

# **National Council for Teacher Education**

## **Syllabus**

### **Diploma in Early Childhood Education**

## Acknowledgement

In order to facilitate the teacher education institutions and examining/affiliating bodies, to revise their teacher education curriculum and organize these programmes in tune with the vision of NCFTE, it was decided to develop the suggestive syllabi for different Teacher Education Programmes at the level of NCTE for their reference. For this purpose a Core Committee was constituted by NCTE consisting of the following:

1. Prof. A.K. Sharma, Ex Director, NCERT **Chairman**
2. Prof. Shyam B. Menon, VC, Dr. B.R. Ambedkar University,
3. Prof. K. Dorasami, Principal, Regional Institute of Education
4. Prof. Poonam Batra, CIE, University of Delhi
5. Prof. Venita Kaul, Director, CECED, Ambedkar University
6. Prof. D.K. Bhattacharjee, Former Head, Dept of TE NCERT

The Core committee constituted four Sub-Committees each headed by a coordinator to develop syllabi for ECE, Elementary, Secondary and Post Graduate teacher education programmes. The Syllabus of the ECE Teacher Training Programme has been developed by the Sub Committee headed by Prof. Asha Singh, Lady Irwin College, New Delhi. The Council acknowledges the contribution of the members of Core Committee, and the following members of the Sub committee along with other experts who were actively involved in the development of draft of Model Syllabi:

### *Members of the NCTE Syllabus Committee for D.E.C.Ed*

1. Prof. Asha Singh, Lady Irwin College, New Delhi **Coordinator**
2. Dr. Bhanumati Sharma, Lady Irwin College, New Delhi.
3. Dr. Vinita Bhargava, Lady Irwin College, New Delhi
4. Dr. A. Shahin Sultana, Delhi School of Social Work, New Delhi
5. Ms. Dimple Rangila, Lady Irwin College, New Delhi.
6. Ms. Sushma Kumar, Lady Irwin College, New Delhi
7. Mrs. Amita Govinda, Classroom Professor, ECCE
8. Mrs. Sarita Prabhat Senior Pre-school teacher, RAK Child Study Centre
9. Mrs. Pratibha Sharma, Joint Director, SCERT, New Delhi
10. Mrs. Suman Bhatia, Reader, SCERT, New Delhi
11. Mrs. Sipra Suneja, Research Scholar
12. Dr K. Shanmugavelayutham, Dept of Social Work, Loyala College, Chennai
13. Zakhya Kurien, Centre for Learning Resources, Pune
14. Dr Prasanna, Expert in ECCE, Pune
15. Ms Maya Menon, The Teacher Foundation, Bangalore 560042

## Diploma in Early Childhood Education

Paper / Course	Periods / week	Marks
<b>1<sup>st</sup> Year</b>		
<b>Foundations of ECCE</b>		
Contemporary Studies		
I. Early Childhood In Contemporary India	4	100
II. Rights in Early Childhood Learner Studies	4	100
III. Development during the first six years	8	200
<b>Curriculum and Pedagogy</b>		
IV. Care, Early interaction and Pedagogy	8	200
V. Organizational Management	4	100
VI. Emerging and Evolving Self of an ECCE Professional	1day/week	50
i. ECCE placement 40%	20 days	
ii. Workshops (4of 8)	6 days	50

**Total time available =27 weeks**

**total marks=800**

<b>2<sup>nd</sup> Year</b>		
<b>Foundations of ECCE</b>		
VII. Development Context and Learning in Early Childhood during the first six years	10	250
<b>Curriculum and Pedagogy</b>		
VIII. Pedagogy in early childhood education theory plus practical	10	250
IX. Organizational Behaviour	4	100
<b>X. Placement in ECCE settings</b>		
i. ECCE placement 60%	2day/week	100
ii. Workshops	40 days 6 days	50
<b>Total time available =27 weeks</b>		
<b>total marks=750</b>		
<b>Full Two Year Course =1550 marks</b>		

# **Diploma in Early Childhood Education**

## **Area of Study**

### **Introduction**

Young children respond to the social world and rely on others for growth and development. It's the right of young children to be cared for with love and responsibility. It is the obligation of the state and the more experienced in the society to ensure that there are trained ECCE professionals to provide opportunities, to acquire skills, to develop talents and realize their unique potential.

The present course attempts to prepare the ECCE teachers to interact meaningfully with young children in contemporary India. The course is built on an understanding of the child as an active participant in events and activities around as well as a keen observer of phenomena. Two recent developments in the Indian scenario that is the National Curriculum Framework 2005 and the Right to Free and Compulsory Education act 2009 have been compelling influences for significant developments in education urging for reframing perspectives in teacher education. These views created a fresh set of expectations from the teachers for which the process of teacher preparation needed a change. The stress in revised teacher preparation programmes required teachers who would

- Understand the rights and developmental needs of children from conception to the age of 8 years;
- Be sensitive and reflect on the perspectives, priorities and problems of early childhood and early primary education;
- Develop insight into the process of child development and learning;
- Plan and implement such tasks as shall meet children's need for health, protection, nutrition, education and development;
- Implement the methodology of ECCE for transacting different curricular areas in classes I and II;
- Network with parents, community and other organizations to generate awareness and seek their involvement in ECCE programmes;
- Provide appropriate interventions to meet requirements of an inclusive classroom;
- Appreciate the language and cultural diversity that comprises the Indian social fabric and many co-existing social realities;
- To develop skill sets appropriate for transacting Activity Based Learning;
- To use local talents and skills along with contemporary use of computers in the classroom.

The emerging ECCE professional should be aware of the constitutional provisions and subsequent interventions for the development of young children. The course also directs the teacher's attention to the child rights' perspective and towards integrating modern technological developments in education with traditional and folk literature. The ECCE teacher will benefit from a balance between theoretical and practical experience to build up a repertoire of skills to meet the needs of diverse learning situations, to develop sensitivity to talents, issues and problems of the child in a community.

The teacher should be able to engage with the curriculum critically and not treat any knowledge as given or fixed. Both the teacher and the children should evolve as reflective learners. The course provides a platform to understand the process of growth and progress of children in the domains of development, range and variations in patterns of development. ECCE teachers will also learn about the importance of early intervention, and role of stimulation in development. The course leans towards classroom processes that respect the child's right to participate and receive appropriate guidance. Teacher should also be able to work with children in groups sustaining their individuality and enhancing their creativity and imagination.

The course stresses the varied contexts emphasizing the socio-cultural facets of children's life beyond the school. The attempt is to make teacher education holistic, interactive and reflective. The reality of classroom diversity is a feature that runs as a consistent focus reminding the potential teacher to address the social contexts of children with sensitivity. Diversity is unfolded in the education of teachers as variation in religious beliefs, language, food and customs as also in understanding the needs of differently abled children. It orients the teacher to the value and significance of inclusive education.

The curriculum is intended to be descriptive of approaches, strategies and methods of creating responsive environments with a focus on participatory methodology for teacher education. Teacher should be able to organize and manage the classroom in terms of resources, time, scheduling as also innovative use of space and be aware of the health, nutrition and safety issues of the child and a developed ability to apply the knowledge in specific situations.

ECCE teachers need also to know curriculum and classroom processes are organized framework of what the children can learn, and how the teacher with multiple approaches make learning meaningful. The course evolves through the crucial periods of development, from birth to 6 months, 6 months-3 years, 6-8 years touching the 6-8 years of initial schooling. It focuses on various domains of development including physical motor, cognitive, language, social and emotional development of creativity and aesthetic appreciation, development of values related to personal, social and cultural life, scientific ways of thinking and inculcation of healthy habits. The ECCE professional should be able to understand the interrelating aspects of development and develop activities with children that foster participatory learning experiences. Including different traditions of knowledge, understanding the unique features of developing in India would link and build bridges between school knowledge and community knowledge. The course provides opportunities to prospective teachers to gather skills to interact with the child's community and understand the role of healthy parent-teacher contact in child's development. Parent and community involvement is beneficial for the children in the ECCE setting and its place in society.

The curriculum for first six months envisages importance of breast feeding, health and care of the mother and child. The period from 6 months to 3 years stresses on milestones and early stimulation preparing for the years at an ECCE centre. The 3-6 years engage with various approaches with play as basis of learning, inculcating a balance of textual and local learning with both freedom and regulation keeping in mind the developmental needs of the child. The period of 6-8 years introduces the child to formal routines of school which needs recognition in the ECCE setting. The ECCE teacher needs to be able to ensure school readiness and hence ascertain healthy transition to school. Basic principles of curriculum for first two years of primary schooling would help and ease the shift to formal systems.

The course appreciates the importance of field education and provides several opportunities to the teacher to interact with children in ECCE environments, experience and experiment with teaching-learning processes, integrating the value of theories and significance of real contexts. The assessment process too should be comprehensive and continuous involving both quantitative and qualitative parameters to ensure constructive experience.

The emerging teacher should be encouraging and supportive facilitator to children who realizes both the learning capacity of children, as well as ability to construct knowledge with sensitivity to attributes and needs of learner, their special abilities. A sensitive and responsive role in the social context of education with the national goals for ECCE are important for the ECCE personnel to understand. It is widely recognized that early childhood is a crucial period for the sound development of young children and that missed opportunities during these early years cannot be made up at later stages of the child's life. Early childhood is a critical period for realizing children's optimal potential. The objectives of the course are to inculcate among the ECCE teachers a deep understanding about the features of early years and that

- Young children experience the most rapid period of growth and change during the human lifespan, in terms of their maturing bodies and nervous systems, increasing mobility, communication skills and intellectual capacities, and rapid shifts in their interests and abilities;
- Young children form strong emotional attachments to their parents or other caregivers from whom they seek and require nurturance, care, guidance and protection, in ways that are respectful of their individuality and growing capacities;
- Young children establish their own important relationships with children of the same age, as well as with younger and older children. Through these relationships they learn to negotiate and coordinate shared activities, resolve conflicts, keep agreements and accept responsibility for others;
- Young children actively make sense of the physical, social and cultural dimensions of the world they inhabit, learning progressively from their activities and their interactions with other children as well as adults;
- Young children's earliest years are the foundation for their physical and mental health, emotional security, cultural and personal identity, and developing competencies;
- Young children's experiences of growth and development vary according to their individual nature, as well as their gender, living conditions, family organization, care arrangements and education systems;
- Young children's experiences of growth and development are powerfully shaped by cultural beliefs about their needs and proper treatment, and about their active role in family and community.

## **COURSE I**

### **Early childhood in contemporary India**

#### **Introduction**

Very briefly the course intends to context childhood in a socio-historical perspective. It will acquaint the prospective ECCE teacher with the socio-cultural multiplicity, uneven distribution of resources and linguistic plurality of Indian society making the presence of diversity a compelling reality in the classroom for young children. The content will provide an insight into ways that will provide identity to each child by celebrating diversity and recognizing cultural influences. The course will also attempt to explore cultural notions of childhood through local stories and anecdotes.

**Objectives:** The course will enable the ECCE teacher to

- recognize the social, cultural and economic influences on children and childhood
- learn about the co-existence of plurality and diversity of childhood in contemporary Indian society
- understand evolving notions about children and appreciate different cultural notions of childhood and be aware of classroom diversity

**Marks 50**

**Theory**

**50 hour**

#### **Unit 1 Early childhood in contemporary India**

- Meaning of childhood. Defining the focus on early childhood in the lifespan
- Awareness of the significance of early childhood and understandings from neuroscience perspective, rights perspective, economic investment and the criticality of early years in the human life cycle
- Growing understanding of the need and importance of early stimulation and nature of interventions for optimal growth
- Appreciate the difference in care and education and recognize the value of age appropriate interactions as best interests for children
- Knowing efforts for professional development of ECCE teachers and possible organizations

## **Unit II Diversity in contemporary Indian society**

- Childhood in contexts of family, school and community and geographical areas.
- Socio -cultural pluralities such as influences of multiple languages, regional and religious influences on children and ECCE classroom transactions
- Economic influences in reference to childhood and its impact on everyday classroom schedules
- Gender and caste stereotypes and ways to provide care and education for all young children

## **Unit III Childhood needs, care and education**

- Contributions and writings of thinkers such as Tagore, Gandhi, Gijubhai Badheka Montessori, Froebel and Tara Bai Modak for childhood and early education
- Different kinds of early childhood settings and the role of care givers for meeting the needs of children in crèches, anganwadis, balwadis, fee paying ECCE centres.
- Evolving and changing nature of early education and ECCE centres
- Ethnic differences in the ECCE classrooms and building childhood identity by linking diversity of dress, food, celebrations songs and dance

## **Unit IV Child in the Socio- political framework**

- Understanding concept of legal childhood and Constitutional provisions for the young child with Articles 45 and articles related to the rights of minority groups
- Right to Education Act, 2009, emerging positions of early childhood and the young child in the current five year plan
- Legislations, food safety, health and care initiatives by Government and interventions such as ICDS and contributions by NGOs
- Building a cultural understanding of childhood through art, songs, games and stories- classic and local

**25 Marks**

**Tutorial**

**10 hours**

Select any one theme as an extension for discussion

- Discussion, classroom influences and analyzing the ECCE setting in relation to the works and writings of thinkers
- Compare and contrast orientation towards children in stories by local authors
- Status of the Indian Child under eight, causes of deprivation and problem of abundance
- Different ECCE institutions (government, voluntary and private)
- Filling a proforma and writing briefly about expectations and skills that the course will provide to a ECCE teacher (to be compared with a similar paper in the IInd year)

Building knowledge about local perspectives on childhood

- Collect all words and terms related to young children and identify emerging orientation to children
- Visit a locality and other public spaces to note all the facilities available for children for play. Learning and skill building
- Collect local jingles, rhymes, games and stories related to young children in your locality
- Observe children in any family and note the nature of relationships and exchanges
- Observe adult child interaction in families from different social backgrounds and collect a list of child related festivity in families from different regions

## **Course II**

### **Rights in Early Childhood**

#### **Introduction**

This paper introduces ECCE professionals to view young children as citizens who are both developmentally vulnerable and capable of realizing their potential. A child rights-based approach is a conceptual framework for the process of human development that is normatively based on international children's rights standards and operationally directed to promoting, protecting and fulfilling children's human rights. Essentially, a child rights-based approach integrates the norms, standards and principles of the international human rights system into the plans, policies and processes of programme development for children. What distinguishes needs-based approach and the rights-based is movement from looking at specific problem to inculcating a vision of citizenship where by the citizens are holder of rights. Such an orientation is directly influential in the demand for child-oriented public policies and planning generated by civil society. The course strengthens among the learners issues in ECCE. The content deepens ability to understand and argue for the relevance of preventive, promotive, remedial and rehabilitative services among the marginalized groups in the early years. The ECCE professional will have informed knowledge of the importance of quality care and responsive early childhood for later learning.

#### **Objectives:**

- To develop knowledge and skills in rights based perspective to confront diversities and challenges in early childhood
- To critically review the status of Early Childhood in India and understand context of rights in early childhood
- To comprehend early childhood as critical for the evolving capacities of children and the potential of rights based framework in providing a fair, equitable and a just society

**Marks 50**

**Theory**

**50 hours**

### **Unit I Understanding the Rights Perspective**

- Emergence of UNCRC and its orientation in defining children's needs, systems of care giving as societal-state obligation for upholding 'best interest of children'
- Promoting rights perspective to recognize young children as participants in their own development to create responsive environments
- Child rights and young children's vulnerability and capacity for achieving their potential through active participation and protection
- Understanding the role of the State as duty bearers and the scope of rights perspective in impacting attitudes, policy and public opinion for survival and development, in particular the right to health, to nutrition and to education
- Role of NGOs in care and protection of the essential features of rights perspective and the agency of the child
- Rights of children from ethnic groups and the emergence of rights of persons with disabilities and related laws, value of inclusion

### **Unit II Profile of the young child in India**

- Understanding the 'big picture' of the child by means of demographic indicators such as infant mortality, maternal mortality, malnutrition, low birth weight and their causes
- Assessing the status, reviewing the changes and significance of maternal health and immunization and childcare as basic to well being
- Considerations of the impact of discrimination and marginality such as caste, gender, poverty leading to children on streets, children without families, single parent families
- Children and childhood in situations of natural, man made disasters and political unrest and its impact on child's well being.

### **Unit III Comprehensive policies and programmes for early childhood specially vulnerable children**

- Programmes, policies and legislations and related Government and NGO initiatives for health, care, nutrition and education in early childhood
- Early childhood and provision of institutional care, foster care and adoption as alternate care for destitute and homeless children
- Access to services for the care and protection of children in difficult situations such as family migration, HIV/AIDS, emergency due to calamity, war or migration
- Inclusive practices and rights of children with special needs for access, barrier free environments and modifications for learning and skill building
- Efforts by the state and society (NGO, community, family and school) to improve the rights of the girl child

### **Unit IV Awareness and advocacy for child rights**

- Monitoring and evaluation of child rights programmes and attempting a situational analysis of the provisions to ensure developmentally appropriate norms and standards,
- Significance and provisions for rehabilitation of children out of families for child's right to consistency and continuity for protection, care and survival
- Protection of child's right to participation (responsive environment) and prevention of child abuse, neglect and protection from punishment.
- Prevention of children at work, protecting and promoting child's right to play, rest and leisure
- Protecting the rights and cultural practices and ethnic identity of minority children

**25 Marks**

**Tutorial**

**10 hours**

**Select any two themes for each term as a small project for classroom discussion**

- Identifying gaps and problems in implementing of children's rights, standards and principles in programming
- Key components and principles of Child Rights Programming during birth to 6 months, 6months to three years and 3-6 years

- Children as active agents in their own development and the importance of child as an active participant in the process of development
- ECCE professional in the context of children in situations of disadvantage as well as problems of abundance like obesity, wasting of resources
- Understanding the situation of children and the role of ICDS
- Periodic review of the UNCRC with respect to child's status in India.

**25 Marks  
Hours**

**Skill Lab**

**15**

**Through visits and contact with NGOs understand the translation of the obligations as a signatory to the UNCRC**

- Visits to review programmes working with a child rights approach
- Case Study: Studying rights based approach in any one ECCE program
- Critique of NCPCR its role in protecting and promoting the rights of the child
- Preparation of display materials to generate awareness of the rights of the child with socio-cultural understanding
- Develop awareness campaigns as an ECCE teacher for improving the status of young children
- Design a simple pamphlet with pictures or use any medium such as songs for advocacy in the local language keeping in mind the needs and literacy status,

## **COURSE III**

### **Development during First Six Years**

#### **Introduction**

This course will acquaint ECCE professionals with developmental patterns in early childhood and the demands for stimulating and responsive environment. Information about learning and development enables caregivers to structure developmentally appropriate practices. The course informs the prospective teachers about the principles of growth as well as different domains of growth and their inter-relatedness. The content generates awareness of children's needs during early childhood that is birth to six years such that they can know how to provide children what they ought to have. With such an understanding the emerging ECCE professional assumes responsibility of interacting

with children as actors in their own development and balancing this active agency with the right kind of response and guidance.

**Objectives: The course will enable the ECCE teacher to**

- understand developmental norms, milestones and range in individual development
- develop skills to interact with children and provide a responsive and stimulating environment
- recognize the significance of the early years and implications for optimizing the human potential and be sensitive to developmental delays and early intervention
- be aware of variation in contexts of development and the socio-cultural and economic influences in young children's lives

**100 marks**

**Theory**

**100 hours**

**Unit 1 Understanding aspects of Child Development**

- Meaning and principles of development
- Domains and stages of development as basic concepts in growth and development
- Importance of 'whole child' view of development e.g. interrelatedness and interdependence of development
- Contexts and influences on development and child's need to care and stimulation
- Norms and variations in developmental and behavioral processes and importance of early identification of developmental delay

**Unit II Prenatal development and the neonate (new born)**

- Brief understanding of the prenatal growth in the womb, birth process, care, precautions and cultural regulations for the pregnant woman
- Importance of maternal health and entitlements as basic to infant's health, breast feeding, developing trust, attachment and well-being during infancy
- Understanding the significance of safety and cleanliness during feeding practices, appropriate care and preventive health such as immunization and hygiene
- Importance of understanding milestones and early intervention
- Recognizing cultural and familial infant and childcare practices

**Unit III Development during the first three years**

- Physical and motor development, milestones, developing competencies and role of adults in promoting gross and fine motor skills
- Language and concept development patterns, variations and features of a language rich child oriented environment

- Understanding social and emotional status and the significance of socialization to learn about self and others; ways to instill among children confidence, security and labeling emotions
- Importance of providing watchful exploration with adequate and attentive supervision to initiate love for learning

#### **Unit IV Development during three to six years**

- Physical and bodily changes, acquiring balance in eye hand coordination, control over movements and skills for physical manipulation
- Developing skills and concepts to be able to classify and display problem solving ability and simple measures for building memory, encouraging use of mnemonic devices
- Growing competence in listening, using words, follow directions, increased receptive and expressive language, familiarity with print media
- Increased sense of self in adjusting and demanding with reason, emergence of responsible behaviour and empathy
- Developmental variations, learning and behaviour concerns and ways for meeting the special needs

### **Development during the first six years (Practical)**

#### **Introduction**

The practical exposure with children will enhance the knowledge about children. The ECCE teacher will be familiarized with how children grow, how they think, how they talk and feel. By observation and being with children the prospective teachers will learn about children's responses and nature of interactions with adults, other children and objects.

#### **Objectives**

- To understand the tools and techniques for working with children
- To plan and implement age appropriate activities to facilitate domain specific development
- To develop activities to foster creativity and imagination in children

**100 marks**

**Practical**

**30+70 hours**

#### **I Observation (Participant and non-participant)**

- Being in the settings of ECCE such as home and day care, observing: infants, mother/adult and child interactions through notes and observation schedules such as Home Observation Measurement of the Environment

- Children in the classroom and playground both in organized and free situations
- Observe childcare and interactions in different socio-cultural contexts of family and community to understand infant care practices
- Draw linkages between different domains of development to deepen knowledge empirically through simple interactive tasks and observation
  1. Physical-motor: acquaintance with growth chart, eye-hand coordination, gross and fine motor skills
  2. Cognitive: appreciate childhood conceptual understanding, reasoning, memory, problem solving with simple tasks
  3. Language: developing vocabulary, sound discrimination, self expression using words, understanding and following directions, asking and answering questions, participating in conversations
  4. Socio emotional: understanding of self, self worth, use of reinforcement, expression of emotions, assigning responsibility, peer interactions, celebration of special events
  5. Play: kinds of play, individual or group activities, interaction with peers and teachers

## **II Understanding children with special needs**

- Children with differences in ability and diversity of needs
- Special and inclusive settings
- Special inputs and need for different kinds of assistance like Speech therapy, occupational therapy, play therapy.
- Features of Indian contexts of development

## **III Development of materials**

- Activities and preparation of play material in different domains
- Materials to stimulate and promote growth and development

## **IV Interview with the ECCE teacher regarding developmental needs of children**

## **V To write a brief case profile of a child covering all the domains of development**

## **VI Developing and maintaining a field/reflective journal**

## **VII Use of simple evaluation tools like TECERS, PORTAGE**

## **VIII Innovative methods to understand developmental patterns such as maintaining a Journal of anecdotes of children's responses**

## **IX Films for teachers from CIET, Children's Film Society**

# **COURSE IV**

# Care, Early Interaction and Pedagogy

## Introduction

Curriculum and pedagogy will acquaint the emerging ECCE teacher with the content of what children will learn, the processes to achieve the goal and the role of teachers to energize the context of teaching and learning. A well designed curriculum identifies the social context, engages all stakeholders to create a flexible ongoing learning process meeting individual interests. Besides the social context of children and families curriculum is best transacted by trained teachers who know the curricular approach and plan well to structure the environment and are prepared to deal with variations and surprise. The course will allow future teachers to understand and integrate child development knowledge in facilitating children's learning

## Objectives: the course will enable the ECCE teacher to

- Understand the value of structure and format for working effectively with children
- Know that children are active learners and are influenced by their social contexts
- Design the classroom transactions in a socially meaningful way to adapt to local needs
- Organize child oriented activity based participatory learning experiences

**100 marks**

**Theory**

**100 hours.**

## Unit 1 Principles of curricular content and programmes

- Components of ECCE in relation to age, skill development and social situation
- Understanding/ Comprehending the significance of terms such as holistic approach, active participation, child centeredness, constructivism, peer tutoring, and capacity building
- Understanding goals and objectives of ECCE within an integrated and whole child approach keeping long term goals and short term objectives and daily classroom practices
- Building a personalized approach with recognition and celebration of social-cultural context to address classroom diversity in culture, language, festivals, food, dress, needs of children in different regions and situations

## Unit II Approaches and processes in teaching and learning

17

- Understanding different approaches to learning with emphasis on “child as an active learner”
- Planning in relation to developmental domains with balance in activities to enhance physical growth, fostering language, stoking intellectual curiosity and promoting social relationships
- Build in areas of learning such as
  - vocabulary and sound discrimination
  - basic words to independent use of language
  - care of the community, clean environment
  - develop mathematical vocabulary
  - arts and crafts for creativity and imagination
  - child’s capacity for memory, familiarity with songs, stories, sing along activities and mnemonic devices
- Importance of promoting children to participate, ask questions, develop skill to observe and develop attitude of task persistence and problem solving.

### **Unit III Children’s orientation to play**

- Play, its significance and the natural appeal as spontaneous activity
- Functions of play and its potential for development in children
- Toys, objects and playfulness as sources of learning
- Cultural and local social forms as tools in the classroom such as rhymes, folk drawings and festivals

### **Unit IV Methods of engaging with children**

- Music and movement and the appeal of rhythm
- Free conversations, free hand drawing, role play, drama as sources of learning in multiple domains
- Story telling and its functions in imagination and cultural literacy, importance of children as story tellers
- Indoor and outdoor play in structured and free situations
- Introducing print media like books, pictures with words and use of audio-visual aids

### **Unit V Care and stimulation during infancy**

- Infancy and understanding of local and cultural practices of care and status of infants
- Schedules and patterns of care of infants in institutions and need for visual and auditory inputs experiences
- Role of interaction and importance of touch and movement in development during infancy

- Significance of Stable and supportive environments with opportunity, limits and structure

## **Care, Early Interaction and Pedagogy (Practical)**

### **Introduction**

This part of the ECCE training will provide the potential trainees to work with a mentor to develop content comprising everyday teacher-child interactions in settings of early care. The attempt is to allow the individual an exposure to methods to understand the knowledge principles underlying the teaching- learning situations during the first three years and learn ways to enhance the developing child's interest and motivation.

**Objectives:** with hands on experience the ECCE teacher will be able to

- develop content and methods of meaningful classroom processes
- devise strategies to promote growth and development in different domains with a whole child perspective
- Use a variety of materials to energize interactions and stoke children's intellectual curiosity and imagination

**100 Marks**

**Practical**

**30+70 Hours**

### **I Infant Stimulation**

- Observation of infants while providing them with visual and sensory stimulation (toys, pictures, different shapes and textures), auditory (natural sounds like clap, conversations) and kinesthetic experiences (movements)
- Development of aids, play material for sensory experiences.

### **II Activities facilitating development in different domains**

- Engage children in physical activities for developing and involving children to enhance locomotor skills like jumping, hopping, balancing, climbing, throwing, kicking, catching.
- Use of blocks, beads and strings, abacus and innovative methods to foster fine motor skills like grasping, and eye-hand coordination.
- Fostering language by exposing children to different tones, pitch and volume by
  1. Engaging children in free conversation , story telling, role plays, singing to support vocabulary development, expression of self, understanding and following direction, asking questions
  2. Encouraging children to reconstruct any story, develop their own stories while using picture cards or sharing their experiences.

3. Use of print material like picture cards, magazines to make children recognize different objects, action words and build vocabulary
- Promoting intellectual curiosity through observation , building interest in children by letting children explore, engage in conversation about an object or concept
    1. Encourage evolving number and alphabet/ *akshar* awareness, using printed numerals, identifying the numbers, recognizing first letter of their name.
    2. Activities to understand concepts like big, small, up down, matching, and sorting
  - Help children build social relationships by sharing, turn taking and understanding needs of others
    1. Encouraging child to label different emotions, use of picture cards, asking the child to get pictures from home, recognize and express understanding of how others feel.
    2. Developing activities to encourage group interaction, sharing, turn taking, helping
    3. Task persistence, coping with limitations as well as identifying what children can do

### **III Arts and crafts as sources of learning, creativity and imagination**

- Exploring and appreciating different art forms as innovative tools (visual and performing arts) not only cutting and pasting.
- Encourage children to explore and experience variations in color, shape, textures in nature and (like flowers, leaves) and others
- Activities to create art forms like drawings using crayons, water colors providing enough flexibility to children and encouraging art as a medium of expression
- Identify changes in drawings as children grow, encourage children to talk about their drawings

### **IV. Children’s orientation to play**

- Developing and involving children in activities for both indoor and outdoor play
- Use of sand and water to involve children in play
- Development and use of recyclable and reusable play material
- Create a “props corner” like a basket of *chunni*, bags, spectacles, magazines etc

### **V. Music and movement and the appeal of rhythm**

- Facilitating children to experience different form of music in the environment (like chirruping of birds, train, sound of rain and so on)
- Enhancing familiarity with local songs, rhymes, folk and cultural stories.
- Use of different material in the environment to create music and also encouraging children to create music

- Use dance as a form to explore movement of body and a mode of communication

#### **VI Develop a schedule to involve children in group of activities**

- For 20 minutes period
- For a day
- For a week

## **Course V Organizational Management**

### **Introduction**

Effective and efficient use of available resources ensures that joyful and activity based quality of teaching learning in the ECCE classroom. An ECCE teacher must be versed in organizational management utilizing the infrastructural, human, financial and community resources for optimization of the teaching – learning process. The teacher plays a pivotal role in the organization of classroom records, utilization of community resources to invoke local flavour and bring personalizing features in the pedagogical space. The ECCE classroom is a laboratory or activity center where the teacher and children collaborate in the learning process making planning and organization absolutely necessary. It is important to maintain a balance between indoors and outdoor activities that are to be taken up for holistic development of children. This course should enable the pupil teachers to manage all the organizational resources for an inclusive ECCE classroom and also its linkages with primary education.

### **Objectives: the course will enable the ECCE teacher to**

- plan and design space for children’s participation, free movement and intellectual curiosity
- understand the need to reflect, think and plan classroom transactions keeping socio-cultural and diverse skills and interests of children in focus
- know the significance of records of children’s growth and progress as necessary for mapping developmental patterns
- be prepared for emergency situations, disaster management and have skills in basic first aid

**50 Marks**

**Theory**

**50 hours**

### **Unit 1 Setting up ECCE centres**

- Identifying local needs and location and safety of the centre and nature of services

- Sources of fund raising and community involvement
- Ensure provision of essential facilities
- Budgeting and mapping of resources
- Ideal teacher to child ratio and managing large groups
- Regularity, punctuality and discipline of the ECCE centre
- ECCE teachers with training and motivation and other support staff

## **Unit II Designing and maintaining outdoor and indoor space**

- Design of space as source of learning and interaction such as small group seating and floor space with room for independent work
- User friendly equipment and infrastructure to promote inclusive barrier free environment
- Storage space for materials, equipment and regulated access by children for self help skills
- Display and orientation for children to engage in self directed tasks such as art material or read in a book corner or play with props and dolls
- Optimizing space and innovative use of space specially organizing the centre in small areas with limited resources
- Outdoor play- space and spots for outdoor activity

## **Unit III Materials, indoor and outdoor equipments**

- Designing areas as inclusive spaces for differently abled such ease for wheel chair users, walkers
- Toys- reusable, improvised and local materials as resources for activity corners
- Selecting play materials, musical instruments, puppet theatre, devising methods for child- friendly access, use and cleanup
- Materials (improvised and bought) for wide range of activities such as cooking, planting and observing
- Mapping agencies for children's materials, books, toys and outdoor resources
- Adequate storage and innovative ways to store such as in trunks or gunny bags in community based ECCE centres , maintenance and replenishment of materials

## **Unit IV Maintenance of records in ECCE settings**

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

- Survey of quality ECCE standards to appraise ECCE infrastructure and classroom dynamics

## **Unit V Disaster Management**

- Safety of ECCE centre and Nature of disaster and emergency
- Familiarity with first-aid, fire drills and display of pictures and material for dealing with emergencies.
- Understanding children’s fears and anxiety in course of natural or man-made disasters
- Engaging with parents to cope up with and resolve childhood fears
- Activities to conserve nature like plant a tree, do not waste energy, no to poly bags as a measure for preservation and conservation of environment

**25 marks**

**Tutorial**

**25 hours**

Group exercise with standardized tools and kits to gain familiarity and experience with simple evaluation tools such as

- Evaluation of Early Childhood Environment Rating Scale with respect to diverse contexts of India
- Portage Preschool Home Visiting service to understand preschool children’s developmental status and to enrich their environments and services
- Use of School Readiness Kit developed by the World Bank

**25 marks**

**Skill Lab**

**10 Hours**

**I Survey exercises in the flowing areas for preparing of a “Journal of resources and management”**

**II Supportive, protective and regulatory services**

- Demonstration of First Aid methods and hands on experience for the care of children in emergency through “mock exercises”.
- Preparing and knowing contents of first-aid kit/ box, replacing the stock regularly
- Mapping the city facilities for sources of equipment, materials for interactive classrooms through yellow pages and other sources.
- Exploring and seeking information about supportive facilities and referral services for the management of problem behaviours such as Occupational therapists, psychological assistance, speech therapists.

## **Course VI Emerging and Evolving Self of an ECCE Professional Workshop**

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

**Objectives:** The workshops will enable the ECCE teacher to develop

- Methods to enrich classroom processes with intense hands on interaction with experts in areas related to ECCE
- Familiarity with participatory classroom interactions

**Unit I Visit to libraries and book reading sessions**

- Understand the classification of books in the libraries
- Selected books would be read and shared for teacher innovation
- Inspiring autobiographies of educators

**Unit II Workshops to enhance personal and professional development**

- Understand the ‘self’, reflecting on one’s strengths and weaknesses
- Develop an understanding of self directed learning
- Ways to encourage diversity in ECCE classroom
- Developing thinking and reflective skills
- Making use of drama/ music, movement, yoga for as a classroom resource f or young children
- Use of local skills and talents such as folk songs, games , art forms as classroom resources
- Practice in developing effective report writing skills
- Reflect and revisit childhood/ school years to connect with children

**Unit III Writing and analyzing the workshop experience and reflecting on the course and nature of participation, involvement and self evaluation**

## **COURSE VII**

### **Development Contexts and Learning in Early Childhood**

#### **Introduction**

This course continues provide information on the developing and the evolving capacities of children between 6-8years. Participation in early childhood programmes and preschools can promote healthy attitudes for life long learning. In the many contexts of childhood early intervention raises the bar for children’s skill building by reducing

educational inequalities. The course content will further develop ECCE trainee's skills in assisting healthy development of children cognitively, socially, emotionally and physically. The prospective ECCE professional will learn that meaningful participation in preschool education promotes curiosity, love for learning and prepares children to succeed in school. The course informs the ECCE professional that early childhood development is not only about children in the ECCE setting but influenced by their contexts and can influence the context for the sake of the child's optimal growth through respect for ethnic identity, meeting the special needs of children and group celebration of differences as source of unity.

**Objectives:** The course will enable the ECCE teacher to

- Introduce complexity and challenge for children to develop curiosity and love for learning and prepare for tasks of formal schooling
- Help children learn to respect their identity, understand family relationships, interact cooperatively with peers and others in accordance with social norms and expectations
- Be sensitive to the differently-abled and assist children with emotional distress by guiding or seeking professional support

**100 marks**

**Theory**

**100 hours**

### **Unit 1 Developing child and social skills for early school years**

- Emergence of physical and motor skills to participate in team games, play skills and engaging in learning complex tasks
- Emphasis on self help skills relating to health, hygiene, feeding, dressing, asking for things
- Language development for skill in narrating events, stories, learning to discriminate sounds and role play
- Developing friendship, being part of a group, cooperation, social acceptability and exclusion

### **Unit III School readiness and learning**

- Engaging in tasks to build concentration and attention span with sit down tasks such as paper pencil work, worksheets.
- Debate, puzzles, Quiz and riddles (oral and visual) for developing thinking, reasoning, problem solving , cause-effect and inculcating scientific inquiry

- Listening to a story and promoting child participation through recall and express appeal and comprehension
- Role of jingles, rhymes and storytelling (Local and classic) in building children's orientation to mnemonic skills and build memory skills
- Ethnic and linguistic variations, use of code switching and exposure to multiple languages as classroom processes

#### **Unit IV Classroom diversity and variations in learning**

- Influence of socio cultural factors economic abundance and limitations in access to resources and their impact on children and childhood orientations,
- Understand multiplicity in interests among children talents and skills that children can develop
- Differences in ability and inclusion of special needs in the classroom
- Ecology and Childhood classroom practice to nurture among children relation with the environment
- Natural disasters and their impact on children's behavior and learning

#### **Unit IV Children and ECCE Professional**

- Teacher as a facilitator for child participation and guidance as well as setting routines, rhythms and variations in classroom interactions
- Developmental needs and classroom processes for group and individual dynamics
- Modifying classroom interactions to address child rights and sensitivity towards social cultural contexts as also effective use of resources
- Developing use of contemporary skills like use of computer (if funds allow) in the classroom for projects and work by children
- Use of media forms like films and recorded songs as allowed by resources

#### **Unit V Common behaviour concerns in early childhood**

- Sensitivity to family relationships, social groupings, influences of family- school relations on interactions and classroom adjustment.
- Language development, communication, limitation of dominant language and bilingual aptitude, ways to include child's multiple languages in classroom
- Sensitivity to emotions and emotional expressions of fear, shyness, curiosity, jealousy, joy and developing friendships
- Sensitivity to developing child, differences / excessive behaviours such as shy/alooof child, quiet /reflective child, reserved / spontaneous child, restless/ hyperactive child, preventing any labeling of the child
- Accessing assistance from child experts or counselors to seek support for children

# **Development, contexts and learning in early childhood**

## **(Practical)**

This practical will enable emerging ECCE teachers to relate theoretical concepts with classroom processes. The guided interaction will prepare learners for meaningful and interactive placement in ECCE settings. Preparing how to engage with children will inculcate a sense of planning and readiness in dealing with children and experience hands on the developmental range in responses.

**30+70 hours.**

**Practical**

**100 marks**

### **I Observations-** participant and non participant for

- organizing free and structured play to observe & engage with children
- Group games for skill development- use of checklist method to observe interaction, playfulness, use of language, disagreements, conflict resolution and problem solving

### **II Planning and implementation of activities with “developmental domain” as the organizing principle**

- Children’s notion of natural phenomena, mathematical and scientific concepts, concept of time, distance, space, direction
- Linguistic skills to engage in conversations, narrations/oral expressions
- Social interactions like modeling relationships to inculcate the importance of friendship, conflict resolution, cooperation, sharing, turn taking and entering social groups
- Celebration of festivals, food fair, region days to experience cultural appreciation, different perspectives, languages and gender sensitivity

### **III Nurturing creativity and expression and development with “interaction” as the organizing principle**

- Planning activities with children as active participants
- Arts, performance and conversations as basis for learning with simple stories, songs and playful engagement with children
- Use of puppets, flash cards, posters, charts, story telling, drama and role play, music, drawing and dialogue

### **IV Learning and space as the organizing principles**

- The approach such as “air, water, our needs, myself, festivals, our weather”
- Play and games both indoor and outdoor

## **V Assessment and evaluation**

- Growth monitoring- maintaining cumulative health records
- Simple texts to understand child's reading readiness, comprehensiveness, development appropriateness
- Awareness of assistance in case of developmental delays or emotional concerns

## **VI Developing reporting skills and field visits**

- Report writing
- Talking with parents
- Sharing classroom experiences with colleagues
- Primary settings (class I and II) in the government, public, and alternate schools run by NGO or individuals
- Plan field visits with children to local facilities, parks, fire station, post office

## **VII Case profile of a child with special needs in an inclusive set up**

# **COURSE VIII**

## **Pedagogy in Early Childhood Education**

### **Introduction**

The second course on curriculum and pedagogy further expands issues in teaching learning. Concrete and direct interaction promotes asking of questions and unfolding of information. A good base to initiate thinking, reasoning and problem solving is to adopt multiple approaches to engage with children keeping in mind the domains of growth, innovative use of materials and space. The curriculum planning for concept building and skills in numbers and literacy uses multiple methods including the arts as basis for learning. Curriculum and pedagogy is closely intertwined with innovative ways to stoke imagination and curiosity in early childhood

### **Objectives: the course will enable the ECCE teacher to**

- refine methods for classroom transactions for the evolving capacities of young children

- develop methods and approaches for the growth and development of language and communication skills
- Create among children a love for numbers and pre numeracy related vocabulary
- Use of arts to bring innovation and variety in classroom transactions

**100 Marks**

**Theory**

**100 Hours**

**Unit I Methods and approaches in classroom**

- Children as active learners and participants
- Balancing between discipline- participation, exploring and mediation, self directed and guided activity
- Thematic approach, Play-way method, activity method and project method
- Multi grade teaching, peer tutoring and cooperative learning
- Equipment, materials and diverse ways of using materials

**Unit II Development of language and communication**

- Promoting listening, oral expression through multiple methods
- Speaking, vocabulary and expressive language competencies
- Addressing multiple languages and concept of code switching
- Building reading skills with multiple approach alphabet, word and whole word approach, sentence and phonetic methods
- Introduction and development of writing skills

**Unit III Development of number, counting and number operations**

- Early development of vocabulary for size, shape, quantity and measurement of mathematical concepts
- Matching, sorting, ordering and classifying objects and numerals
- Understanding addition and subtraction
- Counting, one to one correspondence, enumeration, backward counting, estimation
- Games, puzzles, daily life activities as tools to expand mathematical concepts

**Unit IV Teaching of environmental studies, science and social studies**

- Ways to encourage children to observe phenomena, understand body and relation with the world
- Natural and experimental situations to promote curiosity and spirit of enquiry
- Food, health, hygiene and cleanliness
- Festivals, celebrations and understanding of diversity as classroom resource
- Recycling and reuse of resources, avoiding wastage

## **Pedagogy in Early Childhood Education (Practical)**

Practical hands on experience will help ECCE trainees to develop and devise actual teaching –learning materials for concept building and strategies to engage children to develop communication skills and independence. The material and methods developed in this mentorship mode will be used by the prospective ECCE teacher in the setting of schools with children.

**Objectives:** with hands on experience the ECCE teacher will be able to develop

- content and methods of classroom processes for children to learn concepts
- strategies to promote growth and development in different domains with a whole child perspective
- variety of materials to energize interactions for stoking children’s intellectual curiosity and imagination
- steps for teaching of numbers and math concepts, language and vocabulary
- Inculcate in children a scientific temper and spirit of inquiry

**100 marks**

**Practical**

**30+70 Hours**

### **I Devising strategies to develop concept of number, counting and number operations**

- Use of creative forms to develop concept of number: counting objects and identifying that each one corresponds to a number, number operations- addition, subtraction by climbing up and going down the ladder, use of abacus, puzzles, rods
- Exposing to a variety of measuring instruments and describing their use
- Geometric forms & shapes(circle, square, triangle, rectangle, star)
- Preparing worksheets: finding the odd one out; cards and other materials for matching, sorting, ordering

### **II Planning and organizing activities for language and communication skills**

- Introduction to alphabet- word-sentence and phonemes in a sequence
- Making a picture dictionary for children
- Encouraging children to talk about their experiences and events in the form of a story, to look at a picture and to describe the main elements of a story
- Encouraging sight-reading
- Exposing children to: library as a place to read, borrow books/videos; a variety of literary forms for enjoyment and informational purpose- a story, a letter, sign, poem, book

- Present children with alphabets in their printed form and encourage them to say each letter's sound
- Expose children to alphabets in their various forms- upper and lower case and encourage them to recite it
- Encourage children to create their own versions of a variety of literary forms using pictures, scribble, and/ or conventional writing for enjoyment and to record and communicate ideas, feelings and information
- Expose children to computer/ A.V Tape recorder as a tool for variety of purposes such as communication, creative activities; present to them verbal names for parts of a computer and the places where we can find computers

### **III Designing activities to promote understanding of environmental and scientific concepts by means of**

- Structured activities for understanding cause and effect; games and activities for predicting; guessing from clues; living and non-living things; concept of light and shadow
- Nature walks and directing attention to observe phenomena and report
- Engaging with diversity by use of local rhymes, story telling, songs, types of weather
- Addressing multiplicity by use of bilingual terms to promote awareness and identity
- Celebration of special events like republic day, independence day
- Free conversations and informal talks- man made and natural resources; natural and man made disasters- earthquake; safety- at home, in school, on road, conservation and reuse of resources

### **IV Plan and conduct a group activity in the classroom using play way, activity or project method.**

**V Prepare a poster or a set of flash cards** to make the children aware about the importance of having balanced diet, healthy food options and maintain personal hygiene and cleanliness

## **COURSE IX Organizational Behaviour**

### **Introduction**

This course intends to develop communication skills in the ECCE teacher to engage with parents and communities as partners in the development and socialization of young children. The course also fosters skills in reflective thinking to evaluate and evolve as a communicator in the classroom, identify strengths and work on weaknesses.

Organizational behaviour also opens areas of classroom strategies for balancing discipline and juxtaposing obligations for the rights of children to actively explore, experiment and experience. The course highlights the need for socio-cultural sensitivity in creating a personalized environment for children. The teacher to be also is made aware of her role as change-maker in the community

**Objectives: this course will enable the ECCE teacher to**

- assess skills and training essential to be with young children
- understand the need for balance between guiding children in contrast to only listening to instructions.
- learn and devise ways of communicating with parents, mobilize community for appropriate care and education of young children

**50 marks**

**Theory**

**50 hours**

### **Unit I Teacher quality, competence and skills**

- Training in pedagogy, sensitivity towards children and motivation as essential features for being an efficient teacher
- Fostering harmonious environment and effective home school relations for children to learn and be emotionally secure
- Readings about ECCE, observations of children and critical thinking on everyday activities and long term objectives
- Reflecting on classroom interactions, strengths, limitations, opportunities and working towards making children socially comfortable
- Sharing and discussing teaching- learning experiences with co-learners and teachers, devising new strategies and resolving inter- personal conflicts
- Picking up cues of deviant behavior in children and sensitivity to child's needs.
- Building professionalism

### **Unit II Classroom Management**

- Helping children make the transition from home to ECCE setting with parental assistance and presence in the ECCE setting
- Managing large groups and mixed age groups whenever needed
- Improvising ways to personalize the classroom spaces
- Child participation, creative sounds and energy, discipline and teachers' role
- Developing problem solving attitude to resolve conflicts

### **Unit III Working with parents, community for creative home school interactions**

- Setting routines to know the parents and family dynamics through workshops, home visits and open days. Importance of helping parents understand and ease home to school transition

- Parents and community talent as resources for materials, classroom interactions and group festivity
- Orienting and collaborating with parents/community for children in ECCE setup
- Workshops for evolving collaborative approach in working with parents
- Developing methods to communicate with parents

#### **Unit IV Role of ECCE professional as a change maker**

- Advocacy and awareness about the needs and rights of young children
- Understanding the stakeholders and identifying local, folk and contemporary methods of effective communication
- Using traditional drama, role play or modern media for information, education and communication (IEC) for advocacy for the significance of ECCE, age appropriate interventions and early identification of disability
- Community mobilization, working with parents and developing a collaborative approach
- Reflect on skills acquired, growth and changes in the self of the prospective teacher to be an effective ECCE professional

**20 marks**

**Tutorial**

**15 hours**

- Reflect, analyze and write an essay on the change and growth experienced as teacher trainee
- Make an outline and after a class discussion share in the class your thoughts and how they have changed from the “write up on expectations” an exercise in the first year

**30 marks**

**Skill Lab**

**35 marks**

#### **Devise a Workshop to convey the developmental milestones and understand the significance of early intervention**

- Organize community awareness programme regarding registration of birth
- Communication workshop to convey the importance of health, immunization and nutrition in early years
- Awareness campaign for Child’s right to play
- Meeting with parents to convey the importance of girl’s education

### **Course X Placement in ECCE setting**

**Orientation to the internship**

The orientation should prepare the ECCE teacher's participation in classroom processes and facilitate pleasant interactions. S/he should be able to follow school rules and get acquainted with the schedules.

The ECCE teacher should read the whole internship syllabus and be aware of the expectations of the course of internship. This would help the teacher to structure her experience and link it to the evaluation in the end.

**Objectives:** This field placement will enable the ECCE teacher to

- learn the nuances of working with children and develop ways for meaningful participation
- have sustained engagement with ECCE programme and realize the goals for children's growth and development
- observe children's behaviour, participate in classroom processes and devise appropriate intervention

**A. Readiness for working in the ECCE classroom****I Observation and rapport Formation**

- Observation of classroom
- Letting children know you
- Conversations
- Playful interactions such as run and catch, structured ball play or any familiar games

**II Observing the teacher and making notes**

- Style of interactions
- Nature of language
- Unique features of children and teacher's interactions
- Things to learn and avoid

**III Working with the teacher**

- In the school environment
- Recording the kind of activities the ECCE teacher conducts
- Nature of involvement and nature of experience
  - i. Joyful
  - ii. Restraints and limitations
  - iii. Full participation

## **B. On the job learning**

### **IV Preparing activities in different domains and conducting one activity per day**

### **V Hands on experience of full day with distribution of activities**

### **VI Participation in full activities and conducting a workshop for parents**

## **C. FEEDBACK**

### **VII Evaluating and reflecting**

- Trainee's experiences and evaluating changes
- Make a note of progress in children
- Present the school with a summary of your experiences

## **Readings for the courses**

### **Early childhood in contemporary India**

1. Aries, P. (1962). *Centuries of childhood: A social history of family life*. Paris: Vintage books
2. Bowman, B.T., Donovan, S. and Burns, S, M. (2001). (Ed.). *Eager to learn: educating our preschoolers*. United States: National Academies Press.
3. Corsaro, W.A. (1997). *The sociology of childhood*. London: Sage.
4. Ministry of women and Child Development, GOI. ( 2007). *Report of working group on Development of Children- For the eleventh five year plan*.
5. Myers, R. G. (1992). *The twelve who survive: strengthening programmes of early childhood development in the Third World*. London: Routledge.
6. Jha, M. (2002). *School beyond walls*. London: Sage.
7. Kakar, S. (1980). *The Inner World*. New Delhi: Oxford University Press
8. Kumar, K. (1993). "Study of Childhood and Family." In Saraswati, T. S. and B. Kaur (Eds.), *Human development and family studies in India*, (pp. 67-76). New Delhi: Sage
9. NIPCCD, (2006). *Select issues concerning ECCE India. Background paper prepared for the Education for All Global Monitoring Report 2007 Strong foundations: early childhood care and education*.

10. Pattnaik, J. (1996). Early Childhood Education in India: History, Trends, Issues, and achievements. *Early Childhood Education Journal*, 24(1), 11-16. Retrieved October, 6, 2009. [http://www. Jstor.org](http://www.Jstor.org).
11. Peltzman, B. R. (1998): *Pioneers of Early Childhood Education: A Bio-Bibliographical Guide*. London.
12. Ramachandran, V. (2003). *Getting children back to school. Case studies in Primary education*. New Delhi: Sage
13. Sariah. C. (2009). (ed). Perspectives in education- A golden jubilee volume of J.S.S Mahavidyapeeth. Banglore: Print Park.
14. Saraswathi, T. S. (2003). *Cross cultural perspectives in Human Development, Theory, research & application*. New Delhi: Sage
15. Saraswathi, T.S. and Kaur, B. (Eds.). (1993). Human development and family studies in India: an agenda for research and policy. New York: Sage
16. Schonfeld, H. O'Brien, S. and Walsh, T. (Eds.). (2004). *Questions of Quality: Proceedings of a conference on Defining, Assessing and Supporting Quality in Early Childhood Care and Education*. Dublin: The Centre for Early Childhood Development & Education
17. Seminar,462, February 1998, Childhood.
18. Seminar, 543 February 2005, Reclaiming Childhood.
19. Seminar. 574 June 2007. Children first.
20. Sharma, D. (1996). *Childhood, family, and sociocultural change in India: reinterpreting the inner world*. London: Oxford university press.
21. Taneja, V.R. and Taneja, S. (2006). Educational Thinkers. United States: Atlantic Publishers & Distributors, 2006
22. Viruru. R, (2002). *Early childhood education: postcolonial perspectives from India*. New York: Sage
23. Working Group on Children under Six, (December, 29, 2007). Strategies for children under six. *Economic and political weekly*. 87-100.

## **Rights of the Child**

1. Aradhya, N. & Kashyap, A. (2006). The '*Fundamentals*' Right to Education in India. Bangalore: Books for Change.
2. Bandyopadhyay, R. (Feb. 16, 1991). Education for an Enlightened Society: A Review. *Economic and Political Weekly*, 26 (7), pp. 359-372
3. Bernard van Leer Foundation. (July, 2004). Children are our future: Survival and development are simultaneous, development is not something that occurs after survival. *Submission to the United Nations Committee on the Rights of the Child Day of Discussion: Implementing Child Rights in Early Childhood*
4. Chatterjee, B. (2006). Education for All: The Indian Saga. New Delhi: Lotus Press
5. Raina, V. (2009). Right to education. *Seminar*. 593

### **Development during First six years**

1. Berk, L. (2006). Child development. New York: Allyn & Bacon
2. Exupery, A.D. (1995). *The Little Prince*. Hertfordshire: Wordsworth Editors Ltd
3. Hardamn, M.I., Drew, C.J., and Egan, M.W. (2005). Human Exceptionality: society, school and family. Boston: Allyn and Bacon
4. Holt, J. (1967). *How children learn*. New York: Delacorte Press.
5. Santrock. (2006). Child Development. New York: Mc Graw- Hill.
6. Swaminathan, M. (1998). *The first five years: a critical perspective on early childhood care and education in India*. New York: Sage

### **Developmental contexts and learning**

1. Berk, L. (2006). Child development. New York: Allyn & Bacon
2. Bowman, B.T., Donovan, S. and Burns, S, M. (Ed.). (2001). Eager to learn: educating our preschoolers. United States: National Academies Press.
3. Hardamn, M.I., Drew, C.J., and Egan, M.W. (2005). Human Exceptionality: society, school and family. Boston: Allyn and Bacon
4. Love, J. et al (2003). Child Care Quality Matters: How Conclusions May Vary with Context. *Child Development*, 74(4), pp. 1021-1033

5. Myers, R. G. (1992). *The twelve who survive: strengthening programmes of early childhood development in the Third World*. London: Routledge.
6. Myers, R. G. (2004). *In Search of Quality in Programmes of Early Childhood Care and education (ECCE)*. A paper prepared for the 2005 EFA Global Monitoring Report
8. Smith, M. S. and Lytle, S. (1999). Relationships of Knowledge and Practice: Teacher Learning in Communities. *Review of Research in Education*, 24, pp. 249-305
9. Santrock. (2006). *Child Development*. New York: Mc Graw- Hill
10. Shukla, R.P.(2004): *Early Childhood Care and Education*. Sarup & Sons
11. Swadener, B.B. Kabiru, Njenga. (2000). Does the village still raise the child?: a collaborative study of changing childrearing and early education in Kenya. *SUNY series, early childhood education Early Childhood Education - Inquiries and Insights Series*

### **Care, Early Interaction and Pedagogy**

1. Anandalakshmy, S. (2009). *Activity based learning: a report on an innovative method in Tamil Nadu*.
2. Bowman, B.T., Donovan, S. and Burns, S. M. (Ed.). (2001). *Eager to learn: educating our preschoolers*. United States: National Academies Press.
3. Badheka, G. (2009). *Diwaswapna*. Gujrat: Adarsk Prakashan.
4. Dhankar, R. (2009). *Notion of a Teacher to Guide Teacher Education Programmes and School Improvement. Solution Exchange for the Education Community Discussion Summary*
5. Deiner, P. L. (2009). *Inclusive Early Childhood Education: Development, Resources, and Practice*. Belmont: Cengage Learning
6. Clarke, P. (2001). *Teaching & learning: the culture of pedagogy*. New York: Sage
7. Gammage, P. (2008). *The social agenda and early childhood care and education. Can we really help create a better world? Online outreach paper 4*. The Hague: Bernard van Leer Foundation

8. Gupta, A. (2006). *Early Childhood Education, Postcolonial theory & teaching practices in India- Balancing vygotsky and Vedas*. New York: Palgrave Macmillan.
9. National Association for the Education of Young Children (NAEYC). (2003). *Early Childhood Curriculum, Assessment and Program Evaluation: Building an Effective, Accountable System in Programs for Children Birth through Age 8,*” Washington, D.C.: Authors. Available on line at:  
([www.naeyc.org/resources/positionstatements/perspective.asp](http://www.naeyc.org/resources/positionstatements/perspective.asp))
10. NCERT, (2006). position paper, national focus group on early childhood education
11. NCERT, (2006). position paper, national focus group on Teacher education for curriculum renewal
12. NCERT, (2006). position paper, national focus group on Curriculum, syllabus and textbooks.
13. NIPCCD, (2006). Select issues concerning ECCE India. Background paper prepared for the Education for All Global Monitoring Report 2007 *Strong foundations: early childhood care and education*.
14. NCERT ppt. Curricular framework. Early childhood care and education
15. Puckett, M. B. and Diffily, D. *Teaching young children: an introduction to the early childhood profession*. Canada: Thompson Delmar Learning
16. Siraj\_Blatchford, I., Sylva, K., Muttock, S. Gilden, R & Bell, D. (2002). *Researching effective Pedagogy in the Early Years*. Research Report No 356. University of Oxford: Department of educational studies

### **Pedagogy in Early Childhood**

1. Moyles, J. & Hargreaves, L. (1998). *The primary curriculum. Learning from international perspectives*. London: routledge
2. National association for the education of young children, July 1998. *Learning to read and Write: developmentally appropriate practices for young children*. 53 (4), 30-46.

3. Burtonwood, N. (2002). Anthropology, Sociology and the Preparation of Teachers for a culturally Plural Society. *Pedagogy, Culture and Society*. 10(3), 367-387.
4. Ramachandran, V. & Bhattacharjea, S. (August 1, 2009) Attend to Primary Schoolteachers! *Economic and political weekly*. vol xliv no 31, 17-20
5. Neuman, S., Dwyer, J. & Koh, S. (2007). Child/Home early language and literacy observation. Baltimore: Brookes Publishing House
6. NCERT (2007). Handbook of arts in education
7. Taylor, D. (Feb, 1990) Teaching without Testing: Assessing the Complexity of Children's Literacy Learning. *English Education*, 22(1), pp. 4-74

### **Organisational Behavior**

1. Axline, V.M. (1964). *Dibs in search of self*. New York: Ballentine books
2. Clarke, P. (2001). *Teaching & learning: the culture of pedagogy*. New York: Sage
3. Thomson, C.L., Holmberg, M.C., Baer, D.M., Hodges, W. L., and Moore, S.G. (1978). An Experimental Analysis of Some Procedures to Teach Priming and Reinforcement Skills to Preschool Teachers. *Monographs of the Society for Research in Child Development*. 43 (4), pp 1-86.
4. Kress, J.S., Norris, J. A., Schoenholz, D. A., Elias, M.J., and Seigle, P. (Nov., 2004). Bringing Together Educational Standards and Social and Emotional Learning: Making the Case for Educators. *American Journal of Education*, 111 (1), pp 66-89
5. Torkington, K. and Landers, C. Enhancing the Skills of Early Childhood Trainers: Rationale for experimental: *Volume 4 of Enhancing the Skills of Early Childhood Trainers*, Kate Torkington. The Hague: Bernard van Leer Foundation.

### **Organizational Management**

1. Clarke, P. (Feb., 2003). Culture and Classroom Reform: The Case of the District Primary Education Project, India. *Comparative Education*, 39 (1), pp. 27-44

2. Hilderbrand, V. (1984). *Management of Child Development Centre*. New York: Collier MacMillan
3. Jewell E. Cooper Strengthening the Case for Community-Based Learning in Teacher Education. *Journal of Teacher Education*, Vol. 58, No. 3, 245-255 (2007)
4. Joshi, A. (April, 2009). What do teacher-child interactions in early childhood classrooms in India look like? Teachers' and parents' perspectives. *Early Child Development and Care*, 179 (3), pp 285 - 301
5. Sen Gupta, M. (2009). *Early Childhood Care and Education*. New Delhi: PHI Learning Pvt. Ltd.