

**Report on
ECCE Teacher Education
CURRICULUM FRAMEWORK
AND SYLLABUS OUTLINES**

Early Childhood Teacher Education



National Council for Teacher Education
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Foreword

The National Council for Teacher Education (NCTE), a statutory body set up under an Act of Parliament, is entrusted with the responsibility to ensure planned and coordinated development of teacher education in the country. It accordingly prescribes norms and standards for different teacher education programmes to be observed continuously by the teacher education institutions both in letter and spirit. Besides fulfilling input norms by providing infrastructural, instructional and human resources, teacher education institutions are also called upon to fully observe the process norms as reflected in the established practices and procedures of rigourously conducted teacher education programmes run in a professionalised manner. In addition to performing its regulatory functions, the NCTE is also expected to provide leadership to the system of teacher education by providing collectively evolved guidelines regarding the content and delivery of various teacher education programmes, for which it constitutes expert committees from time to time to deliberate on various aspects of teacher education at different levels.

The past few years have witnessed unprecedented expansion in the ECCE sector not only in urban areas but also in the semi-urban and rural areas. But, the whole system of ECCE, by and large, is in the unorganised sector and is run by the persons who are by and large not professionally qualified to handle the job they are entrusted with. In view of the importance of ECCE and its ever-increasing popularity, the need for strengthening the system of ECCE teacher education has become an integral part of educational discourse in the country. The need to think of alternative models of ECCE teacher education has been articulated time and again at different forums. To address various aspects of ECCE teacher education in an appropriate frame of reference and to develop curriculum

framework and syllabus outlines of ECCE teacher education, NCTE had constituted a committee under the Chairmanship of Prof. G.L. Arora, former head, Department of Teacher Education, NCERT. The present volume is the outcome of the deliberations of the Committee. I hope the SCERTs and ECCE teacher education institutions will find the contents of this document useful, specially for the purpose of developing the syllabi of the programmes being offered.

I am grateful to Prof. G.L. Arora and other members of the Committee who have put in hard labour in the preparation of this report. I am also thankful to Dr. (Mrs.) Meena Gautam, Convenor of the Committee for facilitating its work by providing the required academic and administrative support.

New Delhi
May 27, 2005

Dr. Shardindu
Chairperson, NCTE

Preface

There is now an increasing realization in the country that Early Childhood Care and Education (ECCE) not only lays the foundation for the wholesome development of child's personality but also prepares ground for the achievement of SSA goals by ensuring school readiness among young children which not only leads to their enrolment but also ensures their retention in the formal school.

The unprecedented growth and expansion of ECCE during the past few decades has brought to fore the urgency of providing suitably qualified personnel to run the ECCE sector as the popular belief that any person with high school or higher academic qualification is good enough to teach the young child is no longer tenable on professional grounds. Hence, the need for teacher preparation programmes specifically addressed to the ECCE sector has been felt and is articulated frequently at different forums. Further, it is also felt that one single model of ECCE teacher education may not meet the needs of the entire country in view of the diverse situations prevailing in its different parts.

At the instance of MHRD, the National Council for Teacher Education (NCTE) appointed a Committee in the year 2004 to suggest different models of ECCE teacher education programme and develop curriculum frame and syllabus outlines in respect of each model. The present document is the outcome of the deliberations and sustained work of the Committee.

I am grateful to Dr. Shardindu, Chairperson, NCTE for reposing his confidence in the Committee for undertaking the important task of Curriculum preparation for ECCE Teacher Education. I am grateful to all the members of the Committee for their whole hearted co-operation and

involvement in the preparation of the present document. The experts who participated in the consultation meetings and made valuable contributions for the finalisation of the document also deserve appreciation. My special thanks are for Dr. (Mrs.) Meena Gautam, Deputy Secretary, NCTE, who coordinated and facilitated the Committee's work with utmost sincerity. I am also thankful to Shri P.K. Yadav, Miss Sarika and Mrs. Dinesh Kumari for their assistance in the organisation of the meetings and for word processing the report.

New Delhi
April 13, 2005

Prof. G.L. Arora
Chairman
The Committee on
ECCE Teacher Education

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INTRODUCTION

1.1 The Context

The Early Childhood Care and Education (ECCE) of children in the early stages of their development before the commencement of formal primary education has received a special consideration in the national education policies and programmes after independence, specially after the adoption of the National Policy for Children in 1974. The Integrated Child Development Services (ICDS) scheme launched in 1975 as a sequel to the children's policy is indeed an important milestone in the growth of ECCE in the country. It got further impetus with the adoption of the National Policy on Education in 1986, which viewed it as a crucial input in the strategy of human resource development, as a feeder and support programme for primary education and as a support service for working women. The policy further stipulated that the ECCE programmes shall be child-oriented, focussed around play and the individuality of the child. The policy also emphasised that the introduction of 3R^s and formal methods of their teaching ought to be discouraged at this stage and the entire ECCE programme should be organised around play and unique nature of children.

Prior to the passage of the 86th Constitutional Amendment Act, 2001, Article 45 under the Directive Principles of State Policy enjoined upon the state to provide free and compulsory education to all children upto the age of fourteen. However, the 86th Amendment Act, 2001 has split the age group 0-14 years into two clear categories and put them under separate Articles in the Constitution. Article 21A inserted after Article 21, which reads as "The state shall provide free and compulsory education to all children of the age of 6-14 years in such manner as the state may, by law, determine," has made elementary education a fundamental right of citizens. The Article 45 under Directive Principles of State Policy now reads as "the state shall endeavour to provide early childhood care and education for all children until they complete the age of six years." The ECCE has not been accorded the status of a fundamental right but it is indeed

significant that it has found a specific and explicit mention in the Constitution for the first time. The tenth five year plan (2002-2007) document has further reaffirmed the nation's commitment to the children's development, not only as the most desirable societal investment for the country's future, but also as the right of every child to achieve his/her full development potential.

The past few decades have witnessed an unprecedented expansion of early childhood (nursery/kindergarten) education in the country. In the absence of governmental initiatives, the expansion has taken place primarily in the private sector, which has played an important role in the growth of early childhood education. The private unaided schools, which have sprung up in every nook and corner of the country, invariably start with nursery or lower kindergarten classes. In addition to nursery classes as part and parcel of recognised aided or unaided elementary or secondary schools, there has been mushroom growth of independent nursery schools, play centres or preparatory schools throughout the country, specially in urban and semi-urban areas. A number of state governments have also now adopted the policy of attaching pre-primary class(es) with the primary schools. Due to non-availability of teachers specifically trained for this stage of education, either untrained teachers or teachers trained for other stages of education are recruited to work in nursery sections of secondary schools or in independent nursery schools. However, there is now an increasing realisation in the country that like other stages of education, this stage too has a distinct character as manifested in its specific content and methodology. This implies that there is need to evolve teacher education programmes specifically meant for preparing teachers for early childhood education stage.

1.2. ECCE Teacher Education : Current Scenario

Like early childhood care and education (nursery/kindergarten education), ECCE teacher education also is, by and large, an unregulated area of professional education. The ever-increasing number of early childhood education centres (schools) and of children enrolled therein is accompanied by a corresponding increase in the number of ECCE teacher education institutions. A variety of ECCE teacher education programmes are currently in vogue. Some of the programmes, which are common and better known, are briefly described below :

Anganwadi Workers' Training

Anganwadis (ECCE Centres) have been set up in all parts of the country

under the centrally sponsored ICDS scheme. The locally available suitable persons are recruited as Anganwadi workers for whom no formal qualification is prescribed. However, the selected workers are provided rigorous training for a period of three months which covers all aspects of ECCE like health, nutrition, community participation and education. The content as well as delivery of the programme is both context-specific and culturally relevant. However, this programme is not considered as a teacher preparation programme in early childhood care and education.

Integrated Pre-primary and Primary Teachers' Training

The eligibility qualification for admission to this programme of 2 years' duration is senior secondary (+2). The programme, which is recognized by NCTE and is known as Nursery Teachers' Training (NTT), aims at preparing teachers for the pre-school stage (3-6 years) and for the first two grades (6-8 years) of the primary stage. The curriculum of this programme in most of the states, comprehensively covers nutrition, health care and education components of ECCE.

Nursery/Pre-Primary Teachers' Training

The eligibility qualification for admission to this NCTE recognized programme of one year duration is secondary pass (class X). The programme aims at preparing teachers for the pre-school stage (3-6 years). The programme is practice-oriented as it puts more emphasis on material development and practice teaching.

Diploma in ECCE through Distance Mode

The eligibility qualification for admission to this programme offered by IGNOU is senior secondary pass. The duration of the programme is flexible as a candidate can complete it within the range of one to four years. The curricular content of the programme is quite comprehensive as it combines both theory and practice aspects of ECCE. The programme delivery is based on the study of self-instructional material and practical work, as per the convenience of the trainees and supervised

practice in a quality early childhood education centre. The programme is stated to be equally useful for the serving child care workers, parents and fresh candidates.

Balsevika Training of ICCW

The programme is offered in 25 training centres of ICCW in 12 states. The eligibility qualification for admission to this programme of eleven months' duration is secondary pass (class X). The content of the programme, drawn from the broad fields of health, education and welfare, suitably combines theory and practice.

Early Childhood Education as a Vocational Subject at Higher Secondary Stage

The curriculum of higher/senior secondary stage of education (+2) in CBSE, NIOS and many state education boards includes early childhood education as an area of vocational education. The content of this course includes both theory and practice components of ECCE. After completion of this course, the students can either opt for higher education or for employment or self-employment in the ECCE centres/schools.

In addition to the above mentioned programmes, a variety of unrecognized courses are being run by private institutions and organisations. The eligibility qualification for such programmes varies from matriculation to graduation with a duration of 6 months to two years.

1.3 NCTE Recognized Courses

At present there are only 104 NCTE recognised pre-primary and nursery teacher training institutions with an intake capacity of 5104 students in the country. These institutions are functioning in fifteen states. However, as many as 84 out of 104, that is around 80% institutions, are located in seven states, namely Delhi, Gujarat, Karnataka, Kerala, Madhya Pradesh, Meghalaya and Uttar Pradesh and more than 40% institutions are located in only two states, namely Delhi and Kerala. Only eight institutions in the states of Kerala, Madhya Pradesh, Meghalaya and Uttar Pradesh are being run by the respective state governments while the remaining 62 institutions are managed by the non-government bodies. As many as twenty states and union territories do not have even a single recognized

ECCE teacher education institution.

The NCTE has laid down norms and standards only for the following two programmes:

Pre-school Teacher Education Programme

The programme is meant for the preparation of pre-school teachers for the children in the age group of 4-6 years. The eligibility qualification is secondary pass (class X), while the duration of the programme is one academic year. The norms stipulate that there shall be at least 150 teaching days exclusive of the period of admission, examination, etc. In addition, the trainees are expected to undergo school experience programme for at least 30 days. The norms further stipulate that curriculum transaction should emphasise on approaches and methods like role playing, games, material preparation, project-work, etc. so as to prepare the prospective teachers to create joyful environment in the school. It is further laid down in the norms that for a unit of 50 students, the faculty shall comprise the Principal/Head, two full-time and two part-time teachers. The qualification prescribed for the appointment of teachers is graduation followed by B.Ed./B.El.Ed./B.Ed.(nursery)/Diploma in pre-school and primary education/Diploma in elementary education.

Nursery Teacher Education Programme

This programme is meant for preparation of teachers for the pre-school stage, that is, for children in the age group of 4-6 years and also for the first two years of the formal school, that is, for children in the age group of 6-8 years. The programme is based on the rationale that the methodology of pre-school stage needs to be extended to the lower primary stage, that is, grade I and II of the primary stage. Moreover, the products of this programme are specially useful for the primary schools with which pre-school classes are also attached.

The duration of the programme is two academic years and the eligibility qualification for admission to the programme is senior secondary (class XII) pass with at least 45% marks. It is stipulated that during each year

of the programme, there shall be at least 150 teaching days and school experience programme for at least 30 days. The school experience programme shall be organized both in pre-primary and lower primary (grade I & II) classes. The stipulation with regard to the curriculum transaction approaches and the faculty strength is the same as for the other programme recognized by NCTE. The qualification prescribed for appointment as teachers in the nursery teacher education institution is : (i) graduation followed by B.Ed., with specialization in ECE/Child Development/Elementary Education; or (ii) B.Ed. (nursery); or (iii) B.El.Ed; or (iv) graduation in home science or social work with specialization in child development/pre-school education; or (v) graduation with diploma in pre-school education/diploma in elementary education.

1.4. Problems and Concerns

The field of ECCE teacher education is beset with many problems. A few more serious problems are discussed below :

- (i) There is a popular perception that special training is not necessary for teachers of pre-primary (nursery) schools as their job simply involves teaching of alphabets, numbers, etc. and taking care of young children. It is felt that any person who has passed secondary or senior secondary examination can easily handle the job of a nursery teacher. It is because of this perception that untrained teachers are posted in vast majority of nursery schools/classes in the unorganized private sector. However, this perception is not based on any empirical evidence or on the considered views of the educationists or child psychologists. There is now increasing realization that ECCE teachers should be mature individuals specifically trained for the ECCE stage.
- (ii) During the past few years, considerable expansion has taken place in secondary teacher education and also in the elementary teacher education. However, early childhood teacher education has not grown in proportion to the increase in the number of early childhood education centres or schools. The major reason for lack of interest in this area is certainly the lack of suitable employment opportunities for the products of such programmes. The ECCE trained teachers can get employment only in private sector, where, in most of the cases, service conditions are indeed deplorable. The number of available posts

of trained nursery teachers in the government sector in almost all the states is negligible.

- (iii) A majority of well-established unaided recognized schools prefer B.Ed. qualified teachers for their nursery sections. Their policy is based on the assumption that a teacher possessing any teacher education qualification like B.Ed. or D.Ed. is eligible and competent to work as teacher of pre-primary classes. Needless to say that the assumption is professionally not sound.
- (iv) The curriculum content of the existing ECCE Teacher Education Programmes, by and large, lacks relevance and context specificity. In most of the cases, it is modelled on the pattern of elementary teacher education programmes. Besides, the training methodology primarily involves one-way communication and, by and large, lacks cultural flavour and local specificity.
- (v) The entry qualification for the Pre-school Teacher Education Programme is class X pass and the duration is two years. The low entry qualification is based on the premise that in rural and remote areas, the senior secondary pass students, specially girls, may not be available in adequate number and teachers based in cities are generally not willing to work in rural and remote areas. Moreover, the students desirous of undertaking ECCE teacher education programme may not afford to invest two years in a programme for which employment market is very limited.
- (vi) The duration of the integrated programme for the pre-primary and lower primary stage is two years and the eligibility qualification is senior secondary (class XII) with 45% marks. The programme is meant for the preparation of teachers both for pre-primary and lower primary classes. But the graduates of the programme are not accepted for employment as assistant teachers in primary schools because as per the recruitment rules of the state governments, the candidates possessing primary/elementary teacher education qualification alone are eligible for appointment in primary schools. If the products of the programme are to be accepted only as ECCE teachers, then, there appears to be a strong case for the reconsideration of its duration and the entry qualification.
- (vii) The duration as well as the eligibility qualification both for elementary teacher education and early childhood teacher education programmes is the same. However, employment opportunities for the graduates of the elementary

teacher education programmes are immense while these are negligible in the case of ECCE teacher education programme. Obviously, the students' first preference is for the elementary teacher education and only those students opt for ECCE teacher education who fail to get admission in the ETE programme. There is an urgent need to enhance the employability of the graduates of the ECCE teacher education programme so as to make it an attractive option for the persons who are particularly interested to work with young children. It would be highly desirable to upgrade the scope of the existing integrated programme of 2 years' duration so as to prepare teachers for the ECCE as well as primary stage of education.

- (viii) Due to non-availability of suitably qualified teacher educators for nursery teacher training institutions, it is difficult to run the programme professionally. In most of the institutions, teachers with B.Ed. or M.Ed. qualification with little experience of ECCE are working as teacher educators. To professionalise, ECCE teacher education programmes, essentially demands developing a strong cadre of professionally qualified faculty for ECCE teacher education institutions. A variety of models such as B.Ed. or M.Ed. with specialisation in ECCE or an advanced diploma in ECCE after graduation with B.Ed. or D.Ed. or ECCE teacher education could be adopted to prepare teacher educators for ECCE teacher education programmes.

1.5. Proposed Programmes

To address the above mentioned problems and to ensure adequate supply of suitably qualified teachers for the growing area of early childhood care and education, the following programmes have been proposed, keeping in view the ground realities obtaining in different parts of the country:

- Certificate in Early Childhood Care and Education (CECCE)
- Diploma in ECCE and Early Primary Education (DECCE & EPed.)
- Diploma in ECCE and Primary Education (DECCE & PEd.)
- Post-graduate Diploma in Early Childhood Care and Education (PGDECCE)

The first three programmes mentioned above should be offered in the modular form, so as to make provision for students' vertical mobility in the profession. The graduates

of the first programme (CECCE) should be eligible to join the second year of the third programme (DECCE & PEd.), provided they possess the eligibility qualification prescribed for the programme. Likewise, the graduates of the second programme (DECCE & EPed.) should be allowed to join the second year of the third programme (DECCE & PEd.) at a time of their convenience. The graduates of the certificate and diploma programmes should be eligible to join the PG diploma programme after they acquire the minimum educational qualification prescribed for admission to the programme.

The rationale, objectives, curriculum perspective and syllabus outlines in respect of the above mentioned programmes are presented in Chapters 2 - 5.

CERTIFICATE IN EARLY CHILDHOOD CARE AND EDUCATION (CECCE)

2.1. Introduction

The Certificate in Early Childhood Care and Education (CECCE) programme is meant for a person who has completed the 10th standard and is 16-17 years of age. It aims at helping the learner to develop the knowledge, attitudes and skills necessary for working with young children (between 3-6 years of age) in early childhood education centres. The programme of one year duration serves as the entry point into the professional field of early childhood education.

The rationale for the development of this programme is two-fold : first, providing professional training in early childhood education after the learner completes ten years of schooling links education with work for those students who are unable to pursue higher studies on account of certain constraints, and secondly, creating a base of professionally qualified ECCE workers seeks to improve the quality of ECCE services across the country.

The curricular focus of this programme is on children between 3-6 years, yet the student teachers should also be helped to understand children's development in the period 0-3 years in order to appreciate the continuity of development.

2.2 Objectives

The programme should enable the learners to:

- develop an understanding of the socio-cultural context of childhood in the contemporary Indian Society.
- develop the professional skills of engaging with children in the age group 3-6 years so as to foster their all-round development and facilitate their entry into the primary school.
- develop understanding of the process of children's learning, thinking and

development.

- develop the skills of interacting with the community and parents so as to elicit their participation in the activities of ECCE centre.

2.3. Curriculum Framework and Syllabus Outline

The following are the broad components of the programme :

- A Theory;
- B Practical Work within the Teacher Education Institution; and
- C Field Placement

Theory

The purpose of the theory component is to enable the trainees to develop understanding of the knowledge base of ECCE which includes knowledge of child's needs, process of development and learning, developmental goals, constraints in development and factors facilitating wholesome development. The theory courses should also help the trainees to learn the techniques and strategies appropriate for engaging young children leading to their all-round and balanced development. The theory component may include the following courses:

- (i) Child in Contemporary India
- (ii) Child Development
- (iii) Programme Planning and Transaction
- (iv) Organization and Management
- (v) Health and Nutrition

2.3.1. Child in Contemporary India

Perspective

This course aims at enabling the learner to critically reflect upon the notion and experience of childhood in the context of socio-cultural diversities and issues like gender, caste and class. It is important for the students to be sensitive to the diversity in childhood experiences in order to plan an effective and meaningful ECCE programme for young

children. This course would orient the prospective teachers to the universality of childhood experiences as well as sensitize them to the uniqueness of experiences in various settings.

The rationale, objectives and scope of ECCE need to be located within the framework of the child's rights and needs, the on one hand, and the child's situational analysis based on macro demographic indicators, on the other. The trainees' attention needs to be drawn to what the Indian constitution provides for children, especially for early childhood and to the current situation - what exists on the ground.

Drawing from the philosophies and theoretical frameworks of thinkers and educationists like Rousseau, Montessori, Froebel, Piaget, Tagore, Gandhi, Gijubhai Badheka and Tarabai Modak, the teacher trainees should imbibe the guiding principles of ECCE and understand how to implement the same during curriculum transaction with children. The trainees should also draw lessons from the work and contributions of different organizations working for ECCE at the local, regional, national and international levels.

Objectives

After studying the course, the trainees should be able to:

- critically analyse the notion and the experiences of childhood in different socio-cultural contexts;
- identify the gaps between what the Indian Constitution, laws and policies provide for children and what exists on the ground;
- understand select theoretical frameworks and contributions of some thinkers and educationists with a view to evolving the guiding principles of ECCE;
- critically analyse the current policies and practices in ECCE; and
- appreciate the voluntary effort and the contribution of some local, regional, national and international organizations in the area of ECCE.

- (i) **Contemporary Indian Society** 20 hrs
- Nature of the Contemporary Indian Society - demographic composition, plurality and diversities, caste and gender issues
 - Constitutional Goals
 - Education in the Constitution of India
 - Our Cultural Heritage
 - Socio-economic and Cultural Concerns
 - Need, importance and strategies of Population Education, Environmental Education, Value Education, and National Integration
 - Environmental Issues and Child Development
- (ii) **Child in Socio-Cultural Contexts** 10 hrs
- Concept of childhood
 - Demographic Profile of the Child in India: percentage of children to total population; mortality and morbidity indicators
 - Salient educational statistics including causes for the existing situation
- (iii) **Needs and Rights of Children** 10 hrs
- Needs of Children - types of needs
 - Rights of the Child and Indian Constitution
- (iv) **ECCE in India** 15 hrs
- Meaning, Rationale and Scope
 - Significance in the context of the child's development and national goal of UEE
 - Child welfare policies, laws and schemes
 - Growth of ECCE in India

- Current Practices and issues in ECCE - Admission practices, transaction of curriculum, expectations from children
- Voluntary effort in ECCE - Contribution of local, regional, national and international organizations to ECCE.
- ECCE in DPEP and SSA.

(v) **Contribution of the following to the development of ECCE:** 15 hrs

Froebel, Montessori, Piaget, Gandhi, Tagore, Gijubhai Badheka, Tarabai Modak

Practical Work 30 hrs

- Preparation of reports of Visits to various organizations providing ECCE services - NGOs and Government organizations; organizations providing individual services like health or nutrition or ECCE and organizations providing a combination of services.
- Observation of an ECCE classroom/centre so as to critically examine the extent to which it is adopting appropriate ECCE practices followed by group discussion and/or preparation of reports.
- Observation of children in different settings.
- Debate on themes like current practices in ECCE, Constitutional provisions and amendments thereof, Children's rights and duties, etc.
- Preparation of TLM such as charts, graphs etc.
- Preparation of display material.
- Projects/seminars on environmental issues vis-à-vis child development.
- Preparation of auto-biographical narratives incorporating analysis of one's life experiences, strengths and weaknesses for handling young children.

2.3.2 Child Development 100 hrs

Perspective

Understanding of the process of Child's development right from the time of his

birth is a pre-requisite to developing the knowledge, attitudes and skills of working with children in early childhood education centres. Equally, the learner needs to understand how the environmental factors serve to enhance or impede the process of the unfolding of the child's potentialities.

The purpose of this course is to enable the prospective ECCE teacher to know the stages, milestones and process of child's development in various domains from birth till six years of age. The teacher should also appreciate the facilitative role of the adults in the child's environment in fostering development in various domains.

Objectives

The overall aim of this course is to enable the trainees to understand the process of development in various domains, viz, physical-motor, language, cognitive and socio-emotional, from birth till 6 years of age, including a critical understanding of socio-cultural influences on development as well as ways of nurturing children's holistic development.

After studying the course, the trainees should be able to:

- understand that development occurs as a result of the dynamic interplay of the individual's inherited potentialities with environmental influences;
- appreciate that child development is multi-faceted, with each facet of development impinging on the other;
- adopt appropriate strategies for fostering child's wholesome development in different domains at different stages from birth till six years of age; and
- develop the knowledge and skills needed for handling children with special needs and common behaviour difficulties.

Syllabus Outline

(i) Meaning and Scope of Development 10 hrs

Meaning of development, growth and maturation; stages of development; domains of development; inter-relatedness and inter-dependence of development in different domains, influences on development (heredity and environment); principles of development; critical periods in development.

- (ii) **Methods of Child Study** 5 hrs
- Observation
 - Interview
 - Case study
- (iii) **Development during Pre-natal period and Infancy** (from conception till one year of birth) 10 hrs
- Major stages during intra-uterine growth; care of the mother during pregnancy - health and nutrition and emotional states; the birth process - precautions and complications
 - Physical and motor development - the capabilities of the newborn; milestones and stages including role of adults in fostering development
 - Language development - stages and process of language development; Role of siblings and adults in fostering the child's language development
 - Cognitive development - the child as a doing and thinking being; emergence of thought process during the first year
 - Socio-emotional development; development of attachment; trust; emotional expressions; stranger and separation anxiety; role of adults in socio-emotional development.
- (iv) **Development during toddlerhood (1-3 years)** 15 hrs
- physical and motor development - stages and milestones of development
 - language development - process of language development, stages in language development
 - cognitive development - emergence of experimentation, symbolic thinking, imitation, dramatic play
 - socio-emotional development - development of identity and self-concept: development of autonomy, widening social relationships

(v) Development during early childhood years (3-6 years) 15 hrs

- physical development
- language development
- cognitive development - characteristics of thinking during pre-school years within Piagetian framework, such as egocentrism, animism, the ability of classification, conservation, reasoning.
- socio-emotional development - interactions with adults and children outside the family; development of aggression and altruism; development of initiative.

(vi) Children with Special Needs 15 hrs

- understanding 'special needs' in the context of disability and disadvantage - specifically visual impairment, hearing impairment, mental retardation, physical and locomotor disability.
- early symptoms indicative of the above disabilities and their prevention.
- ways of integrating and including children with special needs in the activities of the centre and adapting the curriculum as well as its transaction as per their needs.
- development of specific teaching-learning material based on the requirement of the children with special needs.
- Prevailing attitudes towards disability.

Practical Work 30 hrs

- Observations of children in diverse naturalistic and semi-structured situations in each of the above age groups with respect to different areas of development, such as observation during free play, solitary play, cooperative play, observation of interactions among family members, observation of interaction between the teacher and the children in the ECCE centres followed by group discussions and preparation of reports.
- Preparation of assignments/project reports on the basis of discussions and

conversations with children to understand their process of thinking and their idea about the events and world around them. This may include involving the children in specific tasks and then engaging them in a clinical interview on the basis of the task undertaken.

- Organization of discussions and interviews with parents on matters relating to child development and different child-rearing practices.

2.3.3 Programme Planning and Transaction

Perspective

Programme planning and transaction is at the heart of the teaching-learning process in any educational institution. The purpose of this course is to enable the prospective teachers to plan the ECCE programme keeping in view children's needs and abilities to prepare them for and using flexible and child-centered approaches for delivering the programme. The pedagogic practices adopted for delivering the programme should be based on sound theoretical frameworks, on the one hand, and should be in tune with the socio-cultural context and classroom realities and demands, on the other. Besides, the course should focus on developing specific skills in the trainees to organize various activities so as to foster children's development in different domains.

Objectives

The overall aim of this course is to enable the trainees to understand issues related to programme planning and pedagogic practices for programme delivery, which ought to be within the theoretical frames as well as classroom realities and demands.

After studying the course, the trainees should be able to:

- understand the meaning, nature and principles of programme planning for ECCE;
- develop the professional skills of designing and conducting activities for young children to foster development in various areas;
- implement specific strategies for delivering the programme;
- develop the skills of evaluating children's progress; and
- use evaluation and feedback as means of enhancing the teaching-learning process.

Syllabus Outline

- (i) **Programme Planning** 15 hrs
- Meaning and nature of programme planning
 - Goals and objectives
 - Characteristics of a good plan of ECCE programme
 - Factors influencing planning
 - Planning for the year, term, month, week and a day
- (ii) **Play and Development** 15 hrs
- Meaning of Play
 - Play as the basis of ECCE
 - Role of play in fostering development
 - Stages of play
 - Types of play
 - Play materials - use of locally available low-cost materials, making of age appropriate play materials.
- (iii) **Activities and Materials** 25 hrs
- Activities with special focus on fostering sensory, physical and motor development: Indoor and outdoor games including sand play, stringing activities, construction activities, music and movement activities.
 - Activities with special focus on fostering language development: developing pre-reading and pre-writing skills, including visual and auditory discrimination activities, recognition of pattern; story telling, music and movement activities, drama and theatre, free conversation, picture reading.
 - Activities with special focus on developing concepts of colour, shape, size, classification, seriation, quantity, numeracy and estimation
 - Activities with special focus on developing concepts related to physical

and natural phenomenon and concepts related to the biological environment such as my body, seasons, plants and animals.

- Activities with special focus on developing concepts related to the social environment, such as good habits, people who help us, festivals, me and my world etc.
- Activities aimed at promoting creative expression
- Activities with special focus on fostering socio-emotional development and self-expression such as music and movement, role play, art and craft, dramatisation etc.

(iv) Evaluating children's progress 15 hrs

- rationale
- difference between informal and formal assessment
- continuous and comprehensive evaluation
- ways of evaluating children's progress: observations, anecdotal records, discussion with children, checklist and rating scale
- formats for recording
- communicating children's progress to parents
- interpreting children's evaluation records and implications for teaching-learning process.

Practical Work 30 hrs

- Planning and conducting activities with children to foster development in different areas
- Review and analysis of the organization of activities
- Devising weekly and monthly schedule of activities
- Preparation of low-cost play materials with locally available resources
- Preparation of worksheets
- Field visits
- Celebration of festivals

2.3.4 Organization and Management

Perspective

The skills of organizing and managing a child care class is a pre-requisite for a professional in ECCE. This would not only equip the student to work in any ECCE setting but would also enable him/her to set up one's own ECCE centre at some point of time.

ECCE centre will serve the interests of the community best if it evolves on the basis of the needs analysis of the community and is managed from the resources within the community. Community involvement at every step of organizing and managing the centre is of crucial importance. The preparation of the prospective teacher with respect to these aspects would be a major focus of this course. Apart from this, the course should also focus on ways of organizing indoor and outdoor space, mobilization and management of funds, and procurement of play materials and equipment.

Objectives

The overall aim of the paper is to enable the prospective teachers to use skills and techniques needed for the effective organization and management of an ECCE class and ECCE centre/institution.

After studying the course, the trainee should be able to:

- conduct needs analysis of the community in the context of providing ECCE services;
- carry out resource mapping in the community with a view to establishing and organizing an ECCE centre;
- optimise utilization of the available indoor and outdoor space;
- develop skills of involving the community in the organization and functioning of the ECCE centre; and
- procure and develop appropriate equipment and play materials for children.

Syllabus Outline

- | | | |
|-----|---|--------|
| (i) | Local Area Needs and Management of Resources | 15 hrs |
| – | Methods of Needs Identification | |
| – | Community involvement in needs identification | |

- Location of the centre
 - Services to be provided by an ECCE centre
 - Minimum Essentials for an ECCE centre
 - Meaning and Need for Resource mapping
 - Methods for identifying physical, material and human resources
 - Community involvement in resource mapping
 - Sources of raising funds
 - Developing a budget
 - Maintaining budgetary records and registers
 - Community involvement in raising and managing resources.
- (ii) Organizing indoor and outdoor space in the ECCE Centre** 10 hrs
- principles of organizing space
 - storage and display of materials
 - setting up activity corners
 - optimising space utilisation
 - managing within space constraints
- (iii) Equipment and materials for ECCE Centre** 10 hrs
- considerations for selecting play material and equipment
 - use of local resources for development of play material
 - involvement of community in the procurement of materials
- (iv) Community Participation** 10 hrs
- rationale
 - generating awareness about the importance of ECCE
 - ways of involving the community -individual approaches, group

approaches such as PTA meetings, Mahila Mandal meetings, etc.

- barriers in community involvement

(v) Managing Children's Groups 10 hrs

- Managing a large group of children
- Managing children of different age groups
- Facilitating child's transition from home to ECCE centre
- Managing children with special needs.

(vi) Personnel Management 7 hrs

- Empowering ECCE workers - working and service conditions, continuing education
- Fostering harmonious relationships within the centre
- Handling and resolving conflicts

(vii) Disaster Management 8 hrs

- Meaning of disaster and disaster management
- Need for disaster management
- Managing disaster situation in case of fire, floods and earthquake

Practical Work 30 hrs

- Visits to EECE centres with the purpose of assessing use of space, appropriateness of play equipments and materials and their use.
- Planning for space arrangement - outdoor as well as indoor (in the classroom)
- Organizing parent/community meetings for the purpose of needs analysis/ resource mapping/involvement in the activities of the centre
- Identification of activities appropriate for large groups of children
- Developing play material from community resources

- Organization of campaigns, Mahila Mandal group meetings, youth group meetings, discussion forum with a view to eliciting community participation

2.3.5 Child Health and Nutrition

100 hrs

Perspective

This course would provide the students with an elementary understanding of the health and nutritional needs of children from birth till six years of age so as to enable them to implement appropriate nutrition and health practices in the ECCE centre, as well as impart the same to the members of the community. The focus would be on enabling the trainees to identify the signs and symptoms of common childhood ailments and provide preliminary assistance in case of illness; to know simple techniques of growth monitoring; and to understand the concept of balanced diets and how to prepare the same.

Objectives

The overall aim of this paper is to enable the trainees to understand the health and nutrition needs of children in the age group 0-6 years, implement appropriate health and nutrition practices in the centre and communicate the same to the community.

After studying the course, the trainees should be able to:

- understand the inter-relationship between health and nutrition and their impact on child's development;
- identify the signs and symptoms of common childhood ailments and to take basic steps to provide relief to the child before professional help is available;
- understand the importance and method(s) of growth monitoring;
- implement strategies conducive to promoting children's health and growth;
- understand the concept of balanced diet; and
- communicate appropriate health and nutrition practices to the community, specially to mothers.

Syllabus Outline

- (i) **Meaning of Health and Nutrition** 10 hrs
- meaning of health, nutrition and malnutrition, inter-relationship between health and nutrition
 - dimensions of health - physical, mental and emotional
 - macro demographic indicators of children's health and nutritional status in our country
 - immunization as a preventing measure to maintain positive health
 - Pollution - types of pollution, impact of air and water pollution on child's health and development
- (ii) **Common Childhood Ailments** 10 hrs
- sign, symptoms, prevention and early management, at home, of infections and diseases of alimentary canal; respiratory illnesses; infections of eyes, ears, mouth and skin; types and indications of fever; first aid in case of burns and fractures
- (iii) **Growth Monitoring** 5 hrs
- rationale
 - methods - mid-arm circumference
 - use of growth chart
- (iv) **Nutrients Required for Growth and Development** 5 hrs
- macro and micro nutrients - their major functions and food sources
 - nutrient requirements during infancy, toddlerhood, early childhood years
- (v) **Balanced Diets** 15 hrs
- balanced diet - meaning and need
 - preparation of balanced diet on the basis of three major food groups

- preparation of breakfast, snacks, lunch and dinner menu for pre-schoolers
- preparation of low-cost nutritious meals and snacks
- locally available nutritious food

(vi) Nutritional deficiency diseases 10 hrs

- signs and symptoms, prevention and basics of management
- Protein energy malnutrition; vitamin A deficiency, anemia, thyroid deficiency disorders, vitamin B complex deficiency; vitamin C deficiency

(vii) Some health and nutritional programmes operating in the country 5 hrs.

- ICDS, midday meal programme, supplementary nutrition programme
- Maintaining liaison with the local functionaries of these programmes.

Practical Work 40 hrs

- Monitor children's growth over a period of time with the help of the growth chart.
- Identifying childhood ailments prevalent in the community and their causes
- Project on management of air/water pollution.
- Organizing parent meetings and campaigns to spread awareness regarding prevention of common childhood illnesses and nutrition deficiency disorders
- Preparation of menu for balanced breakfast/snacks/lunch/dinner menu for pre-schoolers
- Visit to a health or ICDS centre
- Participation in immunisation campaigns.

DIPLOMA IN ECCE AND EARLY PRIMARY EDUCATION (DECCE & EPed.)

3.1. Introduction

The DECCE & EPed. programme is addressed to the target group of 3-8 years. The programme is meant for preparing educators for the early childhood education stage (3-6 years) and first two grades of the primary stage (6-8 years). It is well recognized in the educational world that the ECCE methodology is most appropriate for the initial grades of primary stage also. Integrating the ECCE and early primary enormously helps, both in the learning process and the child's adjustment to the school demands. It further helps the child to smoothly graduate from the informal learning stage to the formal stage of schooling. Therefore, a student of this programme is also prepared for teaching and handling children in early primary classes (grades I & II), as the minimum academic qualification prescribed for admission to this programme and to a primary/elementary teacher education programme is the same. The programme emphasizes the linkages and continuity of approaches between the pre-primary and early primary levels. The programme further emphasises that instructional transaction should involve play and other activities, with a child-centred perspective.

The duration of the programme shall be one academic year, with the senior secondary (class XII) pass as the entry qualification.

3.2. Objectives

The programme should aim at enabling the prospective teachers to:

- understand the rights and developmental needs of children from conception to the age of 8 years;
- understand 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 organise such tasks as shall meet children's health, nutritional, educational and developmental needs;
 - 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; and
 - provide appropriate interventions for children with special needs.

3.3 Curriculum Framework and Syllabus Outline

Like other teacher education programmes, the curriculum of this programme should also have the following broad components:

- A Theory;
- B Practical Work within the Teacher Education Institution; and
- C Field Placement.

Theory

The major function of the theory courses is to develop understanding of the theoretical foundations of the early childhood teacher education programme and also of the child in the age group 3-8 years, that is, the process of child's development and learning. The understanding of theoretical bases may pave way for the development of such skills and competencies as are essentially required by an ECCE teacher. The theory component should also help the trainees to learn the techniques and strategies conducive for their all-round and balanced development.

The following theory courses may be offered:

- (i) Child in Contemporary India
- (ii) The Developing Child
- (iii) Programme Planning and Transaction
- (iv) Organisation and Management
- (v) Health and Nutrition

Perspective

This course seeks to enable the ECCE teacher to situate ECCE in the context of the nature, aspirations, goals, concerns, problems and tensions of the contemporary Indian society and to reflect on its rationale, aims and objectives, nature, scope and approaches. Besides familiarizing the trainees with the history and growth of ECCE in India, it would also help them appreciate the role of policies, plans and schemes in its development. It would aim at enabling the trainees to evaluate the contributions of different educators and thinkers, institutions and organizations and movements in the development of ECCE.

Objectives

After studying the course, the trainees should be able to:

- analyse the social, legal and biological notions of childhood in different socio-cultural contexts;
- locate the need and scope of ECCE within the framework of Children's current status, needs and rights;
- identify the gaps between what the Indian constitution, laws and policies provide for children and what exists on the ground;
- reflect on the thinking and contributions of select thinkers, educationists and organizations in the growth of ECCE; and
- critically analyse the policy perspectives, issues and concerns and current practices in ECCE.

Syllabus Outline**(i) Contemporary Indian Society** 15 hrs

- Nature of the contemporary Indian society - demographic composition, pluralities and diversities, caste and gender issues.
- Constitutional goals
- Our Cultural heritage
- India and the present day World.

- Socio-economic and cultural concerns
 - Need, importance and strategies of Population Education, Environmental Education and Value Education and National Integration.
 - Environmental Issues and Child development
- (ii) Childhood in the Indian Context** 10 hrs
- Meaning of Childhood
 - Child Population in India
 - Composition and emerging trends, mortality and morbidity indicators, health conditions
 - Influences of society / family / media on child's growth and development
 - Impact of cultural practices, caste, class, gender, place of residence on child's development
- (iii) Needs and Rights of Children** 10 hrs
- Needs of children - types of needs
 - Rights of the Child and Indian Constitution
 - Child welfare policies, laws and schemes
- (iv) ECCE Education in India** 10 hrs
- Objectives of ECCE
 - Development of ECCE in India
 - Constitutional Provisions relating to ECCE
 - Need and Importance of ECCE (Preschool and Day Care Centre)
 - ECCE and UEE
 - Role and Contribution of government and non-government organisations.

(v) **Contributions of the following in the growth and development and Practice of ECCE:** **15 hrs**

Mahatma Gandhi, Rabindranath Tagore, Tarabai Modak, Gijjubhai Badheka, Froebel, Madame Montessori, John Dewey, Rousseau, Piaget, Vygotsky.

(vi) **Issues / Concerns / Priorities** **10 hrs**

- Status of ECCE in Indian Constitution
- Expansion of ECCE
- Need for Regulatory Mechanism
- Admission Policies and Procedures
- ECCE teacher educators
- Education and Training of ECCE Teachers
- ECCE Curriculum and Societal Pressures
- Attitudinal Barriers Concerning ECCE Teacher Education

Suggested Practical Activities / Assignments **30 hrs**

- Visits to pre-schools and related institutions such as Montessori, progressive school, balwadi, anganwadi and preparation of reports thereof.
- Assignment on essential features of an ECCE centre.
- Organisation of meetings / workshops for sensitising parents towards child centred approaches during pre-school year.
- Planning a workshop of a group of rural population on importance of education, particularly ECCE.
- Appraisal of the role of various agencies working in the field of ECCE.
- Debate on Children's rights and duties.
- Preparation of autobiographical narratives incorporating analysis of one's life experiences, strengths and weaknesses for handling young children.

3.3.2 The Developing Child

Perspective

This course provides opportunities to the trainees to study developmental psychology with special reference to early childhood stage and the teacher's role in facilitating the child's all-round development. The trainees would study principles of growth and development and the contribution of heredity, environment, maturation and learning in child development. The course would also help the trainees to understand the needs and characteristics of different stages of human development, specially the early childhood stage, with special reference to common problems and emotional disturbances at this stage and the need for counselling to handle the problems. The course would enable trainees to understand different aspects of child development like physical, motor, emotional, social, moral, cognitive and language and the ways and means to accelerate the development of each aspect by adopting a coordinated and holistic approach. Further, the course would also enable the trainees to appreciate the role of home, society and community in child development. The prospective teachers should also understand the concept and methodology of inclusive education along with the specific needs of special focus groups like physically and mentally challenged, children with learning difficulty / disability etc.

Objectives

After studying the course, the trainees should be able to:

- work out implications of the knowledge of child's process of development and learning for the work of an ECCE teacher;
- understand the needs and characteristics of different stages and aspects of human development and apply the same for the planning and implementation of ECCE Programme;
- address the common behaviour difficulties of children;
- engage children with special needs in inclusive education settings; and
- engage children from disadvantaged sections of the society, specially the first generation learners.

- (i) **Meaning and Scope of Development** 10 hrs
- Meaning of development
 - Difference between growth and development
 - Principles of growth and development
 - Factors affecting development in children (environment, heredity, learning experiences, opportunities for learning, cultural milieu, socio-economic status etc.), role of adults (parents, teachers, etc.) in fostering development
 - Domains of development - their inter-relatedness and inter-dependence
- (ii) **Methods of Child Study** 5 hrs
- Observation
 - Case study
 - Clinical interview
- (iii) **Developmental Stages** 15 hrs
- (a) **Development during Pre-natal period**
- How life begins - carriers of heredity
 - Stages during pre-natal period
 - Care during pregnancy, immunization
 - Health, hygiene, nutrition, emotions
 - The birth process- precautions and complications
- (b) **Development during Infancy (0-1 year)**
- Capabilities of the newborn - characteristics of the Infant
 - Physical development
 - Milestones and stages
 - Post-natal care

Capacity for learning

Emotions of the new born

Beginnings of personality

Role of adults in helping the adjustment process to post-natal environment

(c) Development during toddlerhood (1-3 years)

- Characteristics of toddlers
- Developmental tasks, importance of opportunity to master the developmental tasks
- Physical development, variations in patterns; Physiological functions - patterns of sleep, eating, elimination; Muscular motor control; Delayed motor development.
- Speech development - Pre-speech forms - crying babbling gestures; Learning to speak - delayed speech - vocabulary building
- Emotional behaviour in toddlerhood - Common emotional patterns - curiosity, fear anger, joy, affection; emotional deprivation.
- Beginnings of socialization - Patterns of early socialization - social responses to adults and other children
- Beginnings of interest in play
- How understanding develops - Types of concepts developed during toddlerhood; Concept of time, weight, space, self; Social concepts

(d) Development during Early Childhood Years

- Characteristics during this stage
- Developmental tasks of early childhood

- Physical development - body proportions, body build, teeth; Physiological habits - eating, sleep, elimination; Motor skills of early childhood.
- Development of speech during this stage, vocabulary building, Speech disorders- lispingslurring, stuttering; Variations in speech, need for guidance.
- Emotions in early childhood - Variations in emotionality, emotional balance; Common emotional patterns - Jealousy, fear, anger, affection, joy, curiosity.
- Patterns of early socialization - Importance of early social experiences; forms of early social behaviour aggression, rivalry, cooperation, imitation, negativism, bossism, selfishness, sympathy; social approval, playmates.
- Play in early childhood - common patterns of play
- Development of understanding - Common concepts of early childhood; Concepts of space, weight, number; Social concepts, Aesthetic concepts.
- Moral development in early childhood - effects of discipline, family relationships, sibling relationships

(e) Development during Late Childhood Stage

- Characteristics of late childhood
- Developmental tasks of late childhood
- Physical growth and development - body proportions; Motor skills - types of skills, Self-help skills, Social-help skills, School skills, Play skills
- Speech improvements during this stage
- Emotions and emotional expressions - Common emotions - shyness, anger, fear, joy, affection, curiosity, jealousy
- Social groupings and social behaviour - friendships in late childhood, gangs, gang leaders; social acceptability.

- Play interests and activities in late childhood
- Increase in understanding - changes in specific concepts; Concepts of death, time, life, money, numbers, space, self; Social concepts; Concepts of beauty.
- Discipline - development of conscience
- Vocational ambition
- Changes in family relationships

(iv) Behavioural Difficulties in Children

5 hrs

Manifestation through some common symptoms and remedies

Thumb Sucking

Bed Wetting

Nail Biting

Temper Tantrums

Aggression

Shyness

Hyperactivity

Destructiveness

Over-dependence

(v) Children with Special Needs

10 hrs

- Identification of children with special needs (differently abled children, physically challenged, visual / hearing impaired, gifted),
- Planning appropriate interventions for these children
- Inclusive education
- Counselling individuals and parents.
- Socially disadvantaged children, first generation learners

(vi) Action Research

5 hrs

- Concept and nature of action research
- Steps in action research
- Preparation of action research proposals

Practical Activities / Assignments

- Preparation of a case study on a pre-schooler with special needs
- Maintaining case study folders
- Writing down anecdotes concerning growing children
- Discussion and interactive session on 'factors influencing development'
- Debate on strategies to satisfy the basic emotional needs of children
- Designing activities that foster cognitive development
- Designing activities to promote self-esteem
- Observation of a pre-schooler playing with children or interacting with adults. Recording social skills and emotions displayed by the child.
- Preparation of a write-up giving information regarding symptoms, prevention and handling of various behavioural difficulties in children

3.3.3. Programme Planning and Transaction

Perspective

Programme Planning is the core element in ECCE teacher preparation programme. It implies identification of areas and topics to which the young children need to be exposed. The course aims at enabling the trainees to develop understanding and skills for using important methods and approaches for young children such as play-way method, project method, child-centred and activity-based approaches. The course would also equip the trainees for development of curricular materials and organization of activities aimed at developing skills of listening and speaking and understanding environment through observation, experimentation etc.

Objectives

After studying the course, the trainees should be able to:

- understand the principles of programme planning;
- undertake programme planning in the context of ECCE;
- use various methods and techniques for the implementation of ECCE programme;
- design and use various activities aimed at the development of language skills and concepts relating to numbers, natural phenomenon and social environment; and
- make use of a variety of tools and techniques of pupil evaluation.

Syllabus Outline

- | | |
|---|---------------|
| (i) Programme Planning | 10 hrs |
| <ul style="list-style-type: none">– Components of a good ECCE programme– Goals and objectives– Formulating a holistic programme for the year, term, month, week, and the daily time table– Integrated approach to programme planning– Planning for multi-age group children and children with special needs– Factors influencing programme planning | |
| (ii) Play and Development | 10 hrs |
| <ul style="list-style-type: none">– Meaning of Play– Role of Play in fostering development, stages of play, types of play.– Play as a medium of learning, development and expression in young children– Play patterns such as individual play, solitary play, parallel play, cooperative and group activities, free and guided play– Indoor and outdoor games | |

(iii) Methods and Approaches

10 hrs

- Characteristics and underlying principles of ECCE methods
- Play-way method / Activity method
- Project method
 - Multi-grade teaching
 - Value of teacher directed and child-directed activities
 - Discovery learning
 - Cooperative learning
 - Peer tutoring
 - Field visits
- Equipments and materials required for using different methods

(iv) Development of Language Skills

10 hrs

(a) Listening

- Exercises in listening comprehension through conversation, description, rhymes, riddles, songs, stories, dramas, games, films and audio-tapes

(b) Speaking

- Exercises in oral expression, recitation, talks, conversation, story telling, narration, creative drama, use of tape records to improve speech

(c) Reading

- Methods of teaching reading
 - (i) Alphabet method
 - (ii) Word method
 - (iii) Sentence method
 - (iv) Phonetic method

- (v) Look and say method
 - Use of equipment in teaching reading
 - Common problems in reading and way of handling them
- (d) Writing
- Mechanics of writing
 - Ways of developing clean and good handwriting in children
 - Practice in written expression
 - Common errors in writing e.g. spelling errors, problems of reversal etc.
- (v) (a) **Development of number concepts (Pre-mathematics concepts) 10 hrs**
- Language of numbers as related to concepts of size, shapes, length, height, weight, volume, quantity
- Matching, sorting, ordering, pairing and classification
 - Numerals and operations
 - Activities and materials for learning of number concepts
- (b) Teaching of Mathematics in primary classes
- Aims and objectives of teaching mathematics
 - Teaching of mathematics through games, puzzles, daily life activities, shop play and different kinds of learning materials
 - Development of number skills and concepts in early primary classes
 - (i) Nature of numbers, cardinal and ordinal
 - (ii) Knowledge of place value
 - (iii) Even and odd numbers
 - (iv) Addition, subtraction, readiness for multiplication and division

- Knowledge of geometrical figures, angle, square, triangle, rectangle and circle.
- Knowledge of units of weight, length, time, space, money
- Common number problems in children

(vi) Teaching of Environmental Studies in primary classes

10 hrs

(a) Science

- Me and my world
- Cleanliness and hygiene
- Good habits
- Plants and animals
- Transport
- Properties of water
- Physical and chemical changes
- Living and non-living things
- Providing experiences in the school through activities like field trips, observation, experimentation and discussion, discovery corner, collections, project method and use of environmental resources

(b) Social Studies

- Social environment in which the child lives e.g. home, neighbourhood, community services available to him
- Various social institutions
- Importance of cultural heritage and festivals
- Role of field trips, observation and discussions, games and audio-visual aids, observation of cultural and national festivals etc. in the teaching of EVS

(vii) Evaluation

10 hrs

- Need for evaluation
- Comprehensive and continuous evaluation
- Informal vs formal evaluation
- Techniques and tools of evaluation
 - Observation
 - Check List
 - Rating Scale
 - Anecdotal Records
- Event Sampling
- Interpreting children's evaluation records and implications for teaching - learning process
- Communicating children's progress to parents

Practical Activities / Assignments

30 hrs

- Organization of different types of activities during practice teaching for children of 3 to 8 years' age.
 - Free play activities
 - Practical life activities
 - Activities for development of language, mathematical and science concepts
 - Creative and aesthetic activities
- Preparation of materials, with special emphasis on use of indigenous, inexpensive and waste materials
- Projects on themes related to the child's immediate environment
- Observation of fellow students' classroom activities, recording of observations and discussion

- Designing Activities for the
 - (a) development of language skills
 - (b) teaching of mathematics
 - (c) teaching of environmental studies
 - (d) organisation of science experiences
 - (e) aesthetic appreciation
- Planning a full programme for classes 1 and 2
- Development of teaching-learning materials
- Festival celebration - group presentation and folder submission
- Preparation of Time Table (std. I & II)

3.3.4 Organization and Management

Perspective

An ECCE teacher is expected to effectively manage the classroom and organize the available space for various activities. The way an ECCE centre should be started, organized, managed and sustained is an important task which an ECCE teacher could be called upon to perform. The trainee needs to be apprised of the equipments that need to be bought, both for the indoor and outdoor activities, and the way they ought to be stored and displayed. The maintenance of records and registers and organization of activities aimed at developing skills of reading, writing, arithmetic and understanding environment through observation, experimentation etc. form part of the teacher's tasks and functions. Besides methods and approaches of effective management of an ECCE centre, the trainees ought to be provided opportunities to understand the problems associated with its establishment and management and also with the integration of ECCE with primary education.

Objectives

After studying this course, the trainees should be able to:

- plan the establishment of a new ECCE centre or for the strengthening of an existing one;
- optimise utilisation of indoor and outdoor space;

- involve community and parents in the organisation and functioning of the ECCE centre; and
- design appropriate play materials for children.

(i) Establishment and Administration of an ECCE centre 5 hrs

- Concept of organization and management
- Identification of local area needs
- Minimum essentials for an ECCE centre
- Resource mapping
- Admission policies and practice

(ii) Building and equipments 10 hrs

- Location and site
- Arrangement of rooms
- Different types of rooms
- Playground
- Different types of play equipments - outdoor and indoor
- Storage and display material facility / optimizing space utilization
- Maintenance of furniture, display boards and equipments

(iii) Maintenance of Records 5 hrs

- Need for records
- Types of records - anecdotal, health, cumulative
- Types of registers - admission, attendance, stock

(iv) Personnel Management 10 hrs

- Teacher-child ratio
- Role of the teacher and care giver

- Essential qualities of the teacher and care giver
- Other staff involved in the welfare and care of the children
- Organizing staff meetings
- Fostering harmonious inter-group relationships within the centre
- Handling and resolving conflict
- Sustaining teachers' motivation
- Teachers' working and service conditions
- Code of professional ethics for teachers

(v) Classroom Management 10 hrs

- Managing a large group of children
- Managing children of different age groups
- Facilitating child's transition from home to ECCE centre
- Setting up Activity Corner like Discovery Corner

(vi) Working with Parents 10 hrs

- Need and importance of working with parents
- Methods of making contacts
 - Home visits
 - Orientation programmes
 - Events / functions
 - Group meetings
- Incidental contacts
- Problems in making contacts with parents and community

(vii) Working with the Community 10 hrs

- Need and relevance for community involvement
- Mobilisation of community resources and their utilization
- Awareness generation
- Advocacy campaigns
- Communication in community work
- Methods of communication
- Steps in communication
- Barriers in community involvement-
- Improving skills for working with the community

(viii) Disaster Management 10 hrs

- Meaning of disaster and disaster engagement
- Types of disaster
- Need and importance of disaster management
- Managing disaster situations in case of fire, floods and earth quakes
- Fire safety in schools

Practical activities 30 hrs

- Maintenance of different records and registers
- Maintenance of play material and other equipments
- (a) Role play of a home visit
- (b) Conducting a home visit to a family known through practice teaching
- Preparation of social map of a community (preferably the one where teaching is practised) by contacting persons working and / or living in the community
- Simulation of a meeting / event / function
- Collection of information from a few schools about the storage and

maintenance of furniture, materials, equipments etc.

- Collection of information from schools on types of records / registers etc.
- Bulletin board display relating to parenting issues
- Analysis of brochures, newsletters, circulars collected from the placement schools
- Organization of a parent education programme for a given school
- Organizing of specific activities for handling large group of children
- Organization of campaigns, Mahila Mandal group meetings, Youth group meetings, Discussion forum with a view to eliciting community participation
- Development of ECCE centre information leaflet
- Mock drills relating to some disaster situation

3.3.5 Health and Nutrition

Perspective

The ECCE teacher is called upon to handle young children at a very crucial stage of their development. Information and knowledge about health and nutrition shall help the prospective teachers to shed wrong notions and myths formed over ages. The teacher needs to understand that health does not include only physical health but mental and emotional health too. A holistic approach to health is necessary to prepare students to overcome stress, and to live peacefully by developing healthy relationships with others. The course should further equip them to teach the importance of nutritious and balanced diet and inculcate good eating habits in the young children. Health problems and ailments arising out of ignorance about proper hygiene and nutrition are bound to affect adversely all aspects of their development. It is imperative that an ECCE teacher should be in a position to provide guidance to children and their parents about all health related matters. Therefore, the curriculum of this course should aim at clarifying the concept of health, role of home and school in the promotion of child's health, conditions influencing child's health such as nutrition, personal hygiene, food habits, play and rest, life styles, cleanliness, sanitation etc. The trainees need to know how to identify, prevent and treat common ailments and infectious diseases. The trainees should also have basic information about the administration of first aid in the event of emergencies.

Objectives

After studying this course, the trainees should be able to:

- explain the concept of health and factors affecting child's health
- identify children with signs and symptoms of common childhood ailments and nutritional deficiency diseases and prepare action plan to help them
- monitor children's growth and maintain health records
- elicit cooperation and involvement of different organisations and agencies in child health programmes

(i) **Meaning and Importance of Health**

15 hrs

- Concept of health and its importance for total development
- Role of home, school and other agencies in promoting children's health
- Conditions influencing health
 - Clean and healthy surroundings
 - Ventilation, sunlight and open space
 - Climate and clothing
 - Nutrition
 - Clean drinking water and food
- Pollution - types of pollution, causes and management of pollution, impact of pollution on child's health and development
- Regular habits and routines (e.g.. sleeping, eating, toilet habits)
- Personal hygiene with special reference to skin, eyes, ears, nose, teeth, throat, hands, nail and hair
- Good posture
- Opportunities for indoor and outdoor play
- Balanced daily programme
- Rest, sleep and recreation

- (ii) **Health and hygiene programme in the school** 5 hrs
- Clean and safe conditions in the school
 - School health programmes
 - Organisations responsible for providing various health services like immunisation, sanitation, etc.
- (iii) **Elementary principles of nutrition** 15 hrs
- Nutritional requirements of children
 - Nutritional value of available foods in the region
 - Planning balanced menus of low-cost nutritious food
 - Increasing nutritional value of food (e.g. multi-mixes, sprouts, etc)
 - Identifying early malnutrition in children and remedial measures
 - Signs, symptoms and prevention of nutritional deficiency diseases
 - Protein energy malnutrition, Vitamin A, B Complex and C deficiency, anemia, thyroid deficiency disorders
- (iv) **Identification, prevention and treatment of common ailments and infectious diseases** 15 hrs
- Contagious / infectious diseases e.g. whooping cough, measles, mumps, chicken pox, conjunctivitis, diphtheria etc.
 - Gastro-intestinal ailments e.g. Diarrhoea (dehydration, vomiting, typhoid, worms, cholera, jaundice etc)
 - Skin ailments e.g. scabies, eczema etc.
 - Respiratory ailments e.g. asthma, cold, cough, bronchitis
 - Tuberculosis and its symptoms in school children
 - Dental ailments

- (v) **Administration of first aid (e.g. in minor accidents, falls, fractures, electric shock, nose bleeding, drowning, dog-bite, fainting, fits etc.)** 10 hrs
- Home remedies
 - Handling of behavioural difficulties
- (vi) **Maintenance of health records** 5 hrs
- Growth monitoring
 - Record of height and weight
 - Immunization and its importance, immunization schedule
- (vii) **Mass media and child's health** 5 hrs
- Critical role of media in the promotion of child's health
 - Positive and negative influences of media
- Practical Activities / Assignments** 30 hrs
- Keeping classroom and surrounding clean
 - Personal hygiene - care of skin, eyes, nose, ears, teeth, throat, hands, nails and hair
 - First aid and home nursing
 - Preparation of first aid box
 - Project on management of air/water pollution
 - Preparation of recipes for low-cost high nutritious snacks, salads, drinks, etc.
 - Appraisal of health services provided in the placement school / status of safe drinking water
 - Organisation of health check up of children
 - Interviewing parents to find out the causes and treatment of common ailments

- Maintenance of health records in the placement schools
- Monitoring children's growth with the help of a growth chart
- Preparation of immunization schedule for display on the bulletin board
- Review of TV programmes related to child health
- Preparation of posters for health campaign

DIPLOMA IN EARLY CHILDHOOD CARE AND EDUCATION AND PRIMARY EDUCATION (DECEE & PEd.)

4.1. Introduction

The DECEE & PEd. programme is envisaged to create a professional cadre of school teachers who would be qualified to teach children of the pre-school and primary stage. The rationale behind this is to strengthen the professional qualification of prospective teachers who aspire to acquire training for pre-school education and also for teaching at the primary stage. The proposed Diploma aims at providing a more rigorous education to enable a professional engagement with both pre-school as well as primary school teaching. The design of the programme also provides for establishing vertical links with higher education. Such linkages will help thus teachers trained to further develop their professional skills and academic qualifications in order to engage with the task of educating teachers as well. The vision includes the possibility of occupational mobility within the sector of early childhood education as well as primary education.

The duration of the programme shall be two academic years with the senior secondary (class XII) as the entry qualification.

4.2. Objectives

The overall objectives of this programmes are to :

- engage the trainees with a critical study of the social, legal and biological notions of childhood;
- engage trainees with the process of children's thinking and learning in different socio-cultural contexts;
- prepare the trainees to examine the issues of gender, caste and class in the context of children's learning and development;

- undertake a critical study of policy perspectives and programmes of ECCE and primary education and to understand the systemic structures of such programmes in terms of perspectives, functions and implementation;
- develop professional skills of engaging with children of the age group 3-11 years with specific focus on the demands of the basic disciplines of language, mathematics, science and social science; and
- understand issues related to curriculum design and pedagogic practices within existing theoretical frames as well as classroom realities and demands.

4.3 Curriculum Framework and Syllabus Outline

Like other ECCE teacher education programmes, this programme shall also have the following broad components:

- A Theory;
- B Practical Work with in the Teacher Education Institution; and
- C Field Placement / Internship

Theory

The theory component of the Diploma Programme consists of five major areas of study, namely child in contemporary India, the developing child, curriculum designing transaction and evaluation, organisation and management, and health and nutrition. These courses will cover both theoretical enquiry as well as field-based study. In addition, there are areas of study specifically dealing with the pedagogy of language, mathematics, science and social science at the primary stage.

4.3.1 Child in Contemporary India

Perspective

The content of this course should be built around critical study of the realities, concerns and priorities of the contemporary Indian society, specially with regard to children's development and education. A study of methodological approaches of enquiry into children's development and the notion of childhood alongwith field-based study of children's profiles should form an important core of this course. In addition, the prospective teachers need to understand the needs and rights of children in the light of policies and programmes

currently in force for their welfare. The course should also include a critical study of select theoretical framework and thoughts of eminent thinkers on principles, processes and constructs of children's development.

Objectives

After studying this course, the trainees should be able to:

- undertake critical study of different aspects of children's development with a focus on developing insights into children's ways of thinking and learning in different socio-cultural contexts;
- establish links of developmental principles with the psycho-social realities of growing children;
- locate the need and scope of ECCE within the framework of children's current status, needs and rights;
- critically analyse the thinking and contributions of select thinkers, educationists and organisations in the area of ECCE and primary education; and
- reflect on the policy framework, issues and concerns, current practices and programmes in ECCE and primary education.

Syllabus Outline

100 hrs

(i) Contemporary Indian Society

10 hrs

- Contemporary Indian Society-: composition, goals, aspirations and concerns
- India and contemporary world
- Constitutional goals
- Constitutional provisions and policy perspectives in ECCE and Primary education in the context of UEE
- Socio-economic and cultural concerns - population growth, protection and conservation of environment, national integration
- Need, importance and strategies of population education, environmental education and value education

- (ii) **Childhood in the Indian Context** 15 hrs
- Basic tenets and critique of the notion of childhood from a cross-cultural perspective
 - Status of the Indian child - demographic profile, issues of gender, caste and class
 - Needs and rights of children - types of needs
 - Rights of children
 - Policy directives and legal framework for children's welfare
 - Investment in children
 - Contemporary issues and debates on child labour and fundamental right to education and their implications for ECCE and primary education.
 - Influences of family, society, cultural practices and media on child's growth and development
- (iii) **ECCE in India** 10 hrs
- Meaning of ECCE
 - Goals of ECCE programme
 - Specific objectives in terms of child's all-round development in relation to motor, physical, social, emotional, cognitive and language development
 - ECCE as an area of concern in the context of UEE
 - Development of ECCE in India
 - Role of governmental and non-governmental organisations in the growth of ECCE in India.
- (iv) **Primary Education in India** 15 hrs
- Meaning of primary and elementary education
 - Goals and objectives of primary education

- Policy framework and legal provisions
- Growth of primary education during pre-independence period; indigenous education
- Growth of primary education after independence
- Universalisation of elementary education; Meaning and need
- Compulsory Primary / Elementary Education Act(s).
- Achieving the Goal of UEE - Recent Initiatives : District Primary Education Programmes, Sarva Shiksha Abhiyan
- Achieving the Goal of UEE - problems, difficulties and concerns.

(v) Contributions of select thinkers to the development of ECCE and Primary Education. 15 hrs

- Froebel
- Montessori
- John Dewey
- Jean Piaget
- Ygotsky
- Mahatma Gandhi
- Sri Aurobindo
- Rabindra Nath Tagore
- Gijjubhai Badheka
- Tarabai Modak
- Annutai Vagh

(vi) Issues, Concerns, Priorities in ECCE and Primary Education 5 hrs

- Status of ECCE in Indian Constitution
- Expansion of ECCE and need for regulatory mechanism
- Admission Policies and Procedures

- Role of the State and Private enterprise in ECCE and Primary Education
- Education and training of ECCE and Primary teachers and teacher educators
- ECCE / Primary Curriculum and societal pressures
- Macro and Micro level planning

Practical Work / Assignment

30 hrs

- A field study of children's profiles within diverse contexts
- A field study of ECCE centres or primary schools within diverse contexts
- Planning and organisation of meetings / workshops to sensitise parents towards the content and methodology of ECCE
- Seminar presentations on policies and specific issues and concerns of ECCE and primary education
- Analysis of 'Self' by the trainees vis-à-vis professional demands of an ECCE or a primary teacher

4.3.2 The Developing Child

Perspective

A teacher is expected to plan and implement a variety of curricular interventions on the basis of his/her understanding of children's development in terms of cognition and learning, socialisation and inter-personal skills. The understanding of children's development should prove stable if it emanates from field-based enquiry into children's concepts of natural phenomena; process of learning, thinking and socialisation; inter-personal relations; and early literacy and numeracy. This course should provide opportunities to the prospective teachers to undertake field based enquiries for which they should gain hands-on experiences of observing and interviewing children and interpreting their actions and responses.

Objectives

After studying the course, the trainees should be able to:

- examine the socio-cultural complexities within which children develop during different stages of development;

- employ appropriate methods for undertaking field-based enquiries into various aspects of child's development and learning;
- study children's usage of language in the context of social, cultural and psychological aspects of language learning;
- examine the diverse strategies that children deploy to develop concepts of natural phenomena, quantity, space, etc.;
- work out implications of the understanding of children's process of learning, thinking and development for teacher's work in the ECCE centre and primary school;
- engage with children having common behavioural problems and special needs; and
- plan and execute action research in relation to some aspect of child development.

Syllabus Outline

- | | | |
|-------------|--|---------------|
| (i) | Growth and Development | 10 hrs |
| | <ul style="list-style-type: none"> – Meaning and scope – Principles of growth and development – Difference between growth, development and maturation – Process of development from infancy to late childhood – Characteristics of young children at different stages of development (infancy, early childhood, late childhood) | |
| (ii) | Methods of Enquiry | 10 hrs |
| | <ul style="list-style-type: none"> – Clinical interviews – Observations – Observational records – Task-based enquiry – Logitudinal and cross-sectional studies – Case study | |

- (iii) Domains of Child Development** **15 hrs**
- Motor and physical development
 - Social development
 - Emotional development
 - Cognitive and language development
 - Factors affecting child development - heredity, environment, cultural milieu, socio-economic status, health
- (iv) Cognition and Learning** **10 hrs**
- Constructs of child cognition, intelligence, self-learning processes and strategies
 - Early childhood cognition constructs: notion of quantity, space, classification, ordering, language, play and reasoning, numeracy, arithmetical operations and the language of mathematics, notion of physical and natural phenomenon (earth, stars, moon, physical movement and relationships), intuitive / direct knowledge of children
 - Children's thinking processes
- (v) Language Development and Thought** **10 hrs**
- Early stages of language development
 - Relationship between thought and language
 - Home language and learning strategies and processes
 - Socio-cultural aspects of language learning
 - Psychological and socio-linguistic reference frames for language learning
- (vi) Common Behavioural Problems in Children** **5 hrs**
- Temper-tantrum
 - Aggression
 - Bed-wetting

- Thumb sucking
- Fear / phobia
- Destructiveness
- Over dependence

(vii) Children with Special Needs

10 hrs

- Types of differently abled children
- Physically challenged
- Visually challenged
- Auditory challenged
- Children with learning disabilities
- Gifted children
- Slow learners
- Inclusive education: concept, need and methods

(viii) Action Research

5 hrs

- Concept and nature of action research
- Steps in action research
- Potential of action research in the area of ECCE and primary education
- Preparation of research proposals

Practical Work / Assignment

25 hrs

- Field-based in-depth case study of a child with special needs or having common behavioural problems
- Field-based study of children's thinking and learning processes with specific reference to early number concepts, language usage and notions of natural phenomenon

- Organisation of a colloquium on some aspect of development
- Action research project on some situations impacting child development
- Debate on the role of home and schooling on some aspect of child development
- Observing and interviewing children to enquire into their process of learning and thinking.

4.3.3 Curriculum Designing, Transaction and Evaluation

In an ECCE centre or a primary school, a teacher is expected to design and implement an age-appropriate curricular plan aimed at child development. In the case of primary stage, syllabus outlines and textbooks are prescribed by the agencies of the state, but the responsibility of process rests with the teacher. It is imperative for the teacher to undertake a critical study of the curriculum content, materials and activities appropriate for ECCE and primary education, specially in the perspective of theoretical traditions and debates related to child-centred education. Apart from understanding the principles of curriculum development, content selection, materials and activities designing, the course should aim at equipping the teachers with the skills to design materials and activities for fostering child's holistic development as well as development in different domains.

Objectives

After studying the course, the trainees should be able to:

- develop understanding of curriculum as inclusive of subject content, pedagogy, approaches and learner knowledge;
- understand factors that influence / determine curriculum designing;
- understand and make use of the principles of curriculum planning for ECCE and primary education;
- design activities for fostering child's development in different domains;
- design and prepare teaching learning materials including textual material; and
- explore the relationship among curriculum activities and textual materials.

Syllabus Outline

- (i) **Programme Planning for ECCE** 15 hrs
- Meaning and nature of programme planning
 - Components of ECCE programme - communication and language, concept formation, story telling, dramatisation, role play, indoor-outdoor play
 - Characteristics of a good ECCE plan
 - Approaches to programme planning
 - Planning for multi-age group children and children with special needs
 - Factors influencing programme planning
 - Planning for the year, term, month, week and a single day
- (ii) **Play and Patterns of Child's Play** 10 hrs
- Play as a medium of learning and development
 - Play patterns such as individual play, solitary play, parallel play, cooperative and group activities.
 - Indoor-outdoor play
 - Potential of play as a method of programme delivery
- (iii) **Programme Transaction - Methods and Activities** 10 hrs
- Discovery method
 - Field visits
 - Project method
 - Multimedia teaching
- (iv) **Curriculum Development** 10 hrs
- Meaning and nature of curriculum
 - Components of curriculum - goals and objectives, subject content,

- textual material, pedagogic approaches, appraisal of learner knowledge
- Process of curriculum development - situational analysis, clarification of objectives, content selection, preparation of instructional materials, classroom transaction and curriculum evaluation

(v) Primary School Curriculum 15 hrs

- Process of Curriculum Development in India
- National Curriculum and National Curriculum Framework
- Objectives of Primary School Curriculum
- Organisation of Primary School Curriculum
- Analysis of Curriculum Content
- Textbook analysis in terms of sequencing of disciplinary knowledge and children's thinking and learning strategies
- Alternative curriculum design and materials, development of textual material
- Role of activities, supplementary materials and children's literature.

(vi) Pupil Evaluation 10 hrs

- Meaning of assessment, evaluation and measurement
- Purpose of evaluation
- Continuous and comprehensive evaluation
- Tools of assessment - tests, rating scale, check list, etc.
- Types of tests - achievement test, diagnostic test, objective and essay type,
- Preparation of test items and question paper
- Grading system

Practical Work / Assignment 30 hrs

- Preparation of a weekly / monthly plan for an ECCE centre
- Preparation of play materials

- Development of play activities
- Development of low-cost teaching materials
- Analysis of text materials of primary school subjects
- Preparation of alternative or supplementary of text materials
- Project / assignment on children's literature or supplementary reading materials
- Construction of test items and question paper

4.3.4 Organisation and Management

An ECCE and primary teacher is expected to effectively manage the classroom and organise the available space for various activities. Besides, he/she should know the equipments and materials required for an ECCE centre or a primary school and how to optimise the utilisation of available space, storage facilities, equipments and materials. The course should enable the trainees to understand the concept of effective management, and factors influencing it, and to handle problems relating to classroom management, inter-personal relations, maintenance of discipline, resource mobilisation, working conditions and observance of code of professional ethics.

Objectives

After studying the course, the trainees should be able to:

- understand the concept of effective management and factors influencing it;
- optimise utilisation of available resources and mobilise additional resources;
- effectively manage human and non-human resources;
- establish linkages with the community and seek its participation in the functioning of the ECCE centre and primary school;
- manage inter-personal conflicts and tensions; and
- plan and organise institution specific rescue and rehabilitation in the event of a disaster.

Syllabus Outline

- (i) **Administration of an ECCE institution** 10 hrs
- Concept of organisation and management
 - Administration of ECCE in India
 - Basic infrastructural requirements for ECCE programmes
 - Building, equipment and material - location of the centre, rooms, playground, play equipment, furniture, criteria for selection of play material, types of play material, outdoor - indoor equipment.
- (ii) **Organisational Arrangements** 10 hrs
- Sitting arrangements
 - storage facility
 - display of materials
 - learning corners
 - outdoor - indoor activities
 - group formation for small group activities
 - optimising space utilisation
 - organisational climate in school
- (iii) **Administration of Primary Education** 10 hrs
- Administration of primary education at the central and state level
 - Legal provisions regarding primary education
 - Role of Panchayati Raj Institutions
 - Private enterprise in primary education
 - Basic requirements of a primary school
 - Operation Blackboard scheme
 - Linkages between ECCE and primary schooling

- (iv) Personnel Management** 10 hrs
- Role and functions of an ECCE and primary teacher
 - Role of head teacher
 - Organisation of staff meeting
 - Interpersonal relations
 - Conflict management
 - Professional code of ethics for teachers
 - Teachers' service and working conditions
- (v) Maintenance of Records** 5 hrs
- Types of records (anecdotal, health. cumulative, portfolios, etc.)
 - Types of registers in an ECCE centre
 - Types of registers in a primary school
 - Household survey format and records
- (vi) Monitoring and Evaluation** 10 hrs
- Meaning and importance of monitoring and evaluation
 - Monitoring of children's progress and achievements
 - Organisation of evaluation
 - ECCE centre appraisal
 - School appraisal
- (vii) Working with Community**
- Linkages with parents and community
 - Organisation of sensitisation programmes for parents and community
 - Mobilisation of community resources
 - Role of parents and community in the monitoring of ECCE centre /

primary school

- Parent Teacher Association
- Village Education Committee - role and functions
- Organisation of the meetings of VEC, PTA and community.

(viii) Disaster Management

5 hrs

- Meaning and types of disasters
- Meaning and importance of disaster management
- Steps in disaster management
- Managing disaster situations in schools in case of fire, floods, earth quake
- Fire safety in schools

Practical Work and Assignments

30 hrs

- Planning and organising PTA meeting
- Organisation of a mock staff meeting
- Participation in household survey
- Observing PTA meetings
- Preparation of an appraisal report of an ECCE centre or primary school
- Organisation of meetings of women groups, self-help groups, etc.
- Planning conflict resolution strategies
- Organisation of mock drill in the event of a fire
- Seminar presentations on some aspect of school management

4.3.5 Health and Nutrition

An ECCE teacher has to take care of the child's total development. The health and physical well-being is, no doubt, the most important aspect of development as it builds the basis for other aspects of development. The course should enable the teachers to understand the nutrition and health needs of children and the fundamental concepts of

proper nutrition, balanced diet and meal planning. In addition, the teacher should also have an insight into some of the common ailments, health hazards and conditions related to hygiene and healthy living. The teacher should also be in a position to provide guidance to children and their parents on health related issues specially prevention of injuries, common ailments and infectious diseases.

Objectives

After studying the course, the trainees should be able to:

- understand the concept of total health and total development;
- appreciate the importance of health as a foundation for child's holistic development;
- understand factors affecting child's health;
- identify children with signs and symptoms of common childhood ailments and nutritional deficiency diseases;
- plan and implement measures aimed at prevention and treatment of common ailments and nutritional deficiency diseases; and
- monitor children's growth and maintain health records.

Syllabus Outline

- | | |
|---|--------|
| (i) Health and Hygiene | 15 hrs |
| <ul style="list-style-type: none">– Meaning of total health– Role of home, school and other agencies in promoting children's health– Meaning and importance of hygiene– Personal hygiene with special reference to skin, eyes, ears, nose, teeth, throat, hands, nail and hair– Macro demographic indicators of children's health, age level break up of survival and health status– Conditions influencing health - clean and healthy surroundings, ventilation, sunlight and open space, climate and clothing, clean drinking water and food, regular habits and routines (sleeping, eating, | |

toilet habits), etc.

- Pollution - types of pollution, causes and management of pollution, impact of pollution on child's health and development

(ii) Nutrition and Nutritional Deficiency Diseases 20 hrs

- Concept of nutrition
- Role of nutrition in child health
- Nutritional requirements of children
- Macro demographic indicators of children's nutritional status
- Nutritional value of available food in the region
- Malnutrition in children and remedial measures
- Nutritional deficiency diseases - their signs, symptoms and prevention
- Protein energy malnutrition, anemia, thyroid deficiency disorders, Vitamin A, B Complex and C deficiency
- Planning low-cost nutritive food
- Concept and importance of balanced diet

(iii) Common Childhood Health Problems and Issues 15 hrs

- Contagious / infectious diseases e.g. whooping cough, measles, mumps, chicken pox, conjunctivitis, diphtheria, etc.
- Gastro-intestinal ailments e.g. diarrhoea, dehydration, vomiting, typhoid, worms, cholera, jaundice, etc.
- Skin ailments
- Respiratory ailments
- Dental ailments
- Management of health problems - immunisation, home remedies, first aid

- (iv) **Monitoring Child Health and Development** 10 hrs
- Need for monitoring child health
 - Observation and maintenance of health records
 - Use of growth chart
 - Community involvement in monitoring child's health
 - Role of parents in monitoring child's health
 - Linkages between schools, community and public health system for the maintenance of health records.
- (v) **Health Services** 5 hrs
- Agencies and organisations providing health services such as immunisation, sanitation, registration of birth, deaths, etc.
 - School health programme
- (vi) **Practical Work / Assignments** 35 hrs
- Involvement in the organisation of health check up programme
 - Celebration of personal hygiene day or week
 - Preparation of first aid box
 - Hands-on experience with use of home remedies and first aid
 - Preparation of growth chart
 - Preparation of alternative plans of balanced diet
 - Project on the common childhood ailments prevalent in the community
 - Project on management of air/water pollution

4.4 Additional Courses for Primary Education

The Diploma in ECCE and Primary Education (DECCE & PEd.) is an integrated programme aimed at preparing a teacher both for ECCE and Primary stage of education. As the programme shall be run in the District Institute of Education and Training (DIET) or other elementary / primary teacher education institution, alongwith the D.Ed.

(elementary teacher education) programme, the curriculum components relating to the primary stage of education could be common in the two programmes. In addition to the five theory courses described above, the programme may include the following courses specifically addressed to the primary stage of education:

- (i) Language education
- (ii) Mathematics education
- (iii) Science education
- (iv) Social studies education
- (v) English education (In case English forms part of primary school curriculum in the state).

One or two theory courses as additional specialisations like curriculum and evaluation, educational technology, guidance and counselling could also be included in the curriculum, if these form part of the curriculum of the D.Ed. programme. The syllabus of the teaching subject courses and additional specialisation courses should be the same in both DECCE & PEd. and DEd. programmes. Regarding organisation of curriculum, ECCE and Primary Education components could be covered during the first and second year respectively or selected parts of the two components could be covered simultaneously during the first as well as the second year of the programme.

POST-GRADUATE DIPLOMA IN EARLY CHILDHOOD CARE AND EDUCATION (PGDECCE)

5.1. Introduction

The ECCE pedagogy requires specialized skills along with an understanding of children's needs and dispositions. Presently, there are hardly any identified programmes which prepare teacher educators for training teachers in the area of ECCE. The early childhood teacher education is, by and large, an unregulated area of professional education even today. It is, in this context, that the Post-Graduate Diploma in Early Childhood Care and Education (PGDECCE) is being designed, with the main objective of preparing teacher educators for the ECCE teacher education institutions. This may be prescribed as an alternative qualification to M.A. / M.Sc. (Child Development) or B.Ed. / M.Ed. with specialisation in ECCE. The rationale of this course is firstly to create a professional cadre of teacher educators who would in turn prepare a cadre of professionally qualified teachers to teach children in the age group 3-8 years; and secondly, the programme would provide for upward mobility (vertical linkage) for students of CECCE and DECCE & EPed./ PEd. courses, i.e. teachers who have already undertaken certificate and diploma course in ECCE and have also completed graduation can join the course and train to become ECCE teacher educators. With the introduction of this programme, the graduates of certificate and diploma programmes will not be required to undergo B.Ed. programme to become eligible for teaching in an ECCE teacher education institution.

The programme also focuses on linkage and continuity of approaches between primary and early primary years (classes I & II). The instructional strategy should be primarily interactive, based on child-centred approaches. At the same time, theory and practical classes should proceed side-by-side.

In order to provide quality ECCE programme to young children, a skilled teacher,

specifically sensitized to the needs of children in the age group 3-8 years and well-equipped with the perspective of child development, is required. At present, in most cases, the teacher - educators have the 'know-how' but not the 'do-how' so far as ECCE pedagogy and programme planning is concerned. The present programme aims to develop teacher educators who would be able to successfully impart knowledge and training to teachers to skillfully implement the ECCE programme and handle young children. An amalgamation of theory and practice is needed for effective implementation of the programme.

The entry qualification shall be graduation preferably in the area of education, psychology, child development, social work and home science. The graduate candidates already in possession of degree or diploma in education / elementary education or certificate / diploma in ECCE should be given preference for admission to this programme. The duration of the programme shall be one academic year. Persons completing this course would be professionally equipped to teach students of certificate and diploma courses in ECCE.

5.2. Objectives

The programme shall enable the trainees to:

- understand the social, cultural, psychological and philosophical aspects of ECCE in the contemporary Indian society;
- understand holistic development of pre-primary age children in terms of physical, social, emotional, intellectual, aesthetic, linguistic and cultural aspects;
- develop competencies, attitudes and skills needed to foster all-round growth and development in children;
- plan and execute a variety of meaningful learning experiences for various age groups of children between 3-8 years;
- develop teaching-learning material from waste and indigenous material and use the same for promoting cognitive, language, socio-emotional, motor and physical development of young children;
- understand the developmental needs of children and provide the necessary interventions for children with special educational needs;
- establish linkages with parents, community and other organizations for the welfare of children; and
- use a variety of training strategies appropriate for the preparation of effective ECCE teachers.

5.3. Curriculum Framework and Syllabus Outline

The following broad components have been envisaged:

- A Theory
- B Practical Work - within the Teacher Education Institution
- C Practical Work - Field Placement

Theory

The major function of theory courses is to help the trainees to develop an understanding of the theoretical foundations of the ECCE teacher education programme and also an understanding of the child in the 3-8 years age group focusing on the process of development and learning, on the one hand, and content and process of programme planning and transaction, on the other.

The following theory courses may be offered:

- (i) Child in Contemporary India
- (ii) The Developing Child
- (iii) Programme Planning and Transaction
- (iv) Organisation and Management
- (v) Health and Nutrition

5.3.1 Child in Contemporary India

100 hrs

Perspective

This course will help the trainees to gain a thorough insight and understanding into the area of ECCE in the Indian context and the status of the child in the Indian society. It will also help the trainees to understand the needs of children and importance of investing in ECCE through provision of quality programme for children of 3-8 years age group. The course will also familiarize the trainee with the policies, plans, issues and concerns in ECCE and shall enable them to reflect on its scope, rationale, aims and nature.

Objectives

After studying the course, the trainees should be able to:

- reflect on the status of child in a variety of socio-cultural contexts in which the Indian child is placed in the contemporary Indian society;
- locate the need and scope of ECCE within the framework of children's current status, needs and rights;

- critically analyse the thinking and contributions of select thinkers, educationists, and organisations in the area of ECCE; and
- reflect on the policy framework, issues and concerns and current practices in ECCE.

Syllabus Outline

- (i) **Contemporary Indian society** 15 hrs
- Nature, composition, goals, aspirations of contemporary Indian society
 - Constitutional goals
 - India and contemporary world
 - Socio-economic and cultural concerns - population growth, caste and gender issues, social and economic backwardness
 - Need, importance, scope and strategies of population education, environmental education, value education and national integration
- (ii) **Childhood in the Indian context** 15 hrs
- Status of the Indian child (tribal, rural, urban, etc.)
 - Impact of cultural practices and child-rearing practices on child's socialisation and development
 - Policy directives for children (universal / Indian), Child Labour Laws
 - Needs of children - types of needs
 - Rights of children
 - Investment in children
- (iii) **Philosophy and Theoretical Approaches in ECCE** 15 hrs
- Critical study of early initiatives and contributions made by eminent thinkers in the area of ECCE (Froebel, Montessori, John Dewey, Rousseau, Jean Piaget, Ygotsky, Gandhiji, Gijubhai Badheka, Tarabai Modak, Annutai Vagh, Sri Aurobindo and Tagore)
- (iv) **Concept, Goals and Objectives of ECCE** 10 hrs
- Defining ECCE
 - Goals and objectives of ECCE programme

- Specific objectives in terms of all-round development of the child in relation to social, motor, cognitive, language, emotional and creative development.
 - Development of ECCE in India
 - ECCE and UEE
 - Issues and concerns in ECCE
- (v) **Role and Contribution of the following in the Growth of ECCE** 5 hrs
- Indian Council for Child Welfare (ICCW)
 - Indian Association for Pre-School Education (IASPE)
 - National Council for Teacher Education (NCTE)
 - National Council of Educational Research and Training (NCERT)
 - Non-Government Organisations (NGOs)
 - Integrated Child Development Scheme (ICDS)
- (vi) **ECCE Teacher Education** 10 hrs
- Growth of ECCE Teacher Education in India
 - Objectives and Content of Pre-service Teacher Education
 - Issues and Concerns of Pre-service Teacher Education
 - Issues and Concerns of In-service Teacher Education
 - Pre-service and In-service Education of Teacher Educators

Practical Work / Assignment 30 hrs

- Visits to different organisations working for ECCE
- Visits to different types of pre-schools such as Anganwadis, Balwadis, Montessori schools, private and government run nursery or pre-school centres.
- Sensitizing parents towards child-centred approaches during pre-school years (to do away with the burden of 3 R^s)

- Paper presentations on topics like Issues in ECCE, Child-centred approach; Benefits of ECCE programme in quality improvement at primary level.
- Preparation of report on the observations made during school visits to assess whether the strategies being followed are child-centred or teacher-centred.
- Preparation of papers containing suggestions regarding alternatives to the strategies observed, if they are found to be 'burden-some' and 'child-unfriendly'.
- Self-analysis of the trainees vis-à-vis demands of the profession.
- Preparation of report on any one agency working in the area of early childhood education.
- Visits to ECCE teacher education institutions and preparation of reports on the strengths, weaknesses and gaps between theory and practice of programme delivery.

5.3.2 The Developing Child

100 hrs

An ECCE teacher is expected to have a thorough understanding of the principles of child development and the processes and stages of child growth in various aspects of child development such as cognitive, physical, motor, language, social and emotional. The trainee should also have holistic and integrated understanding of the child's growth, his abilities, strengths and weaknesses and ways and means to help children achieve a balanced development of personality. This course equips the prospective teacher educators with the principles of growth and development and helps them understand the needs and characteristics of children in the age group of 3-8 years. The course would also familiarize the trainees with the common emotional and behavioural problems of children at this stage and ways and means to handle them effectively.

Syllabus Outline

10 hrs

(i) Growth and Development

- Meaning and scope
- Principles of growth and development
- Difference between growth and development

- Process of development from infancy to late childhood
 - Characteristics of young children at different stages of development (infancy, early childhood, late childhood and adolescence)
- (ii) Methods of child study** 5 hrs
- observation
 - case study
 - interview
 - Experimental method
 - Longitudinal and cross-sectional studies
- (iii) How children learn** 5 hrs
- Process of learning
 - Factors affecting learning in children
- (iv) Domains of child development** 15 hrs
- Physical development
 - Motor development
 - Emotional development
 - Social development
 - Language development
 - Cognitive development
 - Personality development
- (v) Factors affecting development in children** 10 hrs
- Environment
 - Heredity
 - Learning experiences
 - Opportunities for learning

- Cultural milieu
- Socio-economic status
- Health

(vi) Common behavioural problems in children

5 hrs

- Temper-tantrum
- Aggression
- Bed-wetting
- Thumb sucking
- Fear/phobia
- Complexes
- Destructiveness
- Over-dependence

(vii) Children with special needs

20 hrs

- Differently abled children
- Disability Act, 1995
- Physically challenged children
- Auditory challenged children
- Visually challenged children
- Children with learning disabilities
- Gifted children
- Slow learners
- Counselling parents of children with special needs and behavioural problems.
- Inclusive education: concept, need, methods, and demands

- Material development, planning and conducting age appropriate activities for different areas of development
- Visits to institutions offering inclusive education
- In-depth case study of children
- Study of individual needs of children in a pre-school setting and preparation of a plan to handle them
- Interviewing children with common behavioural problems
- Planning activities for the holistic development of children
- Field-based enquiry into the problems and special needs of slow learners and gifted children
- Organisation of a colloquium on socio-emotional development and its impact on personality development
- Debate on the role of heredity and environment in child development

5.3.3 Curriculum Designing and Transaction

The ECCE teacher educator needs to have a clear understanding of the nature and principles of curriculum and programme planning, its process of development and emerging trends in curriculum formulation, particularly at the early childhood education level. The teacher should be well-versed in the skills of monitoring, supervising and evaluating children's progress viz-a-viz activities such as painting, music, puppetry, drama, games, concept formation, story telling, etc. The present course aims at developing such skills in teacher educators and lays emphasis on programme planning for a good quality ECCE programme. The course aims at enabling the trainees to develop understanding and skills for using methods and techniques appropriate for young children. It will equip them with the skill of material preparation and its use in organizing activities for developing readiness skill in children for reading, writing and mathematics.

(i) Programme planning

10 hrs

- Goals and objectives
- Planning for the year, term, month, week and a single day

- Integrated approach to programme planning
- Age-specific programme planning
- Formulating an holistic programme for ECCE (daily, weekly, monthly)
- Thematic approach to programme planning (Thematic approach, web, etc.)
- Planning for children with special needs
- Factors influencing programme planning
- Characteristics of a good ECCE programme.

(ii) Curriculum Development and Evaluation 10 hrs

- Meaning and nature of curriculum
- Components of Curriculum - goals and objectives, subject content, textual material, transaction of curriculum, appraisal of learner knowledge
- Process of curriculum development - situational analysis, clarification of objectives, content selection, preparation of instructional material, classroom transaction and evaluation of curriculum
- Process Curriculum Development in India
- National Curriculum and National Curriculum Framework
- Analysis of Textual Material

(iii) Play and Development 5 hrs

- Play as a medium of learning, development and expression in young children
- Play patterns such as individual play, solitary play, parallel play, co-operative and group activities
- Indoor and outdoor play
- Preparation of play material
- Need and importance of educational toys
- Preparation and use of toys

- (iv) **Transactional methodologies** 10 hrs
- play way, story telling, dramatization, role play, indoor-outdoor play, small/large activities, art and craft activities, music and movement
 - Project method as an integrated approach
 - Value of teacher directed and child directed activities
 - Training methodologies - lecture method, guided discussion, demonstration, brainstorming
- (v) **Activities and materials for fostering** 10 hrs
- (a) Self-expression in children
- Music and movement
 - Dramatization
 - Art
- (b) Readiness in children
- Sensorial learning
 - Motor skills - eye-hand co-ordination, large and fine muscle co-ordination (activities such as clay modeling, threading, tearing, pasting, drawing, jumping, balancing, etc.)
- (vi) **Development of language skills** 10 hrs
- (a) Listening
- Exercises in listening comprehension through conversation, description, rhymes, riddles and songs, stories, dramas, games, films and audiotapes
- (b) Speaking
- Exercises in oral expression, recitation, talks, conversation, story telling, narration, creative drama, use of tape records to improve speech, etc.

(c) Reading

- Methods of teaching reading
 - (i) Alphabet method
 - (ii) Word method
 - (iii) Sentence method
 - (iv) Phonetic method
 - (v) Look and say method
- Use of equipment in teaching reading
- Common problems in reading and ways of handling them

(d) Writing

- Mechanics of writing
- Ways of developing clean and good handwriting in children
- Practice in written expression
- Common errors in writing e.g. spelling errors, problems of reversal etc.

(vii) (a) Pre-number concepts 10 hrs

language of numbers as related to concepts of size, shapes, length, height, weight, volume, quantity

- Matching, sorting, ordering, sequencing, pairing and classification
- Numerals and operations
- Activities and materials for learning of number concepts

(b) Teaching of Mathematics in primary classes

- Aims and objectives of teaching mathematics through games,

- puzzles, daily life activities, shop/market visits and different kinds of learning materials
 - Development of number skills and concepts in early primary classes
 - (i) Nature of numbers, cardinal and ordinal
 - (ii) Knowledge of place value
 - (iii) Even and odd numbers
 - (iv) Addition, subtraction, readiness for multiplication and division
 - Knowledge of geometrical figures, angle, square, triangle, rectangle and circle.
 - Knowledge of units of weight, length, time, space, money and concept of direction.
- (viii) (a) Teaching of Environmental Studies in primary classes** 10 hrs
- Social environment in which the child lives e.g. home, neighbourhood, community services available to him/her.
 - Various social institutions
 - Importance of child's cultural heritage and festivals
 - Ways of developing this awareness through activities such as field trips, observation and discussion, games and audio-visual aids, observation of cultural and national festivals etc.
 - Knowledge about different seasons
- (b) Providing science experiences**
- Suitable science experiences to be provided in the school through activities like field trips, observation, experimentation and discussion, discovery corner, collections, project method and use of environmental resources.
 - Development of basic science concepts such as

- (i) Properties of water
- (ii) Physical and chemical changes
- (iii) Living and non-living things
- (iv) Plant life and its requirements
- (v) Different forms of animal life and their importance for human beings
- (vi) Inter-dependence of plants, animals and human beings on each other

Practical Activities/Assignments

25 hrs

- Planning age specific curriculum and activities for children in Pre-school and Class I & II
- Preparation of play materials, with special emphasis on use of indigenous, inexpensive and waste materials.
- Development of theme-based projects related to the child's immediate environment
- Development of play activities for developing skills of listening, speaking, reading and writing skills; pre-number concepts
- Development of a project by each student-teacher on one or two themes, both at pre-school level and for Class I & II separately
- Activities for development of aesthetic appreciation
- Development of low-cost teaching-learning materials for development of language skills, mathematics, environmental studies and science experiences
- Organisation of story telling sessions
- Celebration of festivals
- Puppet making and organisation of puppet shows
- Role play and drama – planning and enactment

5.3.4 Organisation and Management

A prospective teacher is expected to effectively manage the classroom and organize the space available for various activities. The way an ECCE centre should be started, organized, managed and sustained is an important task and responsibility of the teacher educator. The equipments that need to be bought, both for indoor and outdoor activities, the manner in which they ought to be stored and displayed, the records and registers to be maintained and organisation of activities aimed at developing skills of reading, writing and mathematics and understanding environment through observation, experimentation etc. are aspects which form part of the teacher's role. This course should also enable the trainees to understand the problems, methods and approaches for effective management of the pre-school centre and the primary grades I & II and to establish linkages between the two for smooth transition of children from pre-primary to primary.

Syllabus Outline

- | | |
|--|---------------|
| (i) Organising an ECCE centre | 15 hrs |
| <ul style="list-style-type: none">– Concept of organisation– Basic requirements for ECCE programme - infrastructural requirement (physical set-up, building, playground, toilet, drinking water, etc.) for effective transaction of curriculum– Building, Equipment and Material (location of the centre, rooms, play ground, play equipment, furniture, criteria for selection of play material, type of play material - teacher made/locally available/commercially manufactured, outdoor-indoor equipment, equipment features/ characteristics) | |
| (ii) Organisational arrangements | 10 hrs |
| <ul style="list-style-type: none">– Sitting arrangements– Display of material– Learning corners– Outdoor-indoor activities– Group formation for large and small group activities | |

- Classroom management
 - Teacher-pupil ratio
- (iii) Teacher characteristics 5 hrs**
- Teacher's qualifications
 - Teacher's role as a facilitator, organizer and implementer of programme
 - Qualities of a good teacher.
 - Professional code of ethics
 - Teachers' working and service conditions
 - Qualities of a good teacher educator
- (iv) Maintenance of records 5 hrs**
- Types of records (anecdotal, health, cumulative, portfolios, registers, etc.).
 - Types of registers
 - Proformas, survey formats, etc.
- (v) Monitoring and evaluation of ECCE programme 10 hrs**
- Meaning of monitoring and evaluation
 - Importance and need for monitoring and evaluation of ECCE programme
 - Monitoring of children's progress and achievements
 - Methods, tools and techniques for monitoring and evaluation of the programme including teachers' performance, children's progress and teaching-learning materials
 - Role of teacher in pupil evaluation.
- (vi) Working with Community 15 hrs**
- Sensitizing parents towards the importance of pre-school education and the need for adopting a play way approach during the early years

- Role of parents and community members in the effective implementation and monitoring of ECCE programmes
- Mobilizing community resources for successful functioning of the ECCE centre

(vii) Organising an ECCE Teacher Education Institution 10 hrs

- Basic requirements for an ECCE Teacher Education Institution - Building, equipments, materials
- Computer laboratory
- Audio-visual room
- Music and Performing Arts room
- Art and Craft room
- TLM/Toys Workshop

Practical Work/Assignments 30 hrs

- Maintenance of different records and registers
- Preparation of progress report of children
- Establishing contact with parents and community members for mobilizing support and resources for the centre
- Preparation of case study of an anganwadi or an ECCE centre or an ECCE teacher education institution
- Planning and organising a PTA meeting
- Organisation of household survey of pre-school age children (attending/not)
- Organising melas/women groups/functions/festivals/sports meet, etc.
- Field-based enquiries to identify gaps between theory and practice regarding building, equipments, organizational arrangements, etc.
- Planning and preparation of materials for bulletin board
- Preparation of papers on themes like 'qualities of a good teacher,' 'attribute

of a pre-school teacher,' 'teacher's role as a facilitator', etc.

- Conduct an action research project on some aspect of the ECCE programme and primary education, such as scope of linkages, teacher-pupil ratio and impact on achievement, transactional methodologies in the context of ECCE, the community awareness regarding implementation of ECCE programme and so on.

5.3.5 Health and Nutrition

Perspective

The ECCE teacher should have a thorough understanding of the nutritional and health needs of children. The contents of the course should be such as shall enable the teachers to gain an understanding into the fundamental concepts of proper nutrition, balanced diet, meal planning and providing low-cost nutritive food to the young child. In addition, the teachers should also have an insight into some of the common ailments, health hazards and conditions related to hygiene in order to provide a healthy and sound development base for children. The teacher should be able to provide guidance and advice to parents and children on health issues and prevention of injuries, common ailments and infectious diseases. A holistic view of health issues needs to be undertaken which would include physical, mental and emotional.

Objectives

After studying the course, the trainees should be able to:

- understand the concept of health and factors affecting child's health;
- identify children with signs and symptoms of common childhood ailments and nutritional deficiency diseases;
- plan and implement measures aimed at prevention and treatment of common ailments and nutritional deficiency diseases;
- monitor children's growth and maintain health records; and
- reflect on the role of different organisations and agencies in child health programmes.

Syllabus Outline

- (i) **Children's Health** 10 hrs
- Concept of health and importance of being healthy
 - Role of home, school and other agencies in promoting children's health
 - Conditions/factors influencing health
 - Clean and healthy surroundings
 - Ventilation, sunlight and open space
 - Climate and clothing
 - Nutrition
 - Clean drinking water and food
 - Regular habits and routines (e.g.. sleeping, eating, toilet habits)
 - Personal hygiene with special reference to skin, eyes, ears, nose, teeth, throat, hands, nail and hair.
 - Good posture
 - Opportunities for balanced indoor and outdoor play
 - Balanced amount of rest, sleep and recreation
- (ii) **Health and hygiene programme in the school** 5 hrs
- Clean and safe conditions in the school
 - Creation of healthy habits and routines at home and school
 - Health check-ups
 - Monitoring of personal hygiene
- (iii) **Principles of nutrition and balanced diet** 15 hrs
- Nutritional requirements of children
 - Nutritional values of available foods in the region
 - Identifying early malnutrition in children, its basic causes and remedial measures

- Planning and preparing low cost nutritive food and balanced menus.
 - Importance of balanced diet in a healthy body
- (iv) Prevention and treatment of common ailments and infectious diseases 15 hrs**
- Contagious/infectious diseases e.g. whooping cough, measles, mumps, chicken pox, conjunctivitis, diphtheria etc.
 - Gastro-intestinal ailments e.g. diarrhoea, dehydration, vomiting, typhoid, worms, cholera, jaundice etc.
 - Skin ailments e.g. scabies, eczema etc.
 - Respiratory ailments e.g. asthma, cold, cough, bronchitis,
 - Tuberculosis and its symptoms in school children
 - Dental ailments
 - Administration of first aid (e.g. in minor accidents, electric shock, nose bleeding, drowning, dog-bite, etc.)
- (v) Maintenance of health records by teachers and medical authorities 5 hrs**
- Record of height and weight
 - Use of growth chart
 - Immunization and its importance
 - Immunization schedule
- (vi) Health services and organizations 5 hrs**
- Agencies and organisations - voluntary, official and international concerned with child health and nutrition
 - Agencies responsible for immunization, sanitation, infections, diseases, registration of birth and death etc.
 - School Health Programme

- (vii) **Mass media and child's health** 5 hrs.
- Positive and negative impact of media
 - Strategies to counter negative impact
 - Analysis of health related commercial advertisements in the print and electronic media.

Practical Work/Assignments 40 hrs

- Involvement in the organization of health check-up/health camps
- Involvement in keeping classrooms and surroundings clean
- Celebration of personal hygiene day or week
- Storage and purification of water
- Preparation of first aid box
- Maintaining health record of each child
- Recipes for preparation of nutritious food items such as sprouts, soyabean cutlets, sandwiches, sabudanna khichri, green salad and low-cost high nutritive value snacks
- Conducting routine health check-up of children and preparation of report thereof
- Preparation of posters and media spots on health awareness

PRACTICAL WORK AND FIELD PLACEMENT

6.1. Introduction

Practical work forms an important component of a teacher preparation programme as it helps to build the foundation for the development of essential teaching skills and competencies in the perspective of theoretical frameworks discussed in various theory courses. A few practical activities, projects and assignments have been suggested in the preceding pages in relation to various theory courses visualised for the four ECCE teacher education programmes. In order to undertake the activities, the trainees shall require not only the understanding of theoretical concepts but also hands-on experience of certain areas, which too have a theory component, but are predominantly practical in nature. The organisation of such areas shall equip the trainees to undertake theory related practical activities as well as for handling children's education in the ECCE centre. The 'practical work' in the ECCE teacher education programme should have the following sub-components:

- (i) Practical work within the teacher education institution
- (ii) Field placement, that is, practical work including practice teaching in the ECCE centre.

Since the 'practical work' component in the four ECCE teacher education programmes shall be, by and large, similar with minor variations, therefore, it has been dealt with in this report at one place in a single chapter.

6.2. Components of Practical Work

'Practical Work' component of the teacher education programme may comprise the following:

- (a) Art and Craft

- (b) Stories and Rhymes
- (c) Performing Arts (Music, dance, drama, etc.)
- (d) Computer Education
- (e) Physical Education
- (f) Pre-field Placement Activities
- (g) Field Placement

Some of the above mentioned areas, namely Art and Craft, Performing Arts, Computer Education and Physical Education have a strong theoretical base. Therefore, any attempt aimed at development of skills and competencies in these areas shall have to be preceded by the understanding of theoretical knowledge of the concerned area. Thus, despite being predominantly skill based and practical in nature, the teaching of 'theory' of these areas should be accorded due importance.

6.2.1 Art and Craft

The trainees might have studied these areas at the school stage. But, in the teacher education institutions, the trainees should be provided opportunities to revisit these areas with a special focus on their potential for the preparation of teaching-learning material including play material. The trainees should be provided intensive practice in drawing, painting, sketch making, clay modelling, preparation of toys, puppets, etc. Simultaneously, they should be enabled to work out linkages of these activities with ECCE curriculum. The activities identified for implementation should have a local flavour not only in the use of locally available material but also in the content or theme of the painting, model, toys, puppets, etc.

6.2.2 Stories and Rhymes

The activities like story writing, story telling, writing and singing of nursery rhymes, etc. have immense potential for the implementation of ECCE curriculum. Therefore, practice of writing and narration of stories and selection and recitation of nursery rhymes should be assigned substantial weightage in an ECCE teacher education programme. Like art and craft activities, the stories and nursery rhymes should also have a strong flavour of the folk culture. This shall go a long way in the contextualisation not only of the content but also of the transaction of teacher preparation programme.

6.2.3 Performing Arts

The ECCE teachers should not only know the basics of music, dance and drama but should also have the competence to organise these activities in an ECCE centre in order to foster holistic development, specially aesthetic development among children. Separate time allocation must be made for performing arts in the weekly time table of the institution. The performing arts teacher should prepare outline of the curriculum which should have the potential to fulfil trainees' needs relating to children's education. The objective of 'Performing Arts' curriculum should obviously be to equip the trainees to guide children for participation in solo / group singing and dancing and dramatic activities such as skits, fancy dress, etc. They should also be prepared for the preparation and delivery of dialogues for creative drama and varied role play situations. The potential of theatre as a pedagogical approach should be fully exploited in the ECCE teacher preparation programmes.

6.2.4 Computer Education

To keep pace with the technological advancements and to enable the trainees to benefit from it, computer education must be introduced as an essential area in the 'practical work' component. This would enormously help them to access information from the internet, to prepare teaching aids, graphics, handouts, pamphlets, etc. This would also help them to receive lessons, both on-line and off-line, in teaching skills and strategies, child development, health education and other areas related to their education and training.

6.2.5 Physical Education

Physical education forms an integral part of school curriculum upto senior secondary stage of school education. This implies that the ECCE teacher trainees not only studied physical education but also participated in various physical education activities during their school. But still there is a case for making physical education an integral part of the 'practical work' component of the ECCE teacher education programme as it will provide an opportunity to the trainees to explore the potential of games, both indoor and outdoor, as the medium of children's learning and development. The trainees should also be provided opportunities to design innovative play activities and games having potential for fostering development in different aspects of child's personality.

6.2.6 Pre-field Placement Activities

The teacher trainees have to be provided hands-on experience of working in an ECCE centre under the guidance and supervision of a qualified ECCE teacher. However,

before sending the trainees for field placement programme in ECCE centres and primary schools, the institution should organise certain activities in order to prepare the trainees to handle the tasks they are expected to perform in the field placement institution. The study of theory courses, no doubt, prepares the ground for handling different tasks, but some specific activities need to be organised to concretise the learning of theory and to prepare the trainees mentally to launch themselves in the real work situation. For instance, the institution may organise a workshop of 2-3 days' duration on Action Research, organisation of case studies, and preparation of project reports. The experience of conducting observations, interviews and meetings with the parents and community may be provided in real life or simulated situations. The trainees should also be required to plan and handle a few sessions in an ECCE centre under the supervision of teacher educators and in the presence of fellow trainees.

It should be obligatory for the teacher education institution to convene a meeting with the teachers of cooperating ECCE centres / schools before deputing the trainees for field placement and discuss with them the strategies to guide, supervise and monitor the trainees during the field placement programme.

6.2.7 Field Placement

In one-year teacher education programme, the trainees should be placed in work situations at least for one month, while in the case of two years' programme, the duration of field placement should be at least two months. While in the placement institution, the trainees should be called upon to work full-time and should assist the regular teachers in the planning and organisation of various activities including assemblies, celebrations, parent teaching meetings, etc.

To begin with, the trainees should be required to observe the regular ECCE teachers conducting sessions in ECCE groups or primary classes. Thereafter, they should be required to conduct sessions independently under the watchful eyes of the guide teacher. More specifically, the trainees should be required to undertake the following activities during their stay in the placement centre or school:

- Observation of the functioning of regular teachers
- Observation of peer functioning and providing feedback and suggestions for improvement
- Preparation of case studies

- Planning and execution of action research
- Conducting sessions with children
- Designing and organisation of play activities
- Preparation of teaching-learning materials
- Assisting teachers in the organisation of assemblies, celebrations, picnics, music and dance activities, health check-ups, growth monitoring, parent teacher meetings, etc.

6.3. Selection of Placement Centre

The selection of the placement centre or institution has to be in tune with the objectives of the teacher education programme. For example, the placement centre for the certificate course in ECCE has to be an independent ECCE centre or ECCE section of a primary or secondary school. In the case of diploma programme in ECCE and early primary education, the placement ought to be in the ECCE centre / section as well as in a primary school. In the case of integrated diploma programme in ECCE and Primary Education, the trainees may be placed in the ECCE centre/class and in the primary school during the first and second year of the programme respectively. In the case of Post-graduate diploma in ECCE, the trainees' placement should be in the ECCE centre as well as in the ECCE teacher education institution.

6.4. Time Allocation

Ideally, in the ECCE teacher education programmes, the theory and practical components should be assigned equal weightage. In a one-year programme, approximately 1000 contact hours are available for curriculum transaction, out of which 500 hours should be allocated for the 'practical' component. In the two years programme, the allocation for practical work should be 1000 hours. The break-up for different activities / fields included in this component may be as under:

S. No.	Field / Activity	Weightage	Contact hours
1	Art and Craft	10 %	50
2	Stories and Rhymes	10 %	50
3	Performing Arts	15 %	75
4	Computer Education	15 %	75
5	Physical Education	10 %	50
6	Pre-field Placement Activities	10 %	50
7	Field Placement	30 %	150

The time allocation indicated above may be modified by the institutions depending on the syllabus outlines they evolve in respect of different fields and also in view of the resources available with them for carrying out these activities. It should be the responsibility of a teacher education institution to work out detailed syllabi for the 'practical' areas. The examining body should prescribe scheme for evaluating trainees' performance in the theory as well as 'practical' components.

EVALUATION

7.1. Introduction

The primary purpose of evaluation in any system of education is, no doubt, certification but it has the potential to guide and mould the transaction of curriculum in order to improve its quality. Like any other field of education, evaluation in ECCE teacher education must adhere to the basic principles of evaluation such as reliability, validity, dependability, objectivity, transparency, comparability etc.

The agency responsible for certification in ECCE teacher education, such as SCERT or Board of school education, must evolve an evaluation system, which adheres to the basic principles of evaluation, and also addresses the twin purposes mentioned above, namely, certification and transformation of curriculum transaction. The following suggestions may be considered at the time of finalisation of the scheme of evaluation in respect of an ECCE teacher education programme.

7.2. Objective-based Evaluation

The scheme of evaluation ought to be objective-based, that is, the objectives of the course or programme concerned should serve as the reference points for the proposed evaluation procedures and practices. The primary objective of a teacher education programme is to produce a teacher who possesses and / or has the potential to develop such professional skills and competencies as are necessary for discharging the responsibilities of a teacher in the contexts or situations in which he / she is placed. In addition to the over-all objective of teacher education mentioned above, each component and further, each sub-component of a major programme has its own specific objectives. Evaluation scheme should be such as has the potential to ascertain the extent to which the teacher trainees have realised the general and specific objectives of the programme. A goal directed or objectives driven evaluation scheme can be safely taken as a guarantee for goal directed curriculum transaction.

7.3. Basis for Certification

The question, 'what should be the basis for certification?', has remained paramount in the minds of policy makers ever since the inception of the modern system of education. Should it be exclusively based on the basis of the students' performance in the written and practical examination conducted externally at the end of the term or the students' performance during the entire academic session should inform the decision regarding certification? Obviously, continuous evaluation during the entire session is a better option because of the apparent flaws of the one-time term-end evaluation such as lack of reliability, objectivity, transparency, etc. Besides addressing the weaknesses of one-time term-end evaluation, continuous evaluation also introduces rigour and seriousness in the transaction of curriculum.

The certification in ECCE teacher education should be indicative of the trainees' current level of effectiveness as ECCE workers and should reflect their understanding of the process of child development and learning. It should also be indicative of their ability to design and use play activities and materials, ability to use context-specific methods and techniques of teaching, ability to reflect on problems and priorities of ECCE, and the ability to make use of a variety of skills like teaching skills, inter-personal skills, management skills and communication skills, and the ability to practise and live values like tolerance, affection for children, honesty, impartiality, etc. The evaluation in all components of teacher education, namely theory and practical, should be comprehensive enough to encompass all indicators of teacher effectiveness. This implies that the evaluation scheme should go beyond the evaluation of knowledge, understanding, skills and competencies and should essentially include evaluation of personality traits and values necessary for an effective teacher.

7.4. Internal and External Assessment

The concept of continuous evaluation is linked with the concept of internal assessment as the evaluation of students' performance at different points of time cannot and should not be organized externally, as only the faculty members responsible for teaching the students are best suited to monitor and assess students' progress on a continuing basis. Ideally, there should be no scope or very little scope for external assessment in the ECCE teacher education programme. However, there is a general perception as well as strong evidence that the assessment by teachers, many a time, is influenced by considerations other than the merit of students' performance, because of which the credibility of internal

assessment is very low with the employers and others concerned with the education and training of teachers.

On the other hand, the external assessment is considered to be more objective and impartial, and therefore, more credible. However, keeping in view the limitations as well as advantages of both internal and external assessment, there is need to evolve a judicious combination of the two in respect of different components of the teacher education programme. Instead of uniform weightage for internal and external assessment across components, the system of differential weightage may be adopted. The external and internal assessment may be assigned higher weightage for the theory and the practice components respectively.

7.5. Ensuring Objectivity and Transparency

There is no denying the fact that internal assessment, that is, trainees' assessment by their own teachers, is sometimes misused by the teachers in individual cases and in most of the cases it is too liberal and, therefore, is not indicative of the trainees' real performance. There is need to build safeguards against the misuse of internal assessment, which may include appointment of an 'Internal Assessment Committee' in each institution under the chairmanship of the Principal or some senior faculty member. The marks or grades assigned by the faculty members in different components should be reviewed and finalised by the committee. The collective assessment, obviously, neutralises the impact of prejudices or personal preferences. Another safeguard could be the requirement for the preparation of a 'Portfolio' by each trainee. The portfolio may include the following:

- Assignments or projects relating to theory courses duly evaluated by the faculty members
- Action research project report
- Scripts of periodical / terminal tests
- Charts, models and other audio-visual aids prepared by the trainees
- Tests or question banks prepared by the trainees
- Teaching-learning material (TLM) prepared by the trainees in the form of games, work sheets, art work
- Poems, stories, songs, nursery rhymes, etc.

- Case study report of children and institutions
- Book reviews / articles / letters to the editor
- Reports of study visits/ field visits, etc.
- Session plan note book

The items mentioned above are only suggestive. The institutions or the examining bodies may consider a few more items for inclusion in the portfolio. The 'Internal Assessment Committee' should have a look at the portfolio at the time of finalisation of awards.

7.6. Weightage for Internal Assessment

The weightage for internal assessment in the theory papers may be in the range of 20-25 %. It should be based on the trainees' performance in the periodical / terminal tests, assignments or project reports, etc. The student's assignments should be returned to them after evaluation along with the observations and suggestions of the concerned faculty members.

7.7 Viva-Voce Test

The students' performance in written examination, sometimes, may be deceptive, as it does not clearly indicate whether the students have fully understood the subject matter or have the ability to reflect on it. It may be based on the student's ability to reproduce the subject matter given in the textbooks or other study material. Likewise, in the 'Practical' component, the student might have submitted some items based on the material available in books or on the basis of work of other students. To overcome these weaknesses, it would be advisable to make provision for two viva-voce tests - one in respect of theory component and the second in respect of the 'Practical' component. The test may be conducted by a committee of faculty members. The viva-voce test may be based on discussion around such questions as are necessary to ascertain whether the student has picked up the ability to think independently and whether the material submitted by him / her are original and are relevant to the needs of young children.

7.8. Operationalising Continuous and Comprehensive Evaluation

To operationalise the policy of continuous and comprehensive evaluation, cumulative record of a student's performance in various components of teacher preparation programme

should be maintained in the form of 'Evaluation Portfolio,' by the tutor/class incharge in respect of each teacher trainee included in his/her tutorial group / class. The portfolio may include the following :

- Awards in the terminal / periodical tests
- Evaluation sheets in respect of assignments, projects, action research, test construction, book reviews, seminar presentations, case study, etc. relating to theory courses
- Observation sheets in respect of students' behaviour and performance during field visits and participation in co-curricular activities, celebrations, games and sports, competitions, quiz shows etc.
- Evaluation sheets in respect of students' performance in practical activities like music, art and craft, dramatics, computer applications, blackboard writing etc.
- Awards of viva-voce tests
- Assessment report furnished by the 'Guide teacher and incharge of the field placement centre or practice teaching school
- Assessment report of the faculty member incharge of the field placement centre

The tutor / class incharge should consolidate the awards given by different faculty members or school staff for presentation before the Internal Assessment Committee enabling them to have a look at the student's evaluation portfolio, vis-à-vis his / her 'professional portfolio'.

7.9. Avoiding Impressionistic Evaluation

To reduce the element of subjectivity in evaluation and to avoid the pitfalls of impressionistic evaluation, it is recommended that a teacher education institution should develop and use evaluation tools which may include rating scales, check lists, etc. in respect of each item included in the evaluation scheme. For example, the evaluation tool in respect of the students' written assignments, reports, etc. may include 3-5 point rating scales on criteria like adequacy, relevance, authenticity, originality, language comprehensibility and style of presentation of the subject matter.

The teacher education institution should also develop observation schedules in respect of trainees' participation and performance in various activities. The trainees' performance during the Field Experience programme or internship should be assessed by the Guide teacher and the Incharge faculty member with the help of proformae specially designed for the purpose.

In the case of integrated programme of ECCE and primary education, where the trainees are also required to teach different school subjects, a teaching effectiveness scale may be prescribed by the examining agency and should be used independently by the internal as well as external examiners. The scale may include ratings in respect of different indicators of teaching effectiveness like knowledge and understanding of the subject matter, ability to motivate students and sustain their interest, ability to make the presentation of subject matter interesting and lively, ability to encourage originality by engaging students in discussions through thought-provoking questions, ability to make proper use of illustrations and other teaching-learning aids, and the ability to communicate effectively. Each examiner may work out over-all score / grade on the basis of his / her ratings in respect of each item of the teaching effectiveness scale.

7.10. Grading System

In consonance with the worldwide trend, India is also moving in the direction of switchover from the marking to grading system in school examinations. Grades, instead of marks, are being used in many professional programmes. It is high time that the teacher education system also moves in this direction and adopts the grading system, both for theory and practical components. The rating scales ranging from 3 to 9 points may be used in respect of different components of the programme.

7.11. Reforming Question Paper Setting

An effective teacher is, no doubt, a reflective practitioner, that is, he / she should have the potential to think independently and devise and implement such strategies of curriculum transaction as can trigger original and creative thinking among children. To enhance effectiveness of prospective teachers, the teacher educators shall have to make conscious efforts to help them pick up the habit of reflection involving critical and creative thinking. Since curriculum transaction in our classrooms is geared to the demands of the external examination in vogue, it would be highly desirable to change the style of questions in the question paper, which will make it obligatory for the teacher educators to transform

their style of teaching. Instead of testing merely the knowledge objectives, the questions should be framed in such a way that these test the students' ability of independent thinking and the ability to apply the knowledge of theory to address day-to-day problems of schools and children's education.

7.12. Weightage for different Components

It has been recommended in this report that the theory and practical components of various ECCE teacher education programmes should be assigned equal weightage both in terms of marks allotment and time allocation. Within the two broad components, the weightage in terms of marks or grades for each sub-component should be, as far as possible, in proportion to its time allocation.

In sum, the evaluation scheme to be prescribed by the examining agency should be executed in an objective and transparent manner and the outcome of evaluation, which is the basis for certification, should be indicative of the trainees' current level of effectiveness in various dimensions of the profession of an ECCE teacher.

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