

Mahatma Gandhi College of Education

Programme Overview:-

Mahatma Gandhi College of Education is offering various teachers Training Diploma Programmes. One of them is Nursery Teacher Course which has been designed by our expert faculty members.

The child during the first three years of his/her age, becomes accustomed to the home and or day care environment. The absence of such atmosphere makes him/her unsecured. At the same time he/she is to be mentally prepared for admissions to a primary school. He /she needs a congenial transition from home/day care centre to primary school. The proper place for such a transition is an ideal pre-primary or nursery school where he/she should be suitably blossomed and mentally prepared for admission to the primary section. Only the persons trained in the right perspective can develop the children during this phase of their life. The present course, NTT (Nursery Teacher Training) has been designed to train the prospective nursery teachers who would be shouldering the responsibility of educating the tiny tots for entering the primary school.

Career Prospects :-

The primary aim of this course is to train teachers for nursery schools. However, depending upon the attitude and aptitude of the persons trained through this course, the following avenues will also be available to them:

- Setting up and running crèches/day care centers.
- Opening workshops for producing educational toys for children.
- Accepting jobs of child care takers.
- Opening own nursery school.
- Authoring books for children.
- Setting up Tiffin-service for the school going children.
- Working as Balwadi teachers being run by NGO's.
- Looking after own child.
- Work as remedial teachers for the weak students in various schools.
- Promoting support – services to UEE agencies.
- Serving the pre-school children in foreign countries

1. Title of the Programme : Diploma in Nursery Teacher Training
2. Minimum Duration of the Programme : 1 Years {2 Semesters}
3. Maximum Duration of the Programme : 2 Years
4. Weather Listed in Section (22) of UGC Act : Yes
5. Level of the Programme : UG-II
6. Eligibility : 10+2 or eq.
7. Optional Early Exit Certification : Not Applicable
8. Credit Transfer : Not Applicable
9. Skill Based Credit Transfer : Not Applicable
10. Lateral Entry : Not Applicable

11. Programme Contents :-

S. No.	Name of Subject	Credits	Internal Marks	External Marks	Total Marks
	Liberal Art				
1	Foundation course in Hindi				
2	Foundation Course in English				
3	Foundation Course in Information Technology				
4	Foundation Course in Entrepreneurship & Management				
	Core				
5	Child Development				
6	Health and Physical Education				
7	Teaching of Hindi				
8	Early Childhood Care And Education In Emerging India				
9	Programme Planning For ECCE				
10	Working With Parents and Community				
	Practical				
11	Study through ICT technology				
12	Performing Art (Practical)				
13	Visual Arts and Craft Work (Practical)				

12. Detailed syllabus: -

S. No.	Name of Subject	Credits	Internal Marks	External Marks	Total Marks
1	Foundation course in Hindi				
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Subject Name: Foundation Course in English

Objectives:-

- To enrich the vocabulary which would help the ETE trainees to use appropriate language accordingly.
- To make the students speak fluently with confidence.
- To develop the skills of presentation of the views.
- To develop the habit of intonation, correct pronunciation with phonetics.
- To develop the understanding of creative writing including expressing their views about any topic.

Course Content:-

Unit 1: Vocabulary

- 1.1 Prefix and Suffix
- 1.2 Synonyms
- 1.3 Antonyms

Unit 2: Kinds of nouns

- 2.1 Common Nouns
- 2.2 Proper Nouns
- 2.3 Collective Nouns
- 2.4 Abstract Nouns

Unit 3: Numbers & Genders

- 3.1 Singular and Plurals
- 3.2 Masculine and Feminine Genders

Unit 4: Verbs & Adverbs

- 4.1 Transitive and Intransitive Verbs

Unit 5: Adjectives and Comparisons

Unit 6: Tenses

- 6.1 Present Tense
- 6.2 Past Tense
- 6.3 Future Tense

Unit 7: Types of Sentences

- 7.1 Declarative
- 7.2 Interrogative
- 7.3 Imperative
- 7.4 Exclamatory
- 7.5 Negative

Unit 8: Conjunctions

Unit 9: Direct & Indirect Speech

Unit 10: Creative Writing

- 10.1 Paragraph and story Writing
- 10.2 Story Telling
- 10.3 Extrapolation

Unit 11: Poems / Prose

Three Poems and three prose lessons with brief biographies of the authors of different periods.

- 11.1 Expressions
- 11.2 Factual / Descriptive Passages
- 11.3 Intonation

Unit 12: Dramatization

- 12.1 Dialogue Delivery
- 12.2 Acting Skills
- 12.3 Two Plays

Practical Activities:

Collection, Themes, Summaries of the following:

- Story writer and their stories(3)
- Poets and their poems(3)
- One act Plays and their authors(2)

References:

- Chastin, K.: The Development of Modern Languages Skills – Theory to Practice, Chicago: Rand Me Neily(1971).
- Doff, A.: Teach English , London: CUP(1985)
- Johnson, K.: Communicative Syllabus Design and Methodology, Oxford, Pergamon Press.(1983)
- Morgan & Rinvolucari : New Ways of Dictation, London: Longman.(1991)
- Spratt., M.: English for the Teachers, London: CUP(1995)
- Sterne, SS: Fundamental Concepts in language Teaching. New York: Longman

Foundation Course in Information Technology

Objectives :

The Pupil teacher will be able to-

- Establish the need & significance of Information Technology
- Identify the parts inside the system unit
- Explain how to work on spreadsheet word processor
- Describe Communication via internet
- Make Power point presentations
- Identify and describe common output devices

Course Content :

Unit 1: Introduction to computer

- 1.1 Need & Significance of Information Technology
- 1.2 What is computer?
- 1.3 Characteristics of Computers
- 1.4 Basic Applications of Computer
- 1.5 Components of Computer System
 - (i) Central Processing Unit(CPU)
 - (ii) VDU, Keyboard and Mouse
 - (iii) Other input/output Devices
 - (iv) Computer Memory
 - (v) Concepts of Hardware and Software
- 1.6 Classifications of computers
- 1.7 Representation of data/Information concepts of data processing
 - (i) Definition of Information and data
 - (ii) Basic data types
 - (iii) Storage of data/Information as files

Unit 2: Introduction to Windows

- 2.1 What is an operating system and basics of Windows
- 2.2 The User Interface
 - (i) Using Mouse and Moving Icons on the screen
 - (ii) The My Computer Icon
 - (iii) The Recycle Bin
 - (iv) Status Bar, Start and Menu & Menu selection
 - (v) Running an Application
 - (vi) Windows Explorer Viewing of File, Folders and Directories
 - (vii) Creating and Renaming of files and folders
 - (viii) Opening and closing of different Windows
- 2.3 Windows Setting
 - (i) Control Panels
 - (ii) Wall paper and Screen Savers
 - (iii) Setting the date and Sound
 - (iv) Concept of menu Using Help
- 2.4 Advanced Windows
 - (i) Using right Button of the Mouse
 - (ii) Creating Short cuts
 - (iii) Basics of Window Setup
 - (iv) Notepad
 - (v) Window Accessories

Unit 3: Elements of Word Processing

- 3.1 Word Processing Basic
 - (i) An Introduction to Word Processing
 - (ii) Opening Word Processing Package
 - (iii) The Menu Bar
 - (iv) Using the Help
 - (v) Using the Icons below menu bar
- 3.2 Opening Documents and Closing documents
 - (i) Opening Documents
 - (ii) Save and Save AS
 - (iii) Page Setup

- (iv) Printing of Documents
- (v) Display/Hiding of Paragraph Marks and Inter Word Space
- 3.3 Moving Around in a Document
 - (i) Scrolling the Document
 - (ii) Scrolling by line/paragraph
 - (iii) Fast Scrolling and Moving Pages
 - (iv) Using a Document/Help Wizard
- 3.4 Text Creation and Manipulation
 - (i) Paragraph and Tab Setting
 - (ii) Text Selection
 - (iii) Cut, copy and paste
 - (iv) Font and Size selection
 - (v) Bold ,Italic and Underline
 - (vi) Alignment of Text: Center, Left, right and Justify
- 3.5 Formatting the Text
 - (i) Changing font, Size and Color
 - (ii) Paragraph indenting
 - (iii) Bullets and Numbering
 - (iv) Use of Tab and Tab setting
 - (v) Changing case
- 3.6 Handling Multiple Documents
 - (i) Opening and closing of Multiple documents
 - (ii) Cut, Copy and Paste across the documents
 - (iii) Saving of Clip boards
- 3.7 Table Manipulation
 - (i) Concept of table: Rows Columns and Cells
 - (ii) Draw Table
 - (iii) Changing cell Width and Height
 - (iv) Alignment of Text in Cell
 - (v) Copying of cell
 - (vi) Delete/insertion of row and columns
 - (vii) Borders for Table
- 3.9 Printing
 - (i) Printing
 - (ii) Print Preview
 - (iii) Print a selected page

Unit 4: Spread Sheet

- 4.1 Elements of Electronics Spread Sheet
 - (i) Application/usage of Electronic Spread Sheet
 - (ii) Opening of Spread Sheet
 - (iii) The menu bar
 - (iv) Creation of cells and addressing of cells
 - (v) Cell inputting
- 4.2 Manipulation of cells
 - (i) Enter texts numbers and dates
 - (ii) Creation of tables
 - (iii) Cell Height and Widths
 - (iv) Copying of cells
- 4.3 Providing Formulas
 - (i) Using basic functions / formalism a cell
 - (ii) Sum function
 - (iii) Average
 - (iv) Percentage

- (v) Other basic functions

Unit 5: Computer Communication and Internet

- 5.1 Basic of Computer networks
 - (i) LAN
 - (ii) WAN
- 5.2 Internet
 - (i) Concept of Internet
 - (ii) Application of Internet
- 5.3 Service on Inter Net
 - (i) WWW and web-sites
 - (ii) Electronic mails
 - (iii) Communication on Internet

Unit 6: WWW

- 6.1 Web Browsing software
 - (i) Internet Explorer
 - (ii) Netscape Communicator
- 6.2 Surfing the Internet
 - (i) Giving the URL address
 - (ii) Search
 - (iii) Moving Around in a web-site
 - (iv) Printing or saving portion of web pages
 - (v) Down loading
- 6.3 Chatting on Internet
- 6.4 Basic of electronic mail and using it
 - (i) What is an Electronic mail
 - (ii) Email addressing
 - (iii) Mailbox: Inbox and outbox
 - (iv) Viewing an email
 - (v) Sending an Email
 - (vi) Saving mails

Unit 7: Making Small Presentations

- (i) Difference between presentation and document
- (ii) Using Power Point
- (iii) Opening a Power Point Presentation
- (iv) Using Wizard for creating a presentation
- (v) The emphasis should be to correlated the syllabus with daily application in the school setup.

Practical Activities:

- 1) The student needs to be exposed/shown various components and supposed how to witch on a computer.
- 2) More stress is on practical. Allow the student freely the computer experience each command rather than explaining in a theory class.
- 3) Make a Presentation on power point.

References:

- C.S. French : Data Processing and Information Technology, BPB Publications (1998)
- Guy Hart-Davis :The ABCs of Microsoft Office 97 Professional edition, BPB Publications, (1998)
- Karl Schwartz : Microsoft Windows 98 Training Guide, (1998)
- P.K Sinha : Computer Fundamentals, BPB Publications (1992)

Foundation Course in Entrepreneurship & Management

Objectives:

- Create awareness about entrepreneurship
- Stimulating the potential to develop entrepreneurship orientations through innovation & creativity
- Understanding relationship among entrepreneurial avenues, market & society
- Understanding the role of management in creating and maintaining the organization

Course Content :

Unit 1: Entrepreneurship

Concept, value creation, entrepreneurial mindset-innovation & creativity, entrepreneurial decision making use of biases & heuristics, risk bearing, social & commercial entrepreneurship.

Unit 2: Entrepreneurial avenues

Relating to elementary education, common qualities for such ventures, scope of each avenues.

Unit 3: Electronic Media & Elementary School Entrepreneurial avenues

Unit 4: Market & Society:

Generation & utilization of resources , concept of market , exploring & segmenting the market, demand & supply factors, understanding customer adoption process.

Unit 5: Management:

Concept, function & culture of management, innovation & technology, managing finance, role of incentives & managing human resources.

Practical Activities :

1. Project of planning a day care centre
2. A visit to an NGO engaged in the welfare of pre- primary children and to write a report on its activities.
3. A visit to an 'Anganwadi/Balwadi' centre & to write a report on its activities

References :

- Bansal, Rashmi connecting the Dots. Westland Inc. PP 1-35(2012)
- Gladwell, Malcolm Outlines : The story of success. Allen Lane Penguin Book. PP 35-68 (2008)
- Scarborough, Nouman M. Essentials of Entrepreneurship & small Business Management (6.ed). Puentice Hall. PP 32-68 (2011)
- William, Chui P MGMT4. South Western Language learning . PP 119-128 (2012)

Child Development

Objectives:

- To understand the concept, scope and significance of child development.
- To know the principles involved in human growth and development.
- To use various tools and techniques for studying the child behavior.

- To differentiate between growth and development.
- To know the milestones of development.
- To appreciate the importance and need of development of learners integrated personality.

Course Content:

Unit 1: Introduction to Child Development

- 1.1 Child development – its concept, scope and significance
- 1.2 Importance of study of child development for pre-primary.

Unit 2: Growth and Development.

- 2.1 Concept of Growth and Development.
- 2.2 Principles of Development.
- 2.3 Factors affecting Development.
- 2.4 Genetic
- 2.5 Environment.

Unit 3: Developmental needs of pre-school children.

- 3.1 Milestones of Development.
- 3.2 Development aspects:(Physical, motor, language, social, emotional and cognitive).
Approaches to understand learner’s behavior at pre-school stage.
- 3.3 Observation
- 3.4 Interview
- 3.5 Anecdotal records
- 3.6 Case study

Unit 4: Personality Development.

- 4.1 Meaning and definition of personality.
- 4.2 Characteristic and development of integrated personality with special reference to concept and habit formation

Practical Activities:

1. Observing, recording and reporting about behavioral aspects of the learner through Checklist.
2. Growth Monitoring at various stages.
3. Comparative study of play habits of two children of the same age group / different age groups, of same sex/different sex.

References:

- Bevil, V.K. Researchers in child development, New Delhi: NCERT (1990)
- Cass, J.E. : Helping children grow through play, Schocken books, New York (1973)
- Dash U. N and Kaur, B.C. Future of Knowledge development Psychology (199)
- Hisra, G & Tripathi, K. N. The concept and context of development (1993).
- Ramanujan, A.K. is there an Indian way to thinking An informal essay. In H. Mauriott (Ed.) Indian through Hindu Categories New Delhi: Sage (1990)

Health and Physical Education

Objectives:

- Appreciate the need of health and physical education in the total curriculum.

- Identify common postural defects among preprimary students and suggest remedial treatment.
- Provide first-aid for minor ailments.
- Plan, organise, and conduct activities and practice directly related to the life style of children in order to make them health conscious.
- Acquire knowledge of various communicable diseases and to be able to protect them.
- Organise intramural and extramural competitions.
- Arrange healthy recreation and inculcate the sportsmanship spirit.
- Appreciate rich, cultural heritage of India in the area of Health and Physical Education Especially in relation to yoga.

Course Content:

Unit 1: Concept of Health Education

- 1.1 SIGNIFICANCE OF HEALTH
- 1.2 Relationship between health and socio-economic development.
- 1.3 Meaning and concept of health.
- 1.4 Main elements of health or characteristics of a healthy person.
- 1.5 Community health and personal health.
- 1.6 Meaning of health education.
- 1.7 Objectives of Health education.
- 1.8 Scope of health education.
- 1.9 Health education and physical education.
- 1.10 Personal and social aspects of health education.
- 1.11 General aims and objectives of health education in schools.
- 1.12 Specific objectives of health education at different stages.

Unit 2: Psychological Aspects of Physical Education

- 2.1 Warming up and conditioning, General and specific exercises (Physical activities).
- 2.2 Types and Techniques of motivation.
- 2.3 Common sports injuries and their prevention.

Unit 3: Physical Fitness and Wellness

- 3.1 Meaning and importance of Physical fitness and wellness.
- 3.2 Components of physical fitness and wellness.
- 3.3 Factors affecting physical fitness and wellness.
- 3.4 Principles of physical fitness development.

Unit 4: Sports and Nutrition

- 4.1 Balanced diet
- 4.2 Elements of diet.
- 4.3 Components of diet.
- 4.4 Role of Diet in performance.

Unit 5: Yoga

- 5.1 Meaning and importance of Yoga
- 5.2 Elements of yoga.
- 5.3 Role of yoga in sports, asanas, Pranayams and meditation.
- 5.4 General guidelines for practicing yoga asans.

5.5 Health needs of the child and yoga.

Unit 6: Postures

- 6.1 Meaning and importance of proper postures.
- 6.2 Characteristics of good postures.
- 6.3 Major adverse effects of poor posture.
- 6.4 Causes of poor posture.
- 6.5 Identification of common posture deformities among students.
- 6.6 General Remedial measures of proper posture.
- 6.7 Specific postural defects and physical education or exercises for improving postures.

Unit 7: Safety Education

- 7.1 Meaning of safety and its importance.
- 7.2 Accidents and needs for safety at different age groups.
- 7.3 Measures for minimizing accidents at home and school.
- 7.4 Common accidents at home.
- 7.5 Common accidents in schools.
- 7.6 Safety at playground.
- 7.7 School transport safety.
- 7.8 Safe drinking water.

Unit 8: First Aid-Meaning, Scope and Principles of First Aid

- 8.1 Meaning and origin.
- 8.2 The scope of first aid.
- 8.3 Qualities of first aider.
- 8.4 Basic principles of rendering first aid or managing the accidents.
- 8.5 First aid box: contents
- 8.6 First aid for different types of accidents.
- 8.7 Needs
- 8.8 Emergencies.

Unit 9: Communicable Diseases

- 9.1 Meaning and types of diseases.
- 9.2 Communicable diseases and their classification.
- 9.3 Measures of prevention and control of communicable diseases.
- 9.4 Cholera, Tuberculosis (T.B.), whooping cough, Malaria, Typhoid or enteric fever, Diarrhoea, influenza, Jaundice, Rabies, etc.

Practical Work:

- 1.Callisthenics : Physical exercises. Tables of 6 to 8 exercises.
- 2.Combatives : Hand Pull, Hand Push, Toe Touch, Back Lifting.
- 3.Lead-up-games : Toy games, throw ball.

References:

- Alferman, C. Lee M.J. and Wirth S, Leadership Behaviour and motivational climate as antecedents of adolescent Athletes skill development, Athletic Insight, the online Journal of sport psychology (2005)
- Amster, EA Wilmore, JH. Demaria, AN - Exercise in cardiovascular health and disease / York Medical Books (1971)\

- Bhavanani, Dr. Ananda Balayogi-A primer of Yoga Theory Dhivyananda creation, Iyyanae Nagar, Pondicherry (2008)
- Hard L. Jones G and Gauld - Understanding psychology preparation for sport Theory and practice of elite performers, Wiley Blackwell (1996)
- Wakharekar DG Manual of Physical Education Bombay Pearl Publication Pvt. Ltd. (1967)
- William, J.M. and Wildmeyer, W.N. The cohesion performance outcome relationship in a co-activity sport journal of sport and exercise psychology 13, 364, 371 (1991)
- Williams, J.F. Principles of Physical education London, W. B. Saunders Co. (1964).

Early Childhood Care And Education In Emerging India

Objectives:

- To enable the pupil teacher to define the concept and types of education in India (ECCE).
- To make the trainees Understand the nature, significance and objectives of early childhood Care and education.
- To enable the pupil teachers to understand the growth and development of child in early stage.
- To respect the various contributions of different institutions in the development of early childhood care and education.
- Provide necessary information regarding the national programmes of ECCE.

Course Content

Unit-1: Essentials of early childhood care and education

- 1.1 Meaning
- 1.2 Nature, significance and objectives

Unit-2: Early childhood initiatives

- 2.1 Early childhood initiatives
- 2.2 Concept of 3 R's (Writing, Reading, Arithmetic)

Unit-3: Major contributions of different institutions in the development of ECCE.

- 3.1 Central Social Welfare Board (CSWB).
- 3.2 Indian Council for Child Welfare (ICCW).
- 3.3 National Council for Educational research and training (NCERT).
- 3.4 National Institute of Public co-operation and child development (NIPCCD).
- 3.5 United Nations International children Emergency Fund (UNICEF).
- 3.6 Green hills welfare society (GHWS).
- 3.7 Rural herbal development and literary society (RHDLS)
- 3.8 Rural mahila welfare society (RMWS).
- 3.9 Sanskar Bharati Arunachal Pradesh (SBAP)

Unit-4: Major Programmes / Schemes in ECCE

- 4.1 Integrated child development Services (ICDS)

- 4.2 Balwadis
- 4.3 SOS village
- 4.4 Mobile Creches

Practical Activities:

Visit to the following institutions and report on any one of the following:

- 1) Anganwadi
- 2) SOS village
- 3) Balbhavan

References:-

- "Country strategy for India (CAS) World Bank (2009-2012).
- "Education faces lawmakers test" Retrieved (2011-08-28)
- "Govt launches Rashtriya Uchchatar Shiksha Abhiyan for bouldering Higher Education". Retrieved Oct. (2013)
- "Indian Literacy Rate" UNICEF Retrieved 10 Oct. (2013)
- SBN 978-81-7648-932-4 Retrieved 11 Jan. (2013)
- Kaul Venita, "Early childhood education programme" (1991)
- NCERT "National Curriculum for elementary and secondary education (1988)
- "University Business" Retrieved (2011-08-28)

Programme Planning For ECCE

Objectives:

- To enable the trainees to understand meaning, scope and essential components of curriculum development.
- To make trainees observe the pre-school activities and maintain records.
- To enable the trainees to understand principles of Programme planning and to plan Programmes of different duration
- To develop in children the ability of cognitive, psychomotor and social skills, values and attitudes..
- To enable pupil teacher to make low cost teaching learning materials for Programme of the pre-school children.
- To enable the trainees to select the methods and practices suitable for education of pre-school children.
- To enable the trainees able to carry out projects on the themes related to the child's immediate environment

Course Content:

Unit1: Curriculum Development.

- 1.1 Meaning, scope and significance of curriculum development.
- 1.2 Components of pre-school curriculum.
- 1.3 Concept and need for Programme planning.
- 1.4 Principles of Programme planning with respect to different activities.

Unit2: Planning

- 2.1 Long term and short term

- 2.2 Annual and term wise
- 2.3 Types of Programme (Full day and Half day)
- 2.4 Play groups / Centers.
- 2.5 Planning a Programme for a 4year old and harmful effects of early introduction of 3R'S.

Unit3: Techniques and Methods

- 3.1 Play way method and related materials.
- 3.2 Project method and related materials.
- 3.3 Techniques of Teaching (Verbal)
 - (i) Conversation
 - (ii) Narration
 - (iii) Questioning
 (Visual):
 - (i) Dramatization
 - (ii) Experimentation
 - (iii) Display

Unit4: Observation, recording and reporting

- 4.1 Maintenance of records of observation.
- 4.2 Need for records-individual, child and school
- 4.3 Familiarization with kind of records, their form and content
- 4.4 Anecdotal records
- 4.5 Cumulative records, student profile, health record
- 4.6 Teacher's diary

Practical Activities :

- 1) To plan a day's Programme for 4 year old child with activities.
- 2) Preparation and utilization of equipments and materials, with special emphasis on waste material.
- 3) Development of projects based on the various themes related to child's environment.
- 4) Collection of various specimens of different records and reports.
- 5) Preparation of low cost teaching material for pre-school children.
- 6) Planning Programme of different durations:-
 - Yearly planning.
 - Term-wise planning.
 - Monthly planning.
 - Daily planning.

Refrences:

- Abott, S. Holding on and pushing away: comparative perspectives on an Eastern Kentucky child-rearing practice (1992).
- Berko Gleason studying Language Development. In J. Berko Gleason (Ed.) The development of Language (2nd ed. pp) Columbus, OH Merrile (1989)
- Fabes, R. A., Eisenberg. N. McCormick, S.E. & Wilson M.S. Preschoolers's attribution of the situational determinants of others naturallyoccurring emotions. Developmental Psychology (1988).
- Kumar, Krishna: Social character of Learning; New Delhi, Sage Publications (1983)
- NCERT: Curriculum load at the school level A Quick Appraisal; New Delhi, National Council of Educational Research and Training (1985).
- Plomin R. Environment and genes Determinants of behavior American Psychologist (1989)

- Sherman, T. Categorization skill in infants, Child Development (1985).

Working With Parents And Community

Objectives:

- To help the student teacher to know the value of co-operation between school - parent - community.
- To enable the student teacher to understand ways of enlisting the help and co-operation of parents.
- To equip the student teacher to plan a programme for the education of parent and community.

Course Content:

Unit1: Rationale for the study of community for the teacher of the pre-school child.

- 1.1 Meaning and importance of working with parents and community.
- 1.2 Importance of teacher's participation in community programmes and vice-versa

Unit2: Developing an understanding of the community and its characteristics

- 2.1 Types of Community
- 2.2 Assessment of needs and problems of the community (geographic area, size of community, malnourishment, caste, religion, information about the groups and their problems)
- 2.3 Development of mother and children.

Unit3: Methods of making contacts with parents and community. 14 HRS

- 3.1 Objectives and relevance.
- 3.2 Methods of making contacts
 - 3.2.1 Home Visits
 - 3.2.2. Orientation programme
 - 3.2.3. Events / Functions
 - 3.2.4 Group meetings
 - 3.2.5. Parent visits and role in pre-primary classes.

Unit4:Communication in community work.

- 4.1 Components in communication skills
- 4.2 Principles in communication skills
- 4.3 Steps in communication (Various messages)
- 4.4 Use of different media & communication.

Unit5:Programme Planning in community work.

- 5.1 Convincing parents about the importance of play and playway method for young children.
- 5.2 Orientation of parents about the critical years in childhood and their role in it.

- 5.3 Importance and methods of complementing the school programmes with activities at home.
- 5.4 Basic knowledge of health and nutritional needs of children and parents role in it.
- 5.5 Communicating children's progress in school and advice in case of academic or behavioural problems
- 5.6 Mobilising resources / support from parents and community in school programmes.

Practical Activities:

The pupil teacher is required to undertake the following activities and prepare a report of these activities.

1. Home visits
2. Organization of parents programmes on Health, Hygiene and Nutrition.
3. Organization of children's programme for parents.

References:

- Chaube, S.P. & Chaube Akhilesh, Philogophical & Sociological Foundation of Education.
- Ghosh, Bimal profiles of social change oxfords I.B.H. Publishing Co. New Delhi-(1979)
- Midwinter, Eric Education and the community John wiley & Sons, New York, (1975)
- Young, Kimball and Mack, Raymond W. Sociology and Social Life, American Book Co. Ny (1962)
 - Report of the working group on early childhood education and elementary education set up for the formulation of eight five year plan -extract concerning Teacher education" MHRD Govt. of India
- Community Service & Social Responsibility in Youth University in Chicago-(1997)

Performing Art (Practical)

Objectives:

- Discuss the child's preferences through exposure to a variety of performing art activities such as music, dance, drama, theatre, etc.
- Provide experience to the children through different modes, actions and forms of expression.
- Develop Skills in handling performing art material, activities, understand various way of self expression and presentation, create new activities and materials of aesthetic values and utilize them in the classroom situation.
- Prepare different types of masks, puppets, improvised musical instruments for making teaching learning situations alluring easy, effective towards beauty and information through movements and teacher should plan activities according to the child's development stages.
- To produce sounds actions and steps of different birds, animals, our helpers etc. by observing their movements.

Course Content:

Unit 1: Music

- 1.1. Observing silence, making sounds and stopping immediately.
- 1.2. Initiating children through involvement in activities such as simple, rhythmic, clapping and body movements.
- 1.3. To introduce the children with, the environment, birds, wind, rusting of leaves, responding and playing with sounds.
- 1.4. Singing small rhymes.

Unit 2: Creative Movement

- 2.1. Movement with different parts of the body hands, neck, waist, knees, head, legs, toes. etc.
- 2.2. Walking in pattern in given space (in single and groups.)
- 2.3. Observing animal movements, birds, people, reproducing their movements.
- 2.4. Stretching, leaping stroking, walking on all four forms of various movements.
- 2.5. Improvising movements with and without music, Creating various situations through movements.

Unit 3: Creative Drama

- 3.1. Role play based on daily life situation as they observe in their surroundings like- newspaper seller, washer man, family life, vegetable seller, postman, doctor, policeman etc.
- 3.2 Puppets Play
- 3.3 Telling stories with gestures
- 3.4 Symbolization
- 3.5 Make belief play

References:

- Cremieux. Anne, Xavier Lemoine, "Understanding Blackness through Performance", "Contemporary Arts and the Representation of Identity".
- McConachie. Bruce, "Cognitive Studies in Literature and Performance", "A Cognitive Approach to Spectating in the Theatre".
- Nelson. Robin, "Principles, Protocols, Pedagogies, Resistances", "Practice as Research in the Arts".

SCHOOL EXPERIENCE PROGRAMME Nursery

The School Experience Programme (SEP) is the most important component of teacher education curriculum designed to provide an opportunity pupil teacher (Teacher Trainees) to learn and transact teaching skills in actual work situations and to familiarize them with various roles he/she is teaching was being used that differs from the school Experience Programme (SEP) with regard to its salient constructs. The practice of teaching learning situations where as SEP has broader, wider and expanded meaning which has reduced the dominance of closed learning situations.

The SEP provides an opportunity to the prospective teachers to have first hand experience of school activities and programmes in items of planning, designing, developing, organising, monitoring and evaluating various school programmes/activities. It of course includes the teaching of subject/contents and examining and evaluating the academic inputs as well as structural and organised activities culminating into upgradation of teaching skills.

School Experience Programme (SEP) provides Teacher-trainees an opportunity to transact the teaching-skill in actual work-situations.

The students with their varied learning experience are able to gain by SEP in two ways:

1. Learning through observation of the lessons of school teachers and peer groups.
2. Practicing in actual work situation and learning through self-experience and analysis.

PHASES SCHOOL EXPERIENCE
PROGRAMME (SEP)

The SEP is into three phases :

Phase I Motivational/Readiness Activities

Phase II Observation by the pupil-teacher in school situation.

Phase III Working in School situation

As stated above, the various activities which could be organised in different phases are :-

Phase-I, Motivation/Readiness Activities : These activities involve development of the necessary skill in the pupil teacher and to prepare psycho-physical readiness in the pupil-teacher to cope up with the school environment. The various activities which could be organised are :-

1. Micro-teaching sessions for development of teaching skill.
2. Organisation of workshop on - Preparation of Low - Cost Teaching Aids & their use. Age specific activities.
3. Demonstration lesson by Teacher-Educators
4. Demonstration lesson by PTT Teacher Trainees.
5. Demonstration lesson by Primary Teachers teaching in schools.
6. Demonstration of model lessons by eminent educationist working in the field of Education.

Phase-II-Observation by the pupil - Teachers in Actual work situations : It provides the pupil teachers in opportunity to observe the teachers in actual work-situation. Acclimatize oneself with the school-environment and develop a good rapport with the school faculty & pupils.

Phase-III-working in actual work situation : This involves the delivery of lesson by pupil-teacher and participation of the pupil-teacher in various activities such as :-

- Conduct of morning assembly.
- Celebration of national days & festivals in school
- Cleanliness & decoration of the school campus.
- Other projects to be carried out in school.
- Participation by the pupil-teacher in school-community projects.

Thus the SEP would help teacher in enhancing status, developing efficiency and enable her to cater to the developmental needs of the child effectively.

The board objectives of the school Experience Programmes are :-

- to develop confidence by working with children.
- to deliver the lesson effectively.
- a) to develop the skills of communication like narration. recitation dramatisation by using gestures, proper pauses.
- to interact with children by involving them in purposeful activities.
- to structure the activities to make the learning joyful.
- to develop appropriate Audio-Visual Materials to make the learning meaningful:
- to develop the skills of class management and proper utilisation of available resources:
- to apply knowledge & skills of art education for making teaching joyful.

AREAS OF SCHOOL EXPERIENCE
The areas of school Experience Programme for NTT
course is conducted as :-

- Practice of Teaching (Indoor Activities)
- Outdoor Games.

1. Practice of Teaching (Indoor Activities)

- Practice of Teaching Comprises of :-

- (i) Teaching of Language
- (ii) Teaching of number concept
- (iii) Teaching of Environmental studies.

(i) Teaching of Language

In language teaching stress should be on readiness activities for attentive listening, correct speaking, fluent reading & good hand writing.

The major objectives of teaching of language are :

- to increase word-power by listening rhymes, songs, stories etc;
- to develop self expression through free conversation, drama, rhyme;
- to develop reading readiness through language games& activities;
- to develop writing readiness through pattern writing, scribbling, tracing etc;
- to develop skill of sound- discrimination for correct usage in verbal & writing language;
- to develop basic values through role- play, stories, poems, historical events etc;
- the above stated objectives may be achieved through story-telling, dramatization, puppet-play, conversation to develop self-confidence in the child.

(ii) teaching of number concept

the major objectives of teaching of number concept are :

- to develop the pre-number concept among the children such as big-small fat-thin, tall-short, heavy light etc. in the children through various activities;
- to appreciate the importance of number in daily life through conversation rhymes, stories & games.
- to enable them to identify similar objects in the environment and counting (upto 10)
- to develop the concept of addition & subtraction through activities like grouping similar objects, selection & rejection of dissimilar objects.

Teaching of Environmental Studies

The major objectives of teaching of environmental studies are :

- To develop awareness of their immediate environment (natural, physical & social environment);
- To identify & classify objects in the environment (living & non-living);
- To comprehend their significance & use in their daily life through activities;
- To develop skill such as observation classification & scientific attitude towards all existing things in the surroundings.
- To develop awareness for preservation of environment by inculcating a sense of peaceful co-existence.

GUIDELINES FOR EVALUATION OF SCHOOL
EXPERIENCE PROGRAMME

Nursery

School Experience programme (Practice of Teaching) is undertaken by the pupil teachers annually. A trainee teaches classes for 40 days. During teaching trainee is required to undertake school experience programme in pre primary and class I and II for 40 days. Each student in both years teaches a minimum of 10 lessons in each of three subjects areas i.e. language, Arithmetic and EVS and arrange 2 to 4 session on other areas (including organised play, free play, social act, constructive work etc.

Teaching competencies with special focus on communication skill is evaluated both internally and externally in every year. In each year, 50 marks are for internal assessment and 75 marks are for external assessment.

The external assessment of indoor activity has weightage of 50 marks and outdoor activity is of 25 marks. A teacher trainee is required to secure at least 50% marks in external and internal evaluation separately.

- During the external assessment of indoor activity an examiner is required to observe lesson presented by a teacher trainee in the class room on any one of the three subjects viz. 1) teaching of language 2) teaching of EVS and 3) teaching of Arithmetic (number). It would be appreciated if an examiner observe each trainee while the lesson is being introduced in the middle of lesson and while the lesson is concluded. The emphasis should be on various components.

Weightage for Various Components of Practice of Teaching

1. Lesson Plan - Design, content Method and written presentation
2. Learning objectives
 - (a) Development of learning objectives during classroom teaching
 - (b) Realisation of learning objectives of the lesson during classroom teaching
3. Presentation
 - (a) Adoption of child approach, activity method, Progressive & innovative techniques
 - (b) Communication
 - (c) Effective use of teaching aids
 - (d) Classroom-Management marks
4. Personality
 - Personality Traits such as Appearance, Manners, Behavior while communicating with children speech (clarity, correct pronunciation) intonation/modulation of voice, gestures, self confidence.

For More Details Contact Us:

Mahatma Gandhi College of Education

Phone No: 011-22527707

Mob No: 91 8447770950

Website: <http://mgceindia.com/>

E-Mail id: info@mgceindia.com

