

## ***DIPLOMA (PRIMARY 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	ADPT111	Childhood and the Development of Children	5	100
2	ADPT112	Educational Technology & Teaching Skills	5	100
3	ADPT113	Children's Physical and Emotional Health, School Health and Education	4	100
4	ADPT114	Child Psychology and Learning	5	100
5	ADPT115	Teaching of Hindi	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:** CHILDREN'S PHYSICAL AND EMOTIONAL HEALTH, SCHOOL HEALTH AND EDUCATION

**Unit 1: Understanding Health and Well- Being**

- The meaning of health and well-being
- Biomedical versus social health models
- Understanding the linkages between poverty, inequality and health
- Web of causation; Social determinants of health- stratification structures, food, livelihood, location, sanitation, access to health services etc.

**Unit 2: Understanding Children's Health Needs**

- Reciprocal Linkage between Health and Education
- Childhood Health Concerns, Hunger and Malnutrition- meaning and measures and country/state data
- Morbidity Mapping- Methods, observation, daily notes
- Methods to understand children's health perceptions and self assessment of health

**Unit 3: Health of Children in the Context of School**

- Mid Day Meal Programme: Rationale, Objectives, Components, Functioning, Concept of Classroom Hunger
- Measuring the „Health of the School“: Issues of Water, sanitation, toilets etc.
- Concept of „Culture of the Programmes“
- Role of the teacher and engagement with the programmes
- Capturing children's perceptions on food, work, play, Mid Day Meal etc

**Suggested Readings:**

1. *Aao Kadam Uthaein: Ek Sahayak Pustika*, USRN-JNU, New Delhi. (A resource tool/book for schools to address issues of health infrastructure and programmes)
2. Baru, R. V. (2008). School Health Services in India: An Overview. Chapter 6 in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage publication, 142-145.
3. CSDH, (2008), *Closing the gap in a generation*, Executive Summary of the Final Report of the Commission on Social Determinants of Health, WHO, WHO, Geneva, 0-9.
4. Deshpande, M., R.V. Baru and M. Nundy, (2009). *Understanding Children's Health Needs and Programme Responsiveness*, Working Paper, New Delhi: USRN-JNU
5. *Midday Meals- A Primer*, (2005). *Right to Food Campaign*, Delhi.
6. Ramachandran, V., Jandhyala, K. and Saihjee A. (2008). Through the Life Cycle of Children: Factors that Facilitate/Impede Successful Primary School Completion in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage
7. Ashtekar, S. (2001), Health and Healing: A Manual of Primary Health Care, *Chapter 36- Childhood Illnesses*, Chennai: Orient Longman.
8. Deshpande, M. R. Dasgupta, R.V. Baru and A. Mohanty, (2008). The Case for Cooked Meals: Concerned Regarding Proposed Policy Shifts in the Mid-day Meal and ICDS Programs in *Indian Paediatrics*, 445-449

9. Dasgupta, R., Baru, R.V. Deshpande, M. and Mohanty, A. (2009). *Location and Deprivation: Towards an Understanding of the Relationship between Area Effects and School Health*, Working Paper, New Delhi: USRN-JNU.
10. Samson, M., Noronha, C., and De, A., (2005). Towards more benefit from Delhi's Mid- Day Meal Scheme; in Rama V. Baru (ed.) *School Health Services in India: The Social and Economic Contexts*, New Delhi: Sage.
11. Zurbrigg, S., (1984), *Rakku's Story- Structures of Ill Health And Sources of Change*, Centre for Social Action, Bangalore, 19-41, and Chapters 1 and 2.

**Unit 1: Developing a Critical Perspective towards Health Education and Pedagogical Aspects of Teaching Health**

- Critical Reflection on the concept of Health Education Behaviour Change models v/s Health Communication approach
- Case Studies of Health Education approaches - eg: Eklavya, Madhya Pradesh, FRCH, Maharashtra, School Health Education Project, Swami Vivekananda Youth Movement, Karnataka etc.
- School Health Curriculum Areas- CBSE, Other thematic outlines (eg: Eklavya, SHEP, FRCH, Unicef (Nali kali Strategy- School Sanitation and Hygiene Education)

**Unit 2: Knowledge and Skills Development for Health Education:**

- Food and Nutrition;
- Communicable Diseases;
- Understanding One's body, Alternative systems of health and healing;
- First Aid (Workshop Mode);
- Child Abuse: This sub theme explores the meaning of abuse; its various forms and impacts; legal provisions. It also covers issues of corporal punishment and child sexual abuse. The idea is to build awareness/reflection as well as equip with basic skills/information to be able to respond to such situations as a teacher.
- Principles and benefits of Yoga

**Unit 3: Understanding Emotional Health Needs, Diversity and Inclusion**

- Understanding Emotional Health- self reflective journey
- Emotional Health- Physical Health- Cognition linkages
- School Practices and what these do to a child's emotional well-being
- Diversity in the classroom- different learners, different needs and the concept of inclusion
- Learning Disabilities and engagement in the classroom

**Unit 4: Physical Education as integral to health and education**

- Need for Physical Education; Linkages to health and education
- Physical Education and „Play“
- Supervising and guiding children
- Development of team spirit, coordination, cooperation
- Diversity in capabilities and interests

**Suggested Readings:**

1. Agarwal, P. (2009). Creating high levels of learning for all students together, *Children First*, New Delhi. (Hindi and English).
2. Ashtekar, S. (2001), *Health and Healing: A Manual of Primary Health Care*, Chapters 1, 3, 7, 8, 40. Chennai: Orient Longman.

3. Iyer, K. (2008), *A look at Inclusive Practices in Schools*. Source: RRCEE, Delhi University,
4. Sen, S. (2009), *One size does not fit all children*, Children First, New Delhi. (Hindi and English)
5. Shukla, A. and Phadke, A. (2000). Chapter- 2, 3, 4, 6 and 8. *Swasthya Sathi: Bhag 1*, Pune: Cehat.
6. VHAI (Voluntary Health association of India, 2000). *Mahamari ka roop le sakne wali beemariyan/swasthya samasyaein*, New Delhi: VHAI. (Hindi and English Versions).
7. *Chhodo Re Chhadi*, (2007). Plan India, Delhi. (Resource book on Corporal Punishment)
8. Infocus Vol 2, No 2, March, 2009, *Zero Tolerance for Corporal Punishment*. Newsletter of the National Commission for Protection of Child Rights (NCPCR), New Delhi.
1. 9. Infocus, Vol 2, No 3, August, 2009, *More guidelines to stop Corporal Punishment*. Newsletter of the National Commission for Protection of Child Rights (NCPCR), New Delhi.

**Module Name:** CHILD PSYCHOLOGY AND LEARNING

**Unit -1: Child Psychology**

- Meaning of Child Psychology
- Nature of Child Psychology
- Dr. Montessori's Work on Child Psychology
- Originality of Montessori's Psychology

**Unit-2: Growth and Development of Child**

- Concept of Growth and Development
- Stages of Development
- Determinants of Development: Heredity and Environment
- Dr. Montessori's View on Child Development
- Theory of the Montessori Method: Unique position of Man at Birth and the Laws of Natural Development

**Unit-3 Developmental Characteristics of Children in the Pre-School Years**

- Physical Development
- Mental/Cognitive Development
- Emotional Development
- Social Development
- Role of Teachers and Parents

**Unit-4: Individual Difference, Motivation and Creativity**

- Meaning and Types of Individual Difference
- Educational Implication of Individual Difference
- Concept and Importance of Motivation and Techniques of Motivation
- Concept and Importance of Creativity and Strategies for Fostering Creativity

**Unit-5: Learning Process**

- Concept of Learning
- Nature of Learning
- Types of Learning
- Theories of Learning
  - Theory of Trial and Error Learning
  - Theory of Conditioning (Classical and Operant)

- Montessori's Theory of Learning

**Module Name: TEACHING OF HINDI**

1. Nature of Modern Hindi
2. Impact of Hindi on Modern Communities
3. Globalization and Hindi
4. Development of Hindi Education in India
5. Concept and Impact of Hindi
6. Need and Place of Hindi in School Curriculum
7. Aims and objectives of Teaching Hindi
8. Behavioral Objectives
9. Hindi Curriculum
10. Good Hindi Teacher
11. Hindi Kits
12. Practical Work in Hindi
13. Method of Teaching Hindi
14. Techniques of Teaching Hindi
15. Historical Background of Hindi
16. Meaning , Nature, Importance and Place of Hindi in School