



Syllabus

Diploma in Pre-Primary Teachers' Education (Montessori)

Full marks-600; Duration-1-year

Course structure

Paper IA: Principles of Education (50 marks) Paper IB: Montessori and Pre-Primary Education (50marks)	Paper IIA: Child Psychology and Learning Process (50 marks) Paper IIB: Health and Hygiene (50 marks)
Paper IIIA: Exercises on Practical Life (50 marks) Paper IIIB: Development of Sensorial Activities (50 marks)	Paper IVA: Language Development (50 marks) Paper IVB: Arithmetic (50 marks)
Paper VA: Concept of Continuous and Comprehensive Evaluation Paper VB: Child and Environment	Paper VIA: i) Project work on Language & Arithmetic (25+25 marks) Paper VIB: i) Social & Cultural Activities (20 marks) ii) Simulated Teaching (30 marks)

Theory: Paper I, II & V; Practical : Paper III, IV & VI

Paper IA- Principles of Education (50 marks)

U.1- Concept of Education

U.2- Pre-Primary Education: Historical Perspective

2.1 The Open Window

2.2 UN Convention on Child's Rights

2.3 Pre-Primary Education in India

2.4 Inclusion of Early Childhood Learning as art of institutionalised education

U.3- Education and Philosophy

3.1 Idealism, Naturalism and Pragmatism

3.2 Application of the Above in Philosophy of Rousseau, Froebel, Gandhi and Tagore

3.3 Development of Montessori Method

U.4- Child-Centric Education

4.1 Concept of Child-Centric Education

4.2 Characteristics of Child-Centric Education

4.3 Implication in Pre-Primary Education

U.5- Co-Curricular Activities in Pre-Primary Education

5.1 Concept of Co-Curricular Activity

5.2 Different Types of Co-Curricular Activities

5.3 Activity-based Education

5.4 Freedom and Discipline

5.5 Reward and Punishment

Paper IB- Montessori and Pre-Primary Education (50marks)

U.1- Life of Maria Montessori

- Montessori Theory and System of Education

- Stages of Child Development
- U.2- Development of Montessori Method
 - 2.1 House of Children
 - 2.2 Secrets of Childhood
 - 2.3 Principles of Self-Education
- U.3- Montessori Environment
 - 3.1 Prepared Environment
 - 3.2 Montessori Materials
 - 3.3 Process of Normalisation
 - 3.4 The vision of Peace Education
- U.4- Montessori Method and Other Pre-Primary Education Systems
 - 4.1 Kindergarten and Nursery
 - 4.2 Montessori
 - 4.3 Comparison

Paper II A: Child Psychology and Learning Process (50 marks)

Unit -1: Child Psychology

- 1.1 Meaning of Child Psychology
- 1.2 Nature of Child Psychology
- 1.3 Dr. Montessori's Work on Child Psychology
- 1.4 Originality of Montessori's Psychology

Unit-2: Growth and Development of Child

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

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

- 3.1 Physical Development
- 3.2 Mental/Cognitive Development
- 3.3 Emotional Development
- 3.4 Social Development
- 3.5 Role of Teachers and Parents

Unit-4: Individual Difference, Motivation and Creativity

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

Unit-5: Learning Process

- 5.1 Concept of Learning
- 5.2 Nature of Learning

5.3 Types of Learning

5.4 Theories of Learning

5.4.1 Theory of Trial and Error Learning

5.4.2 Theory of Conditioning (Classical and Operant)

5.4.3 Montessori's Theory of Learning

Paper IIB: Health and Hygiene (50 marks)

Unit-1: Health and Hygiene

1.1 Introduction

1.2 Historical Development

1.3 Meaning, Nature and Concept

Unit -2: Mother and Child

2.1 Mother's Care and Habit formation

2.2 Parental Control

Unit-3: Child's Health

3.1 Healthy Mother

3.2 Mother and Child's Health

3.3 Health Check Point

Unit-4: Personal Cleanliness

4.1 Meaning and Concept

4.2 Environment and Sanitation

4.3 Transmission of Communicable Diseases

Unit-5: Child and Safety Measures

5.1 Concept

5.2 Accidents

5.3 Prevention

5.4 First Aid

5.5 Role of Mother and Teacher

Paper IIIA: Exercises on Practical Life (50 Marks)

Preliminary Activities

1. Stories, 2. Rhymes, 3. Picture Cards, 4. Threading of Beads, 5. Nob Materials Handling, 6. Puzzles Game, 7. Card Matching and Pairing

Unit 1: Developmental Activities

i) Mat-Rolling, ii) Chowki and Chair, iii) Pouring (solid and liquid), iv) Sorting by Shape, Size and Colour, v) Picture Pairing

Unit 2: Social Behaviour

i) Offering Activity, ii) How to walk in line

Unit 3: Taking Care of Environment

i) How to sweep, ii) Dusting, iii) Taking care of plants and pets

Unit 4: Taking Care of Oneself

i) Combing Hair, ii) Washing Hands, iii) Folding Napkins, iv) Using Frame like Coat Button, Press Button, Shoe Lace, Ribbon etc.

Paper IIIB: Development of Sensorial Activities (50 Marks)

Activity 1: Visual and Muscular Sense

i) Cylinder Blocks, ii) Pink Tower

Activity 2: Visual Sense

Colour Tablets

Activity 3: Tactile Sense

Touch Boards

Activity 4: Acoustic Sense

Noise Boxes

Activity 5: Muscular Sense

i) Long Stairs, ii) Geometric Trays, iii) Geometric Cards, iv) Baric Tablets

Paper IVA: Language Development (50 Marks)

Unit 1: Preliminary Activities on Sound Awareness

Unit 2: Sand Paper Letters

Unit 3: Movable Alphabet Boxes

Unit 4: Reading and Writing Cards

Paper IVB: Arithmetic (50 Marks)

1. Number Rods

2. Sand Paper Figures

3. Number Rods and Cards

4. Spindle Boxes

5. '0' Activity and Chit Game

6. Cards and Counters

7. Even and Odd

8. Special Exercises with Number Rods

9. Decimal System: i) Bead Material and Card Material, ii) Static Part and Dynamic Part

10. Traditional Names (from Eleven to Nineteen)- First Seguin Frame and Second Seguin Frame

Paper VA: Continuous and Comprehensive Evaluation (50 Marks)

Unit-1: Evaluation

1.1 Historical Development of Evaluation and Various Reports and Recommendations

: A Synoptic View

1.2 Meaning, Nature and Scope of Evaluation

1.3 Examination and Evaluation

1.4 Place of Evaluation in the Pre-Primary Curriculum

Unit-2: Concept of Continuous and Comprehensive Evaluation (CCE)

2.1 Meaning, Nature and Scope of CCE

2.2 Aim of CCE in Pre-primary Education

Unit-3: Assessment of CCE in Pre-primary Education

3.1 Scholastic Assessment

3.2 Co-Scholastic Assessment

3.3 Formative Assessment

3.4 Summative Assessment

Unit-4: Tools and Techniques of CCE in Pre-primary Education:

- 4.1 Methods of Assessment
- 4.2 Tools of Assessment
- 4.3 Techniques of Assessment

Unit-5: Montessori Method and CCE in Pre-primary Education

- 5.1 CCE in different methods of Pre-primary Education
- 5.2 CCE in Montessori Method
- 5.3 Role of Teachers in CCE

Paper VB: Child and Environment (50 Marks)

Unit-1: Environment

- 1.1 Meaning and Concept
- 1.2 Environment of Child

Unit-2: Child's Environment

- 2.1 Parental Responsibility
- 2.2 Teacher's Responsibility

Unit-3: Lesson Plan on Child Environment (Pre-Primary level)

Paper VIA (1st Half): Project Work on Language and Arithmetic (25 Marks)

(2nd Half): Project Work on Arithmetic (25 Marks)

Ten activities for each group.

Paper VIB (1st half): Social and Cultural Activities (20 Marks)

Activity 1: Songs

i) Prayer, ii) Suitable for National Days, iii) Suitable for Birth and Death Anniversary of Great Persons and Other Memorable Days, iv) Folk Songs, v) Charar Gan, vi) Karma Sangeet

Activity 2: Drama and Role Playing

Activity 3: Recitation

Activity 4: Dancing

Activity 5: Drawing

(2nd Half): Simulated Teaching (30 Marks)

Simulated Teaching on the following skills (3 simulated teaching on each skill) will be done.

1. Skill of Reinforcement;
2. Skill of Using Black Board;
3. Skill of Using Teaching Learning Materials (TLM);
4. Skill of Stimulus Variation;
5. Skill of Citing Examples; and
6. Skill of Using Probing Questions.

For final examination two Lesson Plans on any of the above two skills may be arranged.