

ADVANCED DIPLOMA (NURSERY TEACHER TRAINING) – PART THREE

Optional Early Certificate: - Certificate (NTT)

Syllabus:-

Sr. No.	Module Code	Name of Module	Credits	Total Marks
1	ADNT131	Methodology of Teaching & Educational Evaluation	5	100
2	ADNT132	Diversity, Gender and Inclusive Education	5	100
3	ADNT133	Programme Planning	4	100
4	ADNT134	Creative Drama, Fine Arts & Education	5	100
5	ADNT135	School Culture, Leadership and Change	5	100

Module Name: METHODOLOGY OF TEACHING & EDUCATIONAL EVALUATION

METHODOLOGY OF TEACHING

Unit 1: Methodology & Teaching in pre-primary

- 1) Meaning, concept and significance of teaching methodology
- 2) Importance of play way method, Activity and project method & their uses.

Unit 2: Components of pre-school curriculum and methods of teaching

- 1) Physical development - Games and activities for young children
- 2) Intellectual development - play activities for small, large group team & pair games, Games & equipments.
- 3) Language development - development of four language skills, Conversation, narration description, rhymes, riddles, songs, stories, drama, games, puppetry, films, audio tapes and television.
- 4) Sensory and emotional development-Development of five senses - Seeing, hearing, touching and moving, tasting, smelling, Rhythm, music, creative drama.
- 5) Creative expression and aesthetic sense-painting, Drawing, paper craft, modeling , collage, pattern & design.

6) Teaching of environmental studies-methods of developing environmental awareness, Field trips collection, observation, experimentation, discussion, Games, Celebration of cultural and national festivals.

Unit 3: Organizing equipments for play activities.

- 1) Planning daily time table.
- 2) Planning the use of space.

Planning equipment & material.

Educational Evaluation

Unit 1: Concepts of evaluation, measurement, assessment and tests.

Unit 2: Need, importance & characteristics of Evaluation.

Unit 3: Approaches to evaluation - Formative evaluation, Summative Evaluation, Difference between Summative and formative Evaluation, External Evaluation, Internal Evaluation, Advantages and Limitations of External & Internal Evaluation.

Unit 4: Role of Evaluation, Teaching Learning Process, Diagnosis to overcome Deficiency in learning, Guidance to face Educational problems, prognosis and selection of right profession, importance of results of Evaluation to students, to teachers, To institutions. Course/Programme and school Evaluation.

Unit 5: Different tools and Techniques of Evaluation - Questionnaire and its types, Advantages Disadvantages, types of questionnaires-close-ended questions, open ended questions, characteristics of a good questionnaire, interview-Types of Interview- structured interview, Semi-Structured interview, In depth Interview, focused group discussion, observation, types of observation, Assessing pupil characteristics through observation, interpreting outcomes of observation, Limitations of observation method, Rating Scales-types of rating scales, Numerical scales, Graphic Scale, rating by cumulating points, standard scale, uses of rating scales, Limitation of rating scales.

Module Name: DIVERSITY, GENDER AND INCLUSIVE EDUCATION

Unit 1: Inclusive Education

- Forms of inclusion and exclusion in Indian education (marginalized sections of society, gender, children with special needs)
- Meaning of Inclusive Education
- Addressing Inequality and Diversity in Indian Classroom: pedagogical and curriculum concerns
- Understanding and exploring the nature of assessment for inclusive education

Unit 2: Children with Special Needs

- Historical and contemporary perspectives to disability and inclusion
- Range of learning difficulties
- Disability identification, assessment and interaction

- Approaches and skills for teaching children with learning difficulties

Unit 3: Gender, School and Society

- Social construction of masculinity and femininity
- Patriarchies in interaction with other social structures and identities
- Reproducing gender in school: Curriculum, text-books, classroom processes and student-teacher interactions
- Working towards gender equality in the classroom

Essential Readings

1. Baquer, A. and Sharma, A. (1998). *Disability Vs Challenges*. New Delhi: Can Publishers.
2. Bhattacharjee, N. (1999). Through the looking-glass: Gender Socialisation in a Primary School in T. S. Saraswathi (ed.) *Culture, Socialization and Human Development: Theory, Research and Applications in India*. New Delhi: Sage.
3. Frostig, M, and Maslow, P. (1973). *Learning Problems in the lassroom: Prevention and Remediation*. New York: Grune & Stratton.
4. Giffard-Lindsay, Katharine (2007). *Inclusive Education in India: Interpretation, Implementation, and Issues*. CREATE PATHWAYS TO ACCESS Research Monograph No 15, September. New Delhi: <http://eprints.sussex.ac.uk/1863/01/PTA15.pdf>
5. Jeffery, P. and Jeffery R. (1994). Killing My Heart's Desire: Education and Female Autonomy in Rural India. in Nita Kumar (ed.) *Women as Subjects: South Asian NUEPA. Histories*. New Delhi: Stree in association with the Book Review Literacy Trust, 125-171.
6. Ghai, A. (2001). Marginalization and Disability: Experiences from the Third World in M. Priestly (ed.) *Disability and the Life Course: Global Perspectives* Delhi: Cambridge University Press.
7. Ghai, A. and Sen, A. (1991). Play and the Mentally Handicapped Child. *Digest*, Vol. 4 (1).
8. Kumar, K. (2008). Anusuchit Jatiyon aur Janjatiyon ka Shaekshik Anubhav in Sureshchandra Shukla and Krishna Kumar (Eds.) *Shiksha ka Samajshastriye Sandarbh*. Delhi: Granthshipli (also available in English *Sociological Perspectives in Education: A Reader*)
9. Kumar, K. (1988). *What is Worth Teaching?* New Delhi: Orient Longman. Chapter 6: Growing up Male. 81-88.
10. Razzack, A. (1991). Growing Up Muslim. *Seminar, Identity: A Symposium on Definitions of the Self*, 387, 30-34.

Module Name: PROGRAMME PLANNING (Practical)

Module Name: CREATIVE DRAMA, FINE ARTS & EDUCATION (Practical)

Module Name: SCHOOL CULTURE, LEADERSHIP AND CHANGE

Unit 1: Structures and Processes of the Indian Education System

- types of schools within different administration bodies
- roles and responsibilities of education functionaries
- relationships between support organizations and the school
- understanding and interpreting educational policies that impact schools
- what is school culture, organization, leadership and management?

Unit 2: School Effectiveness and School Standards

- What is school effectiveness and how it is measured?
- Understanding and developing standards in education
- Classroom management and the teacher
- lesson plans, preparation for transaction and inclusive education
- communication in the classroom and multiple learning levels in the classroom

Unit 3: School Leadership and Management

- administrative leadership
- team leadership
- pedagogical leadership
- leadership for change
- change management

Unit 4: Change facilitation in Education

- Sarva Shiksha Abhiyan (SSA) experiences
- Equity in education
- Incentives and schemes for girl children
- Issues in educational and school reform
- Preparing for and facilitating change in education

Suggested Readings:

1. Batra, S. (2003). From School Inspection to School Support. In Sood, N. (ed) *Management of School Education in India*. New Delhi: NIEPA.
2. Early, P. and Weindling, D. (2004). A changing discourse: from management to leadership. In Early, P. and Weindling, D. (eds) *Understanding School Leadership*, UK: Paul Chapman Publications,
3. Fullan, M. (1993). Why Teachers Must Become Change Agents. In *Educational Leadership*, 50 (6).
4. Govinda, R (2001) *Capacity Building for Educational Governance at Local Levels*. Paper presented at the International Consultation on Educational Governance at Local Levels, Held at UNESCO, Paris 27-28 February 2001.
5. Majumdar, S. (1990). Infrastructure and Educational Administration". In Mukhopadhyay and Parkar, *Indian Education: development since independence*. New Delhi: Vikas Publications.
6. NCERT, Educational Statistics of India, New Delhi (issues of the last decade)
7. Senge, P. (2000). The Industrial Age System of Education. In *Schools that Learn*, London: NB, 27-58.