

## ENGLISH LANGUAGE PAPER – I

**CLASS XI AND XII      Marks – 50 (1½ hours)**

Objective : To provide experience of the structure and vocabulary of English to enable students to

1. Study other subjects in the curriculum
2. Develop communication skills for vocational purposes.

There will be two papers as follows:

### **Paper 1 (1½ Hours)**

Question One **Either**

(a) Candidate will be required to write a report in about three hundred words based on information provided.

**OR**

(b) Candidates will be required to write a passage of about three hundred words in the form of a description of events, or of a process, directions or instructions.  
[Both types – (a) and (b) – will be set]

**Question Two**

**Candidates will be required to write a letter from a choice of two subjects. Suggestions will be given. The lay-out of the letter with address, introduction, conclusion, etc., will form part of the assessment.**

Question Three

An unseen passage of prose of about three hundred words will be given. Questions based on the passage will be of the objective type and will include multiple-choice answers, which may be verbal or diagrammatic. All questions will have to be answered. Questions will test the candidate's understanding of ideas expressed in the passage as well as the meaning of words and the function of structures.

Question Four

An unseen passage of about two hundred and fifty words will be given. A question or questions will be asked to test the candidate's ability to extract information from a passage. Candidates will be directed to provide the required information in the form of enumerated notes, not in connected prose.

ENGLISH – PAPER II

1½ Hr

50 Marks

**OBJECTIVE:** To provide experience of a variety of English Prose, Poetry, Play, Addressing issues of human interest and concern.

Candidates are requested to answer five questions from the selected pieces.. The question will be set to test the candidate's ability to recall and respond to the information contained therein.

Question 1 will be compulsory, which will be set from the stories selected from Twelve Contemporary Short Stories. Another five questions will be set, one from each of the parts. i.e. from Twelve Contemporary Short Stories, Poems, Essays, Excerpts of plays and from Great Modern Lives. Candidates are to answer any four out of the five questions. Total five questions to be answered.

**Q1. Compulsory + Any four.**

I. Twelve Contemporary Short Stories. (OUP)

- |    |                 |   |                               |
|----|-----------------|---|-------------------------------|
| 1. | Ruskin Bond     | : | The Eyes Have it.             |
| 2. | Roald Dahl      | : | Parson's Pleasure             |
| 3. | Jug Suraiya     | : | Badger                        |
| 4. | R.K. Narayan    | : | Martyr's Corner               |
| 5. | Bernard Malamud | : | The First Seven Years.        |
| 6. | Allen Seally    | : | How Raj Kapoor Saved my Life. |

II. Poems

- |    |                        |   |                      |
|----|------------------------|---|----------------------|
| 1. | Wystan Hugh Auden      | : | The Unknown Citizen  |
| 2. | David Herbert Lawrence | : | The Best Of School   |
| 3. | Robert Frost           | : | The Road Not Taken   |
| 4. | Edgar A Guest          | : | It Couldn't Be Done. |
- (The Art of Dynamic Thinking – Melvin Powers. Better Yourself Books)

III. Essays

- |    |                  |   |                 |
|----|------------------|---|-----------------|
| 1. | J.B. Priestley   | : | Too many people |
| 2. | E.R. Braithwaite | : | Job Hunting     |

IV. Excerpts from plays (Shakespeare)

1. Merchant of Venice

Prince of Arragon's Speech : "..... Who chooseth me shall get as much

as he deserves”

2. Julius Caesar:

Mark Anthony’s Speech : “Friends, Romans, Countrymen.....”

V. 100 Great Modern Lives – Ed. John Canning (Rupa & Co.)

1. Douglas Collier : Jamshedji Tata

2. Andrew Ewart : Henry Ford.

**GENERAL FOUNDATION AND INDUSTRIAL  
SOCIOLOGY ENTREPRENEURSHIP**

<b>Class XI</b>	<b>(1<sup>st</sup>. Year)</b>	<b>Theory</b>	<b>3hrs.</b>	<b>50</b>	<b>Marks</b>
<b>Total 40 Hrs.</b>					

**Paper I – Sociology**

1.	Constitution of India	2 Hrs.
2.	Industrialization through Five years plans.	2 Hrs.
3.	Industrial safety, First Aid and Hygiene & Safety Management.	2 Hrs.
4.	Population Education	3 Hrs.
5.	Unemployment and Automation	3 Hrs.
6.	Qualities of an Ideal Supervisor	1 Hrs
7.	Environmental Education	2 Hrs
8.	Rural Development	2 Hrs

**Paper II – Environmental Education & Rural Development.    3 Hrs.    50 marks**

1.	i. Environmental Resources, Human Resources and Natural Resources	Hrs.
	ii. Population its impact.	1 Hr.
	iii. Impact of industrialization on environment.	1 Hr.
	iv. Effect of modern agriculture on environment.	2 Hrs.
	v, Occupational Hazards.	2 Hrs.
2.	Rural Development	5 Hrs
3.	Globalization	6 Hrs.
4.	Concerns Today	8 Hrs.

**Paper I.**

1.
  - i. Trade Union Act – 1926
  - ii. Factories Act – 1948
  - iii. Minimum Wages Act – 1946
  - iv. Workmen's Compensation Act – 1923.
  - v. Employees State Insurance Act – 1948.
  - vi. Payment of wages Act – 1936.
  - vii. Maternity Benefit Act – 1961.
  - viii. Contract Labour Act – 1971.
  - ix. Industrial Disputes Act – 1947.
  - x. Employees Provident Fund Act – 1952. 13 Hrs.
  
2.
  - i. Entrepreneurship. 2 Hrs.
  - ii. All about small business including Indian Contract Act – 1872.  
The Sale of Goods Act – 1930. 5 Hrs.
  
3. Estimating and Costing 6 Hrs.
4. Project Planning and Project Report Making. 4 Hrs.
5. Building people 5 Hrs.
6. Science & Technology 7 Hrs.

**Paper II**  
**Hrs.**

**50 Marks**

**3**

*Entrepreneurship Project Plan*

**GENERAL FOUNDATION AND  
INDUSTRIAL SOCIOLOGY ENTERPRENEURSHIP**

**Class XI**

**Theory 3 Hrs.**

**Marks – 50**

Sociology – Paper – I

**I. CONSTITUTION OF INDIA.**

**Features Of The Constitution & Preamble.**

1. Fundamental rights
2. Fundamental duties
3. Directive principles of state policy
4. Differences between fundamental Rights and Directive principles – citizen's role in nation building
5. Role of taxes direct, indirect.

**II. INDUSTRIALISATION THROUGH FIVE YEAR PLANS**

1. VIII five year plan
2. IX five year plan (A critical appraisal)
3. Discuss – critically the industrial achievement during the plan period 1<sup>st</sup>.to 7<sup>th</sup> Five year plan.
4. Importance of public sector.

**III. INDUSTRIAL SAFETY, FIRST AID AND HYGIENE**

1. Efficient Worker Safe Worker.
  - a. Causes of work Injuries.
    - i. Bad house keeping
    - ii. Hand tools
    - iii. Portable electric tools
    - iv. Working around machines
    - v. Safety equipments
    - vi. Lifting weight
    - vii. Padders
    - viii. Fire
  - ii. Types of injuries and appropriate first aid
    - a. Severe bleeding
    - b. Cessation of breathing
    - c. Shock
    - d. Poisoning
    - e. Drowning
    - f. Fractures
    - g. Burns
    - h. Fainting

- ii. Safety Management.

#### **IV. POPULATION EDUCATION.**

1. Family Planning, small family norms, gender equality, female infanticide, Abortion laws / Euthanasia.
2. Worker and his family –Love and Sex– Qualities of an ideal husband – Qualities of an ideal wife. Setting up a home.

#### **V. UNEMPLOYMENT AND AUTOMATION**

1. Definition of unemployment
2. Types of unemployment
  - i. Casual, seasonal, cyclical.
  - ii. Technological, frictional.

##### Automation and Computerization

1. Tools that substitute hand.
2. Machine that substitute muscles.
3. Computers that substitute brains.

#### **VI. QUALITIES OF AN IDEAL SUPERVISOR**

- 6.1 Be a part of the management
- 6.2 Be a leader of the workmen under you.
- 6.3 Be a policeman when needed
- 6.4 Knowledge of technical job.
- 6.5 Quality control and waste control.
- 6.6 Planning and scheduling.
- 6.7 Method of improvement.
- 6.8 Cost control.
- 6.9 Training your men.
- 6.10 Safety and first aid.
- 6.11 Working conditions of your men.
- 6.12 Problems in supervising women.
- 6.13 Wage payment.
- 6.14 Job evaluation
- 6.15 Merit rating
- 6.16 Labour laws.
- 6.17 Economics
- 6.18 Use of psychological tools.
- 6.19 Common sense
- 6.20 Cool and collective.

## VII. ENVIRONMENTAL EDUCATION

1. **Environmental resources (energy, air, water, soil, minerals, plants, animals), carrying capacity, effects of exploitation.**
2. Population explosion and incompatibility between resources and number, demands on environment to meet 'basic human needs' and 'aspiration of more ambitious goals, its effect on environment'.
3. Impact of industrialization on environment:
  - 3.1 Irreversible changes in landscape.
  - 3.2 Encroachment / degradation of environment and its effects.
4. Effects of modern agriculture on environment:
  - 4.1 Use of high-yielding varieties and deprivation of genetic resources.
  - 4.2 Canal irrigation and water logging.
  - 4.3 Use of fertilizers and pesticides and its effects on environment.
  - 4.4 The dangers in manufacturing, storing, transporting, disposing of insecticides.
5. Land use, soil degradation, population pressure and depletion of forests, grassland and cropland.
6. Environment pollution of air, water and soil and its effects on the living world.
7. Hazardous industrial and agricultural products:
  - 7.1 Safety and health risks connected with their use,
  - 7.2 Impact on environment when used.
8. Misuse of medical technology: the drug menace.
9. Properties of materials (bio-degradable & non-degradable)
10. Typical environmental problems
  - 10.1 Deforestation
  - 10.2 Desertification
  - 10.3 Landslides
  - 10.4 Silting and drying of water resources.
  - 10.5 Pollution of lakes and waterways.
  - 10.6 Toxic substances
11. Occupational hazards
  - 11.1 Organizational risks.
  - 11.2 Equipment related risks.
  - 11.3 Process related risks.
  - 11.4 Product related risks.
12. Environmental action
  - 12.1 Environmental protection and conservation of resources. Pollution control, environmental pollution laws and regulations.
  - 12.2 Waste disposal.



- 12.3 Desirable nutrition and sanitation practices.
- 12.4 Recuperation, recycling and substitution.
- 12.5 Community action for ecological restoration, social and agro forestry.
- 12.6 Economic use for resources (material, energy, money, time)
- 12.7 Living in harmony with nature, the environmental ethics.
- 13. Occupational safety
  - 13.1 Fire safety
  - 13.2 Safe handling of equipment and materials.
  - 13.3 Safety precautions in lab/workshop/work site.
  - 13.4 First aid.
  - 13.5 Safety management.

## **VIII. RURAL DEVELOPMENT.**

1. Land use profile in India
2. Causes of economic backwardness: the 'poverty trap'
3. Measures to increase agriculture productivity by improving the inputs.
4. Afforestation – social and farm forestry (environmental, social and economic enhancement).
5. Rural waste re -cycling-biogas plant, compost making.
6. Provision of basic health services for the community – provision of medical care improvement of environmental sanitation, control of communicable diseases, mother and child health care, school health services. Development of desirable health, nutrition and environmental sanitation practices in the community.
7. Activization of agencies responsible for rural development. (Integrated Rural Development Programme. Small Farmers Development Agency, etc.)
8. Innovations and Development of Rural Industries.

## ENVIRONMENTAL EDUCATION AND RURAL DEVELOPMENT

**Class XI**  
**50**

**Theory**

**3 Hrs.**

**Marks –**

### Sociology – Paper – II

1. 1. Environmental Resources (energy, air, water, soil, minerals, plants & animals)
2. Population – Human resources and Natural resource. Exploitation and Exploration of natural resources. Conservation of natural resources waste products management. Respect for laws regulating Community living. Respect for others freedom. Concern for public property.
3. Impact of industrialization on environment.
  - i. Irreversible change in landscape.
  - ii. Encroachment / degradation of environment and its effects.
4. Effect of modern agriculture on environment.
  - i. Effect of high-yielding varieties and deprivation of genetic resources.
  - ii. Canal irrigation and water logging.
  - iii. Use of fertilizers and pesticides and effect.
  - iv. The dangers in manufacturing, storing, transporting, disposing of insecticides.
5. Land use, soil degradation, population pressure and depletion of forest grasslands and cropland. Environment pollution of air, water and soil and its effect on the living world.
6. Measure of medical technology the drug abuse.
7. Biodegradable and non-degradable materials.
8. Typical environmental problems. Deforestation, Desertification, Land slides, silting and drying of water resources, pollution of lakes and resources, toxic substances.
9. Occupational Hazards
  - i. Organizational risks
  - ii. Equipment related risks.
  - iii. Process related risks.
  - iv. Product related risks.

## II. Rural development (with reference to the 20-point programme, 1986)

1. Land use profile in India.
2. Causes of economic backwardness, the poverty trap.
3. Measures to increase agriculture productivity by improving the inputs.
4. Afforestation—social and farm forestry. (environmental, social and economic enhancement)
5. Rural waste recycling – bio gas plant, compost making.
6. Provision for basic health service for the community – medical care, environmental sanitation, communicable diseases, mother and child health care, school health service. Development of desirable health, nutrition and environmental sanitation practices in the community.
7. Activisation of agencies responsible for rural development. (Integrated rural development programme IRDP, small farmers development agency, marginal farmer's development agency.
8. Innovation and development of rural industry.

## III Globalization.

- i. Globalization as a worldwide aspiration linking human values.
- ii. Modernism and Internationalism.
- iii. Global broadcasting and journalism, role of news agencies, effects of the global reach of broadcasting, risk to cultural values due to bombardment of foreign base media.
3. Concerns today.
  - i. Nuclear disarmament - CTBT
  - ii. Human rights, Gia hypothesis, Malthusian theory, Darwinism & Francis Galton and the Eugenists.
  - iii. Consumer and the competitive market.
  - iv. Dehumanization due to technological advances.
  - v. Advertising and its impact.
  - vi. Impact of society moving towards quick fix solutions leading to corrupt practices.
  - vii. Underemployment and unemployment.
  - viii. The ethical and the moral impact of the Internet.
  - ix. Reaching out : Types of communication networks and their utilities –email, facsimile, video conferencing, understanding of the internet as a global knowledge base and communication network.

**GENERAL FOUNDATION & INDUSTRIAL SOCIOLOGY  
ENTREPRENEURSHIP**

Class XII	Paper – I
Part – A	Compulsory objective type of questions covering the entire syllabus of class XI and class XII carrying 20 marks.
Part – B	Will have 8 questions covering labour legislation and entrepreneurship, Building people & Science Technology of which candidates will have to answer 6 questions carrying 5 marks each = 30 marks.
Paper – II	Will be of 3 hrs consisting of a complete project plan, preparations of a feasibility certificate and registration – 50 marks.

<b>Paper I</b>	<b>3 Hrs.</b>	<b>Marks - 50.</b>
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1. The Trade Union Act - 1926
  1. Trade union
  2. Registration
  3. Various rules and regulations.
  4. Cancellation of Registration.
  5. Rights and duties of Trade union.
2. Factories Act – 1948.
  1. Definitions of adult, adolescent, young person, manufacturing process worker, factory, occupier.
  - 2.. Scope :- applicable to
    - i. Establishment with 10 or more workers – work with the aid of power.20 or more workers without the aid of power.
    - ii. Establishment not in accordance with the above two cases but notified by the Government.
    - iii. Main provisions
      - a. Health, safety, welfare
      - b. Hours of work
      - c. Employment of young persons and women
      - d. Annual leave with wages
      - e. Occupational diseases
      - f. Administration
      - g. Enforcement
      - h. Penalties for offences.
  - iii. Minimum Wages Act, 1948.

1. Living wage, Fair wage, Minimum wage & subsistence wage.
2. Scope
3. Salient features
  - i. Minimum time rate of wages
  - ii. Minimum piece rate
  - iii. A guarantee time rate
  - iv. Overtime rate.
4. Provisions
  - i. Payment in cash
  - ii. Cost of living
  - iii. Maintaining records
  - iv. Violation and enforcements.
- IV. Workmen's compensation Act – 1923
  1. Objectives – imposition of compensation.
  2. Scope – Certain category of railway men
  3. To all wage earners earning up to Rs.1000/- per month in certain notified establishments.
  4. For death, permanent total disablement, permanent partial disablement, Temporary disablement.
- V. Employees State Insurance Act 1948.
  1. Objectives - Benefits to employees in case of sickness, maternity, disablement, dependents, employment injury.
  2. Scope – Applies to all non-seasonal factories, shops, hotels, restaurants. Not applicable to men of armed forces and those drawing above Rs.5,000/- per month.
  3. Finance - Employees contribution – 2½ %  
- Employer's contribution – 5 %  
Those drawing less than Rs.6/- per day are exempt from contribution.
- VI. Payment of Wages Act – 1936.
  1. Objectives – To ensure wages for employees drawing less than Rs.1600/- per month.
  2. Provisions :
    - i. State Government to enforce.
    - ii. Fixation of wages periods
    - iii. Deductions :
      - a. Fines

- b. Absence from duty
- c. Damages, Loss
- d. House / Accommodation
- e. Advances or over payment
- f. Income Tax societies.
- g. Co-operative
- h. Insurance premium
- i Levy on mines.

VII. Maternity Benefit Act - 1961

- 1. Objective– To regulate employment of women in certain establishment for certain period before and after child birth.
- 2. Scope – Applies to factories, mines, circus, industries, plantations and Government establishment.
- 3. Provisions – Eligibility conditions, period for benefit paid, rate of benefit.

VIII. Contract Labour Act – 1970.

- 1 Object – To regulate the employment of contract labour.
- 2. Scope – Applies to establishment in which twenty or more workers are employed or were employed on any day of the preceding 12 months as contract labour to every contractor who employs or who employed on any day of the preceding twelve months, twenty or more workers.
- 3. Terms – Contractor, Establishment

3. Main provisions.

- i. Setting up of advisory Boards
- ii. Registration of establishments
- iii. Welfare and health of contract labour.
- iv. Penalties and Procedures.

IX Industrial Disputes Act – 1947.

- 1. Definition of industrial disputes.
- 2. Machinery set up by the Act.
- 3. Labour court, Board of enquiry, Industrial tribunal, Conciliation
- 4 Adjudication

X Employees Provident Fund Act – 1952.

Object & Scope – Applied to all factories and establishments and notified industries employing 20 or more people.

- 1. Rate of contribution
- 2. Protection from attachment
- 3. Membership
- 4. Family pension scheme
- 5. Benefit of the scheme.

(The latest amendments to the Act must be taken into consideration)

XI. Entrepreneurship

XII. All about small business.

1. Small Business
2. Need for small business
3. Economic Contribution
4. Possible types of business
5. Employer and labour relation
6. Buyer and seller relation
7. Incentives in certain areas
8. Assistance from District Industries Center.
9. Assistance from small scale industries.
10. Service industries.

Managerial Qualities of an Entrepreneur

1. Should be confident
2. Should be dynamic
3. Should be creative
4. Should be able to take initiative
5. Should be flexible
6. Should be result oriented
7. Should be energetic and hard working
8. Should be far sighted
9. Should accept challenges
10. Should be able to communicate effectively.
11. Should be aware of ancillary development.

XIII. Estimating and costing.

XIV. Project planning & project report making.  
Indian Contract Act – 1872.

1. Definition of contract, offer, acceptance, performance of contract.
2. Indemnity and Guarantee.
3. Different kinds of agents.

The Sale Of Goods Act – 1930

1. Definition of Buyer, Seller, Delivery Goods.
2. Price
3. Formation of the contract sale.
4. Difference between sale & hire purchase.

- xv. Building People.
  - 1. Privatization v/s Nationalization
  - 2. The need for governments to govern and leave economic activities to the people, Role of NGOs.
  - 3. Generation of financial resources to meet governmental expenses.
  - 4. Impact of privatization on economic development with specific reference to Insurance, Telecommunications, Railways and Electricity.
  
- 16. Science & Technology.
  - 1. Animal and human aggression
    - i. Human and non-human signals of aggression.
    - ii. Weapons devised by man for offence and defence.
    - iii. Nuclear weapons, control on weapons manufacture, sale of foreign power.
    - iv. Technology – does it make war more or less likely?
  
  - 2. Science and Technology as change agents
    - i. Affect of scientific developments on our lives – at work and at home.
    - ii. Business on net – e- commerce, its feasibility and implications.
  
  - 3. Cosmology and space research
    - i. Current theories about the origins of the universe.
    - ii. Probability of existence of Extra Terrestrial Intelligence.
  
  - 4. Emergence of new technologies their appreciation
    - i. Non-Digital and Digital technology.
    - ii. Communication technology.
    - iii. Information technology.



## ENTREPRENEURSHIP PROJECT PLAN

Paper – II

Class -XII

50 Marks

3 Hrs.

### DEVELOPMENT CURRICULUM IN ENTREPRENEURSHIP

Entrepreneurship curriculum is divided into five major modules:

1. Entrepreneurial career orientation.
2. Entrepreneurial spirit (values and attitudes) and behavioural competencies.
3. Entrepreneurial motivation.
4. Enterprise launching competency.
5. Enterprise management competencies.

#### 1. ENTREPRENEURIAL CAREER ORIENTATION

Today, most prevalent and commonly pursued career after education is that of a wage earner. The great potential of self-employment and the incentives thereof are not well known. This information, orientation and necessity related to future career option will orient students to entrepreneurial career.

#### 2. ENTREPRENEURIAL SPIRIT AND BEHAVIOURAL COMPETENCIES.

Entrepreneurial spirit consists of values and attitude. Since value provides the direction and attitude decides the tendency to act in a given situation, certain competencies are needed to actually take action governed by values and attitudes. These competencies will help students in entrepreneurial career.

#### 3. ENTREPRENEURIAL MOTIVATION

Force, drive and energy are needed to pursue the path of entrepreneurial career. Since forces are provided by creating an urge in the individual for efficiency that reflects through competition with other or with one's standards of performance, the total process is termed as entrepreneurial motivation.

#### 4. ENTERPRISE LAUNCHING COMPETENCY

This includes competencies related to sensing opportunities; project/product; project formulation availing incentives; resource mobilization and finally launching the enterprise.

#### 5. ENTERPRISE MANAGEMENT COMPETENCIES

The enterprise may be small or big but it demands management abilities in its own/manager. The various management functions such as production, marketing, finance, etc., are crucial functions for entrepreneurs. This module will help students in developing enterprise management competencies.

# PRINCIPLES OF EDUCATION & CHILD DEVELOPMENT

## GROWTH AND DEVELOPMENT OF THE CHILD

(Birth to 2½ years)

Objectives:

1. To realize the important aspects of development from birth to 2½ years
2. to understand the development of child during prenatal stage and infancy
3. To be aware of the factors influencing development
4. To become acquainted with the daily routine and care of infants and toddlers
5. To become aware of effective ways to deal with problems during infancy and early childhood.

### Class XI

**Paper 1 - Theory**

**3 Hours**

**40 marks**

- 3.1.0 Growth and Development:
- 3.1.1 Importance of early years
- 3.1.2 Principles of development
- 3.1.3 Factors influencing growth and development – heredity, environment, their impact on the child's biological basis of development. maturation and learning, nutrition, endocrine system, illness, rest and exercise. Factors influencing pre natal development nutrition infectious disease, drugs alcohol RH incompatibility age of the mother radiation.
- 3.1.4 Concepts of all round development – physical, motor, mental, social, emotional development
- 3.2.0 **Prenatal Development**
- 3.2.1 Signs and symptoms of pregnancy
- 3.2.2 Prenatal health and care of the mother- to- be, danger signals during pregnancy(only factors affecting the well-being of the child should be dealt with)psychological state of the expectant mother,her attitude towards the unborn child ,planned or unplanned wanted or unwanted desired sex. Emotional state during pregnancy & its influence on the child, mother's psychological needs.
- 3.3.0 **Neonatal Period (0 to 15 days)**
- 3.3.1 The new born baby – physical appearance, reflexes, adjustment to environment, feeding breathing, stimulus etc.
- 3.3.2 Care of the new born: feeding - breast feeding, bottle feeding, Hygiene during feeding – Clothing- Sleep and rest – bathing – Care of the umbilical cord – care of mouth, nose and ears. Adjustments of the neonate to the changes in the environment- digestion respiration excretion differences in temperature.

- 3.3.3 Premature infants – characteristics and special care of gifted & special children, effects of pre maturity & birth weight on the different facets of the child’s personality
- 3.4.0 **Infancy (15 days to 1 year)**
- 3.4.1 Physical development – height and weight, muscular and skeletal development, teething and teething problems
- 3.4.2 Motor development - stages and sequences (milestones) of motor development
- 3.4.3 Mental development – sensory – motor development and stimulation
- 3.4.4 Development of communication of infants – crying, gesturing, babbling, vocalising. Role of adult caregivers in providing stimulation for language development
- 3.4.5 Social development – relationship with adults and other children. Infancy – developmental tasks, importance of early social experiences mothering attachment maternal deprivation, basic trust & mistrust care givers role & consequences of the interaction with the caretaker, role & influence of father & grandparents.
- 3.4.6 Emotional development - general expression of emotions – specific expression of emotions in the form of crying, smiling, -expression of anger, fear etc. Foundation of a healthy personality. Role of cuddling, rocking, talking, playing with and keeping the baby comfortable
  
- 3.5.0 **Early childhood (1 year to 2½ years)**
- 3.5.1 Physical development – height and weight, body proportions, muscle development, skeletal development; teeth
- 3.5.2 Motor development – various motor skills (walking, running, jumping, climbing, talking, eating), self help skills
- 3.5.3 Social development – relating to adults and other children. Egocentricity and desire for approval and assurance; play and types of play, play materials. Socialization during pre school years, effect of identification & sex typing on the child’s behaviour role of family with special reference to reward & punishments.
- 3.5.4 Emotional development- anger, temper, tantrums, fears, attachment, love. Importance of creating a happy environment for the child. Primary & secondary drives general trends in emotional development fear anxiety anger aggression jealousy envy affection deprivation sharing sibling rivalry motivation attitudes & interests. Some behavioural problems of children.
- 3.5.5 Moral development; development of conscience, relationship between moral & concepts & moral behaviour (cheating honesty factors influencing moral development)
- 3.5.6 Development of self concept & factors influencing it personality & its meaning & structure – some important determinants & factors of

## **PRINCIPLES OF EDUCATION & CHILD DEVELOPMENT**

**Practicals & Project Work**

**3 Hours**

**Class XI**

**60 marks**

Practicals & project work should be done with the help of experiments with proper planning & under the able guidance of competent teachers. Some Project work could be undertaken & prepared after extensive observation and fieldwork and then be presented for evaluation. Techniques of child study to be used: -longitudinal, case study observation experimental anecdotal records rating scale check lists baby biographies questionnaires & interviews, creativity test ,personality tests aptitude tests sociometric tests.

1. Observation of babies of different age groups – babies in a crèche; comparison of milestones at 3, 6, 9, 12, 18, 24 and 30 months
2. Interviewing mothers to find out routine and health problems of children
3. Observing & proper handling & experienced care of the newborn baby – physical appearance, reflexes, adjustment to environment, feeding breathing, stimulus etc. Care of the new born: feeding - breast feeding, bottle feeding, Hygiene during feeding Clothing- Sleep and rest – bathing – Care of the umbilical cord – care of mouth, nose and ears. Premature infants – Characteristics and special care
4. Proper Care & handling of Infants from (15 days to 1 year)feeding cleaning bathing sleeping & maintenance of proper Physical development – measuring & proper record maintenance of height and weight, muscular and skeletal development, teething and teething problems
5. Proper recording & observance of the Motor development - stages and sequences (milestones) of motor development through the various experiments
6. Observance & development of Mental development – sensory – motor development and stimulation through various experiments Development of communication of infants crying, gesturing, babbling, vocalising. Role of adult care givers in providing stimulation for language development. Social development – relationship with adults and other children from pre natal to infancy.
7. Observe & measure the Emotional development - general expression of emotions – specific expression of various emotions in the form of crying, smiling, -expression of anger, fear etc for foundation of a healthy personality.
8. Conduction of some CAT /TAT /Intelligence /personality tests/ aptitude tests ,creativity Time & event sampling and sociometric tests.

# PRINCIPLES OF EDUCATION & CHILD DEVELOPMENT

## GROWTH AND DEVELOPMENT OF THE CHILD

(2½ years to 4 years)

### Objectives:

1. To develop an awareness of important aspects of development from 2½ to 4 years.
2. To recognize and understand the needs of children of different ages
3. To develop an insight into children's behavioural problems
4. To understand the principles of guidance.

Class XII      Theory                      3 Hours                      40 marks

### 3.2.0 Understanding children

3.2.1 Ways of understanding children – observation, home visits, interview with parents.

3.2.2 Assessing development with the help of checklists

### 3.3.0 Development of Child

3.3.1 Physical development: Height, weight, Changes in body proportions, Skeletal development, development of teeth and care of teeth, Muscular development

3.3.2 Motor development: Importance of development of motor skills – Gross and fine motor skills – walking, running, balancing, jumping, throwing, catching, Self help skills. Factors affecting motor skills - Body size, readiness, motivation, attention span, opportunity and practice Handedness- handling left-handedness.

3.3.3 Emotional development: characteristics of emotions, common emotions – fear, anger, jealousy, affection, sibling rivalry.

3.3.4 Mental development:

Piaget's theories of cognitive development especially the pre-operational stages – Perception – Memory – Imagination – concept formation- Reasoning- Curiosity- Language development – comprehension, vocabulary building, speech defects . Adults' role in promoting cognitive development.

3.3.5 Social development:

Development of social behaviour- role of parents and other caregivers in socialisation of the child- role of peer groups, social behaviour with peers- Patterns of behaviours, negativism, aggression, rivalry, shyness, timidity.

3.2.6 Play: Role and importance, nature of play, types of play, stages of development in play.

3.2.7 Discipline and Guidance:

Meaning, importance and principles of guidance- Rewards and punishments- Modern concepts of discipline- Causes, symptoms and handling of behaviour problems, hostility, aggression, insecurity, bedwetting, thumb-sucking, withdrawal nail-biting, lying, stealing.

**PRINCIPLES OF EDUCATION  
&  
CHILD DEVELOPMENT**

**Class XII Practical - Project work 3 Hours - 60 Marks**

Techniques of child study to be used: - longitudinal, case- study observation, interview experimental anecdotal records rating scale check lists baby biographies questionnaires

1. Maintain a journal of observations of a pre-school child who has been under the observation for socialisation during pre school years, study effect of identification & sex typing on the child's' behaviour. Role of family with special reference to reward & punishment.
2. Observe children of ages 3, 3½, 4, 4½ and 5 years, in each area of development separately for physical emotional ,motor & Social development, using a check list.
3. Measuring the various stages of Intellectual development through various tests .
4. Observance the growth of Motor development: Importance of development of motor skills – Gross and fine motor skills – walking, running, balancing, jumping, throwing, catching, Self help skills - Body size, readiness, motivation, attention span, opportunity and practice Handedness- handling left-handedness
5. Measurement & observance of the Mental development: – Perception – Memory – Imagination – concept formation- Reasoning- Curiosity- etc through various experiments.
6. Measurement & progress of Language development – comprehension, vocabulary building, speech defects ,adults' role in promoting cognitive development through various experiments.
7. Study of the Social development through experiments on the role of the development of social behaviour- role of parents and other caregivers in socialisation of the child- role of peer groups, social behaviour with peers- Patterns of behaviours, negativism, aggression, rivalry, shyness, timidity .Importance of Play :ways to measure the role and importance, nature of play, types of play, stages of development in play.
8. Discipline and Guidance Study & observation of ways to understand the role & importance and principles of guidance- Rewards and punishments- Modern concepts of discipline- through various experiments
9. Using indigenous materials like bottle tops etc to produce musical instruments – use of Seeds banana leaves bark of banana tress & reds to make whistles use of flash cards charts & bulletins, puppets, to obtain knowledge & readiness for the 3 Rs through colours shapes & forms. Importance of story telling singing questioning saying rhymes, copying various animal cries names. Twisting paper cutting pasting crumbling using paints chalk to study creative expression through music & movements with slow & fast rhythms & also singing different folk songs.

## **NUTRITION, HEALTH, HYGIENE & FIRST AID**

### **Objectives:**

1. To acquaint the student with the basic structure and functions of the different systems of the human body with special reference to the very young child.
2. To give the student knowledge of elementary first aid
3. To give the student an elementary knowledge of the ailments and malfunctions which may affect the health, well-being and development of the child
4. To acquaint the student with the practice and method of maintaining good hygiene in the handling and care of infants and small children

**Class XI**      Paper 1 -      Theory      - 40 Marks

- 4.1.1 Co-ordination:  
Study of the brain and spinal cord – reflex action - associated problems which may arise due to malfunction or injury – cerebral palsy, dyslexia etc.
- 4.1.2 Sense organs: their structure and functions. Early detection of problems affecting vision and hearing. Special care for the children in need – nature & causes & service.
- 4.1.2 Endocrine glands and hormones: problems which are caused by malfunction - goitre, cretinism etc.
  
- 4.2.0 Heart and Circulatory systems
- 4.2.1 Structure and functions.
- 4.2.2 Congenital heart problems – haemophilia
- 4.2.3 First aid in case of bleeding, cardio-pulmonary resuscitation etc.
  
- 4.3.0 Skeletal and muscular system
- 4.3.1 Elementary knowledge of the main bones and muscles
- 4.3.2 First aid of broken limbs, greenstick fractures, sprains
  
- 4.4.0 Respiration
- 4.4.1 The respiratory system
- 4.4.2 Artificial respiration especially for very young children
  
- 4.5.0 Digestion
- 4.5.1 Main food groups – proteins, carbohydrates, fats water, mineral salts and vitamins
- 4.5.2 Balanced Diet- Proper Nutrition & Nutrients
- 4.5.3 The Digestive System And Digestive Process



- 4.6.0 Excretion
  - 4.6.1 The organs of excretion
  - 4.6.2 Kidneys and associated structures and their function
  
- 4.7.0 Maintaining good health both in mind & body .
  - 4.7.1 Cleanliness of body, clothing and surroundings
  - 4.7.2 Disease carriers and how to deal with them
  - 4.7.3 Natural defences of the body
  - 4.7.4 Immunization
  - 4.7.5 Antibacterial agents- disinfectants, antiseptics, antibiotics
  - 4.7.6 Health services and health Education.
  - 4.7.7 Mental health awareness for different kinds of children & their treatment .  
Handling ,proper care & attention for special children.
  
- 5.0.0 Concept of healthy environment
  - 5.1.0 Educate the parents for clean & safe locations free of dust pollution, noise pollution dampness proper ventilation air & sunlight, artificial lighting, beautification by naturalisation, hygienic water supply disposal of natural wastes & biogenic waste and waste water for all round development of the child
  - 5.1.1 Preparation of health cards, provision of home remedies, developing desirable health practices ,daily information cards for child's health & progress.

# **NUTRITION , HEALTH HYGIENE & FIRST AID**

## **PRACTICAL**

**Class XI          60 Marks          3 HOURS**

1. Student should be encouraged to visit institutions and health care centres where children with health problems and handicapped are being cared for. They should do take up case studies and maintain a record of their observations regularly.
2. Practical experience in tying bandages, immobilization of injured limbs etc. must be practised.
3. Preparation of fresh boiled milk/powdered milk ,fruit juice, vegetable Soup & non vegetarian preparation for infants & toddlers .
4. Preparation of tables for recording immunization of infants , toddlers & children .
5. Preparation of ways of handling children after their daily play & food.
6. Creating proper & effective hygienic atmosphere in the crèche ,proper toilet training habits for infants & toddlers.
7. Plan ways & means to maintain the effective cleanliness of body, clothing, and surroundings for proper all-round development of the child
8. Maintain fitness of body mind & soul by having regular exercise fitness sessions & out door games etc.,
9. Prepare & make adequate plane for educating parents about the child's nutritional needs for different kinds of children.
10. Take care of the child's health ,washing of hands ,feet mouth etc., cleanliness after toilet. Help to prepare schedule & time chart for parents
11. Care of children's clothing- use of proper shoes warm clothing etc., their belongings like bed sheets, pillow covers ,pillows .Maintenance of soiled & used nappies – maintenance of cleanliness with use of dettol creams for rashes etc.,
12. Daily chart maintenance programme about child's day to day health & progress in one's way through case study on weekly /monthly basis. Maintenance programme for different types of children separately by having psychologist or specialised doctors visiting the crèche and handling gifted, physically challenged & spastics children .

13. Preparation of balanced programme of play & rest. Planning & organising activities for large muscle development ,according to developmental needs and interests of children.
14. Stimulating & motivating motor activities. To develop various senses
15. Providing experiences to children according to their levels of development for different concepts of number colours shapes sizes time volume weight & constantly fulfilling their quest for knowledge in a scientific manner.
16. Providing Classifications in concept formation ,Organising activities for development of memory thinking reasoning & problem solving according to developmental needs and interests of children.
17. To provide for opportunities to have specific concepts of sound rhythm, life death time & other abstract concepts & develop &utilise aids for cognitive development

# NUTRITION AND HEALTH.

## OBJECTIVES:

1. To understand the normal pattern of growth and the nutritional requirements of children.
2. To understand the factors affecting growth and development and nutritional problems in children.
3. To understand the factors affecting the health of children.
4. To develop an awareness of timely action which can be taken to promote and maintain the health of children.

## EXAMINATION PATTERN:

Theory	40 marks
Practical	60 marks

**Class XII      Theory                      3 Hours                      60marks**

- 4.8.1      Concept of health and Nutrition
- i)      Signs of good health in a child
  - ii)     Nutrients and their sources – 5 basic food groups
  - iii)    Deficiency diseases due to lack of proteins, vitamin, minerals – signs and symptoms and prevention.
- 4.8.2      Methods of preparation of food: -
- i)      Methods of cooking so as to preserve nutrients
  - ii)     Liquids – soups, dal water, rice gruel etc.
  - iii)    Semi – solid – khitchidi, kheer , curd, custard, pureed fruit.
  - iv)    Solids – finger foods, simple meals with cereals, pulses, milk and milk products, Preparation of common vegetables suitable for infants and young children.
  - v)     Preparation of ORT solution
- 4.8.3      Storage of food – methods of safe storage of raw and cooked foods
- 4.8.4      Hygiene in food
- i)      Handling of food during storage, cooking, serving and feeding
  - ii)     Cleanliness of the kitchen utensils, dining area and children.

4.8.5 Nutritional requirements and meal planning for the following:

- i) Infants of 0 to 3 months – breast milk, substitute milk. Care and cleanliness.
- ii) 3 to 6 months – weaning, introduction of liquid and semisolid supplements.
- iii) 6 to 12 months – weaning - semisolids and solids – sharing of the family meal
- iv) 1 – 5 years – food habits, emphasis on adequate quality of protein.

4.8.6 Common ailments of children. Common communicable diseases

- i) Cough, cold, constipation, diarrhoea, earache, colic, vomiting, and rashes.
- ii) Common communicable diseases – mumps, measles, chicken pox, diphtheria, Whooping cough.
- iii) More serious illnesses – tuberculosis, jaundice, cholera, typhoid, gastro-enteritis.
- iv) Parasitic infections – worms, skin infections, ringworm, scabies etc.

4.8.7 Preventive measures.

- i) Immunization and immunization schedule
- ii) Personal hygiene
- iii) cleanliness of environment.

## NUTRITION AND HEALTH

**PRACTICALS CLASS XII**

**60 MARKS**

**3 HOURS**

1. Sterilization of bottles and other utensils
2. Preparation of different nutritious weaning foods and ORT solution
3. Preparing a model menu schedule according to age of children
4. Observe of environmental hazards in a Crèche and their prevention
5. Make a list Observe common contents of a first aid box& prepare and write their uses.
6. Make a list of food groups available in the local market according to the food groups.
7. Plan & prepare a meal with carbohydrates , proteins ,minerals & Vitamins as required for different age groups of toddlers & children ,gifted & mentally & physically challenged.
8. Principles of food preparation for children – quality food preparation using meal planning for toddlers , infants school going children according to the nutritional value of food items.  
  
With nutritional requirements and meal planning for the following:
  - a. Infants of 0 to 3 months – breast milk, substitute milk. Care and cleanliness.
  - b. 3 to 6 months – weaning, introduction of liquid and semisolid supplements.
  - c. 6 to 12 months – weaning - semisolids and solids – sharing of the family meal
  - d. 1 – 5 years – food habits, emphasis on adequate quality of protein.
9. Planning & preparing food for pre school children time wise and proper distribution of the food & nutritional value being present. Practice skills to preserve nutrients while preparing & cooking meals, cleaning & simple test for check in adulteration in milk & other edible materials.
10. Plan modification of diets for convalescence in the case of children- to prepare liquid & soft diets both vegetarian & non vegetarian.

11. Preparation of meals on festivals & events like birthdays ,cultural events like- children's day, bal divas, Saraswati Puja etc for different age groups such as infants pre- schoolers & the school going children of different ages.
12. Preservation of food ,methods of cooking boiling steaming frying baking grilling microwave cooking etc.,.
13. Maintain health & immunization cards of all children
14. Study of :-
  - a. Electrical equipments, switches plugs to fix fuses etc.,
  - b. Disposal of waste /environmental hazards & their prevention
- 15 Handling different children suffering from common ailments of children. Planning & effective care of the children & convalescence.
- 16 Handling & proper care of different children who may be gifted & mentally & physically challenged or a spastics child .

## CHILD IN THE FAMILY

**CLASS XI**

**FULL MARKS 40**

**3 HOURS**

- 5.1.0 Agencies of Education
- 5.1.1 Home as an agency of Education
- 5.1.2 Importance of home or family in the proper development of child . Socialisation with adults & children outside family & its importance, role of parents, sense of initiative, age of occurrence positive & negative outcomes curiosity & questioning and the influence of parents in satisfying the curiosity. Child & peer group functions. Role of teachers & peers, Functions & characteristics of peers groups. Management of adjustment problems – causes parents role lying stealing nail biting thumb-sucking bed-wetting. Discipline & its influence on the individual. Role of school & the influence of teachers in a child's life
- 5.1.3. Measures to make Indian family an effective agency of Education.
- 5.1.4. Need and importance of close relationship between home and school for the best development of child
- 5.1.5 Need of educating the parents of handling different types of children like normal, mentally challenged , gifted , physically disabled or spastics children
- 5.1.6. Ways of educating the parents of handling different types of children normal, mentally challenged , gifted , physically disabled or spastics children
- 5.1.7. Content of educating the mothers and parents.
- 5.1.8. Role of parents in the proper functioning of the crèche / pre- school
- 5.1.9 P. T. A. – organization and function



## CHILD IN THE FAMILY

**PRACTICAL**

**CLASS XI**

**FULL MARKS 60**

**3 HOURS**

1. Observe parents regarding different aspects of their life and living, food, sanitation, health, child serving practices and their cultural aspects.
2. Educating parents regarding the need and importance of child development and their role as an effective role as an agency of education.
3. Guiding mothers about their proper nutrition during pre-natal and post natal period
4. Conducting interviews. Proper records must be maintained and submitted for evaluation at the end of the year.
5. To develop rapport with the parents about the child 's development & growth both physical mental emotional & social needs through effective teaching aids.
6. Develop harmonious relationship with parents children, teachers, school ,society community for the proper development of the child.
7. Importance of daily routine schedules food habits toilet training hobbies traditions & customs to be explained to the parents for proper development of the child.
8. Handling the gifted & mentally & physically challenged to help to improve their inter and intra relationships with other members of the family , peer groups, school friends gang age friends, to inculcate the sharing & caring attitudinal habit and to encourage them to be normal human beings .
9. Develop rapport with the community through family contact programmes to establish proper bonding of the child's needs.
10. Organising activities requiring involvement of all children & parents using various out door activities, social functions fetes encouraging leadership qualities as well as other qualities like enthusiasm cheerfulness receptivity persuasiveness alertness democratic attitude , resourcefulness

## **CHILD AND THE SOCIETY**

**CLASS XII      THEORY      FULL MARKS 40      3 HOURS**

- 5.2.1. Community as an agent of education.
- 5.2.2. Role of the community in the proper development of child may be Gifted & Mentally & Physically Challenged
- 5.2.3. Measures to make community an effective agency of education.
- 5.2.4. Need and importance of close relationship between community and school for the best development of child
- 5.2.5. Need for educating the community
- 5.2.6. Ways and principles of educating the community
- 5.2.7. Role and importance of community for the proper functioning of the crèche / pre-school.
- 5.2.8. The importance of developing democratic values and national integration among the children and ways of achieving this.

## CHILD AND THE SOCIETY

**PRACTICALS & PROJECT WORK CLASS 12 60 MARKS**

**3 HOURS**

1. Conducting interviews with the members of the community to solve problems of crèche / pre school and of the community.
2. Participating in the community festivals.
3. Organizing functions and inviting members of the community to participate in these functions
4. Maintain a record of these activities and observations to be evaluated at the end of the course.
5. Effect of the events on the emotional social development on the children
6. Make effective ways and principles of educating the community through up grading the guardians with knowledge about the child & its proper care & development and proper handling of the gifted & mentally & physically challenged children.
7. Knowledge of safety measures of organising recreational activities for the community of children.
8. Knowledge of different musical instruments local arts & crafts & their appreciation by developing the skills & abilities of the children for a value based education.
9. To organize to develop interest of local culture & community ,national festivals & celebrations & functions, to develop co -operative spirit initiative ,creative interests of children & the parents and also inculcate a sense of nationalistic & democratic ideas .
- 10 Organising daily & weekly ,annual planner of all such activities for novelty creativity flexibility initiative ness imaginative skills of the child

## **PRINCIPLES OF EDUCATION AND CURRICULUM PLANNING**

### **OBJECTIVES:-**

1. To acquaint the student with the philosophies and methods of some educators.
2. To orient them in the methods to be used with very young children.
3. To guide them in the planning of curriculum suitable for the very young.
4. To guide them in helping young children achieve the skills needed in School.

### **EXAMINATION PATTERN.**

Theory : 40 marks

Practical : 60 marks

### **THEORY**

**CLASS 12      Theory                                  3 Hours                                  40 marks**

#### **6.1.1      Aims of Early Childhood Education.**

- i)      Development of individuality (self-realization)
- ii)     Socialization
- iii)    Development of Creativity and aesthetic sense.
- iv)    Development of moral concepts.

#### **6.1.2      Agents of Education –**

The role of parents, teachers, society and the media.

1.      Educational ideas. A brief review of the following:-
  - i)      Montessori and her methods.
  - ii)     Froebel and Kindergarten
  - iii)    Piaget's ideas on the education of the young child.

#### **6.1.3      Modern Practices in Education**

- i)      Playway
- ii)     Learning by doing
- iii)    Individual methods for handling different types of children
- iv)    Different Handling Gifted & Mentally & Physically Challenged.
- v)     Methods And Strategies Group Teaching.

#### **6.1.4      Curriculum planning.**

- i)      Identifying and exploring key components of the pre-school curriculum
- ii)     Long term goals and objectives
- iii)    Expected levels of behavioural changes in pre-schoolers.

## **PRINCIPLES OF EDUCATION AND CURRICULUM PLANNING**

**PRACTICALS & PROJECT WORK\_CLASS XII**

**3 HOURS**

**FULL MARKS 60**

Students make a study and write a report on the curriculum followed in at least two centres they have visited.

- a. Conducting interview with the members of the community to solve the problems of Creche /pre-school and of community.
- b. Observing & recording regarding the different aspects of their life and living , food sanitation ,health and their cultural aspects of the community.
- c. Participating in and organising certain community festivals.
- d. Planning effective study materials to introduce play way method of teaching for different types of children both gifted & mentally & physically challenged
- e. Planning curriculum for preschoolers & infants
- f. Study of the important role of parents, teachers, society and the media.
- g. Study for the development of creativity for the early years
  - a. Playway
  - b .Learning by doing
  - c Individual methods.
  - d. Methods and strategies of group teaching vs individual teaching

## **ORGANIZATION & MANAGEMENT OF CRECHE & DAY-CARE CENTRE**

### **Objectives:**

1. To recognize the need for crèches and day-care centres.
2. To be aware of the objectives of crèches and day-care centres
3. To understand the physical requirements for crèches and day-care centres.
4. To acquire the skills required for conducting the activities of such centres.

### **EXAMINATION SCHEME:**

Theory	40
Practical	60

**Class XI      Theory                      3 Hours                      40 marks**

- 6.1.1 Needs of infants and toddlers.
- 6.1.2 Need and importance of crèches and day-care centres.
- 6.1.3 Types of crèches: mobile crèches, industrial crèches, and private crèches.
- 6.1.4 Agencies and organisations sponsoring and financing crèches and day care centres.
- 6.1.5 Procedure for application and registration.
- 6.1.6 Setting up of crèche and day-care centres-
  - i) Location, building, equipment and furniture
  - ii) Staff qualifications, role, and job requirements of different categories of workers.
  - iii) Budgeting ,exploring resources selecting right staff with proper qualifications & Experience.
  - iv) Maintenance of different types of records
  - v) Procedure for purchasing & maintenance of equipments & materials
  - vi) Maintenance of staff & their welfare have a proper supervision of all activities as a role model to workers & staff
  - vii Awareness of job requirements of staff ,building motivation & team spirit
- 6.1.7 Routine in crèche and day-care centres. Planning a daily, weekly and monthly programme.
- 6.1.8 Management:
  - i) Planning a budget
  - ii) Management of finance and accounts
  - iii) Management of space
  - iv) Supervision

- 6.1.9 To develop & execute ways of means of identifying authorised persons only to handle children either in the centre or at home .To keep track only capable authorised persons who are able to handle children on roads ,public transport keeping safety aspect in to consideration. Disallowing meeting of strangers. Proper care of accompanying small children in toilets play grounds etc., not easy accessibility to detergents acids, marbles Arrange for police verification of menial staff, keeping all outlets closed always. Almirahs & cupboards to be closed & locked
- 6.2.0 Prevent & taking care of children when climbing & jumping from high places, staircases. Fencing of gardens, cradles & beds fenced, to ensure healthy environment free from dampness noise with proper disposal of wastes.
- 6.2.1 To ensure all electrical wire, telephone wire s plugs & switches beyond the reach of children
- 6.2.2 Study & observation of special children, gifted children & backward children ,to handle & arrange for proper care of special children with need based teachers to handle such children
- 6.2.3 Visit to Day care centres & crèche in the locality to collect information for project report on pre –schoolers. (Internal Assessment)

## **ORGANIZATION & MANAGEMENT OF CRECHE & DAY-CARE CENTRE**

### **PRACTICALS & PROJECT WORK CLASS 12 3HOURS 60 MARKS**

1. List of equipment used in crèches, their uses and sources with approximate cost by visits to local day care centres & creche for a project report to be assessed internally.
2. Prepare schedules of daily, weekly and monthly programme with safety principles .
3. Work with children in a crèche and conduct of the daily routine.
4. How to plan the effective utilization of man power & resources for a crèche
5. How to handle different kinds of children in a crèche- maladjusted, disabled etc.
6. Organising proper teachers & course for the children in the crèche
7. Planning for outdoor games, games on computer. Books etc for their mental development
8. Creative pursuits to be encouraged by drawing painting colouring paper work making of small dolls or creative play with plastercine clay or other soft materials for all children.
9. Planning of application forms & other forms for smooth running of the crèche.
10. Maintaining of all stock & records & register of the centre
  - a. Stock Register
  - b. Admission Register
  - c. Official Register
  - d. Staff Register
  - e. Health Records
  - f. Cumulative Record
  - g Teachers Diary with her remarks & observation (daily for each child)
  - h Case Study of institutions both Creche & Pre –school both)
11. Prepare age wise recreations relaxational cultural social & developmental activities with  
Complete procedure for the following age groups:-for normal gifted & mentally & physically challenged children if any:-  
**AGE GROUPS**  
0-3 months  
4-7 months  
7-12 months  
1-2 years  
2-3 years  
3-6 years
12. Plan & execute activities involving participative spirit of the teachers workers & staff for their contribution to the child's development in social mental emotional development of the child. Concept of environmental safety to be instilled.



## **ORGANISATION AND MANAGEMENT OF PRE-SCHOOL AND PLAY GROUPS.**

**Class XII      Theory                      3 Hours                      40 marks**

**6.2.1      Pre-School Education.**

- a) Objectives of pre-school Education
- b) Play as a medium of pre-school Education
- c) Types of play groups – nursery, bal wadis, anganwadis etc.
- d) Needs of pre-school children.

**6.2.2      Administration of pre-school.**

- a) Infrastructure-teachers, other support personnel, building, equipment materials
- b) Maintenance of reports and records.
- c) Cumulative records and continuous assessment.
- d) Training, experience and qualifications of Staff and Supervisors.

**6.2.3      Classroom management and discipline.**

**6.2.4      Curriculum planning for the pre-school stage.**

**6.2.5      Development of various skills-**

- a) Motor Skills
- b) Self-help Skills

**6.2.6      Play activities and materials**

**6.2.7      Maintaining records and planning a timetable.**

**Practical & project work – CLASS XII      3 Hours      – 60 marks**

1. Students should prepare a case study of a well run pre-school in the area.
3. Use of play way to develop the motor & sensory development of children
2. Planning equipments for running a crèche in play way method
3. Plan a model crèche building with their modern accessories along with the cost of furniture detailed work on equipments and infrastructure, for both urban & semi-urban crèche
4. Prepare a detailed list of equipments with their prices models etc for pre school children
5. Preparation of simple toys out of indigenous materials for age group 03- & 3-6.
6. Making preparation of timetable for crèche & preschools. Students should study and compare the timetables of some

# METHODS AND ACTIVITIES.

## OBJECTIVES:

1. To acquaint the students with methodology to be used in developing various skills.
2. To acquaint the students with play activities suitable for children of the age 2 to 4½

## EXAMINATION SCHEME:

Theory	40 marks
Practical	60 marks

**Class XII                      Paper 1                      3 Hours                      40 marks**

### 6.4.1      **Language Development.**

- i) Stages in language Development
- ii) Methods of developing listening and speaking skill - informal talk, story telling Rhymes and jingles, picture talk etc.
- iii) Teaching aids and activities for language development-flash cards, Flannel graphs music cassettes videos & the Internet & modern CD's etc.

### 6.4.2      **Pre-Reading Skills.**

- i) Skills needed for reading
- ii) Laying the foundation for reading
- iii) Activities for developing pre-reading skills -sorting, matching etc.

### 6.4.3      **Pre-Writing Skills**

- i) Activities for developing muscular co-ordination-finger rhymes, scribbling, Colouring, paper tearing, paper crushing etc
- ii) Writing patterns, and letter families.

### 6.4.4      **Pre-School Mathematics**

- i) Acquisition of a vocabulary-add, take away etc.
- ii) Recognizing simple shapes
- iii) Establishing concepts related to space-sorting and classifying items and objects.
- iv) Concept of numbers up to 10 with number names.

### 6.4.5      **Environmental studies.**

- i) Exploring the world around them
- ii) Names of familiar animals, flowers, fruit and vegetables
- iii) Names of items of clothing
- iv) Primary colours.

6.4.6      Art and Craft activities-finger-paints, pasty paper, play dough clay etc.

6.4.7      Physical Education and Eurhythmics – exercises suitable for very young children, free Movement to music.

6.4.8      Singing and percussion instruments.

## METHODS AND ACTIVITIES

### PRACTICAL CLASS XII    3HOURS    60 Marks

1. Students should know how to prepare economical and non-toxic art materials e.g. finger,, paints using corn flour paste and food colours, play-dough using flour,using paper mashie, small, rubber & pith (shola) colour ribbons, papers etc.
2. Students should maintain a folder with sample activities using techniques which can be conducted with small children-finger painting, crayon rubbing pasty paper, paper-crushing.
3. Students prepare three pieces of apparatus suitable for very young children-emphasis should be on using re-cycled material and junk.
4. Observations of children's language acquisition & improvement involving creative & imaginative power.
5. Development of language skills through story telling, cassette listening, TV & other modern aids –encouragement to speak with proper communicative ability appropriately narrating incidences & learning a moral etc.
6. Preparation & use of puppets etc to promote language development, creating dram & roles for them to enact ,to communicate with children of their age parents & others ,to respond when addressed appropriate verbal interventions to encourage language development.
7. Inculcate a spirit of enquiry & discovery through experimentation by visits to nature park fairs exhibitions for children- encourage them to express themselves on the experience
8. Creating relation between language & cognition by teaching rhymes & recitation with expressions.
9. Development of motor ,Socio emotional needs of the child .
10. Studying the Mental development of child's abilities using various tests like :-
  - a. Wechsler's Pre School & Primary Intelligence Test
  - b. Wechsler's Intelligence Test For Children
  - c. Raven Progressive Matrices
  - d. Children Apperception Test.
  - e. Thematic Apperception Test.
  - f. Differential Aptitude Test.
  - g. Special aptitude test
  - h. Interest tests
  - i. Achievement Tests
  - j. Relevant Statistical Analysis with test norms T- scores, standard scores stanine, percentile scores, age norms & sex norms.
11. Basic Knowledge of psychological disorders in children, nature criteria symptoms & handling

# EQUIPMENTS REQUIRED FOR CRÈCHE & PRE SCHOOL MANAGEMENT

## Space Requirements:-

1.	Rooms	2-4 20x 25 sq ft	2-3nos
2.	Rooms	40*25 sqft	2-3 nos
3.	Toilets		2-3 nos
4.	Bathrooms		2 nos
5.	Small kitchen		1 no
6.	Store room		1 no.
7.	Open space & courtyard & playground		1 no (protected area)
8.	Office & reception area		1 no
9.	Cradles & cots		As Required
10.	Dining tables & chairs		As Required
11	Beds mattresses & pillows		As Required
12	Carpets/dhurries		As Required

## Playing equipments:-

1	Play toys & dolls	As Required
2	Safe to keep milk etc.,	As Required
3	Plastic sheets ,rubber sheets	As Required
6.	Montessori didactic toys	6 Sets

Ladders , wheel toys Rubber toys drums charts slides swings etc

Montessori Equipments as required in rubber ,plastic cardboard & wood.

Swings, see –saws, jumping balloons playing equipments as required.

Modern equipments for the development of skills of the child. For Special

Gifted & Physically Challenged & mentally challenged children special toys will have to be bought.

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