Diploma in Integrated Early Childhood and Early Primary Teacher Education

(DIECEPTE)

Proposed Curriculum Framework

National Council of Teacher Education (NCTE)
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Curriculum Development Team

1. Prof Venita Kaul  (Chairperson)
2. Prof Veena Mistry
3. Dr. F.Z. Tarapore
4. Prof Vrinda Dutta
5. Ms K. Lakshmi
6. Dr Rekha Sharma Sen
7. Ms Savitri Singh
8. Ms Amita Tandon
9. Ms Anita Maitra
Diploma in Early Childhood and Early Primary Teacher Education

1. Introduction

The Diploma Programme in Early Childhood and Early Primary Teacher Education (DECEPTE) has been conceptualised as an integrated teacher education programme with the objective of preparing educators for children in the early childhood stage i.e. between 3 to 8 years of age. The early childhood period includes within it two sub-stages of education i.e. the preschool education stage (3 to 6 years) and early primary stage or Grades 1 and 2 (6-8 years). It is now globally acknowledged that the Early Childhood extends upto 8 years, since children between the ages of 6 to 8 years are also in more or less the same developmental stage and have many characteristics and needs in common with the younger children. As a result, the ECCE play and activity based methodology has been observed to be most appropriate for the initial grades of primary stage as well. Integrating the preschool and early primary years as a common stage or a unit thus helps in maintaining continuity in the learning process for the child, allows for individually paced learning and enables the child’s adjustment to the demands of the school. It further helps the children to smoothly graduate from the informal learning stage to the formal stage of schooling with the first two years of primary education serving as a period of transition. The programme in this integrated mode is also better able to convey to the student teachers the child development principles of planning a balanced, play based, child centered curriculum for the young child, based on relevant theoretical foundations.

The course is premised on the understanding that learning begins at birth and the process of learning is continuous and cumulative in nature. The young child is not a passive learner but an active participant in his/her own learning process and learns from the events and activities occurring in the environment through active experience and interaction. At the same time the young child also responds to the social world and relies on others for her growth and development.

Two recent developments in the Indian scenario that is the National Curriculum Framework 2005 and the Right to Free and Compulsory Education act 2010 have been compelling influences for significant developments in education, urging for reframing perspectives in teacher education along the lines discussed above. The Twelfth Five year Plan Working Group on Elementary Education has also recommended considering of the age range of 4 to 8 years as an integrated Early Learning Unit with a flexible yet continuous curriculum focused on promoting in addition to the developmental domains, the objectives of emergent and early literacy. In addition, with the Education for All emphasis on ensuring all children come into school, including children from diverse social categories, marginalized communities and first generation learners the
importance of sensitizing teachers to the specific needs of these children and ensuring they feel ‘included’ in the classroom environment, becomes another priority in any teacher preparation programme.

These considerations have created a fresh set of expectations from the teachers as facilitators and mentors, for which the process of teacher preparation needs a shift in perspectives. It is the obligation of the state and the professionals to ensure that there are trained ECCE and Early Primary educators who can provide opportunities to all children appropriate to their levels and contexts, so that they feel ‘included’ irrespective of class, caste, gender, and acquire knowledge, skills and attitudes to develop their unique potential through appropriate interactions and experiences. The present course attempts to prepare the ECCE and Early primary teachers to be able to fulfill this expectation.

The Course curriculum has been developed with the understanding that the emerging ECCE and Early Primary professional or educator should be aware of the constitutional provisions and subsequent interventions for the development of young children. The course also directs the student teachers’ attention to the child rights’ perspective, and towards classroom processes that respect the child’s right to participate, learn and receive appropriate guidance. The course provides a platform to student teachers to understand the processes of learning, growth and development of children in the different domains, at each sub stage and along the continuum and understand and observe the range and variations in patterns of development. Early educators will also learn about the importance of early identification and intervention for special needs, and the important role of stimulation in development.

The student teachers will benefit from an optimal balance between theoretical and practical experience to build up a repertoire of knowledge, skills and attitudes to meet the needs of diverse learning situations, learner profiles and develop sensitivity towards diverse individuals, communities and contexts. The course stresses the varied contexts emphasizing the socio-cultural facets of children’s life beyond the school. 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 contexts of children with sensitivity. Diversity is unfolded in the education of teachers as variation in religious beliefs, 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 should be equipped to be able to organize and manage the classroom in terms of resources, time, scheduling as also innovative use of space and be aware of the health, nutrition and safety issues
of the child and a developed ability to apply the knowledge in specific situations. The teacher should be able to engage with the curriculum critically and not treat any knowledge as given or fixed. Both the teacher and the children in turn should evolve as reflective learners. The attempt is to infuse a balance towards integrating modern technological developments in education with traditional and folk literature and making the teacher education programme more holistic, interactive and reflective.

1. Main Features of the Diploma Course

- 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. A semester system is envisaged for the programme with two semesters in each year. 1 academic year is equivalent to 180 days of actual teaching (not including examinations); 1 Semester is estimated as 90 days (not including examinations) which would be equivalent to approximately 15 weeks. Internship of a minimum of 45 days is proposed. An Institution is estimated to work in a five or six day week mode for a minimum of 36 hours in a week.
- A Batch Size is envisaged as 30-40 student teachers; For practical sessions a maximum of 15-20 student teachers are recommended per session.
- The courses are assigned credits and against each unit the corresponding credits, number of period/hours and marks are indicated to facilitate transaction/adaptation of the curriculum. The weightages are as follows: 1 Credit = 25 marks = 15 hours per semester for Theory and 30 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 more of professional development.
- A new thrust area is a course on “Emerging and Evolving Self” which focuses on the self and professional development of the student teacher and enhancement of her/his awareness of contemporary issues.
- The Theory : Practicals ratio is maintained at 40:60 in terms of credits so that there are 35 credits for theory and 45 credits for practicals. Theory includes Tutorials.
- Some Definitions:

  * **Tutorials**: Activities involving mentoring in smaller groups related to furthering understanding of theoretical concepts, conducting action research, library assignments etc.

  * **Practicals**: Activities including actual work with children/families/institutions including creating teaching learning materials, aids and lesson plans.

  * **Practice teaching**: Observing classrooms and Conducting planned activities initially in a simulated situation and then in a real classroom.
**Internship:** Actual full time placement in institutions involving independent working in real life situation for a specified duration.

- The Practice teaching component is envisaged as along a continuum with a three stage process—Stage 1: Observation of children in schools followed by practicals in simulated situations; Stage 2: Planned practice teaching in preschool/school situation for part of the day eg transacting lesson plans, block teaching ; and Stage 3: Full time Internship in both Preschool and grades 1 and 2 across different types of programmes.

- Student Assessment is advocated as continuous, comprehensive evaluation process and is linked to identified Learner outcomes for each course. The Internal-External overall ratio is proposed as 70 :30 with only one external exam (comprehensive) at the end of each year. 
  
  - **Internal Assessment:** (70%) will consist of evaluation of tutorials, midterm tests and final examination for each course at end of each semester.
  
  - **External Assessment:** (30) Will be through one comprehensive examination for theory and practical separately at the end of each year. Comprehensive evaluation should not be course wise but more application loaded with case study analysis, situation analysis based on understanding from all the courses etc.

- Seminars have been included as a separate course. Seminar 1 is proposed as an introductory workshop with the objective of providing an orientation to the course and to the field of ECCE for the student teachers.

- 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, inclusion of Grades 1 and 2 and emphasis on tutorials, interactive teaching methods, mentoring, internship etc the study recommends a core faculty of at least four teacher educators. The Teacher educators should be post graduates with Diploma in Nursery Teacher Training and at least 5 years of teaching at pre primary level/early primary level. The four teacher educators should include preferably two post graduates in Child Development with at least one with specialization in ECCE, one Post graduate in Education with specialization in ECCE, and one Post graduate in Sociology of Childhood. It would also be desirable to include a faculty from the field of Health and Nutrition. Teacher educators for Art, Music Computer Science or English Communication could be taken on a part time basis.

2. **Objectives of the Course**

   The DECPETE programme aims at enabling the prospective teachers to:
3. Learning Outcomes

At the end of the two years’ course the student teachers will be enabled to

- Discuss the rights and developmental needs of children from conception to the age of 8 years;
- Analyse and reflect on the perspectives, priorities and challenges of early childhood and early primary education and the interrelationship between the two;
- Demonstrate insight into the interdependent processes of child development and learning and implications for planning the curriculum.
- Plan and implement such tasks as shall meet children’s needs for health, protection, nutrition, education and development in age appropriate and contextually relevant ways;
- Demonstrate skill sets appropriate for planning and transacting a Play and Activity Based Learning curriculum from preschool to early primary grades;
- Network with parents, community and other organizations to generate awareness and seek their involvement in ECCE programmes;
- Provide appropriate interventions to meet requirements of an inclusive classroom;
• Adapt the programme in accordance with the language and cultural diversity that comprises the Indian social fabric and many co-existing social realities and its challenges in the classrooms;

• Use local talents and skills as resource along with contemporary use of computers in the classroom.

5. Course Organisation

<table>
<thead>
<tr>
<th>Semester</th>
<th>Courses</th>
<th>Hours per week (T&amp;P)</th>
<th>Credits</th>
<th>Marks</th>
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<tr>
<td>Year 1</td>
<td>First</td>
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<tr>
<td>Courses</td>
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<td>II. Early Childhood Education in India</td>
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<td>75</td>
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<tr>
<td></td>
<td>III (a)Child Development from birth to 8 years</td>
<td>2T+1P</td>
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<td>75</td>
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<td></td>
<td>IV (a)Early Childhood Curriculum for 3 to 6 year olds</td>
<td>3T+2P</td>
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<td>V.(a)Seminar (Orientation)</td>
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<td>VI Emerging and Evolving Self</td>
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<td>Total</td>
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<td></td>
<td>III (b)Child Development from birth to Eight years</td>
<td>2T+1P</td>
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<td></td>
<td>IV (b)Early Childhood Curriculum for 3 to 6 year olds</td>
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<td></td>
<td>VII Health and Nutrition</td>
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<td>Practice Teaching for Preschool</td>
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<td>Year 2</td>
<td>Credits</td>
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<td>Third</td>
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<td>VIII. Organizational Management</td>
<td>2T+2P</td>
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<td>IX.(a) Curriculum for Grades 1 and 2</td>
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<td>X. Inclusive Education</td>
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<td>XI. Communication with Parents/Community</td>
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<td>VI© Emerging and Evolving Self</td>
<td>2P</td>
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<td>V © Seminar</td>
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<td>Total</td>
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<td>Fourth</td>
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<tr>
<td>IX (b) Curriculum for Grades 1 and 2</td>
<td>2T=2P</td>
<td>4</td>
<td>100</td>
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<td>Practice teaching (grades 1 &amp; 2)</td>
<td>8</td>
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<tr>
<td>Internship (3 to 8 years)</td>
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<tr>
<td>Total</td>
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<td>1275 T+1175P= 2450 marks</td>
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- 1 Credit = 25 marks = 15 hours per semester
- 1 Period = 50 mins
- Batch Size: 30 student teachers
- Theory includes tutorials/Activities
- Theory: Practical ratio--50:50
Introduction

The course intends to contextualize growing up and childhood experiences from a socio-cultural perspective. It aims to acquaint and sensitize ECE teacher/worker to the multiplicity and diversity of Indian socio-cultural, economic and religious milieu. It will also develop the view of young children as citizens of the country who are both developmentally vulnerable and capable of realizing their potential. The course will further advocate the child rights’ based approach as a conceptual framework for the process of human development, so as to protect, promote and fulfill children’s human rights and plan programs and policies that value Childs rights.

Objectives.

The course will enable student- teachers to:

- Understand growing-up processes for the young child in the pan Indian context.
- Recognise socio-cultural, economic, influences that impinge upon children and childhood.
- Develop understanding of plurality and diversity of growing up in the contemporary Indian society
- Develop knowledge and skills in adopting rights based approach in programs for early years.
- Understand the potential of rights based approach to provide a just and equitable environment.

Unit I  Early Childhood in Contemporary India

- Reflections by learners on personal experiences in early years and how the context affects the growth and development process.
- Definition and meaning of childhood, importance and relevance of early child development processes and experiences for life span development (later development); the life cycle approach to child development; challenges of malnutrition and inadequate psychosocial stimulation; issues of food security.
- Awareness regarding significance of early childhood from the neuroscience, economic investment perspective and as a critical period in human life cycle. Evidence from field of Neuroscience, Economics and Education on significance of ECCE for immediate and long term impact; Evidence from longitudinal studies from US, UK, Turkey.
• Significance of care and growth promotion in under threes as the most critical period for development.

**Unit II  Influences of contemporary Indian Society on Childhood and its implications for ECE programmes.**

• Fundamental concepts related to and critique of notion of ‘childhood’ from cross-cultural perspective
• Status of Indian child- demographic profile.
• Understanding the Indian context, its importance and impact on the early years from the perspective of: family, caste, gender, school, community, region and geographical locations.
• Socio-Cultural and regional pluralities and their influence: multiple languages, religions customs and traditions, regional variations, different settings, such as ; rural, urban, tribal, Implications of the above in relation to curriculum planning and transaction practices as well as for interactions with children and families.
• Economic influences on early child development and access to programs.
• Building a cultural understanding of childhood through local folklore, art, music, games, stories of the region.

**Unit III  Childs Rights and Socio-Political frame work**

• Needs of children – types of needs; difference between needs and rights.
• Emergence of UNCRC and its orientation in defining children’s needs, systems of care giving as societal-state obligations.
• Constitutional provisions for younger children; Article 45 and articles related to minority groups.
• Right to Education Act 2009; emerging positions of early childhood; current five year plans- major thrusts; concerns and issues.
• Legislations related to food, nutrition, safety, health and care – interventions by Government such as ICDS and contributions of NGO.
• Consideration of the impact of discrimination on children’s well being in terms of children’s rights-- marginality such as caste, gender, poverty leading to children on streets, children without families, single parent families. Impact of natural and manmade disasters, wars etc.
• Access to services for the care and protection of children in difficult situations.
• Promoting Rights’ perspective and advocacy: role of Government, NGO’s, professionals and educational institutions.
Suggested Practical Activities

- Visits to pre schools and related institutions such as Montessori, progressive schools, balwadi, aanganwadi to observe and prepare reports.
- Observe children in any family and note the nature of relationships and interactions.
- Make a list of child related festivities by visiting families from different social backgrounds and from different regions.
- Organization of meetings/ workshops for sensitizing parents towards child centred approaches during pre-school years.
- Appraisal of the role of various agencies working in the field of ECE.
- Preparation of autobiographical narratives/reflective diary incorporating analysis of one’s life experiences, strengths and weaknesses for handling young children.
Course 2: Early Childhood Education in India

75 marks  Theory  3 Hours per week

Introduction

This course is intended to familiarize the student teachers with the concept and significance of early childhood 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 realise the great professional responsibility that they are taking on as teachers of young children, by understanding the critical importance of this stage of education, from preschool to early primary, as the foundation for not only school education but for life long learning and development. Deriving from the theoretical foundations of child development, the course will help them understand the importance of making the curriculum play based and interactive and their own role in facilitating children’s development.

Objectives

The Course will enable student teachers to

- understand the holistic concept and critical significance of Early Childhood Care and Education and the rationale for including preschool and early primary years as an integrated unit, with continuity between the two.
- become familiar with the policies and programmes for ECCE in the country.
- develop an understanding of contributions of different thinkers and educationists in ECCE and their implications for the curriculum and methodology in ECCE.
- understand the concept, principles and processes of child centered, holistic and inclusive Early Childhood Care and Education, the challenges associated with diversity in the classroom and the role of play in it.

Unit 1 Concept and Significance of ECCE

- Concept of Early Childhood Care and Education –its holistic and integrated nature which includes health, nutrition, care and education; its linkages with the child development priorities and processes; rationale for extending ECCE sub stage upto eight years.
• Scope and objectives of ECCE for children from birth to eight years; Objectives related to all round development—promotion of different aspects of development; Objectives related to school readiness and emergent literacy and link with early literacy in 6 to 8 year olds

• Sub Stages in ECCE –
  o Birth to 3 years: Health, nutrition and Early Psychosocial Stimulation for under 3’s; Role of care givers; need for parent education programmes and advocacy. Need for crèches and day care;
  o Three to six years: Early childhood Education (Preschool education) and School Readiness for 3 to 6 year olds; importance of developmentally and age appropriate curriculum; Emergent literacy.
  o Six to eight years: Early learning and Transition to Early literacy for 6 to 8 year olds.

• ECCE as a strategy for promoting social equity by compensating for socio cultural and poverty related family deficits and disadvantages. Significance of quality and contextualized curriculum.

Unit 2: Contributions of thinkers and educationists in ECCE and implications for classroom practice

• Some Important Contributions that influenced Indian thought: Montessori; Froebel; Piaget; Vygotsky; Gijubhai Badheka; Gandhi; Tagore
• Implications of Different theories and approaches for classroom practice
• Progressive /Eclectic Approach to curriculum planning for ECCE.

Unit 3: Policies and Programmes in ECCE in India

• History of ECCE in India: Early Missionaries; Montessori in India; Central Social Welfare board; Balwadi programme; ICDS; Five year plans.
• Policy framework in ECCE
   National Policy on Education (1986)
   Article 45 in Indian Constitution and 86th amendment
   ECCE in Right to Education (2010)
   National Curriculum Framework (2005)
   Commitments to international Conventions and Commitments like Education For All (EFA), Millenium Development Goals (MDG) .
• Programmes and provisions in ECCE in India: Public Sector: ICDS; Rajeev Gandhi Creche Scheme; ECCE In NREGA; ECCE in SSA; Private sector provisions in ECCE; Voluntary Sector initiatives in ECCE;

• 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 accelerating formal learning. Status and Issues of Teacher education in ECCE; Lack of Regulation and monitoring.

**Suggested Practical Activities**

• Preparation of a Case study of a child with special needs /child from disadvantaged background / admitted in private school under 25 percent quota of the RTE(2009).
• Preparation of media campaign in a group to create awareness about ECCE.
• Observation and Preparation of Case studies of an ICDS anganwadi, crèche and private preschool in the neighbourhood to understand similarities and differences in provisions and content of programme.
• Mapping of play facilities provided in any defined locality or residential area and extent and nature of its use by children.
• Presentation based debate on the comparative merits and demerits of different approaches/theories related to ECCE.
Course 3: Child Development from Birth to Eight Years

Marks 150  
Theory  
3 hours/ week (2 Semesters)

Introduction

The first few years, that is the Early Childhood years, are the ‘critical periods’ of development 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. This 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 enabled to better understand the role of children as actors in their own development and balance this active agency with undertaking the responsibility to provide them the right kind of response and guidance.

Objectives

This Course will enable student teachers to

- Understand how children learn and develop.
- Understand the principles and processes of 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.
- Be familiar with the different domains of development, their interdependence and factors influencing their development.
- Be familiar with 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 social, cultural and emotional contexts in which children are being reared and understand the impact of this diversity on their growth and development.

Unit 1  Introduction to Child Development

• Revisiting ‘Childhood’ : Characteristics of Childhood ; (based on experience sharing).
• Meaning and Significance of Child Development; Scientific and interdisciplinary basis of Child Development--Influence of Psychology, Sociology, Anthropology , Neuroscience etc;
• Developmental theories— Piaget; Erikson; Bruner;
• Meaning of growth, maturation and learning.; principles of growth and development;
• Domains of development and their inter-relationship and interdependence ; concept of ‘whole child’.
• Stages of Child Development: prenatal to birth, infancy and toddlerhood, early childhood; middle childhood –relative developmental priorities for each stage; continuous and cumulative nature of development.

Unit 2  The Prenatal Period (from conception to birth)

• Conception; Prenatal growth in the womb.
• Birth process – need for institutional care; birth certification; risks at birth.
• Diverse practices and traditions –precautions and regulations for the pregnant woman.
• Factors affecting safe delivery and motherhood— age of mother, safety and hygiene, nutrition and health care, prenatal and postnatal care; secure and stress free environment, institutional care; emotional state of mother etc

Unit 3: Development of children during the first three years

• Physical and motor development : developmental milestones; gross motor development; need for opportunity for exploration, free movement and play; risk of growth faltering and importance of nutrition security, health care and safety.
• Sensory Stimulation and Cognitive development: Critical periods in brain development and related competencies; Sensori-motor stage of cognitive development-needs and characteristics; Importance of stimulation of five senses; Role of adults and caregivers;
• Language development: Emergence of language in infancy and toddlerhood: Pre speech forms: crying, babbling, gestures, imitating sounds. Importance of a language rich environment.
• Social and emotional development: psychosocial development; Developing trust vs mistrust; Importance of care giving and ‘Attachment’;
• Child rearing practices and role of caregiver in providing early stimulation; Developmental significance of traditional infant games; lullabys, child care practices; need to conserve favourable traditional child care practices.
• Factors affecting children’s growth and development.

Unit 4 Development of children during three to eight years

• Physical and motor development: Process of Gross and Fine motor development; Achievements and limitations; Factors affecting motor development;
• Sensory Stimulation and Cognitive development: Critical periods in brain development and related competencies; preoperational stage of cognitive development—needs and characteristics of children’s thinking; formation of concepts and transition towards concrete operational stage.
• Social and emotional development: Autonomy vs self doubt; sense of gender identity; formation of self concept; moving from self centeredness to pro social behavior. Emotional Intelligence; Emotional problems in children.
• Factors affecting children’s overall development—socio-cultural disadvantage; Child rearing practices —authoritative, democratic vs laissez faire styles; Role of care givers.
• Early identification and early intervention for children with special needs.

Unit 5 Role of Play in Children’s development

• Definition of play; difference between play and work;
• Importance of play for children’s development—cognitive, socio-emotional, language, creativity, psychomotor development; play as instrument of socialization and language development.
• Types of play activities—sensori-motor play; imaginative and dramatic play; creative play; team games.
• Developmental pattern of play during infancy to eight years - Unoccupied behavior, solitary play, onlooker behavior, parallel play, associate play and cooperative play; games with rules.
• Factors influencing play: family, play materials, sex differences and sex-role stereotypes and play preferences; attitudes of parents and teachers, indoor and outdoor space and playgrounds; electronic play materials; Role of adults.

**Suggested Practical Activities**

• Observe a child at each of the sub stages—infant; 3 to 6 years and 6 to 8 years and prepare a brief case profile of each describing the observed behaviour patterns related to different domains of development.
• Observe children’s play in any playground/park and document your observations regarding children’s play preferences and behaviour as a function of their age and gender.
• Prepare an outline of a parent education programme for educating parents on need for developmentally appropriate child rearing interactions and environment.
• Observe a child with special needs in the age group of 3 to 6 years and assess the kind of support and facilities the child would need to enable him/her to be mainstreamed at the preschool stage.
• Make a list of Films for teachers from CIET, Children’s Film Society related to children’s development.
Course 4: Early Childhood Curriculum for 3 to 6 year olds

Marks 200  
Theory 5 hours /week (Semester 1)  
3 Hours/week (Semester 2)

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 developmental needs and styles of learning. As development is a continuous process, many common features are observed in the age group between 3 and 8 years. Children enjoy similar play based activities in Grades One and Two as in the preschool stage, have similar developmental characteristics and therefore extension of ECE methodology and activities will form an integral part of the Curriculum in Grades 1 and 2 also. This will help to make the transition smooth for children from pre school to early primary grades.

This Course provides an orientation for planning for the education of children in the entire early childhood stage, with a special focus on the preschool years. As play based activity approach is recognized as the most suitable medium to work with young children, the course will enable the student teacher to plan an interactive curriculum with a variety of activities to make the children’s learning more meaningful and joyful at the preschool stage, promote different aspects of their development and prepare them for later learning of reading and writing. The student teacher would also develop necessary skills and knowledge to create an environment in the classroom which would give children an opportunity to explore, experiment, interact with other children and express themselves freely. The early part of the course introduces the concept and importance of early stimulation and interaction during infancy and the activities required to promote it. It then focuses on planning and transaction of the curriculum at the preschool stage.

Objectives

The course will enable the student teacher to:

- Understand the process of how children learn at the early childhood stage;
- Understand the importance of early stimulation for children 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 their link with primary education.
• Prepare, develop and organize child-centered, age appropriate and participatory learning experiences and materials for children at the preschool stage.
• Be conversant with the principles of program planning in terms of both immediate and long term curriculum planning that will be developmentally appropriate and will facilitate learning and development in young children.
• Understand the role and methodology of continuous and comprehensive assessment of children at the early childhood stage.

Unit 1 How Children Learn

• Child as an active learner in constructing knowledge by exploring, experimenting and problem solving. Concept of assimilation and accommodation. Use of past experiences and knowledge to understand new situations
• Child comes to preschool with a repertoire of experiential learning which needs to be built upon. Child is not an empty slate.
• Process of learning is multipronged; Learning by conditioning, positive reinforcements, observation and imitation.
• Social basis of learning, concept of proximal development. Learning with the help of adults and peers. Concepts of scaffolding and cooperative learning.

Unit 2 Care and Early Stimulation for Children Under Three

• Meaning and importance of early stimulation
• Understanding the developmental significance of local and cultural practices of care of infants.
• Importance of experiences for sensori-motor development, early language development and other domains of development.
• Play materials for early stimulation—nature of materials; considerations of safety, hygiene, space etc.
• Essential features of a day-care programme – Adequate space, clean, safe and stimulating environment for learning, health and nutrition, 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 3 Curriculum for the Preschool Programme for 3 to 6 year olds

• Goals and Objectives of ECCE in terms of all round development of child and school readiness; Role of teacher; Need for a planned curriculum framework with contextualized center based curriculum.
• Definition and components of curriculum: Physical and Motor development; Language development; Cognitive development; Socio-emotional development; development of aesthetic and creative expression; school readiness. Interrelatedness of all aspects.

• Integrated and Thematic approach in curriculum planning.

• Understanding terminology – child-centered, holistic development; playway method in terms of activities, processes, environments and interactions.

• Balance between planned and incidental learning

• Approaches-- formal vs. informal, advantages and disadvantages

• Risk of formal instruction and laissez faire approach on children’s development and learning.

**Unit 4 Physical and Motor development**

• Importance of promoting physical and motor development.

• Objectives for planning for physical and motor development ---fine motor development; large muscle development; development of eye-hand coordination;  

• Age appropriate activities and Materials for Physical and Motor development: Balance between outdoor and indoor play.

• Assessing children’s progress – indicators and methods.

• Factors affecting physical and motor development.

**Unit 5 Communication and Language development**

• Need for promoting communication and language development.

• Objectives for Language development: Listening Comprehension, Vocabulary building; Speaking skills and Verbal expression; Social aspects of language usage, Communication with clarity and confidence.

• Creating an enriched Language environment and helping children’s transition to school language: Role of teacher.

• Activities and materials for development of language skills eg conversation, following directions, stories, songs, rhymes and riddles, picture talk and audio visual tapes, picture books, Riddles, creative drama, Role play.

• Assessing children’s progress – indicators and methods.

• Factors affecting language development.
Unit 6  Sensory and Cognitive Development

- Importance of promoting sensory stimulation, curiosity and cognitive development.
- Objectives for Sensory and Cognitive development--Development of five senses; Formation of basic concepts related to understanding the environment; development of cognitive skills, such as observation, classification, seriation, sequential thinking, reasoning, problem solving;
- Developing awareness and understanding of social, biological and physical environment through experiential learning; concept of interdependence, value, respect and care of environment.
- Importance of children’s curiosity and participation, exploration, asking questions, developing observational skills and problem solving; Creating a stimulating and creative environment: Role of teacher.
- Activities and materials for cognitive development –puzzles, games, worksheets, science experiences, nature walk, experiments etc
- Assessing children’s progress –indicators and methods.

Unit 7  Personal and Social Development

- Need for promoting personal and social development;
- Objectives-- promoting personal habits related to health and hygiene; developing pro-social behaviour like sharing, cooperating, waiting for turn, respecting others; appreciating different cultures, traditions etc
- 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 etc
- Assessing Children’s progress –indicators and methods;
- Emotional intelligence and channelizing of emotions in children.
- Creating an inclusive and enabling environment for all : Role of teacher

Unit 8  Development of Creativity and Aesthetic Appreciation

- Exploring and appreciating different art forms as innovative tools --- visual and performing arts.
- Encouraging children to explore and experience variations in colour, shape, texture in nature like flowers, leaves and others.
- Activities to create art forms like drawing, painting, finger painting, collage, printing, cutting, tearing, pasting, folding and cutting, and modeling with clay and dough
• Stages of development in each of the above activities and teacher’s role
• Facilitating children to experience different forms of music and rhythm in the environment like chirruping of birds, train, sound of rain and so on
• Enhancing familiarity with local songs, rhymes and folk songs
• Use of different material in the environment to create music and also encouraging children to create music; Criteria for selecting songs and rhymes
• Music and movement---Responding spontaneously to rhythm creatively such as different Animal movements; Use of dance as a form to explore movement of body and a mode of communication; Body movements and dramatization.

Unit 9 School Readiness

• Concept and significance of School readiness and Emergent literacy, particularly in context of EFA for 4 to 6 year old children; importance of early experiences and environment at home;
• Components of School Readiness: a joyful learning environment for positive attitude towards school; readiness for reading, writing and pre-mathematical /number concepts; habits of regular attendance, disposition to persevere on a task, interest in learning.
• Components and Activities for Reading readiness --- pre—reading activities like visual and auditory discrimination; visual —auditory association; phonetics;, expanding children’s vocabulary and verbal expression; developing interest in reading and learning to handle books through access to picture story books and a print rich environment. Challenges of Multi lingual contexts: facilitating children’s transition from home to school language. Activities for developing reading readiness —story telling and making ; handling picture books; shape and sound discrimination activities like ‘odd man out’; dominoes; finding meaning in print around etc
• Components and Activities for Writing readiness --- development of fine muscles and eye hand coordination; making meaning in writing in different contexts through imaginative play, recording of children’s stories, conversation; Activities such as pattern drawing, joining dots, colouring, drawing, threading beads;
• Components and Activities for Number readiness-- developing pre number concepts related to size, length, width, height, volume, space; number concept, skills of classification, seriation, sequential thinking, reasoning and problem solving; developing mathematical vocabulary through number games, number cards ; story cards, pattern making and sequencing, classification cards, matching cards ; activity sheets; one to one correspondence etc.
• Joyful and interactive environment for helping children develop positive social and personal habits, develop habits of regular attendance,
perseverance on a task, and above all inculcating an interest in and bonding with school; Role of teacher.

Unit 10 Programme Planning

- Principles of programme planning: Known to unknown, simple to complex, concrete to abstract; balance between indoor-outdoor; free – guided; individual-small group and large group activities; active-passive activities; indoor and outdoor activities; etc
- Building an inclusive approach in social and cultural context to address classroom diversity in language, festivals, food, dress, needs of children in different regions and situation
- Long term and short term objectives and planning –annual , term wise, weekly and daily plans.
- Project method and Thematic Approach—developing understanding of an approach which integrates various components of curriculum around a theme and plans a balanced programme with activities for all developmental domains woven around the theme. Use of web for designing the projects.
- Provision for continuous formative and summative assessment.
- 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 the parents and community; Location of the centre urban / rural and tribal areas; Infrastructure facilities available; Teacher child ratio; Age range of children within a group; qualifications and background of staff, their training and experience; Duration of the daily programme; monitoring systems.

Suggested Practical Activities

A. Overall Development:

- Observe an infant at home and study the interactions between infant and adults, and stimulation provided. Discuss the report in the Class.
- Observe routine of a Day Care Centre and evaluate the essential features and prepare a report for discussion.
- Prepare materials for infants and toddlers for visual, auditory and motor stimulation e.g. rattles, mobiles, toys making sound, cloth books, finger games, jingles, soft toys, blocks.

B. Domain Specific

- Prepare materials and conduct activities for the respective domains of development, as follows:
Motor Development  (a) Large Motor Skills: Activities like 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, 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.

(b) Finer Motor Skills: Threading prepare paper/mud/beads/ bottle tops, lacing cards rangoli with locally available materials like pebbles, shells, seeds, powder, coloured saw dust etc; Prepare frames for lacing, buttoning.

(C) Prepare a list of equipment which promote large and finer motor skills, e.g., slide ladders, jungle gym, swing, nuts and bolts, screw top bottles, peg board, drop box for shapes etc

Creative Arts; (a) Drawing: With wet paint with different kinds of brushes, cotton wool, thread, broomstick etc.; With crayons, dry and wet chalk, wax drawing to be fully coloured with crayons etc (b) Finger Painting (c) Printing: Block, vegetable, string, crumpled paper, sponge, cotton wool (d) Painting: Spray Painting, Marble Painting; (e) Cutting paper folding, , pasting cut shapes, paper tearing and pasting; Collage.

(f) Modelling with clay, dough; Mosaic  (g) Craft activity: Whenever possible, allow child to colour or decorate the craft.

Note: Besides promoting finer motor activities, these activities also help in cognitive, socio-emotional development and readiness for reading and writing.

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

Creative Drama (a) Make masks of animal faces, children after wearing masks imagine and imitate animals, (b) After listening to a story, get children to dramatise it.
Fostering Language  (a) Select pictures or draw and prepare Bulletin Board for children to be used for discussing a topic, student teachers to use the Bulletin Board for micro-teaching to discuss the topic with “what, where, when, how and why” questions; (b) Prepare picture and information books © Micro-teaching, read aloud children’s stories from books with appropriate modulation of voice. (d) Storytelling, prepare aids and use them, different types of puppets, flannel board, sand trays using stick puppets and flash cards.

Cognitive Development (a) Make one piece whole object puzzle (b) Make two, three, four piece puzzles (c) Cards for sorting, matching, colours, size, shape (d) Dominos, simple e.g. matching same picture, shape, to complex e.g. lock and key, hair and comb, alphabets, numbers and objects (e) Memory games (f) Prepare materials for classification, comparing, ordering, patterning, and counting  (g) Prepare a list of mathematical vocabulary, e.g. long and short, thick and thin, hot and cold, far and near.

Environmental Awareness (a) Design simple science experiments to encourage children’s curiosity (b) Projects.

School readiness: Prepare Worksheets and cards for reading, writing and mathematical readiness concepts.

Project: Prepare a Project using the Web on any theme for nursery school and kindergarten groups. Give details of the programme for the week. Also list the concepts to be developed and new words to be introduced.
Course 5 Seminars

Introduction

The field of early childhood education globally, and in India, has seen significant development due to research, international agendas and new practices. Teachers and teacher educators need to keep abreast of these debates and happenings, as these would impact on programs and policies in early childhood care and are impacted by these. While the other Courses will touch upon many of these issues, the Seminars are proposed to get student teachers to directly engage with these issues, which have a lot of importance for their professional growth and understanding. This will also enable them to adopt a more reflective and analytical approach towards their work by reading, analysing, reflecting and presenting their views and discussing among themselves.

Objectives

The Seminars will enable student teachers to:

- Be aware of larger systemic and policy issues in the sector both at global and national level and reflect on these.
- Be able to reflect and critique given texts, curricula, readings and articulate their own views and convictions with confidence and clarity.
- Be able to contextualise and adapt knowledge for children and engage them more meaningfully in thematic conversations with ease and confidence rather than depend only on given texts.

UNIT 1 Global Issues

1. Diverse approaches/Philosophies in Early Childhood Education
2. Who should be an early childhood teacher?
3. Can there be Universal indicators of Quality?
4. School Readiness
5. Inclusive environments in ECE centers/classrooms.
6. Assessment of young children—is testing desirable?

UNIT 2 Curriculum and Pedagogy

1. Are Rural and Urban children's learning abilities different?
2. Are Rote learning and teacher directed practices desirable in the Indian context?
3. Should children be taught reading, writing and arithmetic at the ECE stage?
4. Is it desirable to have English as the only medium of instruction?
5. Should Parents and community have a role in education?

UNIT 3 Policy Issues

1. Should there be a Quality Assurance System for ECE Centers?
2. At what age should organized Early Childhood Education begin?
3. Should ECCE be part of the RTE?
4. Should India have a common curriculum for Preschools?
5. Spare the rod and spoil the child! Is that a correct view?
Course VI  Emerging and Evolving Self of an ECCE Professional

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, 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 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 module and will involve interaction with experts from different fields. Resource persons would engage with the trainees in participatory modes to explore different areas of self growth of the teacher.

Objectives

The workshops will enable the ECCE teacher to

- Facilitate development of a professional identity
- Develop self awareness as a teacher of young children and as an individual
- Improve communication skills that would enable the teacher trainee to communicate clearly and effectively with children, others and parents
- Learn strategies, techniques and methods for classroom challenges.
- Develop skills for using different communication technologies as required for the programme
- Develop familiarity with participatory classroom interactions
- Develop critical thinking

Learning Outcomes:

The teacher trainee should be able to

- Demonstrate higher self esteem
- Enhance their verbal and non verbal communication skills
Engage in ongoing interactive learning and be well versed with use of ICT
Establish professional relationship with colleagues and other professionals
Develop positive attitude and skills for lifelong learning
Contribute positively to team efforts

Methodology:

This course is in a workshop module and involves participatory techniques, group discussions, presentations, seminars, field visits and interaction with experts in the field.

Resource persons would engage the student teachers in a participatory mode to explore different areas of self-growth, using a variety of techniques such as team games, dramatization, essays, debates, demonstrations, hands on practices etc.

Unit I Enhancing Personal Development

- Understand and reflect on one’s strengths and weaknesses: SWOT Analysis of Self - Concept – Self Esteem: Approaches to self development: Enquiry and introspection; Memories of childhood and their influence Family history and impact on individuals;
- Developing Thinking and Reflective Skills
- Developing Positive Mental Attitude – patience, enthusiasm, versatility; Managing Stress and problem solving. Clearing Beliefs, Mental Blocks and Stereotypes; Facing Today’s Realities.
- Developing an understanding and skills of self directed learning
- Leading Change and Sustained Growth
- Giving one’s hundred percent: Quality improvement in all you do
- Assessment: Reflective writing assignments (Marks 10), Simulation Exercise

Unit II Enhancing Communication Skills

- Using Visual Aids Effectively
- Public Speaking
- Active Involvement of Audience
- Parent Communication and Managing PTMs
- Strengthening Spoken English and Basic Grammar
- Conversation Skills: Assertive/ Aggressive/ Submissive Communication
- Assessment: through Presentations; Practice; Role playing; Question & Answer session.
Unit III  Advanced Writing/ Creative Writing

- Visit to library and book/ journal/ report reading sessions to understand library texts Creative Writing for Children
- Story Writing/ Song Composition
- Effective Report Writing
- Assessment: A story for children (Marks 10); report on the Report Writing Workshop.

Unit IV Enhancing Professional development

- Classroom Management
- Develop an understanding of self directed learning
- Ways to address diversity in ECCE and early primary classrooms
- Making use of drama/ music, movement, yoga for young children
- Interpersonal effectiveness and ability to collaborate with others in team work.
- Organisational skills for an effective organisation of ECCE classroom
- Goal setting and effective time management
- Conflict Resolution
- Assessment: Plan a week’s programme when the centre is organising Sport’s Day Event ; Plan a music and dance activity for children ;

Unit V  Integration of technology in Classroom/ Embracing Technology

- Using ICT to learn, not just learning to use ICT
- ICT and Role of teacher in an ECCE setting, How much is too much
- Introduction to Microsoft office (Word, Excel, PowerPoint)
- Introduction to email, net search, copyright issues and plagiarism
- ICT for assessment
- ICT for record keeping
- Preparing worksheets and activities
- ICT integrated projects for ECCE and early primary programme
- Assessment: A power point presentation on any concept; innovative activity and worksheet for introduction of numbers to children; Writing and analyzing the workshop experience and reflecting on the course and nature of participation, involvement and self evaluation
Course 7  HEALTH AND NUTRITION

Marks 75  3 Periods/week

Introduction

This course is included as an integral part of any ECCE curriculum, since ECCE is conceptually located in an integrated framework of health, nutrition and education. The course is designed to acquaint the ECCE 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.

Unit 1 Concept of Health and Nutrition

- Definition of good health and signs thereof
- Basic five food groups, functions and sources
- Nutritional values of foods available in the region
- Planning a balanced diet
- Deficiency diseases: symptoms due to low calorie intake, protein, vitamins, iron and iodine. Prevention and remedial measures.

Unit 2 Nutrition during Pregnancy and Lactation

- 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

Unit 3 Care and Diet during Infancy and Childhood
Factors influencing good health: cleanliness, hygiene, ventilation, sunlight, open spaces, climate. Clothing, personal hygiene, regular habits and routines.

Air, water, and noise pollution – importance of potable water, adulteration and additives in foods.

Balance between indoor and outdoor play and sleep

Importance of breast milk and colostrum

Harmful traditional practice of not giving colostrum and breast milk during the first two days after birth

Use of galactogogues – traditional regional foods

Breast milk substitutes, formula preparation, correct proportion of water, cleanliness and sterilization

Supplementary foods – Planning diet according to region – weaning, liquid, semi-solid and solid

Increased requirement of nutrition with increase in age

Inculcating good diet habits

Different ways of increasing nutritional quality

Increasing nutrient density of meals and snacks

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.

Immunisation

Contagious/infectious disease – whooping cough, measles, mumps, chicken pox, conjunctivitis, diphtheria

Gastro-intestinal ailments – diarrhoea, dehydration, preparation of ORS vomiting, typhoid, worms, cholera, jaundice.

Skin ailments – scabies, eczema

Respiratory ailments – asthma, cold, cough, bronchitis

Tuberculosis and its symptoms

Dental ailments

Administration of First Aid – minor accidents, electric shock, burns, nose bleeding, drowning, dog bite, foreign body in ear, throat and nose, insect bite, sun stroke and fracture.
Course 8  Organization and Management

Marks 100  Theory  4 hours/week

Introduction

The ECE classroom is essentially an activity centre where the teacher and children collaborate in the learning process. For smooth running of the centre it is important for the teacher to know how to organize the school set-up, manage the class-room, know the effective and efficient use of available resources, arrange materials and organize class activities. The teacher plays an important role in organization and maintenance of records, registers and various funds. ECE centre 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 centre should enable the pupil teacher to manage all the organizational resources for an inclusive ECE Classroom and also ensure its linkages with primary education.

Objectives

The course will enable the ECE teacher to

- 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 and classes 1 and 2.
- Plan and design space for children’s learning, participation and free movement.
- Develop skills of involving the community in the organization and functioning of the ECE centre.

Unit-I  Setting up ECE Centres

- Identifying local needs, appropriate location of the center, safety of the centre and nature of services to be provided.
- Decisions on philosophy and approach and developing the curriculum for diverse needs.
• Identifying and organizing physical, material resources. Ensuring provision of essential facilities. Beautification of school premises by planting trees and plants. Availability of toilet and safe drinking water.
• Human resource: Ensuring ECE teachers with appropriate training and motivation; other administrative and support staff. Ideal teacher-child ratio and managing large groups.
• Regularity, punctuality and discipline of the ECE centre.
• Budgeting and mapping of resources. Sources of fund raising and modes of community involvement.

Unit 2  Designing and maintaining outdoor and indoor space

• Principles of organizing physical space.
• Designing of space as source of learning and interaction; eg flexible space for individual, small group and large group activities; floor space with room for independent work; Optimizing space and innovative use of space specially in centres with small areas and /or with limited resources.
• Display and organization of space in corners eg Reading corner; doll’s corner; art corner ; science corner etc and orientation for children to engage in self directed tasks with choices of different corners.
• Accessible Storage space for materials and equipment, to enable children to learn to choose, use and take care of the material themselves;
• Outdoor play-space and spots for outdoor activity; designing /arranging of play space and its importance; equipments for indoor and outdoor space; creative and adventure playgrounds;
• Designing areas as inclusive spaces for differently abled children such as ease for wheel chair users, walkers.

Unit-3  Materials, indoor, and outdoor equipment

➢ Consideration for selecting children’s play materials, equipments, toys, books e.g. safety, durability, maintainability and age appropriateness.
➢ Use of local resources for development of play material.
➢ Selecting play and learning materials, reusable and improvised toys, musical instruments, puppet theatre, devising methods for child-friendly access, use and cleanup.
➢ Other essential equipments e.g. display board, racks, almirah, vessel for storage of water.
➢ Adequate storage and innovative ways to store such as in trunks or gunny bags in community based ECE centres.
➢ Maintenance and replacement of materials.
➢ Mapping agencies for children’s materials, books, toys and outdoor resources.
Unit-4  Maintenance of records in ECE settings

- Need for maintaining different kinds of records such as child related, teacher related and material related records.
- Records of monitoring and regulating children’s growth and development such as health, anecdotal and cumulative records.
- Developing systems and schedules for observing and recording children’s responses with daily/weekly diaries.
- Registers for attendance, admission, fees, library, stock, teachers and other financial matters.

Unit-5  Disaster Management

- Need and importance of disaster management
- Safety of ECE centre and nature of disaster and emergency
- Familiarity with first-aid, fire drills and display of pictures and material for dealing with emergencies
- Activities to conserve nature like plant a tree, do not waste energy, no to poly bags as a measure for preservation and conservation of environment.

Suggested Practical Activities

- Visits
  - Visits few ECE centres assessing and comparing the use of space, appropriateness of play equipments and materials and their use.
  - Home visit to a family and collect information regarding developmental milestone of the child.
  - Visit to libraries and review the contribution of any one of the following educators – Froebel, Maria Montessori, Piaget, Mahatma Gandhi, Tagore, Gijjubhai Badheka, Tarabai Modak, John Dewey and share findings in a group.
  - Visit to various organizations providing ECE services – NGO and Government Organization and prepare a report on providing their services like health, nutrition and education.

- Observations
  - Observation of classroom
    - sitting arrangement
    - Furniture
    - Availability and use of play equipments (indoor)
    - content and quality of display
  - Observe one child and record his/her activity in the center for a full day.
• Maintenance of different records and registers
  o Attendance register
  o Fee register
  o Stock register
  o Library register
  o Admission register
  o Records of monitoring regulation children’s growth and development such as health, anecdotal and cumulative records
  o Child’s background record e.g. Name of parent/guardian, sibling, occupation, home address, medical history.
Introduction

Recognition of the years of early childhood as the period form birth to eight years of age requires the teacher to acquire the competencies of teaching in grades 1 and 2. These are important classes because they at once signify the entry of the child into the formal system of education, yet theoretical perspectives urge the teacher to continue with the pedagogic approaches and methodologies followed for early childhood education during the preschool years. The teacher needs to transact the specific curricular content of grades 1 and 2 in manner that reflects a continuity with the teaching-learning paradigm of the preschool years. Thus what is required of the teacher is to bring about an upward extension of the ECE philosophy and apply it to transact the more complex set of concepts that the child is expected to engage with in grades 1 and 2.

The significance of these grades derives from another reason as well. Many children may have no preschool exposure, entry into grade 1 would be their first experience of the education system. Thus the relationship between the content transacted in grade 1 and that transacted in preschool years has to be carefully kept in mind by the teacher and a spiral curriculum followed which enables the teacher to revisit the content of preschool years along with introducing new concepts or earlier concepts at a higher level of difficulty. This will enable the teacher to be sensitive to the learning requirements of those children who have had exposure to preschool education as well as to those who are entering the system ab initio. In keeping with the spiraling the teacher is expected to practice in grades 1 and 2, the nature of the course 10 itself reflects a spiral with course 4. Some of the concepts which the teacher may have negotiated in Course 4 are re-presented here in order to consolidate learning as well as to be re-negotiated at a higher conceptual level.

Objectives

- To gain a comprehensive understanding of the purposes of and processes in teaching language, mathematics and environmental studies during the early primary grades in the developmental context of the child
- To understand the inter-linkages between the curriculum during preschool years and the early primary grades as well as the uniqueness of the curricular content of grades 1 and 2.
- To provide hands-on experience of transacting curriculum with children in grades 1 and 2 using the pedagogic approaches and
methodologies followed for early childhood education during the preschool years.

**Unit 1: Curricular Areas and Challenges in Education**

- Six curricular areas for lower primary and their objectives – language, mathematics, environmental studies, art, work experience, health and physical education
- Linking curricular areas with developmental domains; linking primary education with preschool education.
- Challenges in education – first generation learners with no preparation; health and nutritional status of children; difference in medium of instruction and the child’s home language; conventional teaching and changed role of textbook in teaching-learning – as a resource and not as prescription; role of the teacher; multi level (multi grade teaching) teaching.

**Unit 2: Nature of the child and learning**

- Piaget’s concept of Child as active learner involved in constructing knowledge; meaning of knowledge construction by the child. Implications for teaching learning.
- Vygotsky’s concept of the social basis of learning - Role of adults and more knowledgeable peers in helping the child to learn; zone of proximal development and scaffolding; linking scaffolding and peer tutoring as part of teaching learning process.
- Using children’s knowledge and prior experiences as a learning resource.

**Unit 3: Learning Language and Communication**

- Understanding language as a curricular area: Meaning of language and communication; how children use language; the functions language serves for children; Understanding the language/linguistic capabilities in the mother tongue the child comes with on entry to school;
- Importance of Linking home language with the school language/s (which could be regional language or English or both) ; understanding link between mother tongue and identity of the child; respecting the child’s mother tongue; role of the mother tongue in learning the school language; respecting and handling linguistic diversity (multiple languages) in the classroom; using bilingualism and multilingualism as a classroom resource; code switching.
- Fostering listening skills (receptive language) and oral expression (expressive language) in the home and school language/s through multiple methods; building vocabulary through vocabulary games;
storytelling and making; puppetry; picture reading; language games, creative drama etc

- Introducing reading and writing in the mother tongue/ first language and the second language as a meaningful activity; understanding the concept of emergent literacy and link with preschool; helping child understand link between the spoken and the written word through methods and materials like letter/story making and writing; print rich environment; reading out to children; children’s literature and encouraging use of books by children; Understanding the emergence of symbolic play, scribbling, drawing, writing letters, words and sentences as a continuum.

- Building reading and writing skills using a combination of methods (eclectic approach to emergent literacy skills); combining language experience with explicit instruction – whole language approach at the level of words and sentences, phonics approach - teaching letter-sound correspondence, recognition of letters and building words and sentences in a meaningful way; organic reading and writing – the primacy of children’s experience;

- Exposure to some approaches to first language learning (reading and writing) tried out with Indian languages – the varna sammahoa approach, the Pragat Shikshan Sansthan approach

- Learning of English as a second language; Differences and similarities in learning first language and second language; difference between the phonetic structure of Indian languages and English and implications for teaching; importance of vocabulary building and verbal expression prior to reading and writing.

**Unit 4: Learning Mathematics**

- Developing number sense - experiences of classification, seriation, conservation, one-to-one correspondence, differentiating between counting vs. reciting number names, experiences in counting using a variety of concrete objects, pictorial representation leading to abstraction; using the open number line to understand relationship between numbers – before and after.

- Concepts of Addition and subtraction – Teaching for concept development vs. teaching of procedural skills/algorithm; single digit, double digit with place value –using concrete experiences for adding and subtracting - bundles of 10 to introduce place value, followed by pictorial representation and abstraction; using the number line/open number line for addition and subtraction; Developing concept of space and shape- exploring regular and irregular shapes; shapes in nature; mapping space around you – pictorial representation, creating maps of the classroom, neighbourhood.
- Developing estimation abilities - Understanding children’s abilities to estimate; providing experiences of estimation - Estimating numbers and quantities - more and less and exact quantities; Estimating addition and subtraction; Estimation in measurement – size (length); weight (heavier and lighter) using non-standard units and standard units of measurement; Estimating space (area and volume)
- Developing abilities for Measurement – strengthening abilities for making comparison, conservation, seriation as the basis of developing ability to measure; measuring area, volume, time, speed, concept of unit of measurement; non standard and standard units of measurement
- Learning to handle data – meaning and relevance of data handling; simple ways of classifying and categorizing data using children’s everyday experiences
- Patterns – identifying and exploring patterns in nature, understanding patterns in numbers and shapes, copying, extending and creating/making patterns
- Creating a constructivist and engaging mathematics classroom – meaning of engagement; strategies of creating engagement- encouraging student talk, reflection, argumentation, group work and collaborative learning; using appropriate teaching-learning materials and mathematical vocabulary; Exposure to materials and equipment - such as JODO GYAN; games, puzzles, daily life activities as tools to expand mathematical concepts.

**Unit 5: Learning about the Environment**

- Vision of EVS in National Curricular Framework 2005; EVS – teaching EVS as a body of knowledge/information/concepts and as developing process skills of observing, questioning, classifying, analyzing, predicting, problem solving, communicating, recording (experiential learning);
- Differentiating between Environmental education and environmental studies; aspects and components of the environment – man made and natural; understanding the child’s interaction with her environment and using it as the learning base; identifying children’s prior learning and concepts, diversity in the classroom and using this as teaching resource;
- Approach to teaching EVS in lower primary grades - integration with teaching of EVS with teaching of language and mathematics;
- EVS beyond language and mathematics - natural and experimental situations to promote spirit of enquiry and curiosity - Experiments, Field trip, Doing survey, Classroom library
- Theme based approach to teaching of EVS; Advantages of thematic vs topic based approach to teaching of EVS; some themes in EVS eg.
• Family and friends – relationships, work and play; animals, plants; food; shelter; water; travel; things we make and do etc.

**Unit 6: Engaging children in Art Education, Health and Physical Education and Work Experience**

• Role of arts in education; perspectives towards children’s arts; forms of arts – visual arts and crafts as well as performing arts; education through the arts - integrating language, mathematics and EVS teaching with the arts; materials for art experiences; displaying children’s art in the classroom; exhibitions of children’s arts and crafts.
• Work experience ---exposure to different community helpers; taking care of the school/classroom; taking responsibility for chores etc.
• Healthy food and eating practices; developmentally appropriate games and sports for children; physical space and equipment;

**Unit 7: Planning teaching-learning transactions and conducting assessment**

• Activity based and play based approaches; Thematic and Project method – concept; translating theoretical constructs into teaching-learning interactions in the classroom
• Block planning and theme based planning of weekly and daily teaching schedules – integrated planning across curricular areas using a theme and a block of time period instead of topic and subject based day wise planning;
• Teaching strategies for multi level classroom; using grouping, collaborative learning methods and peer tutoring to handle children at different levels in the class
• Equipment, materials and diverse ways of using materials

**Unit 8: Assessing Children’s Progress**

• Why should children be assessed,? Assessment as an integral part of teaching learning cycle; how to use the assessment information – for reflection by teacher ways of enriching children’s learning and adapting teaching strategies and for communicating feedback to the child and parents.
• What should be assessed – Comprehensive , process based instead of product based assessment; assessing children’s learning, behaviour, skills, attitudes, interests, motivation;
• When should assessment be done – Concept of continuous assessment; daily and periodic to identify each child’s strengths and address weaknesses
• How should assessment be done?; tools and techniques for assessment – observations, assignments, projects, checklists, rating scales; anecdotal records, portfolio;
• Sources of information for assessment – parents, peers, teacher’s observations, other teachers, community members

Some Suggested Practicals

• Observation of five periods each of teaching of Language, Mathematics and EVS in grade 1 and 2 and critical analysis of the teaching-learning approach adopted by the teacher, with respect to theoretical perspectives covered in the course. This will include evaluation the teaching approach in terms of the success it has had in imparting the concept to children.
• Identifying a particular concept in teaching of mathematics and EVS;
• Assessing children’s present level of understanding with respect to it; identifying the next steps in the development of the concept and planning out a series of teaching-learning transactions to take the children to the next level vis-à-vis the concept.
• Identifying a child who is experiencing difficulty in acquiring reading skills in the first or second language; analyzing the nature of difficulty and making a complete plan of an approach /combination of approaches studied in the theory course to enable the child to experience success.
• Collecting information on the methods of assessment practiced in a school and evaluating their appropriateness with respect to the concepts studied in the course.
• Interviewing a teacher to find out the approaches used by her in planning her daily and weekly teaching schedule and evaluating their appropriateness with respect to the concepts studied in the course.
• Development of teaching learning materials and samples of activities for each curricular area for Grades 1 and 2.
• Developing a thematic web for integrated teaching of language, environmental studies and maths.
Introduction

In India many children grow up being marginalized by poverty, gender, disability and caste. There are children with disability who are not only marginalized, but also neglected. Many disabled children experience double disadvantage if they are in poverty situations because they have no access to education and therefore no opportunities to be economically independent. In the context of Child rights and the thrust on inclusive education, it is important to address both social inclusion and inclusion of children with disability.

This Course is designed to enable the student teachers to broaden their understanding of inclusion and exclusion, with special reference to early childhood education. It will help them in understanding inclusive education in terms of school access and educational deprivation including the significance of ‘school readiness’ for marginalized groups like girls, ethnic minorities, poor families and children with disabilities.

Objectives

The Course will enable the student teachers to

- understand the concepts of diversity, inclusion and exclusion and apply them to the context of early childhood education
- explore social diversities in the Indian context regarding culture, region, gender, class and caste.
- learn about children with different kinds of disability and the aims of inclusive education, including at the early childhood stage.
- help teachers learn inclusive practices for social inclusion and inclusion of children with disabilities.
- build skills to create inclusive classrooms.

UNIT I  Concepts and Contexts

- Concepts of Inclusion, Exclusion and Diversity
- Family, Culture and development of identity, prejudices, social distance
- Classroom as communities and learning as socially mediated
- Overview of childhood disabilities

UNIT 2  Evolving Inclusive Practices

- Features of Inclusive Practices (Valued recognition, Nurturing human development, involvement and engagement)
• Preparing children for inclusion—preparing children with disability/social disadvantage coming into regular classrooms; also preparing children in the regular classrooms to ‘include’ the marginalized.
• Preparing classroom environments
• School policies that support inclusion.

Unit 3 Skill Building for Inclusive Practices

• Interaction Patterns-social awareness, responsive interaction, pro social behaviour
• Imaginative and creative ways to engage with children’s reality-use of theatre ,story /literature and art
• Working with curriculum and pedagogy—ways instruction is delivered, teaching strategies(peer tutoring, multi sensory etc),use and development of teaching learning materials
• Assessment process—that is meaningful, multiple methods—observation, reflection, portfolio and adapting processes as per disability/ability of children.

Unit 4 Working With Parents, Professionals and Community

1. Parents as co teachers, creating support systems for parents, parents in advocacy (2 Hours)
2. Learning to do referrals, involvement of other professionals and creating team (1hour)
3. Working with community for advocacy and resource building. (1Hour)

Suggested Practicals

• Interview two parents of children with disability to understand the needs and challenges in caring for their children (10 Marks)
• Identify three practices in your class which will encourage gender equality. (5 Marks)
• Choose a disability and prepare two teaching aids to use with children with this disability (10 Marks)

Course- XI Communication with Children, Parents and Community

Introduction

Effective and regular communication is key to all relationship building, whether it is with children or with parents or with community or even among
colleagues. This Course focuses on helping the student teachers understand the significance of communication with the respective stakeholders, the modalities for maintaining this communication and addressing communication barriers, if any. It includes communication with children, with parents/caregivers and among the school or center staff members. It also suggests proactive measures to involve parents in the ECCE programme for mutual gain; to help create a feeling of trust among parents and community and enhance home school continuity and partnership as well as get parental support. To be able to engage with parents and communities as partners in the development and socialization of the young children, a close and harmonious home–center relationship is vital; this is also expected to have a positive impact on children’s enrolment, attendance and participation. In addition to parents, the Course also addresses the need for child friendly and stimulating interaction with children, particularly in the context of the social constructivist approach which teachers are expected to adopt in the classroom. The course should also enable the student teachers to understand the concept of effective classroom management and factors influencing it and to handle problems relating to interpersonal relationships, maintenance of inner discipline, resources mobilization, and observance of code of professional ethics.

Objectives

The Course will prepare the student teachers to

- understand the need for balance between eliciting children’s participation and interacting with them in contrast to only giving instructions in a didactic mode.
- learn and devise ways of communicating with parents.
- mobilize community for appropriate care and education of young children.
- involve community and parents in the organization and functioning of the ECE centre and in procuring and/or designing appropriate play materials for children.
- manage inter-personal conflicts and tensions within the center.

Unit 1 Working with children

- Managing children of different ages.
- Organizing small group activities for children.
- Reaching out to diversity in the classrooms-cultural, linguistic, economic, special needs
- Facilitating child’s transition from home to ECE centre.
- Setting up interactive activity corners like science corner, language corner, art corner etc.
- Creating learning environment for the children.
• Playing role of a facilitator for the children.
• Managing children with special needs.

Unit 2 Working with parents

• Need and importance of orienting and working with parents.
• Methods of making contacts-
  o Home visits
  o Orientation sessions
  o Group meeting with parents
  o One to one meeting with parents
  o Creating parents support group

• Regularly updating the parents about the child’s progress.
• Conducting workshops for evolving a collaborative approach in working with parents.
• Developing methods to communicate with parents.
• Problems in making contacts with parents.

Unit 3 Working with the Community

• Need for and relevance of community involvement.
• Different methods of communication with community.
• Mapping and Mobilization of community resources and their utilization.
• Organizing advocacy campaigns.
• Communication in community work.
• Improving skills for working with the community.
• Barriers in community involvement.

Unit- 4 Personnel Management

• Role of the teacher as facilitator
• Essential qualities of a facilitating teacher
• Teacher as both leader and follower.
• Organizing staff meetings.
• Fostering harmonious inter-group relationships within the centre.
• Handling and resolving conflicts.
• Sustaining teachers’ motivation.

Suggested Practical Activities

• Role plays depicting conversations with children, parents, community.
• Organizing of specific activities for handling large group of children.
• Organizing a parent education programme for a given school.
• Bulletin board display relating to parenting issues.
• Analysis of brochures, news letters, circulars collected from the placement schools.
• Development of ECE centre information leaflet.
• Organization of campaigns, Mahila Mandal group meetings, Youth group meetings, discussion forum with a view to eliciting community participation.