

ANNEXURE - I

DIPLOMA IN PREPRIMARY TEACHER EDUCATION

Under OA21

2. DIPLOMA: FIRST SEMESTER/

DURATION	Teacher Education Component (theory)/ Credits	Skill Component (practical and Internship)/Credits	TOTAL
1st SEMESTER	10 Credits	20 credits = 10 credits internship + 10 credits practical.	30
	1. Child development and child psychology	Visits to innovative pre-school, assignment and presentations, observing and documenting developmental milestones.	
	2. Early Childhood Education and Teaching Techniques:	Identifying practices based on different perspectives, making presentations, making lesson plans, work-sheets, designing learning experiences according to different perspectives.	
	3. Classroom Assessment	Constructing different types of test papers, assessment (oral and written) tools, use of rubrics, making portfolio.	
	4. Communication Skills and ICT Basics	Story telling, reading aloud, recitation, compeering, making PPT, using technology for teaching, movie making and animations.	
	5. Music, performing arts and craft	Activities and materials for gross motor and fine motor development, to promote good communication and language development, for Sensory and cognitive development, Personal and social development, creativity and aesthetic development.	

Syllabus

PP EDN 01. Child Development and Child Psychology

- Principles of growth and development
- Meaning and concept of Child Development, Relevance of CD for a teacher
- Stages of Child Development-Characteristics and needs of each stage
- Mile stones of Physical and Motor Development; Mental/Cognitive Development; Emotional Development; Language Development; Social Development
- Physical development a) Physical growth of the child from conception to six years b) Factors influencing Physical growth and development
- Motor Development a) Common Motor skills of early childhood b) Factors influencing motor development
- Basic Emotional Needs from infancy to six years-Love, Affection, Attention, Protection, Security, Independence, Guidance and Control
- Social Development a) Pattern of Social Development b) Factors influencing Social Development
- Meaning and Nature of Child Psychology
- Havinghurst's Developmental tasks
- Eric Erikson psycho-social theory
- Jean Piaget cognitive developmental theory
- Howard Gardner theory of Multiple Intelligence
- Principles of Learning in Early childhood.
- Concept and process of learning

References

Berk, L. (2002). Child Development. New Delhi: Prentice Hall of India.

Charlesworth, R (2001). Understanding child development. New Delhi: Delmar Publishers.

Eisenberg, A and Murkoff, H and Hathway, S (1996). What to expect: the toddler years. London: Simon & Schster. Feldman. R. S.

Mittal, S (2004). Child Development. Delhi: Children and the media, Vols. 1-3; Delhi: Isha books.

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Jersild, A.: Child Psychology, Prentice Hall of India, New Delhi, 1978.

Berk, L.: Child Development, Boston Allyn & Bacon International edition.1994.

Olds, S.W. & Papalia, D.E.,: Human Development, McGraw Hill Book Co., New York, 1986.

Gardner Howard (1985).Frames of Mind.The theory of Multiple Intelligences, Basic Books, New York.

PP EDN 02. Teaching Techniques and Early Childhood Care and Education

- Concept and Significance of ECCE
- Early Childhood in Contemporary India: issues and challenges
- Overview of ECCE in India :programmes, provisions
- Montessori method: Origin; Essential principles, method and materials; learning environment; Role of the teacher
- Reggio Emilia: Origin; Essential principles, method and materials; role of the teacher
- Waldorf Education: Origin; Essential principles, method and materials; role of the teacher; advantages and challenges.
- Importance of an eclectic and progressive approach
- Pre-reading Activities: Reading stories and rhymes from picture and story books, Activities for sound discrimination like words with beginning sounds and end sounds, picture talk and picture books; discriminating shapes and symbols through work sheets
- Activities for writing readiness: activities such as colouring within outline, pattern drawing, joining dots, drawing, threading beads, recording of children's stories, activities and conversation; encouraging make believe writing; following patterns from left to right and gradually moving down the page, printing labels in class etc.
- Activities for Pre mathematical concepts such as Recognition and naming of shapes, concept of space; length, width, height, volume, space, distance, weight.
- Activities for Developing mathematical vocabulary through seriation cards /objects; classification on basis of colour/shape; number games; activity sheets;

References

- Chugani, N. & Taraporewala R. (1978). A Handbook for Parents and Teachers. Mumbai: Xerox Printers.
- Doherty, G. (1997) Zero to Six: The Basis for School Readiness. Ottawa: Applied Research Branch, R-97-8E, Human Resources Development.
- Essa, E. (1990). Introduction to early childhood education. New York: Delimar Publishers.
- Kaltman, G.S. (2006). More Help! For teachers of young children. California: Corwin Press.
- Kaul, V. (2009). Early Childhood Education Programme. New Delhi: NCERT.
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- Nutbrown, C., Clough P and Lindon J. (2003). Child care and early education: Good practice to support young children and their families. Australia: Thomson.
- Swaminathan M. & Daniel P. (2004). Play Activities for Child Development A Guide to Preschool Teachers. New Delhi: National Book Trust.
- Thamarasseri, I. (2008). Early childhood and elementary education. New Delhi: Kaniska Publishers.
- Wilson, LaVisa Cam (1986).
Infants and Toddlers Curriculum and Teaching. New York: Delmar Publishers Inc. Albany.

PP EDN 03. Classroom Assessment

- Aim of CCE in Pre-primary Education
- CCE in Pre-primary Education
- Scholastic Assessment, Co-Scholastic Assessment, Formative Assessment, Summative Assessment
- Tools and Techniques of CCE in Pre-primary Education
- Tools of Assessment : tests, interview schedule, rubrics, worksheets, observation schedules, checklists, video recording, audio recording.
- Techniques of Assessment : observations, making anecdotal records, building a portfolio, oral examinations

References

Bredenkamp, S. & Rosegrant E. (1995). *Reaching Potentials – Transforming Early Childhood Curriculum & Assessment*. Washington: MAEYC, Volumes I & II.

Gall, M.D., Gall J.P. (1990). *Tools for Learning*, Association for Supervision and Curriculum Development. Jacobson & Bullock

Bransford, J., Brown, A.L., & Cocking, R.R. (Eds.). (2000). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academy Press.

Burke, K. (2005). *How to assess authentic learning (4th Ed.)*. Thousand Oaks, CA: Corwin.

Burke, K., Fogarty, R., & Belgrad, S (2002). *The portfolio connection: Student work linked to standards (2nd Ed.)* Thousand Oaks, CA: Corwin

Newman, F.M. (1996). *Authentic achievement: Restructuring schools for intellectual quality*. San Francisco, CA: Jossey-Bass

Clarke, S. (2008). *Active Learning through Formative Assessment*. London: Hodder and Stoughton.

Anderson, Lorin W. & Krathwohl, David R. (2001). *A Taxonomy for Learning, Teaching and Assessing: A Revision of Bloom's Taxonomy*. New York. Longman Publishing.

PP EDN 04 Communication skills and ICT

- English Grammar and Usage
- Reading skills, Writing skills, Speaking skills ,Listening skills.
- Active Involvement of Audience • Parent Communication and Managing PTMs • Strengthening Spoken English • Conversation Skills: Assertive/ Aggressive/ Submissive Communication
- Use of MS office for data management
- Using email, Internet search, cloud storage
- Digital Story Telling, animation and movie making
- ICT for teaching-learning and assessment
- ICT for Documentation and Communication

References

- Craven, M. (2008). Real listening and speaking -4. Cambridge: Cambridge University Press.
- Driscoll, L. (2008). Real speaking. Cambridge: Cambridge University Press.
- Grellet, F. (1981). Developing reading skills UK: Cambridge University Press.
- Haines, S. (2008). Real writing. Cambridge: Cambridge University Press
- Hedge, T. (1988). Writing. Oxford: Oxford University Press.
- Lelly, C., Gargagliano, A. (2001). Writing from within. Cambridge, UK: Cambridge University Press.
- Maley, A. & Duff, A. (1991). Drama techniques in language learning: A resource book of communication activities for language teachers (2nd ed.). Cambridge: Cambridge University Press.
- Sanders Donald, H. (1998). Computers Today. McGraw Hill Book Company: New Delhi
- Semenov, Alexy (2005). Information and Communication Technologies in Schools. A handbook for Teachers. UNESCO
- Hayes, M. and Whitebread, D. (2006). ICT in the Early Years. Open University Press, 2006.

PP EDN 05. Music, Performing Arts and Craft

- Basic Drawing: lines, forms, colour, texture.
- Combination of lines and forms.
- Object Drawing, (ii) Nature Drawing, (iii) Memory Drawing, (iv) Drawing with References: all these include sketch work, proportion, composition, colour through thumbnail scale diagrams.
- Developing Materials for activities: puzzles, games, worksheets, science experiences, nature walk, flash cards, dominoes, feely bag; sensory materials, story cards, visual aids for story -telling, creating own stories, Pictures for Bulletin Board rhymes and riddles, picture talk
- Music and movement –different animal movements; Use of dance as a form to explore movement of body and a mode of communication; body movements and dramatization. Different forms of music and rhythm, rhymes and folk songs. • Use of different material in the environment to create music and create music rhymes
- Experience variations in colour, shape, texture in nature like flowers, leaves and others. Making of Puppets. Clay modeling. Craft work with paper, paper mach, etc.

References

Fursland, E. (1989). Children's Play. London: Virgin Books.

George, W. & Naudeo (2005). Children's Play. London: Sage.

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

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Kaltman, G.S. (2006). Help ! For teachers of young children. California: Corwin Press.

Contractor, Meher, R. (1984). Creative Drama and puppetry in education : New Delhi : National Book Trust India , 1984

DIPLOMA: SECOND SEMESTER

DURATION	Teacher Education Component (theory)/Credits	Skill Component (Practical and Internship)/Credits	Total
2nd SEMESTER	10	20 Credits = 10 Credits Practical +10 Credits Internship	30
	Curriculum Development and Planning Preschool Programme	Project Work	
	Behavior Management and Inclusive Education	Project Work	
	Student Counseling	Project Work	
	Budget Planning and Maintenance of Records	Project Work	
	Health, Nutrition and Sports	Project Work	

PP EDN 06. CURRICULUM DEVELOPMENT AND PLANNING A PRESCHOOL

- Understanding Preschool Development
- Familiarise with preschool standards
- Review curriculum established by early childhood professionals.
- Creating a General Structure
- Structuring Your Curriculum
- Designing Activities
- Adjustments for Learning Spectrums
- Creating a written framework

Developing a contextualized and developmentally appropriate curriculum

- Preschool curriculum, method and assessment
- Identifying themes based on children's context.
- Planning an annual plan and weekly and daily schedule.
- Planning for parents/community involvement and orientation.

Designing and maintaining outdoor and indoor space

- Arranging the Indoor Classroom Space
- Arranging Activity corners
- Designing outdoor space and adequacy and safety of space for children; imaginative use of space for physical and motor activities

PP EDN 07. BEHAVIOUR MANAGEMENT AND INCLUSIVE EDUCATION

BEHAVIOUR MANAGEMENT

- Reasons for children misbehaviour
- Common behaviour problems
- Components of behaviour management`
- Practicing behaviour management
- Techniques for behaviour management
- Behaviour modification through: `Discipline/Instruction, `Rewards/Reinforcers, `Negative Consequences`

References

Essa, E. (2003). A practical guide to solving preschool behavior problems, 5th edition. Australia: Thomas/Delmar Learning:.

Fields, M. & Boesser, C. (1998). Constructive guidance and discipline: Preschool and primary education, 2nd edition. New Jersey: Prentice Hall.

Nelsen, J. , & Erwin, C. (2002). Positive discipline for childcare providers: A practical and effective plan for every preschool and daycare program. Roseville CA: Prima Publishing

Porter, L. (1999). Young children's behavior: Practical approaches for caregivers and teachers. Sydney, Australia: MacLennan & Petty.

Szarkowitz, D. L. (2004). Aggression and young children. Canberra, Australia: National Capital Printing.

INCLUSIVE EDUCATION

- Children with special needs- Definitions, Types of needs, Importance of early diagnosis and intervention.
- The physically challenged- Definitions, causes, categories, intervention and management.

- The visually impaired, cause, categories, intervention and management.
- Auditory impairment Their Definitions, causes, categories, intervention and management
- Children with speech and learning disabilities.
- Educational achievement, cognitive skills and socio-emotional behavior, multiple imparity
- Inclusive education and mainstreaming of children with special needs

References

Smith. M.S., Naisworti, J.T.: The Exceptional child- A Functional Approach, McGraw Hill, 1975.

Encyclopedia of Social Work in India, 3 Volumes, Director, Publication Division, Ministry of Information & Broadcasting, India Planning Commission.

Cruikshank, W.M. & Johnson, G.O.: Education of Exceptional Children, Oxford Publication Comp., 1970.

Hallahan & Kauffman: Exceptional children- an introduction to special Education: Prentice- hall. 1988.

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Berk, L.: Child development, Boston Allyn & Bacon international edition, (Latest), 1994.

Spodek, B.: Handbook of Research in early childhood education, Collin Macmillan, 1982.

Grassman B.D.and Keyes C.Early childhood Administration. Allyn and Bacon Inc.Toronto, 1985.

PP EDN 08. STUDENT COUNSELING

- Need For Counselling And Who Can Do It
- Counselling And Mentoring In Schools
- Directive And Non-Directive Counselling
- Basics Of Counselling
- Stages Of Counselling Process
- Developing One's Own Comfort Level, Congruence
- Skills Of Counselling
- Listening And Communication Skills
- Body Language
- Empathy
- Positive Strokes
- Understanding Today's Child, Single Child, Child With Single Parents
- Group Counselling
- Counselling Children, Play Therapy, Study Skills

References

Ivey, A.E and Ivey, H.B & Downing, L.S.: Counseling and Psychotherapy- Interpreting skills, theory and practice, Prentice Hall, New Jersey, 1987.

Rawan, J. The Reality Game, The Guide to humanistic Counseling and Therapy, Routledge and Keyan Paul, great Britain, 1983

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Thompson, C. & Rudolph, B.: Counselor Children, Brookes/Lok Pub. Co., California, 1983.

Currey, Fr., V.: Bayfoot Counselor- A Premier Building relationship, Asian Trading Corp. Bangalore, 1976.

Barki, B.C. & Mukhopadhyay, B.: Guideline and Counseling- A Manual, Sterling, New Delhi, 1989.

Gaumaer Jain: Counseling and therapy for children, The free press, New York, 1984.

Dryderi, Windy: Counseling individual the rational emptive approach, Taylor & Francses, London, 1987.

PP EDN 09. SCHOOL BUDGET

- Understand the basic principles of school budgeting
- Basic Process for the Development of School Budget
- Sources of Revenues that support the School Budget
- Annual School Budget Timeline
- Categories of Expenditures that comprise the School Budget
- Steps in Planning the School Budget and Benchmarking System

MAINTENANCE OF RECORDS

- Admission/Enrolment forms.
- Child's background information and personal data form.
- Child Assessment Form/portfolio

REPORT CARD FOR COMMUNICATION TO PARENTS.

- Child and Teacher Attendance record.
- Fee register
- Financial planning and Accounts register for salaries; purchases; contingencies; recurrent costs etc.
- Stock Register for consumable and non-consumable items.

REFERENCES

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PP EDN 10. HEALTH AND NUTRITION

- Health and personal cleanliness
- Hygiene and communicable diseases
- Nutritional requirements of preprimary (3-6 years) children
- Planning of diets for pre-school children
- 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.
- Health issues of pre-school children
- Need and importance of Physical exercise

- and play

References

Elizabeth K.E. (2010). Nutrition and Child Development. Hyderabad: Para Medical.

Ghosh S. (1988). The feeding and care of young children. New Delhi: Voluntary Health Association of India.

Park J E., Park K., Preventive & Social Medicine, Banarasidas Bhanot Publications.

Srilakshmi B. (2011). Dietetics. New Age International (P) Limited Publications.