

***DIPLOMA (NURSERY TEACHER TRAINING) – PART ONE***

**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	ADNT111	Childhood and the Development of Children	5	100
2	ADNT112	Educational Technology & Teaching Skills	5	100
3	ADNT113	Health, Care and Nutrition of Children	4	100
4	ADNT114	Cognition, Learning and the Socio-Cultural Context	5	100
5	ADNT115	Basic Concepts of Education	5	100

**Module Name: CHILDHOOD AND THE DEVELOPMENT OF CHILDREN**

**Unit 1: Perspectives in Development**

- Introduction to development: concept and introduction to perspectives in development, humanistic psychology and developmental theory
- Enduring themes in the study of development: development as multidimensional and plural; Development as continuing through the life span; ways in which development is continuous / discontinuous? ; socio-cultural contexts influencing development
- Gathering data about children from different contexts: naturalistic observations; interviews; reflective journals about children; anecdotal records and narratives; clinical methods with reference to Piaget
- Inclusion: introduction and perspective, brief historical background, concept and notions associated with it

**Unit 2: Physical - Motor Development**

- Growth and maturation
- Gross and fine motor development skills in infancy and preschool children

- Role of parents and teachers in providing opportunities for physical-motor development eg. play

### **Unit 3: Social and Emotional Development**

- Basic understanding of emotions, how differential gender socialization occurs
- Personality development: Freud; psycho-social development-Erikson; influence of early childhood experiences on later personality.
- Social theories and gender development: meaning of gender roles; influences on gender roles, stereotypes, gender in the playground.
- Development of emotions: functions of emotions, attachment-Bowlby.

### **Unit 4: Childhood**

- Childhood as a modern construct; childhood in the context of poverty, globalisation and adult culture
- Commonalities and diversities within the notion of childhood and how multiple childhoods are constructed with particular reference to the Indian context.

### **Unit 5: Contexts of Socialization**

- Concept of socialization: family and adult-child relationships; parenting, child rearing practices
- Separation from parents, children in crèches; children in orphanages
- Schooling: peer influences, school culture, relationships with teachers, teacher expectations and school achievement; being out of school, overage learner
- Relationships with peers: friendships and gender; competition and cooperation, competition and conflict; aggression and bullying from early childhood to adolescence.
- Social, economic and cultural differences in socialization: implications for inclusion.

### **Suggested Readings:**

1. Cole, M., Cole, S. R. and Lightfoot, C. (2004). *The Development of Children*. New York: Worth Publishers. Chapter 1: The study of Human Development.
2. Newman, B. M. and Newman, P.H. (2007). *Theories of Human Development*. London: Lawrence Erlbaum Associates, publishers. Chapter 1: Introduction.
3. Papalia, D. E. and Olds, S. W. (2003). *Human Development*. New York: McGraw Hill Higher Education. Chapter 1: The Study of Human Development, Chapter 2: Theory and Research, Chapter 4: Physical Development During the First Three Years, Chapter 7: Physical Development in Early Childhood, Chapter 9: Physical Development in Middle Childhood.
4. Saraswathi, T.S. (Ed.) (1999). *Culture, Socialization and Human Development: Theory, Research and Applications in India*. Sage publications. Chapter 4: Theoretical Frameworks in Cross-cultural Psychology, Chapter 6: Individualism in a Collective Culture: A Case of Co-existence of Opposites.

5. Vasanta, D. (2004). Childhood, Work and Schooling: Some Reflections. *Contemporary Education Dialogue*, Vol. 2(1), 5-29.
6. Mukunda, K. V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 4: Child Development, 79-96.
7. Aries, P. (1965). *Centuries of Childhood-A social history of the family life*. Random House Inc. Chapter 1: The Ages of Life, Chapter 2: The Discovery of Childhood, and Conclusion - The two concepts of childhood.
8. Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 1: A Brief History of Developmental Psychology.
9. Kauffman et al (1993), *Exceptional Children*. Allyn & Bacon; 6th Ed edition, Boston, USA.

**Module Name:** EDUCATIONAL TECHNOLOGY & TEACHING SKILLS

1. Concepts of Technological Foundation of Education
2. National Development and Technology of Education
3. Aspect of Technology of Education
4. System Analysis and Training Psychology
5. Distance Education
6. Modes of Teaching
7. Theories of Teaching
8. Teaching Models
9. Strategies of Teaching
10. Teaching Techniques
11. Strategies of Communication
12. Strategies of Motivation
13. Development of Instructional Strategies
14. Construction of Programmed Instruction
15. Teaching Machines & Computer Assisted Instruction
16. Analysis Teaching Behaviour
17. Higher Techniques of Teaching
18. Practice of Teaching Skills

**Module Name:** HEALTH, CARE AND NUTRITION OF CHILDREN

**Unit 1: Concept of Health and Nutrition**

The unit talks about the concept of good health, good nutrition and planning of a balanced diet. It also includes some of the nutrition deficiency diseases, prevention and remedial measures

- Definition of good health and signs thereof.
- Basic five food groups, functions and sources.

- Nutritional values of foods available in the region.
- Planning a balanced diet.
- Deficiency diseases: symptoms due to low calorie intake, protein, vitamins, iron and iodine. Prevention and remedial measures.

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

Life begins at conception and therefore the required nutrition during pregnancy is essential for the health of mother and development of fetus.

- Importance of nutrition during pregnancy.
- Effect of malnutrition on the woman and her foetus.
- Planning of nutritious diet for pregnant woman.
- Diet of lactating woman

### **Unit 3: Care and Diet during Infancy and Childhood**

Various factors influencing health during infancy and childhood are highlighted.

- Factors influencing good health: cleanliness, hygiene, ventilation, sunlight, open spaces, climate. Clothing, personal hygiene, regular habits and routines.
- Air, water and noise pollution – importance of potable water, adulteration and additives in foods.
- Balance between indoor and outdoor play and sleep.
- Importance of breast milk and colostrum.
- Harmful traditional practices of not giving colostrum and breast milk during the first two days after birth.
- Use of galactogogues – traditional regional foods.
- Breast milk substitutes, formula preparation, correct proportion of water, cleanliness and sterilization.
- Supplementary foods – Planning diet according to region – weaning, liquid, semi-solid and solid.
- Increased requirement of nutrition with increase in age.
- Inculcating good diet habits.
- Different ways of increasing nutritional quality.
- Increasing nutrient density of meals and snacks.
- Care of skin, eyes, teeth, ears, nose, throat, hands, nails and hair.

### **Unit 4: Prevention and Treatment of Common Ailments and Infectious Diseases in Children**

For prevention of communicable childhood diseases along with common childhood diseases are included to make the teacher aware of them and take preventive measures where ever necessary and timely measure for treatment.

- Immunisation.

- Contagious/infectious disease – whooping, cough, measles, mumps, chicken pox, conjunctivitis, diphtheria.
- Gastro-intestinal ailments – diarrhoea, dehydration, preparation of ORS, vomiting, typhoid, worms, cholera, jaundice.
- Skin ailments – scabies, eczema. · Respiratory ailments – asthma, cold, cough, bronchitis.
- Tuberculosis and its symptoms.
- Dental ailments.
- Administration of First Aid – minor accidents, electric shock, burns, nose bleeding, drowning, dog bite, foreign body in ear, throat and nose, insect bite, sun stroke and fracture.

### **SUGGESTED READINGS**

- Cameron M. and Hofvander Y. (1983). Manual on Feeding Young Children and young children. Oxford University Press.
- Elizabeth K.E. (2010). Nutrition and Child Development. Hyderabad: Para Medical.
- Ghosh S. (1988). The feeding and care of young children. New Delhi: Voluntary Health Association of India.
- IGNOU: Study material for Diploma in Nutrition and Health.
- Park J E., Park K., Preventive & Social Medicine, Banarasidas Bhanot Publications.
- Srilakshmi B. (2011). Dietetics. New Age International (P) Limited Publications.

### **Module Name: COGNITION, LEARNING AND THE SOCIO-CULTURAL CONTEXT**

#### **Unit 1: Learning and Cognition**

- Learning: Concept of learning; processes of children’s learning, basic ideas of Behaviourism and its critique.
- Constructivism: Introduction to the concept; Piaget’s theory: what is learning, structures and processes of cognitive development, cognitive conflict characteristics of thought in different stages, implications for teaching-learning.
- Vygotsky’s theory- Introduction, the general genetic law, concept of ZPD, tools and symbols in development, implications for teaching.
- Information processing approaches: basic architecture of the mind (working memory, long term memory, attention, encoding and retrieval), knowledge organisation and learning as change in declarative memory; schema change or conceptual change; how these develop in a continuous fashion.
- Individual and socio-cultural differences in cognition: Understanding learning difficulties, terms of exclusion and inclusion and impact.

## **Unit 2: Play**

- Meaning of Play, characteristics, kinds and types of Play
- Play and its functions: linkages with the physical, social, emotional, cognitive, language and motor development of children; cross-cultural and socio-economic differences in children's play.
- Games and group dynamics, rules of games and how children learn to negotiate differences and resolve conflict.

## **Unit 3: Language and Communication**

- How do children communicate?
- Perspectives in language development (with references to how children acquire language at early age): Skinner; social learning theory of Bandura and Walters; Nativist- Chomskian perspective.
- Comparison of these theoretical approaches to arrive at a critique of behaviourism
- The uses of language: Turn taking, interactions, conversations, listening.
- Socio- cultural variations in language: accents, differences in communication, linguistic variation, implications for a multicultural classroom.
- Bilingual or Trilingual children: implications for teachers- multilingual classrooms; story telling as a pedagogic tool.

## **Unit 4: Self and Moral development**

- A sense of self: self-description, self-recognition, self-concept; self-esteem; social comparison; internalization and self-control.
- Moral development: perspective of Kohlberg and Carol Gilligan's critique; cultural variations in moral reasoning

## **Suggested Readings:**

1. Crain, W. (1992). *Theories of Development: Concepts and Applications*. (3rd Edition). New Jersey: Prentice Hall. Chapter 7: Kohlberg's Stages of Moral and Development, Chapter 8: Learning Theory: Pavlov, Watson, and Skinner, Chapter 9: Bandura's Social Learning Theory, Chapter 11: Freud's Psychoanalytic Theory, Chapter 12: Erikson and the Eight Stages of Life.
2. Elkind, D. (1976). *Child Development and Education*. Oxford University Press.
3. Harris, M. and Butterworth, G. (2002). *Developmental Psychology: a student's handbook*. New York: Taylor & Francis. Chapter 7: The beginnings of Language Development, Chapter 10: Social Development in Pre-school Years, Chapter 14: Social Development in the School Years.
4. Lefrancois, G. (1991). *Psychology for Teaching*. Wadsworth Publishing Co. Chapter 1: Psychology for teaching, Chapter 5: Thinking and remembering, Chapter 8: Intelligence and creativity.
5. Mukunda, Kamala, V. (2009). *What Did You Ask in School Today? A Handbook on Child Learning*. Noida: Harper Collins. Chapter 2: Learning, 22-50; Chapter 6: Moral Development, 117-146; Chapter 10: Emotions, Learning and Emotional Health, 222- 253.
6. Snowman, B. R. and Snowman, J. (1996). *Psychology Applied to Teaching*. 8th edition. Boston: USA: Houghton Mifflin. Chapter 2: Stage theories of Development, Chapter 7: Behavioural and

- Social learning theories, Chapter 8: Information Processing Theories, Chapter 9: Constructivist Learning Theory.
7. Bodrova, E. and Leong, D. (1996). *Tools of the Mind*. New Jersey: Merrill. Chapter 1: Introduction to the Vygotskian Approach. Chapter 2: Acquiring Mental Tools and Higher Mental Functions, Chapter 3: The Vygotskian Framework and Other Theories of Development and Learning, Chapter 4: The Zone of Proximal Development.
  8. Donaldson, M. (1986). *Children's Minds*. UK: Harper Collins Publishers Ltd. Chapter 1: The School Experience, Chapter 2: The Ability to Decentre.
  9. Gilligan, C. (1977). In a Different Voice: Women's Conception of Self and Morality. *Harvard Educational Review*, 47 (4), 481-517.
  10. Holt, J. (1967). *How Children Learn*. London: Penguin.
  11. Piaget J. (1997). Development and Learning. In Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.
  12. Siegler, R. and Alibali, M.W. (2005). *Children's Thinking*. (4th edition). New Jersey, USA: Prentice Hall. Chapter 1: An introduction to children's thinking, Chapter 3: Information-processing theories of development, Chapter 5: Sociocultural theories of development, Chapter 9: The development of social cognition.
  13. Vygotsky, L. S. (1997). Interaction between Learning and Development in Gauvian, M. and M. Cole. (eds.) *Readings on the Development of Children*. New York: W. H. Freeman.

**Module Name: BASIC CONCEPTS OF EDUCATION**

Unit 1. Concept of Education

Unit 2 Pre-Primary Education: Historical Perspective

- The Open Window
- UN Convention on Child's Rights
- Pre-Primary Education in India
- Inclusion of Early Childhood Learning as art of institutionalised education

Unit 3 Education and Philosophy

- Idealism, Naturalism and Pragmatism
- Application of the Above in Philosophy of Rousseau, Froebel, Gandhi and Tagore
- Development of Montessori Method

Unit 4 Child-Centric Education

- Concept of Child-Centric Education
- Characteristics of Child-Centric Education

- Implication in Pre-Primary Education

#### Unit 5 Co-Curricular Activities in Pre-Primary Education

- Concept of Co-Curricular Activity
- Different Types of Co-Curricular Activities
- Activity-based Education
- Freedom and Discipline
- Reward and Punishment