

SCERT, Telangana, Hyderabad

**Diploma in Pre School Education
(DPSE)**

Reference Material (2nd Year)

(Developed by DDMS, Hyderabad)

2019-2020

PAPER – 2

Pre-School Education Programme – Planning and Organization

Unit -1

Developing/ Designing a contextualized and Developmentally Appropriate Curriculum

Structure

- 1.1 Age and context appropriate programme: goals and objectives and need for balance.
- 1.2 Pre school curriculum, method and assessment
- 1.3 identifying themes based on children's context
- 1.4 Planning an annual plan and weekly and daily schedule
- 1.5 Planning for parents / community involvement and orientation

1.1 Age and context appropriate programme: goals and objectives and need for balance

- 1.0 Introduction
- 1.1 Objectives
- 1.2 Developmentally appropriate programme
- 1.3 Essentials of DAP / Bases of DAP
- 1.4 Appropriate and inappropriate practices of DAP
- 1.5 Components of DAP
- 1.6. Principles of developing a DAP
- 1.7 Characteristics of a DAP for 3-6 years age group
- 1.8 Creating and organising a developmentally appropriate preschool classroom
- 1.9 Role of teacher in DAP classroom

Introduction

Early Childhood Care and Education (ECCE) make a positive contribution to children's long term development and learning by facilitating an enabling and stimulating environment in these foundation years for lifelong learning. Therefore, it becomes important planning for each child at every stage as per age and development within the early childhood continuum up to the age of eight years.

Policy (2019) begins with viewing early childhood care and education (ECCE) as a part of the Foundational stage of school education (three years of pre-primary education and Grades 1 and 2), a single curricular and pedagogical phase of play- and discovery-based learning for very young children, between the ages of 3-8 years. The flexibility in the first five years will enable equalising of the multiple cognitive abilities of children. This is followed by a Preparatory phase consisting of three years (Grades

3, 4 and 5) of basic education incorporating some textbooks as well as other aspects of formal classroom learning.

The Policy takes cognizance of the differences in the development of cognitive abilities in children. The Eighty-sixth Constitutional Amendment in 2002 extended the provision of ECCE to children from age 3 onwards and this commitment has been honoured.

Objectives

After reading this unit the student teachers /teachers will be able to

1. Know what is Developmentally Appropriate Programme (DAP)
2. Understand the importance of DAP.
3. Plan and practice DAP in classroom

Goal of ECCE :

- **To form a base for an integrated and balanced development of whole child**
 - Relating to Physical and motor development
 - language development
 - cognitive development
 - Social development
 - Emotional development
 - development of creative expression and Aesthetic appreciation
 - To prepare child for school.

Early childhood education programme is that what happens in the ECE centers. Preschool teachers are to provide variety of activities and experiences to the children to achieve the desired goals.

Impact of ECCE on child

What are the repercussions of academic oriented curriculum focussing 3R's on young children of 3-6 years age group?

Children attending preschools are taught reading writing and number work instead of providing them developmentally appropriate curriculum- which is harmful for children as children are expected to learn these skills at an young age when they are not developmentally ready to learn them.

Eg. A child at the age of 3-4 years when their fingers are not ready to hold a pencil and no fine muscle coordination, (at this stage) they enjoy holding a pencil with their "fist" and draw freehand lines on a full paper ., it is ridiculous to make them write numbers and letters repeatedly, hence they lose interest for writing when they feel this writing process is a monotonous and painful.

Children learning numbers and letters mechanically and on rote (rote learning) make them 'robots' and only develop the abilities to reproduce what they have learnt and also miss in between while repeating; as 1,2,4,5,6,8.....and do not know the value of numbers as 4 and 4th..and also there is no meaning for children learning A,B,C,D etc and Telugu /Hindi letters, reading and writing unless they develop auditory, visual perception and discrimination and association with pictures with letters and words.

However caution would be against pressuring children into 3's reading, writing and arithmetic and early introduction of formal instructions i.e against making preschool into training centres for admission to primary school.

As the children who come under the purview of ECCE range from infants to preschoolers it is important that activities and experiences designed for them are developmentally appropriate. *Infact ECCE covers the age group 0-8 years.(NCE 2005)(Policy 2019)*

Why do we plan developmentally appropriate programme for young children at preschool stage?

Need for developmentally appropriate programme :

- Over the past decade the concept of child centered programme is gaining significance. Children develop at different rates in separate areas; physical, emotional, cognitive or intellectual, language, and social. Differences, including abilities and disabilities, affect the way and the speed with which children develop skills. Genetic trait, temperaments, learning styles, environment, cultural and racial expectations, and experiences influence learning. Some children learn to say words at 8 months, others not until they're almost 2 or older. Many children learn to walk at 9 months, while others wait until they are 15 to 18 months, As per observations and child development, developmental milestones shows the stage and age of walking, talking, running, or stacking based on averages. Parents and teachers frequently worry when a child doesn't have a skill at the targeted time. Most often, skills develop according to children's interests and temperaments – that is, a child's basic approach to people and events. The concept implies an understanding of how children learn and develop which is then applied to the programme. This requires that teachers structure instruction around the needs of growing individual children. Knowledge on developmental needs of children is useful in helping teachers in making decisions about what kind of experiences, interactions, activities and materials are likely to be safe, healthy, interesting, achievable and also challenging to children. What is appropriate to 3 year old children is not appropriate for 5 year olds and vice versa. Hence need for developmentally appropriate programme.
- Children provided with age appropriate activities will enjoy, able to get involved, participate and feel confident that '*I am doing*' and '*I can do*' makes children enhance achievement motivation and develop interest to learn more.

Eg: Children 3-5 years age group in a group activity of an outdoor game "in and out" it is observed that a child of 3 years old., pretends, tries to jump, moves up (as if they are jumping) at the place where they stand and the same time 4-5 year old can jump in and look with pride that "I could do"

In circle time during 'conversation and storytelling' sessions a three –four year old child listens with curiosity and observes while others talking., and can participate and responds when asked and four –to

five year olds can talk and answer on their own as per the interactions which makes them participated, get interacted with which opportunities for neuro connections formation leading to brain development.

What is developmentally appropriate programme (DAP)

*Good Early childhood programme are **developmentally appropriate**.* Developmentally appropriate settings are those in which materials, activities and interactions are appropriate for *each child's developmental level*, regardless of the child's chronological age. *Appropriate* means that the materials and activities offered to children provide opportunities to practice existing skills and to build new skills. A developmentally appropriate programme provides all children opportunities to be successful, yet challenging.

Definition of Developmentally Appropriate Programme

Developmentally Appropriateness generally covers the following.....

- **Age appropriateness:** it is based on human development, research which indicates that there are universal, predictable sequences of growth and changes that occur in children during the first nine years of life. These predictable changes occur in all domains of development – physical, emotional, social and cognitive. Knowledge of typical development of children within the age span provides a framework from which teachers prepare the learning environment and plan appropriate experiences.
- **Individual appropriateness:** This recognizes that each child is a unique person with an individual pattern and timing of growth, as well as an individual personality, learning style, and family background.
- **Cultural appropriateness:** recognizes the importance of the knowledge of the social and cultural contexts in which children live to ensure that learning experiences are meaningful, relevant, and respectful for the children and their families.

Check yourself-

1. DAP is based on _____, _____, _____

Essentials of developmentally appropriate programme

Developmentally Appropriate Programme

- Facilitates not only cognitive development but also social and emotional development, focusing on areas such as learning to take turns, learning to respect others, and feeling good about one's accomplishments.
- Allows children to develop at their own pace and to pursue their own interests.
- Allows children to control their own learning by relying on discovery and exploration rather than on drill and practice or other teacher controlled activities.
- Provides activities matched to an individual child's current level of functioning,

- Introduces some basic academic skills but without attempting to push children too far academically.
- Provides understanding of What is an inappropriate programme and how it is different from an appropriate one

How is a Developmentally appropriate programme ?

- A balanced play and activity based program which provides a stimulating environment for the language, intellectual, social emotional and physical development of the child.
- A child centred program catering to individual children’s learning and emotional needs through individual, small and large group activities and one to one communication.
- Lays the foundation for the development of reading, writing and number work.
- A school readiness programme which ‘readies’ children for learning to read, write and do arithmetic later.
- A programme which indirectly promotes self control and thereby develops inner discipline in children through interactions.

It is discussed about the impact of different ECCE programmes on the child’s performance and development .let us the see the different ECCE practices at present and differences.

Difference between Developmentally appropriate and inappropriate practices

Developmentally appropriate practices	Developmentally inappropriate practices
Child initiated programme-allowing children to select activities from a variety of choices presented by the teacher.	Teacher directed programme – teacher deciding what child has to learn.
Curriculum focused on the process and progress but not on the end product at the end of academic year. “Work in progress” caption aptly suits this programme as the experiences provided helps them to grow and develop.	Curriculum focuses on achieving the pre determined set of skills during the year.
Preschoolers get opportunities to talk more and in more sophisticated ways as the teachers use developmentally appropriate language (e.g., open-ended questions, utterances that follow rather than redirect the children’s attention.	Preschoolers get opportunities to talk less as the teachers use formal languages (e.g., commands and test questions, which reflect teacher’s “agenda” rather than children’s interests).
Age appropriate and individual catering to the developmental needs of all children in the class. Children get opportunities to explore, experiment, and use sense organs to learn various concepts. This forms a foundation for the future learning.	Pre school programs designed to “ speed up” children’s academic progress, which are by definition developmentally inappropriate, lead to a number of undesirable outcomes , including less creativity, a less positive attitude about school, and no lasting positive impact on academic performance.
Activities are planned according to the learning	Only large group, seated individual children

styles of children. Small and large group activities alternatively planned with active and passive programmes.	separately.
Trained teachers- enough adults as required by the number of children.	Untrained staff. Not enough adults to give all children individual attention.
Small groups of 10-15 children in a room.	Large groups of 20-30 children in a room.
Children use activities in different learning corners at their own pace.	Teacher choose activities and direct all the children as a whole group.
Play is the means of learning	Learning through worksheets and working at desks.
Teacher observes and note children's progress by watching specific skills developed through play.	Teachers use tests to label and assess the children. specific levels indicate pass or fail.

Check your progress

2. Mention one important point which makes the programme developmentally in appropriate.

Keeping in mind the above observations How to plan and implement Developmentally appropriate programme in preschools. ?

Let us see what are the components to be considered while planning the programme.

Components of DAP

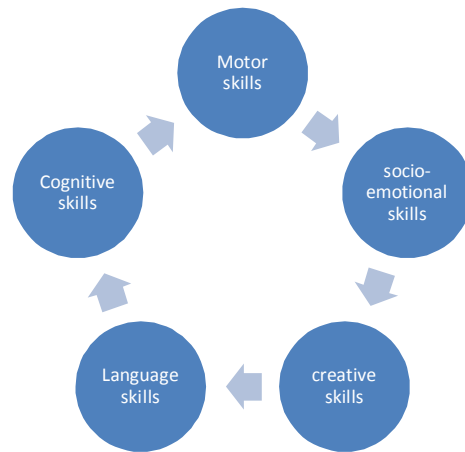
- a) Understanding the normal stages of development of children.
- b) Assessing the development of each individual child.
- c) Planning a program that is fun and interesting to each child.
- d) Providing appropriate space, materials and opportunity for exploration.
- e) Observing children and encouraging them to extend any particular interesting activity.
- f) Implementing an environment that is safe, both physically and emotionally.
- g) Setting and enforcing reasonable limits for children's behavior.

After understanding the programme, let us discuss how a DAP classroom can be created.

Creating a developmentally appropriate preschool classroom

We have learnt what is DAP. Now let us discuss how to plan for it.

Creating a developmentally appropriate preschool classroom is a process that emphasizes the child as a whole. Teachers work to create an environment which meets the cognitive, social/ emotional, physical, language, and self helped skills and needs of the children.



The physical setup of a DAP classroom indicates how learning takes place. The teacher's desk is usually in an inconspicuous place, not in the front of the room. Children desks, if provided at all, are clustered into learning centers. Most often, long tables replace individual desks, encouraging cooperative group work. Room arrangements and traffic patterns may change throughout the year as the planned activities change. Children grow and change intellectually, and they meet specific educational goals.

Using the following steps, preschool teachers can begin to incorporate the five most important elements of Developmentally Appropriate Practice (DAP) into the classroom.

1. Active exploration of an enriched Environment

In order to develop to their maximum potential, all young children require the opportunity to engage in regular exploration of their surroundings. The first step is to ensure that the classroom environment is safe, free of hazards, and age appropriately childproofed. Young children learn best through the **senses**. As each individual child learns more effectively through one sense more than others, it is best to offer activities in as many sensory modes as possible.

Creating an enriched classroom environment means activities and materials should include those which appeal to **Visual, auditory, and tactile learners, as well as opportunities to taste and smell.**

2. Self – Directed, hands- on learning activities

Once the environment is enriched, children should have as many opportunities for independent exploration as time will allow. Teacher – guided activities set the stage for learning. Children can then play in interest areas that are designed to further development by the concepts introduced by the teacher. Examples of developmentally appropriate interest areas include: **literacy area, sand play area, water play area, dramatic play area, blocks/buildings area, discovery, science area, math/ manipulative toy area, library area, and art area.**

A child should be offered activities which are neither too difficult nor too easy so the child can accomplish them independently.

3. Balance between individual and small group activities

In order for a classroom to be developmentally appropriate, large group activities should be kept to an absolute minimum. Children learn best through individual exploration and in small groups. Activities with large groups of children require more waiting and less participation, which limits opportunities for learning. While children can be trained to sit quietly and wait for extended periods, it is not a desirable educational practice.

Teacher should strive to create a balance in which children work together in small groups. The teacher can introduce specific concepts, and then encourage them to work independently or with several peers in order to further explore what they have learnt.

4. Regular, Supportive Interaction with Teachers and Peers

Allowing children to explore independently doesn't mean that teachers sit back and do nothing. Teachers can guide and expand the experience through facilitated play. This term refers to the process of closely observing children and offering ideas and suggestions to further develop and extend the play experiences.

This is also the perfect time to assist children in social interaction with peers. As conflicts inevitably arise, a teacher is available to mediate and model ways for children to solve problem and play appropriately together.

5. Balance between active movement and quiet activities

The hallmark of a developmentally appropriate classroom is alternating between activities that require more physical action and those that involve less movement. Young children naturally have short attention spans. Teacher can take advantage of that critical window of opportunity when their attention can be focused by moving from more active to less active modes of learning.

It is an important part of room arrangement to create spaces for both active and quiet activities. During a free choice period, some children may prefer quiet pursuits like painting or listening to a book on tape. Other children may enjoy being active with building blocks or dramatic play. A developmentally appropriate classroom offers space, time, and materials for both.

Check your progress

The components to be considered while planning the programme in a preschool are.....

.Developmentally appropriate programme helps in developing children in.....

Characteristics of developmentally appropriate programme for 3 to 6 years age group

- a) Provide conducive atmosphere and warmth in the centre/school. The children feel they are wanted, loved, liked and protected by adults.

- b) Developmentally appropriate, designed to address the needs of the whole child – physical, motor, socio emotional, cognitive and language, correlates activities for the holistic development of the child.
- c) A planned programme yet flexible enough to suit individual needs.
- d) Balanced and process oriented.
- e) Contributes to overall development of a child in a holistic manner
- f) Child centered programme catering to individual needs, interests and abilities
- g) Provides learning experiences to the child in a concrete form through play and activity approach.
- h) Facilitates continuous evaluation (formative and summative) of children and programme
- i) Lays foundation for the development of reading, writing, and number work
- j) Provides first hand experiences to children that help in the development of skills related to the process of learning
- k) Helps in developing good healthy habits and building basic skills and encourages independence
- l) Designed to be used in a variety of settings with a variety of children.
- m) A preparatory programme for primary grades
- n) Contributes to universalization of Elementary Education

Check your progress

4. DAP facilitates continuous _____

Role of teacher in DAP classrooms

Teacher in DAP classrooms is a planner, facilitator, observer, and supporter.

Preschool teachers with sound knowledge and understanding of child development plan the programme to suit the needs of individual children. That doesn't mean that she instructs each child individually. It means that teacher choose activities and materials which are flexible to help children reach their potential at their own pace.. The materials and adult guidance together help children to explore and learn better.

Teacher plans the programme to suit the needs of children of all levels in the classroom, facilitates their learning by planning the activities and environment, observes their progress keenly and support wherever they need. It is the teacher who plans the activities, listens and talks to children, and encourages growth in the child's intellectual and social development. Teacher who make the investment of effort to bring the features of developmentally appropriate practice to their classroom will find it worthwhile.

Check your progress

5. What is the role of teacher in DAP classroom?

Summary

Teachers who have adopted developmentally appropriate practices consider each child's uniqueness and skill level when planning activities. Allowing children to progress through the stages of development at their own rates is the best way to build the foundation for future learning. This philosophy is reflected in the classroom environment and activities planned. Learning takes place naturally, because it is child-centered and relevant. Children are constantly learning, building on what they know to create new ways of thinking and seeing their world.

An effective developmentally appropriate preschool programme reflects a variety of activities: free-choice activities and small group times; quiet periods and active times; short activities and a few longer ones to increase the child's attention span (e.g., listening to an interesting story); and careful planning to develop the child socially, emotionally, physically, and hand on exploration, a balance of self-directed and teacher – directed learning, and both active and quiet activities are elements which offer an educational experience intellectually designed to meet the needs of the whole child., thus making DAP the BEST PRACTICE.

1.2 pre school Curriculum method and assessment

1.2.1 Pre school Curriculum

Introduction

“Child is a child anywhere” whether the child is in an Anganwadi centre, any private / public preschool/school requires to build upon their experiences (personal and environmental) as per their developmental levels and individual differences. Child needs to be provided with opportunities and experiences to observe, understand, explore, manipulate, innovate and create that leads to their optimum development.

Early experiences gained in early stage at preschool level have a deep effect on child's development and learning in a positive or in a negative way. It is very crucial to provide positive experiences in the environment i.e in home –preschool-school –community that provide experiences to the child for the full potential and development.

The curriculum framework, the content, implementation process - method / strategy-assessment procedures that provides quality and rich experiences to young children to enable them to experience the joy and wonders of learning appropriately at the right time to enhance learning and development., better prepared to meet not only the immediate challenges of primary education but also for lifelong learning to achieve this, the curriculum designer/ECE professionals need to understand children, child needs and development, and foundation learning areas to provide flexible learning environment with play activities and build partnerships with teachers, parents and community.

2019 policy objective:

- Every child in the age range of 3-6 years has access to free, safe, high quality, developmentally appropriate care and education by 2025.

The present Policy 2019 begins with viewing early childhood care and education (ECCE) as a part of the Foundational stage of school education (three years of pre-primary education and Grades 1 and 2), a single

curricular and pedagogical phase of play- and discovery-based learning for very young children, between the ages of 3-8 years.

Objectives:

To enable student teachers to develop knowledge , understanding and skills about

- What should be the curriculum at pre school
- What should be the components to be included in the pre school curriculum
- What is a suitable curriculum for pre school teachers

Preschool education curriculum

The Goal:

The goal of Early Childhood education curriculum is integrated and balanced development of children.

- Children maintain good health and well being.
- Children become effective communicators.
- Children become involved learners and collect with their immediate environment.

To achieve this goal

- It is necessary to take a holistic view of their development, needs and learning process they go through at different stages.
- It must be provided with opportunities and experiences for physical, motor, healthy, social emotional, language and intellectual development
- It must be a good ECE programme which calls for a child centered approach that empowers the child and makes her an active participant in the learning process.
- The contextual diversities should be given an importance to ensure curriculum flexibility and Contextual curriculum.

The curriculum for ECCE is to be framed basing on the following objectives

ECCE curriculum objectives:

1. Develop a positive self confidence
2. Establish around foundation for a good physique
3. Imbibes good health habits, basic life skills, and self helped skills necessary for personal and social adjustments
4. Enhance verbal and non verbal communication skills which would facilitate expression of thought and feeling in fluent , correct, clear speech
5. Develop their sense and cognitive skills and concepts which are foundation for higher order of thinking and reasoning
6. Develop emotional maturity by guiding the child to express , understand ,accept, control feelings and emotions.
7. Imbibe value of social attitude and manner important in his/her socio cultural context and to become sensitive to rights and privileges of others.

8. Develop independence , aesthetic appreciation and creativity by providing child with sufficient opportunities for self expression and active exploration , investigation and experimentation
9. Make a smooth transition from preschool to primary school (.National curriculum frame work)

To achieve these objectives the curriculum needs to be

developmentally appropriate, activity based and related to child's needs, interests and abilities according to the age and developmental levels and integrative set of experiences to foster holistic growth and development in all domains, such as health and well-being, and cognitive, physical, social emotional and language development through an interlinked approach.

Curriculum should be

- Flexible enough to suit the diverse social, cultural, economic and linguistic contexts as well as adaptable to suit individual differences among children.
- Able to help the child to adjust to the routines of primary school as well as to the demands of more formal teaching.
- Helps the child not only to meet immediate challenges of primary education and also for lifelong learning and develop life skills

Guiding Principles of Pre-school curriculum:

- Learning is continuous and cumulative
- Evidence from Neuro Science proves that early learning matters for later outcomes
- Each child is different and grows, learns and develops, at her/him own pace.
- Plan the activities on the primary context of learning and development
- Responsive and supportive interaction with adults are essential to children learning
- Children learn by doing being provided the environment for experimental learning.
- Interactive teaching enhances learning experiences
- Development and use of indigenous enhances learning opportunities.
- Responsiveness to the context and appreciation of diversity support learning
- Mother tongue, home language should be the medium of instruction.
- Family involvement contributes to learning.

Some concerns related to early learning and development:

- Children development and learning takes place at their own pace, hence to be handled carefully and extend support to age appropriate, then the equality and avoid early formal instructions.
- Encourage the development of children with disabilities through early intervention.
- Inclusion provides an opportunity to treat children with disabilities equally and focus on those abilities.

Basis for curriculum

The preprimary educational curriculum should

- Formulate according to the basic principles of “children’s development” and “children’s learning”.
- Understand which these two aspects will directly affect curriculum plan and arrangements for implementation facilitating learning and teaching.
- Be from a concept of multi dimensional education, wherein both the school and the community collaborate as partners in the learning process.
- Presents knowledge-building and daily practice resources to create a cohesive system that supports teacher throughout the year. The curriculum helps teachers ensure that they are focusing on what matters most for children at every age built in support for all learners.

Supporting preschool curriculum

- The curriculum designer and the practitioners need to develop Key concepts suitable to different developmental areas and enhance learning and develop skills, plan pedagogy and the learning outcomes. It is inter related between key concepts, suggested pedagogical processes and early learning outcomes. The entire has to be seen as a whole.
- Children in preschools should be given adequate and regular opportunities for
 - Engaging in interesting and age appropriate outdoor play activities such as catching, running, jumping, skipping, balancing etc.
 - the daily plan for a preschool should provide time and opportunity for free, indoor play with materials in activity corners such as block play, manipulative play, art activities which will help to nurture their creativity, imagination and also strengthen eye hand coordination.
- The teacher should ensure
 - adequate, accessible, safe, age appropriate and clean indoor and outdoor space and equipments/materials for children
 - Suitable modifications can be made for children with special needs, with inputs from indoor parents and others working with children.
 - the adequacy should be enough to engage all children but in a rotational manner, so as to also encourage development of social skills in them like sharing, waiting for one’s turn, ensuring all children are included and playing and negotiating with them.
- **Teacher’s role**
 - Allow for flexibility in the schedule as and when needed.
 - Keep in mind goals and objectives of preschool while designing activities and be able to prepare a conducive, attractive and inviting environment for children to engage with materials, other children and with the teacher.
 - She should utilize play and meal opportunities to encourage good work habits in children like putting away materials after playing, not dirtying the room etc.
 - An effective teacher would be friendly and interactive with all children, ask questions regarding their play and activity individually.
 - help them extend their thinking and encourage communication
 - Encourage and appreciate of each child’s efforts, so as to give her/him a sense of confidence and self esteem.

Environment

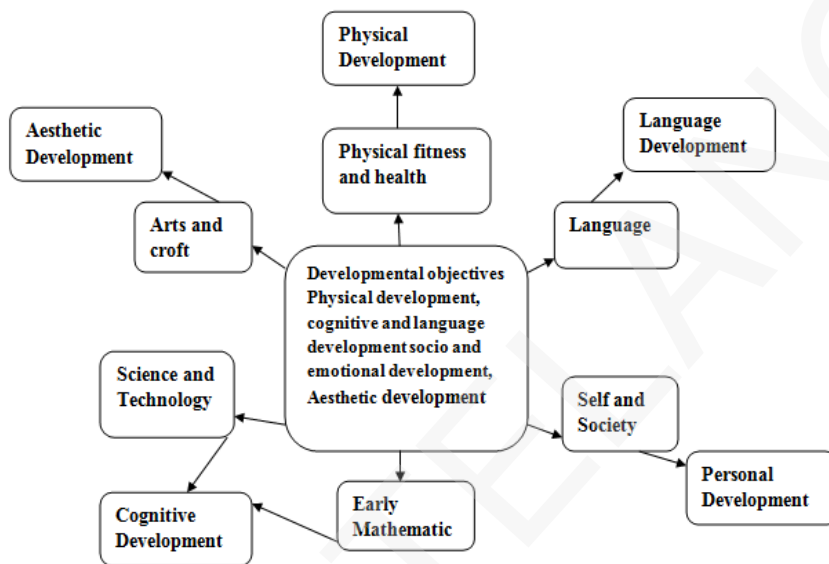
- Children are in constant interaction with their environment. They want to touch everything they see. This is how they learn.

- Through a variety of activities and material children explore the physical, social and natural Environment by manipulating objects, asking questions, making predictions and developing generalisation.
- The learning environment for the children should be welcoming, safe and predictable, offer variety of developmentally appropriate material for children to explore and experiment independently.
- All children especially those with special needs develop positive self image and self-confidence when they are appreciated, encouraged and responded to.

Components of the curriculum:

Early childhood education curriculum is to be comprised with

- Opportunities and activities fostering physical development
- Opportunities and activities fostering Language development
- Opportunities and activities fostering Cognitive development
- Opportunities and activities fostering socio emotional development



The curriculum needs to be age appropriate basing on the following objectives and activities suitable to 3 to 4 years, 4 to 5 years and 5 to 6 years old children.

ECE OBJECTIVES AND ACTIVITIES AT A GLANCE

Socio-emotional Development

3-4 year-olds	4 - 5 year-olds*	5-6- year-olds	Some Activities
Development of a sense of security and trust			
familiarization with the ECE centre's environment and routine	Familiarizes with the ECE worker/teacher (if new) and other children in the class		
Habit formation *Personal Habits - proper use of toilet - washing hands - personal cleanliness - proper eating habits -maintaining personal hygiene	Habit formation *Personal Habits - personal & environmental hygiene	Habit formation *Personal Habits - personal and environmental hygiene	- Personal check-up - Informal conversation - Rhymes and songs - Dramatisation - Puppet play - Free and structured play - Group activities and games - Snack/meal time activity - Celebration of festivals and birthdays
*Social Habits - greeting the ECE worker/Teachers - good manners -waiting for one's turn - good manners -learning to play with another child/children sharing	*Social Habits - greeting the ECE worker/Teachers - good manners -waiting for one's turn - good manners - sharing and cooperating - regular attendance	*Social Habits - greeting the ECE worker/Teachers - good manners -waiting for one's turn -thanking and expressing sorry - good manners - sharing and cooperating - regular attendance	Activities fostering independence e.g. leading an activity, assignment of duties/responsibilities to children. Etc.
Development of ability to control one's behaviour	Development of ability to control one's behaviour	Development of ability to control one's behaviour	
Development of a positive self-concept.	Development of a positive self-concept.	Development of a positive self-concept.	- Conversation - Integration of disabled children in groups
Development of an interest in group activities	Activity participation in group activities	Activity participation in group activities	- Nature walk - Gardening - Care of pets

Development of ability to identify and control one's emotions in a socially approved manner	Developing of ability for decision-making	Developing of ability for decision-making, independence and leadership	
Development of an attitude of empathy and altruism towards the disabled and the old, and care and nurturance of the environment.	Helping others whenever they need help		

* The assumption is that the 4-5 year-olds have already spent a year in pre-school.

If they are coming for the first time the objectives for 3-4 year-old will be applicable for them also

Physical and Motor Development

3-4 year-olds	4 - 5 year-olds*	5-6- year-olds	Some Activities
Maintenance of adequate growth	Maintenance of adequate growth	Maintenance of adequate growth	-Monthly check up of height and weight -Provision of supplementary nutrition -Periodic medical check ups -Health and Nutrition Education to children and community
Development of large muscle coordination	Development of large muscle coordination	Development of large muscle coordination	Free and structured play activities involving running, jumping, climbing, hopping, throwing, catching, balancing, rolling etc.
Development of Fine muscle coordination - Small muscle development - Eye- hand coordination - Hand to mouth coordination	Development of Fine muscle coordination - Small muscle development - Eye- hand coordination - Hand to mouth coordination	Development of Fine muscle coordination	- Drawing and painting - Tearing, cutting and pasting - Treading and sewing - Sand and waterplay - Free play with manipulative material - Colouring in enclosed spaces - Finger rhymes with action - Eating activity with fingers and spoon

Language Development

3-4 year-olds	4 - 5 year-olds*	5-6- year-olds	Some Activities
Development of Listening skills - Sound discrimination - Listening span - Listening comprehension	Development of Listening skills - Sound discrimination - Listening span - Listening comprehension - Critical listening	Development of Listening skills - Sound discrimination - Listening span - Listening comprehension - Critical listening	- Free and structured conversation - Listening and vocabulary games like rhyming games, identification of sounds, etc. - Treading and sewing
Development of verbal expression - Vocabulary development	Development of verbal expression - Vocabulary development	Development of verbal expression - Vocabulary development	- Rhymes and songs - Riddles - Dramatisation - Story telling and making puppets

<ul style="list-style-type: none"> - Fluency and clarity of expression - Talking in full sentences - Communication of needs and thoughts 	<ul style="list-style-type: none"> - Fluency and clarity of expression - Talking in full sentences - Creative self-expression 	<ul style="list-style-type: none"> - Use of complex sentences - Verbal descriptions and discussions - Creative self-expression 	<ul style="list-style-type: none"> - Play activities and games involving visual discrimination - Sound discrimination of words and word making games - Picture- word matching - Picture book handling
	<p>Development of Reading Readiness</p> <ul style="list-style-type: none"> - Visual discrimination - Auditory discrimination(related to beginning and end sounds of words) - Visual -auditory association - Left to right directtionality 	<p>Development of Reading Readiness</p> <ul style="list-style-type: none"> - Visual discrimination - Auditory discrimination - Visual -auditory association - Left to right directtionality 	<ul style="list-style-type: none"> - All fine muscle activities - Colouring in enclosed spaces - Joining dots - Tracing - Copying forms - Pattern drawing with crayons - Pattern drawing with pencil
	Writing Readiness	Writing Readiness	

Cognitive Development

Major Objectives	3-4 year-olds	4 - 5 year-olds	5-6- year-olds	Some Activities
II. Formation of Basic Concept				
*Formation of colour concept	<p>*Development of ability to match, identify and name red, yellow, blue, green, white and black.</p>	<p>*Development of ability to identify and name more colours e.g. red, yellow, blue, green, black, brown, white, orange and purple.</p> <p>*Development of ability to seriate primary colours up to three levels</p> <p>*Development of ability to understand that mixing/blending of colours leads to for - mation of new colors</p>	<p>*Development of ability to name and seriate all colours up to five levels.</p>	<ul style="list-style-type: none"> -Conversation -Rhymes and songs -Dramatization -Activities with objects, clothes, dominoes, cards, etc. -Structured play and games -Creative activities -Nature walk -primary colours -experiences, events in sequentially

*Formation of the concept of shape	*Development of ability to match and identify -Circle -Square -Triangle *Development of ability to draw a circle	*Development of ability to name the following shapes and relate these to environmental objects -Circle -Square -Triangle *Development of ability to identify other shapes, e.g. star, cone, rectangle	*Development of ability to name and draw the different shapes	Identification matching and arranging up to 3 levels.
*Formation of pre- number concept	*Development of ability to match, identify and name -Big-Small-Same as -Long-Short -Heavy-Light -Tall-Short -Fat/Thick-Thin -Wide-Narrow -Far-Near	*Development of ability to seriate up to three levels for each of the pre-number concepts-Square -Triangle *Development of ability to -understand on-to-one correspondence -form concept of numbers up to 5 -recognize the number symbols up to 5 -count and place in order numbers up to 5	*Development of ability to seriate up to five levels for each of the pre-number concepts Identify heavy and light objects soft and hard up to 3 levels. *Development of ability to -form concept of numbers up to 10 -count and place in order numbers upto 10 -recognize and write number symbols up to 10	-Conversation and stories -Water play -Sand play -Seriation cards -Block play -Structure play and games -Dramatization -Dramatic play e.g. shop-play etc. -Structure play with objects and later number cards -Number rhymes -Number games -Number puzzles
*Formation of number concept				
*Formation of concept of space	*Development of ability to recognize positions like -in-out -over-under	*Development of ability to recognise and identify positions and use.	*Development of ability to indicate 'left' ad 'right'	Identifying numbers and writing up to 1 to 5 and 5 to 10

Major Objectives	3-4 year-olds	4 - 5 year-olds	5-6- year-olds	Some Activities
	<ul style="list-style-type: none"> - front-back - above-below 	appropriate vocabulary like <ul style="list-style-type: none"> - top-bottom -in-out -before-after -over-under -front-back-centre between -here-there -besides-behind-infront of 		
*Formation of concept of time	*Development of awareness about the following concepts in terms of daily activities <ul style="list-style-type: none"> -day-night -afternoon-evening -before-after 	*Development of awareness about the following concepts <ul style="list-style-type: none"> -early-late -hours as related to daily routine -time as measured with a clock -days of the week 	*Development of familiarity, in a rudimentary way, of the use of a clock for reading time *Development of awareness about names of the month	-Activities with time perception cards, improvised clock, etc. -Activities related to recall of daily routine, activities in sequence
*Formation of concept of temperature	*Development of ability to discriminate, Recognise and identify 'hot' and 'cold'	*Development of ability to discriminate, recognise and identify relative conditions of temperature like hot, hotter, hottest.	*Same as for 4-5 year-olds	Simple experiments/activities with an improvised thermo-meter
*Formation of Environmental Concepts related to <ul style="list-style-type: none"> -natural environment -physical environment -social environment (can be introduced as 'project's') 	*Some suggested concepts/projects: <ul style="list-style-type: none"> -Myself -Family -Pet and wild animals -Homes -Seasonal 	4 - 5year-olds *Some additional concepts/projects: <ul style="list-style-type: none"> -Rainy Seasons -Weather 		-Conversation -Various activities suggested earlier to be integrated with the project theme -Class displays <ul style="list-style-type: none"> -Outings and nature walks -Festival celebration and preparation of related handwork -Simple

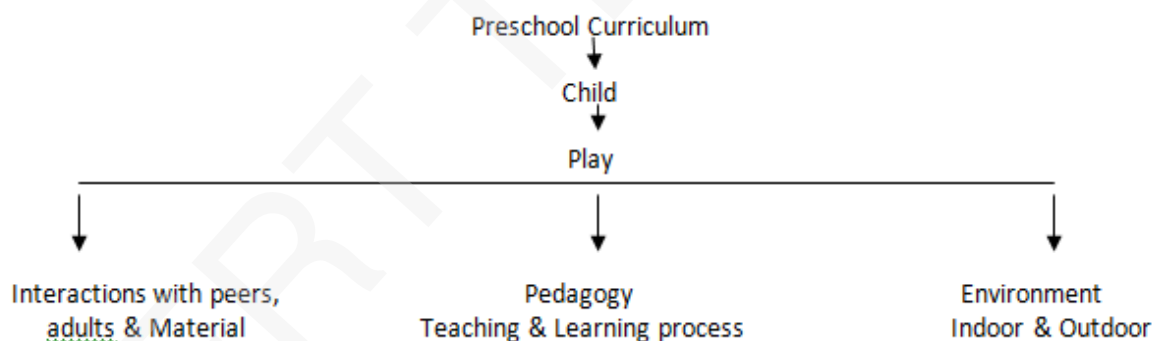
	vegetables and fruits -Plants -Safety habits -Transport -Festivals -Air -Water	-Insects -Community helpers -Universe	experiments with air/water/plant germination -Sand and water Play
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*Activities listed for 3-4-year olds will also be taken up with the older children, the content of these projects will become more complex with increase in the age of children

SUMMARY:

Preschool curriculum plays important and vital role in the child's education, development and learning in the early critical years of child's life. This is the base and this age is the fundamental stage for the child to become a good citizen, responsible not only for himself, for his family but also for the society and nation. Investing in the child's development is the investment for the nation. Child, childhood, childhood experiences, childhood curriculum in the preschool are so important and hence should be given more focus to the preschool curriculum frame work planning the programme implementation process and environment in which the child interacts and develop, to faster and enhance all round development and full potential of the child.

Curriculum goals, play, interactions, environment, early learning environment has impact on the child's life. Early learning outcomes should be observed while the child is participating in the programme implementation and assessed in a continuous comprehensive manner so as to provide scope for improvement.



1.2.2 Method

Introduction

Play is an essential part of the quality ECE programme .Play is the work of the child. Play serves as a natural way for children to express ideas and feelings as well as to explore, share and interact to understand the world around. It is valuable, is supporting all round development of a child. it also helps to build social relations among children

Young children can develop many skills through power of play which helps to nurture imagination and gives the child senses of adventure. Through this they can learn essential skills such as problem solving, work with others, sharing and much more. This helps them develop ability to concentrate.



Objectives:

To enable the student teachers /teachers to:

- Realise the importance of play/activity based method in the preschool curriculum transaction process.
- Understand play promotes joyful learning.
- Develop and implement play/activities as a strategy of preschool programme implementation

Play is different for everyone

For some it is playing with toys, for some it is sand and water play, with blocks, puzzles, and for some creating an art, for some it is clay work, for others drawing/writing. Humans are biologically wired to play and it is integral part of child's life. It allows them discover what they enjoy at their own pace.

What is play?

Impact of Play / Play or activity method on child's development. Children learn through their play in the preschool programme

Don't underestimate the value of play. Children learn and develop:

cognitive skills – like math and problem solving pretending as a shop keeper

physical abilities – like balancing blocks and running on the playground

new vocabulary – like the words they need to play with toys

social skills – like playing together in a pretend family members role/ doctor/ traffic police etc.

literacy skills – like listing items to conduct a field trip or a national/ cultural festival.

- **Play is healthy.**

Play helps children grow strong and healthy. It also counteracts obesity issues facing many children today.

- **Play reduces stress.**

Play helps children grow emotionally. It is joyful and provides an outlet for anxiety and stress.

- **Play is more than what we see (meets the eye.)**

Play is simple and complex. There are many types of play: symbolic, socio dramatic, functional, and games with rules—to name just a few. Researchers study play in many aspects, how children learn through play, how outdoor play impacts children's health, the effects of screen time on play, to the need for recess in a day in school.

- **Make time for play.**

Parents and teachers are supporters of children's learning. Make sure they have as much time to play as possible during the day to promote cognitive, language, physical, social, and emotional development.

- **Play and learning go hand-in-hand.**

They are not separate activities. They are intertwined. Think about them as a science lecture with a lab. Play is the child's lab.

- **Play outside.**

Outdoor experiences of building forts, playing in the play ground, playing with other children in the neighborhood and in small group, create outdoor memories.

- **There's a lot to learn through play.**

Children learn a lot through play which influences the all round development of children

- **Trust own playful instincts.**

For a child play just come naturally. Give children time for play and see all that they are capable of when given the opportunity.

- **Play is a child's context for learning.**

Children practice and reinforce their learning in multiple areas during play. It gives them a place and a time for learning that cannot be achieved through completing a worksheet. For example, in role playing as cooks in hotels children write and draw menus, set prices, take orders, and make out bills. Play provides rich learning opportunities and leads to children's success and self-esteem. As the children play a role-play as a shop keeper / ticket collector/ a teacher etc they plan every thing about each role in a systematic way.

(How do children learn through play

Cheque your progress.....

How do play promotes child's learning ?

Play comes naturally to the child. Play provides learning experiences to the child in a concrete form and thus makes the child an active participant and not a passive recipient in the total learning process. Play directly influences all the areas of development. Research studies also shown that when children are in play , they are developing many skills in different areas of general development i.e they are able express how they did ,what they have done and why they have done , what material is used when they have played and also about their fun experiences, achievements. They feel confident and develop self esteem. i.e here playing alone, sharing with other children which motivates to express, think, in different ways increases memory, putting together, separating , analysing, constructing, working together with others, following instructions and rules, accessibility and analysis, synthesis etc.. Hence physical motor, cognitive, socio emotional, language and aesthetic appreciation, good mannerisms, habit formation , language skills are observed.

A child plays by himself by moving hands and legs holding different items and play with blocks , puzzles, push and pull the toys, enjoys when toys are making sounds not only themselves, but share with peers and adults. They also will not get separated from toys and associate themselves with the toys and enjoy serving them as their companions. A child grow and enjoy by playing through solitary, parallel, associative and co operative play.

Importance of Play

Play helps children learn to ask questions, express themselves, collaborate with others, and take creative risks, retains their natural curiosity and to never lose the excitement of learning something new. All those things are achieved by making learning fun for children.

What is meaningful play

- Teaching through play activities find out different ways of challenges
- Teaching through external environment organising field trips to spark child's interests

- Build EQ - Emotional Quotient as important as IQ , the abilities to recognise and manage emotions
- Poor EQ skills can result in aggressiveness, anxiety, depression and poor academic performance
- Manipulating with simple material helps in producing something of their own interest
- Role play is a most exciting and effective activity for child. Role play encourages learning and improve concentration, enhances imagination, vocabulary and communication skills and imbibing the characters.
- We need to consider that young children learn in quite different ways than adults. They learn by comparing physical experiences, by interactions with other people and their own feelings. They learn an enormous amount through their imagination. *Play is what pulls together the logical and creative parts of the brain.*
- Play is often a full body activity for young children that helps to develop skills they will need later in life.

Play –based Developmentally Appropriate Programme.

Play is an essential part of the quality ECE Programme. Child developmentally appropriate programme believes in the thinking that each child learns and develops differently. Play- based ECE programme is flexible which can be easily adapted by teachers for all age groups (infancy through preschool). Play-based programme is child- centered, active and caters to individual needs, interests and abilities of children. It is an integrated, interactive, balanced and process – oriented programme which fulfils the developmental objectives.

Play promotes physical/ motor development

Play provides the physical activity needed to strengthen the large muscles and bodies. The large muscles are used for running, jumping throwing, catching, skipping etc. Children need opportunities to use their small muscle which are developed through clay, springing beads, colouring, using scissors, using manipulative toys etc which develop physical movements to use their energy and develop fine and gross motor skills.

Play promotes and encourages social and emotional development

Children get feelings of success and self-esteem by positive play experiences. Play gives children the opportunity to express their ideas and feelings. As children express their thoughts they learn to handle and control their emotions. In a carefree and stress free environment they experiment with materials, find new solutions and use their ideas. Play allows the optimal meaningful development of the child. it fosters self – actualisation and self control in children and also helps them to make decisions in particular play situations. Play, according to piaget, motivates children to interact with other children and when they do so, they become less egocentric and more aware of others. Play indirectly provides such social skills which are necessary lifelong such as, while playing with other children they get practice in taking turns, negotiating conflicts, in being less selfish , less bossy and less shy. Self –regulation is a necessary skill for

success in life. Children need unstructured free play time to develop these abilities. The daily schedules of the quality ECE programme must include activities that promote social and emotional development. “Games” as one of the strategy of ECE programme implementation.

Play promotes important cognitive abilities

What play like to us is actual work of the child.

Play gives children the freedom to imagine, explore, investigate, discover, experiment and to create. It unfolds children’s curiosity and enhances creative-thinking and problem solving abilities.

For example. Such as sorting ,classification , assembling , promoting convergent, divergent , logical thinking , problem solving, predication activities develops cognition nurtured and enhanced. which leads to higher order of cognition.

Introduction of the activities in the daily schedule developing cognitive skills , pre academic activities i.e pre reading, pre number, activities which promote cognitive ,school readiness for the children to be ready for school activities. Children’s attention span also gets widened when their concentration increases.

Play promotes vocabulary and expands language development

Play fosters language skills. Through play children get opportunities to use new words, interact with other children and listen to others. Communication skills are best developed when children are given opportunities to play in small groups. Learning to understand, use and enjoy language is the first step to develop literacy and also the basis of learning to read and write. This is referred to initial stage of emergent literacy and it extends through the preschool years. Children look at books, hold, open, interact with books, charts, posters, magazines and other forms of print in their immediate environment.

Play is more powerful to children and key to their learning.

Albert Einstein talks about a pivotal event in his life that inspired his interest in scientific discovery. *Once when he was sick and in bed at the age of 4 to 5 years old, his father gave him a magnetic compass. He was manipulating and playing with that and wondering how the needle always move to point towards North. He always quotes that playing with compass observing the needle made him inspired his love of science. Experience made a deep and lasting impression on him. "I can still remember" He always quotes experience made a deep and lasting impression on him something deeply hidden need to be behind the things.*

Play provides the physical activity needed to strengthen and coordinate young children’s muscles and bodies. The large muscles are used for running ,jumping, throwing, catching, and skipping etc., children need opportunity to use their small muscles which are developed through muscle activities such as play with clay, stringing beads, colouring, using scissors, using manipulative toys etc. This can be achieved through outdoor and indoor games which are planned in daily schedule as a regular routine.

What is Meaningful Play?

“Meaningful play”

- Gives the child a choice about what s/he wants to do
- Feels fun and enjoyable for the child

- Evolves spontaneously, giving choice even though it is planned
- Is driven by intrinsic motivation about what the child wants to do
- Creates a risk-free environment where children observe, manipulate, experiment and can try new ideas.

Children are active participants, create rules and take on roles alongside their peers and respond to the other children according to the rules of the games.

The “rules” framed by children in group games also are free, voluntary, flexible but to be followed ... develops a system of mental rules which is actually one of the key features of play. Children may collaboratively follow a selected leader. This active, pleasurable negotiation of rules and symbols can offer a number of learning benefits.

Running, dancing, climbing, rolling group games —these activities all foster muscle development and help fine-tune motor skills. Children also build their mental and emotional muscles as they create elaborate, imaginative worlds rich with a system of rules that govern the terms of play

ECE Method - what and why

ECE Method

ECE Method should definitely be a “play way method”, i.e., it should be based on play and activities. Play way method is essentially child centered and caters to individual needs, interest and abilities. Play is the second nature to the child. It serves as a natural way for children to express ideas and feelings as well as to explore and understand the world around them.

It provides

- Learning experiences to the child in a concrete form so that the child becomes an active participant in the total learning process.
- Balanced process oriented programme which fulfils all developmental activities.
- It nurtures development of learning process like observation, experimentation, problem solving and creativity catering to physical, language and social skills.
- It facilitates individual attention and continuous evaluation of each child. Group and individual play activities provide immediate feedback to ECE teacher on every child.
- It makes learning enjoyable and develops sustained motivation for school and schooling.

Remember to proceed from:

- Concrete to abstract
- Familiar to unfamiliar
- Simple to complex

The activities should, as far as possible, be planned and given in the following sequence.

- Real life experiences/ concrete
- Experiences through manipulating material that represents real life experiences eg. Toys, blocks
- Experiences through pictures of real life experiences and drawing of objects.
- Working with symbolic or abstract materials, for example letters of alphabet and words.

Planning and implementation;

Play/activity method includes activities like

- Free and structured conversation
- Story telling and story making
- Dramatization
- Rhymes and songs
- Music and movement
- Free indoor play with puzzles, beads, blocks, etc.
- Outdoor play
- Sand play
- Water play puppet play circle/group games and activities
- Structured cognitive and language activities with play material
- Nature walk
- Field trips/outings

Planning should be done both on long term and short term basis. Long term is meant drawing of a plan for full year as well as for each term. Short term planning needs drawing up a weekly plan and specific activities for each of the days of the week. Each day's programme must be planned so as to reflect a balance of individual and group activities, out door and indoor, active and quiet activities free and structure guided activities. Activities to foster all aspects of development.

Teacher should maintain a diary for each week's programme and evaluated in terms of achievement of objectives for that week. Next week's programme will be based on this week's programme and child's evaluation pr. The projects specified for the term could provide the theme for the weekly plan ECE programme should also be flexible to accommodate immediate needs and situation. Age and small group activities in every day should get planned go.

Eg. Storytelling, puppet play, games play in learning corners, outdoor and indoor games.

It should be based on age, as well as developmental level of the children.

ECE Strategies

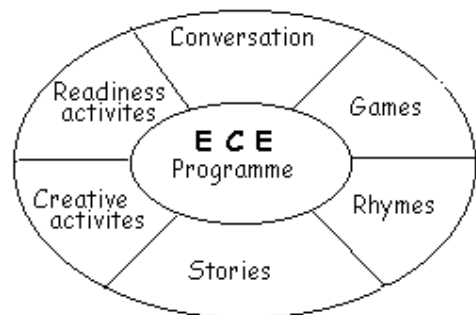
- ECE programme for 3 to 6 years age group should relate to the developmental needs of children and the foundational skills needed for their later learning. It should also be informal and provide scope for a lot of flexibility and innovation
- The basic strategies should be such that would facilitate in shifting the child from the familiar home to a school/centre, which is absolutely a new concept to the child. The components of the strategy should therefore support the growing up needs.

Ground Rules for Strategies:

- Diverse strategies to provide stimulative environment.
- All strategies should be highly integrated and supportive to each other.
- Each strategy should have potential to be used in various ways.
- Every strategy should have scope for repetition with variety.
- Should cater to interest and participation levels of different age group children.
- Should provide scope for every child's participation.
- Should not be confined to any specific order or duration.
- Should provide outer limit so that confusion is avoided.
- Should be suitable to any situation urban/rural/tribal as well as equipped/ill equipped centres.

The common strategies:

- Each of these strategies provides bases for certain major demands of the programme simultaneously including a number of interrelated components.
- Conversation as a strategy
- Learning through Games
- Rhymes and songs for joyful learning
- Stories as a tool for development
- Creative expressions
- Readyng for school with pre academic, pre reading ,pre writing and pre number



Conversation

- Conversation as a strategy is highly useful both for the child and the teacher as it provides needed security to the child and helps the teacher in understanding every child in the class.

Helps in developing

- Familiarity with persons and environment.
- Secure feeling.
- Socialization.
- Habit formation.

Listening and understanding

- Auditory perception
- Auditory discrimination
- Following Instructions.
- Use of Vocabulary.

Expression/Communication

- Responds to questions
- Conveys ideas and experiences.
- Auditory visual Association.
- Pre-Reading
- Thinking, Imagining, Predicting.

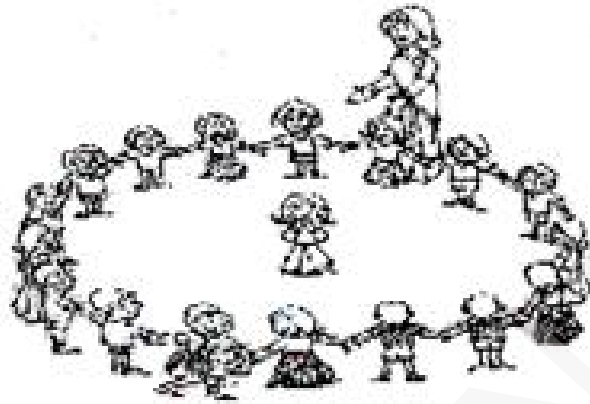
Process of conversation (on any concept for one week)

- Free talk by introducing new words.
- Using concrete and semi concrete things (Charts, Flash Cards, Puppets Material from environment)
- Role play/imitation/action relating characters and develop conversation on what is observed
- Stimulate children to talk on their own by using the new words introduced.
- Help children to think, imagine, and predict (ask questions -How & Why) .

Learning Through Games:

- No other kind of activity offers such rich opportunities for development of the whole child as that of games which helps in developing

- ❖ motor co-ordination and control
- ❖ eye hand & eye foot coordination
- ❖ kinesthetic awareness
- ❖ sensory awareness
- ❖ following instructions
- ❖ waiting for turn
- ❖ share and co-operate
- ❖ Problem solving



Rhymes and Songs for joyful learning

- Creative movement and dance activities can be used to enhance almost all other areas of learning and growth. Rhymes and songs form a significant strategy in facilitating integrated development in young children.
- Rhymes and songs should be rhythmic in nature simple to say help children to get more free with their movements variations in speed and finally related to the concept. Local culture practices should be the resource base.

This helps young children to develop –

- their physical skills
- channel their energy
- stimulate their imagination
- promote their creativity and also provides opportunities
 - for body movement
 - to enjoy the tune and rhythm
 - to be familiar with new words (vocabulary)
 - to be familiar with new thoughts (concepts)

Story as a strategy

- Story is a powerful tool in meeting the developmental needs of the child. It facilitates learning in children and helps the teacher in observing children hence to be carefully planned and used

Stories:

- Helps in learning language
- Develops reasoning, problem solving, sequential thinking, prediction
- Provides vent to emotions entertainment exposure to culture & values

Process of story strategy:

- Introducing the story with voice modulation— expressions
- Repeating the same story – using props.
- Role playing of the characters with actions and emotions-(all children)
- Dramatization-(by children who picked the threads)
- Narrating the story in sequential order/ children
- arranging the cards in sequence
- Encouraging children to tell the story in their own words
- Encouraging children to answer questions on WHAT & WHY (problem solving/ sequence/ reasoning)
- Story book reading/ in grouping –book handling turn the paper from left to right direction

Art Creativity and self expression

Aims to provide

- Freedom to the child to act and express – scope for self expression
- Opportunity to teacher to assess the level, interest, ability and involvement of children in different activities.

Provides opportunities for:

- Sensorial experiences
- Creative thinking and new experiences
- Expression of thoughts and feelings
- Practice skills
- Aesthetic appreciation
- Working in groups
- Fine motor development
- Sense of “I am and I can”

Preparing the child for School

Readiness Activities, which are foundational skills for later learning form part of the programme right from day one. This should lead to a focus on readiness for academics for reading, writing and number after 4 ½ years as a part of preparation for school

- Readiness activities
 - Reading readiness
 - Writing readiness
 - Number readiness

Reading Readiness

- Auditory perception
- Auditory discrimination - discrimination of sounds.
- Visual perception
- Visual discrimination - identification of differences and similarities in pictures/things
- Auditory – Visual Association - match the sounds with picture
- Vocabulary - needed to read and understand
- Directionality - get habituated to working in the left to right direction.

Writing Readiness

At preschool level it is not advisable to introduce formal writing since children are at a developmental level when their finger and eye muscles still need strengthening and coordination. They also have specific perceptual difficulties -- e.g. – in noticing differences in letters that are Early instruction in formal mathematics without the necessary preparedness is not conducive for laying solid foundation. There is a need to develop the necessary conceptual readiness and strengthening of cognitive skills like

- Classification
- Seriation
- Comprehension
- Pattern making
- Sequential thinking
- Logical relations
- Conservation
- Problem solving
- Small muscle development
- Eye hand coordination

- Handling writing materials
- Letter perception
- Directionality
- Finger muscle coordination and control

Number Readiness

Pre Mathematical concepts such as Concept of size//width/weight/height/thickness / mass and quantity /distance/development of number /concept of time /concept of space/concept of temperature should find a place in the programme Under different activities right from the first month. Thus the mastery of certain prerequisite concepts, skills and vocabulary should logically precede learning of numbers Keep in the above activities in mind the programme should be planned Yearly, monthly, weekly and daily

Monthly Programme

Programme can be planned as per children in the preschool classroom ... as multi age group or classwise / age wise i.e when children of 3-6 years are one classroom as in some of the anganwadi centres that is keeping all the children together for language activities such as circle time, stay time such as in welcoming and summing up in sessions the morning and the evening when they arrive and when they get ready to go back . if the ECE center is conducting pre school programme as class wise 3-4,4-5, 5-6 years separated age appropriate activities should given to each group of children

Weekly Programme

The preschool teachers need to be planned Monthly programme weekly programme and daily schedule as per the age, needs, developmental levels of the child and initiatives it should be local and cultural.

Check your progress :

Select a themes/concepts for a four year old children and plan programme for the month of August,

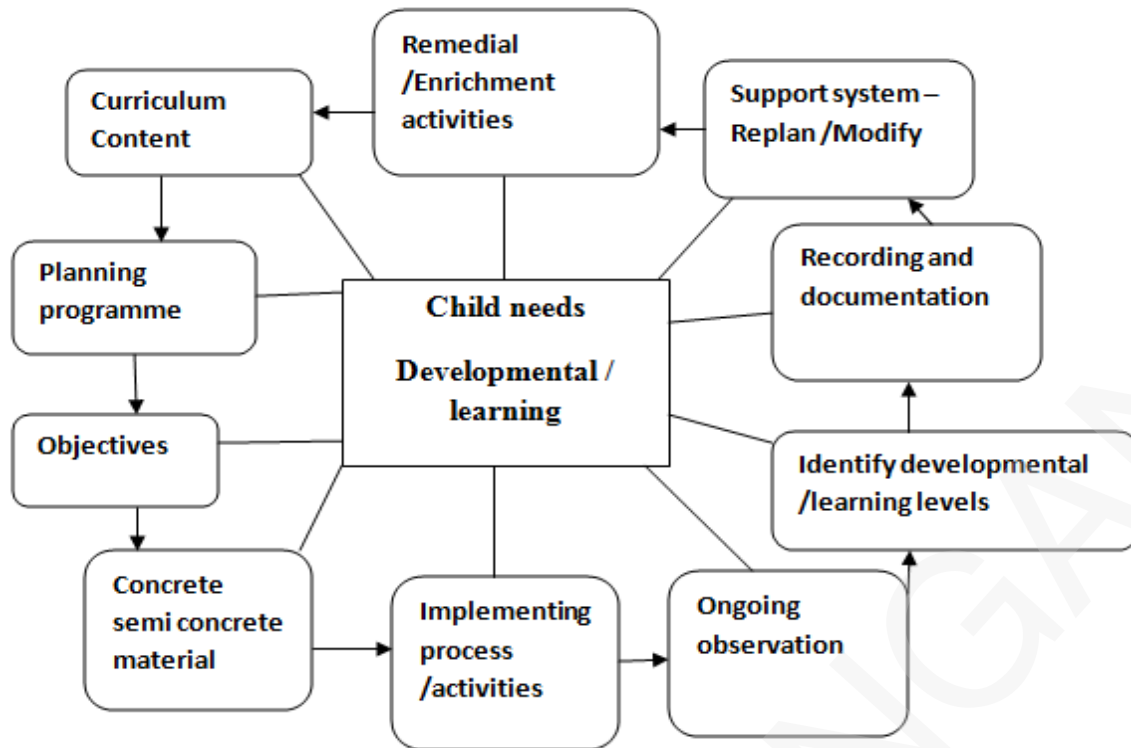
1.2 Preschool curriculum Method and Assessment

1.2.3 Assessment

Assessment in Early child hood stage and education

Introduction

Preschool education curriculum is that, what happens during imparting education in preschool for the children of age of the 3-6 years. ie the objectives, content with different age appropriate activities, interactions with people (adults and peers) , relevant material (concrete and semi concrete) in suitable environment.



- Curriculum, teaching –learning assessment go hand –in-hand.
- Assessment is an integral part of learning and teaching.
- The primary purpose of assessment is to enhance child’s learning, development and improve / modify teachers teaching /transaction process.
- Assessment at preprimary level should focus on child development and learning so that teachers and parents will find out in what the children are interested ,what they can do, and how they progress.
- It is important to ascertain that foundation for the developmental competencies in different developmental levels are in place.
- Careful observation, participation and responsive attitude help the teacher to identify what the children can achieve and plan for further learning.
- Assessment help the teachers to obtain useful information about children’ knowledge, skills and progress by observing, documenting analyzing and reviewing child’ work over time. At each step it can be ensured that systematically meeting the needs of every child.
- Documenting children ‘progress in different forms is also essential both for understanding the learning process, monitoring the learning and to extend support as needed.

Objectives :

To enable the student teachers/teachers to

- Develop an understanding about the need and importance of evaluation and assessment in Early Childhood Education.
- Use of evaluation process and techniques to identify the progress of the child in the

What is Evaluation?

Evaluation is defined as the process by means of which changes in the behaviour of the learners are studied. Evaluation is a continuous process to identify the needs and levels of development of the individual and then provide appropriate experiences. Hence evaluation is concerned with learning and behavioral changes and is a continuous process.

Why of Evaluation?

- Purpose of evaluation is to identify at what level the child is, in terms of different developmental areas as reflected in the behavior, performance, participation, interaction, expression, etc.
- Evaluation also helps to identify the learning needs of the children and make decisions to support them.
- Evaluation is to help the teacher to reflect on strategies, materials and methods –Assessment based on skills the children are acquiring. This can help to determine the children's readiness for planned instruction and to gather information about how well children are learning from the activities presented to them in the class. This would also help the teacher to identify learning problems if any.

What to Evaluate?

Evaluation can be on any one or a group or all of the following :

- Suitability of the programme – how far the programme is suitable to the group?
- Programme implementation strategies – to what extent are the strategies are effective?
- The child's participation – to what extent is the child's participation?
- The child's learning outcomes – what are the learning outcomes suitable to process?

When to Evaluate:

Evaluation is a continuous process and must go on through out the teaching year and not just at the end of a term or the year. To a great extent it should be carried out informally and naturally.

TYPES OF EVALUATION

• Informal Evaluation

ECE is development-oriented and not syllabus-oriented programme. Learning process involves activity approach. Hence continuous informal evaluation is essential Evaluation should be done individually and should cover all aspects of development i.e. physical, socio emotional, cognitive and language

• Continuous Evaluation

Continuous evaluation should be done mainly through observation of the child's, participation and response during various activities e.g... Cognitive activities, games, creative activities, story telling and rhyme sessions.

– For 4+ to 5+ children, participation during school readiness activities also need to be observed.

– Each term's evaluation should be based on the objectives of the related programme (A sample of evaluation proforma is given in appendix) worksheets can be used for this.

– Continuous evaluation helps to identify children who have some specific needs/problems and teachers should plan the programme accordingly.

● **Formative Evaluation**

Formative evaluation is the assessment done once in a week/fortnight that is in shorter periods after completing one concept of implementing a programme.

● **Summative Evaluation**

Summative evaluation is conducted after the completion of a programme for a longer period that is at the end of the planned period. This is to identify the learning levels/developmental levels after completion of programme for a planned period.

● **Competency Based Evaluation**

Competency based evaluation refers to the performance of the learners in terms of indicators (norms) of achievement. Competency connotes quality as well as quantity. It is the basis against which learner's mastery or non-mastery can be judged.

Assessment

The basic purpose of assessment in preschool is to determine every child's developmental status at a time and how they are progressing over time. Through continuous observation and assessment, it becomes easy to plan early learning experiences to match the needs of children and challenge their abilities. Observation is the main technique to be used in the preschool to understand the child's growth and development, programme implementation process and also referred to programme evaluation.

Observation

The main purpose of observing children is to get to know them, identify their needs, development and learning levels and accordingly support their learning. The teacher need to know *what, when and how to observe*.

The very effective way of using observation is by ongoing observation. It is to collect children's work samples and maintain a portfolio for each child. This will keep a track of observations and make sure that each child's observation is continuous. Documenting observations is by referring to the observation notes and used for latter analysis and evaluation, teachers need to have multiple observations that apply all of the objectives..

Guidelines for observation

- Watch for mood and temperament. Is the child easy going or tense? Is s/he able to express her/his feelings verbally? Does s/he easily get frustrated?
- How does a child interact with other children? Does the child share materials? Does the child initiate her/his task/activity or wait to be invited?
- Does s/he spend time in activity areas? Does s/he move on her/his own from one activity area to another or does s/he require teacher's help?
- What kind of roles s/he takes within the group like leader, talker, follower, and listener etc.

- How do children respond to daily routines/ schedule of preschool program?
- Watch for the quality of use such as - Is the crayon /pencil securely held?
- Does s/he imaginative, use, like, "Does the child invent new ways to use blocks or other material?"
- How many pieces can the child join in puzzles?, how is the child doing sorting/classification?
- Does the child show interest in books and other reading material?
- Does the teacher feel their language development is slow, normal or advanced? Give reasons for the assessment, Observe early literacy skills of the children, a month later for example, how has each child's language development and changed or enhanced since the last time?
- How extensive is the child's vocabulary?
- Watch the child outside at playground; does s/he climb using alternate foot.

What to observe while assessing children

- Major growth and development in all the domains
- Progress in learning /achievement levels
- Children's unique style and pace of learning, knowledge, attitudes and interests
- Issues or concerns about a child or group of children
- Expected outcomes of preschool program.

How to observe and assess?:

- Observe how the child is developing and learning in her/his own way. For example, if a teacher is familiar with all 20 children of her class, she should be able to relate the child by the specific descriptions provided about her/his behaviour, without actually seeing the child.
- During observation try to understand how to enhance classroom activities and pedagogical practices. Use observation data to reflect on the classroom environment, curriculum and whether teaching-learning experiences are working well or need modifications to better meet children's needs. Keep 4 to 5 pages for each child to document teacher's observations to have continuous observations progress of each child.
- Documenting progress of each child is based on/ referring to the observation notes which the teacher has developed.

- Know '*where do children stand under different dimensions*' in their development and learning. This information on observation can be effectively used for classroom planning, making activities relevant and appropriate for individual children and the group.
- Does s/he exhibit any specific emotion too often?
- Daily or weekly observation notes about progress: Observation is a process of watching and documenting a child at work without interfering. Its main purpose is to provide information about each child's total development, their progress and changes that occurred over a period of time. It is to understand 'What do they know?' 'What are they able to do?' 'What are their feelings, interests, and attitudes? How is their physical health', and 'What would encourage her/his involvement?' This information helps in drawing valid conclusions and providing appropriate practices and learning materials and arrangement of the learning environment. Following points must be decided before observation:
 - Whether to observe the whole group or a small group or individual child?
 - What point of variations to be observed? - (How the child initiates, interacts with peers and also while playing, doing activities in activity areas; with children, and with teachers)
 - Where to observe -in activity areas, while doing worksheets; on the playground, etc.
 - How long to observe
 - How many times to observe
 - How to document the observations.

Using observations periodically helps the teacher to understand about the child, share with parents and other teacher's plan for further programme activities for the child's improvement in the areas of development including learning.

The observations and assessment made periodically are used the following three steps

1. Collecting facts,
2. Analysing and evaluating the collected facts and
3. Using what you've learned.

The following tools of assessment are suggested below which give ways of recording the formation.

- Anecdotal records,
- Samples of children's work,
- Daily or weekly observation notes about progress
- Checklists or rating scales
- Photographs and video tapes
- Talking to the child in-depth

Refer to Paper 2 Unit 4 “Maintenance of Records in ECE settings”. for the details of maintaining Records and register to develop child profile These will support to collect the facts while children are participating in various activities, to know about their participating level , interests attitude and interactive nature to collect the relative facts

Points to remember while doing assessment:

- Design activities and provide more than one opportunity to assess the child’s skill and learning. Activities should be carefully planned and well-spaced, with few repeated opportunities to record learners’ performance.
- Assessment can be done using a variety of tools. As an essential aspect is the use of observation—ongoing as well as structured or time bound. Ongoing assessments indicate any observation or information gathered in course of the routine activities of the year.

The tools of assessment are suggested Refer to Unit 4 paper 2

Summary

Children are the focus of the preschool curriculum. In the preschool each child is viewed as a valuable and contributing member of the learning group as well as an individual learner with special abilities and needs. Teachers value the similarities and differences between individuals within and between groups of children. All teachers can formulate effective strategies for assessing children’s learning. If the learning Objectives are stated clearly and accurately, and if they have some knowledge of evaluation techniques. There should be very little or no pencil and paper tests. Instead, informal evaluation techniques like observations, interviews, checklists and analysis of children’s products should be used. Planning the programme, conducting activities, encouraging children to participate and interact is one aspect, and observing their level of development and learning status is another aspect. This is evaluation. These evaluations can be for the whole programme or for a specific area such as language, arts, mathematics or dramatic play. This evaluation done on the bases observation, and by maintain records and register to identify the child’ needs and developmental levels and support them for further improvement.

Check your knowledge

1. How does the teacher identify the levels of the child in different developmental areas?
2. What are the different techniques and tools used for observing child’s progress.
3. How does observation helps preschool teacher.

1.3. Identifying themes based on children’s context

Introduction

The ECCE programme needs to ensure ‘holistic development’ of the child and reflect the inseparable nature of care and education. It is important to implement the ‘holistic development approach’ which provides interrelated activities covering all domains of development. The high quality ECCE programme, age and developmentally appropriate early childhood theme-based programmes helps to foster the children for success not only in the immediate primary education and also in the later school years, and have more scope in preparing children for lifelong learning A developmentally appropriate curriculum

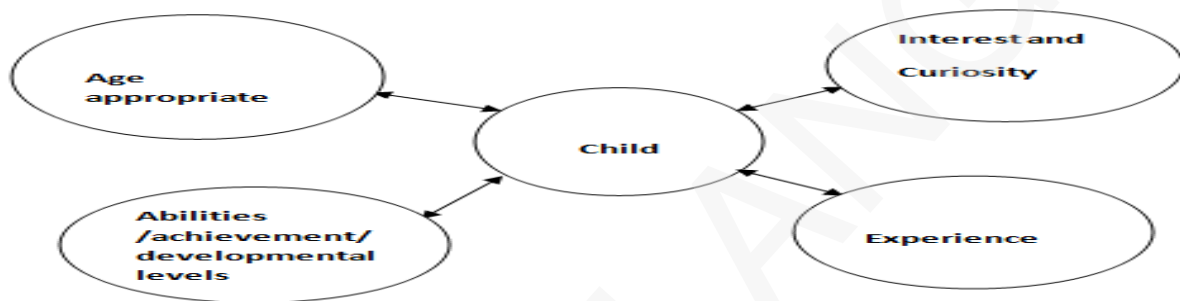
revolves around themes that take advantage of children's natural curiosity, experiences, issues and problems. Themes for preschool children should be identified and selected on the basis child's developmental levels / stages, needs, interests, likes, abilities and achievement levels in the different developmental domains relating to different contexts.

Objectives:

To enable the student teacher to

- develop knowledge and understanding on the theme based approach at pre school stage
- Acquire skills to prioritise, select, plan and develop web charts for selected themes
- Help the teacher to develop activities and material relevantly.

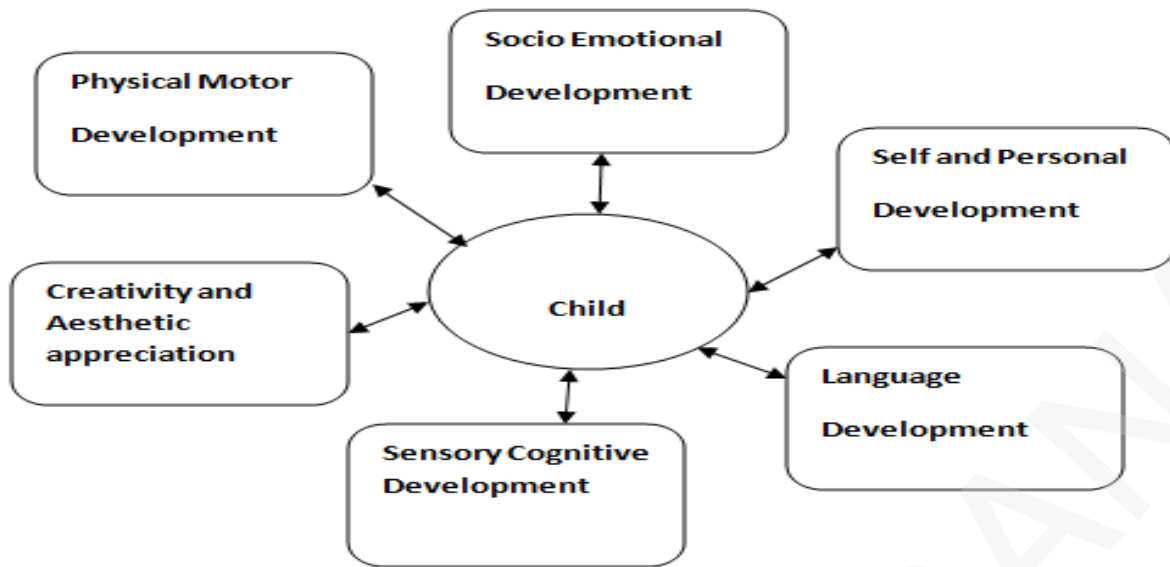
Child learn and build upon gained competencies from previous experiences and form new abilities and competencies basing on the provided experiences at every stage. Hence teachers need to prepare and develop themes which are contextualised, developmentally appropriate for all preschool children.



Planning for a Theme for holistic development

Young children's growth is better understood in five developmental domains and these domains of development are interdependent and interrelated to each other. Each of these domains is equally important to all children. When a child's self-esteem is positive and she/ he feels good about herself, it influences her/his intellect. Research studies on neuro-science also suggest that social and emotional development and intellectual or cognitive development of young children go hand in hand.

The interdependency of all the developmental domains, of social with cognition, language and motor skills, ensures that children are developing holistically. A good teacher needs to implement the theme based ECCE programme in a balanced manner throughout the day and plan every learning experience carefully to include opportunities for learning for every child in all the developmental domains.



Themes / Units

The words THEMES and UNITS are often used interchangeably and even referred by ECE educators as “Thematic Units”. Thematic approach should be used to introduce children to different types of activities that require active exploration, problem solving and acquisition of a specific concept or skill. A unit is a section of an ECE programme and is based on the ‘Theme’s around which the activities are to be planned. The programme plan of ECE must be the theme selected, must be relevant to the child’s developing needs and abilities. That is why it is important to do a need assessment in advance which should be followed by continuous evaluation throughout the programme. The theme based plans must provide lots of opportunities for healthy social, emotional, physical, motor and intellectual and language development, helping children to learn and grow in an integrated manner. Theme teaching involved creating many activities around a central idea. The teacher should correlate each activity area and determine how much information about a particular theme could be provided in as many areas as possible. The activities should be woven into every part of the programme. Plan within a flexible time frame, ranging from several days to a few weeks.

Choosing themes at preschool level

Choosing a theme or an individual unit to be organised around a central idea and activities which will support and enhance the development of the child is as follows..

Each unit/theme or topic may consider the following elements:

- **Engaging:** Should be of interest to the children, and involving them actively in their own learning.
- **Relevant:** Should be linked to the children’s prior knowledge and experience, and current circumstances, and therefore placing learning relevant to a context
- **Challenging:** Should extend the prior knowledge and experience of the children to increase their competencies and understanding.
- **Significant:** Should contribute to an understanding of the trans-disciplinary nature of the theme or topic, and therefore to an understanding of commonality of human experiences.

Prioritising the themes while selecting

Child in the early years express and talk more about themselves, their family members their likes, their friends, their pets, and about the things / any living or non living what they observe in the immediate environment.., hence the guidance of curriculum frame work which leads to .. themes /concepts selected and prioritised to be around the child .

Child centeredness includes simple themes like -“ *Me and My friends, My body, My family, my likes, The food I eat , things around .me . plants, Animals, trees, transport, clothes I wear water i drink” , and so on.....etc.*

Themes that could be planned for children the early childhood year themes around the child

- Myself/ All about me
 - My family and my home
 - My five senses (seeing, hearing, tasting, smelling and touching)
 - My body
 - Animals- specific categories (farm animals, zoo animals, birds, insects, dairy animals, animal babies, fishes, pet animals etc.)
 - Colours in our world
 - Shapes in our world
 - Plants and trees
 - Houses
 - Air
 - Water
 - Transportation
 - Flowers
 - Numbers
 - My community
 - My friends
 - Seeds
 - Seasons (summer, rain and winter)
 - Festivals (national/tribal/religious/ regional)
- (These themes can be modified to fit any age group and different activities and these themes could be developed for different age groups).

The first step in planning for a theme based ECCE programme is to identify the theme/topic for each month.

Some of the suggested themes/topics are:

- **Identity and relationships:** Myself, my family and community
- **Maintaining well-being:** Food, body, health, hygiene and cleanliness, safety
- **Nature:** Plants, animals, birds, fruits and vegetables
- **Physical environment:** Air, water, earth, universe and seasons

- **Social environment:** My country, festivals and celebrations, neighbourhood, transport, people who help us .

The goals and of developmental indicators and learning are to be organised in order to ensure that all the domains are addressed in an integrated manner. This helps to ensure that the activities and experiences are balanced, developmentally appropriate and enough opportunity is available for revisiting of concepts, skills and dispositions. Activities should be planned for different age groups of children with increasing order of difficulty. Spiral curriculum could be followed.

(Reference - The National ECCE Curriculum Framework developed by Ministry of Women and Child Development (MWCD), 2014)

The sequence of theme planning could be as follows:

1. Select themes and write down the specific objectives.
2. Plan and select activities to support the theme (refer to annexure ‘A’ for sample activities).
3. Decide the sequence and duration of activities i.e., which activity will be done first, second etc. and for how long.
4. Write down objectives for theme or activity and prepare the lesson plan.
5. Collect and prepare materials, resources and plan activities.

Organize the room environment i.e. display according to the theme or activity planned

Finally ensure that there is a balance in day’s plan. Teachers need to collaborate and map the theme together. This helps in creating a holistic plan, encompassing a wide variety of activities addressing progression in learning across age groups.

The **Web Charts** are brain storming and pre planning tools that visually depict the vertical progression of a theme across

Teacher should always remain flexible, innovative and responsive to her children while planning a web chart for theme/ concept /or topic and web

This will help the teachers as they develop lesson plan and activities, games and songs, stories etc that fit in that plan. She then determines the specific objectives and understandings that she would make her children to grasp as a result of the ‘theme’ Teachers have to brainstorm the themes and activities that might be incorporated into the unit.

Theme/ concept can be organized weekly, bi-weekly or monthly. Select the theme that relates to the children in class according to their experiences, age and stage of development. List activities that require prior planning such as nature walk, festival celebrations, and field trip or invite guest and parents

Role of Teachers in the Theme Based Integrated ECCE Programme

The caregivers/ teachers in an ECCE programme are facilitators who engage children in multiple experiences to foster their all round development. They play the following roles:

- **Observe** children to identify their interests, needs and capabilities and the pace of their development
- **Brainstorm children for Ideas** :While brainstorming ideas for theme plans the children need to be involved in the process and encouraged to talk about their interests. When children are involved in planning, it helps teachers take into account the varied learning styles of young children and

their individual differences. Their previous experiences are also taken into account. This provides better learning experiences for all children.

- **Plan integrated**, developmentally appropriate, and challenging learning experiences built around a theme, to ensure that they meet the objectives of the curriculum.
- **Adapt experiences** to suit the learning abilities of children with special needs. (E.g., a visually challenged child could be given multi-sensorial experiences)
- **Organise** a supportive learning environment by taking care of aspects such as the physical environment, equipment, scheduling of learning experiences and events and the grouping of children.
- **Respect** the children and the social environment the child comes from.
- **Focus** not only on planning and conducting the themes but also on the continuous process of assessing the children's progress, and using the assessment to modify/review the teaching strategies.
- **Create** nurturing and positive relationships in the classroom.
- **Interact** with children in a calm, respectful and friendly manner.
- **Ensure** social inclusive of children with disability in the ECCE classroom.
- Select children's storybooks according to the theme but in case she is not able to find topic-based story book. Which develops pre reading print awareness, book handling from left to right directionality.,

Activities for Organising Learning Experiences for a selected theme

Introduction of a theme to children

Engage the children and get them interested in exploring, questioning and discovering the different areas of learning. An interesting story, event description, rhyme or poem, song, skit, game connected to the theme can all act as entry points. They weave the theme together, helping it unfold and develop.

Learning Experiences/Activities: Learning activities selected for theme are around the ECE strategies for implementation process. The learning experiences planned should be on the principle

- concrete to abstract
- Known to unknown
- Simple to complex.

Good learning activity is

- Based on a concrete experience, which enables children to manipulate and explore material or experience something first hand
- Linked to the learning objectives in focus
- Meaningful and relevant to the child's life and immediate surroundings
- Age appropriate
- Engaging and connects to the child's interests and environment
- Conducive to the application of knowledge and skills
- Timed, keeping in mind the focus and attention levels of children

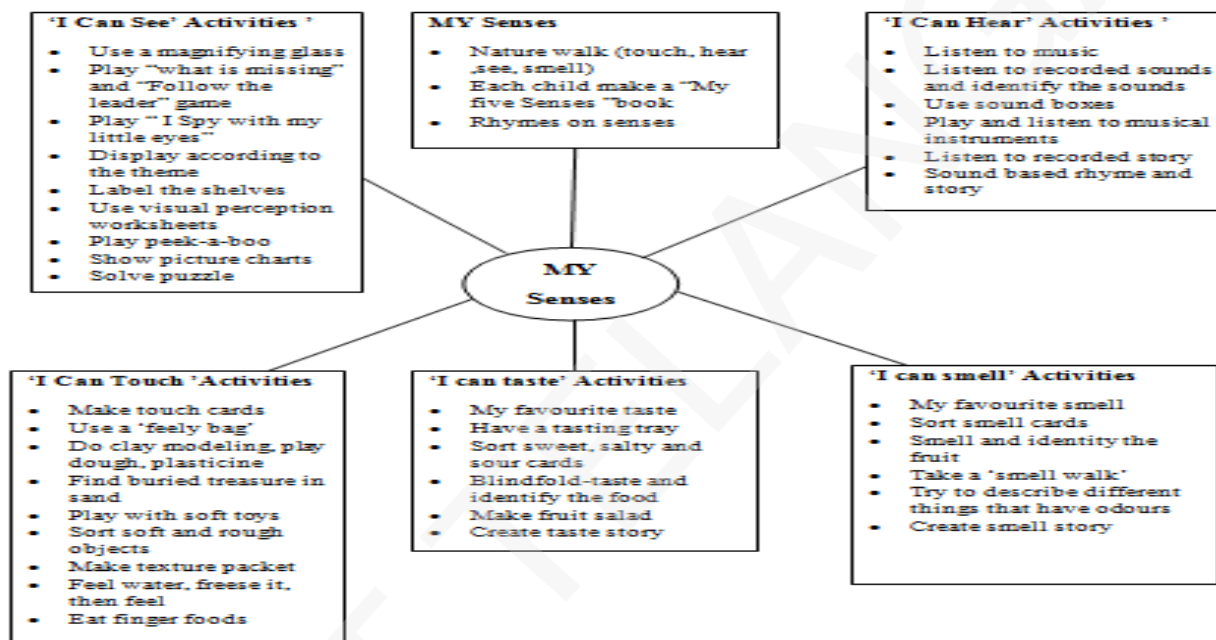
Points to remember

- Plan for every child
- Develop/Identify age and developmentally appropriate activities catering to all domains of development.

- Prepare age and developmentally appropriate material for *ALL* children.
- Plan for visits and visitors for each theme.
- Plan for circle time activities which will help children share their experiences and learning.
- Plan for each activity area i.e. doll's area, manipulative area, language and literacy area, blocks area, dramatic play area etc.
- Plan activities for each domain
- Collect rhymes and stories related to the theme
- Look for and gather relevant resources
- Plan warming up or introductory activity to begin the theme
- Plan individual, small group and large group activities
- If group of teachers are working, divide responsibilities
- Talk to the community for help/assistance

A theme on “My Senses” planned with different activities for fostering sensorial development.

Sample Web Chart on a theme my senses.



Check your progress

What is criteria we follow to introduce themes to young children in a preschool

Young children come to the ECCE centre from various backgrounds. Children need to be provided with such experiences where they are encouraged to like themselves and develop a positive self-esteem.

The theme '**Me and My Friends**' is very important for young children as doing activities and games around this theme make them feel good, confident about themselves.

This theme needs to be taken preferably in the beginning of the preschool academic year as the activities related to it help young children to adjust better in the preschool and they are also able to relate to and work effectively with others in the ECCE centre. Before being able to relate to others, a child must first be able to relate positively to oneself. Children need to be provided with lots of concrete experiences for developing positive feelings about themselves.

The theme "Me and My Friends" helps children to understand their immediate learning environment. *You can begin the theme with a warming up activity where children will stand in a circle and you throw a soft ball to each child and ask, "What is your name"? Let each child reply with her/his name only. Another warming up activity that can be done with the children is by singing and stop and take each child's name by singing ...stop tell t.their name This would make the children feel important and thus improve their self esteem.*

ME AND MY FRIENDS

Theme Objectives

To provide experiences and opportunities to young children to learn:

1. I am a person and I have a name.
2. I am special.
3. I am growing. I am still discovering how to do new things.
4. I use my senses to accomplish many things.
5. I love to play.
6. I do many things by myself or with my friends.
7. I have feelings.
8. I share and co-operate.

The Theme 'My Body' helps young children to become aware of their bodies/ Parts of their bodies.. You need to support children's physical well-being by providing them activities and games in areas of development with lots of opportunities and experiences to children so that they can learn about body parts (external), its function, health and hygiene. Activities, songs and stories related to different parts of the body make children aware of their bodies and body functions.

The Theme 'My Body' provides ample scope for children to explore and discover their bodies. *A warm up activity for the theme 'My Body' can be with an action song like, "Put your right hand in, put your right hand out". Children stand in a*

1.4 Yearly, Monthly and daily plans

Objectives:

- To enable the student teacher to understand the need and importance of planning the programme for yearly, monthly, daily and also for each lesson

The curriculum is a holistic educational plan which is formulated with the intention of achieving specific aims throughout a child's life, from Preschool level. It formulates considering

- Child and child development
- Neighbourhood/society
- Pedagogical process
- Learning out comes.

Preschool curriculum planning is age and developmentally appropriate programme for 3-4, 4-5, 5-6 years of children in preschools

Instruction plans are formulated more concretely in order to achieve the aims stipulated in the curriculum.

There are two types of instruction plans - long-term instruction plans: yearly and monthly plans and short-term instruction plans: weekly and daily plans. Teachers think about and plan the following three aspects, in the form appropriate for the characteristics of each plan:

- **Contents of activities:** what concepts are planned for children to develop knowledge that will provide experiences

The 'curriculum content' is developed with the intention of achieving the aims. activities themselves but also psychological aspects such as a sense of achievement, satisfaction or fulfillment that children can feel through the experiences they gain..

- **Objectives of curriculum content** linked with the developmental learning : aspects specific developmental / learning outcomes expected to be developed through the activities.

□

- **Creation of the environment:** how to provide an appropriate environment to achieve the objectives of the curriculum.

After making 'aims' and 'curriculum content' clear, create an appropriate environment to achieve the aims. Children develop and learn through their interaction with the surrounding environment. Key factors of an appropriate environment for early childhood education are to be safe and 'appropriate for their development level', 'meeting the interests and curiosity of children' and 'stimulating children to interact that teachers want them to achieve by getting involved and interacted.

Once a theme/concept is chosen, the teacher is to construct plans for every concept in the form of unit plans. It includes numerous activities and games to carry out the plan. Brainstorm a topic or theme in various areas of ECE programme i.e. motor, cognitive, language, art etc. Plan an integrated unit based on concepts that are relevant to young children. The unit plan includes more activities than actually required

for a lesson plan. Unit plan itself is like an activity helps and encourages the teacher to select the best activities for the theme and meet the needs of the children in the classroom.

The curriculum is planned for one year, for every month of the year, for every week in a month with a daily schedule and also a lesson plan for every session/ period as per time scheduled in a day.

Yearly Plan: Instructional year plan that covers a school year (from June to April) The yearly plan is formulated thinking about a year of a child's life in relation to the curriculum of preschool. When formulating the plan, thinking about how to place annual events that mark the stages of their development at preschool to formulate a yearly plan which ensures that the children do not feel overwhelmed. In addition, the changes of the seasons should be taken into consideration. Eg. A plan should encourage children to notice the changes of the seasons, and to develop their emotions through close contact with nature and the seasons.

Monthly Plan: Instructional plan that covers a month in order to put the yearly plan into practice making a detailed monthly plan based on the yearly instruction plan. The monthly plan is formulated giving consideration to events in the month, children's developmental stage and so on.

Weekly Plan: Instructional plan that covers a week and is formulated concretely in order to put the monthly plan into practice, paying attention to sequence of key concept/ themes planned for an year concrete and practical including the activities and material needed.

Daily Plan: Instructional plan that covers a day and shows the activities of children at preschool in detail with regular routine activities, taking into consideration of age appropriate programme.

Teachers formulate a daily plan of activities creating a good environment to support to spend enjoyable time at preschool with the most practical and concrete instruction plan. However there is no standardized format for the daily instruction plan. Although some preschools use a standardized format, but it should be with active and passive activities, large, small group and individual but basically it is a teacher who is responsible for working out and formulating it. Some experienced teachers who can easily think about various to important aspects in formulating a 'weekly and daily plan' that literally combines with a 'daily plan'

A Good schedule for preschool children offers a range of different types of activities :

- Active and quiet times
- Large-group activities, small-group activities, and time to play alone or with others
- Indoor and outdoor playtime
- Time for children to select their own activities and for teacher-directed activities

A daily schedule established the consistency that helps young children to predict the sequence of events and thus to feel more secure and more in control of their day. They delight in reminding you that "snack comes next" It is lunch time or telling a visitor that "now we go outside." In addition, a schedule helps children to develop time concept as they anticipate what comes first in the day, second, next, and last and formulating habit formation as per instructions of the teacher

Consistence does not preclude flexibility or spontaneity, however, not that it mean the clock rules the day. A special occurrence can be reason enough to alter the daily routine. For example, an unexpected weather changes also need to change the activity ie planning outdoor activity need to be changed for indoor as per

the weather conditions. Going outside for outdoor activities need to be planned for indoor activity. Similarly, on a day when children are particularly engrossed in their chosen activities, it might be decided to extend choice time. Keeping in mind what's most important when children want to be excited about and engaged in what they are doing. Can be flexible about time when children are working well and engaged.

A fixed period might be lunch or the time when a shared playground is available for class's use. Keep in mind the developmental abilities of your children. Waiting times should be kept to a minimum and adequate time minimum of 10 minutes of transition time between each activity to make children feel relaxed and for personal needs. Sufficient time should be given in the beginning for eating meals and snacks, and cleaning up slowly it can be planned to make understand for fixed time. Work period should be long enough to give children a chance to select materials and activities, plan what they want to do, and clean up afterward without feeling rushed.

Sample of Monthly plan

Week	Conversation	Games	Action songs	Stories	Creative activities	Reading activities
1 st Week	Free Conversation and Conversation 1	Local games + 2 new games	Known / familiar songs +2 new songs/rhymes	Children,'favorite story with 1 planned story	Presenting 1 new activity for whole group / small group activity	3 reading activities
2 nd Week	Free Conversation and Conversation II	Local games + 2 new games	Known / familiar songs +2 new songs/rhymes	Children,'favorite story with 1 planned story	Presenting 1 new activity for whole group / small group activity	3 reading activities
3 rd Week	Free Conversation and Conversation	Local games + 2 new games	Known / familiar songs +2 new songs/rhymes	Children,'favorite story with 1 planned story	Presenting 1 new activity for whole group / small group	3 reading activities

	on III				activity	
4th week	Free Conversation and Conversation IV	Local games + 2 new games	Known / familiar songs +2 new songs/rhymes	Children,'favo urite story with 1 planned story	Presenting 1 new activity for whole group / small group activity	3 readines s activiti es

Monthly Plan

Age group _____

Month:

Long term objectives -----

Short term objectives -----

Concepts for the month -----

Content for the week

Material

Weekly Plan

Dates-----

From Mon to Fri

Week 1

Month -----

Write down the detailed activities that you have planned with reference to children's last week programme. Write down the following points, concrete instruction plans in carrying out activities at the end of each week the teacher in her dairy basing on the observation should note and describe the state of children last week from various perspectives (e.g. behaviour, Interests, what they say that they want to do next) Children's experiences and activities Write down what the teacher has to consider in creating an appropriate environment for children to gain experience and to do the activities

Sample weekly programme

Ist week

Day	Conversations	Game	Song	Story	Creative Activity	Reading Activity
Day 1	Conversations on one concept - introducing the concept using identified new words	-Local game that suits to the stage -Specific Game for Physical development	Known song -New rhyme/song	Teacher narrating the story with expressions and voice modulations (using new vocabulary	Introducing An activity to the whole group	Introducing the activity with the concrete material
Day 2	- Conversing with children using new words with the help of charts, cards etc.	Repeat	Repeat	Same story with different props	Children will be divided into groups. Each group should be a mixed one of older and younger children	Children working with the material
Day 3	children participate in the role play related to the concept	Repeat	Repeat	Role playing by children – different emotions of the story	Each group should be given a different activity so that by the end of the week all groups does all the activities	Extending the knowledge to outside the center
Day 4	- Encouraging children to talk about the concept using new words by putting simple questions	-Local game that suits to the stage -Specific Game for Physical development	Known song -New rhyme/song	Dramatization of the story by older children		New skill following the above steps

Day 5	Encouraging children to think and answer (related to concept)	Repeat	Repeat	Story narration by older children using story sequence cards .		New skill following the above steps
Day 6	Giving opportunities to older children to talk about the concept on their own	Repeat	Repeat	Problem solving and Thought provoking activity related to the story	Display of children's work	New skill following the above steps

Second week of the month , Third week of the month and forth week of the month planning need to be based on the previous week's observations and leaning levels of children. Of course planning for the whole month is done in the beginning of the month , but any modifications if required can be added to the next weeks programme.

Sample of daily schedule

Time	Schedule
8.30 -9.00am	Arrival ,welcoming , greetings children ,families , informal talk /individual Interaction <ul style="list-style-type: none"> - Teacher –child - Teacher –parent - Child- child - Child- motored /display of the previous done work
9.00-9.15am	Prayer <ul style="list-style-type: none"> - Group meeting/ assembly - News/ experiences /events - Having /birthday - Birthday –a speared - Warning up activities
9.15to9.30 am	Setting of children
9.30 to 10.00	Circle –time –I <ul style="list-style-type: none"> - Good habits - Use of weather chart daily calendar - Free conversation /free talk by children - Followed with concept building - Conversation /Rhymes /etc - Interaction with peer/teacher (language skill, listening /speaking , thinking and sequence)

10.00 to 10.10 am	Transition- activity /snack time
10.10 to 10.30 am	Cognition- reading / number readiness
10.30 to 11.00am	Discovery time/ interactions in learning corners indoor free play in small group
11.00 to 11.10am	Transition time
11.10 to 11.30am	Story time / dramatization /circle time II
11.30 to 11.50am	Pre writing activities / practice in workbooks
11.50 to 12.00 pm	Preparation for lunch
12.00 to 12.40pm	Lunch
12.40 to 1.30pm	Nap/ rest
1.30 to 1.40pm	Hand wash – preparation for next activity
1.40 to 2.00pm	Early math for older group 4 and half to 5 and half year old children Nap rest may continue for younger children or free choice play
2.00 to 2.20pm	Free choice play/ manipulative play /Rhymes /Music and moment
2.20 to 3.10pm	Language introduction of English/Telugu
3.10 to 3.20pm	Transition activities
3.20 to 3.50pm	Clay work/ mother tongue/Telugu ,English
3.40 to 4.00	Ready to go home

Lesson plan Format –for each of time schedule in a day

Learning objectives

S.No	Particulars	Teachers activity	Pupils activity	Outcomes	TLM	Remarks
1	Knowing the prior knowledge about the concept					
2	Concept guiding activity					
3	Teaching learning phase I a) introduction of the topic (concept) b) development of the concept c) extension of the concept d) concept related with other areas and life situations e) summing up					
4	Teaching learning Phase II (Reinforcement)guided practice					

	a) whole group activity b) co operative learning in groups c) independent practice d) closure					
5	Teaching phase III (Assessment) a) Whole group activity b) Small group c) Individual d) a) Enrichment b) Remedial					
6	Feedback					
7	Home school connection					

Lesson plan

Lesson plan for each of the concept is to be planned by the teacher based on the weekly and daily schedule. Each lesson is to be with introduction , developing the concept , fixing up the concept .the activities planned need to for different developmental domains ,and related different subjects ,and to life situations. Expected learning out comes for each concept are to be planned' Sample lesson plan

Summary:

The planning of the programme is to be child centered, developmentally appropriate and contextualized. The concepts/ themes selected for one year are to be in sequence, from simple to complex know to unknown. The theme selected should be child centered, society based and taking into consideration pedagogical process. Planning should be for long term and short term. Objectives , concepts and material need to planned In the beginning of the academic year and can be flexible as and when required.

1.5 Planning for parents/ community involvement and orientation

We all know that parents play an important role in the development of their child's personality. They are the child's first teachers and have the primary responsibility for their child's development. Parents and Teachers, therefore, must function together as partners to help the children learn and grow. School programmes and initiatives can only be successful if they receive support from the parents and the larger communities.

Parent education is necessary to ensure that whatever is achieved in the school is further reinforced or complemented at home. Parents need to be informed regularly about their child's care and development i.e., health and nutrition status of the child. They should therefore be made aware of issues such as

- Need for a comprehensive approach to development

- Age related milestones and the dangers of pushing a child beyond what she is ready for
- Child care i.e., health and nutritional needs of the child at different stages of their development
- Importance of play and early stimulation for the child's development
- Play way methodology followed in the preschool programme and its need and purpose
- Role of parents and how the parents can support in the development of the child

Parents can also be taught simple skills of recitation, story-telling, preparation of puppets and low-cost fun toys, etc. for children which will help improve the quality of their interaction with the child.

Parent-teacher contact can be maintained through

- Incidental meetings, for example, when parents come to leave or pick up their children
- Organized parent-teacher meetings which could be held once a month or once in every three months, as convenient
- Home visits conducted by the teacher/ worker to every home at least once in a term or quarter
- Bal mela, or children's fair, which could be organized once a year to which the families could be invited a newsletter with illustrations.
- Small video programmes which can be shared with parents through different mode of technology.
- Parent involvement can be sought by the preschool teacher in several ways.
- As an additional adult to assist in handling small group activities, for example, creative activities, story-telling or to accompany children for outings etc.
- As a substitute teacher in case the preschool teacher is otherwise occupied
- As a resource for collecting waste/raw materials for use in the preschool centre
- Parents with specific talents or skills could make a contribution by using their skills for the benefit of the children. For example, a carpenter could be asked to make some wooden toys, a mother who can sing could teach children songs, a painter could help paint the shelves, etc.

Role of Community

The community is an important stakeholder in the preschool education programme. Involvement and participation of the community members would help them in understanding children and their family needs better. Role of the teacher in order to achieve meaningful participation of the community is to know the community, its people, their occupations, activities and resources and their cultural context. This could be achieved through -

- Establishing a link with the community for awareness generation through folk songs, street plays, puppet shows, *jathas*, etc. Only if the community is aware of the needs of children, can it help.
- Making the centre _visible_ by organising events where community can participate like festival celebrations, sports events, *Bal-Mela*, etc.

Few parents can help in organizing and managing such events.

Once the community recognizes the need of preschool education, ownership of the preschool centre among the community members inevitably develops. It is not uncommon to observe community members helping the centre in many ways, such as providing drinking water, adequate space for the centres and other resources. Few local members who are in various capacities can be appointed in the centre. They

may not be suitably trained or qualified, yet they will be able to contribute in concrete ways over a period of time towards the objectives and functioning of the preschool centre.

Executive Summary:

Early years of human life are very critical and special attention, care, quality education, focus on early learning should be given for the optimum and full potential of the child. Pre school is the first step and bridge between home and the school. The child needs at this early childhood period quality pre school programme, exposure to developmentally appropriate programme which enhances the development of the child. The pre school curriculum planning, process of implementation through play way method and assessment procedures need to be focused on child's development. The process of learning for the child is learning by doing. Hence a preschool teacher should know relevant curriculum at preschool stage, methodology, assessment procedures. The concepts or themes to be identified for the curriculum planning at pre school stage also around the child, society and pedagogy. This can be done by curriculum designers, implementers by framing yearly, monthly, and daily schedules. The child's development periodically and learning levels provided and the skills developed by the child are to be shared with parents and community. Teachers/ implementers/ care takers of the pre school children should know about child development, curriculum, and methodology to be implemented and concepts and themes selected. This should be shared with parents for furthered development focusing on the holistic development of the child. Parents and community also should be involved in the pre school programmes.

Unit -2 Designing and maintaining outdoor and indoor space

Structure

2.1 Objective

2.2 Introduction

2.3 Arranging the indoor classroom space : Considerations of adequacy and flexibility for movement and activity and cleanliness; Ventilation, light and safety in the classroom.

2.4 Arranging Activity corners such as doll's corner; books /reading corner; blocks and toys corner; art corner; significance and considerations.

2.5 Arrangement for display of thematic materials and display of children's work: significance and considerations e.g. at eye level of children; attractive; provide balance for manipulative, construction and symbolic play; etc.

2.6 Creating a print rich, aesthetic and child- friendly environment

2.7 Designing outdoor space: adequacy and safety of space for children; imaginative use of space for physical and motor activities like crawling; climbing; sliding etc.

2.1 Objectives of the chapter.

This unit will enable the student teacher to:

1. To understand how to plan, design and manage outdoor and indoor space for children's active learning, participation with free movement and guided/ free play.
2. To understand the importance of flexible classroom organization with activity/learning corners and design accordingly.

2.2 Introduction:

Children grow, develop, and learn through play. Play is the major activity and work of children. The curriculum and the environment of the ECCE centre should revolve around play. The types of materials used, kind of play materials available, the colours used and the variety of experiences provided for the children are all equally important in promoting learning in children..Children need space for physical movement as well as a stimulating environment for sensorial learning. Children need both indoor and outdoor space to accommodate and provide opportunities for play and learn. Outdoor and indoor space in an ECCE centre together constitutes the Physical environment. They also need a variety, flexible and constant changes as well as a sense of order in the environment.

What kind of infrastructure and physical setting is needed for the holistic development of the child?

Ideally the safety level of the ECCE centre building should be maintained. It should be safe in terms of specific conditions as follows:

- The floor should be even

- Roof should be permanent without leaking /falling roof material
- Walls without cracks
- Doors that can be easily closed and latched
- Adequate windows with handles for sufficient cross ventilation and proper lighting
- Railing in the staircase, even stairs
- Adequate lighting in the classroom
- Kitchen activities in separate kitchen to cook and store food
- Separate Child friendly toilets for boys and girls with provision for water for washing and flushing.

The building should be located without any hazardous conditions around the centre. The building should be free from heavy vehicular traffic, trespassers, dangerous electrical equipment. There should be no big animals roaming around, no open drainage or sewerage, open wells or pond. There should be a protective barrier such as a wall or lockable gate between the children and the hazards. All drains, ditches, and potholes must be well-covered and inaccessible to children. Clean surroundings around the centre: The surroundings of the ECCE centre should be clean without any harmful things such as big stones, glass pieces etc .It should be green with a garden or open space that can be used for outdoor space.

First-aid kit and access to the local medical professionals is essential.

National ECCE policy, 2013, quality standards framework identifies the key principles, indicators and exemplary good practices required for assuring quality in ECCE services. Quality standard IV refers to space, building, outdoors, aesthetics, cleanliness, and green area, safety and approach.

Designing and maintaining the physical environment of a preschool classroom is a challenging task for a preschool teacher. Designing physical space for young children blended with pedagogy and safety help in their process of learning. It varies from one ECE centre to another and from urban to rural setting depending on the availability of space and the number of children.

A well designed physical environment that is accessible to all children supports exploration, gives children a sense of belongingness and enables them to engage in focused and self directed play. Good environment also makes parents and caregivers feel welcomed and involved and empowered.

How do you create an environment that support learning and meet children’s basic needs?

The following components should be kept in mind to make an effective learning environment.

1. The environment should provide multiple sources of stimulation to encourage the development of physical, cognitive, emotional and social skills in children.
2. Provision for developmentally appropriate physical activities: The environment should provide children with lots of opportunities for developmentally appropriate physical activities.
3. Opportunities for concrete, hands – on activities: Young children need hands-on- activities like playing in water, constructing blocks, building mudpies, putting a doll to bed etc. They need many

ways to practice and integrate new experiences into existing mental structures - dramatic play , drawing, using language, making things with blocks etc.

4. **Change and variety:** Children seek out a constant change of stimuli- scenery, textures, colours, groups, activities, environments, sounds, smells etc. The more our children spend time in our programme, the more variation and stimulation they need.
5. **Colour and decorations:** Colour and decorations should be used to support various functional areas in the classroom, provide needed stimulus change and variety and different moods in the room. Vibrant colours like red, yellow and magenta work well in gross- motor area; blues & green are good colour choices for hands – on – learning centres; Whites & very light colours are good for areas that need lots of concentration like reading rooms/corners. Decorations should revolve around the topics/ projects and themes and should follow the same pattern.
6. **Materials and equipment contribute to the overall environment and program philosophy.** The success of an early child hood environment is not dependent upon designing above. The materials and equipment given to the children are just as important to learning as physical space of the classroom which is dealt in the upcoming units. Programme implementation process should include lots of materials that have an abundance and variety of uses to give children a sense of creativity and control .. Given below are some of the considerations while designing indoor and out door physical environment.

According to the National Association for the Education of Young Children, the physical environment of a pre-school should have a safe and healthful environment that provides appropriate and well maintained indoor and outdoor physical spaces. Such environment includes facilities, equipment and materials that facilitate child learning and development.

The school infrastructure including building, facilities available, materials availability and usage, furniture etc if thoughtfully put together with meticulous details of furnishings, flooring , doors, washrooms, wall colours and display, circulation spaces , provision for children of different abilities make the place child-friendly and welcoming and enables children for safe and smooth way to learning and play.

2.3 Designing indoor space with activity areas/ interest areas;

Activity areas also known as “learning centres ” or corners are established places in the classroom with resources that actively engage children. These areas may be changed according to the theme/topics and as per the interests of the child.

b) Importance of activity areas:

Playing in the activity areas help the children to exercise as per their choices of interest and also freedom to explore and investigate that interests them.

- Children learn to work with freedom in groups or individually and at the same time within the time limit.
- It provides opportunities to create, draw, manipulate, discover, learn new skills , make mistakes, modify their strategies and gives a sense of achievement and self confidence after they mastered

the activity in which they were engaged. for ex: building a tower fixing, jig-saw puzzle or solving a maze etc.

- Children learn time management as well as self regulation.
- Inspiring class rooms encourages children to explore, move and experiment with the material available in the environment.
- It is important to make children comfortable in their physical surroundings so that they will venture to explore materials or events around them.

Role of teacher:-

It is best to observe children engaged in corners specially doll corner, dramatic play corner, block corner. The observations reveal a lot about child- contexts, family , interactions and , relationship with other children, their interests, learning styles pent-up feelings or bottled up emotions , which may be used by the teacher to document the developmental progress of the children.

Setting up activity areas:-

“Activity areas” should invite and promote active, independent exploration discovery, creating an atmosphere in which children can learn. The materials should be displayed and kept attractively on the open shelves for easy accessibility to encourage exploration and investigation. The material should be stored in such a way that children can start playing without adult help, be able to arrange the material and cleanup after they have finished playing. There should be enough material in each activity area so that children do not fight or compete over one toy. Each classroom may have several activity areas such as art area, block building area , doll and dramatic play area, maths/Manipulative area, science/Discovery area, sand and water play area etc. These areas may also be created on a rotational basis as per curricular needs.

Explore a few more learning /activity areas/ corners that can be setup in a pre school classroom.

2.4 Manipulative corners:

This is one of the most popular areas in a pre school class room.

While manipulating with material, the child learns

- About shapes and sizes
- How to follow a design that he had in his mind
- To cooperate and explain his/her ideas and plans accordingly
- Counting, grouping, sorting , classifying , problem solving and matching skills are attained

Goals/Skills:

- Small motor development and control (preparation for holding a pencil)
- Concentration and completion of a task
- Enhanced self-esteem and feeling of control and mastery
- Develops Concepts such as patterning, sequencing, matching,

Supervision and Tips:


- Encouragement in the event a child becomes frustrated
- Children must put materials back onto shelf after completion.
- Facilitation of problem-solving in a conflict over materials.

Suggested Toys and Materials:

<ul style="list-style-type: none">• Puzzles• Stacking Blocks• Legos• Lacing Cards• Lacing and Stringing Beads• Tweezers and Tongs• Scissor Cutting Activities• Peg Boards• Rubber bands for Peg Boards• Hammering Block	<ul style="list-style-type: none">• Scissors/Hammers for Play dough• Rolling Pins• Markers/Chalk/Crayons• Lacing Dolls• Lock and Key Sets• Zipping and Buttoning Boards• Weaving Boards• Small Paint Brushes• Squirt Bottles
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Doll and dramatic area :

The dramatic play/ pretend area is often the place where the most imaginative and involved play occurs. While in dramatic play, children try on various roles that help them process and understand the world. They develop social skills and ability to play with others while using their imagination and by being creative. They would explore the concepts and relationships by acting them out. Children often tryout various roles like teacher minding children, mother and father ,police , kitchen set pretending to cook food just like mother , engine driver etc. Children pretend ,enact roles, express their feelings and emotions -outlet of emotions in a healthy way.

	<p>This centre allows children to be themselves</p>
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Courtesy : Pictorial Handbook for practitioners-UNICEF

Goals/Skills:

- Understand and experience the adult world through imitation

- Means to express feelings and emotions
- Assist in better understanding their world
- Experience a sense of power by imitating grown-ups
- Develop creativity and imagination
- Experience different roles
- Encourages abstract thinking

Supervision and tips : the teacher should

- Observe the children's behavior and carefully listen while engaged in dramatic play
- Interact at the child's eye level by sitting or kneeling down
- Encourage children to talk about what they are doing
- Participate when invited ("tea party" guest, etc)
- Help to encourage socialization
- Allow children to work out their difficulties and conflicts independently if at all possible
- Too many materials or properties should not be kept or clean up can be overwhelming

Suggested Toys and Materials:

<ul style="list-style-type: none"> • Cups • Silverware • Dinnerware • Cookware • Table/Chairs • Kitchen Furniture • Kitchen Items • Aprons • Vase and Flowers • Plastic Food • Empty Food Boxes • Broom, Dustpan • Dish Towel • Comb, mirror 	<ul style="list-style-type: none"> • Home Living Furniture • Phones • Family Themed Dress Up Clothes • Suitcases • Purses • Wallets • Dolls and Baby Items • Toiletries • Sponge Curlers • Old Hair Dryers - Cords Removed • Full Length Mirror • Lunch Boxes • Tools and Tool Box
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Art-corner:-

The art area should be available to children as a free choice activity

This corner gives vent for expressing about themselves and being creative .Children during art time will be

- ❖ Using their small muscles which helps for development of eye- hand coordination.
- ❖ To explore different types of media and different properties of the material.

The teacher should acknowledge that every creation of the child is “unique and special” just like him.

Goals/Skills: children develops

- Creativity and imagination, while allowing for self-expression
- Concepts such as colors, shapes, lines, properties, textures, cause and effect, problem-solving, sizes, symmetry, design, balance, patterns, etc.
- Conceptualization
- Small muscle development and eye-hand coordination
- Appropriate outlet for anger or frustration

Supervision and Tips: The teacher

- The related materials and supplies should be kept handy and accessible
- This corner need to be set up on tiles and near a sink if possible for easy cleaning.
- The children should not be instructed to create "models" nor fix a child's work by giving samples for the children to copy.

Children should be encouraged to write down in their own words about the picture which (dictation – encourages pre-reading/writing awareness)

- Children should be taught to assist and be responsible for cleaning up any mess



Courtesy : UNICEF – qualify in early childhood care and education , pictorial Handbook for practitioners

Suggested Materials:

<ul style="list-style-type: none"> • Paint Brushes - Variety of Sizes • Paint Rollers - Variety of Patterns • Eye Droppers for Painting • Feathers for Painting • Kitchen Utensils that Provide Unique prints (Potato Masher) • Wall Paper • Contact paper • Pudding • Brightly Colored Glue • Spray Bottles Filled with Water Or Paint • Dental Floss for String Painting • Variety of Paper in Colors, Textures And Sizes • Marbles and Anything that Rolls For Painting • Foil • Sandpaper 	<ul style="list-style-type: none"> • Tissue Paper • Sand, Sawdust, Dirt • Used papers, old wedding cards • Bubble Wrap • Rolls of Brightly Colored Masking tape • Unusual Cake Pans or Molds For Marble Painting • Tree Bark for Rubbings • Beads, Jewels, etc. for Collage items • Small Collectibles from Nature For Collage Making • Lacing Yarns • Variety of Scissors • Markers • Crayon Melting Tray • Easel • Acrylic Table or Trays • clay
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Science – corner:

- Children develop observational skill, get stimulated and learn many things in the science area. They learn comparing, classifying, labeling, weighing, measuring and explore the properties of things. They learn to formulate questions about what is happening? Why it is happening? How it is happening and what will happen next? This is, in other words, is what is “scientific attitude” / temperament. This area also helps children to understand the world around them



Children engaged in learning” float/sink” concept in science corner –Lab school SRC ECE DDMS(AMS)

Materials required

<ul style="list-style-type: none">- Water /sand table- Funnels- Eye droppers- Drainers- Straws- Hoses- Locally available material like stones, pebbles, twigs, leaves, flowers, etc- Kaleidoscope- Salt, sugar	<ul style="list-style-type: none">- Spoons- Bubbles- Magnifying glasses- Prisms- Magnets- Shells, sheaves- Different textures of cloth pieces to know about water absorption.- Mirrors- Balance- Trough, small utensils---
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Reading and Book corners:

Goals/Skills:

- To develop love and appreciation for books and literature in children.
- Learn that books are sources of information and can answer our questions.
- Understands pre-reading concepts – Picture reading, Symbolic expressions with written words ,that stories are read from left to right ; letter recognition; language patterns and development; new concepts and vocabulary; etc.)

Supervision:

- Children need to be taught how to handle and respect books
- Avoid interrupting a child concentrating on a book
- Sit with children and read, or listen to them, re-tell or re -enact a story
- Other toys and materials should not be brought into the library area.
- Ask open-ended questions to encourage thinking and predicting skills.



Activity room with corners in Lab school SRC ECE DDMS(AMS)

Suggested Materials:

<ul style="list-style-type: none"> • Pillows • Comfy Chairs • Felt Board and Pieces • Puppets and Stage • Soft Reading Light • Make Believe Reading Glasses • Music - Background • Books - Large Variety and Themes Related • Riddles • puzzles 	<ul style="list-style-type: none"> • Tape Recorder/Player with Earphones • Class Made Books • Class Made Recorded Stories • Stuffed Animals • Environmental Print Pictures And Posters • Alphabet Posters • symbols • Poetry and Posters
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Young children need to have the opportunity to touch, feel and see the books.

Goals and skills : They learn book handling skills such as ..

- Turning the pages
- Identify the front and back of the book
- Print awareness
- Begin to read/show the beginning of the page, reading from left to right, learn where to pause and stop for a full stop.
- Learns that language can be in printed form too.

After reading a story, the ECCE teacher ensures to leave a copy of the book in the book corner. Children thus have an opportunity to re- visit the book, can interact with other children about the book, develops interest in understanding about this book. After a considerable amount of exposure, children begin to bond with different books, some of them are considered “favorite books” based on the story/pictures in the book. Therefore it is essential for the children to interact with various books for the development of pre-

literacy skills upon gaining such experiences above. A variety of children’s books children’s magazines, picture –books, local folk tales, theme related books , comics, newspaper etc. can be kept in this corner.

BLOCK corner (Construction)

The teacher should ensure that plenty of space for the block area is available so that children can build elaborate structures.



UNICEF (A hand bank of ECCE)



UNICEF (A hand bank of ECCE)



IECEI longitudinal study 2010-2015 Telangana



IECEI longitudinal study 2010-2015 Telangana

Children learn to work together, interact , create , construct , balance & estimate with blocks and legos

Goals/Skills: The children learn

- Concept development (shape, size, balance, contrast, one-to-one correspondence, counting, matching, sorting, spatial relationships, grouping, classifying, problem-solving, length, height, weight, leverage, geometric shapes, estimation etc.)
- Cooperation/social skills



Supervision and Tips:

- Encourage children to only build as high as they can reach while standing on the floor.
- Do not allow children to throw or crash blocks. Say "Blocks are for building. They can really hurt if you get hit with one."
- Allow children to work out their own differences, facilitating only if a child seems frightened or endangered.
- Encourage children to put the blocks away before leaving the area to do something else.
- Use logistical problems in building as opportunities for children to learn

- Label the block shelf with corresponding shadows for children to match

2.5 Classroom display:

It is essential to display children's artwork and projects. This helps to boost and foster their self-esteem and also helps them remember in what activities they participated. Display may be used to convey a theme being covered in the classroom. This makes them curious, interested and involve in the theme. Children feel that their work has been valued. Parents also feel proud of their children's work on display and becomes aware of the activities in the ECE centre and thus can take more active participation in the programme. All display should be at the children's eye level. Samples of children's work can also be displayed on the display board. The following must be kept in mind while displaying children's work.

 <p>IECEI longitudinal study 2010-2015 Telangana</p>	 <p>IECEI longitudinal study 2010-2015 Telangana</p>
<p>UNICEF (A hand bank of ECCE)</p>	<p>UNICEF (A hand bank of ECCE)</p>

- Display should be at the eye-level of the children so that they can see them easily.
- Samples of in process work and finished product should be displayed so that the process of learning is valued as the final product.
- Display should be changed regularly.
- Display should be purposeful.
- Work of each child should be displayed and not the best ones if not on rotational basis.
- Too much display should be avoided as it makes the classroom appear clutter or over stimulating other pictures other than children's
- Work should be related to the theme of the month
- It is best to label the pictures as this helps children to develop site vocabulary and also helps them in pre reading, pre writing skills.

- Pictures relating to the children in the class or community in which they live can also be included.

Children love playing individually or in groups. They get involved in imagination/pretend/imitate in different situations. They get engrossed in these activities, get connected with any of the themes, use the available material. EX: for a theme of Transport, children manipulate blocks as vehicles,, construct bridges, pretend to be driving cars, fly in sky as aeroplane. They generate ideas and implement them easily. However there should be balance between Manipulative, symbolic and constructive play. Teachers role is to provide relevant display of material.



UNICEF: A pictorial handbook for practitioners

Shelves:-

Shelves should be low in height and should hold manipulative toys, puzzles and other learning materials for children to explore. Children must have easy access to these resources. Storage shelves and low room dividers can be used to separate learning corners to clearly mark boundaries. The pre school teacher should also establish “traffic patterns” of movement for entering the room, putting belongings in a specific space, easy access to bathroom and sink areas and moving from one area to another.



UNICEF (A hand book of ECCE)

Seating arrangement:

Research evidences reveal that a multi- grade as well as mixed age grouping is on the whole more appropriate for young children. In order for an ECCE programme to be effective appropriate grouping practices should be used.

How to group children to organize different activities in ECE programme?

Individual/ Multi age groups and ability:

If the children are of the same age group, children are grouped as per their developmental needs and abilities. The teacher should provide them with a range of activities that caters to individual children and their educational needs. If the children are of different ages, the teacher should consider dividing them as per their ages. The curriculum should be planned to meet the developmental levels of the children.

Individual, small and large groups:

While planning the day's activities, the teacher should ensure to balance quiet individual time with large and small group interactions.

Individual time includes activities like free play in quiet centres such as reading, writing or the puzzle centre. Group time is very often noisy and energetic. Songs , rhymes ,finger play ,dramatic play and physical activities etc are a few group activities. The teacher has to plan for both indoor & outdoor group interactions for children. A whole group or a large group quiet activity includes story telling session/ story reading session. Small groups interactions include working in small groups for creative activities on a collage work or during manipulation with blocks or puzzles.

The ECCE environment should be planned creatively and well thought of for the holistic development of the child.

SmallGroups



Large groups





Small Groups



Large Groups

Furniture & Mats:

Furniture for pre school children should be child friendly in other words, it should be child sized with rounded edges and height as per children requirements. The furniture in the pre school should have child sized tables and chairs so that their feet touch the floor to provide them stability. The furniture should be arranged in such a way for easy access to materials and space for the teacher and children for free movement. The teacher should be sitting on a low height so that all children can see the teacher and the teacher too can see all the children. It is necessary for a pre school classroom to have furniture children can sit on colorful mats.

Colourful mats can be used to mark the sitting area children should feel comfortable as they sit on the mat and focus on their tasks.

In a pre school classroom environment, teachers should have flexibility of grouping the children that ranges from individual work, to small and large group work as well as whole class engagement to facilitate learning.



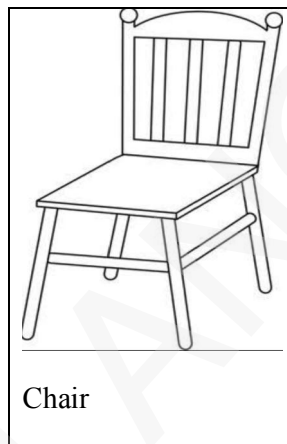
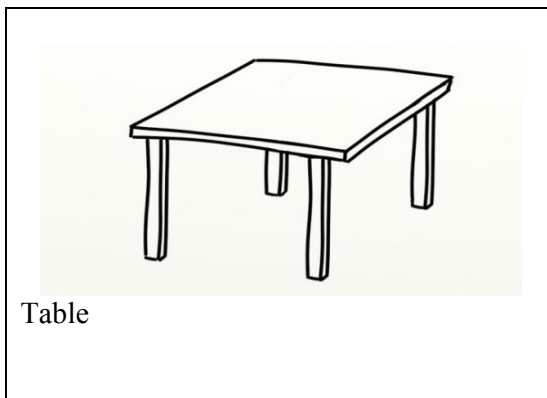
Class room arrangement

2.6 Print rich environment

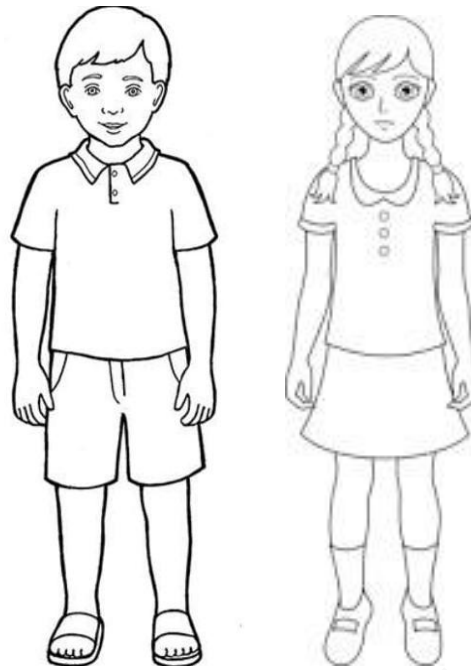
A print rich environment can be simply defined as a classroom whereby young children are given many different opportunities to interact with many different forms of print. One way, among many to introduce preschools to the reading and writing process is by giving them many opportunities process is by giving them many opportunities view print at home or at school in ways that re meaningful to them.

Using labels:

The teacher can create simple labels to identify furniture and other items that the children use in their daily routine. As child interact with the materials, furniture & each other in the classroom, they will see the printed words often. By having the words placed strategically next to or an item that the word represents, children will be given greater opportunity to associate the words to the objects.



Displaying names of child: Displaying the names of each child is another important part of creating print rich environment. Name is a formal word, the first letter is capitalized and the rest of the letters are in lower case.



Ashok

Rani

Bulletin Boards:

Placing words on bulletin boards is another way of creating print rich environment. Titles, names of the week, months of the year, weather board. Each word beginning with the capital letter is followed by lower case letters.

Posters/charts: On good habits, classroom rules and regulations , health and hygiene etc are also related to print rich environment.

Placing words at child's eye level:

Words should be placed on objects that children use and interact with frequently at the child's eye level. Care should be taken not to over label- labeling on every toy, chair, book or corner in the classroom is not necessary.

A print rich environment has many components and this can be built little by little at a time.

Enhancing classroom literacy with a print rich environment includes

- Child made books
- Teacher made books
- Picture books
- Children's magazines
- Pillows, rugs, rockets to create soft, comfortable area
- Books for references
- Familiar books
- ❖ Tips: Labeling should be neat and consistent

- ❖ When labeling shelves for toys, picture can be used as well
- ❖ Children may be allowed to label his/her own cubic
- ❖ Children should be taught reading from left to right
- ❖ Good habits like hand –washing should be pictorial and interactive
- ❖ Pictorial daily schedule of the day
- ❖ Clarity and graphing

Children acquire and learn the following skills:

- Increased vocabulary
- Language development
- Reading as a pleasurable activity
- Increased creativity and imagination
- Eye-hand coordination
- Increased knowledge , understanding of the world
- Appreciation and respect for books and fine literature
- Visual discrimination
- Correlation between speech and the written words, symbols for people, places and things in their word
- Development of understanding of sequence of events in the story

2.7: Designing outdoor space:

The out-door environment includes play involving physical movements. Out-door materials include climbers, jump ropes, balls, hoola-hoop, slides, merry-go-round, basket ball, net etc. The out door environment plays an equally important role in the development of children as it provides space for active play exploration and social interactions.

A specific time may be allotted every day for outdoor play activities. This time can be used for free choice of play such as climbing , jumping crawling etc, and alternatively for more structured activities like physical movements and balance and for practical activities such as sand – water play , gardening, digging and planting etc.

The sand and water play area can be both indoor and outdoors. It is important that the learning materials are modified for children with special needs.

- During conduct of the activities, the outdoor area must be well supervised by teachers and adults, at all times.
- Outdoor spaces vary in their surfaces. Semi-hard or grass surfaces are recommended for children. However, it is important to have well-leveled and stone-free surfaces, if the surface is very hard.
- The outdoor play area must have variety of play materials, depending upon space and

resource availability.

- Outdoor space must provide opportunities for gross motor play like running, jumping, cycling; outdoor equipment such as slides, swings and garden or grass surfaces.
- In the absence of outdoor space, the gross motor activities can be organized within the available indoor space.

The existing resources and easily available materials like tires, planks, boxes, bricks and rope can be collected and utilized for different activities like jumping, crawling, throwing ,balancing and hopping etc.

There must be a balance between free play and organized games.



Most of the adults design outdoor playgrounds which they experienced during their childhood. But childrens' preferences are different .They would love to explore the natural environment that is enriched with plants , trees, flowers, water, sand, mud, animals, insects etc.,and also with a wide variety of play opportunities of every imaginable type where they would want to stay all day.

When most adults were children, playgrounds were specific areas with gross motor play equipment such as swings, jungle gyms and slides where they went during their free time/recess . Most adults see this as their model for a children's playground.So, it is becoming easy for the adults to plan and design a playground, the paradigm is to go through the catalogues of playground equipment, select one or two that looks attractive to the adult and install it in the outdoor ground which reflects adults' childhood memories. Today, fortunately, most playground equipment is becoming much safer by the installation of safety fall surfaces . However, limiting outdoor playgrounds to exclusively gross motor activities and manufactured

equipments inhibits outdoor areas to be rich play and learning environments for children. Also, this denies children their birth right to experience the entire natural outdoors which includes vegetation, animals, insects, water and sand and not just sun and air that playgrounds offer.

It is a well accepted principle in early childhood education that children learn best through free play and discovery.

Children's free play is a complex concept that eludes precise definition, but children's play typically is pleasurable, self-motivated, imaginative, non-goal directed, spontaneous, active, and free of adult-imposed rules. Quality play involves the whole child: gross motor, fine motor, senses, emotion, intellect, individual growth and social interaction.

Parents are afraid for their children's safety when they leave the house alone; many children are no longer free to roam their neighbourhoods or even their own yards unless accompanied by adults. Some working families can't supervise their children after school, thus allowing children to stay indoors or attend supervised after-school activities. Furthermore, children's lives have become structured and scheduled by adults, who hold the mistaken belief that this sport or that lesson will make their children more successful as adults.

Children have little time for free play any more. And when children do have free time, it's often spent inside in front of the television or computers. For some children, that's because their neighbourhood, apartment complex or house has no outdoor play spaces, public parks and outdoor playgrounds have deteriorated and been abandoned. Children's opportunities to interact in a naturalized outdoor setting is greatly diminished today.

Studies have provided convincing evidence that the way people feel in pleasing natural environments improves certain skills such as recall of information, creative problem solving, and creativity. Early experiences with the natural world have been positively linked with the development of imagination and the sense of wonder or aesthetic appreciation. Wonder is important as it a motivation for life long learning. There is also strong evidence that young children respond more positively to experiences in the outdoors than adults.

Benefits of natural environment to children :

The natural world is essential to the emotional health of children. Just as children need positive adult contact and a sense of connection to the wider human community, they also need positive contact with nature and the chance for solitude and the sense of wonder that nature offers. When children play in nature they are more likely to have positive feelings about each other and their surroundings.

Outdoor environments are also important to children's development of independence and autonomy. Outdoor space allows children to gradual weaning from the parents or care taker. Children's outdoor play is different from the time that is spent indoors. The sensory experiences are different, and different standards of play apply. Activities which are not encouraged indoors can be safely tolerated outdoors. Children have greater freedom not only to run and shout, but also to interact with and manipulate the environment. Children are free to do 'messy' activities outdoors like water play, sand play, clay modelling, experimentation with leaves seeds fruits , pebbles etc .,

Natural outdoor environments have three qualities that are unique and appealing to children as play environments - their unending diversity; the fact that they are not created by adults; and their feeling of timelessness - the landscapes, trees, rivers described in fairy tales and myths still exist today.

Children have a unique, direct and experiential *way of knowing* the natural world as a place of beauty, mystery and wonder. Children's special affinity for the natural environment is connected to the child's development and his or her way of knowing.

Plants, together with soil, sand, and water, provide settings that can be manipulated. You can build a trench in the sand and dirt or a rock dam over a stream, but there's not much you can do to a jungle gym except climb, hang, or fall off. Natural elements provide for open-ended play that emphasize unstructured creative exploration with diverse materials. The high levels of complexity and variety nature offers invites longer and more complex play. Because of their interactive properties, plants stimulate discovery, dramatic pretend play, and imagination. Plants speak to all of the senses, so it's not surprising that children are closely attuned to environments with vegetation. Plants, in a pleasant environment with a mix of sun, shade, colour, texture, fragrance, and softness of enclosure also encourage a sense of peacefulness. Natural settings offer qualities of openness, diversity, manipulation, exploration, anonymity and wildness.

All the manufactured equipment and all the indoor instructional materials produced by the best educators in the world cannot substitute for the primary experience of hands-on engagement with nature. They cannot replace the sensory moment where a child's attention is captured by the phenomena and materials of nature: the sparkled sunlight through leaves, the sound and motion of plants in the wind, the sight of butterflies or a colony of ants, the imaginative worlds of a square yard of dirt or sand, the endless sensory experience of water.

Designing Outdoor Spaces for Children :In order to design spaces for children, one must first understand the child, know about the nature of his relationship with the environment and understand the importance of this relationship ,know about the needs and demands of the child and his developmental process, and evaluate the opportunities that the environment offers to satisfy the child's needs and demands, and only then should one create spaces in accordance with the design principles. At this point, it is necessary to discuss the following notions during the process of designing outdoor learning environments for children .In order to design spaces for children, one must first know the child, know about the nature of his relationship with the environment and understand the importance of this relationship ,know about the needs and demands of the child and his developmental process, and evaluate the opportunities that the environment offers to satisfy the child's needs and demands, and only then one should create spaces in accordance with the design principles. At this point, it is necessary to discuss the following notions during the process of designing outdoor learning environments for children.

Learning :

Today the prominent view is that childhood is a time period which consists of active and continuous learning, which is started and managed generally by children during the play, and which is influenced by different environmental factors (Loebach, 2004). Thus, the role of the environment is important in this process.

The child-environment relationship

The best concept in evaluating the child-environment relationship in the discipline of environmental psychology is the theory of affordance which refers to the functional opportunities and elements that the environment offers (Acar, 2013). Children carry out outdoor activities according to the affordances of the environment and their aims, and as a result of these activities, learning is realized. Physical environment affects human behaviour, Children become socialized and learn about the environment as a result of their experiences in the physical environments (Francis, 1997). For this reason, by considering the importance of the outdoor spaces to be created for children, it is necessary to design environments which will have equipment that are not standard and which will offer different activities and learning opportunities.

Children’s experiences with the nature and environment appear to be in three different types of use. These are direct, indirect and symbolic or imaginary. The formation of personality and character in childhood is connected with these three levels of experience and the three modes of learning in childhood (cognitive, emotional, moral). Cognitive development refers to thinking and problem solving skills; emotional maturity focuses on the emergence of feelings and emotions; moral development emphasizes the appearance of values, benefits and moral aspects. The three types of experience contribute to the cognitive, emotional and moral learning modes of children (Acar, 2009). Of these, the one that offers most opportunities is the direct experience because it enables learning by touching, seeing, hearing and experience. In order to learn about the environment children need active use and explore the environment (Francis, 1997). In this case, the movement-learning relationship comes into focus. The experiences and the learning that takes place are all inter-related.

Modes Of Learning	Types of Experiences with Nature
Cognitive-ability to think , problem solving	Direct---Physical contact with nature
Emotional-Emergence of feelings and emotions	Indirect-limited physical contact with nature and programmed
Moral-Emergence of values, benefits, values	Symbolic-No physical contact with nature

The movement-learning relationship

Movement is important for both perception of the environment and physical development. Yet, today children spend most of their out-of-school time at home. In the past, children went to school on foot while today the majority of children go to school by school buses or by their own cars. however, the interaction with the environment which is lost during transportation must be compensated. To do this, children need spaces where they will be able to use the environment directly in the breaks between classes and in their out-of-school times.

Learning by playing. That plays in any environment and especially outdoor spaces have an important role in the life and healthy development of children is an unquestionable fact. Furthermore, child specialists also accept the fact that play has an important role in facilitating the learning process. Depending on the type of play, the activities, repetitions, and observations both support a child’s physical development and contributes to his cognitive and social development. During the play, children should be away from parents’ interventions. Because of the fact that children explore new things, imitate adult behaviour, test their capacities, and therefore widen their worlds when they are free in their plays (Loebach, 2004). Many studies on this issue have shown that play has important effects on child development and learning. Viewed from the environmental design perspective, play is a very useful activity for children, and designing spaces which will be suitable for children, of good quality, preferred, used for a long time, sustainable, and which will contribute to children’s development and learning is an important issue.

What is the concept of learning environment?

There are two main activity categories in the concept of learning environments. One of them is the formal activities managed by teachers within the confines of the school curriculum, and the second one is the informal activities realized primarily by children according to their own preferences. Both types contribute to physical, cognitive, social and emotional development of children. The outdoor spaces are the activity areas which will improve children’s physical development and skills according to their abilities; observation, exploration and adventure areas which will contribute to their cognitive development; areas that will improve their creative potential and help them introduce new products; areas which will support their social development and which will give them the opportunity to be with others in the society; and

areas where they will be able to get information about living things, life cycle and environmental events.

The education, learning and environment relationship

Early childhood education and environmental education are compatible with each other (Davis, 1998). The information and habits that an individual acquires in childhood will be effective in adulthood. Furthermore, activities such as playing in outdoor spaces with water, sand and mud that enables exploration, and collecting fallen leaves, creating living spaces for birds, ants and lizards, etc. are the necessary practices to develop a sensitive and responsible attitude towards the environment (Davis, 1998), and we need to offer such opportunities to children. The best and most permanent type of learning is learning by experience. And outdoor spaces offer different opportunities to children for environmental experiences. The bond created between the child and environment during such experiences will make children more sensitive towards the environment and this helps them to become eco- friendly in future which is a great contribution

Designing outdoor learning environments for children

It is necessary to pay attention to the following three constituents when designing children's environments(Loebach, 2004):

- Children's perception and interpretation of the environment,
- The effects of the physical environment on children's behaviour,
- The motivations behind children's environmental interactions.

In the outdoor spaces that are designed for children, there are ideal areas, and of these areas, the psychological realm and behavioral realm partly overlap, and this overlapping part is the most preferred, important and much used areas by children.. therefore, one must understand the child, what he wants, and what he can do in different age groups. After this, the data about the space to be designed and the opportunities that the space offers should be evaluated. The next step is, depending on the types of activity that children will do, spatial organizations in the area are to be designed. At this point, the designer should take into consideration the kinds of contribution that the activities to be suggested and the equipment and materials for these activities will make. While designing outdoor spaces, designers must use natural materials by considering the fact that outdoor spaces and especially the natural areas have positive and important contributions to the learning and development of children (Acar, 2009). For while such natural materials as plant parts, water and sand can be changed and reshaped, artificial materials offer only limited opportunities. However, such natural materials must be suitable for functional use by children as well as being visual elements. In other words, they must offer direct experience opportunities.

EX: Environments with animals help children learn about them

Water and sand are preferred by children and they improve children's creativity

Fixed equipment cannot be changed but with the opportunities that they offer such as swinging, sliding, and climbing contribute to children's physical development and learning about their limits. At the same time, depending on their abilities of creativity, children can also use them for different purposes (e.g., sliding leaves, using sports materials according to their abilities, etc.).

The goal of designing children's outdoor environments hence is to use the landscape and vegetation as the play setting and to include the nature as much as possible as play materials. While conventional playgrounds are equipped with conventional play equipment, it also includes spaces that are informal and natural which will stimulate high quality free play and discovery learning.

What is a discovery garden ?

A discovery play garden that is designed for wildness, and provides openness, diversity, and opportunities for manipulation, exploration and experimentation, allows children to become totally immersed in play. Physical attractiveness and innovativeness are not what is important for quality outdoor play space design. Children need tools, open space, challenge and opportunities to control and manipulate the environment.. Outdoor play requires a lot of gear to make a go of it. Loose parts, sand, water, manipulatives, props and

naturally found objects are essential tools for children's play. Loose parts have infinite play possibilities, and their total lack of structure and script allows children to make of them whatever their imaginations desire.

Through children's handling, manipulation and physical interaction with materials and the natural environment, they learn the rules and principles that make the world operate.

Outdoor play areas should flow from one area to the next, be as open-ended and simple as possible, encourage children to use their imaginations, have continuity and be perceived by the children as children's, not adult, spaces. They should be designed to stimulate children's senses and to nurture the child's curiosity, allow for interaction with other children, with adults and with the resources in the play space.

It is also desirable to integrate the outdoors with the indoor classroom with one sense of place and identity, so the transition between the two will be almost seamless. Design that allows children to go freely back and forth between inside and outside encourages children to experiment with autonomy from adults, both physically and symbolically. It also allows the outdoor space to become part of the classroom, rather than just a retreat from it.

Things children like in their outdoor environments include:

- water
- vegetation, including trees, bushes, flowers and long grasses,
- animals, creatures in ponds, and other living things
- sand, best if it can be mixed with water
- natural colour, diversity and change
- places and features to sit in, on, under, lean against, and provide shelter and shade
- different levels and nooks and crannies, places that offer privacy and views
- structures, equipment and materials that can be changed, actually or in their imaginations, including plentiful loose parts.

All the structures and equipment need not be manufactured. As much as possible, they should be made of natural materials such as logs, stumps and boulders and use the landscape in natural ways .

Outdoor areas lend themselves to meeting children's individual needs. Natural environments allow for investigation and discovery by children with different learning styles. Using universal design principles, play areas and events can be designed as accessible to children with special needs without accessibility features being obvious.

In fact, the identity of many of the play areas can be created through ecological theming with vegetation. For example, an interactive water play can be set in a bog or stream habitat. It is also important to incorporate ecological areas that utilize indigenous vegetation and settings so children can experience, learn about and develop an appreciation of their local environment.

Naturalized outdoor play spaces are rich learning environments for all age children. They contain a hidden curriculum that speaks to children through their special way of knowing nature. Every learning centre and activity that can be created in the indoor classroom can be created in the outdoors. Specialized areas can even be designed to meet the developmental needs of infants and toddlers.

Discovery play gardens offer children chances to manipulate the environment and explore, to wonder and experiment, to pretend, to understand themselves, and to interact with nature, animals and interesting

insects and with other children. They are environments that encourage children's rich and complex play and greatly expand the learning opportunities of just conventional playgrounds. Children's discovery play gardens are places where children can reclaim the magic that is their birthright - the ability to learn in a natural environment through exploration, discovery and the power of their own imaginations. Discovery play gardens do not cost more to build than conventional playgrounds. Discovery play gardens do, however, require specialized design skills to create a holistic and integrated child's world.

Participatory design - children, teachers, parents and maintenance staff participating in the design process - is essential to the success of any discovery play garden. Children's input assures that they will feel it is a special place for them. Teachers input is needed so they will take ownership of the discovery play garden as an outdoor classroom and utilize it to support their curriculum goals. Parents need to be involved so they will be supportive of the concept and learn how the naturalized space and often *messy* play greatly supports their children's development. Maintenance staff need to participate to assure that they will support the space and provide the maintenance required. User participation in the design process also helps to assure that the design will be culturally respectful and appropriate to the children..

In preschool years, children must have more opportunities to use the outdoor spaces. Especially in city centers, outdoor spaces that children can use must be designed, and these spaces must contribute to children's learning while they are meeting their need for play. In such designs, both natural and artificial elements must be used; however, the number of natural elements must be more than artificial elements. Once such outdoor spaces have been designed, which will meet children's needs and expectations, they will contribute to their learning; and children who spend most of their time in such closed areas as homes and internet cafes, in front of televisions, are encouraged to use the outdoor spaces. Consequently, we will have raised healthy individuals who had experience with the nature in their childhood, who know the environment, by direct experiences which also encourages life long learning .

Classroom adaptations:

Classroom adaptations are important as the infrastructure and facilities vary from one pre school another and from place to place, for children with special needs. Classroom adaptations are mandatory with regard to physical facilities and teaching – learning process.

- Repeated ,simple instructions/ directions
- Repeated opportunities for practicing skills
- Provide immediate feedback in a positive and descriptive manner
- Use materials that are textured and embossed so that children who are visually hand capped or partially blind
- These children may be seated near the teacher to feel the vibrations of what teacher says.
- Children are allowed to express /communicate their understanding through words, gestures, signs, symbols, using visuals, songs etc.
- Provide support for transitions
- Provide choices to children to continue their interests and strength

Important tips to remember while designing classroom.

In 1981, early education specialist James L. Hymes argued that young children should have an indoor and outdoor classroom to promote important motor and social skills.

- Reorganize indoor space so that children can move freely around the room without bumping into or tripping over objects. Open pathways allow teacher to move better in the classroom when attending a child.
- Create a physical barrier between the private space and the rest of the classroom with a low wall or cushions or by using carpet in different colours and styles.
- Ensure the indoor classroom is well ventilated with fans & child height windows that open allowing children to visually connect with the outside world.
- Carpets provide safety & comfort and is easy to clean. For messy activities like painting, a tiled floor is preferable.
- An outdoor activity should be created around the open space so that children get easy access for outdoor material like sandbox, wet area, large balls and outdoor blocks.
Safety of the children is the first priority. Any broken equipment should be removed and inspect any guardrails or fencing sandbox and wet areas should be clean and free of choke hazards. Ensure shaded areas and drinking water availability to children at all times.
- Children should be supervised constantly all the time both indoors and outdoors
- The centre should be equipped with first aid box in case of emergencies
Most of the play materials that are appropriate for early classrooms are also appropriate for use by children with special needs. It is sometimes necessary to physically modify the instructional or play materials to facilitate children's participation, for example, adding handles, making material larger, adding velcro on materials, etc.

2.8 :Sum up :

Young children are natural learners. Their impulse to ask questions , investigate, explore examine & experiment comes from their curiosity about the world and a desire to understand things for this reason, the teacher should carefully plan and design the pre- school physical environment for the holistic development of the child.

The physical environment constitutes both the indoor classroom and the outdoor space.

The classroom should be arranged to provide space for easy movements of children, for small group and large group activities. Display is important for several reasons to create a lively, colourful, attractive & learning environment for children and also develops the concept of " I can and I am"

The classroom should be attractive enough by displaying children's artwork, pictures/posters relating to the theme of the child's eye-level. The display material should be changed as per the theme/activities related to the month so as to sustain children's interest. Most early childhood classroom use various grouping methods to help children master their skills.

Small groups can work in different corners without disturbing one another, These corners are changed once in 15 days or a month as per the needs & interests of the children. The teacher playing as a facilitator directs children to focus on a particularly demanding activity of the corner to the development of critical

thinking skills, imagination, foster creativity, working in groups, co-operation etc. There should also be provision for individual activities like singing rhymes, worksheets, story telling in their own words etc.

Large group is natural setting for promoting listening skills like story telling session, music and large motor games. The Classroom should be with print rich environment so that children learn & develop vocabulary and pre-reading and pre-writing skills.

- It is the teacher's resourcefulness to develop and organize the available out door and indoor space. plan and design the class room with work areas, observe children and rotate play in corners by turns. as per their interests and abilities. The need for setting the outdoor play, maximizing the space, and ensuring safety of children is important.

2.9 :Unit end Questions :

- Q1) Why do you think learning centres are important in a pre-school classroom?
- Q2) Explore a few more learning corners, suggest the materials needed and explain its importance.
- Q3) For a quality ECE program, what are the requisites of indoor space organization in a pre school classroom?
- Q4) Suggest some of the activities that can be played in limited out-door space.
- Q5) How do you create a physically safe environment?

Activities

- Q1) Map and design a pre school classroom with learning corners.
- Q2) Prepare a few musical instruments with locally available materials like palm leaves/ coconut leaves – whistle; dried pumpkin- stringed instruments; jaltarang with glasses of water;
- Q3) Take photographs/ pictures of classroom organization –small group activities; large-group activities; individual activities; learning corners in an ECE centre you visited recently.

UNIT-3 - Materials and Equipment for a centre

Structure:

3.1: Importance of Age and contextually appropriate materials and considerations for selection/development

3.2: Kinds of materials for classroom activities: teacher made materials like conversation charts, cards, dolls, worksheets etc., materials to be procured from market such as toys, building blocks, dolls, art material, story books etc. ,natural material from environment like pebbles, leaves, clay, materials for manipulative play; raw materials like chart paper, crayons etc.,

3.3: Outdoor Equipment: kinds of equipment like swings, see-saws ; balancing beams; cycles, quality and maintenance

3.4: Summary

3.5 : References

Objectives: You should be able to

- Understand different types of learning materials that can be used in pre-schools.
- To know the broad classification of teaching-learning aids
- To know some of the important learning aids that are commonly used in providing learning experiences to children.

Introduction:

Children learn from their environment which is natural and man made too. Children's natural quality is to explore and learn from their immediate environment. For example, children love to see and read the pictures, books, observe and explore flowers of different fragrance, colours and size; pebbles, seeds, small plants, big trees, fruits, toys etc. Therefore, it is utmost important to the teacher to make children use of the materials and aids in child's environment. On the other hand, the teacher needs to be creative and resourceful to use innovative ideas in using the material so as to promote learning in children. The teacher's part is crucial in organizing different educational activities for the children which is non-negotiable. The teacher therefore needs to know the different types of materials and aids for holistic growth and development of children, and in providing stimulating educational experiences through appropriate selection and use of meaningful, learning materials and aids.

3.1 : Importance of Age and contextually appropriate materials and considerations for selection/development.

There are many different types of teaching & learning materials used by both the facilitator & learner. Most of the materials are found locally and inexpensive while some of the materials are expensive and others can be made by the learners themselves.

What are teaching-learning materials ?

Definition of TLM: Teaching materials are the aids used by the facilitator to help him/ her in facilitating her lesson effectively. Learning materials are the aids used by the learner to help him/ her to learn effectively. Both teaching learning materials can be big or small. This can be both made easily by the facilitator or learner;

Instructional Materials, also known as teaching/ learning materials(TLM) are collection of materials including animate and in animate objects and human & Non- human resources that the teacher may use in teaching learning situations to help achieve desired learning objectives.

Age-appropriate materials : What material is age appropriate for a child is really defined by each individual child. If the child is engaged and interested in it and can use it in a challenging way, then it is considered age- appropriate. Materials that are challenging and interesting are age- appropriate and this is the right material to have.

Age- appropriate materials and learning tools need not be expensive. Ex: sand and water. When children play with age appropriate toys, they help in development of their intelligence in all domains. Good and age related materials give children multiple ways of learning. Ex: blocks can teach geometry, math, shape, counting and more. The learning experiences thus expand over time as the children grow and develops. It is important that children be given open- ended materials to improve their imagination rather than mere entertainment alone .

Developmentally appropriate materials : Developmentally appropriate materials are materials for preschool children that support their developing social skills and interest in adult role, growing imaginations, increasing motor skills and expanding vocabularies. Because children develop at different rates and learn in different styles , choosing developmentally appropriate materials should accommodate differences between individual child's skills, interests and characteristics.

A classroom with developmentally appropriate materials welcomes a child and fits into the classroom but the child should not be made fit into the classroom. The teacher should ensure the safety of the materials that should be free of toxic materials.

Some examples of developmentally appropriate materials for preschool children are Wooden blocks for building, baby dolls, balls of various shapes and sizes, floor puzzles simple games for pre- reading, small comfort items for children with different abilities like bean bags, pull and push toys, squishy balls etc.,

Classroom materials should be culturally relevant too.

What are culturally relevant materials?

Cultural relevance means our choice of materials should reflect the backgrounds , knowledge and experiences of the diverse children in the classroom .In other words the materials that validate and empower children of all racial, ethnic and social backgrounds, the teacher needs to build a bridge between children's home and a preschool that will provide a strong foundation for learning. There are many simple ways to expose children to positive images of people from different backgrounds.

- In the dramatic play, include clothes that are local and contextual. For example the clothes selected in Telangana region would be dhoti for men and saree for women .
- Pictures of men and women are displayed in a variety of jobs such as police, construction worker, teacher, nurse, carpenter etc.,
- Include items that represent the local culture. (food items like raagi, jowar and rice, fabrics , utensils- earthen pots and aluminum vessels if it is rural, cookery sets electric and non- electric, traditional clothing like saree, salwar kameez, dhotis and formal shirt and pant for men.
- In the block area , figurines and dolls that represent local traits need to be included. in the music area local folk music along with contemporary music need to be added.
- The library should be stacked with books relevant to the local context.
- The toys should allow children to work together and enjoy each other's success.
- To engage children's families in setting up the cultural classroom by displaying family photos, family books and sharing their language in the classroom.

Importance & benefits of appropriate toys & materials: Age –appropriate and developmentally appropriate toys encourages and enhances hands –on- learning throughout all developmental domains.

- It makes lessons interesting
- Make learning easy
- Help learning to sustain for longer time
- To enable the facilitator to express intended concepts of the learning effectively.

Socio- Emotional & Creative Development:

Age specific materials engage children in play in groups or in pairs or alone. Children gain self confidence by choosing the materials of their choice and interest. Great equipment encourage children to use their imagination and creativity, and learn to share and be co-operative with others in the group. Materials used for dramatization and for group play fosters creativity, imagination and divergent thinking , emotional outlet, no stage fear and different view of life, imagining a story, creating a new story or creative thinking promotes divergent thinking and self-confidence in children. Ex : Materials like dress up clothes.

Physical development :

Materials like basketball , big balls, which are used in basket ball and football respectively helps in development of large muscles, co-ordination , control and strength. They gain confidence and practice as they manipulate with the materials. As a result, eye-hand co ordination develops and children think how to balance the body, control and development of muscles and develop body awareness.

Cognitive Development : Toys & materials that promotes active learning in children helps them to pursue their own interests and ideas. For ex : children playing with blocks help them learn about geometry , shape, size and colour concepts and balance besides learning about the number concept. Also children learn problem solving as they come to know how things work, and come out with new ideas, gain confidence with their abilities as they manipulate with the materials in the environment, they observe that

some things are same while some are different in size, shape, colour, texture etc, some are patterned while some are plain, and involve in classifying things based on one or more attributes.

Language development:

Books, recordings, pictures charts, help children appreciate words , literature, tries to read the picture and tries to express in a meaningful way. Pretend play objects like doll set, kitchen set, cartoon boxes encourage children to talk with each other. Children also come to know that language is a way & means to communicate with others.

Selection and use of materials & Aids

In the previous unit, you have learnt to define what are developmentally appropriate materials and the benefits of the materials that has been used. This unit deals with the criteria of selecting the materials for their effective use. There are many types of materials and aids available in the market but the quality and the educational value it provides as desired is quite debatable. Therefore, the teacher has to be developmentally appropriate material at the right time in the right place used in the right manner. The materials selected should help learning more concrete , effective, interesting, meaningful and vivid for children.

Early childhood education aims at holistic development of the child in a learning environment which is joyful, child centred, playful and activity based. Early childhood education prepares the child to meet the demands of the primary school curriculum by providing necessary maturational and experimental readiness .We know that as per the theories of Piaget and Vygotsky, children construct knowledge and understanding through the use of materials. According to Kozulin et al. 2003 how and where the materials are placed in the environment influences how children can use those materials .In addition to that experiences with materials shape the development of shared meaning to symbolic cognitive tools such as letters, numbers and words. Manipulative and open-ended materials provide deeper understanding of the concept and also boosts their creativity and increase the higher order cognitive skills. Once the children have developed relationship with materials, they find new ways of using them and make connections relating to the theme in which they were involved. Children experiment, investigate and form hypotheses about the material. Children are amazingly resourceful and creative. For example, children use card board boxes as house, or even a space ship, or a pencil box as a telephone or a vehicle going on roads etc. children do not need expensive toys for the development of the concept but there are guiding principles and helpful processes in selecting age appropriate toys and material to the children Posters are the graphic aids used for instructional purposes for conveying short, quick and important messages.

The following points should be considered while selecting the basic teaching learning material for children

1. While selecting the material, the age and maturity level of the children should be considered
2. Selection of the TLM should be selected according to the size of the group of children in the class and the name of the theme.

Ex: miniature aids/ material is not suitable for a large group of children

3. Because, children develop at different rates, choosing developmentally appropriate material accommodates differences between individual children's skills, interests and characteristics in other words, a classroom stocked with developmentally appropriate materials "fits" the child. The child need not adjust to fit into the classroom. Ex: children with socio- emotional or attention needs benefit from fidgets that help them release energy. Such as pieces of felt, small bean bags , plush toys etc.
4. The materials/ aids should be selected to fulfill the objectives of the lesson
5. Simple aids should be preferred to complicated ones. Simple aids are easy to prepare which children can prepare by themselves. Complicated aids such as functional models & elaborated puzzles may become boring and confusing for the children.
6. The aids/ materials should be colourful and attractive to capture the attention of children
7. Use materials should be contextual to the child's environment
8. The teaching learning material should be accurate and realistic, as far as possible to provide real and first –hand experiences to children.
Ex: a model of grey apple instead of red & green may lose its educational value.
9. The teaching aids should provide variety to break the monotony of classroom teaching.
10. The teaching aids should provide freedom to handle and manipulate.
11. TLM contributes to increased learning and retention of knowledge as they stimulate the senses for sensorial learning.
12. The teaching learning materials should help to promote scientific attitudes in children should be able to know the cause and effect relationship, develop the skill of observation for drawing inferences & conclusions.
13. TLM should encourage classroom interaction, provide for active involvement and participation .Thus, the teaching learning material play an important role in the education/learning of children . Hence it is mandatory for the teacher, to think how the materials in the classroom promote learning in children.

Developmentally appropriate materials include a range of materials/ toys that can accommodate differences between individual children's skills and interests.

Questions:

- Q1) What are the different strategies to make classroom materials culturally relevant? Give few examples.
- Q2) How do you ensure that the materials used in the classroom help us in reaching important learning goals in children?

Types of learning materials and aids:

It must be understood that there is no one instructional material or aid that can meet the educational demands of children. With advanced research and educational technology, a lot of learning material and different types of aids are available. The teacher, therefore in modern times is confronted with the task of appropriate selection and their proper use in the classroom in sustaining interest and learning of the child.

The child loves to manipulate the materials to see, hear, touch, make or do. Therefore, in order to develop focused attention and sustained interest in the children, materials for teaching and learning are most important. The teachers should know the different types of materials that are available.

3.2: Kinds of materials for classroom activities

Introduction:

Children learn from their environment which is natural and man made too. Children's natural quality is to explore and learn from their immediate environment. For example, children love to see and read the pictures, books, observe and explore different flowers - fragrance, colors and size; pebbles, seeds, small plants, big trees, fruits, toys etc. Therefore, it is utmost important to the teacher to Children make use of the materials and aids in child's environment. On the other hand, the teacher needs to be creative and resourceful to use innovative ideas in using the material so as to promote learning in children. The teacher's part is crucial in organizing different educational activities for the children which is non-negotiable. The teacher therefore needs to know the different types of materials and aids for holistic growth and development of children, and in providing stimulating educational experiences through appropriate selection and use of meaningful, learning materials and aids.

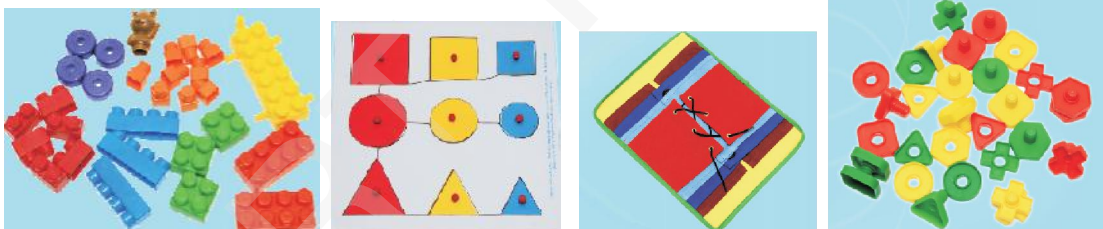
The teaching-learning aids can be broadly categorized as follows:

1) **Teacher made materials** like conversation charts, cards, dolls , puppets like finger, glove/hand puppets, string puppets, sock puppets etc., posters, Rolling TV, Dioramas, models with clay paper sand and light wood etc.,

2) **Processed materials:**

In this category of learning materials, the processed or manufactured materials such as cloth, paper, thermocol, paints, crayons, colors, brushes, scissors, hand tools etc. are included. The material available in the market are in the form of toys, blocks. Preferred playsets is available in the market and are expensive depending on the type of material used.

Materials that can be procured from the market such as dolls, models , blocks of different types like stacking blocks, inter-locking blocks, screws and bolts , pipes and nuts, alphabet blocks, number blocks, etc , outdoor equipment like see- saw slides, merry go round etc., Outdoor materials are quite expensive and need to be maintained periodically. While some materials like dolls models are relatively cheaper.





3) Natural and processed materials and aids:

Natural materials are plants and their products such as flowers, fruits, vegetables, leaves, food grains, nuts, wood, gum, rubber etc.

Animals, insects, birds and their products such as meat, eggs, leather, feathers, honey, wool, silk etc.

Materials such as sand, pebbles, shells, water and planetary objects

Natural materials like locally available material like sand, clay, seeds, pebbles, leaves, water, raw materials like paper, chart papers, crayons etc are utilised to introduce various concepts such as big/small, long/short, gradation, seriation, classification, sequence, patterning concepts etc., The natural and processed materials are available in abundance. Yet, it is the responsibility of the teacher to know the educational value of these materials for providing first hand experiences to the children. The teacher can make use of locally available material to introduce the concepts of sorting, classification and other pre-mathematical concepts. The vocabulary of children and creative art experiences are developed by the use of above materials.

The above Teaching- learning aids can be categorised as follows :

S.No	Category	Examples
1.	Graphic Aids	Charts, posters, pictures, flash cards, maps, books, all types of boards including peg boards, weaving and roller boards.
2.	Three dimensional aids	Models, real objects, specimens, exhibits, dioramas
3.	Activity Aids	Demonstrations, dramatization, roleplay, excursions, field trips.
4.	Audio- visual aids	Radio, recorders, discs, cassettes -slides, filmstrips, transparencies Motion pictures, television, computer

Let us study one by one in detail:

Graphic aids:

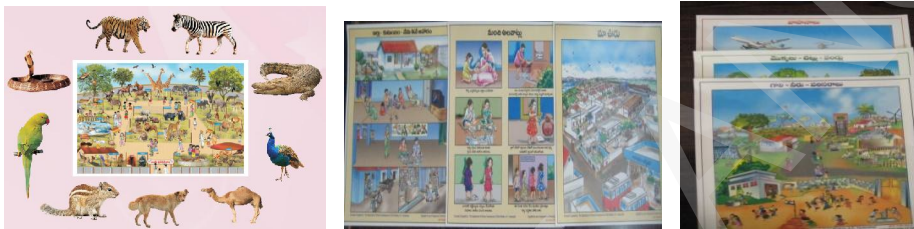
These are illustrative instructional material that includes drawing, pictures, paintings and words. They provide non-verbal visual learning experiences to children, thus creating the link between abstract and concrete ideas. The most frequently used graphic aids in pre-schools are charts, posters, pictures, flashcards etc.

Non-projected two dimensional:

Here the TLM is in the form of image or picture. For example, black board writing and drawing charts, pictures, maps, diagrams, graphs, photographs, cartoons, comic strips etc.

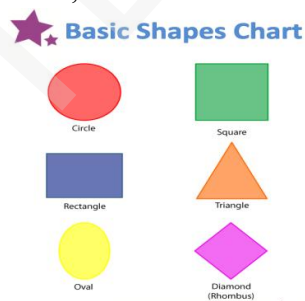
- a. **Charts:** They are graphic teaching material used for displaying pictures, graphs, diagrams, numbers, letters and other concepts. They are used for presenting subject matter symbolically and for making abstract ideas clearer through visuals. They help in stimulating the thinking process in children and in motivating them to learn.

Example: Conversation can be extended through the use of conversation charts relating to the theme which motivates the children to express verbally and enables them to think and answer.



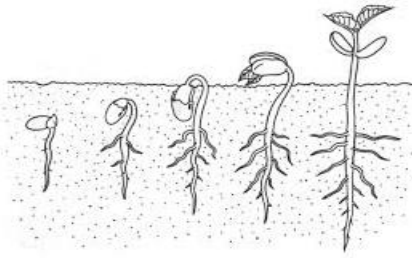
There are four main types of charts:

1. **Tabulation charts** helps in presenting or listing the break down of a fact or a statement. They are also used for showing points of comparison, distinction and contrast between two or more things.

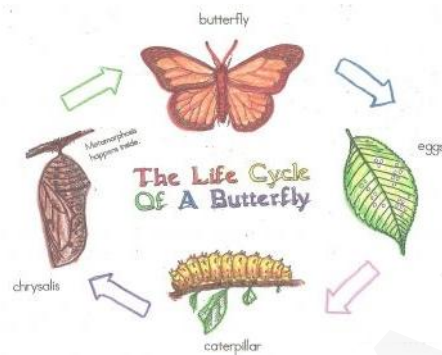


2. **Narrative charts** are useful in expressing the events in a process. For example, germination of seeds.

Germination of seeds

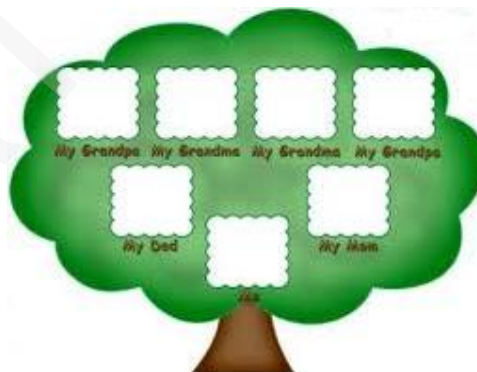


3.Chain Charts: A circular or semi circular presentation of facts and ideas for expressing events and processes are called “ Chain Charts”.Ex: Water cycle, Life cycle of butterfly.



4.Stream Charts: It is also a graphic aid which shows the main thought or concept in the form of a main river giving rise to tributaries representing secondary ideas and concepts. It is a pictorial representation of an abstract idea. Which can be easily drawn by the teacher? Ex: How a post card/ letter is being delivered pictures.

5.Tree Chart : This is an effective way of showing the development or growth from a single source. A chart showing several branches shooting from the trunk represent the main idea emerging from the main trunk which the branches represent the various developments related to the main idea.



6.Maps: Maps are commonly used aids in schools its use for pre-school is limited.

Pictures: It is most commonly used graphic aids. They include photographs, paintings, illustrations and clippings. Pictures are inexpensive, ready to use and are highly effective in developing vocabulary, language and communication.

Posters are generally used by teachers for introducing or reviewing a topic. Posters are commercially available in the market. However, they can be made by the teachers with the help of children on specific theme related concepts. A poster should be simple, attractive and colourful and convey the message dramatically. Good posters in a classroom can be inspiring. They should be displayed prominently in the classroom.

Ex: A poster on good habits, balanced diet etc motivate the children to right behaviour



Flashcards:

Flash cards are small cards usually 25 cms x 30 cms size are used for sending across a message or impart an idea very briefly. They are useful in a classroom for learning new concepts, for drilling and practice as well as for recapitulation. Flash cards could be used along with the other aids to make the lesson effective. A series of specially designed flash cards can be used for playing educational games and develop the cognitive abilities of recognition and recall in children.

Ex: A story can be shown in flash cards where the important events are shown in a sequence.



BOARDS

Boards are two dimensional graphic aids most commonly used in a class room. The different types of boards are as follows:-

i. Black Board or Chalk Board

1. The Black board is an essential aid for learning and is probably the most widely used visual aid. It is an important asset to the teacher and is an inexpensive learning and instructional aid. The black board provides a lot of scope for creative expression. It is used for illustrating concepts and ideas to children and help them to visualize abstract ideas and statements. Children's interest can be

stimulated by writing and drawing on the black board. It is also used for practice work as the writing and drawing on it can be easily erased and started afresh .Fixed blackboard, black board on stand, roller blackboard, easel board, flannel board, magnetic board are different types of boards that are used as per the needs of the teacher and children.

Three dimensional aids : let us now learn about the three dimensional aids. As the name itself suggests, the aids has all the three dimensions i.e. height, width, and depth. The three dimensional aids are also called the non-projected aids. The three dimensional aids are real and provide first hand experiences to children and impart a sense of reality to learning. Some of the non-projected three dimensional aids are models, objects, specimens, exhibits and dioramas.

1. Models

A model is a true representation of a real thing. The three dimensions i.e. the height, width and depth are felt as a reality. Hence models provide a clear understanding of the real object which is not possible with two dimensional diagrams and charts. The small models of big things and big models of small things can make complex things easy to understand and bring reality within the walls of the classroom

Ex.-model of a well, a hand pump, types of houses, models of animals, vehicles, a Balance, model of a stethoscope etc. are all effective in teaching the concepts . Models are easy to make and convenient to handle. There are different types of models such as solid models ,cross sectional models, Working models and sand models.



Models

Objects and specimens

Objects and specimens are the real things which are used for instructional purposes. They impart direct learning experiences to children leading to acquisition of permanent knowledge. The real objects such as the fruits, vegetables, pet animals and insects brought in a class can be more interesting and exciting for children than the pictures and models which makes learning joyful and exciting. Sometimes when objects are too huge or difficult to bring to the classroom, a part of it can be brought as a specimen eg. a part of a huge rock, a part of a big

branch of tree etc. Specimens found in nature can be collected by children when they go out on nature walk or field trips. Some of the specimens that can be collected by children are wild flowers, leaves, shells, butterflies, insects, plants, seeds, snails etc.

3. Exhibits

Exhibits are objects on display. Exhibits are often used for imparting information and knowledge and for promoting aesthetic appreciation and pleasure both in children and adults. The work done by the children are often displayed as exhibits at the school functions which provide an excellent learning experience to children. It is also a good opportunity for the parents and community to see and feel proud of their wards' abilities and talent. Therefore, Exhibitions should be organized regularly in a preschool on various themes such as environmental studies, language, art and handicrafts, books etc. Exhibitions foster creativity among children and give them a sense of accomplishment and achievement. They also foster better school - community relations.

4. Dioramas

A diorama is a three dimensional arrangement of objects, models and cut outs to depict a theme or a concept. The objects and models are arranged in a big box and its background is painted according to the theme. The box is covered with a glass cover or a transparent sheet of paper or cello phane to view the inside scene clearly. Some of the scenes that can be shown through dioramas are – a harvest scene, a market scene, a railway station, a forest, a zoo etc. Thus a diorama can bring small portions of the outside real world into the classroom.

The dioramas which exhibit live specimens are of great educational value and are called vivariums. There are different types of vivariums such as: i. Aquarium – for the display of aquatic plants and animals. ii. Terrarium – for the display of soil, ferns, moss and small land animals and insects. iii. Avarium – for showing birds in their habitat. iv. Herbarium – display of pressed and dried herbs.

Check your Progress

Note: 1. Write your answers in the given spaces and compare your answers with those given at the end of this unit.

2. List the different kinds of boards.

3. What is the advantage of having Dioramas in the classroom?

ACTIVITY AIDS

Children learn through activities. There are certain activities in which children participate to get a hands – on experience or a first hand experience such activities are of high educational value and can be enumerated as follows:-

- i. Field trips
- ii. Demonstrations
- iii. Experiments
- iv. Dramatization
- v. Puppetry

Field Trips

A field trip is a planned , purposeful and supervised visit of a group of children outside the preschool to get the first hand educational experience. Outside classroom experiences like field trips provide direct experiences and promotes skills such as observation, exploration investigation reasoning etc. Field trips therefore provide direct contact with objects, processes and systems of real life related to the textual material of class room instructions and hence learning is permanent and long lasting. They also build up positive attitudes and social skills in children. Field trips need to be planned thoroughly for making them meaningful. Some of the places for making field visits for preschoolers are farms, gardens, zoo, poultry & hatchery, milk dairy, biscuit factory, post office, railway station, market etc.

Demonstrations

Demonstrations are useful educational activities to show ‘how’ processes are actually done or performed ex. demonstration of exercises, science experiences like things that float and sink, some things melt in water (sugar, salt), magnet, lens, multiple reflections in a mirror, demonstration of good habits like how to take a bath using dolls, putting waste and dirt in the dustbin and origami etc., . When teacher demonstrates, children learn through observation and imitation and understand how things are actually done, how things work and how systems operate. Hence demonstrations are helpful to children for acquiring and perfecting operational skills.They also capture the attention of children and encourage their participation through sensorial learning by their active involvement.

Experiments

An experiment is a valuable learning activity where children collect and interpret observation and reach logical conclusions. Experiments encourage children for **learning by doing** and provide first hand experience. Experimentations also promote logical thinking and reasoning in children and establish cause and effect relationships. Experiments also provide for the manipulation of material and instruments and promote group activity. Scientific attitudes are developed in children through the elements of investigation, discovery and finding out. Some of the experiments that can be planned for preschool children are germination of a seed, plants need sunlight and water to grow , feeding of birds and animals, evaporation of water etc.

Dramatization

Dramatization makes teaching- learning lively, interesting and enjoyable. In dramatization, children can be involved both as spectators and as participants as they love to act and show off. They develop social skills and interpersonal relations such as cooperation, coordination and discipline. Dramatization also promotes emotional development where the children express themselves verbally in the form of dialogues, or through actions. It also develops creativity, sensitivity and alertness in children

apart from developing their language skills. Teachers together with children can dramatize stories, plays distinct characters such as police, doctor, or a teacher.

Puppetry

Puppetry is an educational cum entertaining activity, in which puppets are used as characters to depict a story or a plot. A puppet is a doll dressed as a character and the puppeteer or the performer manipulates the puppets to give the desired effect to his dramatization. A puppet show can be an effective learning activity for developing language, social skills and aesthetic values in children. Puppet shows are accompanied with short dialogues and music to make them interesting, lively, enjoyable and easy to comprehend. Some of the different kinds of puppets are:

a. String puppets or marionettes: These are puppets with hinged body parts which are controlled by nine strings, running through screw eyes. Pulling of these strings produces the required movements in the puppets. These type of puppets are mostly used to address parents and community in parent education programmes and community mobilisation programmes so as to bring awareness in their attitude.

b. Stick puppets: These are the painted cardboard cut outs attached to sticks. The actions of these puppets are manipulated by the teacher behind a screen so that only puppets are visible to the children. ex:stick puppets of vegetables, fruits, animals or some pictures can be used during conversation with children.



Stick puppets

c. Shadow puppets: Picture outlines of cardboard when used against a light background produce shadows. The motion of these shadows can be seen on a white screen.

d. Finger, glove or hand puppets: Round balls, thread reels, egg shells, gloves, socks etc. can be painted as heads and attached to colourful costumes. These can be worn on fingers or hand which operate their movements. Finger puppets can be used during story time with children.



Finger puppet

Glove puppet

Audio visual material : We shall now study the audio, visual and audio- visual aids that are commonly used in a preschool. Audio visual aids are those aids that make use of learning through the senses of sight (visual) and hearing (aural). Educational technology has put at our service a wide range of audio visual aids for instructional purposes.

Categories	of	Audio-visual	aids
I. Auditory aids (aural)	–	Radio, cassette player, recorder, disc and cassettes.	
II. Visual aids (still)	–	Slides, film strips, projected aids)	transparencies.
III. Audio visual aids (projected aids) – computer	–	Motion pictures, television	

I. AUDITORY AIDS

Some of the aural aids and equipment of sound recording, and reception are the radio, tape and cassette players and tape recorders. They are extremely useful for learning language, environment music and rhymes by children. The auditory aids are easily available and affordable yet somewhat expensive. ex : Teachers can make children listen to the sounds of animals, birds, and vehicles etc, rhymes , music for rhythmic movements.etc

II. VISUAL AIDS OR STILL PROJECTED AIDS

As the name suggests, these aids impart information through the sense of sight. Slides, film strips and transparencies can be projected on a screen to supplement teaching. These aids are very useful as a lot of soft ware is available for use in schools. But these aids are expensive to use as many preschools do not have the required equipment for their projections. A slide is a still transparency which is optically enlarged and projected on a screen through a slide and film-strip projector or an overhead projector to give the real image. On the other hand, a film strip is a series of sequenced slides on a piece of film conveying a lot of information.

III. AUDIO-VISUAL AIDS OR PROJECTED AIDS

These aids make use of both sight and hearing. They are visual and aural aids such as:

i. Motion pictures

A motion picture film carries optically recorded visual information and sound. For classroom teaching, 8 mm or 16 mm film projectors are used for showing motion films on screen. This is an expensive commercial teaching aid and the average preschools cannot afford. Though motion pictures provide an effective sensory experience and sustain the interest and attention of children this is . They break the monotony of routine teaching. This is a powerful media of mass communication addressing parents and community awareness programmes.

Television

The television has now become an important aid of mass education. A television can bring the outside experiences into classroom. It is also called the electronic chalk board but expensive. Not all schools can afford to buy a television.

Computers

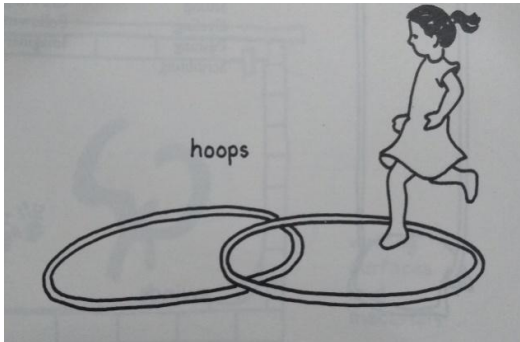
Computers and computer aided devices are finding more and more classroom application. A computer is an electronic equipment which can store information and data which can be retrieved from it as and when required. Computer can be used in a class room for display of information and for the evaluation of children. It is an excellent teaching-learning aid. However, its use is restricted to only elite schools in view of the cost and the training required to use the computer effectively.

3.3 :Outdoor equipment :

Out door play improves physical development. Physical skills are important for growth, physical coordination and movement and control of the body .During outdoor play children increase their ability to balance, jump, climb, throw run and skip. kinds of equipment like swings, see-saws; balancing beams; cycles etc

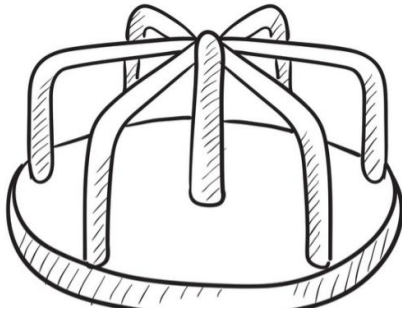
Quality and maintenance of equipment : The word “equipment” refers to those things that are bulky and expensive and do not need to be replaced frequently. Outdoor play equipment includes swings, slides, see-saw, merry go- round, tunnels to pass through, balancing beams, cycles and tri-cycles.; kitchen equipment such as utensils for cooking, serving and cleaning .desirable outdoor play equipment for gross motor development also includes.

Basket ball



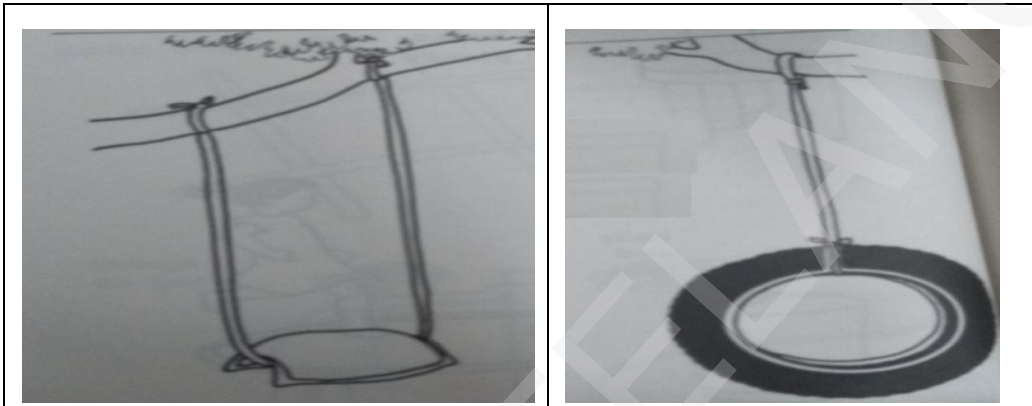
Merry-go-round

- Climbing frames,
- Large pipes for crawling,
- Nets and rope ladders
- Carts, barrows, push-pull toys
- baskets, buckets, pots, boxes, cartons
- Balls
- Tyres, hoops, rope etc
- Jungle Gyms for toddlers
- Sandpit play equipment

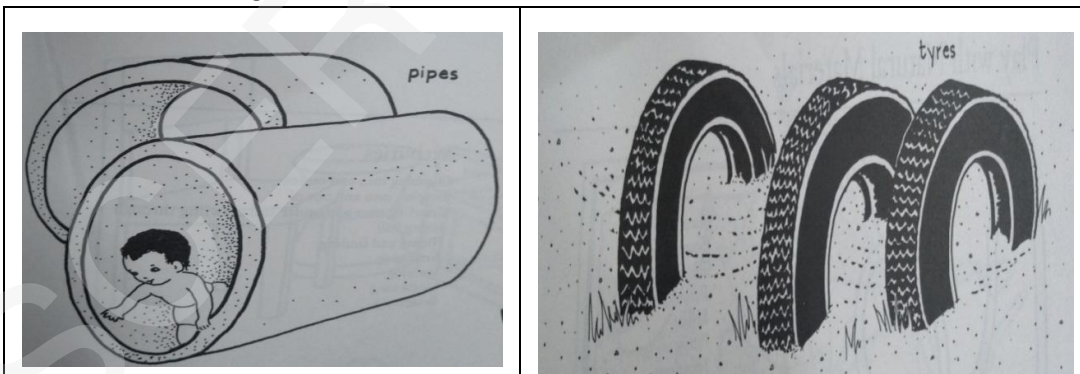


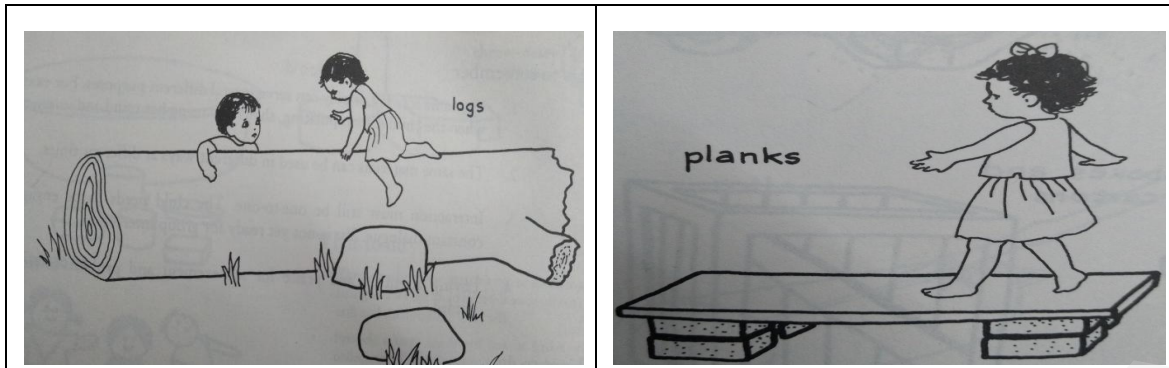
Swings : There are various types of swings of which the simplest is to suspend a thick , double length of rope from the branch of a tree or from a beam across a room or a court yard. The seat can be made out of an discarded cycle seat or a motor cycle /scooter tyre or even a thick piece of bamboo or wooden plank , a cushion or old pillow.

Swings

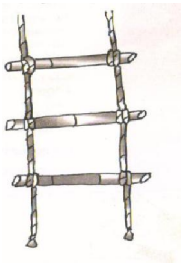


Climbing or crawling equipment: A set of wooden boxes is excellent for climbing, jumping crawling and other activities. Tins, drums, buckets of different sizes that are placed in a line are used as alternatives. By placing a wooden plank across two bricks /flower pots /tins that act as support, one can build two or three steps for climbing and jumping. Older children can easily climb low level branches of a tree, walls ,poles or rope ladders .For crawling, large card boards, tyres partially buried in the ground can be used for crawling.

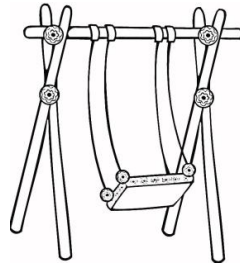




Rope ladder : A rope ladder can be made easily by a thick piece of long rope. It can be suspended from a branch of a tree/beam so that the two ends touch the ground to make steps, small pieces of bamboo / wooden planks can be used. More steps can be added when children gain confidence and can climb easily and safely.



Rope ladder



Swing



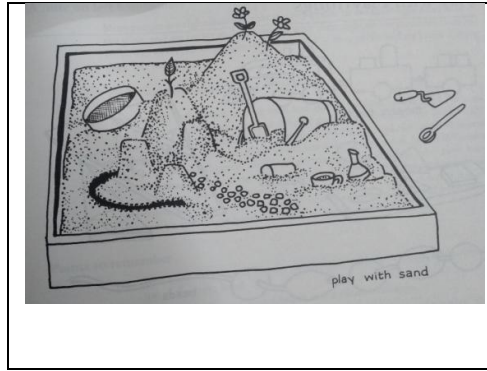
Slide

Building materials : Children enjoy building their own constructive materials such as houses, tunnels, temples, mountains, trains and trucks. We often see children playing under the tables, under the cots acting as tunnels, using block as truck or aeroplane .All one has to do is to provide simple items as wooden boxes, cartons, buckets, plastic containers bricks and flower pots or blocks.

Sensory play : Water : children are made to learn to fill a large plastic container with small buckets, mugs or jugs. Children learn to pour, fill, splash, and float with different things.

Sand : this can be kept in an enclosed area to form a sand pit. To enclose the border can be built with bricks, stones or low earthen wall can be built .Children play in sand with different materials like containers, spades, rakes and different shapes, cups, spoons, sieves, measuring jars, kitchen utensils, wooden toys, buckets and mugs, funnels, plastic tubes, corks can be used for moulds.

Sandpit



Clay work : Large earthen pots for storage

Clay

Wooden boards for working

Tools like sticks, child- friendly blunt knives

Children manipulate with clay to make different creations. Encourage the child to name and describe his work . The child attains a sense of accomplishment and self- confidence in order to produce more creations.

How to maintain the play equipment and play ground ?

Every preschool should review maintenance tips for school playgrounds with the staff regularly. In order to ensure that children stay safe and are able to continue playing, proper maintenance of the play equipment and the surrounding area is important.

Assigning Personnel for maintenance :

- ✚ The school management should be clear in assigning a person who will be checking for issues and doing the maintenance. The management should ensure that the persons assigned for the job of maintenance have proper training and knowledge of how to keep up the playground equipment.
- ✚ **Equipment installed and inspected by a certified professional.:** The outdoor play equipment should get attested to the safety of each piece of equipment by certified professionals .
- ✚ There should be enough space around each piece of equipment and ensure that it is installed correctly.
- ✚ Let the professionals check whether current safety standards are met and attention be paid to the surfacing in particular which tends to need replacement/ maintenance.
- ✚ **Installing a protective barrier:** The playground equipment is meant for the children and ensure that no one is using the equipment off hours and causing damage. Installing fence, gate and other protective barriers like alarm system helps to reduce maintenance, tasks related to vandalism and incorrect use of the playground.
- ✚ **Recording schedules of visual inspections:** The playground and the equipment should be inspected often and recorded. The supervisor or the monitoring officer whoever visits need to sign so that one can see when inspection took place.
- ✚ **Setting up system for reports :** Do parents, teachers know how and where and what to report any problems pertaining to play equipment ? There should be a central system to collect the information so that the problem can be fixed so that playground is closed until repairs are attended.

- ✚ **Reading the manual** :The concerned supervisor need to check the instruction and maintenance manual that come along with the equipment. This helps to understand exactly what maintenance should be performing in the right time.
- ✚ **Installing shades structures** :canopies and shade structures reduces the ultra violet rays damage , fading out the colours thus prolonging the investment last longer.
- ✚ **To understand local weather** :the equipment should be protected from excessive heat of the sun and also from wet weather to keep everyone safe from slippery.

The supervisor should ensure that all equipment is up to basic safety standards to minimise the possibility of children harming themselves while playing. It is to ensure that it does not pose a risk of children getting trapped or harmed and to stay current on new playground safety requirements. It is also to check and identify potentially dangerous equipment issues like sharp edges and improperly secured moving parts that could hurt or entangle children. One should evaluate equipment and make decisions based on the type of structure and materials used. Wooden equipment should be inspected rot and splinters metal equipment for rust, plastic for any cracks and breakage. Swings, chains and seats or any moving parts require special attention due to possible risks

3.4 Summary: The preschool children should learn easily, effectively and with enjoyment. This definitely poses a tough challenge before the teachers which can be addressed through the use of teaching materials and aids. The child is surrounded by variety of natural and processed material at his/her disposal which should be used extensively by the teacher. Henceforth the teacher should know the different types of materials and aids and use of the right material at the right time. The teacher should select the materials appropriately to their development and at the same time it should be attractive enough to sustain the interest of the child. The teacher should know the classification of the aids as graphical two- and three dimensional aids activity and audio-visual aids. Most of the teachers do not give importance to the above and as such unaware of the educational value of the aids to make more meaningful and interesting to the children. Hence the above unit provides with valuable information on various types of aids and their role in providing learning experiences to children.

The outdoor equipment can be planned even with the locally available material. The procured material should be maintained for children's safety .

It is now understood that in preschool education, aids help in making both teaching- and learning effective and easy and long lasting . The materials provide sensorial experiences thus making learning permanent and enjoyable.

3.5: Unit End QUESTIONS :

- 1)What is the criteria in the selection and use of teaching- learning aids?
- 2)What are Audio-visual aids? How do you classify them in different categories?

Explain any two with examples.

- 3)Plan any one activity with finger puppets and explain it with example.
- 4)What are the materials you choose when you conduct a language fair in you preschool?

Unit 4 : Maintenance of Records in ECE settings, Nature periodicity of Updating and importance.

4.0 Introduction

The records and Registers are maintained in the preschool / ECE centres as a part and basis for administration. The purpose of school registers and records is to better organise record keeping and ensure that there is an efficient system for keeping and passing on information to the parents or to any other institution when the child get transferred. The Records and Registers maintained during the children stay at Early Childhood Education Centre will be helpful as the child learns at the pre-school when he or she joins the primary school, these records may be passed on to the primary school teacher. The detailed information about the child will be handed over to the primary school teacher or to the institution where the child joins , which help them(primary school teacher) to get a picture of the whole and work with the child better., to know the child's holistic development. Systematic recording of the children helps in early identification of any delay/ gifted or above average etc in developmental milestones. So that the needed enriched / referral services and therapeutic treatment can be provided..

This unit will give information to student teacher/ teacher to understand about

- Nature of records and registers maintained in Early Childhood Education centres
- Content and format of records
- Techniques of collecting information
- Need for maintaining the registers and records in preschools.

Objectives:

By the end of this unit the student teacher will be able to

- Develop knowledge and understanding about the need and importance of records and registers to be maintained in the ECE centre//preschool
- Develop skills of maintaining the various records and registers.
- Understand the use of records and registers in assessing and identify the progress of children at intervals.
- Use of the Records and registers to communicate/share with the parents about their children's achievement.

The need for maintaining of Records and Registers in an ECE centre.

The main purpose of keeping records of the children is that these records help the teacher to understand the child better.

To understand the individual differences and to give individual guidance, the teacher has to know each child's family background, home environment, development history, health records of the child and his needs, abilities and problems (if he has any).She collects most of this information from the parents. She then supplements it with her own observations of the child and his family. Such information helps the

teacher to perceive the whole child; his day-to-day behaviour which becomes more meaningful to her and she is thus able to identify developmental levels of the child. On the basis of her observations she plans to provide such experiences that supports the child for his optimum development. For instance, if the teacher finds that a particular child still prefers to indulge in solitary play and has not yet made friends, she gives him such experiences, where in the child is encouraged to participate in more and more of group activities. A regular recording of a child's development helps her to assess the child's rate of development better. The teacher observes regularly and develop observation notes about a particular child,, this gives information and makes a note of the progress, the learning and achievement levels d the children.. At times, it may happen that the teacher finds that instead of showing progress, the child actually regresses in certain aspects. Then the teacher will have to find out the reasons for it and take steps to overcome the set-back. In assessing the child's rate of development the teacher views the child's growth and development in terms of three relationships:

- with his own capacity and previous growth
- with the school group, of which he is a member and
- with the children in general of his own age-group.

Note: All the records and registers maintained in the school / centre are the property of the school /centre and not to be removed from the/school or centre.

Child's profiles and developmental records and other files are to be kept in the school as and when conducted meetings with the parents / community members share with them and to be sent to the new school or centre when child get transferred or admitted to another school/ centre.

Records and registers maintained in Early Childhood Education centres are of two types:

Maintenance & Administrative Records

4.1 Admission / Enrolment forms/ registers:

4.1.1 Admission Register:

Admission register is maintained to record the details of all children at the time of admission in the preschool /school. The names of the children are entered serially day wise, as and when they are admitted continuously. The details entered in the Admission register are

- child's name in full,
- Names of both the parents-mother and father or guardian
- occupation,
- income, annual and monthly income,
- cast,
- religion,
- residential addresses,
- child's date of birth and age at the time of admission, nationality
- place of birth,
- Native place
- Date of admission.

The names of newly admitted children should be written continually after the name of the discontinued children, without omitting any of them. Admission Register includes the dates of leaving the centre / Duration of the child's stay in the centre.....etc.

The details of information to be entered and the format in the admission register are given in the ANNEXURE 4.1.1

4.1.2 Enrolment form:

Enrolment or Application for admission:

Enrolment form is filled by parents or guardian at the time of admission of the child in ECE Centre/preschool / School .The enrolment form is with the details of the child., including

- Name of the child
- Name of the parents / Guardian
- Date of birth ... Month...year
- Name of school attended previously, if attended
- Details of any accidents, incidents happened in the family for the child or family members...
- Child's likes and dislikes
- Food habits
- Allergy towards.....
- Toilet habits ..can express / not

This form is filed by parents and stamped by the school authorities and filed and recorded in the office.

4.2 Child's background information and personal data form/ Child Track Record

Early childhood education is not about teaching; it's about exploration and learning, and observations play an important role in meeting the developmental needs of your young learners.

Most child care providers understand the role of observation in early childhood education. But do they understand why it's important?

And more importantly, do they have the best systems and techniques in place to accurately assess toddler development?

Early childhood education is not about teaching; it's about exploration and learning, and observations play an important role in meeting the developmental needs of your young learners.

Observation is often seen as one of the most simple, yet effective methods of assessing young children as they develop. For a child care provider or early childhood educator, observing a child begins with noting how each child behaves, learns, reacts to new situations and interacts with others. Later, you reflect on this information and determine how it can help you improve your classroom to meet the needs of your young learners.

What Is Observation in Early Childhood Education?

Observation in ECE is the process of tracking student behaviour over time. By creating detailed documentation, educators are able to notice patterns and assess how each child is developing.

Why Do We Observe Children's Development?

Observing the children in your care can help you to better understand the strengths and weakness of each individual child. Your observations can then guide your programming and help you make adjustments to your care environment to improve a child's behaviour and facilitate learning.

Regular observation and careful analysis of a child's behaviour and personality traits can also help you build a stronger relationship with each child and connect with them in a more meaningful way.

Tracking Progress

Once you start observation in an early childhood education setting, you'll be able to monitor the progress of each child's development over time.

Some of the most important skill categories to observe children's' development and track important changes include:

- Cognitive
- Social
- Physical
- Emotional
- Language

You may have additional areas you wish to monitor based on each child's strengths and weaknesses as well. The more tracking you do, the better your observations will be during your analysis later.

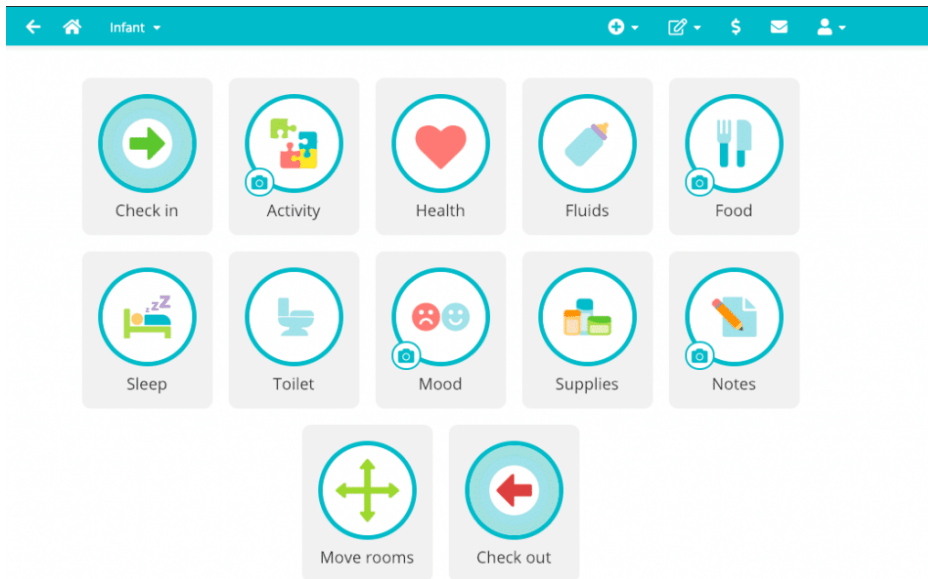
How Do You Assess and Record Children's Progress?

To track a child's development through observations, you need to have a proper system in place to make your documentations.

Traditionally, this has been done on paper daily sheets. The challenge is that early childhood educators are very busy throughout the day, and end up filling these out at the end of the day based on memory. This result in reports being incomplete or, inaccurate or sometimes the information may be missing.

Many centers are switching over to digital child care observation apps to help with their documentation. Throughout the day, teachers add observations in just a few taps for each child in their care.

- These child care apps are mainly designed to keep records of each and every department of your care unit. It includes the payroll details of the employers, daily activities of the children, their parent's details record, and much more. on top of that, it provides a free unlimited storage of data with full privacy and security certified. One can install this software in their care unit system for an easy and smooth running of their business.



Example of choosing a category to record an observation.

These observations will then go into the child’s file, which will be tracked over time in order to make meaningful observations over time.

Identifying Issues

By understanding the individual progress of each child through systematic observation, you may discover that a certain child is struggling or falling behind in one or more areas of development. Your recorded observations and regular reflection can help you to more quickly identify and address these learning issues to make improvements.



The following table is an example to consolidate the observations noted (refer to 4.3.1. observational record) in the Observation record which is maintained by the teacher at regular period i.e. once a week but basing on daily observations. The indicator column refers to developmental indicators in the different developmental domains.

Date	Skill	Age	Assessment	indicators	Notes
	Expression of Feeling		Developing		Raju and sita working together to create some beautiful art work
	Self Regulation		Achieved		Sita had a great time today making and learning about different sounds.
	Sense of self		Mastered		Raju is tracing letters in tracing his name.
	Sense of self		Mastered		Raju along with two others got along really with three of them played together.

The detailed data on hand also makes it easier to guide discussions with parents about these struggles and can help one to set future goals for the child. Detailed documentation will provide evidence of when certain issues occur, as well as how often they occur.

Better Assessment

While traditional testing gives you a snapshot of how a child is performing at a certain point in time, observation in early childhood education settings allows you to get a more accurate reading on a child's true developmental progress.

Testing is not the most reliable method of measuring skill as there are many factors that can affect a child's performance at any particular time. Tiredness, hunger, boredom and many other feelings can impact whether or not a child will demonstrate the skills they have learned at the time of assessment. However, your recorded observations can show a much more accurate picture of a child's performance in the most important developmental areas.

Child Observation Planning Tools

When deciding how to record your observations, make sure you choose something that will enable you to make detailed and accurate reports that you will *actually* use.

Daily Sheets

Daily sheets are paper records that teachers use to note observations on each child throughout the day.

While many educators swear by daily sheets, the challenge with paperwork for early childhood educators is that they are often too busy caring for children throughout the day to make observations. This can result in incomplete and inaccurate reporting. Plus, making observations over time is difficult because you will need to manually go through all of your previous reports and make calculations on your own.

Child Care Apps

A child care app allows you to make observations just like a paper daily sheet, only this is done on a digital device like a smart phone or tablet. Recording observations can be done in just a few taps, which

makes it easier to do in the moment. Plus, you can even supplement these observations with pictures, which gives parents a much better representation of what was happening when the observation was made.

How to Effectively Track Health Info At Preschool

Important Preschool Health Records

Did you know that toddlers put their hands and objects into their mouths an average of 40 times per hour?

Sometimes, it can be difficult to identify whether a child is sniffing because they have a common cold, or if it is an allergic reaction to something in their environment. It is difficult for teachers to come to a proper conclusion on a child's health (and they really shouldn't!) without the input of parents and their paediatricians.

Up-to-date health records are an important part of a child's personal records at your child care center. Administrators and teachers need to be aligned on this not only because it is required by law, but because it gives parents peace of mind knowing that the children's health is a priority at your center.

In this unit the best practices for record-keeping and health-related documentation These steps will contribute to ensuring that your center has all its bases covered when it comes to health and safety.

Child Care Health Policy

Having a consistent way to communicate and track each child's health at your Early childhood centre is crucial to get parents, teachers, and Paediatricians on the same page. Centres with a clear health policy can avoid a difficult situation where a parent is accusing your centre of causing their child's illness.

Enforcing a health policy helps to create a safe environment for all children. While each center is different, here are some things to include in your policy:

- Immunization records from an approved health professional
- Non-emergency accident documentation procedure
- Notes on allergies
- Daily health documentation
- Exclusion policy for certain health conditions
- Infection control and hygiene procedures
- Closures in the event of a pandemic

Making sure that parents are aware of when a child needs to stay at home is key to avoid the spread of illnesses at your center.

Clear Parent Communication

Parents will naturally be concerned when their child is ill. The first few months of attending preschool is usually the most challenging for families. The reason for this is simple. When young children come into a

preschool setting, they are exposed to a new environment, new kids and new activities. Getting sick is a very natural part of developing the immune system of a young child.

Despite understanding why their child is sick, the experience can still be a pretty anxious one for parents. The rise in frequency of sickness can be alarming if not documented and communicated properly.

Daily documentation of any abnormal reactions is necessary to keep tabs on a child's health. Building strong relationships with families can greatly minimize the stress involved! Teachers should be vigilant in logging reactions as they may come in handy when a family is working with a paediatrician to diagnose an allergy.

Best Practices for Child Care Health Reports

Every single child that is enrolled with the centre should have a profile that indicates all the important information on that child. Health notes should be easily accessible in one place. This is so that every teacher has access to this information and there will be minimal confusion when it comes to things like dietary restrictions or exclusions from certain activities.

There are four things to keep track of when it comes to a child's health: immunization records, known allergies, ongoing health notes, accidents and injuries. Let's consider each component as they are slightly different from each other.

Immunization Records

Most states require child care centres to keep track of the children's immunization records and schedules. That said, the requirements may be different depending on which state you are in. Once you have this information, working with parents during the enrolment process to gather all the necessary documentation for their child's personal profile is a pre-requisite.

Some examples of key vaccinations that states require children to have are:

- Diphtheria/Tetanus/Pertussis (DTaP/DTP/DT/Td/Tdap)
- Polio
- Measles, Mumps, and Rubella (MMR)
- Hepatitis A and B
- Varicella
- VitaminA

These schedules are dependent on the child's birth date and determined by the pediatrician and families. Depending on when the child enrolled are your centre, you should have a way to keep track of past vaccinations, future due dates and when you will need to update these records.

A child care app allows you to compile all this information in one place so that an overview of the necessary documents help in building your own schedule at the centre.

Known Allergies

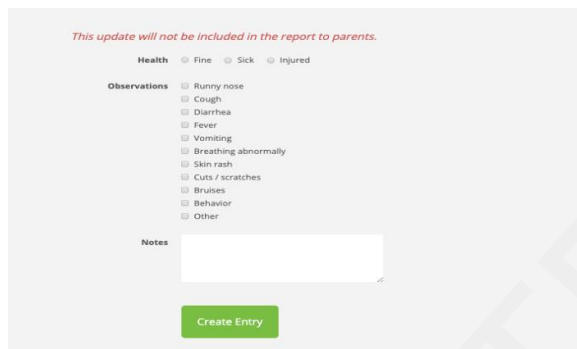
A child's experience in child care can be key to uncovering allergies. Allergies vary from child to child and come in a variety of forms and severity. They can be seasonal, respiratory, food-related, skin-related or even a one-off occurrence like a bee sting. These are important to keep track of to avoid unnecessary complications. Teachers should be vigilant in observing the child's reaction and work closely with families if they suspect any allergies.

Documenting these observations on the daily will give both teacher and parents enough of evidence to have a more in-depth conversation with the child's pediatrician.

Ongoing Health Documentation

In child care, there are many transitions where teachers work with a group in different shifts. Besides clear external communications with families, teachers need to have clear internal communications with each other.

If a child was not feeling well halfway through the day, it is key that the next teacher be informed so that they can keep an eye on the child. A good way to ensure that the message is delivered is to log it in a "Health" memo. The teacher should handover the status of the child by uploading the information and handing over to the next teacher in duty to avoid confusion.



This update will not be included in the report to parents.

Health Fine Sick Injured

Observations Runny nose
 Cough
 Diarrhea
 Fever
 Vomiting
 Breathing abnormally
 Skin rash
 Cuts / scratches
 Bruises
 Behavior
 Other

Notes

Create Entry

Some apps have a specific Health section that facilitates this internal communication. With all the things that teachers have to pay attention to during busy transitions, it's good to have a place to refer to.

Accidents and Injuries

Young children play actively and accidents are unavoidable. You should have a clear process for logging accidents and injuries so that there is no ambiguity in what happened. Make sure that parents are clear on what happened if their child is hurt. Logging this as part of the child's daily report and sending parents an incident form is a good way to keep everyone in the know.

Conclusion

Tracking health and safety is a very important part of running a quality child care and building a trusting relationship with the families that you work with.

Day care recordkeeping of the child, parent and family information can be managed and printed forms like roll call sheets, sign-in sheets, and class rosters with the help of the mouse. Tracking of parent and child information, handle day care scheduling, tracking immunization history, run classroom reports and tracking bus run assignments for a preschool and day care allows for quick access to assess the child's developmental progress in all domains, health and immunization record, classroom observations, bus track record ensures safety, health and development and to assess age-specific skills tracking of the child by one click. This helps for quick coordination and comprehensive assessment of the child's details with the family and with the pediatrician.

4.3 Child Assessment Form/Portfolio/Report card/for communication to parents, Child's diary

4.3.1 Child Assessment.

Assessment is a process of collecting / gathering information about childrens' achievement levels in order to guide and support to the child for further development informing and interacting with parents about the child's development.

Observation Record:

Child assessment is conducted continuously by using different evaluation techniques. Observation is one of the main important technique to be used by the teacher to observe the child's progress in the classroom and outside the classroom while the child participating in the classroom transaction process. The observations made by the teacher are to be recorded in a record for all the children. The cumulative progress of the each child is recorded in the observation record basing on developmental indicators pertaining to different areas of development along with learning approaches of the individual child. Observations are to be noted once in a week, by the teacher after observing the child's performance /participation level for a minimum one week. Again after another week the observation are noted... This continues. for all the children against the each developmental area

The details of assessment form :

S.No	Name of the child	Date of observation And Reporting /	Observations					Remarks
			Ph.Dev/ personal	L.Dev N A/ I.P/ A.c	S.E N A/ I.P/ A.c	C.D N A/ I.P/ A.c	App .lea	

In each developmental area it is to be noted whether the child is achieved the skill N.A, /in the process I.P/not yet achieved N.A

4.3.2 Child's Portfolio

Portfolio is a tool to demonstrate each child's individual progress from the beginning to the end of /ECE centre/school year.

- It is a record of child's progress what and how they are learning. through a collection of various assessments and documentations that reflects child's progress of development and learning.
- It is an ongoing process to record and help parents and others to understand and share about the individual child's learning process and developmental levels.

- The purpose of a portfolio for each child is a perfect opportunity to display the documented evidence and samples of child's achievements through out .the year. This includes various observations, photos, learning stories, reflection or description, developmental checklists with various work sheets, art work, language and number worksheets. of the child. .
- Items can be added as you go, daily, weekly, monthly it is really what works best. There is not a set time frame, although having a checklist or spreadsheet system to tick off will be beneficial in checking the evidence being collected and added and ensure that all children have regularly added items to their portfolio.
- A good tip to remember: as the child completes something to be added to the portfolio only do so once a copy has been made for the teacher's record.
- The worksheets of the any child, work would be kept as and when the child completes with date and title of the work done. This will be shared with parents or any visitors s and when required.

Child' portfolio should include the following:

Background Information of the child

Child' 's Name:

Date of Birth

Child's current ECE centre/ School

Parent's/Guardian's Name:

Address:

Phone Numbers: Cell: _____ Home: _____ Email: _____

Emergency Contact: _____ Phone Number: _____

Report card / Reporting for communication to Parents

Report card is shared with parents to understand about their child's development periodically once in a month / three months and annually. As we know at preschool stage there are no tests and examinations hence no marks but the developmental level need to indicates per the developmental domains.

Reporting about the progress of the child should include:

- Attainment levels of fine and large motor skills
- Developmental levels of child's social and emotional domain
- Stages of Cognitive development
- Acquisition of language skills
- Approaches to learning.

This gives a picture of child's progressive levels in all the areas of developments to the teacher /care taker and plans the learning environment to support the child to enhance the development.

Bases for Reporting

Reporting of the child's progress is done basing on observations of the outcomes using different evaluation techniques while the child is participating in the classroom transaction process through strategies or activities.

Note... Refer to evaluation techniques

To evaluate and report the child's progress:-

- Observe the child's level of participation during the learning or interacting process (learning activities)
- Record the observations every day/ at regular intervals following developmental indicators
- Review the outcomes of the child's learning/ developmental levels.
- Analyze the facts of observations basing on the developmental indicators
- Relate and identify the status of child referring to their age and programme.
- Consolidate the recorded findings and identify where does the child stands
- Prepare reports informing the progress of the child through acquired skills in the different developmental areas.

The development indicators are in the ANNEXURE

4.3.3.Report card / for communication to parents.

Parent- teacher meetings will be conducted once in a month or three months with the parents -weekly /monthly along with teacher, centre organizer/ head of the centre/ school ,to discuss about the child's participation and progress and also relating to home school connects .

Monthly Report:(for teacher) It is essential to have particulars regarding the number of both boys and girls at the beginning and at the end of the month, working dates, particulars about the classes taken, health check up and other activities of the whole month.

Yearly Planning Report: This record would contain programme for the whole year. Total number working days, holidays, and activities for each month would be written an yearly calendar is to be maintained to facilitate school administrators and the staff to carry on the programme planned, but it can flexible

4.3.4 Child's Dairy and teacher's dairy.

The teacher / class in charge need to maintain dairy by her / him to note down daily routine, special planned programmes or any other for the week and also for every day's special programme. Child' dairy is maintained by children to take information from teacher to parent and parents to teachers about the children' learning or developmental process. Information is given by the teachers in dairies for young children who have not yet stated writing..these dairies are to be signed by the teachers and parents as and when the information given.

4.4 Child & Teacher Attendance Register:

4.4.1 Child Attendance Register:

The name of the children who attended the school should be written in the attendance register serially and class wise. The attendance of the child should be marked both in morning and evening by the class teacher daily. If needed two different colours may be used to differentiate the names of boys and girls. The attendance is calculated every month and regulated if any child is absent for any number of days continuously. The teacher will consult with the parent/ guardian and necessary steps will be taken against health or any other needed support.

4.4.2 Teacher attendance Register:

An attendance register is maintained for teaching and non teaching staff of the school / centre to note time and regularity of the teachers and other staff. Each teacher and other staff member is to sign in the Register when they start and finish work each day. This register will be kept in head teacher/ principal's office. Head teacher also will sign at the end of each page as to indicated that he/she has noted. Each staff members' attendance also is calculated every month and used to note their leave particulars and for updating and for calculating for salary purpose.

4.5 Fee Register; if applicable:

The fee paid by the parents either through bank or by cash is to be recorded in a register. At the time fee paid a receipt book to be maintained and this is to be re entered in a Register and recorded serially as per fee paid date wise.

4.6 Financial planning and accounts register for salaries, purchases:

This register is maintained by the administrators /accounts department about the financial investment for the material, or for any other purchases required. It includes income and expenditure occurs, pertaining to the school programmes, salaries and any other expenses related to children, staff, furniture etc.

4.7 Contingencies., Recurrent /costs etc:

A register to be maintained by office administrators/ record assistants to maintain expenditure details of purchases occurring. As and when the different items are purchased / procured and supplied by any agency is to be noted in a register, The details are to be noted will be name of the item purchased, cost for one particular item and the amount for multiples of the same , address and agency details from where purchased, signature of the purchaser or school concerned person , date of purchase. The details of the teacher or any other who is using also is to be noted as and when issuing the by maintaining an issue register. The details to be maintained in the register are given in ANNEXURE 4.7.1. the details of the are to be again recorded in the income and expenditure register.

Record of Income and Expenditure:

The record of income and expenditure should have particulars of the sources of income and the expenditure of the school. This will help them make both ends income o the centre expenditure and balance everyday on date. This is to be maintained at every day evening, every week end and to give information to meet expenses successfully.

4.8 Stock register for consumable and non consumable items:

A stock register is to be maintained with details of stock of different items used in the school. In this register the details of stock of the items/articles received, whether the article is a donation, or bought by the centre, particularly about condemned goods Name and address of the supplied agency, condition of the items when received, details of the item such as furniture, equipment, books etc. parts or components if it is a permanent item One page is to allotted to each item to note the stock , used or spent and name of the person in charge used by etc. The signature of the concerned person and signature of the secretary is to be essential. The details of the particulars in a tabular form are given in the ANNEXURE 4.8.1. When children are supplied with food inthe school/ centre a food register also to be maintained as a part of consumable item

- **Food Record:** There should be a food record to write down the menu every day and the expenditure incurred there in. This would help to check whether t he children enjoy planned diet or not, to find out the expenditure for each meal and to enable changes in the lunch scheme, if necessary.

4.9 Health Record and Record of Home visits. :

Health record is to be maintained in every preschool/ school, to observe and record the health conditions of every child in a particular period of once in every month or three months./ Medical check-up has to be conducted by experienced and qualified doctors . Results of the medical check-up and recommendations, height, weight and body measurement of the child should be kept in records. (Format is in ANNEXURE 4.9.1

Record of Home visits:

This register is mainly maintained in ICDS Integrated child development services, Women and Child welfare department. Home visits is one of ICDS rendered by Department. Anganwadi teacher is the Nodal person who is familiar and interacts with every house hold. She is contact person in that community for most of the welfare activities.. She also in charge and preschool teacher for the children in the age of 3-6 year in the Anganwadi Centre.. The purpose of home visit is to take care of children since their birth also take care of welfare of pregnant women and children below 3 years., as part of the ICDS services. When she visit homes in the community she will maintain home visits record with the following details.

- Date of Visit
- House number and Address
- Members in the house
- Purpose of Visit
- Observations
- Suggestion given /Recommendations/references made.
- Signature of house hold personMother father Grandparents or any other
- Date of Follow up visit
- Observations of steps taken by the family members
- Recommendation followed
- Observed improvement – steps taken by the family members.

- Remarks of observer or Anganvadi teacher
- Signature house hold person and observer.

5.0 Register and Record of Toys, games etc Material

Every Preschool is equipped with play material facilitating children to participate in indoor and outdoor games and activities and to with play with toys. programme implementation in ECE centres includes arranging learning corners for the children to play and interact with the material ,peergroupwhile working in small group. The required material for toy play and games is to procured and maintained in a register. This is the register for maintaining material in stock, date of purchased or procured, issue , issued to whom, date of issue ,condition , after used by children for one year it is to be mentioned about its condition, good, can be used or to be repaired or not.

5.1 Register for recording celebrations conducted in school, community , Visits and excursions , outdoor activities etc.

The school/ centre as a part of co curricular programmes need to conduct annual day celebrations, cultural activities, sports day, display and exhibitions of teacher child's material. Visits and excursions, outdoor activities are to be conducted, Before and while and after conducting these celebrations , a register is to be maintained with the details of the programme, dates of the celebration, names of the children' and community members involvement , material used opinions, suggestions of the visitors are to be recorded. As it is known, community involvement in the school programmes is important. Few of the community day celebrations celebrating cultural events, local and National festivals, local vocations could be planned and conducted. In these the community members also are to be involved.

Executive summary:

Summary: The purpose of school registers and records is to better organise record keeping and ensure there is an efficient system for keeping and passing on information. Accurate factual, up to date Record keeping is very important part of a teacher's role. They need to maintain Assessment records for every child which builds teacher- child relationship. School Records contain data and information about various aspects of school's operations including data about its children, teachers, classes, facilities and finances. The main purpose of maintaining school records is to systematically record, store and update the school records. One of the main parts of accounting is record keeping or book keeping. It is the process of recording transactions and events in an accounting system.

The attendance register to maintain attendance of the children and teacher as well to know the regularity and punctuality for school, conduct register, Cumulative records , observation record to observe children in the programme and in informal play to document the developments and skills attained . This helps in assessing age specific skills of children and to modify the programme accordingly.

To sum up, it is evident that records and proper record keeping in school brings bout efficiency, hard work and effective delivery of service.

Annexure

AGE GROUP: 5-6 YEARS

Domains of Development	Assessment month	1st Assessment		2nd Assessment		3rd Assessment		4th Assessment	
		Needs Help	Performs well	Needs Help	Performs well	Needs Help	Performs well	Needs Help	Performs well
Physical and Motor Development	Assessment month								
	Height (cm)								
Physical and Motor Development	Weight (kg)								
	Developmental Indicators								
Physical and Motor Development	Participates actively in team games and indoor play								
	Can throw/kick a ball in a given direction								
Physical and Motor Development	Can walk backward/forward/sideways								
	Can thread beads to form a pattern								
Physical and Motor Development	Can join dots to form a complex figure								
	Can classify different objects based on colour, texture and taste, etc.								
Physical and Motor Development	Can identify objects on basis of three concepts (shape, colour and size), e.g. classify small yellow circles								
	Can complete a complex pattern								
Physical and Motor Development	Can spot differences between two pictures								
	Can arrange number cards from 1 to 9								
Language, Literacy and Communication	Listens with attention to conversations and stories								
	Can express feelings and ideas in simple sentences and asks questions								
Language, Literacy and Communication	Participates in story making with other children by sharing her/his ideas								
	Enjoys exploring books or printed material and can decode some familiar words								
Language, Literacy and Communication	Can identify words on the basis of similar beginning and ending sounds								
	Can play an team member in games with rules								
Personal - Social and Environment	Interacts comfortably with familiar individuals								
	Shares easily with friends/peers								
Personal - Social and Environment	Waits for turn while playing								
	Can recognize and express simple emotions such as joy, sadness and anger								
Creativity	Shows curiosity and interest in learning new things								
	Enjoys in pretend play								
Creativity	Shows creativity in daily activities (e.g. can make different objects with given material)								
	Participates in dance, drama and music activities								
Creativity	Uses imagination in drawing, art work and problem solving								
	Overall Opinion								

Ministry of Women and Child Development
Government of India, New Delhi, www.wcd.nic.in

CHILD ASSESSMENT CARD
3-6 YEAR OLDS

Photo of the child when starts coming to Anganwadi Centre

Photo of the child when graduates from Anganwadi Centre

Name and No. of Anganwadi Centre:		Name of the Anganwadi worker:	
Address of the Anganwadi Centre:			
Child's Name:			
Mother's Name:		Father's Name:	
Date of Birth:		Sex:	Female <input type="checkbox"/> Male <input type="checkbox"/>
Address of the Child:		Date child started coming to Anganwadi Centre:	
		Date child graduated from Anganwadi Centre:	

Note to Parents
This report will help you understand your child's learning and development needs. The assessment card will help you to find out how your child is developing in terms of her/his age, what she is able to do well and where she may need further help and support. The Anganwadi worker will carry out this assessment of your child's learning and development once in every three months.

Note to Anganwadi worker
This child's progress is to be assessed and reported to parents once every three months on given developmental indicators as per her/his age. You can further track every child's progress in a continuous manner each day through her/his participation in classroom activities and your interaction with the child. It is important that children are given opportunities and support to learn at their own pace. If a child is not able to perform as per the developmental domains and needs support, plan for and provide the necessary support to the child.

Information obtained through assessment of the child will guide you in planning your preschool program. It will help you to:

- Understand if your preschool curriculum is effective and responsive to the needs of all the children.
- Plan a more developmentally appropriate and need-based curriculum.
- Identify children who may have special abilities or special needs for which they need additional support.
- Provide parents with information on their child's progress, to be discussed during parent-teacher meetings; they can help parent understand what further needs to be done to support their child's learning and development at home and in the Anganwadi Centre.

Ministry of Women and Child Development, New Delhi
September, 2017

AGE GROUP: 3-4 YEARS

Domains of Development	Assessment month	1st Assessment		2nd Assessment		3rd Assessment		4th Assessment	
		Needs Help	Performs well	Needs Help	Performs well	Needs Help	Performs well	Needs Help	Performs well
Physical and Motor Development	Assessment month								
	Height (cm)								
Physical and Motor Development	Weight (kg)								
	Developmental Indicators								
Physical and Motor Development	Participates actively during playtime (indoor/outdoor)								
	Can throw a big ball with both hands								
Physical and Motor Development	Can jump at one place								
	Can thread beads								
Physical and Motor Development	Can colour within a large space with crayon								
	Can identify different colours, tastes, sounds and textures, etc.								
Physical and Motor Development	Can identify colours (yellow, red, blue)								
	Can identify objects on basis of any one concept, e.g. all circles or all red objects, etc.								
Physical and Motor Development	Can name a simple maze or puzzle of three pieces								
	Can repeat a given pattern of different shapes								
Language, Literacy and Communication	Can follow simple instructions								
	Can express feelings and ideas in gestures, words, drawings or simple sentences								
Language, Literacy and Communication	Enjoys exploring story books and doing picture reading								
	Can describe a picture in a complete sentence								
Language, Literacy and Communication	Can recognize and narrate name								
	Enjoys playing in group of children								
Personal - Social and Environment	Interacts comfortably with familiar individuals								
	Shares with friends/peers								
Personal - Social and Environment	Waits for turn while playing								
	Can recognize and express simple emotions such as joy, sadness and anger								
Creativity	Shows curiosity and interest in learning new things								
	Enjoys engaging in pretend play								
Creativity	Shows creativity in daily activities (e.g. experiments with objects or words in new and different ways)								
	Participates in dance, drama and music activities								
Creativity	Uses imagination in drawing, artwork and problem solving								
	Overall Opinion								

Designed by: UNICEF India and CECED, Ambedkar University Delhi

AGE GROUP: 4-5 YEARS

Domains of Development	Assessment month	1st Assessment		2nd Assessment		3rd Assessment		4th Assessment	
		Needs Help	Performs well	Needs Help	Performs well	Needs Help	Performs well	Needs Help	Performs well
Physical and Motor Development	Assessment month								
	Height (cm)								
Physical and Motor Development	Weight (kg)								
	Developmental Indicators								
Physical and Motor Development	Participates actively during play time (indoor/outdoor)								
	Can throw, kick and catch a big ball								
Physical and Motor Development	Can run at a fast and slow pace								
	Can thread beads in a given sequence								
Physical and Motor Development	Can join dots to form a shape/figure								
	Can classify different objects based on colour, taste and texture, etc.								
Physical and Motor Development	Can identify objects on basis of two concepts (shape and colour), e.g. identify yellow circles								
	Can complete a simple pattern								
Physical and Motor Development	Can solve a maze/puzzle of 5 pieces								
	Can count objects upto 5 in numbers and match these with the numbers								
Language, Literacy and Communication	Listens with attention to spoken conversations and stories								
	Can express feelings and ideas in simple sentences and asks questions								
Language, Literacy and Communication	Can narrate an already heard sequence using appropriate vocabulary								
	Enjoys exploring books and other printed material and shows interest in decoding printed words								
Language, Literacy and Communication	Can recognize the first sound of a given word								
	Enjoys playing with a group of children								
Personal - Social and Environment	Interacts comfortably with familiar individuals								
	Shares with friends/peers								
Personal - Social and Environment	Waits for turn while playing or in other situations								
	Can recognize and express simple emotions such as joy, sadness and anger								
Creativity	Shows curiosity and interest in learning new things								
	Enjoys engaging in pretend play								
Creativity	Shows creativity in daily activities (e.g. experiments with objects/words in new and different ways)								
	Participates in dance, drama and music activities								
Creativity	Uses imagination in drawing, art work and problem solving								
	Overall Opinion								

Proforma

Sample Admission Form

1. Address of the centre/nursery school _____ (Complete postal address) _____
2. Name of the child _____
3. Registration no .of the child _____
4. Sex: Male/Female _____
5. Date of birth _____
6. Place of birth _____
7. Pet name ,if any _____
8. (i) Name of father/guardian _____
(ii) Educational qualifications _____
(iii) Occupation _____
9. (i) Name of mother _____
(ii) Educational qualifications _____
(iii) Occupation _____
10. Monthly income of the family _____
11. SC/ST/General _____

Date :

Signature of Parent/ Guardian

(For official use only)

Date of registration _____

Registration no. _____

Date of admission _____

Date of leaving the centre _____

Age at the time of leaving _____

Reason for leaving _____

Assessment of the Child on Admission

Satisfactory

In the process

Intellectual

Emotional /Social

Physical /Motor

Date :

Signature of Teacher/ECE Teachers

Unit 5 - Creating safe and joyful learning Environment for children:

Structure :

5.1 The preschool teacher: qualities of a good teacher ; democratic vs. Authoritative or authoritarian teacher ;knowledge, attitude and skills in a preschool teacher. Reflective teacher.

5.2 Importance of teacher preparation and on site mentoring ; institutional mechanisms in place and required. Preparing reflective teachers

5.3 Importance of an inclusive environment for all children, including those at margins.

5.4 Ensuring physical and emotional safety and security of the child: Importance and considerations.

Objectives:

1. Understand the need for essential qualities of a pre -school teachers
2. Appreciate the qualities of a good pre- school teacher to become a resourceful teacher.

5.1 The pre- school teacher: qualities of a good teacher

Introduction:

The teacher plays a vital role in the educational system. The teacher is also an equally important factor apart from the aims , s curriculum, educational administration, learning environment etc. Being a pre-school teacher is being creative. It becomes clear that preschool teachers need to have specific skills set that can well be stated as “Non- negotiable”. This can broadly be classified as

- Communication
- Physically active
- Organization
- Observation

I. Communication: An effective pre-school teacher is an effective communicator. Communicating with the children with voice modulations, gestures, clarity of voice, body language, signs, and symbols passing across the feelings, emotions, concepts and idea in a smooth manner help the teacher to sustain the interest of the children throughout the programme. Therefore it is important that communication skills become an important ingredient of a teacher’s professional competency. Communication is such an important life skill needed throughout one’s life. It pitches its significance in all forms of life be it professional, personal and business.

what is communication ?

Merriam- Webster dictionary defines communication as the act or process of using words, sounds, signs, or behaviours to express or exchange information or to express one’s own ideas, thoughts, feelings, etc., to others.

Communication skill is the ability to convey and share information to others in an efficient way. It is a very vital skill and used widely in all work sectors. One can communicate with one's body, words, gestures, expressions and much more. Communication is basically an act of interaction and sharing emotions and thoughts with others. It is the best way to receive, provide and exchange information.

Research conducted by Harvard University, the Carnegie Foundation and Stanford research centre, has stated that 85% of professional success comes if you possess good developed soft skills and people skills, and only 15% of career success comes from technical knowledge and skills (hard skills). So the way you interact and behave with others plays a crucial role in your success.

A preschool teacher needs to interact with children through different forms of communication to sustain their concentration and interest in the activities in which they are involved.

Verbal Communication:

In this type of communication, the use of words is done. It is a one to one type of interaction or sometimes more than two. The preschool teacher verbally communicates with children during circle time activities like conversation & story telling with the intentional objectives of language development /vocabulary development and also communicates informally during lunch time & free play. Verbal communication helps preschool teacher to develop in children.

- Expressive and Receptor skills
- Role model to practice teacher's language
- Following instructions that keep in habit formation , guided activities
- Encouragement (praise and) boosts self- confidence in children.
- Phonics & diction

2. Non-verbal Communication:

In this type of communication, gestures are used to share information like facial expressions, hand gestures, specifically saying body language. The best part about this type of communication is that it speaks in volumes. This is also an equally important communication skill. The pre- school teacher through her voice modulations, gestures, facial expressions, and body language increase

- Attention span in children
- Reading the emotions

3. Visual Communication:

This type of communication uses visuals like drawings, pictures, picture cards , story cards, designs, puppets, illustrations etc to convey and share information with others. A pre -school teacher through her visuals promotes pre reading skills in children.

The different forms of communication can be listed as – Listening, reading, speaking and body language.

What does Good Communication Do?

Good communication leads to high confidence which leads to perform better at work better communication skills helps in expressing one self better to climb the stairs of success.

Here are few effective communication techniques that help pre school teacher to become an effective communicator.

- ❖ Pre-school Teachers need to communicate with the children individually and in groups depending on the activity and the need for instruction.
- ❖ A good preschool teacher should have good listening skills by patiently listening to children in the class and encouraging them to express themselves, to understand where the children stands in the class and to focus on what they need for further improvement.
- ❖ Crisp communication is what everyone is looking for. A preschool teacher should explain the topic/ theme clearly and precisely. In other words, she/he should know what-how- when-how to teach children with voice modulations, gestures and body language that exhibits confidence. The topic should not be jumbled and there should be no confusion on the part of the teacher and the children as well. The teacher needs to fit into the individual learning style of the child and communicate accordingly with voice modulations and intonations and evaluate the child's weaker areas.
- ❖ Effective Body Language: This is the most powerful communication skill that a teacher must possess. Good presentation skills include a powerful body language supported by verbal skills. This can create a long lasting impression in the minds of the children. Thus, a teacher's lesson will inevitably become more interactive and interesting for the children. Besides, a teacher should maintain the volume, tone and rhythm of his/her voice throughout while interacting with children . This also helps the teacher to handle children and manage them while children. The pre- school teacher should maintain eye-contact with all the children.
- ❖ Teacher should encourage children to communicate openly. Emphasis should be given on cultivating a dialogue rather than monologue.
- ❖ Teacher need to be caring in their communication by asking open-ended questions for effective interaction to think and answer
- ❖ A good pre school teacher always show compassion towards their children with words or body language. They work to ensure that they excel in whatever they do and continuously encourage them to do better.
- ❖ A good preschool teacher addresses children by their names. They understand children's fear and confusion and counsel them accordingly. They celebrate the success of children's work and let children know that their teacher is proud of them.
- ❖ Teachers need to communicate to the parents about their wards progress by giving a positive feedback and also share the negatives in a subtle way.
- ❖ Interacting with colleagues and supervisors is the key: the teacher needs to discuss with her colleagues the right way and best possible way of teaching in an effective way with other teachers and devise an appropriate technique for the lesson to be taught.
- ❖ A skilled communicator teacher can turn a boring subject into an interesting one by his/her good presentation skills.

It is the preschool teacher who helps the child to express himself/herself to communicate with others in front of the class. This is the first step of communication for a preschool child. Therefore it is important for a preschool teacher to have good communication skills so that her children in the class follow her as a role model to become good orators.

II. Observation: A Preschool teacher requires observation skill to observe all children with a specific intention/ purpose. The teacher's observations of children are useful to document the developmental history of the child-. how children interact, observing if any child is withdrawn or if any child is monopolizing all the activities. Great pre-school teachers get down and interact with the children, giving them a close-up view for understanding how each child thinks and allowing them to anticipate or even avoid potential troubles. The teacher has to make specific observations of the child's formal behaviour, his interactions with the teacher and also with his peer group during activities and informal behaviour during

free play , lunch, his problem-solving approach during block area ,how flexibility in dramatic play, the teacher can thus assess at what developmental stage he has reached.

III. Organisation.

Preschool children need a structured time table. When they -know what's coming next, they feel less anxious and more able to engage in their activities. A preschool teacher should follow an organized plan from day to day and keep to a structured curriculum. There should be an organized system for drop-offs and pickups, communicating with parents, keeping the space neat and tidy, etc. Everyone, including parents, knows what to expect at all times.

Hence, the preschool teacher's resourcefulness is to organize the programme for effective implementation. Organization includes Planning and organization of the content , organization of Time,(organisation of activities as per schedule,). Organisation of Materials,(age specific and developmentally appropriate materials , its usage at the right time ,organization of outdoor and indoor space , content ,grouping of children for different activities of the preschool programme. The teacher has to plan activities as per schedule, plan the content-what, how and when to tell within the stipulated time limit. The teacher has to plan and prepare the relevant TLM for the theme/ topic. It is the organisational skill of the teacher to organize children for different activities like conversation on themes, circle time activities, creative activities in small groups, story telling in large groups ;doing worksheets individually etc for effective transaction of the programme.

IV .Physically active

Children are full of life and with bundles of energy. Hence, the teacher has to be pro-active/physically active to teach young children by being genuine in their love and affection, and by getting down to the level of the child. The preschool teacher needs to be vibrant, active matching with the energy levels of the children, flexible enough to play, sit, stand, jump sing and dance with children , interact with them .Children see their teacher as role models and love their teachers being active and dance with them.

What are the other qualities of an early childhood educator apart from the above 4 non-negotiables?

Early childhood programmes demands for the teacher who apart from the above four non- negotiable, should have the following essential qualities:

William longman says "You give good teachers, I will give new nation "

Genuine love for children: When children feel loved and safe, they feel free to express their feelings and emotions and learning becomes joyful to them. Most importantly, the best preschool teachers love their children. This love helps motivate their action towards achieving their tasks and goals. Genuine love, sense of security and necessary freedom promotes positive self-concept in children.

Patience: The child is always comfortable with a generous teacher having consistent patience and behaviour. As a pre-school teacher, the children's responses to the situation need to be listened with patience and ensure children get all the opportunities and nurturing they need and deserve. Researchers say that there is a need to have patience both when dealing with the system and when working with children and families. The teacher with patience has to give constant reminders to children about their behaviour which becomes challenging even to the most effective teachers. The best pre school teachers need to understand and accept that mistakes and accidents happen with pre school children. Teachers should handle upsets with sense of humour, and these minor issues should not trouble them. Children feel confident to try and explore new things when they know that they are patiently encouraged or re-directed. A pre school teacher's fundamental quality is to have enormous patience to accept the children as they are to handle challenges from child's behaviour, parents and families and from school management.

Enthusiasm: A good pre-school teacher should have enthusiasm for children. According to National Association for the education of Young children, the most important characteristics for teacher of early childhood development is enthusiasm and passion for children. This goes well beyond enjoying with children thus wanting to make a difference to each and every child's door to learning.

Knowledge of teacher :

A good pre school teacher should have knowledge of children and child development apart from knowledge of the subjects. The teacher should have knowledge and understanding about their needs, growth, age specific skills, how children learn etc. The knowledge helps her to accept diversity in her class to handle the children, for effective transaction of the programme, planning individual educational plans for children including children with special needs with varied instructions to reach the children.

The teacher also feels responsible by giving feedback to their assignments /homework which should be complete in the evening time or during weekend.

According to William Janes, Teachers role is to understand the child, his desires, purposes, interests and inclinations. He stresses on 'activity in learning' or 'learning by doing' or 'learning through experience'. Hence the teacher is just a stage setter.

Adaptability: The pre-school teacher should be flexible enough to accommodate changes in her teaching styles. Adaptability to change with the changing needs of children.

Have more virtues: In spite of the above qualities, the teacher should believe that he/she is a life-long learner enough competent, patient, organized and hard-working. Practically speaking, however, teachers of young children need to possess or hone the qualities that will enable them to work with young children, while finding the joy and success in each and every day.

Sense of Humour: The importance of this factor is always underestimated. A good sense of humour keeps the children active and interested in the teacher's class, which brings life into the classroom. A teacher who is dour and lacks humour doesn't contribute to the overall well being of the children. Also children feel bored.

Understanding the children: The pre- school teacher need to know about the child growth and development, needs and be able to handle the children. Understanding children paves way for the teacher to develop individual educational plans for every child.

Realistic:

A great preschool teacher understands when a limit has been reached, and doesn't try to skirt around it or avoid it. If a child is struggling with a developmental delay, the teacher communicates to the parents and come up with realistic solutions that will work for everyone.

Creativity: It takes creativity for teacher to teach in a physical environment that is less than ideal where resources are limited. It takes creativity to teach children of diverse backgrounds who might not approach education in the same way. It takes creativity to teach children with different learning styles who think and learn in different ways. It takes utmost creativity to make learning a joyful activity. A successful teacher will use creativity and flexibility to make everyday a positive one for her and for the class. It is the creativity of the teacher to design the classroom as per child needs and expectations. The teacher needs to plan her daily lessons to be interactive, interesting and fun and see that children learn with interest in her class.

Respect of Differences: Every child coming to school has a unique personality and learning style. In order to reach and teach each child, teachers must respect these differences and work with each child's style, rather than to force the child to learn against his way.

In other words, the teacher must be prepared for multi-cultural classroom with many ethnicities, cultures and traditions represented. A classroom which welcomes and embraces above creates an open exciting learning atmosphere.

Passion: Teaching preschool isn't just a mechanical job. It is a huge responsibility to shape the minds and emotions of small children. A teacher who just wants to clock in and out each day, but doesn't truly care about what he or she is doing, isn't going to give a child the best preschool education or experience.

Preschool teachers should be passionate about what they do. They should be interested in finding new ways to reach and teach children, should find delight when children "get it," and should look forward to going to work. Of course, teaching preschool has its drawbacks, but the best preschool teachers just roll with setbacks. They're there because they love what they do. It is not the interactions that happen during the activities that count but it is beyond the classroom interactions with the children in order to support them in all directions. In other words passion to work for pre school children drives the teacher to accept challenges working with children and to think differently in planning activities to children.

Skilful & resourceful:

The pre school teacher ensures that her children attain age specific skills to the maximum potential possible. The pre school teacher should utilize locally available resources as teaching learning material, and possess skills in creative and performing arts, organizing indoor and outdoor activities, early language and math activities, development of teaching-learning material, conducting cultural specific activities in the programme.

A preschool teacher interacts with smile with each and every child and shake hands with them and welcome them to participate in the life of the classroom. The teacher should show sensitivity towards

children and accept children from different socio- economic, cultural, health and physical well- being, language backgrounds interaction and gender. Teachers must possess knowledge about preschool curriculum and skills to provide hands-on learning to children so as to review and reflect upon the learning activities that are provided.

- Is there a comprehensive range of developmentally appropriate activities for all children in the Preschool centre?
- Is the preschool setting equipped with a range of materials/ equipment and activities which promote early learning?
- Are there sufficient opportunities for all domains including technology

The above qualities , skills and attitude of the preschool teacher should be reinforced by systematic training for professional development.

5.1.2 : Democratic Vs Authoritative and Authoritarian teacher

The job of a teacher is important because it plays a vital role in the overall development of a child. A teacher is responsible to develop the good principles, values, creativity, constructivism, confidence, skills as well as critical thinking in a child. The teaching style of the teacher influences the learning capacity of the child. The teacher leaves an impression on the minds of children through her effective teaching style. A teacher need to constantly reflect on her teaching style and should incorporate new changes as per the learning needs of the children and be able to find the strength as well as weaknesses of her teaching style. All teachers adopt different teaching styles to teach children. However there is no one best method of teaching style. They need to reflect on their own adopted teaching style influencing the learning of the children and the merits and demerits of the teaching style. Therefore the teacher's job is to teach effectively to foster the development of child's creativity, critical thinking and application of what has been learnt. The teaching style of a preschool teacher needs to promote certain important characteristics in children such as sense of responsibility, courage, self esteem, creativity, and critical thinking skill.

Teaching styles

There are generally three different kinds of teaching styles that most of the teachers adopt. These are: authoritarian style, authoritative vs Democratic style.

Authoritarian teaching style: A teacher who exhibits authoritarian style of teaching creates a boundary for the children and were asked to think only what has been asked by the teacher and not beyond that. The children are passive listeners and confined only to question answer type.

Another type of teaching style- authoritative sounding the same as above but each style has its own characteristics and produces different results. If the teacher has clear rules and boundaries, you are either authoritative or authoritarian, but what distinguishes the two is how the teacher enforces the rules and regulations. The authoritative style strikes a balance between rules and nurture, whereas the authoritarian style demands that students should simply follow the rules. An authoritative teaching style is characterized by

- The teaching is learner-centred
- Teachers involve and engage the children in learning activities completely

- Teachers are active and encouraging
- Children are allowed to do group works and discussion
- Children are encouraged to be creative and ask questions
- Teachers always focus on teaching for the success of the children.

Permissive Teaching Style: In this type of teaching style, the teachers are very lenient and less bothered about the teaching- learning process. They do not expect children to think and learn and place very few demands on them. They just teach in their own style and do not find whether the students had learned or not. Permissive teaching style creates atmosphere of insecurity, chaos, and with little respect of order and routine.

Democratic teaching style, as the name suggests, is based on democratic principles and is best among the three. Teachers who follow the principles of democracy in their classroom give an adequate opportunity to their children in the class to have maximum learning by trial & error method by developing creativity and critical thinking. Teacher gives freedom to students to express their thinking and to question every aspect of learning. It encourages children to have an inquiring mind. Teacher does not limit learning of children by setting boundary instead leaves lot of options for students to maximize their learning. It encourages independence among children. The teacher here acts as a guide and not as a dictator. A teacher with this teaching style acts politely with students but at the same time maintains discipline in a positive manner. Children are encouraged for verbal expression and are expected to create something new by applying their body of knowledge. In other words teacher nurtures children's thinking. Democratic teaching style creates an atmosphere of acceptance and high expectations. It creates an environment of order and routine.

The children develop skills such as:

- Self-reliance and socially competent behavior.
- Children learn through trial and error method and solve their problems and will learn from mistakes. They will enjoy the authority of their own and are likely to achieve and be motivated.
- Children become life- long learners.

From the above explanation it seems clear that the teacher can employ either of the three teaching styles depending on the classroom climate and the theme that is addressed.

5.1.4 : Reflective Teachers:

Objectives:

- To reflect on your inspiration/ motivation for becoming a teacher.
- To consider the importance of a philosophy of teaching
- To begin to develop an understanding of professionalism
- To begin the process of critical reflection

Why reflective teachers are important?

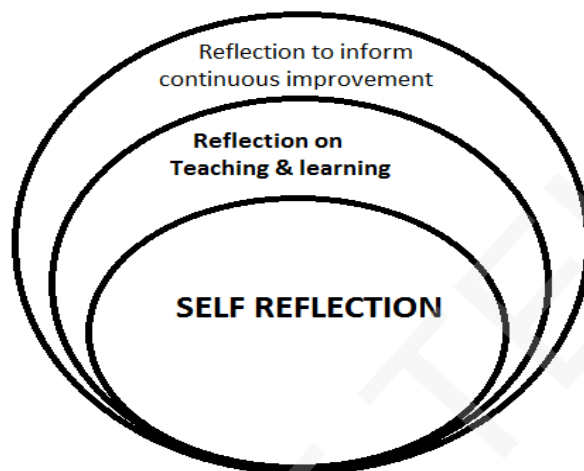
Teacher's reflection, though challenging, is valuable for fostering high-quality teaching and learning and for developing positive socio-emotional skills in children.

Who is a Reflective teacher?

- Reflective teacher: a reflective teacher is forever a student who doesn't stop acquiring knowledge about his/her specialty but from other sciences.
- A reflective teacher is one who remains confident and calm when challenged by an extra gifted student or an extra disruptive one.
- A reflective teacher is the one who applies changes in his teaching methods and can convince others with his approach.

There are many other characteristics that can describe a reflective teacher away from typical ones, However the professional characters include:

- Commitment, dedication, and hardworking.
- Understand the reasons for teaching.
- Ethical behavior.
- Ability to design curriculum that works.
- Effective communication skills.



Reflective teachers are teachers who use new problems as opportunities to expand their knowledge and competencies.(Sternberg and Hovath 1995,p.13) .

A reflective Teacher....

- Examines his or her own reactions to children or their actions to understand their source
- Is curious about children's play and watches closely
- Documents details of children's conversations and activities
- Takes time to study notes and photos to puzzle out what is significant
- Eagerly shares children's learning with families and asks other teachers also for their insights .

- Reads professional literature to learn more
- Shows children photos and stories of themselves to learn their views
- Changes the environment and materials to encourage new play and learning possibilities

Every day, teachers face many challenges like chores of caretaking, providing engaging activities to children, communicating with families and fellow teachers, responding to the unending pressure outcomes, assessment and documentation to demonstrate children's learning. These pressures force the teacher's attention making it difficult for them to keep the joy of being with them. In order to truly share meaningful experiences with children, one should reflect upon one's own teaching.

Reflective teacher observes children closely which is an ongoing process and studying the significance of children's unfolding activities. The teacher should not blindly follow pre planned lessons and techniques instead reflective teachers consider what they know about the children in her grade and about child development theory for better understanding and what happens in the classroom. Reflection allows teachers to make effective meaningful decisions about how to respond and plan for children.

A reflective teacher is a student always who constantly acquires knowledge not only about his/her specialty but from all other sciences. In other words, reflective teachers are teachers who always think over their teaching practices and methods, analyzing how the theme was taught and how the tools or materials might be improved or changed for better learning outcomes.

Reflective teachers are critical thinkers and critical participants of their own classroom events. They are able to identify problems, analyze and assess information, consider and evaluate alternatives, and choose the most effective solution to the problems. As Gregg mentioned, they are good problem solvers and actually, they are good researchers.

The reflective teacher is the flexible teacher who, (even so), manages to fulfill the objectives of his program and contributes to a better education of the new generations.

A self reflective teacher possess self confidence and with this self-confidence , they would stand apart from other teachers with better chance to self-correct what they see or approach others for help. Reflection helps oneself to avoid the emotional illness that results from professional practice. This kind of reflexive work requires pedagogical experience and professional training .Quality teachers and teacher preparation are therefore important in early childhood education.

Many teachers often say that their class went off well today, or 'badly' or complain that their children in the class" misbehaved". Reflective teachers often introspects their teaching process which implies a more systematic process of collecting, recording analysing their thoughts and observations of his/her own teaching as well as students in her class and hence can modify changes in her teaching style accordingly .Reflective teachers thus focus more time on discussing and re-thinking rather than coming to conclusions about the things happened in the classroom. A reflective teacher therefore begins the process of reflection in response to a particular problem like children who do not speak out, children with special needs to encourage them to participate in the activities etc.

Reflective teachers become self confident and self satisfactory which will increase in the quality of education for the children of the class. It thus supports the learning outcome of the children and helps in the contribution to the values and social consequences of education.

What is Reflective Teaching?

Reflective teaching is therefore means for professional development that begins in a classroom .It is a process of self evaluation and self observation.

What are the process/strategies of reflective teaching?

The teacher may begin the process of reflection by

- Maintaining a Teacher diary
- Collaborative learning
- Recording lessons
- Taking student's feedback
- Action Research

Teacher diary: This is purely personal and is the easiest way of beginning the process of reflection. The teacher can record his/her own reflections of the lesson taught. The teacher can describe her reactions and feelings and observations of the children in the class. The teacher can pose questions about what the teacher has observed. Diary writing therefore requires a certain type of discipline in taking time to do it on a regular basis. In this way the teacher realizes the areas of teaching to be improved and those that are strengthened.

Collaborative learning: Collaboration with peer members increases the probability of becoming more reflective in their teaching and professional development.

Recording lessons: The video or audio recordings of the lessons provide ample opportunities for the teacher to relook into what has happened in the classroom and thus become aware of one's own teaching .A classroom video gives a vivid picture of the whole process of teaching , which can trigger a teacher's reflective thinking and thus helps to identify their weakness thus helping them for teaching improvement.

Taking feedback from students / student teachers: The feedbacks from the students help to reflect upon the lesson that is taught.

Peer Observation: The teacher invites a peer member to observe his/her class. The information can be sought through simple observation or by taking notes .The observers role is to just focus on the interactions most happened, student's contribution to the class and the teachers performance. Care should be taken that the observer is to focus on the happenings in the classroom and not to evaluate the teacher. Thus mutual observations like this is a good way of professional development

Action Research: Action research is also one type of reflective practice. It gives awareness on the common problems in the classrooms and arrives at the hypothesis about possible causes and solutions and attempting to apply an action plan.

Thus reflective practice is a cyclic process .once any changes are implemented then the reflective and evaluating cycle begins. The teacher just begins to think of a new methodology or do in a different way to approach the problem.

Preparing such teachers is the responsibility of teacher educators. Teacher education curriculum should be designed in a way to basically develop critical professional identities in teachers. Though there is a growing body of Literature showing the benefits of Early childhood education, there needs to be greater evidence on teacher Quality in preschool education.

5.2 Importance of teacher preparation and onsite mentoring, institutional mechanisms in place and required. Preparing reflective teacher

- 5.2.1 Introduction
- 5.2.2 Need and importance of Teacher education
- 5.2.3 What is teacher preparation
- 5.2.4 Objectives of Teacher education
- 5.2.5 Preparation of student teacher to professional teacher / Reflective teacher.
- 5.2.6 Curriculum of teacher education (Foundations, Pedagogy, Internship)
- 5.2.7 Teacher education institutions-
- 5.2.8 Role of teacher education institutions in preparing teachers

Teacher Education provide opportunities for the student teachers to

- Understand child development, needs, and interests, learning styles so as to approach and intervene.
- **Develop** a good command on knowledge and understanding of the content related to child development and child education
- Equip with necessary teaching skills to handle different children in the classroom
- Develop and equip with necessary pedagogic skills and capacities to observe, infer and to apply the knowledge relevantly and as needed during classroom transaction
- Understand the significance of individual differences of child and to take appropriate steps for their optimum development.
- Give direct exposure to home - school connections to develop awareness to parents in terms of habit formation, attitude, behavior of children apart from holistic development and academic achievement.

5.2.1 Introduction

“Matrudevobhava”, “Pitrudevobhava” “Acharyadevobhava” “Atidhidevobhava” Child is bonded with these four caretakers (teachers/Gurus) since their birth who protect, guide and extend support in every angle for their future. Their development and learning greatly is influenced by people around and the things they encounter at home, school and society. Parents at home, teachers in preschool and school, stimulate their interest in learning and foster a balanced development in ethical, cognitive, physical, socio emotional and aesthetic aspects. Coordination among these influences and enables children to develop their full potential and lead for their future. It is the **teacher** who coordinates and provides essentials in the preschool / school for the child as per their developmental levels.

Each child is a valuable and contributing member of the learning community as well as an individual learner with special abilities and needs. *Young children of today may have to contribute to the challenges of the world two decades later.* Hence Early childhood period and education and experiences provided to the child at this stage are very important and form the base, hence to be focused more for all round development of the child by a flexible, supportive and challenging environment where the conditions for learning are well established and learning is enhanced.

It is to be noted that in this critical stage of young children, any small deviation either in family or in school may have (positive/ negative) impact on their developmental process and personality.

-Who will play the important role in the beginning life of the child to provide opportunities, create environment, inspire to develop and grow as a social well being?

Teacher: It is undoubtedly the teacher who not only teaches but inspires, encourages children/ students to be the best. *Child /student look up to their teacher and inspire to be like them. Some of the children are more influenced by as life changing role model also. Hence teachers have to have a future vision as this is the base; seeds are to be sown for future long life.* The preschool teachers are the first teachers to the children in the foundation stage who build the base for their future life. At this stage, handling children by quality, trained professional teacher is very important. Teacher in the school is the key person to handle and provide rich experiences, not only relating to academics and also make them learn how to interact with others in the society in long run. Hence there is need for teacher education.

The studies conducted by NECRT on “The impact of pre-school education on retention in primary grades” (1992) and learning outcomes in primary school revealed longer-term impacts and is recognised that investment in ECCE gives the best chance for children to grow up into good, moral, thoughtful, creative, empathetic, and productive human beings (quality preschool education is strongly correlated with higher incomes., in terms of the growth of the national economy, it has been estimated that the development of a strong ECCE programme is the best investments that India could make, for every one invested.).

Early childhood education has now recognized as the most important need in the current scenario world over and there is a need to have quality educators or experts in the field of preschool.

5.2.3 VIII quality standard of ECCE policy 2013 refers to teacher education as an important component in preparation of teacher.

ECCE POLICY - Quality standards VIII

Teacher education and on site professional development, opportunity for capacity building at all administrative levels, career path for the staff.

- Provides – adequate qualification /experiences to implement ECCE programme effectively.
- Conducting continuous professional development programmes for teachers

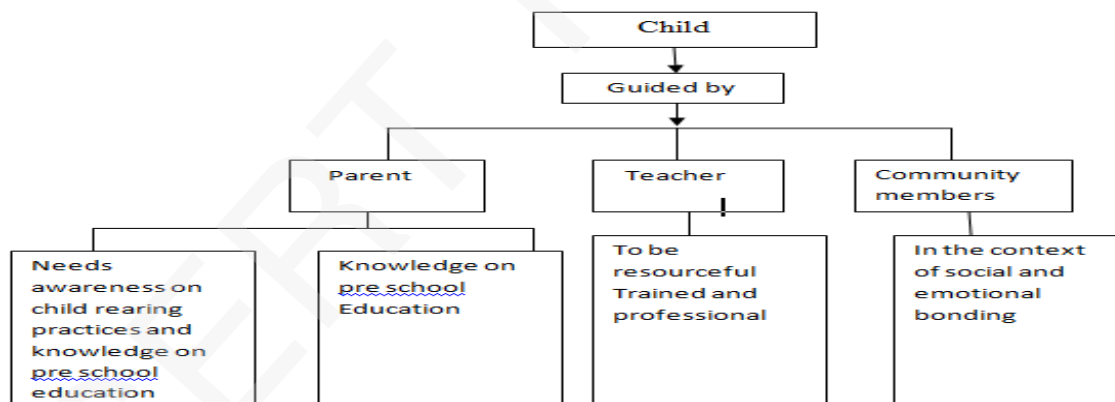
- Relevant training programmes at local level to build their knowledge and skills
- Regular monitoring support from supervisors and head teachers.
- Innovative approaches to implement in the centres
- Developing home school connections and inclusion

Teachers are concerned, in an important way, with the total development of child directly and in indirectly for human beings in longer term for physical, intellectual, emotional, social, moral and spiritual. They constitute an integral part of the teachers' role and functions. This leads to give due emphasis to develop reflective teachers with positive attitudes, values and perspective, along with required knowledge and skills for classroom transaction, (teaching learning process) class management, and handling children which leads to support children in their overall development and learning.

Teachers are born but not produced

Teachers are made but not born

Teaching is a profession and teacher education is a process of professional preparation of teachers. A profession is characterized by a sufficiently long period of academic training, skill development, in an organized body of knowledge with an appropriate duration of formal and rigorous professional training in theory, proper understanding of in built and acquired teacher skills with practical experience in the field and a code of professional ethics that binds its members into a Social bonding, - These dimensions acquire critical importance with several factors:



Why teacher education ?

- Teacher education is a challenge to change the behavior of student teachers and adapt new techniques in educational practices to meet the demands of present and future

- Specifying the importance attached to the role of the teachers

Check your progress Is it necessary for a child to be guided and handled by a qualified professional teacher?

Children need to be safeguarded in the hands of knowledgeable and skilled teachers. Hence need to prepare teachers for this purpose, as today's children need to contribute to the society two decades later.

We need teachers who

- Care for children and love to be with them, understand them within social, cultural and political contexts develop sensitivity to their needs and problems, treat all children equally.
- Perceive children not as passive receivers of knowledge, but with total capacities to construct meaning, connecting and links, discourage rote learning, make learning a joyful, participatory and meaningful activity.
- Critically examine curriculum and textbooks, contextualize curriculum to suit local needs.
- Do not treat knowledge as a 'given', embedded in the curriculum and accepted without question.
- Organize learner-centred, activity-based, participatory learning experiences through play, projects, discussion, dialogue, observation, visits and learn to reflect on their own practice.
- Integrate academic learning with social and personal realities of learners, responding to diversities in the classroom.
- Promote values of peace, democratic way of life, equality, justice, liberty, fraternity, secularism and zeal for social reconstruction This can only be achieved if teacher education curriculum provides appropriate and critical opportunities for student teachers to:
 - Observe and engage with children, communicate and interact with children.
 - Understand the self and others, one's beliefs, assumptions, emotions and aspirations; develop the capacity for self-analysis, self-evaluation, adaptability, flexibility, creativity and innovation.
 - Develop habits and the capacity for self-directed learning, have time to think, reflect, assimilate and articulate new ideas; be self-critical and to work collaboratively in groups.
 - Engage with subject content, examine disciplinary knowledge and social realities, relate subject matter with the social context of learners and develop critical thinking
 - Develop professional skills in pedagogy, observation, documentation, analysis and interpretation, drama, craft, story-telling and reflective inquiry.

Teacher education needs to build capacities in the teacher to construct knowledge, to deal with children in different contexts and to develop the required abilities.

Let us understand what is teaching and training

5.2.4 Teaching and Training: The terms teaching and training are closely related and inter connected.

Teaching and Training is to shape the habits, Provide direct and indirect exposure and to observe, to practice and to imbibe the process of attaining various skills. Provide opportunities to acquire required skills, positive attitudes, habits, values and the capacity to reflect. Creates opportunities to practice and handle children and to get hands on experiences.

Teacher education functions by the concepts of

- ‘learning to be in society and meet the demands
- ‘learning to learn’
- Learn to interact with children in diverse contexts
- Learn to know the need for Inclusive education’ and practice

How can teacher education programme provides a platform for a student teacher in transforming into a professional teacher?

What is the role of teacher training institutions in preparing the teachers ?

The training institutions provide a platform to prepare teachers in the direction teacher preparation./education

Let us understand the role of teacher education institutes in fulfilling this need

5.2.5 Teacher training institutions – Role

How can the right type of training programme be formulated for prospective teachers?

- Teacher training is a complete course that imparts syllabus, techniques and process required to teach children at preprimary, primary and secondary levels.
- Teacher education programme comprises knowledge, skill based pedagogical knowledge and adaptation to meet the needs of diverse contexts through critical reflection by the teacher on his/her practices.
- Focusing on the young child, understanding child psychology and development, learning styles, socialization and the construct of childhood needs to be the thrust of pre-primary, primary and upper primary stages of teacher education, along with engagement of subject-content contextualization of developmentally appropriate programme (and questions of epistemology.) appropriate exposure to needed processing skills by provision of observations and practices in the pre and primary schools.

Training institutions provide innovative, relevant, practicable and communicable experiences for pre-service student teachers. Knowledge transmission is not the only teaching activity; it includes classroom management, attentiveness of the participants, presentation mode, environment of the class and teaching behavior and efficiency of the teacher. For this, training institutions are providing learning the teaching and acquiring the teaching capabilities to the trainees and also the teachers in the teacher education process.

Training institutions provide basis for theory and opportunities for student teachers to develop knowledge of content, conceptual understanding through project work, and practical exposure through practicum- ie developing skills of observation lesson planning attitude and aptitude of teacher behavior through effective teaching which includes observation of different ECE centers, demonstrations, planning and practicing in simulated situations, microteaching, teaching practice in real situations, role of school and school teachers', supervision, feedback and assessment interactions with children, parents and teachers which includes Onsite Training Practice with better teaching techniques and using better evaluation procedures. i.e

- enhancing effective content knowledge, conceptual understanding,
- provide instructional strategies
- coordinate visits to ECE centres / schools
- Institutional studies,

Check your progress How a teacher training institution plan and transact the curriculum to prepare and educate a student teacher to be a professional teacher

Teacher education should

- Orient student teachers on the curriculum, syllabi and textbooks to critically examine and practice thoroughly in different situations with peer group and children rather than taking them as 'given' and accepted without question.
- Provide opportunities to student-teachers for reflection and independent study without packing the training schedule with teacher-directed activities alone.
- Integrate academic knowledge and professional learning into a meaningful whole.

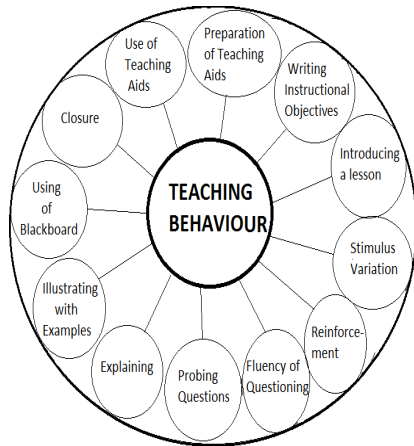
Student Teachers need to be trained in organizing learner-centred, activity based, participatory learning experiences through play, projects, discussion, dialogue, observation, visits, integrating academic learning with productive work.

The programme should engage teachers with children in real contexts rather than teach them about children through theories alone. It should help them understand the psycho-social attributes and needs of learners, their special abilities and characteristics, their preferred mode of cognition, motivation and learning resulting from home, school and community socialization.

- Teachers need to be conceptualizing citizen ship education in terms of human rights and approaches of critical pedagogical aspects.

Teacher need to be prepared with teacher behaviour skills

Teacher skills



Impact of Teacher education programme on student teachers

Student teachers are expected to

- Be liberal, humanistic, responsive to the child development and demands of child education including inclusion.
- Use the pedagogy with inspiration from sociological and anthropological insights on education.
- acquire the required skills within the social context for multi cultural education and teaching for diversity
- develop skills to link the curriculum to reach the Family, Community, Media apart from child in classrooms
- Appreciate the diversity of learning styles that children exhibits and learning contexts in which teacher have to function. Teacher need to be prepared with teaching behavior skills :

Knowledge and skill based teacher education makes reflective practice, adaption to meet the needs of diverse contexts through critical reflection by the teacher.

5.2.6 Teacher education Curriculum and curricular transaction

Teacher education as a holistic enterprise involve actions of different kinds and from multiple fronts aimed at the development of the total teacher – knowledge and understanding, repertoire of skills, positive attitudes, habits, values and the capacity to reflect. In this context *Teacher education curriculum* is with

a view on child development that draws upon theoretical and empirical knowledge as well as student teachers' experiential knowledge.

- Knowledge on how early childhood care and education can help to narrow the equity gap through developmentally appropriate and contextualized opportunities, interactions and experiences that respect the child's right to participate, learn and receive appropriate guidance, irrespective of class, caste, gender and ability and develop to their full potential.
- understand the concept and significance of school readiness for later schooling and lifelong learning and locate this learning within a sound disciplinary understanding of basic subjects such as mathematics, Language and Environmental education which children will be expected to learn in primary grades.
- facilitate and mentor the children in a right way to strengthen the knowledge and understanding of preschool curriculum in relation to child development –and its implementation process .

Check your progressWhat are the skills to be equipped by the preschool teacher to be a professional in ECE centres.

Early childhood teacher education curriculum comprising with the following bases

(A) *Foundations of Education (philosophical and psychological)* which include courses, namely, Learner Studies, Contemporary Studies and Educational Studies; (children, their developmental needs and activities to promote, and observe the child's learning at home, school and environment.

(B) *Curriculum and Pedagogy* which include courses namely, Curriculum Studies and Pedagogic Studies;

(C) *School Internship* leading to the development of a broad perspective, professional capacities, teacher sensibilities and skills. These areas constitute the common core curriculum for teacher education programs across stages – pre-school, elementary, secondary and senior secondary.

- The core components and the quantum, intensity, their relative importance, quality of learning and teacher preparation,
- the school and learner context and other factors are important that they should not be looked upon as independent and separate curricular areas but as interconnected, feeding each other towards total development of the teacher.

5.2.7

How to become a ECE/ pre school teachers

Each one is passionate about something, having thoughts that excite. One who is empathetic, patience and loves to nurture young children in the age group of 2-6 years, their curving a career as a preschool teacher is the right career for them.

Working with young energetic, curious minds is so rewarding

Preschool / ECE teacher need to be with Creativity, Empathy, Nurturing their aptitude and attitude, Soft skills and verbal communication, language acquisition and social skills, classroom management techniques, curriculum transaction, physical environment management skills, material management skills, computer skills of data entry for anecdotal records, record keeping, and administrative skills.

A pre school teacher to get equipped with above skills need proper environment, mentor and a process of training is required. Hence preparing a student teacher for teaching profession is a difficult task it involves actions for multiple fronts and perceptive. ECE teacher education programme is to be designed to bring the above desired changes in student behavior so right institutions and right training is inevitable.

What and how should be Early Childhood Education training institute?

Apart from providing pre service teacher training programme ECCE teacher training institutes are to be conducting Different types of training /orientation programmes for

- Preparation of Manpower with different categories of teachers – Pre service and in service.
- Head teachers of ECE centres./ Managers of Preschool/Schools
- Field functionaries of supervisory cadre.
- Field functionaries of Management cadre
- Stake holders of functionaries working in the field of Early childhood education

Step-by-Step Guide on How to Become/ prepare a preschool Teacher

“Finding our passion is not just about career and money. It is about finding our own authentic self.”

Selection of proper teacher training Intuition also is important.

A properly trained teacher truly touches lives of young learners. Selection training institution also is very much essential. The ECCE teacher training Institute plays an important role in producing Empowered Teachers by offering a certificate or diploma in ECCE.

<ul style="list-style-type: none"> • Gain a certificate to become a Certified Trained primary school Teacher 	DLED-Diploma in Elementary Education – duration of 2 years with intermediate qualification
<ul style="list-style-type: none"> • Diploma in pre school education 	DPSE- Diploma in preschool education 2 years of duration With 10+ 2 Qualification(intermediate qualification)
<ul style="list-style-type: none"> • Gain a certification (rigorous one year /three months) training through a professional Teacher Training and Education Programme. 	PPT – Pre primary teacher training course – Certificate course in ECE Duration 3 months with 10 +2 qualification
<ul style="list-style-type: none"> • Post graduation Diploma in Early childhood Education 	One year duration After graduation

As per the NCTE norms the duration of the training programme is to be for two years facilitating to equip the student teachers with the essential knowledge and skills.. the curriculum for two years diploma course comprising with

- Foundation courses

- Child development
- Exposure, preparation, plan and practice-activities and experiences to preschool children---Pre academic and school readiness , Development of Early Literacy & Language, Early Mathematical Concepts and Environmental Concepts
- Exposure and opportunities to practical skill development through various situations
- Internship Programme .

Check your progress What is the content and practical experiences required for Early childhood Teacher Education/ training course ?

Step 1

The education of teachers can be focused on the learner, to provide a greater ‘space’ for the personal, social and professional development of the teacher and to equip him/her to evolve pedagogic approaches and create a learning environment that addresses the needs of learners. Through the process of weaving theoretical knowledge across multiple disciplines with the student teachers’ own experiential realities and learners’ social milieu, teachers can be prompted to reflect, develop habits of self-learning and independent thinking. A sustained engagement with educational practice and theory will enable student teachers to generate knowledge and continually seek clarity, practice these with children in ECE centres.

One who aspires to teach young children should be comprehensively trained in all aspects and developments in Early Childhood Care and Education.

- Selection of the Right Institute and preprimary teacher education course (In the course of the Training and Education, the Institute selected should:

Help the student teacher

- to gain an in depth understanding of theoretical knowledge and the fundamental principles of ECCE based on child development.
- to acquire the attitude , skills , insights and techniques necessary to adapt play / activity based strategies in active learning classrooms
- to create opportunities to observe and practice required skills in different situations and in working with children.

Step 11

Develop knowledge and understanding on the content , knowledge on

(A) *Foundations of Education (philosophical and psychological)* which include courses , namely, Learner Studies, Contemporary Studies and Educational Studies;

(B) *Curriculum and Pedagogy* which include courses namely, Curriculum Studies and Pedagogic Studies;

(C) *School Internship* leading to the development of a broad perspective, professional capacities, teacher sensibilities and skills. Together, these areas constitute the common core curriculum for teacher education programs across stages – pre-school, elementary, secondary and senior secondary..

5.2.8 Meaningful Internship and School Experience

Pre-service teacher education programmes should provide sustained engagement with learners in school situations, experiences of teaching learners and observing them and regular teachers in classrooms. While functioning as a regular teacher, the intern would get the opportunity to learn to set realistic goals in terms of learners' learning, curricula content and pedagogic practice. A sustained contact through internship would help teachers to choose, design, organize and conduct meaningful classroom activities, critically reflect upon their own practices through observations, record keeping and analysis and develop strategies for evaluating students' learning for feedback into curriculum and pedagogic practice. The school would benefit from such an alliance in terms of witnessing possibilities of unconventional pedagogies. In this process of internship, teacher trainees develop new materials for teaching-learning which can become valuable resource for the regular teachers of the school. Internship experiences need to be organized in a way that is useful in evaluating teacher's ability, supports socialization within the profession, stimulates development of teaching-learning concepts, provides a protected field of experimentation, allows insight into new perspectives and enhances motivation to continue learning and reflecting

Step 111:

- Observe children in different situations at home , environment , school and in classrooms (children , their developmental needs and activities to promote ..and observe the child's learning at home, school and environment)
- Visit a kindergarten or an early year's childcare centres,- Anganwadi centres, Private preschools, Preschools run by NGOs, Voluntary organizations to observe child and ECE practices in different angles.
 - Physical infrastructure, outdoor and indoor space
 - Material prepared, procured and supplied
 - Preschool programme /curriculum followed
 - Content and process of curriculum transaction
 - Classroom management and organization
 - Display - Teacher and child material
 - Pedagogy
 - Teacher –child interaction
 - Child participation and learning in classroom, to see child in action. (Individual, in groups in whole class)
 - Teacher disposition

This will give a prospective kindergarten teacher the opportunity to perceive, talk to and learn more by observing the “Young Inquiring minds” in action and from the experienced preschool teacher.

- Develop necessary skills, attitude and gain the required knowledge to teach and facilitate the Early Year's Childcare and Learning classroom.

Step IV

- Plan content and activities (Developmentally appropriate programme with relevant activities)
- Practice preschool practices/ activities in simulated situation

- Practicing ECE strategies Conversation, Rhymes, indoor and out door games, storytelling techniques, art and craft-creative activities in simulated situations following microteaching principles and steps., ,
- Plan and practice these ECE strategies with children in ECE centres using related material and methodology.
- Practice of Early Childhood student teachers practicing ECE strategies in simulated situations and with children. To develop and equip with Communication skills , story telling techniques, Teaching /singing Rhymes, preacademic skills, Art and craft activities.
- Practice teaching skills in simple steps through microteaching.

Complete Student Teaching Requirements

- Internships – During the classroom internship, experienced educators and Teachers mentor Student teachers on topics such as Classroom management, Effective Cohesive lesson plans, Student evaluation, Parent-teacher communication and Value Additions. They are also evaluated on their classroom performance through teaching practice.
- Onsite training for student teachers during sessions of practicing teaching skills in simulated situations, microteaching and internships.
- Create professional teaching portfolios. Such portfolios incorporate teaching philosophy statements, Readiness Activity files, Actions plans, Case studies, Creativity Files, references, resumes, certifications, professional development activities and lesson plans. This portfolio is an exhibit of core competencies developed and enhanced in the due course of learning by the Student Teacher.
- Visits to Innovative Centres of Pedagogy and Learning, wherever feasible.
Sustained engagement with schools; internship as a partnership model; teaching and participating in school activities; recording observation of learners, analysis and reflection on teaching; developing and maintaining teaching-learning resources; developing unit plans and maintaining reflective journals
- Teaching practice for a period of 12-20 weeks, including an initial one week of classroom observations; case studies, classroom research, development of learning resources

5.2.9 Microteaching

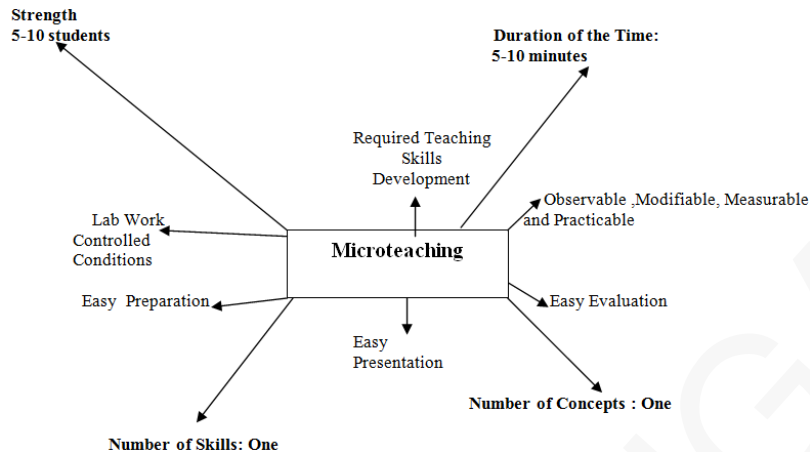
Teaching is a wonderful activity. It is a complex of different behaviors of teachers. It plays a vital role not in intellectual development but also in molding the ideas, habits, attitudes, interests and values of pupils. The training includes the process of attaining various skills. But training cannot lead the human being to the higher levels of education.

Microteaching is a training technique which is called ‘micro’ since a teacher trainee practices with a small group of 5 to 10 pupils for a short duration of 5 to 10 minutes on a selected concept of a lesson and concentrates on a single skill which is magnified. Teaching skills for student teachers focus on

participation observation skills, model teaching , dSiscipline techniques, and content teaching. Microteaching is not a substitute but a supplement to the teacher education program.

Definitions of Microteaching

The diagram below indicates the meaning and properties of microteaching in a simple manner.



Plan micro teaching with simple steps- simple concept short time duration on skill at a time to a small group and simulated situations will help the student teacher to practice to attain required skills for class room transaction in three

Steps in Microteaching

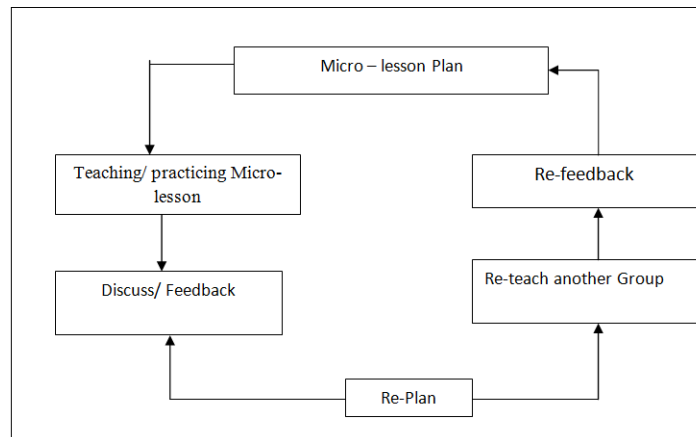
In microteaching, the trainer should follow the following steps in a systematic manner to achieve the required skills among the trainees.

1. **Orientation of the student teachers to the microteaching program:** The teacher educator should provide and enlighten about microteaching and its importance in the teaching learning process to develop the teaching efficiency.
2. **Discussing teaching skills:** The teacher educator should discuss about the definition of the skill and identify different skills, which affect the teacher behaviour.
 - **Teaching skills :** Planning instructional objectives
 - Introducing topic
 - Explaining
 - Observation
 - Probing questions (convergent and divergent thinking)
 - Fluency and resourcefulness
 - Illustrating with examples
 - Stimulus variation
 - Reinforcement
 - Preparation and use of two and three dimensional aids
 - (Black board, charts models and other aids)
 - classroom management

3. **Selection of a particular skill:** Among the different skills, the teacher educator should select a suitable and particular skill, which is required for the topic in the concerned subject.
4. **Presenting a model demonstration lesson on a particular skill:** The teacher educator should demonstrate in a micro- lesson a skill, which is selected for demonstration.
5. **Observation of the model skill by student teacher and recording their observations on the observation schedule:** The student teachers should observe the model micro-lesson performed by the teacher educator in a prescribed observation sheet, which is prepared by the experts and supplied by the teacher educators.
6. **Critical appreciation of the model lesson by student teachers:** The student teacher should discuss the model micro-lesson with the teacher educator in detail and achieve the required skill.
7. **Creation of a microteaching setting:** The Indian model of microteaching developed by NCERT gives the following setting in simulated situations
 - I. Number of students about 5 to 10 .
 - II. Duration of the time about 5 to 10 minutes.
 - III. Number of skills: one at a time
 - IV. Duration of the microteaching cycle: 36 minute.
 - V. Observers: peers and teacher educators.
8. **Practicing the skill:** The student teachers should practice a particular skill until the satisfaction of the observers.
9. **Providing feedback:** The performed micro-lesson should be followed by the feedback for knowing not only the mistakes but also modifications in that lesson.
10. **Re-planning:** After the feedback on the performed micro-lesson, the student teacher should re-plan the same micro-lesson by including the suggestions of the observers.
11. **Re-teaching:** Re-planned micro-lesson should be taught to the other group of students consisting of five to ten students.
12. **Providing re-feedback:** Feedback is given again in the re-teaching of micro-lesson as re feedback. The practice should be continued until the observations are satisfied with the skill achieved
13. **Integration of teaching skills:** Finally the student teachers should integrate the acquired skills and perform a lesson as link practice.

Microteaching Cycle

Based on above steps it can be concluded that the microteaching should follow a cycle as mentioned below:



Process of equipping the student teachers in the training institute :

- Class room transaction through lecture cum demonstrations
- Observational visits to different preschool centres.
- Practicing each skill and strategies in simulated situations
- Preparation of teaching learning material required at preschool stage for teacher's and children use
- Prepare lesson plans for ECE strategies implementation process and curriculum transaction for 3-4 ,4-5 and 5-6 year old children in the preschools
- Planning evaluation procedures/ techniques and observations
- Preparation of different records and reporting systems.

Thus micro teaching helps and enhance the knowledge and teaching skills of student teacher following exposure and practicing in simple steps which lead them to handle in children macro situations in the preschools .

5.2.10 Executive summary:

The seeds are to be sown today for the knowledge, and all round development of the child. As today's child have to contribute to the nation two decades later..

Early child hood period in human life is very critical and handling children in this stage carefully is important. Any small deviation at this level will have a major impact on the life of a child in longer term. Family preschool/school play an important role, specifically in the development of the children. Teacher with teaching skills are necessary in coordinating child-family- preschool-school. Hence teacher preparation is necessary to handle children,/ students at different age levels and different rates at preschool, primary and secondary levels.

Preschool teachers are to be with enriched relevant knowledge of child development, pedagogical process, managerial skills and continuous evaluation procedures.

It is the role and responsibility of Teacher Training institutions to enhance the student preschool teachers with theoretical knowledge and practical experiences and applications. including foundations of education, child development , curriculum studies , pedagogical processes , observational, curriculum transaction procedures, age appropriately , managerial skills , hands on experience ,(preparation, procure and use of

material)with resourcefulness, good academic and practical skills to transact curriculum at preschool stage .

The teacher training institutions should have coordination with practicing preschools along with the attached model/lab school to facilitate student teachers to demonstrate, practice the required skill in simulated and real situations ... by planning, preparing the relevant material ,practice step by step in simulated and real situations through microteaching ,teaching practice. Followed with observations and feed back by supervisors., re teach and get equipped with required skills by first hand and direct experiences.

5.3 Importance of an inclusive environment for all children, including those at margins

“Inclusive Education” means that all children are welcomed into the life of the school for age-appropriate, regular classes and are supported to learn, contribute, participate in all aspects of the life of the in other words.

Inclusive education is developing and designing our schools, classrooms, programs, activities so that all students learn by participating together. In other words, inclusive education is providing quality education by meeting individual child needs that is responsive accepting, respectful and supportive.

Children participate in the common learning environment. i.e children from different backgrounds and with different abilities learn together in an inclusive environment regular instruction hours include classrooms, libraries , gym, music rooms, play grounds and local community. A common learning environment does not mean that child with intellectually disabilities or children with special needs learn in isolation from their peers.

Inclusive learning environment is effective

- Where instructions are designed, suited, delivered to children of mixed abilities along with their peer group and at the sometime being responsive to the individual needs as a learner and used for the majority of the children’s regular instruction hours.
- Enables each child to participate fully in the designed educational setting
- Provide a positive climate, promote a sense of belonging, and ensure children’s progress toward personal, social, emotional and academic goals;
- Responsive to individual learning needs by child-centered teaching practices and learning.

Therefore “inclusion” or “Inclusive Education” is education that includes everyone-non-disabled and disabled people learning together in main stream schools, colleges and universities children with special needs and children may require adaptation and support to access the curriculum.

Inclusive education becomes successful mainly through accepting. Understanding and attending to children’s individual differences and diversity pertaining to physical, cognitive, academic social and emotional domains.

The driving principle is that all children are welcome, appropriately challenged & supported in their efforts. This system includes the regular education teacher along with the special education teacher as well as other staff as key stakeholders along with the parents.

Research based evidence & benefits for inclusive Education:

Children with special needs benefitted in academic gains through inclusive education in literacy (Reading & Writing), math and social studies, better communication and social skills according to Buietal 2010).

Children show positive attitude, higher self-concept and motivated in inclusive classrooms research shows that Children with special needs in the classroom gives the regular children new kinds of educational opportunities by serving as peer coaches (group leaders) by learning to help another children, they send to improve their own performance learning modalities because of the varied instructions to the inclusive class by the teacher, (visual, auditory & kinesthetic) the regular children also gets benefitted as well.

Inclusive classroom strategies

- Games that build relationship & team work
- Involving children in solving problems & helping each other
- Songs, stories and books that encourage a feeling of oneness
- Dealing openly with individual differences
- Developing community spirit
- Utilizing infra-structure

Benefits: Since the teachers try to use different ways of teaching in an inclusive classroom, learning becomes interesting for all the children in the classroom. As children help one another in a group or in one to one situation, social skills develop .

The children with special needs benefit in more than one area of learning in an inclusive classroom such as improving communication and social skills, increased peer interactions , many educational outcomes, and post-school adjustments .

Research by M. Trainer says that the children with intellectually differently abled show an increase in social skills and academic proficiency when placed in inclusive schools.

5.4 Ensuring physical and emotional safety and security of the child.

Importance and considerations.

Introduction :

There is a need to increase the school safety and security. This is what all parents believe and consider before acknowledging the school. Parents feel that their child's school is the safest place next to their home. But this is no longer the scenario outside. There is a need to analyze and improve the school safety and security techniques.

How do you ensure safety for children at school?
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A pre-school environment should be safe, and above all things, ensuring safety in a pre-school environment/ setting encompasses a number of considerations. These include not only a physical environment but also includes the emotional safety and well-being of each child.

Classroom Environment:

The pre-school program should offer well-organized classrooms and playground that are clean and include child-proof safety measures. In addition to the physical safety, a child's well-being is the key to the success of the program. A sense of safety comes from consistent, attentive, nurturing and being sensitive to each child's needs.

Safe and Supportive schools:-

Creating safe and supportive school environments involves school personnel, leaders of community organizations, parents and youth working together to build positive, supportive and healthy environment that promote acceptance and respect.

A preschool lays foundation for child's education and for holistic development of the child. Learning to ride a bicycle or a tricycle, participating in various day to day activities is a fun. But, it is equally more important to take care of the kids safety during these activities so that their participation becomes a joyful learning experience. As pre-schools act as foundation for primary education, it is important that the safety, security and hygiene are the key focus areas.

The three key methods to ensure child's safety and security at preschool:

1. Physical safety
2. Cognitive safety
3. Emotional safety

Physical safety:

Good touch/ Bad touch: It is the parents responsibility to educate their children to makeout the difference between a good touch and a bad touch, how to react or respond in a smoother way in case of hazard, how to stand against things faced when their classmates bully them/ or tease/embarrass him. It is the total responsibility of the school management to see that every child is closely monitored inside and outside the class and with in the school premises. Young children do not have an understanding of the effects of playing rough which may accidentally cause injuries to themselves or to their peers.

Fire Safety: Every Pre school should pay attention to fire safety guidelines. The school should maintain fire safety guidelines by installing fire exitinguishers.

Transportation: Bus drivers, conductors need to follow guidelines for school buses and should follow traffic rules & safety as the consequences of overlooking can be severe.

Buses with GPS facility: All the school transport buses should be equipped with GPS facility. This allows both the parents and the school management to track the children travelling in the bus. To ensure

double safety, the buses should also have CCTV cameras. The transport attendance of each and every child getting into and out of the bus is highly recommended.

Staff Verification: It is mandatory for the school management to verify the teaching and Non-teaching staff especially before hiring them into school be it on permanent / temporary /contract basis.

Safety measures:

Pre-school: The premises of the pre-school should be well guarded, with compound walls, or with proper fencing. The entry and exit of the pre-school should ensure security against harmful things.

Staff: The personal and professional background of each staff must be checked. Teaching and non-teaching staff must be trained to respond in case of any emergency.

Identification: Along with the identification cards to every child, authority cards must also be issued to the parents/persons who will pick and drop children at the preschool.

Classroom: It is necessary that the electrical cords and switch boards should be out of reach of children. Electrical outlet should be covered with childproof materials. Medicines should be locked and kept out of reach of children.

Toys& Furniture: The material should be developmentally appropriate, age-specific and child-friendly and should meet regulatory standards. Suitable fall surfaces should be present around the outdoor play equipment to avoid accidents.

Observation: CCTV cameras should cover all classrooms and premises and every nook & corner of the school. Each classroom should have CCTV cameras. It should be continuously monitored so as to attend to any emergency.

Consistency: Daily safety checks, mock drills must be carried out on regular basis to make staff and children ready in case of emergency.

Attendants at washroom: The school should sought serious measures to have attendants in toilets for the safety of children. It is highly recommendable to have separate toilets for boys and girls and for the staff too.

Monitor visitors carefully: Schools should employ security personnel to monitor visitors coming to school when entering the building. The child should leave the school only when the authorized adult comes to pick up the child.

Regular workshops: Regular workshops are to be conducted to inviting parents, children, and teachers and also with non-educational staff such as drivers cleaners and attenders.

Preventive measures: Preventive measures should be taken before any untoward incidents happen. Every staff should be made responsible for the safety of the children. Unused classrooms should be kept under lock and key and to see that no child is left alone.

National ECCE policy 2013 quotes non-negotiables that no child should be left alone unsupervised at any point of time.
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Emotional safety in pre school children:

Emotionally safe learning environments can be achieved by making social and Emotional learning (SEL) an essential part of education. Children should learn to manage and regulate their emotions, develop feelings and empathy to others, develop positive relationships with the people around him and to take responsible decisions. Children should feel valued, respected, connected and engaged in learning. It is only then the children feel emotionally safe and secure and share a good rapport with the teacher. They feel free to express their needs, raises questions, responds to questions by teachers etc. These positive interactions help the child to develop interest in learning develop a sense of trust on teacher, his peers and people around him with the materials with which he interacted.. Emotionally safe children become responsible citizens of tomorrow. The role of the teacher is to provide an environment that does not trigger fear or anxiety. The child should feel safe, comfortable and happy.

Create a positive atmosphere:

A classroom with bright, natural lighting uplifts the mood of the child and create a positive environment. The classroom setup should promote interactions with the teacher and active learning participation. Display of children's work motivates them to contribute more to the class, and boosts their self confidence and sense of achievement . classroom decorations can be made according to festivals , seasons birthdays which boosts their self esteem and self confidence.

Structure the program:

Children appreciate a structured, consistent routine in the classroom. The norms and rules of the behaviour to be followed in the classroom has to be listed and displayed. Daily schedules of activities in which children participate should be displayed and explained.

Know them:

The pre school teacher should know about her children's , interests , backgrounds, learning styles, strengths etc. This helps the teacher for individualized plans for each child in her classroom for learning to be effective. Also by addressing children by their names, going into their learning style can help the teacher to plan for assignments. Maintaining eye contact with each child makes them feel that they are being cared and develops a sense of security.

Consistently model good behaviour : the teacher should exhibit model positive behaviour by her kind gestures and actions to convey messages to the class and provide opportunities for the same to the children.

Promote social behaviour :

The children are taught social behaviour essentials to the class. Children in the class should be encouraged to respect each other and to use appropriate communication. Children should not involve in bullying , teasing etc. And to take necessary action. The teacher should ensure a emotionally safe, free from negative emotions and without any stress so that children perform well in the class.

Cognitive safety:

Cognitive safety is nurturing pre school children in a positive , amiable environment to handle pressures of future. The parents or the school management should not impart academic pressures on children. Children should be provided "experiential learning " opportunities rather than rote learning . Hence , the teaching , Pedagogy and curriculum should be age appropriate and should not impose stress on children. In brief, the child should be in a safe, hygienic , secured, interested , joyful , environment that should last for long hours.

5.5: Summary:

A preschool teacher is central in shaping or influencing how children learn, understand, perceive and react to the classroom environment and the world around them. Preschool teachers need to exhibit enormous patience and self control to handle challenges from children.

They should effectively communicate with parents for open discussion; address each child's needs & developmental progress. Close relationship between teachers and children is an important factor in creating a high quality educational environment.

Reflective teaching is a cyclical process because once you start to implement changes, then the reflective & evaluative cycle begins. It is a process where in teachers think over their own teacher's teaching, analyzing how it was taught and in how many ways it can be improved. Teachers need to be constantly reflective as they continuously make adjustments in instruction in a process of continuous learning.

Children come from varying backgrounds and differ one another in their interests, physical abilities, mental abilities, learning styles etc. But they enjoy the joy of privilege together in one classroom they participate in the activities in the same classroom.

Right to Education Act (RTE) in India states that no school can reject admission to any child on grounds of discrimination and children are not segregated or labelled at any point. In other words, each classroom needs to be an "inclusive classroom" welcoming all types of learners and allow them to participate in different learning activities.

There are many benefits of inclusive education like children learn to respect their own individuality & also others; learn team –work and collaboration in inclusive schools.

Concept of inclusion in education is not confined to classroom walls or compound walls but beings out the changes in attitude of children & adults in general. The ability to understand & accept the strengths & weaknesses of others in the classroom is a valuable trait needed in every individual to develop good inter –personal skills. This attitude in turn helps the children for socio-emotional regulation and development.

5.6: Questions

- 1) How would you describe a preschool teacher?
- 2) Which teaching style you will adopt as a preschool teacher and why?
- 3) What is the importance of reflection in teaching ?
- 4) What is the importance of inclusive education in early childhood education. ?
- 5) What are teacher behaviour skills?
- 6) Discuss the importance of practising in simulated situations?
- 7) How do you ensure emotional and physical safety in children?
