CRITICAL ASSESSMENT OF SOME N.T.T. SYLLABI AND DESIGNING A SUITABLE MODEL OF N.T.T. SYLLABUS
CRITICAL ASSESSMENT OF SOME NTT SYLLABI
AND DESIGNING OF A MODERN SYLLABUS

In this research work, the syllabi related to the field of Early Childhood Care & Education were collected to critically assess and to frame a modern syllabus for child care institution, which can be implemented in any institution.

**Syllabi were collected from the following institutions**

1. CT Nursery examination course, Allahabad (U.P. State Government).
3. Nursery Teachers Training Course, Mahila Polytechnic, Meerut.
8. Nursery Teachers Training, All India Vocational Training, Aliganj, Lucknow.
9. Nursery Teachers Training, All India Pre-Primary Teachers Vocational Training Indira Nagar, Lucknow.
10. Nursery Teachers Training, Mahila Uchhatar Shikshan Samiti.

In the critical assessment of syllabi these steps were followed-

- **Collection of syllabi and listing of contents:**
  After the collection of above syllabes, they were studied thoroughly and main point or heading given in syllabi where were listed out.

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Listing of Sub-Contents-
After preparing the list of main headings, sub-contents of those heading were written.

Listing of Titles under sub-contents-
After the grouping or listing of sub-contents, the topics given under sub-content were written.

Listing of Practical
After the completion of above steps, practical related to headings were listed out.

In this step, those heading or contents were not present in above list and they should be an important or essential part of a model syllabus were included in comparative study table, to get a new format of model syllabus.

Format of Model Syllabus

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Content</th>
<th>Topic</th>
<th>Theory</th>
<th>Practical</th>
<th>Remarks</th>
</tr>
</thead>
</table>

After writing the above contents, they have been short listed paper wise so as to divide them into five papers which can be studied by the students and Teachers so as to make them no difficulty in understanding.

These papers were presented in following ways:-

Paper-I - Education and Its Aspects:-

Paper-II - Principles and Processes of Pre-Primary Education

Paper-III - Understanding the Child


Thus, after preparing the format of model syllabus researcher went to N.C.E.R.T. (National Council of Educational Research & Training, New Delhi). With that model syllabus where the researcher was advised by the curriculum group department of N.C.E.R.T. to send this model syllabus to

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COURSE OF STUDY AND SYLLABUS FOR THE C.T. (NURSERY) EXAMINATION.

PAPER I. PRINCIPLES OF TEACHING AND SCHOOL ORGANIZATION.

TOPICS.

A. a. Meaning and aims of Education.
   b. Brief History of Education.
   c. Modern concept of Education.
   d. Principles of Teaching.
   e. Brief study of Bardha scheme. The system at Shanti Neketan, Basic Education Scheme of Uttar Pradesh and Mental tests.

B. a. Brief History of Western Education.
   b. Contribution to Modern Education made by Rousseau, Pestalozzi, Herbart, Spener, Frobel, Dewey, Montessori; and adoption of their ideas in the Dalton plan. Project Method group and individual as units of teaching and learning.

C. a. Child as centre of school activity.
   b. New concept of a Teacher.
   c. Principles of freedom and spontaneity.
   d. Self discipline and obedience.
   e. Competition, Prizes and punishment.

D. a. Brief history of Nursery education in India as well as in Western countries.
   b. Site of Nursery School and size of school building rooms.
   c. Superficial area and cubic contents for each school.
   d. Care of school furniture and types of furniture.
   e. Class apparatus—its care.
   f. Games apparatus—its care.
   g. School equipments.
   h. Type of Nursery Schools.
   i. Creche.
   l. Relation between teachers and parents, School and home and parents association.

PAPER II. CHILD STUDY.

TOPICS.

1. History of Psychology in brief.
2. Definition scope and branches of Psychology.
3. Methods of Psychology.
4. Relation between Psychology and Education.
5. Elementary understanding of Psychological Principles underlying the child's environment and development.
6. Heredity and environment of E and Education.
7. Instincts, Emotions, some innate general tendencies.
8. Play, spontaneous activity, formation of habits.
10. Mental processes—sensation, perception, learning, attraction, interest, general fatigue, Association, Memory, Imagination, thinking, Reasoning, Judgement, Intelligence, achievement, temperament, and aptitude testing.
11. Nervous system.
12. Personality.

P.T.O.

14. Tracing the emotional, intellectual, physical and social, and religious development of the child from birth to maturity—Observation of children in groups of ten as well as individually to be recorded under the guidance of Teacher.


16. Child hygiene and welfare
   a. General Principles of school hygiene with reference to child and his nature.
   b. Study of food values, planning suitable diet, important of open air, in Nursery schools, good physical habits, and prevention of unhealthy condition in the earliest years. Child welfare centres and their work.
   c. Physical abnormalities, their causes and preventions, methods of dealing with common ailments of schools children—Adenoids, tonsils, Rickets, flat heel, preventive measures for infectious diseases, preventive measures, specially for Malaria, small pox, cholera, Plague, Mumps, Measles and whooping cough.


18. Domestic Economy for girls. Care of infants, bathing, Use of mustard oil, cleanliness and clothing, preparation for food, sleep, proper treatment, and underlying of infants. Abuse of drugs and intoxicants.

19. Kitchen cleaning of utensils, preparation of vegetables, rice for cooking, washing of clothes, ventilation and sunlight, sunning, airing and beddings etc.

20. First Aid to the injured. Drowning, Burns, scalds, Bruises, sprains, broken bones, dislocations, bleeding

21. Physiology. Elementary knowledge of structure and function of the central nervous system and all bodily function and sense organs sight and learning in details.
This paper will consist of methods of language and arithmetic.

**Arithmetical Topics**

1. The origin of children's idea of number, time and space and best means of fostering their growth.
2. The use of games and apparatus.
3. Relations place and value of invidental and formal teaching of notation and numbers.
4. Critical estimate of the various methods of teaching fundamental arithmetical processes.
5. Coins—Rupee and Naya Paisa measurement.
6. Weights—Kilogram and gram.
8. Linear measurement—Metre and decimetre etc.
9. Time measurement—Day, Week, Month and Year. All this introduced practically.
10. Drill in fundamental process experiments. 
11. The obvious characteristics and properties of rectangular and solids.
12. The four principles of Mathematics taken up with reference to the above measures.

**Language**

Speech. Opportunities for and methods of expression—Speech training enriching and developing vocabulary based on the experience of the world and things in the environment of the child. Use of oral and written games.


**Writing**. Stages in the child's development in writing technique.

P.T.P.
A. LITERATURE.

The story - its value and varied nature - adaptation of method in telling stories to different ages and types of pupils, children's story, fairy tales, animal stories, myths and legends, heroes, and heroines of literature and life. Candidates should be made acquainted with the range of:

POETRY. Appreciation basis on which learning by heart should rest.

Composition of individual anthologies - verse making.

CHILDREN'S BOOK. Candidates should be acquainted with the range of such methods of reading suitable to children.

THE PLAY. Some experiences in miming-dramatisation more formal children's plays based on poetry and stories. READERS - Advantages and disadvantages. THE LIBRARY. Use of illustrated dictionary for children.

B. NATURE STUDY.

Candidates should know enough about the flora and fauna of India to enable them to select material suitable for nature study lessons to young children. The life histories and the mode of life must be learnt by observations when practicable illustrated records being kept. Observations to be on simple scientific basis encouragement in collection and setting up and maintenance of aquaria etc. Detailed study of 6 trees, flowers, one mammal, fish, birds, 3 common insects.

Curriculum determined largely by seasonal changes and by age and interest of the children, kinds of practical work and their use gardening, keeping of pets, records, weather charts, nature calendar, life histories in pictorial forms individual nature note books collection.

C. SOCIAL STUDIES.

1. Importance of social studies.
2. Aims of teaching social studies of different stages age group wise.
3. Method of teaching social studies to Nursery age children.
   a. Descriptive.
   b. Narrative and story method.
   c. Excursions.
4. Material Aids - Picture, models, sketches, maps, charts,
Teaching apparatus and their importance.

5. Geography and History of house area by means of excursions.

6. Teaching of civics.

7. A detailed study of social studies as given in the Nursery school syllabus age groupwise.

8. Natural regions of the world with special reference to the people who have totally different ways of living and customs e.g. Eskimos, Arabs, Chinese, Pygmies.

9. Indian history and geography to be studies according to natural regions. Each region to be studied with reference to location, physical features, climate, vegetation, animal life, people and their adaptation to environment in agriculture, house craft and industrial development.


D. PHYSICAL TRAINING

A. THEORY

1. Aims and object of physical Education.

2. Methods of teaching physical education to an adult and the nursery child.

3. How to make a correct lesson place e.g. a balanced table for the different nursery age groups.


5. Difference between the formal and informal methods of teaching.

6. Utilization of surplus energy in children through different activities.

7. Free activity and its importance in the nursery school age group wise. Utility of free play and use of various play apparatus such as sand, swings, sea-saw, hoops, bamboo, soap bubbles.

8. Organization of play centres and sports meets for adults and nursery age children.
B. PRACTICAL.

1. Marching with or without music.
2. Some marching songs and times.
4. Simple dances according to different age groups. Use of the same with aids like rings, bells, wands, tippy, bells, bamboos, fans, discs, lazimies.
5. 30 group games to be taught with or without music according to the various age groupwise of children.
6. Album to record the above.
7. The use of commands and class formation.
9. Proper use of play grounds and play materials such as slides, junglejim, see-saws, stairs, sandpit, and its importance and use.
10. Indoor games and their uses.

E. MUSIC.

A. THEORY.

1. Importance of music in the nursery age and infant classes.
2. Aims and objects of teaching music in different nursery age groups.
3. Method of teaching music to an adult and to the Nursery children.
4. Difference between the formal and informal methods of Music teaching.
5. How to make a correct lesson plan for the Nursery section.

B. PRACTICAL.

1. (a) Simple nursery rhymes with actions on any chosen instrument e.g. Harmonium, Banjo, Drum, Tabla, flute, xylophone, Kastha-tarang.
   (b) At least six per each of the nursery age groups.
2. Making nursery rhymes and setting them to simple tunes.
3. a. Teaching basic tunes on Harmonium b. simple folk songs.
E. ART AND CRAFT.

An art teacher is expected to know her subject well. She must also know the child whom she is going to teach i.e. Physical age and mental age of the child; his capacity for the works, environment; home, standard of living, habits, nature and health of the child. This will facilitate impartial judgement of children's art and effective teaching.

A. THEORY.

1. What is Art.
2. Importance of art for child.
3. Art and its relation with other subjects.
4. Attraction of a child towards art.
5. Mental age of child. Teaching art according to mental age and development of child.
7. Importance of free expression in children's art.
8. Aim of teaching design and its effect on child character and method of teaching design.
9. Environment of art class to attract child and its effect on the child.

B. PRACTICAL.

1. Flower arrangement.
2. Decoration of sand tray in different scenes.
3. Black Board sketching and writing.
4. Scubbling
5. Desirous four ink stains.
6. Finger Prints.
7. Block printing from potatoes and wooden blocks.
8. Spray painting.
9. Stencil
10. Alluchette work.
11. Alpana from different media.
13. Pastel drawing.

P.T.O.
14. Freee expression, with different subheads.
15. Imaginative drawing.
16. Design work - freeze-panel etc.

**CRAFT.**

**THEORY.**

1. Material for lessons.
2. Models according to proper size.
4. Its aim and importance.
5. Educative charts showing its relation with other subjects.
6. Use of clay and paper.
7. Preparation of clay and paper mache work according to various age group of children. Use of card paper,
8. Projects (at least one by each candidate)

**PRACTICAL.**

1. Clay molding modeling. Preparing pots through clay sticks, Different toys like cat, peacock, dolls, fruits, vegetables and sweets etc.
2. Paper work- Folding tearing and pasting. Paper toys and flowers, designs, mat, Alpana, joker and dolls etc.
3. Card board work- Album, calender, file, vases, dolls, furniture, clock, dolls house etc.
4. Articles from waste materials- Toys from empty match boxes, empty shoe boxes, polish cases, medicine cases, egg-shells, seashells, feathers, peanshell, chalks Records and bangles and any other waste material available
5. Weaving work- Baskets from neem sticks, fans cut of seenk( ) scales and baskets from maize skins and use of moonj.

Practical work done under the heading IV paper will be exhibited at the time of practical examination - Also sewing done in the two years of training. P.T.O.
SEWING.

1. One set of garments as given below to fit a Nursery child of any group of age selected by the candidate to be stiched with the view to utility approproeteness and colour harmony.
   1. Apron one
   2. One frock or shirt.
   3. One janghia or pyjama.
   4. One sun suit.

2. One set of the undermentioned to be embroidered with a pattern to attract a Nursery child at meal times.
   1. One table cloth.
   2. One tray cloth.
   3. One napkin.

3. Knitting (a) a pair of socks and cap to fit one age group of the child. 'b' Knitted toys (any two).

4. Album -(a) containing various embroidery stiches
   (b) 6 handref cheif patterns.
   (c) Hemming stich darning patching button hole suuning.

5. Waste material to be used to prepare any two of the following.
   'a' Set of toys- dog, cat, rabbit, doll, ball
   'b' Bags- of any description.
   'c' Dressing at least 2 dolls.

6. EXAMINATION.

The examination shall consist of two parts.

1. Theory.

   1. Paper I. Principles of teaching and history of education. 3 Hours. 100 marks.
   2. Paper II. Child psychology 3 " 100 "
   3. Paper III. Methods of teaching (tools of learning ) 3 " 100 "
   4. Paper IV. Special Methods of teaching 3 " 100 "

400 Marks.

The minimum marks required for pass 33% of the aggregate marks and twenty percent of the total numbers of the marks in each paper.
2. Practical.

1. Principals award (On candidates two years works) 100 Marks

2. Practice of teaching. 100

3. Material aid 50

4. viva voce 15

5. P.T. 20

6. Music 20

7. Art, craft and sewing 45

350 Marks.

7 &. LEAVE.

The Principal may grant to students casual leave unto 15 days in each session, but the period of six or casual leave combined should not exceed 50 days during one session. The total number of leave in both the session would not exceed 100 days.

The Principal may also grant students leave not exceeding 15 days during the session without stipend in cases of emergency when no other kind of leave is advisable. Stipendiary students absent from college without leave will forfeit double the amount of their stipends due for such period of absence. If any student absents herself without leave for more than a week her name shall be struck off the roll. Overstaying leave on holidays is absence without leave within the meaning of this rule. Casual leave can not be granted more than a week at a time. Leave taken in conjunction with holidays shall include the holidays.
SUBJECT I: UNDERSTANDING THE CHILD

COURSE CONTENT (NIOS)

THEORY

Lesson 1. Growth and Development.
Lesson 2. Understanding Development of Children below Three.
Lesson 3. Understanding Development of Children in Pre-school Years.
Lesson 4. Nutrition and Health of a 3-6 Year Old.

Practical Work

- Prepare an observation schedule for observing the physical and motor development of three-year-old children.
- Prepare a checklist of development norms for observation of children.
- Find out about local toys/play materials.
- Make educational play materials.
- Visit an ECCE Centre and prepare a report.
- Hold discussion/interview with parents of children in ECCE centre.
- Visit an ECCE Centre and prepare report about health care facilities.
- Make educational play materials on Health Education.
- Visit any referral services available in the area and write a report covering the relevant points from the list below:
  a) Types of referral services available.
  b) Organisational structure.
  c) Government/Private funded.
d) Accessibility.

- Prepare a list of institutions providing referral services available in your state.
- Observe a child having delayed physical development in a pre-school for two weeks.
- Write a report highlighting symptoms of the characteristics of delayed development.

Field Placement

- During your placement with pre-school, develop an observation schedule. Record the observation of different development. Observation period: 4-5 days continuously or alternate days over one to two weeks.
- Carry out activities with children (2-3 years).
- Organise group activities and observation of the various aspects of development among children.
- Play health games with children.
- Observe eating problems among children.
SUBJECT II: EARLY CHILDHOOD CARE AND EDUCATION: PRINCIPLES AND PROCESSES

THEORY

Lesson 6 Early Childhood Care and Education
Lesson 7 Approaches to Early Childhood Care and Education
Lesson 8 Bases of an Effective Programme
Lesson 9 The Programme
Lesson 10 Evolving a Developmental Profile of a Child

Practical Work

- Visit one nearby nursery school and one anganwadi. Make your own checklist and analyse the extent to which it follows the objectives of the ECCE.

- Visit a creche and describe the objectives as they appear from the programme.

- Visit and observe the functioning of an anganwadi and a pre-school/nursery school. Note the differences with regard to:
  a) Relationship of the adult worker and children
  b) Types of activities
  c) Procedure in which the activities were conducted and their success.

- Plan six activities for (a) group (b) small group of 4+ children and list the major and other development experiences intended for children.

- Observe children in an anganwadi/nursery school or day care centre. Develop a plan of action to improve the health condition of 2 children with poor health.

- Plan the celebration of a festival of a particular group/community, involving members of that group/community.

- Plan a monthly schedule of activities along with the methods you would use.

- Observe a child and identify at which stage of language, motor, mental and socio-emotional development the child is.
Field Placement

- During a one week visit to an anganwadi, observe to comment on its functioning and list the activities.

- Write the programme planning for different aspects of development on your visit to balwadi/pre-school.

- For a group of 3-6 years olds carry out a plan, using playway method, to develop number concept.

- Select a sample story and narrate it interestingly. Encourage the children to dramatise it (as) they desire. Evaluate the success of your story telling.

- Organise a programme by the children involving the community.

- Select a theme related to the child’s home. Plan and carry out a 5 day programme involving:
  a) Story on daily life activities.
  b) Painting and printing.
  c) Puppet play developed by children.
  d) 2 activities for pre-number concepts.
  e) 2 activities for developing fine muscular co-ordination.

- Develop a plan on a theme from nature, having at least 5 different activities using a variety of materials.

- During your placement with the pre-school, evolve the developmental profile of two children.
SUBJECT III : ORGANISING AND MANAGING AN ECCE CENTRE

THEORY

Lesson 11. Physical Facilities and Learning Material
Lesson 12. Staff in an ECCE Centre
Lesson 13. Mobilising Community Support
Lesson 14. ECCE Centre and Linkage with Home
Lesson 15. Administration, Supervision and Financing in ECCE Centre

Practical Work

- Make a list of points that you will keep in mind to assess the use of indoor space in the ECCE centre.

- Prepare a teaching-learning aid for 3-4 year old children for concept of colour.

- Prepare an observation schedule to observe the interaction of ECCE worker and helper with children.

- On basis of these observations, develop a checklist of desirable and undesirable qualities of ECCE worker and helper.

- Assess training needs of ECCE staff.

- Visit nearby ECCE centre and make an assessment of the extent of community participation.

- Make a list of other possible areas for community participation and contribution.

- Organise a short drama and explain about the need of Early Childhood Education through it.

- Design and prepare posters and banners to show about the different beneficial aspects of ECCE.
• Prepare a checklist to identify strengths of parents.

• Prepare a list of the basic requirements to establish/open an ECCE centre.

• Develop a programme (with aids) for inculcating value of ECCE in parents.

• Develop a proforma for supervision of daily activities.

• Prepare a budget of an ECCE centre.

Field Placement

• Comment on the use of indoor space in the ECCE centre and give your suggestions for improvement.

• List other facilities that you think should be provided in the ECCE centre to improve the attendance of children.

• Try out the observation schedule prepared by you to observe the interaction of ECCE worker with children.

• Demonstrate through role-play the desirable interaction between ECCE worker and children.

• Comment on the type of interaction existing between ECCE worker and parents.

• Use the checklist developed by you (for identifying the strengths of parents) on 10 parents.

• Suggest the ways to involve these 10 parents according to the results on the checklist.

• Try out the proforma developed by you for supervision of the activities at the ECCE Centre.

• Visit an ECCE centre to observe the basic facilities provided.
A. THEORY OF EDUCATION

1. Meaning & Forms Of Education
   - Meaning & definition of education.
   - Components of education.
   - Aims of education & Forms of education.

2. Functions Of Education
   - General functions.
   - Functions of education in human life & in national life.

3. Agencies Of Education
   - Family, School
   - Community
   - State & Religion

4. Problems in Education
   - Crisis in Education
   - Crisis of numbers
   - Finance
   - Relevance
   - Scepticism
   - Cultural crisis & supermacy of masses.
   - Job oriented & general education.

5. Education for national integration.
   - Education of nationalism.
   - Education & nationalism, obstacles & their removal in national integration.
   - Merits & demerits of education of nationalism.

6. Education for emotional & cultural understanding.
   - Need of emotional integration
   - Obstacles & suggestions in emotional integration.
   - Inter cultural education
   - Need for developing inter cultural understanding.

7. Education for International understanding.
   - Need & principles of International understanding.
   - Role of teacher, School & other National / International organisation in developing International understanding.

8. Education for citizenships & Democracy.

10. Philosophies of Indian educationists-
   - Rabindra Nath Tagore
   - Swami Vivekanand
   - Mahatma Gandhi
   - Aurobindo Ghosh

11. Discipline-
   - Meaning, Definition & Forms of discipline
   - Causes of indiscipline
   - Discipline in School

PAPER - I (B)

EARLY CHILDHOOD EDUCATION

1. Early Childhood care & education.
   - Meaning, aims & need of ECCE.

2. Early childhood education movement.
   Contribution by
   - Friedrich Froebel
   - Maria Montessori
   - Arnold Gessel
   - John Lacke
   - Jean Rousseow
   - M.K. Gandhi

3. Development of primary education in India-
   - Pre independence & post independence development.
   - Agencies of pre school education in India are -
     - Central Social Welfare Board (CSWB)
     - Indian Council of Child Welfare (ICCW)
     - National Council of Educational Research & Training (NCERT)
     - Indian Association of pre school education (IAPE)
     - Integrated Child Development services (ICDS)
     - Save our souls (S.O.S.)

4. Scope & objective of nursery school education.
   - Need & objectives of Nursery School.
   - Qualities of nursery school teacher.
   - Children of nursery school.

5. Programme planning for nursery schools.
   - Principles of programme planning.
   - Role of curriculum in programme planning.
   - Working plans for early childhood education.

7. Role of parents in nursery school education.
8. Arrangement of nursery classrooms.

PAPER - II (A)
CHILD DEVELOPMENT

2. Child Development & Child behaviour
   • Meaning, Definition of child development.
   • Methods of understanding child behaviour.

   • Meaning, Definitions & Principles of Child growth.
   • Difference between growth & development.
   • Factors (Internal & External) influencing child Growth & development.

4. Aspects of Child Development
   • Physical growth & development, Motor development, Cognitive/Mental development, Language development, Social development, Emotional development.

5. Stages of Child Development
   • Pre natal stage, Infancy stage, Early childhood stage, Late childhood stage, adolescence stage, adult stage & old age.

6. Personality Development
   • Meaning, definition of Personality development.
   • Self concept & its development.

7. Play & Child Development
   • Meaning, Definition & importance of play in child development.
   • Principles of play.
   • Play at various stages.

PAPER - II (B)
EDUCATIONAL PSYCHOLOGY

1. Educational Psychology
   • Meaning & definitions of education.
   • Relationship of education & psychology.
   • Definitions of educational psychology.
   • Methods of educational psychology.

2. Learning & Motivation
   • Meaning, definition, nature & characteristics of learning.
   • Factors influencing learning.
3. **Memory & Forgetting**
   - Meaning, definitions & characteristics of memory.
   - Elements of memory.
   - Types of memory.
   - Factors influencing memory.
   - Meaning & definition of forgetting, causes of forgetting.

4. **Thinking & Reasoning**
   - Meaning & definition of thinking.
   - Kinds of thinking.
   - Factors influencing thinking.
   - Meaning & definition of reasoning.
   - Steps & kinds of reasoning.
   - Factors influencing reasoning.

5. **Attention & Interest**
   - Meaning & definition of attention.
   - Characteristics of attention.
   - Kinds of attention.
   - Meaning, definition & types of interest.

6. **Imagination & Perception**
   - Meaning, definition & kinds of imagination.
   - Meaning, definition of perception.
   - Theories of perception.

7. **Intelligence & its measurement**
   - Meaning & definition of intelligence.
   - Kinds of intelligence.
   - Theories of intelligence.
   - Measurement of intelligence.
   - Group & individual intelligence measurement.
   - Mental age.

8. **Basic instincts & general activities**

9. **Habits**
   - Meaning, definition of Habits.
   - Kinds of habit & removal of bad habits.

10. **Concentration & Fatigue**
    - Definition & meaning of concentration.
    - Elements, stages & kinds of concentration.
    - Types & Characteristics of fatigue.
    - Removal of fatigue.
11. Study of Exceptional Children
   • Gifted Children
   • Backward Children
   • Problem Children

PAPER - III
SCHOOL ORGANIZATION

1. School organization and Administration
   • Meaning & definition of School organization.
   • Nature, principles & importance of School organization.
   • Meaning & definition of School administration.
   • Nature & Principles of School administration.
   • Difference between organisation & administration.

2. Educational Management
   • Nature, meaning & objectives of management.
   • Functions & importance of management.
   • Selection of Teachers & other staff.
   • Classroom Management

3. Role of Principal & Teachers in School
   • Place & importance of Principal
   • Qualities of Principal
   • Responsibilities of Principal
   • Role of Teacher in school & in classroom.
   • Qualities & responsibilities of a teacher

4. Curriculum
   • Meaning & definition of curriculum
   • Aims and principles of curriculum construction
   • Types of Curriculum

5. Time Table
   • Meaning, need and importance of Time table
   • Objectives & principles of time table
   • Quality of time table
   • Time table of nursery school

   • Need & importance of school records
   • Kinds of school records
   • Details of important school records
   • Method of maintaining cumulative records
   • Importance of cumulative records

7. Co-curricular activities
- Aims of co-curricular activities
- Importance of Co-curricular activities
- Types of co-curricular activities (student councils, library, cultural, school magazine, Physical education and exercise.

8. Rewards & Punishment
- Meaning & objectives of rewards
- Types of rewards
- Advantages & disadvantages of rewards.
- Meaning & objectives of Punishment
- Types of Punishment
- Advantages & disadvantages of punishment
- Precautions while punishment.

9. Assignment or Home work
- Objectives nature & importance of assignments.
- Advantages & disadvantages of assignments.

10. Classification & Promotion
- Need for classification
- Principles of classification
- Methods of classification
- Types & Principles of promotion

11. School Plant
- Essentials of school plant (School building, equipments in the classroom, school furniture, Museum, Library, Laboratory, Workshop)

12. Educational Guidance
- Definitions & Qualities of educational guidance.
- Methods of educational guidance.
- Principles of educational guidance.

PAPER IV A
SPECIAL TEACHING METHODS

1. Educational Technology
- Meaning & Definition of education & teaching
- Functions & principles of teaching
- Simple teaching ways (Inductive, Deductive, Heuristic, Experimental, Observation).
- Simple Teaching modes (Explanation, Exposition, Narration, Description, Story telling, illustration & fixing devices).

2. Techniques or devices of teaching
• Difference between teaching techniques & teaching methods.
• Questioning
• Receiving answers
• Audio visual aids
• Black Board

3. Teaching maxims

4. Methods of teaching

• Fredrick froebel & kindergarten method
• Project method
• Play - way method
• Montessori method
• Basic education method
• Dalton method

5. Role of parents & community in child education

• Role & importance of parents
• Need for community work
• Teachers parents co-operation
• Interaction methods between teachers, parents & community.

PAPER IV B
SUBJECTS TEACHING METHOD

1. Language

• Importance & aims of language in childhood
• Principles & factors influencing language
• Methods of language teaching
• Problems in language development
• Removal of problems in language development

2. Maths Teaching

• Importance of maths teaching in childhood
• Teaching methods of maths
• Principles of maths teaching

3. Social studies teaching

• Form & importance of social studies in childhood
• Curriculum of social studies according to child stage
• Methods of teaching social studies
4. Science Teaching
   • Form & importance of science teaching
   • Curriculum of science according to child stage
   • Methods of teaching science

5. Art & craft teaching
   • Form & importance of art & craft teaching
   • Curriculum of art & craft according to child stage
   • conducive atmosphere for art & craft teaching
   • Methods of teaching arts & craft

6. Hindi & English Teaching
   • Form & importance of English & Hindi Teaching
   • Curriculum of Hindi & English according to child stage
   • Methods of teaching Hindi & English.

**PAPER -V**

**HEALTH EDUCATION & NUTRITION**

1. Health education in school
   • Meaning & definition, its importance, Scope & need.
   • Principles & aims of health education.
   • Objectives of health education at primary & elementary level,
   • Contribution of school in child health development.
   • Factors influencing health.

2. Personal Hygiene
   • Meaning & definition
   • Personal hygiene with special reference to skin, hair, nails, eyes, ears, throat, teeth, clear bowels & cleanliness of dress & appearance

3. Child health care & health development
   • Study of child antecedents - Birth, Family health, Child own history of illness, child's present state of health, nutrition history, growth & development, Immunisation history.
   • Physical examination through observation, motor sensory & mental responsiveness & general appearance.
   • Food & Nutrition
   • Immunisation
   • Child care at home & nursery schools.

4. Nutrition, Malnutrition & Balanced diet
   • Meaning and definition of food & nutrition, function & classification of foods.
   • Food Groups,
• Food components (Protein Carbohydrates, Fats, minerals, Vitamins, Water & roughage).
• Malnutrition - Meaning, Function, Causes, remedies,
• Balanced Diet - Importance of balanced diet, principles of diet planning.
• Nutritional requirement of pre-schoolers.

5. Study of various Human Body Systems.

6. Common Children Diseases
• Small Pox, Chicken pox, Typhoid, Cholera, Dysentery, Food Poisoning, Measles, Diptheria, Tuber-clousis.

7. First Aid:
• Meaning, Definition & Scope
• Qualities of first aider
• First aid measures - cuts & bruises, wounds, open injuries, closed injuries, fractures, bleeding, bites, burns, shock, drowning.
• First aid Box

PRACTICAL

1. Lesson Plan File
   Subject (s)                       Minimum Lesson Plans
   • Hindi                          8
   • English                        "
   • History                        "
   • Science                        "
   • General Knowledge              "
   • Maths                          "

2. Cutting File
   • National Anthem                - 1
   • National Songs                 - 05
   • Stories                        - 05
     English                       - 05
     Hindi                         - 05
   • Nursery Rhymes                 - 10
   • Poems (English)               - 07
   • Poems (Hindi)                 - 07

3. Case Study File
   • General Introduction
   • Family history
   • Environment the child living in
• Physical development of the child
• Health status of the child
• Social development of the child
• Emotional development of the child
• Language development of the child
• Family adjustment of the child
• Creativeness
• Problems in the child
• Qualities in the child
• Conclusion

4. A visit to a school

• Name of the school
• Standard of the school
• Medium & Mode of teaching
• Location of the school
• Area of school, number of class rooms & ventilation
• Management
• Mode of admission & fee structure
• Play ground area
• Number of teachers
• Principal
• Hours of teaching
• Library
• Parent's teacher communication
• Teacher's attitude
• Co-curricular activities
• Indoor / Outdoor / equipments
• Audio Visual Equipment
• Annual activities
• Views

5. Drawing File

• Primary colours
• Secondary colours
• Tertiary colours
• Mixed colours
• Hot & Cold colours
• Neutral colours
• Natural colours
• Spray Design
• Vegetable printing
• Thumb printing
• Palm printing
• Shadow Picture
• Flowers & Leaves making
• Posters Miniature
6. Art & Craft

- Flag making
- Kite making
- Envelope making
- Paper flowers
- Posters - 5
- Pencil Holder
- Flower Pot
- Invitation card
- Greeting cards
- Blocks
- Slogans
- Cotton Toy

- Thermacol Project
- Picture Cards
- Alphabet cards
- Numeral cards
- Doll
(v) PRE PRIMARY EDUCATION

Theory

- History and development of nursery education-position in India.
- Methods of pre-primary education-contributions of Pestalozzi, Foxbel and Montessori.
- Development of children- age group 2-5 with special reference to needs and interests.
- Planning of a pre-primary school.
- Planning of curriculum/activities for pre-primary classes: preparation of schedule for a day.
- Preparation and selection of books and instructional material for pre-primary children.
- Preparation and selection of Toys and play materials - indoor and outdoor.
- Creative writing for children.
- Training of pre-primary teachers. Qualities of a preprimary teacher.

Practical

- Observation : methods/techniques, record keeping and evaluation.
- Observation of the Pre-primary classes.
- Case study of two children.
- Preparation of teaching aids.
- Collection of list of materials needed for pre-primary classes.

Book recommended:

- Crow & Crow : Child development & adjustment.
- Dinkmeyer, Son C. : Child development the emerging self epartment, of India : New Delhi, 1967.
- भाई योगेन्द्रजीत : बाल मनोविज्ञान, विनोद पुस्तक मंत्रि, आगरा।
1. शिक्षा का अर्थ, संक्षिप्त एवं व्यापक अर्थ
2. मानवीय जीवन में शिक्षा के कार्य
3. सामाजिक जीवन में शिक्षा के कार्य
4. शिक्षा के साधन
5. शिक्षा-औपचारिक एवं अनौपचारिक
6. शिक्षा के संस्थान घर या परिवार, पड़ोस तथा स्कूल या विद्यालय, धर्म, समुदाय
7. पूर्व प्राथमिक शिक्षा की प्रकृति, महत्त्व तथा उद्देश्य
8. पूर्व प्राथमिक शिक्षा का विकास: फ्राइजेल, मान्टेसरी, गैसेल, हेलन, महात्मा गांधी, मायर्ट
9. भारतवर्ष में पूर्व प्राथमिक शिक्षा का आन्दोलन, स्वतंत्रता से पूर्व मिशनरीज का प्रभाव, मान्टेसरी, गाँधी जी
10. भारतवर्ष में स्वतंत्रता के बाद

1. आई. सी. सी. डबलू.
3. एन. सी. इ. आर. टी.
5. आई. सी. डी. एस.
7. ओ. एम. इ. ची.
9. कोकाइल कंचेरा

2. सी. एस. डबलू. बी.ए.
4. एन. ओ. एस.
6. यू. एन. आई. सी. इ. एफ.
8. बालवाड़ी
10. एम. यू. एस. एस.

11. नर्सरी स्कूल की शिक्षा की कार्ययोजना
1. नर्सरी स्कूल शिक्षा का क्षेत्र एवं उद्देश्य
2. नर्सरी स्कूलों में बच्चे तथा शिक्षक
3. नर्सरी स्कूलों के लिए कार्य योजना
4. नर्सरी स्कूलों के लिए आवश्यक उपकरण
5. नर्सरी स्कूल की शिक्षा में माता पिता का योगदान
6. नर्सरी स्कूल में कक्षा व्यवस्था

12. भारतीय शिक्षा शास्त्रीयों के विचार
1. विवेकानन्द
2. महात्मा गांधी
3. रविंद्र नाथ टेगोर
1. बाल मनोविज्ञान एवं बाल विकास का अर्थ, परिभाषा
2. बाल मनोविज्ञान की ऐतिहासिक पृष्ठभूमि
3. बाल मनोविज्ञान एवं अवस्थायें
4. बाल विकास की अवस्थायें एवं नवजात शिशु की विशेषतायें
5. खेल कार्य एवं शिक्षा (बच्चों के विकास के विभिन्न क्षेत्र खेल विधि तथा स्वतः प्रक्रिया)
6. विकास का स्वरूप तथा विकास की मुख्य अवस्थायें
7. बालक के शारीरिक विकास की विभिन्न अवस्थायें
8. संश्लेषण एवं सातावरण
9. आवत
10. सीखना-इसकी प्रकृति नियम एवं सिद्धांत
11. ध्यान एवं रुचि
12. बालक का सामाजिक विकास
13. समस्यात्मक बालक
14. प्रतिभागाती बालक
15. पिछड़े बालक
16. बाल अध्ययन की विभिन्न विधियाँ
S.D. INSTITUTE FOR VOCATIONAL STUDIES & TRAINING
SYLLABUS
Subject - School Organisation
Paper - 3rd

1. विद्यालय संगठन की भूमिका
2. विद्यालय संगठन का अर्थ
3. विद्यालय संगठन की आवश्यकता
4. प्रशासन व संगठन मे अन्तर
5. पादुक्रम
6. पादुक्रम की सहगामी क्रियाएँ
7. छात्रों का वर्गाकरण एवं उन्नति
8. समय-तालिका का महत्त्व एवं उसके निर्माण के सिद्धांत
9. गुरुकार्य-महत्त्व व समस्यायें
10. पुस्तकालय
11. विद्यालय अभिलेख एवं रजिस्टर
12. विद्यालय निरीक्षण एवं परिनिरीक्षण (पर्यंतक्रम)
13. प्रधानाध्यापक, विद्यालय प्रशासन में प्रधानाध्यापक की स्थिति, कार्य कर्त्तव्य, गुण तथा दायित्व
14. अध्यापक के गुण तथा कर्त्तव्य
15. नारी विद्यालयों के लिए अभिलेख तथा सूचनायें
16. नारी विद्यालयों के संचयी अभिलेख के निरीक्षण प्रस्तुत
1. शिक्षण का अर्थ, परिभाषा तथा प्रकृति
2. शिक्षण के मूल सिद्धांत
3. शिक्षण सत्र में प्रशन पूछने की विधि व उत्तर निकलवाने की विधियाँ
4. प्रशिक्षण की विधियाँ
5. शिक्षण की विशिष्ट शिक्षा की विधियाँ, उद्देश्य, पाठ योजना से शिक्षण लाभ
6. पाठ योजना का अर्थ, पाठ योजना की भूमिका, पाठ योजना की आवश्यकताएं व विशेषताएं, पाठ योजना की रूपरेखा
7. शिक्षण की सहायक, सामग्री
8. शिक्षण की सहायक सामग्री (शाखय दृष्टि)
9. भाषा विकास की विभिन्न अवस्थायें सुनना, बोलना, पढ़ना लिखना
10. गणित की अवस्थायें सिद्धांत एवं संख्याओं के सामान्य ज्ञान को सीखने की प्रक्रिया
11. संगीत शिक्षण
12. कला एवं हस्त कला का महत्व
13. समुदाय व माता-पिता के साथ कार्य करना
1. स्वास्थ्य रक्षा विज्ञान
2. स्वास्थ्य शिक्षा का अर्थ, परिभाषा, क्षेत्र, उद्देश्य, सिद्धांत एवं महत्व
3. व्यक्तिगत, शारीरिक स्वास्थ्य शिक्षा
4. भोजन तथा सन्तुलित भोजन (भोजन के तत्व एवं विटामिन)
5. कुशोषण एवं सुशोषण
6. सामान्य रोग एवं उनके आधार
7. संक्रामक रोग एवं उनके उपचार हैजा, चैचक, मलेटिया, तपेदिक, प्लेग आदि
8. शिशु रोग निदान एवं उपचार
9. चिकित्सा की स्थिति
10. प्राथमिक चिकित्सा
11. डॉक्टरी जैंच एवं स्वास्थ्य अभिलेख का रखरखाव
12. विद्यालय में शुद्ध जल एवं वायु की व्यवस्था
1. Educational Psychology meaning, nature, scope and utility of Education.
2. Growth & Development:
3. Heredity & Environment
   * Infancy – 0-5 years
   * Childhood – 5-12 years
4. Language development
5. Play and its importance
7. Social Development
8. Concept formation
9. Laws of learning
10. Case of learning
11. Motivation
12. Mental Health.
13. Child's Health & school Education.
14. Concept of health & its importance in child development
15. Factors effect to health.
16. Concept of balance diet, Nutrition need of pre-school and primary school.
17. The Role of Voluntary agencies working in the area of health and nutrition.
18. Common infections diseases.
20. Types of Programme.
22. Aim of Education.
23. Working with Parents & Community.

*****
NCTE invites your valuable suggestions/views/comments on proposed draft curriculum framework on teacher education. Kindly send your observation by name to Dr. Anil Shukla, Deputy Secretary, NCTE, Hans Bhawan, Wing-II, Bahadurshah Zafar Marg, New Delhi through e-mail vclewark@ncte-in.org or by post latest by 15th October 2005.

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<td>7.</td>
<td>Chapter 7</td>
<td>Research in Teacher Education</td>
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**Education Structure**

It is divided in two parts:-

(A) Theory Structure

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<td>2(^{nd}) Sociology &amp; Guidance</td>
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<td>4(^{th}) Principles of Education</td>
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<td>5(^{th}) Educational Psychology</td>
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<td>6(^{th}) Modern Method of Teaching</td>
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<td>(2) Art &amp; Craft</td>
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<tr>
<td>(5) Rhyme, Action Songs, Speech, Story</td>
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<td>(6) VIVA</td>
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<td>(7) Internal Marks</td>
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|                                             | 500   |
All India
Pre-Primary Teacher's Vocational Training

Head Office:– C-23/20, Indira Nagar, Lucknow – 226016

Education Structure

It is divided in two parts:-

(A) Theory Structure

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(B) Practical Structure

| (1) Lesson Plan & Teaching                  | 100   |
| (2) Art & Craft                             | 100   |
| (3) Art File & Plan Book                    | 50    |
| (4) Preparation of Teaching Aids            | 50    |
| (5) Rhymes, Action Songs, Speech, Story     | 100   |
| (6) VIVA                                    | 50    |
| (7) Internal Marks                          | 50    |
| **Total**                                   | **500** |
SYLLABUS

PRE-PRIMARY TEACHER EDUCATION COURSE

The Syllabus will have two parts:

(1) THEORY 600 Marks

<table>
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<td>5th</td>
<td>Health Education &amp; Nutrition</td>
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</tr>
<tr>
<td>6th</td>
<td>General Hindi/English</td>
<td>100</td>
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</table>

(2) PRACTICAL 400 Marks

(a) Records File - 25 Lesson plans (10 Pre-Primary and 15 Primary), Case Study of one child and Chart, Colour balls and Craft File, Art File, Visit File, First Aid Box and Different types of cards for Pre-School 150

(b) Teaching (Practical) 50

(c) Written (show piece) 50

(d) Viva 50

(e) Internal Marks (Class work and Discipline) 100
After preparing the list of main headings, sub-contents of those heading were written.

Listing of Titles under sub-contents:
After the grouping or listing of sub-contents, the topics given under sub-content were written.

Listing of Practical
After the completion of above steps, practical related to headings were listed out.

In this step, those heading or contents were not present in above list and they should be an important or essential part of a model syllabi were included in comparative study table, to get a new format of model syllabi.

Format of Model Syllabi

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Content</th>
<th>Topic</th>
<th>Theory</th>
<th>Pratical</th>
<th>Remarks</th>
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</table>

After writing the above contents, they have been shortlisted paperwise so as to divide them into five papers which can be studied by the students and Teachers so as to make them no difficulty in understanding.

These papers were presented in following ways:-

Paper-I - *Education and Its Aspects*:

Paper-II - *Principles and Processes of Pre-Primary Education*

Paper-III - *Understanding the Child*

Paper-IV - *Organization and Management Techniques.*


Thus, after preparing the format of model syllabi researcher went to N.C.E.R.T. (National Council of Educational Research & Training, New Delhi). With that model syllabi where the researcher was advised by the curriculum group department of N.C.E.R.T. to send this model syllabi to
## MODULE - 1
### EDUCATION AND IT'S ASPECTS

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>TOPIC</th>
<th>THEORY</th>
<th>PRACTICAL</th>
<th>REMARKS</th>
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</thead>
<tbody>
<tr>
<td>Curriculum, Syllabus &amp; Time-Table</td>
<td>Meaning and Definition of curriculum and syllabus</td>
<td>CURRICULUM – Meaning and Definition. Concept of curriculum, characteristics, need, importance, scope &amp; types of curriculum, curriculum development, basis of curriculum development. SYLLABUS – Meaning and Definition.</td>
<td>Review of literature, Study of some models of curriculum/syllabus, comparison, critical comments and evaluation. Presentations and group discussion. Study of some Time-Tables.</td>
<td>Knowledge about curriculum is essential for basic concepts. This topic is not present in most of the syllabi.</td>
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<tr>
<td></td>
<td>Approaches and Models of curriculum</td>
<td>Herbert approach, Morrison approach, Evaluation approach, Formulation of teaching objective learning experiences, change of behavior, Managing approach of curriculum, Integrated approach of curriculum, Models of curriculum, Hilda Taba models of curriculum, Model of curriculum evaluation – Mukhopadhyay, Saran curriculum model as output.</td>
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<td></td>
<td>Time-Table</td>
<td>Meaning of Time-Table, definition of Time-Table, Importance and theories of planning of Time-Table. Planning of Model Time-Table for Preschoolers.</td>
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<tr>
<td>2. Education</td>
<td>Education and its aspects</td>
<td>Meaning and Definition of Education, Work of Education in Human Life &amp; their society, Sources of Education, Types of Education-Formal &amp; Informal, Aims of Education</td>
<td>Collection of Paper clippings related to sources of education, Types of education &amp; Aims of education</td>
<td>It is necessary to know about the practical meaning of Education and to know about the different theories of Education given by Educationists because would be teachers can use all these theories to teach the Child individually.</td>
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<tr>
<td>Function of Education</td>
<td>General function, functions in human and National life.</td>
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<td>Agencies of Education</td>
<td>Family, School, Community, State and Religion</td>
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<td>Problems of Education</td>
<td>Crisis in Education, Finance. Relevance, cultural crisis, job-oriented and general education</td>
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<tr>
<td>Concept of Education</td>
<td>Brief history of Bardha scheme, The system of Shanti Niketan, Basic Education of U.P., mental test, Modern concept of education</td>
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<td>Education for National Integration</td>
<td>Education of nationalism, education and nationalism, obstacles and their removal in national integration, merits &amp; demerits of</td>
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<td>Section</td>
<td>Concept</td>
<td>Details</td>
<td>Agencies of pre-primary education in [CSWB], Indian</td>
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<tr>
<td>Education for Emotional and cultural</td>
<td>Need of Emotional Integration, Obstacles and suggestion in emotional</td>
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<td>understanding</td>
<td>Integration, Intercultural education</td>
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<td>Education for International understanding</td>
<td>Need and principles of International understanding, role of teacher,</td>
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<td>school and other National / International organization for developing</td>
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<td>International understanding.</td>
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<td>Education for Citizenship &amp; Democracy</td>
<td>Meaning of citizenship &amp; democracy, education for citizenship &amp;</td>
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<td></td>
<td>democracy.</td>
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<td>3. Pre-Primary Education &amp; its aspects</td>
<td>Meaning and definition of pre-primary education, nature, importance</td>
<td>Preparation and presentation of audiovisual aids related to any topic</td>
<td>It is important to know the History and other</td>
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<td>and objectives of pre-primary education, scope &amp; methods of it.</td>
<td>about pre-primary education.</td>
<td>development of Pre-primary Education to develop the</td>
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<td>thinking and technique of the teacher for</td>
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<td>implementation of these things in teaching Programmes</td>
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<td>India.</td>
<td>Council of Child Welfare (ICCW), National Council of Educational Research and Training (NCERT), Indian association of pre-school education (IAPE), Integrated Child Development Services (ICUS), Save our soul is (SOS), UNICEF, OMEP, BALWADI, ANGANWADI, COBILE, CHACHERA, MUSS.</td>
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<td>History of pre-primary education in India.</td>
<td>Historical perspectives of pre-primary education, Teacher Education in Independent India, Teacher Education – current status, Teacher education curricula, present scenario of teacher education.</td>
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<td>Development of pre-primary education in India.</td>
<td>Pre-Independence &amp; post Independence development.</td>
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<td>Pre-primary education &amp; revolution</td>
<td>Revolution of pre-primary education in India, Impact of missionaries before Independence.</td>
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<td>4. Indian Education and Educationists</td>
<td>Philosophies of Indian Education</td>
<td>Contribution to Indian Education: Rabindra Nath Tagore, Sw.Vivekanand, Mahatma Gandhi, Aurbindo Ghosh, Rousean, Pestolozzi,</td>
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<tr>
<td>1. The Programme</td>
<td>Programme Planning for pre-schoolers</td>
<td>Meaning and definition of programme, Types of programme, An early childhood education programme, A balanced programme providing for developments, Sequencing in the programme, programme planning and schedule, a day's ECCE programme, theme based programme, Flexibility in the programme and the schedule, programmes for an ECCE center, participation of parents and community in childcare and education centers, Bases of an effective programme.</td>
<td>Prepare a theme based programme to give the training to pre-schoolers related to any aspect of child development. Plan six activities for group/small group of 4+ children and list the major development experiences intend for children.</td>
<td>Programme s and Implementation of Programme for the Child individually is very important aspect of NTT because the Teacher will come to know the real, practical &amp; useful techniques to arrange and implement the programme.</td>
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<td>2 Community Support</td>
<td>Mobilizing Community support</td>
<td>Meaning and definition of community and community support, need for community</td>
<td>Prepare a list of different expected areas of community participation and help.</td>
<td>Community Support is an important process or part to run</td>
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<tr>
<td>3. Developmental Profile</td>
<td>Evolving a development profile of a child</td>
<td>Meaning and concept of developmental profile, Identification of the developmental stages of the child, description of the developmental achievement of the child, describing the activities/experiences to accelerate development.</td>
<td>Prepare a development profile for pre-schoolers according to the stages of different development.</td>
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<td>4. Linkages of ECCE centre</td>
<td>ECCE center and its linkage with home</td>
<td>Need for linkage, Interaction between ECCE worker and home, Involvement of parents at ECCE center, skill development in parents</td>
<td>Organize a short drama and explain about the need of ECCE through it. Design &amp; Prepare posters and banners to show about the different beneficial aspects of ECCE.</td>
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<td>5. Work of Related Role of parents</td>
<td>Plan a programme</td>
<td>It is necessary to create inter relation between the staff of ECCE Centre &amp; parents in a proper way so it should be in the syllabus.</td>
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<td>Related authorities</td>
<td>authorities and their role in child in education</td>
<td>teachers, principal, friends and community in nursery school education, role of voluntary agencies working in the area of health and nutrition for children, relation between teachers and parents, school home and parents association.</td>
<td>for ECCE center with the help of parents, teachers, community and other related voluntary agencies. Hold discussion/interview with parents of children in ECCE center.</td>
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<tr>
<td>1. Child Development</td>
<td>Concept of development of Children</td>
<td>Meaning and definition of child development, stages, principles, theories of child development, History of child development.</td>
<td>Collection of paper clippings related to developments of children.</td>
<td>The awareness of various steps of Child's development &amp; Growth is needed because according to the stages a teacher can take care or handle the Child successfully.</td>
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<td></td>
<td>Understanding development of children in pre-school and below the years</td>
<td>Physical development, motor development, language development, social development, Emotional development, Moral development, personality development, Intellectual development.</td>
<td>Plan some activities to measure different development.</td>
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<tr>
<td>2. Delayed development</td>
<td>Delayed development and means to improve it.</td>
<td>Delayed development – Concept, common characteristics of delayed development, factors</td>
<td>Arrange a Survey on the symptoms &amp; causes of delayed development.</td>
<td>A teacher should know all the conditions &amp; various stages of</td>
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<tr>
<td>3. Children Needs</td>
<td>Needs of children in various stages of growing period</td>
<td>Physical needs, Psychological needs, cognitive needs, personal hygiene.</td>
<td>Study of needs of various stages of growing period</td>
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<td>4. Nutrition for pre-schoolers</td>
<td>Nutrition, Mal Nutrition and Balanced Diet.</td>
<td>Meaning of nutrition, Mal-nutrition and balanced diet, food groups, food and nutritional needs, other food habits, school meal programmes</td>
<td>Diet planning for pre-schoolers.</td>
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<tr>
<td>5. Child Healthcare and health development</td>
<td>Health care science and common children diseases</td>
<td>Mental health, Physical health, factors effect in health, concept and importance of health, first aid, common children diseases and causes protein energy malnutrition (PEM), vitamin-A deficiency, vitamin-B deficiency, Vitamin-C deficiency, Vitamin-D deficiency, Iron deficiency, Iodine deficiency, other health problems - eye problem, ear problem, tooth problems, skin problems respiratory</td>
<td>Visit an ECCE center and prepare a health report about health care facilities.</td>
<td>Child Healthcare &amp; Nutritional needs are an important part of the syllabi because a NTT student should have the knowledge of these things for taking good care of a child.</td>
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<tr>
<td>6. Play way Method</td>
<td>Play and its importance in child development</td>
<td>Meaning of Play-way activity, importance and role of play way method to educate the child, types of play, planning of games according to the stages of child growth.</td>
<td>Prepare a book list for different diseases along with their causes and care.</td>
<td>Play plays an important role in child Development, that is why it should be the part of NTT syllabi.</td>
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<td>7. Stimulating the child</td>
<td>Milestones of development</td>
<td>Learning and motivation, memory &amp; forgetting, thinking &amp; reasoning, attention &amp; interest, imagination and perception, intelligence and its measurement, concept formation, basic instincts &amp; general activities, habits, rewards &amp; punishment, concentration &amp; fatigue</td>
<td>Planning of Games according to the stages of child growth. Making educational play materials.</td>
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<td>exceptional children and find causes and factors of disabilities. + Plan a programme to educate exceptional children.</td>
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<td>CONTENT</td>
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<tr>
<td>1. Location</td>
<td>Site of Nursery School and structure of</td>
<td>Selection of Land, Identification of a proper location, Management of</td>
<td>Prepare a check list to evaluate the indoor and outdoor management of</td>
<td>A student &amp; trainee of NTT should know about the infrastructure, types,</td>
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<tr>
<td></td>
<td>school building</td>
<td>Outdoor and Indoor space, Superficial area &amp; cubical contents for school.</td>
<td>Nursery school.</td>
<td>organization &amp; management of an ECCE Centre, it should be included in</td>
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<td>NTT syllabi.</td>
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<td></td>
<td>School Plan and Infrastructure</td>
<td>Architectural Plan for school, Infrastructure of school – over all</td>
<td>Prepare a list of basic requirements to establish / open an ECCE center.</td>
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<td>space, Building, Classroom/ Lecture rooms, Practical labs, rest /</td>
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<td>sleeping rooms, toilet, play ground, gardens, kitchen</td>
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<td>Learning materials – Boards, teaching aids, furniture, furnishings.</td>
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<td>Physical facilities – Water supply, electric supply, medical facilities,</td>
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<tr>
<td>2. Pre-Schools</td>
<td>Types of Preschools</td>
<td>Crèche, kindergarten, Montessori, Day care central, Balwadi, Anganwadi, Nursery schools</td>
<td>Survey of different type of pre-schools</td>
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<td></td>
<td>Equipments for Nursery Schools</td>
<td>Learning equipments, Kitchen equipments, play equipments and other equipments, maintenance and care.</td>
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<tr>
<td>3. Educational Management</td>
<td>Management Techniques for pre school education</td>
<td>Preparation &amp; selection of books and Instructional materials, meaning of school organization, need and role of school organization and management, school records, cumulative records, register notices.</td>
<td>Design and prepare charts or banners to show the need and role of school organization.</td>
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<tr>
<td>4. Working Plan</td>
<td>Administration, Supervision, Financing &amp; Evaluation.</td>
<td>Office staff, Teaching staff, Administrative staff and other staff,</td>
<td>Develop a Performa for supervision of daily activities.</td>
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<td>To give information about establishment Processes as budgeting is necessary, so it should be included.</td>
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<tr>
<td>Inspection, Teacher's diary, office notes, lesson plans, budgeting, service book.</td>
<td>Prepare a budget of an ECCE Centre.</td>
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## MODULE – 5
EDUCATIONAL TECHNOLOGY AND GUIDANCE

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<th>CONTENT</th>
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<tbody>
<tr>
<td>1. Teaching Techniques and Devices</td>
<td>Meaning, definition and nature of teaching, principles of teaching, Techniques and devices of teaching, subject teaching, lesson plans and its need, assignment &amp; home work.</td>
<td>Prepare lesson plans of all general subjects to teach pre-schoolers.</td>
<td>Training to frame lesson plans is needed because it is not included with none of the syllabuses.</td>
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<tr>
<td>2. Criteria's of Educational Technology</td>
<td>Meaning and definition of education and teaching, functions and principles of teaching, simple teaching ways, Inductive, Deductive, Heuristic, Experimental, Observation, Simple teaching modes (explanation, exposition, Narration, Description, Story telling, illustration and fixing devices).</td>
<td>Arrange a short seminar / discussion on any topic gi</td>
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<td>Educational Guidance</td>
<td>Definition and qualities of educational guidance, methods and principles of educational guidance.</td>
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<td>Educational Psychology</td>
<td>A brief history, definition, scope, methods and branches of psychology, elementary understanding of psychological principles underlying the child's environment and development.</td>
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<tr>
<td>3. Pre Primary Teacher</td>
<td>Concept for pre-primary teacher</td>
<td>Qualities: Responsibilities, working pattern, teaching pattern, behavior self discipline.</td>
<td>A teacher should know about the qualities &amp; responsibilities of a teacher, so this is needed.</td>
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<td>Training of pre-primary teachers</td>
<td>Methods of training, Health Education.</td>
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</table>
the member of curriculum focus group for critical Assessment & Evaluation of it.

➢ After that the model syllabi was send to the 13 members of curriculum focus group including 3 staffs of curriculum group department and to the head of Elementary Education Department of N.C.E.R.T.

The list of curriculum focus group and other staff of N.C.E.R.T. is attached here with the copy of covering letter written by the researcher.

➢ After sending the model syllabi to the above persons researcher has got answers and critical comments from some of them. Then according to their valuable instructions and critics the researcher has made a new form of the model syllabi which is also attached here.
# National Focus Group on Early Childhood Education

<table>
<thead>
<tr>
<th>S.N.</th>
<th>Name &amp; Address</th>
<th>Contact No./E-mail</th>
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<tbody>
<tr>
<td>1</td>
<td><strong>Chairperson</strong>&lt;br&gt;Dr. Mina Swaminathan&lt;br&gt;Hon. Director, Uttara Devi Research Centre for Gender and Development&lt;br&gt;M.S. Swaminathan Research Foundation&lt;br&gt;3rd Cross St., Taramani Institutional Area&lt;br&gt;Chennai – 600113&lt;br&gt;Tamil Nadu</td>
<td>044-22541229 (O)&lt;br&gt;044-24345312 (R)&lt;br&gt;e-mail: <a href="mailto:mina@mssrf.res.in">mina@mssrf.res.in</a>&lt;br&gt;<a href="mailto:miams@vsnl.net">miams@vsnl.net</a></td>
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<tr>
<td>2</td>
<td><strong>Members</strong>&lt;br&gt;Prof. Anandalakshmy&lt;br&gt;Ex. Director (Lady Irwin College)&lt;br&gt;A-204 Mansarovar&lt;br&gt;19, 3rd Seaward Road&lt;br&gt;Balmiki Nagar&lt;br&gt;Chennai – 600 041&lt;br&gt;Tamilnadu</td>
<td><a href="mailto:anandalakshmy@vsnl.net">anandalakshmy@vsnl.net</a></td>
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<td>3</td>
<td>Ms. Freny Tarapore&lt;br&gt;President – IAPE&lt;br&gt;473/15 A Salisbury Park&lt;br&gt;Pune – 411 037&lt;br&gt;Maharashtra</td>
<td>020-24272239, 24270748&lt;br&gt;<a href="mailto:freza@eth.net">freza@eth.net</a></td>
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<td>4</td>
<td>Ms. S.S. Jayalakshmi&lt;br&gt;Director, Vidya Vikasini Society&lt;br&gt;66 D, Mettupalayam Road&lt;br&gt;Thudialur, Coimbatore – 641034&lt;br&gt;Tamil Nadu</td>
<td>0422-2842396, 2437662&lt;br&gt;<a href="mailto:ssjayam@yahoo.com">ssjayam@yahoo.com</a></td>
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<tr>
<td>5</td>
<td>Ms. Venita Kaul</td>
<td>Sr. Education Specialist</td>
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<td>6</td>
<td>Prof. K. Laxmi</td>
<td>Honorary Director</td>
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<tr>
<td>7</td>
<td>Dr. Usha Abroi</td>
<td>Regional Director</td>
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<tr>
<td>8</td>
<td>Prof. Prerana Mohite</td>
<td>Department of H.D.F.C.</td>
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<tr>
<td>9</td>
<td>Prof. Adarsh Sharma</td>
<td>Director</td>
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<td>10</td>
<td>Dr. Asha Singh</td>
<td>Department of Child Development</td>
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<td>11</td>
<td>Dr. G.C. Upadhyaya</td>
<td>Department of Elementary Education</td>
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<td>NCERT, Sri Aurobindo Marg</td>
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<td>12</td>
<td>Dr. Romila Soni</td>
<td>Department of Elementary Education</td>
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<td>13</td>
<td><strong>Member Secretary</strong></td>
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<td>Prof. V.P. Gupta</td>
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<td>14</td>
<td>Dr. Megha Nathan</td>
<td>Curriculum Group</td>
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<td>15</td>
<td>Dr. Amarendra Behra</td>
<td>Curriculum Group – NCERT</td>
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<td>16</td>
<td>Dr. Mrs. Ranjana Arora</td>
<td>Curriculum Group</td>
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<td>New Delhi – 110016</td>
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</tbody>
</table>
To,

Sub :- For Assessment of proposed syllabus of Nursery Teacher Training Course

Sir/Madam,

With kind honour I want to let you inform that I am a Research scholar and presently I am engaged in carrying out a research for Ph.D. in Home Science entitled "A Critical Assessment & Evaluation of Courses in the field of Early Childhood Care and Education followed by the creation & testing of a suitable model of syllabus for implementation in Child Care Institutions" since 2003.

This work of my research needs your proper guidance and I am advised by NCERT Curriculum Group to get it assessed by your proper & exact instructions to modify the proposed syllabus.

So kindly give me your valuable instructions & critics to make it in an exact form of syllabus for NTT Course which can be implemented in an Institution of Child Care.

I will be highly obliged for your suggestion.

Thanking you,
Address : Plot No. 168
Saket Nagar Colony,
Varanasi - 221 005
Ph. 0542-3090760

Your Sincerely
Nimisha Pandey
Research Scholar
A.K.A.P.G. College
Varanasi.
Dear Ms. Pandey,

This refers to your letter dated nil regarding assessment of proposed syllabus of nursery teacher training course. I have gone through the first few pages of the curriculum and made some observations on the pages as per the thinking we have in the Department of Elementary Education regarding the curriculum of nursery teacher training. You may like to go through these comments/observations and modify the curriculum as per your needs.

In your covering letter you have mentioned about the model of syllabus for implementing in child care institutions and at some other places, nursery teacher training has been referred to. 'One needs to have understanding whether the curriculum is for care component or pre-school education or both'. If infant toddlers care is included (0-3) then curriculum and content may have significant variation from the content of pre-primary teacher education. Similarly if the curriculum envisaged covering of children from 0-6 then content selection has to be made accordingly to the age group of children. As per NCERT National Focus Group on ECCE, the curriculum has been differentiated for the three distinct stages, i.e. infant and toddler (0-3), preschool education (3-6) and early primary grades (6-8).

I hope you will find some of the observations for further improvement.

Yours sincerely,

(G.C. Upadhyay)

Ms. Nimisha Pandey
Research Scholar,
(A.K.A.P.G. College),
Plot No.168, Saket Nagar Colony,
Varanasi – 221005
## MODULE – 1
EDUCATION AND IT'S ASPECTS

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>TOPIC</th>
<th>THEORY</th>
<th>PRACTICAL</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Curriculum, Syllabus &amp; Time-Table</td>
<td>Meaning and Definition of curriculum and syllabus</td>
<td>CURRICULUM – Meaning and Definition. Concept of curriculum, characteristics, need, importance, scope &amp; types of curriculum, curriculum development, basis of curriculum development. SYLLABUS – Meaning and Definition.</td>
<td>Review of literature, Study of some models of curriculum/syllabus, comparison, critical comments and evaluation. Presentations and group discussion. Study of some Time-Tables.</td>
<td>Knowledge about curriculum is essential for basic concepts. This topic is not present in most of the syllabi.</td>
</tr>
<tr>
<td></td>
<td>Approaches and Models of curriculum</td>
<td>Herbert approach, Morrison approach, Evaluation approach, Formulation of teaching objective learning experiences, change of behavior, Managing approach of curriculum, Integrated approach of curriculum, Models of curriculum, Hilda Taba models of curriculum, Model of curriculum evaluation –Mukhopadhyay, Saran curriculum model as output.</td>
<td></td>
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<tr>
<td></td>
<td>Time-Table</td>
<td>Meaning of Time-Table, definition of Time-Table, Importance and theories of planning of Time-Table. Planning of Model Time-Table for Pre-Schoolers.</td>
<td></td>
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</tr>
</tbody>
</table>

If curriculum syllabus in general has to be addressed, Academic Year 1975, 1985 is considered. National curriculum frameworks 2000, 2005 and their focus points may be important to consider. One of the issues pertaining to all NN frameworks has been curriculum load in children and to address it |
<table>
<thead>
<tr>
<th>2. Education</th>
<th>Education and its aspects</th>
<th>Meaning and Definition of Education, Work of Education in Human Life &amp; their society, Sources of Education, Types of Education-Formal &amp; Informal, Aims of Education</th>
<th>Collection of Paper clippings related to sources of education, Types of education &amp; Aims of education</th>
<th>It is necessary to know about the practical meaning of Education and to know about the different theories of Education given by Educationists because would be teachers can use all these theories to teach the Child individually.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function of Education</td>
<td>General function, functions in human and National life.</td>
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</tr>
<tr>
<td>Agencies of Education</td>
<td>Family, School, Community, State and Religion</td>
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<tr>
<td>Problems of Education</td>
<td>Crisis in Education, Finance. Relevance, cultural crisis, job-oriented and general education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concept of Education</td>
<td>Brief history of Bardha scheme, The system of Shanti Niketan, Basic Education of U.P., mental test, Modern concept of education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Education for National Integration</td>
<td>Education of nationalism, education and nationalism, obstacles and their removal in national integration, merits &amp; demerits of</td>
<td></td>
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</tbody>
</table>

Note: The handwriting on the image is not clear and cannot be transcribed accurately.
<p>| Education for Emotional and Cultural Understanding | Need of Emotional Integration, Obstacles and suggestion in emotional Integration, Intercultural education |
| Education for International Understanding | Need and principles of International understanding, role of teacher, school and other National / International organization for developing International understanding. |
| Education for Citizenship &amp; Democracy | Meaning of citizenship &amp; democracy, education for citizenship &amp; democracy. |
| 3. Pre-Primary Education | Meaning and definition of pre-primary education, nature, importance and objectives of pre-primary education, scope &amp; methods of it. |
| 3. Pre-Primary Education and its aspects | Preparation and presentation of audiovisual aids related to any topic about pre-primary education. |
| Agencies of pre-primary education in | It is important to know the History and other development of Pre-primary Education to develop the thinking and technique of the teacher for implementation of these things in teaching Programmes |
| Agencies-central social welfare board (CSWB), Indian | |</p>
<table>
<thead>
<tr>
<th>4. Indian Education and Educationists</th>
<th>Philosophies of Indian Education</th>
<th>Contribution to Indian Education: Rabindra Nath Tagore, Sw.Vivekanand, Mahatma Gandhi, Aurbindo Ghosh, Rousean, Pestolozi,</th>
</tr>
</thead>
</table>

**History of pre-primary education in India.**
- Historical perspectives of pre-primary education,
- Teacher Education in Independent India,
- Teacher Education – current status,
- Teacher education curricula, present scenario of teacher education.

**Development of pre-primary education in India.**
- Pre-Independence & post Independence development.

**Pre-primary education & revolution**
- Revolution of pre-primary education in India, Impact of missionaries before Independence.

**ICDS to a prog format agency would be NIPCEM (National Institute of Public Child Education and Development)**
|--------------------------------------|-----------------------|-----------------------------------------------------------------------------------|

**Aims & Principles**

**Meaning, Aims and Needs of ECCE, Principles of Early Childhood care & Early childhood Education Movement.**
<table>
<thead>
<tr>
<th>3. Developmental Profile</th>
<th>Evolving a development profile of a child</th>
<th>Meaning and concept of developmental profile, Identification of the developmental stages of the child, description of the developmental achievement of the child, describing the activities/experiences to accelerate development.</th>
<th>Prepare a development profile for pre-schoolers according to the stages of different development.</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Linkages of ECCE center and its linkage with home</td>
<td>ECCE center and its linkage with home</td>
<td>Need for linkage, Interaction between ECCE worker and home, Involvement of parents at ECCE center, skill development in parents</td>
<td>Organize a short drama and explain about the need of ECCE through it. Design &amp; Prepare posters and banners to show about the different beneficial aspects of ECCE.</td>
</tr>
<tr>
<td>5. Work of Related Role of parents</td>
<td>Plan a programme</td>
<td>It is necessary to create inter relation between the staff of ECCE Centre &amp; parents in a proper way so it should be in the syllabus.</td>
<td></td>
</tr>
</tbody>
</table>
## MODULE – 2
PRINCIPLES AND PROCESSES OF PRE-PRIMARY EDUCATION

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>TOPIC</th>
<th>THEORY</th>
<th>PRACTICAL</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The Programme</td>
<td>Programme Planning for pre-schoolers</td>
<td>Meaning and definition of programme, Types of programme, An early childhood education programme, A balanced programme providing for developments, Sequencing in the programme, programme planning and schedule, a day's ECCE programme, theme based programme, Flexibility in the programme and the schedule, programmes for an ECCE center, participation of parents and community in childcare and education centers, Bases of an effective programme.</td>
<td>Prepare a theme based programme to give the training to pre-schoolers related to any aspect of child development.</td>
<td>Programme and Implementation of Programme for the Child individually is very important aspect of NTT because the Teacher will come to know the real, practical &amp; useful techniques to arrange and implement the programme.</td>
</tr>
<tr>
<td>2 Community Support</td>
<td>Mobilizing Community support</td>
<td>Meaning and definition of community and community support, need for community</td>
<td>Prepare a list of different expected areas of community participation and help.</td>
<td>Community Support is an important process or part to run</td>
</tr>
<tr>
<td>Related authorities and their role in child in education</td>
<td>teachers, principal, friends and community in nursery school education, role of voluntary agencies working in the area of health and nutrition for children, relation between teachers and parents, school home and parents association.</td>
<td>for ECCE center with the help of parents, teachers, community and other related voluntary agencies. Hold discussion/interview with parents of children in ECCE center.</td>
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</tbody>
</table>

**Linkage with Primary Education**

**Convergence of service with health and nutrition**
<table>
<thead>
<tr>
<th>CONTENT</th>
<th>TOPIC</th>
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<th>PRACTICAL</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Child Development</td>
<td>Concept of development of Children</td>
<td>Meaning and definition of child development, stages, principles, theories of child development, History of child development.</td>
<td>Collection of paper clippings related to developments of children.</td>
<td>The awareness of various steps of Child's development &amp; Growth is needed because according to the stages a teacher can take care or handle the Child successfully.</td>
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<tr>
<td></td>
<td>Understanding development of children in pre-school and below the years</td>
<td>Physical development, motor development, language development, social development. Emotional development, Moral development, personality development, Intellectual development.</td>
<td>Plan some activities to measure different development.</td>
<td></td>
</tr>
<tr>
<td>2. Delayed development</td>
<td>Delayed development and means to improve it.</td>
<td>Delayed development – Concept, common characteristics of delayed development, factors</td>
<td>Arrange a Survey on the symptoms &amp; causes of delayed development.</td>
<td>A teacher should know all the conditions &amp; various stages of</td>
</tr>
</tbody>
</table>

**Note:** The table lists the content, topics, theories, practical activities, and remarks related to understanding the child development and delayed development. The practical activities and remarks highlight the importance of understanding the stages of child development and delayed development for effective teaching. The awareness of various steps of Child's development and growth is needed because according to the stages, a teacher can take care or handle the Child successfully.
or causes of delayed development, Guidelines for working with children having delayed development, referral services available.

development of an exceptional Child because he/she has to treat with an exceptional Child differently.

<table>
<thead>
<tr>
<th>3. Children Needs</th>
<th>Needs of children in various stages of growing period</th>
<th>Physical needs, Psychological needs, cognitive needs, personal hygiene.</th>
<th>Study of needs of various stages of growing period</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Nutrition for pre-schoolers</td>
<td>Nutrition, Mal Nutrition and Balanced Diet.</td>
<td>Meaning of nutrition, Mal-nutrition and balanced diet, food groups, food and nutritional needs, other food habits, school meal programmes</td>
<td>Diet planning for pre-schoolers.</td>
</tr>
<tr>
<td>Child Healthcare &amp; Nutritional needs are n important part of the syllabi because a NTTstudent should have the knowledge of these things for taking good care of a child.</td>
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<tr>
<td>6. Play way Method</td>
<td>Play and its importance in child development</td>
<td>Meaning of Play-way activity, importance and role of play way method to educate the child, types of play, planning of games according to the stages of child growth.</td>
<td>Prepare a book list for different diseases along with their causes and care.</td>
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<tr>
<td>7. Stimulating the child</td>
<td>Milestones of development</td>
<td>Learning and motivation, memory &amp; forgetting, thinking &amp; reasoning, attention &amp; interest, imagination and perception, intelligence and its measurement, concept formation, basic instincts &amp; general activities, habits, rewards &amp; punishment, concentration &amp; fatigue</td>
<td>Planning of Games according to the stages of child growth. Making educational play materials.</td>
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<td>exceptional children and find causes and factors of disabilities. + Plan a programme to educate exceptional children.</td>
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</table>
## MODULE – 4
### ORGANISATION AND MANAGEMENT TECHNIQUES

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<tr>
<th>CONTENT</th>
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<th>PRACTICAL</th>
<th>REMARKS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Location</td>
<td>Site of Nursery School and structure of school building</td>
<td>Selection of Land, Identification of a proper location, Management of Outdoor and Indoor space, Superficial area &amp; cubical contents for school.</td>
<td>Prepare a check list to evaluate the indoor and outdoor management of Nursery school.</td>
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<tr>
<td></td>
<td>School Plan and Infrastructure</td>
<td>Architectural Plan for school, Infrastructure of school – over all space, Building, Classroom/ Lecture rooms, Practical labs, rest / sleeping rooms, toilet, play ground, gardens, kitchen Learning materials – Boards, teaching aids, furniture, furnishings. Physical facilities – Water supply, electric supply, medical facilities.</td>
<td>Prepare a list of basic requirements to establish / open an ECCE center.</td>
<td>A student &amp; trainee of NTT should know about the infrastructure, types, organization &amp; management of an ECCE Centre, it should be included in NTT syllabi.</td>
</tr>
<tr>
<td>2. Pre-Schools</td>
<td>Types of Pre-schools</td>
<td>Créche, kindergarten, Montessori, Day care central, Balwadi, Anganwadi, Nursery schools</td>
<td>Survey of different type of pre-schools</td>
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</tr>
<tr>
<td>Equipments for Nursery Schools</td>
<td>Learning equipments, Kitchen equipments, play equipments and other equipments, maintenance and care.</td>
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</tr>
<tr>
<td>3. Educational Management</td>
<td>Management Techniques for pre school education</td>
<td>Preparation &amp; selection of books and Instructional materials, meaning of school organization, need and role of school organization and management, school records, cumulative records, register notices.</td>
<td>Design and prepare charts or banners to show the need and role of school organization.</td>
<td></td>
</tr>
<tr>
<td>4. Working Plan</td>
<td>Administration, Supervision, Financing &amp; Evaluation.</td>
<td>Office staff, Teaching staff, Administrative staff and other staff,</td>
<td>Develop a Performa for supervision of daily activities. +</td>
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<td>To give information about establishment Processes as budgeting is necessary, so it should be included.</td>
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<tr>
<td>Inspection, Teacher's diary, office notes, lesson plans, budgeting, service book.</td>
<td>Prepare a budget of an ECCE Centre.</td>
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<tr>
<td>CONTENT</td>
<td>TOPIC</td>
<td>THEORY</td>
<td>PRACTICAL</td>
<td>REMARKS</td>
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</tr>
<tr>
<td>1. Teaching</td>
<td>Techniques and Devices</td>
<td>Meaning, definition and nature of teaching, principles of teaching, Techniques and devices of teaching, subject teaching, lesson plans and its need, assignment &amp; home work.</td>
<td>Prepare lesson plans of all general subjects to teach pre-schoolers.</td>
<td>Training to frame lesson plans is needed because it is not included with none of the syllabuses.</td>
</tr>
<tr>
<td>Educational Psychology</td>
<td>Definition and qualities of educational guidance, methods and principles of educational guidance.</td>
<td>A brief history, definition, scope, methods and branches of psychology, elementary understanding of psychological principles underlying the child's environment and development.</td>
<td></td>
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<tr>
<td>3. Pre Primary Teacher</td>
<td>Concept for pre-primary teacher</td>
<td>Qualities: Responsibilities, working pattern, teaching pattern, behavior self discipline.</td>
<td>A teacher should know about the qualities &amp; responsibilities of a teacher, so this is needed.</td>
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<tr>
<td>Training of pre-primary teachers</td>
<td>Methods of training, Health Education.</td>
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</tbody>
</table>
To,
Ms Nimisha Pandey
Research Scholar,
Varanasi

Dear Nimisha,

I am responding to the proforma that you sent. From your letter it was not clear whether you were making a checklist for evaluation or creating a syllabus for Nursery Teachers framing. I have attempted to provide certain guidelines. I suggest you look at the position paper that is on the Net after the National Focus Group met last year. If you are planning to do research in the area of Early Childhood you will have to become more contemporary in approach. To get to be modern is not always to use trendy jargon but it enables you to understand that the society is undergoing change and there have been many areas of growth, progress and change. For example it is Early Childhood Development and not NIT as the under twos need care in the wake of the fact that mothers have no support at home in many parts of India.

Do take a look at the suggestions. Keep in touch in case you want any more input. All the best to you in your efforts.

Yours Sincerely,

Asha Singh
Reader,
Lady Irwin College
Delhi University

Address:
D-4, Vasant Kunj
New Delhi-110070
Responses to the Research Evaluation Proforma presented by Ms Nimisha Pandey

Content:

- Most ideas are all present.
- Absence of child oriented activities such as art, music and dance
- Preschool or Nursery training needs to have a dominance of understanding the role of activities
- The significance of early years and the importance of concrete experiences has to be emphasized
- Need to be simplified and reorganized for enriched sequential clarity.
- Many spelling errors, needs attention in presentation such as Wardha not Bardha, Pestalozzi, and many other
- The role of larger macro goals needs to be brief
- There should be participatory approaches for understanding needs of children

Suggested restructuring

- Education and its functions
  Goals, objectives, principles, etc
- Curricular objectives
- Principles of Development
- Needs of children: significance of early years
- Working with children: play, joyful learning, Guiding and mediation
- Innovative classroom practices: art, movement & drama
- Organizing classroom spaces
- Understanding socio-cultural dimensions of educational content
- School as an extension of the community
Dear Ms. Pande,

With reference to your letter please find enclosed my comments on the Syllabus of Nursery Teachers Training Course. I hope you will find them useful.

With kind regards,

Yours sincerely,

(Usha Abrol)

Encl.: a/a

Ms. Nimisha Pandey
Research Scholar
AKAPG College
Plot No.168, Saket Nagar Colony
Varanasi- 221 005
Observations on proposed syllabus of Nursery Teacher Training Course

1. In the module I on Education and its Aspects is not very relevant. It should be condensed to one or two topics.

2. Under pre-primary – Development of pre-primary education in India and pre-primary education and revolution should be deleted- Why discuss pre-independence situation?

3. Under Indian Education – Many International educationists have also been included. The content should be reworded as “Influences on Indian Education”.

4. Module 3 Understanding the child should come before Module 2 on Principles and Processes of Pre-primary education. In module-3 following observations may be noted:
   I Under the topic Growth and Development – Characteristics of New born – does not fit should be deleted.
   II The topic – understanding development should be rephrased as – Aspects of Development – Physical and motor
      - Cognitive
      - Language
      - Emotional
      - Personal-Social Development
      
      The list of activities to be organized under each should be specified as this is the most important part.
      
      Practice teaching of activities for various aspects of development should be included.
   III Topic Delayed Development and means to improve it should be rephrased as :
       “Developmental Delays”
      
      • Under this topic the concept of milestones
      • Types – e.g. M.R., C.P, Visual, Hearing Handicaps etc.
- Early identification of developmental delays
- Early stimulation or activities for developmentally delayed children.

IV Under children’s Needs – Needs of children at various stages

- Physiological
- Safety needs
- Emotional Needs – Love, affection
- Social needs-respect
- Respect or esteem

**Nutrition for Children**

No need to discuss school meal programme

**Child Health**

- Health needs of pre-schoolers
- Immunization and
- Prevention of infections
- Common childhood diseases
- Management of Diarrhea
- Nutritional deficiency
- Personal hygiene
  - Dental
  - Visual care
- First aid

**Topic 6 should be only on PLAY**

- Meaning and scope of play
- Theories of play
- Importance of play in pre-school
- Organizing play activities in the pre-school

More emphasis on activities in pre-school:
  - Non formal play way method
  - Joyful learning

Following need to be added
  - One section on assessment of children
  - Records and registers of a pre-school – case files
  - Parental involvement
  - Self evaluation of pre-school
  - Techniques of observation, interview and testing the children
  - Common behavioural problems of children and their management
  - Quality concerns in ECCD
The Curriculum of the Nursery School

Learning activities in the outdoors
Creative art activities
Fostering Cognitive growth through the sciences
Structural learning activities
Children's literature
Dramatic play
Creative music activities
Field trips and special visitors
Food experiences, meals and snacks
Programme planning and evaluating

Professional Considerations
Teacher-Parent relations
The World's Children
The profession - Past, present and future

The Early Years: Their Importance

Importance of early care
Programmes for differing needs
Historical perspective
Today's need

Educational Programmes for Young Children:

Development of programmes for preschool age children
Compensatory and intervention education programmes
Responsibility for pre-primary care and services
Types of programmes for young children
Legislative trends
Importance of co-operative effort
Characteristics of good adult personnel

Emerging Programmes for Young Children:

Theories of learning
Technology and the preschool child
National programmes
Innovative practices
Innovation and change in perspective

Curriculum and Young Children:

Curriculum and young children
Curriculum planning
Cultural expectations
What the children are like.
PLANNING FOR LEARNING:
* Analyzing pupil achievement
* Planning learning opportunities
* Teaching strategies
* Planning for teaching
* Instructional Resources
* Planning the day
* Evaluating daily planning
* Planning for the child's first day
* Writing policies and plans

PLAY ACTIVITIES:
* Play of the young child
* Developmental sequences of play activities
* Selection of play equipment and materials
* Outdoor play
* Indoor play

OTHER ACTIVITIES:
* Story telling
* Poetry
* Dramatization
* Listening
* Writing
* Fostering creativity
* Art activities
* Music activities
* Movement

INVOLVING PARENTS AS PARTNERS:
* The concept of parent involvement
* Parents and teachers work together
* Parents and teachers communicate
* Observing form for parents
* Facilities and materials for parents
* Guide for parents in selecting a programme

RECORDING THE DEVELOPMENT OF CHILDREN:
* What should be recorded
* Information for parents
* Why records are necessary
* Studying young children
* How to record
Management by objectives
* Recording planned observations

**Physical Facilities, Equipment and Materials** -
* Criteria for selection of facilities, equipment and materials
* Outdoor space
* Equipment and materials
* The role of adults

**Teaching in a School for Young Children** -
* Types of schools
* Philosophy
* Getting to know children
* Setting the stage
* Teachers and techniques used
## PROPOSED NEW MODEL SYLLABUS OF NTT

### MODULE - 1

#### EDUCATION AND ITS ASPECTS

<table>
<thead>
<tr>
<th>Content</th>
<th>Topic</th>
<th>Theory</th>
<th>Practical</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Curriculum, Syllabus Time-table</td>
<td>Meaning and Definition of curriculum and syllabus</td>
<td>CURRICULUM- Meaning and definition, concept of curriculum, characteristics, need, importance, scope and types of curriculum, curriculum development, basis of curriculum development. SYLLABUS-Meaning and definition</td>
<td>Review of Literature, Study of some models of curriculum/syllabus, comparison, critical comments and evaluation, presentation and group discussions. Study of some time-tables.</td>
<td>Knowledge of curriculum is essential for basic concept. This topic is not present in most of the syllabi.</td>
</tr>
<tr>
<td></td>
<td>Approach and models of curriculum</td>
<td>Herbert approach, Morrison approach, Evaluation approach, formulation of teaching objective learning experiences, change of behaviour, Managing approach of curriculum, models of curriculum, Hilda Taba models of curriculum, Model of curriculum evaluation-Mukhopadhyay, Saron curriculum Model as output</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Time-Table</td>
<td>Meaning of Time-table, definition of Time-table, Importance and theories of planning of Time-table, Planning of Model Time table for pre-schoolers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. EDUCATION</td>
<td>Education and its aspects</td>
<td>Meaning and definition of Education, Work of Education in Human Life &amp; their Society, sources of Education, Types of Education-Formal &amp; Informal, Aims of Education</td>
<td>Collection of paper Clippings related to sources of education types of education &amp; Aims of education</td>
<td>It is necessary to know about the practical</td>
</tr>
</tbody>
</table>

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**Note:** The content is organized into a table format with columns for **Content**, **Topic**, **Theory**, **Practical**, and **Remarks**. Each row provides a detailed outline of the curriculum and syllabus topics, practical methodologies, and remarks on the importance and uniqueness of the topics.
<table>
<thead>
<tr>
<th>Function of Education</th>
<th>General Function, Functions in human and National life.</th>
<th>Meaning of education and to know about the different theories of education given by educationalist because the would be teaches can use all these theories to teach the child individually</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agencies of Education</td>
<td>Family, School, Community, State, and religion</td>
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<tr>
<td>Problems of Educations</td>
<td>Crisis in Education, Finance, Relevance, cultural crisis, Job-oriented and general education</td>
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</tr>
<tr>
<td>Concept of Education</td>
<td>Brief history of Vardha Scheme, The system of Shanti Niketan, Basic Education of U.P., mental tests, Modern Concept of Education</td>
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</tr>
<tr>
<td>Education For National Integration</td>
<td>Education of Nationalism, Education and Nationalism, National Integration, Merrits &amp; Demerrits of Education in Nationalism</td>
<td>Prepare skit on National Integration</td>
</tr>
<tr>
<td>Education for Emotional and cultural understanding</td>
<td>Need of Emotional Integration, Obstacles and suggestion in Emotional Integration, Inter cultural Education</td>
<td></td>
</tr>
<tr>
<td>Education for International understanding</td>
<td>Need and principles of International understanding, role of teacher, school and other National International organization for developing international understanding</td>
<td></td>
</tr>
<tr>
<td>3. PRE-PRIMARY EDUCATION</td>
<td>Pre-primary Education and its aspects</td>
<td>Meaning and definition of pre-primary Education, Nature, importance and objectives of pre-primary Education, Scope &amp; Methods of it.</td>
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<tr>
<td></td>
<td>Agencies of Pre-Primary Education in India</td>
<td>Agencies-Central Social Welfare Board (OSWB), Indian Council of Child Welfare (ICCW), National Council of Educational Research and Training, (NCERT), Indian Association of Pre-school Education (IAPE), Integrated Child Development Services (ICDS), Save Our Souls (SOS), UNICEF, OMEP, BALWADI, ANGANWADI, MOBILE-CREACHES, MUSS, NIPCCD (National Institute of Public Co-operation and Child Development.</td>
</tr>
<tr>
<td>Education for citizenship &amp; Democracy</td>
<td>Meaning of citizenship &amp; Democracy, Education for citizenship &amp; Democracy.</td>
<td></td>
</tr>
<tr>
<td>History of Pre-primary Education in India</td>
<td>Historical perspectives of Pre-primary Education, Teachers Education in Independent India, Teacher Education- Current status, Teacher Education curricula, present scenario of teacher Education</td>
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</tr>
<tr>
<td>Developme nt of Pre-Primary Education in India</td>
<td>Pre-Independence &amp; Post-Independence Development Revolution of Pre-primary Education in India, Impact of missionaries before Independence.</td>
<td></td>
</tr>
<tr>
<td>5. EARLY CHILDHOOD CARE AND EDUCATION</td>
<td>Aims and Principles of ECCE</td>
<td>Meaning, Aims and Needs of ECCE, Principles of Early childhood Care &amp; Education, Approaches to ECCE, Early childhood Education Movement</td>
</tr>
</tbody>
</table>
## MODULE – 2
### UNDERSTANDING THE CHILD

<table>
<thead>
<tr>
<th>Content</th>
<th>Topic</th>
<th>Theory</th>
<th>Practical</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. CHILD DEVELOPMENT</td>
<td>Survival Growth and Development</td>
<td>Meaning and Definition of Child Development, Stages, Principles, Theories of Child development, History of child Development.</td>
<td>Collection of paper clippings related to development of children</td>
<td>The awareness of various step of child development &amp; growth is needed, because According to the stages a teacher and take care or handle the child successfully.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Meaning of Growth and Development, Factors affecting growth &amp; development, Characteristics of new born baby</td>
<td>Collection of different Photos about growth and development</td>
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<tr>
<td></td>
<td>Understanding development of children in preschool and below three years</td>
<td>Physical Development, Motor Development, Language development, Social development, Emotional development, Moral development, Personality development, Intellectual development.</td>
<td>Plan some activities to measure different development.</td>
<td></td>
</tr>
<tr>
<td>2. STIMULATING THE CHILD</td>
<td>MILESTONES OF DEVELOPMENT</td>
<td>Learning and Motivation, Memory &amp; Forgetting, Thinking &amp; Reasoning, Attention &amp; Interest, Imagination and Perception, Intelligence and its measurement, concept formation, Basic Instincts &amp; General Activities, Habits, Reward &amp; Punishment, Concentration &amp; Fatigue.</td>
<td>Prepare a questionnaire to measure all the milestones of development</td>
<td></td>
</tr>
<tr>
<td>3. DEVELOPMENT DELAYS</td>
<td>Delayed Development and means to improve it.</td>
<td>Delayed development-concept, common characteristics of delayed development, Factors or causes of delays development, Guidelines for working with children having delayed development, Referral services available.</td>
<td>Arrange a survey on the symptoms &amp; Causes of delayed development</td>
<td>Teacher should know about all the conditions &amp; various stages of development of an exceptional group child coz he she has a treat with an Explanation child differently</td>
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</tr>
<tr>
<td>4. CHILDREN NEEDS</td>
<td>Need of children in various stages of growing period</td>
<td>Physical, needs, Psychiological needs, cognitive needs, personal Hygiene, First Aid</td>
<td>Study of needs of various stages of growing period</td>
<td></td>
</tr>
<tr>
<td>5. NUTRITION FOR PRE-SCHOOLERS</td>
<td>Nutrition, Malnutrition and Balanced Diet</td>
<td>Meaning of Nutrition, Malnutrition and Balanced diet, Food, groups, Food and Nutritional Needs, other Food habits, School meal programmes.</td>
<td>Diet Planning for pre-schoolers.</td>
<td></td>
</tr>
<tr>
<td>6. CHILD HEALTH CARE AND HEALTH DEVELOPMENT</td>
<td>Health Care Science and Common children deseases</td>
<td>Mental Health, Physical health, Factors affect in health, Concept and importance of health, First Aid, Common children deseases and causes protein energy malnutrition (PEM), Vitamin A deficiency, Vitamin B deficiency, Vitamin-C deficiency, Vitamin-D deficiency, Iron deficiency, Iodine deficiency, other health Problems- Eye Problem, Ear Problem, Tooth Problems, Skin Problems, Respiratory Systems,</td>
<td>Visit an ECCE Centre and prepare a health report about health care facilities.</td>
<td>Child Health concentration Nutritional needs are an important part of the syllaby, because a NTT student should have the knowledge of these things for taking grod cave of a child</td>
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<td>Prepare a booklet for different diseases along with their causes and cave.</td>
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</tbody>
</table>
M O D U L E  –  3
PRINCIPLES AND PROCESS OF PRE-PRIMARY EDUCATION

<table>
<thead>
<tr>
<th>Content</th>
<th>Topic</th>
<th>Theory</th>
<th>Practical</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. THE PROGRAMME</td>
<td>Programme Planning for Pre-Schoolers</td>
<td>Meaning and Definition of Programme, Types of Programme, An Early Childhood Education Programme, A balanced Programme providing for developments, Sequencing in the programme, Programme Planning and schedule, A days ECEE programme, Theme based programme, Flexibility in the programme and the schedule, Programmes for an ECCE Centre, Participation of parents and county in child care and Education centers, Bases of an effective Programme.</td>
<td>Prepare a theme based Programme to give the training to pre-schoolers related to any aspect of child development. Plan six activities for group/small group of 4+ children and list the major development experiences intend for children.</td>
<td>Programme and implementation of programme for the child individually to every aspect of development is very important Aspect of NTT, because the teacher will come to know the real, practical and useful techniques to arrange &amp; implement the programme.</td>
</tr>
<tr>
<td>2. COMMUNITY SUPPORT</td>
<td>Mobilising Community Support</td>
<td>Meaning and definition of community and community support, Need for community a wareness, Important of community support, Methods of mobilizing Community Support, Areas of Community Participation, Working with parents and community</td>
<td>Prepare a list of different expected areas of community participation and help</td>
<td>Community support is an important process to run an ECCE centre and that's why teachers should know about community support and other related facts.</td>
</tr>
</tbody>
</table>
3. DEVELOPMENTAL PROFILE

| Evolving a Developmental profile of a child | Meaning and concept of Developmental Profile, Identification of the developmental stages of the child, Description of the developmental achievement of the child, Describing the activities/Experiences to accelerate development. | Prepare a developmental profile for preschoolers according to the stages of different development. | Developmental profile of every child has to be maintained by the teacher because it is needed for a good ECCE centre. |

4. ECCE and Linkages with Pre-Primary Education

| ECCE Centre and its linkage with home | Need for Linkage, Interaction between ECCE Worker and home, Involvement of parents at ECCE Centre, Skill development in parents | Organise a short drama and explain about the need of ECCE through it. Design & prepare posters and banners to show about the different beneficial aspects of ECCE. | It is necessary to create interrelation between the staff of ECCE centre and parents in a proper way, so it should be in the syllabus. |

5. WORK OF RELATED AUTHORITIES

| Related authorities and their role in child Education | Role of parents; Teachers, Principal, Friends and Community in nursery School Education, Role of Voluntary agencies working in the area of Health and Nutrition for children, Relation between teachers and Parents, School-Home and parents Association, Linkage with pre-primary education convergence of service with health and Nutrition | Plan a programme ECCE Centre with the help of Parents, Teachers, Community and other related voluntary agencies. Hold discussion/interview with parents of children in ECCE Centre. |  |
## MODULE – 4
### ORGANIZATION AND MANAGEMENT TECHNIQUES

<table>
<thead>
<tr>
<th>Content</th>
<th>Topic</th>
<th>Theory</th>
<th>Practical</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. LOCATION</td>
<td>Site of Nursery School and Structure of School building</td>
<td>Selection of land, Identification of a proper location, Management of Outdoor and Indoor space, superficial area &amp; cubical contents for school.</td>
<td>Prepare a check list to evaluate the indoor and outdoor management of Nursery school.</td>
<td>A student or trainee of NTT should know about the infrastructure, type organization and Management of an ECCE Centre, So it should be included in NTT syllaby</td>
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<tr>
<td></td>
<td>School Plan Infrastructure</td>
<td>Architectural Plan for school, Infrastructure of school- over all space, building, classroom/lecture rooms, Practical Labs Rest/sleeping rooms toilet, Play ground, Gardens, Kitchen, Learning materials Board, Teaching Aids, Furniture, Furnishings, Physical facilities- water supply, Electric supply, Medical facilities, Library, museum &amp; Club.</td>
<td>Prepare a list of basic requirement to establish/open an ECCE Centre.</td>
<td></td>
</tr>
<tr>
<td>2. PRE-SCHOOLS</td>
<td>Type of Pre-Schools</td>
<td>Creche, Kindergarten, Montessori, Day Care Centre, Balwadi, Anganwadi, Nursery School</td>
<td>Survey of different type of Pre-schools</td>
<td></td>
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<tr>
<td></td>
<td>Equipments for Nursery Schools</td>
<td>Learning Equipments, Kitchen Equipments, Play Equipments and other Equipments, Maintenance and care.</td>
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</tr>
<tr>
<td>2. EDUCATIONAL MANAGEMENT</td>
<td>Management Techniques for pre-school Education</td>
<td>Preparation &amp; selection of Books and Instructional Materials, Meaning of school organization, Need and Role of school organization, Difference between organization and Management, School records, cumulative, Records, Register, Notices</td>
<td>Design and prepare charts or banners to show the need and role of school organization.</td>
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<tr>
<td>4. WORKING PLAN</td>
<td>Administration, Supervision, Financing &amp; Evaluation</td>
<td>Office, Teaching staff, Administrative, Staff and other staff, Panel Inspection, Teacher's Diary, Office notes, lesson Plans, Budgeting, Service Book.</td>
<td>Development a proforma for supervision of daily Activities. To give information about Establishment Process as budgeting is necessary so it should be included.</td>
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## MODULE – 5

### EDUCATIONAL TECHNOLOGY AND GUIDANCE

<table>
<thead>
<tr>
<th>Content</th>
<th>Topic</th>
<th>Theory</th>
<th>Practical</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1: TEACHING</td>
<td>Techniques and Devices</td>
<td>Meaning, Definition and Nature of teaching, Principles of Teaching Techniques and devices of Teaching, Subject teaching, Lesson Plans and its need, Assignment &amp; Home Work.</td>
<td>Prepare lesson Plans of all general subject to teach pre-schoolers</td>
<td>Training to frame lesson plans is needed because it is not included with syllabs.</td>
</tr>
<tr>
<td>Educational Guidance</td>
<td></td>
<td>Definition and Qualities of Educational Guidance, Methods and Principles of Educational Guidance.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Educational Psychology</td>
<td></td>
<td>A Brief History, Definition, Scope, Methods and Branches of Psychology, Elementary understanding of Psychological Principles underlying the child's Environment and Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3: PRE- PRIMARY TEACHER</td>
<td>Concept for Pre-Primary teacher</td>
<td>Qualities, Responsibilities, working pattern, Teaching pattern, Behaviour self discipline.</td>
<td>Prepare an observation schedule to observe the interaction of ECCE worker &amp; helper with children on the basis of these observation develop a checklist of desirable and undesirable qualities of ECCE worker &amp; helper</td>
<td>A teacher should know about a qualities dn responsibilities of a Teachers.</td>
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