	20
	a) Nail cutters and combs	6
18.	Linolium carpets	20
19.	Rubber balls	10
20.	Wooden/ Plastic beads	4
21.	Trycyces	4
22.	Wall Clock	1
23.	Aqua Water filter	1
24.	Water drum	1
25.	Colour TV and VCP	1

26.	Radio and Tape Recorder	1
27.	Steel plates	20
28.	Steel glasses	20 (10 big, 10 small)
29.	Steel spoons	20 Nos
30.	Refrigerator	1 Nos

For Pre-school

Name of the equipment	No. of Quantity
1. Decolom top tables	6
2. Child Size chairs	20
3. Open steel racks	2
4. Steel almirahs	4
5. Carpet (big)	1
6. Carpet (small)	1
7. Easel boards	6
8. Display boards	4
9. Swings	4
10. Junglgym	1
11. Sea-saw	1
12. Trycycle	6
13. Doll house/play house	1
14. Tunnel	2
15. Wooden blocks (all sizes)	6
16. Puzzles	20
17. Picture books	20
18. Models (Plastic, wooden)	20
19. Puppets	20
20. Food weighing machine	1
21. Weighting machine	1
22. Wooden/steel show case (with glass)	2

23.	Water, colours, crayons, assorted chalks, brushes	20
24.	Assorted charts	
25.	Merrigo round	1
26.	Sand pit 6 x 4 ft	1
27.	Assorted beads	10
28.	Clay/plasticine	10 strings
29.	Gardening equipment	2 Pkts.
30.	Plastic bowls	20

VIII. (a) Collaboration Institutions for Curriculum transaction

- District Primary Education Projects (DPEP) under directorate of School education (DSE)
- ICDS Schemes in women and chil Welfare Department
- 'Velugu' Projects

(b) On the Job Training aCentres

- Creches and Preprimary Schools existing under Women and Child welfare Department
- Industrial Creches and Daycare centres
- Creches existing in State and Central Government Offices
- Any recognised pre-primay schools
- Preschools existing under private management

IX. Lecturers Qualification :

1. M.Sc., Child Development/Human Development & Family studies
2. P.G.Diploma in Child Psychology
3. M.A., Child Care and Education

X. Vertical Mobility

- B.A; B.Com; B.Sc. (Home Science)
- General B.Sc. with Bridge Course
- EAMCET eligibility
- Eligibility for D.Ed/TTC

XI. Reference Books:

1. Pre-school Education Philosophy and Practice -
by Dr.G.Pankajam

Published by :
D.K.Vaid for the Inidan Publications,
2963/3, Nai Wali Gali, Kacha Bazar,
Post Box No.49,
Ambala Cant (India)
Price : Rs.975/-

2. Pre-school Children Development
Care Education
By : Aparajita Chowdhury & Rita Chowdhury
Published by :
New Age International (P) Limited Publishers
4835/24, Ansari Road
DARYAGANJ,
New Delhi - 110002.
Price : Rs.

- 3a. History and Philosophy of pre-primary and Nursery Education
b. Methods & Materials of Nursery Education
- J.C.Agarwal

Published by :
Doaba House,
1688, Nai Sarak,
Delhi-110006. Ph: 3274669, 3259773
a) Rs.70/- b) Rs.60/-

4. S.V.R.Package
శిశువికాసదర్శిని 1,2,3
Andhra Mahila Sabha
Rs.600/-

5. Preparation of chart on good habits vinita kour
6. Manual of Paul Choudary Child welfare program

VOCATIONAL CURRICULUM-2005

(With effect from the Academic Year 2005-2006)

**CURRICULUM OF INTERMEDIATE VOCATIONAL
COURSE IN**

PRE SCHOOL TEACHER TRAINING



**STATE INSTITUTE OF VOCATIONAL EDUCATION &
BOARD OF INTERMEDIATE EDUCATION A.P.
Nampally, Hyderabad**

FOREWORD

The National Policy on Education (1986) while proposing educational reorganization, placed high priority on the programme of vocationalisation of education. It emphasized that well planned, systematic and rigorously implemented vocational education will create a distinct stream to prepare students for identified occupations encompassing several areas of activity. The primary aim of vocational courses was to cut across several occupational fields and prepare students with employable skills in organized sectors and self employment. Vocationalisation through re-orientation of educational strategies focused on creating a talent pool of skilled youth who are trained in courses relevant to the market and emerging needs of the various sections of the economy.

Inspired by this vision of the National Policy, the Government of Andhra Pradesh introduced Vocational Education at +2 level with an aim to diversify a sizeable segment of students at the senior secondary stage to the world of work. The State Government aimed at reducing the pressures on higher education through empowering youth by harnessing their capabilities. The requirement of skilled manpower industry is being fulfilled by charting a student's career with right options based on aptitude and talent. An right alternative to medical and engineering courses is envisaged in vocationalisation of education in the State.

In view of the changing needs of the students and growing demand for a spectrum of skill competencies in the economy, the Board of Intermediate Education has reviewed the curriculum of Vocational Courses in order to re-orient them based on their viability and practicability. The revised curriculum for Vocational Courses at Intermediate Level will come into effect from the Academic Year 2005-06 1st Year and from Academic Year 2006-07 for 2nd Year students.

I am confident that the revised curriculum will attract more and more students into vocational stream and help them train in need-based, productive courses leading to gainful employment.



SHASHANK GOEL

Secretary, BIE

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