



# TAMILNADU COUNCIL FOR OPEN AND DISTANCE LEARNING

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## **CURRICULUM STRUCTURE OF MONTESSORI TEACHER TRAINING (MTT)**

**Eligibility** : A pass in 12th Std

**Duration** : 1 Year

**Examination** : Academic (June) / Calendar (December)

### **Diploma in Montessori Teacher Training-MTT**

Sl. No	Course Code	Course DescriptioN	Maximum Marks
1.	DMTT 1	Child Development And Nutrition	100
2	DMTT 2	School Administration	100
3.	DMTT 3	Early Childhood Education	100
4.	DMTT 4	Language And Communication	100
5.	DMTT 5	Parental Counselling	100

## **1. CHILD DEVELOPMENT AND NUTRITION**

### **UNIT-I**

The field of Child Development and basic concepts.. What is growth? What is development? What is child development?. Importance of studying children in the contemporary context. Nature and scope of the field. Fundamental concepts of Child Development (i) Understanding the concept of heredity and environment health and nutrition as factors determining development. Development areas, development milestones, development tasks (ii) General principles of growth and development

### **UNIT-II**

Methods of studying children. Cross-sectional and longitudinal approaches. Observation techniques, Interview, questionnaire. Projective techniques. Consideration while Selecting methods to study children. As a summary or introduction to Units-I & II, the history of Child Development, could be shared very briefly.

### **UNIT-III**

Life in the womb, birth and neonatal period.. Conception and foetal development. Factors affecting prenatal development and nutrition care in pregnancy. Birth process – Normal birth, Caesarean section, Complications at birth and care required. Assessing normal, premature, small for date and large for date babies Neonatal care and adjustment; development in the first 4 weeks Breast feeding – Its importance for mother and baby, antenatal preparative natal support, combating likely problems

### **UNIT-IV**

Physical growth, motor development and health care (birth to 8 years). A brief overview of the physical and physiological changes (ht., wt., brain growth) Milestone in motor development : Gross and liner muscle skills Nutritional needs of infants, wearing toddlers and preschoolers. Diet planning (at home and in institutions).. Prevention and management of common childhood illnesses.: Respiratory illnesses Problems of ear, eye, teeth etc. Infectious diseases Acute diarrhea, its management Immunizations

### **UNIT-V**

Socio-emotional development. Components and stages of social development. A brief overview of different theoretical viewpoints pertaining to socio emotional development. Socialization (formal, informal), and agents of socialization. Nature and types of children's emotions. Factors affecting emotional development. Helping children to acquire emotional maturity.

## **2. SCHOOL ADMINISTRATION**

### **UNIT-I**

Introduction to Administration Philosophy and goals in the context of organization and management of the ECG programmes. Management -Definitions. principles, procedures and techniques.

### **UNIT-II**

Setting up and running the centre . Physical facilities i. Locality and building. ii. Furniture, equipment and materials. III. Organizing indoor and outdoor spaces. i. Supervisor. ii. Teacher/day-care worker. iii. Supportive staff/helpers. iv. Experts, consultants, resource persons: v. Administrative personnel.

### **UNIT-III**

Programme: Concept of developmentally appropriate programme planning, implementation and evaluation. Records and reports i. Children: Admission and" developmental records. ii. Staff: Appointments, evaluations. iii. Office: Accounts, muster, proposals, documents and file maintenance.

#### **UNIT-IV**

Management of resources. Finance: Need and methods of generating funds, budgeting, savings and investment. Time: Proper utilization with reference to children, programme, institution and Referral and support services: Identifying, maintaining liaison, collaborating.

#### **UNIT-V**

Supervisory procedures. Applications: Registration, licensing, tax exemption etc. Quality control: Internal and external evaluations-who, and how?. Team analysis for identifying strengths programme evaluation review through programme evaluation review techniques. Legislation concerning programmes for young children

### **3. EARLY CHILDHOOD EDUCATION**

#### **UNIT-I**

Early Childhood Education. Importance of early childhood years.. What is early childhood Education definition scope and its significance. Goods and objectives of early childhood education.

#### **UNIT-II**

Historical perspective of Early Childhood Care and Education. History of Early Childhood Care and Education in India. Contributions of educational philosophers in the field of early childhood education.

#### **UNIT-III**

How young children learn. Definition of learning and its principles.. Effective methods of learning and teaching and learning approach. Creating an effective learning environment in the class and the role of the teacher in promoting learning in young children.

#### **UNIT-IV**

Play and its importance Play and its characteristics Theories of play. Stages and types of play. Role of play in overall development of children and teacher's role. Use of play way approach in the curriculum for young children.

#### **UNIT-V**

Institutions of Early Childhood Care and Education Definition and source of curriculum. Play groups and recreational play-centres. Non-formal pre-school education and it's importance.

### **4. LANGUAGE AND COMMUNICATION**

#### **UNIT-I**

Language development. Defining language development. Productive and receptive language skills. Sequence of language development including its social and cultural aspects. C. Relationship between language and thought. D. Guiding young children's language skills with special reference to bilingual and multiannual children.

#### **UNIT-II**

Cognitive development. What is cognition? Content/stages of cognitive growth in childhood. Views of Piaget. Concept development in young children. Creativity in relation to cognitive development.

#### **UNIT-III**

Personality development. Meaning of "Personality". A. Role of genetic and environmental factor in shaping personality characteristics.. Personality as a function of culture and child-rearing.

#### **UNIT-IV**

Communication Development –Communication for children of different grades- Development of learning skills and developing the ability to understand.

## **UNIT –V**

Interpersonal Communication skills-Using Images and gestures to communicate – Practice on Communication skills-improvising children’s ability to understand- Developing communication through games.

## **5. PARENTAL COUNSELLING**

### **UNIT-I**

Developmental characteristics from infancy to adulthood-Attachment theory-The qualities and characteristics of secure attachments-The qualities and characteristics of anxious resistant/ ambivalent attachments-The qualities characteristics of avoidant attachments-Establishing a therapeutic relationship with young clients-Therapeutic activities for children and teenagers

### **UNIT-II**

Play Therapy and Expressive Techniques -The theory behind play therapy-Play therapy techniques and skills-Popular techniques, strategies and skills for older children-Adolescents and group work-Developing a feelings vocabulary- Therapeutic activities for children and teenagers

### **UNIT-III**

Family Issues The need to be loved unconditionally and to feel you belong in the family -The five love languages of children and adolescents-The impact of separation and divorce-Issues related to being raised in a single-parent family-Issues related to being raised in a blended family-Teaching young people good communication skills-Therapeutic activities for children and youth-Counsellor self-awareness: Exploring family influences- A look at adoption.

### **UNIT-IV**

Grief & Loss, Abuse, Self-Harm and Suicide-Counselling grieving children and youth-Counselling young people who have been abused (either neglect or physical, emotional or sexual abuse)-Counselling young people who self-harm-Understanding suicide and working with suicidal clients

### **UNIT-V**

Self-Esteem, Peer Pressure, Bullying, Gender and Sexual Identity-Developing a healthy self-esteem-Special educational needs and self-esteem-Positive and negative peer pressure-Peer pressure and risk taking behaviour-Peer pressure role plays-Bullying-Cyber bullying-Gender and sexual identity-What the statistics show-Practicing your counselling skills

