

Curriculum

**TWO YEAR DIPLOMA COURSE
IN
PRE SCHOOL EDUCATION**



स्वाध्यायान्मा प्रमदः

STATE COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING

VARUN MARG, DEFENCE COLONY, NEW DELHI

**CURRICULUM
FOR
DIPLOMA IN
PRESCHOOL EDUCATION
(DPSE)**

2017



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STATE COUNCIL FOR EDUCATIONAL RESEARCH AND TRAINING

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Preface

Children are the most important asset of any society. As members of society, we all work towards seeing them successful in their lives. Early childhood years are the crucial years of an individual's life when the growth and development take place at a very fast pace and foundations for holistic development are laid. Development of brain is almost ninety percent complete by the time the child is six years of age. The researches on brain growth and development have clearly established the developmental benefits of providing a stimulating environment to young children where in children get opportunities to learn through varied experiences.

During these crucial years of child's development and learning, it is important that the young ones are placed in care of professionally trained teachers who are well equipped with the necessary sensitivity, understanding, knowledge and skills for dealing with children in developmentally and age appropriate manner to ensure development of the child's potential to the fullest.

This curriculum has been developed for the two year 'Diploma course in Preschool Education' (DPSE) by the SCERT Delhi. It is one such initiative that would help develop good teachers for preschool and early primary classes who would be fully trained to take care of developmental and learning needs of children of this age group. This would help form their firm and strong foundation which would go a long way in developing children's good habits, values, and strong academic foundation.

I congratulate Dr. Sharda Kumari, Dr. Sangeeta Choudhary and Dr. Kanwaljeet Kaur for taking initiative of working towards developing the DPSE curriculum for Delhi state that will ensure in developing effective teachers for our future citizens.

Marcel Ekka
Director
SCERT, New Delhi.

FOREWORD

ECCE being one of the goals of EFA global initiative and as the RTE (2009) has also directed the states to ensure satisfactory quality in ECCE provisions, a number of important initiatives have been taken by SCERT, Delhi.

SCERT, Delhi has developed two separate curriculums for preschool classes namely, nursery and Kindergarten (KG), based on the guidelines given in the National Policy on Early Childhood care and education (ECCE 2013). These curriculums are developmentally and age appropriate and cater to the individual needs of children in order to ensure formation of strong foundation of the child's personality as well as readiness for formal schooling.

The present curriculum, "Diploma course in Pre-School Education" (DPSE) is one further intervention in the series of initiatives in the field of ECCE by SCERT, Delhi towards providing quality preschool and early primary education.

The development of this curriculum has been possible due to the tireless efforts of Dr. Sharda Kumari, Dr. Sangeeta Choudhary and Dr. Kanwaljeet Kaur along with the contributions of the experts and members of core and working committees.

I congratulate the team for this innovative academic task.

Dr. Nahar Singh
Joint Director
SCERT, Delhi

March, 2017

About the Curriculum

As we know that the early years of a child's life are not only the most vulnerable but also significant years for developing potential for life long development and learning, the need was felt to provide young children quality education by professionally trained preschool educators/ teachers who have acquired the necessary sensitivity and understanding of early learning and developmental needs of young children in different contexts and of appropriate ways to respond to these along with appropriate knowledge and skills of working with young children so as to ensure their proper development and learning. To prepare the teachers who can fulfill these expectations, the present curriculum DPSE has been developed. The curriculum will equip the prospective teachers with the required skills of working with children in the age group of 0-8 years and teaching the children in the age group of 3-8 years.

This curriculum is for a two year diploma programme with a total of fourteen theory courses with practicum and School Experience Programme (SEP) in both the years. The curriculum has been designed in consonance with the NCFTE (2009) and the Curriculum Framework for Diploma in Preschool education by NCTE (2015).

The curriculum has been designed in such a way that it will not only provide the student teachers the required knowledge of the field but also gives them ample opportunities to practice their learning and develop required skills. For this purpose, a balance between theory and practical is maintained. A structured plan in terms of credits and hours for each course and SEP has been provided in the curriculum which the teacher educators have to adhere. To facilitate the teacher educators, a detailed introduction of each course, its objectives and other activities along with a list of resources have been given.

Whereas the theory courses give theoretical insights, the School Experience Programme and practicum for each course give practical exposure to the student teachers. A comprehensive and intensive school experience programme has been planned in both the academic sessions in order to ensure student teachers' proper understanding about children, school environment, school activities and classroom practices etc.

It is expected that the teacher educators will transact the curriculum in the spirit in which it has been developed and the student teachers would enjoy learning the course content, develop necessary understanding and insights about children, develop necessary teaching skills and practice their knowledge of theory and practical in school situations.

We are grateful to our honorable Chairperson (SCERT), Ms. Punya Salila Srivastava for entrusting us with the responsibility of doing this important task of revision of the curriculum

for Delhi state. Our gratitude to Sh. Marcel Ekka, Director (SCERT), Ms. Anita Satia Ex Director (SCERT) and Dr. Nahar Singh, Joint Director (SCERT) for providing necessary support and guidance during the complete process of developing the curriculum. We also acknowledge and appreciate the contributions of all our esteemed committee members and experts who contributed and worked with great zeal, dedication and involvement to develop this curriculum. Last but not the least our fond memories and respects for Late Dr Pratibha Sharma, Ex Joint Director, SCERT under whose guidance this mammoth and very sensitive task was initiated.

Dr Sharda Kumari

Dr Sangeeta Choudhary

Dr Kanwaljeet Kaur

INTRODUCTION

Early Childhood Care and Education (ECCE) for children upto 8 years is globally emerging as an area of high priority. This is largely in view of recent research in the field of neuroscience which has established that 90 percent of the brain's growth occurs by the time the child is 6 years of age. This growth is influenced by not only the nutritional and health status of the child but also the psycho social experiences and environment the child is exposed to during these early years. A large number of children, particularly in poverty situations, come from homes which are not able to provide a stimulating environment to the child, thus leading to social inequity. ECCE has proven to successfully narrow this equity gap by compensating for the home deficits in these early years and enabling children to be better prepared for school, and for life. ECCE has therefore been included in the EFA Global initiative as the first goal in the education ladder.

Preschool Education: The Early Childhood Stage includes the sub stage of Preschool Education for children from 3 to 6 years, prior to their entry to school. With the advent of the Right to Education (2009) all children are now expected to come into school at the age of six years. However, research indicates that a very large number come in with inadequate school preparedness and these children tend to continue in school with low learning levels and higher probability of dropping out in the early primary grades. This “*early learning crisis*”, globally and in India, points to the need for children to be provided with more developmentally appropriate early learning opportunities at the pre primary stage, so as to promote their school readiness and ensure a smooth and seamless transition for them into formal learning. The National Policy on ECCE (2013) has also emphasized the significance of ECCE and its linkage with primary education and emphasised the need to ensure satisfactory quality in ECCE provisions. The RTE (2009) has, as stated in Section 11, directed states to endeavour to provide preschool education to all children between 3 to 6 years of age to prepare them for formal schooling. Given this scenario, there is expected to be an urgent need for professionally trained educators for this stage of education who can take responsibility for this transition from pre primary to early primary grades, using developmentally appropriate methodologies.

It therefore becomes the obligation of the state to ensure that there are professionally prepared preschool educators/teachers who have acquired the necessary sensitivity and understanding of early learning and developmental needs of young children in different contexts and of appropriate ways to respond to these. These teachers would be required to know how young children below 8 years learn and develop, often in diverse socio-linguistic contexts which pose their own challenges; how early childhood care and education can help to narrow the equity gap through developmentally appropriate and contextualised opportunities, interactions and experiences that respect the child's right to participate, learn and receive appropriate guidance, irrespective of class, caste, gender and ability and develop to their full potential. They are required to understand the concept and significance of school readiness for later schooling and life long learning and locate this learning within a sound disciplinary understanding of basic

subjects such as Mathematics, Language and Environmental education which children will be expected to learn in primary grades. These considerations have created a fresh set of expectations from the preschool teachers as facilitators and mentors and not didactic teachers, for which the process of teacher preparation also needs a shift in perspective. The present course attempts to prepare effective preschool teachers to be able to fulfill the above expectations.

The student teachers will through this curriculum benefit from an optimal balance between theoretical and practical experience to build up a repertoire of knowledge, skills and sensitivity to meet the needs of diverse learning situations, individuals, communities and contexts. The reality of classroom diversity is a feature that runs as a consistent thread across the curriculum reminding the potential teacher to address the social and individual contexts of children with sensitivity and understanding. Diversity is considered as variation in religious beliefs, gender, social groups, language, food and customs as also in understanding the needs of differently-abled children. It orients the teacher to the value and significance of inclusive education.

The curriculum focuses on approaches, strategies and methods of creating responsive environments with a focus on participatory methods for teacher education. Student teachers will be equipped to be able to organize and manage the classroom in terms of resources, time, scheduling and also innovative use of space and be aware of the health, nutrition and safety issues of the child, including the importance of yoga and a developed ability to apply the knowledge in specific situations. The student teacher will be able to engage with the curriculum critically and not treat any knowledge as given or fixed, so that subsequently too when in a preschool, both the teacher and the children would evolve as reflective learners. The attempt is to infuse a balance towards effectively integrating modern technological developments in education with traditional and folk literature and teachers' own communication skills, making the teacher education programme more holistic, interactive and reflective through a planned process of self development.

The present curriculum has tried to address the requirements of needs of children in the age group 0-3 years, preschool children with emphasis on school readiness and children in early primary grades (class I and II) by attempting a balance between the understanding of child and the child development continuum with the readiness requirements of the subject knowledge expected in school, by relating both within a conceptual framework of continuous learning in a seamless manner. It is hoped this approach will not only enable graduating teachers to provide children a sound foundation for lifelong development but also ensure more effective preparedness in them for school. The curriculum for this Diploma Programme has been designed in consonance with the NCFTE (2009) and the curriculum framework for diploma in pre-school education by NCTE (2015).

MAIN FEATURES OF THE DIPLOMA PROGRAMME

- The minimum academic qualifications prescribed for admission to this programme is Senior Secondary (Grade 12).
- The duration of the programme shall be two academic years. One academic year is equivalent to minimum 200 days of actual teaching (not including examinations and admission). An Institution is estimated to work in a five or six day week mode for a minimum of 36 hours in a week, during which physical presence of teachers and student teachers is necessary in the institution to ensure their availability for advice, guidance, dialogue and consultation as and when needed.
- A Batch Size is envisaged as not more than 50 student teachers; for practical sessions a maximum of 15 to 20 student teachers are recommended per session.
- The courses are assigned credits and against each course the credits and corresponding marks are indicated to facilitate transaction/adaptation of the curriculum. The weightages are as follows: 1 Credit = 25 marks = 30 hours per academic session for Theory and 45 hours for Practicals.
- The course content is organized and sequenced in such a way as to enable the student teachers to move from basic Foundation courses towards courses which are related to professional development in terms of content and pedagogy of early learning.
- A new thrust area is a course on “Self Development” which focuses on the self and professional development of the student teacher and enhancement of her/his awareness of contemporary issues.
- The Theory: Practical ratio is maintained at 60:40 in terms of credits. There are overall 41 credits for theory and 27 credits for practical.
- To qualify, a candidate shall have to secure 40% in theory (external examination) and 50% in practicum (internal assessment) separately in each course. However to pass the DPSE examination the candidate must secure 50% marks in the aggregate. To qualify in SEP, the candidate shall have to secure 50% marks separately in each year (Ist year and IInd year)
- The Practice teaching component is for a duration of sixty days which has been envisaged as along a continuum with a four stage process —
 - Stage I:* Orientation about School Experience Programme (SEP) and various related activities to be undertaken during SEP. (For a period of ten days)
 - Stage II:* Observation of preschool classes during Ist year of training and observation of class I and II during IInd year of training. (For a period of five days)
 - Stage III:* Practicing teaching in simulated situations at their own institutes. (For a period of five days)

Stage IV : Practicing teaching and other school activities in classroom/school settings. (For a period of 40 days)

- Student Assessment is suggested as a continuous and comprehensive evaluation process and is linked to identified learner outcomes for each course. There should be 10 weeks of school experience programme in one academic session (including all four stages). The basis for assessment and criteria used ought to be transparent for students to benefit maximally.
- The basis for internal assessment may include individual or group assignments, observation records, diaries, reflective journals etc. as suggested at the end of each theory paper.
- The course is required to be conducted in an interactive mode with extensive participation of the student teachers. Didactic methods of teaching may be resorted to only where absolutely necessary.
- Given the nature of the envisaged curriculum for teacher education, with an integrated and inclusive approach, there is emphasis on tutorials, interactive teaching methods, mentoring, internship etc.

OBJECTIVES OF THE COURSE

The DPSE curriculum aims at enabling the prospective teachers to:

- understand the rights and developmental needs of children from conception to the age of 8 years and develop critical insight into the interdependence of child development and learning.
- understand, analyse and reflect on the significance of early childhood care and education from an integrated perspective as an instrument for narrowing social equity gaps and be able to perceive its close linkage with early primary education.
- be able to implement age and developmentally appropriate methods of teaching during early childhood years.
- be sensitive to the learning and development needs of all children, including those who belong to diverse and marginalized communities on the basis of gender, socioeconomic status, caste/class, religion and disabilities to ensure an inclusive and contextualized learning environment for all.
- understand the concept and importance of school readiness particularly from the epistemological perspective of education of mathematics, science and language and early literacy and its contribution in ensuring a smooth transition for children from preschool to primary by being able to provide appropriate learning opportunities and experiences.
- networking with parents, community and government organizations, non government organizations and other organizations to generate awareness and seek their involvement in ECCE programmes;

CREDIT DISTRIBUTION

First Year

S. No.	COURSES	Total Credits and hours	Theory Credits and hours	Practicals Credits and hours	Marks
1.	Early Childhood care and Education (ECCE) in India	4 120	4 120	0 0	100
2.	Understanding Child and Childhood	5 165	4 120	1 45	125
3.	Preschool Education Curriculum: Principles and Priorities	5 165	4 120	1 45	125
4.	Development of Mathematical Concepts in Children	3 105	2 60	1 45	75
5.	Development of Language and Literacy in Children	4 135	3 90	1 45	100
6.	Health, Care and Nutrition of Children	3 105	2 60	1 45	75
7.	Methods and Materials in ECCE	4 135	3 90	1 45	100
8.	School Experience Programme	6 270	0 0	6 270	150
	Total Credits (Year 1)	34 1200	22 660	12 540	850

CREDIT DISTRIBUTION

Second Year

S. No.	COURSES	Total Credits and hours	Theory Credits and hours	Practicals Credits and hours	Marks
9.	Developing Understanding of Environment in Children	4 135	3 90	1 45	100
10.	Proficiency in Languages : Hindi and English	4 120	4 120	0 0	100
11.	Gender, Diversity and Discrimination	5 180	3 90	2 90	125
12.	Working with Children with Special Needs	4 120	4 120	0 0	100
13.	Planning and Organisation of a Preschool Education Programme	4 135	3 90	1 45	100
14	Working with Families and Community	3 105	2 60	1 45	75
15.	Self-Development	4 180	0 0	4 180	100
16.	School Experience Programme	6 270	0 0	6 270	150
	Total Credits (Year 2)	34 1245	19 570	15 675	850
	Grand Total for two years	68 2445	41 1230	27 1215	1700

COURSE OUTLINE

Course 1 : Early Childhood Care and Education (ECCE) in India

Credits	: 04	Maximum Marks : 100	Theory : 100	Practicum : 0
		(Hours : 120)	(Hours : 120)	(Hours : 0)

Introduction

Being one of the foundation courses, this course aims to develop in student teachers an understanding of importance of ECCE as a foundation for later learning and development. It intends to familiarize the student teachers with the concept and significance of Early Childhood Care and Education (ECCE) and within it preschool education, particularly in the context of the country's larger goals and priorities linked to social equity and inclusive development. The course will enable the student teachers to realize the great professional responsibility that they are taking on as teachers of young children, by understanding the critical importance of this stage of education and the need for a smooth transition from preschool to early primary, as the foundation for not only school education but for lifelong learning and development.

It will familiarize them with the structure and system of education in India and the location of ECCE within the larger system and enable them to develop a critical understanding of the sector and related contemporary issues. The course intends to also contextualize growing up and childhood experiences from a socio-cultural perspective for the student teachers. It therefore aims to acquaint and sensitize ECE educators to the multiplicity and diversity of Indian socio-cultural, economic and religious milieu and the implications of this diversity for ECCE. The course will advocate child's rights based approach as a conceptual framework so as to protect and promote childrens' rights and orient student teachers regarding relevant programmes and policies in that context.

The course will be conducted through lecture-discussion mode. It may include presentations by the students and the teacher on various topics under the content of the course. Visits by the students to various ECCE programmes will provide first-hand experience of observing the functioning of programmes in various settings.

Objectives

The course will enable student-teachers to:

- Understand the holistic concept and critical significance of ECCE, particularly with regard to social equity, and the rationale for including preschool as a sub stage within it.

- Develop an understanding of contributions of different thinkers and educationists in ECCE and their implications for contextualizing the curriculum and methodology in ECCE.
- Become familiar with the historical evolution of ECCE in India leading to current policies and provisions for ECCE across public, private and voluntary sectors.
- Understand socio-cultural, economic and language diversity in ‘childhoods’ in the Indian context and its implications for planning and provisioning for ECCE.
- Understand the potential of rights’ based approach to provide a just and equitable environment for children’s care and education and develop related knowledge and skills for planning programs for early years.

Course Content

Unit 1: Concept and Significance of ECCE

10 Marks

- Understanding terminologies, “Child”, “Childhood”, and “Early Childhood Care and Education”.
- Importance and significance of ECCE as foundation for learning and development, based on the developmental progression, neuro-science researches and influences of environmental factors.

Unit 2: Development of ECCE in India: Introduction to the Policies and Programmes

20 Marks

- Importance of early years and development as indicated in traditional practices of the Indian culture.
- National Policy for children (1974, 2013), National Policy on Education (1986), National Curriculum Framework (2005), ECCE in Right to Education (2010) and commitment to International convention such as Education for All (EFA), Millenium Development Goals (MDG) , National Policy on ECCE (2013), Curricular Framework for ECCE (2014), Quality Framework for ECCE (2014)
- ICDS programme in context of Balwadi programme, Rajiv Gandhi crèche scheme, Mobile crèches, BODH, CASPLAN, SIDH, ICCW

Unit 3: Contributions of Thinkers and Educationists in ECCE

25 Marks

- Influence of Gandhi, Tagore, Aurobindo, J. Krishnamurthi, Gijubhai Badheka, Tara bai Modak on ECCE programmes and classroom practices..

- Influence of Western philosophical and educational thoughts of Rousseau, Frobel, John Dewey and Montessori on understanding of childhood and programmes for young children.

Unit 4: Early Childhood in Contemporary India

25 Marks

- Aspects of diversity in India - caste, class, gender, religion, region, language, economic family structure and relationships – and their impact on children.
- Notion of child and childhood in India; Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context.
- Status of India's Children – health, nutritional; education indicators.
- Relevance and implications of the above for interacting with children and families as well as planning and transaction of ECCE curriculum.

Unit 5: Child Rights and Issues in ECCE programme in India

20 Marks

- Needs and Rights of the child – types of needs; difference between needs and rights.
- Consideration of the impact of discrimination of children's well being in terms of children's rights – marginality such as caste, gender, poverty leading to children on street, children without families, single parent families, child abuse, impact of natural and manmade disasters, wars, etc.
- Issues in ECCE in India: Inadequate importance to ECCE; Status and Gaps in Access and coverage of ECCE; Equity issues; Quality in ECCE ranging from minimalist approach in ICDS to academic pressures in private sector, Issues of transition from preprimary to primary and harms of accelerated formal learning. Status and issues of Teacher education in ECCE; Lack of Regulation and Monitoring.

Suggested Practical Activities

No practicals are prescribed for this course. However field visits to various ECCE settings may be conducted or project work undertaken as part of transaction of theory.

SUGGESTED READINGS

- Kacker, S. (1982). *Inner World: Psychoanalytical Study of Childhood in India*, Oxford University Press, New Delhi.
- Katz, I. (1977). *Talks with Teachers*. NAEYC, Washington.
- Khalakdina, M. (2008). *Human Development in Indian Context*; Vol. 1. Khalakdina, M. (2011). *Human Development in Indian Context*; Vol. 1.
- Krishnamurthi, J. (1974). *Krishnamurthi on Education*. Krishnamurthi Foundation, India, Chennai.
- Kaul, V. et al (2004) *Reaching out to the Child*; Oxford University Press.
- Kaul, V. and Sankar, D. (2009) *Early Childhood Care and Education in India: Mid Decade Assessment*; NUEPA.
- Swaminathan, M. (1988). *The First Five Years: A Critical Perspective on ECCE in India*, Sage.
- Clarke, P. (2001). *Teaching and Learning: The Culture of Pedagogy*, Sage.
- Policy Documents related to RTE (2009); NCF (2005); NPECCE (2013); NCF (2013); NPE (1986); NP on Children (updated).
- UNESCO (2006). *Select Issues concerning ECCE in India*. Background paper prepared for the Education For All Global Monitoring Report (2007): Strong Foundations: Early Childhood Care and Education, (2007)/ED/EFA/MRT/PI/23. New Delhi:

Course 2 Understanding Child and Childhood

Credits : 05 Maximum Marks : 125 Theory : 100 Practicum : 25
(Hours : 165) (Hours : 120) (Hours : 45)

Introduction

The Early Childhood years have embedded in them some ‘critical periods’ for development of several cognitive, language and socio emotional competencies for children. The blueprint of most skill sets, learning and personality development is embossed in this period of development. The experiences in these foundation years shape children’s overall development, their future health and learning achievements at school, their adjustment in the family, community and in life in general. The impact may be attributed to the fact that on the one hand the process of development is both continuous and cumulative; on the other, there are distinct sub stages within the childhood period which characterize the way children respond and learn. It is therefore very important for any professional proposing to work with children to have an in-depth understanding of the stages and processes related to different domains of development and be aware of what makes children so alike, and yet so individually different.

The Course will enable the student teachers to develop this understanding, to get acquainted with developmental stages and patterns in early childhood, develop insight into how children learn and develop and the requirements of stimulating and responsive environments to nurture their development which would help them to plan and create developmentally appropriate practices and environments for children. With this understanding the student teachers will be able to understand the role of children as participators in their own development and balance this active agency with undertaking the responsibility to provide them with the right kind of response and guidance.

Success of an effective child centred, developmentally appropriate programme will depend on the application of the theory to understand the behaviour of children. Often students find the course boring when made to memorise the norms. They will be able to appreciate the course when the relevance and application of developmental norms and patterns are brought to their attention. The teacher therefore should teach the course by giving examples as well as by relating the observations of the students in their practical classes in schools to the theory. Interactive mode will make the course meaningful, relevant and interesting.

Objectives

This course will enable student teachers to:

- Understand how children develop and learn.

- Understand the principles and processes of children's development.
- Understand children's development along the continuum from birth to eight years and the concept of critical periods.
- Understand the difference between growth, maturation and learning and the implications of these for learning and development.
- Understand the different domains of development, their interdependence and factors influencing their development.
- Be aware of needs and characteristics of children at the different sub stages of child development and their implications for children's learning.
- Be aware of variations in socio - cultural and emotional contexts and its impact on child rearing practices.

Course Content

Unit 1: Introduction to Child Development

15 Marks

The unit introduces the discipline of Child Development, its scope and usefulness of this knowledge in interactions with children. Though development is a continuous process from birth to old age, the life span is divided in phases, as each phase has characteristics of its own. Basic concepts of domains of development and principles of development are included in the unit.

- Meaning and scope of child development – use of this knowledge in understanding children and working with them; Difference between growth (quantitative) and development (quantitative and qualitative), maturation, learning.
- Interdisciplinary basis of child development – the contribution of psychology, sociology, pediatrics, neuroscience to the field of child development.
- Stages of development : prenatal to adolescence.
- Domains of development, inter-relationship, continuous and cumulative nature of development.
- Role of heredity and environment and maturation and learning in children's development.

Unit 2: Prenatal Development

10 Marks

The unit traces the development from the time of conception to birth and factors influencing prenatal development and need for care during this period.

- Female reproductive system and conception.

- Care during pregnancy.
- Prenatal growth during three trimesters.
- Inherited and genetic disorders: down's syndrome, hemophilia and, diabetes, etc.
- Factors influencing prenatal development, mother's age and health, nutrition, illnesses, care during pregnancy, drugs, alcohol, tobacco, radiation, emotional stress, mother-child blood incompatibility.

Unit 3: Neonatal Stage

10 Marks

This unit emphasizes the importance of the first fifteen days as the infant's body systems are required to function outside mother's womb and adjust to the environment. Special care needed by preterm and low birth weight babies is also included.

- Transition from intrauterine to extra uterine period of adjustment and stabilization.
- Height and weight, preterm and low birth weight babies.
- Early sensory capabilities, seeing, visual perception, hearing, smelling, tasting, temperature, touch and pain.
- Care – protective and responsive care and stimulation.

Unit 4: Physical and Motor Development

15 Marks

Units 4 to 8 discuss the development which takes place in each of the domains from birth to eight years.

- Concept and pattern of physical growth and development : Height and weight, body proportion, temporary and permanent teeth, muscular growth.
- Rapid rate of growth of brain till the age of 6 years, critical/sensitive periods, Effect of nutrition on general growth and brain, Visual acuity.
- Growth of internal organs and its effects on behaviour; Skeletal development: ossification, fontanel, skull.
- Influence of genetics and environment on physical and motor development; Breast feeding and care.

Motor Development

- Concept of motor development.
- Importance and Patterns of of motor development;
- Mile stones in gross and fine motor skills in infancy and preschool years.

- Motor development during 6-8 years: refinement of skills, increase in strength, precision, dexterity agility and flexibility.
- Role of opportunity and practice.

Unit 5: Cognitive Development

20 Marks

- Concept of cognition and cognitive development
- Mental processes and cognitive development; perception, thinking, reasoning, problem solving, memory, attention span, imagination, curiosity, creativity and concept formation.
- Milestones in cognitive attainment.
- Learning by observation and modeling, imitation and conditioning.
- Piaget's Cognitive Development Theory - Sensorimotor stage – birth to 2 years; sub stages; Preoperational stage; Concept of adaptation, assimilation accommodation and equilibration, egocentrism, animism, conservation, centration, irreversibility, classification, seriation.
- Vygotsky's socio cultural theory; Zone of proximal development, scaffolding involving adult assistance.
- Intelligence: Difference between intelligence and cognition; multifaceted view about intelligence; Gardner's multiple intelligence theory.
- Factors affecting cognitive development: Importance of stimulation, adult interaction and environment.

Unit 6: Language Development

10 Marks

- Concept of language and language development.
- Emergence of language in infancy and toddlerhood; Pre speech forms: crying, babbling, cooing, gesture, imitating sounds; Telegraphic language: Use one and two words in early stages; preschool stage-increase in comprehension, vocabulary, fluency. (Detail covered in language and literacy course)
- Bilingualism and Multi-lingualism; issue of home vs school language.
- Speech problems in children.
- Factors affecting language development.

Unit 7 Emotional Development

10 Marks

- Concept of emotions and emotional development.
- Functions of emotions; Emotions as central adaptive forces in all aspects of human activity: i.e. shame, guilt, embarrassment, early pride. Change in expression with maturation and learning.
- Types of emotions like love, affection, crying, happiness, anger, temper tantrums, sadness, fear, joy, aggression; Temperament and children's behaviour.
- Milestones in emotional development; Infancy changes in emotional expression; temper tantrums; Moving towards expression of emotions in socially approved ways.
- Factors affecting emotional development.

Unit 8: Social Development and Emergence of Self

10 Marks

- Patterns in social development: Early social contact with significant adults and care givers; Social interactions with children; Learning of social skills and pro-social behaviour.
- Development of self awareness, self concept and self esteem.
- Forms of social behaviour: Cooperation, leadership, friendship, sharing, sympathy, temper tantrums, negativism, aggression and quarrelling.
- Role of family, school and community in socialisation; Child rearing styles and impact on children: Authoritative; Authoritarian; Democratic; Permissive; Uninvolved.

Some Activities suggested:

1. Observe infants and discuss in practical class the mile stones achieved. Find out what is the kind of stimulation the infant is exposed to and his/her reactions.
2. Every student to select two children, one child from younger age group and the other from older age group between birth to eight years. The same children to be observed on different domains of development. The observations should coincide with the topic taught in theory class. Discussion should take place in the class after observation of each domain of development.

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Course 3 Pre School Education Curriculum : Principles and Priorities

Credits : 05 Maximum Marks : 125 Theory : 100 Practicum : 25
(Hours : 165) (Hours : 120) (Hours : 45)

Introduction

The early years of life lay the foundation for life long learning and development. The educational experiences of children in these years require a totally different approach from later stages of education, to match with their development needs, contexts and styles of learning. Development is a continuous process. Children between 3 and 8 years have similar developmental characteristics and many common features. Therefore extension of use of early childhood education methods and activities in classes 1 and 2 helps in smooth transition from preschool to primary classes. The course provides an orientation for planning for early education of children from the ages of 3 to 8 years, in an age appropriate manner. The early part of the course introduces the concept and importance of early stimulation and interaction during infancy which precedes this stage, It is an important preparation for this stage of education, and which can impact on how children will respond to early learning experiences.

This course provides an overview of the principles, priorities and objectives for development of a child centered early childhood education curriculum. It provides the rationale for the early childhood methods by helping student teachers understand the ways in which children learn and which need to inform the development of the curriculum for them. The course focuses on the developmental nature and significance of children’s play for learning and development and the need for adopting a play based activity approach for ensuring children’s sustained interest and learning. The student teacher would also develop an understanding of the importance of creating a “learning environment” for children which would given them opportunities to explore, experiment, interact with materials and other children and express themselves freely. They will be oriented in the concept of school readiness, which forms a key part of curriculum for this preschool stage and which can ensure a smooth transition for them from preschool education to early primary education. The student teachers will also get an understanding of the why, what and how of the assessment at this foundation stage.

The course builds on study of child development domains under Course 1. It enhances understanding of the domains and of the nature of activities and experiences which promote different areas of development such as physical motor, communication, language, sensory cognitive, personal and social development. Active participation of the student teacher in the classroom through activities and exercises, in addition to didactic and discussion modes, is an essential part of the pedagogy of this course to enable them to have clarity on these aspects and to understand how same activity can nurture different domains and the inter-relationship of domains. The course is to be taught in an interactive mode, helping students to see the

connection between the development of children and suitability of each activity, experience or interaction.

Objectives

The course will enable the student teacher to:

- Understand the process of how children learn during the early childhood stage and the important role of play in learning and development.
- Understand the importance of early stimulation for development below 3 years and the kinds of child care practices and interactions that constitute early stimulation.
- Become familiar with the objectives and components of the preschool curriculum both as foundation for all round development and for promoting school readiness and its link with primary education.
- Become conversant with the principles of program planning and goals for immediate and long term planning.
- Monitor and evaluate children's progress, and understand the concept of learning cycle leading to feedback and re-planning.
- Understand the risks of early academic pressures and downward extension of primary curriculum on children's development and early learning.

Course Content

Unit 1: Care and Early Stimulation for Children under Three Years

20 Marks

In the early years the development of the brain is very rapid and children under three years require special attention in the form of a stimulating psychosocial and interactive environment.

- Meaning and importance of early stimulation for children below 3 years.
- Understanding the value of local and cultural practices of care of infants
- Importance of experiences for sensori-motor development, early language development and other domains of development.
- Suitable play materials for early stimulation.
- Need for and essential features of a day-care programme: Adequate space, clean, safe and stimulating environment for learning, health and nutrition, physical safety, emotional security through love and affection, responsive care, positive social interaction, communication with parents for sharing child's experiences and mutual concerns. Day care centre routine.

Unit 2: Play as a Medium for Learning

20 Marks

Play is the most suitable medium for working with young children. Understanding of theories and functions of play would help the teacher to appreciate the importance of play and help her to integrate it in her daily interaction with children.

- Definition of play; difference between play and work.
- Developmental pattern of play during infancy, pre-school and primary grades: Unoccupied behaviour, solitary play, onlooker behaviour, parallel play, associate play and cooperative play; games with rules.
- Importance of play as medium of learning for a child and its significance for different domains of development.
- Role of adults in creating a suitable and safe environment for indoor and outdoor play.
- Criterion for age specific, developmentally appropriate and safe play materials for children.

Unit 3: Concept of Developmentally appropriate Curriculum: Components and Approaches

20 Marks

This unit will enable student teachers to develop an understanding of goals and objectives of preschool education, the concept of developmentally appropriate curriculum and help them see the relationship between children's developmental needs and objectives of preschool education. Different approaches to curriculum would enable students to adopt them according to their contextual suitability.

- Goals and Objectives of preschool education in terms of all round development of child and school readiness; role of teacher; need for a planned curriculum framework with contextualized child centered curriculum.
- Need for and Components of a balanced curriculum: activities and experiences for communication and language, cognitive development, physical and motor development; personal and social development; arts and aesthetic appreciation.
- Understanding concepts – child-centred approach, holistic development, play way method.
- Understanding formal vs. informal, planned vs. incidental; Integrated and thematic approach in curriculum planning; Advantages and disadvantages.

Unit 4: Programme Planning

20 Marks

This unit introduces the student teacher to basic principles of a balanced and child-centered preschool programme and its significance.

- Principles of programme planning: Long term and short term objectives; Balance between Indoor and outdoor activities – individual, small group and large group activities; free and guided activities, active and quiet activities; inclusive approach for all children; balanced approach to all developmental domains for holistic development of the child. Significance of these principles.
- Factors influencing programme planning: The philosophy and the objective of the programme; policy support at the national, state and local levels; geographical, social and economic background of the child; Expectation of parents and community; location of the centre – urban/rural and tribal; Infrastructure facilities available; Teacher child ratio; Age range of children within a group; The staff, their training and experience; duration of the programme per day.
- Planning for year, term, weekly and daily.
- Provision for continuous (formative and summative evaluation) and comprehensive evaluation.

Unit 5: School Readiness and emergent literacy

20 Marks

In this unit, the concept and significance of school readiness and emergent literacy are discussed in the context of it being an important objective of preschool education.

- Concept and significance of school readiness, factors influencing school readiness: age, home, school, parental literacy and socio-economic environment, a joyful learning environment for positive attitude towards school habits of regular attendance, disposition to persevere on a task, interest in learning
- Components of School Readiness : Importance of early experiences and environment at home and role of preschool education. readiness for reading, writing and pre-mathematical/number concepts.
- Challenges of multilingual contexts; facilitating children’s transition from home to school language.

Suggested Practical Activities

25 Marks

1. Observation of a preschool/ early primary grades classroom over a period of time (five days) and analyzing and critiquing its approach and practices in terms of developmentally appropriate practice. This practical can be done during the field observation.
2. Observe a child/ children playing for about 15 minutes. Write a report of the child’s play and identify the areas in which development was fostered through the play.

3. Interview a teacher in preschool or primary grades and find out the methods used by the teacher in assessing children's learning, development and progress. Also find out in what ways does the teacher use the findings of the assessment. Write a critical report of your findings. This practical can be done during the field observation and practice.

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Course 4 Development of Mathematical Concepts in Children

Credits : 03 Maximum Marks : 75 Theory : 50 Practicum : 25
(Hours : 105) (Hours : 60) (Hours : 45)

Introduction

Many of us may think that children learn mathematics when it is formally taught to them as a subject in the primary school. However, the development of mathematical concepts begins during early years as children participate in the various everyday activities involving social interaction and spontaneous play and manipulate objects to form ideas about quantity, space and shape. They are not engaging in learning mathematics formally at this stage but are nonetheless developing mathematical concepts through activities such as playing in the sand pit, carrying out pretend play with the kitchen set, building towers, singing, predicting during circle time about whether it is going to rain or not, cutting mangoes into pieces and so on. If the teacher has an understanding of the different mathematical ideas and about the progression in them, then she will be able to support the development of the mathematical concepts in children, by subtly incorporating conversations or components into these activities without affecting the flow of the activity. If the teacher sees that a child has made a number of ‘*chapatis*’ of clay of different sizes, then she can have a conversation about big and small *chapatis*, or similarly in another context about long and short *malas* while decorating the class. Through such activities children develop early mathematical concepts in a meaningful way. This emphasis on meaning making needs to be continued later as well when children are introduced to numbers and other concepts.

However, unfortunately, many preschools function as downward extensions of early primary classes and children are introduced to numbers and shapes in a mechanical way with children spending a lot of time copying numerals and writing number names without having developed number sense. Similarly children may be seen to be memorizing names of shapes but do not understand how these relate to shapes in the real world. In a way the alienation and fear of mathematics which we see among children in the primary grades may have its origin in such practices in the preschool years.

It is important that teachers also learn to see mathematics differently – not as a collection of procedures for getting the correct answers but as a way of thinking and reasoning about the world. When she develops such an understanding she can make use of everyday activities that children engage in (such as those stated above) to foster mathematical thinking and also design and plan activities keeping the mathematics learning specifically in mind. These also involve activities that are meaningful to the child but these might be introduced keeping specifically the mathematical learning involved. Thus for example playing a board game might be introduced specifically keeping mathematics learning in mind. Even activities that are introduced with

specific mathematics learning in mind need to have purposes that are meaningful to children and not involve meaningless rote learning. Therefore, writing numerals need to follow the development of number knowledge and not precede it.

Expected Pedagogical Approach

Student teachers need to experience in their own classrooms an inquiry-based approach so that they are better oriented to using a similar approach in their own teaching with children. The teacher educator plans the classes in such a way that students are confronted with a situation and look for solutions based on their own current understanding while being supported by the teacher educator's leading questions. Thus for example, the data collected by the students about the number knowledge of young children becomes the basis for the students' understanding about the role of age and other factors in the development of young children's number knowledge. Expository classes by the teacher wherever required, needs to follow an orientation to the topic so that the students can engage with the purpose of the presentation.

A course of study on early childhood education usually describes the development of mathematical concepts within the larger rubric of cognitive development and often without an explicit focus on mathematics as an area of concept development. In this course a conscious effort has been made to help the teacher see how the development of mathematical concepts is embedded in children's earliest experiences so that the teacher is equipped to make use of naturally occurring opportunities to foster mathematical thinking in children as well plan specific activities for this purpose.

Another important aspect of the course is that in most of the Units, wherever required, the content has been described from two perspectives. Part A of the unit describes what the teacher needs to know to develop the concept in children. Part B of the Unit describes the activities that may be carried out with children to foster the development of that concept and is considered as practicum.

Objectives

The purpose of this course is to enable the teacher to understand the development of certain mathematical concepts in young children and plan activities to foster their development.

The course will enable the student teacher to:

- Understand how everyday experiences and social interaction in joint activity form the basis of mathematical thinking in children.

- Make use of children’s spontaneous play activities as well as plan specific play activities to foster development of mathematical concepts.
- Support development of children’s logical abilities involving matching, classification, comparing, ordering and measuring.
- Understand the progression in development of number sense in children and plan activities to foster the same.
- Appreciate the role of emotional engagement, meaning and purpose in the development of cognitive abilities.
- Identify how children develop concepts of shape and space and plan activities to foster the development of the same.

Course Content

Unit 1: Mathematics and the Early Years

5 Marks

- Perceptual discrimination of quantities in infants, exact and intuitive discrimination up to 3 (subitization), and approximate discrimination of larger numbers
- Early everyday experiences as basis for developing mathematical understanding – for example, children’s play and experiences with more and less quantities (clay/water/rotis etc.), big and small objects (balls and cars) lay the basis for development of mathematical concepts related to number and space.

Unit 2: Attitudes towards Mathematics: Importance of Making Meaning

5 Marks

- Students teachers sharing one’s own experiences with mathematics learning and reflecting on these to find possible reasons for liking / disliking the subject.
- Pedagogical practices as contributing towards attitudes towards the subject – algorithm based way of teaching vs. linking learning with purposeful and meaningful experiences.
- Playing a game which is enjoyable and reflecting on the mathematical aspects.

Unit 3: Matching, Classification, Comparing, Ordering and Measuring

5 + 5 Marks

PART A: Concept development conditional knowledge for the teacher.

- Developing sensitivity to the process of how children move from perceptual understanding to conceptual understanding

- measuring using inches/foot and meter/centimetre/millimetre and the relationships between the two and developing the ability to estimate
- to identify objects which are similar/ different; to match objects on the basis of a given perceptual (visible) attribute – say colour, shape, size, texture;
- to match objects on the basis of function – say, things we wear/things we do not wear
- to group/classify objects according to one attribute like colour, texture, smell, sound, shape
- to group/ classify objects according to two attributes shape and colour
- to group/ classify a collection of objects that are alike in some way and explain basis of classification – for example, a collection of toys of different sizes to be arranged in a cupboard
- Using vocabulary such as similar, different, alike

PART B :Activities to be done with children.

- Giving opportunities and experiences of more-less, big-small, tall-short, heavy-light, far-near, during daily natural experiences of children and specific structured activities using two items
 - ❖ Examples – comparing heights of children, of towers made, of liquids in glasses, lengths of sticks,
 - ❖ Comparing sizes of balls, toys, mud cakes, surfaces, caps, leaves
 - ❖ Comparing weights of materials – using a weighing balance
- Using vocabulary related to size, distance, weight, amount through such comparisons - smaller/ larger, heavier/ lighter, far/ near, more/ less, smaller than/ larger than; more than/ less than, equal to
 - ❖ Experiences of ordering 3 or more items on basis of one attribute – acquiring and using vocabulary such as smallest/ biggest, heaviest/ lightest.
 - ❖ Distinguishing between big/small, long/short and tall/short.
- Using informal units such as handspan to compare the lengths of objects and then to come to the need for an informal uniform unit (a local standard) such as a block or an unsharpened pencil to compare the lengths.

Unit 4 : Comparing and Counting (Discrete Quantities)

5 + 5 Marks

Part A: Concept development (required knowledge) for the teacher

- Conducting interviews with children aged 3 to 6 years to observe the variability in the responses of children when asked to give a small number of objects (2 to 10/20) according to age. Discussion to classify the responses as the numbers increase and between children and interpreting it in terms of children's developing understanding of cardinality and the significance of the last counted word.
 - ❖ Some children
 - Count and give
 - Continue counting
 - Grab handfuls to give
- Difference between reciting number names and counting.
- Subitization – Perceptual discrimination of quantities in infants, exact and intuitive discrimination up to 3 (subitization), and approximate discrimination of larger numbers.
- Principles of counting – stable order, one to one correspondence, cardinality – meaning of the last counted word.
- Distinction and relationship between the concept of a particular number and its numeral representation. What should come first, writing number or number sense?

PART B - Activities to be done with children for developing concept

Designing counting experiences in the classroom focusing up to 5 and supporting counting experiences of children.

- Creating opportunities to count using purposeful activities in the classroom in a variety of ways – for example, playing the game of boarding the train after counting and giving pebbles as per the dots of the 'ticket'; counting the number of children wearing green.
- Supporting children in counting – recounting with the child with one to one correspondence; repeating the last counted word meaningfully to convey the sense that it signifies the total number; importance of practice where counting is done in varied contexts instead of drill which involves mere repetition without context.

Unit 5: Developing Number Sense Upto 20

5 + 5 Marks

PART A: Concept development (required knowledge) for the teacher

- What is meant by number sense – (Quantity and Order).

To develop a sense of quantity – how much is 10 or 15, which is more – 7 or 11 and so on. Understanding 12 as 2 more than 10 or 3 more than 9 or 3 less than 15.

To develop the sense of the order relationship between numbers – to know that 15 comes after 14 and before 16, Understanding that 15 is equidistant from 10 and 20.

Splitting numbers up to 20 in flexible ways is an important support for fluency with number operations later.

Understanding zero as absence of things being counted; counting to start with 1 and not 0.

This sense of numbers is independent of the written notation for numbers. Even if a person does not know how to write numbers, the person still can have number sense. This sense emerges through the process of counting objects in meaningful counting situations and not through identifying before and after numbers in isolation or by learning by-heart number combinations.

Counting-on as precursor to understanding the concept of addition. Understanding the difference between counting-all, counting-on and the importance of giving enough opportunity to children to come to counting-on on their own rather than being taught.

- The importance of doing addition and subtraction without place value through counting on, and counting back based on number sense
- The importance of spoken word problems for developing visualisation and abilities to model and using word problems to introduce addition and subtraction; vocabulary used – ‘and’ instead of ‘plus’ when introducing the addition symbol ‘+’; spoken word problem with numbers alone written when children cannot read; and then later moving on to bare number sums

PART B - Activities to be done with children for developing concepts

Designing counting experiences in the classroom focusing up to 20 and supporting counting experiences of children.

- Creating opportunities to count using concrete objects in purposeful activities (collecting leaves during outdoor visits and counting them, collecting materials for decorating objects, building house using towers) either in real life context or through stories, leading to

development of sense of order in numbers, sense of quantity, number combinations, especially of 10;

- Exploring the possibility of using the empty number line to represent the order relationships among numbers using 5, 10, 15 and 20 as landmark numbers.
- Opportunities for counting-on and counting back using concrete objects or the empty number line.
- Introducing spoken word problems to children involving addition and subtraction supported by drawing to help visualise the context (and not to depict the numbers involved so as to support mental mathematics) using concrete materials to add and subtract and then word problems with numbers alone; moving to addition and subtraction with bare numbers; vocabulary – using the word ‘and’ instead of ‘plus’ when introducing the addition symbol ‘+’.
- Exploring patterns using numbers – stringing coloured beads using different patterns such as 3 yellow, 2 blue and one red and counting them.
- Using number combinations to reason about numbers 6 and 7 is 13 since $6 + 6$ is 12 and one is 13 (such reasoning will emerge when children have had sufficient experiences with numbers up to 20 and then with splitting a number in different ways).

Unit 6: Developing Number Sense up to 100

5 + 5 Marks

PART A: Concept development (required knowledge) for the teacher

- Keeping numbers whole and understanding numbers in terms of relationship with other numbers – 720 is between 700 and 800, it is nearer 700 than 800, it is just 30 less than/before 750, moving on to locating numbers up to 1000 on empty number line
- Understanding place value in terms of
 - a) Relationships within the number itself – understanding 745 as $700 + 40 + 5$; 700 as 7 times 100 (7×100), 40 as 4 times 10 (4×10), 5 as 5 times one (5×1),
 - b) Relationship between places – value of tens place is 10 times the value of units place, hundreds place is 10 times of tens and so on; and the reverse as well – tens is $1/10$ of hundred, ones is $1/10$ of ten.

PART B

Practical

- Developing meaningful counting activities for children who are more than 5 years and categorising them in terms of activities that can be repeated frequently while retaining the

freshness such counting the number of children in class; activities of counting that are connected to other domains such as language or environmental explorations and are done during specific activities, such as for example counting seeds.

- Observing the differences in the responses of children, in terms of the number ranges they are comfortable with and the difficulties they face with specific number names (Difficulties with transitions in counting in different languages and the ways to support children's learning – for example in English transition from twenty nine to thirty, thirty nine to forty and so on. In Hindi adtees (38) to unchalis (39).

Unit 7: Space, Shapes and Patterns

10 + 5 Marks

PART A: Concept development

- Understanding, properties of polygons and the interrelationships (squares are also rectangles, opposite side equal is not necessarily rectangle and the need for equal angles or right angles, relationship between parallelogram and rectangle, square and rhombus); Understanding angles and distinguishing between the lengths of arms and size of the angle and angle as inclination of one line to another.
- Straight lines – understanding that sleeping lines, standing lines etc. are all straight lines and considering whether it is necessary at all to use these terms
- Understanding the limitation of the typical 'show and tell' method of introducing shapes to children.
- Introducing shapes to children through the process of familiarization – through play, manipulation and construction.
- Use of informal words to characterise shapes such as square, rectangle before technical/geometric words are used depending on the context. (These can be like using *chokor* instead of *aayat* and *varg*. In some contexts *dabba* and *lamba dabba* could be used. The word square can also be used along with oblong and later children can learn that they are both rectangles with special properties).
- Familiarity with the discussion on van Hiele levels.

PART B: Activities to be done with children for developing concept

- Identifying and creating situations in which children can participate and use the following words meaningfully to understand the terms such as, inside/outside; above/below, in-between, in the middle, in-front of / behind , straight / curved (Group discussion can be used to develop the activities)

- Seeing how activities with strings, broomsticks etc can be used followed by drawing on paper to learn to distinguish between straight line and curved lines.
- Devising activities through which children become aware of objects that roll, objects that slide and those who can do both and through that come to the understanding of flat and curved surfaces. Devising activities where children sort objects using informal words. Predicting the rolling/sliding behaviour of objects.
- Devising activities for free play in which children can create shapes to resemble objects they see or think about by using solid blocks, pattern-blocks and to see how they can talk about those figures.

Unit 8: Planning and Conducting Maths Experiences in the Classroom and Assessing Progress

10 Marks

- Discussing about the following supported by videos of actual classroom teaching transactions:
 - How to support free play and be aware of opportunities that arise to support maths concepts.
 - How to use mathematical language and problem-solving naturally in an integral way in other daily and special activities where the focus is not the learning of mathematical concepts.
 - Preparation of a unit/lesson plan by the class as a whole. The lesson preparation needs to take into account not only the mathematical idea – for example number combinations from understanding it to reaching automaticity and flexibility – but also the way children can relate to it.
 - ❖ The expected number sense and knowledge of children before such a lesson can be rolled out.
 - ❖ The stages through which the understanding can develop
 - ❖ The possible responses that can come from children.
 - ❖ Whether story or games have to be used and if so when
 - ❖ Role of visual and tactile experiences in the different stages of the development of understanding
 - ❖ How to take care of variability in the class
 - ❖ How to introduce ‘Number talk’ and ‘space talk’ into the classroom

Practicals: The practicals in this course are integrated with theory.

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Course 5 Development of Language and Literacy in Children

Credits : 04 Maximum Marks : 100 Theory : 75 Practicum : 25
(Hours : 135) (Hours : 90) (Hours : 45)

Introduction

The development of child's language begins from birth. The critical period for language development lies between 6 months after birth to 4 ½ years of age. Language is the medium for children to connect with people as well as construct and organize their knowledge about the world. The development of children's oral language seems to occur quite spontaneously and effortlessly as the child is immersed in language from the earliest days and hears others around him/her use language for authentic real life purposes. The development of the ability to read and write needs more guided attention from adults but is also spontaneously facilitated if the children are immersed in a print rich environment from their earliest years and see others around them using reading and writing to carry out their daily activities. In such a facilitating environment, children simultaneously develop as speakers, listeners, readers, writers and meaning makers from birth. The development of reading and writing may be challenging for those who come from print deprived environments and further experience mechanical and drill like pedagogies in the preschool and early primary classrooms where the focus is on getting children to memorize the alphabetic principle, comprising meaning making as the central motivation for the children to learn to read and write.

Children know much about spoken language and use it with a great deal of facility when they enter school. They are actively creating concepts about reading and writing embedded in their respective families and neighbourhood and their linguistic and socio-economic backgrounds. When the teacher is able to conceptualize the learning at school as a continuation of learning before school for each child, she is able to plan for meaningful literacy experiences in school enabling children to grow as readers and writers from the earliest days in school.

In order to support and organize for children's literacy development in the classroom it is important to understand the theoretical background. This paper guides the student-teacher through a systematic study of young children's language and literacy development, with a focus on the latter. It also equips them with pedagogic tools to translate the theoretical understanding into practice in linguistically and culturally diverse preschool and early primary classrooms

Importance of the course: The literacy indicators with respect to young children in the country present a dismal picture. Many of these children come from disadvantaged settings where they have no exposure to meaningful print in their environments. When they further experience pedagogies in school which privilege mechanical, drill like rote learning, their interest and motivation in wanting to be readers and writers is further diminished. The way out of this vicious cycle lies through teacher education wherein teachers are theoretically grounded in

perspectives to children's language and literacy development and are enabled to implement meaningful pedagogic strategies in the classroom catering to diverse needs of children.

The course will be transacted through constructivist methodologies enabling critical analysis and reflection. Group discussions, use of case studies, films, observation and analysis of reaching practices will be used to strengthen the understanding developed through readings and theory based lectures.

Objectives

After completing this course the teachers will be able to make theoretically sound choices for implementing pedagogic strategies to facilitate language and literacy development of young learners.

The specific objectives of the course are to enable student-teachers to:

- Examine and understand the close relationship between oral language and early literacy.
- Understand the theoretical perspectives to the development of language and literacy in young learners and develop a critical understanding of multiple approaches to early literacy.
- Implement pedagogic practices to support and nurture the developing language and literacy of young learners in classrooms.
- Be sensitive towards cultural, linguistic and socio-economic diversity in the classroom.
- Develop their professional identities as teachers as educators for the early years

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Course Content

Unit 1: The Nature, Structure and Functions of Language: Implications for the Classroom **10 Marks**

- The nature and structure of language.
- Functions and forms of language – including language as a medium for thinking and learning
- Transition from home language(s) to school language - challenges

Implications for the classroom: a rich talk environment with opportunities to speak and listen, engage in a dialogue for various purposes; a safe classroom that welcomes diverse language possibilities, acknowledgment of children's prior learning

Practical: Observe and record verbatim / the conversation between two children **5 Marks**
around four years of age for 3 - 5 minutes. Analyze this piece of conversation and state what were the purposes for which children used language.

Unit 2: Understanding the Reading Process 15 Marks

- Relationship between written and spoken language – similarities and differences
- purposes of reading, adapting strategies to suit the purpose, reading as meaning making, role of prior knowledge of the reader in the reading process
- Fundamentals of the reading process: concepts of prediction, directionality and redundancy; examining the development of the concepts in children’s earliest attempts at reading; examining the significance of meaningful and purposeful reading for children and the role of experiences and knowledge they bring to reading
- The cueing system in language: the role of semantics, syntax, graphophonics and pragmatics in reading; miscue analysis

Unit 3: Emergent Literacy Framework: A Developmental View of Reading and Writing 15 Marks

- Critical appraisal of typical literacy instruction in Indian classrooms: Examining reading instruction and analyzing teachers’ underlying beliefs about reading and writing.
- Nature of emergent literacy: literacy as a developmental process; interrelatedness of oral and written language development; conceptualization of children as hypothesis-generators and problem-solvers.
- Examining children’s engagements with literacy: concept construction about functional and formal aspects of literacy.
 - ❖ Drawing and scribbling
 - ❖ Labeling
 - ❖ Picture reading
 - ❖ Print awareness
 - ❖ Pretend reading
 - ❖ Invented spellings

- Development of comprehension in the early years - the significance of meaning in language processes; meaning- the ultimate goal of oral and written language.

Unit 4: Diversity in the Classroom: Pedagogical Implications

10 Marks

- Diversity of languages and communities in the class: the deficit model; problems related to the deficit model; prevalent notions about children’s cultural and socio-economic background, the discontinuity theory; the discontinuity between children’s experiences and cultural practices at home and school’s mainstream culture.
- Using multilingualism in the classroom as a resource – challenges and possibilities.
- Language dynamic and not a monolithic entity: issues of correct pronunciation, standard language, dialect(s), grammar.

Practical: Observe a classroom of 6 year olds for half an hour when the teacher is actively engaging with the children. Make detailed notes on the language used by the teacher and the language(s) used by children. Critically analyze your observations with respect to the debates about school and home language.

Carry three common objects with you in the classroom. Ask the children what do they call these objects. Record the various labels given by children. Analyze what this tells you about the diversity of language in the classroom. **10 Marks**

Unit 5: Learning to Read and Write: Multiple Approaches and Practices in Classroom

15 Marks

- Balanced Approach to children’s literacy development – features and implications for pedagogy; using whole language approach with contextualized and meaningful phonics instruction.
- Creating literacy rich physical environment: age-appropriate books and other print and literacy material; reading and writing corners; classroom libraries; display of children’s writing.
- Whole language approach – Language Experience and organic reading Approaches (LEA) – using children’s experiences as the basis for reading and writing, morning message, comprehensive and active use of children’s literature: poems, rhymes, stories of different kinds, play songs and creating opportunities for reading and

writing for a variety of purposes, reading aloud to children, storytelling, use of puppets, active use of context-relevant environmental print.

- Language across the curriculum – recognizing opportunities throughout the day across activities for reading, talking and writing and organizing them in a planned manner.

Practical: Visit a classroom for young children and note the print available in the classroom. Make a record of each type of print and analyze it in terms of its appropriateness for children. **5 Marks**

Observe a classroom when the teacher is carrying out a language activity with children. Analyze the teacher's approach with respect to various theoretical perspectives you have read about in the course. **5 Marks**

Unit 6: Assessment

10 Marks

- Examination of prevalent practices of assessment in the early years including shrutlekh, sulekh, saswar vachan; the assumption these convey about children's literacy learning and development.
- The purpose of assessment.
- Principles of assessment: assessing and valuing the processes of literacy rather than the product, assessing the context and, authenticity of assessment.
- Assessment procedures: maintaining records of children's works: portfolios and anecdotal records, reporting on children's reading with the use of miscue analysis.

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Useful Links

<http://www.languageandlearning.in>

<http://www.oelp.org/>

<http://cllcindia.org/>

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Course 6 Health Care and Nutrition of Children

Credits : 03 Maximum Marks : 75 Theory : 50 Practicum : 25
(Hours : 105) (Hours : 60) (Hours : 45)

Introduction

This course is included as an integral part of any Preschool curriculum, since preschool education is conceptually located in an integrated framework of health, nutrition and education. The course is designed to acquaint the preschool teacher to understand the nutritional and health needs of children to the extent that she can address some of these needs of children as well as educate caregivers on these aspects. Besides the nutritional needs, the teacher shall develop an understanding of the importance of hygiene and sanitation, as well as preventive measures and care during common ailments.

Objectives

The course will enable the student teacher to:

- Understand the concept of health and nutrition and its importance for children's development and learning.
- Understand the nutritional requirements and effects of malnutrition.
- Identify the signs and symptoms of common childhood ailments and their prevention and treatment.

Pedagogy

The course should be delivered preferably through demonstration mode wherever possible

Unit 1: Concept of Health and Nutrition

10 Marks

The unit talks about the concept of good health, good nutrition and planning of a balanced diet. It also includes some of the nutritional deficiency diseases, prevention and remedial measures

- Definition of good health and signs thereof.
- Basic five food groups, their functions and sources.
- Concept of balanced diet.
- Planning a balanced diet for infants, preschoolers and children of Class I and II.
- Common deficiency diseases in India (due to Vitamin A, B, C, D, Protein, iron, calcium and iodine) : symptoms, prevention and remedial measures.

Unit 2: Nutrition during Pregnancy and Lactation

10 Marks

Life begins at conception and therefore the required nutrition during pregnancy is essential for the health of mother and development of foetus.

- Importance of nutrition during pregnancy.
- Effect of malnutrition on the woman and her foetus.
- Planning of nutritious diet for pregnant woman.
- Diet of lactating woman.
- Meal planning for pregnant and lactating woman.

Unit 3: Care and Diet during Infancy and Childhood

15 Marks

Various factors influencing health during infancy and childhood are highlighted.

- Factors influencing good health: cleanliness, hygiene, ventilation, sunlight, open spaces, climate. Clothing, personal hygiene, regular habits and routines.
- Importance of healthy food and safe drinking water.
- Balance between indoor and outdoor play.
- Importance of sleep in young children.
- Importance of breast milk and colostrum.
- Increased requirement of nutrition with increase in age from 0 to 8 years.
- Inculcating good diet habits.
- Care of skin, eyes, teeth, ears, nose, throat, hands, nails and hair.

Unit 4: Prevention and Treatment of Common Ailments and Infectious Diseases in Children

15 Marks

This unit focuses on making the student teachers aware about the common childhood diseases, preventive measures and their timely treatment.

- Immunizations : its concept and importance.
- Immunization schedule : prenatal till childhood years.
- Common contagious/infectious diseases – whooping, cough, measles, mumps, chicken pox, conjunctivitis, diphtheria : their causes, symptoms and remedies.
- Common gastro-intestinal ailments – diarrhoea, dehydration (specially preparation of ORS), vomiting, typhoid, worms, cholera, jaundice : their causes, symptoms and remedies.
- Common respiratory ailments – cold, cough, bronchitis.

- Administration of First Aid – minor accidents, electric shock, burns, nose bleeding, dog bite, foreign body in ear, throat and nose, insect bite, sun stroke and fracture.

Practicals

25 Marks

- Organization of morning assembly
- Simple breathing and yogic exercise for children.
- Organization of nature walk in neighbourhood area (Club with understanding and appreciation of environment)
- Relaxing and meditational activities for children.
- Various arm movements, leg movements, synchronous arm and leg actions.
- Preparation of First-Aid box.

SUGGESTED READINGS

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First Aid

1. *First Aid*. St. John's Ambulance
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3. *First Aid – Field Manual 2002*.
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5. *Principles of First Aid and Home Nursing*. Madras: Indian Red Cross Society.
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Course 7 Methods and Materials for Early Childhood Care and Education (ECCE)

Credits : 04 Maximum Marks : 100 Theory : 75 Practicum : 25
(Hours : 135) (Hours : 90) (Hours : 45)

Introduction

The Foundation course on ‘Child Development’ will provide the student teacher with an in-depth understanding of the nature of growth and development as well as the milestones of sensory, physical and motor, cognitive and language development during the various sub stages of the early childhood years. The objective of this course is to help the student teacher understand how these different development domains can be fostered in the early childhood years through children’s play and play based activities, experiences and interactions in a planned manner. Play is the natural activity of children and this leads to spontaneous development of sensory, physical and motor, social and cognitive abilities of the child. The teacher needs to be aware of the importance of children’s free play in their development and also the ways to enhance this natural development through guided and structured play activities.

Physical, motor and sensory, language and cognitive development can be promoted through a variety of indoor and outdoor games and activities, which can be both vigorous and quiet in nature. While in the early years of childhood, children engage in these activities individually, as they grow older and get opportunities to interact with children, they begin to engage in group play. Towards the end of the early childhood years by the time the child is 8 years old, the child can participate in team games with rules. The teacher needs to be aware of this trajectory of development in order to plan age appropriate activities and experiences enriched by active adult-child and peer group interactions which can serve to extend children’s learning,

Equipment and materials for games and other outdoor and indoor activities needs to be carefully selected keeping in mind safety, durability, multiple utility and cost. With imagination the teacher can use naturally occurring environment as a resource for children’s indoor and outdoor play. Material can be developed for all domains, for example, outdoor activities as well as indoor. The Course also exposes the student teachers to distinct features of different methods being adopted/adapted internationally for Early learning programmes such as Montessori, Regio Emila, Progressive method and provides them an opportunity to examine these critically to further their own understanding,

Objectives of the Course

- Understand the concepts of child-centered, age appropriate and play based and participatory learning experiences and materials for children at the preschool stage;
- Become familiar with different approaches to Pre School education curriculum such as Montessori, Regio Emilia, Progressive approach, Activity based curriculum; Thematic Approach etc and understand implications for materials and curriculum planning.
- Plan, prepare and organize age and developmentally appropriate participatory learning experiences and materials for children at the preschool stage to promote all round development and learning in children; nature and importance of free play.
- Appreciate and accept individual differences, special needs and contextual diversity and develop understanding of how to plan activities and materials accordingly, keeping sensitivities and contextual needs in view.
- Qualities of a good teacher; role of teacher as facilitator, manager and administrator.

Course Content

Unit 1: Different Curricular Approaches in Preschool Education 15 Marks

There are many innovative approaches to develop and implement a preschool curriculum across the world, each having its advantages and disadvantages. For designing a good curriculum a judicious use of various approaches or elements in an eclectic form will contribute to an effective preschool programme.

- *Montessori method*: Origin; Essential principles, method and materials; learning environment; Role of the teacher; Advantages and challenges.
- *Regio Emilia*: Origin; Essential principles, method and materials; role of the teacher; advantages and challenges.
- *Waldorf Education*: Origin; Essential principles, method and materials; role of the teacher; advantages and challenges.
- Importance of an eclectic and progressive approach

Unit 2: Components and Related Activities for Promoting All Developmental Domains

It is important for the teacher to be familiar with the different components related to each domain that need to be nurtured through planned activities and play materials and how these can be contextualised.

Unit 2.1: Physical and motor development

10 Marks

- Organization of activities with appropriate materials for gross motor development: walking, running, balancing, climbing, jumping, kicking, throwing, catching, music and movement etc.
- Organization of activities with appropriate materials for fine motor development and eye hand coordination : threading; tearing and pasting; scribbling; free drawing; cutting; tracing; sorting; painting; clay work; block play etc.
- Teacher's role and important considerations for planning activities-safety, age appropriateness and adequacy of materials; use of natural and locally available no cost materials; importance of utilising activity corners.
- Assessing children's progress-indicators and methods.

Unit 2.2: Communication and language

10 Marks

For proper language development, several skills need to be promoted during early childhood years. Situations, activities, materials and experiences are required to be planned to promote good communication and language development.

- Need for promoting communication and language.
- Importance of vocabulary building, comprehension, sentence construction, usage of correct pronunciation during early childhood years.
- Development of language skills :
 - ❖ Listening: Importance of and experiences for its promotion through conversation, following directions, stories, songs, rhymes and riddles, picture talk and audio visual tapes
 - ❖ Speaking: Opportunities for oral expression through adult and peer interaction, narrating experiences, describing observations and pictures,

“show and tell”, narrating stories, singing songs, reciting rhymes, answering questions (what, who, how, when, where and why)

- Materials and activities:
 - ❖ Stories: Values, criteria for selection, use of various audio visual aids for story -telling, creating own stories.
 - ❖ Books: Types, criteria for selection
 - ❖ Pictures for Bulletin Board: Value and criteria for selection; arrangement on the Board
 - ❖ Riddles, creative drama, role playing etc.
- Assessing children’s progress – indicators and method.

Unit 2.3: Sensory and cognitive development

10 Marks

Different methods and experiences required for creating awareness about environment and cognitive development are highlighted in this unit. The teacher is introduced to the various cognitive skills and concepts which are required to be nurtured and developed to enable the child to function at higher level.

- Importance of Sensory and Cognitive development – Development of five senses, development of cognitive skills, such as observation, classification, seriation, sequential thinking, reasoning; problem solving. Memory and increasing attention span.
- Developing awareness and understanding of social, biological and physical environment through experiential learning; concept of interdependence, value, respect and care of environment.
- Importance of sensory stimulating children’s curiosity and participation, exploration, asking questions, developing observational skills, problem solving : Role of teachers
- Activities and materials for cognitive development – puzzles, games, worksheets, science experiences, nature walk, experiments and books; cards, dominoes, feely bag, sensory materials, story cards, what is missing etc.
- Assessing children’s progress – indicators and methods.

Unit 2.4: Personal and social development**10 Marks**

The unit details the various personal skills and its nurturance for becoming an effective social being.

- Need for promoting personal and social development.
- Ways of promoting personal habits related to health and hygiene, developing pro-social behaviour like sharing, cooperating, waiting for turn, respecting others and appreciating different cultures and traditions; expressing emotions in socially acceptable ways.
- Activities and materials for promoting socio emotional development such as celebration of festivals : birthdays, encouraging group activities, doll's corner, imaginative play, cooperative learning activities, projects, group activities etc.
- Meaning and importance of Emotional intelligence and ways to nurture emotional intelligence in children.
- Assessing children's progress – indicators and methods.

Unit 2.5: Development of creativity and aesthetic appreciation**10 Marks**

- Introduction to visual and performing arts forms in the context of children.
- Activities and materials for visual art forms : drawing, colouring, cutting, tearing, pasting, collage making, clay work, paper craft, etc.
- Encouraging children to explore and experience variations in colour, shape, texture in nature like flowers, leaves and others.
- Activities and materials for performing art forms : movements, music and rhythm, singing, dancing, puppetry, role play, production of different sounds from environment etc.
- Enhancing familiarity with local songs, rhymes and folk songs and creating theme based materials.
- Use of different material in the environment to create music and also encouraging children to create music rhymes.
- Criteria for selecting songs and rhyme, stories and other activities..

Unit 3 : School Readiness

10 Marks

In order for a child to make a smooth transition from preschool to formal education, concept and significance of school readiness and emergent literacy are discussed. Various activities and experiences are suggested to help the child with the complex task requiring various abilities.

- Components for *reading readiness* – Development of oral language-expanding children’s vocabulary and verbal expression; phonemic awareness; visual – auditory association; interest in and bonding with books; directionality left to right or as per script; meaning making; print awareness.
- Pre-reading Activities: Reading stories and rhymes from picture and story books, print rich environment, Activities for sound discrimination like words with beginning sounds and end sounds, picture talk and picture books;
- Components for *writing readiness* – Factors for deciding writing readiness: age, eye-hand coordination, fine motor control, shape and sound discrimination and alphabet recognition, follow left to right lines top to bottom; seeing meaning in writing.
- Activities for writing readiness: activities such as colouring, pattern drawing, random scribbling, drawing, joining dots, controlled scribbling listening to children’s stories based on their work, pattern writing, formal writing, activities and conversation; encouraging make believe writing; following patterns from left to right and gradually moving down the page, printing labels in class etc.
- Components and activities for promotion of *mathematical concepts and number sense*. Pre mathematical concepts such as Recognition and naming of shapes, concept of space; length, width, height, volume, space, distance, weight.
- *Skills* of simple and multiple classification, comparison, seriation, sequential thinking, reasoning and problem solving;
- Developing *mathematical vocabulary* through seriation cards /objects; classification on basis of colour/shape; number games; activity sheets; counting with help of objects one to one correspondence, counting.

Practicals:

25 Marks

The student teacher will carry out the practical activities in the classroom/laboratory. Whenever possible they can try them out with children to gain first hand experience of working with them.

Each student teacher to prepare a resource collection which will contain materials of development domain based activities along with their description : Their functions, materials required and teacher's role in conducting these activities.

Each student teacher has to prepare at least five activity material from each of the following categories.

(a) Motor Development

Large Motor Skills: Difficulty level to increase gradually;

Activities: Walking on a straight line, curved line, walking fast and slow, backwards, tip toe, heels, creeping, crawling, crawling under a rope, through an empty drum, throwing and catching a ball, rolling a ball, jump from a height, jumping in squares, circles in sequence, alternate, balancing, walk on thick rope, walk on planks of various widths, balance an object on head, with and without hand assistance, running fast and slow; running fast, stop and run again; marching, hopping and galloping, pulling and pushing and ball games.

Encourage students to design other challenging activities.

Fine Motor Skills: Rangoli with locally available materials like pebbles, shells, seeds, powder, coloured saw dust etc., for threading prepare paper/mud/beads/bottle tops, lacing cards; Prepare frames for buttoning;

Expose student teachers to Montessori equipment's and toys. Classify each according the domains of development it promotes.

(b) Creative Art

Drawing: Wet paint with different kinds of brushes, cotton wool, thread, and broomstick etc. Students to make brushes from other materials. Crayons, dry and wet chalk, wax drawing to be fully coloured with crayons etc; Finger Painting, Printing: Block, vegetable, string, crumpled paper, sponge, cotton wool, Spray Painting, Marble Painting, Cutting, paper folding and cutting, pasting cut shapes, paper tearing and pasting; Collage, Modelling with clay, dough, Craft activity. Whenever possible, children should be allowed to colour or decorate the craft.

Music, Movements and Rhythm: Clapping to music, rhythmic movements, marching, stomping to music beat, different body movements to rhythm of music. Singing rhymes with expression and action; rhymes with finger play, free dance to music, playing different instruments to rhythm, Collect nursery rhymes and songs and learn tunes; Music appreciation, listening to music; Making musical instruments, using sticks, coconut shells, tins, paper boxes with seeds and pebbles, bells, other locally available materials.

Creative Drama: Make masks of animal, birds, fruits, vegetables, objects etc. Children after wearing masks and do role play. After listening to a story, getting children to dramatise it.

(c) Fostering Language

Functions, materials required and teacher's role;

Select pictures or draw and prepare Bulletin Board for children to be used for discussing a topic, student teachers to use the Bulletin Board to discuss the topic with "what, where, when, how and why" questions.

Storytelling and puppet play : prepare aids and use them, different types of puppets, flannel board, sand trays using stick puppets and flash cards.

Prepare picture and information books; read aloud children's stories from books with appropriate modulation of voice – story telling without any teaching aid but with modulation of voice; practice follow up of story-telling session. Making stick, finger and glove puppets and learning to manipulate. Making a compilation of language games, riddles, rhymes , stories, scripts for puppet play on different themes.

(d) Cognitive Development

Functions, materials required and teacher's role;

Make one piece whole object puzzles and then range in number of pieces. Cards for sorting, matching, classification, seriation; pattern making in different colours, sizes, shapes etc. Dominos, simple e.g. matching/relating same picture or shape to complex ones requiring reasoning e.g. lock and key, hair and comb, alphabets, numbers and objects; Memory games and materials; materials for classification, comparison, seriation, patterning and counting. Prepare a list of mathematical vocabulary, e.g. long and short, thick and thin, hot and cold, far and near, etc. with related activities. Design and conduct simple science experiments. Plan for festival celebration.

(e) Programme Planning: Plan a holistic week's programme of activities for 3 to 4 and 4 to 5 year olds for four hour day. Both plans to be submitted as part of practical.

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Course 8 School Experience Programme

Credits : 06 Maximum Marks : 150 Theory : 0 Practice : 150
(Hours : 270) (Hours : 0) (Hours : 270)

Introduction

This course represents a vital hands-on component of the Diploma programme. While each theory course has its own practical work, this course aims to bring together the learning from all courses and enable the student to apply it while working with young children. Through this course the student will get opportunities to observe teachers imparting preschool education in at least two different settings and will themselves transact activities and themes with preschool children under guidance and supportive supervision. Through this course the student will learn how to plan and conduct developmentally appropriate activities, how to plan daily, weekly and monthly curriculum, how to organize the outdoor and indoor classroom space for activities, organize materials for conduct of activities and learn ways of interacting with children in groups and individually.

Purpose and Scope

The purpose of the course is to enable the student to make linkages between theoretical concepts and actual practice in the classroom. By actually conducting activities with children the student teacher will develop pedagogical skills and will learn to plan and adapt activities as per the needs and abilities of children. Through supportive supervision and mentoring by faculty, the capabilities of the student-teacher to be a reflective practitioner will be strengthened. The period of School Experience Programme will enable the student-teacher to experience the totality of the preschool environment and understand how the transaction of the curriculum is not confined to the activities conducted in the classroom but is determined by all the experiences the children have during the time they are in the preschool.

Expected Pedagogical Approach

The course will be conducted through close interaction between the student-teacher, the faculty of the teacher education institute as well as the teacher of the preschool where the student will be placed for conducting the field observation and practice. The student will be provided formats to note observations, make activity plans and record the conduct of activities. The student teacher will discuss her observations and activity plans with the supervisor and mentor on a regular basis and the mentor will provide supervision during School Experience Programme.

Objectives of the Course

The course will enable the student teacher to:

- Gain actual experience of working with young children in preschool setting.
- Identify their pedagogical strengths and areas where they need to strengthen their skills.
- Develop skills in understanding young children and their needs and be able to plan a relevant as well as a holistic programme for them.
- Learn the various aspects of classroom organization and management.
- Be reflective practitioner.

Course Content

The Practice teaching component is for a duration of sixty days which has been envisaged as along a continuum with a four stage process —

Stage I: Orientation about School Experience Programme (SEP) and various related activities to be undertaken during SEP. (For a period of ten days)

Stage II: Observation of preschool classes during Ist year of training and observation of class I and II during IInd year of training. (For a period of five days)

Stage III: Practicing teaching in simulated situations at their own institutes. (For a period of five days)

Stage IV : Practicing teaching and other school activities in classroom/school settings. (For a period of 40 days)

Details of activities to be done during school experience programme is as under :

This phase is of 40 working days. The student teachers would be engaged in different school activities that would be organized within the classroom and outside. All the activities, the student teachers would be engaged in, will acquaint them with school life and all the tasks that they would be performing as a teacher. Detailed description of the activities to be performed by the student teachers during this stage is as under :

A. Classroom teaching : Classroom teaching would be theme based focusing on the holistic development of the child. During the School Experience Programme, student teachers have to prepare lessons plans based on any six themes. Duration of each theme would be one week (5 to 6 days). The lesson plans for each theme would be based on all the domains of development such that lesson plans for each developmental domain should be practiced under each theme as per the table given below.

SCHOOL EXPERIENCE PROGRAMME (CLASSES Nursery AND KG)

Theme	Development based Lesson Plans	Physical Motor	Cognitive	Socio-Emotional	Language	Arts and Aesthetics	Understanding the world	Total no of Lesson Plans related to each theme	Techniques for transaction
Theme 1 (For example-My Self)	Total Days Six Total Lesson Plans	1 3 LPs (outdoor and Indoor activities)	2 2 LPs	3 2 LPs	4 2 LPs	5 2 LPs	6 2 LPs	13	
	Example of one lesson plan for each developmental domain related to the theme	Outdoor Games Indoor Activities	Names of parts of the body	Knowing self and others	Vocabulary building, Poem related to self	Drawing and colouring of 'My Self'	Knowing people around us	-	Any of the following techniques to be used for lesson delivery
Theme 2		1 3 LPs	2 2 LPs	3 2 LPs	4 2 LPs	5 2 LPs	6 2 LPs	13	A minimum of 7-8 techniques to be used for teaching each theme namely, Puppetry, Paper craft, clay work, drawing, colouring, story telling, singing, music, dance, rhymes, nature walk, masks, collage making, games etc
Theme 3		1 3 LPs	2 2 LPs	3 2 LPs	4 2 LPs	5 2 LPs	6 2 LPs	13	
Theme 4		1 3 LPs	2 2 LPs	3 2 LPs	4 2 LPs	5 2 LPs	6 2 LPs	13	
Theme 5		1 3 LPs	2 2 LPs	3 2 LPs	4 2 LPs	5 2 LPs	6 2 LPs	13	
Theme 6		1 3 LPs	2 2 LPs	3 2 LPs	4 2 LPs	5 2 LPs	6 2 LPs	13	
Total number of lesson plans		18	12	12	12	12	12	78	

90 Marks

Note:

- All the lesson plans would be recorded in single Lesson Plan file by the student teacher. Recording of the lessons would be under each theme.
- The teacher educators must ensure that the student teachers use more than one technique to deliver any lesson in the classroom. There should be focus on practicing as many transaction techniques in classroom for teaching various concepts and for promoting holistic development of children.
- Teaching learning process should be Child centric, activity based teaching and promote construction of knowledge.

Other SEP activities include:

- | | |
|---|-----------------|
| B. Preparation of weekly theme based time tables | 08 Marks |
| C. Setting up of Class as a Resource room that may include Book corner, Games corner, Display corner, display boards with display of students and other works | 08 Marks |
| D. Organisation of Two cultural programmes or any other school events in school for pre-primary classes | 08 Marks |
| E. Organisation of theme based Exhibition | 08 Marks |
| F. School records | 08 Marks |
| G. Organisation of PTM | 05 Marks |
| H. Visit to neighbourhood community | 05 Marks |
| I. Peer Observations | 05 Marks |
| J. Reflective Journals | 05 Marks |

For SEP activities mentioned at s.no C, D, E, F, G, H and I, fifty percent marks for each item would be given by the school Principal and remaining fifty percent by the supervisor.

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SECOND YEAR

Course 9 Developing Understanding of Environment in Children

Credits : 04 Maximum Marks : 100 Theory : 75 Practicum : 25
(Hours : 135) (Hours : 90) (Hours : 45)

Introduction

Children are constantly learning about the world around them. This learning is holistic in nature and not fragmented as science, language, culture studies etc. When a child enters formal education she/he brings to class an array of ideas gathered by her/him. This knowledge has an important influence on subsequent development.

The significance of the course is to enable the student teacher to understand the child's environment with its varied contexts. The student teacher would learn to use the child's environment and knowledge of it to create relevant meaning by active engagement.

The home-school connect would create a continuity in the child's life and bring about readiness for preschool/school. The child would learn by exploring the surrounding environment. The focus would be on experiential learning, promoting reflective thinking and developing a balanced attitude toward the environment.

Expected Pedagogical Approach: The course will be transacted through interactive sessions, observation, activities, lectures, discussions and projects. The student teachers would also observe and analyse various teaching practices. This course is a unique attempt to enable the student teacher to use the environment as a resource to enrich learning about the environment

Objectives

After completing this course, the student teacher would be able to implement pedagogic practices to facilitate learning about the environment.

The course will enable the student teacher to:

- ❖ Understand the interdisciplinary nature of study of the environment.
- ❖ Give importance to the child's own knowledge.
- ❖ Develop an understanding of the vision of the discipline as envisaged in NCF 2005.
- ❖ Develop themes for learning about the environment.
- ❖ Implement pedagogic practices to nurture learning about the environment.
- ❖ Create activities using locally available material.
- ❖ Be sensitive toward the diversity in the classroom.
- ❖ Integrate understanding of environment with language and mathematics.

Course Content

Unit 1: Interconnectedness of the Natural, Social and Cultural Environment 10 Marks

This unit emphasises the holistic nature of the environment and the interdisciplinary approach of learning about the environment.

- The environment and the child: aspects and components of the environment, understanding the child's interaction with the environment.
- Significance of understanding about the environment: vision of this discipline in the national curricular framework 2005, integrated and interdisciplinary nature of Environmental Studies, understanding the environment as an approach to learning, emphasis on holistic learning.

Unit 2: Understanding the Learner in context with the Environment 10 Marks

The child comes to school with a varied knowledge about the world around his/her. The unit connects various theories of how children learn as given by Piaget, Bruner, Vygotsky etc. with the learning about the environment. It promotes the diversity present in the classroom as an enriching resource for learning.

- How children learn about the environment (discuss in reference to ideas of Piaget, Vygotsky, Bruner with respect to attainment of concepts & theory of multiple intelligences)
- Diversity in the classroom: children come to classroom with varied backgrounds and interests, how this can be used as a resource to develop an understanding of the environment.

Unit 3 : Promoting understanding of the environment in the classroom 15 Marks

The unit focuses on how to create meaningful learning experiences. It accentuates concept attainment, along with the development of skills and values in learning about the environment.

- Approaches to learning about the environment: inquiry based learning, exploration, discussion (sharing ideas), field visits, use of poems and narration (facts and fiction), and theatre, observation.
- Skills for learning of environmental concepts – (developing skills for age group 3-8 years) observation, classification (sorting), questioning, recording, surveying, field visits, experimenting, analyzing, predicting, and pre-mapping skills.
- Integration of environmental studies with language and mathematics.

Unit 4: Exploring the Environment as a Resource

15 Marks

The focus of this unit is to develop content knowledge of the student teachers related to various environmental themes and resources.

- Need for student teacher's knowledge base about various environmental concepts.
- Develop content knowledge of student teacher in various environmental themes /concepts (like plant, family, festival, transport, myself, seasons, etc.) and animals
- The environment as a resource.
- Learning from the natural/socio-cultural environment
- Learning from the community: types of resources materials available – experts, textual material, newspapers, local material

Unit 5: Developing Themes

10 Marks

The unit brings together the understanding of units one to four. The student teacher would learn to prepare plans for meaningful learning about the environment. The student teacher would develop the notion that the themes would vary depending on the location of the school, interests and knowledge of children, and the availability of resources.

- Meaning of thematic approach to teaching and learning.
- Significance of thematic approach to teaching and learning at preschool level.
- Creating theme based units/plans of various environmental concepts.

Unit 6 : Assessment

15 Marks

Learning and assessment merge with each other. The unit highlights the purposes, techniques and sources of assessment. It would help the student teacher to carefully select the approach of assessment to understand the learner's unique qualities.

- i) Purpose: assessment as an integral part of learning, significance of assessment, cumulative assessment, feedback.
- ii) Approach to assessment: comprehensive, process-based, assessment of content, skills, and attitude; assessing the individual child.
- iii) Techniques: observations, anecdotal records, building a portfolio.
- iv) Sources of information: the child's work (projects and assignments), teacher observations, anecdotal records, parents.

Practicals:**25 Marks**

- 1) Observation of a preschool class in a variety of preschools and analyzing it with respect to the principles of enabling children to understand the environment.
- 2) Developing a thematic web for integrated learning (language, maths, and Environment Studies), developing lesson plans and teaching materials.
- 3) Doing a project: visiting a monument/museum, developing a garden, mapping, recording the climate of your city/village, how things are made – pencils, books, clothes, vessels.
- 4) Assessing 1-3 children during internship using a variety of strategies, making a portfolio of a child.

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Harlan, J.D. (1992). *Science Experiences for the early Childhood Years*, 5th Ed. Macmillan Publishing Company: New York.

Johnston, J. (1996). *Early Explorations in Science*, Open University Press: Buckingham. NCERT Activity Books for Classes 1 and 2. (for unit 3)

NCERT, Position Paper on EVS, NCF-2005. (for units 1 and 3) NCERT, Source Book of Assessment in EVS, Classes III-V. (for unit 7)

Ratna Sagar P. Ltd., *Prashika: Eklavya's Innovative Experiment in Primary Education*. UNESCO Source Book.

Course 10 : Proficiency in Languages : Hindi and English

Credits : 04 Maximum Marks : 100 Theory : 100 Practicum : 0
(Hours : 120) (Hours : 120) (Hours : 0)

Language is not only a rule-governed system of communication but also a phenomenon that to a great extent structures our thought and defines our social relationships in terms of both power and equality. The speed with which normal children become linguistically proficient in not just one but often several languages by the time they are three years old shows that we are born with an innate language faculty. All specific linguistic development is, of course, socio-culturally mediated and every individual successfully creates a repertoire of multiple registers to negotiate a variety of social encounters.

This course examines language and literacy development and learning in young children, especially with respect to biological, cognitive, social and emotional development. It focuses on the fundamentals aspects in acquisition and development of language skills. The theories, principles, goals and methods of integrating the language arts throughout the school curriculum will also be examined. Development of language and early learning capacities of children are inextricably linked. The relationship between language, thought, culture and identity are closely intertwined. In this regard, students will be introduced to current debates and dilemmas related to children's home language and the language of instruction in classroom, especially in the multilingual context of India. It is important to realize that all children learn the basic systems and subsystems of their language, including a substantial part of their sociological correlates (they acquire not only linguistic but also communicative competence) before they are three years old. It is eminently possible to engage in a meaningful conversation with a three year old on any subject that falls within their cognitive domain.

Objectives

After completing this course, the student teachers would be able to :

- Understand the relation between language and literacy, ways and means of developing oral language and other literacy skills.
- Understand the role and ways of creating rich learning environment in the development of language and literacy in early years.
- Understand the concepts of bilingualism and multilingualism and their significance in early years.
- Create activities promoting new language learning (English and Hindi)

Unit 1: Language and literacy**15 Marks**

- Relation between language and literacy : Central to each other.
- Ways and means of development of oral language skills.
- Development of other literacy skills (understanding of phonemic awareness and alphabetic principles).
- Role of rich language learning environment in the development of language and literacy in early years.
- Concepts of bilingualism and multilingualism.
- Speech and language development milestones from birth to eight years.

Unit 2: Children's Literature: Selection and Use**15 Marks**

- Significance of children's literature in the early years.
- Examining different genres of children's literature for the early years: story books, illustrated books, rhymes, poems.
- features of an appropriate literature for children : physical and content based.
- Reading aloud: selecting a book, organizing for a reading aloud session; how to read aloud.
- Storytelling: strengths of a good story/storybook; how to narrate -

Unit 3: Learning more than one language**15 Marks**

- Language and literacy development in dual language learner (Bilingual and Multilingual children)
- Significance of learning more than one languages : individual, indian and global context.
- What does brain research say about learning more than one language in early years.
- Activities promoting new language learning among young children –
 - Provision of opportunities to listen new language.
 - Opportunities to speak or interact a new language.
 - Learning should be fun.
 - Learning in relaxed environment.
 - Reinforce with pictures and sounds.
 - Learning with music and rhythm.
 - Movements etc.
- Valuing multilingual classroom

Unit 4 : Introducing English in Early years**20 Marks**

- Importance of introducing English language during early childhood years.
- Challenges of introducing English during Early years in Indian context.
- Critical examination of typical practices used to teach English in early years.
- Introducing English language through meaningful routine and activities.
- Creating a print rich environment and introducing the written form of language through meaningful and relevant holistic print and appropriate children's literature.
- Building a rich language learning environment : Secure and encouraging environment, verbal inputs by parent and teachers, provision of textual material in English, encouraging peer conversation in classroom, linking concepts children already understand in their home language.

Unit 5 : Learning of languages : English**20 Marks**

- Cultivating children's interest in English language.
- Stages in picking up English language : Silent period, beginning to talk, building up English language.
- Activities to promote English language learning joyfully (singing nursery rhymes, play, story telling, etc.)
- Encouraging children to listen to and speak in English through conversation, small instructions, reading stories aloud and play.
- Precautions to be taken while teaching English language, (Activities should meet children's developmental needs, rote learning and dictation should be avoided, strenuous written exercises should be avoided).
- Factors promoting English language learning.

Unit 6 : Learning of Language : Hindi**15 Marks**

- Differences between the language based knowledge of Hindi for a Hindi speaking child and for a non-Hindi speaking child.
- Challenges of teaching hindi to new learners
- Ways of teaching hindi to new learners.
- Creating motivation to learn.
- Age appropriate rich exposure to hindi.
- Giving ample opportunities for repetition, revision and memorization.
- Providing opportunities for using hindi in real situation.
- How to teach children in a multilingual classroom.

- **REFERENCES**
- Useful Links
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- <http://www.oelp.org/>
- <http://cllcindia.org/>
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- Clay, M.M. (1991). *Becoming Literate: The Construction of Inner Control*. Auckland: Heinemann Education.
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Course 11 : Gender, Diversity and Discrimination

Credits : 05 Maximum Marks : 125 Theory : 75 Practicum : 50
(Hours : 180) (Hours : 90) (Hours : 90)

Introduction

This Foundation course is on an overall understanding of diversity and discrimination, understanding of Gender, its manifestations and implications with a practical component that would run concurrently through the year.

This course will introduce the student teachers to the idea of diversity and difference between diversity and discrimination. It will attempt to pursue the wide diversity in India – regional, religious, cultural, diversity in physical appearance and abilities etc. It will argue for the celebration and inclusion of all forms of diversity and introduce the constitutional provisions in the light of constituent assembly debates. It will sensitize the student teachers towards the issue of discrimination and engage them with processes of identifying, preventing discrimination and promoting diversity.

The Course will look at the formation of bias and prejudice from a psychological and sociological perspective. It will also briefly explore the concept of stereotyping. It will also look at the influence of discriminatory and exclusionary practices on the building of early biases among children and the role of Preschool programs to negotiate and overcome these biases.

As issues of Gender cut across all social categories, it has been given special focus with three units. It has been found that Gender Socialization begins very early – even before children enter the pre-school and *anganwadi* centres. Gender Socialization is deep rooted in culture – its manifestations are different in different cultures. The idea that girls and boys are to grow up differently – is an idea that permeates most cultures and often hinders equity in education as well as in parenting and careers. In addition, most ecce facilitators are women, who themselves have imbibed similar or stronger gender attributes, which they tend to reproduce in the early childhood classroom. It is important, therefore, to develop in trainee teachers an understanding and sensitivity to the iniquitous gender socialization.

This course also has provisions for learning about how to organise classrooms and experiences for children in a way that all children get a wholesome and equitable early childhood experience. This would include practices that recognize and address issues of exclusion on the basis of social, economic, gender, regional or ability factors.

Objectives

At the end of the course, the trainee teacher would be able to:

- Understand the difference between diversity and discrimination.
- Differentiate between types of discriminations.
- Deduce consequences of discrimination.
- Explain the social construction of gender & sexuality, gender roles & stereotyping.
- Appreciate the role of constitutional provisions, rights in overcoming gender barriers.
- Differentiate between negative & positive discrimination.
- Understand inclusive practices in classroom.
- Develop inclusive practices in classroom.

Course Content

Unit 1: Concept and significance of diversity and discrimination

20 Marks

- (a) Concept of diversity
- Diversity and its significance in Indian context.
 - Types (linguistic, religion, tribal, cultural, gender, regional)
- (b) Concept of Discrimination
- Diversity & Discrimination – Difference
 - Hierarchy – assigning more and less value to occupations (class), culture (caste & religion), colour (fair and dark), gender (male & female) and economic.
- (c) Appreciating diversity in classroom (step towards inclusion)
- Role of teacher in promoting equality in classroom.

Unit 2: Discriminating behaviours and their consequences

20 Marks

- (a) Behavioural attributes of discrimination – teasing, bullying, exclusion, untouchability, prohibition of certain acts by certain people viz. women cannot perform certain tasks and religious ceremonies, certain castes cannot cook in other caste homes etc.
- (b) Consequences of discrimination.
- On society
 - On individual

(c) Overcoming inequality and discrimination

- Constitutional provisions and fundamental rights (Article 14 to 19)

Unit 3: Gender and Social Constructs

20 Marks

(a) Gender

- Concept of gender, difference between gender and sex.
- Gender identity and roles.

(b) Sexuality

- Concept of sexuality
- Development of sexuality
- Othering in gender bias against other gender (Us and Them)

(c) Gender socialisation

- Difference in upbringing, social practices for boys and girls.
- Gender and school (special focus on pre-school).
- Double discrimination (Gender and Caste, Gender and religion, gender and disability, gender & poverty).

Unit 4: Inclusive Practices in Classroom

15 Marks

- Meaning and significance
- Scope of Inclusion : Social, economic and gender.
- Need for inclusion and its challenges.
- Implementing inclusive practices in preschool and early primary classes (methods and techniques).
- Collaboration of school with parents and community to promote inclusive practices.
- Inclusive schools and classrooms : Characteristics.

Practicum

50 Marks

Preparing reports/scrapbooks/portfolio etc. of any five of the following activities. Any three from Part A and any two from Part B.

Part A

- 1) Study the distinction in toys, games and sports bifurcated for boys and girls at home and other places.
- 2) Study the gender roles of boys and girls while playing at home and other places.
- 3) Collection of newspaper articles, stories etc. about gender socialization and discrimination.
- 4) Review commercial advertisements, films, TV serials, plays in context of gender socialization, gender discrimination and gender roles.
- 5) Write personal experiences of gender socialization in your life.

Part B

- 6) Observing economic disparity in your locality and schools.
- 7) Observing caste and religious discrimination in your locality and school.
- 8) Viewing films based on different types of discrimination followed by discussion.
- 9) Self reflection on own biases and stereotypes.

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von Fürer-Haimendorf, Christoph. *Tribes of India: The Struggle for Survival*. Berkeley: University of California Press, c1982

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Lindley, Mark: Changes in Mahatma Gandhi's views on Caste and Inter-marriage, https://www.academia.edu/326347/Changes_in_Mahatma_Gandhi_s_views_on_caste_and_intermarriage

Educational and Health Statistics of States along gender, caste, religion and income groups.

National Commission for Scheduled Tribes website <http://www.ncst.nic.in> National

Commission for Scheduled Castes website <http://www.ncsc.nic.in/>

Issues related to Scheduled Castes ch. 6, 7, 8,9,11 Administrative Reforms Commission 7th report http://arc.gov.in/arc_7th_report/ARC_7thReport_Ch6.pdf

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Ashley R. Huntington: Breaking Gender Barriers in Early Childhood Education: An Exploration of the Reggio Emilia and Montessori Approaches
<http://www.luc.edu/media/lucedu/law/centers/childlaw/earlyeducation/2013studentpapers/huntington.pdf>

Strong Foundations for equality in ECCE: UNESCO

Resources from NCAC: <http://ncac.acecqa.gov.au/educator-resources/>

Other resources on inclusive classrooms from the Internet and early Childhood organizations.

Course 12 : Working with Children with Special Needs

Credits : 04 Maximum Marks : 100 Theory : 100 Practicum : 0
(Hours : 120) (Hours : 120) (Hours : 0)

Introduction

The teacher in the preschool and primary school plays a vital role in identifying children who may have special needs. Special needs here encompass children with disabilities and developmental delays, along with children from economically vulnerable groups. Changes in legislation have resulted in children from hitherto marginalized groups having access to early childhood and primary school programs, for which they need significant scaffolding from the teachers and program staff. Increasingly, early childhood programs include children with special needs alongside children developing normally. Research has shown the importance of early intervention with such children, so that delays can be monitored and evaluated keeping in mind the rights of children and families. This course is intended to sensitise trainee teachers for preschool and the early primary years to identify children with possible special educational needs who enter the school system, and orient them to the principles of inclusion and the development of an inclusive classroom in the early years. This course builds on learning acquired from courses in the early parts of the curriculum, such as the course on development in the early years, and the course on understanding gender, diversity, discrimination and inclusion. The course will help trainee teachers familiarise themselves with the process of modifying existing programs, keeping in mind the special educational needs of young children. The course is not intended to develop special educators.

Objectives

This course on working with children with special needs has the following objectives for the learner: The learner on the completion of the course will be able to:

- Understand special needs, disabilities and developmental delays, and to identify vulnerable children from diverse social and economic backgrounds.
- Acquire an understanding of inclusion and the principles of inclusion in the classroom.
- Recognise the importance of early intervention for children with special educational needs.
- Develop skills for working with children with special needs in an inclusive classroom.

- Know when to refer children to other agencies or experts, and develop a network of referral agencies and services that can support young children.
- Attain expertise of working with stakeholders such as the family and the special educators to ensure the educational needs of children with special needs are met.
- Be sensitive to the needs and rights of children with special and their families.

Course Content

Unit 1: Understanding Special Needs – Nature and Characteristics 15 Marks

- Concept of children with special needs.
- Detecting and understanding children with special educational needs, disabilities and developmental delays in multiple contexts.
- Studying the need for early identification and intervention for young children.
- Recognising atypical development in context.

Unit 2: Understanding Developmental Problems and Delays in Infancy and Toddlerhood (0-2 years) 20 Marks

Causes, symptoms and identification -

- Attachment difficulties, separation anxiety, non-organic failure to thrive, parenting problems – rejecting, anxious, over-protective parenting.
- Autism, down's syndrome and cerebral palsy..
- Behavioural problems – toilet training, feeding problems, oppositional behavior.
- Impact of the above problems on child's development.

Unit 3: Understanding Developmental Problems and Delays in the Preschool Years (2-6 years) 20 Marks

Causes, symptoms and identification -

- Problems of growth and feeding problems – obesity and malnutrition; impact on cognitive and motor development
- Speech, communication and interaction problems – specific language impairment, delayed speech

- Cognition and learning problems – Down’s syndrome
- Sensory and physical problems – visual and hearing impairments
- Behavioural, social and emotional problems – oppositional behaviour, aggression, hyperactivity.
- Impact of the above on child’s development.

Unit 4: Understanding Developmental Problems in the Early Primary Years (6-8 years) 20 Marks

Causes, symptoms and identification -

- Behavioural, social and emotional problems associated with the transition to primary school – school anxiety and school refusal, hyperactivity, aggression, defiance, attention deficit and hyperactivity disorders.
- Speech, communication and interaction problems – stammering, selective mutism.
- Cognition and learning problems – dyslexia and dysgraphia.
- Pervasive developmental delays – the autism spectrum, Asperger’s syndrome.
- Sensory impairments – multiple sensory impairments.
- Learning disability.

Unit 5: Preparing for Inclusion and accessing referral services 25 Marks

- What is inclusion, difference between integration and inclusion
- Preparing an inclusive classroom – making modifications in infrastructure, adult-child ratio, curriculum, special equipment
- Evolving peer support for children with special needs
- Working with multiple stakeholders - parents, special educators and other service providers
- Teaching of children with special needs in inclusive setup
 - children with sensory and physical problems,
 - Behavioural, social and emotional problems.
 - Speech & communication problems.
 - Cognition and learning problems.
- Recognising the need for referral and further assessment

- Determining when a case needs to be referred
- Working with parents and referral services on issues of children

Suggested activities to supplement theory

1. Visit an inclusive school and speak to the teacher and administrators about the principles kept in mind while developing an inclusive classroom. Identify the nature of disability in children in the classroom, the child to adult ratio, the modifications made to the classroom infrastructure and equipment keeping in mind the child's disability. Prepare a report which captures the visit and the aspects given alongside.
2. Identify two disabilities in children in the age-group of 3-8 years. Prepare two appropriate teaching aids for working with the children.
3. Develop a case study with a child with special needs. Carry out observations of the child in various settings – home, school, play, etc. Interview stakeholders to develop a comprehensive case study – parents, teachers, special educators, etc.

SUGGESTED READINGS

- American Psychiatric Association. (2013). *Diagnostic and Statistical Manual 5*. California Department of Education. (2009). *Inclusion Works! Creating Childcare Programs that Promote Belonging for Children with Special Needs*. Sacramento: California Department of Education.
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- IGNOU Course material Certificate Course in Early Childhood Special Education Enabling Inclusion.
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Course 13 : Planning and Organisation of a Pre-school Education Programme

Credits : 04 Maximum Marks : 100 Theory : 75 Practicum : 25
(Hours : 135) (Hours : 90) (Hours : 45)

Introduction

This Course helps student teachers converge the understanding they would have developed through other courses into getting prepared for the real world challenges they will face when they start working in a preschool. Their understanding will be further reinforced regarding the preschool being essentially an activity centre where the teacher and children collaborate in the learning process and the child is an active constructor of his/her own knowledge. They would be familiarized with ways in which they can organize the school set-up, arrange and manage the class-room with efficient use of space, know the effective and efficient use of available resources, arrange materials and activity corners and organize class activities accordingly. The Course exposes the student teachers to addressing all these aspects in consonance with principles of programme planning. The student teachers also learn about organization and maintenance of records, registers and various funds.

Any early learning programme will serve the interest of the community best if it evolves on the basis of the needs of the community. Community involvement at every step of organizing and managing the centre is very important. This course will enable the student teachers to learn how to manage all the organizational resources for an inclusive early learning classroom and also ensure its upward linkages with primary education.

Objectives

The course will enable the student teacher to:

- Understand the significance of a balanced programme and be able to prepare daily, weekly and annual plans based on thematic and/or activity based curriculum.
- Understand the significance of maintaining records of children's growth and progress as necessary for mapping and assessing their developmental patterns.
- Understand procedures of maintaining school accounts, preparing bills, maintaining records and registers and using them meaningfully.
- Select, use and maintain toys, books and other equipments for pre-schoolers.
- Plan, design and manage space and curriculum for children's active learning, participation, free movement and guided and free play and importance of Flexible Classroom organization and Activity/Learning corners.

- Develop skills of involving the community in the organization and functioning of the ECE/preschool education centre.

Course Content

Unit 1: Developing/Designing a Contextualized and Developmentally **15 Marks**

Appropriate Curriculum

This unit is focused on recapitulation and convergence of learning from other courses related to curriculum so as to develop a holistic understanding for effective planning of all components.

- Age and context appropriate programme: goals and objectives and need for balance.
- Preschool curriculum, method and assessment
- Identifying themes based on children's context.
- Planning an annual plan, monthly weekly and daily schedule.
- Planning for parents/community involvement and orientation.

Unit 2: Designing and Maintaining Outdoor and Indoor Space **15 Marks**

- Arranging the Indoor Classroom Space: Considerations of adequacy and flexibility for movement and activity and cleanliness; Ventilation, light and safety in the classroom.
- Arranging Activity corners such as doll's corner; books/reading corner; blocks and toys corner; art corner; significance and considerations.
- Arrangement for display of thematic materials and display of children's work: significance and considerations e.g. at eye level of children; attractive; provide balance for manipulative, construction and symbolic play; etc.
- Creating a print rich, aesthetic and child-friendly environment
- Designing outdoor space: adequacy and safety of space for children; imaginative use of space for physical and motor activities like crawling; climbing; sliding etc.

Unit 3: Materials and Equipment for a Center **15 Marks**

- Importance of Age and contextually appropriate materials and considerations for selection/development.

- Kinds of materials for classroom activities: *teacher made materials* like conversation charts, cards, dolls, worksheets etc.; materials to be *procured from market* such as toys, building blocks, dolls, art material, story books etc; *natural material* from environment like pebbles, leaves, clay, materials for manipulative play.; *raw materials* like chart paper,, crayons etc.
- Outdoor Equipment: kinds of equipment like swings, see-saws; balancing beams; cycles etc.; quality and maintenance of equipment.

Unit 4: Maintenance of Records in ECE Settings: Nature, Periodicity of Updating and Importance **15 Marks**

- Admission/Enrolment forms.
- Child's background information and personal data form.
- Child Assessment Form/portfolio and Report Card for communication to parents. Child's diary.
- Child and Teacher Attendance record.
- Fee register and mid day meal register, if applicable.
- Financial planning and Accounts register for salaries; purchases; contingencies; recurrent costs etc.
- Stock Register for consumable and non-consumable items.

Unit 5: Creating a Safe and Joyful Learning Environment for Children **15 Marks**

- The Preschool Teacher: Qualities of a good teacher; democratic vs. authoritative or authoritarian teacher; knowledge attitude and skills in a preschool teacher. Reflective teacher.
- Importance of Teacher preparation and on site mentoring; institutional mechanisms in place and required. Preparing reflective teachers.
- Importance of an Inclusive environment for all children, including those at margins.
- Ensuring physical and emotional safety and security of the child: importance and considerations.

Practicals:**25 Marks**

Practicals can be planned as both group activities or individual. Group activities could be given over a longer period of time as in the case of Activity 1 so that student teachers can have inputs from various theory and practical courses over time and submit the project at the end. Each group can be assessed as one unit, if required.

Some Suggested Activities

1. Developing an age and developmentally appropriate activities for a month, with a balanced approach for all domains and for school readiness.
2. Develop a chart of all registers and records to be maintained in a preschool, the periodicity and importance.
3. Prepare a critical self profile or self-assessment of qualities required or already possessed by the student teacher herself to be an effective preschool teacher.

SOME SUGGESTED READINGS

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M.S. Swaminathan Research Foundation (2001). *Scaling Heights*, Report of the Workshop, Chennai.

Muralidharan Rajalakshmi & Asthana Shobita (1991). *Stimulation, Activities for Young Children, 0 -3 Years*, NCERT, New Delhi.

National Curriculum Framework (2005). Early Childhood Care and Education, NCERT, New Delhi.

Pankajam G. (1994). Pre-school Education, Ambalka: The Indian Publication. Srivastava, Ashok (1990). Child Development, NCERT, New Delhi.

Soni, R. (2014). Every Child Matters. NCERT, New Delhi.

Swaminathan Meena (1998). The First Five Years, New Delhi: Sage Publications.

Swaminathan M. & Daniel, P. (2000). Activity-Based Developmentally Appropriate Curriculum for Young Children, Indian Association for Preschool Education, Chennai, Coimbatore, Neyveli.

Swaminathan M. & Daniel P. (2004). Play Activities for Child Development A Guide to Preschool Teachers, National Book Trust, New Delhi.

Wilson, LaVisa Cam (1986). Infants and Toddlers Curriculum and Teaching, Delmar Publishers Inc. Albany, New York.

Course 14 : Working with Families and Community

Credits : 03 Maximum Marks : 75 Theory : 50 Practicum : 25
(Hours : 105) (Hours : 60) (Hours : 45)

Introduction

The role of parents and community is crucial to the development of the child at the early childhood stage. A basic understanding of child development is necessary for all parents. Sometimes home practices neglect children. The early childhood caregiver needs to interact with the parents and community to build and maintain this bridge for the best development of the child. This course attempts to build in the care giver and understanding of community and parents applying the ideas learnt in earlier papers and orienting the caregiver in communicating appropriate practices to the community and negotiating a transition to better practices.

Purpose and Scope

The purpose of the course is to enable the student to make linkages between theoretical concepts and actual practice in the classroom. By actually conducting activities with children the student teacher will develop pedagogical skills and will learn to plan and adapt activities as per the needs and abilities of children. Through supportive supervision and mentoring by faculty, the capabilities of the student-teacher to be a reflective practitioner will be strengthened. The period of school experience programme will enable the student-teacher to experience the totality of the preschool environment and understand how the transaction of the curriculum is not confined to the activities conducted in the classroom but is determined by all the experiences the children have during the time they are in the preschool.

The course will be conducted through close interaction between the training teacher, parents of children and the local community members where the student teacher will be provided with opportunities of interaction. The student teacher will be equipped with skills to note observations, make activity plans and record the conduct of activities. The course will give training teachers the opportunity to interact with parents and larger community from which learners come from. The course will be transacted through constructivist methodologies. Training teachers will get a chance to have personal interaction with parents and work closely with the community.

Objectives

The course will enable the student teacher to:

- Develop an understanding about parental aspirations.
- Interact with parents of toddlers.
- Understand the structure of different local communities.
- Work with local community members.
- Develop skills necessary for observing and interacting with parents and community.

Course Content

Unit 1: Understanding and communicating with community and parents 20 Marks

- Community : Concept.
- Need to establish school-community connect.
- Methods to understand and communicate with the community : observation, interview, surveys, focused group discussions, meetings, participation in school activities, organization of rallies/awareness campaigns, films etc.
- Communication about developmental, learning issues of children and their assessment to parents in comprehensible terms.

Unit 2: Understanding Parents' concerns and their roles 20 Marks

- Understanding parents concern about their children regarding their upbringing, development and learning.
- Understanding parent's concerns about school (their expectations)
- Mentoring parents about issues related to child's development and learning and their role in that.
- Contributions of parents in supporting school in child's development and learning.
- Expectations of school from parents of the child

Unit 3: Understanding Community's concern and its role 10 Marks

- Understanding community's expectations from a school.
- Understanding school's expectations from the community.

- Understanding contributions of community in supporting school in child's development and learning.

Practimum

25 Marks

Any two practical from S. No. 1 to 3 (10 Marks each) and any one activity form S. No. 4 to 5 (5 Marks each)

- 1) Organising 'coming together session' for the parents, teachers and children and discussing any developmental and learning issue of the child. Prepare a report.
- 2) Prepare and use Posters/Banners/Slogans/Nukkad Natak etc. based on any social issue affecting child's development and organize a rally/awareness campaign. Prepare a report of the same.
- 3) Organise Health Mela in school for students, parents and community members to orient them on different health issues. Prepare a report.
- 4) Prepare an interview schedule to interview parents and local community members to be aware about children's developmental concerns (nutrition, immunization, education, learning environment etc.) Prepare a report.
- 5) Invite parents of any 10 children of your class and organize a focused group discussion session on any school issue/concern and ask for their contribution in resolving the issue. Prepare a report.

Course 15 : Self Development

Credits : 04 Maximum Marks : 100 Theory : 0 Practicum : 100
(Hours : 180) (Hours : 0) (Hours : 180)

Introduction

Working with young children demands certain core competencies and behaviours along with the understanding of child development. These may include skills related to communication, art, music, drama, puppetry, organizing play and interaction with children, skills and attitudes related to team work and as also activities for personal development. Given the priorities today in the job market as well as in the social arena, the student teachers may also need to be well conversant with spoken English and use of ICT, not only for their own personal communication but also for its use in their pedagogical practice and be able to articulate their views with clarity and precision. These skills and attributes are expected to enhance their own self image and levels of confidence. The Course has been conceptualized to provide student teachers this opportunity, which is expected to complement their professional development. The student teachers would be encouraged to map out their own personal development plan and engage in these learning opportunities to acquire the needed knowledge, attitudes and skills.

This course is in a workshop mode and will involve interaction with experts from different fields.

Objectives

The workshops will enable the student teachers to:

- Promote personal development.
- Facilitate development of a professional identity.
- Develop self awareness as a teacher of young children and as an individual.
- Improve communication skills.
- Learn strategies, techniques and methods for classroom management.
- Develop skills for using various pedagogical techniques as required for the programme.
- Develop familiarity with participatory classroom interactions.
- Develop critical thinking.

Transactional Methodology

This course is largely to be transacted in workshop cum training mode. These may include different participatory brainstorming techniques like, demonstrations, practicals, seminars, discussions, field visits, films, case studies, exhibitions of developed materials and presentation etc. Transaction of this course shall be by the teacher educators as well as the experts from different areas.

Following units are to be considered as course design for the workshops or training. The assignments should be strictly in accordance with the course design.

Assessment : Assessment for this course may be done through observations of student teachers' participation in different self-development activities, presentations, reflective journals, material development etc.

Two assignments from each unit should be submitted by the student teachers.

Unit 1- (Workshop mode) Enhancing teaching skills and development of professional ethics 20 Marks

- About the teaching profession : nature of teaching, teaching as a profession, teachers as professionals.
- Importance of a teacher during early years of the child.
- Teaching skills of a pre primary and early primary teacher.
- Concept of professional ethics.
- Professional ethics of a pre primary and early primary teacher.
- Qualities of a preprimary and early primary teacher with special reference to changing socio developmental context.
- Classroom management technique.

Unit 2 – Self development through life skills 20 Marks

- Understanding of concept of life skills (WHO)
- Importance of life skills in life.
- Understanding the core life skills (WHO)

- Self awareness and empathy
- Effective communication and interpersonal skills.
- Development of critical and creative thinking skills.
- Problem solving and decision making.
- Coping with stress and emotions.
- Internalization of life skills through various brainstorming techniques.
- Developing life skills among children.

Unit 3 – Development of skills in spoken English

20 Marks

- Need of learning English language in today's context.
- Developing confidence and skills in spoken English:
 - Developing listening skills.
 - Developing vocabulary.
 - Improving pronunciation.
 - Broadening range of language through varied means.
 - Opportunities to practice to increase fluency.
 - Awareness of common errors which influence communicating in English.
- Giving support and access to self study materials.

Unit 4 – Development of abilities in self defense and disaster management

20 Marks

- Meaning of self defence.
- Importance of self defence education.
- Learning some basic moves of self defence.
- Meaning of disaster management.
- Need to learn disaster management for self and as a teacher.
- Pre incident training and practice (drill) during fire and earthquakes and any other emergency.
- Preparing children for disaster management.

Unit 5 – Enhancing skills of integrating technology in classroom 20 Marks

- Understanding use of ICT as a means of learning and teaching.
- Knowing computer and its peripherals (input, output and storage devices)
- Introduction to MS Windows, MS paint, MS Word, MS Excel and MS Powerpoint.
(Practicing the above).
- Introduction to internet.
- Online data search and downloading (Professional development based literature, children’s literature, colouring games, rhymes, stories, animated and other films etc.)
- Integration of skills and movies into PPTs.
- Preparation of concept based short films (3-4 minutes duration) for children.
- Preparation of worksheets and other teaching learning material based on the above.

References

- Maley, A & Duff, A. (1991) Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.). Cambridge University Press.
- Ramanani Iyengar Memorial Yoga Institute, Pune. YOG, Mumbai.
- Understanding the use of art in education
- Wood, David (2000). Narrating Professional Development : Teacher’s stories as texts for improving practice. Anthropology and Education Quarterly
- Friere, Paul (1992). Pedagogy of Hope. London, UK: Continuum pub.Co.

Course 16 School Experience Programme

Credits : 06 Maximum Marks : 150 Theory : 0 Practice : 150
(Hours : 270) (Hours : 0) (Hours : 270)

Introduction

This course represents a vital hands-on component of the Diploma programme. While each theory course has its own practical work, this course aims to bring together the learning from all courses and enable the student to apply it while working with young children. Through this course the student will get opportunities to observe teachers imparting preschool education in at least two different settings and will themselves transact activities and themes with preschool children under guidance and supportive supervision. Through this course the student will learn how to plan and conduct developmentally appropriate activities, how to plan daily, weekly and monthly curriculum, how to organize the outdoor and indoor classroom space for activities, organize materials for conduct of activities and learn ways of interacting with children in groups and individually.

Purpose and Scope

The purpose of the course is to enable the student to make linkages between theoretical concepts and actual practice in the classroom. By actually conducting activities with children the student teacher will develop pedagogical skills and will learn to plan and adapt activities as per the needs and abilities of children. Through supportive supervision and mentoring by faculty, the capabilities of the student-teacher to be a reflective practitioner will be strengthened. The period of School Experience Programme will enable the student-teacher to experience the totality of the preschool environment and understand how the transaction of the curriculum is not confined to the activities conducted in the classroom but is determined by all the experiences the children have during the time they are in the preschool.

Expected Pedagogical Approach

The course will be conducted through close interaction between the student-teacher, the faculty of the teacher education institute as well as the teacher of the preschool where the student will be placed for conducting the field observation and practice. The student will be provided formats to note observations, make activity plans and record the conduct of activities. The student teacher will discuss her observations and activity plans with the supervisor and mentor on a regular basis and the mentor will provide supervision during School Experience Programme.

Objectives of the Course

The course will enable the student teacher to:

- Gain actual experience of working with young children in Class I & II setting.
- Identify their pedagogical strengths and areas where they need to strengthen their skills.
- Develop skills in understanding young children and their needs and be able to plan a relevant as well as a holistic programme for them.
- Learn the various aspects of classroom organization and management.
- Be reflective practitioner.

Course Content

The Practice teaching component is for a duration of sixty days which has been envisaged as along a continuum with a four stage process —

Stage I: Orientation about School Experience Programme (SEP) and various related activities to be undertaken during SEP. (For a period of ten days)

Stage II: Observation of preschool classes during Ist year of training and observation of class I and II during IInd year of training. (For a period of five days)

Stage III: Practicing teaching in simulated situations at their own institutes. (For a period of five days)

Stage IV : Practicing teaching and other school activities in classroom/school settings. (For a period of 40 days)

Details of activities to be done during School Experience Programme is as under :

This phase is of 40 working days. The student teachers would be engaged in different school activities that would be organized within the classroom and outside. All the activities, the student teachers would be engaged in, will acquaint them with school life and all the tasks that they would be performing as a teacher. Detailed description of the activities to be performed by the student teachers during this stage are as under :

- A. **Classroom teaching :** Classroom teaching would be then based focusing on the holistic development of the child. During the School Experience Programme, Student teachers have to prepare lesson plans based on any six themes. Duration of each theme would be one week (5 to 6 days). The lesson plans for each theme would be based on all the domains of development, such that lesson plans for each developmental domain should be practiced under each theme as per the table given below:

SCHOOL EXPERIENCE PROGRAMME (CLASSES I AND II)

Theme	Development based Lesson Plans	Physical Motor	Cognitive	Socio-Emotional	Language	Arts and Aesthetics	Understanding the world	Total no of Lesson Plans related to each theme	Techniques for transaction
Theme 1 (For example-My Self)	Total Days Six Total Lesson Plans	1 3 LPs (outdoor and Indoor activities)	2 2 LPs	3 2 LPs	4 2 LPs	5 2 LPs	6 2 LPs	13	
	Example of one lesson plan for each developmental domain related to the theme	Outdoor Games Indoor Activities	Names of parts of the body	Knowing self and others	Vocabulary building, Poem related to self	Drawing and colouring of 'My Self'	Knowing people around us	-	Any of the following techniques to be used for lesson delivery
Theme 2		1 3 LPs	2 2 LPs	3 2 LPs	4 2 LPs	5 2 LPs	6 2 LPs	13	A minimum of 7-8 techniques to be used for teaching each theme namely, Puppetry, Paper craft, clay work, drawing, colouring, story telling, singing, music, dance, rhymes, nature walk, masks, collage making, games etc
Theme 3		1 3 LPs	2 2 LPs	3 2 LPs	4 2 LPs	5 2 LPs	6 2 LPs	13	
Theme 4		1 3 LPs	2 2 LPs	3 2 LPs	4 2 LPs	5 2 LPs	6 2 LPs	13	
Theme 5		1 3 LPs	2 2 LPs	3 2 LPs	4 2 LPs	5 2 LPs	6 2 LPs	13	
Theme 6		1 3 LPs	2 2 LPs	3 2 LPs	4 2 LPs	5 2 LPs	6 2 LPs	13	
Total number of lesson plans		18	12	12	12	12	12	78	

90 Marks

Note:

- All the lesson plans would be recorded in single Lesson Plan file by the student teacher. Recording of the lessons would be under each theme.
- The teacher educators must ensure that the student teachers use more than one technique to deliver any lesson in the classroom. There should be focus on practicing as many transaction techniques in classroom for teaching various concepts and for promoting holistic development of children.
- Teaching learning process should be Child centric, activity based teaching and promote construction of knowledge.

Other SEP activities include:

- | | |
|---|-----------------|
| B. Preparation of weekly theme based time tables | 08 Marks |
| C. Setting up of Class as a Resource room that may include Book corner, Games corner, Display corner, display boards with display of students and other works | 08 Marks |
| D. Organisation of Two cultural programmes or any other school events in school for early primary classes (Class I and II) | 08 Marks |
| E. Organisation of theme based Exhibition | 08 Marks |
| F. School records | 08 Marks |
| G. Organisation of PTM | 05 Marks |
| H. Visit to neighbourhood community | 05 Marks |
| I. Peer Observations | 05 Marks |
| J. Reflective Journals | 05 Marks |

For SEP activities mentioned at s.no C, D, E, F, G, H and I, fifty percent marks for each item would be given by the school Principal and remaining fifty percent by the supervisor.

SUGGESTED READINGS

Kaul, V. (2009). *Early Childhood Programme*. NCERT, New Delhi.

Singh, A. & Swaminathan, M. (1995). *A Training Manual for Early childhood Education*.

Swaminathan, M. and Daniel. P. (2004). *Play Activities for Child Development: A Guide to Pre-school Teachers*. National Book Trust, New Delhi.