

**DIPLOMA IN PRE SCHOOL EDUCATION  
(DPSE)**

**CURRICULUM**

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**State Council for Educational  
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## INTRODUCTION

Early Childhood Care and Education (ECCE) for children below 6 years is globally emerging as an area of high priority. This is largely in view of recent research in the field of neuroscience which has established that 90 percent of the brain's growth occurs by the time the child is 5 years of age. This growth is influenced by not only the nutritional and health status of the child but also the psycho social experiences and environment the child is exposed to during these early years. A large number of children, particularly in poverty situations, come from homes which are not able to provide a stimulating environment to the child, thus leading to social inequity. ECCE has proven to successfully narrow this equity gap by compensating for the home deficits in these early years and enabling children to be better prepared for school, and for life. ECCE has therefore been included in the EFA Global initiative as the first goal in the education ladder.

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

It therefore becomes the obligation of the state to ensure that there are professionally prepared preschool educators/teachers who have acquired the necessary sensitivity and understanding of early learning and developmental needs of young children in different contexts and of appropriate ways to respond to these. These teachers would be required to know how young children below 6 years learn and develop, often in diverse socio-linguistic contexts which pose their own challenges; how early childhood care and education can help to narrow the equity gap through developmentally appropriate and contextualised opportunities, interactions and experiences that respect the child's right to participate, learn and receive appropriate guidance, irrespective of class, caste, gender and ability and develop to their full potential. They are required to understand the concept and significance of school readiness for later schooling and life long learning and locate this learning within a sound disciplinary understanding of basic subjects such as Mathematics, Language and Environmental education which children will be expected to learn in primary grades. These considerations have created a fresh set of expectations from the preschool educators as facilitators and mentors and not didactic teachers, for which the process of

teacher preparation also needs a shift in perspective. The present Programme attempts to prepare effective preschool educators/teachers to be able to fulfill the above expectations.

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

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

The DPSE Curriculum is prepared based on the DPSE Curriculum Frame Work, 2015 of NCTE. The papers and content of this programme was reviewed by Subject Committees. The Committees felt that the content needed to be focused on preparation of teachers to deal with the children of Pre School age, taking care of equipping them with Developmentally Appropriate Curriculum and its implementation with emphasis on school readiness. This curriculum has attempted for balance between the understanding of the child and child development continuum with the readiness requirements of the subject knowledge expected in school, by relating both within a conceptual framework of continuous learning in a seamless manner. It is hoped that this approach will not only enable graduating teachers to provide children a sound foundation for lifelong development but also to ensure more effective preparedness in them for school.

## MAIN FEATURES OF THE DPSE PROGRAMME

**Eligibility:** The minimum academic qualifications prescribed for admission to this programme is Intermediate or its equivalent.

**Duration of the Programme:** The duration of the programme shall be two academic years designed with an annual external examination at the end of every academic year. However, the student teacher shall be permitted to complete the programme within a maximum period of three years from the date of admission from the programme.

**Number of Working Days:** There shall be at least 200 working days in each academic year exclusive of admissions and examinations .

The institution shall work a minimum of 36 hours in a week, during which the physical presence of teachers and student teachers is necessary in the institution to ensure their availability for advice, guidance, dialogue and consultation as and when needed.

Out of 400 working days (of 02 years), the student teacher shall attend the Pre School for 20 weeks, i.e. 120 days (full time) for Classroom observation and Internship programme.

During the Classroom observation the student teacher shall observe the Pre School activities and the children for 04 weeks and during the internship programme the student teacher shall perform the role of Pre School teacher for 16 weeks.

Under the Classroom observation the student teacher shall attend the Pre School @ 02 weeks per year i.e. 02 weeks in first year to observe the Foundation I children and their developmental needs, activities etc. and 02 weeks during the second year to observe the Foundation II children to observe their learning, school readiness activities etc.

Under the Internship Programme the student teacher shall attend 06 weeks of internship programme in first year handling/dealing with the Foundation I children promoting their developmental needs and 10 weeks in second year handling Foundation II children and undertaking learning activities relating to early literacy, early numeracy and understanding the environment (Surroundings).

**Attendance Requirement:** The minimum attendance to put up by the student teacher for every year is 80% for overall programme work including practicum and 90% for internship programme.

**Intake:** A class shall consist of 50 student teachers (one basic unit) and shall be divided into groups for practical sessions.

The course content is organized and sequenced in such a way as to enable the student teachers to move from basic Foundation courses towards courses which are related to of professional development in terms of content and pedagogy of early learning.

A new thrust area "Self Development" which focuses on the self and personal development of the student teacher and enhancement of her/his awareness of contemporary issues is included. This includes areas like ICT, Yoga, Creative & Performing Arts, Proficiency in English leading to Professional Development.

Weightages: The weightages assigned in terms of credits for theory and practicum is as follows:

1 Credit = 25 marks (for both theory and practicum)

1 Credit = 16 hours for Theory and 32 hours for Practicals.

- The Theory: Practical ratio is maintained at 50:50 in terms of credits so that there are overall 40 credits for theory and 40 credits for practical. Theory classes include Tutorials and field based assignments and projects.
- The Practice teaching component is envisaged as along a continuum with a two stage process — Stage 1: Observation of children in preschools followed by practical in simulated situations; and Stage 2: Full time Internship in Preschools across different types of programmes.

#### **Definitions:**

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

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

**Practice teaching:** Observing classrooms and conducting planned activities, initially in a simulated situation and then in a real classroom situation with children.

**Internship:** Actual full time placement or immersion in institutions involving independently working in real life situations in preschools for a specified duration, to get a holistic experience.

Student Assessment is suggested as a continuous, comprehensive evaluation process. The Internal- External overall ratio is prescribed as 30:70 for theory papers, with 30 percent marks assigned for continuous internal assessment and 70 percent for examination conducted by the DGE, TS. 30% of the total marks/weightage are allocated to evaluating the students' performance in school internship. Students will be assessed internally on the entire practicum course, and not only on the project/field work given to them as part of their units of study. The basis for assessment and criteria used ought to be transparent for

students to benefit maximally out of professional feedback. Students shall be given information about their grades/marks as part of professional feedback, so that they get the opportunity to improve their performance. The basis for internal assessment may include individual or group assignments, observation records, diaries, reflective journals etc.

Seminars and field assignments arising out of each theory paper are integrated with the respective theory classes.

The programme 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.

### **OBJECTIVES OF THE COURSE**

The DPSE curriculum aims at enabling the prospective teachers to:

- understand the rights and developmental needs of children from conception to the age of 6 years and develop critical insight into the interdependence of child development and learning;
- understand, analyse and reflect on the significance of early childhood care and education from an integrated perspective as an instrument for narrowing social equity gaps and be able to perceive its close linkage with early primary education;
- be able to implement age and developmentally appropriate methods of transaction of preschool education at the preprimary stage of education, including through effective use of ICT, and assess children's progress.
- be sensitive to the learning and development needs of all children, including those from diverse and marginalized communities on the basis of gender, socioeconomic status, caste/class, religion and those with special needs, and ensure an inclusive and contextualized learning environment for all;
- understand the concept and importance of school readiness particularly from the epistemological perspective of education of mathematics, science and language and early literacy and its contribution to ensuring a smooth transition for children from preschool to primary by being able to provide appropriate learning opportunities and experiences; and
- network with parents, community and government organizations, non government organizations and other organizations to generate awareness and seek their involvement in ECCE programmes;

## DPSE Programme Structure

**Subjects/Papers:** under this Curriculum the subjects relating to foundation, pedagogy, self-development and practicum are included. The details of the papers year-wise are given in the following Table:

### I Year Papers

S. No.	Papers
1	Early Childhood Care and Education in India
2	Understanding Child Development and Childhood
3	Health, Nutrition & Care of Children – Working with Parents & Community
4	Early Childhood Curriculum: Principles & Priorities
5	Pedagogy of Early Childhood Education (Theory & Material Development) a. Pedagogy of Early Childhood Education (Theory) b. Pedagogy of Early Childhood Education (Activities & Material Development)
6	Self Development – I (ICT, Yoga, Creative & Performing Arts, English Proficiency)
7	Exposure to Pre School Practices a. Classroom Observation (Foundation I) b. Teaching Practice in simulated situation based on Foundation I
8	Internship Programme - Pedagogy of Early Childhood Education

### II Year Papers

S. No.	Papers
1	Diversity, Discrimination and Inclusion
2	Preschool Education Programme – Planning & Organization
3	Development of Early Literacy & Language in Pre School Children
4	Development of Early Mathematical Concepts in Pre School Children
5	Development of Environmental Concepts in Pre School Children
6	Self Development – II (ICT, Yoga, Creative & Performing Arts, English Proficiency)
7	Exposure to Pre School Practices a. Classroom Observation (Foundation II) b. Teaching Practice in simulated situation based on Foundation II
8	Internship Programme a. Development of Early Literacy & Language in Pre School Children b. Development of Early Mathematical Concepts in Pre School Children c. Development of Environmental Concepts in Pre School Children

**Evaluation:** Continuous and Comprehensive Evaluation shall be followed for assessing the student teachers so as to provide regular feedback for the improvement of the student teacher. The weightages assigned for each paper (year-wise) with the prescribed internal and external marks are given in the following Tables:

### I Year - Papers with Marks Distribution

S. No.	Papers	Theory		Practicum		Marks
		Internal	External	Internal	External	
1	Early Childhood Care and Education in India	10	70	20	-	100
2	Understanding Child Development and Childhood	10	70	20	-	100
3	Health, Nutrition & Care of Children – Working with Parents & Community	10	70	20	-	100
4	Early Childhood Curriculum: Principles & Priorities	10	70	20	-	100
5	a. Pedagogy of Early Childhood Education (Theory)	10	70	20	-	100
	b. Preparation of Material and Activities for ECE	-	-	100	-	100
6	Self Development – I (ICT, Yoga, Creative & Performing Arts, English Proficiency)	-	-	100	-	100
7	Exposure to Pre School Practices					
	a. Classroom Observation (Foundation I)	-	-	50	-	50
	b. Teaching Practice in simulated situation based on Foundation I	-	-	50	-	50
8	Internship Programme - Pedagogy of Early Childhood Education	-	-	150	50	200
<b>Total Marks</b>		<b>50</b>	<b>350</b>	<b>550</b>	<b>50</b>	<b>1000</b>
		<b>400</b>		<b>600</b>		

## II Year - Papers with Marks Distribution

S. No.	Papers	Theory		Practicum		Marks
		Internal	External	Internal	External	
1	Diversity, Discrimination and Inclusion	10	70	20	-	100
2	Preschool Education Programme – Planning & Organization	10	70	20	-	100
3	Development of Early Literacy & Language in Pre School Children	10	70	20	-	100
4	Development of Early Mathematical Concepts in Pre School Children	10	70	20	-	100
5	Development of Environmental Concepts in Pre School Children	10	70	20	-	100
6	Self Development – II (ICT, Yoga, Creative & Performing Arts, English Proficiency)	-	-	100	-	100
7	Exposure to Pre School Practices					
	a. Classroom Observation (Foundation II)	-	-	50	-	50
	b. Teaching Practice in simulated situation based on Foundation II	-	-	50	-	50
8	Internship Programme					
	• Development of Early Literacy & Language in Pre School Children	-	-	75	25	100
	• Development of Early Mathematical Concepts in Pre School Children	-	-	75	25	100
	• Development of Environmental Concepts in Pre School Children	-	-	75	25	100
	<b>Total</b>	<b>50</b>	<b>350</b>	<b>525</b>	<b>75</b>	<b>1000</b>
		<b>400</b>		<b>600</b>		

## **Guidelines for Implementation of the DPSE Programme:**

The Director, Government of Examinations, TS shall conduct the External Examination for all Theory Papers and Final Lessons (Practicum) for both the first and second year as per the almanac communicated by the Director, SCERT, TS. The Director, Government Examinations, TS shall give the time schedule for conducting the final lessons for prescribed papers duly drafting the internal and external examiners for the examination.

The Director, Government of Examinations, TS shall permit the student teachers to both theory and practicum on verification of attendance put up by the student teachers, i.e. student teachers shall put up 80% of attendance for overall programme and 90% for Internship programme. The Principal of the respective institution shall condone 05% of attendance for student teachers for both theory and practicum and they shall be eligible for appearing in the examination.

The Principals of respective colleges shall conduct continuous and comprehensive evaluation of the student teachers at their institution level through project works, workshops, seminars, assignments, field activities etc. and shall send average marks of such activities under the head of Practicum-Internal for respective Theory paper as the said practical activities are connected with theory papers. The Principals shall also conduct one Summative I (half-yearly) and Summative II (pre-final) examination and shall send the average marks under 'Theory Internal' for each respective theory paper.

The student teachers shall be made to complete the activities such as action research, case studies, observation records etc. relating to each theory paper and practicum suggested under each paper by the teacher educators concerned and they shall also award marks for the activities as per the weightages assigned.

The Principals of respective colleges shall submit the internal assessment (subject-wise) marks through online to the Director, Government of Examinations, TS pertaining to both Theory and Practicum including Internship and Final Lessons.

The Principals of respective colleges shall conduct the Self-Development programme in both first and second year with the prescribed syllabus under five areas. No external examination will be conducted for this programme. Assessment shall be made on the basis of participation and interaction of the student teacher. The student teachers shall also record their reflections in the Reflective Journal and shall be assessed by the faculty members. The Principals shall arrange for conduct of the programmes by inviting experts in the relevant field to conduct the activities.

The Principals shall arrange the material required for preparation of teaching learning material and shall also arrange guidance and support for developing the skill among the student teachers as part of fulfillment of Paper 5.b of first year programme.

The Principals of respective colleges shall arrange for classroom observation and internship programme in both first and second years in coordination with the District Educational officer of the respective district. The Principal shall also see that the student teachers are provided with required guidance, supervision and feedback from the teacher educators at institution level and from mentor teachers at school level.

The student teachers shall attend Pre Schools @ 02 weeks in each year as part of Classroom observation programme and the Internship Programme for 6 weeks in first year and 12 weeks in second year.

The Principals of respective colleges shall arrange for simulation at institution level for enabling the student teachers to conduct teaching practice with peer members acting as Pre School students under the guidance and supervision of teacher educators of the respective teacher education institution after Classroom observation programme. The feedback provided during this activity helps the student teacher to mould them to become as a good teacher. Every student teacher has to perform this activity and marks shall be awarded by the teacher educators of the respective colleges based on their performance.

During the Internship Programme and Classroom Observation the Student teachers shall be in the Pre School for whole day i.e. starting from prayer to end of the day and shall conduct the activities suggested under the programme with support of teacher educators and mentor teachers. The student teachers shall put up 90% of attendance in Internship Programme.

During the first year internship programme the student teacher shall concentrate on the development of domains among children such as physical, gross & fine motor, cognitive, language, emotional, social, aesthetic and personal development rather than on literacy and numeracy and shall conduct the activities for wholistic development of the child. The student teacher shall adopt thematic approach, integrated approach, activity based approach, play way method etc. during the interaction with children. During second year internship programme the student teacher shall focus on development of early literacy & language, early mathematical concepts and awareness of environment among Pre School children.

Teacher educators of respective institution shall award marks for Classroom observation programme based on the performance of the student teachers. Marks for internship programme (internal) shall be awarded by the teacher educators in consultation with the mentor teachers. Final Lesson marks shall be awarded by the internal and external examiners appointed by the Director, Government Examinations, TS and the average marks shall be calculated by the teacher educator.

## **Paper 1 : Early Childhood Care and Education in India**

**Marks: 100**

### **Introduction**

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

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

The paper shall be conducted through lecture-discussion mode, presentations by the students and the teacher on various topics under the content of the paper and visits by the students to various ECCE programmes to provide first-hand experience of observing the functioning of programmes in various settings.

### **Objectives**

The paper enables the student-teachers to:

- Understand the holistic concept and critical significance of ECCE, particularly with regard to social equity, and the rationale for including preschool as a sub stage within it.
- Develop an understanding of contributions of different thinkers and educationists in
- ECCE and their implications for contextualising the curriculum and methodology in
- ECCE.

- Become familiar with the historical evolution of ECCE in India leading to current policies and provisions for ECCE across public, private and voluntary sectors.
- Understand socio-cultural, economic and language diversity in 'childhoods' in the Indian context and its implications for planning and provisions for ECCE.
- Understand the potential of rights' based approach to provide a just and equitable environment for children's care and education and develop related knowledge and skills for planning programs for early years.

## **Content**

### **Unit 1: Concept and Significance of ECCE**

- Concept of "Child", "Childhood", and "Early Childhood Care and Education" in consonance with theory as well as National and International policies.
- Need, Importance and objectives of ECCE as foundation for learning and development based on the developmental progression, neuro-science researches and influence of environmental forces.
- Evolving and changing nature of Early Childhood Education

### **Unit 2: Historical Development of ECCE in India**

- Importance of early years and development as indicated in traditional practices of the Indian culture.
- Influence of work by Early missionaries, Central Social Welfare Board: Balwadi programme, Kosbad programme (Anutai Wagh), role of Balshikshan Sangh, IAPE, ICDS programme and Five Year Plans.

### **Unit 3: Contributions of Thinkers and Educationists and Agencies in ECCE**

- Influence of Western philosophical and educational thoughts of Rousseau, Froebel, John Dewey and Montessori on understanding of childhood and programmes for young children.
- Influence of theories of Erikson, Piaget, Vygotsky.
- Influence of Gandhi, Tagore, Aurobindo, J. Krishnamurthi, Gijubhai Badheka, etc. Implications of the above on ECCE programmes and classroom practices.
- Contributions of Organisations like NCERT, NCTE and UNICEF.

#### **Unit 4: Early Childhood in Contemporary India and Socio-Cultural Context**

- Understanding about Indian context, its importance and impact on early years from the perspective of: family, community, caste, gender, religion, and geographic location.
- Socio-cultural and religious pluralities and their influence: multiple languages, customs and traditions, regional variations, different settings (tribal, rural, urban) and Intra-setting variations. Relevance and implications of the above for interacting with children and families as well as planning and transaction of ECCE curriculum.
- Economic diversity and its influences on early child development and access to programmes.

#### **Unit 5: Policies and Programmes in ECCE in India and Related Issues**

- ECCE Policy Framework: National Policy on Education (1986), Article 45 in Indian Constitution and 86th Amendment, National Curriculum Framework (2005), ECCE in Right to Education (2010) and commitment to International Convention, such as; Education for All (EFA), Millennium Development Goals (MDG); National Policy on ECCE (2013)
- Programmes and provisions in ECCE in Indian Public Sector: ICDS; Rajiv Gandhi Crèche Scheme; 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 Pre-primary to Primary and harms of accelerated formal learning. Status and issues of Teacher education in ECCE; Lack of Regulation and Monitoring.

#### **Unit 6: Child's Rights and Socio-Political Framework**

- Needs of children – types of needs; difference between needs and rights, Role of care givers in meeting needs of children
- 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 and Right to Education Act 2009; RTE Amendment Bill, 2017; 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 NGOs.

- Consideration of the impact of discrimination of children's well being in terms of children's rights – marginality such as caste, gender, poverty leading to children on street, children without families, single parent families, child abuse, impact of natural and manmade disasters, wars, etc. ECCE needs of children from disadvantaged and marginalised sections of society.
- Access to services for the care and protection of children in difficult Circumstances, Integrated Child Protection Scheme (ICPS) by Ministry of Women and Child Development.
- Promoting Rights' perspective and advocacy: role of Government, NGOs, professionals and educational institutions.

### **Suggested Practical Activities:**

- Field visits to various ECCE settings may be conducted or project work undertaken as part of transaction of theory.
- Conduct of Seminars on educational thoughts of Indian/Western philosophers in relation to implications of these on ECCE programmes and classroom practices.
- Debate on Indian versus western philosophies regarding ECCE programmes.
- Writing an observation report on visit to any 2 Anganwadi centers keeping in view the facilities, services, role and responsibilities of teacher and parental involvement.
- Influence of socio-cultural aspects on early child development and access to ECCE programmes.
- Any other activity suggested by the teacher educator.

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## **Paper 2 - Understanding Child Development and Childhood**

**Marks: 100**

### **Introduction**

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

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

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

### **Objectives**

This Paper will enable student teachers to:

- Understand the concept of growth, development, maturation and learning and their implications.
- Understand the principles and processes of children's development.
- Be aware of needs and characteristics of children at the different sub stages of child development and their implications for development and learning.
- Understand children's development along the continuum from conception to eight years and the concept of critical periods.

- Understand the different domains of development, their interdependence and factors influencing their development.
- Be aware of variations in socio - cultural and emotional contexts in relation to Child rearing practices.

## **Content**

### **Unit 1: Introduction to Child Development**

- Meaning and Scope of Child Development – Concept of Growth, Development, Maturation, Learning and differences between them - Use of knowledge in understanding children and working with them.
- Interdisciplinary basis of child development - the contribution of psychology, sociology, pediatrics, anthropology, neuroscience to the field of child development.
- Stages of development in life span: prenatal, infancy and toddlerhood, early childhood. Impact of early stages on later development.
- Domains of development, inter-relationship of continuous and cumulative nature of development.
- Principles of Development
- Role of heredity and environment- ecological system theory of Bronfenbrenner, maturation and learning.

### **Unit 2: Prenatal Development**

- Prenatal growth during three trimesters and Care during pregnancy.
- Labour stages, normal and breech delivery, complications and effects; care during labour.
- Factors influencing prenatal development, mother's age and health, nutrition, illnesses, pre-natal support, drugs, alcohol, tobacco, radiation, HIV, sexually transmitted diseases, emotional stress, mother-child blood incompatibility.

### **Unit 3: Neonatal Stage**

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

#### **Unit 4: Physical and Motor Development**

- Growth and Development: Height and weight, use of norms; patterns of growth; monitoring of growth; Changes in body proportion, body shape and structure; temporary and permanent teeth; Decrease and redistribution of baby fat; Change in composition of muscles.
- Rapid rate of growth of brain till the age of 6 years, critical/sensitive periods; Development of neurons, cerebral cortex, regions of cerebral cortex, lateralization of cerebral cortex; Effect of nutrition on general growth and brain; Plasticity and sensitive period; Vision acuity
- Growth of internal organs and its effects on behaviour; Skeletal development: ossification, fontanel, skull.
- Milestones in Physical Development up to early childhood stage.
- Developmental Tasks – Activities to be conducted in Pre School

#### **Motor Development**

- Importance and Patterns of motor development; Phylogenetic and ontogenic functions; Mile stones in gross and fine motor skills in infancy and preschool years.
- Interdependence of Motor skills, emotional and social competencies, cognition and language.
- Handedness, ambidexterity.
- Motor development during 6-8 years: refinement of skills, increase in strength, precision, dexterity agility and flexibility.
- Role of opportunity and practice.

#### **Unit 5: Cognitive Development**

- Mental processes and cognitive development; perception, thinking, reasoning, problem solving, memory, attention span, imagination, curiosity, creativity and concept formation; Milestones in cognitive attainment.
- Behaviourism: Bandura's Social Learning Theory - learning by observation and modeling
- Learning: classical conditioning in young infant, Operant conditioning, Imitation
- Piaget's Cognitive Development Theory - Sensorimotor stage - birth to 2 years; sub stages; Preoperational stage; Concept of adaptation, assimilation accommodation and equilibration, egocentrism, animism, conservation, centration, irreversibility, classification, seriation.
- Vygotsky's socio cultural theory; Zone of proximal development, scaffolding involving adult assistance.

- Intelligence: Difference between intelligence and cognition; multifaceted view about intelligence; Gardner's multiple intelligence theory.
- Factors affecting cognitive development: Importance of stimulation, adult interaction and environment.

### **Unit 6: Language Development**

- Emergence of language in infancy and toddlerhood; Pre speech forms: crying, babbling, cooing, gesture, imitating sounds; Telegraphic language: Use one and two words in early stages; preschool stage-increase in comprehension, vocabulary, fluency. (Detail covered in language and literacy course)
- Chomsky's nativist perspective; Language Acquisition Device (LAD).
- Bilingualism and Multi-lingualism; issue of home vs school language.
- Speech problems in children.
- Factors affecting language development.
- Milestones in Language Development upto early childhood stage.

### **Unit 7 Emotional Development**

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

### **Unit 8: Social Development and Emergence of Self**

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

**Note:** Units 4 to 8 shall be discussed about the development that takes place in each of the domains from birth to eight years.

**Suggested Practical Activities:**

- Observe infants/pre school children and discuss in practical class the mile stones achieved. Find out what is the kind of stimulation the infant/child is exposed to and his/her reactions.
- Group Activity - Observe the children and record the responses of children for various stimulating activities relating to different domains.
- Every student to select two children, one child from younger age group and the other from older age group. The same children to be observed for the entire year for different domains of development. The observations should coincide with the topic taught in theory class. Discussion should take place in the class after observation of each domain of development.
- The last assignment will be: prepare development profile of each child and the progress made during the year. A separate summary for the differences observed between the two age groups.
- Conduct Case study of a child and record.
- Any other activity as suggested by the Teacher Educator.

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## **Paper 3 - Health, Nutrition and Care of Children - Working with Parents and Community**

**Marks: 100**

### **Introduction:**

This Paper is included as an integral part of Preschool curriculum, since preschool education is conceptually located in an integrated framework of health, nutrition and education. The paper is designed to acquaint the preschool teacher to understand the nutritional and health needs of children to the extent that she can address the 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, sanitation, play and physical activities, as well as preventive measures and care during common ailments.

The role of parents and community is crucial to the development of the child up to the early childhood stage. A basic understanding of child development is necessary for all parents. The early childhood caregiver needs to interact with the parents and community to build healthy and integrated development among children. This paper attempts to build in the student an understanding of community and parents including PTAs and school committees and orienting the caregiver in communicating appropriate practices to the community and negotiating a transition to better practices.

The Paper shall be conducted in interaction mode. The student will be equipped with skills of observation, preparation of activity plans and kits and recording of the activities. The paper provides an opportunity to students to interact with parents, PTA members, School committee members and community and work closely with the community.

### **Objectives**

The Paper will enable the student teacher to:

- Understands the concept of health and nutrition and provision of nutritional requirements to children.
- Understands the importance of health, nutrition, play and physical activities for children's development and learning.
- Understands the effects of malnutrition.
- identifies the signs and symptoms of deficiency diseases and common childhood ailments and their prevention and treatment.
- Develops skills necessary for observing and interacting with parents and community.
- Interacts with parents of children.
- Works with parents and local community members.
- Develops an understanding about parental aspirations.
- Understands the structure of different local communities.

### **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: protein-calorie, vitamins, iron and iodine deficiencies: Symptoms, Prevention and Remedial measures.

### **Unit 2: Nutrition and Care during Pregnancy and Lactation**

- Importance of nutrition and Care during pregnancy.
- Effect of malnutrition on the woman and her fetus.
- 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, non- adulteration in foods.
- Balance between indoor and outdoor play and sleep.
- Importance of breast milk and colostrum.
- Harmful traditional practices 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**

- Immunization.
- Contagious/infectious diseases - whooping cough, measles, mumps, rubella, chicken pox, conjunctivitis, diphtheria.
- Gastro-intestinal ailments - diarrhea, 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 shocks, burns, nose bleeding, drowning, insect bite, dog bite, foreign body in ear, throat and nose, sun stroke and fracture.

#### **Unit 5: Methods to Understand and Communicate with Community**

- Preparation and use of tools such as interview schedules, checklists, questionnaires etc.
- Participant observation
- Focus Group discussion
- Analysis of emerging issues
- Communication with parents about child development and learning
- Making materials for communication - use of metaphors, couplets, visuals

#### **Unit 6: Understanding a Village/ or Community, Parents, PTAs and their concerns**

- Household Survey of an area, caste, religion, gender etc. profiles status of children 3-8 in the community.
- Making community profiles.
- Interacting with parents and understanding their ideas and aspirations about their children and upbringing.

### **Suggested Practical Activities:**

- Conducting Awareness Programmes to Parents and Community on early childhood concepts (child development, nutrition, early stimulation, inclusion, learning - language, emergent literacy, numeracy, cognition, socio emotional etc.).
- Educating the parents and community about the provisions of early childhood policy and RTE and role envisaged of parents in ICDS and Primary school.
- Mentoring parents to provide atmosphere for age appropriate stimulus at home and in community viz. story telling conversation, sensory motor activities etc. Parents' role also in tracking nutrition, growth and development. Making parents aware of harms of introducing formal and rote learning at this stage.
- Preparing status reports for children using Developmental Milestones Checklists.
- Communication of assessment of children to parents in comprehensible terms.
- Conducting Health awareness programme to parents and community members.
- Designing research tools to interview parents and local community members.
- Preparing documentary films /posters based on community interaction.
- Classroom presentations of field work.
- Project work on diverse aspects of interaction with parents and communities.
- Any other work suggested by the Teacher Educator.

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## **Paper 4 -Early Childhood Curriculum: Principles and Priorities**

**Marks: 100**

### **Introduction**

The early years of life lay the foundation for lifelong 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, contexts and styles of learning. Development is a continuous process. Children between 3 and 8 years have similar developmental characteristics and many common features. Therefore extension of use of early childhood education methods and activities in classes 1 and 2 helps in smooth transition from preschool to primary classes. The paper provides an orientation for planning for early education of children from the ages of 3 to 6 years, in an age appropriate manner. The early part of the paper introduces the concept and importance of early stimulation and interaction during infancy which precedes this stage, but is an important preparation for this stage of education, and which can impact on how children respond to early learning experiences.

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

Active participation of the student teacher in the classroom through activities and exercises, in addition to didactic and discussion modes, is an essential part of the pedagogy of this paper to enable them to have clarity on these aspects and to understand how same activity can nurture different domains and the inter-relationship of domains. The paper is to be transacted in an interactive mode, helping students to see the connection between the development of children and suitability of each activity, experience or interaction.

## **Objectives**

The paper enable the student teachers to:

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

## **Content**

### **Unit 1: Children Learning Process**

- Learning – Concept, Process
- 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 and develop new concepts.
- Multi pronged process of learning: learning by conditioning, experimentation, positive reinforcement, observation and imitation.
- Social basis of learning, concept of proximal development. Learning with the help of adults and peers. Cooperative learning.

### **Unit 2: Care and Early Stimulation for Children under Three Years**

- Meaning and importance of early stimulation for children below 3 years.
- Understanding the value of local and cultural practices of care of infants

- Importance of experiences for sensori-motor development, early language development and other domains of development.
- Suitable play materials for early Stimulation.
- Need for essential features of a day-care programme: Adequate space, clean, safe and stimulating environment for learning, health and nutrition, physical safety; emotional security through love and affection, responsive care, positive social interaction, communication with parents for sharing child's experiences and mutual concerns. Day care centre routine.

### **Unit 3: Play as a Medium for Learning**

- Definition of play; difference between play and work.
- Brief overview of theories/ideas about play: Surplus energy theory; Play as superfluous activity (Spencer); The practice theory of play; Symbolic Play; The recapitulation theory of play (Hall); Representation (Piaget, Vygotsky); Play as viewed by Freud and psychoanalytical theory.
- Play as a means for divergent thinking and development of creativity.
- Developmental pattern of play during infancy, pre-school and primary grades: Unoccupied behaviour, solitary play, onlooker behaviour, parallel play, associate play and cooperative play; games with rules.
- Importance of play as medium of learning for a child; nature of play and its significance for different domains of development.; Symbolic play and development of language; Encouraging stereotypes through play in children.
- Factors influencing play: attitudes of parents, family and teachers, play materials, sex differences and sex-typed play materials, indoor and outdoor space.
- Role of adults in creating a suitable and safe environment for indoor and outdoor play.
- Types of Play
- Characteristics of age and developmentally appropriate and safe play materials; Selection of suitable play Equipment.
- Constructing diverse play environments in the classroom: Balance between Cognitive and social play; Functional, constructive, dramatic, indoor, outdoor, vigorous and quiet play.

#### **Unit 4: Concept of Developmentally appropriate Curriculum: Components and Approaches**

- Goals and Objectives of preschool education in terms of all round development of child and school readiness; role of teacher; need for a planned curriculum framework with contextualized child centered curriculum.
- Need for and Components of a balanced curriculum: activities and experiences for communication and language, cognitive development, physical and motor development; personal and social development; arts and aesthetic appreciation; school readiness activities for ensuring readiness for reading, writing and math.
- Understanding of different approaches – child-centred, holistic development, play way method and Approaches such as formal vs. informal, planned vs. incidental; Integrated and thematic approach in curriculum planning; Advantages and disadvantages.
- Methods of Preschool Education; Thematic Approach, Play way method, Activity method and Project method.
- Risk of formal instruction, rote learning and effects of laissez faire approach on children's development and learning.

#### **Unit 5: Programme Planning**

- Principles of programme planning: Long term and short term objectives; Balance between Indoor and outdoor activities – individual, small group and large group activities; free and guided activities, active and quiet activities; inclusive approach for all children; balanced approach to all developmental domains for holistic development of the child.
- Factors influencing programme planning: The philosophy and the objective of the programme; policy support at the national, state and local levels; geographical, social and economic background of the child; Expectation of parents and community; location of the centre – urban/rural and tribal; Infrastructure facilities available; Teacher child ratio; Age range of children within a group; the staff, their training and experience; duration of the programme per day.
- Planning for year, term, weekly and daily
- Provision for continuous formative and summative evaluation
- Building a personalized approach in social and cultural context to address classroom diversity in gender, caste/class; religion; language, festivals, food, dress, needs of children in different regions and situations.

## **Unit 6: School Readiness**

- Low learning levels in schools and concept and significance of school readiness and emergent literacy; Factors influencing school readiness: age, chronological and/or mental; home vs. regional or school language; parental literacy and socio-economic environment.
- Importance of early experiences and environment at home and role of preschool education.
- 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.
- Challenges of multilingual contexts; facilitating children's transition from home to school language.

### **Suggested Practical Activities:**

1. Prepare an early stimulation kit for sensory-motor and language development for children below 3years.
2. Design an outdoor play activity for preschool children keeping in view the space required, safety and suitable play material for that age. (for example sand play)
3. Plan an activity for symbolic play.
4. Write a record on developmental milestones (age wise i.e 3-4yrs, 4-5yrs, 5-6yrs) in all domains of development
5. Prepare a daily plan of activities using play way method.
6. Any other work suggested by the Teacher Educator.

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## **Paper 5 - Pedagogy of Early Childhood Education (Theory & Material Development)**

**Marks: 200**

### **Paper 5 a.: Pedagogy of Early Childhood Education (Theory)**

**Marks : 100**

#### **Introduction**

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

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

Play equipment and materials for games and other outdoor and indoor activities needs to be carefully selected keeping in mind safety, durability, multiple utility and cost. With imagination the teacher can use then naturally occurring environment as a resource for children's indoor and outdoor play. Play material can be developed of other domains as well – for example, playing outdoors in a group will foster not only physical and motor development but also capability for cooperation and social development. The paper also exposes the student teachers to distinct features of different methods being adopted/adapted internationally for Early learning programmes such as Montessori, Regio Emilia, Progressive method and provides them an opportunity to examine these critically to further their own understanding,

## **Objectives:**

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

## **Content**

### **Unit 1: Different Curricular Approaches/Models in Preschool Education**

- Montessori Method: Origin; Essential principles, methods and materials (Didactic apparatus) learning environment; Role of the teacher; Advantages and challenges.
- Reggio Approach: Origin; Essential principles, method and materials; role of the teacher; advantages and challenges.
- Waldorf Approach: Origin; Essential principles, method and materials; role of the teacher; advantages and challenges.
- Importance of an eclectic and progressive approach, Thematic approach

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

#### **2.1: Physical and motor development**

- Physical and motor development: Development of Fine and Gross motor skills; Eye hand coordination and their importance.
- Opportunities and Activities for gross motor development: walking, running, balancing, climbing, jumping, kicking, galloping, throwing, catching, music and movement etc.
- Opportunities and Activities for fine motor development and eye hand coordination : threading; tearing and pasting; scribbling; free drawing; cutting; tracing; sorting; painting; clay work; block play etc.
- Teacher's role and important considerations for planning activities- safety, age appropriateness and adequacy of materials; use of natural and locally available no cost materials; importance of utilising activity corners, free play and teacher – child and child to child interaction for motor activities.

## **2.2: Communication and language**

- Need for promoting communication and language.
- Development of Comprehension, building vocabulary, pronunciation and sentence construction; Development of language skills:
- Listening: Importance of and experiences for its promotion through conversation, following directions, stories, songs, rhymes and riddles, picture talk and audio visual tapes
- Speaking: Opportunities for oral expression through adult and peer interaction, narrating experiences, describing observations and pictures, “show and tell”, narrating stories, singing songs, reciting rhymes, answering questions (what, who, how, when, where and why)

### **Materials and activities:**

- Stories: Values, criteria for selection, use of various audio visual aids for story - telling, creating own stories.
- Books: Types, criteria for selection
- Pictures for Bulletin Board: Value and criteria for selection; arrangement on the Board
- Riddles, creative drama, role playing etc
- Story books, flash cards, puppets, clay, rhymes CDs, crayons,
- Sandpits etc.,

## **2.3: Sensory and cognitive development**

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

## **2.4: Personal and social development**

- Need for promoting personal and social development.
- Promoting personal habits related to health and hygiene; developing pro-social behaviour like sharing, cooperating, waiting for turn, respecting other; and appreciating different cultures and traditions; expressing emotions in socially acceptable ways.

- Activities and materials for promoting socio emotional development such as celebration of festivals, birthdays; encouraging group activities; doll's corner; imaginative play; cooperative learning activities; projects; group activities etc.
- Emotional intelligence and channelizing of emotions in children.
- Assessing children's progress – indicators and methods.

## **2.5: 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 modelling with clay and dough. Materials required to conduct 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, or sound of rain.
- 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 rhymes.
- Criteria for selecting songs and rhymes.
- Music and movement – Responding spontaneously to rhythm creatively such as different animal movement; Use of dance as a form to explore movement of body and a mode of communication; body movements and dramatization.

## **Unit 3: School Readiness**

- Components for reading readiness – Development of oral language-expanding children's vocabulary and verbal expression; phonemic awareness; visual – auditory association; interest in and bonding with books; directionality left to right or as per script; meaning making; print awareness.
- Pre-reading Activities: Reading stories and rhymes from picture and story books; print rich environment; Activities for sound discrimination like words with beginning sounds and end sounds; picture talk and picture books; discriminating shapes and symbols through work sheets like what is different? Reading /books corner for free play etc.
- Challenges of multi lingual contexts, facilitating children's transition from home to school language.
- Components for writing readiness – Factors for deciding writing readiness: age (chronological and mental); eye-hand coordination, finer motor control; shape and sound discrimination and alphabet recognition; memory; attention span; follow left to right lines top to bottom; seeing meaning in writing.

- 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.
- Components and activities for promotion of mathematical concepts and number sense. Pre mathematical concepts such as Recognition and naming of shapes, concept of space; length, width, height, volume, space, distance, weight .
- Skills of simple and multiple classification, comparison, seriation, sequential thinking, reasoning and problem solving;
- Developing mathematical vocabulary through seriation cards /objects; classification on basis of colour/shape; number games; activity sheets; counting with help of objects one to one correspondence, counting numbers up to 10. Less than more than, adding with concrete objects. Recognizing written numbers upto 20.

#### **Unit 4: Risk of Early Academic Pressures on Children's Development**

- Factors to be considered before introduction of writing.
- Damaged disposition hypothesis (Lilian Katz): learning the skill but losing interest in using it e.g. learning to read but not interested in reading.
- Learned stupidity (Attribution Theory): Failure to perform due to inadequate maturational readiness in the child leading to risk of being unfairly branded as stupid.
- Overemphasis on rote memorization leading to weak foundation for later learning.
- Physical and psychosomatic ailments due to pressure on children.

#### **Suggested Practical Activities:**

- The student teacher will carry out the practical activities in the classroom/ laboratory. Whenever possible they can try them out with children to gain firsthand experience of working with them.
- Each student to prepare a resource file which will contain samples of creative activities along with description of functions, materials required and teacher's collection of songs, rhymes, poems, riddles and gist of stories and other material which can be later used while working with children.

#### **Motor Development**

##### **Large Motor Skills: Difficulty level to increase gradually:**

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

running fast, stop and run again; marching, hopping and galloping, pulling and pushing and ball games.

### **Encourage students to design other challenging activities.**

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

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

### **Creative Arts**

**Note:** Various activities are given below. These can be used for development of other domains of development also. Besides promoting finer motor activities, they also help in cognitive, socio-emotional development and readiness for reading and writing.

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

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

**Creative Drama:** Make masks of animal faces: children after wearing masks imagine and imitate animals; After listening to a story, getting children to dramatise it.

### **Fostering Language**

Functions, materials required and teacher's role:

Select pictures or draw and prepare Bulletin Board for children to be used for discussing a topic, student teachers to use the Bulletin Board to discuss the topic with "what, where, when, how and why" questions; Storytelling and puppet play : prepare aids and use them, different types of puppets, flannel board, sand trays using stick puppets and flash cards; Prepare picture and information books; read aloud children's stories from books with appropriate modulation of voice – story telling without any teaching aid but with modulation of voice; practice follow up of story-telling session; Making stick, finger and glove puppets and learning to manipulate. Making a compilation of language games, riddles, rhymes , stories, scripts for puppet play on different themes.

## **Cognitive Development**

Functions, materials required and teacher's role:

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

**Programme Planning:** Plan a holistic week's programme for 3 to 4 and 4 to 6 year olds covering all domains.

## **Paper 5 b.: Pedagogy of Early Childhood Education (Activities and Material Development)**

**Marks : 100**

### **Introduction:**

Education for preschool children is more oriented on basic education with a focus on the domain development such as physical, gross & fine motor, cognitive, aesthetic, communication, social and emotional. Therefore, teaching and learning in preschool classes should be a fun experience for all children. Teaching learning material provide fun and joyful learning to children. Creating a fun learning environment is the important matter of consideration for a preschool teacher. The challenges faced by the teachers in providing teaching aids in the classroom for daily activities can be met/fulfilled by preparation of teaching learning materials in advance.

Teaching Learning material is important because it is one of the factors that can help teachers and pre-school children to achieve the objectives of teaching and learning in pre-school classes. Concrete teaching aids assist in improving the understanding and learning of preschool children about the concepts presented by teachers. Teaching learning materials facilitate the Teaching Learning Process by making the child learn joyfully and support the teacher to transact the curriculum effectively. The type of teaching materials, the duration of time in using teaching materials and the quality of materials provided will have effective impact on learning and development of preschool children.

This paper will provide hands on experience to the student teachers to improve their skills in identifying the material, making and using the teaching learning material. By end of the programme the student teachers get equipped with the skills required for preparation of teaching and learning material.

### **Objectives:**

- Understand the need and use of material to develop age specific skills.
- Identify local resources required for making teaching learning material.
- Develop knowledge about different types of materials and classify.
- Develop skills in preparing materials for TLM.

### **UNIT I Need and importance of TLM in ECE**

- Definition and meaning of TLM
- Need for providing sensorial experiences for holistic development in young children.
- Educational value of TLM in programme transaction.

### **UNIT II Types of TLM in ECE**

- Natural materials
- Processed materials
- Concrete materials
- Categories of TLM

### **UNIT III. Selection criteria in preparation and use of material.**

- Principles involved in selection, preparation and use of material.
- Guidelines for selection, preparation and use of material.
- Problems and challenges in use of TLM
- Care and management of material.

### **Unit IV. Planning and development of TLM for teachers' use and hands-on experience for Children.**

1. Preparation of developmentally appropriate activities for different age groups.
2. Planning of activities and preparation of relevant material for all areas of development in children
3. Planning of activities and preparation of material for
  - a. Language and early literacy
  - b. Early mathematical concepts
  - c. EVS I and II concepts.

### **UNIT V: Use of ICT in preschool programme**

1. Plan and develop activities / lesson plans using ICT.

### **UNIT VI: Assessment & Evaluation**

- Concept of Assessment and Evaluation and Importance in Pre School Education
- Examination of prevalent practices of assessment in the early years including shrutlekh, sulekh, saswar vachan; the assumption these convey about children's literacy learning and development.
- Principles of assessment: assessing and valuing the processes of literacy rather than the product, assessing the context and, authenticity of assessment.
- Assessment procedures: maintaining records of children's works: portfolios and anecdotal records, reporting children's progress pertaining to all developmental domains, early literacy and numeracy

### **Suggested Practical Activities:**

#### **Physical and motor development**

- Providing Opportunities and Activities for gross motor development: walking, running, balancing, climbing, jumping, kicking, galloping, throwing, catching, music and movement etc.
- Providing Opportunities and Activities for fine motor development and eye hand coordination : threading; tearing and pasting; scribbling; free drawing; cutting; tracing; sorting; painting; clay work; block play etc.

## **Communication and language**

Activities relating to fostering communication and language such as using games for building vocabulary, making child use proper pronunciation and sentence construction.

Making the child to speak with peer members and teacher, listen to what others speak, songs, rhymes etc.

Exposing children to story narration and making them to repeat and create new stories

Making the child to perform role play, drama etc.

## **Sensory and cognitive development**

- Activities and materials for cognitive development – puzzles, games, worksheets, science experiences, nature walk, experiments and books; cards, dominoes, sensory bag; sensory materials, story cards; what is missing etc.
- Assessing children's progress – indicators and methods.

## **Personal and social development**

Making the child follow good habits related to health and hygiene; conducting activities for developing pro-social behaviour like sharing, cooperating, waiting for turn, respecting other; and appreciating different cultures and traditions; expressing emotions in socially acceptable ways.

- Activities for promoting socio emotional
- development such as celebration of festivals, birthdays; encouraging group activities; doll's corner; imaginative play; cooperative learning activities; projects; group activities etc.
- Assessing children's progress – indicators and methods.

## **Development of creativity and aesthetic appreciation**

- Encouraging children to explore and experience variations in colour, shape, texture in nature like flowers, leaves and others.
- Conduct of Activities to create art forms like drawing, painting, finger painting, collage, printing, cutting, tearing, pasting, folding and cutting and modelling with clay and dough.
- Exposing children to experience different forms of music and rhythm in the environment like chirruping of birds, train, or sound of rain etc.
- Exposing children to local songs, rhymes and folk songs.
- Use of different material in the environment to create music and also encouraging children to create music rhymes.

## School Readiness

- Pre-reading Activities: Reading stories and rhymes from picture and story books; print rich environment; Activities for sound discrimination like words with beginning sounds and end sounds; picture talk and picture books; discriminating shapes and symbols through work sheets like what is different? Reading /books corner for free play etc.
- 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.
- Conduct of activities for promotion of mathematical concepts and number sense such as Recognition and naming of shapes, concept of space; length, width, height, volume, space, distance, weight .
- Developing mathematical vocabulary through seriation cards /objects; classification on basis of colour/shape; number games; activity sheets; counting with help of objects one to one correspondence, counting numbers up to 10. Less than more than, adding with concrete objects. Recognizing written numbers upto 20.

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## **Paper 6 - Self Development – I (ICT, Yoga, Creative & Performing Arts, English Proficiency)**

**Marks: 100**

### **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, not only for their own personal communication but also for its use in their pedagogical practice, and be able to articulate their views with clarity and precision. The student teachers also need to be creative and be able to use the skills in dealing with the children. The student teachers also need to equip and practice yoga for achieving a balanced and healthy growth of body and mind and also to inculcate the same in children. These skills and attributes are expected to enhance their own self image and levels of confidence leading towards professional development. The paper has been conceptualized to provide student teachers an opportunity 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.

To promote the professional/self development of student teachers four areas viz: ICT, Yoga, Creative & Performing Arts and Proficiency in English are included in this paper.

This paper will involve experts from different fields for equipping the student teachers with required skills. Resource persons would engage with the trainees in participatory mode to explore different areas of self growth of the teacher and for holistic development of children.

The paper shall be conducted through interaction, discussion and demonstration mode in the form of workshops, seminars, debates, dramas, group discussions, presentations, field visits etc. to make the paper more interesting and useful to students. Presentations and interaction with experts from different fields motivate the students to learn and equip in these self development / oriented areas. The students will be equipped with the skills of observation, presentation, communication, preparation of activity kits, specimens, recording etc. leading towards their personal and professional development.

### **A. ICT**

#### **Introduction**

#### **Objectives:**

- Learns about the ICT and its use in dealing with Pre School children.
- Become aware of the role of ICT in self – learning and learning of children.
- Develop skills for using different operations of ICT to enrich the pedagogical practices in daily schedule.

- Use of ICT for maintaining network and linkages with Parents, Community, Governmental and Non-Governmental Organizations etc.

## Content

### 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 and sharing
- Preparing worksheets and activities
- ICT integrated projects for ECCE and early primary programme
- 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

## References:

### Useful Websites

#### (A) Student Response System:

Socrative and Mentimeter are smart student response systems that empower teachers to engage their classrooms through a series of educational quizzes, games and exercises via smartphones

- <https://www.mentimeter.com/>
- <http://www.socrative.com/>
- <http://www.infuselearning.com/>

#### (B) Relevant Software available FREE of cost:

1. **Libre Office Suite** is a powerful and easy to use office suite; has clean interface and powerful tools to create documents, spreadsheets, presentations and drawings. It is free and open source software with 6 application components. It can be used as a basic document or presentation creation software. It also provides data security by way of password protection for the individual files created. It has the provision to convert from open format to MS-Office formats and PDF at the click of a mouse. The six components included are
  - **Writer**, the word processor,
  - **Calc**, the spreadsheet application to create tables, graphs and pie charts,
  - **Impress**, the presentation engine,

- **Draw**, the drawing and flow-charting application, can be used to create simple drawings for example, Water Cycle, Rainfall on Windward and Leeward side of a mountain range, Solar Eclipse, etc.
- **Base**, the database and database front-end, and
- **Math** for editing mathematical symbols and formulae.
- **Windows Movie Maker** is freeware video editing software by **Microsoft**. It is a part of **Windows Essentials** software suite and offers the ability to create and edit videos as well as to publish them in various formats.
- **Inkscape** is a professional vector graphics editor for Windows, Mac OS X and Linux. It's free and open source.
- **Audacity** is a free, easy-to-use, multi-track audio editor and recorder for Windows, Mac OS X, GNU/Linux and other operating systems. You can use Audacity to record live audio, cut, copy, splice or mix sounds together and change the speed or pitch of a recording.
- **Mobile Media Converter** is a free audio and video converter for converting between popular desktop audio and video formats like MP3, Windows Media Audio (wma), Ogg Vorbis Audio (ogg), Wave Audio (wav), MPEG video, AVI, Windows Media Video (wmv), Flash Video (flv), QuickTime Video (mov).
- **Firefox Web browser** is a free web-browser to surf the internet. The default search-engine on this browser is **Google**.

(C) **Additional subject specific software available:**

- **GeoGebra** is a free and open source, multi-platform dynamic mathematics software for all levels of education. It joins geometry, algebra, tables, graphing, statistics and calculus in one easy-to-use package.
- **GChemPaint** is a 2D chemical structures editor for the Linux OS. It is a very useful tool to learn abstract Chemistry concepts.
- **Jmol** is an open-source Java viewer for chemical structures in 3D, with features for chemicals, crystals, materials and bio-molecules.
- **Kturtle** has a built-in programming language that is loosely based on the **Logo** programming language. It is one of the few programming languages that teaches the logic of programming in an understandable form. The programming commands are translated to the human language of the programmer.
- **GIMP** for preparing flash-cards, images, diagrams, flowcharts, cartoon strips, etc.
- **Synfig** and **Blender** to create 2D or 3D animation videos.
- **Moodle** for assessment and user management.

- All of these, except Synfig and Moodle, are available on the Spoken Tutorial website <http://spoken-tutorial.org>

## **B. Yoga**

### **Introduction**

Yoga is a subject which has universal appeal. It is a science and art for culturing the mind and developing the personality. Yoga was always a part of education in India in ancient times. The children were sent to Gurukula where they stayed with the Guru and were taught Yoga. All the knowledge was passed on orally from generation to generation. However, it was sage Patanjali who wrote down Sanskrit verses and coded this science of Yoga into eight limbs or aspects. This helped pupils to achieve a balanced and healthy growth of body and mind. Sage Patanjali is therefore considered as the foremost teacher of Yoga, and we must offer prayers to him with respect, dedication and devotion.

The eight limbs of Ashtāng Yoga are-

- Yama – social discipline,
- Niyama – individual discipline,
- Āsana – control of the body in various postures,
- Prānāyāma – control of breath,
- Pratyāhāra – control of senses and mind,
- Dhāranā – concentration,
- Dhyāna – meditation,
- Samādhi – union with God (absorption)

Yogasana is the only limb of Yoga that can be directly imparted to school children. When properly practiced, the asanas will provide children with sound physical and mental health, and will lead to balanced growth. Children enjoy the action, movement and creativity that the asanas provide. By teaching the asanas at the school level itself, an interest in the subject will be created at right age.

Children will develop the focus and attention in the process of education which will help them to develop as mature adults eventually.

However, Pranayama should not be introduced to the school children up to sixteen years. Pranayama is not suited to the nature of children. It needs to be practiced with tremendous attention; and demands steadiness, seriousness and keen observation. School children are restless and playful by nature, and cannot keep their eyes closed for too long. Their lung capacity is not fully developed as yet, and so it should not be taxed with breath regulation and control. However school children can be made to sit quietly, keeping the spine erect. They should keep the head & neck straight and feel the chest while breathing. They should be allowed to take maximum of ten breaths.

Children of age six and above are fit to commence yoga practice. However children between age of five and six can do a few asanas. These children are too young to start formal yoga practice. While static asanas do not suit their temperament they are not capable of performing dynamic movements, since their bodies are supple and elastic. While teaching children of this age, a variety of Āsanās should be taught to keep alive the

attention and interest in the subject. Children enjoy practicing Āsanas because a variety of movements of the body. This helps the child to keep the contact of self with the body. Āsanas are taught in different ways, so that children readily enjoy these and develop further interest.

### **Objectives**

- Learn about the body and its parts which participate in the asanas, with their specific movements.
- Learn to do the āsanas with discipline of body and mind.
- Learn various asanas to give shapes to the body like animals, birds, insects etc.
- Learn and remember the names of asanas.
- Learn to establish oneself in asanas, with firmness in standing, sitting, bending and twisting actions.
- Learn rhythmic motions, several movements and dynamic actions that lead to
- stability.
- Learn to do asanas with alert and attentive mind

### **Pedagogy**

Teaching Yogasanas is a practical subject. It is not necessary to teach the theory of Yoga, at this stage. The teacher can explain the concepts of Yama – Niyama of Yoga and encourage children to follow them. Teacher needs to demonstrate the asanas and pupils, in turn, imitate him/ her.

The younger group of children, below eight years of age, should be taught through a playful method. The asanas you teach should not burden their body and mind. At this age, their bones and muscles are not fully developed and may cause injuries if strong physical movements are forced on them. A teacher should remember not to force or specify the technique – the teacher demonstrates to children, and they imitate the teacher as per their capacity. The teacher should give short explanation about the benefits of the asanas taught to them. The teacher must understand that children need variety and novelty in asanas. Children find slow movements and repetitions dull and boring as they are full of energy. There should be a combination of static movements and quick movements during the asanas, so as to remove their lethargy and fear complex. If the children are tired during asanas with quick movements, they should be asked to rest with chest elevated. This would quickly energise them. A yoga class of thirty minutes may be too long for them.

### **Content**

#### **Unit 1 Yoga Prayers**

#### **Unit 2 Aspects of Yoga**

#### **Unit 3 Asanas**

- Standing asanas (Uttishtha sthiti) – with various leg positions along with arm positions.
- Sitting asanas (Upavishtha Sthiti) – with erect spine; and various leg & arm positions.

- Forward bending asanas (Paschima Pratana Sthiti) – extension of the back.
- Resting poses (Supta Sthiti) – resting the back body on flat surface.
- Backward bending asanas (Purva Pratana Sthiti) – with participation of anterior and posterior spinal muscles.
- Preparatory movements of arms and legs in asanas as well as for combination of 2 or more asanas.

### **Details**

- Standing asanas with various leg positions along with arm positions for strength, firmness, balance and suppleness of joints.
- Various leg positions for suppleness of knees, groins, ankles and feet; while maintaining erect spine.
- For recovery from fatigue and quietness of mind.
- For resting the body in between asanas.
- Balance action of participating anterior and posterior spinal muscles for strength and suppleness of spine.
- To learn various arm movements, leg movements, synchronous arm & leg actions; and combinations of 2 or more asanas.

### **References:**

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## **C. Creative & Performing Arts**

### **Introduction**

The need to take part in Social activities like Art & Craft, Music, dance, drama and mimicry, all children like to play and engage themselves in recreational leisure time activities.

Art is a vehicle for expression and communication of emotions and ideas. Art, as creativity, is something humans do by their very nature. Art is not an action or an object, but an internal appreciation of symmetry, balance and harmony.

Art Education can be perceived as a tool for development of aesthetic sensibility and healthy overall development. Arts like visual arts, dance, theatre are the powerful medium for the cognitive development of children. These creative activities not only help develop individual potentials and talent, but enhance learning certain academic concepts. They are interesting, fun to do and experiential. Children of pre primary age group learn information through a related conversation than through drilling or lecture method. Learning become enjoyable through Art Education and there are opportunities to enhance their skills in language, motor abilities and socialization Art. Creative activities enhance their academic skills, improve self image and provide avenues for vocation. Activities under Art education are visual arts and performing Arts. Visual Arts are activities which involve use of a variety of materials of different colours, shapes and textures in the environment. Performing Arts are a means of expression of ideas, concepts, thoughts, opinions and abilities through drama, dance, movement and music.

**Objectives :-**

- Learn different visual and performing arts through practice and hands-on-experience.
- Become aware of the importance of art forms for joyful learning and development of Pre School children.
- Learn to make use of locally available material in promoting the learning and development among children.
- Equip with necessary skills of creative arts for self and child development.
- To understand the role of art in overall development of preschool children
- To understand the relation between art and learning of knowledge and skills by preschool children.
- To experience free expression of ideas and emotions about different aspects of life and to teach appreciation of nature or environment.
- For overall development of the senses through observation, exploration and expression.
- To make children familiarize with basic shapes, forms and colours of the objects.

**Unit 1: Introduction to Art Education**

- Concept of Art Education
- Introduction to different forms of Art
- Art and Craft of Telangana
- Different types of Art forms

**Unit 2: Visual and Performing Arts : Importance and planning activities**

- Visual Arts : Drawing and painting, paper craft, Printing, clay modeling
- Performing Arts : Drama, dance, theatre, movement, music, Puppet show and Role Play.

**Unit 3: Art Education in Pre primary level**

- Importance of art education for a Pre School education and teacher
- Art activities suitable for pre primary age group children
- Planning visual art activities
- Planning performing Art activities

**Unit 4: Organizing and coordinating visual / performing Art Programmes**

- Organizing materials for conducting visual art activities.
- Organizing materials for conducting performing Art activities.

**Suggested Activities:**

- conduct of activities relating to visual, performing and other art forms such as Drawing and painting, paper craft, Printing, clay modeling, Drama, dance, theatre, movement, music, Puppet show, Role Play etc. to equip the student teachers with the knowledge, understanding and skills

- Celebration of local, state and national festivals.
- Plan and develop activities / lesson plans using visual and performing art forms to transact the Pre School Education curriculum.

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## **D. English Proficiency**

### **Introduction**

The purpose of this paper is to enable the student-teachers to improve their proficiency in English. A teacher's confidence in the classroom is often undermined by a poor command of the English language. Research has shown that improving teacher efficacy, or her own belief in her effectiveness, has a tremendous impact on the classroom. The teacher should be aware that isolated sound/letters, words and sentences do not make language. Whether it is in print media, visual media or day-today life language exists only in contexts and language in context is called discourses. Only when the teacher understands this she will be able to explore language for developing her own proficiency and also use appropriate pedagogy that can help the learners use language in contexts. A teacher who perceives herself as proficient in English is more likely to use communicative strategies for teaching English. She is less likely to resort to using simple translation or guide-books for teaching English. This paper focuses on the receptive (listening and reading) and productive (speaking and writing) skills of English as embedded in discourses and combines within each domain of discourse both an approach on proficiency in usage and proficiency in classroom teaching.

### **Objectives**

- To strengthen the student-teacher's own English language proficiency to make them
- evolve as creative users of English.
- To help them construct various discourses both orally and in writing.
- To enrich their knowledge of grammatical, lexical and discourse systems in English.
- To enable them to link this knowledge with pedagogy.
- To experience specific classroom strategies and language activities for learning and teaching English.
- To show that errors are necessary stages in the process of learning and how these can be eliminated through systematic process of editing.
- 100% in practice mode - workshops in the way of practice and experiencing way.

### **Unit 1: Status of English**

- Introduction
- English around us
- English as a global language
- Constitutional provision; English as an Associate Official Language
- English as a Second/ Foreign Language

## **Unit 2: Understanding Language - Listening to and Producing Oral**

- Discourses
- Introduction
- Listening with comprehension
- Analysing discourse features
- Analyzing the supra-segmental features
- Making oral presentations and constructing different oral discourses
- Opportunities to use language in context.
- **Activities:**
  - Theme-based interaction
  - Listening to oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.)
  - Producing oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.)
  - Giving and eliciting feedback for refining oral discourses in terms of features of discourses and supra-segmental features
  - Using classroom theatre (drama, choreography) as a pedagogical tool

## **Unit 3: Critical Reading**

Reading different types of texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads /matrimonial, brochures, etc. and identifying their features

- Reading for global and local comprehension
- Extrapolating the texts through making inferences, analysing, reflecting
- Understanding the theoretical postulates of critical reading
- Understanding the process of critical reading
- **Activities:**
  - Identifying the features of various discourses they have read
  - Interpreting tables, graphs, diagrams, pictures, etc.
  - Reviewing any book/article
  - Using reading as a tool for reference skills i.e. use of dictionary, Encyclopaedia and internet

## **Unit 4: Creative Writing**

- Introduction
- Writing for specific purposes and specific audience and understand writing as a process
- Experience the classroom process of writing (individual, collaborative, editing)
- Writing texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads /matrimonial, brochures, etc. and identifying their features  
Recognising errors as a part of learning process
- Editing the written texts in terms of discourse features, syntax, morphology and writing conventions

- **Activities:**
  - Brainstorming on the theme and the type of text, the audience, etc.
  - Concept mapping on the content and organization of the text
  - Writing individually and refining through collaboration
  - Reading related texts for refinement of the written work in terms of discourse features and theme
  - Editing texts written by oneself and others in terms of discourse features, syntax, morphology and conventions of writing

## **Unit 5: Vocabulary and Grammar in Context**

- Introduction - what is grammar
- Problems with traditional prescriptive grammars
- Classification of words (closed word classes and open word classes)
- Lexical, phrasal and clausal categories
- Elements of a sentence (nuclear and optional)
- Classification of clauses based on structure, function and finiteness
- Auxiliary system (Tense, Modals, Perfective and Progressive Aspects, Passive)
- Syntactic devices (coordination, subordination, complementation, relativisation, passivisation, embedding, agreement)
- Word formation (prefix, suffix, compounding)
- Synonyms, antonyms, homophones, homographs, homonyms, phrasal verbs, idioms
- **Activities:**
  - Reading passages and analyzing the distribution of linguistic elements
  - Making generalizations on syntactic and morphological properties
  - Checking the generalizations in the light of new passages
  - Writing discourses and editing them individually and also through collaboration, feedback
  - Critical reading of specific areas of grammar as discussed in a few popular grammar books and reaching at conclusions.

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**Workshops:** shall be conducted in the following areas to facilitate professional development among the student teachers.

### **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, Simulation Exercise

### **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

### **Enhancing 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 ; report on the Report Writing Workshop

## **Enhancing Managerial and Interpersonal Skills**

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

## **Paper 7 - Exposure to Pre School practices**

### **a. Classroom Observation (Foundation I)**

### **b. Teaching practice in simulated situation based on Foundation I**

#### **Introduction**

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

#### **Purpose and Scope**

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

#### **Expected Pedagogical Approach**

The paper will be conducted through close interaction between the student-teacher, the faculty of the teacher education institution as well as the teacher of the Pre School where the student will be placed for conducting the field observation and practice. The student will be provided formats to note observations, make activity plans and record the conduct of activities. The student teacher will discuss her observations and activity plans with the teacher educator on a regular basis, who will provide supervision during practice teaching.

#### **Innovative Aspects of the Paper**

Through this paper the student teacher will get opportunities to observe the real classroom and Pre School and simulate the same in TEI based on their observations. During this experience the student teacher will be encouraged to plan a developmentally appropriate, holistic programme for children to meet their needs across domains of

development and would also focus on fostering creativity, emergent literacy and mathematical abilities of children.

### **Objectives**

The paper will enable the student teacher to:

- Observe the actual classroom and interact with the Pre School teacher for planning the internship programme.
- Gain experience of working with young children through simulation at TEI.
- Identify their pedagogical strengths and areas where they need to strengthen their skills.
- Develop skills in understanding young children and their needs and be able to plan a relevant as well as a holistic programme for them.
- Learn the various aspects of classroom organization and management.
- Be reflective practitioner.

### **Content**

This paper has two segments which can be visualized along a continuum

**Stage 1:** Observation of teaching in Pre Schools

**Stage 2:** Conduct of activities by student teacher in simulated situations at respective TEIs followed by feedback from co-students and teacher educators.

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Kaul, V. (2009). Early Childhood Programme. NCERT, New Delhi. Singh, A. & Swaminathan, M. (1995). A Training Manual for Early childhood Education. Swaminathan, M. and Daniel. P. (2004). Play Activities for Child Development: A Guide to Pre-school Teachers. National Book Trust, New Delhi.

## **Paper 8 - Internship programme – Pedagogy of Early Childhood Education**

**Marks: 200**

### **Introduction**

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

### **Purpose and Scope**

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

### **Expected Pedagogical Approach**

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

### **Innovative Aspects of the Paper**

Through this paper the student teacher will get opportunities to work in Pre School situations. The student teacher will be encouraged to plan a developmentally appropriate, holistic programme for children to meet their needs across domains of development and would also focus on fostering creativity, emergent literacy and mathematical abilities of children.

**Objectives**

The paper will enable the student teacher to:

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

**Content**

Internship: Actual full time placement in preschools involving independent working for a specified duration to get a holistic experience.

**References:**

Kaul, V. (2009). Early Childhood Programme. NCERT, New Delhi. Singh, A. & Swaminathan, M. (1995). A Training Manual for Early childhood Education. Swaminathan, M. and Daniel. P. (2004). Play Activities for Child Development: A Guide to Pre-school Teachers. National Book Trust, New Delhi.

## **DPSE Second Year Programme - Papers**

### **Paper 1: Diversity, Discrimination and Inclusion**

**Marks: 100**

#### **Introduction**

This paper introduces the participants to the idea of diversity and difference between diversity and discrimination. It will attempt to peruse the wide diversity in India – regional, religious, cultural, diversity in physical appearance and abilities etc. It will focus on inclusion of all forms of diversity and introduce the constitutional provisions. It will problematize the issue of discrimination and engage with processes of identifying and preventing discrimination.

It has been found that Gender Socialization begins very early – even before children enter the pre-school and anganwadi centres. Gender Socialisation is deep rooted in culture – its manifestations are different in different cultures. The Gender bias hinders equity in education, parenting and careers. It is important; therefore, to develop in trainee teachers an understanding and sensitivity to the iniquitous gender socialisation.

Disability is a special form of diversity and needs to be understood with some rigor in understanding for early identification and referral. The teacher in the preschool and primary school plays a vital role in identifying children who may have special needs. Special needs here encompass children with disabilities and developmental delays, along with children from economically vulnerable groups. Changes in legislation have resulted in children from hitherto marginalized groups having access to early childhood and primary school programs, for which they need significant scaffolding from the teachers and program staff. Increasingly, early childhood programs include children with special needs alongside children developing normally. Research has shown the importance of early intervention with such children, so that delays can be monitored and evaluated keeping in mind the rights of children and families.

This paper will look at the formation of bias and prejudice from a psychological and sociological perspective. It also looks at the influence of discriminatory, exclusionary practices on the building of early biases among children and the role of preschool programmes to negotiate and overcome these biases. This paper is also intended to sensitise trainee teachers for preschool and the early primary years to identify children with possible special educational needs who enter the school system, and orient them to the principles of inclusion and the development of an inclusive classroom in the early years. This paper builds on learning acquired from papers in the early parts of the curriculum, such as the paper on development in the early years also. This paper will help trainee teachers familiarise themselves with the process of modifying existing programs and referral services keeping in mind the special educational needs of young children.

## Objectives

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

- Understand the difference between diversity and discrimination, recognize the discrimination among children and between children and adults and be able to address it.
- Understand the concepts of bias, prejudice and stereotyping and factors that give rise to discrimination.
- S/he will be able to devise ways to encourage, appreciate and celebrate social and physical plurality and encourage inclusion.
- Recognise bias, prejudice, stereotyping.
- Understand the Gender as a social, not a Biological construct.
- Understand the relationship between socialisation and gender in different social settings.
- Understand special needs, disabilities and developmental delays, and to identify vulnerable children from diverse social and economic backgrounds.
- Acquire an understanding of inclusion and the principles of inclusion and inclusive practices in the classroom.
- Recognise the importance of early intervention for children with special educational needs.
- Develop skills for working with children with special needs in an inclusive classroom.
- Know when to refer children to other agencies or experts, and develop a network of referral agencies and services that can support young children.
- Attain expertise of working with stakeholders such as the family and the special educators to ensure the educational needs of children with special needs are met.
- Be sensitive to the needs and rights of children with special and their families.

## Content

### Unit 1: Different but Equal – Introduction to Diversity

- Linguistic nature of different linguistic groups
- Religious tenets and practices of different religions of India Hinduism and its sects, Islam, Christianity, Jainism, Buddhism
- Tribal diversity – tribes of India
- Regional geographical diversity in lifestyles
- Cultural (cuisine, attire, customs etc.)
- Occupational : different occupations
- Physical ( this would briefly refer to the child development paper and draw on the diversity element)

- Mental and emotional
- Gender

### **Unit 2: Hierarchy, Bias, Prejudice and Stereotyping - Understanding Discrimination**

- What is discrimination? Difference between diversity and discrimination.
- Difference being perceived as hierarchical – assigning more and less value to occupations (class) culture (caste and religion), colour (fair and dark) gender male and female.
- Behavioral attributes of discrimination – teasing, bullying, exclusion, untouchability, prohibition of certain acts by certain people viz. women cannot perform certain religious ceremonies, certain castes cannot cook in other caste homes etc.

### **Unit3: Understanding various Forms of Discrimination – Economic, Social, Cultural and Regional**

- Economic disparity and its roots
- Poverty and its impact on nutrition, access and learning.
- Measures to compensate for poverty
- Caste, religious, linguistic, economic, regional, gender discrimination. Status of states and the nation on human development indicators.
- The Caste System in India and Untouchability – Gandhi, Ambedkar, Modern writers
- Recognising discrimination in the community.

### **Unit 4: Understanding Gender as a Social Construct**

- Difference between gender and sex (as in biological male female).Difference in sex but towards equity in Gender.
- Emergence of the idea of gender and the main discourses on gender.
- Understanding Patriarchy and its strong influence on and correlation with gender socialisation.
- Emergence of gender identity.
- Gender roles.

### **Unit 5: Gender Socialisation and Discrimination in Different Cultures**

- Analysis and understanding of different social practices in different Indian cultures for boys and girls
- Gender in Pre School Classroom
- Gender roles
- Discrimination – Gender and Caste; Gender and Poverty; Gender and Religion' Gender and Disability

## **Unit 6: Overcoming Inequality and Discrimination**

- Introduction to constitutional provisions, recognition of diversity and deprivation and discrimination and provision for constitutional remedies for the same through Fundamental Rights.
- Other rights and bills for equality.
- Struggles for equality – examples of gender and caste struggles through legal means.
- Positive discrimination and its debates.

## **Part-B**

### **Unit 1: Understanding Special Needs – Nature and Characteristics**

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

### **Unit 2: Understanding Developmental Problems and Delays in Infancy and**

- Toddlerhood (0-2 years)
- Attachment difficulties and disorders – autism, down's syndrome, separation anxiety, non-organic failure to thrive, parenting problems – rejecting, anxious, over-protective parenting.
- Atypical motor development – cerebral palsy, spina bifida, down's syndrome.
- Behavioural problems – toilet training, feeding problems, oppositional behavior.

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

- Problems of growth and feeding problems – obesity and malnutrition; impact on cognitive and motor development
- Speech, communication and interaction problems – specific language impairment, delayed speech
- Cognition and learning problems – Down's syndrome
- Sensory and physical impairments – visual and hearing impairments
- Behavioural, social and emotional problems – oppositional behaviour, aggression, hyperactivity.

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

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

#### **Unit 5: Identifying Special Educational Needs of Children with Developmental Delays and Problems in the Early Years**

- Working with children with developmental problems in the classroom
- Modifying program content based on the needs of individual children’s needs.
- Children with Cognition and learning problems
- Behavioural, social and emotional problems
- Speech, communication and interaction problems
- Sensory and physical problems

#### **Unit 6 : Preparing for Inclusion**

- What is inclusion, difference between integration and inclusion
- Preparing an inclusive classroom – making modifications in infrastructure, adult-child ratio, curriculum, special equipment
- Developing Individual Education Plans (IEP)
- Evolving peer support for children with special needs
- Working with multiple stakeholders - parents, special educators and other service providers
- Preparing Individual Family Support Plans

#### **Unit 7 : Inclusive practices**

- Inclusion - Social, economic and gender
- Need for Inclusion and challenges
- Exemplar classrooms and activities for gender, caste and class equity in different ECCE programmes
- Collaboration with parents and community
- Developing, practicing and reflecting on inclusive practices

## Unit 8: Accessing Referral Services

- Recognising the need for referral and further assessment
- Determining when a case needs to be referred
- Working with parents and referral services on issues of children

### Suggested Practical Activities :

- Observing and surveying economic disparity in the village/locality (One week)
- Observation and survey of caste and religious differentiation in the locality, in the classroom. (Two weeks)
- Survey of diversity in the village – village profile and mapping, spending an hour or two with a family the person has never been to and observing;
- Showing films followed by discussions.
- Surveying roles in the locality. Recognising if there are any segregation of roles in the classroom.
- Survey of gender practices in different communities – interviews on experiences of gender.
- Observation of gender in the preschool classroom.
- Visit an inclusive school and speak to the teacher and administrators about the principles kept in mind while developing an inclusive classroom. Identify the nature of disability in children in the classroom, the child to adult ratio, the modifications made to the classroom infrastructure and equipment keeping in mind the child's disability. Prepare a report which captures the visit and the aspects given alongside.
- Identify two disabilities in children in the age-group of 3-8 years. Prepare two appropriate teaching aids for working with the children.
- Develop a case study with a child with special needs. Carry out observations of the child in various settings – home, school, play, etc. Interview stakeholders to develop a comprehensive case study – parents, teachers, special educators, etc.

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## **Paper 2: Pre-school Education Programme - Planning and Organization**

**Marks: 100**

### **Introduction**

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

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

### **Objectives**

The paper will enable the student teacher to:

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

## **Content**

### **Unit 1: Developing/Designing a Contextualized and Developmentally Appropriate Curriculum**

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

### **Unit 2: Designing and Maintaining Outdoor and Indoor Space**

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

### **Unit 3: Materials and Equipment for a Center**

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

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

- Admission/Enrolment forms / Registers.
- Child's background information and personal data form / Child Track Record.

- Child Assessment Form/portfolio and Report Card for communication to parents. Child's diary.
- Child and Teacher Attendance record.
- Fee register, if applicable.
- Financial planning and Accounts register for salaries purchases;
- contingencies; recurrent costs etc.
- Stock Register for consumable and non-consumable items.
- Health Records, Record of Home Visits.
- Register/Record of Toys, games etc. material.
- Register for recording Celebrations conducted in School, Community, Visits & Excursions , out door activities etc.

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

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

### **Suggested Practical Activities**

- Developing an age and developmentally appropriate curriculum for two different kinds of contexts of children, with a balanced approach for all domains and for school readiness.
- Develop a chart of all registers and records to be maintained in a preschool, the periodicity and importance.
- Prepare a critical self profile or self-assessment of qualities required or already possessed by the student teacher herself to be an effective preschool teacher.
- Plan an outdoor play activity for preschool children
- Prepare a critical self assessment form.

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

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## Paper 3: Development of Early Literacy & Language in Pre School Children

**Marks: 100**

### **Introduction**

The development of child's language begins from birth. The critical period for language development lies between 6 months after birth to 5 years of age. Language is the medium for children to connect with people as well as construct and organize their knowledge about the world. The development of children's oral language seems to occur quite spontaneously and effortlessly as the child is immersed in language from the earliest days and hears others around him/her use language for authentic real life purposes. The development of the ability to read and write needs more guided attention from adults but is also spontaneously facilitated if the children are immersed in a print rich environment from their earliest years and see others around them using reading and writing to carry out their daily activities. In such a facilitating environment, children simultaneously develop as speakers, listeners, readers, writers and meaning makers from birth. The development of reading and writing may be challenging for those who come from print deprived environments and further experience mechanical and drill like pedagogies in the preschool and early primary classrooms where the focus is on getting children to memorize the alphabetic principle, comprising meaning making as the central motivation for the children to learn to read and write.

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

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

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

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

**Innovative aspect of the course:** This course is a unique attempt to enable the learners to see the development of oral language and literacy as a continuum. The pedagogies typically used in early years education for fostering oral language development can be easily extended to foster literacy development but this does not usually happen because of lack of theoretical grounding of the teachers in literacy education. This paper aims to bridge this gap and enable the teachers of young learners to help initiate the children on road to an abiding interest in reading and writing.

## **Objectives**

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

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

- Examine and understand the close relationship between oral language and early literacy.
- Understand the theoretical perspectives to the development of language and literacy in young learners and develop a critical understanding of multiple approaches to early literacy.
- Implement pedagogic practices to support and nurture the developing language and literacy of young learners in classrooms. 0 Be sensitive towards cultural, linguistic and socio-economic diversity in the classroom.
- Develop their professional identities as teachers as educators for the early years

## **Content**

### **Unit 1: Development of Oral Language in the Early Years**

- The rule governed nature of language - exploration of rules through examples of at least two languages
- Children's construction of knowledge about language and recognition of its rule governed nature through immersion - ; - over-generalization of rules as an indicator of development and children's active role in construction of their language; examples of over-generalization of rules from Hindi or other Indian languages
- Functions and forms of language - including language as a medium for thinking and learning
- Transition from home language(s) to school language - challenges

- Implications for the classroom: a rich talk environment with opportunities to speak and listen, engage in a dialogue for various purposes; a safe classroom that welcomes diverse language possibilities, acknowledgment of children's prior learning
- **Practical:** Observe and record verbatim the conversation between two children around four years of age for 3 minutes. Analyze this piece of conversation and state what were the purposes for which children used language.

## Unit 2: Understanding the Reading Process

- (Note: The first title is what is contained in syllabus submitted to NCTE; the second title is what I am suggesting now)
- Relationship between written and spoken language - similarities and differences
- Examining oneself as a reader: purposes of reading, adapting strategies to suit the purpose, reading as meaning making, role of prior knowledge of the reader in the reading process
- Fundamentals of the reading process: concepts of prediction, directionality and redundancy; examining the development of the concepts in children's earliest attempts at reading; examining the significance of meaningful and purposeful reading for children and the role of experiences and knowledge they bring to reading
- The cueing system in language: the role of semantics, syntax, graphophonics and pragmatics in reading; miscue analysis
- **Practical:** Chose an age-appropriate illustrated story book for children in their mother tongue (such as "Billi ke Bachche" or "Lalu and Peelu" in Hindi for children whose mother tongue is Hindi). Give the book to the child and observe the child's reading behavior according to the guidelines that you have studied in theory paper.

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

- Critical appraisal of typical literacy instruction in Indian classrooms: Examining reading instruction and analyzing teachers' underlying beliefs about reading and writing.
- Nature of emergent literacy: literacy as a developmental process; interrelatedness of oral and written language development; conceptualization of children as hypothesis-generators and problem-solvers.
- Examining children's engagements with literacy: concept construction about functional and formal aspects of literacy.
- Drawing and scribbling S Labeling S Picture reading S Print awareness S Pretend reading S Invented spellings
- Development of comprehension in the early years - the significance of meaning in language processes; meaning- the ultimate goal of oral and written language.
- **Practical:** Narrate a story to a group of four children. After narration give each child a A4 sheet of paper. Ask the children to now express the story on paper in whichever they want. For example, you can say, "Tell me something about the

story which you liked using this paper and crayons." Analyze what stage of writing the child is in (Remember drawing is a stage of writing).

#### **Unit 4: Diversity in the Classroom: Pedagogical Implications**

- Diversity of languages and communities in the class: the deficit model; problems related to the deficit model; prevalent notions about children's cultural and socio-economic background, the discontinuity theory; the discontinuity between children's experiences and cultural practices at home and school's mainstream culture.
- Using multilingualism in the classroom as a resource - challenges and possibilities.
- Language dynamic and not a monolithic entity: issues of correct pronunciation, standard language, dialect(s), grammar.
- **Practical:** Observe a Pre School classroom for half an hour when the teacher is actively engaging with the children. Make detailed notes on the language used by the teacher and the language(s) used by children. Critically analyze your observations with respect to the debates about school and home language.
- Carry three common objects with you in the classroom. Ask the children what do they call these objects. Record the various labels given by children. Analyze what this tells you about the diversity of language in the classroom.

#### **Unit 5: Children's Literature: Selection and Use**

- Significance of children's literature in the early years.
- Examining different genres of children's literature for the early years: picture books, illustrated books, big books, rhymes, poems; features of an appropriate literature for children.
- Reading aloud: selecting a book, organizing for a reading aloud session; how to read aloud.
- Storytelling: strengths of a good story/storybook; how to narrate - telling a story is not a performance.
- **Practical:** Carry out this activity in pairs. One member of the pair narrates a story to a group of children. The second person provides detailed feedback about the various aspects of the narration. Then the second person narrates another story to the same or another group of children and the first person provides feedback.

#### **Unit 6: Creating a Language Learning Environment: Principles and Practices**

- Child as creator and constructor of meaning; primacy of children's experience and perspectives in classroom literacy practices.
- Strengthening child's oral language development.
- Focus on comprehension - to be taught actively through a variety of strategies.
- Creating a print rich environment.
- Supporting children's transition from mother tongue to school language.
- Valuing multilingual classrooms.

## Unit 7: Learning to Read and Write: Multiple Approaches and Practices

- Balanced Approach to children's literacy development - features and implications for pedagogy; using whole language approaches with contextualized and meaningful phonics instruction.
- Creating literacy rich physical environment: age-appropriate books and other print and literacy material; reading and writing corners; classroom libraries; display of children's writing.
- Whole language approaches - Language Experience and organic reading Approaches (LEA) - using children's experiences as the basis for reading and writing, morning message, comprehensive and active use of children's literature: poems, rhymes, stories of different kinds, play songs and creating opportunities for reading and writing for a variety of purposes, reading aloud to children, storytelling, use of puppets, active use of context-relevant environmental print.
- Planning for Meaningful Skill Development within an Early Literacy Programme - developing skills required for school based learning; skills for phonological development; and higher order skills like creativity and problem solving in a language classroom.
- Implementing balanced approach in daily literacy instruction - the Four Block Approach, Examples of some balanced approaches used for early literacy instruction in India.
- Language across the curriculum - recognizing opportunities throughout the day across activities for reading, talking and writing and organizing them in a planned manner.
- **Practical:** Visit a classroom for young children and note the print available in the classroom. Make a record of each type of print and analyze whether it in term of its appropriateness for children.
- Observe a classroom when the teacher is carrying out a language activity with children. Analyze the teacher's approach with respect to various theoretical perspectives you have read about in the course.

## Unit 8: Assessment & Evaluation

- Concept of Assessment and Evaluation and Importance in Pre School Education
- Examination of prevalent practices of assessment in the early years including shrutlekh, sulekh, saswar vachan; the assumption these convey about children's literacy learning and development.
- Principles of assessment: assessing and valuing the processes of literacy rather than the product, assessing the context and, authenticity of assessment.

- Assessment procedures: maintaining records of children's works: portfolios and anecdotal records, reporting on children's early reading and writing

### **Unit 9: Introducing English in Early Years**

- Challenges of introducing English in early years education
- Critical examination of typical practices used to teach English in early years
- Building children's oral language abilities through meaningful routines and activities
- Creating a print rich environment and introducing the written form of language through meaningful and relevant holistic print and appropriate children's literature

### **Other Suggested Practical Activities:**

- Collection of Rhymes on different themes and reciting them in the class in groups
- Read / listen a story, analyse and narrate in the class
- Watching films/movies (animate children stories) and dramatize / role-play the dialogues.
- Build-up a conversation between any two characters taken from children's animated movies. (in groups) eg: Tom & Jerry
- Write a narrative to describe an incident you have seen or experienced.
- Prepare Masks for any play and dramatize in the class
- Prepare puppets and narrate a story / Role-play / a conversation using them
- collect puzzles & Activity sheets, pictures to prepare flash cards and prepare a record.
- Design activity sheets to assess children achievement levels in listening, speaking, reading and creative expression

### **REFERENCES**

Separate attachment

Useful Links

<http://www.languageandlearning.in>

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

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## **Paper 4 : Development of Early Mathematical Concepts in Pre School Children**

**Marks: 100**

### **Introduction**

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

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

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

## **Expected Pedagogical Approach**

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

## **Innovative aspect about the Paper**

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

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

## **Objectives**

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

The paper will enable the student teacher to:

- Understand how everyday experiences and social interaction in joint activity form the basis of mathematical thinking in children.
- Make use of children's spontaneous play activities as well as plan specific play activities to foster development of mathematical concepts.
- Support development of children's logical abilities involving matching, classification, comparing, ordering and measuring.
- Understand the progression in development of number sense in children and plan activities to foster the same.
- Appreciate the role of emotional engagement, meaning and purpose in the development of cognitive abilities.

- Identify how children develop concepts of shape and space and plan activities to foster the development of the same.

## **Content**

### **Unit 1: Mathematics and the Early Years**

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

### **Unit 2: How to make Mathematics learning enjoyable activity?**

- Principles of Learning Mathematics – ELPS approach
- Nature and capabilities of the learner in early years
- Linking Learning with purposeful and meaning experience

### **Unit 3: Matching and Classification**

- Giving opportunities to children through meaningful activities
- to identify objects which are similar/ different; to match objects on the basis of a given perceptual (visible) attribute – say colour, shape, size, texture;
- to match objects on the basis of function – say, things we wear/things we do not wear
- to group/ classify objects according to one attribute like colour, texture, smell, size, sound, shape
- to group/ classify objects according to two attributes shape and colour
- to group/ classify a collection of objects that are alike in some way and explain basis of classification – for example, a collection of toys and locally available material of different sizes
- Using vocabulary such as similar, different, alike

### **Unit 4: Comparing, Ordering/Seriating and Measuring (Continuous quantities – size, length/height, volume, weight, area)**

#### *PART A: Concept development (additional knowledge) for the teacher*

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

- Experiences of measuring using inches/foot and meter/centimetre/millimetre and the relationships between the two and developing the ability to estimate
- History of different measurement units for length – gaz and other regional
- units and its relationship to British units (yard/foot), metric units' introduction after French revolution to formation of international SI units and adoption in India.

*PART B – Activities to be done with children*

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

**Unit 5: Comparing and Counting Discrete Quantities-Number sense up to 10**

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

**Practical**

- Conducting interviews with children aged 3 to 6 years to observe the variability in the responses of children when asked to give a small number of objects (2 to 10/20) according to age. Discussion to classify the responses as the numbers increase and between children and interpreting it in terms of children's developing understanding of cardinality and the significance of the last counted word.
  - Some children
  - Count and give
  - Continue counting
  - Grab handfuls to give

- Difference between reciting number names and counting.
- Subitization – Perceptual discrimination of quantities in infants, exact and intuitive discrimination up to 3 (subitization), and approximate discrimination of larger numbers.
- Principles of counting – stable order, one to one correspondence, cardinality – meaning of the last counted word.
- Connecting counting with sense of quantity/ estimation of discrete quantity – moving on from more and less based on perception to counting; Number sense of 5 as a landmark as it is based on counting and not perception. Age at which cardinality can be expected.
- Distinction and relationship between the concept of a particular number and its numeral representation. What should come first, writing number or number sense?

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

- Designing counting experiences in the classroom focusing up to 5 and supporting counting experiences of children.
- Creating opportunities to count using purposeful activities in the classroom in a variety of ways – for example, playing the game of boarding the train after counting and giving pebbles as per the dots of the ‘ticket’; counting the number of children wearing green.
- Supporting children in counting – recounting with the child with one to one correspondence; repeating the last counted word meaningfully to convey the sense that it signifies the total number; importance of practice where counting is done in varied contexts instead of drill which involves mere repetition without context.

**Unit 6: Developing Number Sense Upto 20**

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

- What is meant by number sense – (Quantity and Order).
- To develop a sense of quantity – how much is 10 or 15, which is more – 7 or 11 and so on. Understanding 12 as 2 more than 10 or 3 more than 9 or 3 less than 15.
- To develop the sense of the order relationship between numbers – to know that 15 comes after 14 and before 16, Understanding that 15 is equidistant from 10 and 20.
- Splitting numbers up to 20 in flexible ways is an important support for fluency with number operations later.
- Understanding zero as absence of things being counted; counting to start with and not 0.
- This sense of numbers is independent of the written notation for numbers. Even if a person does not know how to write numbers, the person still can have number sense. This sense emerges through the process of counting objects in meaningful

- counting situations and not through identifying before and after numbers in isolation or by learning by-heart number combinations.
- Counting-on as precursor to understanding the concept of addition. Understanding the difference between counting-all, counting-on and the importance of giving enough opportunity to children to come to counting-on on their own rather than being taught.
- The importance of doing addition and subtraction without place value through counting on, and counting back based on number sense
- The importance of spoken word problems for developing visualisation and
- abilities to model and using word problems to introduce addition and subtraction; vocabulary used – ‘and’ instead of ‘plus’ when introducing the addition symbol ‘+’; spoken word problem with numbers alone written when children cannot read; and then later moving on to bare number sums
- Considering postponing the introduction of the vertical algorithm which is
- based on place value, till children have developed a conceptual understanding of what is involved in addition/ subtraction by using numbers as a whole
- Importance of observing strategies children use to add or subtract; recognizing
- multiple ways of addition and subtraction

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

- Designing counting experiences in the classroom focusing up to 20 and supporting counting experiences of children.
- Creating opportunities to count using concrete objects in purposeful activities (collecting leaves during outdoor visits and counting them, collecting materials for decorating objects, building house using towers) either in real life context or through stories, leading to development of sense of order in numbers, sense of quantity, number combinations, especially of 10;
- Exploring the possibility of using the empty number line to represent the
- order relationships among numbers using 5, 10, 15 and 20 as landmark numbers.
- Opportunities for counting-on and counting back using concrete objects or
- the empty number line.
- Introducing spoken word problems to children involving addition and subtraction supported by drawing to help visualise the context (and not to depict the numbers involved so as to support mental mathematics) using concrete materials to add and subtract and then word problems with numbers alone; moving to addition and subtraction with bare numbers; vocabulary – using the word ‘and’ instead of ‘plus’ when introducing the addition symbol ‘+’.
- Exploring patterns using numbers – stringing coloured beads using different
- patterns such as 3 yellow, 2 blue and one red and counting them.
- Using number combinations to reason about numbers 6 and 7 is 13 since 6+
- 6 is 12 and one is 13 (such reasoning will emerge when children have had

- sufficient experiences with numbers up to 20 and then with splitting a number in different ways).

## Unit 7: Developing Number Sense up to 100

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

- Keeping numbers whole and understanding numbers in terms of relationship with other numbers – 42 is between 40 and 50, it is nearer
- 40 than 50, it is 2 more than 40
- Understanding place value in terms of
  - a) Relationships within the number itself – understanding 745 as  $700+40+5$ ; 700 as 7 times 100 ( $7 \times 100$ ), 40 as 4 times 10 ( $4 \times 10$ ), 5 as 5 times one ( $5 \times 1$ ),
  - b) Relationship between places – value of tens place is 10 times the value of units place, hundreds place is 10 times of tens and so on; and the reverse as well – ten is  $1/10$  of hundred, one is  $1/10$  of ten.
- Understanding that 745 has 74 tens; has 745 ones and has 7 hundreds
- Having a conceptual understanding of addition and subtraction – Different ways of addition based on number sense. For e.g. Addition which can support the mental arithmetic of children

a) by stringing

$$\begin{array}{l}
 36 + 28 \\
 \text{a) } 36 + 10 \rightarrow 46 + 10 \rightarrow 56 + 4 \rightarrow 60 + 4 \rightarrow 64 \\
 36 + 30 \rightarrow 66 - 2 \rightarrow 64
 \end{array}$$

b) splitting

$$\begin{array}{l}
 \text{b) } 30 + 20 \rightarrow 50 \\
 8 + 6 \rightarrow 14 \\
 50 + 14 \rightarrow 64
 \end{array}$$

c) Adding vertically from left to right –

$$\begin{array}{r}
 345 \\
 + 288 \\
 \hline
 500 \\
 + 120 \\
 + 13 \\
 \hline
 633
 \end{array}$$

- Difficulties children would have in understanding place value; Understanding the type of ‘mistakes’ children make when doing addition/subtraction algorithms. Dangers of too early introduction of algorithms. Problems of digitization of number and its impact on the ability to visualise and estimate the results of addition and subtraction

## **PART B**

### **Practical**

- Developing meaningful counting activities for children who are more than 5 years and categorising them in terms of activities that can be repeated frequently while retaining the freshness such counting the number of children in class; activities of counting that are connected to other domains such as language or environmental explorations and are done during specific activities, such as for example counting seeds.
- Observing the differences in the responses of children, in terms of the number ranges they are comfortable with and the difficulties they face with specific number names (Difficulties with transitions in counting in different languages and the ways to support children’s learning – for example in English transition from twenty nine to thirty, thirty nine to forty and so on. In Hindi adtees (38) to unchalis (39).

## **Unit 8: Space, Shapes and Patterns**

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

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

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

- Identifying and creating situations in which children can participate and use the following words meaningfully to understand the terms such as, inside/outside; above/below, in-between, in the middle, in-front of / behind , straight / curved (Group discussion can be used to develop the activities)
- Seeing how activities with strings, broomsticks etc can be used followed by drawing on paper to learn to distinguish between straight line and curved lines.
- Devising activities through which children become aware of objects that roll,
- objects that slide and those who can do both and through that come to the understanding of flat and curved surfaces. Devising activities where children sort objects using informal words. Predicting the rolling/sliding behaviour of objects.
- Devising activities for free play in which children can create shapes to
- resemble objects they see or think about by using solid blocks, pattern-blocks and to see how they can talk about those figures.

**Unit 9: Data Handling**

- Students to understand the importance of data handling in modern life, and relate it to daily life activities.
- To understand process of data handling (data collection, Tabulation, analysis and interpretation). For example, representing variability in the class through table format and Graphs.

**Unit 10: Planning and Conducting Maths Experiences in the Classroom and Assessing Progress (practical)**

Discussing about the following supported by videos of actual classroom teaching transactions:

- How to support free play and be aware of opportunities that arise to support maths concepts.
- How to conduct a dialogue – how to lead a discussions in which children can express their method of solving a problem/their reasoning without fear of being right or wrong. How to take a cue from a child and revoice and take others into the discussion if something important has been said. How to frame questions in such a way that finding an answer for the class is the real motivating factor and not performance by a child.
- Handling variability in a class especially for multi grade classrooms – including mock class on how to incorporate different elements according to the composition of the class (for eg. An activity in which children count the number of seeds in karela/bitter gourd can be at the level of most of the 5 year olds who are just learning numbers up to 10, but the connected question about which karela has more and how many would be a meaningful question for the older children).

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

**Practicals:** The practicals in this paper are integrated with theory.

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## **Paper 5: Development of Environmental concepts in Pre School children**

**Marks: 100**

### **Introduction**

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

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

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

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

### **Objectives**

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

The paper will enable the student teacher to:

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

## **Content**

### **Unit I: EVS as an integrated study of area**

- Introduction.
- Meaning scope and importance of EVS.
- Objectives of EVS.
- Significance of understanding above environment : vision of this discipline in the National Curriculum Frame Work -2005.
- Integrated and in interdisciplinary nature of EVS.
- Emphasis on holistic learning.

### **Unit II: Understanding the learner in the context with the environment**

- How children learn: revisiting Piaget, Vygotsky, Bruner with respect to attainment of concepts, multiple intelligence, exploration of the environment.
- What children know?
- Diversity in the classroom: children come to classroom with varied backgrounds and interests, how this can be used as a resource to develop an understanding of the environment
- Approaches to learn about the environment
  - a) Inquiry based learning.
  - b) Exploration.
  - c) Discussion
  - d) Field visits
  - e) Use of poem and narrations (facts and fiction)
  - f) Story telling & Theatre
- Learning of concepts
- Skills: developing skills for age group 3-8 years, observation, classification (sorting), questioning, recording, surveying, experimenting, analyzing, predicting, and pre-mapping skills.
- Developing values and attitudes: develop an awareness of environmental issues – gender concerns, issues of marginalization and oppression, values of equality, developing sensitivity to others' perspectives
- Integration of environmental studies with language and mathematics.

## **2. Content Enrichment**

**Instruction:** The unit calls attention to the need for student teacher's own knowledge base. It is envisaged that the concepts identified and studied are based on the needs and interests of the group and may vary in different institutes across the country.

The focus would be to develop content knowledge of the student teacher in a few areas. Emphasis would also be given to learning how to acquire knowledge. Examples of a few themes:

- i. Plants: parts of a plant, varieties and types of plants, leaves and flowers, how seeds germinate, plants as a source of food – fruits vegetable, grains; plants as a part of a our social/cultural life – tulsi, peepal, mango, banana, coconut, marigold; how to take care for plants.
- ii. Animals and birds of our surrounding, pet animals, sound of animals, how to take care of animals.
- iii. Festivals: the festivals celebrated in the region, festivals based on religion, national festivals, harvest, seasons, other important issues; ways of celebrating; stories linked to the festivals.

### **Unit 3: Exploring the Environment as a Resource**

- Learning from the natural/socio-cultural environment.
- Learning from the community: types of resource/materials available – experts, textual material, newspapers, local material

### **Unit 4: Developing Themes**

**Instruction:** The student teacher shall learn to prepare plans for meaningful learning about the environment. The student teacher shall develop the notion that the themes would vary depending on the location of the school, interests and knowledge of children, and the availability of resources.

- Criteria for select themes, its relevance with the life of a child, concept mapping, theme based learning for understanding the environment. Some examples are given:
  - a. Myself: my body, my family, my friends, likes and dislikes, my neighbourhood, my school.
  - b. Animals around us: at home, in the garden, how to care for animals, and sounds of animals.

### **Unit 5: Assessment**

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

**Suggested Practical Activities:**

- Observation of a preschool class in a variety of preschools and analyzing it with respect to the principles of enabling children to understand the environment.
- Developing a thematic web for integrated learning (language, maths, and Environment Studies), developing lesson plans and teaching materials.
- Doing a project: visiting a monument/museum, developing a garden, mapping, recording the climate of your city/village, vermiculture, how things are made – pencils, books, clothes, vessels.
- Assessing 1-3 children during internship using a variety of strategies, making a portfolio of a child.
- Preparation of Album.
- List out questions from children of 3 to 6 years age group on environmental concepts, issues based on observations and interactions.

**References**

Atma Vidya Educational Foundation (1994). Up and About, Orient Longman: Chennai. Centre for Environment Education (CEE), Exploring a Tree: Teachers Manual, Ahmedabad.

EVS Textbooks for the Primary School: NCERT, Khushi Khushi, Aas-paas, Khoji Pothi. (for units 3,5 and 6).

Harlan, J.D. (1992). Science Experiences for the early Childhood Years, 5th Ed.

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

NCERT, Position Paper on EVS, NCF-2005. (for units 1 and 3) NCERT, Source Book of Assessment in EVS, Classes III-V. (for unit 7) Ratna Sagar P. Ltd., Prashika: Eklavya's Innovative Experiment in Primary Education.

UNESCO Source Book.

## **Paper 6 - Self Development – II** **(ICT, Yoga, Creative and Performing Arts, English Proficiency)**

**Marks: 100**

### **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, not only for their own personal communication but also for its use in their pedagogical practice, and be able to articulate their views with clarity and precision. The student teachers also need to be creative and be able to use the skills in dealing with the children. The student teachers also need to equip and practice yoga for achieving a balanced and healthy growth of body and mind and also to inculcate the same in children. These skills and attributes are expected to enhance their own self image and levels of confidence leading towards professional development. The paper has been conceptualized to provide student teachers an opportunity 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.

To promote the professional/self development of student teachers four areas viz: ICT, Yoga, Creative & Performing Arts and Proficiency in English are included in this paper.

This paper will involve experts from different fields for equipping the student teachers with required skills. Resource persons would engage with the trainees in participatory mode to explore different areas of self growth of the teacher and for holistic development of children.

The paper shall be conducted through interaction, discussion and demonstration mode in the form of workshops, seminars, debates, dramas, group discussions, presentations, field visits etc. to make the paper more interesting and useful to students. Presentations and interaction with experts from different fields motivate the students to learn and equip in these self development / oriented areas. The students will be equipped with the skills of observation, presentation, communication, preparation of activity kits, specimens, recording etc. leading towards their personal and professional development.

### **B. ICT**

#### **Introduction**

#### **Objectives:**

- Learns about the ICT and its use in dealing with Pre School children.
- Become aware of the role of ICT in self – learning and learning of children.
- Develop skills for using different operations of ICT to enrich the pedagogical practices in daily schedule.

- Use of ICT for maintaining network and linkages with Parents, Community, Governmental and Non-Governmental Organizations etc.

## Content

### 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 and sharing
- Preparing worksheets and activities
- ICT integrated projects for ECCE and early primary programme
- 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

## References

### Useful Websites

#### (A) Student Response System:

Socrative and Mentimeter are smart student response systems that empower teachers to engage their classrooms through a series of educational quizzes, games and exercises via smartphones

- <https://www.mentimeter.com/>
- <http://www.socrative.com/>
- <http://www.infuselearning.com/>

#### (B) Relevant Software available FREE of cost:

**Libre Office Suite** is a powerful and easy to use office suite; has clean interface and powerful tools to create documents, spreadsheets, presentations and drawings. It is free and open source software with 6 application components. It can be used as a basic document or presentation creation software. It also provides data security by way of password protection for the individual files created. It has the provision to convert from open format to MS-Office formats and PDF at the click of a mouse. The six components included are

- **Writer**, the word processor,
- **Calc**, the spreadsheet application to create tables, graphs and pie charts,
- **Impress**, the presentation engine,

- **Draw**, the drawing and flow-charting application, can be used to create simple drawings for example, Water Cycle, Rainfall on Windward and Leeward side of a mountain range, Solar Eclipse, etc.
- **Base**, the database and database front-end, and
- **Math** for editing mathematical symbols and formulae.
- **Windows Movie Maker** is freeware video editing software by **Microsoft**. It is a part of **Windows Essentials** software suite and offers the ability to create and edit videos as well as to publish them in various formats.
- **Inkscape** is a professional vector graphics editor for Windows, Mac OS X and Linux. It's free and open source.
- **Audacity** is a free, easy-to-use, multi-track audio editor and recorder for Windows, Mac OS X, GNU/Linux and other operating systems. You can use Audacity to record live audio, cut, copy, splice or mix sounds together and change the speed or pitch of a recording.
- **Mobile Media Converter** is a free audio and video converter for converting between popular desktop audio and video formats like MP3, Windows Media Audio (wma), Ogg Vorbis Audio (ogg), Wave Audio (wav), MPEG video, AVI, Windows Media Video (wmv), Flash Video (flv), QuickTime Video (mov).
- **Firefox Web browser** is a free web-browser to surf the internet. The default search-engine on this browser is **Google**.

(C) **Additional subject specific software available:**

- **GeoGebra** is a free and open source, multi-platform dynamic mathematics software for all levels of education. It joins geometry, algebra, tables, graphing, statistics and calculus in one easy-to-use package.
- **GChemPaint** is a 2D chemical structures editor for the Linux OS. It is a very useful tool to learn abstract Chemistry concepts.
- **Jmol** is an open-source Java viewer for chemical structures in 3D, with features for chemicals, crystals, materials and bio-molecules.
- **Kturtle** has a built-in programming language that is loosely based on the **Logo** programming language. It is one of the few programming languages that teaches the logic of programming in an understandable form. The programming commands are translated to the human language of the programmer.
- **GIMP** for preparing flash-cards, images, diagrams, flowcharts, cartoon strips, etc.
- **Synfig** and **Blender** to create 2D or 3D animation videos.
- **Moodle** for assessment and user management.
- All of these, except Synfig and Moodle, are available on the Spoken Tutorial website <http://spoken-tutorial.org>

## B. Yoga

### Introduction

Yoga is a subject which has universal appeal. It is a science and art for culturing the mind and developing the personality. Yoga was always a part of education in India in ancient times. The children were sent to Gurukula where they stayed with the Guru and were taught Yoga. All the knowledge was passed on orally from generation to generation. However, it was sage Patanjali who wrote down Sanskrit verses and coded this science of Yoga into eight limbs or aspects. This helped pupils to achieve a balanced and healthy growth of body and mind. Sage Patanjali is therefore considered as the foremost teacher of Yoga, and we must offer prayers to him with respect, dedication and devotion.

The eight limbs of Ashtāng Yoga are-

- Yama – social discipline,
- Niyama – individual discipline,
- Āsana – control of the body in various postures,
- Prānāyāma – control of breath,
- Pratyāhāra – control of senses and mind,
- Dhāranā – concentration,
- Dhyāna – meditation,
- Samādhi – union with God (absorption)

Yogasana is the only limb of Yoga that can be directly imparted to school children. When properly practiced, the asanas will provide children with sound physical and mental health, and will lead to balanced growth. Children enjoy the action, movement and creativity that the asanas provide. By teaching the asanas at the school level itself, an interest in the subject will be created at right age.

Children will develop the focus and attention in the process of education which will help them to develop as mature adults eventually.

However, Pranayama should not be introduced to the school children up to sixteen years. Pranayama is not suited to the nature of children. It needs to be practiced with tremendous attention; and demands steadiness, seriousness and keen observation. School children are restless and playful by nature, and cannot keep their eyes closed for too long. Their lung capacity is not fully developed as yet, and so it should not be taxed with breath regulation and control. However school children can be made to sit quietly, keeping the spine erect. They should keep the head & neck straight and feel the chest while breathing. They should be allowed to take maximum of ten breaths.

Children of age six and above are fit to commence yoga practice. However children between age of five and six can do a few asanas. These children are too young to start formal yoga practice. While static asanas do not suit their temperament they are not capable of performing dynamic movements, since their bodies are supple and elastic. While teaching children of this age, a variety of Āsanās should be taught to keep alive the attention and interest in the subject. Children enjoy practicing Āsanās because a variety of movements of the body. This helps the child to keep the contact of self with the body.

Āsanas are taught in different ways, so that children readily enjoy these and develop further interest.

### **Objectives**

- Learn about the body and its parts which participate in the asanas, with their specific movements.
- Learn to do the āsanas with discipline of body and mind.
- Learn various asanas to give shapes to the body like animals, birds, insects etc.
- Learn and remember the names of asanas.
- Learn to establish oneself in asanas, with firmness in standing, sitting, bending and twisting actions.
- Learn rhythmic motions, several movements and dynamic actions that lead to stability.
- Learn to do asanas with alert and attentive mind

### **Pedagogy**

Teaching Yogasanas is a practical subject. It is not necessary to teach the theory of Yoga, at this stage. The teacher can explain the concepts of Yama – Niyama of Yoga and encourage children to follow them. Teacher needs to demonstrate the asanas and pupils, in turn, imitate him/ her.

The younger group of children, below eight years of age, should be taught through a playful method. The asanas you teach should not burden their body and mind. At this age, their bones and muscles are not fully developed and may cause injuries if strong physical movements are forced on them. A teacher should remember not to force or specify the technique – the teacher demonstrates to children, and they imitate the teacher as per their capacity. The teacher should give short explanation about the benefits of the asanas taught to them. The teacher must understand that children need variety and novelty in asanas. Children find slow movements and repetitions dull and boring as they are full of energy. There should be a combination of static movements and quick movements during the asanas, so as to remove their lethargy and fear complex. If the children are tired during asanas with quick movements, they should be asked to rest with chest elevated. This would quickly energise them. A yoga class of thirty minutes may be too long for them.

### **Content**

#### **Unit 1 Yoga Prayers**

#### **Unit 2 Aspects of Yoga**

#### **Unit 3 Asanas**

- Standing asanas (Uttishtha sthiti) – with various leg positions along with arm positions.
- Sitting asanas (Upavishtha Sthiti) – with erect spine; and various leg & arm positions.
- Forward bending asanas (Paschima Pratana Sthiti) – extension of the back.
- Resting poses (Supta Sthiti) – resting the back body on flat surface.

- Backward bending asanas (Purva Pratana Sthiti) – with participation of anterior and posterior spinal muscles.
- Preparatory movements of arms and legs in asanas as well as for combination of 2 or more asanas.

### **Details**

- Standing asanas with various leg positions along with arm positions for strength, firmness, balance and suppleness of joints.
- Various leg positions for suppleness of knees, groins, ankles and feet; while maintaining erect spine.
- For recovery from fatigue and quietness of mind.
- For resting the body in between asanas.
- Balance action of participating anterior and posterior spinal muscles for strength and suppleness of spine.
- To learn various arm movements, leg movements, synchronous arm & leg actions; and combinations of 2 or more asanas.

### **References:**

Ramamani Iyengar Memorial Yoga Institute, Pune. YOG, Mumbai. Yogashastra- Tome-1 Arambhik Level

## **C. Creative & Performing Arts**

### **Introduction**

The need to take part in Social activities like Art & Craft, Music, dance, drama and mimicry, all children like to play and engage themselves in recreational leisure time activities.

Art is a vehicle for expression and communication of emotions and ideas. Art, as creativity, is something humans do by their very nature. Art is not an action or an object, but an internal appreciation of symmetry, balance and harmony.

Art Education can be perceived as a tool for development of aesthetic sensibility and healthy overall development. Arts like visual arts, dance, theatre are the powerful medium for the cognitive development of children. These creative activities not only help develop individual potentials and talent, but enhance learning certain academic concepts. They are interesting, fun to do and experiential. Children of pre primary age group learn information through a related conversation than through drilling or lecture method. Learning become enjoyable through Art Education and there are opportunities to enhance their skills in language, motor abilities and socialization Art. Creative activities enhance their academic skills, improve self image and provide avenues for vocation. Activities under Art education are visual arts and performing Arts. Visual Arts are activities which involve use of a variety of materials of different colours, shapes and textures in the environment. Performing Arts are a means of expression of ideas, concepts, thoughts, opinions and abilities through drama, dance, movement and music.

**Objectives :-**

- Learn different visual and performing arts through practice and hands-on-experience.
- Become aware of the importance of art forms for joyful learning and development of Pre School children.
- Learn to make use of locally available material in promoting the learning and development among children.
- Equip with necessary skills of creative arts for self and child development.
- To understand the role of art in overall development of preschool children
- To understand the relation between art and learning of knowledge and skills by preschool children.
- To experience free expression of ideas and emotions about different aspects of life and to teach appreciation of nature or environment.
- For overall development of the senses through observation, exploration and expression.
- To make children familiarize with basic shapes, forms and colours of the objects.

**Unit 1: Introduction to Art Education**

- Concept of Art Education
- Introduction to different forms of Art
- Art and Craft of Telangana
- Different types of Art forms

**Unit 2: Visual and Performing Arts : Importance and planning activities**

- Visual Arts : Drawing and painting, paper craft, Printing, clay modeling
- Performing Arts: Drama, dance, theatre, movement, music, Puppet show and Role Play.

**Unit 3: Art Education in Pre primary level**

- Importance of art education for a Pre School education and teacher
- Art activities suitable for pre primary age group children
- Planning visual art activities
- Planning performing Art activities

**Unit 4: Organizing and coordinating visual / performing Art Programmes**

- Organizing materials for conducting visual art activities.
- Organizing materials for conducting performing Art activities.

**Suggested Activities:**

- conduct of activities relating to visual, performing and other art forms such as Drawing and painting, paper craft, Printing, clay modeling, Drama, dance, theatre, movement, music, Puppet show, Role Play etc. to equip the student teachers with the knowledge, understanding and skills

- Celebration of local, state and national festivals.
- Plan and develop activities / lesson plans using visual and performing art forms to transact the Pre School Education curriculum.
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## **D. English Proficiency**

### **Introduction**

The purpose of this paper is to enable the student-teachers to improve their proficiency in English. A teacher's confidence in the classroom is often undermined by a poor command of the English language. Research has shown that improving teacher efficacy, or her own belief in her effectiveness, has a tremendous impact on the classroom. The teacher should be aware that isolated sound/letters, words and sentences do not make language. Whether it is in print media, visual media or day-to-day life language exists only in contexts and language in context is called discourses. Only when the teacher understands this she will be able to explore language for developing her own proficiency and also use appropriate pedagogy that can help the learners use language in contexts. A teacher who perceives herself as proficient in English is more likely to use communicative strategies for teaching English. She is less likely to resort to using simple translation or guide-books for teaching English. This paper focuses on the receptive (listening and reading) and productive (speaking and writing) skills of English as embedded in discourses and combines within each domain of discourse both an approach on proficiency in usage and proficiency in classroom teaching.

### **Objectives**

- To strengthen the student-teacher's own English language proficiency to make them evolve as creative users of English.
- To help them construct various discourses both orally and in writing.
- To enrich their knowledge of grammatical, lexical and discourse systems in English.
- To enable them to link this knowledge with pedagogy.
- To experience specific classroom strategies and language activities for learning and teaching English.
- To show that errors are necessary stages in the process of learning and how these can be eliminated through systematic process of editing.
- 100% in practice mode - workshops in the way of practice and experiencing way.

### **Unit 1: Status of English**

- Introduction
- English around us
- English as a global language
- Constitutional provision; English as an Associate Official Language
- English as a Second/ Foreign Language

### **Unit 2: Understanding Language - Listening to and Producing Oral**

- Discourses
- Introduction
- Listening with comprehension
- Analysing discourse features
- Analyzing the supra-segmental features
- Making oral presentations and constructing different oral discourses
- Opportunities to use language in context.
- **Activities:**
  - Theme-based interaction
  - Listening to oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.)
  - Producing oral discourses (speeches, discussions, songs, news reports, interviews, announcements, ads, etc.)
  - Giving and eliciting feedback for refining oral discourses in terms of features of discourses and supra-segmental features
  - Using classroom theatre (drama, choreography) as a pedagogical tool

### **Unit 3: Critical Reading**

Reading different types of texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads /matrimonial, brochures, etc. and identifying their features

- Reading for global and local comprehension
- Extrapolating the texts through making inferences, analysing, reflecting
- Understanding the theoretical postulates of critical reading
- Understanding the process of critical reading
- **Activities:**
  - Identifying the features of various discourses they have read
  - Interpreting tables, graphs, diagrams, pictures, etc.
  - Reviewing any book/article
  - Using reading as a tool for reference skills i.e. use of dictionary, Encyclopaedia and internet

### **Unit 4: Creative Writing**

- Introduction
- Writing for specific purposes and specific audience and understand writing as a process

- Experience the classroom process of writing (individual, collaborative, editing)
- Writing texts such as descriptions, conversations, narratives, biographical sketches, plays, essays, poems, screenplays, letters, reports, news reports, feature articles, reviews, notices, ads /matrimonial, brochures, etc. and identifying their features
- Recognising errors as a part of learning process
- Editing the written texts in terms of discourse features, syntax, morphology and writing conventions
- **Activities:**
  - Brainstorming on the theme and the type of text, the audience, etc.
  - Concept mapping on the content and organization of the text
  - Writing individually and refining through collaboration
  - Reading related texts for refinement of the written work in terms of discourse features and theme
  - Editing texts written by oneself and others in terms of discourse features, syntax, morphology and conventions of writing

### **Unit 5: Vocabulary and Grammar in Context**

- Introduction - what is grammar
- Problems with traditional prescriptive grammars
- Classification of words (closed word classes and open word classes)
- Lexical, phrasal and clausal categories
- Elements of a sentence (nuclear and optional)
- Classification of clauses based on structure, function and finiteness
- Auxiliary system (Tense, Modals, Perfective and Progressive Aspects, Passive)
- Syntactic devices (coordination, subordination, complementation, relativisation, passivisation, embedding, agreement)
- Word formation (prefix, suffix, compounding)
- Synonyms, antonyms, homophones, homographs, homonyms, phrasal verbs, idioms
- **Activities:**
  - Reading passages and analyzing the distribution of linguistic elements
  - Making generalizations on syntactic and morphological properties
  - Checking the generalizations in the light of new passages
  - Writing discourses and editing them individually and also through collaboration, feedback
  - Critical reading of specific areas of grammar as discussed in a few popular grammar books and reaching at conclusions.

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**Workshops:** shall be conducted in the following areas to facilitate professional development among the student teachers.

#### **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, Simulation Exercise

#### **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

### **Enhancing 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 ; report on the Report Writing Workshop

### **Enhancing Managerial and Interpersonal Skills**

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

## **Paper 7 - Exposure to Pre School practices**

### **a. Classroom Observation (Foundation II)**

### **b. Teaching practice in simulated situation based on Foundation II**

**Marks: 100 (@ 50 per each Practice)**

#### **Introduction**

This paper represents a vital hands-on component of the DPSE programme. While each theory paper has its own practical work, this paper aims to bring together the learning from all papers and enable the student to apply it while working with young children. Through this paper the student will get opportunities to observe teachers imparting preschool education and will themselves practice as Pre School teacher in simulated situation at their respective Teacher education institution with peer group members acting as Pre School Children under guidance and supportive supervision of the teacher educators. Through this experience the student teacher will learn how to plan and conduct developmentally appropriate activities, how to plan daily, weekly and monthly curriculum, how to introduce early literacy and numeracy concepts and skills, how to make child ready for school, how to organize the outdoor and indoor classroom space for activities, organize materials for conduct of activities and learn ways of interacting with children in groups and individually at Pre School.

#### **Purpose and Scope**

The purpose of the paper is to enable the student teachers understand the classroom and Pre School practices through observation and to make linkages between theoretical concepts and actual practice in the simulated classroom. The period of classroom observation will enable the student-teacher to experience the totality of the preschool environment and understand how the transaction of the curriculum is not confined to the activities conducted in the classroom but is determined by all the experiences the children have during the time they are in the preschool.

By actually conducting activities with peer group members the student teacher will develop pedagogical skills and will learn to plan and adapt activities as per the needs and abilities of children. Through supportive supervision and mentoring by faculty, the capabilities of the student-teacher to be a reflective practitioner will be strengthened.

#### **Expected Pedagogical Approach**

The paper will be conducted through close interaction between the student-teacher, the faculty of the teacher education institution as well as the teacher of the preschool where the student will be placed for conducting the field observation. The student will be provided formats to note observations, make activity plans and record the conduct of activities. The student teacher will discuss her observations and activity plans with the teacher educator on a regular basis, who will provide supervision during practice teaching and internship.

## **Innovative Aspects of the Paper**

Through this paper the student teacher will get opportunities to observe the real classroom and Pre School and simulate the same in TEI based on their observations. During this experience the student teacher will be encouraged to plan a developmentally appropriate, holistic programme for children to meet their needs across domains of development and would also focus on fostering creativity, early literacy and mathematical abilities and awareness of environment among children.

## **Objectives**

The paper will enable the student teacher to:

- Observe the actual classroom and interact with the Pre School teacher for planning the internship programme.
- Gain experience of working with young children through simulation at TEI.
- Identify their pedagogical strengths and areas where they need to strengthen their skills.
- Develop skills in understanding young children and their needs and be able to plan a relevant as well as a holistic programme for them.
- Learn the various aspects of classroom organization and management.
- Be reflective practitioner.

## **Content**

This paper has two segments which can be visualized along a continuum

Stage 1: Observation of teaching in preschools

Stage 2: Conduct of activities by student teacher in simulated situations at respective TEIs followed by feedback from co-students and teacher educators.

## **References:**

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## **Paper 8 - Internship programme**

- a. Development of Early Literacy & Language in Pre School children**
- b. Development of Early Mathematical Concepts in Pre School Children**
- c. Development of Environmental Concepts in Pre School Children**

**Marks: 300**

### **Introduction**

This paper represents a vital hands-on component of the DPSE programme. While each theory paper has its own practical work, this paper aims to bring together the learning from all papers and enable the student teacher to apply it while working with young children. Through this paper the student will get opportunities to observe teachers imparting preschool education and will themselves transact activities and themes with preschool children under guidance and supportive supervision throughout the day. Through this paper the student will learn how to plan and conduct developmentally appropriate activities, how to plan daily, weekly and monthly curriculum, how to introduce early literacy & numeracy concepts and skills, how to develop environmental awareness, how to organize the outdoor and indoor classroom space for activities, organize materials for conduct of activities and learn ways of interacting with children in groups and individually.

### **Purpose and Scope**

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

### **Expected Pedagogical Approach**

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

## **Innovative Aspects of the Paper**

Through this paper the student teacher will get opportunities to work in Pre School situations. The student teacher will be encouraged to plan a developmentally appropriate, holistic programme for children to meet their needs across domains of development and would also focus on fostering creativity, early literacy and mathematical abilities, environmental awareness among children.

## **Objectives**

The paper will enable the student teacher to:

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

## **Content**

**Internship:** Actual full time placement in preschools involving independent working for a specified duration to get a holistic experience. Observation of teaching and conduct of planned activities in Pre Schools followed by conduct of activities by student teachers and feedback by the teacher educator/mentor teacher.

## **References:**

Kaul, V. (2009). Early Childhood Programme. NCERT, New Delhi. Singh, A. & Swaminathan, M. (1995). A Training Manual for Early childhood Education. Swaminathan, M. and Daniel. P. (2004). Play Activities for Child Development: A Guide to Pre-school Teachers. National Book Trust, New Delhi.