

MAHARASHTRA STATE BOARD OF VOCATIONAL EDUCATION EXAMINATION, MUMBAI -51

1	Name of Syllabus	C.C. in Creche and Preschool Management (411210)																																																													
2	Max. No's of Student	25 students.																																																													
3	Duration	1 YEAR																																																													
4	Type	Full Time																																																													
5	No Of Days / Week	6 Days																																																													
6	No Of Hours /Days	7 Hrs																																																													
7	Space Required	Lab = 600 Sq feet Class Room = 200 Sq feet TOTAL = 800 Sq feet																																																													
8	Entry Qualification	S.S.C. passed																																																													
9	Objective Of Syllabus/ introduction	On completion of the course 1. To develop in fostering the overall development of children between 0 to 8 yrs. 2. To develop skills in promoting all round development of children between 0 to 8 years. 3. To develop skill in understanding growth and development of children between age 0 to8yrs. 4. To understand importance of early years. 5. To be able to handle the problems of children. 6. To guide children in a proper way. 7. To develop skills of parent education. 8. To be able to provide and create proper environment for children. 9. To be able to adopt effective methods and techniques for meeting the various needs of children. 10. To acquire knowledge and skills in administration of Day care centers and Nursery schools. 11. To be able to manage Nursery school and Day care centre. 12. To inculcate knowledge regarding quality management of Day Care Centers and Nursery Schools. 13. To become aware regarding health and nutrition of children.																																																													
10	Employment Opportunity	Student can get employment in related establishment.																																																													
11	Teacher's Qualification	Diploma in Concern field.																																																													
12	Training System	<div>Training System Per Week</div> <table><tr><td>Theory</td><td>Practical</td><td>Total</td></tr><tr><td>18 Hours</td><td>24 Hours</td><td>42 Hours</td></tr></table>						Theory	Practical	Total	18 Hours	24 Hours	42 Hours																																																		
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Creche and Preschool Management

THEORY - I - Child Development Preschool Years

PART A

1. Introduction to child development

- 1.1 Meaning and scope of child development
- 1.2 Importance of early years
- 1.3 Principles of development
- 1.4 Factors influencing growth and development,
1) Heredity, 2) Environment 3) Maturation and learning 4) Nutrition
5) Endocrine glands 6) Illness 7) Rest & exercise.
- 1.5 Introduction to development stages
- 1.6 Concept of all round development
Physical Motor Mental Social, Emotional
(Concept of each term to be discussed)

2. Parental development

- 2.1 Reproductive organs of male & female
- 2.2 Conception
- 2.3 Danger signals during pregnancy
- 2.4 Care during pregnancy
- 2.5 Prenatal development
- 2.6 Stages & types of labour

3. Neonatal period (0 to 15 days)

- 3.1 The new born baby
Physical appearance of the neonate
Body proportions of neonate
- 3.2 Types of adjustment of neonate
Adjustment to temperature
Adjustment to breathing
Adjustment to nourishment
Adjustment to elimination
- 3.3 Reflexes
- 3.4 Care of the new born
Feeding breast, bottle, and care to be taken while feeding
- 3.5 Clothing Sleep and rest Bathing
Care of umbilical cord
Care of mouth, eyes, nose, and ears
- 3.6 Characteristics of premature baby and special care

4. Infancy (15 days to 1 year)

- 4.1 Physical development
Height and weight
Concept of norms
Body size
Body proportions
Muscular development
Skeletal development
- 4.2 Motor development
Stages / sequence of motor development
Manipulation
Developmental milestones
- 4.3 Mental development
Piaget's stage of sensory motor learning
Stimulation of infants

Language development / communication during infancy - crying, gesturing, babbling pronouncing words.

Role of adults in providing verbal stimulation

4.4 Social development

Importance of early social experiences

Relation to adults and other children

4.5 Emotional development

Development of emotions (general expressions crying smiling, anger)

Foundations for healthy personality

Role of cuddling, rocking, talking smiling and playing, keeping the baby comfortable

4.6 Care of the infants

Nutrition – 1) Breast Feeding

i) Advantages ii) Care

2) Bottle Feeding

i) Advantages and disadvantages ii) Care

3) Weaning

4) Supplementary feeding

i) Advantages ii) Care

Sleep – Patterns, position, regulating sleep bath, clothes

Immunization

4.7 Common problems in infancy

Crying

Teething

Digestive troubles (Constipation colic diarrhea and dysentery).

Cough and cold

Oozing from ear

5. Toddlerhood (1 1/2 year to 2 years)

5.1 Physical development

Height, weight

Body proportions

Muscular development

Skeletal development

Teeth development

Illness and accidents and prevention

5.2 Motor development

Sequence of motor development

Various motor skills

(walking, running, jumping, climbing, talking, eating, self help skills)

5.3 Social development

Relating to adults and other children

Playing – Types of play

Play material – importance, how to make, how to use

Ego centrism

5.4 Emotional development

Anger & temper tantrum Fear

Attachment – love & happiness

5.5 Toilet training during toddler hood

Meaning

Bowel control –age, handling, bladder control

Toilet accidents, Toilet training

Bed wetting

6. Developmental tasks during infancy & toddlerhood

PART B
Child Development - Preschool Years

1. Need to understand children

- 1.1 Ways of understanding children
- 1.2 Need and importance of it
- 1.3 Observation, Home visit, interview with parents, checklist
- 1.4 Characteristics of preschool children

2. Physical development

- 2.1 Height, Weight
- 2.2 Skeletal development
- 2.3 Muscular development
- 2.4 Brain development
- 2.5 Teeth development
- 2.6 Illness & accidents preventive measures

3. Motor development

- 3.1 Importance
- 3.2 Various motor skills and their importance
- 3.3 Factors affecting motor skills
Body size, readiness, motivation, attention span, feedback, opportunity, practice
- 3.4 Handedness
- 3.5 Parent's role and teacher's role

4. Emotional development

- 4.1 Characteristics of children's emotions
- 4.2 Common emotions, their causes, expression, handling fear, anger, jealousy, affection
- 4.3 Teacher's role

5. Mental development

- 5.1 Piaget's, pre-operational stage
- 5.2 Perception, Memory, Imagination
- 5.3 Concept formation, Reasoning, Curiosity
- 5.4 Role of adults in promoting cognitive development
- 5.5 Language development, comprehension, vocabulary building, sentences formation speech defects.

6. Social development

- 6.1 Development of social behavior
- 6.2 Role of parents, teachers and other adults in socialization. Role of peer group
- 6.3 Patterns of behavior, Expressions, Handling
Negativism
Aggression
Quarrelling
Rivalry
Shyness and Timidity

7. Play

- 7.1 Role and importance of play
- 7.2 Nature of play
- 7.3 Types of play: Sensory motor, free play, social play, imaginative, dramatic, constructive play
- 7.4 Developmental stages in play
- 7.5 Play material

8. Discipline and guidance

- 8.1 Meaning and importance
- 8.2 Elements of discipline Rules, Rewards, Punishment consistency
- 8.3 Disciplinary techniques
Authoritarian

Permissive

Democratic / Authoritative

9. Guidance through speech and action

10. Behavior problems their causes, symptoms and handling

10.1 Thumb sucking

10.2 Masturbation

10.3 Enuresis / Bedwetting

10.4 Nail-biting

10.5 Withdrawal

10.6 Lying

10.7 Stealing

10.8 Dawdling

10.9 Hostility & aggression

11. Developmental tasks during preschool years

PRACTICAL - I - Child Development Preschool Years

PART A

1. Observation

1.1 Norms of age group 3 months to 30 months to be discussed in the class.

1.2 According to norms observe the babies of the age group 3 months to 30 months

3 months

6 months

9 months

12 months

18 months

24 months

30 months

1.3 Post observation discussion.

1.4 Meaning & use of checklist

1.5 Checklist to be developed

1.6 Recording the development of above age group in the check list (using a checklist)

2. Interview

2.1 Preparing a questionnaire

2.2 Conducting interviews of mothers to find out baby's routine and health problems of children.

3. Home Visit

3.1 Purpose of home visit

3.2 Preparing a report after the visit.

4. Preparing Mobile for cradles (It is a toy hung above the cradle.)

4.1 Importance and need to be discussed and written

4.2 Preparing a mobile out of waste material

5. Preparing a picture book

5.1 Need and importance to be discussed and written

5.2 Preparing a picture book by collecting pictures from different newspapers, books, magazines

6. Preparing soft toy

6.1 Need and importance to be discussed and written

6.2 Preparation of a soft toy from waste cloth, fur or any Kind of cloth which is used to prepare a toys

7. Preparing A Rattle

7.1 Need and importance to be discussed and written

7.2 Preparation of Rattle from waste material

8. Preparing pull and push toy

8.1 Need and importance to be discussed and written

8.2 Preparation of a toy out of waste material

9. Preparing manipulative toy

9.1 Need and importance to be discussed and written

9.2 Preparation of a toy out of waste material

10. Maintenance of journal and working in the creche day care centre with children.

PART B

1. Observation

1.1 3 to 4 years

1.2 4 to 5 years

1.3 5 to 6 years

(Use checklist) Discussion in the class, on each observation

2. Activities

2.1 Providing activities according to children's age

2.2 For promoting various developments

2.3 List of the activities and discussion on it

3. Behavior problems

3.1 Observation

3.2 Discussion

3.3 Report writing

4. Case study

4.1 Observation of only one child

4.2 Preparing a report on it

5. Maintain journal and working with children in the preschool

THEORY - II - Organization and Management of Creche and Day-care Centers

PART A

Theory

1. Significance of early years

1.1 Importance

1.2 Importance of early experiences

2. Characteristics of infants & toddlers

3. Needs of infants & toddlers

3.1 Physical

3.2 Mental

3.3 Socio-emotional

4. Types of creches

4.1 Mobile creche

4.2 Industrial creche

4.3 Private creche

4.4 Creches under social welfare & home ministry

4.5 Agencies & organizations sponsoring & financing creches & day care centers.

4.6 Procedure for application of registration

5. Objectives of creches & day care centers

6. Activities and experiences for meeting various

Needs of infants and toddlers 3 to 8 years old

6.1 Mothering, stimulation, picture books, toys, songs, simple games

Functions

Goals

Selection criteria of each

7. Location, Building, equipments, furniture staff-qualities, role

8. Routine in a creche and day care centers

9. Programme Planning

9.1 Daily

9.2 Weekly

9.3 Monthly

9.4 Considerations to be given at the time of planning programme & initiative

10. Promotion of development of sense of Trust, Autonomy

11. Management & supervision

11.1 Planning of budget

11.2 Mgt. of finance and accounts

11.3 Mobilization of human and material resources

11.4 Reports and records

11.5 Meetings in the agency

11.6 Principles of supervision

11.7 Aspects of supervision

PART B

Organization and Management of Early Childhood Education

Theory

1. Preschool education

1.1 Types : Play group, Nursery school, Balwadi Anganwadi, Montessori, Kinder garden

1.2 History of child education & study of philosophers: eastern & western

1.3 Objectives of preschool education

1.5 Non formal preschool education. Play way method of education.

1.6 Teacher Qualities, role

1.7 Other personnel, Head Mistress, assistant teacher, helper

1.8 Building and furniture (multipurpose)

1.9 Equipment Indoor-Outdoor

Low cost equipment and substitute

Selection and arrangement of equipment

2. Needs of preschool children

3. Curriculum planning

3.1 Purpose

3.2 Principles

3.3 Factors influencing curriculum

3.4 Types-Incidental, Planned learning, Long term, Short term

3.5 Individualization of curriculum

4. Project method

4.1 Resource Units

4.2 Setting goals

4.3 Making plans – Criteria

4.4 Definition of project method

5. Language

5.1 Function, goals – Methods of promoting language

Informal talk

Conversation

Asking questions

Riddles

Poem

Picture

Books

Stories

Songs

5.2 Developing listening skills

6. Environmental studies

6.1 Values

6.2 Content

6.3 Planning and methods of conducting environmental studies

6.4 Field trips

6.5 Special celebration of festivals

7. Science

7.1 Meaning

7.2 Importance

7.3 Goals of teaching science

7.4 Various experiences - methods of conducting

7.5 Areas for a balanced science programme

8. Mathematics

8.1 Objectives

8.2 Skills and understanding

8.3 Classification, comparative concepts, ordering

Measuring, counting, fractions, shapes, patterning

8.4 Vocabulary

9. Music – Review music (Already covered in XI)

10. Creative activities

(already covered in XI)

10.1 Functions

10.2 Role of teacher

10.3 Creative activities

Painting

Finger painting

Clay modeling

Water play

Sand play

Cutting, pasting

Drawing

11. 3R's

11.1 Reading, writing, Arithmetic

11.2 Promoting readiness – experiences

12. Games for various developments

13. Classroom management

14. Administration of preschool

14.1 Meaning and importance of administration, management, organization

14.2 Role of administrator

14.3 Budget

14.4 Report and Records

PRACTICAL - II - Organization and Management of Creche and Day-care Centers

PART A

1. Collection of songs

1.1 Importance

1.2 Selection criteria to be written in the journal

1.3 Songs to be written (minimum 100)

2. Collection of stories

2.1 Importance

2.2 Selection criteria

2.3 Story telling criteria

2.4 Stories to be written (minimum 50)

3. Collection of games

3.1 Importance

3.2 Types (Indoor Outdoor)

3.3 Games to be written (minimum 25 each)

4. Creative activities

4.1 Importance and meaning

4.2 Preparing a specimen copy of each activity and put in a journal

5. Stimulating activities

5.1 Meaning and importance

5.2 Specimen collection for the file

5.3 For different age groups

(These first five practical are again in XII Std. Tell the students to maintain and reuse them in the second year)

6. Planning annual budget

6.1 Need and importance of budget

6.2 Practicing and preparing a budget for creche / day care centre

7. Preparing a list of equipment

7.1 Conducting a survey

7.2 Preparing a list in the following format

Sr. Name of Name and Indoor / Approximate

No. the address of Outdoor Cost

Equipment the shop

8. Planning

8.1 Daily

8.2 Weekly

8.3 Monthly

(Tell the students to plan for every week before working)

9. Working with Children

(Use the weekly plans while working with children. It means practical No. VIII and IX will go simultaneously)

PART B

1. Creative activities

1.1 Painting – Finger, stencil, blow, string, splatter, brush, wax

1.2 Making waste material brushes

1.3 Printing – Block, vegetable, cord, leaf, sponge, finger, thumb, different kind of material (eraser, screw, nail, coin)

1.4 Drawing – crayon, wet chalk, pencil, sketch pen

1.5 Modeling – clay, dough, plasticine

1.6 Paper activities : Tearing, crumbling, twisting, collage, mosaic paper folding, wrapping and unwrapping of different boxes, cutting, pasting, origami

2. Teaching aids

2.1 Charts

2.2 Bulletin board display, dominoes

2.3 Puzzles : jig-jaw, self learning

2.4 Flannel board cutouts and Flannel board

2.5 Flash cards

2.6 Mask making

2.7 Puppets, Finger, stick, paper bag, glove

3. 3R's activities

3.1 Visual memory, discrimination

3.2 Auditory memory, discrimination

3.3 Mathematical readiness

4. Games for various developments

5 Resource Unit

5.1 Developing, Using

6. Working with (preschool) children

THEORY - III - Parent and Community – Education and Involvement

PART A

Theory

1. Concept of Education

1.1 Definitions & explanations

1.2 Types of education: - formal, informal non-formal

1.3 Importance of imparting education

1.4 Role of education

1.5 Role of education for parents

1.6 Who can become a parent educator?

2. Agencies of education

2.1 Importance and role

2.2 House (family)

2.3 Older siblings and relations

2.4 Community

2.5 Neighborhood

3. Need and importance of close relationship between

3.1 Home and school

3.2 School and community

For the development of child

4. Educating parents

4.1 Need and importance

4.2 Methods of educating parents and community

4.3 Methods of effective communication with parents

5. Involvement of parents and community for various programmes related to child

5.1 Meetings in the centre

5.2 Gatherings

5.3 Festivals celebrations

5.4 Picnics

5.5 Exhibitions

5.6 Competitions

5.7 Balmela

5.8 Puppet show

6. Role of parents and community in the proper functioning of the creches/ day care centers / preschool

7. Content of educating mothers and parents

8. Agencies working in the area of child education and child welfare

PART B
Nutrition and Health

Theory

1. Concept of Health & Nutrition, Definition signs of Good Health in a child
2. Elements of Nutrition and their sources, Basic 5 food groups.
3. Nutritional deficiency, diseases of Energy, Protein, Vitamin "A", Iron and Calcium – causes, visible symptoms.
4. Methods of preparation and cooking – germination, fermentation, conservation of nutrients.
5. Storage of food – need and methods for safe and effective storage.
6. Hygienic food handling practice – during storage cooking, serving and eating, cleanliness of the Kitchen utensils, dining place.
7. Nutritional needs and meal planning of the following groups
 - 7.1 Pregnant Woman and lactating mother.
 - 7.2 Infant 0 to 3 months – breast milk and substitute milk, care and cleanliness of the breast of the mother, weaning introduction of vitamin "C" food.
 - 7.3 3 to 6 months weaning introduction of liquid and semi-solid supplements
 - 7.4 6 to 12 months – weaning semi-solid and solid supplements and sharing of the family meal.
 - 7.5 1 to 3 years and 3 to 6 years food habits emphasis on quality of protein.
8. Assessment of Nutritional status, Dietary surveys, anthropometrical and clinical examination (in brief).
9. Nutritional intervention for the vulnerable group identification of at risk children and mothers Growth chart.
10. Common ailments of children, cough, cold, constipation, diarrhea, earache, vomiting, rashes. Common communicable diseases – mumps diphtheria, chicken pox, measles, malaria, cholera, jaundice, T.B. ,worm infection.
11. Health – a) Immunization schedule, ORT, b) Effect of proper food, sleep, rest, play, love and attention of parents on the health.
12. Common environmental hazards and their prevention. Housing excreta disposal, water pollution, air pollution.
13. First aid importance of first aid box and its contents. Occasion when first aid can be given simple home remedies.
14. Nutrition and health programmes for vulnerable group in India I) ICDS, II) Mid-Day meal programme, III) Vitamin A prophylaxis programme, IV) Anemia control programme.
15. Nutrition Education – Lecture – Demonstration, Exhibition Home Visits, puppet show, street – play.

PRACTICAL - III - Parent and Community – Education and Involvement

PART A

1. Observation of parents – Teacher meeting, programme

- 1.1 Observation
- 1.2 Report writing

2. Organization of parent corner

- 2.1 Need and importance
- 2.2 Meaning
- 2.3 Plan of organization of parent corner
- 2.4 Implementing a plan in the centre

3. Home Visit

- 3.1 As per paper II

4. Organization and conduct Balmela, Competitions

4.1 Importance

4.2 Plan on paper

4.3 Implementation

5. Preparing Teaching aids (which can be used for parent education purpose)

5.1 Bulletin board

5.2 Black board writing

5.3 Posters

5.4 Transparencies

(While preparing these aids give the parent education topics to prepare the aids)

6. Exhibitions

6.1 Need and importance

6.2 Planning related to parent education in arranging

7. Role playing and puppet shows

7.1 Practice

7.2 Script writing

7.3 Performance

8. Parent education posters

(Practical with exhibition and preparation of teaching aids)

9. Preparing teaching aid for the complaining

9.1 Exhibition and preparation of teaching aids

10. Preparation of notices

10.1 Why to send notices

10.2 How to prepare

10.3 Writing

Skills :

After completion of first years course at the end students will develop following skills.

1. Observation of children

2. Interviewing

3. Recording and maintaining a report

4. Preparation of different kind of toys and material for children

5. Using waste material effectively

6. Handling children

7. Recognizing the problems of children

8. Helping children by providing them simulating environment

9. Keeping children engaged and busy

10. Planning effective programmes for children

11. Managing different kind of programmes for children

12. Keeping the environment in the centre hygienically proper

13. Creating comfortable environment for children

14. Handling parent's problems

15. Preparing different kinds of records

16. Maintaining different kinds of records

17. Arranging picnics, competitions, balmela's for children

18. Puppet show performance

19. Availing of the resources from environment

20. Planning a budget for creche / day care centre

PART B

1. Sterilization of bottles or other utensils used for preparing food.
 - 2 Modification of fresh milk and preparation of milk from milk powder for infants.
 3. Preparation of weaning foods
 - i) Liquids, soups, dal water, rice kanji etc.
 - ii) Semisolid kheer, masala khichadi etc.,
 - iii) Solids finger foods, bhakari, thick khichadi, dal and rice etc.
 4. Preparing nutritious snacks emphasizing the following combination –
 - i) Cereal with dal
 - ii) Cereal with milk & milk products
 - iii) Dal with milk & milk products
 - iv) Cereal with nuts
 - v) Vegetables should be added in the snacks
 5. Plan and prepare model menu schedule according to the age of children.
 6. Case study of nutritionally deficient child.
 7. Observation of newborn and premature infants in hospitals – Discussion of observation and writing report.
 8. How to take anthropomorphic measurements –
 - 1) weight using spring balance,
 - 2) height
 - 3) mid arm circumference,
 - 4) chest and head circumference – significant of these measurements.
 9. Maintain growth chart and immunization cards for children and guide the parents accordingly.
 10. Impart nutrition and health education to the parents Lecture demonstration.
 11. Observe the environmental hazards in a creche and a Balwadi - prepare report.
 12. Preparation of ORT.
 13. Observe the common contents of a first aid box and write their uses.
 14. a) Standardize serving nutritious snacks for balwadi feeding.
b) Plan and prepare 25 serving of snacks for balwadi feeding. Quantity preparation – Practical should be repeated 8 – 10 times.
 15. Preparing visual aids for imparting nutrition education to the community.
 16. Impart nutrition education to the community using various methods.
 17. Preparing Iron rich, calcium rich, vitamin “A” rich dishes.
- Note : Maintain a Journal for practical

Reference books

1. Dr. sushama Date, Panna Akhani - Child development
2. Hurlock E.B. - Child development 6th edition
3. Muralidharan Rajlaxmi - Aguide for Nursery School teachers - N.C.E.R.T. 1967
4. Swaminathan Mina - Play activities for young Children - UNICEF Publication
5. Nutrition and Dietetics - Shubhangi Joshi
6. The feeding and care of infants and young children - Dr. Shanti Ghosh
7. Play - N.C.E.R.T. Publication
8. Hurlock E.B. - Development psychology
9. Hurlock E.B. - Growth and development
10. Feeding infants - Dr. Shanti Ghosh
11. A Text book of foods, nutrition - Dr. Raheena Begum, Shakuntala Wani
12. Preventive medicine - Park and Park Shri Laxmi
