ALAGAPPA UNIVERSITY

(Accredited with A+ Grade by NAAC (CGPA:3.64) in the Third Cycle)

Karaikudi-63 003, Tamil Nadu, India.

Directorate of Distance Education

PROGRAMME PROJECT REPORT

for

M. A., CHILD CARE & EDUCATION

to be submitted to

UGC, Distance Education Bureau (DEB),

New Delhi

for seeking approval to introduce new programme through

Distance Education Mode

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Degree of Master of Arts (M.A)Child Care and Education
Credit Based System (CBS)
(With effective from June 2018 – 2019 onwards)

a. Programme's Mission & Objectives:

To afford a High Quality Post Graduate Degree (M.A)Child Care and Education through Distance Learning mode to the graduate-aspirant in order to nurture Child in the emerging Indian society among the young minds. The pupil nurtured with Education of children with special needs knowledge is the need of the hour to save the child development and educate the human resources towards positive change.

Objectives of the programme include;

- To address the issues and directions of Child Development, through an expanded knowledge.
- To understand a young Child, with psychological, emotional and social needs.
- To practice a child for emerging Indian society.
- To understand Rights of the child and child care in India.
- To evolve essential practices for children with special needs
- To establish an institutional Planning for child care.
- To plan for establishing Pre-school home community linkages.
- To enlighten Research bent of mind on child care.

b. Relevance of the Programme with Alagappa University's Mission and Goals:

In order to align with the mission and goals of Alagappa University the M.A.,Child Care and Education Programme is planned to deliver in Distance Learning mode which may reach the maximum number of student aspirants who are unable to thrive to spend non-elastic timings of formal conventional class room education. Such a higher education in Arts subject with appropriate practical experiences will enrich the human resources for the uplift of the nation to Educational, Social, Technological, Environmental and Economic Magnificence (ESTEEM).

c. Nature of Prospective Target Group of Learners:

This M.A.,Child Care and Education programme through Distance Learning mode is developed by keeping in mind to give opportunity to economically and socially excluded people includes graduates of various socio-economic status viz., unemployed youths, employed with marginalized salary due to lack of sufficient knowledge in the subject Child Care and Education. Also, the target group of learners includes various level employees of hospitals, secondary –level school teachers, research aspirants, women taking care of family –the important unit of the community, etc.,

d. Appropriateness of programme to be conducted in Distance learning mode to acquire specific skills and competence:

M.A., Child Care and Education programme through Distance Learning mode is developed in order to give subject-specific skills including i)knowledge about Principles of Child Development, Child health and nutrition, Education of the young child. ii) Child in the emerging Indian society, Pre-school educational activities, Rights of the child and child care in India. iii) Education of children with special needs, Planning and organization of institutions of young children, Research in child studies. iv) Pre-school home community linkages. The programme is developed to give detailed exposure theoretically and free-hands experience on practical parts of the study in order to impart skills of Child Care and Education to the learners.

e. Instructional Design:

e. 1. Curriculum Design:

Sl. No.	Course Code	Title of the Course	CIA Max.	ESE Max.	TOT Max	C
		FIRST YEAR				
		I Semester				
1.	**31211**	Principles of Child Development	25	75	100	4
2.	**31212**	Child health and nutrition	25	75	100	4
3.	**31213**	Education of the young child	25	75	100	4
4.	**31214**	**Field Work Practicum I**	25	75	100	4
		Total	**100**	**300**	**400**	**16**
		II Semester				
5.	**31221**	Child in the emerging Indian society	25	75	100	4
6.	**31222**	Pre-school educational activities	25	75	100	4
7.	**31223**	Rights of the child and child care in India	25	75	100	4
8.	**31224**	**Field Work Practicum II**	25	75	100	4
		Total	**100**	**300**	**400**	**16**
		SECOND YEAR				
		III Semester				
9.	**31231**	Education of children with special needs	25	75	100	4
10.	**31232**	Planning and organization of institutions of young children	25	75	100	4
11.	**31233**	Research in child studies	25	75	100	4
12.	**31234**	**Field Work Practicum III**	25	75	100	4
		Total	**100**	**300**	**400**	**16**

		IV Semester				
13.	**31241**	Pre-school home community linkages	25	75	100	4
14.	**31242**	Educational and Instructional Technology for young children	25	75	100	4
15.	**31243**	Practices of child Rearing	25	75	100	4
16	**31244**	**Field Work Practicum IV**	25	75	100	4
			100	**300**	**400**	**16**
		Total	**400**	**1200**	**1600**	**64**

Course Code Legend:

3	1	2	X	Y	

312- M.A., Child Care and Education

X -Semester No

Y - Course number in the semester

CIA: Continuous Internal Assessment, ESE: End Semester Examination, TOT: Total, C: Credit Points, Max.: Maximum

No. of Credits per Course (Theory) -4

No. of Credits per Course (Practical) - 4

Total No. of Credits per Semester- 16

Total No. of Credits per Programme- 16 X 4 = 64

e. 2. Detailed Syllabi:

FIRST SEMESTER

Course Code	Title of the Course
31211	Principles of Child Development

Objectives

On completion of the course the students will be able to

- Define the meaning of growth

- State the Stages of development

- Understand physical growth during infancy, to early childhood

- Explain the Cognitive development of children

- Describe the Socio-emotional development of children

Outcomes of the course:

- The course will enrich the knowledge on growth and development, Cognitive development of children and Socio-emotional development of children.

- The course will help the students to answer the questions in competitive exams viz., SET, NET, GATE, etc. successfully.

BLOCK - I: GROWTH AND DEVELOPMENT

UNIT I

Meaning of growth – Stages of development –the stages of infancy-the stage of childhood- Areas of development -principles growth and development

UNIT II

Importance of the study of development – General principle of development – Genetic factors in development –supportive evidences of heredity.

UNIT III

Importance of environmental factors in development – physical environment-mental environment-social environment-Supportive evidences of environment.

UNIT IV

Physical growth during infancy-the appearance of the new born- Physical growth during Babyhood- Physical growth during early childhood.

BLOCK - II: DEVELOPMENT OF MOTOR SKILLS

UNIT V

Development of different parts of the body –the head-the face-the drunk- height & weight- sight-speech and hearing.

UNIT VI

Development of gross motor skills and fine motor skills –running-jumping-skipping and hopping-climbing-swimming-self doing- Promoting motor skills.

UNIT VII

Cognitive development – Meaning of cognition- definition of cognition - psychological meaning.

UNIT VIII

Piaget's theory with special reference to development up to the period of early childhood- Achievement in stages of intellectual development according to Piaget.

BLOCK - III: LANGUAGE DEVELOPMENT

UNIT IX

Acquisition of concept – development of concept of objects- development of imagination- development of moral standards- development of aesthetic standards - a few cognitive abilities of the pre-school child.

UNIT X

Language development – Learning to speak – Factors influencing language development – Activities relating to Language development.

UNIT XI

Individual difference in acquisition of language – Development of vocabulary of language rules- Promoting language skills – Speech problems in childhood.

BLOCK - IV: SOCIO-EMOTIONAL DEVELOPMENT

UNIT XII

Meaning of Emotion- Development of Emotions-Differentiation of Emotion during the first two years.

UNIT XIII

Meaning of Socio-emotional development – Interacting with the infant and children.

UNIT XIV

Development of attachment – Learning to relate – attachment-Trust-temper tantrums..

UNIT XV

Emotional expressions of children – Love, fear, rivalry, anger, frustration- bed wetting- withdrawn behavior, aggression and stealing -ways of handling.

REFERENCES

1. Erikson H Erick, "Childhood and Society", Penguin, 1969.
2. George G Thompson, "Child Psychology", The Times of India, 1965.
3. Issacc Susan, "The Nursery Years", Routledge, London, 1956.
4. Craig Grace J, and Marguerite Kermis, "Children Today", Allyn and Bacon, New Jersey, 1995.
5. Gordon Ira J, "Human Development", D.B.Taraporevala, Mumbai, 1970.
6. Todd V E and HelersHeffernon, "The Years Before School", Macmillan, London, 1970.
7. Sharma Adarsh, "Social and Personal Development of the Young Child", ECEIM Services, 1996.
8. Paul Henry Mussen, et-al, "Child Development and Personality", Harper & Row, New York, 1977.
9. Smart and Smart, "Readings in Child Development and Relationships", High and HizePubl, New Delhi, 1972.

Course Code	Title of the Course
31212	Child health and nutrition

Objectives

On completion of the course the students will be able to

- Describe the concept of nutrition.

- State the Indicators of health.

- State the Nutritional requirements of children of different age groups.

- Explain Major deficiency diseases of children and theirprevention.

- List Common childhood ailments.

- Describe Major nutrition and health programmesfor children.

Outcomes of the course:

- The course will impart the adequate knowledge about nutrition, Indicators of health, Major deficiency diseases of children and some Common childhood ailments.

- The course will help the students to have an insight on Nutritional requirements of children of different age groups.

BLOCK - I: NUTRITION AND HEALTH

UNIT I

Introduction-The concept of nutrition –Meaning of nutrition- Interrelation between nutrition and health – Indicators of health.

UNIT II

Health situation in India – National Health Policy – Health care services – Health care delivery system in our country- Ensuring health for all.

UNIT III

Introduction to Nutritional requirements- Nutritional requirements of children of different age groups – Infancy and early childhood and middle childhood.

UNIT IV

Planning balanced diets for children of different age groups –Recommended dietary intakes for infants- Emotional and Psychological aspects of infant feeding.

BLOCK - II: NUTRITIONAL PROBLEMS

UNIT V

Introduction- Planing Balanced diet for toddlers and preschoolers-Nutritional requirements among pregnant and lactating women-Influence of lactation on nutrient needs.

UNIT VI

Major deficiency diseases of children and their symptoms – Protein, energy, malnutrition and exophthalmia – Nature, clinical features, causes, treatment and prevention

UNIT VII

Other nutritional problems – 'B' complex deficiency – Vitamin 'D' deficiency – Vitamin 'C' deficiency.

UNIT VIII

Common childhood ailments – prevention and management- Introduction to Common childhood accidents and first aid- preventing injuries and accidents-giving first aid.

BLOCK - III: FOOD SUPPLEMENTATION PROGRAMME
UNIT IX

Nutrient deficiency control programmes such as national prophylaxis programmes for prevention of blindness due to vitamin 'A' deficiency –

UNIT X

National nutrition anemia control programme and National iodine deficiency disorders control programme –

UNIT XI

Food supplementation programme such as Integrated Child Development Services (ICDS), Mid Day Meal programme (MDM), Special Nutrition Programme (SNP) and Balwadi Nutrition Programme (BNP).

BLOCK - IV: HEALTH PROGRAMMES
UNIT XII

Major health programmes – Health programmes such as National Immunization programmes – National Family Welfare programme.

UNIT XIII

National programme for Control of Blindness – National Mental Health Programme – Child Survival and Safe Motherhood programme.

UNIT XIV

Assessment of nutrition status – Methods such as anthropometric measurements, diet survey, growth monitoring – Personal hygiene as an essential factor for health of the children.

REFERENCES
1. Ali Mohamad: "Food and Nutrition in India", K.B. Publications, New Delhi.
2. "National Seminar on Nutrition Education", NCERT, 1975.
3. Rirchie A S Jean, "Learning Better Nutrition", Raner, Italy, 1967.
4. Holmes C Alan, "Visual Aids in Nutrition Education", FAO, Rome, 1969.
5. Fee, "A Handbook for Nutrition Trainers of Anganwadi Worker", NIPCCD, 1994.
6. BrakhaneJeanmette, Robert E Rockwelt, "Food, Nutrition and the Young Child", Missowri, St. Louis, 1985.

7. Cameron Margaret &HotwanderYugne, "Manual on Feeding Infants and Young Children", UNICEF, New York.

Course Code	Title of the Course
31213	Education of the young child

Objectives

On completion of the course the students will be able to

- Trace the development of early childhood education through the contributions of child educators such as Froebel, Montessori, Tagore and others.

- State Recommendations of the National Policy on Education (1986)

- Identify the sources of finance for institutions of young children.

- State the play way methodsof educating children.

- Describe Basic features of Minimum Level of hearing (MLL)

Outcomes of the course:

- The course will impart the wisdom about the development of early childhood education.

- The course will identify the sources of finance for institutions of young children.

- The course will describe Basic features of Minimum Level of hearing (MLL).

BLOCK - I: EARLY CHILDHOOD CARE AND EDUCATION

UNIT I

Early childhood care and education – Its scope – Rationale- aims of Theoretical orientations in early childhood education.

UNIT II

Contributions of Rousseau, Froebel, Montessori, Tagore, TarabaiModak and AnutaiWagh – Head Start Programme – The system of pre-basic education of Gandhi.

UNIT III

Challenges of Indian education at preprimary and primary education-development of primary education in free India- Equalization of educational opportunities-Education of the girl child.

UNIT IV

The problem of wastage and stagnation – Education of the girl child – Pre-school education in strengthening the primary education.

BLOCK - II: NATIONAL POLICY ON EDUCATION (1986)

UNIT V

Recommendations of the National Policy on Education (1986) on early childhood care and Education at Elementary education.

UNIT VI

Financing of education of young children grant-in-aid for creches – National Creche Fund – Sources of finance.

UNIT VII

Policies and programmes of the Centre and State for the five year plans – Rules of recognition and grant-in-aid.

UNIT VIII

Welfare extension projects-integrated child welfare services-family and child welfare projects-supplementary nutrition programme.

BLOCK - III: EDUCATING THE YOUNG CHILD

UNIT IX

Chittibabu Committee Report on Code of Regulations for Nursery and Primary School-Study of Tamil Schools – Minimum specification for pre-schools.

UNIT X

Educating the young child – Learning through play – Activities for promoting cognitive and language skills.

UNIT XI

Activities for sensory exploration – Play activities for pre-reading and pre-writing skills – Music and movement.

BLOCK - IV: MINIMUM LEVEL OF LEARING (MLL)

UNIT XII

Basic features of Minimum Level of Learing (MLL) – MLL in language – MLL in mathematics – MLL in environmental studies,

UNIT XIII

Non-cognitive areas of learning – Evaluation as an essential input to primary education.

UNIT XIV

Definition of Curriculum- Curricular load for children-planning Curriculum for pre schools and primary education-develop self-esteem and optimistic attitudes-objectives and the content of primary curricula.

REFERENCES
1. AmbergLemore, "Raising Children Bilingually", Multilingual Malters Ltd. 1987.
2. Annie I Butler, "Early Childhood Education", D.VanHogland, New York, 1974.
3. Bernard Spodek, "Early Childhood Education", Prentice Hall, New Jersey, 1976.
4. WaghAnutai, "Parent and Community", ECEIM, 1979.
5. Sharma Adarsh, "Social and Personal Development of the Young Children", ECEIM, 1987.
6. Taneja V R, "Education: Thought and Practice", Delhi University Publishers.

7. Rusk Robert, "The Doctrine of Great Educators", McGraw Hill, 1964.
8. Sylvia Krown, "Threes and Fours go to School", Prentice Hall, New Jersey, 1974.
9. Report of the National Education Commission (1964-66), MHRD, New Delhi.

Course Code	Title of the Course
31214	**Field Work Practicum I**

Practical details –**ANY 10**

1. Observation of children of different stages with regard to physical, motor, emotional, intellectual development.
2. Observing any one problem behavoiur among children and recording it.
3. Preparation of case studies of children.
4. To observe a child over a period of time to study trends in development.
5. To do a nutritional survey of children in different age group.
6. To visit pediatric section of hospitals to find out common ailments among children and their treatment.
7. To check up children to find out any symptoms of deficiency diseases.
8. To survey food habits and beliefs of parents related to food habits.
9. To visit noon centers and record their activities.
10. To prepare simple but nutritional food items and keep a record.
11. Observation of teaching in pre-primary and primary schools.
12. Collecting simple games, stories, rhymes and action songs suitable for children.
13. Visiting pre-primary and primary schools to find out whether they fulfill minimum specifications.
14. Critical analysis of code of regulations for nursery and primary schools.
15. Collecting curricular materials for pre-primary and primary education.

SECOND SEMESTER

Course Code	Title of the Course
31221	Child in the emerging Indian society

Objectives

On completion of the course the students will be able to

- Describe the structural aspect of the Indian family and the family's role in socialization of the child.

- State the Patterns of parenting and their impact on the child.

- Explain the roles of religions, institutions in the socialization of the child.

- Describe the Social practices of child development.
- State the Characteristics of Indian Society.

Outcomes of the course:

- The course will give a clear picture on Indian family and the family's role in socialization of the child.
- The course will train the students to understand the patterns of parenting and their impact on the child.
- The course will analyze the social practices of child development.

BLOCK - I: CHILD AND THE STRUCTURAL ASPECT OF THE INDIAN FAMILY

UNIT I

The Child and the structural aspect of the Indian family – Type of family – 'Significant others' in the family – Family size.

UNIT II

Dynamics of social interaction – Role of family in socialisation of the child – Their stages in child socialization – Internalization.

UNIT III

Role expectations of a child – Sex stereotyping of role – Changing concept of childhood – Western values and ideas.

UNIT IV

Social agencies of child development – Stages of parenting-parental development-event of birth and its significance-major adjustments necessitated by birth.

BLOCK - II: PATTERNS OF PARENTING

UNIT V

Patterns of parenting- Democratic, autocratic, authoritarian –the nature of parent child relations- Parent-child interaction.

UNIT VI

Parent behaviour-- Parent behaviour dimensions-Oedipus complex and Electra complex in children – The neglected child – After care homes.

UNIT VII

Maternal deprivation-Institutionalized child-Social institutions-Influence of Religious institutions – Roles of church, mosque, temple.

UNIT VIII

The process of social weaning – Schools, textbooks – The pre-school, play group, mass media – Television.

BLOCK - III: CHILDREN'S STYLES OF LIFE

UNIT IX

Peer relations and play group-Group relations-Development of Altruism-Children's styles of life – Community and caste.

UNIT X

Social practices, customs, rituals and child care – Concept of childhood – Sex determination.

UNIT XI

Practice of female infanticide and foeticide –Infant and child mortality-child care programmes in India- Causes and consequences.

BLOCK - IV: GOVERNMENT SCHEMES OF TAMIL NADU FOR THE GIRL CHILD

UNIT XII

Schemes of the Government of Tamil Nadu for the girl child – Cradle baby scheme – Sex ratio – The fertility rates by sex – Late marriages – IMR by sex.

UNIT XIII

Indian Society – Characteristics of Indian society-Social group – Indian social syetem-Village community, caste system, joint family.

UNIT XIV

Plurality of culture – Unity in diversity – Urban way of living – Housing – Crime-migration and children – Employment pressure.

UNIT XV

Western values and ideas – Religion and education in child development- ethnic groups- racial groups – Education and eradication of class and race prejudices-Their importance in the context of child development.

REFERENCES
1. Bosard James H S and Eleanor Stoker Boll, "The Sociology of Child Development", 4[th]ed, Harper & Row, London, 1966.
2. Berk Laura E, "Infants, Children and Adolescents", 2[nd]ed, Allyn and Bacon, Singapore, 1966.
3. Medinnus, Gene R and Ronald C Johnson, "Child and Adolescent Psychology", John Wiley, New York, 1976.
4. Bijou Sidney W, "The Basic Stage of Early Childhood", Prentice Hall, New Jersey, 1976.
5. Rajammal P Devadas and N Jaya, "A Textbook on Child Development", Macmillan, Chennai, 1984.
6. Craig Grace J and Marguerite Kermis, "Children Today", Prentice Hall, New Jersey, 1995.

Course Code	Title of the Course
31222	Pre-school educational activities

Objectives:

On completion of the course the students will be able to

- Study about the Objectives of Pre-School Education.
- Understand about the Classification of Educational Activities based on age level of the child
- Reveal the Educational activities to promote cognitive abilities.

Outcomes of the course:

- The course will give a clear picture on the Objectives of Pre-School Education.
- The course will train the students to Understand about the Classification of Educational Activities based on age level of the child
- The course will reveal the Educational activities to promote cognitive abilities.

BLOCK - I: PRE-SCHOOL EDUCATION

UNIT I

Introduction-Objectives of Pre-School Education – Educational Activities (E.A) - Meaning – Importance.

UNIT II

The Pre-primary school as a centre for play-Pre-school as a centre for play activities-Pre-school as a centre for stimulation and developmental activities.

UNIT III

Classification of Educational Activities based on age level of the child, domains of development, grouping of children, based on level of teacher supervision and place of activity.

UNIT IV

Educational activities for gross muscle co-ordination - activities for motor development of the toddlers and preschoolers

BLOCK - II: EDUCATIONAL ACTIVITIES FOR PRE-READING AND PRE-WRITING

UNIT V

E.A. to promote sensory – motor and fine-muscle coordination – Indoor and outdoor equipments to promote gross muscle and fine muscle coordination.

UNIT VI

Introduction to Pre-reading and Pre-writing activities to promote language development- Stories for children.

UNIT VII

Teaching Rhymes, Music- Creative Drama for the young child – suitability of themes for young children – Activities for creative self-expression.

UNIT VIII

Educational activities to promote cognitive abilities for toddlers and preschoolers – Providing simple science experience activities.

BLOCK - III: EDUCATIONAL ACTIVITIES TO PROMOTE COGNITIVE ABILITIES

UNIT IX

Promoting cognitive abilities-Activities for observation, grouping seriation / sequencing – enhancing memory – simple problem solving – Introducing Pre-number concepts.

UNIT X

Concept formation- Educational activities for Socio – emotional development –Role Play.

UNIT XI

Simple science experience activities-Imaginative Play Activities – Drama – Activities for Channelization of emotions.

BLOCK - IV: PLANNING AND ORGANIZING EDUCATIONAL ACTIVITIES

UNIT XII

Planning and Organizing Educational Activities – Effective Use of Indoor and Outdoor space.

UNIT XIII

Improvised teaching aids using rural and urban waste materials – Organizing Simple Traditional Games for young Children.

UNIT XIV

Monitoring child's progress in Educational Activities-Assessment schedule for child's progress in Educational Activities.

REFERENCES

1. 'Activity-Based Curriculum for Pre-School Education', Indian Association for Pre-School Education, 2000.
2. 'Stimulation Activities for Young Children', RajalakshmiMuralidharan and ShobikaAsthana, New Delhi : NCERT, 1999.
3. 'Strategies for Effective Pre-School Education', Indian Association for Pre-School Education, 1999.
4. 'A Textbook on Child Development', Rajammal P. Devadas and N. Jaya, Coimbatore : Macmillan India Ltd., 1991.
5. Publications of IAPE on Play, Music, Drama and other activities for the Pre-Schoolers.

Course Code	Title of the Course
31223	Rights of the child and child care in India

Objectives:

On completion of the course the students will be able to

- Understand the basic rights of the children

- Describe the means of Protecting the basic rights of the children

- Justify the Need for child care

- Concept of child care

- Describe a few successful experiments to child care

- State the role of Child Welfare organizations

Outcomes of the course:

- The course will nurture the knowledge and understand the basic rights of the children

- The course will give an expertise in understanding the means of Protecting the basic rights of the children

- The course will describe the role of Child Welfare organizations.

BLOCK - I: BASIC RIGHTS OF THE CHILD

UNIT I

Profile of children of the world – Convention of the rights of the child – Four sets of basic rights.

UNIT II

Major goals for child survival, development and protection – Measures to promote children's rights – goals for the year 2000 fixed by the Government of India.

UNIT III

Protecting the basic rights of the children – Providing safe drinking water, nutritious food and health services.

UNIT IV

Protecting children from exploitation and abuse – Child labour as exploitation of children – Legal protection for child labour.

BLOCK - II: CONCEPT OF CHILD CARE

UNIT V

Provision of children's homes and adoption facilities for street children and orphans.

UNIT VI

Concept of child care – Need for child care – Types of child care.

UNIT VII

A few innovative approaches to child care as a support service for working women.

UNIT VIII

Social and economic justification for early childhood care and education.

BLOCK - III: CHILD CARE CENTERS

UNIT IX

Family and community participation in child care – Family day – Care center in Mumbai.

UNIT X

Mobile crèches in Delhi and Mumbai for construction worker's children – Community pre-schools for the rural poor.

UNIT XI

The Tamilnadu Experiments Palmyrah Workers Development Society, Martandom.

BLOCK - IV: CHILD WELFARE SERVICES

UNIT XII

Child care in other countries – Parent run daycare centers of France – The Beta Israel Project.

UNIT XIII

Child Welfare Services – State level services – Balwadi – Anganwadi.

UNIT XIV

Role of organizations providing child welfare services in India – NCERT, ICCW, CSWB, and NIPCCD.

REFERENCES

1. Chhabra Rami Petterson Willy, "The Situation of Children in India", 1979.
2. Erikson H Erick, "Childhood and Society", Pergium Dorks Ltd, 1969.
3. SlackotaneFesser, "Education and Daycare for Young Children in Need", The American International, Geneva, 1985.
4. De'Souza Alfred, "Children in India: Critical Issues in Human Development", 1979.
5. Jameson Kenneth, "Pre-school and Infant Studies", Vista, London, 1972.
6. "Why Children Matter", Bernard Van Leer Foundation (BVLF), 1994.
7. SalachSimcha, "In First Person Plural", BVLF, 1993.
8. Ruthpaz, "Paths to Empowerment", BVLF, 1990.

Course Code	Title of the Course
31224	**Field Work Practicum II**

ANY 10

1. Observing a child in different social contexts- family, play group, and school and keeping a record.
2. Observing the different levels of interactions in the family- joint, nuclear and big families.
3. Recording conversations between children and analyzing it from sociological point of view.

4. Studying impact of mass media on the behaviour of the child.
5. Interviewing mothers of three generations and recording their child rearing practices.
6. Observation of welfare institutions for young children from the point of view of how far the children's rights are protected.
7. Evolving proforma to assess the existing condition of child welfare homes.
8. Visit to Balwadis and Anganwadis.
9. Interviews with working mothers to find out how they meet the needs of care of their children.
10. Making an assessment of needs. Availability, access and utilization with reference to child care facilities in various factors   and sections of the community.
11. Recording of successful child care experiments in local areas.

THIRD SEMESTER

Course Code	Title of the Course
31231	Education of children with special needs

Objectives of the Course:

On completion of the course the students will be able to

- Understand the Meaning of the expression 'Special Children'

- Identify the Categories of Special Children.

- The course will Describe the educational provisions of physically handicapped in India.

- Identify the mentally retarded and ways of educating them.

- Understand the technique of identifying gifted children.

- State the ways of Promoting education of the gifted and creative children.

- Develop an understanding to prevent disabilities, involvement of the families, community, the person with disability and the existing health infrastructure.

- Understand and develop skills for imparting rehabilitation therapy

Outcomes of the Course:

- The course will give the Meaning of the expression 'Special Children'

- The course will describe the educational provisions of physically handicapped in India.

- The course will make the learners Identify the mentally retarded and ways of educating them.

- The course will make the learners to Promote education of the gifted and creative children.

- The course will make the learners toUnderstand and develop skills for imparting rehabilitation therapy.

BLOCK - I: SPECIAL CHILDREN

UNIT I

Concept of Special Children – Meaning and definition of Special Children – Categories – Handicapped and the gifted.

UNIT II

Physically handicapped – visually impaired children- hearing impaired-Types of hearing defects-Speech impaired children.

UNIT III

Mentally retarded – Gifted and talented-Culturally disadvantaged – Socially disadvantaged – Their needs and education.

UNIT IV

Visually handicapped – Categories and characteristics – Identification, correction and medical treatment.

BLOCK - II: EDUCATION OF THE SPECIAL CHILDREN

UNIT V

Education of the visually handicapped – Grades of Braille-Limitations of Braille - Instructional materials-Technological and special aids.

UNIT VI

Speech and hearing impaired children-Definition-Speech and hearing disorders-Nature – Types –Characteristics of Speech and hearing impaired children -Causes – Identification of problems.

UNIT VII

Educational provisions for the physically handicapped in India-The role of All India Institute of Speech and Hearing Handicapped (AIISH).

UNIT VIII

Definition of Mentally retarded – Degrees of mental retardation – Identifying the mentally retarded – Characteristics -Causes-Working with a mentally disabled child.

BLOCK - III: GIFTED CHILDREN

UNIT IX

Gifted children – Concept – Characteristics – Needs-Identification of gifted children – Creativity – Meaning – Identification-Promoting education of the gifted and creative children.

UNIT X

Sensitization & mobilization towards community organization-Need and Importance. Awareness programs for disability using mass media such as art, music, puppet, theatre, street theatre, dance, drama etc.

UNIT XI

Approaches to Therapeutic Rehabilitation services- Neuro developmental therapy-Physical therapy-Occupational therapy-. Speech therapy- O&M training- Visual & speech perceptual training--Adaptive mobility devices - Medications

BLOCK - IV: DISABILITY AND REHABILITATION

UNIT XII

Rehabilitation aids and tools- : Orthotics &Prosthetics - Occupational therapy-Training in activities of daily living for rehabilitation- Self-help devices -Instrumental activities of daily living -Environmental control units,

UNIT XIII

Developmental aids and the skills to develop developmental aids using locally available materials, Adaptive devices, Low cost aids

UNIT XIV

Research in disability Rehabilitation - Need and scope of research in the field of disability and rehabilitation -- Science & scientific thinking-Problems faced by rehabilitation specialists in research. Qualities of good research worker in disability area.

REFERENCES

1. Daniel P Hallahan and James M Kauffman, "Exceptional Children: Introduction to Special Education", Prentice Hall, London, 1991.
2. Blake K A, "The Mentally Retarded: An Education Psychology", Prentice Hall, New Delhi, 1976.
3. Indira Swaminathan, "Developing Creativity in Young Children".
4. Jangira, N.K. et-al, "Source Book for Teaching Visually Disabled Children", NCERT, New Delhi, 1988.
5. UdayShanker, "Exceptional Children", Sterling Publ. New Delhi, 1984.
6. Mani MNG, "Techniques of Teaching Blind Children", Sterling, New Delhi.
7. Garret J F, "Psychological Aspects of Physical Disability", Washington, 1952.

Course Code	Title of the Course
31232	Planning and organization of institutions of young children

Objectives of the Course:

On completion of the course the students will be able to

- Describe the Physical set up of the day center, pre-school and primary school.

- State the Guiding principles for programme planning for institutions of young children.

- List the important Furniture, equipment and appliances necessary for institutions of young children.

- Understand the maintenance of such equipment's.

- List the Records to be maintained in institutions of young children.

- Describe the importance of Parent education programme.

- Describe the strategies for Securing cooperation from the parents in the community.

Outcomes of the Course:

- The course will enlighten the Physical set up of the day center, pre-school and primary school.

- The course will make the learners understanding about the Guiding principles for programme planning for institutions of young children.

- The course will make the learners understanding about the importance of Parent education programme.

BLOCK - I: PHYSICAL SET UP OF THE DAY CENTER
UNIT I

Design of a preschool-classroom arrangement-Physical set up of the day center, pre-school and primary school.

UNIT II

Building – Site – Location – Ventilation – Light arrangement – Floor and space – School garden –Playground.

UNIT III

Additional areas for children-Provision of safe drinking water and sanitary conditions.

UNIT IV

Guiding principles for programme planning – Setting up and running a child care Centre.

BLOCK - II: SHORT-TERM AND LONG-TERM PLANNING
UNIT V

Planning of activities and programmes of the preschool and primary school – Short-term and Long-term – Daily schedule – Weekly planning.

UNIT VI

Planning for the term and yearly planning – Curriculum and Lesson plan-Time-table and Calendar.

UNIT VII

Developmental characteristics of preschoolers-Furniture, equipment and appliances – Criteria for selection and purchase.

UNIT VIII

Their functional utility and maintenance – Indoor and outdoor equipments-Equipments suitable for different age groups.

BLOCK - III: MAINTAINANCE OF RECORDS

UNIT IX

Records to be maintained in a crèche-Need and importance of school records-Some Records to be maintained in pre-school.

UNIT X

Importance, types and maintenance – Admission register, fee register, library register, stock book, school cash book, and cumulative records.

UNIT XI

Parent education programme – Programme for the parents and community – Purpose – Organization – Motivation of the community.

BLOCK - IV: PARENTAL INVOLVEMENT OF THE SCHOOL

UNIT XII

Methods of educating the parents in the community – Securing cooperation through strategies such as home visits, interviews, group discussion.

UNIT XIII

Parent-teacher meetings, exhibitions, lecture by specialists, pamphlets, booklets, posters, newsletter, and picnics.

UNIT XIV

Parental involvement of the school and the community in programmes for the children – 'AnnaiarKazhagam' (Mother's Association).

REFERENCES

1. WaghAnutai, "Parent and Community", ECEIM, 1979.
2. Allen of Hurtwood, "Planning for Play", Thames & Hudson, London, 1971.
3. Herron R E, "Children's Play", Johnwiley, London, 1971.
4. Betty L Broma, "Early Years in Childhood Education", Rand McNally, Chicago, 1978.
5. Annie L Butler, "Early Childhood Education", D.VanHogland, New York, 1974.
6. Brophy J E et-al, "Teaching in the Pre-school", Harper and Row, New York, 1975
7. GolbyGreenward and West, "Curriculum Design", ELBS, London, 1979.
8. RajalakshmiMuralidharan and Uma Banaerjee, "A Guide for Nursery School Teacher", NCERT Publication.

Course Code	Title of the Course
31233	Research in child studies

Objectives of the Course:

On completion of the course the students will be able to

- Describe Common methods used to study children.

- Explain General research designs for studying children.

- Describe the different approaches to the study of the children.

- Understand the various methods of Developmental research.

- Explain the different methods of observational child study with their uses.

- Understand the ways of assessing different areas of Development of child.

Outcomes of the Course:

- The course will make the student aware about Common methods used to study children.

- The course will make the learners to understand about General research designs for studying children.

- The course will make the learners know about the different approaches to the study of the children.

- The course will make the learners to understand the ways of assessing different areas of Development of child.

BLOCK - I: CONCEPT OF RESEARCH

UNIT I

Concept of Research – Meaning of Research – Importance of Research – Characteristics of Research-Significance of Research.

UNIT II

Need for research on children –Importance of research on children- Problems of research on children.

UNIT III

Types of research- fundamental research, applied research, and action research – Areas of research in child studies.

UNIT IV

Steps in developing a research project – Selection of a research problem – Where to look for problem of research.

BLOCK - II: CRITERIA FOR SELECTION OF THE PROBLEM

UNIT V

Criteria for selection of the problem – Justifying the significance of the problem – The value of review of related literature.

UNIT VI

Evaluation of a problem-Hypothesis – Meaning – Formulating types – Sampling – Meaning – Need – Types of sample designs-Techniques.

UNIT VII

Common methods used to study children – Systematic observation (naturalistic observation and structural observation).

UNIT VIII

Self reports (clinical interview, structural interview, questionnaires and psychological test) – Clinical method (case study)- Ethnography – Construction and standardization of research tools.

BLOCK - III: GENERAL RESEARCH DESIGNS
UNIT IX

General research designs – Co-relational designs – Experimental designs – Types of Experimental designs- Application of Experimental Technique in child studies.

UNIT X

Designs for development in child studies – The longitudinal design – The cross sectional design.

UNIT XI

Changes in procedure during longitudinal studies-Problems in conducting longitudinal and cross sectional research-Analysis of longitudinal data.

BLOCK - IV: ETHICS IN RESEARCH ON CHILDREN
UNIT XII

Ethics in research on children – Guidelines for ethical research practice-Need and importance of Ethics in research on children.

UNIT XIII

Analysis of research data and report writing – Qualitative data analysis – Descriptive and inferential statistics.

UNIT XIV

Preparation and evaluation of research report on children – Writing of qualitative research report on children.

REFERENCES
1. Bhatia H R, "Understand your Children".
2. Driscoll G, "How to Study the Behaviour of Children".
3. Straney Ruth, "Introduction to Child Study".
4. Slee Philip T, "Child Observation Skills".
5. Thomson George G, "Child Psychology", Surjeet Publ. Delhi, 1979.
6. JorBagh, "Study of the Young Child", UNICEF, New Delhi.
7. Best John W, "Research in Education", Prentice Hall, New Delhi, 1985.

8. Buch M B, "The Fifth Survey of Research in Education", NCERT, New Delhi, 1996.

Course Code	Title of the Course
31234	**Field Work Practicum III**

ANY 10

1. Visit to schools meant for children with special needs.
2. Observing the teaching method.
3. Identifying a gifted child in the class.
4. Visit to schools with integrated approach to education of children with special needs.
5. Survey of buildings for day-care centers, pre-primary schools, primary schools and preparing a model plan for a building.
6. Preparation for time table for different institutions for the young children
7. Preparation of a calendar for the school.
8. Visits to these institutions and gathering information about maintenance of different registers.
9. Preparation of low-cost and non-cost teaching aids.
10. To gather traditional beliefs about child development and keeping a record of time. Also to verify how scientific or otherwise the beliefs are.
11. To list problems related to studying children based on field work.
12. To conduct a case study of a child and keeping a record of it.
13. To assess the different areas of development using scales developed for the purpose.
14. To observe children and keep a record of the developmental activities.
15. To observe the same child over a period of time to study trends in development.
16. To get experience in constructing various tools for research used for studying the child.

FOURTH SEMESTER

Course Code	Title of the Course
31241	Pre-school home community linkages

BLOCK - I: COMMUNITY

UNIT I

Community – Meaning and scope – Types of communities – Pre-school as a part of the community – Home as a sub-system in the society – Child as a link between the home and the community.

UNIT II

Linking objectives of pre-school education with the expectations of the parents, and the community.

UNIT III

The importance of partnership between the pre-school and the parents; and the link between the pre-school and the community.

UNIT IV

Communication as an essential component in establishing linkage – Hurdles in establishing the linkage – Ways to overcome barriers communication.

BLOCK - II: FORMAL AND INFORMAL STRATEGIES

UNIT V

Strategies for enhancing pre-school-parent partnership – Ensuring involvement of rural and urban parents in the pre-school programme.

UNIT VI

Formal and informal strategies: Parent-teacher meetings, observing parents day, newsletters, circulars, bulletin boards.

UNIT VII

Home visits and informal discussion, games with parents, simple celebration of birthdays, wedding anniversaries of the parents.

UNIT VIII

Improving pre-school – Community linkages – Involving the community in planning, executing, monitoring and assessing the pre-school programme.

BLOCK - III: LINKAGES WITH NEARBY PRE-SCHOOLS

UNIT IX

Establishing linkages with nearby pre-schools – Peer supervision –Ways of obtaining services and financial assistance from the community.

UNIT X

The role of traditional and non-traditional media to reach the community – Folk media – Villupattu, street plays, oyilaattam, harikatha, puppet shows.

UNIT XI

Modern media – Mass media, radio, television, cinema, newspapers and magazines and posters – Their relative effectiveness in establishing the link.

BLOCK - IV: PLANNING AND ORGANIZING MEETINGS OF THE PRE-SCHOOL STAFF

UNIT XII

Planning and organizing meetings of the pre-school staff with the parents and the community – Identifying the community leaders.

UNIT XIII

Involving the village panchayat and local administration bodies in the development of the pre-school – Issues and agenda for discussion in these meetings.

UNIT XIV

Organizing festivals and celebration of important national days and religious festivals with the help of the community – The role of service organizations like Rotary Clubs, Lions Clubs and Jaycees, strengthening the pre-school-Involving the rural and urban disadvantaged groups and educating them about the philosophy of the pre-school.

REFERENCES
1. WaghAnutai, 'Parent and Community', ECEIM, 1979.
2. G. Pankajam, 'Pre-school Education: Philosophy and Practice', Gandhigram Rural University Press, 1991.
3. IAPE Conference reports on Parents and Community Links with Pre-Schools.
4. RajalakshmiMuralidharan and Uma Banerjee, 'A Guide for Nursery School Teachers', NCERT Publication.
5. Erickson H. Erick, 'Childhood and Society', Perguim Dorks Ltd., 1969.
6. Salach, Simcha, 'In First Person Plural', Bernard Van Leer Foundation, 1993.
7. Sarah HamondLeeper et-al, 'Good Schools for Young Children', The Macmillan Company, London, 1968.
8. Sylvia Krown, 'Threes and Fours Go to School', Prentice-Hall Inc., New Jersey.
9. Venna Hildebrand, 'Introduction to Early Childhood Education', Macmillan Publishing Co. Inc., New York.

Course Code	Title of the Course
31242	Educational and Instructional Technology for young children

BLOCK - I: EDUCATIONAL AND INSTRUCTIONAL TECHNOLOGY

Unit I

Educational and Instructional Technology – Meaning, Nature, Scope, Definition, Objectives and Significance -Educational Technology and Instructional Technology – Role and Recent Trends.

Unit II

Approaches of Educational Technology – Hardware, Software, System approach, Individual & Mass media approach.

Unit III

Differential Instruction, Universal Design of learning and Individualized Instruction-Implication of the above for inclusion.

Unit IV

ICT – Meaning, Definition, Scope and Significance- Psychological bases for ICT among teachers and learners-

BLOCK - II: DEVELOPMENT OF ICT

Unit V

Development of ICT – Stages, Requirement and Process -Use of ICT in developing collaborative networks for sharing and learning such as Internet – E-mail, Tele-teaching, Tele-conference to communicate with families and children in other places.

Unit VI

Technology Tools and Interactive Media-Use of ICT to simplify record keeping, information management in education administration in special and inclusive settings

Unit VII

Multi Media - Meaning, Nature, Scope, Definition and Approaches-Types of Instructional Aids: Projected & non–projected Aids, Projectors, Radio, Tape Recorder, Television, Films, Computers, whiteboard, Smart board, e-Flash Cards, Educational Toys

Unit VIII

Advantages, Limitations and Challenges of Using Multimedia in Education -Recent Trends in Multimedia -Implication of Multimedia in teaching learning.

BLOCK - III: DISABILITY FRIENDLY TECHNOLOGY

Unit IX

Enhancing Technology Friendly Practices among Teachers-Computer-Assisted & Computer Managed Instructions, Cybernetics, E- learning, Use of Net Search and Websites

Unit X

Disability Friendly Technology – Punarjani, and e-learning Framework developed by C-DAC -Developing Technology Integrated Lessons – Sharing e-books with Individual and Group.

Unit XI

Implications of Technology based instruction in Inclusion -digital storytelling with children- Co-create digital books with photos of the children's play or work- digital audio files with the child as the narrator.

BLOCK - IV: APPLICATION OF TECHNOLOGY

Unit XII

Application of Technology in Worksheet Preparation, Report writing and Evaluation.

Unit XIII

Application of Technology in Assistive Devices – For example, JAWS, Smart phones, Screen Readers

Unit XIV

Application of Technology in Instruction – Individual, small group and large group-Advantages, merits and demerits -Implications for inclusion

REFERENCES
1. Venna Hildebrand, 'Introduction to Early Childhood Education', Macmillan Publishing Co. Inc., New York.
2. Sarah HamondLeeper et-al, 'Good Schools for Young Children', The Macmillan Company, London, 1968.
3. Erickson H. Erick, 'Childhood and Society', Perguim Dorks Ltd., 1969.
4. Brophy J E et-al, "Teaching in the Pre-school", Harper and Row, New York, 1975
5. GolbyGreenward and West, "Curriculum Design", ELBS, London, 1979.

Course Code	Title of the Course
31243	Practices of child Rearing

Objectives

On completion of this course, students will be able to

- Outline parenting styles/ roles and methods.
- Identify major theories related to various parenting styles
- Identify and describe the factors that influence parenting of a child with special need
- Analyze the social factors that promote the healthy growth and development of children with special needs from birth to adolescence.
- Analyze the types of structures of various organizations that can help in nurturing children with special needs
- Identify and access various support systems available to parents and families.
- Understand the Specific Needs and concerns of families having a child with disability
- Become aware of disabilities and their familial and societal contexts, including the disabling and enhancing environments impacting their quality of life.
- Counsel the family members and community regarding interventions with disabled people.

Outcomes of the Course

- The course will make the student aware about the Outline parenting styles/ roles and methods.
- The course will make the student to Identify major theories related to various parenting styles
- The course will make the student to Identify and describe the factors that influence parenting of a child with special need
- The course will make the student to analyze the social factors that promote the healthy growth and development of children with special needs from birth to adolescence.
- The course will make the student to Analyze the types of structures of various organizations that can help in nurturing children with special needs
- The course will make the student to Identify and access various support systems available to parents and families.
- The course will make the student to Understand the Specific Needs and concerns of families having a child with disability
- The course will make the student to become aware of disabilities and their familial and societal contexts, including the disabling and enhancing environments impacting their quality of life.
- The course will make the student to Counsel the family members and community regarding interventions with disabled people.

BLOCK - I: INTRODUCTION TO PARENT EDUCATION

UNIT -I

Introduction to Parent education: Need for Parenting Education - Concepts of Parenthood - Characteristics of Parenthood and Parent-Child Relations

UNIT II

Historical Perspective on Parenting - Variables Impacting Parenthood, Theories of Parenting. Qualities of good Parenting skills, parenting styles, parenting types

UNIT- III

Role of Culture and Tradition in Parenting: Contemporary Families - Features , Diversity . Family systems Theory - Systemic Family Development Theory - Common Developmental Process in Families - Family Ecology Theory (Brofenbenner) and Parenting.

UNIT IV

Erikson, Vygotsky, Piaget theory and their application to Parenting. Evolving Concepts of Parenthood: - Behaviour problems, transition to parenthood- adjusting to parenthood- parenting in Adoptive Family Systems. Stages of Parenting

BLOCK - II: PARENTING CHILDREN WITH SPECIAL NEEDS

UNIT V

Parenting Children with Special Needs- *Negative conditions* -Anxiety-Anger-Frustration-Guilt-Confusions –Powerlessness -Disappointment –Rejection, Role confusion, Superstition practices, Depressive moods -Working together with other professionals -Other professional involved with the care of the young child-Respecting professional roles-Skill transfer-Sharing information

UNIT VI

Parents as partners in rearing children with special needs --Respecting parent priorities- Active listening- Accommodating special circumstances-Single parent families-Working parents- Parents from minority communities-Parents with multiple responsibilities-Influence of family beliefs about parenting, child learning & impairment

UNIT VII

Challenges in rearing special needs children- emotional, physical exhaustion, stress, school related issues, financial constraints -family relationships. Different Concerns: Medical Issues, Behavior Issues, Developmental Issues, Learning Issues, Mental Health Issues, Common Concerns.

UNIT VIII

Impact of disability on persons with disability and their families: reactions of parents/family members, school and society and ways of coping. Needs and problems of persons with disability -and their families across the life span and at critical stages in their lives and social work intervention at each stage.

BLOCK - III: SPECIAL REQUIREMENTS OF SPECIAL CHILDREN
UNIT IX

Special requirements of families having children with special needs. Intervention - family crisis intervention, family centred intervention, parent guidance, parent training, support/self help groups of parents/siblings; community level –community awareness, education

UNIT X

Role of family and community in management of Children with Special Needs-Access Information and Services: Early interventions-Assessments, planning –Programming-Stimulation training -Treatments (Medicinal / Therapeutic rehabilitation)-Post evaluations

UNIT XI

Training: Daily living skill trainings-Home based training-Parent training -Inclusive development & education-Pre-vocational educations-Vocational skill training -Co-curricular activities-Post evaluations -Treatments (Medicinal / Therapeutic rehabilitation) -Orthotic & Prosthetic appliances -Surgical treatments
BLOCK - IV: STATE DISABILITY FORUMS
UNIT XII

Network: Care giving support - Parent's association / Federations- Seek other parent's support- Special school associations- Nutrition consultants- Pediatric, Psychiatric & Neurology practitioners- Speech therapist, Occupational therapist, Physiotherapist, Mobility Rehabilitation personnel- District / State Disability forums

UNIT XIII

Liaison -National / State level special Olympic federation- Special children sports academy – District / state- Children's clubs- Welfare clubs - District Disabled Welfare Office (DDWO) & its services

UNIT XIV

NHFDC (National Handicapped Finance Development Corporation) & its services, Income tax exemption / redemption benefits , Benefits under PWD act / National trust for welfare of persons with Autism, CP, MR and Multiple Disability act / RCI act.

REFERENCES

1. Albrecht G.L, Katherine D Seelman. & Michael Bury, (2001). *Hand Book of Disability Studies.* Sage, London
2. Arcus, H.E. and Others (1993), Handbook of Family Life Education: The Practice of family Life Education (Vol II), New York:
3. Bandarkar, P.L. and Wilkinson T.S. (2000): Methodology and Techniques of Social research, Himalaya Publishing House, Mumbai.
4. Bigner, Jerry . (2010, 8th edition). Parent-child Relations. Pearson Merrill Prentice Hall: Columbus Ohio.
5. Blau,D.M. (Ed)(1991) Quality cost and parental choice of Child Care. New York: Russel Sage
6. Carson, R.C., Butcher, J.N., &Mineka, S. (2007). *Abnormal Psychology and Modern Life* (11th Ed). New Delhi: Dorling Kindersley (India) Pvt. Ltd.
7. Hammer, Tommie J. & Turner, Pauline, H. (2001). Parenting in Contemporary Society 4th Ed. MA: Allyon& Bacon.
8. Heath, P. (2009). *Parent-child relations: Context, research, and application.*NewYork,NY : Pearson Education.
9. Hegarty Seamus &MithuAlur, (2002). *Education and Children with Special Needs.* Sage, London
10. Judith Winter, (2006). Breakthrough Parenting for Children with Special Needs. Library of Congress Cataloguing. San Francisco, USA.
11. Karanth, Pratibha& Joe Rozario, (2003) *Learning Disability in India*. Sage, London
MasudHoghughi, (Ed). (2009). Handbook of Parenting Theory and Research for Practice. Sage Publications. New Delhi.
12. Moore, (2005). *Researching Disability Issues*. Open University Press, London.
Pamela Bartram, (2007). Understanding Your Young Child with Special Needs. Jevince Kingsley: United Kingdom.
13.Panda, K.C. (2001). *The Education of the Exceptional Child.* New Delhi: Vikas Publications.

Course Code	Title of the Course
31244	**Field Work Practicum IV**

ANY 10

1. Home visits, interview and evaluation to know need base for programme planning.
2. Information gathering related to theRole of Culture and Tradition in Parenting Preparation of Charts and materials relating to disability prevention and rehabilitation.
3. Organization of parents programme on health, Hygiene and nutrition.
4. Organization of children's programme for parents.
5. To visit a special school and identify behavioral modification techniques used in teaching, learning and managing difficult behavior in children and prepare a report.
6. Case study of challenged children (any two categories).
7. Develop learning material to teach basic daily living skills for children with the help of ICT.
8. Creating 5 pamphlets to create awareness in the community on the rights of children.
9. Observation of play and interaction of 4 typically developing children from birth – 6 months, 6 months – 1 year,1 year – 3 years, 3 years– 6 years
10. Planning and conducting activities for a child with special needs.
11. Visit to normal preschool with inclusive education training recourses teacher for setting resources centre.

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e. 3. Duration of the Programme:

The programme for the degree of Master of Arts in Child Care and Education shall consist of two academic years divided in to four semesters. Each semester consists of Three Theory Papers and One Practical Paper. Theory course carry 4 credits each and Practical course carry 4 credits. Each semester consist of 16 credits.

e. 4. Faculty and Support Staff Requirements:

The programme for the degree of Master of Arts in Child Care and Education requires the following faculty and supporting staff:

Staff Category	Required
Core Faculty	3
Faculty - Specialization	2
Clerical Assistant	1

Faculty may belongs to at least Assistant Professor Level

e. 5. Instructional Delivery Mechanisms:

The instructional delivery mechanisms of the programme includes SLM – study materials, face to face contact session for both theory and practical courses of the programme, e-content of the study materials in the form of CD, MOOC courses and virtual laboratory wherever applicable.

e. 6. Identification of Media:

The SLM – designed study materials will be provided in print media as well is in the form of CD which carries electronic version of the study material in addition to MOOC and virtual laboratory courses.

e. 7. Student Support Services:

The student support services will be facilitated by the head quarter i.e., Directorate of Distance Education, Alagappa University, Karaikudi and its approved Learning Centres located at various parts of Tamil Nadu. The pre-admission student support services like counselling about the programme including curriculum design, mode of delivery, fee structure and evaluation methods will be explained by the staff at head quarter and Learning Centres. The post-admission student support services like issuance of identity card, study materials, etc. will be routed through the Learning Centres. The face to face contact sessions of the programme for both theory and practical courses will be held at the head quarter and Learning Centres. The conduct of end semester examinations, evaluation and issuance of certificates will be done by office of the controller of examinations, Alagappa University, Karaikudi.

f. Procedure for Admission, curriculum transaction and evaluation:

f. 1. Procedure for Admission:

A candidate who has passed any U.G degree (10 + 2+ 3 system) of any other University accepted by the Syndicate as equivalent thereto shall be eligible toappear and qualify for the M.A. Degree inChild Care and Educationof this University after a course of study of two academic years.

f. 2. Curriculum Transactions:

The classroom teaching would be through chalk and talk method, use of OHP, Power Point presentations, web-based lessons, animated videos, etc. The face to face contact sessions would be such that the student should participate actively in the discussion. Student seminars would be conducted and scientific discussions would be arranged to improve their communicative skill.

For practical courses, theprocedure will be issued to the learners. In the concern areas, instruction would be given for the practical activities followed by showing the records and the documents.And finally the students have to do the activities individually.

The face to face contact sessions will be conducted in following durations;

Course Type	Face to Face Contact Session per Semester (in Hours)
Theory Courses (3 courses with 4 credits each)	48
Practical Courses (1 course with 4 credits)	120
Total	**168**

f. 3. Evaluation

The examinations shall be conducted separately for theory and practical's to assess the knowledge acquired during the study. There shall be two systems of examinations viz., internal and external examinations. In the case of theory courses, the internal evaluation shall be conducted as Continuous Internal Assessment via. Student assignments preparation and seminar, etc. The internal assessment shall comprise of maximum 25 marks for each course. The end semester examination shall be of three hours duration to each course at the end of each semester. In the case of Practical courses, the internal will be done through continuous assessment of skill in demonstrating the experiments and record or report preparation. The external evaluation consists of an end semester practical examinations which comprise of 75 marks for each course.

f. 3.1. Question Paper Pattern:

Answer all questions (one question from each unit with internal choices Time: 3 Hours Max. Marks: 75

Part A- 10 x 2 Marks = 20 Marks

Part B -5 x 5 Marks = 25 Marks

Part C- 3 x 10 Marks = 30 Marks

f. 3.2. Distribution of Marks in Continuous Internal Assessments:

The following procedure shall be followed for awarding internal marks for **theory** courses

Component	Marks
Assignments (5 questions per course)	25
Total	25

The following procedure shall be followed for awarding internal marks for **Practical** courses

Internal –Practical	Marks
Record	25
Total	25

f. 3.3. **Passing Minimum**

- For internal Examination, the passing minimum shall be 40% (Forty Percentage) of the maximum marks (25) prescribed for UG and PG Courses.
- For External Examination, the passing minimum shall be 40% (Forty Percentage) of the maximum marks (75) prescribed for UG and PG Courses.
- In the aggregate (External + Internal), the passing minimum shall be 40% for UG and 50% for PG courses.

f. 3.4. Marks and Grades:

The following table gives the marks, grade points, letter, grades and classification to indicate the performance of the candidate.

Range of Marks	Grade Points	Letter Grade	Description
90-100	9.0-10.0	O	Outstanding
80-89	8.0-8.9	D+	Excellent
75-79	7.5-7.9	D	Distinction
70-74	7.0-7.4	A+	Very Good
60-69	6.0-6.9	A	Good
50-59	5.0-5.9	B	Average
00-49	0.0	U	Re-appear
ABSENT	0.0	AAA	ABSENT

C_i = Credits earned for the course i in any semester
G_i = Grade Point obtained for course i in any semester.
n refers to the semester in which such courses were credited

For a semester;

Grade Point Average [GPA] = $\sum_i C_i G_i / \sum_i C_i$

Grade Point Average = <u>Sum of the multiplication of grade points by the credits of the courses</u>

Sum of the credits of the courses in a semester

For the entire programme;

Cumulative Grade Point Average [CGPA] = $\sum_n \sum_i C_{ni} G_{ni} / \sum_n \sum_i C_{ni}$

CGPA = <u>Sum of the multiplication of grade points by the credits of the entire programme</u>

Sum of the credits of the courses for the entire programme

CGPA	Grad	Classification of Final Result
9.5-10.0	O+	First Class- Exemplary*
9.0 and above but below 9.5	O	
8.5 and above but below 9.0	D++	First Class with Distinction*
8.0 and above but below 8.5	D+	
7.5 and above but below 8.0	D	
7.0 and above but below 7.5	A++	First Class
6.5 and above but below 7.0	A+	
6.0 and above but below 6.5	A	
5.5 and above but below 6.0	B+	Second Class

5.0 and above but below 5.5	B	
0.0 and above but below 5.0	U	Re-appear

*The candidates who have passed in the first appearance and within the prescribed semester of the PG Programme are eligible.

f. 3.5. Maximum duration for the completion of the course:

The maximum duration for completion of M.A., Degree in Child Care and Education programme shall not exceed ten semesters from their fourth semester.

f. 3.6. Commencement of this Regulation:

These regulations shall take effect from the academic year 2018-2019 (June session) i.e., for students who are to be admitted to the first year of the course during the academic year 2018-2019 (June session) and thereafter.

f. 4. Fee Structure:

The programme has the following Fee Structure:

Sl. No.	Fees Detail	Amount in Rs.	
		First Year	Second Year
1	Admission Processing Fees	300.00	-
2	Tuition Fees	5000.00	5000.00
3	ICT Fees	150.00	150.00
	TOTAL	5450.00	5150.00

The above mentioned fee structure is exclusive of Exam fees.

g. Requirement of the laboratory support and Library Resources:

The students who have enrolled themselves in M. A., Child Care and Education Programme shall attend the face to face contact session for Practical Courses at their respective Learning Centres.

Directorate of Distance Education, Alagappa University, Karaikudi housing an excellent Library facility with adequate number of copies of books in relevant titles for M. A., Child Care and Education programme. The Central Library of Alagappa University also having good source of reference books. The books available at both the libraries are only for reference purpose and not for lending services.

h. Cost estimate of the programme and the provisions:

S.No.	Expenditure Heads	Approx. Amount in Rs.
1	Programme Development	10,00,000/-
2	Programme Delivery	20,00,000/-
3	Programme Maintenance	3,00,000/-

i. Quality assurance mechanism and expected programme outcomes:

i. 1. University's Moto:
'Excellence in Action'

i. 2. University's Vision Statement:
Achieving Excellence in all spheres of Education, with particular emphasis on "PEARL"- Pedagogy, Extension, Administration, Research and Learning.

i. 2. University's Objectives:

1. Providing for Instructions and Training in such Branches of Learning as the University may determine.
2. Fostering Research for the Advancement and Dissemination of Knowledge

i. 3. University's Quality Policy:
Attaining Benchmark Quality in every domain of 'PEARL' to assure Stakeholder Delight through Professionalism exhibited in terms of strong purpose, sincere efforts, steadfast direction and skillful execution.

i. 4. University's Quality Quote:
Quality Unleashes Opportunities towards Excellence (QUOTE)

i.5. Programme's Review Mechanism:
The quality of the programme depends on scientific construction of the curriculum, strong-enough syllabi, sincere efforts leading to skillful execution of the course of the study. The ultimate achievement of M. A., Child Care and Education programme of study may reflect the gaining of knowledge and skill in the subject. And all these gaining of knowledge may help the students to get new job opportunities, upgrading in their position not only in employment but also in the society, make students feel thirsty to achieve in research in the fields associated with the discipline- Child Care and Education achieving in competitive examinations on the subject.

The benchmark qualities of the programme may be reviewed based on the performance of students in their end semester examinations. Apart from the end semester examination-based review feedback from the alumni, students, parents and employers will be received and analyzed for the further improvement of the quality of the M. A., Child Care and Education Programme.

Directorate of Distance Education

Alagappa University, karaikudi

Minutes of the Meeting of the Board of Studies in Education for B.Ed, M.A.(Child Care & Education), M.A.(Education) Programmes (ODL Mode) held at the Directorate of Distance Education, Alagappa University, Karaikudi – 630 003, on 04.09.2017 at 10.00 am.
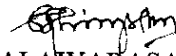
Members Present

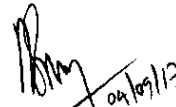|			
1.	Dr. P.Sivakumar	-	Chairman
2.	Dr. E.Ramganesh	-	Member
3.	Dr. G.Kalaiyarasan	-	Member
4.	Dr. A.Balu	-	Member

The revised curriculum for B.Ed, M.A.(Child Care & Education), M.A.(Education) programmes was scrutinized and discussed in the meeting. The board has resolved the following:

1. The necessary suggestions offered by the members be carried out in the B.Ed, M.A (Child Care & Education), M.A.(Education) curriculum .

2. The curriculum of B.Ed, M.A.(Child Care & Education), M.A.(Education) be approved.

3. The Approved Syllabi be provided in the Annexure.

(A.BALU)

(G.KALAIYARASAN)

(E.RAMGANESH)

(P.SIVAKUMAR)