

# **COMMISSION FOR HIGHER EDUCATION**

## **Credit Accumulation and Transfer System Education – Early Childhood Development Education Undergraduate**

**June 2012**

**CREDIT ACCUMULATION AND TRANSFER SYSTEM  
EDUCATION – EARLY CHILDHOOD DEVELOPMENT EDUCATION**

Commission for Higher Education

Nairobi, Kenya, June 2012

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or any information storage and retrieval system, without the prior permission of the publisher.

ISBN: 978-9966-009-12-8

Commission for Higher Education (CHE)

P O Box 54999 -00200

NAIROBI, KENYA

Tel. No. +254-20-7205000, +254 -20-2021151, Fax No. +254 – 20- 2021172

Website: [www.che.or.ke](http://www.che.or.ke)

## TABLE OF CONTENTS

1.0	FORWORD .....	iv
2.0	INTRODUCTION.....	1
2.1	OVERALL GOAL OF THE PROGRAMME .....	2
2.2	PROGRAMME STAKEHOLDERS .....	2
2.3	PROGRAMMES LEARNING OUTCOMES .....	2
2.4	ADMISSION REQUIREMENTS.....	4
2.5	PROGRAMME STRUCTURE.....	4
2.6	PROGRAMME DURATION .....	4
2.7	CREDIT TRANSFER .....	4
2.8	GRADING SYSTEM.....	5
2.9	AWARD OF DEGREE .....	5
2.10	CLASSIFICATION OF THE DEGREE .....	5
2.11	SUMMARY OF COURSES TO BE OFFERED IN EARLY CHILDHOOD DEVELOPMENT EDUCATION .....	6
2.12	COURSE STRUCTURE .....	6
2.13	CORE EDUCATION COURSES.....	6
2.14	CORE PROGRAMME SPECIALIZATION UNITS: .....	9
2.15	COURSE DISTRIBUTION.....	10
2.16	COURSE STRUCTURE DISTRIBUTION .....	10
2.17	PROGRAMME MATRIX.....	12
3.0	COURSE DESCRIPTIONS .....	18
3.1	EDUCATION COURSE DETAILS .....	18
3.2	CORE EARLY CHILDHOOD DEVELOPMENT EDUCATION COURSES.....	36
3.3	CORE PROGRAMME SPECIALIZATION.....	63
3.4	PRUCTICUMS/ ATTACHMENTS.....	73

## 1.0 FORWARD

In the last twenty years, Kenya has witnessed rapid expansion of university education as a result of establishment of new and private universities. Consequently, universities developed many academic programmes with some having similar contents, but taught under different names. Overtime this scenario brought challenges. Employers started to question the names and similarities associated with some programmes and secondly students could not transfer credits in the related programmes from one institution to another. This problem is common to all member states of the East African Common market.

To address this problem the Higher education regulatory bodies of East African community member states, namely Commission for Higher Education (CHE) Kenya, National Council for Higher Education (NCHE) Uganda and Tanzania Commission for Universities (TCU) started the Credit Accumulation and Transfer System (CATS) project. The project was funded by Rockefeller Foundation. During this phase of the project, minimum core requirements in Human Medicine, Engineering, Basic Sciences and Agriculture were developed. After this phase it was decided that each country proceeds with the project by developing minimum core requirements in other fields of study in higher education.

During phase two of the project in Kenya, core requirements in the field of Business Studies and Information/Computer science were developed.

Phase three of the project comprised the development of core requirements in the field of Education. Experts from the universities that offer Bachelor of Education degree programmes were invited by the Commission to develop the minimum core requirements. Universities offering these programmes are expected to implement them and to provide feedback to the Commission for further refinements.

The Commission is committed to CATS project in the development of minimum core requirements in the various fields of study offered by higher education institutions in the country. The objective of the CATS project is to facilitate the mobility of students within institutions and ensure programme integration and harmonization of higher education landscape in Kenya and to serve as input into the National Qualifications Framework. The success of CATs project in Kenya is dependent on the cooperation between the Universities offering the fields of study and the Commission for Higher Education for coordination.

*Prof Everett M Standa, MBS  
Commission Secretary/CEO  
Commission for Higher Education  
Nairobi, Kenya*

## **2.0 INTRODUCTION**

The Millennium Development Goals (MDGs), Education For All (EFA) and Children's Rights Convention (CRC) highlight the importance of the early childhood years. Ensuring provision of quality care and education for children less than eight years is tantamount to a significant investment in the future of the society. Basically, investment in Early Childhood Development and Education (ECDE) is investment in human capital. This investment breeds overall economic success for families, communities and the nation.

If ECDE is properly funded and managed, it yields extraordinary returns that far exceeds the returns on most investments either private or public. At the macro level, investment in ECDE pays back 87% in terms of higher efficiency in primary education. It has also been noted that investments that increase the average number of years children spend in education by one year raises a country's GDP by between 3 - 6% (OECD, 2005).

Within the education sector, it has been observed that significant investment in ECDE results into greater social cohesion, better academic performance of students, increased capacity of children to adopt new technologies, and active participation by citizens in democratic processes. These benefits, therefore, warrants priority for investment in ECDE now to reduce later expenditures that will be needed to compensate for earlier disadvantages in several sectors. Failure to invest in ECDE in the education sector may lead to continued human wastage in the form of under development, grade repetition and stunted growth of children.

Investment in early childhood includes development of university programmes of high quality in order to adequately prepare the professionals who will be teachers, trainers, and non-education professionals who work with young children. Minimum standards and interface between universities and other training colleges need to be established to ensure quality programmes and a properly trained cadre of early childhood professionals.

### **TEAM MEMBERS**

- 1. Prof. Toili William**
2. Prof. Ruth Otunga
3. Dr. Ong'unya Rafael Odhiambo
4. Ms. Tonui Betty C.

## **2.1 OVERALL GOAL OF THE PROGRAMME**

The goal is to produce competent and principled early childhood development education professionals capable of enhancing the learning and development of young children, the quality of basic education and thus social and economic development of society. The programme is also aimed at providing education graduates with knowledge skills and attitudes to take on appropriate professional position in early education upon graduation, for employment and development to enhance individual well being and growth in leadership or pursue research in the field.

## **2.2 PROGRAMME STAKEHOLDERS**

The following groups are expected to be the programme stakeholders: TSC, KNEC, CHE, NGOs, Ministry of Education, Probation Officers, Teachers, NACECE, UNICEF, UNESCO, TTCs among others.

## **2.3 PROGRAMMES LEARNING OUTCOMES**

An ideal Bachelor of Education (Early Childhood Development Education & Early childhood and primary education) Degree programmes should take into considerations the following aspects:

1. A student pursuing a bachelor's degree is ideally being trained for several career options: as teacher, trainer, researcher and/or community mobilizer in ECDE centre, ECDE training colleges or other organizations requiring expertise and capacity to enhance early childhood learning and development.
2. Career paths may focus on one or more levels within the education structure and thus require various specialization knowledge and skills pertinent to that level.
3. A graduate of Bachelor of Education (Early Childhood Development Education) should as a result of theory and practice have a deep understanding of young children's development and learning, health and nutrition requirements, programmes to enhance learning and development, pre-school curriculum, as well as appropriate methods for teaching, researching and developing programmes for young children. In addition, they may have a general understanding of other specialized area, including lower primary curriculum, or non teaching program support that enhances ECDE.

## **2.4 Core Specialization Learning Outcomes**

### **2.4.1 Learning Outcomes for Teacher Specialization in Early Childhood Education**

Graduate of Bachelor of Education (Early Childhood development education) should be able to:

1. Demonstrate knowledge of infants and young children's development, characteristics and behaviours
2. Employ developmentally appropriate practices and methodologies to enhance learning and development of young children
3. Effectively design and implement curriculum and programmes for young children
4. Appropriately conduct research and assessments of children and families
5. Accurately identify and solve emerging problems and challenges relating to young children within ECDE centres, schools and communities
6. Perform as a professional educator and advocate of young children
7. Demonstrate commitment and be a resourceful team player
8. display modelling and mentoring capacity and behaviours

### **2.4.2 Learning Outcomes for Trainer Specialization in Early Childhood Education**

As Trainers completing the B.Ed. (Early Childhood), the learners should be able to:

1. Show how to select and use the developmentally appropriate content for courses taught in early childhood education
2. Demonstrate developmentally appropriate practices and methodologies for the various content areas of early childhood education
3. Train how to adapt various content areas of the National KIE Early Childhood Syllabus and KIE Lower Primary Education Syllabus to specific groups of children
4. Display and explain how to develop/ use appropriate learning materials in the content areas for Early Childhood Education
5. Explain how to develop appropriate lesson plans for Early Childhood Education

## **2.5 ADMISSION REQUIREMENTS**

The minimum admission requirements include:

- 1 Minimum of C+ (plus) in KCSE or equivalent.

or

- 2 Minimum of C (plain) in KCSE or equivalent, with P1 and two years relevant experience

or

- 3 Minimum of C (Plain) and a Credit in an Early Childhood Diploma from a University or from a recognized institution.

## **2.6 PROGRAMME STRUCTURE**

### **Definitions**

For purposes of this programme, the following definitions apply:

- *Lecture hour*: A lecture hour is equivalent to one (1) contact hour of lecture or two (2) hours of tutorial or three (3) hours of practical work.
- *Credit hour*: A credit hour is equivalent to one (1) lecture hour per week for a minimum of fifteen (15) weeks of teaching.
- *Course unit*: A course unit is equivalent to three (3) credit hours which is equivalent to forty five (45) lecture hours.
- *School term*: Is as defined by the Ministry of Education.

## **2.7 PROGRAMME DURATION**

1. Courses shall be offered in terms of units.
2. The minimum number of course units for the programme is 49, which is equivalent to 2205 lecture hours.
3. The duration is 4 academic years except when there is acceleration and credit transfer
4. The minimum duration equals the university residency requirements.

## **2.8 CREDIT TRANSFER**

- a) Credits are transferable within 5 years of obtaining the results.



- b) To qualify for transfer from one university to another, a student must have attained at least a cumulative grade C or GPA of 2.0 on a GPA scale of 1 to 4.
- c) Credit transfer can only be granted to a registered student of the university he or she is transferring from.
- d) The student records will only be communicated between the universities officially.
- e) Where a transfer is granted, the student must take a minimum of 52% of the units at the university they will graduate from.
- f) The student must undertake teaching practice under the university he or she intends to graduate from.
- g) The student must undertake all third year and fourth year courses in the university he or she intends to graduate from.
- h) Where a student is to transfer a course with a pre-requisite, such pre-requisite must have been covered in the university where the student is transferring from.
- i) The student will be required to transfer all the credits attained in the university where the student is transferring from.

## 2.9 GRADING SYSTEM

Each unit is graded out of 100 marks and the pass mark is 40. The marks are translated into letter grades and GPA as follow:

Mark	Grade
70% and above	A
60% to < 70%	B
50% to < 60%	C
40% to < 50%	D
Below 40%	F

## 2.10 AWARD OF DEGREE

The minimum course units required for graduation are forty nine (49), which is equivalent to 2205 lecture hours.

## 2.11 CLASSIFICATION OF THE DEGREE

To qualify for the award of Bachelor of Education (Early Childhood Development Education), a candidate shall complete 49 units except where credit waiver is awarded.

The Degree will be classified as follows, based on the Overall Average Mark:-

Overall Average Mark	Degree Classification	G.P.A
70% and above	First Class Honours	3.70 – 4.00
60% to < 70%	Second Class Honours (Upper Division)	3.00 - 3.69
50% to < 60%	Second Class Honours (Lower Division)	2.50 - 2.99
40% to < 50%	Pass	2.00 - 2.49

## 2.12 SUMMARY OF COURSES TO BE OFFERED IN EARLY CHILDHOOD DEVELOPMENT EDUCATION

1. Mathematics
2. Language
3. Science
4. Social studies
5. Creative Art and crafts
6. Indoor/ Outdoor games
7. Music and movement
8. Environmental studies
9. Life skills

## 2.13 COURSE STRUCTURE

The minimum course units to be offered for the Bachelor of Education (Early Childhood Development Education) degree are listed based on each year of Study.

	Year 1	Year 2	Year 3	Year 4
<b>Common university units</b>	-	-	-	-
<b>Core education Units</b>	4 Units	4Units	5 Units	4Units
<b>Core common units</b>	6 Units	9 Units	6 Units	8 Units
<b>Elective units</b>	-	-	12 Units	-

## 2.14 CORE EDUCATION COURSES.

### CORE EDUCATION COURSES MATRIX

Each course (except teaching practice) shall consist of three (3) credit hours, an equivalent to forty five (45) lecture hours.

<b>Expected Programme Learning Outcomes</b>	<b>YEAR 1</b>	<b>YEAR 2</b>	<b>YEAR 3</b>	<b>YEAR 4</b>
	<b>Courses</b>	<b>Courses</b>	<b>Courses</b>	<b>Courses</b>
<b>1. Utilize various Early childhood and Early childhood and Primary of Education</b>	<ul style="list-style-type: none"> <li>• History and Philosophy of Education</li> <li>• Sociology of Education and Comparative Education</li> </ul>			
<b>2. Plan and implement appropriate programmes for ECD AND ECPE school learners</b>	<ul style="list-style-type: none"> <li>• Educational Psychology</li> <li>• Health Education</li> </ul>	<ul style="list-style-type: none"> <li>• Human Growth and development</li> <li>• Educational Guidance and Counseling</li> </ul>		
<b>3.Design, develop, implement and evaluate ECD AND ECPE school curricula</b>		<ul style="list-style-type: none"> <li>• Curriculum Development</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Measurement and Evaluation</li> </ul>	
<b>4.Ap Apply appropriate teaching methods in ECD and ECPE school curriculum</b>		<ul style="list-style-type: none"> <li>• General Teaching Methods</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Methods (two teaching cluster subjects)</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching Practice (This is a field course that is equivalent to 2 courses)</li> </ul>
<b>5. Plan, utilize and manage resources in learning institutions</b>			<ul style="list-style-type: none"> <li>• Educational Media, Communication &amp; Technology</li> <li>• Research Methods in Education</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Policy and Management</li> <li>• Planning and economics of Education</li> <li>• Environmental Education</li> <li>• Entrepreneurship Education</li> </ul>

**Year 1**

- Educational psychology
- History and philosophy of education
- Sociology of education and comparative education
- Health education

**Year 2**

- Human growth and development
- Curriculum development
- Educational Guidance and counseling
- General teaching methods

**Year 3**

- Educational media, communication and technology
- Research methods in education
- Educational tests and measurements
- Teaching practice

**Year 4**

- Educational policy and management
- Planning and economics of education
- Environmental education
- Entrepreneurship in education

**Core programme courses****Year 1**

- Child growth and development
- Art and craft in ECDE
- Instructional media in ECDE
- Foods and nutrition
- Health education practices & HIV/AIDS
- Social interactions in ECDE

**Year 2**

- History and Trends in Early Childhood Education
- Curriculum for the child
- Maternal and Child Health Education and Practice
- Materials Development
- Children's literature
- Rights of Children
- Practicum(s)

### **Year 3**

- Research in family and child studies
- Personality development
- Programme planning and evaluation
- Comparative early childhood education
- Role of Family in Changing Society

### **Year 4**

- Guidance and counselling in ECD
- Educational administration and management
- Assessment and evaluation of children/tests and measurements
- Children with special needs
- Practicum(s)
- Play, Safety and First Aid
- ICT for ECDE
- Peace Education/Life Skills
- Contemporary Issues

## **2.15 CORE PROGRAMME SPECIALIZATION UNITS:**

Course(s) should cover both content and methods

1. Language for pre-primary and lower primary
2. Mathematics for pre-primary and lower primary
3. Social Studies for pre-primary and lower primary
4. Science for pre-primary and lower primary
5. Music Movement and Drama for pre-primary and lower primary
6. Art and Craft for pre-primary and lower primary

## 2.16 COURSE DISTRIBUTION

Levels	Number of Core Education Courses	Number of Core Early Childhood Courses	Number of 1 <sup>st</sup> Teaching Subject Courses	Number Of 2 <sup>nd</sup> Teaching Subject Courses	Total Number Of Courses	Credits hours (3credit hours per Courses)	Lecture Hour (1 per Credit hours)
1	4	6	-	-	10	30	450
2	4	9	-	-	13	39	585
3	4	6	-	-	12	36	540
4	4	8	-	-	12	36	540
Teaching Practice	2				2	6	90
<b>TOTAL</b>	<b>18</b>	<b>29</b>	<b>-</b>		<b>49</b>	<b>147</b>	<b>2205</b>

## 2.17 COURSE STRUCTURE DISTRIBUTION

### Year 1

- Educational psychology
- History and philosophy of education
- Sociology of education and comparative education
- Health education practices & HIV/AIDS
- Child growth and development
- Foods and nutrition
- Social interactions in ECDE
- Art and craft for pre-primary and lower primary
- Social studies for pre-primary and lower primary
- Science for pre-primary and lower primary

### Year 2

- Curriculum development

- Educational Guidance and counseling
- General teaching methods
- History and Trends in Early Childhood Education
- Curriculum for the child
- Instructional media in ECDE
- Maternal and Child Health Education and Practice
- Materials Development
- Play, Safety and First Aid
- Mathematics for pre-primary and lower primary
- Language for pre-primary and lower primary
- Music movement and drama for pre-primary and lower primary
- Practicum(s)

### **Year 3**

- Educational media, communication and technology
- Research methods in education
- Educational tests and measurements
- Teaching practice
- Personality development
- Screening procedures for children
- Educational administration and management
- Comparative early childhood education
- Children's literature
- Rights of Children

### **2 Electives**

- Methods of teaching mathematics
- Methods of teaching Language
- Methods of teaching science
- Methods of teaching social studies
- Methods of teaching creative art and craft
- Methods of teaching Music and movement
- Methods of teaching Religious education

### **Year 4**

- Educational policy and management
- Planning and economics of education
- Environmental education
- Entrepreneurship in education
- Management of Early childhood programmes
- Research in family and child studies
- Guidance and counselling in ECD
- Programme planning and evaluation
- Assessment and evaluation of children/tests and measurements
- Practicum(s)/ Attachments
- Children with special needs
- ICT for ECD

#### **General Electives for specialization**

- Research Methods in ECD
- Supervision and Evaluation of ECD Teachers and Practitioners
- Assessment and Evaluation of Children from Three to Six Years Old
- Education and Care of Infants and Toddlers in Family and Group Settings
- Role of family in changing society
- Community education and mobilization
- Peace Education/Life Skills in ECPE
- Contemporary Issues in ECPE

## **2.18 PROGRAMME MATRIX**

The matrix specifies courses identified as being offered during the first or second year and those being offered in the later two years of the degree programme.

<i><b>Core Programme Learning Outcomes</b></i>	<i><b>Core Courses Years 1 and 2</b></i>	<i><b>Core Courses Years 3 and 4</b></i>
1. Demonstrate knowledge of infants and young children's development, characteristics and behaviours	<ul style="list-style-type: none"> <li>• Child Development</li> <li>• Social Interactions</li> <li>• Personality Development</li> <li>• Children With Special Needs</li> <li>• Maternal and Child Health</li> </ul>	<ul style="list-style-type: none"> <li>• Research In Child And Family Studies</li> <li>• Children's Literature</li> <li>• Practicum Experience(s)</li> <li>• Assessment and Evaluation of</li> </ul>



	Education and Practices <ul style="list-style-type: none"> <li>• Foods And Nutrition</li> <li>• Practicum Experience(s)</li> </ul>	Children and Tests and Measurement <ul style="list-style-type: none"> <li>• Rights of Children</li> <li>• Micro Teaching</li> <li>• Teaching Practice</li> </ul>
2. Employ developmentally appropriate practices and methodologies to enhance learning and development of young children	<ul style="list-style-type: none"> <li>• Maternal and Child Health Education and Practices</li> <li>• Foods And Nutrition</li> <li>• History and Trends in Early Childhood and Primary Education</li> <li>• Foundations Of Education</li> <li>• Curriculum Development</li> <li>• General Methods</li> <li>• Instructional Media</li> </ul>	<ul style="list-style-type: none"> <li>• Materials Development</li> <li>• Role of Family in Changing Society</li> <li>• Educational Administration</li> <li>• Guidance and Counselling</li> <li>• Programme Planning And Evaluation</li> <li>• Play, Safety and First Aid</li> </ul>
3. Effectively design and implement curriculum and programmes for young children	<ul style="list-style-type: none"> <li>• History and Trends in Early Childhood Development Education</li> <li>• Curriculum Development</li> </ul>	<ul style="list-style-type: none"> <li>• Educational Administration</li> <li>• Guidance and Counselling</li> <li>• Programme Planning And Evaluation</li> <li>• Play, Safety and First Aid</li> <li>• Attachment</li> </ul>
4. Appropriately conduct research and assessments of children and families	<ul style="list-style-type: none"> <li>• Practicum Experience(s)</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Research In Child And Family Studies</li> <li>• Assessment and Evaluation of Children/ Tests and Measurement</li> <li>• Practicum Experience(s)</li> </ul>
5. Accurately identify and solve emerging problems and challenges relating to young children within ECDE centres, schools and communities	<ul style="list-style-type: none"> <li>• Child Development</li> <li>• Social Interactions</li> <li>• Personality Development</li> <li>• Children With Special Needs</li> <li>• Maternal and Child Health Education and Practices</li> <li>• Foods And Nutrition</li> <li>• General Methods</li> <li>• Instructional Media and Micro-teaching</li> <li>• <i>Practicum</i></li> </ul>	<ul style="list-style-type: none"> <li>• Assessment and Evaluation of Children/ Tests and Measurement</li> <li>• Rights of Children</li> <li>• General Methods</li> <li>• Instructional Media</li> <li>• <i>Practicum</i></li> <li>• <i>Teaching Practice</i></li> </ul>

6. Effectively perform as a professional educator and advocate of young children	<ul style="list-style-type: none"> <li>• <i>Practicum</i></li> <li>• Instructional Media and Micro-teaching</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Practicum</i></li> <li>• <i>Teaching Practice</i></li> </ul>
7. Demonstrate commitment and be a resourceful team player	<ul style="list-style-type: none"> <li>• <i>Practicum</i></li> <li>• Instructional Media and Micro-teaching</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Practicum</i></li> <li>• <i>Teaching Practice</i></li> </ul>
8. Display modelling and mentoring capacity and behaviours	<ul style="list-style-type: none"> <li>• <i>Practicum</i></li> <li>• <i>Attachment</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Practicum</i></li> <li>• <i>Teaching Practice</i></li> </ul>

### 2.18.1 Teacher Specialisation in Early Childhood Development Education

<b>Teacher Specialisation in Early Childhood Development Education</b>	<b>Core Courses Second and Third Years</b>	<b>Elective Courses When Offered</b>
1. Describe the developmentally appropriate content for courses taught in early childhood Education	<ul style="list-style-type: none"> <li>• Language for pre-primary and lower primary</li> <li>• Maths for pre-primary and lower primary</li> <li>• Social Studies for pre-primary and lower primary</li> <li>• Science for pre-primary and lower primary</li> <li>• Music Movement and Drama for pre-primary and lower primary</li> <li>• Art and Craft for pre-primary and lower primary</li> <li>• Religious studies in ECDE</li> </ul>	<ul style="list-style-type: none"> <li>• Contemporary Issues</li> </ul>
2. Demonstrate developmentally appropriate practices and methodologies for the various content areas of early childhood education	<ul style="list-style-type: none"> <li>• Language for pre-primary and lower primary</li> <li>• Maths for pre-primary and lower primary</li> <li>• Social Studies for pre-primary and lower primary</li> <li>• Science for pre-primary and lower primary</li> <li>• Music Movement and Drama for pre-primary and lower primary</li> <li>• Art and Craft for pre-primary and lower</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Organization and Class Management in Early Childhood</li> </ul>

	<p>primary</p> <ul style="list-style-type: none"> <li>• Religious studies in ECDE</li> </ul>	
3. Effectively adapt various content areas of the National KIE Early Childhood Education Syllabus and KIE Lower Primary Education Syllabus for specific groups of children	<ul style="list-style-type: none"> <li>• Language for pre-primary and lower primary</li> <li>• Maths for pre-primary and lower primary</li> <li>• Social Studies for pre-primary and lower primary</li> <li>• Science for pre-primary and lower primary</li> <li>• Music Movement and Drama for pre-primary and lower primary</li> <li>• Art and Craft for pre-primary and lower primary</li> <li>• Religious studies in ECDE</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Organization and Class Management in Early Childhood</li> <li>• Contemporary Issues</li> <li>• Peace Education and Conflict Resolution</li> </ul>
4. Develop and use appropriate learning materials in the content areas for Early Childhood Education	<ul style="list-style-type: none"> <li>• Language for pre-primary and lower primary</li> <li>• Maths for pre-primary and lower primary</li> <li>• Social Studies for pre-primary and lower primary</li> <li>• Science for pre-primary and lower primary</li> <li>• Music Movement and Drama for pre-primary and lower primary</li> <li>• Art and Craft for pre-primary and lower primary</li> <li>• Religious studies in ECDE</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Organization and Class Management in Early Childhood</li> <li>• Contemporary Issues</li> <li>• Peace Education and Conflict Resolution</li> </ul>
5. Design appropriate lesson plans for Early Childhood Education	<ul style="list-style-type: none"> <li>• Language for pre-primary and lower primary</li> <li>• Maths for pre-primary and lower primary</li> <li>• Social Studies for pre-primary and lower primary</li> <li>• Science for pre-primary and lower primary</li> <li>• Music Movement and Drama for pre-primary and lower primary</li> <li>• Art and Craft for pre-primary and lower primary</li> <li>• Religious studies in ECDE</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Organization and Class Management in Early Childhood</li> <li>• Peace Education and Conflict Resolution</li> </ul>

## 2.18.2 Teacher Specialization in Early Childhood Development Education

<b>Trainer Specialisation in Early Childhood Education</b>	<b>Core Courses Second and Third Years</b>	<b>Elective Courses When Offered</b>
1. Show how to select and use the developmentally appropriate content for courses taught in early childhood	<ul style="list-style-type: none"> <li>• Language for pre-primary and lower primary</li> <li>• Maths for pre-primary and lower primary</li> <li>• Social Studies for pre-primary and lower primary</li> <li>• Science for pre-primary and lower primary</li> <li>• Music Movement and Drama for pre-primary and lower primary</li> <li>• Art and Craft for pre-primary and lower primary</li> </ul>	<ul style="list-style-type: none"> <li>• Contemporary Issues</li> <li>• Supervision and Evaluation of Teachers <ul style="list-style-type: none"> <li>• Supervision and Evaluation of ECD Teachers and Practitioners</li> <li>• Assessment and Evaluation of Children from Three to Six Years Old</li> <li>• Education and Care of Infants and Toddlers in Family and Group Settings</li> </ul> </li> </ul>
1. Demonstrate developmentally appropriate practices and methodologies for the various content areas of early childhood education	<ul style="list-style-type: none"> <li>• Language for pre-primary and lower primary</li> <li>• Maths for pre-primary and lower primary</li> <li>• Social Studies for pre-primary and lower primary</li> <li>• Science for pre-primary and lower primary</li> <li>• Music Movement and Drama for pre-primary and lower primary</li> <li>• Art and Craft for pre-primary and lower primary</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Organization and Class Management in Early Childhood</li> <li>• Supervision and Evaluations of Teachers <ul style="list-style-type: none"> <li>• Education and Care of Infants and Toddlers in Family and Group Settings</li> </ul> </li> </ul>
1. Train teachers how to adapt various content areas of the National KIE Early Childhood Syllabus and	<ul style="list-style-type: none"> <li>• Language for pre-primary and lower primary</li> <li>• Maths for pre-primary and lower primary</li> <li>• Social Studies for pre-primary and lower primary</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Organization and Class Management in Early Childhood</li> <li>• Contemporary Issues</li> <li>• Supervision and Evaluation of Teachers <ul style="list-style-type: none"> <li>• Supervision and Evaluation of</li> </ul> </li> </ul>

KIE Lower Primary Education Syllabus to specific groups of children	<p>primary</p> <ul style="list-style-type: none"> <li>• Science for pre-primary and lower primary</li> <li>• Music Movement and Drama for pre-primary and lower primary</li> <li>• Art and Craft for pre-primary and lower primary</li> </ul>	<p>ECD Teachers and Practitioners</p> <ul style="list-style-type: none"> <li>• Assessment and Evaluation of Children from Three to Six Years Old</li> <li>•</li> </ul>
1. Display and explain how to develop/ use appropriate learning materials in the content areas for Early Childhood Education	<ul style="list-style-type: none"> <li>• Language for pre-primary and lower primary</li> <li>• Maths for pre-primary and lower primary</li> <li>• Social Studies for pre-primary and lower primary</li> <li>• Science for pre-primary and lower primary</li> <li>• Music Movement and Drama for pre-primary and lower primary</li> <li>• Art and Craft for pre-primary and lower primary</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Organization and Class Management in Early Childhood</li> <li>• Contemporary Issues</li> <li>• Supervision and Evaluation of Teachers</li> </ul>
1. Explain how to develop appropriate lesson plans for Early Childhood Education	<ul style="list-style-type: none"> <li>• Language for pre-primary and lower primary</li> <li>• Maths for pre-primary and lower primary</li> <li>• Social Studies for pre-primary and lower primary</li> <li>• Science for pre-primary and lower primary</li> <li>• Music Movement and Drama for pre-primary and lower primary</li> <li>• Art and Craft for pre-primary and lower primary</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom Organization and Class Management in Early Childhood Education and Care of Infants and Toddlers in Family and Group Settings</li> <li>•</li> </ul>

### **3.0 COURSE DESCRIPTIONS**

#### **3.1 EDUCATION COURSE DETAILS**

##### **Level One**

##### **EDUCATIONAL PSYCHOLOGY**

3 Credit Hours

##### **Course Purpose**

To introduce students to different stages of human development and their relation to education

##### **Expected Learning Outcomes**

1. At the end of this course, students should be able to:
2. Explain the role of psychology in education;
3. Discuss different developmental stages and their implication to education; and
4. Explain theories in psychology and their relationship to education.

##### **Course Content**

General human development; adolescence stage; Biological, social and cultural factors affecting human development; theories of learning; motivation; retention; and transfer of learning

##### **Learning and Teaching Methods**

Lectures, Discussions

##### **Course Assessment**

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100%

**Course Texts**

David Messer (2000). *Masterly Motivation in Early childhood education*, Routledge.

Eggen, P. and Kauchak, D. (2003). *Education psychology*, Prentice Hall.

Mwamwenda, T. (1995). *Education Psychology* (2<sup>nd</sup> Ed). McGraw Hall publishers.

**HISTORY AND PHILOSOPHY OF EDUCATION**

3 Credit Hours

**Course Purpose**

To understand and appreciate the historical and philosophical foundations of education

**Expected Learning Outcomes**

At the end of this course, Students should be able to:

1. Explain the role of history in education;
2. Identify the key players in the development of education;
3. Relate history of education to the present theory and practice in education;
4. Explain the relationship between philosophy and education;
5. Explain the need for a national philosophy of education; and
6. Discuss the different schools of philosophy and their impact on education.

**Course Content**

Development of education in historical perspective; the emergence of states and influence on the development of education; education in the 19<sup>th</sup> and 20<sup>th</sup> centuries; study of selected educational thinkers; history of education in Kenya: pre-colonial to the present.

Introduction to philosophy of education; Values and education; education and democracy; philosophical foundation of education; application of philosophical theories to education; development of a national philosophy of education; the contribution of re-known philosophers to education

**Learning and Teaching Methods**

Lectures, discussions

### **Course Assessment**

Type	Weighting
Examination	70%
Continuous assessment tests	30%
Total	100%

### **Course Texts**

Brightman, S. (1951). Doing philosophy, Rinehart and Winston,

Brubacher, B. (1962). Philosophy and Education. Unwin publishers.

Durkheim E. (1951). Moral Education, Longman,

Curtis, J. (1968). Short history of Educational ideas, University tutorial press.

Mayer, F. (1973). A history of Educational thought. McGraw hill publishers.

Sifuna, D. and Otiende, J. (1994). An Introductory History of Education: Nairobi: University of Nairobi Press.

## **SOCIOLOGY OF EDUCATION AND COMPARATIVE EDUCATION**

3 Credit Hours

### **Course Purpose**

To equip students with knowledge on relationship between education and society for them to be able to compare different education systems in the world

### **Expected Learning Outcomes**

At the end of this course, students should be able to:

1. Explain the development of sociology of education;



2. Compare education systems from different parts of the world;
3. Acquire those skills and knowledge which are helpful to him/her in their adjustment to social situations;
4. Utilize the forces operating in social life with a view to developing capacity for social development.

### **Course Content**

School and society; sociology and sociology of education; socialization process and education; Sociological theories of education; social stratification and education; sociology of school and classroom; sociological process and peer pressure; Meaning and development of comparative education; Education in Britain, USA, France, South Africa and Kenya

### **Learning and Teaching Methods**

Lecturers, Discussions

### **Course Assessment**

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100%

### **Course Texts**

Ansu Datta ( ). Education and society, sociology of African Education. Macmillan.

Ayot, H, ( ). Sociology of Education. Nairobi: Kenyatta University press.

Kombo, D. Sociology of Education. Ad Printers Publishers.

Bogonko, S. N. & Sifuna, D. N. (1980). A History of Education in Kenya. Nairobi: KLB.

## **HEALTH EDUCATION**

3 Credit Hours

## **Course Purpose**

To expose students to issues in health education.

## **Expected Learning outcomes**

On completion of this course, the students should be able to:

1. Describe the human anatomy;
2. Explain the prevalent communicable diseases in East Africa and their control;
3. Describe the general principles of physical health;
4. Describe health and nutrition, sports and family planning.

## **Course content**

Foundations of health education; human anatomy; human organ system and interdependence; significant disorders and care; prevalent communicable diseases and their control; emergency treatment; general principles of physical and mental health; Health and nutrition; sports in school environment; family planning and population control, Health education in East Africa.

## **Learning and Teaching Methods**

Lectures, directed reading, practical demonstrations and group work.

## **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

## **Course Assessment**

Type	Weighting
Continuous Assessment Tests	30%
Examination	70%
Total	100%

## **Course texts**

Isobel Kleinman (2009). Complex Physical education Plans for Grades 5 to 12. 2<sup>nd</sup> Ed.

Thomas Butler (2000). Principles of Health Education and Health Promotion. (Wadsworth's Physical Education Series).

## **LEVEL TWO**

### **HUMAN GROWTH AND DEVELOPMENT**

3 Credit Hours

#### **Course Purpose**

To equip students with knowledge about human growth and development

#### **Expected Learning Outcomes**

At the end of this course, students should be able:

1. Conceptualize human growth and development;
2. Explain the factors influencing growth and relationship with development;
3. Explain the concept of individual rate of growth and development.

#### **Course Content**

General concepts of human development; adolescent development: biological, social, cultural and ecological; relationship between growth, development and education; theories of human growth and development, cultural and environmental aspects of human growth and development

#### **Learning and Teaching Methods**

Lecture method, discussion, research.

#### **Course Assessment**

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100 %

#### **Course Texts**

Crait, G. J. (1996). Human development. 4<sup>th</sup> Ed. New Jersey: Eaglewood Cliff.

Rice, P. (1992). Human development: A lifespan approach.

## **Curriculum Development**

3 Credit Hours

### **Course Purpose**

To equip teachers with the knowledge to design, develop and implement school curriculum.

### **Expected Learning Outcome**

At the end of this course, students should be able to:

1. Explain the meaning of curriculum;
2. Describe the different models of curriculum design;
3. Conceptualize curriculum change and innovation;
4. Explain the meaning of curriculum evaluation; and
5. Implement curriculum in a specific subject area.

### **Course Content**

Conceptions of Curriculum; Relationship between school, society and curriculum; foundations of curriculum; curriculum development: aims/goals/objectives, selection and organization of learning experiences, curriculum implementation and curriculum evaluation; curriculum change and innovation; curriculum designs; curriculum development in Kenya

### **Learning and Teaching Methods**

Lecture, discussions, research, demonstration.

### **Course Assessment**

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100%

### **Course Texts**

Bishop, G. (1985). Curriculum Development: A Text book for students. London: MacMillan Publishing Ltd.

Beauchamp, G. A. (1975). Curriculum Theory. Wilmette IL: Kagg Printers.

Kelly, A.V. (1989). The curriculum Theory and practice. London: Paul Chepmara Publishing Ltd.

Shiundu, J. S. & Omulando S. J. (1992). Curriculum: Theory & practice in Kenya. Nairobi: Oxford University Press.

Otunga, R. N.; Barasa, P. & Odeo, I. (2011). A Handbook for Curriculum and Instruction. Eldoret: Moi University Press.

Republic of Kenya (1976). Report of the National Committee on Educational Objectives and Policies (Gachathi Rep[ort]. Nairobi: Government Printer.

Republic of Kenya (1964). The Kenya Education Commission Report I & II (Ominde Report). Nairobi: Government Printer.

Republic of Kenya (1981). The Presidential Working Party on the Second University in Kenya (Mackay Report). Nairobi: Government Printer.

Marsh, C. J. & Willis, G. (2007). Curriculum: Alternative Approaches, Ongoing Issues. (4<sup>th</sup> Ed). New Jersey: Pearson Merrill Prentice Hall.

Ornstein, A. C. & Hunkins, F. P. (2004). Curriculum, Foundations, Principles and Issues. (3<sup>rd</sup> Ed). Boston: Allyn & Bacon.

Tyler, R. W. (1949). Basic Principles of Curriculum and Instruction. Chicago: University of Chicago Press.

Tanner, D. & Tanner, L. (2007). Curriculum Development: Theory into Practice. New Jersey: Pearson Merrill Prentice Hall.

## **EDUCATIONAL GUIDANCE AND COUNSELING**

3 Credit Hours

### **Course Purpose**

To create an awareness in prospective teachers the need and methods for guidance and counseling in schools

### **Learning Outcomes**

At the end of this course, students should be able to:

1. Explain the meaning of guidance and counseling;
2. Describe the methods and strategies used for guidance and counseling in schools; and
3. Explain the significance of guidance and counseling.

### **Course Content**

Definition of Guidance and of Counseling; significance in schools and society; methods and strategies used in guidance and counseling; identifying cases for guidance and counseling; ethics in guidance and counseling

### **Learning and Teaching Methods**

Lectures, discussions, role play and practicum

### **Course Assessment**

Type	Weighting
Continuous assessment Tests	30%
Examination	70%
Total	100%

### **Course Texts**

Mutie E.K. and Ndambuki, P. (1999). Guidance and Counseling for Schools and Colleges: Nairobi: Oxford University Press.

McLeod, J. (1998). An introduction to Counseling. (2<sup>nd</sup> Ed). Open university Press.

Olu Makinde (1984). Fundamentals of Guidance and Counseling for schools and colleges: Oxford University Press. Nairobi.

Corey G. (2001). Theory and Practice of counseling and psychotherapy: Wadsworth publishers. New York

## **GENERAL TEACHING METHODS**

3 Credit Hours

### **Course Purpose**

To guide students in exploring different methods of teaching science subjects.

### **Expected Learning Outcome**

At the end of this course, students should be able to:

1. Outline various theories of learning and teaching.
2. Explain the different ways in which science subjects can be taught.
3. Explain how learning outcomes can be evaluated.

### **Course Content**

Concepts used in the teaching and learning; different methods of teaching: lecture, lecture-discussion, demonstration/modeling, panel of experts, case studies, discussion, discovery learning, brainstorming, co-operative learning, role play, small group discussion, problem-solving, heuristic method and experimentation; objectives and objective testing; different methods of evaluation; general learning theories and their application.

### **Learning and Teaching Methods**

Lecture, demonstration, experiments and simulations

### **Course Assessment**

Type	Weighting
Continuous Assessment Tests	30%
Examination	70%
Total	100%

### **Course Texts**

Nasimbi Were (2006). Teaching Across the Curriculum. Nairobi: Strong Wall Africa.

Campe, I. F. (1983). Introduction to educational instruction. ( 6<sup>th</sup> Ed). London: Allyn and Bacon Inc.

Nafukho, F. N., Amutabi, M. N. & Otunga, R. N. (2005). Foundations of Adult Education in Africa. Cape Town: Pearson Education South Africa.

Otunga, R. N., Odeo, I. I. & Barasa, P. L. (2011). A Handbook for Curriculum and Instruction. Eldoret: Moi University Press.

Mukwa, C. W. & Too, J. K. (2002). General Instructional Methods. Eldoret: Moi University Press.

### ***LEVEL THREE***

## **EDUCATIONAL COMMUNICATION, MEDIA AND TECHNOLOGY**

3 Credit Hours

### **Course Purpose**

To introduce students to the use of media in education and expose them to the existing variety of educational resources

### **Expected Learning Outcomes**

At the end of the course, students should be able to:

1. Define educational media;
2. Identify appropriate media and resources to use for a specific learning situation; and
3. Develop appropriate resources/teaching aids.

### **Course Content**



Communication model and learning; barriers to communication; overcoming barriers; visual communication in learning; verbal and non-verbal aspects of communication; the range of media for learning; varieties of community learning resources; electronic media in teaching and learning; using educational radio broadcasts in teaching; selection and use of print materials; management multi-media centres; developments in educational media and resources; use of educational media and resources

### **Learning and Teaching Methods**

Lecture method, discussions, and demonstrations

### **Course Assessment**

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100%

### **Course Texts**

Aggarwal, J. C. (). Principles, methods & techniques of teaching. New Delhi: Vikas Publishing PVT Ltd.

Aggarwal, J. C. (1995). Essentials of Educational Technology: Teaching Learning Innovations in Education. New Delhi: Vikas Publishing House PVT Ltd.

Farrant, J. S. (2002). Principles and Practice of Education. (New Ed). London: Longman.

## **RESEARCH METHODS IN EDUCATION**

3 Credit Hours

### **Course Purpose**

To introduce students to the methods used in educational research.

### **Expected Learning Outcomes**

At the end of this course, the student should be able to:

1. Describe the meaning and purpose of research;
2. Describe the characteristics of research; and

3. Analyze research methods in pure and social sciences.

### **Course Content**

Meaning and purpose of research; basic and applied research; characteristics of research; ethics in research; qualitative and quantitative research; research methods in pure and social sciences; problem identification and formulation of hypothesis; identification of variables, validity in research; literature review; preparing a research proposal; sampling methods and tools for collecting data; data organization and preparation; statistical tools for data analysis; interpretation and hypothesis testing; writing a research report; foot notes, references and bibliography; dissemination of research findings; a research project

### **Learning and Teaching Methods**

Lectures, directed reading, practical demonstrations and group work.

### **Instructional Materials and/or Equipment**

Textbooks, chalkboard, handouts, computer-based tools, LCD and overhead projectors

### **Course Assessment**

Type	Weighting
Continuous Assessment Tests	30%
Examination	70%
Total	100%

### **Course Texts**

Manion, L. and Morrison, K. (2011). Research Methods in Education.

## **EDUCATIONAL MEASUREMENT AND EVALUATION      3 Credit Hours**

### **Course Purpose**

To equip the learners with principles and practices for classroom assessment and evaluation

### **Expected Learning Outcomes**

At the end of this course, the student should be able to:

1. Explain the basic statistical methods of evaluation and measurement;
2. Apply the theories of evaluation and measurement in the classroom situation; and
3. Construct and use different instruments of evaluation.

### **Course Content**

Measures of central tendency; measures of variability; correlation; testing and regression analysis; testing and hypothesis; philosophy and nature of educational testing with emphasis on reliability and validity; discrimination index; construction of objective and essay tests

### **Learning and Teaching Methods**

Lecture, Discussion, Exercises.

### **Course Assessment**

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100%

### **Course Texts**

Keeves, J. (1994). Item Response Theory, Pergamum Press.

Kellaghan, T. & Greany ,V. ( 1992). Using Examinations to improve education, Washington DC.

## **EDUCATIONAL POLICY AND MANAGEMENT**

3 Credit Hours

### **Course Purpose**

To prepare teachers for management and leadership in education sector

## **Expected Learning Outcomes**

At the end of this course, students should be able:

1. Describe the characteristics of a school organization;
2. Explain financial issues in educational institutions and implications for management in education; and
3. Discuss the changing role of teachers in educational management.

## **Course Content**

Policy formulation and implementation; policies in education: legal framework of the education system & the Education Act; structure & organization of the Ministry of Education; support bodies; education administration theories; administrative processes; theories of motivation; leadership; financial management; Channels of communication; professional control and influence; school as an organization; teachers and the teaching profession; future prospects of education; role of teachers in schools and community; management styles

## **Learning and teaching Methods**

Lecturer methods, Tutorials, Role play.

## **Course Assessment**

Type	Weighing
Examination	70%
Continuous Assessment Tests	30%
Total	100 %

## **Course Texts**

Mbiti, D. M. (1987). Foundations of School Administration. Nairobi: Oxford University Press.

Mutua, R. W. (nd). Development of Education in Kenya. Nairobi: KLB.

Eshiwani, G. S. (). Education in Kenya since Independence. Nairobi: EAEP.

Eshiwani, G. S. (1990). Implementing Educational Policies in Kenya.

World Bank Discussion Papers, Africa Technical Department. Washington D.C: The World Bank.

## **PLANNING AND ECONOMICS OF EDUCATION**

3 Credit Hours

### **Course Purpose**

To equip students with the knowledge of educational planning and economics of education

### **Expected Learning Outcomes**

At the end of this course, the students should be able to:

1. Conceptualize the meaning and procedures in educational planning;
2. Explain economic issues related to education in Kenya; and
3. Explain the micro and macro economics of education.

### **Course Content**

Educational planning; Workforce planning; Staff motivation and appraisal; principles of economics of education; demand for and supply of education; economic issues in education; micro economics of education; macro economics of education; socio economic development in education; human resource investment; efficiency in education; equality and equity in education; financing of education.

### **Learning and teaching Methods**

Lectures, problem solving and discussions

### **Course Assessment**

Type	Weighting
Continuous Assessment Tests	30%
Examination	70%
Total	100%

### **Course texts**

Psacharopoulos, G. (1985). Returns to Education. A Journal of Human Resource.

Ayot, H. O. & Briggs, (1992). Economics of Education. Nairobi: Education Research and Publications.

Torado, M. (1977). Economics of Developing World. London: Longman.

Woodhall, G. N. (1985). Education for Development: An Analysis of Investment Choices. Oxford: Oxford University Press.

## **ENVIRONMENTAL EDUCATION**

3 Credit Hours

### **Course Purpose**

To equip students with knowledge of effects of human activities on environment

### **Expected Learning Outcomes**

At the end of this course, the students should be able to:

1. Explain the role of African traditions in environmental conservation;
2. Discuss the impact of human development on the environment;
3. Identify sustainable methods of conserving the environment;
4. Develop an awareness and sensitivity to the total environment and its allied problems;
5. Acquire social values and concern for the environment and motivation for actively participating in its protection and improvement; and
6. Develop a sense of responsibility and urgency regarding environmental problems and their solutions.

### **Course Content**

Definitions of environment and education; environmental management and education; effects of society and culture on environment; the relationship between technological development and environment; the need for environmental assessment in human activities

### **Learning and Teaching Methods**

Discussion, lecture, site visits, and research.

### **Course Assessment**

Type	Weighting
Examination	70%
Continuous Assessment Tests	30%
Total	100%

### **Course Texts**

Korir Koech Michael (1991). Education beyond the year 2000, journal of East African Development V.21, pp. 40-52.

Muthoka, Magret et al (1998). Environmental Education. Nairobi: Longhorn publishers.

Otiende J.E et al(1997). An introduction to Environmental Education. Nairobi: University of Nairobi Press.

## **ENTREPRENEURSHIP IN EDUCATION**

3 Credit Hours

### **Course Purpose**

Develop a creative teacher capable of discovering, understanding, controlling and adapting entrepreneurial acumen in education

### **Expected learning outcomes**

At the end of the course, students should be able to:

1. Teach entrepreneurship skills and knowledge in education;
2. Explain entrepreneurship development in education; and
3. Critique government and non-governmental organizations' policies on business in education.

**Course content**

Meaning, purpose and types of businesses; Basic economic law; demand and supply; Business opportunities; Starting up of a business; Institutions and services that support business enterprises; Micro and macro constraints to business growth and development; Government and Non-government organizations' policy on business in Kenya; attracting and retaining customers; education as a business enterprise

**Learning and teaching Methods**

Lectures, directed reading

**Instructional Material and/or Equipment**

Text books, chalkboard, handouts, computer based tools LCD and overhead projectors

**Course Assessment**

Type	weighting
Continuous Assessment Tests	30%
Examination	70%
Total	100%

**Course texts**

McCormick, D. and Pedersen, P. O. (1996). Small Enterprises: Flexibility and Networking in an African Context. Nairobi: Longhorn Kenya.

**3.2 CORE EARLY CHILDHOOD DEVELOPMENT EDUCATION COURSES****CHILD GROWTH AND DEVELOPMENT**

3 Credit Hours

**Purpose of the course**



Explain the principles of growth and development. To give students an over view of child rearing practices and challenges.

### **Content**

Definitions and principles of growth and development. Factors influencing growth and development. Theories of development. Physical, motor, emotional, mental, moral language, and personality development. Child-rearing practices and challenges. Individual differences in development. Implications of growth and developmental changes on learning.

### **Learning outcomes**

On completion of this module, the student will be able to:

1. Define principles of growth and development
2. Describe the factors influencing growth and development
3. Explain the child rearing practices and challenges
4. Determine individual differences in development and their implications

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group class.

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Assessment**

<b>Type</b>	<b>weighting</b>
Continuous Assessment	30%
Examination	70%
<b>Total</b>	<b>100%</b>

### **References**

Ellen Junn and Chris Boyatzis (2009). *Child Growth and Development*.

Teresa M. McDevitt and Jeanne Ormrod (2009). *Child Development and Education 4<sup>th</sup> Edition*.

John W. Santrock (2007). *Child Development 11<sup>th</sup> Edition*.

## **FOODS AND NUTRITION**

3 Credit Hours

### **Purpose of the course**

This course introduces the learners to the value of foods and nutrition and its effects in growth Development and learning.

### **Learning outcomes**

By the end of the course the learners should have demonstrated understanding of the following:

1. The concept and meaning of food and nutrition
2. Importance of proper utilization and preparation of food
3. The nutritional needs of specific age groups and be able to cater for them should their arise an opportunity
4. Importance of good health and personal hygiene
5. The effects of good cooking methods which enhances maximum nutrient retention
6. The effects of food habits, Taboos and feeding patterns of various communities and how it influences health, development and learning.

### **Content**

Food sources and their nutritional values, nutritional requirements for various age groups, nutritional deficiencies; cause, prevention and treatment. Methods of cooking and food hygiene. Food habits, taboos and food consumption patterns.

### **Modes of delivery**

- Lecture
- Question and answer method
- Group discussions
- Field visit to pre- schools to observe effective learning
- Guidelines for lesson plan development

### **Assessment**

<b>Type</b>	<b>weighting</b>
• Continuous Assessment	30%
• Examination	70%
• <b>Total</b>	<b>100%</b>

### **Instructional Materials and Equipment**

- Charts, pictures, flash cards e.t.c
- Chalk board
- Handouts on relevant pages
- Practical demonstration of skills
- Group execution of lessons
- Suggested reading

### **References:**

1. Ndambuki j.(1989) Health and nutrition in early childhood education and care
2. Akin-Akina(1992) Child development and nutrition in Nigeria
3. National centre for early childhood education (1992) Food preservative and storage.
4. KIE (1992) Food production and storage
5. Gitobu j. (1985) Principles and practice of home management

## **SOCIAL INTERACTION IN ECDE**

**3 Credit Hours**

### **Purpose of the course**

This unit introduces the learner's different aspects of interactions

### **Learning outcomes**

Having successfully completed the course, students should be able to:

1. describe the functions of culture in early childhood development.
2. Outline the developmental stages of the child according to
  - Cognitive development theory
  - Behavioural theory
  - Pedagogical conceptual framework
3. Discuss the theories of personality and personality traits in a child and how it affects the early childhood development
4. Advocate on agents of socialization in child development.

### **Content**

Biological basis of social interaction, temperament and personality. Parent-relationship influence of the family including child-minders, pre-school, and community on the socialization of the child, other socialization agents: Mass Media, Peers, Maids, religious institutions, clubs etc.

### **Modes of delivery**

- Lecture
- Question and answer method
- Group discussions
- Field visit to pre- schools to observe effective learning
- Guidelines for lesson plan development

### **Instructional Materials and Equipment**

- Charts, pictures, flash cards e.t.c
- Chalk board
- Handouts on relevant pages
- Practical demonstration of skills
- Group execution of lessons
- Suggested reading

### **Assessment**

<b>Type</b>	<b>weighting</b>
• Continuous Assessment	30%
• Examination	70%
<b>Total</b>	<b>100%</b>

### **References**

Feldman. R.S (1996) Understanding Psychology New York Mc Graw – hill Inc

Harari, H and Kapiam , R.M (1982) Social Psychology Basic and Applied California Cole Publishing Company.

## **GENERAL METHODS OF TEACHING YOUNG CHILDREN 3 Credit Hours**

### **Purpose of the course**

Expose students to general methods of teaching young children.

### **Expected Learning outcomes**

On completion of this module, the student will be able to:

1. Identify effective teaching and learning processes for young children.
2. Apply strategies and approaches for teaching young children,

**Content**

Education aims and objectives for early childhood education. Basic theoretical principles of teaching and learning in early childhood. Teaching strategies, methods and techniques of early childhood education including Thematic, Bright Start and mediation teaching approaches. Schemes of work and lesson planning. Interpersonal interaction in a early childhood classroom. Motivating and sustaining children's attention. Measurements and assessment of teaching and learning in pre-school. Management and administration of early childhood classroom.

**Mode of Delivery**

Lectures, directed reading, practical demonstrations and group class.

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

**CURRICULUM FOR THE CHILD****3 Credit Hours****Purpose of the course**

To expose students to different Early childhood curriculums and their philosophies.

**Expected Learning outcomes**

On completion of this module, the student will be able to:

1. Define terms related to curriculum, explain the theoretical foundations of pre-school curriculum

2. Understand the characteristics of the various pre-school models
3. Plan appropriate experiences for young children, relate play and curriculum planning and assess the curriculum for the child in relation to the 3C's (Child, content and Context).

### **Content**

Exploration of Philosophy and development of curriculum for Young children, using activities approach Emphasis specific skills needed by teachers to function effectively with young children in nursery Schools. Day care centers kindergarten and Primary school focuses on organization, implementation and evaluation of lesson planning in all areas of child development.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group class.

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **Further Reading/References**

1. Daly. Byers, E and Taylor. (2004). Early Years Management in Practice. Heinemann Publishers
2. Ministry of Education (2008). A report on Pilot Testing of School Readiness Assessment Tool (KSRAT)
3. Ministry of Education (2008). Handbook for ECD Teachers. KIE
4. Penny, T. and Karen, H. (2004). Planning Play and Early years. Heinemann Publishers
5. State of Connecticut, (2007). A Guide to Early Childhood Program Development.

### **Further Reading**

1. KIE (2008). Handbook for ECD Teachers.
2. Nasibi (2003) .Teaching methods in Pre-school.
3. NACECE (2008) Toys and materials for play and learning.

4. Farrant (2003). Principles & Practice for educators.
5. Kabiru & Njenga (2009) .Teaching Methods in EPE.
6. Essa, E.L. (2003). Early Childhood Education.
7. Ayot, H and Patel (1992). Instructional methods.

## **HISTORY AND TRENDS IN ECDE**

**3 Credit Hours**

### **Purpose of the course**

This course introduces the learner to history of education and historical development of early childhood Education.

### **Learning Outcomes**

Having successfully completed the course, students should be able to demonstrate knowledge and understanding of:

1. History of early childhood and primary education from the ancient Graco - Roman times, to the present times, the Renaissance period in Europe and the industrial period in Europe.
2. Education in traditional African set up; the traditional methods of early childhood in Kenya and early childhood education in the colonial period.
3. Survey the early childhood in relation to the colonial missionary education policies in Kenya.
4. Evaluation of the contributions of various philosophers and educators in the current ECDE programme.
5. Early childhood and primary education since independence and early childhood education today.
6. Emerging issues such as free primary education.

### **Content**

Significant global historical trends in early childhood education. History of Early childhood and primary school education from the ancient Greco— Roman times to the present times. The Renaissance period in Europe; The industrial period in Europe; The Education in traditional Africa set up; The history of Early childhood in colonial time. Childhood and Primary School Education in Independent Kenya.

### **Modes of delivery**

- Lecture
- Question and answer method
- Group discussions
- Field visit to pre- schools to observe effective learning
- Guidelines for lesson plan development

### **Instructional Materials and Equipment**

- Charts, pictures, flash cards e.t.c
- Chalk board
- Handouts on relevant pages
- Practical demonstration of skills
- Group execution of lessons

### **Assessment**

<b>Type</b>	<b>weighting</b>
• Continuous Assessment	30%
• Examination	70%
<b>Total</b>	<b>100%</b>

### **References**

- Farrant, Y.S (980) Principles and Practice of Education; Singapore Longman.
- Farris, Pamela J. Elementary and Middle School Social Studies: An interdisciplinary Instructional Approach (5<sup>th</sup> ed) Dubuque, IA : Mc Graw – Hill 2006.
- Enggenm Paul D. and Kauchak, Donald P. Strategies and models for Teachers : Teaching content and Thinking Skills, 5<sup>th</sup> ed.) Boston: Pearson, 2006.
- Elementary Education: Curriculum , instruction, & Assessment, Study Guide, Practice and Review , Princeton, NJ. /The Praxis Study Guide e Book, Rev. 2008, Elementary Education: Curriculum Instruction , & Assessment Test Code: 0011 etc. Org

### **MATERNAL AND CHILD HEALTH EDUCATION PRACTICES**

**3 Credit Hours**



**Pre-requisite knowledge**

Food and nutrition

**Purpose of the course**

This course introduces the learners to understand the common early childhood disease and Interventions programmes available. Pre-natal and post- natal services weaning and the Government and non-governmental support services offered to both the mother and Child is addressed.

**Learning outcomes**

By the end of this course the learner should have been able to:

- Discuss Epidemiology of Early childhood diseases and available intervention programs
- Explain pre- natal and post -natal nutrition
- Explain Health and morbidity
- Relate Nutrition to childhood disease
- Explain the importance of weaning and use of breast milk substitutes
- Elaborate on children food allergies and intervention
- Discuss the importance of Maternal Child support services and community Nutrition

**Content**

Epidemiology of Early Childhood Diseases and intervention programmes i.e. immunization and primary health care. Pre-natal and Post-natal nutrition. Health and morbidity. Nutrition and childhood diseases. Weaning and use of breast milk substitute. Children and food allergies.

Support services in maternal child health and community nutrition.

**Modes of delivery**

- Lecture
- Question and answer method
- Group discussions
- Field visit to pre- schools to observe effective learning
- Guidelines for lesson plan development

### Instructional Materials and Equipment

- Charts, pictures, flash cards e.t.c
- Chalk board
- Handouts on relevant pages
- Practical demonstration of skills
- Group execution of lessons
- Suggested reading

### Assessment

Type	weighting
• Continuous Assessment	30%
• Examination	70%
<b>Total</b>	<b>100%</b>

### References:

1. KIE (1982) '*Integration of Health and EARLY CHILDHOOD Education*'
2. William G. Doherty, (1988) '*Families and Child Health*'
3. AKIN-AKINA, et.al (1992) '*Development and Nutrition in lagos*'
4. Hawes, Colette,(1985), '*Good food: Child to child reader*', Essex, Longman pub.
5. Ndambuki J.(1989) '*Health and Nutrition in EARLY CHILDHOOD Education and care*'.

### MATERIALS DEVELOPMENT

**3 Credit Hours**

### Purpose of the course

This unit introduces the learners to development of Early childhood materials for different age Categories for teaching/ learning experiences.

## Learning objectives

By the end of the course the student should be able to:

1. Outline the importance of materials in enhancing children learning;
2. Debate on the theoretical basis for material development in relation to child development and growth; linked to teaching strategies.

## Content

Materials for developing reading, writing, numeracy, manipulation and perception skills. Roles of improvised materials in child development. Objectives of improving teaching/learning materials. Design and development of teaching/learning materials using available and inexpensive materials from the environment. Attitudes of community; parents, teachers, pupils towards materials. Mobilization of community in material development. Social cultural implications. Storage and maintenance of T/L materials. Effective use of Teaching materials in an integrated approach. Display techniques. Safety precautions and first Aid. Assessment of material development.

## Mode of Delivery

Lectures, directed reading, practical demonstrations and group class

## Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

## Assessment

Type	weighting
Continuous Assessment	30%
Examination	70%
<b>Total</b>	<b>100%</b>

## References

1. GOK/MOE (1999). Guidelines for Early Childhood Development Nairobi. KIE/NACECE
2. Jack, H.L (1997). Early Childhood Curriculum, A child's Connection to the world. Albany: Delma Publishers
3. Macleod, L. (2004). Early Years Care and Education. Heinemann Education Publisher. Oxford

4. Tassoni, P. and Hockett, K. (2004) Planning Play and the Early Years. Heinemann Educational Publishers. Halley Court, Jordan Hill, OX2 8 EJ.
5. Ministry of Education (2008). Handbook for ECD Syllabus Published by KIE.

## **PLAY, SAFETY AND FIRST AID**

**3 Credit Hours**

### **Expected Learning outcomes**

By the end of this course the learner should have be able to

1. Describe indoor and outdoor play
2. Discuss the principles underlying child development that enhances holistic child development
3. Carry out indoor/ outdoor activities
4. Planning, design and organize activities for holistic child development
5. Apply knowledge on first aid.

### **Course content**

- Definition of play and other terminologies, role of indoor/ outdoor play in child development
- Objectives of indoor/ outdoor play for individuals and groups
- Theories of play i.e. classical and modern
- Planning and organizing indoor/outdoor play into content subject areas
- Selection and improvisation of play equipments and materials
- Design, maintenance and storage, maintaining a safe indoor/ outdoor environment
- First aid treatment for common accidents.

### **Mode of Delivery**

- Lecture, Tutorial, class presentation, demonstrations, playing games

### **Assessment**

<b>Type</b>	<b>Weighting</b>
• Continuous Assessment	30%
• Examination	70%

**Total**

**100%**

## **References**

1. Strany, Ruth. (1980) *'Introduction to child study'*
2. Ingrid pramling & samwelsson, (2009) *Play and learning in Early childhood setting*
3. Smith, peter, (2010) Children and play. ISBN: 978-0-631-23521-7.
4. www. Academicjournals.org/ERR. ISSN 1990-3839.

## **PERSONALITY DEVELOPMENT**

**3 Credit Hours**

### **Purpose of the course**

Introduces students to theories of personality development and how to manage behavioural problems in a classroom setting.

### **Learning Outcomes**

On completion of this module, the student will be able to:

1. Describe the theories of personality development.
2. Explain personality and classroom learning
3. Describe the management of behavioral problems in the classroom

### **Content**

Theories of personality development. Assessment of personality. Personality and classroom Learning. Groups and personality. Psychological and behavioural disorders. Causes of Personality and behavioural disorders. Modification/management of behavioural problems in a Classroom setting.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group class

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Assessment**

<b>Type</b>	<b>Weighting</b>
Continuous Assessment	30%
Examination	70%
Total	100%

### **References**

- William Bridges (2000). *The Character of Organizations: Using Personality Type in Organization Development*.
- Michael Pearn (2002). *Individual Differences and development in Organizations (Wiley Handbooks in Work & Organizational Psychology)*
- Stephen P. Robbins (2005). *Essentials of Organizational Behavior*

## **CHILDREN WITH SPECIAL EDUCATION NEEDS**

**3 Credit Hours**

### **Purpose of the course**

Introduce students to meaning of special education needs, and develop in them the ability to identify and handle children with needs.

### **Learning outcomes**

On completion of this module, the student will be able to:

1. Define special educational needs.
2. Describe ways of identifying children with special needs.
3. Describe the educational provisions for exceptional children in regular classrooms

### **Content**

Meaning of special educational needs. Categories of children with special needs. Identification of children with needs. Special and integrated education. Educational provisions for exceptional children in the regular classroom. Services available for children with special needs. The role of the classroom teacher.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group class

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Assessment**

Type	weighting
Continuous Assessment	30%
Examination	70%
<b>Total</b>	<b>100%</b>

**References**

- Terry Overton (2011). *Assessing Learners with Special needs: An Applied 7<sup>th</sup> edition* (My Educational Lab Series.)
- Edward A. Polloway, James R. Patton and Loretta Sema (2007). *Strategies for Teaching Learners with Special needs* (9<sup>th</sup> edition).
- Lynn Meltzer (2010). *Promoting Executive Function in the Classroom (What works for Special- needs Learners)*.

**SCREENING PROCEDURES FOR CHILDREN****3 Credit Hours****Purpose of the course**

Introduce students to needs and purpose for screening to enable the teacher identify and handle children appropriately.

**Learning outcomes**

By the end of this course the student should be able to:

1. Expound on the needs and purpose of screening
2. Explain methods of screening and be able to monitor behavior and development of children
3. Interpret and have an effective communication of screening
4. Prepare appropriate intervention programs based on screening results

**Content**

Needs and purposes of screening. Methods of screening. Monitoring behavior and development: physical, social, emotional, intellectual, moral, spiritual, psychological development of assessment instruments. Administering of

available screening tests: I.Q., aptitude, educational, organicity, personality and projective. Interpretation and communication of screening results to parents and teachers. Preparation of appropriate intervention programme based on screening results.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group class

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Assessment**

<b>Type</b>	<b>weighting</b>
Continuous Assessment	30%
Examination	70%
<b>Total</b>	<b>100%</b>

### **References**

## **RESEARCH IN CHILD AND FAMILY STUDIES**

**3 Credit Hours**

### **Purpose of the course**

This unit introduces the learners to research processes mainly on child and family studies

### **Course content**

The course covers critical areas of research: the meaning and purpose; research process in early Childhood; classification of research by purpose, type or analysis. Selection of appropriate Research designs for early childhood; sampling procedures; methods of data collection with Special emphasis on observation, case studies, behaviour diaries and anecdotal records. Analyses and comparison of various research designs and methodologies. Development of research problems in reading accuracy and fluency., language and vocabulary, phoneme awareness, psychometric characteristics, learning environment, play, parents and the family, teaching approaches and strategies beneficial to children, ethical considerations for the child and other emerging issues, selection of appropriate statistics for data analysis and interpretation; proposal writing.



**Mode of Delivery**

Lectures, directed reading, practical demonstrations and group class

**Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

**Course Assessment**

Type	weighing
Continuous Assessment	30%
Examination	70%
Total	100%

**CHILDREN'S LITERATURE****3 Credit Hours****Purpose of the course**

This course is to increase the students understanding of children's literature in order to appreciate their levels of development.

**Content**

Definition; theories of children's literature; exploration of writing by and for children; children's oral literature; language use in literature for children; form; visual images; pictorial illustration: use of colours; print format; major social thematic and stylistics characteristics; sources of children's humour, cultural contexts in the study of children's literature; gender, socialization issues and children's literature; publishers and their roles; a survey of children's texts.

**Mode of Delivery**

Lecture, Tutorial, class presentation, demonstrations, playing games

**Assessment**

Continuous assessment	30%
Final examination	70%
<b>Total</b>	<b>100%</b>

**References**

- Avery, G. & Briggs, J. (1989) *Children and their Books*. Oxford: Oxford University Press.
- Jones, A. F. & Pollinger, L. (2002) *Writing for Children and Getting Published*. Chicago: McGrawHill.
- Seefeld, C&Galper, A.(2000). *Active experience for active children :literacy emerges*. New Jersey:prentice – Hall Inc.,.
- Howatson,M.C.(1989). *The Oxford Companion to Classical Literature*. USA :Oxford University Press,
- Head ,D.(2006). *The Cambridge Guide to Literature in English* .3 Ed.England: Cambridge University Press
- Ehrenhaft,G.Ed.D.(2010). *Barron's AP English Language and Composition*. Barron's Educational Series; edition. **ISBN-10:** 0764143484

## **RIGHTS OF CHILDREN AND THEIR WELFARE**

**3 Credit Hours**

### **Purpose of the course**

The unit traduces the learners on children’s rights and advocacy

### **Learning outcomes:**

Having successfully completed the course, students should be able to demonstrate knowledge and understanding of:

1. Rights of children traditional vs modern and child protection
2. Institutions and their roles in children advocacy

### **Content**

Identification of children’s rights: traditional; modern, protection of children and their rights (entitlements). Laws in Kenya relating to children. Ways in which children’s rights are denied, abused or neglected within the family, school and other concerned social institutions. Awareness of and advocacy for children’s rights.

### **Mode of Delivery**

Lecture, Tutorial, class presentation, demonstrations, playing games

**Assessment**

Continuous assessment	30%
Final examination	70%
<b>Total</b>	<b>100%</b>

**Course texts**

Jack Donnelly(2002). *Universal Human Rights in Theory and Practice*.

Andrew Clapham (2007). *Human Rights: A very Short Introduction*

Micheline Ishay (2008). *The History of Human Rights: From Ancient Times to the Globalization Era, with a New Practice*.

## **COMPARATIVE EARLY CHILDHOOD EDUCATION      3 Credit Hours**

**Purpose of the course**

The unit traduces the learners on children’s rights and advocacy

**Learning outcomes**

On completion of this course, the student will be able to:

1. Define and give a rationale for comparative early childhood education
2. Have understanding of comparative curriculum models
3. Policy and program in Kenya and other selected countries
4. Explain New trends and challenges and prospects in Early childhood education

**Content**

Definitions. Rationale for comparative early childhood. Comparative curriculum models. Early Childhood policy and programmes in Kenya and selected countries. New trends in Early Childhood. Fundamental issues affecting Early Childhood policy and programmes. Challenges and Prospects.

**Mode of Delivery**

Lecture, Tutorial, class presentation, demonstrations, playing games

**Assessment**

Continuous assessment	30%
Final examination	70%
<b>Total</b>	<b>100%</b>

## **ICT IN ECDE**

**3 Credit Hours**

### **Purpose of the course**

Introduce students to literacy and use in education

### **Learning outcomes**

On completion of this course, the student should be able to:

1. describe Computer organization and operations
2. Discuss the impact of computers on society
3. Use of computers in education

### **Content**

Computer Organization and Operations, Impact of computers on society. Hands on experience with word-processing, graphics, Numerical computations, data storage and retrieval, networking and other micro-computer applications. Data base designs, data processing, use of computers in education. School records, registers, financial records, student progress reports, personal data and computed aided instruction.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group class experiments

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### **Assessment**

<b>Type</b>	<b>weighting</b>
Continuous Assessment	30%
Examination	70%
<b>Total</b>	<b>100%</b>

## References

- Jay Blanchard & James Marshall (2005). *Web- based Learning in K-12 Classrooms: Opportunities and Challenges( Computers in the schools)*
- Mark Warschauer (2006). *Laptops and literacy: Learning in the Wireless Classrooms.*

## PEACE EDUCATION

**3 Credit Hours**

### Purpose of the course

Assists students understand and apply the issue of peace education and conflict

### Learning outcomes

On completion of this course, the student will be able to:

1. Define peace education and explain initiatives related to peace education
2. Describe elements of peace education and conflict resolution education

### Content

Definition of peace education, initiatives related to peace education. Aims of peace education. Approaches to peace education, windows of opportunity for peace education. A rationale for the use of participatory learning methods in peace education. Elements of effective peace education programmes evaluation of peace education theoretical background conflict resolution education and peace education. Relationship between conflict resolution education and peace education

### Mode of Delivery

Lectures, directed reading, practical demonstrations and group class

### Instructional Material and/or Equipment

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

### Assessment

Type	Weighting
Continuous Assessment	30%
Examination	70%

**Total**

**100%**

## **References**

David J. Francis (2008). *Peace and Conflict in Africa*.

Tricia S. Jones and Randy Compton. (2003). *Kids Working it out: Stories and Strategies for Making Peace in our Schools*.

Candice C. Carter (2010). *Conflict Resolution and Peace Education: Transformation across Disciplines*.

## **MANAGEMENT OF ECDE PROGRAMMES**

**3 Credit Hours**

### **Purpose of the course**

It is imperative for ECDE managers to acquire management skills in order to enhance efficient programme. Implementation: the unit provides knowledge, skills and attitudes that facilitate effective sourcing and utilization of resources.

### **Learning outcomes**

Having successfully completed the course, students should be able to:

1. Demonstrate ability to analyze national and local legislation, regulations and professionals standards
2. Compare various types of early childhood programs, their organizational and operating structure, the multiple roles the early childhood staff must assume and the professional challenges faced.
3. Identify and collect information on national policy issues in the early childhood field such as societal concerns about quality, curriculum standards and assessment, financing and professional compensation and develops a personal advocacy plan to address issues.
4. Analyze various strategies for communicating and working effectively with colleagues, support staff, volunteers, other professionals, and families within the learning community
5. Design, implement and evaluate Early childhood programs.

### **Content**

Definitions, Management Theories. Early Childhood legislation, policy and management

structures in Kenya. Types of organizations. Principles of management. Sourcing and management of resources. Costing, budgeting, record keeping and personnel management. Accountability. Definition of the concept of supervision. Quality assurance standards. Three domains of supervision, teaching, human relations and curriculum supervisory theory. Effect of culture and context on supervisory practices.

### **Modes of delivery**

- Lecture
- Question and answer method
- Group discussions
- Field visit to pre- schools to observe effective learning
- Guidelines for lesson plan development

### **Instructional Materials and Equipment**

- Charts, pictures, flash cards e.t.c
- Chalk board
- Handouts on relevant pages
- Practical demonstration of skills
- Group execution of lessons
- Suggested reading

### **Assessment**

<b>Type</b>	<b>Weighting</b>
• Continuous Assessment	30%
• Examination	70%
<b>Total</b>	<b>100%</b>

### **References**

Decker, Celia A, and Decker, John R (2005) Planning and Administering Early childhood programme.

Ninth Edition: New Jersey: Pearson /Merrill Prentice Hall

## **PROGRAMME PLANNING, IMPLEMENTATION AND EVALUATION**

### **3 Credit Hours**

#### **Course purpose**

To equip learners with knowledge and techniques required in programme planning in Early Childhood and Primary Education.

#### **Expected Learning Outcome**

By the end of the course, the students should be able to:

1. Explain principles of programme planning
2. Develop a plan of work
3. Structure learning experiences
4. Discuss critical activities for evaluating programme planning

#### **Course Content**

Definition of Programme Planning, Principles of Programme Planning and their application in Early childhood Development and Primary Education. Abilities needed by Planners, Developing a Plan of work, Elements to be included in a plan of work, Guidelines to be adopted when developing a written annual plan of work of Early Childhood Development and Primary Education, Selecting Methods and structuring learning experiences, consideration of the needs of the learner and selection of subject content. Follow-up activities critical for evaluating programme planning. Information on dissemination.

#### **Mode of Delivery**

- Lecture, Tutorial, class presentation, demonstrations, playing games

#### **Assessment**

<b>Type</b>	<b>Weighting</b>
• Continuous Assessment	30%
• Examination	70%
<b>Total</b>	<b>100%</b>

#### **Course Assessment**

Continuous Assessment Tests	30%
End of Semester Examination	70%



Total

100%

### **Course Texts / References**

Hellen Katz (2007). The Media Handbook, Staicom media vest, U.S.A.

[www.ronledge.com/07804158415873543](http://www.ronledge.com/07804158415873543)

Iningao, M.L. (1999). The economics of Development and Plannig, Harish Bhawan Publisher, New Delhi.

Mackey, J.et.al (2006). In “ Basic steps of ProgrammePlanning”University of Nebraka.

<http://www.med.Ufl.Ed/oea/cc/exhibit.shtm>.

Rebecca B, Rubin, Phillip Palgreen and Howard E. sypher (2009). Communication Research Measures PurduenUniversity U.S.A.

### **TEACHING PRACTICE**

**6 Credit Hours**

#### **Learning outcomes**

By the end of the course student teachers should be able to:

1. Elaborate the content and procedure of a micro teaching session;
2. Conduct a micro teaching lesson.
3. Demonstrate understanding of the importance of micro-teaching in preparing them for the teaching practice session.
4. Effective teach young children.

#### **Content**

Definition of micro- teaching, Practicing a specific teaching skill (e.g. a way of capturing attention) use of questions and answer, teaching under controlled conditions. Conducting micro teaching: A short practice period of 5-8 minutes, a small class of 5-6 students (peer teaching).Use of a single skill e. g question and answer, Technique during teaching session. Selection of appropriate objectives and content as determined by the skill. Selection of appropriate teaching aid, conducting a micro-teaching lesson. Discussion of the lesson that has already been taught based on the evaluation guide for use of skill in question. Importance of micro-teaching in the training of teachers, Preparation for teaching practice, expectations /requirements. Teaching practicing tools, Materials and other resources. Records and personal presentation, Challenges /emerging issues, Teaching in the classroom and Report writing.

#### **Mode of Delivery**

Lecture, Tutorial, class presentation and demonstrations.

#### **Assessment**

Continuous assessment

30%

Final examination	70%
<b>Total</b>	<b>100%</b>

### **FURTHER READING/REFERENCES**

1. Kamakia, N. (2010). Teaching Practice, Longhorn Publishers
2. Kafu, P.A (2010). Planning for Instruction – The secret of effective teaching. Jomokenyatta Foundation
3. K.I.E, (2009) ECD General Methods, K.I.E

## **COMMUNITY EDUCATION AND MOBILIZATION 3 Credit Hours**

### **Purpose of the course**

To expose students to significance of guidance and counselling.

### **Expected Learning outcomes**

On completion of this module, the student will be able to:

1. Participate effectively in the education of young children.
2. Empower the community to sustainably run ECDE programs in providing for children needs for holistic development.

### **Content**

Trends in community education and development in Kenya. Governmental and non-governmental institutions and agencies of development, their function and impact. Needs assessment and needs prioritization: awareness programmes, adult learning process, methods of teaching adults, group dynamics, and utilization of media. Mobilization, organization and management of community resources. Ways of promoting parental participation in early childhood programmes: feeding, teaching, material development, health education.

### **Mode of Delivery**

Lectures, directed reading, practical demonstrations and group class.

### **Instructional Material and/or Equipment**

Textbooks, chalkboard, handouts, computer based tools, LCD and overhead projectors

## **Course Assessment**

<b>Type</b>	<b>weighing</b>
Continuous Assessment	30%
Examination	70%
Total	100%

## **Further Reading /References.**

1. K.I.E NACECE (2001) ECD Centre management committee module
2. K.I.E (1999)ECD manual for Pre-School teachers and community
3. Ndungu, F (1983). Methods of Adult Teaching
4. NACECE (2005).Community Development: A Training Module for Community Mobilizes. Nairobi. K.I.E
5. Rodney, W (1972) How Europe Underdeveloped Africa. Dar es salaam Tanzania Publishing house.
6. Nyakwara, B.S (2003). Administration and Supervision of programs of infants and young children. Nairobi. Kenyatta University.

### **3.3 CORE PROGRAMME SPECIALIZATION.**

## **MATHEMATICS FOR EARLY CHILDHOOD EDUCATION 3 Credit Hours**

### **Purpose of the course**

This unit introduces the learners' different aspects of national goals and objective of teaching and fostering oral language.

### **Learning outcomes**

Having successfully completed the course, students should be able to:

1. Explain the principles of development and learning of mathematical concepts, physical and logico-mathematical knowledge and an understanding the written symbols of arithmetic.
2. Develop thematic schemes of work and lesson plans mathematics
3. Develop and use of appropriate materials in mathematics.

### **Content**

Objective of mathematics in early childhood education. Principles of development and learning of mathematical concepts, physical and logico-mathematical knowledge; mathematics as a language, children invention of written arithmetic, understanding the written symbols of arithmetic. Basic mathematics concepts, basic mathematics operations, elementary and spatial geometry, measurements approximations, estimations and use of elementary statistics. Developing thematic schemes of work and lesson plans for mathematics. Development and use of appropriate materials in mathematics. Assessment and evaluation of mathematical skills and concepts of young children.

### **Modes of Delivery**

- Lecture
- Question and answer method
- Group discussions
- Field visit to pre- schools to observe effective learning
- Guidelines for lesson plan development

### **Instructional Materials and Equipment**

- Charts, pictures, flash cards e.t.c
- Chalk board
- Handouts on relevant pages
- Practical demonstration of skills
- Group execution of lessons
- Suggested reading

### **Assessment**

<b>Type</b>	<b>Weighting</b>
• Continuous Assessment	30%
• Examination	70%
<b>Total</b>	<b>100%</b>

## **LANGUAGE IN EARLY CHILDHOOD**

**3 Credit Hours**

### **Purpose of the course**

This unit introduces the learners' different aspects of national goals and objective of teaching and fostering oral language.

### **Learning outcomes**

Having successfully completed the course, students should be able to demonstrate knowledge, skills and understanding of:

1. National goals and objectives of teaching language.
2. Activities to develop listening and speaking skills and activities to develop pre-literacy skills.
3. Approaches to the teaching of reading and writing.
4. Development of audio/visual aids for language development.

### **Content**

National goals and objectives of teaching language. Fostering oral language in early childhood. Catering for the child's need to communicate. Activities to develop listening and speaking skills. Activities to develop pre-literacy skills. The beginnings of reading and writing. Approaches to the teaching of reading and writing. Errors and their correction: diagnosing and dealing with problems in the development of oracy. Reading and writing difficulties in early childhood: Identification and intervention strategies. Development of audio/visual aids for language development.

### **Modes of Delivery**

- Lecture
- Question and answer method
- Group discussions
- Guidelines for lesson plan development

### **Instructional Materials and Equipment**

- Charts, pictures, flash cards e.t.c
- Chalk board

- Handouts on relevant pages
- Practical demonstration of skills
- Group execution of lessons
- Suggested reading

#### **Assessment**

<b>Type</b>	<b>Weighting</b>
• Continuous Assessment	30%
• Examination	70%
<b>Total</b>	<b>100%</b>

### **SOCIAL STUDIES FOR EARLY CHILDHOOD EDUCATION**

**3 Credit Hours**

#### **Purpose of the course**

This unit introduces the learners' different aspects of national goals and objective of teaching and fostering oral language.

#### **Learning outcomes**

Having successfully completed the course, students should be able to:

1. Demonstrate knowledge, skills and understanding of social studies curriculum
2. Describe the objectives of social studies in early childhood.
3. Discuss social studies under various thematic areas
4. Prepare Schemes of work and lesson
5. Design, develop and use of teaching and learning resources.

#### **Content**

Objectives of social studies in early childhood. Social studies disciplines. The role of social studies in early childhood. The contribution of social activities to early childhood education. Social studies curriculum. Thematic areas: myself, family, social values and skills, community, environment, seasons and seasonal variations, our nation and National holidays. Schemes of work and lesson planning. Design, development and use of teaching and learning resources.

Social studies resource centre. Methods of teaching social studies. Assessment and evaluation.

### **Modes of Delivery**

- Lecture
- Question and answer method
- Group discussions
- Guidelines for lesson plan development

### **Instructional Materials and Equipment**

- Charts, pictures, flash cards e.t.c
- Chalk board
- Handouts on relevant pages
- Practical demonstration of skills
- Group execution of lessons
- Suggested reading

### **Assessment**

<b>Type</b>	<b>Weighting</b>
• Continuous Assessment	30%
• Examination	70%
<b>Total</b>	<b>100%</b>

## **SCIENCE FOR EARLY CHILDHOOD EDUCATION**

**3 Credit Hours**

### **Purpose of the course**

This unit introduces the learners' different aspects of national goals and objective of teaching and fostering oral language.

### **Learning outcomes**

Having successfully completed the course, students should be able to demonstrate knowledge, skills and understanding of:

1. Describe the objectives of science and characteristics of young children
2. Describe the principles of development and learning of science concepts
3. Develop children's science process skills and approaches to the teaching of science.
4. Assess and evaluate of science skills and concepts of young children.

### **Content**

Objective of science in early childhood education .characteristics of young children and their implications for teaching and learning science. Principles of development and learning of science concepts. Development of children's science process skills. Approaches to the teaching of science. Concepts of appropriate biological, physical, chemical, and Earth sciences. Developing thematic schemes of work and lesson plans for science. Development and use of appropriate materials in science. Assessment and evaluation of science skills and concepts of young children. issues in the teaching and learning of science

### **Modes of Delivery**

- Lecture
- Question and answer method
- Group discussions
- Field visit to pre- schools to observe effective learning
- Guidelines for lesson plan development

### **Instructional Materials and Equipment**

- Charts, pictures, flash cards e.t.c
- Chalk board
- Handouts on relevant pages
- Practical demonstration of skills
- Group execution of lessons
- Suggested reading



**Assessment**

Type	Weighting
• Continuous Assessment	30%
• Examination	70%
<b>Total</b>	<b>100%</b>

**ART AND CRAFT FOR EARLY CHILDHOOD****3 Credit Hours****Purpose of the course**

This unit introduces the learners' different aspects of national goals and objective of teaching and fostering oral language.

**Learning outcomes**

Having successfully completed the course, students should be able to:

1. Explain the objectives of teaching Art and Craft in early childhood.
2. Discuss the theories and stages of artistic growth
3. Describe the artistic development of children
4. Discuss materials, tools and equipment, techniques and processes used in art and crafts.

**Content**

Objectives of teaching Art and Craft in early childhood. Elements of art and craft. Role of art and craft in child development. Theories and Stages of artistic development in a child. Strategies for including art and craft in early childhood curriculum. Materials, tools and equipment. Techniques and processes. Practical application: drawing, painting, pattern making, print-making, paper craft, mosaic and collage (pasting), modelling, construction, pottery/ceramic, weaving and basketry, puppetry art and craft in Kenya. Storage and maintenance of materials, tools and equipment. Art therapy. Art safety and poisoning. Methods of teaching and evaluating Art and Craft in early childhood education. Schemes of work and lesson plans.

**Modes of Delivery**

- Lecture
- Question and answer method
- Group discussions
- Field visit to pre- schools to observe effective learning
- Guidelines for lesson plan development

### **Instructional Materials and Equipment**

- Charts, pictures, flash cards e.t.c
- Chalk board
- Handouts on relevant pages
- Practical demonstration of skills
- Group execution of lessons
- Suggested reading

### **Assessment**

<b>Type</b>	<b>Weighting</b>
• Continuous Assessment	30%
• Examination	70%
<b>Total</b>	<b>100%</b>

### **References**

- Clement, R. (1993). *The Art Teacher's Handbook*. United Kingdom, Stanley Thornes, 2<sup>nd</sup> edition.
- Brown, D., (1997). *Art, craft and Design: A Guide for Teachers*. London, John Murry Publishers
- Tickle, L., (1996). *Understanding Art in Primary Schools: Cases from Teachers' Research*. London, Routledge.

## **MUSIC MOVEMENT AND DRAMA IN EARLY CHILDHOOD EDUCATION**

**3 Credit Hours**

### **Purpose of the course**

Introduce students to the nature, discrepancy between dramatic and theatre forms and role Of drama as extra curricula activity.

## Learning outcomes

By the end of the course, the student should be able:

1. Describe the nature of communication in drama
2. Prepare drama scripts
3. Discuss drama as teaching strategy
4. Explain the role of dramas extra curricula activity.

## Content

Objectives of teaching music, movement and drama in early childhood. Elements of music. Theories of development of music in young children and music approaches. Role of music, dance and drama in child development. Development of listening, singing and movement. Music and intelligence. Music communication. Building a repertoire of songs and singing games. Drama. Types and design of music instruments, costumes and décor. The music teacher. Planning music lessons. Basic music literacy. Assessment of children's musical ability and potential. Music in different context. Issues in teaching music, movement and drama.

## Mode of Delivery

Lectures, Tutorial, Group discussion, Demonstrations

### Assessment

Type	weighting
• Continuous Assessment	30%
• Examination	70%
<b>Total</b>	<b>100%</b>

## Course texts

- Akuno, E. A., (2005). *Issues of Music Education in Kenya: A Handbook for Teachers of Music*. Kenya, Emark Music Service-Nairobi
- Campbell, P. S. & Scott-Kassner C., (2010). *Music in Childhood: From Preschool through the Elementary Grades*

Wilkins M. L., (2006). *Creative Music Composition: The Young Composer's Voice*. London, Routledge.

## **RELIGIOUS EDUCATION IN EARLY CHILDHOOD**

**3 Credit Hours**

### **Purpose of the course**

This unit introduces the learners' different aspects of national goals and objective of teaching and fostering oral language.

### **Learning outcomes**

Having successfully completed the course, students should be able to:

1. Provide the rationale of religious education in early childhood.
2. Discuss the theoretical basis of religious education, agents of spirituality and home and school
3. Explain the role of parents and teachers in the early training and education of children on spiritual matters.
4. Discuss the religious education curricula in early childhood education and assessment and evaluations.

### **Content**

Rationale of religious education in early childhood. Definitions. Spiritual development of children. Theoretical basis. Agents of spirituality: Home, school and others. Role of parents and teachers in the early training and education of children. The love and fear of God. Moral and Spiritual values. Foundation of a child's greatness. Loyalty to God. Faith in God.(children and faith and its impact on their behaviour) Character building. First lessons a child needs to learn. Methods and materials for teaching religious education. Religious education curricula in early childhood education. Assessment and evaluations. Emerging issues.

### **Modes of Delivery**

- Lecture
- Question and answer method
- Group discussions

- Field visit to pre- schools to observe effective learning
- Guidelines for lesson plan development

### **Instructional Materials and Equipment**

- Charts, pictures, flash cards e.t.c
- Chalk board
- Handouts on relevant pages
- Practical demonstration of skills
- Group execution of lessons
- Suggested reading

### **Assessment**

<b>Type</b>	<b>Weighting</b>
• Continuous Assessment	30%
• Examination	70%
<b>Total</b>	<b>100%</b>

## **3.4 PRUCTICUMS/ ATTACHMENTS**

### **PRACTICUM ON OF CHILD CARE SERVICES**

Research on young children and care givers in family homes, institutionalised homes and hospitals. Study the quality of child care services provided in the selected setting and its potential impact on children's development. Identify factors impacting the provision of these services. Report observations and write a study report.

### **Modes of Delivery**

- Question and answer method
- Group discussions
- Field visit to pre- schools to observe effective learning
- Guidelines for lesson plan development

### **Instructional Materials and Equipment**

- Charts, pictures, flash cards e.t.c
- Handouts on relevant pages
- Practical demonstration of skills
- Group execution of lessons
- Suggested reading

### **PRACTICUM ON PRE-SCHOOL AGE CHILDREN**

Comparative study of 2 pre-school age children (3-6 years). Investigation to be made over a period of one semester. Focus of the study should be on physical, social, emotional, cognitive and language development. Write a study report comparing and contrasting children's development.

### **PRACTICUM ON SPECIAL NEEDS CHILDREN**

Work with two children with special needs and their parents/care givers; observe the children's behaviour and its implications on the child, parents/care givers, teachers, other children and the community. Design and implement an intervention programme and assess its effectiveness. Write a report of the intervention.

#### **Modes of Delivery**

- Question and answer method
- Group discussions
- Field visit to pre- schools to observe effective learning
- Guidelines for lesson plan development

#### **Instructional Materials and Equipment**

- Charts, pictures, flash cards e.t.c
- Handouts on relevant pages
- Practical demonstration of skills
- Group execution of lessons
- Suggested reading

### **PRACTICUM IN PSYCHOLOGICAL ASSESSMENT**

The students will visit an assessment centre for experience in administration of psychological tests. They will assess a minimum of five children in different

developmental areas and write a report.

### **Modes of Delivery**

- Question and answer method
- Group discussions
- Field visit to pre- schools to observe effective learning
- Guidelines for lesson plan development

### **Instructional Materials and Equipment**

- Charts, pictures, flash cards e.t.c
- Handouts on relevant pages
- Practical demonstration of skills
- Group execution of lessons
- Suggested reading

## **ATTACHMENT**

Every student shall be attached to Early childhood Programme or Institution for a minimum of 120 hours. During this attachment they will participate in the programme and maintain a daily log of activities. They will also write a report and submit evaluation forms.

### **Modes of Delivery**

- Question and answer method
- Group discussions
- Field visit to pre- schools to observe effective learning
- Guidelines for lesson plan development

### **Instructional Materials and Equipment**

- Charts, pictures, flash cards e.t.c
- Handouts on relevant pages
- Practical demonstration of skills
- Group execution of lessons
- Suggested reading