

Webinar on Constructivism and Constructivist Lesson Planning

Organised by

Department of Education
North-Eastern Hill University, Shillong

Under the MHRD Scheme of Pandit Madan Mohan Malviya National Mission on Teachers and Teaching (PPMMMNMTT)

on

26th February, 2021

Introduction

Early Childhood Care and Education (ECCE) is an initiative to provide necessary care and education to the children in the age group from birth to eight years. It is a very significant stage of growth and development where the children are at the optimal receptive stage. It is at this stage that the children are much influenced by the environment and the people around them. It is important that the holistic developments - social, emotional, cognitive and physical needs of these children are taken care of for their necessary growth and development in all the areas. The early care and education of these children plays a great role in achieve has a direct influence and defined as the period from birth to eight years old, is a time of remarkable growth with brain development at its peak. During this stage, children are highly influenced by the environment and the people that surround them.

Early childhood care and education (ECCE) is more than preparation for primary school. It aims at the holistic development of a child's social, emotional, cognitive and physical needs in order to build a solid and broad foundation for lifelong learning and wellbeing. ECCE has the possibility to nurture caring, capable and responsible future citizens.

In this way ECCE is one of the best investments a country can make to promote human resource development, gender equality and social cohesion, and to reduce the costs for later remedial programmes. For disadvantaged children, ECCE plays an important role in compensating for the disadvantages in the family and combating educational inequalities.

UNESCO's approach is reinforced in the Education 2030 agenda and in particular in target 4.2 of Sustainable Development Goal 4 which aims to 'By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education.'

DeVries et al brought out a book that provides a constructivist interpretation of developmentally appropriate preschool and kindergarten curriculum, incorporating descriptions of how activities are transformed over time and how children's reasoning is transformed, and placing the interpretation in the context of the play-oriented approach advocated by the National Association for the Education of Young Children (NAEYC). Early childhood educators generally agree that constructivism is a

theory of how children learn by building or constructing knowledge from the inside rather than by internalizing it directly from the environment. The student teachers of NTTA, RGCSM Shillong, are being trained for preschool education and are familiar with the appropriate methods of teaching at this level. An exposure to a method which is used to construct knowledge was felt by the teachers. Hence the exposure to Constructivism and the Constructivist Lesson Planning.

Objectives of the Workshop

- To develop insights on the concept of constructivism.
- To prepare student-teachers with constructivist lesson planning..
- To improve the quality in nursery teacher training..

Participants: Student-Teachers of NTTA, RGCSM

Date: 26th February, 2021

Registration Fee: There is no registration fee.

Mode of Delivery: Online

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