

## **ADVANCED DIPLOMA (NURSERY TEACHER TRAINING) – PART FOUR**

**Optional Early Certificate: - N/A**

**Syllabus:-**

<b>Sr. No.</b>	<b>Module Code</b>	<b>Name of Module</b>	<b>Credits</b>	<b>Total Marks</b>
1	ADNT141	Working with Children with Special Needs	5	100
2	ADNT142	School Organization & Administration	5	100
3	ADNT143	Foundation Course in Entrepreneurship & Management	4	100
4	ADNT144	Working with Parents and Community	5	100
5	ADNT145	School Experience Programme	5	100

**Module Name: WORKING WITH CHILDREN WITH SPECIAL NEEDS**

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

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

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

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

### **Unit 3: Understanding Developmental Problems and Delays in the Preschool Years**

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

#### **Unit 4: Understanding Developmental Problems in the Early Primary Years**

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

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

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

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

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

#### **Unit 7: Accessing Referral Services**

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

#### **Practicals**

1. Visit an inclusive school and speak to the teacher and administrators about the principles kept in mind while developing an inclusive classroom. Identify the nature of disability in children in the classroom, the child to adult ratio, the modifications made to the classroom infrastructure and equipment keeping in mind the child’s disability. Prepare a report which captures the visit and the aspects given alongside.
2. Identify two disabilities in children in the age-group of 3-8 years. Prepare two appropriate teaching aids for working with the children.
3. Develop a case study with a child with special needs. Carry out observations of the child in various settings – home, school, play, etc. Interview stakeholders to develop a comprehensive case study – parents, teachers, special educators, etc.

#### **SUGGESTED READINGS**

1. American Psychiatric Association. (2013). Diagnostic and Statistical Manual 5.
2. California Department of Education. (2009). Inclusion Works! Creating Childcare Programs that Promote Belonging for Children with Special Needs. Sacramento: California Department of Education.
3. Herbert, M. (2005). Developmental problems of Childhood and Adolescence. Malden, MA: Blackwell Publishing.
4. IGNOU Course material Certificate Course in Early Childhood Special Education Enabling Inclusion.
5. NCSE (2014). Children with Special Educational Needs. Information Booklet for Parents. National Council for Special Education. Trim, Co. Meath, Ireland.

6. Odom, S.L. & Diamond, K.E. (1998). Inclusion of Young Children with Special Needs in Early Childhood Education: The Research Base. *Early Childhood Research Quarterly*, 13, 1, 3-25.
7. Robinson, M. (2008). *Child Development from Birth to Eight: A Journey through the Early Years*. Maidenhead, UK: Open University Press.
8. Willis, C. (2008). *Creating Inclusive Learning Environments for Young Children*. Sage.
9. Willis, C. (2011). *Guidelines and Strategies for Children with Special Needs*. Lewisville, N.C.: Gryphon.

**Module Name: SCHOOL ORGANIZATION & ADMINISTRATION**

- 1. School organization of planning and management**
  - a. Concept of planning of school organization and management.
  - b. Fundamentals of organizational behavior, Motivation, concept of theories of motivation, work motivation, Reinforcing students behavior.
  - c. Communication –Meaning, process, types of communication- with school system and with other organizations, forms of communication.
  - d. Leadership - Meaning, Leadership style, appropriate leadership style, Teacher’s role as a leader and his responsibilities, Headmaster - his duties and qualities.
- 2. School Health Programme**
  - a. Location of Building - accessibility.
  - b. Cleanliness and Maintenance of school premises.
  - c. Beautification of school premises.
  - d. Facilities for Indoor, Outdoor play.
  - e. Importance of playground - its development and maintenance.
  - f. Criteria for selecting toys/books and other play equipment eg. safety, durability, age appropriate ness.
- 3. Planning of programme**
  - a. Time Table (Kinds, uses, Principles)
  - b. Students Activities (Assembly, Dramas, Debate, community singing, organising children’s competitions in Art and Creative writing, visits, tours and exhibitions)
  - c. Utilization of community resources.
- 4. Classroom Management**
  - a. Meaning and concept of classroom Management.
  - b. Ensuring effective classroom management and discipline.
- 5. School Records**
  - a. Needs and Importance of school records.  
Types of school records : Teacher’s Diary, Admission , withdrawl and SLC, file voucher attendance register, library book, issue register, stock register, salary being registered, free uniform distribution register, teacher attendance register, contingency distribution register, PTA records , expenditure voucher file, mid day meal register.

**Module Name: FOUNDATION COURSE IN ENTREPRENEURSHIP & MANAGEMENT**

- 1. Entrepreneurship:** Concept, value creation, entrepreneurial mindset-innovation and creativity, entrepreneurial decision making-use of biases and heuristics, risk bearing, social and commercial entrepreneurship.
- 2. Business:** Concept, types, facilitators and inhibitors of business, role of e-commerce and m-commerce, technological innovation and its viability, ethical considerations.
- 3. Market and Society:** Generation and utilization of resources, concept of market, exploring and segmenting the market, demand and supply factors, understanding customer adoption process.
- 4. Management:** Concept, function and culture of management, innovation and technology, managing finance, role of incentives and managing human resource.

## **Module Name: WORKING WITH PARENTS AND COMMUNITY**

### **Unit 1: Methods to Understand and Communicate with Community**

- Participant observation
- Focus Group discussion
- Taking notes and analysis of emerging points
- Preparing to communicate child development and learning concepts to parents
- Making materials for communication – use of metaphors, couplets, visuals

### **Unit 2: Understanding Parents and their Concerns**

- Interacting with parents of toddlers and understanding their ideas about their children and about upbringing.
- Understanding parental aspirations

### **Unit 3: Understanding a Village or Mohalla Community**

- Household Survey of an area caste religion gender etc. profiles status of children 3-8 in the community.
- Making community profiles.

### **Unit 4: Communicating with Parents and Community and Involving them**

- Communicating – early childhood concepts (child development, nutrition, early stimulation, inclusion, learning – language, emergent literacy, numeracy, cognition, socio emotional etc.) to community.
- Communicating provisions of early childhood policy and RTE and role envisaged of parents in ICDS and Primary school.
- Negotiating parents and community role in running learning centres, preprimary spaces, primary schools.
- Mentoring parents to provide atmosphere for age appropriate stimulus at home and in community viz. story telling conversation, sensory motor activities etc. Parents' role also in tracking nutrition, growth and development. Making parents aware of harms of introducing formal and rote learning at this stage.
- Communication of assessment of children to parents and community in comprehensible terms. Practicals
- Designing research tools to interview parents and local community members.
- Preparing documentary films /posters based on community interaction.
- Classroom presentations of field work.
- Project work on diverse aspects of interaction with parents and communities.

## **Module Name: SCHOOL EXPERIENCE PROGRAMME**