

**DPSE Programme - I & II Year**

**Practicum**

**Reference Material**

SCERT, DELANGANA

## **Paper -7**

### **Exposure to Pre-School Practices**

**a. Classroom Observation (Foundation I and II)**

**b. Teaching Practice in Simulated Situation (Foundation I and II)**

#### **Introduction**

The bench-mark of a teacher preparation program is hands-on experience in the field, the field being the children's pre/primary classrooms. As part of the certificate and degree programs, the student teachers will be practicing the practicum-based classes with various age group children (3 to 6 yrs) in a variety of early childhood settings.

#### **What is Practicum in Early Childhood Education?**

The **practicum** offers a unique opportunity to apply what you have learnt in the theory to expand your knowledge and to develop your skills and to practice. It is time for the student teacher to practice the learned knowledge in the real situations i.e. to move from the role of a student, student teacher to the role of a professional teacher.

**Practicum** (also called internships or work placement programs) is designed to provide student teachers with practical work experience. They emphasize the importance of learning by doing. They're where students can transfer their knowledge to put into practice by actually working with children.

**An Early Childhood Education Practicum** is a form of volunteer work experience that is a cornerstone of training in early child hood education, counselling and social work which involves work experience and supervision by a qualified supervising educator, therapist or social worker.

This course provides early childhood education professionals with the opportunity to observe, interact, and evaluate children, applying theoretical and practical models in the field of early childhood education. Course activities include structured and unstructured observation, analysis of the roles of adults, lesson planning, parent conferencing and reflective teaching.

Student teachers are expected to take increasing responsibility in getting equipped for overall health and safety, child guidance, teaching strategies, curriculum planning, implementation, teaming and family communication.

The following opportunities and activities are planned and included step by step to develop knowledge and skills to handle children at home, school and in society.

To:

- 1) observe children of different age groups in different settings - at home, in preschool, early primary school

- 2) observe class room transaction/ interactions to experience totality of the preschool environment – field observation
- 3) plan and practice simple concepts, in simple steps, with a few number of student teachers in simulated situations in Teacher Education Institutions
- 4) observe and identify the learning and developmental stages of the children and to provide supportive required learning resources
- 5) plan and implement developmentally appropriate curriculum activities for children in the early childhood education classrooms
- 6) plan and prepare appropriate activities and material pertaining to concept and age of the children
- 7) create appropriate indoor and outdoor learning environments for young children
- 8) understand and implement skills in working with parents as partners in their children's learning process
- 9) locate and utilize professional resources
- 10) demonstrate skills of appropriate guidance and disciplinary techniques with young children
- 11) learn the various aspects of classroom organization and management
- 12) identify their pedagogical strengths and areas where they need to strengthen their skills
- 13) be reflective practitioner

### **Role of Teacher Education Institutions: To provide**

- a meaningful classroom practical experiences
- opportunities to apply knowledge and skills of child development in the field of childhood programmes
- base to students in becoming a reflective practitioner
- experiences for knowing the importance of teamwork and communication skills
- exposure to recognize, honour, and respect the diverse backgrounds and abilities of children and families

The student-teachers need to develop the following supportive skills:

- Self –Assessment & Self- Advocacy
- General Education Foundational Concepts
- Written & Verbal Communication
- Making connections between prior knowledge & new learning
- Identification & use of professional resources.

**The teacher educators need to extend the knowledge and skills of the student-teachers by providing situations basing on the quality standards specified as per National ECCE Policy, 2013.**

## **The Conduct of Student Teachers during Internship:**

- Student teachers are expected to fully participate in all classroom activities and come to class prepared to discuss assigned material.
- All student-teachers are expected to be regular, prompt and follow instructions.
- All cell phones should be muted during the class. Place the phone in mute or in vibration mode when you walk through the door to prevent any disruptions during class.
- Class discussions need to be conducted in a manner that is respectful and considerate of everyone in the class. While opinions may be strong or discussions heated, it is essential that all students are given an opportunity to participate in a comfortable environment. Free discussion. Inquiry and expression are encouraged in the classroom.
- Classroom behavior that interferes with either the instructor's ability to conduct the class or the ability of students to benefit from the instruction is not acceptable. Classroom behavior that is deemed inappropriate and cannot be resolved by the student and faculty member may be referred to the Office of Judicial Affairs for administrative or disciplinary review.
- The college campus is NOT a place for children. Student-teachers are not to bring children into the classroom or allow them to remain in the building unattended.
- **Written Assignments:** All written assignments need to be typed and prepared including following instructions, regularity and relevancy. Assignments must include the following elements in the heading: name, class, number, title of assignment and date
- **Late Assignments:** All assignments that are due on time will be promptly returned with appropriate feedback and review.
- **Attendance/Participation:** The class will be taught in a highly interactive manner and therefore attendance at every class session is extremely important. It is necessary to attend all classes, on time and do not leave class early. Attendance will be taken and it is the responsibility to sign the attendance for each class. For each missed class, an explanation and feed back is given.
- **Professionalism in the Field:** This is one of the most important aspects of the practicum experience. Professionalism covers a broad range of behavior including (but not limited to) the following:
  - Timeliness
  - Reliability
  - Ethical behavior
  - Appearance
  - Demeanor
  - Ability to receive constructive criticism
  - Appropriate dress
  - Appropriate care for materials and equipment
  - Appropriateness of interactions with all adults and children

It is the student teacher's responsibility to clarify the role with concerned site supervisor. Know what the student-teachers are expected to do and how they are expected to handle themselves. One true sign of a profession is going above and beyond the minimum requirements of the job-check with site supervisor and make sure to understand all expectations and requirements prior to beginning your practicum. Please be sure to clarify with site supervisor any issue regarding professionalism. If, at any time, need assistance in determining the professional behaviour that are appropriate for site, please contact the concerned college supervisor immediately.

### **Specific Goals for the Practicum Experience:**

- Apply principles of early learning and appropriate practice in early childhood settings.
- Strengthen the ability to use environment as a tool for helping children learn about themselves and strengthen their own self-concepts.
- Gain a greater understanding of the organization and goals of programs serving young children.
- Plan collaboratively with other educators.
- Observe children objectively and effectively and make use of these observations for planning purposes.
- Plan, develop, and implement instruction with young children that meet the physical, emotional, social and cognitive needs of the children.
- Motivate children through the use of developmentally appropriate materials and activities that encourage the use of child's prior knowledge.
- Strengthen ability to follow interests of children and facilitate individual learning and development.
- Communicate with professional or parents regarding children's learning and development and ways to facilitate learning and development.
- Study and apply ethical guidelines for professionals in the field of early childhood education.

### **Expected Outcomes of the Internship Programme:**

#### **The Student-teachers**

- demonstrate an understanding of the theoretical perspectives in human development and education
- appraise the role of the child as an active learner
- integrate child growth and development into practical and meaningful applications

## **2) Student-teachers gain knowledge, skills and disposition to**

1. prepare lesson plans in accordance with desired child competencies

2. utilize effectively a variety of teaching techniques and strategies in the early childhood setting
3. use discipline and management techniques and strategies effectively in the early childhood setting
4. demonstrate effective communication skills, including reading, writing, speaking, listening and visually representing with pupils, parents, colleagues and others in oral and written.
5. evaluate pupil progress and use information to inform parents
6. provide for individualized instruction for children with diverse needs
7. provide experiences that incorporate a multi-cultural society as well as that of an inclusive society
8. establish a positive working relationship with the members of the professional staff, parents, and other individuals

**CONCLUSION:** This programme, theoretical and practical, experiences provide to examine basic child development theories in relation to design and implementation of curriculum for young children. Topics include the design of developmentally appropriate lesson plans and learning centers to fit the needs of specific age groups, the steps involved in curriculum development, material and equipment selection, planning group experiences and basic guidance techniques for young children. The programme emphasizes the value of play and learning environments and developmentally appropriate materials and activities.

This programme focuses on the dynamics between the young children and their family, school and community, including various cultural and social influences. Student-teachers explore ways to develop communication skills between young children, peer groups, parents and teachers, community resources and social services, including healthcare, welfare and counseling etc.

## Classroom Observation during Teaching Practice

**Introduction:** Classroom observation plays a very important role in practice teaching

1. **Peer observation:** Student-Teacher's teaching will be observed by peer in the classroom and the vice versa. It aims to support the sharing of best practices and build awareness about the impact of own teaching.
2. **Observing the mentor teachers class:**

The main purpose of this observation is to have focus on

- how the teacher teaches
- how the teacher creates a positive learning atmosphere
- what strategies and procedures followed in setting up the activities
- how the teacher gives instruction to all the children
- how the teacher explains the content, provides developmentally appropriate experiences to all the children
- how the teacher provides feedback to learners

**Remember:** a student teacher will not be evaluating mentor-teachers' teaching

**3. Observation by the Supervisor:** The student-teachers will be observed by the supervisor/ mentor teacher while practicing teaching in the classroom. The purpose here is to focus on how well they carried out different aspects of the lesson.

In this paper, we will be dealing with all kinds of observations as discussed above.

### **Observation of Mentor School Teacher's classroom**

#### **Nature of the classroom observation:**

Teaching practice is a very important component in a student-teachers journey to become a teacher. Yet one has to keep in mind the limitations of observation. Teaching is a complex and dynamic activity and during a lesson many things happen simultaneously. So, it is not possible to observe all of them.

#### **What to observe?**

If observation is to serve a useful purpose, it needs to be planned carefully. Since, student-teacher cannot focus on too many things at a time in the class room, a careful planning is required. Some aspects of the lessons are relatively easy to observe (Ex: children asking questions, teacher posing questions etc) whereas, other aspects may not be observable but have to be inferred. Ex: Degree of interest shown by the children in the particular activity, decisions made by the teacher during the lesson (teacher might introduce songs & rhymes pertaining to the lesson to sustain their interest).

#### I. Lesson Structure

- Opening of the lesson (Is it through narrating a story, incident, examples, activity/song?), developing the lesson and closing the lesson.
- The number of activities that constitute the lesson and its appropriateness to the age/abilities of the class
- The links and transitions between activities

#### II. Classroom Management Strategies

- Setting up of groups – Large / small / flexible / rigid groups
- Maintaining order
- Time management
- Seating arrangements – classroom display /setting up of learning corners, print rich environment, storage, space organization, classroom material organizing etc.

#### III. Types of Teaching Activities

- Whole - class activities
- Pair and group activities
- Individual activities

#### IV. Teaching Strategies

- Presenting the concepts
- Organizing hands on experience
- Teaching techniques – child - friendly and developmentally appropriate

#### V. Material used by teachers

- Use of concrete materials related to concept - manufactured materials, locally available material, prepared material by the teacher.

#### VI. Language used by teachers

- Use of instructional language / children's mother tongue.



- VII. Language used by students
  - Use of language in group work
  - Use of mother tongue
- VIII. Child Interaction
  - Child-child interaction
  - Teacher-child interaction
  - Child- environment interaction

### **Observation Procedures**

Observation is not one time or part time. Student - teacher should observe a complete pre-school programme. The pre-school programme is a holistic programme focusing on all developments of children. Hence, to understand the programme the student teacher should observe not just the class room transaction but in a holistic way at least for 2 weeks before the start of internship.

- Safe and Hygienic surrounding
- Classroom setting
- Learning material available
- Indoor play
- Safety of the building

The following tools used by the student-teacher depend on the focus of the observation to prepare a record:

#### **A. Checklists:**

The checklist contains a list of different features of a lesson which they complete while observing a lesson. They provide a clear focus on observation, however, they can only be used for certain aspects of a lesson such as features that are easy to count and should focus on one or two aspects of the lesson only.

#### **B. Narrative summary**

A narrative summary is a written summary of the lesson that captures the essence of the things happened in the class room. Ex: How the lesson opened, the sequence of

activities, how the teacher transacted each activity, which activity did the children like and so on.

### **Conversation with the mentor teacher after observation of the lesson**

Following an observation of one of the lessons, the mentor teacher may normally discuss after the lesson to share his or her observations. Mentor teacher may have limited time to discuss the lesson and answer any questions, so keep questions focused. Mentor teacher have different styles of interacting with student teachers hence, both of them need to establish the kind of supervision style to feel comfortable. The following vignette shows the approach used by one teacher trainer:

Normally the post lesson conversation will follow the following format:

- Student teacher gives an account of the lesson focusing on what worked well, what didn't work so well and what can be done differently next time.
- If the student teacher asked the mentor teacher to focus on specific aspects of the lesson, discuss the information that was collected and its implications.
- Mentor teacher responds to student teacher's account of the lesson and adds his or her own observations.
- Any problem areas of the lesson are discussed and strategies for addressing them are identified.
- A goal is set for the next observation. Post lesson conversation can be followed with the following guidelines:
  - Student teacher gives account of the lesson focusing on what worked well, what went wrong & what can be improved, what might be done differently next time etc.
  - Student teacher can discuss about the content delivered, information collected and its implications.
  - Mentor teacher responds to student teacher's account of lesson and shares his/her own observations.
  - Problem areas in the lesson discussed and strategies for addressing them will be here with identified.

### C) Field Note for Student teacher

| Time interval | Time duration | Activity | Material | Organization of children | Teacher child Interaction | Activity specific characteristic | Level of participation of children | Teacher present in the class | Remarks |
|---------------|---------------|----------|----------|--------------------------|---------------------------|----------------------------------|------------------------------------|------------------------------|---------|
|---------------|---------------|----------|----------|--------------------------|---------------------------|----------------------------------|------------------------------------|------------------------------|---------|

|                 |         |
|-----------------|---------|
| • More than 80% | Yes – 1 |
| • 60% - 80%     |         |
| • 25% - 60%     | No – 0  |
| • Less than 25% |         |

#### Reference: ECEQAS

**Summary & Conclusion:** Learning through observation plays an important part in practice teaching in order to make most of the opportunities to observe the classes by mentor teacher, a clear focus for observations should be established and a clear set of procedures to help student teacher to describe what should be set.

Remember you should remain as an observer and you are neither an evaluator nor a participant. Observing your co operative teacher’s class will help you to anticipate issues related to teaching & help you better for your practice teaching. The purpose of observation is for the student teacher to learn but not to draw conclusion about the teacher based on classroom observation.

The list given above is general indicators reflecting classroom transaction. Put a “TICK” mark whatever you observe. Please note it is not necessary to observe all the items that are indicated in the check list on the day of observation.

**Note:** To the teacher educators / supervisors/ mentor teacher: Based on the observation, there should be discussion to draw conclusion on how it affects the professional abilities of student teacher.

## Stage II

### **Conduct of Activities by Student Teachers in Simulated Situations at respective TEIs followed by feedback from Co Students and Teacher Educators**

#### **Introduction:**

Simulation is a controlled representation of reality. Simulation means role playing or rehearsal in which the process of teaching is carried out in artificial situations to get practice. Simulated teaching is used prior to the classroom teaching practice with the objective of developing specific teaching skills among student teachers. It is used for pre-service teachers to make them effective teachers in transacting the content using relevant teaching learning material and appropriate methods.

As a part of the DPSE programme, student teachers are:

- Explained about preschool teaching strategies in the classroom theoretically.
- Exposed to observe the classroom transaction of preschool teaching.
- Prepared to plan and practice in simulated situations to gain confidence, to equip with necessary knowledge & skills to teach and to handle children in real situations.

Budding teacher earnestly try to prepare him/ herself, read books about teaching methods, attend lectures and take courses on teaching and communication skills. Yet, in theory everything seems much simpler than in practice. The complexity of a teaching situation can be overwhelming. To deal effectively with it, teachers must not only have a good knowledge of the subject in hand, but also to be equipped with pre instruction and instructional skills i.e. planning and implementation skills (including classroom transaction skills and communication skills) such as planning and preparation of lesson plans, material and selection of suitable methodology to be used in different situations, use of ECE strategies - supervise, reinforce, encourage with verbal rewards etc., ability to observe, converse with children, lead a discussion and pose questions, use of teaching learning material, classroom management, grouping children, make children play, sing, dance etc. Furthermore, they should be aware of how students/children perceive him or her. This perception is sometimes quite different from the teacher's self-image. It is difficult to self assess one's own abilities (pre service teacher) and they benefit from colleagues' feed back to recognize strengths and identify areas for possible improvement. Hence practicing in simulated situations, micro teaching and internship is important in teacher training programme. This is done prior to the student teacher directly handles the children in the class. Practicing teaching in simulated situations with one teaching skill at a time, simple concept, one strategy at a time in micro situations is also important to practice and be skilful to handle children in real situations.

Practicing in simulated situations, getting equipped with knowledge of content and skill of implementation in simulated situations before internship and directly handling children is very much needed.

### **Practice in Simulated Situations, Teaching Practice / Internship**

Practice teaching in simulated situations, microteaching and teaching practice/ internship in ECE centres mandatory.

#### **Objectives:**

##### **To make the student teachers**

- to get training in developing knowledge and equipping with skills needed to become an ECE teacher
- attain knowledge and skills with simple steps, simple concept, minimum children and one skill at a time
- practice to learn and get enriched with skills and knowledge to handle preschool children in real situations
- exposed to real life classroom experiences under the supervision of professional teachers
- translate educational theories and principles into practice by providing the forums
- enable to discover their own strengths and weaknesses and enable them to address their weaknesses and enrich their strengths for classroom transaction
- familiarize with real school environment as their future work place
- acquire professional skills, competencies, personal characteristics and experience for full-time teaching by providing opportunities
- develop a positive attitude towards the teaching profession

#### **Importance of Practicing in Simulated Situations**

Simulated teaching is a teacher training technique used to bring about modification in the behaviour of the teacher and to equip with required skills and abilities. It introduces student teacher to teach in non-stressful conditions in learning teaching process.

In simulated teaching, one student -teacher acts as a teacher and others act as students/children. The teacher in this situation teaches considering the co trainees as school students/ children. Not only in the pre service teacher training programmes, during in service teacher training programmes also this simulated teaching is practiced.

Evaluation of teaching by students is becoming a common practice and a constructive feedback could be an effective way to improve one's rating as a teacher. Even the experienced educators may sometimes reflect about strengths and weaknesses of their teaching style.

Practice in simulated situations is planned by the teacher educator to facilitate student teacher to get practice and learn about

- “what to teach”- content
- how much to teach
- whom to teach
- what material to be used
- how to teach - strategy/ method/ process/ skill to develop teacher competencies in small groups
- how to observe children' participatory and achievement levels

With this practice student teachers gain confidence to handle children with required skills by attaining teaching skill, learning appropriate methodology, classroom arrangement/ organization and management.

Practice in simulated situations help student teachers to develop and enables to learn about smooth class room transaction

- how to / where to stand/sit in the class along with children
- how to speak/ communicate with children
- how to connect the content to real situations
- how to transact preschool programme /implementation process- ECE strategies
- how to develop conversation, organizing games, make them participate in music and movement, rhymes, how to tell the story (story telling techniques), conduct of creative activities of pre academics i.e. school readiness process
- how to use teaching learning material in the class room
- rewarding /expressions to encourage children through gestures verbal and nonverbal and sometimes postures
- class room management / grouping of children
- using systematic / informal observations
- questioning etc.

To practice these, student - teachers need to plan with simple steps, one strategy/ one concept/ one skill at a time with required material.

As ECE/ Preschool programme implementation is through ECE strategies i.e. conversation, rhymes, stories, games, creative activities, pre academic activities - pre reading, pre writing and pre number activities.

The format to plan and which can be used to implement each strategy in simulated situations is as follows.

Format for practice in simulated situations

- Name of the teacher Trainee
- Date
- Duration
- Age group /class to be taught
- No of co trainees (in simulated situation)
- Subject / learning area
- Concept/ ECE strategy
- Teaching Learning Material
- Aim
- Objectives
- Seating arrangement
- Procedure
- Learning outcomes

For each strategy / concept, the teaching procedure has to be mentioned and written in detail. The student teacher after completing one strategy teaching in simulated situations, she/he will be observed by co trainees and mentor teacher/ teacher educator and will be given observations feedback and asked to repeat if needed / re teach by incorporating the feedback. The observations and feedback are on lesson planning, relevancy of the material used, competency in content/ strategy, co trainees / students' participation, managerial skills, resourcefulness etc.

*Practicing in simulated situations is important before actual internship as a system of controlled practice that makes it possible to concentrate on specified teaching behaviour and to practice teaching under controlled conditions." - D.W. Allen & A.W. Eve (1968)*

It is an excellent way to practice teaching skills to build up confidence, skills and to experience with different teaching styles and learn to handle children by giving constructive feedback by observers.

This session is a chance to student to adopt new teaching and learning strategies and through assuming the student role, to get an insight into students' needs and expectations. It is a good time to learn from others and enrich one's own repertoire of teaching methods. It is an organized method of practice teaching which involves a small group of preceptors/ instructors who observe each other teach, provide feedback and discuss with one another the strengths of their presentations and potential areas for improvement.

### **Components of Practicing in Simulated Situations**

- It consists of small size of the class, length of the content and strategy etc. There will be minimum number of students in the class and the teaching period ranges from 5 to

20 minutes. The content is presented in an unit or through any one of the ECE strategies

- **Teaching skill.** The development of teaching-skills of the student's teachers is provided in the training programme and these are practiced in simulated situations, such as welcoming children, communication - teacher-child/ child –child interaction, skill of using material / play material- toys, pictures, charts, puppets, story cards, flashcards, concrete material, etc, skill of asking questions etc. Techniques/ methods of encouragement, classroom process skills.
- **Teaching Learning Material.** Learn to use the material from concrete, semi concrete to abstract.
- **Student Teacher:** The student who gets training as a teacher is called student-teacher. During training various capacities are developed in him/her such as interacting with children, capacity of class management, grouping of children and capacity of organizing various program of the preschool/ ECE centre etc.
- **Feedback Devices.** Providing feedback is essential to bring changes and improvement in the behaviour / teaching skills of the student teachers.
  - Immediate oral feed back by mentor teacher and co trainees.
  - Feedback can be provided through recording/ videotape/ feed-back questionnaires letting the student teacher to listen and understand by themselves i.e. self introspection

Generally practice in simulated situations is structured in three phases.

**Phase One - Knowledge and Skill Acquisition Phase-** (Teaching in simulated situations to co students).

Initially student-teacher is kept in real conditions where she/he observes model teacher who presents the teaching behaviour to be learned. The student teacher observes and gets exposure to class room situation. Student teacher plans and practices teaching in simulated situations. Inclusion of modelling before actual practice is a pragmatic approach which fosters the skill of learning by student-teachers as learning by observation is said to occur through informative function of modelling.

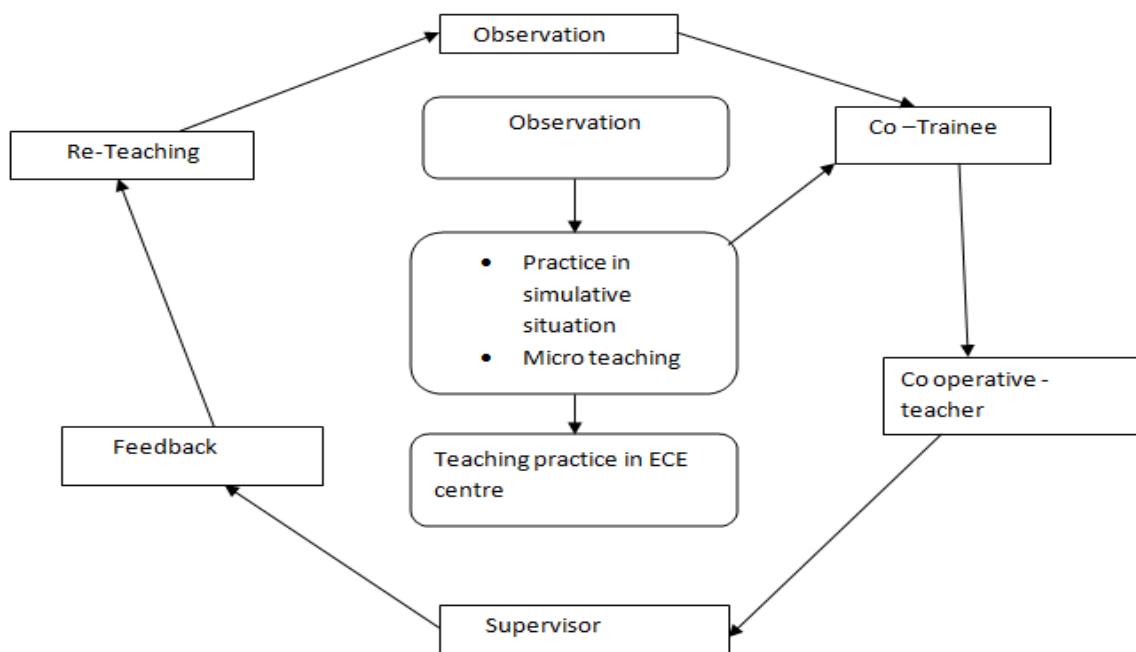
**Phase Two - Skill Acquisition Phase in Real Situations Phase** - It is also known as practicing phase. Student-teachers are given opportunity to teach in real classroom situations i.e. internship but scaled down to practice the same behaviour or skill.

**Phase Three-Transfer Phase-** It is also known as feedback phase. Student-teachers are reinforced for those instances of desired behaviour they have acquired and have provision for feedback for developing the desired behaviour or skill up to the mark.



**Need for practice in simulated situations in training institutions and teaching practice/ internship in the ECE centres**

Being observed by co student teacher, mentor teacher or supervisor it is undoubtedly stressful and causes anxiety during teaching practice as the student teachers being regularly observed by the mentor teacher /supervisor. The strengths and weaknesses of students’ teaching is being assessed which naturally causes some degree of anxiety. Hence it is always advised to develop a comfortable relationship with student teacher and mentor teacher. Observation becomes a positive learning experience. Mentor teacher will find many good things to comment about the student teacher’s teaching. Moreover, the mentor teacher also helps the student teacher monitor their own teaching by observing skills that would be difficult for her/him to introspect. During observation of the mentor teacher’s class a pre and post observation conversation is usually to prepare the student teacher, the observer discussions also help her to gain skills and knowledge. It is necessary to provide, a student teacher in a teacher training programme, practical experience in simulated situations and in real classroom.



**Feedback Form - Teacher Educator/Mentor Teacher (Narrative form)**

Name of the Teacher Educator/ Mentor Teacher: \_\_\_\_\_  
 Class observed: \_\_\_\_\_  
 Student Teacher: \_\_\_\_\_  
 Date and Time: \_\_\_\_\_

| Review Section  | Description/Comments |
|---|----------------------|
| <p>1. <b>SUBJECT MATTER /CONTENT</b><br/>           (shows good command and knowledge of concept; demonstrates breadth and depth of mastery)</p>  |                      |
| <p>2. <b>ORGANIZATION OF CONTENT</b><br/>           (organizes content with evidences, thorough preparation; states clear objectives, emphasizes and summarizes main points, meets class at scheduled time.)</p>  |                      |
| <p>3. <b>RAPPORT</b><br/>           (holds interest of students - respectful, fair, and impartial; provides feedback, encourages participation - interacts with students, shows enthusiasm)</p>   |                      |
| <p>4. <b>TEACHING METHODS</b><br/>           (uses child friendly teaching methods and developmentally appropriate aids, relevant teaching methods, aids, materials, techniques and technology; includes variety, balance, imagination, group involvement; use of examples that are simple, clear, precise and appropriate; stays focused on and meets stated objectives)</p> |                      |
| <p>5. <b>PRESENTATION</b><br/>           (establishes classroom environment conducive to learning, maintains eye contact, uses a clear voice and proper pronunciation)</p>  |                      |
| <p>6. <b>MANAGEMENT</b><br/>           (uses time and materials wisely, interacts with all children, balances freedom and discipline in the classroom)</p>  |                      |
| <p>7. <b>SENSITIVITY</b><br/>           (exhibits sensitivity to students' personal, cultural, gender differences and disabilities, responds appropriately in a non-threatening and pro-active learning environment)</p>  |                      |

| Review Section   | Description/Comments |
|--|----------------------|
| <p>8. <b>ENCOURAGE CHILDREN</b><br/>(encourages children to explore, experiment, take-up challenges that supports their learning)</p>  |                      |
| <p>9. <b>PERSONAL</b><br/>(evidences to self-confidence, maintains professional comporment and appearance)</p>   |                      |
| <p>10. <b>PHYSICAL ASPECTS OF CLASSROOM (optional)</b><br/>(state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list out observations if any and how physical aspects effect content delivery)</p> |                      |

**Strengths observed:**

**Suggestions:**

**Signature**

SCERT, TELANGANA

## Paper – 8

### Internship Programme - Pedagogy of Early Childhood Education

#### Why teaching practice in real situations / internship

Student Teaching Programme is to provide aspiring teachers challenging, relevant and rewarding field experiences to inculcate essential teaching skills and professional growth.

Teaching Practice is an opportunity for aspiring teachers to understand the role and operation of how the schooling is done. This field experience in internship/ block teaching provides a challenging yet rewarding experience of working with students/children in actual classrooms and acquiring professional competence. It is believed that these experiences have the potential to enhance the teachers' acquisition of professional competence. Acquired experiences will include among other things, their ability to assume the various responsibilities of the classroom teacher.

Exposure of the student teacher to internship provides them to

- Select the content suitable to the particular age group of children.
- Lesson planning as per required format
- Selecting, collecting and preparing relevant low cost and no cost material corresponding to the content to be taught and to age group of children from concrete and semi concrete.
- Plan and deliver instruction that meets the learning needs of all children learning styles, developmental and cognitive levels.
- Organize and manage the classroom environment for maximum academic performance.
- Manage classroom interactions and student's behaviour to create safe, conducive learning atmosphere for children's academic success.
- Work cooperatively and collaboratively with students, parents, and other members of school community for the benefit of students learning.
- Exercise decision making in identifying and using age, content and grade level appropriate instructional strategies in lesson delivery.
- Use reflective practices to evaluate effectiveness of meeting intended instructional objectives.
- Create a dynamic classroom environment which fosters positive, effective communication among students, teachers, parents and other members of school community.
- Demonstrate self-confidence and knowledge of content and the importance of curriculum to students' everyday life.
- Understand the role and operation of the school.

## **Conclusion**

### **The Role of Teaching Practice/ Internship in Teacher Education**

Teaching practice is central to teacher education programmes everywhere in the world. Different institutions and teacher education programmes design or adopt teaching practice policies that are informed by the institution's mission and vision. This mission must be anchored on the belief that aspiring teachers need to clearly understand the responsibilities they are about to undertake.

This teacher preparation takes many dimensions in scope and in content. To gain field experience, student teachers are expected to observe, learn and participate in all teaching, learning and general schooling activities.

Student teachers learn from teaching practice which provides opportunities and enables aspiring teachers to:

- Know the school community which includes mentor teacher, pre school administrators, students, class room and preschool routines.
- Work with individuals and small groups, and whole class as assigned by mentor teacher.
- Develop a communication plan with mentor and field supervisor.
- Learn to develop teaching plan with mentor teacher and supervisor and implementation process.
- Attend staff and other school related meetings.
- Begin to take over more daily responsibilities and teach whole class lessons.
- Plan and co-teach with mentor teacher as scheduled.
- Plan and solo teach for a designated period of time each day.
- Develop and present lesson plans to mentor teacher in advance for guidance.
- Take complete responsibility for classroom.
- Develop ongoing professional growth.
- Learn developing commitment to the students/ children.
- Show commitment towards parents (share with parents the task of shaping each student's behaviour towards socially acceptable ends).
- Show commitment to the community (the individual teacher's personal conduct, but also the interaction of the school and community).
- Show commitment to the school and employer.
- Show commitment to the profession. Developing love and passion for teaching profession. The teaching profession is a unique occupation and making the teaching profession attractive so as to encourage persons worthy of the trust to take up teaching as a career.
- Respect and Trust and work for professional relationships with students, colleagues, parents, guardians and the public for development of children for educational and personal growth.
- Exercise integrity in their professional commitments and responsibilities.

## Practicum - ECE Strategies

**Topic /Concept:** Fruits

**ECE Strategy:** Conversation

**Age- group:** 3-4 yrs, 4-5yrs

**Aim:**

- To utilize the food obtained from plants and trees
- To stimulate the sense organs.

**Objectives:**

**To**

- introduce different types of fruits that are available in the immediate environment.
- orient children about the benefits of eating fruits.
- provide sensorial experiences about fruits.
- develop a vocabulary of fruits and response to questions.
- motivate children to habituate them to eat fruits as part of their daily diet.

**Materials required:**

Conversation charts/flashcards

Stick/finger/glove puppets

Models

Bibs, Charts /Posters on Fruits, Flashcards of Fruits /Models/  
Real fruits that are available in the surroundings, planned and  
prepared/ procured

**Methodology:** Proceeding from concrete to abstract, known to unknown, simple to complex.

The conversation is done in 5 days with different activities.

**Day 1 - Free Talk**

Introducing the concept 'fruits' by free talk using new vocabulary and by providing experiences with concrete /real objects.

The teacher and children sit together in a circle. The teacher develops free talk with children about the fruits. The teacher introduces common fruits' names and encourages them to talk about them, one by one regarding the colour, shape, and taste while children hold and observe each fruit.

The teacher can make use of the monkey puppet to introduce and to sustain interest in children.

- The teacher asks the children to tell about what are the fruits they eat commonly every day or some times and which they see in their surroundings and also which are familiar to them by asking questions such as.
  - "What are the fruits do you eat every day or sometimes"? and what are their names
  - What are the fruits you know?
  - What is the shape of an apple? What is the color and what is the taste of it?
- The teacher shows and gives common fruits such as banana, guava, orange, apple, mango etc. one by one to each child and ask them to touch, see the colour, observe the shape and talk about it.
- The teacher holding the monkey puppet goes to each child and asks
  - Which fruit is in your hand?
  - How do you feel when you hold /touch it?
  - What is its colour? (if they do not know the colour of it., they can show or relate with any other thing in their surroundings which is in the same colour and also about the shape (they can tell or show ) teacher can supplement with the correct names/terms./vocabulary.
- Children talk about the fruits which are in their hand and their experiences.

**Day 2: Using concrete and semi-concrete things (Charts, Flash Cards, Puppets, Material from the environment)**

Teacher shows chart/picture cards/ models, ask children to identify the fruits and match with natural /concrete fruits and name them.

- Teacher displays fruits chart/ picture cards/flashcards before children and asks them to identify and name them. The teacher also gives concrete /natural fruits to children to match with the similar fruits in the chart/picture cards. Each child is given the real fruits/model to identify and match.
- The teacher asks the children
  - "Observe the fruit which is in your hand and identify the same in the chart/ flashcard and match with the similar fruit and name it".
  - The teacher calls the child with a name and asks the child to participate, each child is to be given chance. Children are expected to participate and follow the teacher.

- The teacher develops conversation/ picture talk with the children showing pictures using what, why, and how questions.
  - What is this? Name the pictures/ things which are in this picture/ chart
- Showing the picture of boys and girls in the chart .....
  - What is this boy/ girl doing here?
  - What are they looking at?
  - Why are they standing and looking at?

The answer can be of children's imagination or thoughts

- How do they want to get it or eat it?
- Why do they want to get it and eat it?

The interaction could be continued with the help of pictures, teachers' questions, and children's responses .... thinking... predicting imagination .....etc.

### Day 3:

**Role play / imitation/ actions/ riddles / dramatization relating to characters and develop a conversation on what is observed.**

The teacher provides sensorial experiences about fruits- shape, texture, colour, taste, smell, etc., (which is done in Day 1 in the classroom). Provides the first-hand experience to children by taking them to a nature-walk/ fruit-seller to observe fruits and ask them to talk about what they have observed.

**Teacher Provides sensorial experiences:** a sense of sight - colour, tactile sense - texture sense of smell/ odour (Olfactory sense) sense of taste (gustatory sense).

- The teacher shows an orange / (natural /picture cards) to the children and asks them to observe and ask the following questions;
  - What is this?
  - What is its colour? What is its shape?
- Then put it in a feely bag (a small cotton bag) without children notices and ask, close your eyes, put your hand in the bag, touch, feel the fruit inside, and tell
  - What is it?
  - What is its shape?
  - What is its texture?



- Take it out and see the smell

- How is the smell?

By smelling also teacher asks the child to identify the fruit. After making children get experiences, the Teacher consolidates about the characteristics of fruits (about the sensorial experiences of the children).

- The teacher cuts the fruit into small pieces, call one child and tell her/him to distribute the fruit pieces to other children .... then ask

- how is it tasting?

Children express the feelings about taste or tell the taste ....it is sweet, sour.....etc.

### **Role play**

Introduce Fruit Bibs... familiar fruits like guava, banana, mango, custard apple papaya, pomegranate, lemon, gooseberry, sapota etc.

- The teacher makes each child to wear a "fruit Bib" on their neck.  
Encourage children to do role play/ riddles /dramatization by wearing bibs of fruits
- The teacher calls each child by their name and asks  
"Observe the Bib which is in your neck and do role-play of it"
  - Child jumps and with actions does role play
  - " I am a banana, I am in yellow colour, I give strength and sweetness" to whoever eats"
- It can be a riddle by keeping the bib/ flashcard at the back of the child and ask other children to guess by giving clues to identify "Who am I .....My colour is yellow, I am with a sweet taste, I give energy and strength .... What is my name ....."  
Other children think and answer.
- Another ex: I am a fruit, I am sweet, I am yellow in colour, I am available in the summer season, Who am I?

Teacher and children sing a rhyme on banana

### **Day 4**

Stimulate children to talk on their own by using the new vocabulary introduced about each fruit

Call the children by name and ask them to tell about each fruit.

The teacher can also initiate talking about the fruit such as "apple is in red" then ask the other child to tell something about it in continuation as "Apple is round in shape"..... it goes on by turns .....

The teacher introduces the seasonal fruits

Teacher questions children

- What do we do in summer? How is the weather? Talk about temperature and Sun. Do we come to school in summer? During summer which fruits do we get? The Teacher then shows children the picture cards/ chart/ natural fruit to name and identify the fruits available in summer and talk about.
- Teacher shows pictures/flashcards of Watermelon, Mango, Grapes, Muskmelon etc and asks children about each fruit ...
- Provide sensorial experiences .... to hold, to taste, to observe color, shape, and size with the following questions teacher take each fruit in her hand give it to each child and ask "come, children, each one you hold it .. what is its colour, what is its shape, what is its size, etc., what is it's weight ?
- The teacher shall make children taste it..... "Come children, we will cut the fruit into small pieces, eat and tell the taste. Teacher and children together cut the fruit and teacher distributes to all children to eat. While distributing teacher introduces "Thank you" to children and explains when to say it.
- Which fruit is this? How does it taste? (in the same way, the teacher introduces fruits of winter and rainy seasons.)
- The teacher asks children to match the picture cards of fruits with that of seasons picture.
- Talk about the hygienic practices to be followed while eating fruits such as washing fruits before eating and not eating open /cut fruits with the following questions.
- What should we do when we buy/ get any fruit to home? When do we eat it?
- How do we wash? Do we eat without washing?

- Ask the children to arrange the picture cards of fruits from big to small vice-versa by providing picture cards of different fruits.
- Talk about the importance of eating fruits - they provide good health and gives immunity to us by protecting our body from infections in the form of a song on fruits.
- Happy fruits
  - Ripe and juicy
  - Banana is sweet and yellow
  - Apple is crunchy and red
  - Grapes are juicy and green
  - Guava is green and tasty
  - Happy happy fruits

#### **5th & 6th day:**

#### **Help children to think, imagine and predict (ask questions - How & Why)**

The teacher provides situations to children to think about the benefits of eating fruits / what happens if ..... to predict ...riddles picture talk.

Evaluation could be carried on by asking children to talk about the fruits they have learnt, with what, why and how questions by showing pictures .....to identify, match or through riddles / expressing verbal and non-verbal ways .....colouring, drawing, etc...

1) **Expected Outcomes:** 3+ children: should be able to recognize fruits and able to tell the name of the fruits.

4+ children: should be able to tell the colour, taste, smell of the fruits and name the fruits, follow teacher instructions and talk on their own about the fruits

2) **Self- observations and remarks if any:** Self analysis by the teacher about the classroom transaction such as using vocabulary, material, interaction with children, providing opportunities to children to think, answer/ response and use vocabulary, providing comfort, sustaining interest and participation levels.

**Title: Statue game**

**Strategy: Games**

Age-group : 3- 4 years and 4 -5 years

**Objectives:** To develop gross motor and fine motor development in children.

**Material required:** Kanjeera

**Methodology:** The teacher makes children stand in a circle in the premises. The teacher gives a demonstration of the game. It is a statue game. Children run around in a circle to the beat of kanjeera doing the action as per the instructions of the teacher. The teacher suddenly stops beating kanjeera and the children should stop as a statue in the posture they are. Those children who did not stand like a statue should come out of the circle and encourage the children in the circle.

- The teacher, before proceeding with the game should introduce the game and give clear instructions about the game, enacts different emotions and asks children what it is. EX: The teacher cries like a baby and asks children " Children, what am I doing?"
- "The teacher next poses a dance posture and asks children, "What am I doing?"The children reply, "You are 'dancing' teacher". In this way, the teacher enacts different emotions and actions. Now the teacher introduces the game to children. Ex: laughing, crying, running, hopping, eating, different postures, etc.
- Next, the teacher says," Children go round the circle with any action or the other of your own while I play kanjeera ."
- The teacher stops kanjeera and asks," children, I have stopped kanjeera. Now you all have to stand still in your posture like a statue. Those who move should come out of the circle and encourage your friends by clapping to them."
- The teacher again starts kanjeera and asks the children to run with their left hand on their head along the circle.
- This time teacher hints with some action.
- "Children, laugh aloud while running along the circle".
- The teacher now stops kanjeera and says "statue" and children remain to stand still like a statue in the posture the teacher instructed. In this way, the game continues and children can play till they enjoy it.

**Expected Outcomes:** **3+ children follows instruction.**

**4+ children** enact as per teacher's instruction.

**Self- Observations and remarks:** Is the teacher stopping kanjeera by observing children's pace? Are children enjoying the game?, How many children are participating in the game? How many children are following the teacher's instruction?

**Title: Red, Red, Red.....**

Strategy: Action Songs

**Age-group :** 3-4 yrs and 4-5 yrs

**Objectives:** To introduce the concept of colours through song

- To make the children enjoy the sense of rhythm and simple bodily movements to the song.
- To develop vocabulary (new words) through songs. EX: milk, hair, sky, grass etc

**Material required:** Picture cards of Apple, hair, milk, sky, grass, banana, etc.

**Methodology:** The teacher makes the children stand in a circle. The teacher also stands in the circle. Teacher briefly introduces the song "Colours" and questions children to think and answer.

- Children and the teacher stand in a circle for action songs.
- The Teacher sings the song in a musical tone.
- The Teacher encourages children to do actions along with her
- The Teacher should help children to provide opportunities for children to sing with action in a group as well as to sing individually.
- Initially, the teacher should not force the children to sing the song. Instead, it is enough if they listen to the song and enjoy it.

Let us take an example. The teacher introduces the song on Colours.

**Day 1:** Teacher sings the complete song orally with rhythm to children. The Teacher asks children, "Listen carefully to the song. The song is about colours."

Do you know what is the colour of an apple?

What is the colour of your hair?

What colour is milk?

What is the colour of the grass?

What is the colour of banana?

Now I am going to sing the complete song, all of you listen to the song carefully.

Red, red, red - apple is red

Black, black, black- my hair is black

White, white, white-milk is white

Blue, blue, blue- sky is blue

**Green, green, green –grass is green**

**Yellow, yellow, yellow –banana is yellow.**

**Now, I am going to sing one more time and listen to the song carefully.**

**Red, Red, Red.....**

**Method 2:** The Teacher sings the song with actions and gives the following instruction. “Now, children, I am going to sing the song with action. You can see me doing the action and join me in singing.” Few children join her in singing with action while others join her by singing orally. The Teacher repeats the song by doing actions till the children enjoy and learn the song.

**Note:** The Teacher should encourage children to sing along with her and should not force the child to sing initially. Some children join her in singing with action, while some children join her in doing action alone.

**Method 3:** The Teacher now encourages children to sing with action along with her in groups and individually.

The Teacher asks "children, let us sing the song together with action Red, red....."

**Method 4:** The Teacher asks children to sing one by one. The teacher says, " children, I will be calling you to sing the song one by one. Other children can encourage them by clapping to them."

In this way, one song can be sung for 15 days.

**Expected outcomes:** 3+ children can sing the song with the teacher's support while 4+ children sing with actions, identify and name the colour.

**Self Observation:** Is the teacher forcing the children to sing the song or to do the action?

Are the children able to enjoy the song, rhythm, and simple movements of the song?

Are the children able to learn new words in the song?

Are the children able to sing individually with confidence?

**Title: Paper tearing, making paper balls**

**Strategy:** Creative activities

**Age-group:** 3 to 4 years and 4 to 5 years children

**Objectives:** To develop fine muscle development, coordination and eye-hand coordination in children.

To provide opportunities for self-expression in children.

**Materials required:** Old newspapers

**Methodology:** The teacher makes children sit in small groups. The teacher initially explains and demonstrates to children how to tear the paper into small pieces and store it in the tin/box. The teacher also demonstrates how to make paper balls with both hands and store them in another tin. The teacher then shows them how to paste the paper balls in the given pictures with creativity.

The teacher gives one paper to each child.

The teacher instructs as: "children, I have given you one paper each to you. Now, tear the paper into small pieces using both the hands like this.

“Store the paper pieces in the tin/ box given to you”.

Method 2: The next day or two, teacher asks children, “children, I will show you how to make small balls with paper. You have to do as many paper balls as possible with these pieces of paper and store it in the box given to you. You have to take each piece of paper and roll it between the forefinger and the thumb and between the palms to make it round like a ball. This can be pasted in various forms”.

This activity is continued for three days in the week for the assigned month.

Expected outcomes: Fine motor development, eye-hand coordination, and developing thinking on his/her own.

3+ children will be able to tear papers while 4+ children will be able to make paper balls.

Student Teacher self-observations and remarks: Did the teacher organise children in small groups?

Did the teacher give opportunities for children to express themselves in their own way?

Did the teacher ask children what they can do with these paper balls?

Are the materials sufficient for a group to share among themselves?

**School Readiness**

**Title: Heavy- Light**

**Strategy:** Pre- number concept.

**Age-group:** 3 to 4 yrs and 4 to 5 years

**Objectives:** To introduce the concept of Heavy-Light.

To introduce the concept of relative comparison of weights with the objects those are present in the surroundings.

**Material required:** Small sticks, sand, pebbles and small stones, small bucket, small balance.

**Methodology:** The teacher makes children to sit in the circle. The teacher gives various hands on experiences of the concept “heavy - light” to children. Teacher initially provides a number of concrete experiences to introduce the concept “ Heavy” followed by semi-concrete experiences by showing pictures of Heavy like a man carrying heavy luggage, a woman carrying a big pot of water etc. This is followed by Abstract experiences. Ex: Role playing as if the children are carrying a big rice bag, lifting watermelons and putting them in a bag etc. In this way all the concepts have to be introduced sequentially by giving concrete, semi-concrete and abstract experiences to children. More and more worksheets need to be given to reinforce the concept.

For example, the teacher gives a big stone and a small stone to children. “Children, I am placing these two stones in Raju’s hands. You should feel it, by touch and by seeing it and tell me which stone is heavier? The one in your right hand or the one in your left hand? How did you feel? All of you come here one by one by turns and feel it and tell which one is heavy?

The teacher provides another experience to children.

The teacher asks every child,” lift the empty bucket and feel it while you lift.”All the children are given opportunities to lift the empty bucket.

Now the bucket is filled with water/sand /pebbles / small stones.

The teacher, "it is now filled with sand. Now, lift the bucket and feel it. Which is heavy? Empty bucket or the bucket with sand? Which bucket you lifted with ease and why? A true, empty bucket is lifted easily because it is empty. Again, tell me which one is heavier of the two?

The teacher provides another experience for heavy-light. A stone that fits in children's fists should be wrapped in paper. Another paper is crushed and made into the size of stone that fits into the children's fist.

The teacher asks, “children, there are two paper balls now. Stretch your hands and close your eyes. I am placing these two paper balls one each in your hand. You should feel it. Now tell me which one is heavier? The one on the right hand or the one in the left hand?

## **Day-1**

Children I am going to give you this stone to your hand. You should feel it by seeing and touching it. After everyone is done, the teacher gives another object like newspaper teacher



asks, "Children, Now, I am going to give each one of you this paper. Feel it by seeing and touching.

Now, children, tell me which object is heavy? Stone or paper?

The teacher gives another concrete experience for heavy-light.

The teacher asks the children, " Children, lift your school bag with books". How did you feel? Now, lift your school bag without books. How did you feel? Which one is heavy?

## **Day-2**

The teacher asks the children to sit in the circle. The teacher gives concrete experiences for the concept of "Light". The teacher gives various objects like paper, feathers, thermocol etc.

The teacher asks children, "Children, I am giving a paper and each one of you hold it in your hand and feel it by touching it.

Now, I am going to give you this paperweight. Each one of you hold it in your hand and feel it by touching it. Now tell me. Which is light? Is it paper or paperweight?

- The teacher gives another concrete experience for the concept "light" using a table tennis ball and a basketball.
- The teacher says, "children what is this? This is a table tennis ball. Each one of you hold it in your hand and feel it.
- The teacher gives basketball to each child. The teacher says "children, what is this? This is also ball. It is a basketball. Each one of you hold it in your hands and feel it. Now, tell me, which is light? Table-tennis ball or the basketball?
- The teacher gives another concrete experience. Teacher gives two small buckets –one small bucket full of leaves and another small bucket with sand. The teacher says " children, what do you see in this? It is a bucket full of leaves. Each one of you come to me, turn to the class and now lift the bucket of leaves" hold it in your hand and feel it. After that, each of one you come to me lift this bucket of sand, hold it in your hand for some time and feel it.

Now, tell me which is light? Is it a bucket of leaves? Or the bucket of sand?

## **Day :3**

Teacher provides concrete experiences to children about the relative comparison of concept "heavy-light".

The teacher holds basketball and table tennis ball in her hand. The teacher asks, "children, what are these? These are balls. One is basketball and the other is table tennis ball. Now, tell me which is heavy and which is light?"

The teacher provides another concrete experiences about the relative comparison of the concept "heavy-Light".

The teacher, shows children holding two small equal-sized buckets one filled with sand and the other filled with leaves.

Teacher asks "children what are these"? What are the buckets filled with?

I am placing these buckets in front of me. Each one of you should come here and lift the buckets together. Now, tell me which is heavier and which is lighter - the bucket with sand or with leaves?

The teacher provides another concrete experience with a balance that is already prepared. She prepares a balance beforehand. She then holds the balance in her left hand and displays it to children. She asks, "Children, do you know what it is"? It is a balance.

Did you see this anywhere before?

Yes, you might have seen this in the shops, vegetable and fruit market where they weigh the fruits and vegetables.

Now, I am placing stones on the right side. And some leaves on the left side of the balance.

What did you observe?

Balance bent towards the right side whereas the cup of leaves went up.

Do you know why did the balance bend towards right? Because stones are heavier than leaves, it bent towards that side.

Now, tell me which is heavy and which is light.

#### **Day :4**

1) Teacher provides various semi-concrete experiences about the concept in the form of pictures, picture cards/ flashcards and worksheets, workbooks, etc.

The teacher shows/ draws the picture of pumpkin and that of a table-tennis ball on the picture card or on the blackboard. The teacher asks children. "children what is this"?

This is a pumpkin.

What is this?

This is a ball.

After identification of the picture, the teacher points towards the pumpkin and ball. The teacher questions children. "Children, which is heavy and which is light" - Pumpkin or ball?

2) Teacher provides another semi-concrete experience to children

Teacher shows picture card of leaf, jug, pen and cot. Teacher makes children identify each picture by pointing to each picture. Teacher asks "what is this"?

This is a leaf.

What is this?

This is a jug.

What is this?

This is a pen.

What is this?

This is a cot.

Now, tell me which is the heaviest of all these things and lightest of all these.

The teacher shows picture card of vehicles like car, cycle, tractor and scooter. The teacher makes children identify each picture by pointing to them. Teacher asks which is the heaviest vehicle of all these? Which is the lightest of all these vehicles?

### **Day : 5**

The teacher provides abstract experiences about this concept "heavy-light" in the form of role-play, questions and scope of imaginative thinking.

- The teacher asks children to identify the light weight objects in the classroom and "Identify the heavy weight objects at home"
- Teacher asks children to do role play "children, there is a heavy weight suitcase in front of you. Lift the suitcase and keep it next to me".
- "Children, you all went to the market. There are big watermelons in the market. You purchased watermelons and how did you put it in the bag?

"You went forward to buy custard apple? How do you put it in your bag?

"How did you put watermelons in the bag? Did you use your two hands? Why?

"How did you put custard apple in your bag?

Did you use two hands or one hand? Why? How did you feel?

This way, the teacher should provide opportunities for children to think, imagine and answer

Note: the teacher needs to provide concrete / semi - concrete and abstract experiences to reinforce the concept.

**Title: Pre –reading skills –audio association, audio discrimination**

Strategy: school readiness activity

Age group: 3-4 yrs and 4-5 yrs

Objectives: To develop skills necessary for formal reading

Materials required: sound boxes, bell, ghungroo, stick, paper etc.

Methodology: The teacher along with children sits in a circle

- She says, “children, close your eyes and listen keenly to the sounds that you hear around. Open your eyes when you are asked to do so, once again close your eyes and listen carefully to the environmental sounds around”.
- The teacher now asks to open their eyes after 2 minutes. She says, “children now open your eyes”.

Now, tell me what are the sounds you heard?

Yes, we heard so many sounds - the sound of a crow, bird, people talking, paper sound, bangle sound etc.

- The teacher provides another auditory experience to children  
She asks children to make animal sounds "children what sound does a cat make?  
Meow like a cat.  
What sound does a dog make?  
What sound does a lion make?  
What sound does a cow make?  
What sound does an elephant make?
- The teacher provides auditory experiences of bird sounds.  
"Children, what sound does a cock make?  
How does a sparrow chirp?  
What sound does a peacock make?  
What sound does a duck make in water?

- The teacher provides auditory experiences of musical instruments through a tape recorder/smartphone.

“Children listen to the sound

Can you guess the instrument?

It is tamboora

"Children listen to the mouth organ.

Now, can you guess what is the sound?

Yes, it is the sound of ghungroo.

“You are all aware of this sound. What is it?”

Dum, Dum, Dum.

It is drum.

“Can you dance now to the rhythm & beat of the drum, please?”

Dum, dum, dum,

Gala, Gala, Gala dum, dum ,dum

Tak, Tak, Tak”

Now, I know you can recognize this sound

The teacher uses whistle sound.

Children, listen to this.

What is this sound?

Yes, it is the sound of the whistle

Now close your eyes and listen to this sound, carefully.

The teacher makes bangles sound.

Children, did you recognize this?

It is the sound of the bangles.

The teacher asks children to recognize the sound she makes. She makes the sound of the raindrops by tapping her forefinger onto the palm of her left finger.

She asks children, "How does this sound like"?

Don't you think these are the sounds of the raindrops started to fall on the ground?

Tup, tup, tup

Now the teacher makes sound with her two fingers, forefinger & the middle finger thus producing rain sound touching the ground.

Tup, tup, tup

Thus the teacher repeats the rain sound fast & slow, subsequently, asks the children to do so.

- The teacher hints the children to try the sound of the thunderstorm, wind blowing and trees swinging to the wind.

The teacher asks, "children, the wind is blowing gently" the trees are moving very fast. The wind is moving slowly

Shhhh....shhh...shhh...

Did you enjoy the sounds?

- The teacher makes a few vehicles sounds and asks children to repeat that.

Teacher "children, poom, poom, poom"

What is the sound like?

Buses & Lorries horn poom, poom, poom,

What sound does a train make?

Can you go like a train?

What sound does an aeroplane make while flying in the air?

How does a scooter go?

How does a cycle bell ring?

Tring tring tring.....

All of you ride a cycle, now,

Thus the teacher provides concrete experiences about the environmental sounds.

## **Day 2:**

Teacher and children sit in a circle

- Teacher gives experiences about sound discrimination to which teacher prepares sound boxes.
- Teacher fills 6 sound boxes of the same size and fills them with sand, pebbles, small size stones, etc. which produce different sounds. Teachers prepare sound boxes in prior to and before teaching children. She should take 6 boxes of the same size and should make into 3 pairs. The three pairs of boxes should be wrapped in three different colour papers.

One pair of boxes (tins) should be filled up to half level with sand and the other pair with small pebbles and the third pair with small concrete stones. All the tins should be closed with the lid and fully covered with colour paper so that all tins look alike. The teacher keeps aside one tin from each pair.

Now the teacher takes one box and asks children, "children, I will be calling each one of you, I will be shaking each box near your ear. Listen to the sound intently. Listen to the sound of each box and place it on the floor".

"Now, after listening to all the 3 sounds of the boxes, listen to all the other 3 sounds of the box and match with the sounds of the boxes that were heard prior to this and pair it, keep it aside."

In this way, teacher has to provide opportunities for audio discrimination from small sounds to big sounds, loud sounds, slow sounds, sounds heard from distance, sounds heard from short distance etc.

- Teacher provides another concrete experience for auditory discrimination & sequence of sounds.
- Teacher & children sit in a circle. Teacher makes certain sounds, asks them to listen and imitate the teacher.
- Teacher says "Cuhoo, cuhoo" and asks children what is the bird?  
Teacher says Bow, wow, bow, wow.  
What is the animal? Children repeat & say it is a dog  
Teacher says "coo, coo, chuk, chuk, chuk", it goes  
What is it?
- Teacher provides sound experiences in a sequence to the children. She procures the required material in advance such as: stones, steel glass, spoon, tender sticks, plastic bucket, plastic spoon, paper, bell etc.
- Teacher and children sit in a circle. Teacher says, "children, see and listen carefully to the sounds I make".  
What are these?  
They are spoon & a glass.  
Now, I am making sound with glass and spoon. Did you hear?

- The teacher makes another sound with plastic bucket and spoon.
- She says, "Children, I am making sound with this bucket & spoon. Listen and watch carefully to this sound".
- The teacher makes another sound with paper by tearing it.
- "Children, what is this? " Listen to the sound of paper while I am tearing it".
- She makes another sound with two stones
- Teacher to children, "children you see and listen to the sound. I am rubbing two stones together. Did you hear the sound"?"

Teacher now asks children to close their eyes and listen intently and carefully to the sounds she had already introduced to them and tell the name of the sound.

Teacher to children, "children, just close your eyes and listen intently to the sounds I make and tell the name of the sound". Clap for the children who told correctly.

Also, "tell me which sound you heard loud and which sound you heard very low"? Teacher provides opportunity for the children to identify the sounds in a sequence.

Teacher to children, "children, can you tell me the sounds I introduced in the sequence it was heard? (spoon and glass, paper tearing, rubbing of stones, etc)

### **Visual discrimination skills:**

Before children learn formal introduction to alphabet and numbers, the teacher should teach pre-reading skills like visual discrimination etc.

Teacher should keep ready the picture cards like table, chair, fan, bus, cycle, flower etc. and another set of cards with the same pictures but with some missing parts in it. For Example, table without one leg, chair without one arm, fan without one wing, bus without one tyre, cycle without a wheel etc.

Teacher shows picture card of a table to children and asks them to identify it. After identification, teacher describes the picture that it has four legs and flat surface. Next, teacher shows another picture of table but with some parts missing in it. She questions them and asks them to find the differences between the two cards. The child should be able to identify the differences visually which helps them later to identify alphabet and numbers by visual discrimination and not by rote memory.

Teacher to children, "children, now, I am going to show you a picture. You should tell what it is". She shows the picture card of table.

Children, what picture do you see now?

"It is a table with four legs". Now, I am going to show you another picture card of table.

Teacher shows the second set of picture of table but with one leg missing.



Children, look at this.

What is this?

This is a table.

Can you find any difference in this picture?

Yes, you find that one leg of the table is missing.

Now, I am showing both the picture cards of the table - the whole picture and the picture with one leg missing. Can you find the difference? Can you tell what the difference is?

Now, I am going to show you another picture.

What is this?

This is a fan?

How is the fan? Now look at this picture.

How is the fan? Do you find any difference between the two?

What is the difference?

Thus the teacher has to provide experiences for other pre- reading activities like picture reading, print awareness, riddles, rhymes and rhythmic words etc.

Outcomes: 3+ children were able to develop auditory perception and discrimination skills.

4+ children were able to develop auditory perception, auditory discrimination, attention, observation skills and visual perception skills.

Self- observation: Are the children able to identify and discriminate different sounds?

Are the children able to pay attention to the sounds? Do they need more activities like these?

Are the children able to identify visually?

**Title: lacing activities**

**Strategy:** pre-writing skills

**Age- group:** 3 to 4 years and 4 to 5 years

**Materials required:** Lacing boards or thick cardboards with holes and lacing thread to lace in and out, up and down.

**Objectives:** To develop

- The ability to hold and move pencil easily and effectively to produce legible handwriting in children.

- Hand and finger strength
- Crossing the mid-line
- Pencil grip
- Eye-hand coordination
- Bi-lateral integration
- Upper body strength
- Object manipulation
- Visual perception
- Hand dominance
- Hand division

**Methodology:** The teacher demonstrates how to use the lacing board by using colourful ribbons and laces. The teacher inserts the tip of the string or ribbon into the holes which develops eye- hand coordination. The teacher by using index finger and thumb grasps the tip of the string on the other side with the other hand which develops pincer grip. The teacher can make the lacing board in various shapes like animals, fishes, trees etc. with the help of a cardboard. The teacher can make use of shoe laces and also ribbons. Teacher can also make use of blunt needles to insert in the holes and thus can encourage children to create many patterns. It also increases the attention span of children.

Outcomes : 3+ children and 4+ children will be able to develop fine motor development and eye hand coordination skills.

Self observation : Are children able to hold the object and have finger grip for inserting?

Do the children require more activities for fine-motor development?

**Title: The story of a ball**

**Strategy:** Story telling

**Materials required:** Flashcards, storybook, picture cards of ball, door, tap, broom-stick, bat & ball.

**Age-group:** 3-4 yrs and 4-5 yrs

**Methodology:**

**Day 1:** Teacher introduces story with voice modulations, gestures, expressions and body language.

- Teacher makes children sit in a circle. Teacher sits on a low stool so that there is eye-contact with every child and every child can see her.
- Teacher narrates the story of the ball that forgot its name with voice modulations using simple language, with expressions and with body language that explains as if they have seen the story thus increasing their curiosity. Teacher narrates the story.  
“Children, I am going to tell you about the story of a ball”.  
You all like to play with the ball, isn't it? Once, a ball while playing and bouncing up and down, against the wall, rolled on to the floor. He was playing for himself as no friends came to play.

Teacher in a curious note “as he playing, he bumped on to the wall and hurt himself”.

Teacher with voice modulation, “poor ball” he forgot his name. He could not recall his name even after a long time. He went in search of someone who could tell his name he rolled, rolled, rolled and saw a door in front of him. He went near the door and asked in a requesting tone, “door, door, I forgot my name. I could not recall my name. Can you please tell me my name”?

Door replied in an irritating tone, “I am busy with my own work. How can I remember your name? Go and ask someone there”.

Teacher again in a low tone, “the ball rolled, rolled and went in search of someone to tell his name” “what did he see now”? Can you tell? He saw a broom stick in the corner of the room. Teacher narrating in a requesting tone, “broom stick, broom stick, I forgot my name. Can you tell me my name”?

Broom replied, “ I am already tired, I swept all day long! I am too tired to tell your name. Go and ask someone”.

Teacher with voice modulations, “the ball rolled & rolled and with action and saw a tap. He went near the tap and found the tap busy filling water in the bucket.

“ Shhh, shhh, shhh...”

He asked the tap. “I forgot my name. Can you tell me my name, please? Tap replied in a somewhat harsh tone, “If you yourself can't remember your name, how can I remember your name? ” Teacher in a disappointing tone, “the ball rolled and rolled and rolled “.... and went near the bat that is lying down on the floor.

Ball to bat “ Bat, bat, bat , I forgot my name. Can you please tell me my name?”

So, immediately after the ball said, bat laughed aloud.

Teacher laughs as if the bat laughing “ Ha, ha ha ha ha.....”

My name is bat and your name is ball. We both are friends from now”.

Bat and ball together with their hands held “ I am bat, you are ball, I am bat, you are ball, we are friends” teacher narrates the story in a happy tone.

## **Day:2**

Teacher uses flash cards to narrate the story while sustaining some suspense while turning from one card to the other.

Teacher narrates the story with gestures and voice-modulations using flash cards. Teacher makes children sit in a semi circle and narrates the story.

“Children, yesterday you have listened to the story,” “the ball that forgot its name”. Now, I will tell the same story using the flash cards.

Teacher shows the flash card of the ball playing himself. Teacher to children using flashcard by holding at the lower tip of the card: (teacher showing picture to children), children, what is the story about?”

“What do you see in the picture?”

“This is the story about the ball that forgot its name. You can see that the ball is playing by himself up and down and bumped against the wall.

“What happened while the ball was playing?”

- Teacher shows another flashcard of the ball picture struggling to recall his name. Teacher to children “the ball forgot its name upon bumping to the wall. It is scratching its head, moving forward and backward recalling his name. “what is my name? I could not remember my name! let me go around and search for someone who could help out”

“Who will help the ball?”

- Teacher shows another flash card of ball searching to find out his name. Ball goes to door and asks his name in a requesting tone.

Teacher to children “children, I am going to show you this picture”.

“What is there in the picture?”

You can see the ball going towards the door and asks in a requesting tone,

“Door, Door, I forgot my name while playing can you tell me my name?”

Door was busy opening & closing it.

Door sounds, Krrr, Krrr,Krrrr.....

Door replied, “I am too busy, I cannot tell my name”.

Teacher: The ball again rolled & rolled and went searching to find out his name.

Teacher shows the flash card of broom stick and asks

“Can you tell where did the ball go?”

“The ball went to the broom stick and asked, “broomstick, broomstick, can you tell my name?”.

Children, will the broom stick tell the name? what do you think?

“The broom stick is too busy all day long and could not remember his name.

Teacher in a low tone and with disappointed voice. Narrates that the ball again rolls & rolls and goes in search of someone.

“ children, where did the ball go?”

The tap is busy filling water in the bucket

Teacher makes gestures and sound

“ Shhh, Shhh, Shhh.....”

Teacher shows the flash card of the tap filled in bucket.

What is that the ball asking the tap?

In what way the tap is busy?

Now, the door broom stick & the tap did not tell the name.

Whom do you think will tell the name of the ball?

- Teacher shows the flashcard picture of the bat that is lying on the floor. Ball rolled, rolled and went near the bat.
- Teacher in a requesting tone as a ball “Bat, bat, I forgot my name as I was playing. Can you please tell me my name?”

Bat, “Ha, Ha, ha ha ha ha, you forgot your name! We both are friends. I am bat, you are ball.

### **Day :-3**

Teacher narrates the story with role play. The main objective of role play is to enact the emotions that are found in different characters of the story. The teacher narrates the story in brief but gives due importance to enact different characters and emotions involved in the story. This is a healthy way of letting out one’s own emotions for emotional regulation and

development. Also children enjoy playing different characters of the story. Children put in their own thoughts and words into the characters which promotes self-expression, language and boosts their confidence as well.

Teacher organizes children to stand in rows. The children are made to stand in rows from shortest to highest maintaining hand distance. Teacher narrates ball story and does action of the roles in the story in between. Ex: acting to rollout like a ball, acting like a door that closes and opens with crack sound, acting like a tap that is filling the bucket etc. Teacher does action and lets children do the action and completes the story in the sequence.

Teacher to children,

“Children, now that you have stood in rows and with hand distance, I could see you all and you all can see me too, isn’t it?”

For the past two days, you have listened and saw the flash cards of the story “the ball that forgot his name” You all know the story very well.

Initially, what is the ball doing?

Teacher makes action of the ball rolling, playing here and there and asks children to act like ball playing.

Children, you are all balls now. Act like ball playing by himself.

What happened to the ball?

“Children, you forgot your name. How do you memorise?”

Teacher to children, what is the door doing and how is it busy like? Teacher enacts like the door.

“Now, children, you are all doors, so act like busy doors.”

“Doors, open and close” krrr, krrrr,krrr.....

All children act like doors making forward & “krrr,krrr” open- close by moving forward & backward. Stretching hands for open & close.

Teacher to children; the door didn’t tell the name.

So, the ball rolled & rolled and went near the tap.

Teacher to children, “children, you are all balls rolling over” do that.

Teacher continues with the story.

The ball went on in search of tap.

In what way the tap is busy?

Teacher enacts as a tap making sound, shh, shh, shh,

Now children you are all taps filling water in the bucket. Again, the ball goes in search of someone who could tell his name.

What did he saw in the corner of the room?

The ball saw a broom stick in the corner of the room.

Teacher to children “broom stick, broom stick, I forgot my name as I am playing. Can you please tell me my name.”

Broom stick was busy sweeping the backyard and the front yard.

Teacher enacts like a broomstick.

“Children, how do you clean the house with broomsticks?” “you have to clean the house now”

Broomstick did not tell the name of the ball as it was too busy doing work. “The ball again rolled over, rolled over and saw the bat lying on the floor.

Ball asked the bat, “bat, I forgot my name. Door, tap, broomstick did not tell my name. Can you at least tell my name?”

Teacher enacts like a bat, laughs loudly- “Ha, ha, ha, ha?”

Teacher asks children, “how did the bat laugh? You are all bats now, enacts like the bat.

“Ha, ha, ha, ha, you forgot your name?! I am bat, you are ball. We both are friends!”

Teacher as ball, “Thank you, I am ball, you are bat. We both are friends!”

All children in pairs say, “I am bat, you are ball, we are friends”

#### **Day 4: Dramatization**

**Title:** The ball that forgot its name

**Strategy:** Story –telling dramatization

**Age-Group:** 3-4 years & 4-5 years

## Objectives:

**Method:** The teacher has to assign specific roles to each child and prepares them to enact with their specific roles. Let the small children see and enjoy the story. Teacher makes children to sit in a semicircle. Teacher engages 4+ children and assigns them specific roles in the story.

Teacher calls each child and assigns them the roles in the characters of the story. Ex: character of ball, door, tap, broomstick and bat.

Teacher calls one child and asks him to enact like a ball.

In the story, what is the ball doing?

Ball:

“Where are my friends? No one came today. I will play by myself.

I will bounce to the wall, to the bed, on the floor, Ha, Ha,

Oops! Dum, tup..... Oh! I got hurt while playing. I forgot my name, what is my name?

Oops! I don't remember my name.

With little pause, ....let me search for someone near who can tell my name. Here is the door. Let me ask the door.

Door is busy in closing and opening. Krrr..... Krrrrrrr.....krrrr.....

“Door, Door, can you tell me my name?”

Door: “I am very busy, shutting and opening”, I don't remember your name. Go and ask someone”.

Ball with disappointment went to the tap and asked.

Ball:“ Tap, tap, I forgot my name can you tell my name?”

Tap:“ Oh! I am very busy from the morning to evening all the time filling buckets. I don't remember your name. Go and ask someone. Ball went to the broom stick and asked.

“ Broom stick, broomstick, can you tell me my name?” I forgot my name.

Broom stick with irritant voice said, “I am very busy sweeping in front and backyard. Go and ask someone else.”

The ball with a disappointing note went near the bat. The bat was lying on the floor.

Ball went to the bat and asked, “Bat, bat, I forgot my name. No one told my name. Door, tap, broomstick didn't tell my name. Can you tell my name please?”



Then the bat with much laughter told the name and they became friends for ever. Bat said to ball, “ Ha , ha, ha, ha,ha....., don't you remember your name? I am bat, you are ball”! We both are friends.

Ball thanked bat for the help and said, “thank you so much. You are bat, I am ball, you are bat, I am ball. We both are friends? Bat & ball became friends thereafter.

**Day5:** The main objective of this method is to develop sequential thinking in children by asking them to narrate the story and at the same time arranging the story cards in the sequence that has been told. Teacher initiates the story while asking the children to pick up the relevant card and keep aside. The children complete the story by arranging the cards in the sequence of the story. Teacher, “children you know the story of the ball”.

“What happened to the ball”?

Is he playing with his friends or playing all alone? Pickup the card and keep aside.

What happened to the ball while playing?

“Pick up that card and place the card next to the above card”.

To whom did the ball go to?

What did the door say to the ball?

“You can pick up the card and place it next to the above card”.

“To whom did the ball go now”?

The tap is busy & hence did not tell the name of the ball.

“Please place the card next to the above card”.

“Where did the ball go now?”

What did the ball see?

What is the broomstick doing?

Did the broomstick tell the name of the ball?

Can you find the picture card for this?

Place it next to the above card.

“As the broom stick also did not tell the name of the ball, where did the ball went?

Did the bat tell the name of the ball?

“Yes, bat and ball are friends. Bat told the name of the ball, I am bat you are ball”

They became friends forever! Do you find the card? Place the card next to the above card. Now tell me the story in the sequence you have arranged.

**Day: 6**

**Title:** “The ball that forgot its name”-reading the story

**Strategy:** story telling

**Age-group:** 3-4 years & 4-5 years

**Objectives:** To provide opportunities for development of vocabulary & language.

**Methodology:** Teacher shows the story book of “the ball” to the children and narrates the story to the children. The teacher reads the story to the children from the story book. Children learn from reading the story by the teacher about how to handle the book, left to right direction, reading from top to bottom lines and turning the pages, associating pictures with the written words on each page in the story book. So, reading the story from the book is important and an important pre-reading skills, develops sight vocabulary which promotes reading skills in children by placing finger on the words.

**Day:7**

**Title:** “The ball that forgot its name”

**Strategy:** story telling

**Age-group:** 3-4 years & 4-5 years

**Methodology:** Let children sit in a circle. Teacher poses questions to children about the story and poses questions for problem-solving. In each story the problem is identified and teacher questions to think in the direction of a solution.

What is the story about?

Why did the ball forget its name?

Whom did the ball go to initially?

In what way the tap is busy?

What did the bat say to the ball?

Where will you go if you forget your name?

**Outcomes:** 3+ children were able to listen and enjoy the story.

4+ children: able to tell the story in their own words.

Able to talk about their favourite characters in the story.

Able to answer to the questions posed about the story.

**Self- observations:** Are the children able to enjoy the story?

Are the children able to express their thoughts and ideas about the story?

Are the children able to tell the story in the sequence?

Are the children able to think in the direction of a solution for the problem in the story? (the ball forgot its name).

SCERT, TELANGANA

## Instructions for writing a lesson plan

### What is a Lesson plan?

A Lesson plan is the teachers' road map of what children need to learn and how it will be done effectively during the class time. Accordingly, you can design age-specific and developmentally appropriate learning activities, develop strategies to obtain feedback on children's learning.

Why should we design a lesson-plan?

A carefully constructed lesson-plan allows you to enter the classroom with more confidence and maximizes your chance of having meaningful learning experience with your children/students.

What are the main components of a lesson-plan?

- ✚ Learning objectives
- ✚ Learning activities
- ✚ Assessment of children to check their understanding.

A Lesson plan provides you with a general outline of your teaching goals, learning objectives and means to accomplish them.

A productive lesson plan involves both the teacher and the children sharing the learning and learning from each other.

| <b>Before the class</b>  | <b>During the class</b>  | <b>After the class</b>   |
|--|--|--|
| <ul style="list-style-type: none"><li>• Identify the learning objectives.</li><li>• Plan the specific learning activities, assessments and the sequence of the lesson.</li><li>• Create a realistic timeline.</li><li>• Plan for a lesson closure.</li></ul> | <ul style="list-style-type: none"><li>• Share the lesson plan with your students/ children, helps keep them more engaged and on track.</li></ul> | <ul style="list-style-type: none"><li>• Reflect on what worked well and why, and what you could have done differently.</li></ul> |

### **Before class: Steps for preparing a lesson plan**

Listed below are 6 steps for preparing the lesson plan before the class.

## 1. Identify the learning objectives

Before planning the lesson, first identify the learning objectives for the lesson. Learning objectives describe what the learner will know or able to do after the learning experience rather than what the learner will be exposed to during the instruction (i.e. topics). Typically, it is written in a language that is easily understood by students and clearly related to the program learning outcomes. The table below contains the characteristics of learning objectives:

| Characteristic                          | Description  |
|---|--|
| Clearly stated tasks                    | Clearly stated tasks explained in simple specific vocabulary. Ex: Describe, analyse, evaluate etc.,  |
| Important learning goals                |  |
| Achievable                              | Should be achieved within the given period and sufficient resources are available.   |
| Demonstrable and measurable             | Can be demonstrated in a tangible way; It should be observable and assessable.   |
| Fair and equitable                      | All children including children with special needs should be provided fair and equal opportunities that should be assessable and observable. |
| Linked to course and program objectives | Consider the broader goals, objectives and competencies – which are achievable.  |

## 2. Plan the specific learning activities

When planning learning activities, consider the types of activities students/ children need to engage in, so as to develop the skills and knowledge required to demonstrate effective learning. Learning activities should be directly related to the learning objectives and provide experiences that enable children to engage, practice and gain feedback on specific progress towards objectives.

Plan the learning activities and estimate the time to be spent on each. In built time for extended explanation or discussion but also prepare to move on quickly to different applications or problems and identify strategies for assessment. Given under are a few questions to think and design the learning activities:

- What will I do to explain the topic?
- What will I do to illustrate the topic in a different way?
- How can I engage children in the topic?
- What are the relevant real-life examples and situations that help students understand the topic?
- What do children need to help them understand the concept better?

Many activities can be used to engage learners. The activity types (i.e. what the student is doing) and their examples provided below help in thinking, designing and delivering high impact learning experiences for children in a typical lesson.

| Activity Type   | Learning Activity  | Description  |
|---|--|--|
| <p><b>Interaction with content</b></p> <p><i>Children are more likely to retain information presented in these ways, if they are asked to interact with the material in some way.</i></p> | <p>Conversation, Games, Action songs, Story-telling, Readiness activities</p> <hr/> <p>Riddles<br/>Puzzles<br/>Picture cards</p> <hr/> <p>Individual opportunities</p> | <p>Children learn maximum when these strategies are used with some resource material. Convey concepts verbally often with visual aids like conversation charts, flash cards, puppets, picture cards, alphabet cards etc.</p> <hr/> <p>to assess the level of children's' understanding</p> <hr/> <p>Children are given opportunities to speak about a theme, action songs to sing, worksheets and workbooks.</p> |
| <p><b>Interaction with digital content</b></p> <p><i>Students experiment with decision making and visualise the effects and consequences in virtual environments.</i></p>                 | <p><b>Technology</b><br/>Computers, smart phones and Audio- tapes</p> <hr/> <p>Simulation</p>  | <p>Children are provided with computer networks and technology within a controlled virtual environment where new concepts can be explored and learnt.</p> <hr/> <p>Replica or representation of a real-world phenomenon that enables relationships, contexts and concepts to be studied through role plays, dramatisation etc.</p>   |

**Interaction with others**

*Peer relationships, informal support structures and teacher-student interactions/relationships*

Debate

Verbal activity in which two or more differing viewpoints on a subject are presented and argued

Snack and lunch time, free play and small group activities

Formal/ informal conversation on a given topic/question where the teacher facilitates student sharing of responses to the questions and building upon those responses.

Feedback

Information provided by the teacher or peer(s) regarding aspects of one's performance or understanding.

Guest Speaker-involving community, parents, grandparents etc., in preschool programme

Feelings, thoughts, ideas and experiences specific to a given topic are shared.

**Problem solving and Critical thinking**

*Presenting children with a problem, scenario, case, challenge which they are then asked to address or deal with. It provides children with opportunities to think about or use knowledge and information in new and different ways.*

Story- telling

Detailed story (true or fictional) that students analyse in detail to identify the underlying principles, practices or lessons it contains.

Science experiments  
School readiness activities

**Reflection**

*The process of reflection starts with the children thinking about what they already knew and have experienced in relation to the topic being explored/learnt. This is followed by analysis of why the student thinks about the topic in the way they do and what assumptions, attitudes and beliefs they have about and bring to learning about the topic.*

Good habits, Socially accepted behaviour

Practice daily and apply new life situations.

It is important that each learning activity in the lesson must be (1) aligned to the lesson's learning objectives, (2) meaningfully engage students in active, constructive, authentic, and collaborative ways and (3) useful where the student is able to take what they have learnt from engaging with the activity and use it in another context or for another purpose.

### **3. Plan to assess student understanding**

Assessments (e.g., tests, problem sets, performance tests) provide opportunities for students to demonstrate and practice the knowledge and skills articulated in the learning objectives and for instructors to offer targeted feedback that can guide further learning.

The basic purpose of assessment in preschool program is to determine each child's developmental status at a time and how they are progressing. Through continuous observation and assessment, it becomes easy to plan early learning experiences to match the needs of children and challenge their abilities. The main purpose of observation is to know them, identify their needs and accordingly support their learning. The teacher need to know what, when and how to observe.

What to observe while assessing children:

- a. Major growth and development in domains
- b. Progress in learning
- c. Children's unique style and pace of learning, knowledge, attitudes and interests
- d. Issues or concerns about a child or group of children

The tools of assessment suggested below which give ways of recording the information are:

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

### **4. Plan to sequence the lesson in an engaging and meaningful manner.**

#### **1. Learning Objectives:**

Learning objectives should be written in brief, spelt out clearly with specific statements of what learners will be able to do at the end of the lesson as a result of activities, teaching and learning that has taken place.

- 2. Gain attention:** Obtain children's' attention to enable to watch and listen while the teacher presents the learning content.



Any of the following activities can be used as per the concept and interest of the class to gain attention.

- Present a story
- Present a song
- Play a game
- Utilize ice breaker activities
- Audio visuals, You Tube videos, and so on.

The objective is to quickly grab child's attention and interest in the topic/concept.

**3. Knowing prior knowledge and concept guiding:**

- Help children make sense of new information by relating it to something they already know or already experienced.
- Recall events from previous experiences to guide the present concept/topic.

**4. Introduction to the new content and development of the concept:**

- Use different methods / strategies which are child friendly.
- Activities which are developmentally appropriate and plan different activities for children with different abilities.
- Use appropriate sensory stimulus.
- The content should be graded from known to unknown, simple to complex, concrete to symbolic.
- Provide first hand experiences with concrete examples.
- Avoid cognitive overload
- Provide opportunities to apply information to personal contexts. This increases retention by personalising information.

**5. Provide guidance:**

With learning guidance, the rate of learning increases as children are less likely to lose time or become frustrated basing on performance on incorrect facts or poorly understood concepts.

**6. Reinforcement and Practice:**

Helps children to apply knowledge and skills learned.

- Allow children to apply knowledge in group or individual activities
- Make reference to what children already know
- Ask children to recite, revisit, or reiterate information they have learned
- Facilitate children to explain their new learning.

## **7. Provide feedback:**

Provide immediate feedback on individual childrens' performance to assess and facilitate learning.

## **8. Assess performance:**

To evaluate the effectiveness of the instructional events, see if the expected learning outcomes have been achieved. Performance should be based on previously stated objectives.

- Utilise a variety of assessment methods as mentioned above.
- Plan for enrichment and remedial activities.

## **9. Create a realistic timeline**

A list of ten learning objectives is not realistic, so narrow down your list to the two or three key concepts and skills you want students to learn in the lesson. Your list of prioritized learning objectives will help you make decisions on the spot and adjust your lesson plan as needed. Here are some strategies for creating a realistic timeline:

- Estimate how much time each of the activities will take, then plan some extra time for each
- When you prepare your lesson plan, indicate how much time you expect to each activity
- Plan a few minutes at the end of class to answer any remaining questions and to sum up key points
- Plan an extra activity or discussion question in case you have time left
- Be flexible – be ready to adjust your lesson plan to students' needs and focus on what seems to be more productive rather than sticking to your original plan.

## **10. Plan for a lesson closure**

Lesson closure provides an opportunity to solidify student learning. Lesson closure is useful for both teacher and children.

You can use closure to:

- Check for child's understanding (adjust your teaching accordingly)
- Emphasise key information
- Tie up loose ends
- Correct children's misunderstandings/misconceptions

Your students will find your closure helpful for:

- Consolidating and internalising key information
- Linking lesson ideas to a conceptual framework and previously-learned knowledge
- Transferring ideas to new situations

There are several ways in which you can put a closure to the lesson:

- State the main points yourself (“Today we talked about...”)
- Ask a child to help you summarize them

### **DURING THE CLASS: PRESENTING YOUR LESSON PLAN**

Letting your students know what they will be learning and doing in class will help keep them more engaged and on track. Providing a meaningful organisation of the class time can help students not only remember better, but also follow your presentation and understand the rationale behind the planned learning activities.

### **AFTER THE CLASS: REFLECTING ON YOUR LESSON PLAN**

Take a few minutes after each class to reflect on what worked well and why, and what you could have done differently. Identifying successful and less successful organization of class time and activities would make it easier to adjust to the contingencies of the classroom. If needed, revise the lesson plan.

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## English Lesson Plan for Preschool Children:

**Concept:** Introduction of letter “D”

**Aim:**

To introduce children to the world of English by developing language skills: listening, speaking, reading and writing

**Learning objectives:**

**Teacher provides opportunities to enable the children to:**

- introduce and reinforce letter ‘D’ with exposure and practice with oral and written experiences
- develop listening comprehension, phonological awareness
- develop print awareness and letter knowledge
- construct sensory sense
- develop pre reading and reading skills
- develop pre writing and writing skills

**Age group:** 3+ and 4+ children

| S. No  | Particulars                                      | Teacher activity  | Pupils activity  | TLM  | Outcomes   |
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| <b>Phase I - Introduction of the Concept</b> |  |   |  |  |  |
| 1  | <b>Knowing prior knowledge about the concept</b> | <ul style="list-style-type: none"> <li>• Teacher wishes children and sit along with them in a circle</li> <li>• Teacher keep the flash/picture cards of words starting with “A” to “C” letters, which are already introduced to children</li> <li>• Teacher gives picture cards/ pictures starting with A/B/C letters to each of the children. Keep the letters A/B/C cards in the centre of the children, ask each one to see the card given to them, name it and tell the first letter/first letter sound of the word. Teacher needs to make it possible to give chance to each child.</li> </ul> | Children visualises the picture, tell the names and identifies the first letter/ sound and say it out. | Picture cards of butterfly, bat, aeroplane, ant, cage, cow, cap, bell etc. | <p>Children</p> <p>Observe, perceive visually and identify letters</p> <p>Observe, identify and match similar letters.</p> |

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|          | <p>Matching picture with letter</p>    | <ul style="list-style-type: none"> <li>Teacher asks children to match the picture card with the related letter card which are kept in the centre of the children.<br/>           Instructions to children:<br/>           Teacher: Look at the card given to you, name it, listen to and identify the first letter / the word of the picture.<br/>           Identify the relevant letter card which match to your picture card and match together.</li> </ul>   | <p>Observes and match the picture card with corresponding letter cards</p> <p>Match the picture card with the relevant letter card</p> <p>Eg. Cage picture with 'C' card</p>   | <p>Multiple letter cards of A,B,C and picture cards of corresponding words starting with A,B,C</p> |   |
| <p>2</p> | <p><b>Concept Guiding activity</b></p> | <ul style="list-style-type: none"> <li>Teacher asks the children to tell about the things/ animals they like including pet animals they have at home and in surroundings and how do they take care of them.</li> <li>Name things, animals in our environment preferably starting with Letter 'D'</li> <li>Teacher shows the conversation picture/chart which includes the pictures of dog sitting in front of a house, a girl playing with doll /dancing, donkey with load on its back etc.</li> </ul> | <p>Children recollect the names of things and animals they see around,..might be as doll, dress, donkey, dog, cat, cow, ant, ball etc.</p> <p>Children observe pictures in the chart, name them and talk about them.</p> | <p>Conversation chart</p>  | <p>Recollects and associates the names with the letter sounds</p> |


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|  |  | <ul style="list-style-type: none"> <li>• Teacher points out the picture and asks the children to talk about each situation. <ul style="list-style-type: none"> <li>- What is the dog doing and why?</li> <li>- What is the girl doing?</li> <li>- What is the donkey carrying on its back?</li> </ul> </li> <li>• Teacher points to the pictures of doll, dog, donkey each one at a time, ask them to name the picture , listen to the word, say the first sound/ letter of the word</li> <li>• Points to the picture of <b>doll</b>, ask the children <ul style="list-style-type: none"> <li>- What is this? Name it</li> <li>- What is the first letter/ sound of the word?</li> </ul> </li> <li>• Points to the picture of <b>donkey</b> and ask the children <ul style="list-style-type: none"> <li>- What is this? Name it</li> <li>- What is the first letter /sound of the word?</li> </ul> </li> <li>• Points to the picture of <b>dog</b> and ask the children <ul style="list-style-type: none"> <li>- What is this? Name it</li> <li>- What is the first letter/sound of the word?</li> </ul> </li> </ul> | <p>Children observe the chart, talk about each picture and say what, why and how of the picture during picture comprehension/ talk about it.</p> <p>Children pronounce the word, listen to the first letter/sound of the word and say it out</p> <p>Children look at the picture chart/ pictures / name the picture, pronounce the word, listen to the first letter /sound and say it out.</p> | <p>with pictures (starting with letter 'D' ) and situations</p> <p>Child Observe</p> | <p>Visualises the pictures in the chart, identifies the pictures starting with the letter 'D' / sound</p> <p>Pronounce the words</p> |
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| <p><b>Introduction of the concept</b></p> <p><b>Letter 'D'</b></p> <p><b>Picture talk</b></p> | <p><b>Teaching Learning Process</b></p> <p>Teacher introduces (the concept /topic) letter 'D' by making children listen to the letter /sound 'D' in the words Donkey, Doll, Dog etc. by using picture cards. Let us learn about letter 'D'.</p> <p>Teacher asks the children to take out their text book or work book if they have, open the picture comprehension page and look at the pictures and pronounce the words starting with letter D/sound. Shows each picture at a time, ask children to name it, tell the name, pronounce the word, make them listen to the first letter /sound and say it out as "D" and talk about the pictures – drum, dancing, digging, doll, dog, donkey, duster etc.</p> <p>Teacher shows the written letter "D" pronounces it as "D" ask them to observe, its shape, ask the children to pronounce letter "D" after the teacher pronounce.</p> | <p>Talks about each of the picture,</p> <p>Says the word, listens to the word and listens to the first letter /sound and identifies.</p> <p>Pronounces the letter D/d</p> <p>Drum D/d</p> <p>Doll D/d</p> <p>Dog D/d</p> <p>Children observe the shape of the letter "D/d" and pronounce</p> | <p>.</p> <p>Picture comprehension/ Conversation chart. Picture cards and letter cards initiating with letter D/d</p> <p>Letter D/d in bigger size (card)</p> | <p>Visualises and learns the shape of the letter</p> |
| <p><b>Development of the concept</b></p>  | <p>Teacher introduces each word which starts with letter/sound 'D' with different activities relating to letter 'D' (upper case and also</p>   |  |  |  |

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| <p>4.</p> <p><b>A)Telephone game</b></p> | <p>letter “d” lower case) (Telephone game, Reciting rhyme along with teacher, picture- letter matching, word –letter matching. Matching capital with small letter) by providing opportunities to develop language skills- listening, speaking, reading and writing.</p> <p>Teacher involves the children to play ‘Telephone game’ and gives instructions how to play ( to listen to the words starting with ‘D’ sound and repeat). Ask the children to sit in a circle while teacher sitting along with the children on a chowki (small sitting table).</p> <p>Teacher gives instructions to the children to listen to the word intently which is told by the teacher slowly (with low voice) to ( in the ear of) the child sitting next to the teacher and tell the same to the next child</p> <p>The process of the game is:</p> <p>Teacher gives instructions to child, “children, listen other word what is told to you, repeat the same word which is heard by you to the next child sitting to you”</p> <ul style="list-style-type: none"> <li>• The child has to listen to the word told by the teacher intently and repeat the same to the child sitting next to her/ him.</li> <li>• She /he (the next child)</li> </ul> | <p>Children listens and follows instructions of the teacher</p> <p>Children listen to the word and repeats</p> | <p>Follows instructions</p> <p>Develop listening comprehension with auditory perception and discrimination.</p> <p>Pronounces the words clearly.</p> |
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|  |  | <p>has to repeat the same to child next sitting to her/him.</p> <ul style="list-style-type: none"> <li>• The process of listening to the word carefully and repeating to the next child goes on till every child gets the chance.</li> <li>• The last child has to say the word out. If the word told is not the same as what the teacher told, then it has to be traced out with whom the word got changed. (What they have heard and what they have pronounced )</li> </ul> <p>The process of telephone game continues till all the words to be introduced are covered.</p> <p>Teacher and children stand in a circle</p> <p>Teacher asks the children to listen to the rhyme.</p> <p>Teacher sings full rhyme once with rhythm. Teacher again sings the rhyme with rhythm and actions. teacher encourages the children to do actions., encourages the children to recite the rhyme in group and also individually</p> <p>Down in the dell Sat a little doggy</p> <p>Doggy had a drum' drum' "drum" "drum"</p> <p>Doggy beats the drum 'dum, dum, dum'</p> | <p>Listens keenly, listens to the word and repeats</p> |  |  |
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| <p><b>B) Reciting rhyme</b></p>           | <p>All the day, all the day, all the day.</p> <p>Da da da ....////////.....da da da</p>   | <p>Listens to the rhyme, rhythm, rhyming.</p> <p>Children listen and recite the rhyme with actions.</p>   | <p>Musical instrument/ a drum to beat</p>   | <p>Listen to music, appreciates rhythm and try to repeat</p>                             |
| <p><b>C )Picture /letter matching</b></p> | <p>Teacher prepares letter cards of capital and small D (upper and lower case letters) and with related picture cards</p> <p>Teacher gives instructions to run, stop and find the corresponding letter and picture cards.</p> <p>Teacher pins picture cards to few children's shirts and letter cards to other few children. Ask them to run with a back ground music run.....run.....run../.. music ... after a while ask them to stop running. Ask them to look at each other and find the related picture/ letter card. Teacher can include the letters and corresponding pictures that they have learnt before.</p> | <p>Associates the pictures with the corresponding first letter of the picture word.</p> <p>Observes, identifies first letter/ tells the word and match.</p> | <p>Letter cards of D/d along with A, B, C. cards, picture cards of Doctor, Drum, Door, Dice, Duck, Dance, Driver etc.</p>  | <p>Identifies and sorts the letter cards of D from the other letter cards and match.</p> |

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| <p><b>D) Reading / matching</b></p> <p>first letter of the word with similar letter in letter card</p> | <p>Children and teacher sit in a circle and the words starting with letter D/d and also 'A/a' 'B/b' 'C/c' are kept in the centre. Ask the children to come, take out one word card, identify (upper / lower case the first letter), say it out and find the letter card of first letter of the word and match them. Teacher gives chance to every child in the class.</p>  | <p>Children read the word cards one by one, identify the first letter, say it loudly and match with the letter cards</p>  | <p>Word cards / letter cards</p> <p>Donkey, Ball, Doll, Dress,</p> <p>Cat, Ant</p> <p>A, B, C, D</p> <p>a,b,c,d</p>   | <p>Find the similarities letter /letter sound and shapes and match.</p> <p>Follows instructions</p> |
| <p><b>Phase II - Reinforcement</b></p>   |  |   |   |   |
| <p><b>Small group activities</b></p>   | <p>Teacher group the children into small groups and ask them to follow instructions and participate in the group activities. These small group activities need to be rotated to all the groups. These group activities are planned by the teacher to develop the four language skills - listening, speaking, pre reading/reading and pre writing/writing.</p> <p>A) Teacher gives work sheets with pictures starts with different letters which are already introduced.</p> <ul style="list-style-type: none"> <li>• Circle the pictures which start with the letter" D" in the word.</li> </ul> <p>B) tracing sand paper letter</p> <ul style="list-style-type: none"> <li>• Teacher gives sand paper letters "A" to "D" to the children, ask them to trace as per the directions given on the letter and trace with index and middle fingers.</li> </ul> | <p>Children listen, follow instructions and participate in the activities</p> <p>Visualises the pictures, names the picture, says it out and identifies the pictures starting with D letter / sound.</p> <p>Children observe the directions given on the letter, write the letter and trace with index and middle finger.</p> | <p>A)</p> <p>'Ant' picture</p> <p>'door' picture</p> <p>'Doll' picture</p> <p>'cat' picture</p> <p>'Donkey' picture</p> <p>'ball picture '</p> <p>Sand paper letter cards</p> | <p>Share and learn to work in groups.</p>   |

C) Teacher gives letter lacing cards to children ask them to lace as per directions on the letter card.

- Lace the letter 'D' as per the directions on the letter (shape of the letter)

D) Observe the picture Identify and write the missing first letter in the word related to picture.

- Write the missing letter in the blank

Children observe the directions and lace the letter with lace.

Observe picture, identify the first missing letter in the word and write in the blank

Letter lacing board,

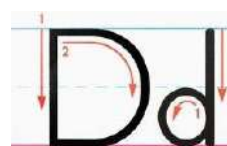


Letter display board

Eg.




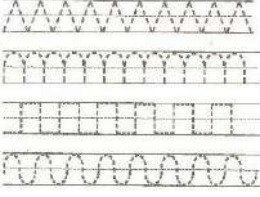
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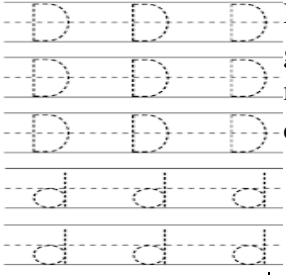


Follow directions and trace with two fingers  
Develop finger coordination.

Lace the letter as per directions to the shape of the letter.

Identify the missing letter and fill the blank

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|  |  | <p>E) Collage work with pebbles,/pulses/small things-stones on the introduced letter card</p> <p>F) Matching capital with small letters.</p> | <p>Children arrange the pulses/small stones or any other material on the letters as per the directions.</p> <p>Children identify capital letters and small letters and match them.</p> | <p>F) Match</p> <p>A            d</p> <p>C            a</p> <p>B            c</p> <p>D            b</p>  | <p>Manipulating skills, eye-hand coordination</p> <p>Associate small and big letters. Lower case and uppercase letters.</p> |
|  |  | <p>G) Asks the children to join dots of the patterns to develop finger coordination to practice</p>  | <p>Children practice writing patterns (prewriting skill)</p>   |    | <p>Develops pencil grip and fine muscle coordination.</p>   |

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|                             |  | H) Ask the children to join the dots and write the letter D/d                                     | Children join the dots of the letter D/d as per directions and write the letter |                     | Develops pencil grip and fine muscle coordination            |
| <b>Phase III Evaluation</b> |  |   |   |  |  |
|                             |  | a) Ask the children to observe the pictures and write the first letter of the word of the picture | Children identify and write the first letter.                                   | Picture of Bottle - -----<br><br>Picture of doll ----<br>Picture of door -----<br>Picture of ant ----- | Associate the pictures with the relevant letter              |
|                             |  | b) Teacher asks the children to draw a picture of any animal or object which start with D letter  | Children recollect the pictures start with D/d letter and draws.                | Children draw the pictures starting with letter D/d  | Develop fine muscle /finger coordination.                    |
|                             |  | c) Ask the children to recite the rhyme learnt one by one   | Children recite the rhyme individually and in groups                            | Repeats the rhyme with rhythm  | Appreciates the music, movement, and pronounce appropriately |
|                             |  | d) identify and circle the letter D/d in the given letter block                                   | Identify and circle the D/d letter  | a <b>B</b> e <b>D</b><br><br><b>C</b> d    l    d<br><br><b>D</b> c    b <b>A</b>                      |  |

**Note:** Evaluation of the child's participation and leaning levels is needed and important to understand the child's development, achievement and learning levels (development of language skills). It is done throughout the class room transaction by the teacher continuously during the interaction between the teacher and the children. But, by few activities, assess the children leaning competencies. The following are few of them.

**Sample Lesson Plan - EVS**

**Name of the Student –Teacher: XYZ**

**Course: DPSE II year**

**Concept and class selected**

**for Teaching Practice: Sense Organs for 4+ age group**

**Duration of Teaching Practice for the concept**

**Sense Organs (30 min per day for 2 weeks)**

**From:            To:**

**Name of the supervisor:**

**Remarks of the Supervisor:**

**1**

**2**

**3**

**Signature of the supervisor:**

**Name of the School:**

**Address:**

**Name of the head of the institution:**

**Signature of the head of the institution:**

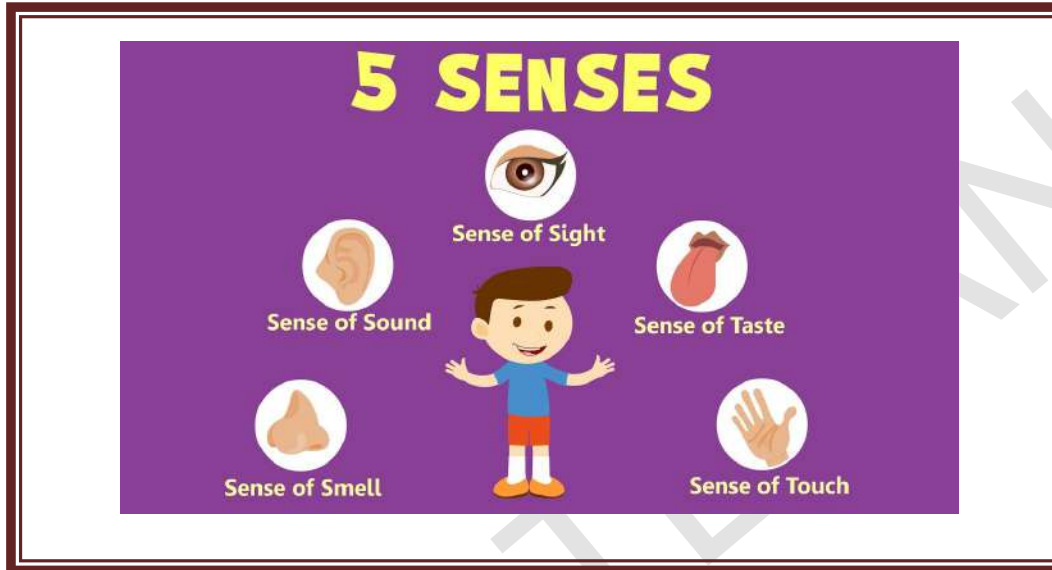
**School stamp:**

**Area: EVS**

**Concept: Sense Organs**

**Age group:**

**4+**



**Learning Objectives:**

**Children will be able to**

- Identify the sense organs.
- Identify and name the organ associated with each sense.
- Connect all the five sense organs to the world around them.
- Share their experiences and discoveries with their families



**Phase –I**

| S. No | Particulars           | Teacher's Activity  | Children's activity                           | TLM        | Outcomes                                |
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| I     | <b>Gain Attention</b> | <p>Teacher greets children. Good morning. Good afternoon.</p> <p>Teacher very enthusiastically motivates children to observe the nature.</p> <p>‘Children look there (pointing outside to class) how beautiful is the sky’ (teacher encourages the children to look and talk about what they see), then she makes them listen to the environmental sounds and asks them to identify the sounds. Teacher says, ‘children, I can smell something nice, do you?’ (a volunteer lights agarbhathi outside the classroom)</p> <p>Teacher discusses on these experiences to get attention from children</p> <p>Teacher plans a game “veeri veeri gummadi pandu veeri peremi” depending on the weather condition.</p> | Children enjoy and get focused on the teacher | Agarbhathi | Children listen to teacher attentively. |

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| II | Knowing the prior knowledge about the concept | <p><b>Activity:</b></p> <p>Teacher displays body parts chart with some missing parts. Ex. Without eyes, nose, mouth, ears etc., Teacher asks children to talk about the picture.</p> <p>As children identify the missing part teacher draws it on the chart and completes the picture.</p> <p>Then teacher makes all the children identify the different body parts of their own and show the same on the chart and say the name of the body part.</p> <p>She makes them to understand that all human beings have same body parts by asking question...</p> <p>Does everyone have eyes?</p> <p>Does everyone have ears?</p> <p>Does everyone have nose?</p> <p>Does everyone have a mouth?</p> <p>Does everyone have legs?</p> <p>Does everyone have hands?</p> | Children involve in the given activity and identify the different body parts of human being | Picture of body parts , colour markers | <p>Children identify different parts of a human body and name it.</p> <p>Learn that all human beings have same body parts</p> |
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## Concept guiding activity

**Activity: Knock...Knock ...**

Teacher asks all children to close their eyes and take three children out of the classroom and instruct one child to knock the door and say “knock knock ...please open the door “the children in the class room has to identify whose voice it is. Once the voice is identified, teacher opens the door and invites the child inside the class .Then teacher repeats it again by other two children and asks the class to identify the voice they heard from outside the classroom and then she invites them into the class.

Teacher discusses how we can identify a person without seeing him / her.

**Activity: I spy-** Teacher plays a traditional game of "I Spy," describing the visual characteristics of an item in the classroom. For example, Teacher says, "I spy something big and red."

- Teacher asks questions about the item until someone guesses what it is.
- Teacher continues playing the game inviting volunteers to spy other objects for their classmates to guess.

Children participate actively in the activity



Children participate actively in the activity

Real objects / things in the classroom.

Children listen attentively.  
Children use their sense organ “ear”


Children explore the classroom using the sense organ ‘eye’



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| “ | A)Introduction of the concept | <p><b>Activity 1:</b> Teacher sings following rhyme with actions “Senses Chant/Movement” song to the tune of “Head, Shoulders, Knees and Toes”:</p> <p>Eyes (point to eyes)<br/>Ears (point to ears)<br/>Nose (point to nose)<br/>Tongue (point to tongue)<br/>And skin (touch hands)</p> <p>Then teacher encourages children to sing and do actions along with her.</p> <p>Teacher sings rhythmically and with expressions to introduce the sense organs.</p> <p>We use our eyes (point to eyes), to see , see, see (wide open eyes)<br/>We use our ears (point to ears) to hear, hear, hear ( keep hand on the ear)<br/>We use our nose (point to nose) to smell ,smell, smell (sniff)<br/>We use our tongue (point to tongue) to taste , taste, taste (yummy expression)<br/>and we use our skin (wiggle fingers in the air) to feel , feel , feel ( touch hands)</p> <p>Eyes, ears, nose, tongue and skin (touch every organ) are our sense organs.</p> <p>We have five (show five fingers) sense organs.</p> | <p>Children participate and sing along with the teacher.</p> <p>Children listen to the rhyme and observe teacher’s actions.</p> |  | <p>Children enjoy singing the action song.</p> <p>Children try to relate the song to their body parts.</p> |
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|  | <p style="text-align: center;"><b>B)Development of the concept</b></p> | <p>After introducing the concept “Sense Organs” teacher elaborates the concept through following activities.</p> <p><b>Sight:</b></p> <p>Teacher blind folds one child and shows a picture and asks the child to identify it. And she shows the same picture to the class and asks children to identify</p> <p>Then Teacher asks the following questions....</p> <p>How could you all identify and tell the details of the picture and why (say the name of the blind folded child’s name) couldn’t identify?</p> <p>Teacher shows picture of eye and discuss with children and draw conclusion that when eyes are closed we cannot see anything .We need eyes to see everything around us.</p> | <p>Children participate in the activity</p> | <br> <p style="text-align: center;"><b>sight</b></p> | <p>Children start understanding the importance of the sense organ “eye”</p> |
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SCERT



KLANGANA

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|  | <p><b>Sound:</b><br/>Teacher asks all children in the class to close their eyes and then she makes ringing sound with a small bell and then hides it.</p> <p>Teacher instructs them to open their eyes and asks them to identify the sound she just made. Once children say it as the sound of a bell, teacher asks children” how do you know that its bell sound because you didn’t see the bell.</p> <p>Teacher shows a picture of ears. Teacher and children discuss and draw conclusion that even when eyes are closed we can identify things by listening to its sound. we need ears to listen to different sounds around us.</p> | <p>Children get involved actively and attentively as they follow teacher.</p> |  | <p>Children identify and understand the importance of “ears”</p> |
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|  | <p style="text-align: center;"><b>Development of the concept</b></p> | <p><b>Smell:</b></p> <p>Teacher fills small bottles (covered with perforated lids) with items such as garlic, perfume, mint, onion slices and coffee beans. Teacher encourages children to sniff and identify and describe the smells without looking into the bottles.</p> <p>Teacher shows a picture of nose and discuss with children to draw conclusion that even when eyes are closed we can identify certain things by smelling. we need nose to smell different smells around us.</p> | <p>Children participate in the activity</p> | <p>small bottles (covered with perforated lids) with items such as garlic, perfume, mint, onion slices and coffee beans</p>   <p style="text-align: center;">smell</p> | <p>Children understand the importance of sense organ "nose"</p> |
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|  | <p><b>Taste:</b> Teacher shows a diagram of the tongue with the sections marked for sour, salty, sweet, and bitter tastes. (Back: bitter tastes; sides: sour tastes; tip: salty and sweet taste).</p> <p>Then, she makes children taste different food items ... lemon, jaggery , tamarind, neem leaf etc and introduce the names of different tastes- sweet , sour, salty , bitter etc.,</p> <p>Teacher explains showing the picture that we have taste buds on the tongue and can enjoy taste of different items because of the taste buds that are present on the tongue.</p> <p>Teacher and children discuss and draw conclusion that even when eyes are closed we can identify things by tasting. We need tongue to taste different tastes around us.</p> | <p>Children get involved actively and attentively as they listen to teacher.</p> <p>Enjoy the activity.</p> |  | <p>Children understand the importance of sense organ “tongue”</p> |
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|  | <p><b>Touch:</b></p> <p>Teacher puts a variety of items under a towel for children to feel (pine cones, sandpaper, rocks, leaves, velvet, feathers, sponges, jute, small pillow, bubble wrap). Then she asks children to identify and describe the texture of each object.</p> <p>Teacher shows picture of skin and explains that our body is covered with skin. We feel different textures of things when we touch, not just with fingers but also with any other body part as it also covered with skin.</p> <p>Teacher and children discuss and draw conclusion that even when eyes are closed, we can identify things by touch. We need skin to touch various different things around us.</p> | <p>Children get involved actively and attentively as they follow the instructions.</p> <p>Enjoy the activity.</p> |   | <p>Children understand the importance of sense organ “skin”</p> |
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|  | <b>C) Differencing (meeting the needs of differently abled children)</b> | <p>Teacher uses different materials suitable for different needs of children and gives first hand experiences.</p>   | <p>Children participate confidently</p>  | <p>Bright coloured pictures, embossed cards, sounding toys, different textured toys/cards, smelling apparatus and tasting food items.</p> | <p>Children understand the environment around them using different sense organs.</p>        |
|  | <b>D) Extension of the concept</b>                                       | <p>A Sensory Walk: Teacher takes children around the school garden and guides children to see things , touch things, smell flowers, hear sounds in the environment and taste fruits / leaves which are not harmful.</p> <p>Later assemble children in the class and discuss how children understood about the environment using their senses.</p> <p>Teacher introduces the names of the sense organs in their mother tongues and also their uses.</p> | <p>Children observe and participate.</p> | <p>Environmental things</p>   | <p>Children understand the importance of sense organs in understanding the environment.</p> |

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|  | <p><b>E) Concept related with other areas and life situation</b></p> | <p><b>Making of Fruit Salad</b></p> <p>Teacher cuts and prepare items for tasting. Distribute paper plates.</p> <ul style="list-style-type: none"> <li>• Distributes the first tasting item, placing a small sample on each child's plate. All children taste each item at the same time.</li> <li>• After tasting each item, children are asked to describe it.</li> <li>• After students taste each item, teacher asks them to raise their hands if they liked that item. Teacher writes the name of the item on the board and draws its picture. Then uses tally marks to show how many children liked it.</li> <li>• Teacher discusses the results. Ask questions such as: How many children liked carrots? Did more children like banana or apples? Which food was the favorite?</li> </ul> | <p>Children actively participate and observes keenly</p> | <p>Paper plates, items to taste such as lemon pieces, apple and banana slices , carrot pieces etc.,</p> | <p>Children learn how to collect data.</p> |
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|  | <p style="text-align: center;"><b>Summing up</b></p> | <p>Teacher shows an apple to the class and asks children to describe.<br/>         As children describe the apple teacher puts questions like..<br/>         How do you know that apple tastes sweet, apple has nice smell, apple is in red color and in round shape and apple has soft texture etc.<br/>         As children answer teacher makes them understand that to know about the things we use different sense organs.</p> | <p>Children participate in the discussion</p> | <p>A real Apple</p> | <p>Children understand how important different sense organs in understanding about different things.</p> |
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**Phase II****Teaching learning phase****Children's activity ( Guided practice)****Whole group activity: 1**

Teacher dims the lights, puts the curtains, close the door and minimize any noises. Teacher asks children to close their eyes or rest on classroom mats. After children have rested, asked them what they have seen, heard or felt during the quiet time. Teacher encourages them to tell what senses they have used.

**Whole group activity : 2**

Teacher takes a chart paper and draws five columns. She sticks a picture of 5 sense organs one in each column and writes the name of the organ. She introduces the chart to the class and informs that they will be given some picture cards so that they have to sort and stick on the chart paper in the relevant place. Each group is given a chart.

Teacher divides the children into groups and distributes the picture cards to each group and explains them, *“You will be sorting some picture cards”. I want you to sort the cards by which sense you would experience the item. There might be more than one but I want you to think about what is the main sense that you would use. For example, there might be a picture of some grapes. I can see the grapes or feel the grapes or smell the grapes but really experience the grapes, I would probably use my sense of taste the most. Take any given card and tell what is on the card to your friends. Then put that picture under the correct column for that sense.*

Teacher converses with children as they sort the cards. Teacher challenges the children to think about which sense they would use the most to experience the item. Frequently they will go with sight instead of thinking through the other senses. The Five Senses sort allow children to organize and analyze data about the five senses. This builds their skills around analyzing and interpreting data just like a real scientist.

Children quietly rest and focus on their five senses.

| S<br>N<br>o | Sig<br>ht | S<br>m<br>el<br>l  | He<br>ar | Tas<br>te  | Touch |
|-------------|-----------|--------------------|----------|------------|-------|
| 1           |           |                    |          | Gra<br>pes |       |
| 2           |           |                    | bell     |            |       |
| 3           |           | fl<br>o<br>w<br>er |          |            |       |

Chart paper,  
picture cut outs of  
sense organs,  
picture cards of  
different objects

Children  
reinforce their  
learning on  
Sense Organs

Children learn  
to sort out the  
objects

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|  | <p><b>Small group Activity</b></p> <p>Teacher divides children into 5 groups. Each group is instructed with one of the following activities. The groups rotate and complete all the activities.</p> <p><b>1 Activity for sense of Smell.</b></p> <ol style="list-style-type: none"> <li>1. Teacher arranges 5 similar containers with different things like jasmine, onion pieces, crushed lemon peel. Children guess what items are in the containers based on the smell.</li> <li>2. Children record the names of the things they smelt. They draw voluntarily in the given chart.</li> <li>3. Children are encouraged adding items which can be identified by smell that were not included in the exploration. They can include items generated in the discussion.</li> </ol> <p><b>2 Activity for sense of Taste</b></p> <p>Teacher arranges pieces of following things in a plate .. Laddu/chocolate, salt biscuit/chips, lemon, neem leaf etc.</p> <p>Children taste and record the things by drawing and writing (a volunteer writes)</p> <p>Teacher encourages children to add items they can taste that were not included in the exploration. They can include items generated in the discussion.</p> <p><b>Independent practice</b></p> <p>1)Each child is given 2 different coloured flowers and a small thin stick.<br/>Children are asked to make pattern using the flowers. After completion ,each child is encouraged talk about the pattern he/she made. Then teacher puts all the flower sticks in a bottle/ flower vase.</p> <p><b>2)Feely bag</b></p> <p>In a bag teacher keeps some things which are rough and smooth . .<br/>Teacher encourages children to make a pattern smooth/rough/smooth/rough picking things from the feely bag using kinesthetic sense.</p> | <p>Children participates in group</p> <p>Children work in groups</p> <p>Children work independently in group</p> | <p>Chart paper , markers , smelling items</p> <p>Tasting items</p> | <p>Children learn to work in groups</p> <p>Identify the things by smell and appreciates the sense organ- nose.</p> <p>Identify the things by taste and appreciates the sense organ- Tongue</p> |
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| <b>Independent practice</b> | <p><b>3 Activity for sense of hearing</b></p> <ol style="list-style-type: none"> <li>1. Teacher uses computer or a CD player to familiar sounds.</li> <li>2. Children guess what sound they are hearing.</li> <li>3. Children record the things they can hear by drawing and writing (writes voluntarily)</li> <li>4. Children are encouraged to add items they can hear that are not included in the exploration. They can include items generated in the discussion.</li> </ol> | Children works in groups cooperatively | CD player<br>Chart paper ,<br>markers                     | Identify the things by hearing and appreciates the sense organ<br>Ear  |
|                             | <p><b>4 Activity for sense of touch</b></p> <p>Teacher arranges the following things in a plate.</p> <p>Rough rock, soft ball, jute mat, silk cloth, soft toy etc.,</p> <p>Teacher encourages children to record how they feel the items. Draws and writes (voluntarily).</p> <p>Teacher encourages children to add items they can touch that were not included in the exploration. They can include items generated in the discussion.</p>                                       | Children works in groups               | Items with different textures<br>Chart paper ,<br>markers | Identify the things by touch and appreciates the sense organ-<br>skin. |



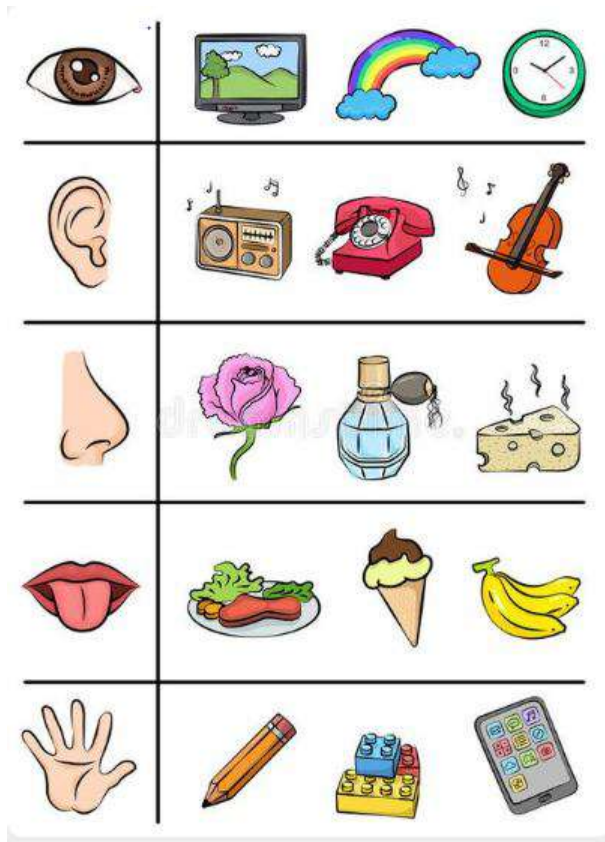


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|                  | <p><b>Small group :</b></p> <p><b>D) Enrichment activity:</b></p> <p>Teacher gives six sheets of paper to each child.</p> <ul style="list-style-type: none"> <li>• Teacher writes the title "My Five Senses" on the first page.</li> <li>• On the next page, teacher writes "see." Encourages them to illustrate the page by drawing a picture of something they like to see.</li> <li>• Teacher follows the same procedure and guides children to create pages for hear, smell, taste and feel.</li> <li>• Children gather in groups to share their books.</li> <li>• Teacher encourages children to flip to each page and say, for example, "I like to see clouds. I like to hear rain. I like to smell flowers. I like to taste bananas. I like to feel sand."</li> </ul> | Complete the task following the instructions. | White papers | Children prepare sense organ booklet    |
| <b>Remedial</b>  | Teacher identifies the children who are struggling while working in groups and in other activities and helps them then and there and also makes them understand using the concrete material and life experiences.  | Children respond to teachers instructions.    |              | Learn about sense organs.               |
| <b>Feed back</b> | Teacher observes the children while they work with material/ worksheet to check their understanding on the concept and extend support as required.   | Individual activity                           | worksheets   | Children gets clarified with the doubts |

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|  | <b>Home school /connection</b> | Ask children to identify different things in their house and draw the pictures on paper with the help of the family member and draw different sense organs with which the things can be identified and present the same in the school. | Children work with their family members |  | Family gets involved with the child's work and gets connected with school. |
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## Sample Worksheets



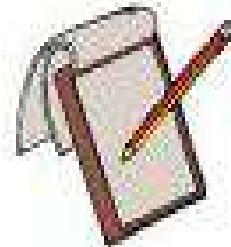
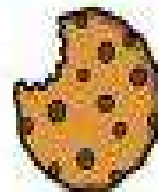
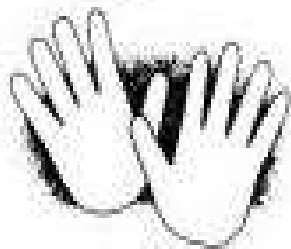
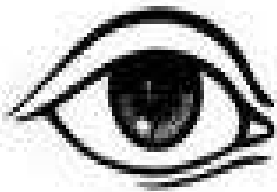
## Draw your eyes



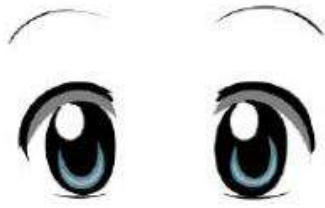
Worksheet – My sense organs

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Which sense goes best with each picture on the right?  
Draw a line to connect the best matches.



Match the Sense organs with the correct objects :





## Five Senses

Cut and paste the sense organ you will use for each group.



## Sample Lesson Plan - Maths

**Concept:** Patterns

**Age group:** 4+

**Area:** Early Numeracy

### Learning objectives:


Children will demonstrate an understanding of repeating patterns (2 to 3 elements) by

- Identifying
- Copying /reproducing
- Extending
- Creating

and by using things available in the environment / sounds and actions.

### **Phase –I**

| <b>S .</b> | <b>Particulars</b>    | <b>Teacher Activity</b>  | <b>Children activity</b>                           | <b>TLM</b> | <b>Outcomes</b> |
|------------|-----------------------|--|--|------------|-----------------|
|            | <b>Gain Attention</b> | Teacher greets children .. Good morning .. good morning...<br>Children, let's say something funny..<br>boom chika ..<br>boom chika..<br>boom chika ..<br>boom ..<br>children, come on say ( teacher pauses for children's response ..)<br>chika ..<br>Then children and teacher together say it aloud. | <b>Children enjoy and get focus on the teacher</b> |            |                 |

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| 1 | <p><b>Knowing the prior knowledge about the concept</b></p> | <p>Teacher talks informally and starts the activity.<br/>         Teacher gives pre-cut shapes (3 shapes- each 2 pieces) and asks them to arrange in a pattern (without any specific instruction) and stick on a paper. Later encourage children to explain what /how/why they have arranged, the way they did.<br/>         “What did you do”?<br/>         “Why did you paste this here”?<br/>         “Tell me how it looks” etc.</p>   | <p>Children involve in the given activity</p>   |  <p>2 sets of three shapes for each child) and a paper , glue</p> | <p>Children think on their own to arrange the shapes</p> |
| 2 | <p><b>Concept guiding activity</b></p>                      | <p>Teacher builds the lesson by conducting activities which are prerequisite in building the concept <b>Patterns</b><br/>         Activity:<br/>         What comes next in relation to what comes before<br/>         Teacher keeps things in sets ex:</p> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 2px 10px;">Flower/ leaf</div> <div style="border: 1px solid black; padding: 2px 10px;">Book /pencil</div> </div> <p>Teacher keeps one set on the chowki and asks children by pointing to flower- “what is it?”<br/>         What is after flower?<br/>         What is before leaf?<br/>         In similar way, teacher checks the concept of ‘before’ and ‘next’ which is necessary to learn the “pattern”.</p> | <p>Children participate actively in the activity</p> <div style="border: 1px solid black; padding: 2px 10px; margin: 10px auto; width: fit-content;">Bag /fruit</div> | <p>Real objects /flash cards</p>   | <p>Children recollect the concept before and after</p>   |



**Presenting the concept:**

Teacher sings a song and asks children to listen to her carefully.

**Activity :1 (Song)**

- ❖ Pattern! Pattern!  
Everywhere (2)  
Can you see a pattern  
Here and there (2)  
Look here .....look here  
Yellow/ red/ yellow/ red/  
yellow/ red/ yellow ....  
What comes next?  
Tell me, tell me...  
What comes next?  
Yeah ..... its red  
Pattern, pattern every  
where
  
- ❖ Teacher encourages children to join her as she/ he sings.  
“Children can you repeat the colour of the song”  
Teacher encourages children to say the names of the colours as they sing the rhyme in order.
- ❖ Then teacher keeps red colour card then yellow colour card on the flannel board and repeats the pattern as she sings the rhyme. Encourages children to help her to keep the correct colour card. Teacher asks children “ say aloud the colours and tell me what is repeating in this order”.  
Red, yellow, red yellow is repeating again and again.  
Repeating same things again and again is pattern.  
Lets know more about patters.

Children participated and sings along with the teacher.



Children start understanding what a pattern is.

Children start understanding what a pattern is.

**B)Development of the concept**

**Activity : 1**

Teacher calls a few children to come to front row of the class and demonstrates how to make a pattern by positioning them

...

- a) Boy/ girl/ boy/ girl/ boy/ girl
- b) Sitting/ standing/ sitting/ standing/
- c) sitting /standing
- d) Hands up/ hands down/
- e) hands up/ hands down

Teacher encourages children to see the formation of the pattern. Children, let's check the pattern.

One boy one girl. This is repeating again & again. This is called pattern.

(Teacher explains this in mother tongue of children)

Children, now tell me after the girl, who should stand? Good.

After saying good, teacher encourages children to say, what comes next in all the above demonstrations.

Children participate in the activity.

Children start understanding how a pattern is formed.

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|  | <p><b>Activity :2 AB pattern</b></p> <p>Teacher demonstrates the AB pattern – clap/ jump- clap/ jump- clap/ jump. Teacher encourages children to identify the pattern in the activity by putting questions “children tell me after clapping, what did I do?</p> <p>Yes, I jumped,<br/> After jumping, ‘what did I do?<br/> Again I clapped.<br/> After clapping, what did I do?<br/> I jumped.<br/> Now tell me, what did I do again and again?<br/> yes,<br/> clap-jump, clap-jump.<br/> After the explanation, teacher will make children do the activity to make them understand what a pattern is.</p> | <p>Children involve actively and follow the teacher attentively.</p> |  | <p>Children identify the pattern in the given activity.</p> |
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1. **Development of the concept**

**Activity -3 Shape pattern**

Teacher shows the shape cards – circle, square to children and makes them identify the shapes. Teacher invites children for the activity “children, let’s make a pattern with these shape cards and will you please help me? Let’s arrange the cards on the flannel board. Tell me which shape card shall we place first  
Ok.  
Circle then square.  
Teacher questions children “How do we make a pattern with these shapes”  
Yes.  
Repeating again and again. So, to make circle/square pattern, we will keep circle /square, circle/square, circle /square. Then teacher asks children to identify the pattern as she points to the shapes on the flannel board.

**Activity : 4 Day and Night**

Teacher makes children to identify the parts of a day by showing picture cards and asks questions. Teacher shows a picture of night time and asks. “Children, look at the picture and tell me which time of the day it is”  
Yes, it is night.  
Similarly, teacher shows the picture of day time.  
Children, after day time we get night time and again after night time we get day time. What pattern is followed in this?  
Teacher places day/night/day night pictures on the flannel board & then asks children to say the pattern.

Children help teacher in extending the pattern

Children participate in the activity

Children understand how to extend the pattern.

Children understand patterns exist in the nature also.

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| <p><b>c) Differencing (meeting the needs of differently abled children</b></p> | <p>Understanding the different abilities and needs of children in the class, teacher prepares the materials and the activities accordingly.</p> <p>Ex: For visually challenged children , teacher prepares embossed shape pattern, big ball, small ball pattern in which children can understand by kinaesthetic sense</p> | <p>Children participate in activities confidently</p> | <p>Children gain knowledge on pattern using kinaesthetic sense.</p> |
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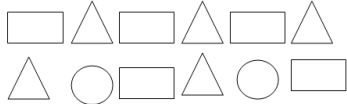
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D) Extension of the concept

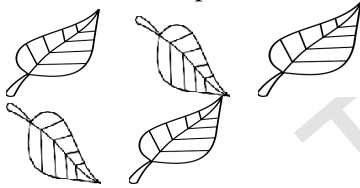
Teacher extends the concept by giving a variety of experiences.

Teacher works with the children to copy, describe and extend different pattern with

- people
- Colour patterns (red, red, blue, red, red, blue)
- Geometric /basic shapes pattern



- Object patterns with beads, sticks, pebbles, flowers etc
- Action pattern (clap clap, snap clap, clap snap)
- Music patterns Beat beat, pause, Beat beat, pause
- Orientation pattern



- Size pattern



Teacher asks questions while doing these activities

1. What comes before/ after this?  
How do you know?
2. Can you finish the given pattern
3. What is repeating in this pattern?

Children observe and participate.

Children learn that pattern exists everywhere and can be different.

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| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">E) Concept related with other areas and life situation</p> | <p>Teacher plans different activities related to the concepts that are related with areas of the curriculum and life of children.</p> <p><b>Art &amp; craft :-</b></p> <ul style="list-style-type: none"> <li>- Making patterns by painting, pasting, drawing, playing with dough etc</li> </ul> <p><b>Reading:-</b></p> <ul style="list-style-type: none"> <li>- Finding patterns in the (language) illustrations &amp; predictions in text – story boards.</li> </ul> <p><b>Music:-</b></p> <ul style="list-style-type: none"> <li>- Singing songs with repeating chores.</li> </ul> <p><b>Block :-</b> Making</p> <ul style="list-style-type: none"> <li>- pattern on structures using construction blocks</li> <li>- pattern on necklace using beads</li> <li>- pattern on road –zebra crossing</li> </ul> <p><b>Outdoor games:-</b></p> <ul style="list-style-type: none"> <li>- making pattern with physical actions</li> </ul> <p><b>Natural environment:-</b></p> <ul style="list-style-type: none"> <li>- identifying pattern in flower/leaves</li> </ul> <p><b>Buildings / houses:-</b></p> <ul style="list-style-type: none"> <li>- pattern in building elevation</li> </ul> <p><b>Life situation:</b> Teacher discusses pattern in daily activities</p> | <p>Children actively participate and keenly observe</p> |  | <p>Children identify patterns in different situations.</p> |
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|  | <b>Summing up</b> | <p>Teacher helps children to identify the pattern in the immediate environment. Teacher poses questions to children to make them understand that it is difficult to identify a pattern from a small part of the pattern. Therefore the pattern core should be repeated more than twice. So, to make a pattern, there should a core pattern that repeats again and again more than twice.</p> | <p>Children understand what a pattern core is.</p> |  | <p>Children will be able to identify the pattern core in a given pattern.</p> |
|  |                   | <p><b>Phase II</b><br/> <b>Teaching learning phase</b><br/> <b>Children's activity</b><br/> <b>(Guided practice)</b></p>   |  |  |   |

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Activity : guided phase

**Whole group activity:** All the children stand in a circle. Teacher says, “now we all shall create AB pattern”. we will use clap & jump. When I say stand, Raju (child’s name) will clap (no need to say the word orally by the child) next Raju will jump. Like that we will do the activity.

Let’s start.....  
As the children continue the pattern, teacher observes children & supports them where ever needed. After the activity teacher asks children, What was the pattern followed by them?

**Co-operative learning groups**

Small group activity (guided practice) makes children sit in small group and give them counter/ blocks in 2 colours.

Instruct them to make pattern with the given things.

Discuss the patterns with each group.

Encourage children to verbally explain the process they followed in making the pattern with blocks/counters.

Teacher encourages all children and applauds them following a rhythm.

**Independent practice**

1) Each child is given two different coloured flowers and a small thin stick.

Children are asked to make pattern using the flowers.

After completion, each child is encouraged to talk about the pattern he/she made. Then the teacher puts all the flower sticks in a bottle/ flower vase.

**3) Feely bag**

In a bag teacher keeps some things which are rough and smooth.

Teacher encourages children to make a pattern smooth rough, smooth rough picking things from the feely bag using kinaesthetic sense.

Children participate in group

Children work in groups





Children work independently

Children complete the pattern

Children create their own pattern.

Children create own pattern based on earlier experiences.

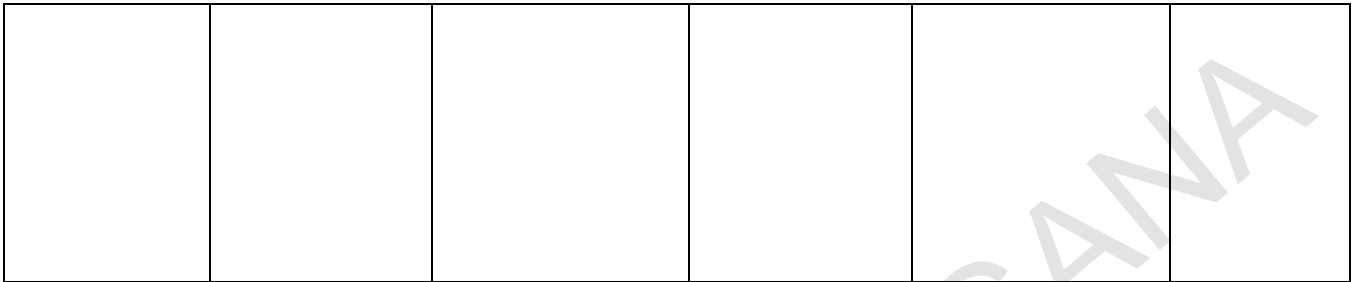
Children create pattern using kinaesthetic sense

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|   | <p style="text-align: center;"><b>Independent practice</b></p>   | <p>3) Teacher distributes beads in a bowl to each student in two different colours. Teacher shows one example of beaded necklace with AB pattern. Teacher instructs children to make necklace using the given beads in AB pattern.</p> <p>Teacher encourages children to explain to the class about the pattern followed in his/her necklace.</p> <p>Teacher encourages children to make a necklace to his/her friend in the class.</p> <p>Teacher helps children who find difficulty in making the necklace.</p> <p>4) Teacher makes different patterns - AB,AB, ABC,ABC on the chart and displays in the classroom</p> <p>Teacher provides different materials like flowers/leaves and instructs to make their own patterns looking at the charts</p> |  |   |  |
|   | <p style="text-align: center;"><b>Teaching phase III (Assessment)</b></p>  |   |  |   |  |
| <p style="text-align: center;"><b>Teaching phase III (Assessment)</b></p> | <p><b>Whole group Activities</b></p> <p>Teacher makes a few bibs  and a few bibs  and makes children wear randomly. Teacher divides children into two groups and instructs them to stand in a pattern as she/he plays music. She/he checks the pattern in both the groups and applauds in a pattern by clapping hands.</p> | <p>Children follow the instructions</p>   |  | <p>Bibs</p> <p></p> <p></p> | <p>Children Learn to make pattern cooperatively.</p> |

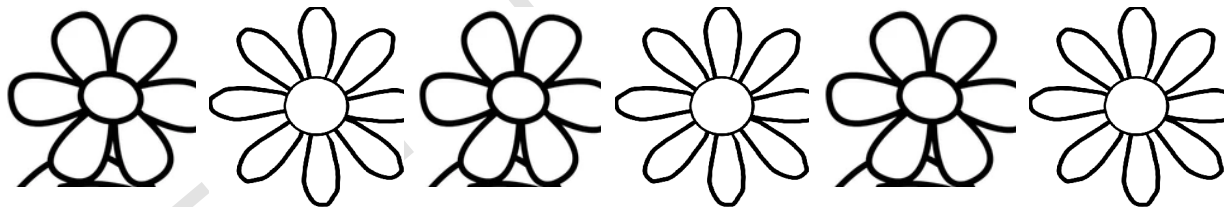
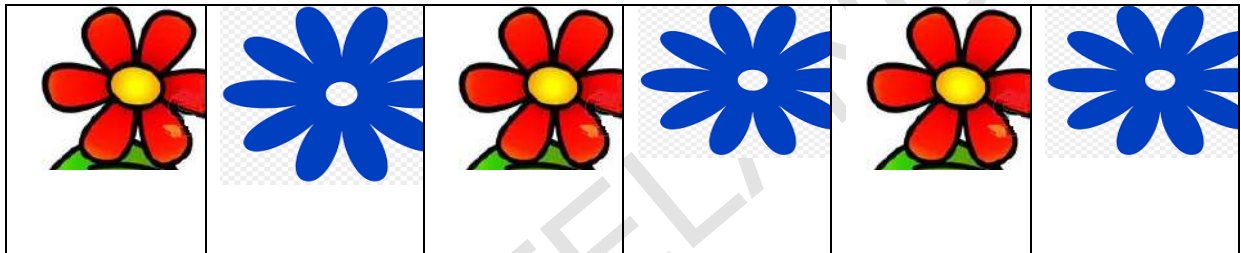
|                                |   |   |                                |  |
|--------------------------------|---|---|--------------------------------|--|
|                                | <p><b>Small group :</b><br/>Each group is given a pattern paper and some materials, like – blocks /beads /seeds / crayons etc.<br/>Children are instructed to copy the pattern and create their own pattern with the given material.</p> <p>After completing the activity, all groups are invited to explain what they have done and what pattern they have made.</p> <p><b>Individual activity</b> - All the children are given worksheets to copy /extend the pattern.</p> <p><b>D) Enrichment activity</b></p> <p>Worksheets – encourage children to create their own pattern using crayons for drawing shapes/ drawing simple figures and explaining the pattern they made.</p> | Children complete the task by following the instructions. | blocks /beads /seeds / crayons | Children extend, create patterns on their own. |
|                                |   |   | Worksheets                     | Identify missing pattern and fill it up        |
|                                |   |   | Crayons, worksheets            |  |
| <b>Remedial</b>                | Teacher identifies children who are struggling while making necklace and in other activities, helps them immediately and also makes them understand using the concrete material and life experiences.   |   |                                |  |
| <b>Feed back</b>               | Teacher observes children while they work with material/ worksheet to check their understanding on the concept and extends support as required.   |   |                                |  |
| <b>Home school /connection</b> | Asks children to identify the patterns they find in their house and draw on a paper with the help of a family members and present the same in the school.   |   |                                |  |

# Patterns worksheet

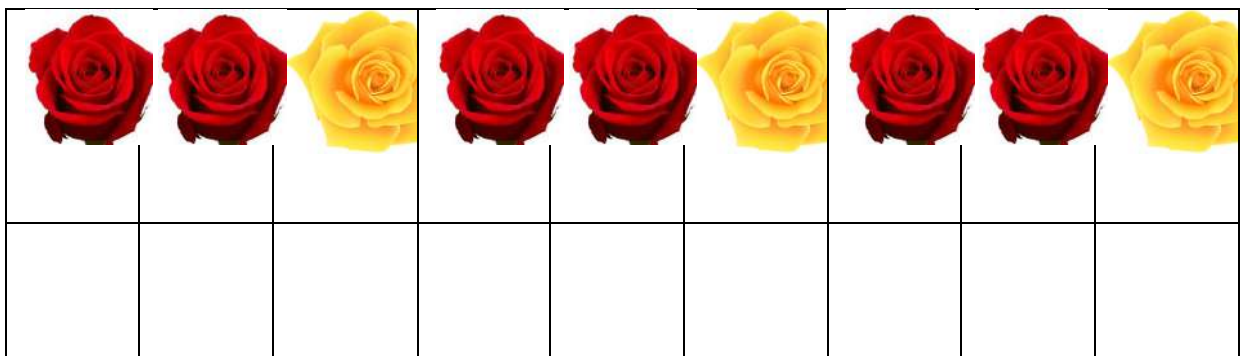
## 1) Copying the patterns



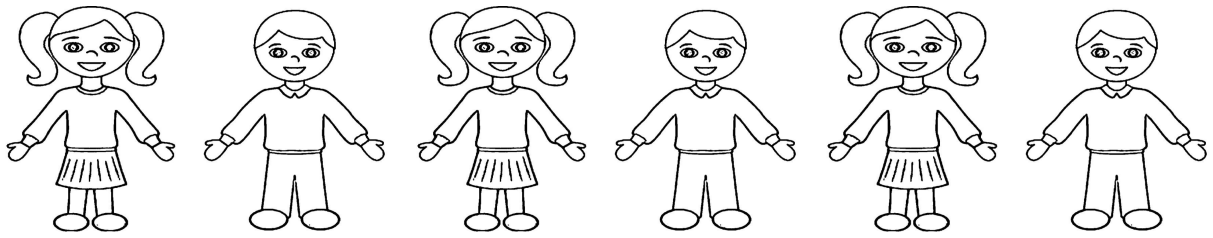
## 2) Colour the picture following the pattern



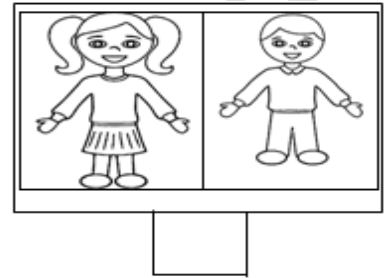
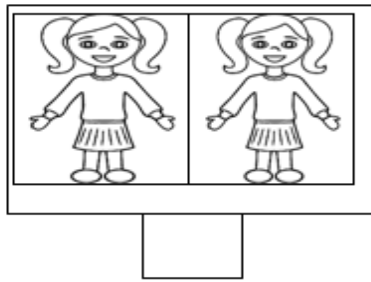
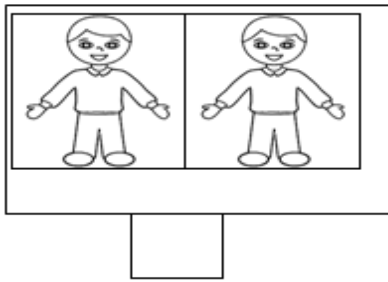
## 3) Colour the picture following the pattern



4) Colour the picture following the pattern



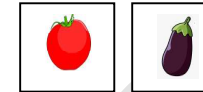
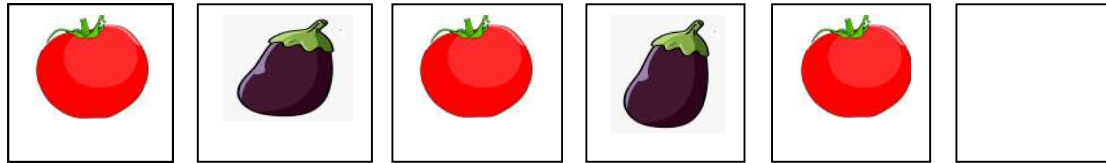
Identify and put “√” for the repeated again and again



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Complete the pattern -2

1) Identify what comes next and put a “√” mark



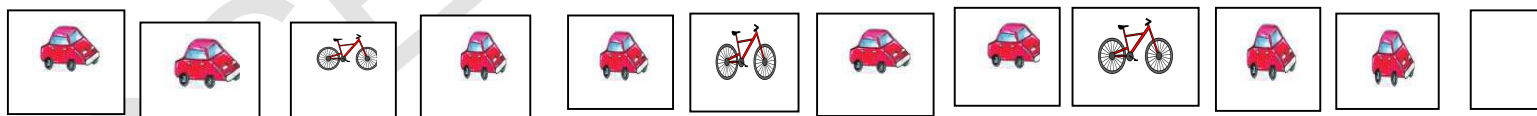
2)



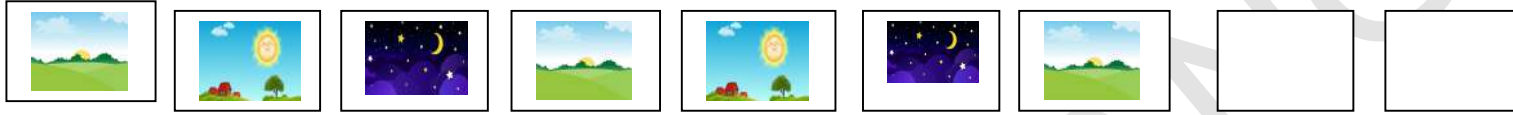
3)



4)



5)



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**3) Extending the pattern**

1)



2)

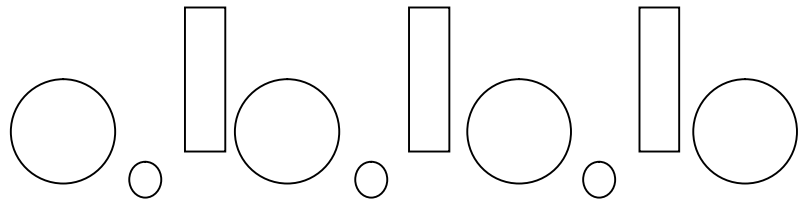


3)





4)

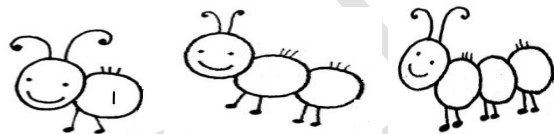


**Enrichment activity:**

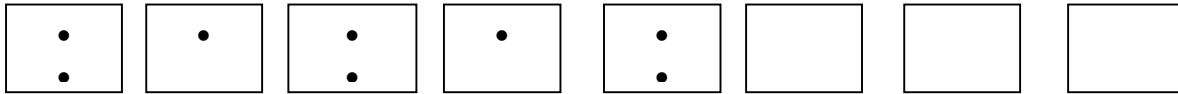
**1) Missing pattern**




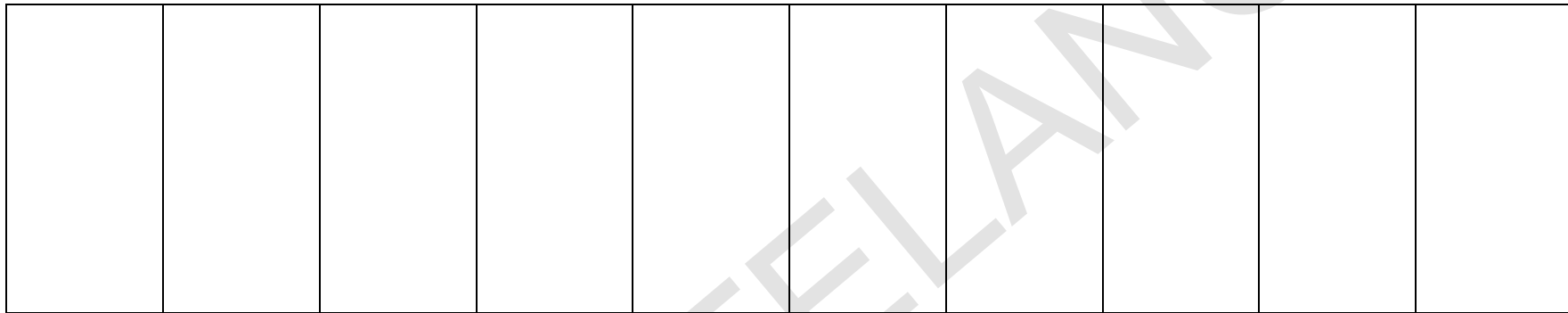
**2) Growing pattern**



3) Extending the pattern



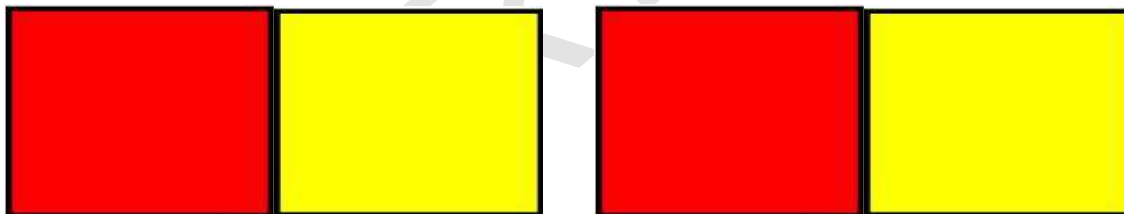
4) Creating a pattern using the basic shapes 



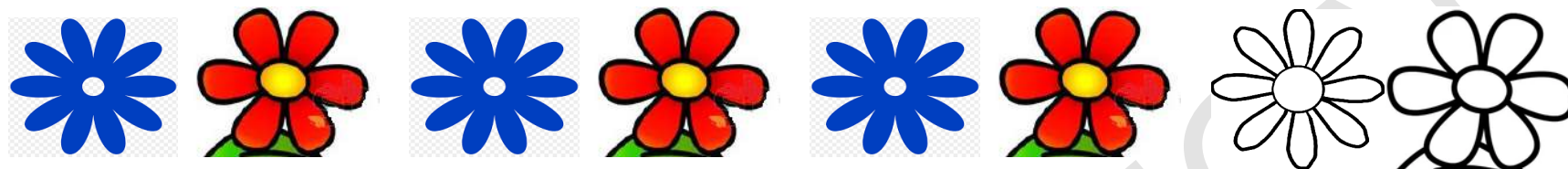
**Remedial Activity**

What comes next?

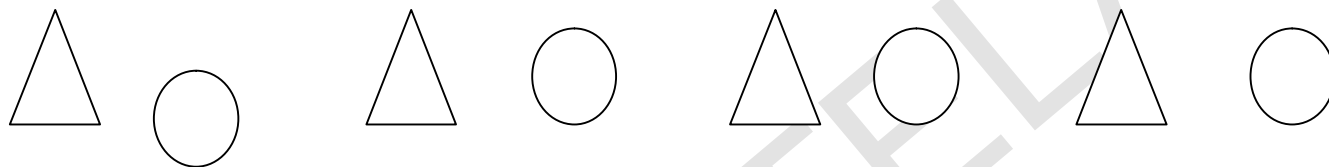
1)



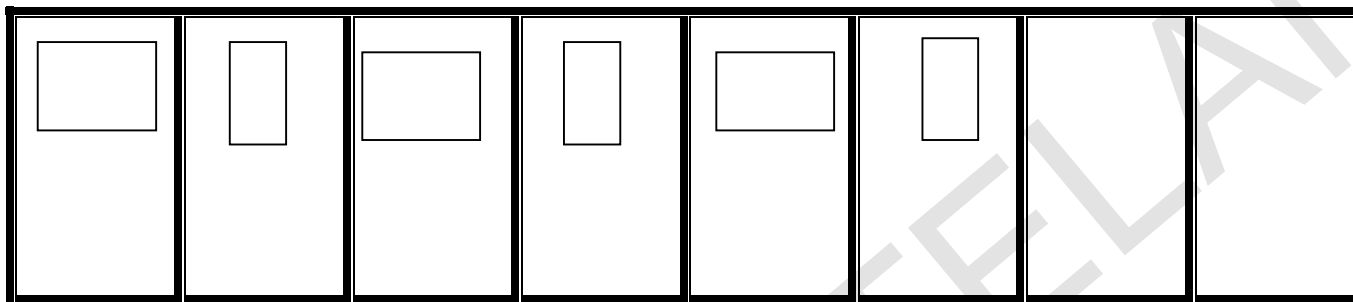
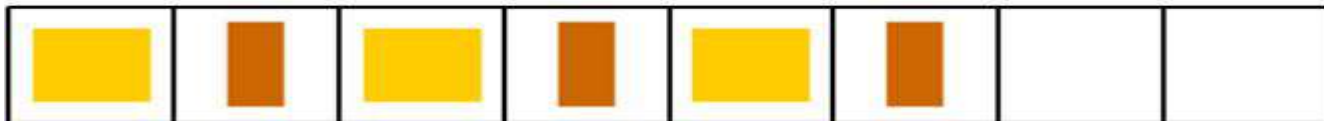
2)



3)



4) Copy the pattern



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

### Learning objectives

| S. No | Particulars  | Teacher's activity | Pupils activity | Outcomes | TLM | Remarks |
|-------|--|--------------------|-----------------|----------|-----|---------|
| 1     | Knowing the prior knowledge about the concept  |                    |                 |          |     |         |
| 2     | Concept guiding activity   |                    |                 |          |     |         |
| 3     | Teaching learning phase I<br>a) introduction of the topic (concept )<br>b) development of the concept<br>c) extension of the concept<br>d) concept related with other areas and life situations<br>e) summing up |                    |                 |          |     |         |
| 4     | Teaching learning Phase II (Reinforcement )<br>guided practice<br>a) whole group activity<br>b) co operative learning in groups<br>c) independent practice<br>d) closure   |                    |                 |          |     |         |
| 5     | Teaching phase III (Assessment)<br>a) Whole group activity<br>b) Small group   |                    |                 |          |     |         |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
|   | c) Individual<br>d) a) Enrichment<br>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 start with introduction, developing the concept, fixing up the concept, The activities shall be planned and developed for different developmental domains related to 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-centred, developmentally appropriate and contextualized. The concepts/ themes selected for one year are to be in sequence, from simple to complex, known to unknown. The theme selected should be child-centred, society based and taking into consideration pedagogical process. Planning should be for long term and short term. Objectives, concepts and material needed to be planned in the beginning of the academic year and can be flexible and can be changed 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 to be 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. 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/he 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 in improving the quality of their interaction with the child.

Parent-teacher contact can be maintained through

- Informal meetings  
Example: when parents leave or pick up their children
- Organize parent-teacher meetings  
Once a month or once in every three months as per convenience
- Home visits  
By the teacher/ worker to each child's home at least once in a term
- Bala Mela or children's fair  
Organize once a year for which the families could be invited
- A newsletter with illustrations shall be published and communicated to the parents.
- Short video programmes shall be shared among the parents through different modes of technology.
- Parent involvement can be sought by the preschool teacher in several ways.
- Parent, as an additional adult assist in handling small group activities,  
Example: creative activities, story-telling or to accompany children for outings etc.
- Parent, as a substitute to teacher in case the preschool teacher is otherwise occupied
- Parent, 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.

Example: A parent who knows carpentry work could be asked to make some wooden toys/ patterns/ other teaching learning material, a parent who can sing could teach children songs and a parent who can paint could help in painting the walls with different pictures, cartoons 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 & resources and their cultural context. This could be achieved through:

- Establishing a link with the community for awareness through folk songs, street plays, puppet shows, *jatharas* etc. Community can help only if it is aware of the needs of children.
- Making the centre visible by organizing events where community can participate like festival celebrations, sports events, *Bal-Mela* etc. Some of the parents can help in organizing and managing such events.

Once the community recognizes the need of preschool education, the relationship between the community and Pre School inevitably develops there by community owns the preschool. It is common to observe community members helping the centre in many ways such as providing drinking water, space for the centres and other resources. Some of the 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 different ways over a period of time towards functioning and achieving the objectives of the preschool.

### **Summary:**

Early years of human life is very critical. Special attention, care, quality education, focus on early learning should be given for the optimum potential of the child. Preschool is the bridge between home and the formal school. The child, at this early childhood period, needs quality preschool 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, methodology and assessment procedures of preschool stage. The concepts or themes to be identified for the curriculum planning at preschool stage also centred on the child, society and pedagogy. This can be done by curriculum designers, implementers by framing yearly, monthly and daily schedules. The periodical development of the child, learning levels provided and the skills developed by the child are to be shared with parents and community. Teachers/ implementers/ care takers of the preschool children should know about child development, curriculum, and methodology to be implemented and concepts and themes selected. This should be shared with parents for further development focusing on the holistic development of the child. Parents and community also should be involved in the preschool programmes.

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- Pankajam G.(1994). Pre-school Education, Ambalka: the Indian publication.Srivastava,
- Ashok (1990). Child Development, NCERT,New delhi,Soni, R.(2014).Every child Matters. NCERT, New Delhi.
- Pre school curriculum NCERT (2013)



Planning and implementation of early childhood care and education programme Dr.B.R. Ambedkar University.

VANUATU primary school head teachers manual.

National Early Childhood Care and Education Curriculum Frame Work (2013)

Draft national education policy (2019 )

Theme Based Early Childhood Care and Education Programme – A reference book – Romila Soni

National Council of Educational Research and Training

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## Feedback Form -Teacher Educator/Mentor Teacher (Narrative form)

Name of the Teacher: \_\_\_\_\_

Class observed: \_\_\_\_\_

Student Teacher: \_\_\_\_\_

Date and Time: \_\_\_\_\_

| Review Section   | Description/Comments |
|--|----------------------|
| 1. <b>SUBJECT MATTER CONTENT</b><br>(shows good command and knowledge of concept; demonstrates breadth and depth of mastery)   |                      |
| 2. <b>ORGANIZATION</b><br>(organizes content; thorough preparation of evidences; states clear objectives; emphasizes and summarizes main points; meets class at scheduled time).   |                      |
| 3. <b>RAPPORT</b><br>(holds interest of students; respectful, fair, and impartial; provides feedback, encourages participation; interacts with students, shows enthusiasm)   |                      |
| 4. <b>TEACHING METHODS</b><br>(uses child friendly and developmentally appropriate teaching methods and aids, materials, techniques, and technology; uses examples that are simple, clear, precise, and appropriate; stays focused on and meets stated objectives) |                      |
| 5. <b>PRESENTATION</b><br>(establishes classroom environment conducive to learning; maintains eye contact; uses a clear voice, proper pronunciation)   |                      |
| 6. <b>MANAGEMENT</b><br>(uses time and materials wisely , interacts with all children , balances freedom and discipline in the classroom)  |                      |

| Review Section  | Description/Comments |
|---|----------------------|
| <p>7. <b>SENSITIVITY</b><br/> (exhibits sensitivity to students' personal culture, gender differences and disabilities, responds appropriately in a non-threatening, pro-active learning environment)</p>   |                      |
| <p>8. <b>Encourage children</b><br/> (Supports and encourages children to explore, experiment and to take-up challenges)</p>  |                      |
| <p>9. <b>PERSONAL</b><br/> (shows self-confidence; maintains professional comportment and appearance)</p>   |                      |
| <p>10. <b>PHYSICAL ASPECTS OF CLASSROOM (optional)</b><br/> (state location and physical attributes of classroom, number of students in attendance, layout of room, distractions if any; list any observations of how physical aspects affect content delivery)</p> |                      |

**Strengths observed:**

**Signature**

**Suggestions**

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## **Paper -7 & 8**

### **Part I**

#### **Background Information**

##### **Child Developmental Reports**

##### **Observations - the how's and why's**

1. An observation is a snapshot of a child's development at any time. Observation is necessary to discover skills and information, special interests and focuses, delays or special needs exist in a child.
2. Observations must be written in such a way that they could be referred again. They must be factual, without bias or surmising. The interpretations must be made within the educational experience of the observer.
3. The purpose of observations is to prepare programs with appropriate activities (individual, small and large group) that meet the needs of all children at a particular stage of development. Observations are also necessary for identifying areas that require additional practice such as threading, cutting and messy-play. They are also required for meeting the needs of children with special needs such as language and developmental disabilities.
4. All children must be observed regularly and the observations used for the purpose should be recorded, So that they can be referred by any other staff.
5. Usually observations will be made during the normal course of the day's routines and programmed activities, but may also be "set up" with a special activity for a particular child.

**District:**

**Mandal:**

**Village:**

**Name of the Pre-School:**

**Type of Pre-School: ECE Centre/ AWC / Govt. / NGO / Private**

**Date of observation:**

**Time and duration of observation:**

**Class and age group of the children to be observed:**

**Name of the Teacher of the Pre-School:**

**Name of the Student Teacher:**

---

**Contact person and details of the Pre-School:**

---

**Details of Children:**

| <b>Category</b>                    | <b>Children Enrolled</b> | <b>Children Attended</b> |
|------------------------------------|--------------------------|--------------------------|
| <b>Boys</b>                        |                          |                          |
| <b>Girls</b>                       |                          |                          |
| <b>Total</b>                       |                          |                          |
| <b>Children with special needs</b> |                          |                          |

## Pre-School Observation

### Part – II Infrastructure: Physical Settings

(Please tick the appropriate/relevant point from the right side column)

#### D) Physical conditions and infrastructure of the Pre-School:

##### A) Safety of the building

|  |   |  |
|--|---|--|
| 1.                                       | How is the Pre-school look like?                        | <ol style="list-style-type: none"><li>1. unwelcoming/ shabby/ dirty</li><li>2. moderate</li><li>3. Inviting / colourful / lively/neat &amp; clean</li></ol>  |
| 2.                                       | How is the floor?                                       | <ol style="list-style-type: none"><li>1. Broken</li><li>2. uneven</li><li>3. good</li></ol>  |
| 3.                                       | How is the roof look?                                   | <ol style="list-style-type: none"><li>1. Falling</li><li>2. leaking</li><li>3. good</li></ol>  |
| 4.                                       | How are the walls, windows and doors?                   | <ol style="list-style-type: none"><li>1. broken doors &amp; windows and handles</li><li>2. broken/cracked surfaces in the walls</li><li>3. in good condition</li></ol>                                 |
| 5.                                       | Is the lighting and ventilation adequate?               | <ol style="list-style-type: none"><li>1. inadequate ventilation</li><li>2. inadequate lighting</li><li>3. adequate lighting &amp; ventilation</li></ol>  |
| <b>B – Safe and Hygienic surrounding</b> |   |  |
| 6.                                       | Are the surroundings clean?                             | <ol style="list-style-type: none"><li>1. urinating area, garbage dumps, open drains</li><li>2. breeding place for flies and mosquitoes</li><li>3. clean and hygienic surroundings</li></ol>            |
| 7.                                       | Is the sound from outside disturb the Pre-School?       | <ol style="list-style-type: none"><li>1. most of the time disturb with outside sounds</li><li>2. sometimes</li><li>3. no disturbance</li></ol>   |
| 8.                                       | Are there any hazardous conditions around the centre?   | <ol style="list-style-type: none"><li>1. vehicular traffic</li><li>2. open sewage holes or drains, open wells/ponds/dangerous electrical connections and equipment</li><li>3. Safe condition</li></ol> |
| 9.                                       | Is there enough space for conducting indoor activities? | <ol style="list-style-type: none"><li>1. no space to move around</li><li>2. moderate space</li><li>3. enough space</li></ol>   |

|                              |  |   |
|------------------------------|--|---|
| 10.                          | Is there enough space for conducting outdoor activities?                                       | <ol style="list-style-type: none"> <li>1. no space to move around</li> <li>2. moderate space</li> <li>3. enough space</li> </ol>  |
| 11.                          | Is there clean functional toilet?  | <ol style="list-style-type: none"> <li>1. not available</li> <li>2. available but unclean</li> <li>3. available, functional, clean, hygienic</li> </ol>   |
| 12.                          | Is there safe drinking water?  | <ol style="list-style-type: none"> <li>1. Depending upon outside water sources, irregular supply</li> <li>2. source of drinking water available</li> <li>3. clean drinking water available</li> </ol>                   |
| 13.                          | Is the school providing place for cooking?   | <ol style="list-style-type: none"> <li>1. open and unclean place</li> <li>2. covered clean place with cooking ingredients</li> <li>3. clean place with utensils for cooking/storage and cooking ingredients.</li> </ol> |
| 13.                          | Is the food cooked on the day of visit? If yes   | <ol style="list-style-type: none"> <li>1. food is neither cooked nor served</li> <li>2. food is cooked but not served properly</li> <li>3. food is cooked and served</li> </ol>   |
| 14.                          | Is there a medical kit in the centre?  | <ol style="list-style-type: none"> <li>1. not available</li> <li>2. available but not used/ expired</li> <li>3. available and used</li> </ol>   |
| 15.                          | Are these health equipments at the centre?<br>a. weighing machine<br>b. height measuring scale | <ol style="list-style-type: none"> <li>1. no equipment available</li> <li>2. height measuring scale available</li> <li>3. weighing machine available</li> <li>4. both are available</li> </ol>                          |
| <b>C – Classroom Setting</b> |  |   |
| 16.                          | Is there storage space for teacher's materials?  | <ol style="list-style-type: none"> <li>1. inadequate space</li> <li>2. some space</li> <li>3. sufficient space</li> </ol>   |
| 17.                          | Is the classroom space adequate?   | <ol style="list-style-type: none"> <li>1. inadequate</li> <li>2. moderate</li> <li>3. adequate</li> </ol>   |
| 18.                          | How is the seating position for the children?  | <ol style="list-style-type: none"> <li>1. bare floor</li> <li>2. torn, unclean mat and not enough chairs for all</li> <li>3. clean mat and enough chairs for all</li> </ol>   |
| 19.                          | How does the classroom arrangement appear?   | <ol style="list-style-type: none"> <li>1. disorganized</li> <li>2. arranged with material but do not facilitate for conducting activities</li> <li>3. arranged for conducting activities</li> </ol>                     |
| 20.                          | Is there writing board in the class room?  | <ol style="list-style-type: none"> <li>1. no board</li> <li>2. above the eye level</li> <li>3. at the eye level</li> </ol>  |

|     |   |  |
|-----|---|--|
| 21  | Are there picture books?                                    | 1.not available<br>2.not appropriate<br>3.colourful and age appropriate  |
| 22  | Are there activity books/<br>worksheets                     | 1.not available<br>2.availble but not appropriate<br>3.colourful and age appropriate   |
| 23. | Is there timetable in the<br>classroom?                     | 1. not available<br>2. term-wise<br>3. daily/weekly and term wise  |
| 24. | Is the ongoing<br>program/activity as per the<br>timetable? | 1. unrelated<br>2. behind schedule<br>3. as per schedule   |
| 25. | How is the display of<br>material in the classroom?         | 1. materials not suitable for the children<br>2. easily visible but disinteresting<br>3. easily understood/interesting/ relevant                                     |
| 26. | Is the work done by the<br>children displayed?              | 1. no display of children's work<br>2. displayed other than the materials<br>produced by the children<br>3. display of children's work and is changed<br>every month |

**D) Describe the indoor play/learning material available in the Pre-School.**

| S. No. | Name of the Item | Whether Purchased | Teacher made | Natural material | Material |        | Remarks |
|--------|------------------|-------------------|--------------|------------------|----------|--------|---------|
|        |                  |                   |              |                  | used     | unused |         |
| 1      |                  |                   |              |                  |          |        |         |
| 2      |                  |                   |              |                  |          |        |         |
| 3      |                  |                   |              |                  |          |        |         |
| 4      |                  |                   |              |                  |          |        |         |
| 5      |                  |                   |              |                  |          |        |         |



|    |  |  |  |  |  |  |  |
|----|--|--|--|--|--|--|--|
| 6  |  |  |  |  |  |  |  |
| 7  |  |  |  |  |  |  |  |
| 8  |  |  |  |  |  |  |  |
| 9  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |

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**Part – III**  
**Early Childhood Education Program (as observed)**  
**A – Physical Development, Hygiene, Health and Wellbeing**  
**(Personal Care, Hygiene and Habit)**

|                                |  |  |
|--------------------------------|--|--|
| 1                              | Do the children have the habit of washing hands before and after meals and after toileting?  | <ol style="list-style-type: none"> <li>1. few of them</li> <li>2. some of them</li> <li>3. most of them</li> </ol>   |
| 2.                             | Do all the children above the age of three years have their meal on their own?               | <ol style="list-style-type: none"> <li>1. less than 1/3 of the children</li> <li>2. about ½ of the children</li> <li>3. more than ½ of the children</li> </ol>   |
| 3                              | Do all children above the age of three years do toileting without assistance?                | <ol style="list-style-type: none"> <li>1. less than 1/3 of the children</li> <li>2. about ½ of the children</li> <li>3. more than ½ of the children</li> </ol>   |
| 4                              | Whether the children are allowed to talk during meal time.                                   | <ol style="list-style-type: none"> <li>1. strictly not allowed to talk</li> <li>2. encouraged to talk to each other</li> <li>3. children sit with the teacher and interact</li> </ol>  |
| <b>1. Physical Development</b> |  |  |
| 5                              | Does the teacher conduct indoor/ outdoor activities for gross motor development?             | <ol style="list-style-type: none"> <li>1. not related activities</li> <li>2. some unplanned activities</li> <li>3. activities for anchored and non-anchored movements</li> </ol>   |
| 6                              | a. Does the teacher conduct outdoor activities for gross motor development?                  | <ol style="list-style-type: none"> <li>1. does not conduct</li> <li>2. conducts activities but only less than ½ of the children participate</li> <li>3. conducts and ensures participation of all the children</li> </ol>  |
|                                | b. Activities provided by the teacher for developing gross motor skills                      | <p>Please tick the activities being conducted (multiple ticks possible):</p> <ul style="list-style-type: none"> <li>• <i>Running</i></li> <li>• <i>Jumping</i></li> <li>• <i>Crawling</i></li> <li>• <i>Walking on straight/ curved lines</i></li> <li>• <i>Balancing</i></li> <li>• <i>Local games</i></li> <li>• <i>Any other, please specify</i></li> </ul> |
| 7                              | Does the teacher conduct activities for fine motor development like threading, tracing, etc? | <ol style="list-style-type: none"> <li>1. with less than half of the children</li> <li>2. at least one/two activities with most of the children</li> <li>3. with more than ½ of the children</li> </ol>  |

|  |   |  |
|--|---|--|
| 8  | Does the teacher provide opportunity for interaction and supervision for free play activities with materials like, beads, crayons, dolls etc? | <ol style="list-style-type: none"> <li>1. no opportunity for free play</li> <li>2. opportunity for free play provided without supervision and interaction</li> <li>3. provided opportunity with supervision and interaction</li> </ol> |
| <b>2. Social / Emotional</b>                   |   |  |
| 9  | Does the teacher greet the children in the morning and evening?   | <ol style="list-style-type: none"> <li>1. does not greet</li> <li>2. greets and says good morning and good bye to some children</li> <li>3. greets and says good morning and bye to every child both the times</li> </ol>              |
| 10   | Do the children greet the teacher in the morning and evening at the Pre-School?   | <ol style="list-style-type: none"> <li>1. less than 1/3 of the children greet</li> <li>2. about ½ of them greet</li> <li>3. most of the children greet</li> </ol>  |
| 11   | Does the teacher conduct activities to encourage sharing and cooperation among the students?  | <ol style="list-style-type: none"> <li>1. no activities conducted</li> <li>2. unplanned activities conducted</li> <li>3. planned activities conducted</li> </ol>   |
| 12   | Does the teacher create experiences for collaborative play?   | <ol style="list-style-type: none"> <li>1. not provided</li> <li>2. less than 1/3 of the time in a day</li> <li>3. about 1/3 time in a day</li> </ol>   |
| 13.  | Does the teacher provide activities for social interaction among the children?  | <ol style="list-style-type: none"> <li>1. not provided</li> <li>2. permitted without encouragement</li> <li>3. permitted with encouragement</li> </ol>   |
| <b>3. Language, Literacy and Communication</b> |   |  |
| 14.  | Do the children understand the language used by the teacher?  | <ol style="list-style-type: none"> <li>1. less than 1/3 of the children</li> <li>2. about ½ of the children</li> <li>3. more than ½ of the children</li> </ol>   |
| 15.  | Does the teacher provide planned activities for listening? (story telling, rhymes, listening games, etc.-receptor language)                   | <ol style="list-style-type: none"> <li>1. not provided</li> <li>2. provided one planned activity</li> <li>3. provided many activities</li> </ol>   |
| 16.  | Does the teacher provide activities for speaking? (expressive language)   | <ol style="list-style-type: none"> <li>1. not provided</li> <li>2. provided one planned activity</li> <li>3. provided many activities</li> </ol>   |

|                                     |  |   |
|-------------------------------------|--|---|
| 17.                                 | Does the teacher provide activities for various ways of writing? (like drawing, scribbling, letter like forming, invented spellings).  | <ol style="list-style-type: none"> <li>1. not provided</li> <li>2. few provided</li> <li>3. more activities provided</li> </ol>   |
| 18.                                 | Does the teacher provide activities for reading in various ways?( reading story books, signs and symbols, hand writing)  | <ol style="list-style-type: none"> <li>1. no</li> <li>2. very few</li> <li>3. yes</li> </ol>  |
| <b>4. Art, Music and Creativity</b> |  |   |
| 19.                                 | Does the teacher provide activity to sing, recite songs/rhymes?  | <ol style="list-style-type: none"> <li>1. only to sing</li> <li>2. sing and recite without expression/action</li> <li>3. sing and recite through guiding their expressions and actions</li> </ol>   |
| 20.                                 | Does the teacher provide opportunity for children's participation in singing?  | <ol style="list-style-type: none"> <li>1. less than half of the children</li> <li>2. half of the children</li> <li>3. most of the children</li> </ol>   |
| 21.                                 | Do the children have opportunities to participate in activities involving music and movement?  | <ol style="list-style-type: none"> <li>1. less than half of the children</li> <li>2. half of the children</li> <li>3. most of the children</li> </ol>   |
| 22.                                 | Do the children get opportunities for individual and group recitation?   | <ol style="list-style-type: none"> <li>1. no opportunity to recite</li> <li>2. recite in groups only</li> <li>3. recite individually and in groups</li> </ol>   |
| 23                                  | (a) Does the teacher provide any activity for creativity?  | <ol style="list-style-type: none"> <li>1. Not provided</li> <li>2. Few activities</li> <li>3. More number of activities</li> </ol>  |
|                                     | (b) Activities that the teacher provide for developing creativity<br>(Clay work, Free drawing, Paper craft, Finger painting, Flower arrangement, Vegetable painting, Any other please specify) | <p>Please tick the activities being conducted (multiple ticks possible):</p> <ol style="list-style-type: none"> <li>1. Clay work</li> <li>2. Free drawing</li> <li>3. Paper craft</li> <li>4. Finger painting</li> <li>5. Flower arrangement</li> <li>6. Vegetable painting</li> <li>7. Any other please specify</li> </ol> |

|     |  |  |
|-----|--|--|
| 24. | (a) Does the teacher provide activities and materials to develop cognitive skills? (like classification, seriation, reasoning, pattern making, etc.) | <ol style="list-style-type: none"> <li>1. children use the material without specific instructions for skill development</li> <li>2. materials used only for demonstration to develop the skills</li> <li>3. most of the children learn to handle/manipulate the material and skills developed</li> </ol>   |
|     | (b) Activities for developing cognitive concepts and skills.   | <p>Please tick the activities being conducted (multiple ticks possible):</p> <p>Sensory development (touch/smell/taste/sight/sound)</p> <ul style="list-style-type: none"> <li>• Colors Concept</li> <li>• Shapes Concept</li> <li>• Seriation</li> <li>• Classification</li> <li>• Sequencing of events/ patterns/ pictures</li> <li>• Concepts related to environment</li> <li>• Problem solving and reasoning (Puzzles/mazes/relationship cards)</li> <li>• Concept Development (Space/time/money/size)</li> <li>• Odd one out</li> <li>• Big-small</li> <li>• Near-far</li> <li>• Up-down</li> <li>• More-less</li> <li>• Before- after</li> <li>• Front- Behind</li> <li>• One to one correspondence</li> <li>• Picture to number matching</li> <li>• Counting with concrete objects like beads, pebbles</li> <li>• Any other, please specify_____</li> </ul> |
| 25. | Does the teacher provide activities for reading/ writing/ number readiness for children above four years?  | <ol style="list-style-type: none"> <li>1. not provided</li> <li>2. a few activities are provided</li> <li>3. all the activities required are provided</li> </ol>   |
| 26. | (a) Does the teacher provide activities for reading and number work using alphabet cards, number cards, objects etc?                                 | <ol style="list-style-type: none"> <li>1. provided</li> <li>2. provided activities only for children above five years of age</li> <li>3. provided suitable activities for all children</li> </ol>  |

|     |  |  |
|-----|--|--|
|     | (b) Activities for developing emergent reading skills. | Please tick the activities being conducted (multiple ticks possible): <ul style="list-style-type: none"> <li>• Group reading</li> <li>• Pretend reading</li> <li>• Book handling</li> <li>• Familiarity with print</li> <li>• Beginning sounds</li> <li>• Any other, please specify _____</li> </ul>   |
| 27. | Activities for developing emergent writing skills.     | Please tick the activities being conducted (multiple ticks possible): <ul style="list-style-type: none"> <li>• Scribbling</li> <li>• Pretend writing</li> <li>• Free writing (paper/sand/pebbles/beads)<br/>Any other please specify_like _____</li> <li>• Joining the dots</li> <li>• Left to right directions</li> <li>• Tracing</li> <li>• Copying etc</li> </ul> |

The list given above is general indicators reflecting classroom transaction. Put a “TICK” mark whatever you observe. Please note it is not necessary that you will be observing all the items that are indicated in the check list on the day of observation.

**Note:** To the teacher educators/ supervisors; based on the student teachers observation, there should be discussion to draw conclusion on how it affects the professional abilities of teacher. The purpose of observation is for the student-teacher to learn but not to draw conclusion about the teacher based on classroom observation.

**Certain Activities Suggested Under Theory  
of  
I and II year DPSE Programme**

SCERT, TELANGANA

# DPSE 1<sup>st</sup> Year

## Paper-II

### 1. Developmental Milestones - Check list

**Name of the children:**

**Age:**

**Date:**

**Place:**

| GROSS MOTOR | FINE MOTOR | SELF-HELP | Problem solving | Social /emotional | RECEPTIVE Language | Expressive language | Yet to achieve | In the process | Achieved | Remarks |
|-------------|------------|-----------|-----------------|-------------------|--------------------|---------------------|----------------|----------------|----------|---------|
|-------------|------------|-----------|-----------------|-------------------|--------------------|---------------------|----------------|----------------|----------|---------|

**Duration of observation:**

SCERT, TELANGANA



## 2. Developmental Indicators – Stimulation Provided

Understanding child development and child hood

Suggested practical activities.

What is the kind of stimulation the infant / child is exposed to and his/ her reactions.

Observation checklist

Developmental indicators -provision of stimulation- responses from children

Name of the child :

Age of the child ;

Date and Month of observation : \_\_\_\_\_

( No of times )

Name of ECE centre ;

| Develop-<br>mental<br>Domains            | Kind of stimulating activities<br>provided | Responses of<br>the child<br>observed | Frequency<br>of the<br>stimulation<br>activity<br>provided | Duration and<br>time of<br>observation | Remarks<br>as per<br>observatio<br>n |
|--|--|---------------------------------------|--|--|--------------------------------------|
| Physical<br>and motor                    | 1  |                                       |  |  |                                      |
|  | 2  |                                       |  |  |                                      |
|  | 3  |                                       |  |  |                                      |
|  | 4  |                                       |  |  |                                      |
|  | 5  |                                       |  |  |                                      |
|  | 6  |                                       |  |  |                                      |
|  | 7  |                                       |  |  |                                      |
|  | 8  |                                       |  |  |                                      |
|  | 9  |                                       |  |  |                                      |
|  | 10   |                                       |  |  |                                      |
| Personal,<br>Social &<br>Emotio -<br>nal | 1  |                                       |  |  |                                      |
|  | 2  |                                       |  |  |                                      |
|  | 3  |                                       |  |  |                                      |
|  | 4  |                                       |  |  |                                      |
|  | 5  |                                       |  |  |                                      |
|  | 6  |                                       |  |  |                                      |
|  | 7  |                                       |  |  |                                      |
|  | 8  |                                       |  |  |                                      |
|  | 9  |                                       |  |  |                                      |
|  | 10   |                                       |  |  |                                      |

|                              |    |  |  |  |  |  |
|------------------------------|----|--|--|--|--|--|
| Cognitive                    | 1  |  |  |  |  |  |
|                              | 2  |  |  |  |  |  |
|                              | 3  |  |  |  |  |  |
|                              | 4  |  |  |  |  |  |
|                              | 5  |  |  |  |  |  |
|                              | 6  |  |  |  |  |  |
|                              | 7  |  |  |  |  |  |
|                              | 8  |  |  |  |  |  |
|                              | 9  |  |  |  |  |  |
| Language and literary skills | 10 |  |  |  |  |  |
|                              | 1  |  |  |  |  |  |
|                              | 2  |  |  |  |  |  |
|                              | 3  |  |  |  |  |  |
|                              | 4  |  |  |  |  |  |
|                              | 5  |  |  |  |  |  |
|                              | 6  |  |  |  |  |  |
|                              | 7  |  |  |  |  |  |
|                              | 8  |  |  |  |  |  |
|                              | 9  |  |  |  |  |  |
| 10                           |    |  |  |  |  |  |
|                              |    |  |  |  |  |  |
| Approaches to learning       | 1  |  |  |  |  |  |
|                              | 2  |  |  |  |  |  |
|                              | 3  |  |  |  |  |  |
|                              | 4  |  |  |  |  |  |
|                              | 5  |  |  |  |  |  |
|                              | 6  |  |  |  |  |  |
|                              | 7  |  |  |  |  |  |
|                              | 8  |  |  |  |  |  |
|                              | 9  |  |  |  |  |  |
|                              | 10 |  |  |  |  |  |

### 3. CHILD DEVELOPMENT - CASE STUDY

Observe a child and collect information from class and from other relevant sources to assess the child's developmental progress/ Report as a case study

#### **Introduction:**

**Case Study** of the child/children is to be observed from the ages of birth and 12 or above years old or when observed as a special behavior as normal / gifted or special

Choose a child. The child could be within the preschool/ or from your or any family but make sure you receive parental permission and cooperation for the observation.

#### **Details of the child:**

- Name of the child
- Age
- Gender
- Sex ,
- Family makeup (i.e. Number in the family) first/ second/third.....
- any special circumstance with the child, in the class/ family
- Cultural context and general background information

Case study of a child is to be followed with the following steps

#### **Step One: Provide a brief context for the child you are studying and the setting**

- *Why did you select this child for your case study?*

Be sure to provide a basic context for selecting this child and other important factors about your classroom setting, as well as describing the child's unique characteristics and needs.

What developmental theory(ies) provides a framework for working with this child?

Write the context about the observations that are made.

Record the observations continuously/ for a particular time and periodically.

- **Step Two: Involve the Child's Family**

- *How did you establish a relationship with the child's family?*
- What approaches did you take to better understand about the child's family, their community, values and culture? If your initial approaches were not successful, discuss how you modified your efforts to involve the family in meeting their child's needs.
- *What did you learn about the child's family and community and how did you learn it?*

- Discuss what you learned about the family and community factors that might impact the child's development and learning? What did you learn from the family? What did you learn from other sources? Were you informed by any family theory or research?
- *What insights into the child's developmental and learning needs did you gain from your relationship with the child's family; and, the immediate and long-term developmental goals the family has for the child?*
- Were you able to provide information about community or school resources that might be helpful to the family or child?
- **Step Three: Identify the Child's Developmental Needs**
  - *What informal and formal observation, documentation, and assessment strategies and tools did you use in order to better understand the child's development and learning needs?*
  - make sure that you explain why you selected each observation, documentation, and assessment approach that you used, and why you elected not to use other tools or approaches.
  - *What did you learn about the child's developmental and learning needs?*
  - Based on your use of informal and formal observation, documentation, and assessment approaches, describe the child's development related to each of these five domains: physical, social, emotional, cognitive, and language development.
- **Step Four: Make a Plan for Action**
  - *What are two immediate developmental goals that make sense for this child?*
  - Based on your study of the child and your relationship with the child's family, identify and present a rationale for two of the child's most immediate developmental needs that can be supported in the early childhood program setting.
  - *What actions will you take to begin to promote positive development and challenge the child to gain new competencies in each of the two areas that you have identified?*
  - Describe immediate and long-term actions you will take to help the child meet each of the two goals you have selected.
  - Make sure that you explain what standards, best-practices, and developmental research and principles you are using as a basis for your actions. What research supports the importance of creating assessment partnerships?

## **Conclusion**

Child study is the most appropriate tool of assessment for early childhood education. Assessment in the form of child study takes into account the whole child and provides integrated inputs into child learning. Let us now know how to study the child to support development. Some children are easy to get to know and immediately they draw the attention of the teacher (any adult) and develop relationships. Some other children may be more difficult to understand and make it hard for teacher to develop relationship, hence they need more time to develop rapport with teacher/new adults. The above two situations require the teacher to be resourceful and use different ways of studying the children to know and collect information relating to their developmental levels.

In different situations it requires to be taken up case studies, observe the child record observations, interact with parents, about the family situations and child at home, with peer group, at play and in different situations. It is to know

- What skills are they developing?
- What is their physical/motor skills development stage?
- What are their cognitive levels?
- What are their emotional and social adjustment levels?
- What challenges would they like to face?
- Whom/what do they like?
- What are their communication and expression skills? So on and so forth

Interactions with parents and community resources involve to help the child for better development, hence case studies need to be taken by the teachers and student teaches either for shorter or longer time as per child, observations and needs.

#### 4. PRE –PRIMARY READINESS INDICATORS

**(Back ground information to be obtained from the parents for use by the teacher):**

Age /DOB of the child: \_\_\_\_\_

Order of birth (first born, second born...): \_\_\_\_\_

Sex of the child: \_\_\_\_\_

Type of family: Nuclear/Joint/Any other \_\_\_\_\_

Primary caregivers for the child: Mother/Father/Both/Any other  
\_\_\_\_\_

Secondary caregiver for the child: Grandmother /Grandfather /Maid/any  
other \_\_\_\_\_

Previous socialization process (Whether the child been to any preschool or to any other place):  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Any favourite activity of the child from Home:  
\_\_\_\_\_  
\_\_\_\_\_

SCE

**Self-help skills:**

| <b>S.NO</b> | <b>Activities</b>  | <b>Usually</b> | <b>Sometimes</b> | <b>Hardly ever</b> |
|-------------|--|----------------|------------------|--------------------|
| 1           | Uses the toilet when required<br>e.g “Go and wash your hands”  |                |                  |                    |
| 2           | Tells about the need to go to the toilet.<br>e.g. “ Please can I go to the toilet”   |                |                  |                    |
| 3           | Washes hands and dries own hands using towel.<br><br><i>Teacher to observe</i>   |                |                  |                    |
| 4           | Drinks water independently.<br><br><i>Teacher to observe</i>   |                |                  |                    |
| 5           | Eats independently.<br><br><i>Teacher to observe handling of the spoon. Hand and mouth coordination.</i>   |                |                  |                    |
| 6           | Performs self-help tasks such as zip zippers and unfasten buttons.<br><br><i>Teacher to observe independence of children to unzip/zip/button/unbutton their dresses.</i> |                |                  |                    |
| 7           | Keep the materials back to the storage after use.<br><br>e.g. perform an activity to show children complete work cycle(to begin and end the activity)                    |                |                  |                    |
| 8           | Cares for personal belongings.<br><br>e.g. observe the child for putting his/her bag and bottle at the right place in the morning and take them back at home time.       |                |                  |                    |

### Social and emotional development:

| S.NO | Activities  | Usually | Sometimes | Hardly ever |
|------|---|---------|-----------|-------------|
| 1    | (a) Separates from parents easily without getting upset.<br><br>(b) Participates willingly after separation.<br><br><i>e.g. Check if the child is going along with the teacher and interacting with peer.</i>         |         |           |             |
| 2    | Knows if she/he is a girl or a boy (group level). <i>e.g. "All the girls please stand up/ all girls may come to this corner".</i>   |         |           |             |
| 3    | Knows and states her/his name.<br><br><i>e.g. The child says "my name is Ankit" once the child is asked about his name.</i>   |         |           |             |
| 4    | Knows and states her/his father's and mother's name. <i>e.g. "My mom's name is poonam" once the child is asked about the name of his/her mother.</i>  |         |           |             |
| 5    | Feels comfortable being around with other children/adults.<br><br><i>e.g. introduce a class game (any circle game), teacher says "please hold your hands and move in a circle"(to music, drum beats or clapping).</i> |         |           |             |
| 6    | Interacts with other children.<br><br><i>e.g. Teacher to observe and record situations of group activities, e.g. eating food, playing, sharing material etc.</i>  |         |           |             |
| 7    | Begins to share toys and materials but with prompts. <i>e.g. Shares things when teacher says " lease share paints, crayons and glue with your friends".</i>   |         |           |             |



- 8 Enjoys simple rhymes/songs with others.  
e.g. Enacts simple rhymes or song.
- 9 Is able to remain engaged with an activity for about ten minutes?  
e.g. observation: Art and craft activities.
- 10 Listens to short stories for at least ten minutes. E.g. Teacher to narrate simple stories with repetitions and music.
- 11 Understanding simple directions/ instructions. E.g. Teacher asks “ get me a leaf from the garden ” or “ pick up the story book and come to me”.
- 12 Begins to take turns.  
e.g. Teacher, during play time, says “ let ruchita be on swings for some time, then it will be your turn.
- 13 Listens to others while in small or large group. E.g. By taking turns during circle time starting from one end.
- 14 Expresses himself/herself freely in a group. E.g. (Through observation)
- 15 Says ‘please’ and ‘thank’ you with reminders. e.g. child says “ can I go to wash my hands””, teacher prompts “ Say ‘please may I go to wash my hands””.
- 16 Understands arrival as routine of her/his part of the day. e.g. Wishes ‘good morning’ in the morning.
- 17 Understands departure as routine of her/his part of the day. e.g. Wishes ‘ good bye’ while going.

## Physical and Motor Development

S.NO                                      Activities                                      Usually                                      Sometimes                                      Hardly ever

### Gross Motor Skills:

- 1                      Can pedal appropriate size tricycle in forward direction.
- 2                      Throws a ball at a distance of at least two yards.
- 3                      Throws, catches, kicks and bounces a ball.  
e.g., throws ball with both hands.; Catches a ball using arms but not necessarily extended; kicks objects with somewhat awkward movements.
- 4                      Walks up and down the stairs, one foot per step with assistance.
- 5                      Jumps down from low objects (6-8 inches)
- 6                      Attempts to walk along a line, stepping off occasionally.
- 7                      Makes wide turns while riding a tricycle.
- 8                      Makes wide turns while running avoiding obstacles.
- 9                      Balances on one foot for approximately four to five seconds.
- 10                     Swings from a branch of the tree/jungle gym with help. e.g., "Take the child to a park to play on outdoor equipment, such as jungle gym".

### Fine motor skills:

- 11                     Fixes single piece inset puzzle with knobs.  
e.g. "Put the correct puzzle piece in the slot".

- 12 Works on simple puzzles (up to 4 pieces)  
e.g. “put these pieces together so that you will have a complete picture”.
- 13 Rolls and pounds clay.  
e.g. “Teacher, I made a snake.”
- 14 Uses two fingers (thumb and index) for picking objects; transfers liquid using a dropper.  
e.g. “Using the tong, transfer the beads from one bowl to another”.
- 15 Eats without spilling food.  
e.g. (observe children while eating)
- 16 Can do simple manipulations  
e.g., “Zip their dress; buttons large buttons on her /his own shirt; cuts with blunt scissors functionally but not correctly.”
- 17 Uses hands, thumbs and index fingers for tearing.
- 18 Holds a crayon or a thick sketch pen with thumb and two fingers and attempts to make simple strokes.
- 19 Strings eight to ten one inch beads.  
e.g. “ Make a mala (necklace) by stringing the beads.”
- 20 Builds eight to nine block tower.
- 21 Stirs liquid with spoon.
- 22 Reproduces or copies a horizontal, vertical line and circle.



7 Demonstrate the ability to correctly put in order or sequence up to 3 story pictures.

e.g., 1. Peeling the banana 2. Eating the banana 3. Throwing the peel into a bin

8 Understands the comprehension of basic words related to position, size, direction and comparison

- Up/down
- In/out
- On/under
- Top/bottom
- First /last
- Big/small
- Like/different

(e.g., puts objects in, on, under...as requested)

9 Draws or constructs and then names what it is. e.g., lines up unit blocks in semi-circle, sits inside it and says, "this is my house"

10 Counts number of objects ( up to five objects) e.g., seeds/marble/any locally available material....

### **Logical thinking**

11 Classifies/ sorts objects (same/different, alike/not alike) by physical features:

- Shapes
- Colour
- Size
- Use

e.g., sorts leaves into three boxes by colour; sorts leaves into three boxes by size; put all red coloured bottle caps with other red coloured bottle caps ( irrespective of sizes)

- 12 Asks questions about the world around her/him. e.g., objects in the environment such as kite, bird
- 13 Demonstrates visual discrimination by skills matching two like pictures in each of the five –set of pictures.  
e.g., matches two pictures that are alike
- 14 Matches objects in one – to – one correspondence  
e.g., distributing one toffee to each child during snack time; placing one plate for each child during nutrition time;
- 15 Recognises, replicates or repeats a simple visual pattern sequence with objects.  
e.g., demonstrate and then observe if a child follows and makes a row of shapes (circle-square-circle-square); strings beads in repeating patterns of two colours;
- 16 Understands and shows awareness of time concepts.(present and may refer to past and future) e.g., answers questions and responds appropriately when asked, “ what did you eat in breakfast this morning?” talks about, “ I’ll give you this later, when my mother comes to pick me up?”

## Language and Literacy Skills

| S.NO                                  | Activities   | Usually | Sometimes | Hardly ever |
|---------------------------------------|--|---------|-----------|-------------|
| <b>Listening and speaking skills:</b> |  |         |           |             |
| 1                                     | Answers simple “what” questions.<br>e.g., when asked her/his name says.<br>“Sonia” |         |           |             |
| 2                                     | Uses 3-4 word complete sentences to express her/his needs e.g., “I wan the doll”   |         |           |             |

- 3 Understands and follows a two –step direction/ command. E.g., “pick up your bag and go to the door”
- 4 Discriminates certain sounds.  
e.g., Doorbell/vehicle sound/sound of rain... ..”.
- 5 Begins asking simple questions  
e.g., “where are we go”, “ can I go to the toilet ?” “Can I go to the swings now?” etc.
- 6 Listens to stories being read.
- 7 Tells of a simple experience.  
e.g., my dad/my pet/ my school related experience
- 8 Sings and repeats simple rhymes and songs e.g., following any rhythm/ humming.
- 9 Remembers the characters and events of story e.g., after narrating the story of lion and mouse, the facilitator asks questions related to characters “ which animals were there in the story?” “ How did the mouse helped the lion?” and related to event... .. (a story )
- 10 Speaks clearly so that others can understand.

### **Reading Readiness:**

| <b>S.NO</b> | <b>Activities</b>  | <b>Usually</b> | <b>Sometimes</b> | <b>Hardly ever</b> |
|-------------|--|----------------|------------------|--------------------|
| 1           | Shows print awareness :<br>e.g. Concept about print-shapes/colour/picture in the environment |                |                  |                    |

- Left to right, Top to bottom ( in sequence)
- Book handling--- holding right side up, turning pages, knows the beginning and end.

2 Recognizes and identifies environment print (common signs, words, familiar logos) e.g., points to a noodles packet and says, “ That’s noodles.”

3 Matches similar letters

e.g., “C”-Cadbury, crow or cat

4 Identifies and classifies an alphabet different from the several identical alphabets.

e.g. 

|         |
|---------|
| b b d b |
|---------|

|         |
|---------|
| A A A A |
|---------|

5 Matches the objects/pictures with given words(orally)

6 Knows that the print carries a message

e.g., points to another child’s drawing in children’s display area, says, “ Teacher, whose this?”

7 Imitates act of reading

e.g., sits and holds picture story book and utters words and sentences as heard by the adults (...and then the mouse came to the lion.)

8 Identifies few letters of the alphabet.

9 Tells what is happening in the picture



## 5. Developmental Profile

The child developmental profile is to know about the development of the children as per each domain. Every child should be observed month wise in a year i.e., in the last week of every month

Observe the child and understand about their development periodically once in a month cumulating for three months and annually. This gives understanding about the child to an adult., a teacher/ student teacher. The student teacher need to discuss with teacher educator after observing the child by keeping the following points

**Observing the development and 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.

**The details of the child**

- Name of the child :
- Date of Birth :
- Age of the child : Sex:
- Name of the Mother :
- Name of the Father :
- Name of the Guardian :
- Address:
- Child's current ECE centre /school
- Date of Enrollment :

**Recording and reporting child's development using developmental profile**

Reporting of the child's development and progress in learning is done basing on observations of the outcomes using different evaluation techniques

Maintaining each child's Profile is to demonstrate each child's individual progress from the beginning of child' birth

- 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 development and learning process at different developmental levels.
- The purpose of a profile for each child is a perfect opportunity to display the documented evidence and samples of child's development and achievements month wise, through out the year. This includes various observations, photos, learning stories, reflection or description, developmental checklists. .

**The details of observations :**

| S No | Name of the child | Month and date of observation | Observations |           |      |       |                  | Remarks |
|------|-------------------|-------------------------------|--------------|-----------|------|-------|------------------|---------|
|      |                   |                               | Phy. pers    | Socio emo | Lang | Cogni | Appro To learnig |         |
|      |                   |                               |              |           |      |       |                  |         |

In each developmental area it is to be noted that at end of every month the status of the child. The status of the child need to be observed on the bases of developmental indicators relating to each domain.

- Observe the child's level of development and participation during the learning or interacting process (learning activities)
- Record the observations every day/ once in a week /fortnight/ once in a month , 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 with teacher educator
- 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 area.
- Interact with parents and develop home school connections.

### **Developmental indicators**

#### **3-4 year old children**

#### **3-4 Years**

#### **My Book (Domains of Development)**

- **Name of the child** :
- **Name of the Mother** :
- **Name of the Father** :
- **Age of the child** : **Sex:**
- **Date of Enrollment** :
- **Name of the AWC** :
- **Name of the Project** :

**The profile is to know about the development of the children as per domain. Every child should be assessed for 3 times in a year i.e., last week of July, December and first two weeks of April.**

| Assessment of Development         | Important points of Development |   | I Term | II Term | III Term |
|-----------------------------------|---------------------------------|---|--------|---------|----------|
| Physical                          | 1                               | Jumps at one place with both legs.                            |        |         |          |
|                                   | 2                               | Walks forward & backward.                                     |        |         |          |
|                                   | 3                               | Throws & catches a big ball.                                  |        |         |          |
|                                   | 4                               | Kicks a ball.   |        |         |          |
|                                   | 5                               | Strings beads.  |        |         |          |
|                                   | 6                               | Uses pegboards with pegs.                                     |        |         |          |
|                                   | 7                               | Tears a paper on a line.                                      |        |         |          |
|                                   | 8                               | Scribbles on paper/ slate/ floor/blackboard.                  |        |         |          |
|                                   | 9                               | Demonstrates tripod grasp.                                    |        |         |          |
|                                   | 10                              | Colours within a picture outline.                             |        |         |          |
| Personal, Social & Emotional<br>1 | 1                               | Separates with parents easily and participates in activities. |        |         |          |
|                                   | 2                               | Uses toilet independently.                                    |        |         |          |
|                                   | 3                               | Follows daily routines, to keep oneself neat & tidy.          |        |         |          |
|                                   | 4                               | Follows simple rules.   |        |         |          |
|                                   | 5                               | Expresses feelings through appropriate gestures.              |        |         |          |
|                                   | 6                               | Waits for turn.   |        |         |          |
|                                   | 7                               | Learns to take care of class-room property.                   |        |         |          |
|                                   | 8                               | Engages in interactive play and shares things with others.    |        |         |          |
|                                   | 9                               | Demonstrates good manners.                                    |        |         |          |
|                                   | 10                              | Shows empathy towards others.                                 |        |         |          |

SCERT, ...

|           |                            |  |  |  |  |
|-----------|----------------------------|--|--|--|--|
| Cognitive | 1                          | Matches objects of similar shapes.                         |  |  |  |
|           | 2                          | Identifies objects by basic colours.                       |  |  |  |
|           | 3                          | Sorts objects by colours and shape.                        |  |  |  |
|           | 4                          | Identifies common objects and pictures in the environment. |  |  |  |
|           | 5                          | Recognize and copies simple patterns.                      |  |  |  |
|           | 6                          | Sequences 3 pictures of a story in order.                  |  |  |  |
|           | 7                          | Uses appropriate vocabulary                                |  |  |  |
|           |                            | a) More / Less   |  |  |  |
|           |                            | b) Big /Small  |  |  |  |
|           |                            | c) Far / Near  |  |  |  |
|           |                            | d) Rough/Smooth  |  |  |  |
|           |                            | e) Up/Down,  |  |  |  |
|           | 8                          | Uses appropriate vocabulary                                |  |  |  |
|           |                            | a) Morning /Evening  |  |  |  |
|           | b)Late /Early              |  |  |  |  |
| 9         | Asks question - what, why? |  |  |  |  |
| 10        | Identifies- left/right     |  |  |  |  |

Performance index: \* - Not yet; \*\* - Needs support, \*\*\* - Does independently

#### 4-5 Years My Book (Domains of Development)

Name of the child :

Name of the Mother :

Name of the Father :

Age of the child :

Sex: Date of Enrolment:

Name of the AWC :

Name of the Project :

The profile is to know about the development of the children as per domain. Every child should be assessed for 3 terms in a year i.e., last week of July, December and first two weeks of April.

| Aspects of Developments |  | Important points of developments  | I term | II term | III term |
|-------------------------|--|---|--------|---------|----------|
| Language                | 1  | Listens with increasing attention and responds with relevant questions/ comments/actions. |        |         |          |
|                         | 2  | Speaks clearly & confidently complete sentences about different concepts.                 |        |         |          |
|                         | 3  | Develops awareness and more vocabulary related to body.                                   |        |         |          |
|                         | 4  | Develops a small story based on pictures using grammatical structures and in sequence.    |        |         |          |
|                         | 5  | Uses language to imagine during Role Play.  |        |         |          |
|                         | 6  | Can retell a simple Story / Events / Rhymes.  |        |         |          |
|                         | 7  | Represents idea through drawings / pictures.  |        |         |          |
|                         | 8  | Reads their written name.   |        |         |          |
| School Readiness        | 1  | Is aware that print is read from left to right.   |        |         |          |
|                         | 2  | Links sounds to letters.  |        |         |          |
|                         | 3  | Distinguishes similar looking letters.  |        |         |          |
|                         | 4  | Enjoys pretend writing  |        |         |          |
|                         | 5  | Joins dots of letters/numbers.  |        |         |          |
|                         | 6  | Makes one to one correspondence.  |        |         |          |
|                         | 7  | Can sequence concepts upto three levels.  |        |         |          |
|                         |  | (a)Greater to Smaller   |        |         |          |
|                         |  | (b)Heavier to Lighter   |        |         |          |
|                         |  | (c)Far to near  |        |         |          |
|                         |  | (d)Soft to hard   |        |         |          |
| 8                       | Counts upto 10 and Match.                        |   |        |         |          |
| 9                       | Able to do oral Additions & Subtractions upto 5. |   |        |         |          |

|                             |   |   |  |  |  |
|-----------------------------|---|---|--|--|--|
| Socio, Personal & Emotional | 1 | Takes and gives, shares toys during play.                   |  |  |  |
|                             | 2 | Demonstrates self help skills.                              |  |  |  |
|                             | 3 | Talks freely about family & other people.                   |  |  |  |
|                             | 4 | Expresses needs and feelings.                               |  |  |  |
|                             | 5 | Sensitive to needs & feelings to others.                    |  |  |  |
|                             | 6 | Understands what is right, wrong & why.                     |  |  |  |
|                             | 7 | Over comes shyness and interacts more playfully             |  |  |  |
|                             | 8 | Identifies Emotions.  |  |  |  |
| Physical                    | 1 | Moves safely with confidence around, forward and backward.  |  |  |  |
|                             | 2 | Walks on toes.  |  |  |  |
|                             | 3 | Tears as per the shape                                      |  |  |  |
|                             | 4 | Has pencil grip( draws/join the dots).                      |  |  |  |
|                             | 5 | Handles tools/objects, construct safely with basic control. |  |  |  |
|                             | 6 | Runs fast about 5metres.                                    |  |  |  |
|                             | 7 | Draws vertical, horizontal, curved lines.                   |  |  |  |
|                             | 8 | Scribbles in anti-clock wise direction.                     |  |  |  |
|                             | 9 | Throws / kicks the ball in a mentioned direction, catches.  |  |  |  |

|           |  |   |  |  |  |
|-----------|--|---|--|--|--|
| Cognitive | 1  | Ask questions about why & how things happen.                            |  |  |  |
|           | 2  | Gives at least 2 responses on how to solve a problem.                   |  |  |  |
|           | 3  | Understands the concepts:   |  |  |  |
|           |  | (a) Sink / Float  |  |  |  |
|           |  | (b) Dissolve / <u>Undissolve</u>  |  |  |  |
|           | 4  | Use tools for investigations in the environment.                        |  |  |  |
|           | 5  | Observe & examine natural events / processes.                           |  |  |  |
|           | 6  | Can sequence <u>story</u> upto 5 levels.                                |  |  |  |
|           | 7  | Understands about Present, Past and Future. (yesterday, today tomorrow) |  |  |  |
| 8         | Sorts, matches, classifies on the basis of difference. |   |  |  |  |

Performance index: \* - Not yet; \*\*\* - Needs support \*\*\* - Does independently

**Conclusion :** Teachers/ student teachers need to observe the child's development month wise after observation record the observations discuss with the teacher educator and also to the parents as per the requirement.

## **Paper-III**

### **1. Focused Group Discussion**

#### **What is a focus group?**

A focus group is defined as a small group of carefully selected participants who contribute to open discussions for research/analysis of certain issues, group expressions which can be a base for certain solutions or decisions. The hosting organization carefully selects participants for the study to represent the larger population they're attempting to a target.

Focused group members are to be representatives from large population from a village or community. The members can be village head, representatives from different age groups, different professions, community leaders, Anganwadi, teacher, helper, pre primary, primary and secondary school teachers, mahila group leaders, youth association members etc.

The group might look at new products, feature updates, health issues of the community, village development programmes relating to human resource development /recent technical supports or other topics of interest to generalize the entire population's reaction. Focus group includes a moderator /mediator and a reporter, moderator's job is to ensure legitimate results and reduce bias in the on- going discussions. Reporter will be reporting the discussions, leading points and decisions and the way forward as suggested by the group. This is useful for research, community awareness, for any village development programmes, survey programmes.

#### **Focused Group discussion**

- Focused group discussion is used in Qualitative research. A group of 6-10 people, usually 8, meet to explore and discuss a topic, such as a new product or practice. The group shares their feedback, opinions, knowledge, and insights about the topic at hand.
- Participants openly share opinions and are free to convince other participants of their ideas.
- The mediator reporter takes notes on the discussion and opinions of the group members.
- The right group members affect the results of research, so it's vital to be picky when selecting members.



*Focus groups possess a distinct advantage and also used as a tool for awareness programmes and also as one of other research methods. They capitalize on the moderator's communication with participants and the flexibility to move the discussion. It allows members to extract meaningful insights and opinions about the topic /issue/problem.*

### **Best practices for focus group discussion:**

Follow these five steps to create a research focus group.

1. Have a clear plan to select focus group members. The goal of the group must be clear before approaching participants to join. For example, does the researcher intend to discuss new products or the effect of a new product launched already? Use a written explanation to clarify the objective to members.
2. With a plan, write survey questions. Questions should align with the research objective and complement one another. Start the discussion with the most crucial issues and end with the least important. Asking open-ended questions increases the effectiveness of research.
3. Schedule the time, place, and duration of the discussion. Be sure to let members know in advance so that they can plan accordingly.
4. Hosting a focus group in person or through an online community. Offline groups meet at a physical location to conduct the discussion in person. An in-person event requires a venue that includes bathrooms and refreshments, so participants are comfortable. On the other hand, online focus groups meet virtually through an online discussion platform. Invitations and reminders for online discussions need to be sent out several times before the event. This helps participants to remember the online event.
5. Create informational brochures or forum posts with a welcome note, the meeting agenda, and overall rules of the discussion.

### **Steps to conduct focus group research:**

#### **1. Choose the right participants:**

A researcher must be careful while recruiting participants. Members need adequate knowledge of the topic so that they can add to the conversation. Ex: The researcher wanted to introduce supplementary foods to the infants that can be prepared at home for which the researcher need to gain information about the families who have infants below one year, their food practices, their socio-economic status , members in the family etc. Therefore the researcher should also select the lactating mothers and grand -mothers as the participants.

## 2. Choose a moderator

The moderator should understand the topic of discussion and possess the following qualities:

- Ensures participation from all members of the group.
- Regulates dominant group members so others may speak.
- Motivates inattentive members through supportive words and positive body language.
- Makes the executive decision to end or continue a discussion should it become too heated.

Verify about the moderator if he/she doesn't know any of the participants. Existing relationships between a member and moderator cause bias and can skew the data.

## 3. Record the meeting for future purposes

While conducting a focus group discussion it is essential to record the sessions or meetings. A researcher/reporter can record the discussion through audio or video. You must let participants know that you're planning to record the event and get their consent.

## 4. Write clear discussion guidelines

Before the session starts, it is crucial to write down clear session guidelines. Include key questions, expectations of focus group members, whether you're recording the discussion, and methods of sharing results. Give out the instructions in advance and request participants to comply with them. Ex : Key Questions :

- Do you have infants in your house? If so, what is the age?
- Do you agree that the babies need supplementary foods after six months of age? If so why?
- What type of foods can be introduced and why?
- Do you think that Ragi has multiple benefits? Do you agree ?
- How can you make ragi porridge at home?

## 5. Conduct the session and generate a report

Once participants understand their role, the moderator leads the focus group survey. You can ask members to fill out a feedback form to collect quantitative data from the event. Use your data and generate reports on the overall findings.. EX: Report can be prepared on the following lines :

- Total number of infants in the village or the area
- Number of mothers interviewed or participated in the discussion
- Existing food practices in the area
- Overall health and nutritional status of the mother and the child
- Perceptions and attitudes of the mother towards practicing a new practice

## 6. Use the data to make a plan of action

Share your report with stakeholders and decision makers of the organization. A good report helps you design actionable plans to improve products or services according to the focus group feedback. Update focus group members on the changes you make and the results of those changes.

Ex : The introduction and demonstration of Ragi recipes in their diet plan for various age group children should be the action plan while the benefits of consuming ragi can be explained in various forms – videos, demonstrations, audios, puppet plays etc. The changes can be observed by door to door survey or through interviewing the participants. The updates in the changes that are observed positively can be shared time to time.

There are four categories of focus group questions:

**1. Primary question:** Let the discussion start with open-ended questions. This initiates the entire discussion.

Example:

Do you think it necessary for the infants to give supplementary foods at 7 months of age?

- We are here to discuss about Ragi and its recipes. What are your thoughts about it?

**2. Probe questions:** These questions dig deeper into the discussion of the primary question.

For example,

- What do you know about Ragi?
- How familiar are you with this recipe?

- What do you love about this- its taste and colour? Its cost and easy making?

**3. Questions to follow-up:** After establishing the overall knowledge and feelings of the group, the moderator identifies specific insights.

For example:

- What do you think are the pros and cons of this product?
- According to you, where can we improve to provide better recipes?
- Which factors prompted you to purchase our products/practice the recipe?
- What is the likelihood of recommending our products to your friends and colleagues?

**4. Questions for the conclusion:** Review previous questions to avoid overlooking the main points. It is the time when a moderator can revisit specific topics to gather more data.

For example,

- Is there anything other than the already discussed questions you would like to talk about?
- Do you want to add to what is already spoken about?

**Focus group advantages:**

- A great complement to other mediums like online surveys and online polls. Focus groups give you access to why a customer feels a certain way about a product, and surveys help you collect supporting feedback in large batches.
- Immediate access to customer opinions, making data collection, and analysis quick and convenient.
- Highly flexible to adapt to the needs and opinions of the group members.
- Easy to conduct regular discussions to eliminate inaccurate results due to current market outlooks.
- Focus groups are perfect sources to understand the true feelings and perceptions of your selected target audience,

**Conclusion:** Focussed group discussions /survey/ research could be taken up in the villages/ large and small communities as one of the method of survey/ case study etc. This is very useful to researchers, for field study, as a method to survey, to extract opinions, open discussions, discuss issues, problems ,benefits, limitations ,suggestions and a way forward. and to evolve important decisions. It is to create a standard group which is representation from a village/ community.

## 2. Communication with Parents

### Role of teachers in communicating with parents:

#### *Discussing Developmental Concerns with Parents*

Educators and child care providers have a responsibility to monitor a child's development. As soon as a developmental delay or special need is suspected, it is important to report this to a parent in an in-person meeting. Even if it noticed that the child is above average or gifted it is to be discussed and give advice to parents how to handle children. This will help to ensure that the child will have access to early and appropriate interventions, if needed. Here is a guide on having these conversations.

#### *DO'S*

##### *Prior to the Meeting with parents*

- Schedule the meeting ahead of time. Don't try to fit it into a hectic pick-up or drop-off time.
- Tell the parents what the topic of the meeting will be.
- Hold the meeting in an area that is private and comfortable.
- Document concerns and collect data over a period of time. Document observations and any modifications that are made to meet the child's needs and the results. Monitor development by comparing age-appropriate milestones with the development of the child.
- Prepare what are the discussing points to say. Think about the words that will be used and what those words will mean to the parents.
- List the suggestions that are planned
- List the resources or references to be contacted by the parents as per the observations made.
- List the points to be discussed with parents to know the child behaviour at home and in society.

##### *During the Meeting*

- Always start by talking about the child's strengths. Lead into the discussion of concerns by encouraging the parents to share observations, questions or concerns. Ask questions that will allow a parent to share his/her own observations, then share the observations made by the concerned teacher in the school on her/his own. This encourages a back-and-forth conversation that may validate a parent's hidden concerns and fears.

- When communicating the required concerns, use a developmental checklist. This provides a visual and gives parents something to think about without putting a label on it. It helps get the conversation started and the information is objective.
- Be supportive and respectful.
- Practice active listening techniques.
- Be calm, but show concern.
- Focus on developmental milestones, specific behaviors and the need to “rule out” possible concerns.
- Be honest but kind. Give parents accurate information in a nonjudgmental way, such as, “Based on the developmental checklist observed and completed for a term/ month , report to the parents referring to (child is not meeting/already above the expected) his/her developmental milestones” or “The child seems to be learning in a different way.”
- Be open to trying a parent’s suggestions.
- Reassure parents that you will support them and their child.
- Explain the role and importance of early identification and intervention for developmental concerns.
- Refer to other resources, such as the child’s health care provider or refer a child through Help Me Grow.
- End the meeting in a positive way and with a plan that may include follow-up with other resources.

### ***What Happens After Referral?***

The family will be contacted by the local school district to arrange for a screening or evaluation to determine if a child is eligible for Infant and Toddler Intervention or Preschool Special Education services.

### ***After meeting***

Follow up with parents about the action taken , developments observed /or any other observations for a particular period / periodically . Record the observations of parents the the teacher observations.

### **DONT’S**

- Be careful not to use jargon, acronyms and labels.
- Do not diagnose. This should only be done through a comprehensive developmental or medical evaluation.

- Acknowledge a parent's concerns if they are not the same as yours.
- Remember that parents may tell you that you are wrong. Find out what the parents see their child doing in other situations. Agree to revisit the issue and check in again.

### **Conclusion:**

It is very important for a teacher to observe children's participation in the different situations in the class room with teacher, with peer group, with material and with any other adults record the observations, verify the child's developments with the developmental milestones record observation and then talk to parents and advice the relevant necessary referral services.

SCERT, TELANGANA

## Paper-IV

### Suggested Daily /Weekly plans

#### Developing/ Designing a contextualized and Developmentally Appropriate Curriculum

#### 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 outcomes.

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 to 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 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 activate, 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 out door activity need to be changed for indoor as per the weather conditions. Going outside for out door 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.

|                               |
|-------------------------------|
| <b>Sample of Monthly plan</b> |
|-------------------------------|

| <b>Week</b>                    | <b>Convers<br/>ation</b>  | <b>Games</b>                             | <b>Action songs</b>   | <b>Stories</b>   | <b>Creative<br/>activities</b>  | <b>Readiness<br/>activities</b>   |
|--------------------------------|---|--|---|--|---|-----------------------------------|
| <b>1<sup>st</sup><br/>Week</b> | <b>Free<br/>Convers<br/>ation<br/><br/>and<br/><br/>Convers<br/>ation 1</b> | <b>Local<br/>games + 2<br/>new games</b> | <b>Known /<br/>familiar songs<br/>+2 new<br/>songs/rhymes</b> | <b>Children,<br/>'favourite story<br/>with 1 planned<br/>story</b> | <b>Presenting 1<br/>new activity<br/>for whole<br/>group / small<br/>group<br/>activity</b> | <b>3 readiness<br/>activities</b> |

|                            |   |                                  |   |  |   |                               |
|----------------------------|---|----------------------------------|---|--|---|-------------------------------|
| <b>2<sup>nd</sup> Week</b> | <b>Free Conversation and Conversation II</b>  | <b>Local games + 2 new games</b> | <b>Known / familiar songs +2 new songs/rhymes</b> | <b>Children,'favorite story with 1 planned story</b>   | <b>Presenting 1 new activity for whole group / small group activity</b> | <b>3 readiness activities</b> |
| <b>3<sup>rd</sup> Week</b> | <b>Free Conversation and Conversation III</b> | <b>Local games + 2 new games</b> | <b>Known / familiar songs +2 new songs/rhymes</b> | <b>Children,' favourite story with 1 planned story</b> | <b>Presenting 1 new activity for whole group / small group activity</b> | <b>3 readiness activities</b> |
| <b>4<sup>th</sup> week</b> | <b>Free Conversation and Conversation IV</b>  | <b>Local games + 2 new games</b> | <b>Known / familiar songs +2 new songs/rhymes</b> | <b>Children,'favorite story with 1 planned story</b>   | <b>Presenting 1 new activity for whole group / small group activity</b> | <b>3 readiness activities</b> |

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 diary 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  | Readiness Activity                                  |
|-------|--|--|-------------------------------|---|--|---|
| Day 1 | Conversations on one concept<br>- introducing the concept using identified new words         | -Local game that suits to the stage<br>-Specific Game for Physical development | Known song<br>-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<br><br>Each group should be given a different | 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                                |  | 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<br>-Specific Game for Physical development | Known song<br>-New rhyme/song | Dramatization of the story by older children  | activity so that by the end of the week all groups does all the activities   | 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 fourth week of the month planning need to be based on the previous week's observations and learning 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<br><br>Interaction<br><ul style="list-style-type: none"> <li>- Teacher –child</li> <li>- Teacher –parent</li> <li>- Child- child</li> <li>- Child- motored /display of the previous done work</li> </ul> |
| 9.00-9.15am   | Prayer<br><ul style="list-style-type: none"> <li>- Group meeting/ assembly</li> <li>- News/ experiences /events</li> <li>- Having /birthday</li> <li>- Birthday –a speared</li> <li>- Warning up activities</li> </ul>   |
| 9.15to9.30 am | Setting of children  |
| 9.30 to 10.00 | Circle –time –I<br><ul style="list-style-type: none"> <li>- Good habits</li> <li>- Use of weather chart daily calendar</li> <li>- Free conversation /free talk by children</li> </ul>  |

|                   |  |
|-------------------|--|
|                   | <ul style="list-style-type: none"> <li>- Followed with concept building</li> <li>- Conversation /Rhymes /etc</li> <li>- Interaction with peer/teacher (language skill, listening /speaking , thinking and sequence)</li> </ul> |
| 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<br>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  |
| 12.40to 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 5and half year old children<br>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   |

## Paper-V

### **Guidelines for selection of resource books and materials for preschool:**

*Resource Book* is perfect to use as a planning guide or as a resource for responding to children's specific interests. The daily plans have circle time, music and movement activities, suggested books, and learning center ideas. The book is filled with songs, recipes, and games. This book serves as a master teacher at your side for inspiration all year long.

Resources for early childhood education: The purpose of early childhood learning resources is to develop a set of high quality, innovative early childhood resource materials which nurture and support the development of early literacy and numeracy in children from birth to five years. These resources should be based on sound contemporary international research. These informative and practical materials should suit a range of early childhood settings and should provide examples of how parents, caregivers and practitioners can create stimulating environment for their children, thereby making use of the most critical period of rapid development in learning.

Resources are the supplies that are needed by an institution to improve their productivity. Availability of resources (human, materials and finance) is critical to the successful implementation of any educational programme. This is because resources are needed to provide a conducive teaching and learning environment, purchase relevant instructional and learning materials and pay staff. The quantity and quality of resources available for any educational programme would therefore determine schools systems capacity for the implementation of the type of educational programme.

Resources are the material, staff and finance available to realize the goal of early childhood education. For any educational programme to achieve its goals, it must be supported with adequate resources. This includes human, infrastructure and finance. Physical facilities are land mark for school existence. As a matter of fact, preschool environments, classrooms, provisions of infrastructural materials are essential for meaningful interaction. The educational environment must be conducive enough to facilitate children interaction with their environment that enables them construct the experience.

**Human Resources: Qualified staff:** All children are special so it stands to reason that the people who are responsible for educating them in their early years need to be pretty special themselves. Not only must they have the ability to connect with children and understand the world from their point of view, they must also be able to give the children the attention they need to develop skills and worthwhile learning experiences. Caregivers and teacher should have knowledge of cultural supports for the language and literacy learning of the children and families they are serving. They need to have sufficient skills in guiding children, give full attention to individual young children's language and literacy efforts. They need to be able to draw out shy children while they help very talkative children begin to listen to others as well as to speak. They should be aware that children are not empty vessels. Their goal is to bring

out the hidden potentials in them. They are to bring the children to the highest possible intellectual, social, moral and cultural levels. Qualified, well trained and dedicated teachers, care givers and administrative staffs are the most important and fundamental resources for effective early childhood education. They must be motivated and adequately remunerated to achieve their goals.

**Material Resources: Infrastructure** is the most basic level of organizational structure in a complex system that serves as a foundation of the rest. Infrastructure needed to support high quality early education services has three fundamental roles such as: 1. Establish and enforce programme and child outcome standards 2. Create and sustain a system to support elements of quality 3. Ensure quality through mechanisms for accountability and continuous quality improvement. With the increasing important role that child care plays in our society, demand is also rising for evidence that these programmes provide high quality educational experiences. There should be established minimum criteria for safety and quality in early childhood education through its approval standards. While the adoption of voluntary standards has been instrumental in raising the quality of programme, there are still significant gaps between standards for the best practice and the quality of services provided by most schools. Adequate indoor play space and workspace for teacher and children are essential. Standard classroom, Cross ventilated, well lit with inbuilt storage cupboards, with access windows. Walls painted in two or three bright colours, staff offices with furniture. Environment should be lovely, structured and orderly. There should be a beautiful atmosphere

**Instructional aids: Importance of Play:** Child development experts agree that play is very important in learning and emotional development of all children. It provides children with hand-on- experiences with water, sand, plastering, mud, shells, and twigs. Play is multifaceted. However, it should be fun for the child, often many skills can be learned through play. Play helps children learn relationship and social skills, and develop values and ethics. Play should always be considered as an essential part of a child's early education.

**Functional play** helps children to develop motor and practice skills. This kind of play is normally done with toys or objects that are stackable, can be filled with water or sand or playing outdoors.

**Water play and sand play** are favourite among preschool children and a valuable teaching tool. This type of play can make up about 50% of the type of play toddlers to three years old children practice.

**Constructive play** is characterized by building or creating something. Toys that encourage this type of play are simple puzzles, building blocks, easy craft activities and puppets. Normally four to five years old children enjoy this type of play, but it continues to be enjoyable into the first and second grades of school. Hands and fingers are the best first art tools. Soon they will mangle with paint brushes, wedges of sponge, wax, crayons, and hunky chalks. It is advised to avoid rushing a child into making something in particular. Letting them do what they want encourages individuality and decision making. Toddlers also enjoy



dough because they can get hands and fingers in to it for poking, rolling and shaping. This type of play develops thinking and reasoning skills, problem solving and creativity.

**Pretend play** allows children to express themselves and events in their lives. It helps them process emotion and events in their lives. Allow them to pair materials stick and twigs, rock and pebbles, shells and leaves can be sorted, counted, used to build amazing structure, explore with magnifying glasses and use in art projects. Observe nature and ask them what they see.

**Active Play** Children develop large muscle coordination through active play: some equipment stimulates gross motor activities that encourage the development of rhythm, hand-eye coordination and balance. A variety of active play toys like bean bags for tossing, parachutes for lifting, mats for tumbling and soft foam balls for passing games.(number mats, safety trampoline bike pan, learn to crawl tunnel folding bike

**Curriculum based learning** should not stop when the child is on vacation. Provide grade – appropriate learning materials in an after school and summer learning environment. It is an important element in helping pupils remember what they have learnt during the school day. Children need ongoing opportunities to learn and practice essential skills i. Language Arts test prep in a flash Test Prep- Cards provides comprehensive practice for grade – level language art skills learning Curriculum based learning should not stop when the child is on vacation. Provide grade – appropriate learning materials in an after school and summer learning environment. It is an important element in helping pupils remember what they have learnt during the school day. Children need ongoing opportunities to learn and practice essential skills i. Language Arts test prep in a flash Test Prep- Cards provides comprehensive practice for grade – level language art skills learning. Children need ongoing opportunities to learn and practice essential skills

**Arts and Craft** These activities allow young children to develop creative expression, practice fine motor skills, experiment with shapes, line and colours. - 2 station Art Easel - Colour washable Tempera Paint - Creative design brushes - Chubby Brushes - Paint and clay texture kit - Colour Diffusing Paper – Crayon

**Assessment and Evaluation** Evaluation result helps professional and parents to plan learning experiences, evaluate programme goals and improve young children’s social and emotional development. Early learning accomplishment profile kit measures development in six domains.

**Block play** offers a rich opportunity for early mathematics and science learning and the development of social, emotional language motor and cognitive skills.

**Totter Tower Building activity** that helps children develop a sense of geometry, and hand-eye coordination e.g. Primary Toddler Blocks. Dado Planks

**Carpets and rugs** Children need softness in their physical surrounding to relax and feel comfortable. Carpets and rugs in bright colours create cozy classroom areas. Phonics speaking carpet teaches the alphabet.

**Children's Books** Help children develop a close and enjoyable relationship with books: factual book, fantasy, books about people of different races, cultures ages and abilities. Build your classroom library.

**Classroom Essentials:** Create a bright, colourful print-rich environment for young learners  
- Bulletin board displays - Decorative prints: art work, favourite characters - Scalloped edge bordettes for the edges of the board - Fanciful recycle bag - Classroom clock

### **Clearance Nursery Rhymes Bulletin Board set**

**Differentiated Instruction** Differentiated instructional materials help them different ideas or words. E.g. sound chart, Colour chart.

**Furniture** - Table, Chairs, Storage Units - Nature storage shelve - Rest mats – Standard cot

**Language and Literacy: Teachers** read books to children individually or in small groups throughout the day, not just at group story time. A-Z Pegboards set. Large letter shaped pegboards is a fun way to learn letter recognition and improve – eye coordination.

**Mathematics** To explore quantity, size and shape, Abacus encourages fine motor play e.g. count and sort game.

Play Ground Wilkins identifies play ground, games and toys and other instructional materials as essential for successfully handling of children. Outdoor play maintains health and fitness and enhances learning and creativity. Children have an opportunity to play outside every day. Outdoor play is never sacrificed for more instructional time

Encourage critical thinking, problem solving foster language development and refine the basis for learning activities. Children work on project and have long periods of time (at least one hour) to play and explore. Work sheets are used little, if at all.

**Bilingual Books Curriculum** is adopted for those who are ahead as well as for those who need additional help. Teachers recognize that children's different backgrounds and experiences mean that they do not learn the same things at the same time, in the same way.

Music and Video Tool peg puzzle Map jigsaw puzzle Bilingual number floor puzzle

**Resource Books:** Create a good professional library with a balanced collection of books on variety of early childhood subject by subject. - Curriculum and activity books - Books on child development theory and practice

**Sand and Water** Children learn about measurement and natural science as they experiment with sand and water. Toys that encourage children to dig, scoop, fill and pour enhance learning. -

**Science Health** Young children become aware of the wonders around them, develop interest in and concern for our environment. E.g. sorting shells, magnet.

Social Emotional Character education curriculum should be designed.. Songs children tend to develop emotional attachment to what is familiar and comfortable to them. If they are to develop a sense of connectedness with the natural world, they need frequent positive experiences with the outdoors.

**Social studies:** Inflatable labelling globe

Technology Kid safe computer Digital camera, the Computer mouse Keyboard

Supplies Water: Good source of water, treated borehole and water dispenser, Constant supply of water must be ensured. Toilet: classroom toilets with wash hand basins of appropriate height. Separate for boys and girls. Sickbay and first aid box should be equipped. There should be a well trained nurse.

Reference books for Resource books, rhymes and list of themes and activities:

<https://ncert.nic.in/dee/pdf/deethemebased.pdf>

**early-child-development-kit-guidance-UNICEF-education**

Early childhood care and education by DR. Vinitha Kaul

## DPSE 2<sup>nd</sup> Year

### Paper-I

#### 1. Inclusive Practice Tool

##### WHAT TO LOOK FOR—Observations

**1. Inclusive practice** refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for **all students**, with and without disabilities, in general education settings.

In an effective inclusive classroom...

The teacher will be...

- Providing options for student engagement, persistence, and self-regulation
- Conducting frequent checks for student understanding
- Providing clear academic objectives and behavioral expectations
- Providing frequent and varied feedback and positive reinforcements to student responses
- Collaborating actively when other adults are in the room
- Presenting curriculum content through multiple means and providing scaffolds and support for metacognitive processing

The student will be...

- Making connections between new content, prior knowledge, and real-world applications
- Engaging in learning through a variety of approaches and developmentally appropriate tasks with a variety of resources
- Demonstrating self-regulation strategies by monitoring his or her own thinking, setting goals, and monitoring and reflecting on progress
- Demonstrating autonomy and self-advocacy by choosing appropriate learning tools and supports
- Persevering on difficult tasks
- Making academic and behavioral corrections based on staff feedback and other evidence
- Using a variety of tools and means to

The classroom will...

- Support a variety of tasks and learning formats
- Provide Positive reinforcement and motivators
- Clearly display expectations, rules, and routines
- Use clear and effective displays of information, tools, resources, prompts, etc.
- Support student use of resources and scaffolding
- Be safe and respectful of all cultures and backgrounds
- Be rich with connections to student experience and interest
- Be conducive to

- Providing multiple and varied options for student communication and expression
  - Modeling and reinforcing positive behavioral expectations
  - Using data and student response to differentiate instruction and support
- demonstrate and communicate knowledge
  - Collaborating with peers and demonstrating appropriate behavior during group and individual work
- collaboration and group work
  - Allow for smooth physical movement of students and educators
  - Create a nonthreatening, positive, and academically rigorous atmosphere

## Reflection and Feedback

Guiding probes :

- How did the teacher engage students who are “hard to reach “?
- What strategies did teachers put in place to address challenging behaviors?
- How did they provide tiered interventions and support for students who need them ?
- In what areas do all students struggle, and in what areas do only some students need targeted support?

## Summary of Feedback

“Aha!” Moments:

## 2. Village Profile

The Village Profile provides essential detailed information about the villages. It allows full access to fact sheets, profiles and photos for each of these. It includes the location and physical characteristics of each village, in addition to history, religious and archeologically sites, population, education, health status, and economic activities. The village profile also provides information and fact sheets about the governance. It is a great source from which accurate and updated direct information can be obtained on the following guidelines:

Overview of Village

Introduction

The Village

History

Location

Physical/demographic features

Climate and rainfall

Language

Bio-diversity

Chronology of important events in the village

Village Administration

Education

Food Processing

Population and Village Society

Demography

Social and Resource Map

**Social Groups:** Caste and Religion

Culture and Traditions

Agriculture

Livestock

Farm Implements and Machinery

Irrigation

Fallow Lands

Economic Situation of the village

Health Care and Sanitation

Market, Transport and Communication

Transport

**Communication:** Postal Service (Post Office) in the Village

Electricity

Welfare and Development Programmes

Changes in Socio-economic and Ecological Indicators in the village

Opportunities and Problems

### **What is mapping?**

A map is a scaled and flattened visual representation of a larger geographical area showing topographic details, buildings, and roads. Its main job is to show where things are located in relationship to one another. You're probably familiar with digital maps used by GPS devices and phones for navigation. Without these maps we'd be lost just as our ancestors would have been without their hand-drawn directions.

Maps can also be used in presentations to illustrate or educate. These maps are often less realistic and more symbolic of the areas they represent. Maps are also commonly used to outline territories in sales and marketing.

Maps can also illustrate where shops are located in a mall, how subway lines crisscross a city, what hiking trails are available in a park, and the layout for a historic battle.

### **How to make a map?**

**Choose a map template:** choose a map that fits your purpose. Draw the terrain and its major locations. Towns adapt to their surroundings. The first thing to do is to draw the terrain the town /village sits on.

**Label important locations and areas:** Use text and graphics such as pushpins, arrows and other symbols to label the map with key information. colour the ares to indicate the differences like land, mountains, water, roads, rails, crops etc

**Add a compass.** A compass lets other users know which way north is located on a map. It may even be enough to indicate an arrow pointing north and leave off the other directions.

**Include a legend.** To avoid cluttering your map with labels, you may want to include a legend for markers, colors, and pins to help guide its users.

**Mapping exercise is part of three activities in each study village:**

(1) a small group discussion with at least three key informants to learn about village boundaries, tenure, areas under dispute, access (roads) and market location;

(2) Village meetings with 10–15 adult men and women; and

(3) Women’s meetings with 10–15 adult women. The mapping exercise is conducted during the small group discussion, but the result of the initial mapping exercise is used for the village and women’s meetings.

Three maps are needed for the mapping exercise: a base map, a satellite image/map and a copy of the base map on drafting paper.

**Steps for mapping exercise : The Base map :** The base map is a bare-bones map, with the minimum number of features needed to orient key informants to locations of interest. The GIS specialist extracts these features from the satellite images (e.g. Landsat, Sentinel or any other free and most recent satellite images available for the different sites). The base map is printed on A0 format (841×1189 mm) paper, which helps to include a maximum number of landmarks and names. The following list indicates a number of landmarks and other features, not exhaustive, to be included on the base map: a. settlements position (e.g. main village, hamlets, huts) b. roads, paths, airports/airstrips c. religious buildings (e.g. churches, mosques, traditional houses) if visible on the satellite image (or if the position using a Global Positioning System (GPS) was provided during a previous field survey) d. any other building known by all the villagers (e.g. government office, communal building, cooperative, school), if visible on the satellite image (or if GPS position was provided during a previous field survey) e. rivers, streams, ponds, lakes mountains, peaks (visible on the map based on the satellite image, but only with an icon, for example, a triangle, on the base map) g. geographical coordinates (use preferably h. village boundaries identified during previous field visits.

It is important to include all these features on the base map to make the map easily understood by the key informants and other respondents so that they know where to draw when asked by the field research supervisors/enumerators.

**2) The map on satellite imagery :**

A map based on satellite imagery will be used to support discussions with villagers. It will have minimal interpretation, because otherwise it would be too ‘busy’ and time consuming to prepare. It contains the same landmarks from the base map, and the geographical coordinates are made visible to aid the digitization after fieldwork. Minimal interpretation will be done by the GIS specialist and can include areas of forest vs non-forest, settlements and water bodies, caste wise distribution of house-holds etc depending on the objective s of the village profile. . Information from satellite interpretation are only indicative, and not definitive. This map will



serve to cross-reference villagers' answers to the survey questions (e.g. presence of degraded forest, areas of land conversion). Ideally, this map is printed in colour with high resolution on an A0 sheet of paper to allow overlay on the base map. The highest-resolution, cloud-free satellite images available for the study site should be used. The resulting map image should be printed using glossy paper or laminated to protect it from moisture. This printed map can be displayed in the village for the villagers to familiarize themselves with the map before the mapping activity, and later to identify areas where forest has been cleared.

3) The map on drafting paper will be used to record the data provided during the small group discussion. The researcher needs to trace the geographical coordinates and all the landmarks from the base map onto the drafting paper, using permanent (waterproof) markers. During the small group discussions with key informants, the researcher will overlay the map on drafting paper on the base map. 2B or colour pencils are strongly recommended during the mapping exercise with key informants, as pencil cannot be erased by moisture or rain, can be easily corrected and is sufficiently visible for digitizing the map after fieldwork. This drafting paper is generally available in 20 or 50 m rolls in stationery shops. The drafting paper needs to be prepared in advance, and cut to A0 size to correspond to the base map. Two copies of the base map on drafting paper need to be prepared prior to fieldwork.

4) **Checklist of materials :** The following materials should be assembled prior to fieldwork.

- a) 1 set of maps (base map, copy of base map and most recent satellite image) for each of the villages to be surveyed
- b) 1 roll of drafting paper (as a backup)
- c) permanent markers of different colors to draw the main features on the copy of the map on drafting paper
- d) pencils (2B or color) with erasers in abundance (fix an eraser on each pencil using masking tape so as not to lose it during fieldwork)
- e) At least 2 cutters.
- f) 1 large pair of scissors
- g) at least 2 rulers (30 cm long)
- h) 2 rolls of masking tape (1 cm wide)
- i) 2 or 3 plastic tubes to protect the base maps, satellite images and the map on drafting paper once drawn
- j) 1 calculator to calculate corresponding locations of GPS points on the base map

5) **Preparing a copy of the base map on drafting paper before starting the activity:**  
Time needed: about ½ hour per copy of the base map on drafting paper. This map should be drafted before going to the field sites, although it is possible to do it at the beginning of the fieldwork. The steps are as follows:

- Overlay the drafting paper on the base map and use masking tape to fix the base map and the drafting paper to a table (Figure 1).
- Add any landmark or feature to the drafting paper from the base map, which will help later to overlay the drafting paper map on the base map during the small group discussion with key informants. These features will help orient the researchers and participants who are drawing on the drafting paper during the group discussions, and this map will serve as a backup if the base map is lost or degraded.
- All landmarks (rivers, settlements, roads) should be documented by using permanent markers of different colors (e.g. black for roads and villages, blue for rivers). The village boundaries should be marked with pencil (2B) as they may change after the first mapping exercise during the small group discussion. Add the names of the different features whenever possible (names of villages, rivers, etc.).
- Either draw an X mark on the 4 corners of the map, or draw the frame of the map (this makes it easier to overlay with the base map later, which already has a frame), and add the geographical coordinates in UTM as prepared on the base map by the GIS specialist. These coordinates can be useful in case maps get mixed up, and in case a feature for which there are GPS coordinates needs to be added on the map (e.g. market location).

**4.2 Adding basic information on the copy of the base map on drafting paper:** Time needed: about 10 minutes per copy of the base map on drafting paper. Using pencils, draw a rectangle (e.g. 10×20 cm) in an unobtrusive part of the map and include the following information: a. name of village and initiative b. start and end date of the mapping exercise c. name of field research supervisor/enumerators performing the mapping exercise. The original base map is kept in case the drafting paper map gets lost or destroyed or if another map is needed. Before going to the field sites, prepare at least two copies of the base map on drafting paper: one for land tenure and areas under dispute; and a second as the base for a clean version of the map resulting from the mapping exercise.

**4.3 Introducing the activity to key informants:** Clearly explain to the key informants what the map will be used for, and what it will not be used for. The map will not be used for any official uses such as land demarcation, and will not be shared with those outside the research team, such as the private sector, local governments. Explain clearly what mapping activity will be done during this small group discussion, and in the subsequent larger village and women's meetings. Explain that any use of the map (e.g., in future scientific publications) will maintain the anonymity of the village, or will need prior approval from villagers if the village location or name is revealed. Names of key informants of the mapping exercise will be noted for internal purposes but will be kept anonymous in publications. Allow some time for questions and for addressing concerns.

**4.4 Familiarizing key informants with the map:** When starting the small group discussion, make sure everyone understands the base map; ask them to indicate the village center and check whether everyone recognizes the different features and landmarks.

**4.5 Asking key informants to update the map:** Using masking tape, secure the base map to a flat place (e.g. school table, on a flat floor or on a table/ floor with a background of flipcharts if there are any irregularities on the table/floor). Place the drafting paper on top of the base map and align the drafting paper and the map using the features previously added to the drafting paper. Keep the high-resolution satellite image/map at hand on the table in case it is needed during the exercise for supporting or checking the corrections made by key informants. The activity can start. Ask the key informants to change/add any landmark that may be wrong or missing. Start with the village boundaries (see Section 1B.5 of the Village questionnaire). As mentioned earlier, these boundaries were estimated and georeferenced during previous surveys but it is good to check them again and correct if necessary. Ask participants to identify the important locations, names of the different sub-village units or settlements, main roads, main rivers and other water bodies. This copy of the base map on drafting paper will be used during the rest of the exercise by overlaying it on the base map.

**4.6 Asking key informants to answer the Village survey questions:** The objective is to collect data that provide answers to the relevant questions in the Village questionnaire:

- Locate the nearest road.
- Locate the nearest market. If the market is outside the zone covered by the map and too far to be reached during the survey, then a small description about the market location (including the name of the location; will be added to the questionnaire sheet. A GPS position of the market should be taken whenever possible.
- Identify land tenure categories applying to each part of the village territory.
- Identify areas with restricted vs open access.
- Identify areas of land dispute or land distribution. Explain again what will be asked of the respondents. Use the B2 pencil to draw on the map, with a code (color, symbol or pattern of your choice) for the different tenure categories. The codes to be used need to be decided before the exercise starts. Mark on the map where the nearest market is located, if visible on the map. Make sure that all key informants agree upon the answers before adding anything to the map. It is better if one of the key informants can draw the features, land tenure categories, etc. on the drafting paper, but if there is no volunteer then the field research supervisors or the enumerators can do the drawing.

**4.7 Finalizing the map:** Make sure no one wants to add anything to the map or correct what has been drawn. Add on the map with a marker the names of the key informants, the date, the village name and the name of the activity (refer to the Village questionnaire for that). Also add a legend, with all the color/pattern codes used during the mapping exercise clearly identified. Take a picture of the map (Figure 3). Information on land tenure and areas of dispute will be on the same copy of the base map on drafting paper.

**5. Mapping activities during village and women's meetings:** The objective of the mapping activities during the village and women's meetings is to use the maps developed during the discussion with key informants to collect further information depending on the objectives of the mapping like for example:

- Forest cover changes within the last 2 years under different tenure arrangements
- changes in forest quality (degradation/ enrichment) within the last 2 years under different tenure arrangements or caste wise distribution of households or any other caste people joined the village or evolution of new offices both governmental and non-governmental/ private or government schools/ hospitals etc. These village and women's meetings ideally happen a day after the small group discussion with key informants, since they will use the map resulting from the key informant discussion.

**Before starting the activity with the meeting participants:** Make a clean copy/version of the map developed with key informants during the small group discussion with them on a new sheet of drafting paper, because features drawn during that first exercise may not be neat (Figures 5 and 6). On the clean copy, be careful to reproduce exactly the same map as the one developed with key informants during the small group discussion. Do not use permanent marker to reproduce information that was initially drawn using color or black pencil. The reason is that participants at the village or women's meetings may want to modify something on the clean map, which the permanent marker would not allow. Another reason is to distinguish data entered in the field (i.e. with pencil) from data generated by a GIS specialist. As the GIS specialist will be the one digitizing all the maps post-fieldwork, it is important that the parts drawn by villagers are discernable from the original base map features, to avoid mistakes and confusion.

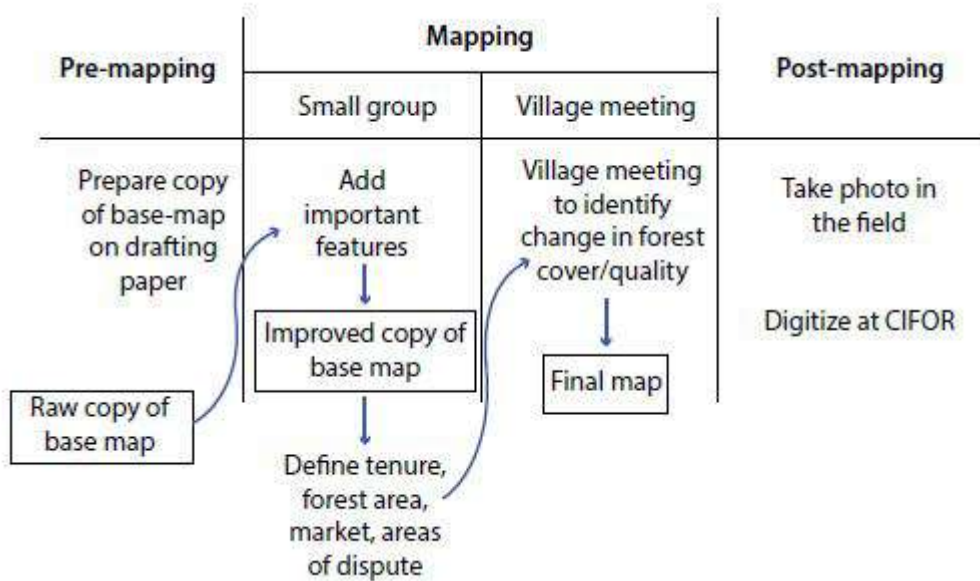
**5.2 Preparation of the activity:** As for the previous mapping activity with key informants, clearly explain to participants of the village and women's meetings what the map will be used for, and what it will not be used for (not for any official use, not for land demarcation, and not to be used by the private sector. Explain clearly to the participants how the maps will be used during the meeting. Explain that any use of the map (e.g., in future scientific publications) will maintain the anonymity of the village, or will need prior approval from villagers if the village location or name is revealed. Names of key informants of the mapping exercise will be noted for internal purposes but will be kept anonymous in publications. Allow some time for questions and for addressing concerns. Even if the participants in the village and women's meetings do not make any corrections or updates to the maps previously developed with key informants, it is still necessary to provide this same information.

**5.3 Familiarizing the participants with the map and requesting updates:** The same approach should be used as that in the previous small group discussion with key informants, but can be quicker unless someone wants to correct something major on the map. Familiarize participants with all map features, including those developed (e.g. land tenure types) during the previous mapping exercise. Ask for updates or corrections as needed.

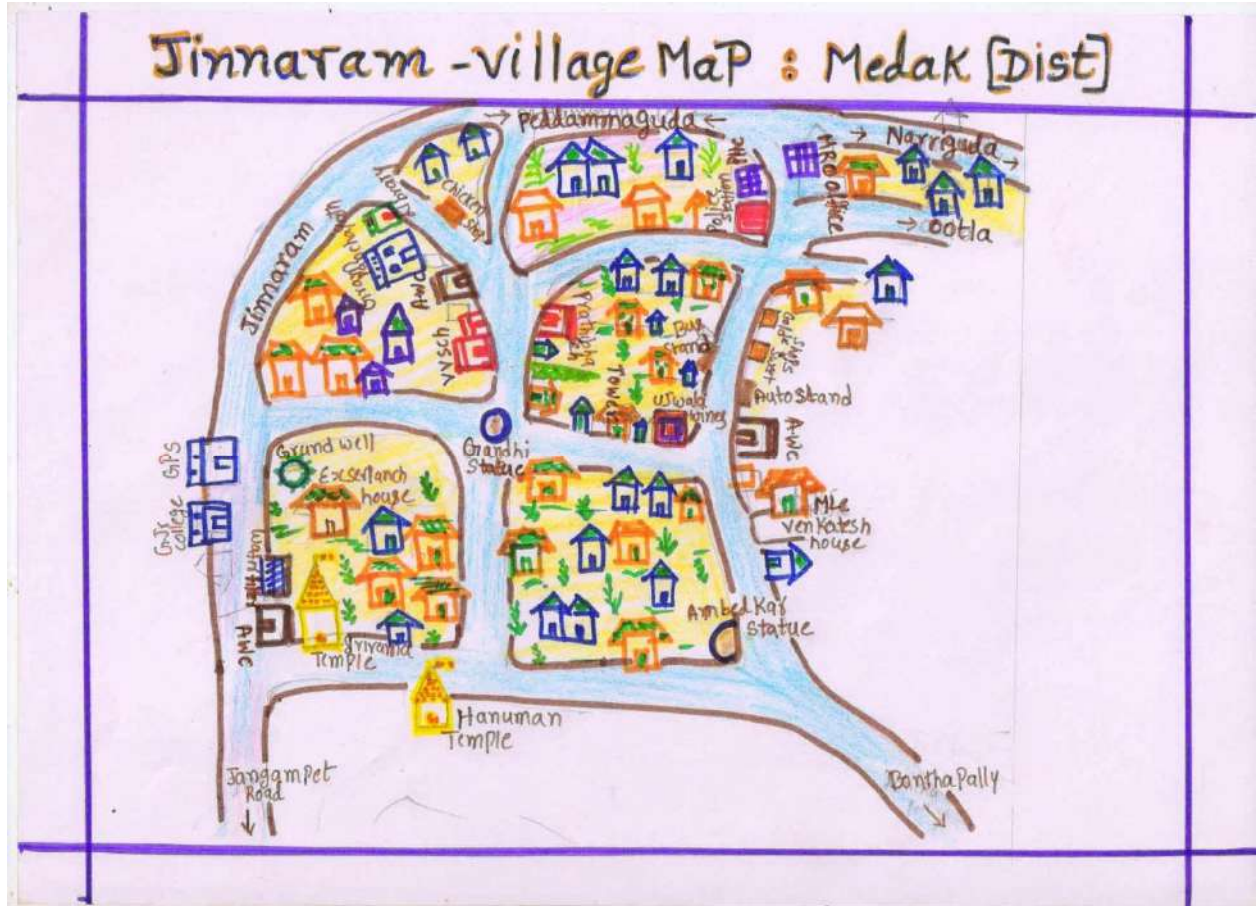
**5.4 Asking the respondents to answer the survey questions:** As mentioned earlier, the questions asked during the village and women’s meetings are related to changes in forest cover and forest quality. Use the different tenure types identified during the small group discussion to ask the survey questions. No new map needs to be developed at this stage, since any necessary corrections or updates were solicited at the beginning of the meeting. The map from the satellite image can be used at this stage to crosscheck information on forest clearing.

**5.5 After the group discussion:** The enumerators will use the results (forest cover/quality changes) to estimate the area under each land tenure category, and fill out answers to the corresponding questions in the Village and Women’s questionnaires.

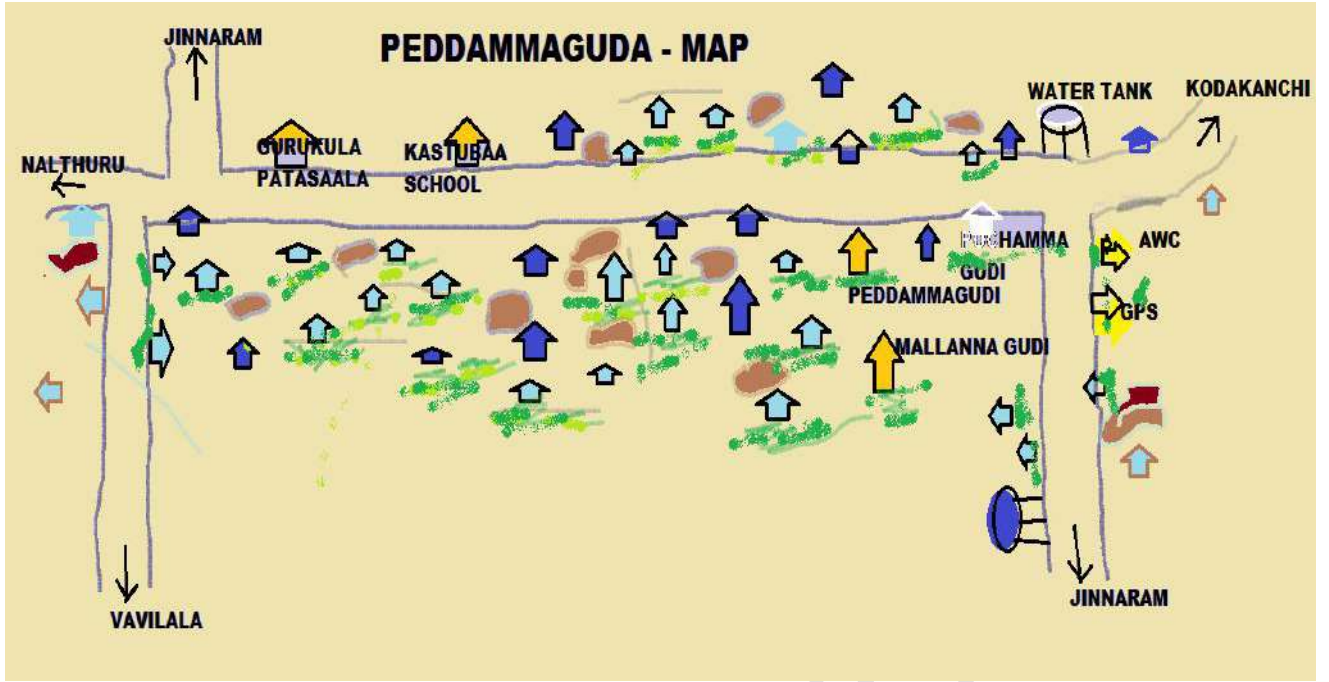
**6 Finalizing the maps after fieldwork:** Keep the copies of the base map made on drafting paper with key informants in a protective plastic tube. At the end of fieldwork, bring them to a place where they can be scanned and sent to the GIS specialist who will digitize them and integrate each map as one of the different layers that constitute the maps of each site. This will allow the GIS specialist to provide the area (in hectares) that corresponds to each land tenure category, the distance to the nearest market and road (in km), and the areas (in hectares) under dispute.



Below given is an example of jinnaram and its hamlet village map .



SCERT



SCERT, TELANGANA

## Paper-II

### 1. Guidelines for Curriculum Development for Different ECCE Settings

Early Childhood draws and builds upon the language and cultural experiences of the child and reflects the nature, values and aspirations of the family and community as it prepares the child for lifelong learning. Therefore the Curriculum framework should recognize early childhood education as the foundation upon which future learning is built and this perspective should form the basis of the curriculum, in its value base and its language.

It is designed to provide a basis for developmentally and culturally appropriate practice in our Early Childhood settings. One of the purposes of the Early Childhood curriculum is to make available to the next generation the knowledge, skills and attitudes which are regarded as valuable in our culture. The curriculum draws on the cultural heritage of our children and acknowledges the differences in dialects and individual islands, and makes links with families and the wider community.

The curriculum defines how to achieve progress towards this vision for learners in early childhood learning environments. It is about the individual child. Its starting point is the learner and the knowledge, skills and attitudes that the child brings to their experiences. The curriculum is also about Early Childhood settings. Learning begins at home and in the village and community and recognition be given of the significant role that these settings play in laying the foundations for successful future learning. This is an Early Childhood Curriculum specifically designed for children from the time of birth to school entry, and it provides links to learning in school settings. The learning environment in the early childhood years is different from that in the school sector. This learning environment, the constraints of age, and the special nature of the early childhood years are elaborated on in this curriculum.

This curriculum emphasizes the critical role of social and cultural transmitted learning and of two way and responsive relationships for children with people, places and things. Children learn through working together with adults and peers, and observation of others, as well as through individual exploration and reflection.

The Early Childhood Curriculum acknowledges that there is a country of tradition and change; Focus on traditional customs and ceremonies urban, rural and tribal The curriculum will be a common, for the whole state and recognizes the values, traditions of urban, rural and tribal areas which includes traditional and tribal structures and values and related practices, as well as its spiritual and religious beliefs. Illustrations need to be included as per the professions, cultural values in urban, rural and tribal systems. Ex; for tribal children focus need to be given and bilingual strategies might be included for smooth transmission of language learning and concept clarity. Illustrations from local, professions and customs could be included for smooth transaction of learning language and concepts. Also in a doll/puppet corner , the urban teacher places a Barbie doll set while the rural centre may setup ending with toys of rural costumes and tribal centres with local toys and costumes so that the child feels nativity and local feeling develops.



**Material available  
from other sources**



# GUIDELINE FOR PLANNING AND CONDUCTING SEMINAR



DIRECTORATE OF FORESTS  
GOVERNMENT OF WEST BENGAL



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## Preface

Seminars provide a platform and a network to the forest frontline personnel where they can learn from what others are doing, learn about new things, ideas, tricks and important tips related to forest management, forest conservation etc. This material on Guideline for planning and conducting Seminar emphasizes upon the general guidelines for conduction of seminars. The detailed guidelines to conduct a seminar elucidated in this course material may be used for different seminars on different topics. As part of the JICA project on „Capacity Development for Forest Management and Training Personnel“ being implemented by the Forest Department, Govt. of West Bengal, these course materials on Seminar have been prepared for induction training of the Foresters and Forest Guards.

This material have been prepared and compiled by Project Management Consultant Team of IBRAD. While developing this course material few guidelines, available in the internet have been consulted. All the references are provided at the end of this material.

We hope that this course material will be helpful to the front line personnel to have a good understanding of the process for conduction of seminars.

Kolkata, August 2015

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# Guideline for planning and conducting Seminar

## 1.0. Introduction

Seminars are the most important training device. When properly designed, they are a time and cost efficient method of producing active involvement of learners compared to individual training activities. Seminars are learning and teaching arrangements which allow for active participation of participants, and they are usually conducted in small groups. Seminar concentrates on delivering the information and discussion of the pertinent issues.

## 2.1. Objectives of Seminar:

In general seminar has following objectives:

- To promote and encourage sharing of information amongst attendees
- To provide attendees with educational sessions and sometimes technological displays encompassing the best and most current information in the particular field.
- To generate activities of professional association

## 3.1. Activities involved in organizing a seminar

The activities can be organized in following stages:

1. Preparation
2. Implementation
3. Evaluation

## 3.2. Preparation Phase

Preparation phase involves planning for the event. Some significant elements which must be considered in the planning stage to ensure the success of event are following:

**3.1.1. Budget Preparation:** Funding is an integral part of any event, since the amount of funding available for the hosting of the event will determine a number of factors in planning the event. This determines the type of seminar whether small, medium or large event.

**3.1.2. Theme/Topic:** Formulate and define theme/topic and specify learning objectives. The selection of the topic should naturally lead to the seminar objective. The objectives in turn will determine the scope of the seminar and should deal specifically with those areas that are pertinent to the achievement of the seminar objectives.

**3.1.3. Set date and time:** The date and time of the seminar should be decided taking into consideration the various factors that could reduce the attendance.

**3.1.4. Select and contact Chair persons and keynote speakers:** The success of the seminar greatly depends upon the quality of the Presenters, therefore, should choose speakers whom are appropriate for the topic chosen. This is usually initiated by “Call for Abstracts”. Request keynote speakers to send their short curriculum vitae in advance for their introduction.



**3.15. Identify target groups/participants:** Knowing audience is very important as the characteristics of participants will influence the structure, content and activities undertaken in a seminar.

**3.16. Site Selection:** The type of seminar being organized will influence the venue that is chosen. The facilities of the venue should be able to comfortably accommodate the participants while taking into consideration the needs of the Presenter and the budget.

**3.17. Send formal invitations to Chief Guest, chair persons, keynote speakers and participants**

**3.18. Send invitation to press**

**3.19. Finalize event details:**

- ✓ Determine the duration of the seminar
- ✓ Mode(s) of deliverance
- ✓ Equipment needs of Presenter
- ✓ Prepare Handouts and other learning material for participants
- ✓ Prepare Banner and Brochures
- ✓ Secure caterer

**3.110. Registration Forms:** Design registration forms and confirm method of registration (normally by email or registration in reception)

**3.111. Prepare final list of participants and guests:** The final list of those persons attending the seminar is prepared. All relevant persons are notified of the number of participants (Caterer, Presenter, and Facilitator).

**3.112. Accommodation for outstation Guests:** Booking of hotels and guest houses for guests.

**3.113. Transport arrangements:** Arrange transport for to and fro airport and railway stations and also intercity tours.

**3.114. Final Mailing:**

Contents of final mailing:

- ✓ Seminar title, dates, location;
- ✓ Description of seminar venue (facilities);
- ✓ Postal address, telephone and fax numbers, e-mail address of lead contact;
- ✓ Reception arrangements and registration desk opening hours;
- ✓ Hotel and other accommodation details and locations relative to seminar venue – a map is always useful;
- ✓ Any off-site seminar venues and arrangements for local transport etc

**3.115. Follow up and reminders to reconfirm attendance:** Ascertain the potential participants who are attending the seminar and remind them of start date.

**3.1.16 Acquire all resources required for seminar and prepare Seminar checklist:**All the resources such as audio-visual equipments, communication equipments and stationeries should be in place.Seminar checklist should be prepared including the following elements:

- ✓ Projectors, Laptop
- ✓ Camera
- ✓ Flipcharts
- ✓ Display Boards
- ✓ Stationery – markers, pens,pencils, clipboard, notepads, tape, scissors etc
- ✓ Handouts
- ✓ Nametags
- ✓ Event bags

**3.1.17 Preparation of Programme agenda with all sessions and time allocation:** The program should consist of an appropriate number of sessions and should encourage group participation through the use of panel discussions or debates, plenary and parallel sessions. Complete session details such as allocated time for lecture followed by a question and answer period and breaks should be clearly mentioned in the program agenda.

**3.1.18. Complete Schedule for each day of seminar listing what is needed and at what time**

#### 4.1.Implementation Phase

**4.2. Venue Arrangements:**Arrive at the venue and ensure the desired arrangements.

**4.2.1. Seating arrangement for Guests:** Set a head table for guests. It should have:

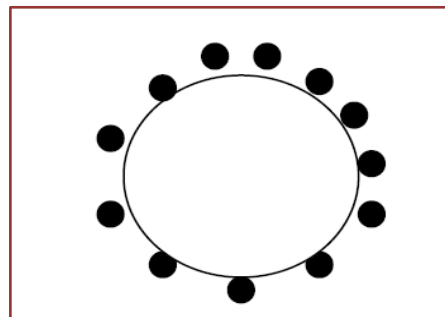
- ✓ Name plate of each guest
- ✓ Writing Pad and Pen for each guest
- ✓ Water bottles with glass for each guest

*Note:* Water bottles should be laid down horizontally on the table so that it should not create obstruction while taking photograph

**4.2.2. Seating arrangement of Participants:**

**Circle:**

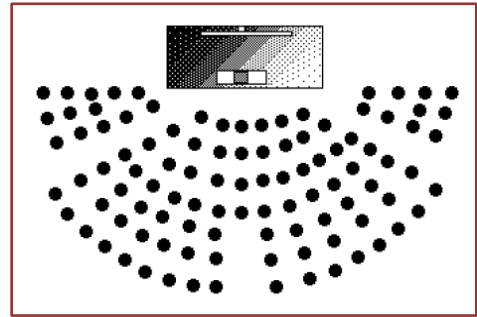
Place chairs in a circle if interactive discussion of a fairly small group will be the primary activity of the Seminar.





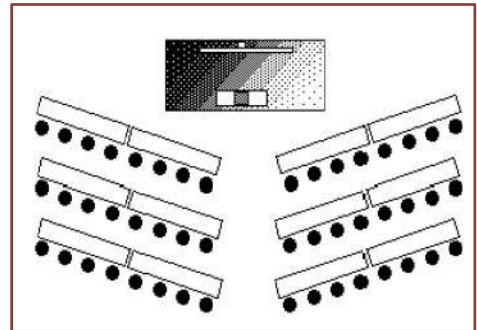
**Semicircle:**

Semicircle provides all attendees good viewing and audience contact, and the Presenter has high audience density with great eye contact. Since center aisles are prime seating areas, the aisles are moved to the sides. All chairs face the Presenter. Ideal, if a projection device, chalkboard or flip chart will be used.



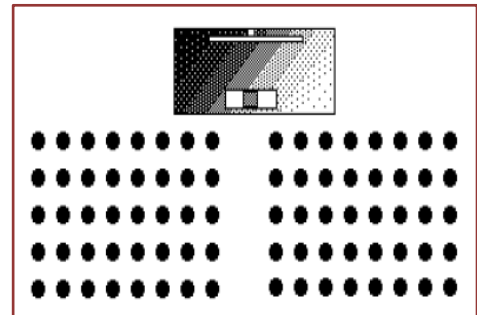
**Herringbone:**

Theater or classroom seating, positioned in angles or curves to face the stage. This setup is both unique and functional. Each member of the audience can look straight forward and have a good view of the stage. It's the next best thing to Semicircle.



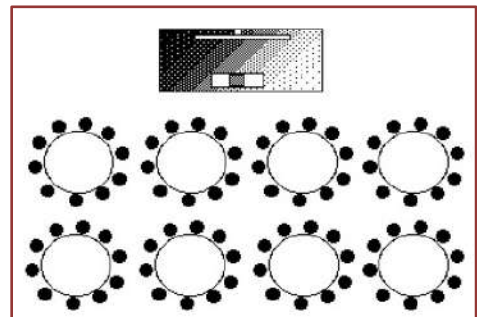
**Theater:**

Straight rows of chairs facing the stage, without tables. It allows for the highest audience density and keeps them closest to the front to create increased audience responsiveness. However such arrangement does not support interaction among participants.



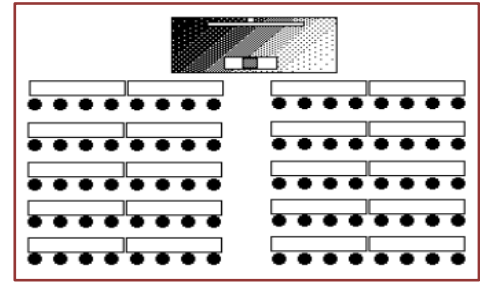
**Banquet, rounds:**

A series of round tables set with 8-10 chairs. This is a good setup for networking among the people at the table. It has the drawback of severely limiting seating capacity, spreading the audience too far from the stage, and forcing half the audience to crane their neck or rotate their chairs.



### **Classroom:**

Rows of chairs, as in theater, placed at long, narrow tables. The best tables measure 18" x 6" or 8". You lose some audience density and seating capacity, but gain comfort and writing ability for the attendees. For long seminars, this layout works best.



**4.2.3. Seating arrangement for Press:** Keep the seats in the first rows for guests from Press.

**4.2.4. Separate Seating arrangement for VIP guests:** Keep sofa for VIP guests

**4.2.5. Equipment and material required by the presenter:** Check whether all aids for presentation are ready and working such as:

- ✓ Laptop
- ✓ Projector
- ✓ Speaker
- ✓ Microphone
- ✓ Pointer
- ✓ Screen
- ✓ Display Boards
- ✓ Podium with microphone
- ✓ Flip charts

*Note:* Display boards or monitors should be placed in front of Head tables so that the guests need not to turn repeatedly for looking at the screen and Projector should be set properly to avoid reflection and screen should be visible to all audience and guests.

**4.2.6. Check all Indicators:** Clearly visible indicators should be in proper place indicating Lavatories, Drinking water etc.

**4.2.7. Check Electricity, Light, Fan, AC, and Generator connections if any**

**4.2. Arrangement for registration:**

- ✓ Reception arrangement and registration desk opening on time
- ✓ Name tags of participants laid out
- ✓ Participants' handouts and information packets are laid out
- ✓ Flowers for every participant and bouquets for special guests

**4.3. Opening Ceremony/Inauguration:**

- ✓ Prepare a separate agenda for inauguration
- ✓ Fix one anchor for the session
- ✓ Welcome all guests and invite them one by one on the dice
- ✓ Presentation of bouquets to all the guests



- ✓ Presentation of memento to the guests
- ✓ Hands over the seminar to speaker

*Note:* Fix Photographer for still photography and video of the session and ensure arrangements for lunch, refreshment and water. Fix duration of tea breaks 15 to 20 minutes and that for lunch 45 minutes to 1 hour.

#### **4.4. Check all arrangements by Caterers:**

- ✓ Inform Caterer in advance about Head timings of break.
- ✓ Arrange for packed work lunch.
- ✓ Number of counters should be more to avoid unnecessary delay and check buffet arrangements.

#### **4.5. Conducting seminar using seminar methods and visual aid**

#### **4.6. Summarize and reconnect with objectives**

##### **5.1. Evaluation Phase:**

Evaluations provide concrete feedback to the facilitator about how the seminar was received thus; it is an important part of any seminar.

**5.2. Administer evaluation sheets:** Evaluation sheets should be distributed among participants to record their feedback about the seminar and to know how it was useful to them. Evaluation sheets should be gathered for overall assessment.

#### **6.1. Closing of seminar:**

- ✓ Distribution of certificate at the end of the seminar to the participants.
- ✓ Closing the event with vote of thanks.
- ✓ Lastly accompanied with a group photo.

## References:

### **Guidelines for Conducting Workshops and Seminars That Actively Engage Participants.**

© February, 2001 Richard Tiberius and Ivan Silver Department of Psychiatry, University of Toronto

[http://www.hsc.wvu.edu/aap/aap-car/faculty-development/teachingskills/guidelines\\_for\\_conducting\\_workshops\\_%282001%29.htm](http://www.hsc.wvu.edu/aap/aap-car/faculty-development/teachingskills/guidelines_for_conducting_workshops_%282001%29.htm)

### **Guidelines for organizing Conferences**

<http://www.ica.org/download.php?id=2633>

### **Guidelines for Seminars**

[http://www.uwo.ca/biophysics/dept\\_forms/guidelines\\_seminar.pdf](http://www.uwo.ca/biophysics/dept_forms/guidelines_seminar.pdf)





**DPSE I Year**  
**Paper-II**  
**Developmental Milestones**

**TABLE 3: Developmental Milestones**

| AGE      | GROSS MOTOR   | FINE MOTOR   | SELF-HELP  | PROBLEM SOLVING   | SOCIAL/ EMOTIONAL  | RECEPTIVE LANGUAGE  | EXPRESSIVE LANGUAGE   |
|----------|---|--|--|---|--|---|---|
| 1 month  | <ul style="list-style-type: none"> <li>Chin up in prone position</li> <li>Turns head in supine position</li> </ul>  | <ul style="list-style-type: none"> <li>Hands fist ed near face</li> </ul>  | <ul style="list-style-type: none"> <li>Suckswell</li> </ul>  | <ul style="list-style-type: none"> <li>Gazes at black-white objects</li> <li>Follows face</li> </ul>  | <ul style="list-style-type: none"> <li><b>Discriminate</b> mothers voice</li> <li>Cries out of distress</li> </ul>   | <ul style="list-style-type: none"> <li>Startles to voice/ sound</li> </ul>  | <ul style="list-style-type: none"> <li>Throaty noises</li> </ul>  |
| 2 months | <ul style="list-style-type: none"> <li>Chest up in prone position</li> <li>Head bobs when held in sitting position</li> </ul>   | <ul style="list-style-type: none"> <li>Hands unfisted SO% of the time</li> <li>Retains rattle if placed in hand</li> <li>Holds hands together</li> </ul>                             | <ul style="list-style-type: none"> <li>Opens mouth at sight of breast or bottle</li> </ul>                         | <ul style="list-style-type: none"> <li>Visual threat present</li> <li>Follows large, highly contrasting objects</li> <li>Recognizes mother</li> </ul>                         | <ul style="list-style-type: none"> <li>Reciprocal smiling: responds to adult voice and smile</li> </ul>  | <ul style="list-style-type: none"> <li>Alerts to voice/ sound</li> </ul>  | <ul style="list-style-type: none"> <li>Coos</li> <li>Social smile (6 weeks)</li> <li>Vowel-like noises</li> </ul>   |
| 3 months | <ul style="list-style-type: none"> <li>Props on fore-arms in prone position</li> <li>Rolls to side</li> </ul>   | <ul style="list-style-type: none"> <li>Hands unfisted 50% of the time</li> <li>Inspects fingers</li> <li>Bats at objects</li> </ul>  | <ul style="list-style-type: none"> <li>Brings hands to mouth</li> </ul>  | <ul style="list-style-type: none"> <li>Reaches for face</li> <li>Follows objects in circle (in supine position)</li> <li>Regards wys</li> </ul>                               | <ul style="list-style-type: none"> <li>Expression of disgust (sour taste, loud sound)</li> <li>Visually follows person who is <b>moving across a room</b></li> </ul>                           | <ul style="list-style-type: none"> <li>Regards speaker</li> </ul>   | <ul style="list-style-type: none"> <li>Chuckles</li> <li>Vocalizes when talked to</li> </ul>  |
| 4 months | <ul style="list-style-type: none"> <li>Sits with trunk support</li> <li>No head lag when pulled to sit</li> <li>Props on wrists</li> <li>Rolls front to back</li> </ul>                           | <ul style="list-style-type: none"> <li>Hands held predominantly open</li> <li>Clutches at clothes</li> <li>Reaches persistently</li> <li>Plays with rattle</li> </ul>                | <ul style="list-style-type: none"> <li>Brieny holds onto breast or bottle</li> </ul>                               | <ul style="list-style-type: none"> <li>Mouths objects</li> <li>Stares longer at novel faces than familiar</li> <li>Shakes rattle</li> <li>Reaches for ring/ rattle</li> </ul> | <ul style="list-style-type: none"> <li>Smiles spontaneously at pleasurable sight/ sound</li> <li>Stops crying at parent voice</li> <li>To and fro air-er-nating vocalizations</li> </ul>       | <ul style="list-style-type: none"> <li>Orients head in direction of a <b>voice</b></li> <li>Stops crying to soothing voice</li> </ul> | <ul style="list-style-type: none"> <li>Laughs out loud</li> <li>Vocalizes when alone</li> </ul>   |
| 5 months | <ul style="list-style-type: none"> <li>Sits with pelvic support</li> <li>Rolls back to front</li> <li><b>Puts arms out</b> front when falling</li> <li>Sits with arms supporting trunk</li> </ul> | <ul style="list-style-type: none"> <li>Palma, grasps cube</li> <li>Transfers objects: hand-mouth-hand</li> <li>Holds hands together</li> <li>Reaches/grasps dangling ring</li> </ul> | <ul style="list-style-type: none"> <li>Gums/mouths pureed food</li> </ul>  | <ul style="list-style-type: none"> <li>Turns head to look for dropped spoon</li> <li>Regards pellet or small cracker</li> </ul>   | <ul style="list-style-type: none"> <li><b>Recognizes caregiver</b> visually</li> <li>Forms attachment relationship ro caregiver</li> </ul>   | <ul style="list-style-type: none"> <li>Begins to respond <b>to name</b></li> </ul>  | <ul style="list-style-type: none"> <li>Says "Ah-goo-"</li> <li>Razzes, squeals</li> <li>Expresses anger with sounds other than crying</li> </ul>                                    |
| 6 months | <ul style="list-style-type: none"> <li>Sits momentarily propped on hands</li> <li>Pivots In prone</li> <li>In prone position, bears weight on one hand</li> </ul>                                 | <ul style="list-style-type: none"> <li>Transfers hand - hand</li> <li>Rakes pellet</li> <li>Takes second cube and holds on to first</li> <li>Reaches with one hand</li> </ul>        | <ul style="list-style-type: none"> <li>Feeds self crackers</li> <li>Places hands on bottle</li> </ul>              | <ul style="list-style-type: none"> <li>Touches reflection and vocalizes</li> <li>Removes cloth on face</li> <li>Bangs and shakes toys</li> </ul>                              | <ul style="list-style-type: none"> <li>Stranger anxiety (familiar versus unfamiliar people)</li> </ul>   | <ul style="list-style-type: none"> <li>Stops momentarily to "no"</li> <li>Gestures for "up"</li> </ul>                                | <ul style="list-style-type: none"> <li>Reduplicative babble with consonants</li> <li>Listens, then vocalizes when adult stops</li> <li>Smiles/vocalizes <b>to mirror</b></li> </ul> |
| 7 months | <ul style="list-style-type: none"> <li>Bounces when held</li> <li>Sits without support steadily</li> <li>Lateral protection</li> <li>Puts arms out to sides for balance</li> </ul>                | <ul style="list-style-type: none"> <li>Radial-palmar grasp</li> </ul>  | <ul style="list-style-type: none"> <li>Refuses excess food</li> </ul>  | <ul style="list-style-type: none"> <li>Explores different aspects of toy</li> <li>ObseNes cube in each hand</li> <li>Finds partially hidden object</li> </ul>                 | <ul style="list-style-type: none"> <li>Looks from object to parent and back when wanting help (eg, with a wind-up toy)</li> </ul>  | <ul style="list-style-type: none"> <li>Looks toward familiar object when named</li> <li>Attends to music</li> </ul>                   | <ul style="list-style-type: none"> <li>Increasing variety of syllables</li> </ul>   |
| 8 months | <ul style="list-style-type: none"> <li>Gets into sitting position</li> <li>Commando crawls</li> <li>Pulls to sitting/ kneeling position</li> </ul>  | <ul style="list-style-type: none"> <li>Bangs spoon after demonstration</li> <li>Scissor grasp of cube</li> <li>Takes cube out of cup</li> <li>Pulls out large peg</li> </ul>         | <ul style="list-style-type: none"> <li>Holds own bottle</li> <li>Finger feeds Cheerios® or string beans</li> </ul> | <ul style="list-style-type: none"> <li>Seeks object after it falls silently to the floor</li> </ul>   | <ul style="list-style-type: none"> <li>Lets parents know when happy versus upset</li> <li>Engages in gaze monitoring: adult looks away and child follows adult glance with own eyes</li> </ul> | <ul style="list-style-type: none"> <li>Responds to -come here-</li> <li>Looks for family members, "Where's mama? ... etc</li> </ul>   | <ul style="list-style-type: none"> <li>Says "Dada" (nonspecific)</li> <li>Echolalia (8 to 30 months)</li> <li>Shakes head for "no"</li> </ul>                                       |

*Continued*

TABLE 3. (Continued)

| AGE       | GROSS MOTOR  | FINE MOTOR   | SELF-HELP   | PROBLEM-SOLVING  | SOCIAL/EMOTIONAL  | RECEPTIVE LANGUAGE   | EXPRESSIVE LANGUAGE  |
|-----------|--|--|---|--|---|--|--|
| 9 months  | <ul style="list-style-type: none"> <li>• Stands on feet and hands</li> <li>• Begins creeping</li> <li>• Pulls to stand</li> <li>• Bear walks (all four limbs straight)</li> </ul>              | <ul style="list-style-type: none"> <li>• Radial-digital grasp of cube</li> <li>• Bangs two cubes together</li> </ul>   | <ul style="list-style-type: none"> <li>• Bites, chews cookie</li> </ul>   | <ul style="list-style-type: none"> <li>• Inspects bell</li> <li>• Rings bell</li> <li>• Pulls string to obtain ring</li> </ul>   | <ul style="list-style-type: none"> <li>• Uses sounds to get attention</li> <li>• Separation anxiety</li> <li>• Follows a point, "Oh look at . . ."</li> <li>• Recognizes familiar people visually</li> </ul>  | <ul style="list-style-type: none"> <li>• Enjoys gesture games</li> <li>• Orients to name well</li> <li>• Orients to bell</li> </ul>  | <ul style="list-style-type: none"> <li>• Says "Mama" (nonspecific)</li> <li>• Nonreduplicative babble</li> <li>• Imitates sounds</li> </ul>  |
| 10 months | <ul style="list-style-type: none"> <li>• Creeps well</li> <li>• Cruises around furniture using two hands</li> <li>• Stands with one hand held</li> <li>• Walks with two hands held</li> </ul>  | <ul style="list-style-type: none"> <li>• Clumsy release of cube</li> <li>• Inferior pincer grasp of pellet</li> <li>• Isolates index finger and pokes</li> <li>• Walks with two</li> </ul> | <ul style="list-style-type: none"> <li>• Drinks from cup held for child</li> </ul>  | <ul style="list-style-type: none"> <li>• Uncovers toy under cloth</li> <li>• Pokes at pellet in bottle</li> <li>• Tries to put cube in cup, but may not be able to let go</li> </ul> | <ul style="list-style-type: none"> <li>• Experiences fear</li> <li>• Looks preferentially when name is called</li> </ul>  | <ul style="list-style-type: none"> <li>• Enjoys peek-a-boo</li> <li>• Waves "bye-bye-back"</li> </ul>  | <ul style="list-style-type: none"> <li>• Says "Dada" (specific)</li> <li>• Waves "bye-bye"</li> </ul>  |
| 11 months | <ul style="list-style-type: none"> <li>• Pivots in sitting position</li> <li>• Cruises furniture using one hand</li> <li>• Walks with one hand held</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Throws objects</li> <li>• Stirs with spoon</li> </ul>   | <ul style="list-style-type: none"> <li>• Cooperates with dressing</li> <li>• Stands for a few</li> </ul>  | <ul style="list-style-type: none"> <li>• Finds toy under cup</li> <li>• Looks at pictures in book</li> </ul>   | <ul style="list-style-type: none"> <li>• Gives objects to adult for action after demonstration (lets adult know he or she needs help)</li> </ul>  | <ul style="list-style-type: none"> <li>• Stops activity when told "no"</li> <li>• Bounces to music</li> </ul>  | <ul style="list-style-type: none"> <li>• Says first word</li> <li>• Vocalizes to songs</li> </ul>  |
| 12 months | <ul style="list-style-type: none"> <li>• Stands well with arms high, legs splayed</li> <li>• Posterior protection</li> <li>• Independent steps</li> </ul>                                      | <ul style="list-style-type: none"> <li>• Scribbles after demonstration</li> <li>• Fine pincer grasp of pellet</li> <li>• Holds crayon</li> <li>• Attempts tower of two cubes</li> </ul>    | <ul style="list-style-type: none"> <li>• Finger feeds part of meal</li> <li>• Takes off hat</li> </ul>  | <ul style="list-style-type: none"> <li>• Rattles spoon in cup</li> <li>• Lifts box lid to find toy</li> </ul>  | <ul style="list-style-type: none"> <li>• Shows objects to parent to share interest</li> <li>• Points to get desired object (proto-imperative pointing)</li> </ul>   | <ul style="list-style-type: none"> <li>• Follows one-step command with gesture</li> <li>• Recognizes names of two objects and looks when named</li> </ul>                            | <ul style="list-style-type: none"> <li>• Points to get desired object (proto-imperative pointing)</li> <li>• Uses several gestures with vocalizing (eg, waving, reaching)</li> </ul> |
| 13 months | <ul style="list-style-type: none"> <li>• Walks with arms high and out (high guard)</li> </ul>  | <ul style="list-style-type: none"> <li>• Attempts to release pellet in bottle</li> </ul>   | <ul style="list-style-type: none"> <li>• Drinks from cup with some spilling</li> </ul>  | <ul style="list-style-type: none"> <li>• Dangles ring by string</li> <li>• Reaches around clear barrier to obtain object</li> <li>• Unwraps toy in cloth</li> </ul>                  | <ul style="list-style-type: none"> <li>• Shows desire to please caregiver</li> <li>• Solitary play</li> <li>• Functional play</li> </ul>  | <ul style="list-style-type: none"> <li>• Looks appropriately when asked, "Where's the ball?"</li> </ul>  | <ul style="list-style-type: none"> <li>• Uses three words</li> <li>• Immature jargonizing: innec-tion without real words</li> </ul>  |
| 14 months | <ul style="list-style-type: none"> <li>• Stands without pulling up</li> <li>• Falls by collapse</li> <li>• Walks well</li> </ul>   | <ul style="list-style-type: none"> <li>• Imitates back and forth scribble</li> <li>• Adds third cube to a two-cube tower</li> <li>• Puts round peg in and out of hole</li> </ul>           | <ul style="list-style-type: none"> <li>• Removes socks/shoes</li> <li>• Chews well</li> <li>• Puts spoon in mouth (turns over)</li> </ul>               | <ul style="list-style-type: none"> <li>• Dumps pellet out of bottle after demonstration</li> </ul>   | <ul style="list-style-type: none"> <li>• Points at object to express interest (proto-declarative pointing)</li> <li>• Purposeful exploration of toys through trial and error</li> </ul>   | <ul style="list-style-type: none"> <li>• Follows one-step command without gesture</li> </ul>   | <ul style="list-style-type: none"> <li>• Names one object</li> <li>• Points at object to express interest (proto-declarative pointing)</li> </ul>                                    |
| 15 months | <ul style="list-style-type: none"> <li>• Stoops to pickup toy</li> <li>• Creeps up stairs</li> <li>• Runs stiff-legged</li> <li>• Walks carrying toy</li> <li>• Climbs on furniture</li> </ul> | <ul style="list-style-type: none"> <li>• Builds three-to four-cube tower</li> <li>• Places 10 cubes in cup</li> <li>• Releases pellet into bottle</li> </ul>                               | <ul style="list-style-type: none"> <li>• Uses spoon with some spilling</li> <li>• Attempts to brush own hair</li> <li>• Fusses to be changed</li> </ul> | <ul style="list-style-type: none"> <li>• Turns pages in book</li> <li>• Places circle in single-shape puzzle</li> </ul>  | <ul style="list-style-type: none"> <li>• Shows empathy (someone else cries, child looks sad)</li> <li>• Hugs adult in reciprocation</li> <li>• Recognizes without a demonstration that a toy requires activation; hands it to adult if can't operate</li> </ul> | <ul style="list-style-type: none"> <li>• Points to one body part</li> <li>• Points to one object of three when named</li> <li>• Gets object from another room upon demand</li> </ul> | <ul style="list-style-type: none"> <li>• Uses three to five words</li> <li>• Mature jargonizing with real words</li> </ul>   |

Continued



TABLE 3. (Continued)

| AGE       | GROSS MOTOR   | FINE MOTOR  | SELFHHELP  | PROBLEM-SOLVING   | SOCIAL/EMOTIONAL  | RECEPTIVE LANGUAGE  | EXPRESSIVE LANGUAGE  |
|-----------|---|---|--|---|---|---|--|
| 16 months | <ul style="list-style-type: none"> <li>• Stands on one foot with slight support</li> <li>• Walks backwards</li> <li>• Walks up stairs with one hand held</li> </ul>                                       | <ul style="list-style-type: none"> <li>• Puts several round pegs in board with urging</li> <li>• Scribbles spontaneously</li> </ul>   | <ul style="list-style-type: none"> <li>• Picks up and drinks from cup</li> <li>• Fetches and carries objects (same room)</li> </ul>  | <ul style="list-style-type: none"> <li>• Dumps pellet out without demonstration</li> <li>• Finds toy obscured to be hidden under layers of covers</li> <li>• Places circle in form board</li> </ul> | <ul style="list-style-type: none"> <li>• Kisses by touching lips to skin</li> <li>• Periodically visually relocates caregiver</li> <li>• Self-conscious; embarrassed when aware of people observing</li> </ul>              | <ul style="list-style-type: none"> <li>• Understands simple commands, string to mommy</li> <li>• <b>Points to one</b> picture when named</li> </ul>   | <ul style="list-style-type: none"> <li>• Uses 5 to 10 words</li> </ul>   |
| 18 months | <ul style="list-style-type: none"> <li>• Creeps down stairs</li> <li>• Runs well</li> <li>• Seats self in small chair</li> <li>• Throws ball while standing</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Makes four-cube tower</li> <li>• Crudely imitates vertical stroke</li> </ul>   | <ul style="list-style-type: none"> <li>• <b>Removes</b> garment</li> <li>• Gets onto adult chair unaided</li> <li>• Moves about house without adult</li> </ul>                     | <ul style="list-style-type: none"> <li>• Matches pairs of objects</li> <li>• Replaces circle in form board after it has been turned around (usually with trial and error)</li> </ul>                | <ul style="list-style-type: none"> <li>• Passes M-CHAT</li> <li>• Engages in pretend play with other people (eg, tea party, birthday party)</li> <li>• Begins to show shame (when does wrong) and possessiveness</li> </ul> | <ul style="list-style-type: none"> <li>• Points to two of three objects when named</li> <li>• Points to three body parts</li> <li>• Points to self</li> <li>• Understands "mine"</li> <li>• Points to familiar people when named</li> </ul> | <ul style="list-style-type: none"> <li>• Uses 10 to 25 words</li> <li>• Uses giant words (all gone, scoop that)</li> <li>• <b>Imitates environmental</b> sounds (eg, animals)</li> <li>• <b>Names one picture</b> on demand</li> </ul> |
| 20 months | <ul style="list-style-type: none"> <li>• Squats in play</li> <li>• Carries large object</li> <li>• Walks down stairs with one hand held</li> </ul>  | <ul style="list-style-type: none"> <li>• Completes round peg board without urging</li> <li>• Makes five- to six-cube cover</li> <li>• Completes square peg board</li> </ul> | <ul style="list-style-type: none"> <li>• Places only edibles in mouth</li> <li>• Feeds self with spoon entire meal</li> </ul>  | <ul style="list-style-type: none"> <li>• Deduces location of hidden object</li> <li>• Places square in form board</li> </ul>  | <ul style="list-style-type: none"> <li>• Begins to have thoughts about feelings</li> <li>• Engages in tea party with stuffed animals</li> <li>• Kisses with pucker</li> </ul>   | <ul style="list-style-type: none"> <li>• Points to three pictures</li> <li>• Begins to understand her/him/me</li> </ul>   | <ul style="list-style-type: none"> <li>• Holophrases ("Mommy?" and points to keys, meaning: "These are Mommy's keys.")</li> <li>• <b>Two-word</b> combinations</li> <li>• <b>Answers</b> requests with "no"</li> </ul>                 |
| 22 months | <ul style="list-style-type: none"> <li>• Walks up stairs holding rail, putting both feet on each step</li> <li>• Kicks ball with demonstration</li> <li>• Walks with one foot on walking board</li> </ul> | <ul style="list-style-type: none"> <li>• Closes box with lid</li> <li>• Imitates vertical line</li> <li>• Imitates circular scribble</li> </ul>                             | <ul style="list-style-type: none"> <li>• Uses spoon well</li> <li>• Drinks from cup well</li> <li>• Unzips zippers</li> <li>• Puts shoes on partway</li> </ul>                     | <ul style="list-style-type: none"> <li>• Completes form board</li> </ul>  | <ul style="list-style-type: none"> <li>• Watches other children intensely</li> <li>• Begins to show defiant behavior</li> </ul>   | <ul style="list-style-type: none"> <li>• Points to four to five pictures when named</li> <li>• Points to five to six body parts</li> <li>• Points to four pieces of clothing when named</li> </ul>  | <ul style="list-style-type: none"> <li>• Uses 25 to 50 words</li> <li>• Asks for more</li> <li>• Adds one to two words/week</li> </ul>   |
| 24 months | <ul style="list-style-type: none"> <li>• Walks down stairs holding rail, both feet on each step</li> <li>• Kicks ball without demonstration</li> <li>• <b>Throws</b> overhand</li> </ul>                  | <ul style="list-style-type: none"> <li>• Makes a single-line "train" of cubes</li> <li>• Imitates circle</li> <li>• Imitates horizontal line</li> </ul>                     | <ul style="list-style-type: none"> <li>• Opens door using knob</li> <li>• Sucks through a straw</li> <li>• Takes off clothes without buttons</li> <li>• Pulls off pants</li> </ul> | <ul style="list-style-type: none"> <li>• Sorts objects</li> <li>• Matches objects to pictures</li> <li>• Shows use of familiar objects</li> </ul>   | <ul style="list-style-type: none"> <li>• Parallel play</li> <li>• Begins to mask emotions for social etiquette</li> </ul>   | <ul style="list-style-type: none"> <li>• Follows two-step command</li> <li>• Understands me/verb) you</li> <li>• Points to 5 to 10 pictures</li> </ul>  | <ul style="list-style-type: none"> <li>• Two-word sentence (noun + 10 speech)</li> <li>• Uses 50+ words</li> <li>• 50% intelligibility</li> <li>• Refers to self by <b>name</b></li> <li>• Names three pictures</li> </ul>             |
| 28 months | <ul style="list-style-type: none"> <li>• Jumps from bottom step with one foot leading</li> <li>• Walks on toes after demonstration</li> <li>• Walks backward 10 steps</li> </ul>                          | <ul style="list-style-type: none"> <li>• Strings large beads awkwardly</li> <li>• Unscrews jar lid</li> <li>• Turns paper pages (often several at once)</li> </ul>          | <ul style="list-style-type: none"> <li>• Holds self and verbalizes toilet needs</li> <li>• Pulls pants up with assistance</li> </ul>   | <ul style="list-style-type: none"> <li>• Matches shapes</li> <li>• Matches colors</li> </ul>  | <ul style="list-style-type: none"> <li>• Reduction in separation anxiety</li> </ul>   | <ul style="list-style-type: none"> <li>• Understands "just one"</li> </ul>  | <ul style="list-style-type: none"> <li>• Repeats two digits</li> <li>• Begins to use pronouns (I, me, you)</li> <li>• Names 10 to 15 pictures</li> </ul>   |

Continued

TABLE 3. (Continued)

| AGE       | GROSS MOTOR  | FINE MOTOR   | SELF-HELP   | PROBLEM-SOLVING   | SOCIAL EMOTIONAL   | RECEPTIVE LANGUAGE   | EXPRESSIVE LANGUAGE  |
|-----------|--|--|---|---|--|--|--|
| 30 months | <ul style="list-style-type: none"> <li>Walks up stairs with rail, alternating feet</li> <li>Jumps in place</li> <li>Stands with both feet on balance beam</li> <li>Walks with one foot on balance beam</li> </ul>  | <ul style="list-style-type: none"> <li>Makes eight-cube tower</li> <li>Makes a "train" of cubes and includes a stack</li> <li>Walks with one</li> </ul>  | <ul style="list-style-type: none"> <li>Washes hands</li> <li>Puts things away</li> <li>Brushes teeth with assistance</li> </ul>   | <ul style="list-style-type: none"> <li>Replaces circle in form board after it has been turned around (little or no trial and error)</li> <li>Points to small details in pictures</li> </ul>   | <ul style="list-style-type: none"> <li>Imitates adult activities (eg, sweeping, talking on phone)</li> <li>washing ...</li> </ul>  | <ul style="list-style-type: none"> <li>Follows two prepositions: "put block in...on box"</li> <li>Understands actions words: "playing ... blowing"</li> </ul>  | <ul style="list-style-type: none"> <li>Echolalia and jargonizing gone</li> <li>Names objects by use</li> <li>Refers to self with correct pronoun</li> <li>Recites parts of well-known story/ fills in words</li> </ul>                           |
| 33 months | <ul style="list-style-type: none"> <li>Walks swinging arms opposite of legs (synchronous gait)</li> </ul>  | <ul style="list-style-type: none"> <li>Makes 9- to 10-cube tower</li> <li>Puts six square pegs in pegboard</li> <li>Imitates cross</li> </ul>  | <ul style="list-style-type: none"> <li>Toilet trained</li> <li>Puts on coat unassisted</li> </ul>   | <ul style="list-style-type: none"> <li>Points to self in photos</li> <li>Points to body parts based on function ("What do you hear with?")</li> </ul>   | <ul style="list-style-type: none"> <li>Begins to take turns</li> <li>Tries to help with household tasks</li> </ul>   | <ul style="list-style-type: none"> <li>Understands three prepositions</li> <li>Understands dirty, wet</li> <li>Points to objects by use: "ride in... put on feet...write with"</li> </ul>  | <ul style="list-style-type: none"> <li>Gives first and last name</li> <li>Counts to 3</li> <li>Begins to use past tense</li> <li>Enjoys being read to (short books)</li> </ul>   |
| 3 years   | <ul style="list-style-type: none"> <li>Balances on one foot for 3 seconds</li> <li>Goes up stairs, alternating feet, no rail</li> <li>Pedals tricycle</li> <li>Walks heel to toe</li> <li>Catches ball with stiff arms</li> </ul>  | <ul style="list-style-type: none"> <li>Copies circle</li> <li>Cuts with scissors: side-to-side (awkwardly)</li> <li>Strings small beads well</li> <li>Imitates bridge of cubes</li> </ul>                                  | <ul style="list-style-type: none"> <li>Independent eating</li> <li>Pours liquid from one container to another</li> <li>Puts on shoes without laces</li> <li>Unbuttons</li> </ul>                            | <ul style="list-style-type: none"> <li>Draws a two- to three-part person</li> <li>Understands long/short, big/small, more/less</li> <li>Knows own gender</li> <li>Knows own age</li> <li>Matches letters/numerals</li> </ul>  | <ul style="list-style-type: none"> <li>Starts to share with/without prompt</li> <li>fears imaginary things</li> <li>Imaginative play</li> <li>Uses words to describe what someone else is thinking ("Mom thought I was asleep")</li> </ul>               | <ul style="list-style-type: none"> <li>Points to parts of pictures (nose of cow, door of car)</li> <li>Names body parts with function</li> <li>Understands negatives</li> <li>Groups objects (foods, toys)</li> </ul>  | <ul style="list-style-type: none"> <li>Uses 200+ words</li> <li>Three-word sentences</li> <li>Uses pronouns correctly</li> <li>75% intelligibility</li> <li>Uses plurals</li> <li>Names body parts by use</li> <li>Asks to be read to</li> </ul> |
| 4 years   | <ul style="list-style-type: none"> <li>Balances on one foot 4 to 8 seconds</li> <li>Hops on one foot two to three times</li> <li>Standing broad jump: 1 to 2 feet</li> <li>Gallops</li> <li>Throws ball overhand 10 feet</li> <li>Catches bounced ball (4½ yrs)</li> </ul> | <ul style="list-style-type: none"> <li>Copies square</li> <li>Ties single knot</li> <li>Cuts S-inch circle</li> <li>Uses tongs to transfer</li> <li>Writes part of first name</li> <li>Imitates gate with cubes</li> </ul> | <ul style="list-style-type: none"> <li>Goes to toilet alone</li> <li>Wipes after bowel movement</li> <li>Washes face/hands</li> <li>Brushes teeth alone</li> <li>Buttons</li> <li>Uses fork well</li> </ul> | <ul style="list-style-type: none"> <li>Draws a four- to six-part person</li> <li>Can give amounts (usually less than 5) correctly</li> <li>Simple analogies: <ul style="list-style-type: none"> <li>dad/boy: mother??</li> <li>ice/cold: fire/???</li> <li>ceiling/up: floor/???</li> </ul> </li> <li>Points to five to six colors</li> <li>Points to letters/numerals when named</li> <li>Rote counts to 4</li> <li>"Read" several common signs/store names</li> </ul> | <ul style="list-style-type: none"> <li>Deception: interested in "tricking" others and concerned about being tricked by others</li> <li>Has a preferred friend</li> <li>Labels happiness, sadness, fear, and anger in self</li> <li>Group play</li> </ul> | <ul style="list-style-type: none"> <li>Follows three-step commands</li> <li>Points to things that are the same versus different</li> <li>Names things when actions are described (eg, swims in water, you cut with it, it's something you read, it tells time...)</li> <li>Understands adjectives: bushy, long, thin, pointed</li> </ul> | <ul style="list-style-type: none"> <li>Uses 300 to 1,000 words</li> <li>Tells stories</li> <li>100% intelligibility</li> <li>Uses -reeling words</li> <li>Uses words that tell about time</li> </ul>   |

Continued

**TABLE 3. (Continued)**

| AGE     | GROSS MOTOR   | FINE MOTOR  | SELF-HELP  | PROBLEM-SOLVING   | SOCIAL/EMOTIONAL  | RECEPTIVE LANGUAGE  | EXPRESSIVE LANGUAGE  |
|---------|---|---|--|---|---|---|--|
| 5 years | <ul style="list-style-type: none"> <li>Walks down stairs with rail, alternating feet</li> <li>Balances on one foot &gt; 8 seconds</li> <li>Hops on one foot 15 times</li> <li>Skips</li> <li>Running broad jump 2 to 3 feet</li> <li>Walks backward heel-toe</li> <li>Jumps backward</li> </ul> | <ul style="list-style-type: none"> <li>Copies triangle</li> <li>Puts paper clip on paper</li> <li>Can use clothespins to transfer small objects</li> <li>Cuts with scissors</li> <li>Writes first name</li> <li>Builds stairs from model</li> </ul>   | <ul style="list-style-type: none"> <li>Spreads with knife</li> <li>Independent dressing</li> <li>Bathes independently</li> </ul>                           | <ul style="list-style-type: none"> <li>Draws an 8- to 10-part person</li> <li>Gives amounts (&lt;10)</li> <li>Identifies coins</li> <li>Names letters/numbers out of order</li> <li>Rotecounts to 10</li> <li>Names 10 colors</li> <li>Uses I letter names as sounds to invent spelling</li> <li>Knows sounds of <b>consonants and short vowels</b> by end of kindergarten</li> <li>Reads 25 words</li> </ul> | <ul style="list-style-type: none"> <li>Has group of friends</li> <li>Apologizes for mistakes</li> <li>Responds verbally to good fortune of others</li> </ul>  | <ul style="list-style-type: none"> <li>Knows right and left on self</li> <li>Points to <b>different one in a series</b></li> <li>Understands "er" endings (eg, batter, skater)</li> <li>Understands adjectives: busy, long, thin, pointed</li> <li>Enjoys rhyming words and alliterations</li> <li>Produces words that rhyme</li> <li>Points correctly to "side," "middle," "corner"</li> </ul> | <ul style="list-style-type: none"> <li>Repeats six- to eight-word <b>sentence</b></li> <li>Defines simple words</li> <li>Uses 2,000 words</li> <li>Knows telephone number</li> <li>Responds to "why" questions</li> <li>Retells story with clear beginning, middle, end</li> </ul> |
| 6 years | <ul style="list-style-type: none"> <li>Tandem walks</li> </ul>  | <ul style="list-style-type: none"> <li>Builds stairs from memory</li> <li>Draws diamond</li> <li>Writes first and last name</li> <li>Creates and writes short <b>sentences</b></li> <li>Forms letters with down-going and counterclockwise strokes</li> <li>Copies drawing of flag</li> </ul> | <ul style="list-style-type: none"> <li>Ties shoes</li> <li>Combs hair</li> <li>Looks both ways at street</li> <li>Remembers to bring belongings</li> </ul> | <ul style="list-style-type: none"> <li>Draws a 12- to 14-part person</li> <li>Number concepts to 20</li> <li>Simple addition/subtraction</li> <li>Understands seasons</li> <li>Sounds out regularly spelled words</li> <li>Reads 250 words by end of first grade</li> </ul>   | <ul style="list-style-type: none"> <li>Has best friend of same sex</li> <li>Plays board games</li> <li>Distinguishes fantasy from reality</li> <li>Wants to be like friends and please them</li> <li>Enjoys school</li> </ul> | <ul style="list-style-type: none"> <li>Asks what unfamiliar words <b>mean</b></li> <li>Can tell which words do not belong in a group</li> </ul>   | <ul style="list-style-type: none"> <li>Repeats 8- to 10-word <b>sentences</b></li> <li>Describes events in order</li> <li>Knows days of the week</li> <li>10,000 word vocabulary</li> </ul>  |

TABLE 4. Neonatal Reflexes

| REFLEX                       | DESCRIPTION   | APPEARANCE/ DISAPPEARANCE  |
|------------------------------|---|--|
| Rooting                      | The infant's head turns toward the side, the cheek is touched, and the mouth opens.   | Present in utero at 24 weeks, disappears at 3-4 months, although may persist in sleep until 1 year.  |
| Sucking                      | Placing something in the mouth causes infant to suck and draw liquid into the mouth.  | Sucking appears in utero early in gestation. Sucking and swallowing may not mature until 32-36 weeks' gestation. Sucking may disappear around 3 months of age, although it persists longer in sleep. |
| Moro/Startle                 | A sudden change in position or loud noise causes the infant's arms/fingers to extend and then come together.                    | In utero at 28 weeks' gestation, disappears at 3-6 months of age.  |
| Withdrawal                   | The infant moves the hand or foot from painful stimuli.   | Present at birth and remains for life.   |
| Palmar/Plantar Grasp         | Placing a small object or finger in palm or beneath toe causes fingers or toes to curl around object.                           | Present at 32 weeks' gestation. Palmar disappears at 3-4 months and is replaced by voluntary grasp at 4-5 months. Plantar disappears at 9-12 months.   |
| Asymmetric Tonic Neck (ATNR) | When supine and head turned to one side, the arm and leg on that side extend while opposite limbs are flexed.                   | Present at birth and disappears at approximately 3-4 months (and allows for rolling).  |
| Babinski                     | Stroking bottom of foot causes big toe to raise while other toes fan out and foot twists in.                                    | Present at birth and disappears at 9-10 months. If found when child is older, may indicate neurologic disease.   |
| Landau                       | When infant is suspended horizontally and prone, if head is flexed against the trunk, the legs flex against the trunk.          | Appears at 3 months and disappears between 1 and 2 years.  |
| Parachute                    | Suddenly moving the infant downward when horizontal causes hands and fingers to extend forward and spread to protect from fall. | Appears at 7-9 months and persists indefinitely.   |
| Knee Jerk                    | A tap on the tendon below the patella causes the leg to extend quickly.   | Becomes more pronounced at postnatal day 2 and remains throughout life.  |

TABLES. **Developmental Red Flags**

| <b>TIME PERIOD</b> | <b>LANGUAGE/COGNITIVE</b>   | <b>MOTOR</b>  | <b>SOCIAL-EMOTIONAL</b>   |
|--------------------|---|---|---|
| Neonatal period    | Infant does not respond to loud sounds.   | Muscle tone too low to feed.                                | Caregiver shows indifference or disinterest in infant.                                  |
| 2 months           | Does not alert to voice.  | Cannot raise head when prone.                               | Lack of looking at faces/lack of fixation.  |
| 4 months           | No cooing or gurgling sounds.   | Unable to bring hands to midline.                           | Lack of smiling.  |
| 6 months           | Lack of turning toward voices.  | Does not pass object from one hand to another.              | No smiling, laughing, or expression.  |
| 9 months           | Lack of babbling with consonants.   | Inability to sit. Lack of rolling.                          | Absence of back-and-forth smiles and vocalizations in 'conversation'                    |
| 12 months          | Child does not respond to name. Does not understand 'no'.   | Does not stand or bear weight on legs when supported.       | Indifferent or resistant attachment to caregiver. Does not look where caregiver points. |
| 15 months          | Does not use words such as mama and papa/dada.  | No pincer grasp.  | Absence of proto-imperative pointing (point to desired object).                         |
| 18 months          | Not using at least 6 words.   | Inability to walk independently.                            | Absence of proto-declarative pointing (point to show interest) or showing gestures.     |
| 24 months          | Lack of words and two-word meaningful sentences. Inability to follow simple commands.                             | Inability to walk well.                                     | Does not imitate actions or words of caregivers. Poor eye contact.                      |
| 36 months          | Inability to use three-word sentences.  | Frequent falling or difficulty with stairs.                 | Lack of pretend play.   |
| 4 years            | Unclear speech. Does not answer simple questions. Inability to use pronouns.                                      | Does not jump in place.                                     | Ignores other children.   |
| 5 years            | Inability to rhyme. Inability to recognize shapes, letters, colors. Resists dressing, sleeping, using the toilet. | Does not draw pictures, a square, or a cross. Poor balance. | Unusually fearful, sad, shy, angry. Does not distinguish between real and make-believe. |
| 6-12 years         | Cannot retell or summarize a story with beginning, middle, and end.   | Does not skip or hop on one foot. Does not write name.      | Does not name friends. Cannot recognize feelings in others.                             |

TABLE 6. **Risk Factors for Developmental/Behavioral Concerns Following Preterm Birth (23)**

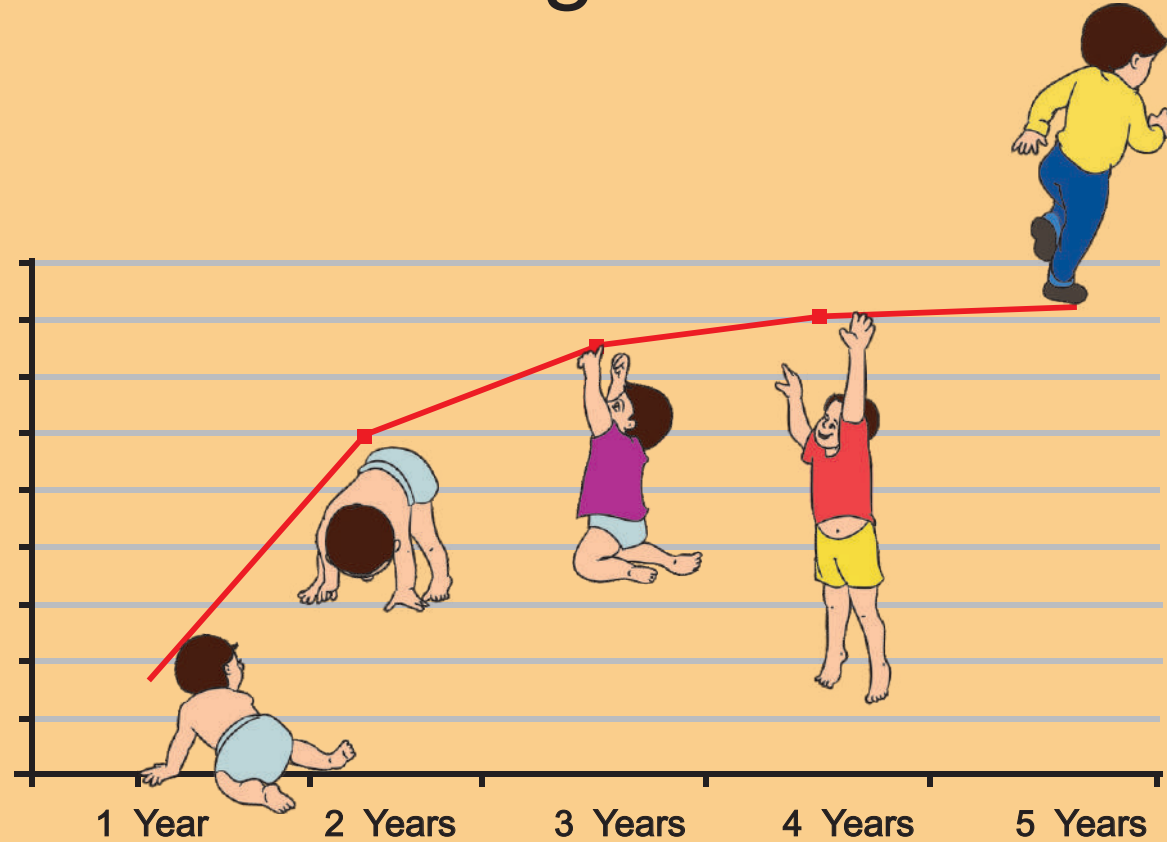
|                  |   |
|------------------|---|
| <b>Prenatal</b>  | <ul style="list-style-type: none"> <li>Very low birthweight (&lt; 1500 g)</li> <li>Extremely low gestational age (birth &lt;28 weeks' gestation)</li> <li>Intrauterine growth restriction</li> <li>Male gender</li> </ul>   |
| <b>Postnatal</b> | <ul style="list-style-type: none"> <li>Neonatal seizures (before 28 days of age)</li> <li>Abnormal brain imaging (white matter injury/periventricular leukomalacia, grade 3 or 4 intraventricular hemorrhage)</li> <li>Chronic lung disease/bronchopulmonary dysplasia</li> <li>Prolonged mechanical ventilation (&gt;96 hours)</li> <li>Bacteremia, meningitis, or sepsis</li> <li>Necrotizing enterocolitis</li> <li>Feeding problems beyond 36 weeks postmenstrual age</li> <li>Extracorporeal membrane oxygenation</li> </ul> |
| <b>Social</b>    | <ul style="list-style-type: none"> <li>Low socioeconomic status</li> <li>Low parental educational achievement</li> <li>Language barrier with family</li> <li>Parental depression</li> </ul>   |

**DPSE I Year**

**Paper-III**

**Assessment of Growth in Children**

# Assessment of growth in children



Ministry of Women & Child Development  
Government of India, 2018

8







# How to measure growth in children?



## Discuss with the participants:

- Why is food essential for our growth?
- Why is growth measured and how is it useful?
- What are various types of measurements?



Use the information given on the right side to take the discussion forward. Tell them which type of measurement is done by each instrument.

## Food is essential for growth:

As we have learnt in our earlier modules, adequate food is fuel for the body and it drives growth and well-being.

- For children up to 6 months, this nutrition and energy is derived from exclusive breastfeeding.
- For children 6 months to 2 years, this is derived from breastfeeding and complementary feeding.
- For children greater than 2 years, this is derived from consuming diverse and adequate diet.

## Growth measurement and its use:

- To ascertain whether the child is growing adequately, we measure the growth of the human body, using simple, safe, cheap, non-invasive methods which require minimal training.
- These measurements are used to assess the size, shape and composition of the human body and it reflects if the child is growing adequately or not.
- It helps us identify individuals with normal and abnormal nutritional status.

## Types of measurements are:-

- Length for children less than 2 years of age or with height/length less than 85 cm.
- Height for children above 2 years of age; and
- Weight



10 Minute

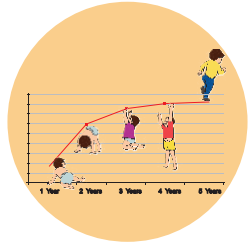
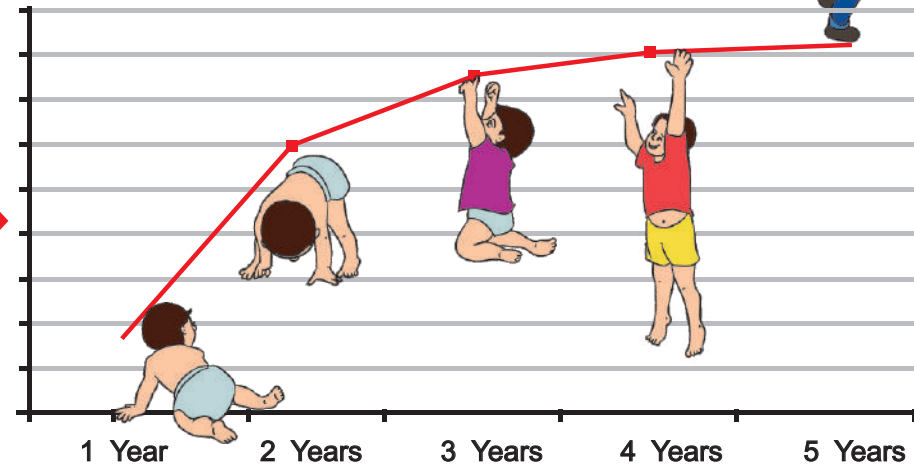
M8

Assessment of growth in children

F1

# How to measure growth in children?

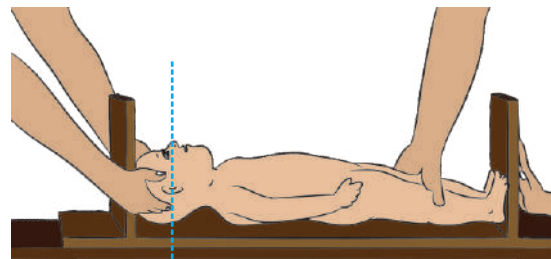
Consumption of adequate Food promotes growth



Growth can be measured

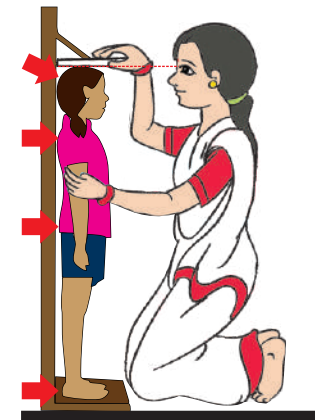


Weighing Machine



Infantometer

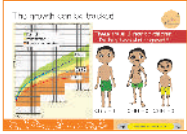
Infantometer (Machine used for measuring length of small babies)



Stadiometer

(Machine used for measuring height in children)





# The growth can be tracked



Display the card and ask the participants to answer the following questions.

Ask:

- Why measurements of weight and height are important?
- A child of short parents will be short. Is that correct?
- How do we identify malnourished child by using these measurements on growth chart?
- Which child is looking more malnourished in the picture?



Use the information given on the right side to facilitate the discussion.

You are all familiar with the growth chart. This helps keep track of a child's growth, but do you know why this is important?

- Measuring a child's weight and height tells us if the child is underweight, stunted or wasted. These measurements are age and gender specific.
  - Measuring a child's weight and mapping it against its age (as on the growth chart) tells us if the child is underweight (or low weight for age). This, in general, tells us about the nutritional progress and growth of a child
  - Measuring a child's height and mapping it against its age (as on the growth chart) tells us if the child is stunted (or low height for age). This tells us that the child has chronic malnutrition, which is likely a result of long term suboptimal health and/or nutritional conditions.
  - Measuring a child's weight and mapping it against its height (as on the growth chart) tells us if the child is wasted (or low weight for height). This tells us that the child has acute malnutrition due to recent disease or lack of adequate food and nutrients.
- The growth of a child depends on several factors (nutrition of the child, mother's nutrition, height etc.) and hence it varies from child to child. Despite these differences, there is a standard range of age appropriate height and weight for children upto 5 years, which tells us whether the child is exhibiting a healthy growth pattern. This has been established based on a large multi-country study, which includes Indian children and our growth charts are developed based on this.
- It has also been conclusively established that all children have same potential to grow during the initial years of life. Role of ethnicity and genetics do not have any influence on rate of growth during childhood. So irrespective of whether it is a child of short parents or a child of normal height parents, if provided proper nourishment it should approximately grow in the same manner in its first few years of life.

Ask the participants which child is looking more malnourished?

- All children of the same age and gender may not have the same growth. Measuring them frequently and tracking them on growth chart will help to understand any discrepancy in growth.



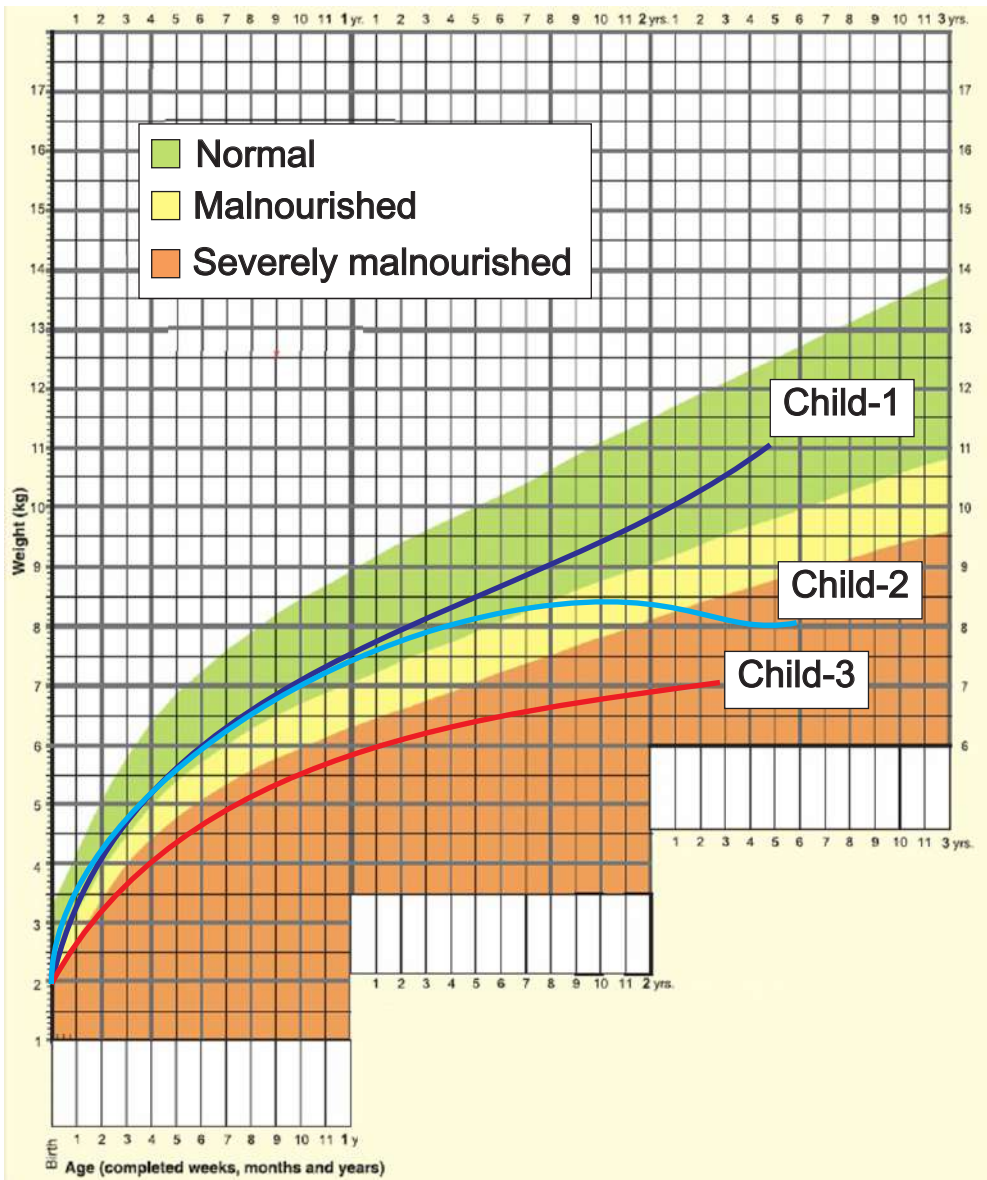
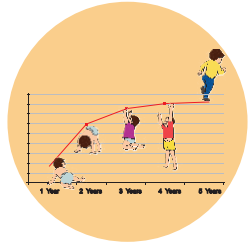
15 Minute

M8

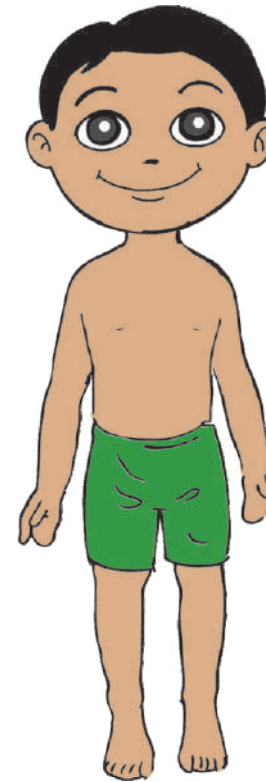
Assessment of growth in children

F2

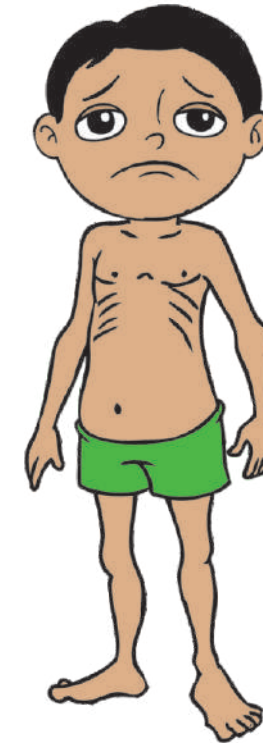
# The growth can be tracked



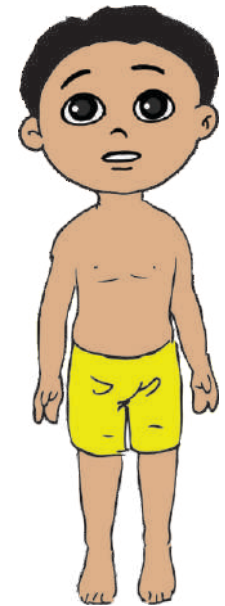
These are all 3 year old children,  
Do they have similar growth?



Child - 1



Child - 2



Child - 3





# Measurement of Weight



## Display the card and ask the participants

- How is the weight of child measured?
- How frequently and when should a child less than 3 years be weighed?
- How frequently and when should a child more than 3 years be weighed?



Use the information given on the right side to explain about the process of measuring weight in children.

Please remember, the child till the age of 3 years should be weighed every month and thereafter every third month.

## Process

- Record child's age.
- If the child is too young to stand, place her on the type -1 weighing machine and note down the recordings.
- If the child can sit but cannot stand, place her on type-2 weighing machine and record the weight.
- If the child can stand alone, ask her to step onto the centre of the type-3 scale and stand still. Wait until the numbers on the display no longer change and stay fixed in the display.
- Record the weight of the child to 0.01 kg.
- Record this weight. For confirmation, record the weight once again. If there is a difference between the two readings, then measure the child for the third time to confirm the actual weight.

## Precautions

- When you weigh, you must ensure that the child is not moving. The child should look straight.
- The child should wear only light clothing and no socks or shoes.
- Check that the scale on weighing machine is displaying '0' before weighing the child.
- Do not weigh a child if the child is too sick or if he/she is physically disabled that will interfere with or give an incorrect measurement.



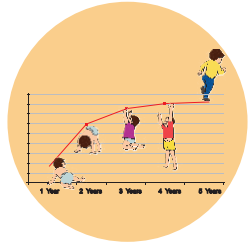
10 Minute

M8

Assessment of growth in children

F3

# Measurement of Weight



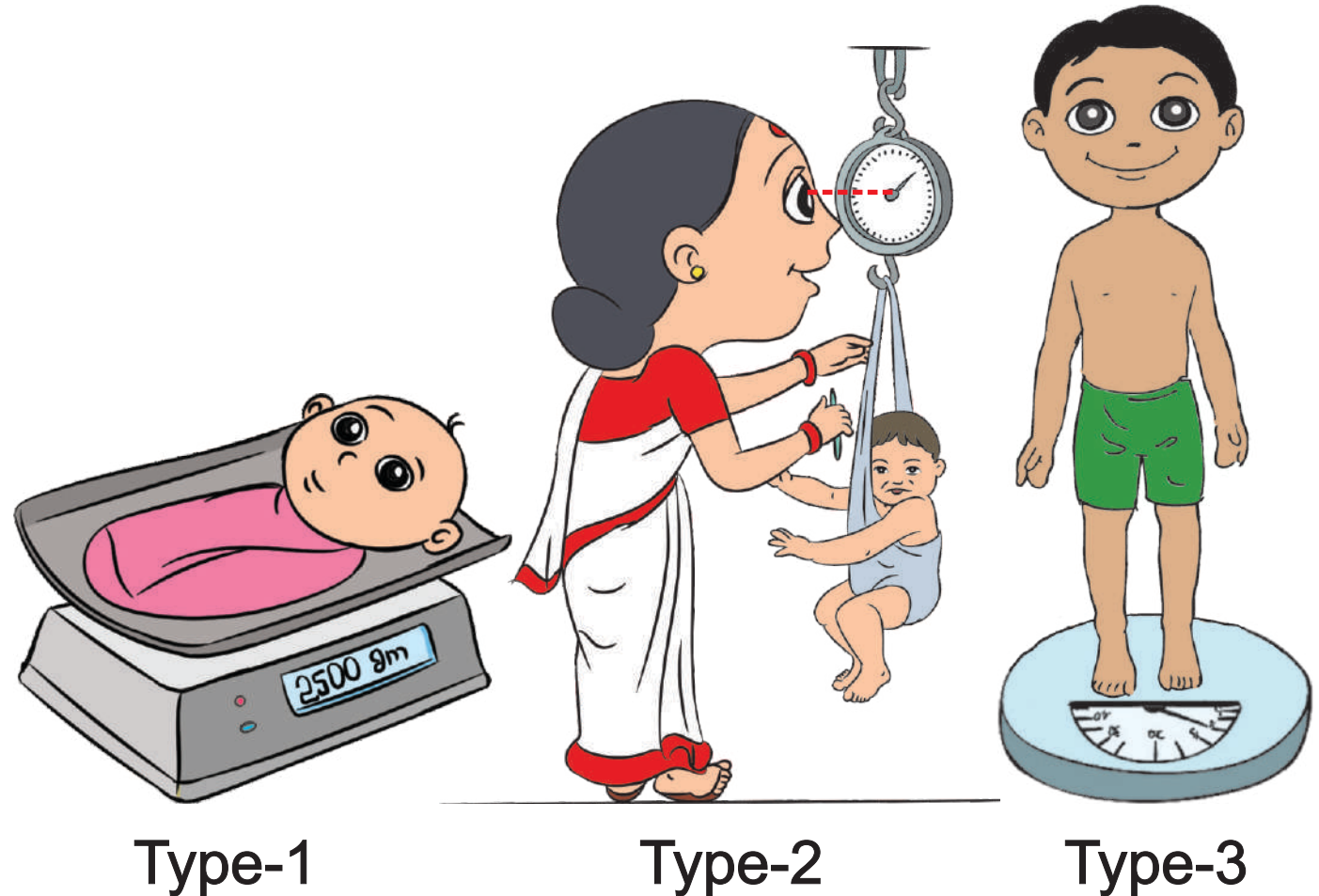
## ATTENTION:

- Be sure of the child's age.
- Ensure that child is in minimal clothing and without footwears.
- Take 2 measurements.
- Ensure there is no movement while taking measurement.

## DO NOT WEIGH A CHILD, IF:

- The child is too sick or distressed.
- The child is physically disabled which will interfere with or give an incorrect measurement.

The child till the age of 3 years should be measured every month.



Type-1

Type-2

Type-3





# Measure LENGTH for children less than 2 years of age or with height/length less than 85 cm



## Display the card and discuss with the participants:

- What are the standard procedures for length measurement?
- What precautions should be taken while measuring length?
- How many times the length should be measured?



Use the information given on the right side to facilitate the discussion.

Please remember, the length should be measured every third month.

## Process

- Place your hands over the child's ears. With your arms straight, place the child's head against the base of the fixed head-end. The child should be looking straight up so that the line of sight is perpendicular to the board. Your head should be directly over the child's head. Watch the child's head to make sure it is in the correct position against the base of the fixed head-end of the infantometer.
- When the child's position is correct, move the sliding foot piece with your right hand until it is firmly against the child's heels.
- Take measurement to 0.1cm, no rounding should be done.
- Record the length. For confirmation, record the length once again. If there is a difference between the two readings, then measure the child for the third time to confirm the actual length.

## Precautions

- Place the infantometer on a hard, flat surface, such as the ground, floor or a solid table.
- Make sure the child is lying flat and straight in the centre of the infantometer.
- Ensure that the child is stable and is not moving.
- Do not measure the length if the child is too sick or if he/she is physically disabled that will interfere with or give an incorrect measurement.



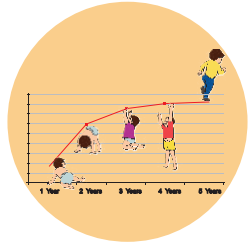
15 Minute

M8

Assessment of growth in children

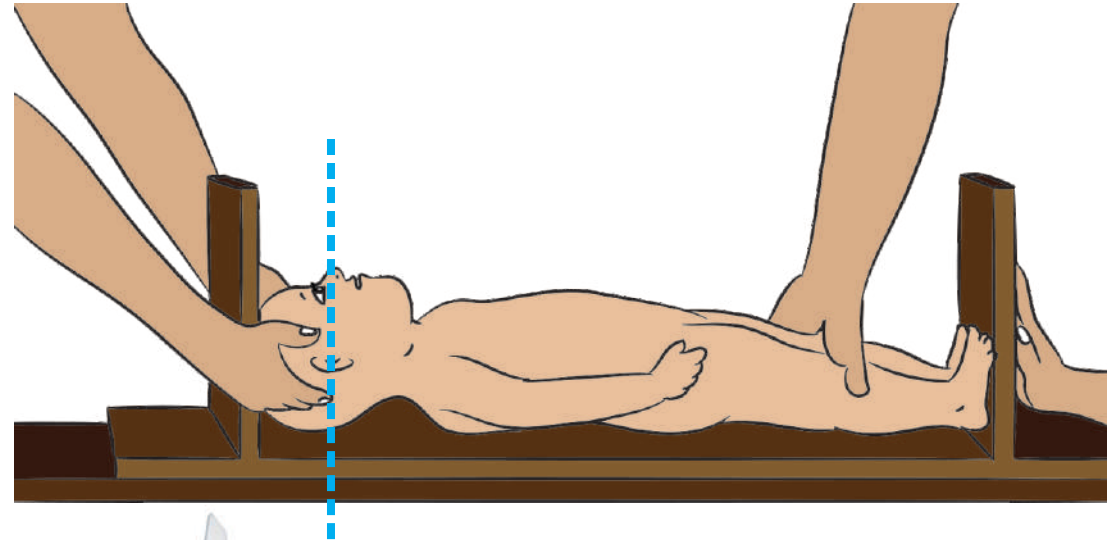
F4

# Measure LENGTH for children less than 2 years of age or with height/length less than 85 cm



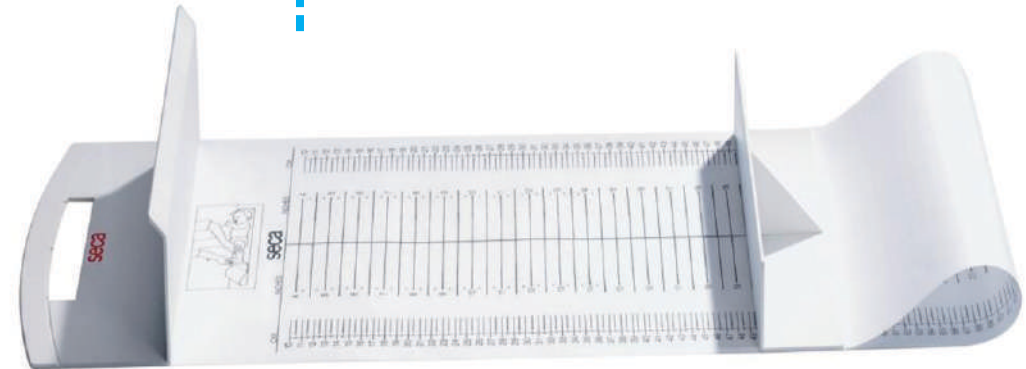
## ATTENTION:

- Be sure of the child's age.
- Place the infantometer on a hard, flat surface.
- Legs should be placed together, bringing knees and ankles together.
- Head is up and facing straight ahead.
- Take 2 measurements.
- Ensure there is no movement while taking measurement.



## DO NOT MEASURE A CHILD, IF :

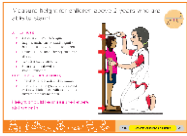
- The child is too sick or distressed.
- The child is physically disabled which will interfere with or give an incorrect measurement.



Length should be measured every third month.







# Measure height for children above 2 years who are able to stand



## Display the card and discuss with the participants:

- What are the standard procedures for height measurement?
- What precautions should be taken while measuring height?
- How many times the height should be measured?



## Use the information given on the right side to facilitate the discussion.

**Please remember, the height should be measured every sixth month.**

## Process

- Child stands with back against the board. Head, hips and ankle should touch the panel as shown in the picture.
- Body weight is evenly distributed on both feet/arms on the side.
- Child's legs are placed together, bringing knees or ankles together.
- Head is up and facing straight ahead.
- Eyes level parallel to the ground (line of sight).
- Bring headpiece down onto the upper most point on the head; compress the hair.
- Take reading at the eye level.
- Take measurement to 0.1cm. Do not do any rounding.
- Record the height measurements. For confirmation, record the height once again. If there is a difference between the two readings, then measure the child for the third time to confirm the actual height.

## Precautions

- Place the stadiometer on a hard, flat surface against a wall.
- Remove child's shoes and socks. Apart from this, push aside braid/hair and remove clip, cap etc. that may interfere with the height measurement.
- You must ensure that the child is not moving.
- Do not measure the height if the child is too sick or if he/she is physically disabled that will interfere with or give an incorrect measurement.



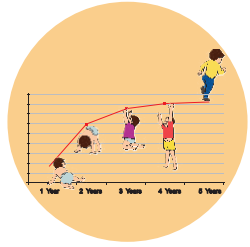
15 Minute

M8

Assessment of growth in children

F5

# Measure height for children above 2 years who are able to stand



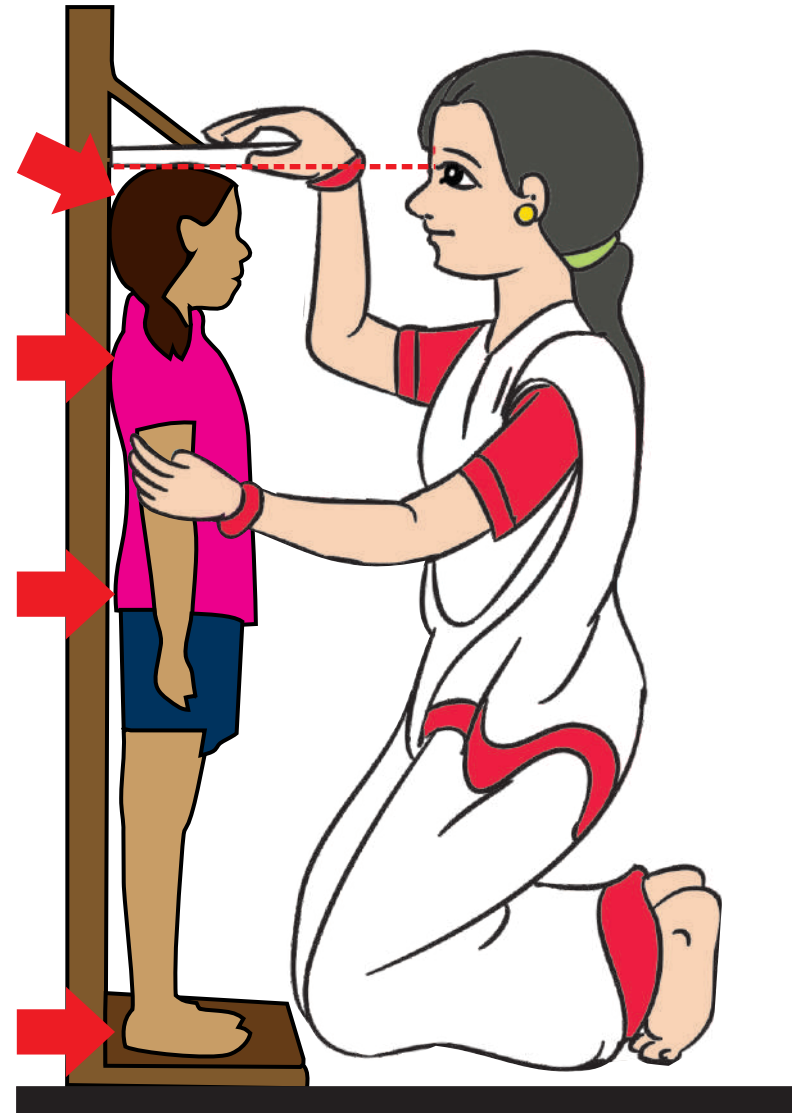
## ATTENTION:

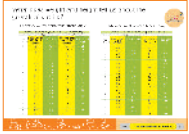
- Be sure of the child's age.
- Legs should be placed together, bringing knees or ankles together
- Head is up and facing straight ahead.
- Take 2 measurements.
- No movement while measurements.

## DO NOT MEASURE A CHILD, IF :

- The child is too sick or distressed.
- The child is physically disabled which will interfere with or give an incorrect measurement.

Height should be measured every sixth month.





# What does weight and height tell us about the growth of a child?



## Discuss with participants:

- How do we read and interpret weight and height against age and gender?



## Make the participants understand interpretation using the exercise given on the right side.

### Identifying Underweight children

- Please look at the tables. These are based on the growth chart.
- Once you know the weight of a child then you will need to compare the weight of the child with the ideal weight of a child of that age and gender.
- If the weight of the child falls within the yellow or red zone in the growth chart, then the child is underweight. Please refer to the tables for easy understanding.

#### For example:

- If a girl child who is 6 months of age, weighs below 5.7 kgs then she is underweight. Ideally, she should weigh between 5.8 to 10 kgs.

### Identifying Stunted children

- Compare the height of the child by age and gender.
- If the height is below the cut-off value then the child is stunted.

#### For Example:

- If height of a girl child who is 6 months of age, is 59 cm then she is stunted and her ideal height should be 65.7 cm.

**Exercise: Give the following details to the participants and ask them to identify the child's nutritional status using the tables:**

**Child 1:** Age: 9 months; Gender: Male; Length: 70 cm; Weight: 9.2 Kg

**Child 2:** Age: 12 months; Gender: Female; Length: 64 cm; Weight: 6.5 Kg

Check if the participants are able to identify if the Child 1 is normal and Child 2 is underweight and stunted.



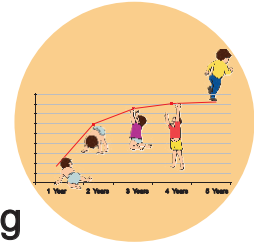
20 Minute

M8

Assessment of growth in children

F6

# What does weight and height tell us about the growth of a child?



## Reference weights for identifying underweight

| What should be the weight of children up to five years?(Kg) |   |                   |   |                   |
|---|---|-------------------|---|-------------------|
| Age (Month)   | Boy                                     |                   | Girl                                    |                   |
|   | If less than this then it is low weight | Ideal Weight (Kg) | If less than this then it is low weight | Ideal Weight (Kg) |
| 0   | 2.5                                     | 3.3               | 2.4                                     | 3.2               |
| 3   | 5                                       | 6.4               | 4.5                                     | 5.8               |
| 6   | 6.4                                     | 7.9               | 5.7                                     | 7.3               |
| 9   | 7.1                                     | 8.9               | 6.5                                     | 8.2               |
| 12  | 7.7                                     | 9.6               | 7                                       | 8.9               |
| 15  | 8.3                                     | 10.3              | 7.6                                     | 9.6               |
| 18  | 8.8                                     | 10.9              | 8.1                                     | 10.2              |
| 21  | 9.2                                     | 11.5              | 8.6                                     | 10.9              |
| 24  | 9.7                                     | 12.2              | 9                                       | 11.5              |
| 27  | 10.1                                    | 12.7              | 9.5                                     | 12.1              |
| 30  | 10.5                                    | 13.3              | 10                                      | 12.7              |
| 33  | 10.9                                    | 13.8              | 10.4                                    | 13.4              |
| 36  | 11.3                                    | 14.3              | 10.8                                    | 13.9              |
| 39  | 11.6                                    | 14.8              | 11.2                                    | 14.4              |
| 42  | 12                                      | 15.3              | 11.6                                    | 15                |
| 45  | 12.4                                    | 15.8              | 12                                      | 15.5              |
| 48  | 12.7                                    | 16.3              | 12.3                                    | 16.1              |
| 51  | 13.1                                    | 16.8              | 12.7                                    | 16.6              |
| 54  | 13.4                                    | 17.3              | 13                                      | 17.2              |
| 57  | 13.7                                    | 17.8              | 13.4                                    | 17.7              |
| 60  | 14.1                                    | 18.3              | 13.7                                    | 18.2              |

## Reference heights for identifying stunting

| What should be the Height of children up to five years?(cm) |   |                   |   |                   |
|---|---|-------------------|---|-------------------|
| Age (Month)   | Boy                                     |                   | Girl                                    |                   |
|   | If less than this then child is stunted | Ideal Height (cm) | If less than this then child is stunted | Ideal Height (cm) |
| 0   | 46.1                                    | 49.9              | 45.4                                    | 49.1              |
| 3   | 57.3                                    | 61.4              | 55.6                                    | 59.8              |
| 6   | 63.3                                    | 67.6              | 61.2                                    | 65.7              |
| 9   | 67.5                                    | 72                | 65.3                                    | 70.1              |
| 12  | 71                                      | 75.7              | 68.9                                    | 74                |
| 15  | 74.1                                    | 79.1              | 72                                      | 77.5              |
| 18  | 76.9                                    | 82.3              | 74.9                                    | 80.7              |
| 21  | 79.4                                    | 85.1              | 77.5                                    | 83.7              |
| 24  | 81.7                                    | 87.8              | 80                                      | 86.4              |
| 27  | 83.1                                    | 89.6              | 81.5                                    | 88.3              |
| 30  | 85.1                                    | 91.9              | 83.6                                    | 90.7              |
| 33  | 86.9                                    | 94.1              | 85.6                                    | 92.9              |
| 36  | 88.7                                    | 96.1              | 87.4                                    | 95.1              |
| 39  | 90.3                                    | 98                | 89.2                                    | 97.1              |
| 42  | 91.9                                    | 99.9              | 90.9                                    | 99                |
| 45  | 93.5                                    | 101.6             | 92.5                                    | 100.9             |
| 48  | 94.9                                    | 103.3             | 94.1                                    | 102.7             |
| 51  | 96.4                                    | 105               | 95.6                                    | 104.5             |
| 54  | 97.8                                    | 106.7             | 97.1                                    | 106.2             |
| 57  | 99.3                                    | 108.3             | 98.5                                    | 107.6             |
| 60  | 100.7                                   | 110               | 99.9                                    | 109.4             |



# What does “weight for height” tell us about the growth of a child?



## Discuss with Participants:-

- How do we read and interpret weight for height of a child?



Make the participants understand interpretation using the exercise given on the right side.

## Identifying wasting in children

- Compare the weight against length/height and gender.
- If the weight is below or in between the cut-off value then the child is wasted.

### For example:

- If the height of a boy is 64 cm and weight is 5 kg then there is considerable wasting.

**Exercise: Give the following details to the participants and ask them to identify the child's nutritional status using the tables:**

**Child 1:** Age: 7 months; Gender: Male; Length: 60 cm: Weight: 6 Kg

**Child 2:** Age: 6 months; Gender: Female; Length: 64 cm: Weight: 5 Kg

Check if the participants are able to identify if the Child 1 is normal and Child 2 is severe acute wasted.



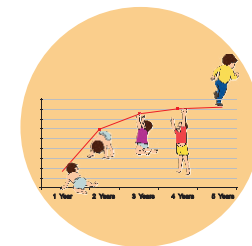
15 Minute

M8

Assessment of growth in children

F7

# What does “weight for height” tell us about the growth of a child?



Reference weight and height/length for identifying wasting

Moderate Acute Malnourished and Severe Acute Malnourished Table

| Length (cm) | Boys                                 |                                  |                          | Girls                                |                                  |                          |
|-------------|--------------------------------------|----------------------------------|--------------------------|--------------------------------------|----------------------------------|--------------------------|
|             | Below this severe wasting (kg) (SAM) | Between this moderate (kg) (MAM) | Between this normal (kg) | Below this severe wasting (kg) (SAM) | Between this moderate (kg) (MAM) | Between this normal (kg) |
| 46.0        | 2.0                                  | 2.0 – 2.1                        | 2.2 – 3.1                | 2.0                                  | 2.0 – 2.1                        | 2.2 – 3.2                |
| 48.0        | 2.3                                  | 2.3 – 2.4                        | 2.5 – 3.6                | 2.3                                  | 2.3 – 2.4                        | 2.5 – 3.6                |
| 50.0        | 2.6                                  | 2.6 – 2.7                        | 2.8 – 4.0                | 2.6                                  | 2.6 – 2.7                        | 2.8 – 4.0                |
| 52.0        | 2.9                                  | 2.9 – 3.1                        | 3.2 – 4.5                | 2.9                                  | 2.9 – 3.1                        | 3.2 – 4.6                |
| 54.0        | 3.3                                  | 3.3 – 3.5                        | 3.6 – 5.1                | 3.3                                  | 3.3 – 3.5                        | 3.6 – 5.2                |
| 56.0        | 3.8                                  | 3.8 – 4.0                        | 4.1 – 5.8                | 3.7                                  | 3.7 – 3.9                        | 4.0 – 5.8                |
| 58.0        | 4.3                                  | 4.3 – 4.5                        | 4.6 – 6.4                | 4.1                                  | 4.1 – 4.4                        | 4.5 – 6.5                |
| 60.0        | 4.7                                  | 4.7 – 5.0                        | 5.1 – 7.1                | 4.5                                  | 4.5 – 4.8                        | 4.9 – 7.1                |
| 62.0        | 5.1                                  | 5.1 – 5.5                        | 5.6 – 7.7                | 4.9                                  | 4.9 – 5.2                        | 5.3 – 7.7                |
| 64.0        | 5.5                                  | 5.5 – 5.9                        | 6.0 – 8.3                | 5.3                                  | 5.3 – 5.6                        | 5.7 – 8.3                |





# What should we do when a child falls in the red and yellow zone of growth chart?



**Display the card.**

**Make use of the points given on the right side to take the discussion ahead.**

**If a child less than 24 months old is found to be stunted or underweight (falling in yellow or red zone of the height-for-age chart or weight-for-age), then the following actions are required:**

- Inform the mother/parents of the child that their child's height is less for his age (growth is slow).
- Tell the parents to pay greater attention to the following things

## **Feed the child**

- With diverse foods available at home.
- Give small frequent meals.
- There should be a schedule for regularly feeding the child.
- Use separate bowl for feeding so that the mother could keep track of what and how much the child has been fed.

## **Sanitation and hygiene**

- Washing hands with soap and water before preparing the food.
- Washing hands with soap and water before feeding the child.
- Washing hands with soap and water after defecation and disposal of waste.
- Use clean boiled water for drinking.
- Keep the food covered and protect from flies.
- Child should be regularly bathed and her nails should be clipped.

**Tell the parents to get their child measured monthly, to monitor the child's progress**

**If the child is in the green zone/normal, then congratulate the parents and ask them to continue feeding the child well and ensuring sanitation and hygiene.**



10 Minute

M8

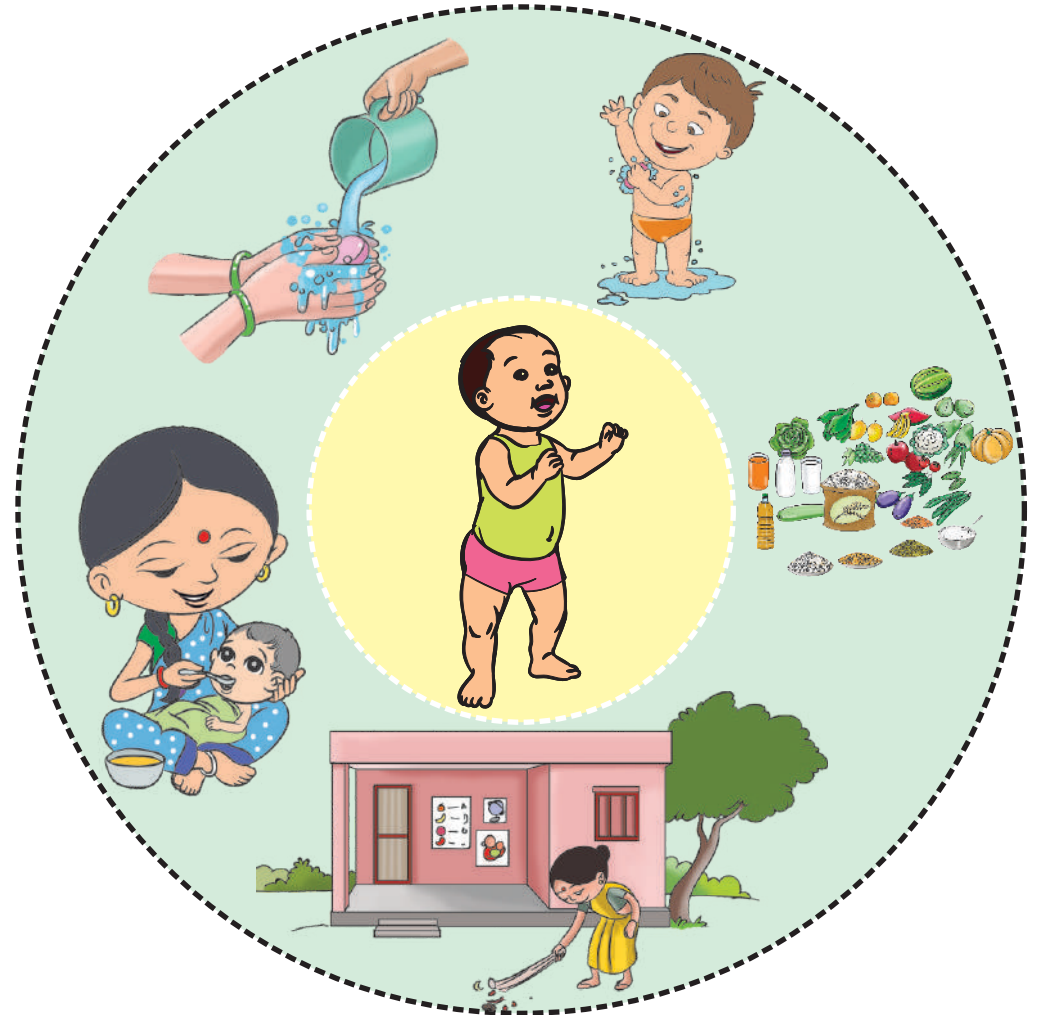
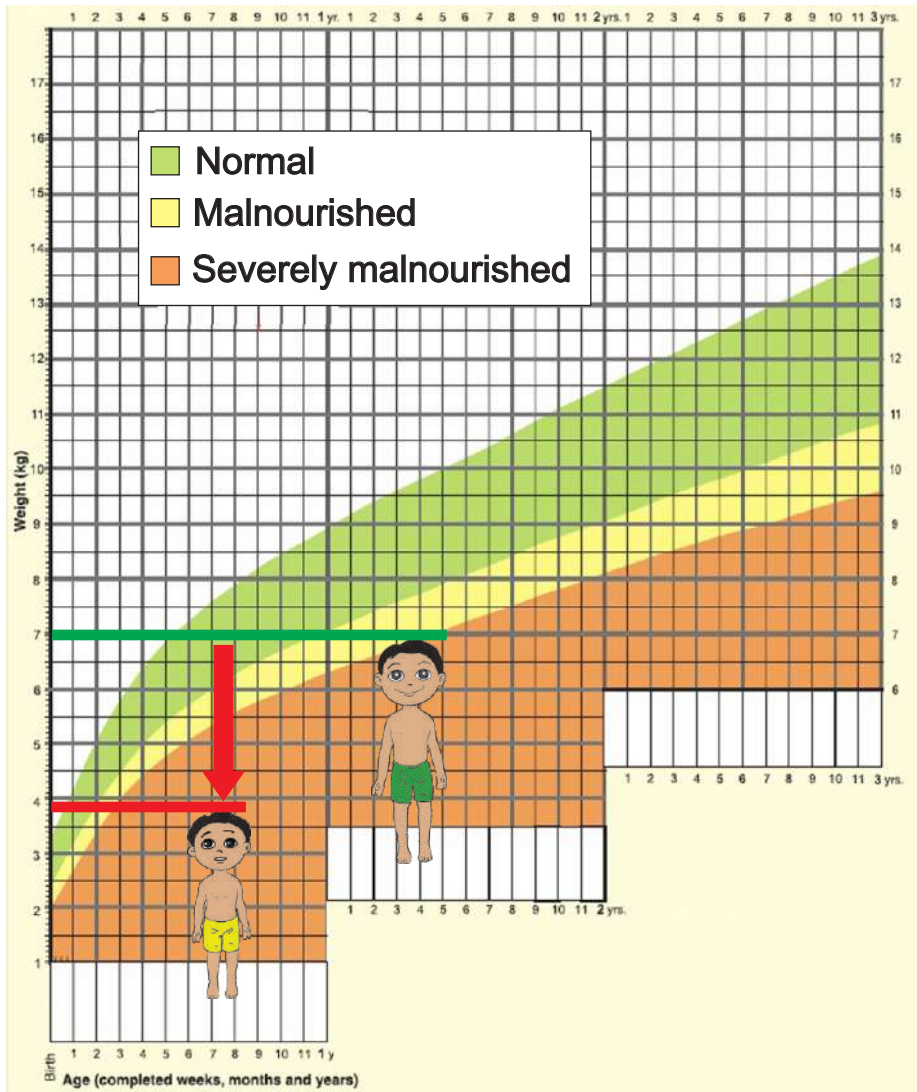
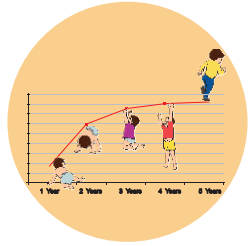
Assessment of growth in children

F8

# What should we do when a child falls in the red and yellow zone of growth chart?

If the child is stunted or underweight

Take greater care of hygiene and complementary feeding







# What should we do when a child has wasting or low weight for height?



**Ask the participants about children whom they have referred to Primary Health Centre or NRC.**



**There might be 3 – 4 such participants in the group who will have such kind of field experience. Encourage them to share their experiences one by one.**



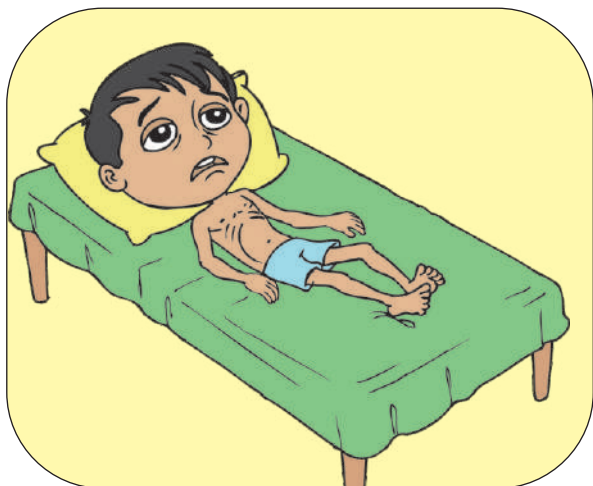
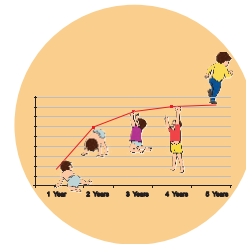
## **Discuss:**

How can we ensure the weight gain in babies who are not sick?

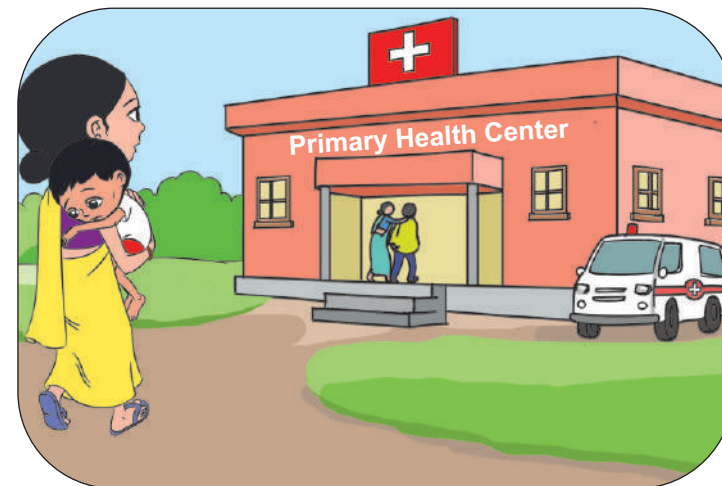
- Measure the weight according to height and refer the baby to hospital who falls in the red zone of growth chart.
- If the child is sick or severely malnourished, we will refer to the nearest hospital which has child specialist facility available.
- If the child is hungry, and does not appear to be sick, we will refer her/him to the NRC if available.
- If NRC is not available in the district, or the family is not willing to take the child, we can help the baby above 6 months by doing the following:
  - We will advise the family to feed the child as much as she or he can eat.
  - Feed all kinds of food that is available at home.
  - We will advise adding oil or ghee to the food.
  - We will advise for ensuring variety in food.
  - Increase the frequency of feeding, 5 – 6 times in a day
  - Households that are non-vegetarian can continue to consume food items that are rich in protein, Iron, Vitamin A, D and B12 .



# What should we do when a child has wasting or low weight for height?



If the child is sick....  
Refer child to NRC/PHC



If the child is hungry....  
Feed any food available at home





# ACTIVITY 1: Measure height/length and weight of children 6-24 months of age



**Discuss with participants:-**



**Now we will undertake a practical exercise of measuring children.**

- Divide the participants into 2-3 teams.
- Ask each team to repeat step 1 to 4 for at least two children.

## Identifying children for measurement

- Arrange 2 children (one boy and one girl) of 6-7 months and two children (one boy and one girl ) of 22-24 months.
- Ask the participants to follow the steps below:
  - **STEP 1:** note down the name, gender and age of the child.
  - **STEP 2:** Weigh the child following the steps explained earlier. Note down the readings.
  - **STEP 3:** Measure the height/length following all the precautions. Note down the readings.
  - **STEP 4:** Repeat step1 to step 4 for the other child.

## Steps for measurement and interpretation of readings

- The readings should be interpreted across different groups.
- Ask the participants to divide the children into the categories of SAM, MAM, stunted, wasted or underweight.
- By the end of this exercise the participants should be able to understand the different categories of malnutrition and the counseling points associated with each of them.



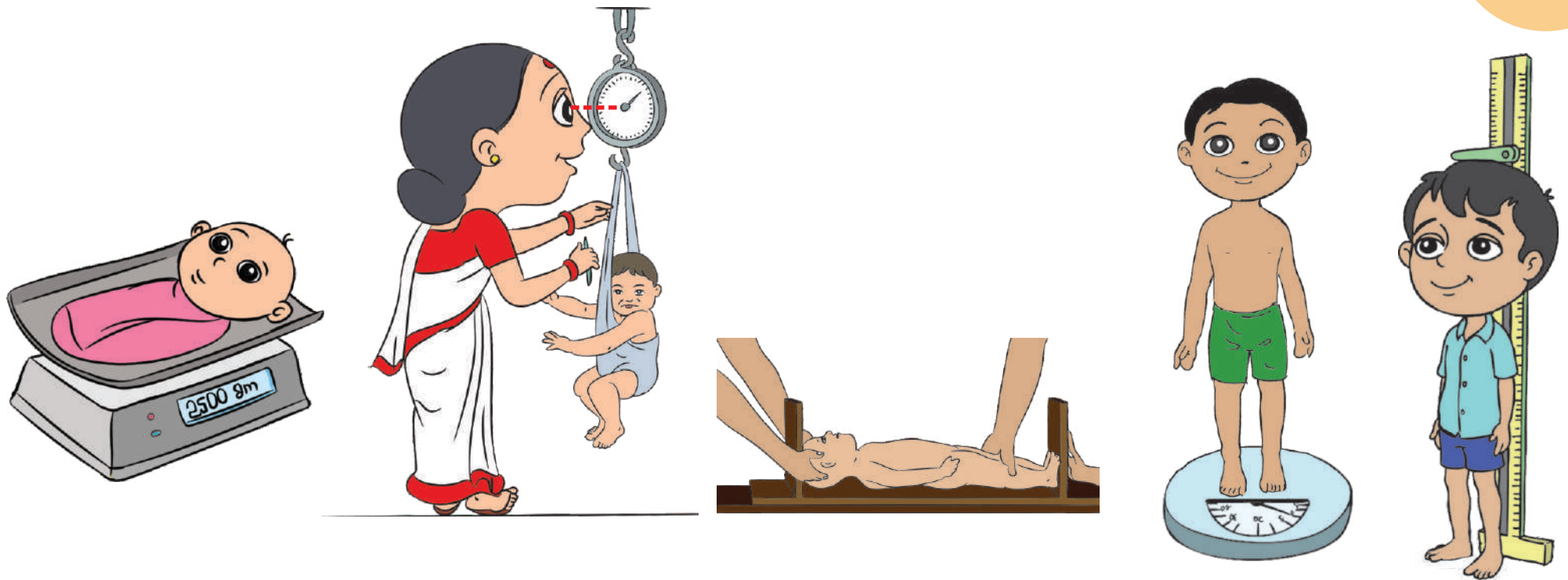
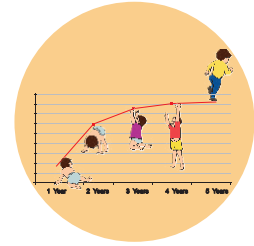
25 Minute

M8

Assessment of growth in children

F10

# ACTIVITY 1: Measure height/length and weight of children 6-24 months of age



Note down the readings in the following table:

| Name | Age | Gender | Height | Weight |
|------|-----|--------|--------|--------|
|      |     |        |        |        |
|      |     |        |        |        |





# ACTIVITY 2: Quiz Time



Display the card and ask the participants to read the question.



Ask the participants to answer one by one.

Ask the participants to look at the table and take the discussion ahead by using the points given on right side.

## Right Answer: A

Maximum growth happens in the first two years of life. Make use of the table given below to discuss about the gain in weight, height/ length during the first 5 years.

| Age         | Growth                             |
|-------------|------------------------------------|
|             | <b>Growth in weight (per week)</b> |
| 0–3 Month   | 200 gm                             |
| 4–6 Month   | 150 gm                             |
| 7–9 Month   | 100 gm                             |
| 10–12 Month | 50–75 gm                           |
|             | <b>Growth in weight (per year)</b> |
| 1–2 Year    | 2.5 Kg                             |
| 3–5 Year    | 2.0 Kg                             |
|             | <b>Growth in length (per year)</b> |
| First Year  | 25 cm                              |
| Second Year | 12 cm                              |
| Third Year  | 9 cm                               |
| Forth Year  | 7 cm                               |
| Fifth Year  | 6 cm                               |

- At the time of birth the baby's length is around 50 cm. Expected gain in length in the first year after birth is 25 cms. (50cm to 75 cm approximately) and in the second year is 12 cms, contributing to a total increase of 37 cms length/height in the first two years of life. From the 2nd year onwards, this increase in height is approximately 6 to 7 cms per year.
- The weight gain in first 3 months of life should be around 500 gms per month. A healthy child is approximately double than her birth weight at 5th month and 3 times the birth weight by the completion of first year. The child gains approximately 7 kg weight in the first year and by the end of second year the weight is 4 times the birth weight.



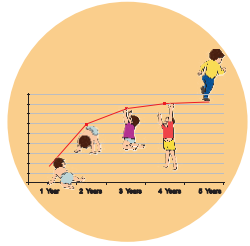
5 Minute

M8

Assessment of growth in children

F11

# ACTIVITY 2: Quiz Time

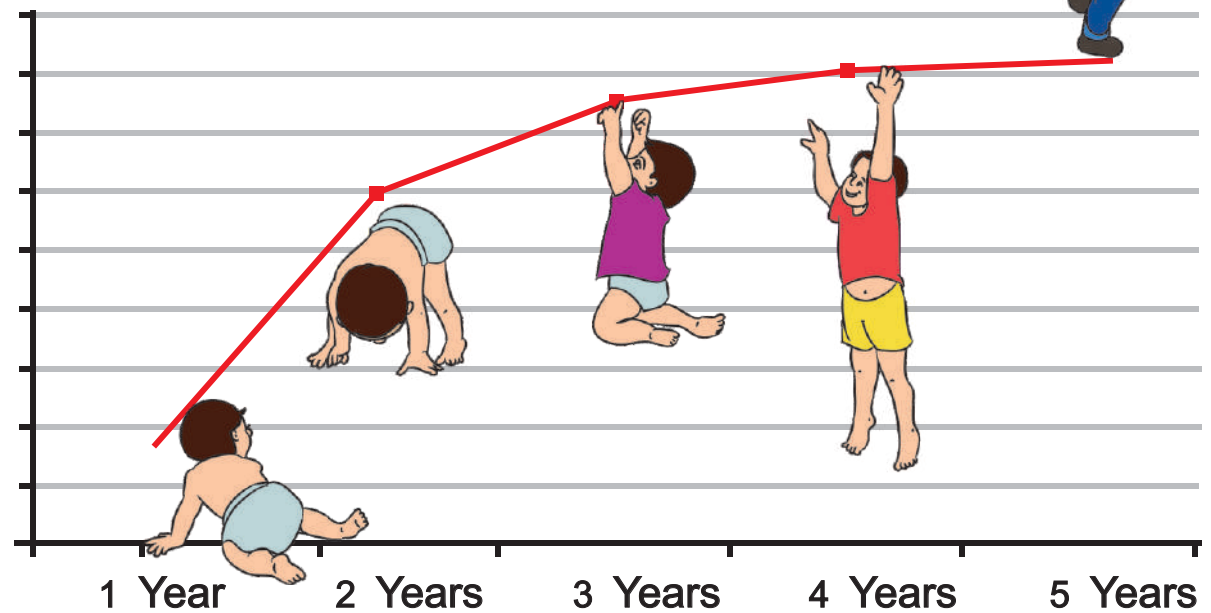


| Age         | Growth                             |
|-------------|------------------------------------|
|             | <b>Growth in weight (per week)</b> |
| 0–3 Month   | 200 gm                             |
| 4–6 Month   | 150 gm                             |
| 7–9 Month   | 100 gm                             |
| 10–12 Month | 50–75 gm                           |
|             | <b>Growth in weight (per year)</b> |
| 1–2 Year    | 2.5 Kg                             |
| 3–5 Year    | 2.0 Kg                             |
|             | <b>Growth in length (per week)</b> |
| First Year  | 25 cm                              |
| Second Year | 12 cm                              |
| Third Year  | 9 cm                               |
| Forth Year  | 7 cm                               |
| Fifth Year  | 6 cm                               |

Choose the right answer...

When does a child have maximum growth?

- A. From Birth to 2 years of age
- B. From 2 to 4 years of age
- C. From 4 to 6 years of age





# Action Points



Display the card and ask the participants to read the points one by one.

Make use of the information given on the right side to explain each point in brief.

## Our Role:

- Measure the weight of all children below 3 years every month.
- Measure length of children every three months in the first two years.
- Measure height of children every six months between 2 and 5 years or the children who are able to stand.
- During home visits, explain the parents about the importance of assessing growth in children.

If the child falls in yellow or red zone of the growth chart, provide following advice to the parents:

- Inform the mother/parents of the child that their child's height is less for his age (growth is slow).
- Tell the parents to pay greater attention on proper food and cleanliness.
- Advice parents to keep a regular track of the growth of the child.
- If the child is sick or severely malnourished, refer her to the nearest hospital which has child specialist facility available.
- If the child is hungry, and does not appear to be sick, refer her to the NRC, if available.
- Ensure regular follow up of the malnourished children who are being taken care of, at home.



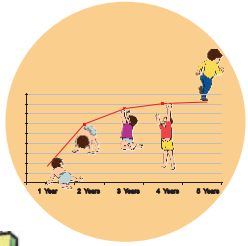
5 Minute

M8

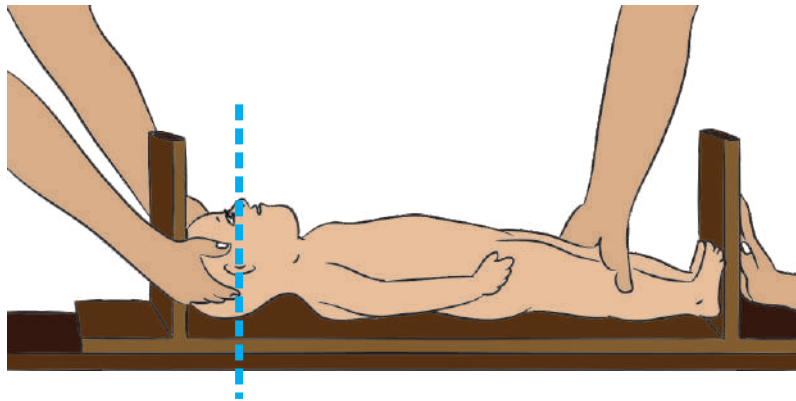
Assessment of growth in children

F12

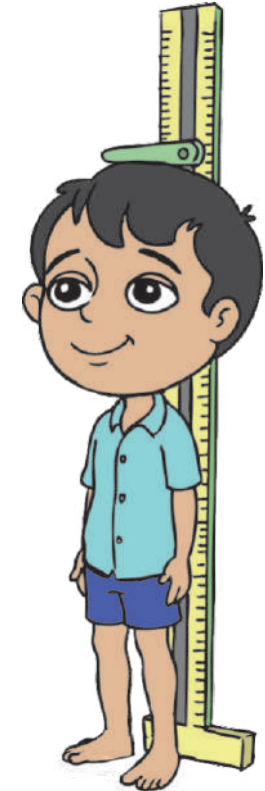
# Action Points



**WEIGHT EVERY MONTH**  
(From birth till the child is 3 years of age)



**LENGTH ONCE IN 3 MONTHS**  
(From Birth to 2 years of age)



**HEIGHT ONCE IN 6 MONTHS**  
(2 years to 5 years of age)

**Early detection of Malnutrition, Quick Action and Advice**





- 1 *Why this Monthly Meeting ?*
- 2 *Making or updating Home Visit Planner & Initiating Home Visits*
- 3 *Planning and Organizing Community Based Events at AWC*
- 4 *Observing Breastfeeding in Newborn Babies - Why and How*
- 5 *Identification and Care of a Weak Newborn baby*
- 6 *Complementary Feeding: Diet Diversity*
- 7 *Preventing Anemia in Women*
- 8 **Assessment of Growth in Children**
- 9 *Ensuring that Complementary Feeding improves over time*
- 10 *Ensuring Exclusive Breastfeeding*
- 11 *Care of the Weak Newborn Baby - How many weak babies are we missing?*
- 12 *How to ensure timely initiation of Complementary Feeding*
- 13 *Identifying and preventing Severe Acute Malnutrition*
- 14 *Feeding During Illness*
- 15 *Supporting mothers with issues in Breastfeeding*
- 16 *How to take care of weak newborn with the help of Kangaroo Mother Care*
- 17 *Identification & Referral of Sick Newborn*
- 18 *Preventing illnesses to avert Malnutrition and Death*
- 19 *Prevention of Anemia in girls and adolescents*
- 20 *Birth Preparedness- For Institutional and Home Delivery*
- 21 *Preparation During Pregnancy: For NewBorn Care & Family Planning*



**DPSE II Year**  
**Paper-I**  
**Village Mapping**

# Technical guidelines for participatory village mapping exercise

Manuel Boissière  
Amy E. Duchelle

Stibniati Atmadja  
Gabriela Simonet





# Technical guidelines for participatory village mapping exercise

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Cover photo by Manuel Boissière  
Participatory mapping in Mamberamo (Papua/Indonesia)

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# 1 Introduction

This participatory mapping exercise was prepared for the third phase of CIFOR's Global Comparative Study (GCS) on REDD+. It is part of the research component that has evaluated the impacts of local-level REDD+ interventions on forests and people since 2010, through a Before–After Control–Intervention (BACI) approach. Detailed methods on this research component can be found in a CIFOR publication (Sunderlin et al. 2016). This participatory mapping exercise was developed after identifying the need to have a more systematic way of documenting land use and tenure arrangements across our various field sites.

Reference is made in the present document to GCS REDD+ fieldwork, but the guidelines are meant, more generally, for researchers, field research supervisors and enumerators who have never developed maps with the participation of local communities. They are based on several documents and projects led by CIFOR using participatory mapping as one of the tools to learn about local perceptions of the landscape and local peoples' perspectives of forest and land management (van Heist 2000; Sheil et al. 2002; Anau et al. 2003; Boissière et al. 2007; Padmanaba et al. 2012; Kingsolver et al. 2017).

In the context of GCS REDD+ field research, this participatory mapping exercise provides a way to collect data on questions related to land use and tenure found in the village and women's questionnaires, and to crosscheck village boundary data that were compiled in previous research phases. In other contexts, such maps can be used as a basis for discussions on land use (Padmanaba et al. 2012), or to decide with local communities about where in-depth field surveys should take place (Boissière et al. 2010).

The mapping exercise is part of three GCS REDD+ activities in each study village: (1) a small group discussion with at least three key informants to learn about village boundaries, tenure, areas under dispute, access (roads) and market location; (2) village meetings with 10–15 adult men and women; and (3) women's meetings with 10–15 adult women. The mapping exercise is conducted during the small group discussion, but the result of the initial mapping exercise is used for the village and women's meetings.

# 2 The maps

The mapping exercise requires a base map that needs to be prepared in advance by a Geographic Information System (GIS) specialist, with village location and boundaries (as Shapefiles) obtained during the previous research phases via secondary data sources or mapping with villagers when spatial information on village boundaries was not available (see Sunderlin et al. 2016, 66–67).

Three maps are needed for the mapping exercise: a base map, a satellite image/map and a copy of the base map on drafting paper.

## 2.1 The base map

The base map is a bare-bones map, with the minimum number of features needed to orient key informants to locations of interest. The GIS specialist extracts these features from the satellite images (e.g. Landsat, Sentinel or any other free and most recent satellite images available for the different sites). The base map is printed on A0 format (841×1189 mm) paper, which helps to include a maximum number of landmarks and names. The following list indicates a number of landmarks and other features, not exhaustive, to be included on the base map:

- a. settlements position (e.g. main village, hamlets, huts)
- b. roads, paths, airports/airstrips
- c. religious buildings (e.g. churches, mosques, traditional houses) if visible on the satellite image (or if the position using a Global Positioning System (GPS) was provided during a previous field survey)
- d. any other building known by all the villagers (e.g. government office, communal building, cooperative, school), if visible on the satellite image (or if GPS position was provided during a previous field survey)
- e. rivers, streams, ponds, lakes

- f. mountains, peaks (visible on the map based on the satellite image, but only with an icon, for example, a triangle, on the base map)
- g. geographical coordinates (use preferably Universal Transverse Mercator (UTM))
- h. village boundaries identified during previous field visits.

This list can be adapted to the features considered to be important for each of the sites/countries. It is important to include all these features on the base map to make the map easily understood by the key informants and other respondents so that they know where to draw when asked by the field research supervisors/enumerators.

## 2.2 The map from satellite imagery

A map based on satellite imagery will be used to support discussions with villagers. It will have minimal interpretation, because otherwise it would be too ‘busy’ and time consuming to prepare. It contains the same landmarks from the base map, and the geographical coordinates are made visible to aid the digitization after fieldwork. Minimal interpretation will be done by the GIS specialist and can include areas of forest vs non-forest, settlements and water bodies. Information from satellite interpretation are only indicative, and not definitive. This map will serve to cross-reference villagers’ answers to the survey questions (e.g. presence of degraded forest, areas of land conversion).

Ideally, this map is printed in color with high resolution on an A0 sheet of paper to allow overlay on the base map. The highest-resolution, cloud-free satellite images available for the study site should be used. The resulting map image should be printed using glossy paper or laminated to protect it from moisture. If too costly or

technically difficult to print an A0 map, it can be substituted by a smaller map. We strongly recommend no smaller than A2 size. This printed map can be displayed in the village for the villagers to familiarize themselves with the map before the mapping activity, and later to identify areas where forest has been cleared.

### **2.3 The map on drafting paper**

The map on drafting paper will be used to record the data provided during the small group discussion. The researcher needs to trace the geographical coordinates and all the landmarks from the base map onto the drafting paper, using

permanent (waterproof) markers. During the small group discussions with key informants, the researcher will overlay the map on drafting paper on the base map. We strongly recommend using pencils (2B or color) during the mapping exercise with key informants, as pencil cannot be erased by moisture or rain, can be easily corrected and is sufficiently visible for digitizing the map after fieldwork.

This drafting paper is generally available in 20 or 50 m rolls in stationery shops. The drafting paper needs to be prepared in advance, and cut to A0 size to correspond to the base map. Two copies of the base map on drafting paper need to be prepared prior to fieldwork.

### 3 Checklist of materials

The following materials should be assembled prior to fieldwork. It is best to buy them in the capital city, since some materials are not available in smaller rural towns:

- a. 1 set of maps (base map, copy of base map and most recent satellite image) for each of the villages to be surveyed
- b. 1 roll of drafting paper (as a backup)
- c. permanent markers of different colors to draw the main features on the copy of the map on drafting paper
- d. pencils (2B or color) with erasers in abundance (fix an eraser on each pencil using masking tape so as not to lose it during fieldwork)
- e. at least 2 cutters
- f. 1 large pair of scissors
- g. at least 2 rulers (30 cm long)
- h. 2 rolls of masking tape (1 cm wide)
- i. 2 or 3 plastic tubes to protect the base maps, satellite images and the map on drafting paper once drawn
- j. 1 calculator to calculate corresponding locations of GPS points on the base map.

# 4 Mapping activity with key informants in the small discussion group

## 4.1 Preparing a copy of the base map on drafting paper before starting the activity:

Time needed: about ½ hour per copy of the base map on drafting paper.

This map should be drafted before going to the field sites, although it is possible to do it at the beginning of the fieldwork. The steps are as follows:

- Overlay the drafting paper on the base map and use masking tape to fix the base map and the drafting paper to a table (Figure 1).
- Add any landmark or feature to the drafting paper from the base map, which will help later to overlay the drafting paper map on the base map during the small group discussion with key informants. These features will help orient the researchers and participants who are drawing on the drafting paper during the group discussions, and this map will serve as a backup if the base map is lost or degraded.
- All landmarks (rivers, settlements, roads) should be documented by using permanent markers of different colors (e.g. black for roads and villages, blue for rivers). The village boundaries should be marked with pencil (2B) as they may change after the first mapping exercise during the



**Figure 1. Preparing a copy of the base map on drafting paper.**

Note: Adding basic features and landmarks, with the base map used as a background (Credit: Manuel Boissière)

small group discussion. Add the names of the different features whenever possible (names of villages, rivers, etc.).

- Either draw an X mark on the 4 corners of the map, or draw the frame of the map (this makes it easier to overlay with the base map later, which already has a frame), and add the geographical coordinates in UTM as prepared on the base map by the GIS specialist. These coordinates can be useful in case maps get mixed up, and in case a feature for which there are GPS coordinates needs to be added on the map (e.g. market location).

#### 4.2 Adding basic information on the copy of the base map on drafting paper:

Time needed: about 10 minutes per copy of the base map on drafting paper.

Using pencils, draw a rectangle (e.g. 10×20 cm) in an unobtrusive part of the map and include the following information:

- a. name of village and REDD+ initiative
- b. start and end date of the mapping exercise
- c. name of field research supervisor/enumerators performing the mapping exercise.

The original base map is kept in case the drafting paper map gets lost or destroyed or if another map is needed. Before going to the field sites, prepare at least two copies of the base map on drafting paper: one for land tenure and areas under dispute; and a second as the base for a clean version of the map resulting from the mapping exercise.

#### 4.3 Introducing the activity to key informants:

Clearly explain to the key informants what the map will be used for, and what it will *not* be used for. The map will *not* be used for any official uses such as land demarcation, and will *not* be shared with those outside the research team, such as the private sector, local governments or REDD+ implementers. Explain clearly what mapping activity will be done during this small group discussion, and in the subsequent larger village and women's meetings. Explain that any use of the map (e.g., in future scientific publications) will maintain the anonymity of the village, or

will need prior approval from villagers if the village location or name is revealed. Names of key informants of the mapping exercise will be noted for internal purposes but will be kept anonymous in publications. Allow some time for questions and for addressing concerns.

#### 4.4 Familiarizing key informants with the map:

When starting the small group discussion, make sure everyone understands the base map; ask them to indicate the village center and check whether everyone recognizes the different features and landmarks.

#### 4.5 Asking key informants to update the map:

Using masking tape, secure the base map to a flat place (e.g. school table, on a flat floor or on a table/floor with a background of flipcharts if there are any irregularities on the table/floor). Place the drafting paper on top of the base map and align the drafting paper and the map using the features previously added to the drafting paper. Keep the high-resolution satellite image/map at hand on the table in case it is needed during the exercise for supporting or checking the corrections made by key informants. The activity can start.

Ask the key informants to change/add any landmark that may be wrong or missing. Start with the village boundaries (see Section 1B.5 of the Village questionnaire). As mentioned earlier, these boundaries were estimated and georeferenced during previous surveys but it is good to check them again and correct if necessary. Ask participants to identify the important locations, names of the different sub-village units or settlements, main roads, main rivers and other water bodies. This copy of the base map on drafting paper will be used during the rest of the exercise by overlaying it on the base map.

#### 4.6 Asking key informants to answer the Village survey questions:

The objective is to collect data that provide answers to the relevant questions in the Village questionnaire:



- Locate the nearest road (Section 1C.24 and 1C.25 of the Village questionnaire).
- Locate the nearest market (Section 1C.28 of the Village questionnaire). If the market is outside the zone covered by the map and too far to be reached during the survey, then a small description about the market location (including the name of the location; see Section 1C.28a of the Village questionnaire) will be added to the questionnaire sheet. A GPS position of the market should be taken whenever possible.
- Identify *de jure* and *de facto* land tenure categories applying to each part of the village territory.
- Identify areas with restricted vs open access (Table 5 of the Village questionnaire).
- Identify areas of land dispute (Section 5 of the Village questionnaire).

Explain again what will be asked of the respondents. Use the B2 pencil to draw on the map, with a code (color, symbol or pattern of your choice) for the different tenure categories. The codes to be used need to be decided before the

exercise starts. Mark on the map where the nearest market is located, if visible on the map. Make sure that all key informants agree upon the answers before adding anything to the map. It is better if one of the key informants can draw the features, land tenure categories, etc. on the drafting paper, but if there is no volunteer then the field research supervisors or the enumerators can do the drawing (Figure 2).

#### 4.7 Finalizing the map:

Make sure no one wants to add anything to the map or correct what has been drawn (Figure 3). Add on the map with a marker the names of the key informants, the date, the village name and the name of the activity (refer to the Village questionnaire for that). Also add a legend, with all the color/pattern codes used during the mapping exercise clearly identified (see an example of a legend in Figure 4). Take a picture of the map (Figure 3). Information on land tenure and areas of dispute will be on the same copy of the base map on drafting paper.



**Figure 2. Drawing landscape features with villagers on the copy of the base map using drafting paper.**

Credit: Manuel Boissière

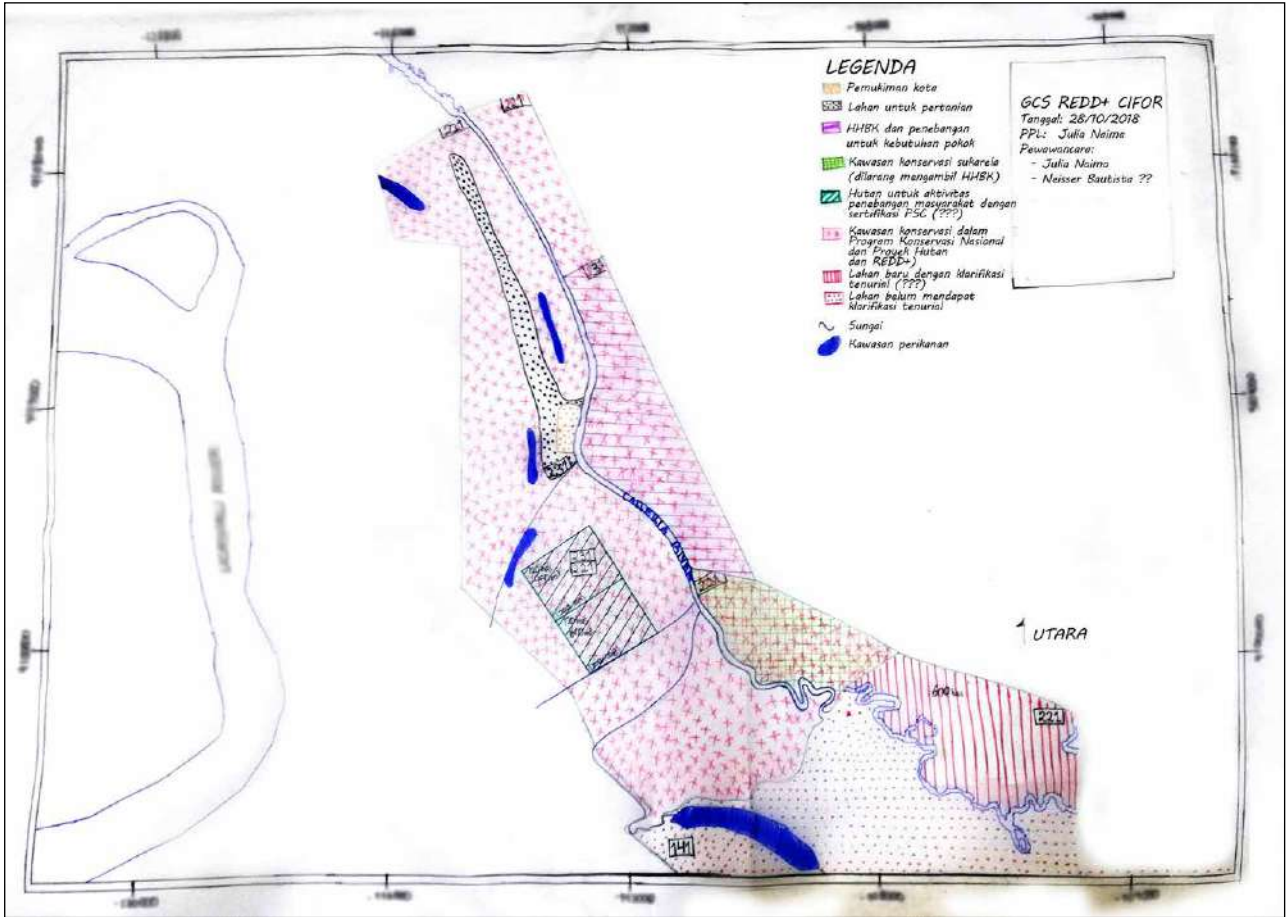


Figure 3. A land tenure map on drafting paper.

Credit: Julia del Carmen Naime Sanchez Henkel

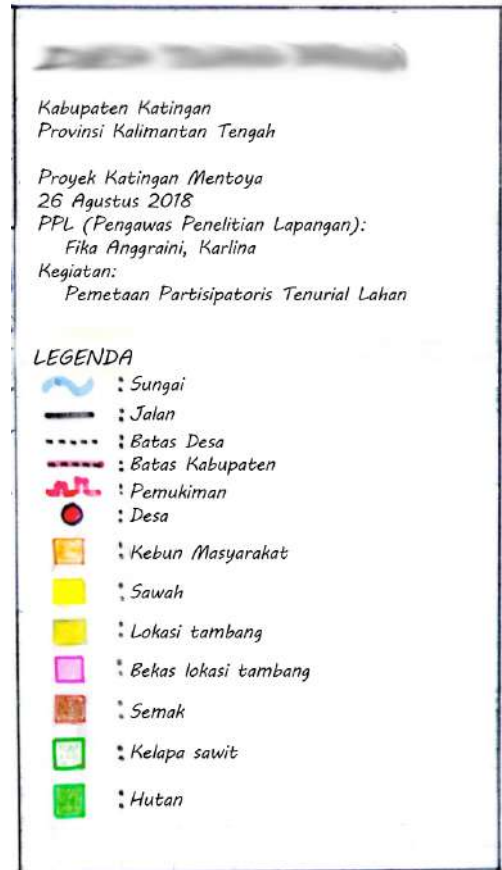


Figure 4. An example of a figure legend.

Note: Add a legend directly on the clean map that includes all the features from the base map and those drawn during the mapping exercise. Use colors and patterns consistently throughout the exercise.

Credit: Vivi Selviana

# 5 Mapping activities during village and women's meetings

For GCS REDD+, the objective of the mapping activities during the village and women's meetings is to use the maps developed during the discussion with key informants to collect further information on:

- forest cover changes within the last 2 years under different tenure arrangements
- changes in forest quality (degradation/enrichment) within the last 2 years under different tenure arrangements.

These refer to Tables 7A and 7B of the Village questionnaire and Tables 1C2 and 1C3 of the Women's questionnaire.

These village and women's meetings ideally happen a day after the small group discussion with key informants, since they will use the map resulting from the key informant discussion.

## 5.1 Before starting the activity with the meeting participants:

Make a clean copy/version of the map developed with key informants during the small group discussion with them on a new sheet of drafting paper, because features drawn during that first exercise may not be neat (Figures 5 and 6).

On the clean copy, be careful to reproduce exactly the same map as the one developed with key informants during the small group discussion. Do not use permanent marker to reproduce information that was initially drawn using color or black pencil. The reason is that participants at the village or women's meetings may want to modify something on the clean map, which the permanent marker would not allow. Another reason is to distinguish data entered in the field (i.e. with pencil) from data generated by a GIS specialist. As the GIS specialist will be the one digitizing

all the maps post-fieldwork, it is important that the parts drawn by villagers are discernable from the original base map features, to avoid mistakes and confusion.

## 5.2 Preparation of the activity:

As for the previous mapping activity with key informants, clearly explain to participants of the village and women's meetings what the map will be used for, and what it will *not* be used for (*not* for any official use, *not* for land demarcation, and *not* to be used by the private sector, REDD+ implementers etc.). Explain clearly to the participants how the maps will be used during the meeting. Explain that any use of the map (e.g., in future scientific publications) will maintain the anonymity of the village, or will need prior approval from villagers if the village location or name is revealed. Names of key informants of the mapping exercise will be noted for internal purposes but will be kept anonymous in publications. Allow some time for questions and for addressing concerns. Even if the participants in the village and women's meetings do not make any corrections or updates to the maps previously developed with key informants, it is still necessary to provide this same information.

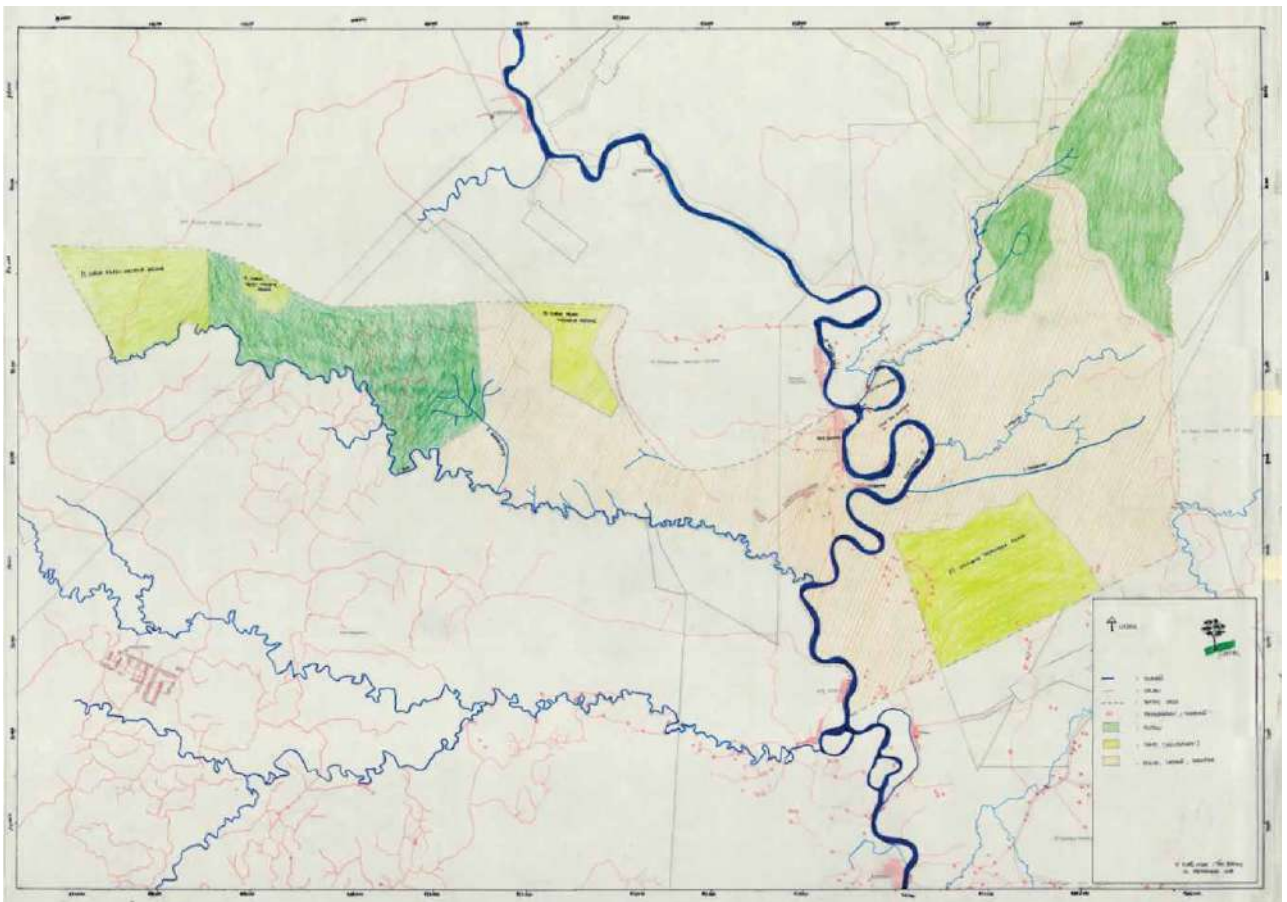
## 5.3 Familiarizing the participants with the map and requesting updates:

The same approach should be used as that in the previous small group discussion with key informants, but can be quicker unless someone wants to correct something major on the map. Familiarize participants with all map features, including those developed (e.g. land tenure types) during the previous mapping exercise. Ask for updates or corrections as needed.



**Figure 5. Participatory mapping process.**

Credit: Vivi Selviana



**Figure 6. Clean map.**

Note: This map is based on the one developed during a small group discussion, with information on tenure provided.

Credit: Andini Desita Ekaputri

#### **5.4 Asking the respondents to answer the survey questions:**

As mentioned earlier, for GCS REDD+, the questions asked during the village and women's meetings are related to changes in forest cover and forest quality. Use the different tenure types identified during the small group discussion to ask the survey questions. No new map needs to be developed at this stage, since any necessary corrections or updates were solicited at the beginning of the meeting. The map from the

satellite image can be used at this stage to crosscheck information on forest clearing.

#### **5.5 After the group discussion:**

The enumerators will use the results (forest cover/quality changes) to estimate the area under each land tenure category, and fill out answers to the corresponding questions in the Village and Women's questionnaires.

# 6 Finalizing the maps after fieldwork

Keep the copies of the base map made on drafting paper with key informants in a protective plastic tube. At the end of fieldwork, bring them to a place where they can be scanned and sent to the GIS specialist who will digitize them and integrate each map as one of the different layers that constitute the maps of each site. This will allow

the GIS specialist to provide the area (in hectares) that corresponds to each land tenure category, the distance to the nearest market and road (in km), and the areas (in hectares) under dispute.

Figure 7 summarises the steps of the village mapping exercise.

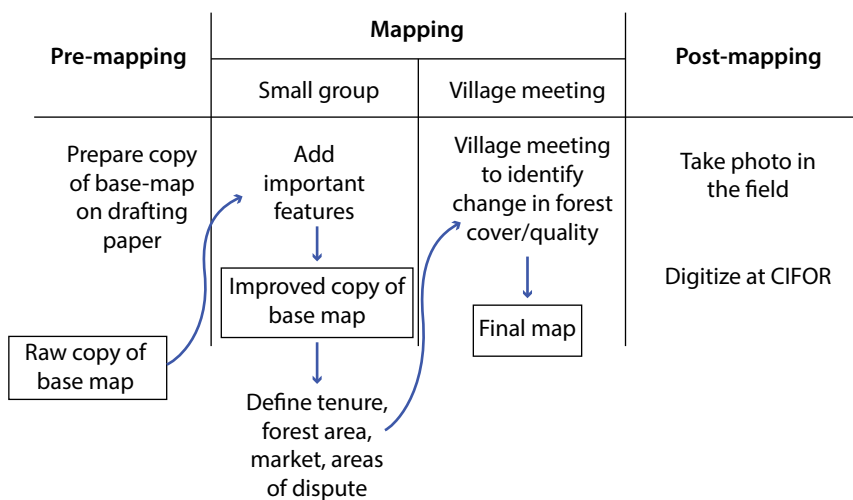


Figure 7. Workflow for the village mapping exercise.

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This document is meant for researchers, field research supervisors and enumerators who would like guidance on developing maps with the participation of local communities. It is part of the Global Comparative Study on REDD+ (GCS REDD+) conducted by CIFOR with funding from multiple donors.

Participatory mapping represents a way of documenting land use and tenure arrangements across regions. It is also a way to learn about local perceptions of the landscape, and local people's perspectives of forests and land management. These technical guidelines are based on CIFOR's long-term experience with the use of participatory mapping in research.

In GCS REDD+, the participatory mapping exercise is done at the village level during focus group discussions to learn about village boundaries, tenure, areas under dispute, access, and markets. Base maps are developed from satellite images prior to going to the field. Final maps are digitised so that areas corresponding to the different land uses, land cover, and land tenure categories can be extracted for subsequent analyses. The participatory maps are used to help develop a common understanding of a territory with villagers and other local stakeholders.



#### Center for International Forestry Research (CIFOR)

CIFOR advances human well-being, equity and environmental integrity by conducting innovative research, developing partners' capacity, and actively engaging in dialogue with all stakeholders to inform policies and practices that affect forests and people. CIFOR is a CGIAR Research Center, and leads the CGIAR Research Program on Forests, Trees and Agroforestry (FTA). Our headquarters are in Bogor, Indonesia, with offices in Nairobi, Kenya; Yaounde, Cameroon; Lima, Peru and Bonn, Germany.



**DPSE II Year**  
**Paper-I**  
**Village Profile**



## 5. Major Crops and their extent (2005-2006)

| Sl No        | Crop                    | Khariff (ac) | Rabi (ac) | Summer (ac) | Total |
|--------------|-------------------------|--------------|-----------|-------------|-------|
| <b>I</b>     | <b>Food Grains</b>      |              |           |             |       |
| 1.           | Paddy                   |              |           |             |       |
| 2.           | Jowar                   |              |           |             |       |
| 3.           | Bajra                   |              |           |             |       |
| 4.           | Wheat                   |              |           |             |       |
| 5.           | Korra                   |              |           |             |       |
| 6.           | Maize                   |              |           |             |       |
| 7.           | Ragi                    |              |           |             |       |
| <b>II.</b>   | <b>Oil Products</b>     |              |           |             |       |
| 1.           | Groundnut               |              |           |             |       |
| 2.           | Castor                  |              |           |             |       |
| 3.           | Sun Flower              |              |           |             |       |
| 4.           | Safflower               |              |           |             |       |
| 5.           | Coconut                 |              |           |             |       |
| <b>III.</b>  | <b>Commercial Crops</b> |              |           |             |       |
| 1.           | Cotton                  |              |           |             |       |
| 2.           | Chilli                  |              |           |             |       |
| 3.           | Tobacco                 |              |           |             |       |
| <b>IV.</b>   | <b>Pulses</b>           |              |           |             |       |
| 1.           | Red gram                |              |           |             |       |
| 2.           | Green gram              |              |           |             |       |
| 3.           | Black gram              |              |           |             |       |
| 4.           | Bengal gram             |              |           |             |       |
| 5.           | Cow Pea                 |              |           |             |       |
| 6.           | Horse gram              |              |           |             |       |
| <b>V.</b>    | <b>Horticulture</b>     |              |           |             |       |
| 1.           | Citrus                  |              |           |             |       |
| 2.           | Pomegranate             |              |           |             |       |
| 3.           | Sweet Orange            |              |           |             |       |
| 4.           | Sapota                  |              |           |             |       |
| 5.           | Mango                   |              |           |             |       |
| 6.           | Custard Apple           |              |           |             |       |
| <b>VI.</b>   | <b>Vegetables</b>       |              |           |             |       |
| <b>VII.</b>  | <b>Floriculture</b>     |              |           |             |       |
| <b>VIII.</b> | <b>Fodder Crops</b>     |              |           |             |       |
| 11           | <b>Others</b>           |              |           |             |       |
| 12           |                         |              |           |             |       |
| 13           |                         |              |           |             |       |
|              | <b>Total</b>            |              |           |             |       |

**6. Livestock details (Nos.)**

|      |           |          |       |       |        |
|------|-----------|----------|-------|-------|--------|
| Cows | Buffaloes | Bullocks | Sheep | Goats | Others |
|------|-----------|----------|-------|-------|--------|

**7. Drinking Water**

| Source          | No. | Water Quality |        | Pump Capacity (HP) | No. of Pumping Hours | Capacity Liters | PSP/House Connection /Direct distribution (H.H. No.) |
|-----------------|-----|---------------|--------|--------------------|----------------------|-----------------|--|
|                 |     | Soft ✓        | Hard ✓ |                    |                      |                 |  |
| OHWR            |     |               |        |                    |                      |                 |  |
| Hand pumps      |     |               |        |                    |                      |                 |  |
| Open wells      |     |               |        |                    |                      |                 |  |
| Community Tanks |     |               |        |                    |                      |                 |  |
| Bore wells      |     |               |        |                    |                      |                 |  |
| Any other       |     |               |        |                    |                      |                 |  |

**8. Community Based Organizations (CBO)**

| CBO             | SHGs | VO | WUA | BUA | WUGs | WC | GMC | VSS | RMGs | Remarks |
|-----------------|------|----|-----|-----|------|----|-----|-----|------|---------|
| 1. No.          |      |    |     |     |      |    |     |     |      |         |
| 2. Function     |      |    |     |     |      |    |     |     |      |         |
| 3. Non function |      |    |     |     |      |    |     |     |      |         |

**9. Watershed Scheme implementation in the village?**

|   | Scheme - I | Scheme - II |
|---|------------|-------------|
| 1. Name of the scheme                         |            |             |
| 2. If yes, extent of area coverage (in acres) |            |             |
| 3. Year of starting                           |            |             |

**Note: source : ICAR-ICRIST Collaborative project Sponsored by Bill And Melinda Gates Foundation (ICAR –Research complex for Eastern Region,Patna)**

**DPSE II Year**

**Paper-II**

**Guidelines for Self Assessment**

## **Teacher Assessment Children Learning Levels**

### **Purpose of Teacher's Self Assessment**

Assessment plays a key role in schools' improvement and teachers' development. A teacher, who does not reflect on and introspect his/her methods and actions in the classroom/school, would tend to be repetitive in the future. He/she may teach a concept in the same way and may use the same examples and activities again and again in the class irrespective of the performance of the students. Once the teacher starts looking at himself / herself and analyses what has yielded results and what has gone wrong in the teaching-learning process and other school activities, he/she will be able to identify the areas which require further improvement. This process will help the teachers to identify their strengths and weaknesses, and thereby, motivating them to improve their performance which will ultimately help to achieve the objectives, such as schools' improvement and accountability of teachers.

Self Assessment can be used by teachers for assessing their performance and making continuous efforts to reach the highest level. This tool can be used by teachers voluntarily as a resource to guide their thinking as they would be able to reflect on their instructional practices, including their areas of strength, the scope for growth as well as available and desired support.

#### **The uses of Teacher's Self Assessment are to:**

- facilitate reflective practices in teaching-learning
- assess and address the strengths and challenges of teachers
- enhance the proficiency of teachers in organizing classroom teaching-learning activities and other school related activities
- provide support and mentoring to the teachers
- provide opportunities for continuing growth through multiple experiences
- enhance the self confidence of teachers
- improve the teaching-learning process and the performance of students

#### **Teacher's Self Assessment**

Self-assessment by teachers is fundamental to reflective practice that contributes to the professional growth of teachers. Self assessment serves as a guide for teachers to self-assess themselves and reflect on their daily teaching practices as well as on their role as a teacher. It is based on six performance standards mentioned below. These Performance Standards reflect the expected roles and responsibilities of a teacher.

- Designing Learning Experiences
- Knowledge and Understanding of the Subject Matter



- Strategies for Facilitating Learning
- Interpersonal Relationship
- Professional Development
- School Development

Each performance standard includes performance indicators, which directly indicate the expected roles and responsibilities of teachers. A teacher's performance is assessed on a continuum ranging from 'Much effort is needed to reach the expected standard' to 'Beyond the expected standard'. The Subdivisions in this continuum are based on the actual performance of teachers as per different indicators specified under each performance standard.

### **Performance Standards (PS)**

Performance standards are areas in which teachers perform their tasks and responsibilities. They refer to statements describing what is expected of a teacher's knowledge and performance in his/her day-to-day teaching and other related activities inside and outside the classroom. The following performance standards have been identified:

#### ***Performance Standard 1: Designing Learning Experiences:***

The teacher designs the classroom activities, appropriate pedagogical strategies, resources, learning outcomes, assessment procedures to meet the needs of all students.

#### ***Performance Standard 2: Knowledge and Understanding of Subject Matter:***

The teacher demonstrates an understanding of the curriculum, subject content, and developmental needs of students by providing relevant learning experiences.

#### ***Performance Standard 3: Strategies for Facilitating Learning:***

The teacher:

- Uses resources and procedures to provide a respectful, positive, safe, and student-centered environment that is conducive to learning.
- Engages students in learning by using a variety of teaching-learning strategies to meet individual learning needs.
- Communicates clearly with learners.
- Collects, analyzes, and uses all relevant information to assess learners' academic progress, and provides timely feedback to both-learners and parents throughout the school year.

| Performance level | Name of the Level                                    | Descriptors  | Level Point |
|-------------------|--|--|-------------|
| L1                | Much effort is needed to reach the expected standard | <p><b>Below Satisfactory Performance:</b></p> <p>Teacher's performance does not meet the expectations, roles and responsibilities of a teacher;</p> <p>Needs more effort to achieve proficiency to become an effective teacher;</p> <p>Requires continuous professional support to achieve proficiency</p> | 1           |
| L2                | Approaching the expected standard                    | <p><b>Satisfactory performance:</b></p> <p>Making efforts to achieve the required proficiency to become an effective teacher;</p> <p>Requires professional support to achieve proficiency;</p> <p>Needs improvement in his/her performance</p>   | 2           |
| L3                | Approached the expected standard                     | <p><b>Effective performance:</b></p> <p>Meets the requirements of teaching job;</p> <p>Demonstrates a willingness to learn and applies new teaching skills;</p> <p>Sustains high performance over a period of time;</p> <p>Exhibits behaviour that has a positive impact on students' learning</p>         | 3           |
| L4                | Beyond the expected standard                         | <p><b>Exceptional performance:</b></p> <p>Consistently exhibits behaviours that have a strong positive impact on learners and school's climate;</p> <p>Serves as a role model to others;</p> <p>Innovatively performs tasks and makes extra efforts for improving students' performance</p>                | 4           |

**PS 1: Designing Learning Experiences**

| Performance Indicators  | Levels of Performance  |  |  |  | Evidence/Remarks |
|---|--|--|--|--|------------------|
|   | L1   | L2   | L3   | L4   |                  |
| <b>1.1 Use existing knowledge and experiences of learners while planning</b>              | Occasionally consider learners' existing knowledge & experiences | Often use learners' existing knowledge & experiences   | Usually draw upon an analysis and appropriate use of learners' existing knowledge and experiences  | Always use suitable strategies to prompt learners to come up with their existing knowledge and experiences   |                  |
| <b>1.2 Consider Learning Outcomes (LOs) while planning</b>                                | Occasionally consider/include Learning Outcomes in planning      | Often consider/include Learning Outcomes in planning   | Usually consider/include Learning Outcomes in planning appropriate learning strategies   | Always consider/include Learning Outcomes in planning appropriate and multiple learning strategies   |                  |
| <b>1.3 Plan for engaging all learners in different activities</b>                         | Occasionally design learning activities for engaging learners    | Often design learning activities that motivate and engage some learners  | Usually design learning activities that are likely to motivate and engage most of the learners during the lessons  | Consistently design innovative learning activities that motivate and engage most of the learners - during lessons, independent work, and home work   |                  |
| <b>1.4 Collect, prepare and integrate the relevant teaching learning materials (TLMs)</b> | Occasionally collect, prepare and integrate TLMs                 | Often collect, prepare and integrate:<br>(1) TLMs taking care of children with special needs<br>(2) ICT resources relevant to learning needs of all students | Usually collect, prepare and integrate:<br>(1) TLMs taking care of children with special needs<br>(2) ICT resources relevant to learning needs of all learners | Always collect, prepare, integrate as well as share:<br>(1) TLMs taking care of children with special needs<br>(2) ICT resources relevant to learning needs of all learners by involving the peers |                  |

|  |  |   |  |  |  |
|--|--|---|--|--|--|
| <p><b>1.5 Planning assessment strategies</b></p> | <p>Occasionally design assessment strategies while planning;<br/><br/>Plan only pen-and-paper test to assess the end product</p> | <p>Include different assessment strategies for assessing desired Learning Outcomes while planning</p> | <p>Include learner centric process such as peer assessment, self assessment, rubrics, etc. for assessing the learners continuously</p> | <p>Include multiple ways of assessment integrated with teaching-learning process such as peer assessment, self assessment, rubrics, etc.;</p> <p>Develop plans for recording evidence of assessment;</p> <p>Provide scope for learners' participation in developing assessment tools</p> |  |
|--|--|---|--|--|--|

**PS 2: Knowledge and Understanding of Subject Matter**

| Performance Indicators   | Levels of Performance  |  |   |   | Evidence/Remarks |
|--|--|--|---|---|------------------|
|  | L1   | L2   | L3  | L4  |                  |
| <p><b>2.1 Exhibit content knowledge with conceptual clarity using appropriate examples</b></p> | <p>Require help in delivering the content in familiar language;<br/><br/>Occasionally use examples to clarify the concepts</p> | <p>Make minimal content errors and generally present content in a logical manner, but some parts are unclear or developmentally inappropriate;<br/><br/>Often use examples to clarify the concepts</p> | <p>Provide authentic content knowledge and consistently present the content in a logical manner;<br/><br/>Usually link the abstract concepts with concrete examples</p> | <p>Consistently and effectively present the content accurately;<br/><br/>Effectively provide real life examples;<br/><br/>Connect the conceptual knowledge with concepts across the chapters in the same subject and other subjects where ever it is required</p> |                  |
| <p><b>2.2 Address the conceptual errors/difficulties/misconceptions of learners</b></p>        | <p>Occasionally address the conceptual errors/difficulties/misconceptions of learners</p>                                      | <p>Often address the conceptual errors/difficulties/misconceptions of learners</p>   | <p>Well aware of conceptual errors/difficulties/misconceptions of learners &amp; usually address them</p>   | <p>Design learning experiences keeping in view probable alternative ideas/misconceptions of learners;<br/><br/>Create learning situations by providing challenging tasks to encourage learners' alternative ideas/</p>  |                  |

**PS 3: Strategies for Facilitating Learning  
A: Creating Conducive Learning Environment**

| Performance Indicators   | Levels of Performance  |   |   |  | Evidence/Remarks |
|--|--|---|---|--|------------------|
|  | L1   | L2  | L3  | L4   |                  |
| <b>3A.1</b><br>Use available space in the classroom to organize different activities | Occasionally use available space in the classroom (such as science corner/class library/artifacts/display boards/seating arrangement) to organize different activities | Often use available space in the classroom (such as science corner/class library/artifacts/display boards/seating arrangement) to organize different activities | Usually use available space in the classroom (such as science corner/class library/artifacts/display boards/seating arrangement) judiciously and innovatively for collaborative work and optimization of students' learning | Always use available space in the classroom (such as science corner/class library/artifacts/display boards/seating arrangement) judiciously and innovatively for collaborative work and optimization of students' learning |                  |
| <b>3A.2</b><br>Ensure cleanliness in classrooms and school                           | Aware of about the importance of cleanliness   | Involved in cleanliness of classrooms and school;<br><br>Maintain it properly   | Proactively take precautionary measures for cleanliness;<br><br>Maintain it beyond classrooms   | Involved in cleanliness of the school along with students and other colleagues;<br><br>Maintain it beyond classroom and take initiative for cleanliness of school  |                  |

|   |   |  |  |  |  |
|---|---|--|--|--|--|
| <p><b>3A.3</b><br/>Take care of safety of students in the classroom</p>                         | <p>Occasionally take care of safety of students in the classroom</p>    | <p>Often take care of safety of students in the classroom</p>            | <p>Usually take care of safety of students in the classroom;<br/><br/>Proactively take precautionary measures for safety of students</p>                                   | <p>Always take care of safety of students in the classroom;<br/><br/>Take initiative for safety of students in the classroom, school and beyond school</p>   |  |
| <p><b>3A.4</b><br/>Address the issues of personal health &amp; hygiene</p>                      | <p>Occasionally address the issues of personal health &amp; hygiene</p> | <p>Often address and discuss issues of personal health &amp; hygiene</p> | <p>Usually address, discuss and arrange expert talks;<br/><br/>Liaison with health and social welfare departments to organize activities related to health and hygiene</p> | <p>Always address, discuss and arrange expert talks for students and parents;<br/><br/>Make them aware about nutritional aspects;<br/><br/>Liaison with health and social welfare departments to organize activities related to health and hygiene</p> |  |
| <p><b>3A.5</b><br/>Display teaching-learning materials and learners' work in the classrooms</p> | <p>Occasionally display TLMs &amp; learners' work in the classrooms</p> | <p>Often display TLMs &amp; learners' work in the classrooms</p>         | <p>Usually display TLMs &amp; learners' work for qualitative teaching-learning process in the classrooms</p>   | <p>Organise TLMs' exhibition at various levels and disseminate these with other stake holders;<br/><br/>Make use of these displayed materials in the teaching-learning process</p>   |  |

|   |  |   |  |   |  |
|---|--|---|--|---|--|
| <p><b>3A.6</b><br/>Use appropriate strategies for ensuring classroom discipline</p>         | <p>Occasionally use some strategies to ensure and maintain classroom discipline</p>          | <p>Act immediately to address problems of discipline such as bullying, abuse, calling names, etc. among students in the classroom</p> | <p>Encourage students for self-discipline, punctuality, regularity, cordial relationship amongst themselves in the classroom</p> | <p>Treat all children in a fair and consistent manner and ensure that students are actively involved in maintaining the discipline of the classroom, and that they are punctual and regular in the school</p>                             |  |
| <p><b>3A.7</b><br/>Strengthening learners' regularity of attendance in classroom/school</p> | <p>Occasionally identify irregular learners and make efforts to improve their attendance</p> | <p>Often identify irregular learners and make efforts to improve their attendance</p>   | <p>Usually make efforts to improve their attendance through proactive measures, which involve learners' active participation</p> | <p>Always identify irregular learners and take proactive measures to increase the interest of learners;<br/>Discuss with parents and community for support, orient the learners and thus, ensure their active classroom participation</p> |  |

| PS 3: Strategies for Facilitating Learning<br>B: Learning strategies and activities   |   |  |   |   | Evi-<br>dence/<br>Re-<br>marks |
|---|---|--|---|---|--------------------------------|
| Performance Indicators  | Level of Performance  |  |   |   |                                |
|   | L1  | L2   | L3  | L4  |                                |
| 3B.1<br>Use learner centered strategies (engaging students in creative and critical thinking, inquiry, investigation, and problem-based learning; encouraging discussion, dialogue, debate, cooperative and collaborative activities, etc.) | Learning activities are mostly teacher-directed;<br><br>Learners remain passive                             | Often provide learners'-centered and activity based learning experiences in the classroom            | Usually engage learners in activity based teaching-learning depending on the needs of the learners;<br><br>Take care of CWSN                            | Act as a facilitator while learners are involved in activity based learning;<br><br>Learners take the responsibility of their learning;<br><br>Encourage self-directed learning;<br><br>Sensitize learners towards CWSN |                                |
| 3B.2<br>Provide opportunities to all learners to participate in discovery, exploration and experimentation  | Occasionally provide opportunities to learners to participate in discovery, exploration and experimentation | Often provide opportunities to learners to participate in discovery, exploration and experimentation | Usually provide opportunities to stimulate learners' thinking;<br><br>Facilitate them to participate in learning through inquiry and/or experimentation | Facilitate learners to refer multiple resources for exploration and experimentation;<br><br>Act as a co-constructor and provide multiple opportunities to involve all the learners in self-generated inquiry            |                                |
| 3B.3<br>Acknowledge learners' responses and encourage their participation   | Occasionally acknowledge learners' responses and encourage their participation                              | Often acknowledge learners' responses and encourage their participation                              | Usually acknowledge all learners' responses and encourage their participation   | Always acknowledge all learners' responses through positive reinforcement and encourage sustained participation of all learners   |                                |



|   |   |   |  |  |  |
|---|---|---|--|--|--|
| <p><b>3B.4</b><br/>Encourage learners to ask questions</p>  | <p>Occasionally encourage learners to ask questions</p>                       | <p>Often encourage learners to ask questions</p>  | <p>Usually encourage learners to ask critical questions</p>  | <p>Provide conducive environment to the learners to work collaboratively which arouses their curiosity and develops their questioning ability</p>  |  |
| <p><b>3B.5</b><br/>Develop ICT skills amongst learners</p>  | <p>Occasionally encourage learners to learn through various ICT resources</p> | <p>Often encourage learners to learn through various ICT resources</p>  | <p>Usually encourage learners to learn through various ICT resources and give assignments</p>  | <p>Always encourage learners to learn through various ICT resources and organize presentations at class/ interclass/ house level</p>   |  |
| <p><b>3B.6</b><br/>Use different teaching-learning resource materials like textbooks, teachers' sourcebooks, print &amp; digital materials, web resources, etc.</p> | <p>Use textbooks only for classroom transaction</p>                           | <p>Often use different resource materials like textbooks, teachers' sourcebooks, print &amp; digital materials, web resources, etc.</p> | <p>Usually move beyond textbooks and use different resource materials like teachers' sourcebooks, print &amp; digital materials, web resources, etc.;<br/><br/>Develop different resources</p> | <p>Always move beyond textbooks and use different resource materials like teachers' sourcebooks, print &amp; digital materials, web resources, etc.;<br/><br/>Develop different resources;<br/><br/>Encourage learners to develop materials for use in effective classroom transaction</p> |  |

|   |   |  |  |   |  |
|---|---|--|--|---|--|
| <p><b>3B. 7</b><br/> <b>Provide opportunities to learners for development of qualities like care, concern, compassion, sympathy, empathy, and stress management</b></p> | <p>Occasionally discuss values of sympathy, care and love, and provide opportunities for cooperative &amp; collaborative work</p> | <p>Often help learners to experience and value care, sympathy, love and compassion by providing opportunities for cooperative and collaborative work</p> | <p>Usually help learners to explore values of love, care, compassion, sympathy, empathy &amp; other social skills through cooperative and collaborative work</p> | <p>Always involve learners to participate in activities which develop love, care, concern, compassion, sympathy and empathy;<br/>         Create an atmosphere for stress management &amp; other social skills through cooperative &amp; collaborative work</p> |  |
|---|---|--|--|---|--|

| PS 3: Strategies for Facilitating Learning<br>C: Communication Skills                   |  |  |  |  | Evidence/Remarks |
|---|--|--|--|--|------------------|
| Performance Indicators  | Level of Performance   |  |  |  |                  |
|   | L1   | L2   | L3   | L4   |                  |
| 3C.1<br>Listen to learners patiently  | Occasionally listen to learners when they speak/ask questions                                | Often listen to learners when they speak/ask questions   | Usually listen to learners when they speak/ask questions, patiently and respond to their questions   | Always encourage learners to ask questions, share their views and listen patiently   |                  |
| 3C.2<br>Use the home language of learner wherever needed                                | Occasionally use learner's home language in the class  | Often use learner's home language in the class;<br><br>Seek help from others to learn the home language of the learner | Usually use home language of the learner for better understanding of the concept/text;<br><br>Seek help from other students as well as teachers for the same | Besides using learner's home language, take initiative to promote these as well;<br><br>Make efforts to learn the home language of the learner   |                  |
| 3C.3<br>Write grammatically correct sentences with proper spacing and punctuation marks | Occasionally write grammatically correct sentences with proper spacing and punctuation marks | Often write grammatically correct sentences with proper spacing and punctuation marks                                  | Usually write grammatically correct sentences with proper spacing and punctuation marks in legible handwriting   | Always write grammatically correct sentences with proper spacing and punctuation marks in legible handwriting;<br><br>Encourage learners to write with appropriate punctuation marks and spacing in legible handwriting to express themselves well |                  |

| PS 3: Strategies for Facilitating Learning<br>D: Assessment and Feedback   |  |   |  |   | Evidence/Remarks |
|--|--|---|--|---|------------------|
| Performance Indicators   | Level of Performance   |   |  |   |                  |
|  | L1   | L2  | L3   | L4  |                  |
| 3D.1<br>Assess students' learning and provide feedback for improving learning  | Occasionally assess students' learning and provide feedback                          | Assess students' learning with a focus on Learning Outcomes and providing feedback often  | Assess students' learning with a focus on Learning Outcomes and providing timely feedback individually;<br><br>Promote peer assessment and self assessment   | Design and use innovative tools and techniques, for example- self-assessment rubrics, peer questioning, technology based assessment, etc. to assess a variety of curricular experiences by providing multiple learning situations, like debate, drama, painting, improvisation of apparatus, etc.;<br><br>Facilitate learners to develop rubrics for self- assessment and peer assessment |                  |
| 3D.2<br>Maintain students' profile of learning and performance (record of different tests, assignments, written work, projects, anecdotes, etc.) | Maintain students' profiles of learning and mandatory records as per school's policy | Maintain students' profiles of learning and records by using a variety of available tools | Maintain students' profiles of learning and records based on a variety of provided/ self developed tools and techniques;<br><br>Use the same for identification of learning gaps and to provide enriching learning experiences | Involve parents, colleagues/ peers and learners for designing innovative tools and use them for assessment of students' learning  |                  |

|   |   |   |   |  |  |
|---|---|---|---|--|--|
| <p>3D.3<br/>Share learners' progress with parents/guardians</p> | <p>Give information to parents about learners' performance through reports and parent-teacher meeting</p> | <p>Communicate with parents about their children's performance through reports and share the same during parent-teacher meeting</p> | <p>Communicate usually and proactively with parents about their children's performance;<br/>Seek inputs from parents to support learners' performance and guide parents to be a partner in their child's learning;<br/>Sometimes use technology for sharing reports</p> | <p>Device innovative strategies to communicate and collaborate with parents to support learners' performance;<br/>Conduct discussions and usually use technology as well as social media for sharing the reports</p> |  |
|---|---|---|---|--|--|

| PS 4: Interpersonal Relationship          |   |   |   |   | Evidence/Remarks |
|---|---|---|---|---|------------------|
| Performance Indicators                    | Level of Performance  |   |   |   |                  |
|   | L1  | L2  | L3  | L4  |                  |
| <p>4.1<br/>Relationship with students</p> | <p>Occasionally acknowledge students' rights and appreciate their efforts</p> | <p>Often acknowledge students' rights and appreciate their efforts;<br/>Approachable to some students</p> | <p>Usually acknowledge students' rights and appreciate their efforts;<br/>Easily approachable to all;<br/>Provide support and encouragement to all students</p> | <p>Always acknowledge all students, appreciate their efforts, and motivate them;<br/>Easily approachable to all;<br/>Provide support and encouragement to all students;<br/>Make efforts to build self-confidence in each student</p> |                  |

|  |  |   |   |   |  |
|--|--|---|---|---|--|
| <p><b>4.2</b><br/><b>Relationship with colleagues</b></p>            | <p>Occasionally interact and share experiences with a few colleagues</p>                                     | <p>Often interact and share experiences, and learn from the experiences of colleagues</p>                         | <p>Mutual interaction and sharing of experiences with colleagues to improve students' learning and for one's own professional improvement in an ongoing basis</p> | <p>Motivate other teachers and collaborate with them;<br/>Take initiative in creating teachers' network for professional development of all teachers</p>                |  |
| <p><b>4.3</b><br/><b>Relationship with parents and community</b></p> | <p>Occasionally participate in community activities and involve community members in school's activities</p> | <p>Often participate in community activities and involve parents and community members in school's activities</p> | <p>Usually participate in the community activities and involve parents and community members in school's activities</p>   | <p>Always take initiative for the development of community resources and involve parents and community members in school's activities for the development of school</p> |  |

| PS 5: Professional Development  |   |   |   |  | Evidence/Remarks |
|---|---|---|---|--|------------------|
| Performance Indicators  | Level of Performance  |   |   |  |                  |
|   | L1  | L2  | L3  | L4   |                  |
| 5.1<br>Update subject knowledge through self-learning                             | Occasionally update subject knowledge through self-learning | Often update subject knowledge through self-learning            | Usually update subject knowledge through self-learning as per the requirements using reference books and online materials                                     | Always work towards advancement of subject knowledge and allied areas through self-learning, for example through reference books, completing online courses, distance programmes, etc. |                  |
| 5.2<br>Participate in in-service education programmes as per need and requirement | Attend in-service programmes casually when deputed          | Participate in in-service education programmes whenever deputed | Actively participate in in-service education programmes whenever deputed;<br>Seek opportunities for professional learning programmes and participate actively | Take a lead-in and seek opportunities for professional learning programmes for self and colleagues;<br>Share experiences gained with colleagues  |                  |

|  |   |  |  |   |  |
|--|---|--|--|---|--|
| <p>5.3<br/>Participate in in-service education programmes for improving ICT skills</p>   | <p>Occasionally attend programmes to develop ICT skills and digital literacy/ICT literacy</p> | <p>Often attend programmes to develop ICT skills and digital literacy/ICT literacy</p>                                 | <p>Usually attend programmes to develop ICT skills and digital literacy/ICT literacy;<br/>Attend online professional development courses and massive open online courses (MOOCs)</p> | <p>Always attend programmes to develop ICT skills and digital literacy/ICT literacy;<br/>Attend online professional development courses and massive open online courses (MOOCs);<br/>Support peers to undertake online professional development courses</p> |  |
| <p>5.4<br/>Engage in innovative and action research activities</p>   | <p>Occasionally engage in innovative and action research activities</p>                       | <p>Often engage in innovative and action research activities related to different aspects of teaching and learning</p> | <p>Usually undertake action research and make use of research findings for improvement of classroom activities</p>   | <p>Regularly conduct action research and use the results in teaching-learning process, school and community development</p>   |  |
| <p>5.5<br/>Participate and present papers in seminars/conferences/workshops and publish articles/papers in various journals, newspapers, magazines, etc.</p> | <p>Participate in seminars/conferences/workshops</p>  | <p>Participate and present papers in seminars/conferences/workshops</p>  | <p>Participate and present papers in seminars/conferences/workshops;<br/>Publish articles/papers in various journals, newspapers, magazines, etc.</p>                                | <p>Organise, participate, and present papers in seminars/conferences/workshops;<br/>Publish articles/papers in various journals, newspapers, magazines, etc.</p>  |  |



|  |  |   |  |  |  |
|--|--|---|--|--|--|
| <p>5.6<br/>Contribute to the development of teaching-learning materials (TLMs) and other resources through ICT</p> | <p>Occasionally develop teaching-learning materials (TLMs) and other resources through ICT at school level</p> | <p>Often develop teaching-learning materials (TLMs) and other resources through ICT at school level</p> | <p>Usually develop teaching-learning materials (TLMs) and other resources through ICT at school level;<br/>Provide support and contribute in the development of the same at district level</p> | <p>Develop creative and innovative TLMs and other resources through ICT at school level;<br/>Encourage other teachers to develop such materials;<br/>Contribute in the development of such materials at state, national and international levels</p> |  |
|--|--|---|--|--|--|

| PS 6: School Development   |   |  |   |   | Evidence/Remarks |
|--|---|--|---|---|------------------|
| Performance Indicators   | Level of Performance  |  |   |   |                  |
|  | L1  | L2   | L3  | L4  |                  |
| 6.1<br>Organise/participate and contribute in School Management Committee (SMC)/Parent Teacher Meeting (PTM)/Parent Teacher Association (PTA) activities   | Occasionally participate in SMC/PTM/PTA activities  | Participate and sometimes contribute in SMC/PTM/PTA activities                               | Participate and contribute in SMC/PTM/PTA activities, and organize meetings as and when required  | Contribute significantly in SMC/PTM/PTA activities and motivate colleagues and other community members to ensure their participation in school development activities   |                  |
| 6.2<br>Discharge duties of various committees responsibly and take initiative for organizing activities for those committees (such as morning assembly, time-table, examination, sports, cultural day celebration, public relations, excursions, etc.) | Occasionally take responsibilities for organizing different curricular activities whenever assigned | Often take responsibilities for organizing different curricular activities whenever assigned | Usually take responsibilities for organizing curricular activities and organize them effectively;<br><br>Take initiative to organize different activities | Always take responsibilities for organizing curricular activities and organize them effectively;<br><br>Take initiative to organize different activities and encourage students to actively participate in them |                  |

|   |   |  |   |   |  |
|---|---|--|---|---|--|
| <p><b>6.3</b><br/>Take responsibilities for organizing activities-Guidance &amp; Counseling, NCC, NSS, Scouts &amp; Guides, Red Cross, various club activities, resource mobilization, and school budgeting</p> | <p>Occasionally take responsibilities for organizing activities</p>             | <p>Often take responsibilities for organizing activities</p>                   | <p>Usually take responsibilities for organizing activities</p>                        | <p>Highly prompt in taking multiple roles and responsibilities, and perform them with a very high level of satisfaction</p> |  |
| <p><b>6.4</b><br/>Discharge all kinds of duties as assigned by the authority</p>  | <p>Perform duties casually and sometimes perform duties beyond school hours</p> | <p>Perform duties responsibly and often perform duties beyond school hours</p> | <p>Perform duties very responsibly and usually perform duties beyond school hours</p> | <p>Perform duties very responsibly and always ready to perform duties beyond school hours</p>                               |  |

Source-NCERT-2020