

Early Childhood, Care Education
Definition, Nature and Importance

Children must be taught how to think, not what to think- Mahatma Gandhi

Children's mind is tender
Under the blue sky
A place where day and night play
Let them play.
Let them jump with joy.
Don't ever separate them from nature.
Don't sever them from the happiness.

- Rabindranath Tagore.

Tagore's Poem

Objectives (Aims)

1. To make the pupil teachers aware of nature and objectives of Early Child Care and Education.
2. To inform the prospective teachers about the suggestions, recommendations by different Committees and Commissions on ECCE.
3. To enlighten the salient features of Early Child Care and Education.
4. To create awareness on the different opinions and thoughts by different Philosophers and Educationists on Early Child Care and Education.
5. To observe the organisation of ECCE Centres run by different managements, in a comprehensive manner.

Sub Titles:

- 1.1 Early Child Care and Education and the nature of Education, the opinions expressed by different philosophers and Educational Philosophers.
 - A. John Dewey.
 - B. Tagore
 - C. Rousseau
 - D. Froebel
 - E. Montessori
 - F. Gandhi
- 1.2 Definition, Objectives and Importance of ECCE Curriculum
- 1.3 To rightly recognise the role of ECCE in the development and life-long learning.
- 1.4 The rationale behind the extension of ECCE upto the age of 8 years.
- 1.5 The challenges faced by the children in the beginning of Schooling.
- 1.6 Observation of ECCE Centres organised by the Government, Private and Voluntary organisations critically.

Introduction:

The Early Childhood is very critical in children. In this stage the development of children In this stage the process of development is very rapid and comprehensive development is maximum (up to 90 percent), as was recognised by the Educationists all over the world. It was also proved that the growth and development is hindered if the child is not properly motivated by the surroundings for some reason or the other. For this very reason, correlation needs to be established with the surroundings through games, sports, songs and other creative activities and thereby make the children ready for school education. Apart from that, lifelong learning has to be facilitated with the help of Early Child Care and Education. ECCE is the kind of programme intended to foster comprehensive development from the stage of embryo to the age of 6. This is a very crucial stage in life. This stage is treated as “ Survival and Thriving in life” for children(Living and Growing). To understand the ideas of children, to introduce them to games, songs, puzzles, fundamental concepts in mathematics is only possible through ECCE. Educationists rightly expressed that the when physical development and mental development are rapid, it influences the their future positively if proper care is taken to bring out the innate abilities of children.

The Eleventh Finance Commission has maintained that the Early childhood is the foundation stage for the lifelong development of children and recommended Early Childhood Education to every child.

The stage in the life of a child from 6 years of age from the embryonic stage, is called Early Childhood. To be more specific, the cognitive, physical, social, emotional skills that the child gets in this stage will act as foundation and help the child in the life-long learning.

If the super structure is not to totter, the foundation must be laid well.

- **Comenius Lougag**

Development is very rapid in this stage. For this very reason, the activities that promote the development should be designed by providing right environment and stimulation for the comprehensive development of the child in the future. Early Child Care and Education provides opportunities for this. In order to understand the philosophy of ECCE we have to understand the nature of it.

1.1 Nature of ECCE:

The Early Child care has two main aspects. They are: 1) Care 2) Education. Care is comprehensive in nature. It includes nutrition, immunity, vaccination, safety, health habits etc.

However, the second aspect ‘ Education’ has learning as a part of it in the age group of 3 to 6 years.

i) National Curriculum Framework-2005(NCF-2005)

The NCF 2005 stressed the importance to be given to ECCE in the curriculum.

ii) National Plan of Action for Children 2005

National Plan of suggested that every child should be taken care of properly while providing opportunities for development; and the children between the age group of 3 to 6 years should be given opportunities to learn along with development.

iii) Child Rights.

- Right to live (It includes the rights to life, health, nutrition, name and nationality.
- Right to develop (Right to Education, Care, rest, recreation)
- Right for protection (from deceit, dearth, and negligence)
- Right to Participate (Expression of feelings, information, thinking, participation in religious activities.

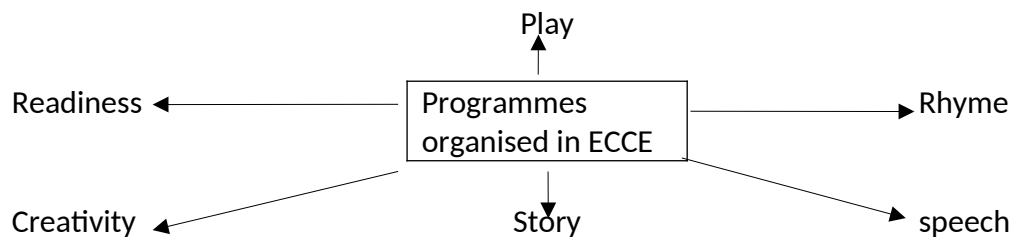
ECCE has been designed on the basis of the understanding that child development and learning take place in an integrated manner.

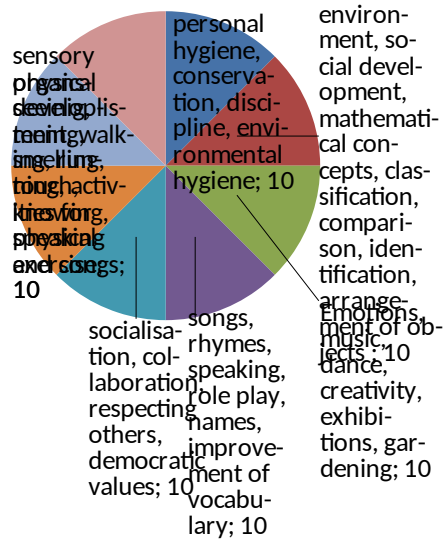
Do you Agree with the stat ement that Child Development and Learning are integrated?

1. ECCE starts from birth and goes on till the child attains the age of 6 years.
2. This is child centric. Games and activities are given lot of importance.
3. If the innate potentialities are tapped, they influence the child's life to a greater extent.
4. ECCE is meant for the integral development of children. As a part of this development, protection of health, development of immunity , healthy habits, nutrition, and Education are included in this.
5. There is a chance for language development, emotional development, physical and social development among children.
6. ECCE promotes self control and self discipline among children.
7. It helps maintain social relations, participate in group activities, face the challenges that they come across in the routine life.

Children cannot remain without speaking or moving. They always try to move and speak. - Plato
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Primarily children are enthusiastic. The creative talents can be brought out through various means. The nature of ECCE can be explained with the help of different programmes.





Many Educational Philosophers contributed to the development of ECCE. Let us have a quick look at their opinions and feelings.

Nature and Philosophy of ECCE

1.1.1 Rousseau (Jean Jacques Rousseau) (1712-1778):

Introduction

Rousseau was born in Geneva on June 28, 1712. He achieved fame as a statesman and an Educationist. His Educational philosophy is called 'Naturalism'. 'Emily' is the name of the book written by Rousseau which became popular after 'Republic' written by Plato. All the ills of the society are just because nature is ignored. He expressed his opinion that the human being can be safe from the evils only through 'return to the nature'. According to Rousseau, education is nothing but the development of organs of the body along with the natural talents. We cannot provide the children with meaningful Education unless we identify the natural needs of the children.

Pre Primary Education- Rousseau:

Rousseau expressed his opinions on Pre Primary education. Out of the five parts of Emily Rousseau dedicated three parts to discuss childhood. Infant Education was discussed in the first part. The second part was dedicated to childhood. Pre adolescence was discussed in the third part. Fourth part was dedicated to the discussion on adolescence and fifth part was devoted to Girl Education.

- i) **Educational Thought:**
God has created everything well. "Agriculture conserves plants and they grow. In the same way, human being develops through Education." Rousseau was completely opposed to the traditional Education. Education is the innate abilities of the child. It is a lifelong process. The child interacts with the nature and surroundings. He tries to know himself. Sensory organs and organs function well because of Education. child should be brought up naturally. Only then, will the child grows naturally, and gets knowledge from a natural knowledge.
- ii) **Education:**
Development of the innate abilities of the child is Education. It is Rousseau's belief that a man from the nature can be made only within the nature.
- iii) **Rousseau's Educational aims:**
Rousseau feels that Educational Aims should be in such a way that
 1. Physical Development
 2. The need of Sensory Training
 3. Taking instincts into account.
 4. It increases environmental awareness
 5. Social, moral, spiritual values are internalised.

Rousseau held that play way method, experiments, training to sensory training, child centred Education, Pre Primary Education, and Discovery should form the core of Education.

Rousseau has expressed his views on Education in his book 'Emile.

1. Education should be activity centred.
2. Education should be away from traditional methods, and it should provide the necessary experiences in natural environment.
3. Importance is to be given to 'Learning by Doing'.
4. Understanding should be given more importance in ECCE.
In Early Childhood stage, importance is to be given to establish to provide trainings their sensory organs in order to establish correlation with surroundings.
Effort should be made

In Earth child care Education physical development of the child is given priority. At the same time, correlation needs to be established with the surroundings with a view to train the sensory organs. Rousseau felt that, on one side, who should keep on trying to teach values with the help of individual, group activities in a free environment. At the same time, children have to get exposure in different subjects in Early childhood itself.

IV) Method of Teaching:

1. Importance is given to individualised instruction
2. Learning by doing
3. It is better to learn through direct experience

1.1.2 Frederich August Froebel (1782 – 1852)

Froebel is the creator of “Kindergarten School”, Froebel developed toys as Froebel Gifts. He was born in Germany.

Froebel was attracted to Johann Heinrich Pestalozzi when he was working in a German School in 1805. Later he worked with Pestalozzi in Switzerland. There he shared his ideas with Pestalozzi.

In the year 1816, Froebel established Kindergarten school and won laurels with the implementation of “Play and Art work”. In 1826, he wrote the Education of the Man. In this book, he discussed early childcare Education. He established an Educational Institute by name “Care, Playing and Activities” in line with his thoughts and beliefs and was widely recognised by all.

Froebel – Early Childhood Care and Education:

The toys that were developed by Froebel were known as “Froebel Gifts”. Singing, dancing, gardening, conducting activities and playing are the quintessence of Froebel Kindergarten.

i) Froebel’s Thoughts on Education: One of many opportunities to achieve completeness in life is Education. It is an active (a dynamic) tool. Every human being is unique in nature. That is the reason why a uniform method of teaching does not suit to all learners. Natural self initiative is needed to achieve complete development without any imitation. We need to identify physical and moral aspects of the child in order to enable a child develop.

Mind, body and soul are not separate entities. These develop only through Education.

ii) Education: Education is the complete development of an individual Education should be a tool the development of child.

iii) Froebel’s Aims of Education:

- Child’s Education should become a basis for enlarging the scope of human life, for understanding his relation with nature and Social activities.
- Play/ Games are important for real learning.
- Kindergarten is the first organised institution of Early Childhood Care Education. Froebel Continues learning with live and Spiritual relation in Kindergarten.
- “Childhood” stage is not for preparing for adolescence. Childhood is very valuable. It is a stage with specialty.
- Playing and activities should be given importance in the ‘Childhood’ stage.
- Children should be taught in free atmosphere. Literacy is nothing but strict adherence of human being to the principles that were framed by humans.

- Concept formation in children should take place through songs, playing and imitation in Early Childhood Care and Education.
- Teacher should give total freedom to children and provide them complete security and protection in tune with the principles of nature and enable them develop.
- According to Froebel, ‘The true Method of Education’ is possible only through the collective effort of all organs of the body.

iv) Curriculum:

Froebel has designed a curriculum taking the philosophy of Kindergarten. The main features of Froebel’s curriculum.

- General Sciences and mathematics
- Literature and Language
- Religion and Religious instruction.
- Arts and Artefacts

Froebel thought that acquisition of different skills is not the main aim. But it is to become a complete man through those skills.

v) Methods of Teaching:

Teaching should happen through play way. Playing evokes thought processes among the learners. That is why sports should be given more importance.

Froebel is a spiritualist more than that he was an idealist. The thought that God is the basis for all material objects in the world. Though the objects appear to us are different, the very essence of all objects is same. That is the reason why Froebel gave importance to language, arts, environment along with religious instruction in his Kindergarten. He compared Kindergarten to a miniature of the Society. In Kindergarten, every child moulds his own personality. Foundation is laid for the social Development of children in Kindergarten only. He believed that the development in Early childhood is possible by giving more freedom, more opportunity to express opinions, playing and songs.

1.1.3. Maria Montessori (1870 – 1952)

Maria Montessori is an Italian. She was a doctor by profession. She noticed that many children were disabled in learning when he worked as lecturer in the department of psychology with the intimacy developed with them and on the basis of studies she made on them, she came to know that Education is the main treatment for those learning disabilities. She condemned the opinions expressed by Rousseau. She adapted philosophies and aims of Pestalozzi and Froebel.

Montessori happened to visit India in 1939 and she trained teachers in a programme called “Education for peace” in Madras. She won the Nobel Peace Prize for the contribution she made.

i) Educational Philosophy:

- Children are natural learners.

- They learn only through senses. They need liberty to do this.
- Teachers should just act as guides in this process
- The teacher should be able to estimate children's interests, learning styles and instincts in them.
- The teacher should prepare the class room, in a manner that suits the surroundings, their learning and their changing needs.

ii) Education:

Attaining development through liberty, self training is Education.

iii) Montessori's Principles of Education:

- Children should given freedom to develop their personalities on their own, personally and without the interference of others.
- Children become weak minded if the sensory training is not adequate.
- Children naturally have innate abilities to learn. Teaching strategies should aim at their psychological Development.
- Child develops on the basis of self training. The child observes the problems that he faces and solves them through understanding.
- More importance is needed for individual training act as a guide in order to fully develop the instincts and abilities of the child.
- Children learn only through imitation. There may be successes and failures included in them.
- According to Montessori, there can be nothing more important than Education to a child. That is the biggest problem that we are facing. Governments and society have to take more care for educating children. Montessori States: "The Child's" soul which is pure and very sensitive requires our most delicate care". In her view, children are Gods and School is a holy place. Montessori has paid special attention to every soul like the purity of a temple. The physical and mental differences existing in children are the reason for this early childcare Education has kept aside the traditional methods of Education. Montessori Method of Education has provided opportunities for observation and get a new trend in the field of Education.

Aims of Education:

1. Sensory Method: Education takes place in training three senses. The senses are: tactile, visual and Auditory children get Education through different toys, playthings and activities.
2. Motor Education: Improvement of motor abilities is achieved through walking, sitting, running, pressing objects, cutting papers, assembling shapes, carrying small objects.
3. Educational Exercises: Reading, Writing, doing, listening and such activities are included in this category.

iv) Curriculum:

1. Montessori feels that writing should be taught before writing. The reason for this is children learn writing through playing. They learn to form letters by drawing small lines. Writing is training in this context.
2. Educational activities are designed to include sensory activities like colourful picture, paintings, boards, playthings etc.
3. Correcting speaking, writing, reading, imitating, decimal method are practiced. Red and blue coloured rods are used to introduce number system.

Teacher should be like a doctor, a scientist and a preacher. The teacher should teach the children particularly like a doctor. He/she should wait patiently for the result like a scientist. He/she should conduct new experiments. He should serve like a preacher.

- Montessori

Montessori Publications:

- The Discovery of child.
- The Education of New child
- The Secret of Childhood
- Reconstruction of Education
- The Montessori Method
- Absorbent Mind

Normalisation:

Montessori observed in children from 3 to 6 years old. It is the psychological state which she formed as Normalisation. In this period, children have spontaneous discipline, continuous and happy work, social sentiments & sympathy for others.

v) Montessori Method of Instruction:

There three types of learning processes in Montessori's Method of Instruction.

1. Routine life Activities: Sweeping the rooms and Scrubbing, washing clothes, personal hygiene.
2. Sensory Training Activities: Size, Shape, heavy, Light, Cold, hot and identification of colours etc.
3. Teaching Activities: Mathematical Concepts, Knowledge of languages can be made understood with the help of Teaching learning Aids.

1.1.4 Mahatma Gandhi: (1869 – 1948)

Introduction:

Basic Education (Naya Taleem) is the token of Gandhi's Education philosophy, Mohandas Karamchand Gandhi was born on 2nd October in 1869. He is a great thinker. Many philosophers were attracted towards Gandhi's understanding of life and the opinions expressed by him.

Gandhian Pre-Primary Education:

Gandhian Pre-primary Education was intended for the children of 7 years. He launched the Pre Basic Education at Sevagram of Maharashtra. In Gandhi's opinion,

1. Home is the first school of child.
2. Teacher and parents have to cooperate with each other to facilitate children's learning.
3. Education should be inexpensive. It should be accessible to most of the children.
4. Children should learn through playing. Their creativity needs to be enhanced.
5. Children should be allowed to become self efficient.

Gandhiji's teaching:

Truth, Non – violence, Love, Celibacy, Simplicity belief in the God are the essence of Gandhiji's teachings. The pre-basic Education proposed by Gandhi is in four stages.

1. Foetal stage to birth
2. From birth to 2.5 years
3. From 2.5 years to 4 years.
4. 4 year to 7 years.

According to Gandhi, knowledge and work are inseparable. Children should be allowed to learn through participation in productive activities. Teaching should be based on learning by going, and handicrafts. Lecture method, questioning also were accepted as teaching processes.

In the first two stages, mother plays an important role in Childs learning. Children health, habits and security and taken cake of creating awareness among mothers.

In the third stage, the children are provided complete liberty while self designed activities through social sports.

In the fourth stage, gardening, measuring weights and lengths, drawing and painting are taught.

In all the above stages, teacher has to keep an eye on the interests of the children and cooperate with them.

i.Gandhian Educational thought:

In Gandhiji's view, education is the basis for social reconstruction. Education system should be efficient for moral, social and political progress among students.

ii) Education:

Education is the process of bringing out essence of the best physical, social spiritual qualities in an integrated manner. Education should be child centred.

Good education is the one that stimulates the spiritual, intellectual and physical qualities of children.
--Gandhi.

Physical development: If the physical development of a child is up to the mark, the mental development also will be to the desired level. In pre-primary education, sports and games, activities and other constructive activities were given importance in the curriculum.

Intellectual development: Inclusion of experiences and handicrafts and giving due importance to them leads to intellectual development of the children.

iii) Aims of education

Aim of self sufficiency: giving importance to vocational education, and achieving self-sufficiency through economic progress.

Cultural aim: conservation of culture is the chief objective aim (Prakaaryam) of education. The person who forgets culture becomes a big curse for the society.

Character building: preparing one's physical and mental energies to become acceptable to others and possessing skills, habits, attitudes, behaviour along with morality and spirituality is character.

Gandhi designed the curriculum so that the children would be able to do them on their own, with the help of this, self confidence would be instilled among the children. They would also learn to appreciate dignity of labour. They tend to become less dependent on others. Right from the pre-primary level every child should be involved in activities that need physical labour. That would enable the children to develop self-skills among themselves.

All-round Development : Development of 'Head, Hand and Heart'.

Citizenship Training Programme:

Education system should help the learners know their rights and responsibilities and problems. It should inculcate a sense of cooperation and help to others.

iv) Gandhian Curriculum.

Curriculum should inform the children about their country different life style of the country, physical and social environment. The curriculum should be in accordance with the above need.

Mother Tongue:

Gandhi strongly felt that we can foster the abilities to think by using mother using mother tongue as the medium of instruction.

Social Sciences:

Awareness needs to be raised on the facts pertaining to different times, cultural development, policies of the government, social and physical surrounding.

Painting, Music:

Utilising these activities psychological relief can be brought about by painting and music.

General Sciences:

Nature study, zoology, physiology, chemistry and health science should be a part of curriculum.

Vocational Education:

Educational policy should accommodate vocational training for the children. As a result, the chances of progress will be more because of self-sufficiency.

Gandhi's works:

"The Story of My Experiments with Truth", Basic Education, Towards New Education, True Education, India of My Dream.

1.1.5 Rabindranath Tagore (1861-1941)

Introduction:

Rabindranath Tagore was born in 1861 in Kolkatta. He was a poet by nature. He was also a philosopher, a playwright, a teacher, a essayist and a painter. His philosophy was based on patriotism, Naturalism, Individualism, Idealism, Humanism, Internationalism and Spiritualism.

Tagore's work "Geethanjali" won the Nobel Prize in 1913. He is the first non-European recipient of the Nobel Prize. The British Government honoured him in the year 1915 with "Knighthood"

Tagore renounced his Knighthood in 1919 in protest to the Jalianwallah Bagh massacre. He loved and adored nature. He treated as a power that preachers. He was an Idealist, a work worshipper, a sage, and had been a guide to many. He was known as "Gurudev".

I.Tagore's Philosophy of Life:

Naturalism: Tagore believed that the objective realities of nature are the symbols of the greater soul. According to Tagore, development of nature is the cause of human development. He felt that if we have ears to listen to, and eyes to look at nature has infinite things to tell us. The other aspects of naturalism.

-Individualism

-Humanism

-Spiritualism

-Internationalism

Self-Expression: education is the most important thing in the in making a complete human being. Activities like arts, vocations, music, dramatisation, painting should made a part of education even from the childhood.

Harmony: Harmony between the God and the human beings is responsible for making peaceful world.

Liberty: liberty in psychological, emotional and social aspects leads to the psychological development of the child. Tagore believed, "The children should play and think freely. They should be allowed to sing. Then only sound education is possible from early childhood"

Nature – Human Relations: Nature is human's great teacher. Only when social surrounds are nearer, the education will be more meaningful. Education is dull and artificial if it is limited to classrooms.

Internationality: world peace is possible only when all human beings in the world love and believe each other and live with mutual understanding. Humankind should cultivate a sense of fraternity, similarity, education should assimilate indigenous and foreign values.

II. Education:

Children's learning should be joyful learning, suitable to the individual interests and satisfying the needs.

III. Tagore's Educational Aims:

1. intellectual Development: Creative thinking, self study will only help children learn. Education is that which facilitates the needed knowledge and skills.

2. Physical Development: education should be designed in such a way that the physical ability that each one

3. Moral-Spiritual Development: moral-spiritual development is more important than the development that takes place with reading. In order to be free ourselves from all kinds of bonds moral-spiritual development is needed. Aims of education should take this aspect into consideration.

4. International Fraternity: The ultimate aim of individual is unity among all human beings. Education should be the main aim. Humanism can only be achieved only through humanism.

Tagore established Shantiniketan on December 22 in 1901 in Kolkota. Later it came to known as "Brahmacharyashram" it was renamed as "Viswa Bharathi". "Where the world makes a home in a nest"

The important features of Tagore's school:

1. A school should be located in natural surroundings;
2. It should reflect the natural beauty.
3. It should remind us of the "Tapovan" of older times.
4. There should be a prevailing free environment.
5. Mother tongue should be the medium of instruction. Books should be within our reach.
6. School should not discriminant by race, religion and class.
7. Music and painting should become an integral part of curriculum.
8. Learners should be provided with opportunities based on their interests and help their educational development.

IV. Curriculum:

Tagore included a complete range of activities required for learning in contrast with the traditional educational practices. The learner has to understand common life styles, social norms through experiences. He also suggested the inclusion of history, geography, sciences, maths, and along with these drawing, dramatisation, field trips, and music in order to train the learner in self governance, social service etc required for training for civil life.

V.Method of Teaching

Education should reflect self study and environment. Effective method is that which encourages the learner from known to unknown. Tagore designed curriculum to make children understand routine life styles, social norms through experiences. He included co-curricular activities like self governance, social services, painting, field trips/ tours, music and dance as they are useful in citizenship training.

1.1.6. John Dewey.

Introduction.

John Dewey is a great 20th century philosopher and educationist. He advocated pragmatism in real life. He was psychologist, philosopher, educationist, critique and a statesman. He offered solutions to problems in education through his novel thoughts and pragmatism.

I.John Dewey's Educational Thought:

John Dewey belongs to Pragmatist school of thought. According to Dewey, education and life are mutually related. These two should be integrated with school activities, and activities performed by child in its social surroundings. Children learn by doing. Their continuous interaction with the society helps them develop.

II. John Dewey- Education.

John Dewey gave importance to practical, utilitarian way of education. Human being is a social creature. He is getting knowledge by solving the psychological, social problems in the routine life.

Education helps us make necessary changes in consonance with social changes, needs and surroundings.

III. John Dewey: Aims of Education:

- Education should be able to cater to the social needs of learners.
- Education should be able to inculcate new values through physical, moral, aesthetic programmes.
- Education should be able to provide solutions to social problems.
- Education should be able to provide experiences to children to change in line with the society
- Education should make the children efficient and enable him lead an independent life.
- Education should lead to all round development of the child.

IV. John Dewey- Curriculum:

- Curriculum should include issues that are necessary and useful to life
- Curriculum should be linked to class room, playground library, and laboratory.
- Curriculum should be comprehensive in nature and promote intellectual development of the children.
- All educational activity should be designed to get education through experience
- Nature study, handicraft, agriculture, home science should be included in teaching.
- Syllabus should be designed following a comprehensive principle.
- Learner should always be involved in useful, creative, and problem solving activities. Only then, will the learner be able to solve the problems on his own. Through this process, the internal and external abilities of the learner contribute to learning.
- John Dewey accords more importance to project work. By participating in project works, children face the problems on their own.
- Children become aware of new things and get new experiences only when they are continuously involved in one activity or other.
- The teacher should be a guide to the learners. He/she should have a comprehensive understanding on the society, individuals and give freedom to the learners and encourage them

V. Method of Teaching.

Children learn will how to do. They naturally have a sense of inquisitiveness. This sense will be satiated in learning by doing.

1.2 ECCE Curriculum definition, Objectives and Importance.

(Definition and objectives of Holistic ECCE curriculum – Significance of early years)

1.2.1 Early Childhood – Curriculum

Introduction: many educationists have recognised the importance of Early childhood education. In this stage, curriculum should be activity based on activities and it should be suitable to the needs of the children, their age. It should foster to the enthusiasm of the children while learning Early Childcare Curriculum of children from 0 to 6 years age should give more importance to comprehensive development of children.

Curriculum – Committees – Recommendations.

I. Kothari Commission (1964-66)

Curriculum should give priority to sports and games songs, activities that involve physical labour, trainings, handiworks, drawing and painting, self health care.

II. National Policy on Education(1986):

Early childhood care education should be child centred. It should facilitate the continuation of primary education. The centres should be in such a condition that the working women send their children to the early child care centres with a sense of security.

1.2.2. ECCE Aims – Recommendations of Various Committees

1. Indian Commission on Education (1964-66)

Sound physique, muscle coordination, development of motor skills, expression, understanding, keeping the emotions and thoughts under control are considered essential during this stage.

2. Miss Grace Owen

We should provide healthy, happy and regular life to children under continuous medical supervision.

3. Sargent Report(?) 1944:

The committee recommended that ECCE should be extended from 0 to 6 years. It also recommended that health, nutritious food, and protection should be taken care of at this stage and social need should be taken into consideration rather than traditional teaching. It stressed the continuation of ECCE upto 6 years age as per the provisions of Article 45 in the constitution of India and directive principles.

4. NPE-1988(1986) (National Policy on Education)

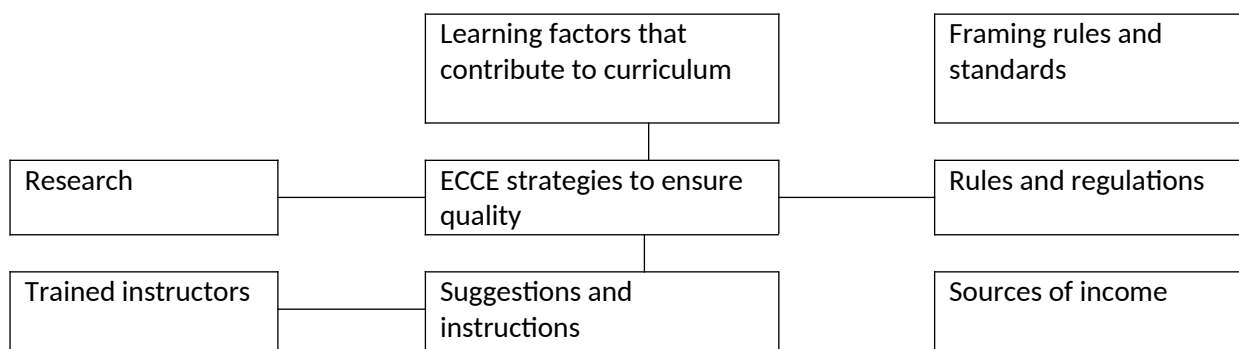
The NPE-1986 stated that psychological, physical, social and emotional development can be achieved by providing healthy and nutritious food, care and learning.

5. Smt. B. Tara Bai (Child Care Committee) (1963 -64)

The committee recommended the achievement of comprehensive development among children by linking playground, activities, hardwork and environment.

VI. Indian Education Committee (1964-1966)

- Inculcating right habits, skills and personal and social principles among the children.
- Facilitating the sensory development by providing suitable environment.
- Understanding others, accepting, restraining personal feelings and emotions
- Making children understand the surrounding world by linking environment.



III. Yashpal Committee(1997)

Yash Pal committee's report (Learning without Burden) recommended that curriculum in formal education should neither punish the children nor pressure the children. Conduct of tests, awarding marks and grades in this stage is totally prohibited.

IV. NCERT(1996)

The Early Child Care Education should be comprehensive in nature. It should facilitate the learning through various experiences and it should be child centred. Curriculum should promote linguistic, cognitive abilities, develop creative faculties and aim at social emotions(?) while keeping the children secure.

V.NCF (2005).

1. NCF has desired Early Child Care as the most important stage. There should suitable curriculum in this stage.
2. The teachers should be trained.
3. Favourable teacher-pupil ratio
4. The physical facilities should adequate to address the needs of children.
5. Supervision on children should be encouraging.

VI.Early Child Care and Education (ECCE) and National Curriculum Framework(NEECE-NCF 2013)

This is developed by the Ministry of women and children development.

NECCE Curriculum.

1. Sensory development.
2. Physical and Mental development
3. Linguistic development.
4. Cognitive development
5. Arts, culture, moral, creativity and development
6. It stated that ECCE curriculum should keep the social and emotional development.

1.2.3. Aims of Early Childhood Educational and Recommendations of various committees.

- All children should be treated equally and safety and security of the children be taken care of.
- To help physical and mental development enabling them from right habits and providing them nutritious food.
- Take steps to reach the children from ECCEs to primary schools easily.
- Facilitating the comprehensive development of children making them discriminate between good and bad
- Promoting creative learning among children by developing social, mental, emotional skills among children.
- Inculcating health habits, language development and social values.
- Developing learning abilities.
- Fostering social life experience and democratic values by promoting personality development of varied interests and skill development.

- Establishing relation between the surroundings and domestic environment.
- Promoting development of learning abilities by conducting varied activities.
- Development of physical motor abilities among children.
- Promoting social and emotional development among children.
- Promoting language development.
- Helping language development of intellectual abilities
- Causing development(?)
- Sensory development viz. Seeing, hearing, touch, smell, and taste etc.
- Developing classification of skills.
- Finding rational solution for problems
- The creative expression

1.3. Significance of ECCE.

Introduction

- I. Migration:
Disintegration of joint families is leading to the formation of small families in countries like India. As a result of Industrialization, urbanisation, non-agriculture fields people are in need of migration.
- II. Agrobased:
The people who depend on agriculture for their work have to wake up early. Because of this, they find it difficult to care of their children themselves. It is a responsibility which we cannot avoid. ECCE provides the environment to enable those children to adjust personally and achieve development in the physical, emotional, moral and social development.
- III. Lack of parental awareness:
Early childhood is very crucial stage. In this stage, the child's growth rate is very rapid. In our country, many families are not able to provide stimulation for the development of children as the lack surroundings. For this sorry state of affairs, poverty is one reason. Lack of awareness among parents is another reason.
- IV. Provision of environment:
ECCE provides the conducive environment for creating surroundings that stimulate independence and freedom and development and adjust with the other children.

Benjamin Bloom:
almost 50% of child's development takes place in the first 4 years of their life.

Importance of ECCE:

1. Significant stage: early childcare education
Early child care education influences the physical, social, and emotional development of children.
2. Recognition of deficiencies.
Disabilities and mental retardation are identified in the ECCEs. Once the deficiencies are identified, this can be addressed in the primary level and the needed remediation can be taken up.

3. Linking.

ECCE links pre-primary state with primary stage. In this stage, child is introduced to environmental sciences, mathematical concepts, unstructured conversations, methodical thinking development, classification skills, sensory development, problem solving skills, etc. Make the entry into a primary school easy. They prepare the child for readiness to primary school. All children are naturally motivated towards learning. Every child is equally endowed with certain capacities to learn. The children construct knowledge through play observing objects and things, reciting, interactions with the surroundings directly. Factors that contribute to child development and learning depend on each other.

4. For primary education.

5. It is a way to achieve the aims of universal education(enrolment/retention/continuation)

6. It a foundation for child centred education and learning.

7. Self restraint, discipline, health habits, and adjustment

8. It facilitates girl education

1.3.1. Significance of ECCE for lifelong learning an development:

It is scientifically proved that 90 percent of mental development takes place during the first 5 years of childhood. In this stage, growth in children is very rapid, and active. There cannot be any doubt that, the experiences the children are exposed to decide what they would learn in future.

Smooth transition from early childhood to primary education is only possible through Early Child Education. Knowledge acquired in this stage, languages, social, emotional skills learnt during this stage can be easily continued in the primary stage.

Qualitative Early Child Care Education has long term benefits and it helps us get more returns than we have invested on it.

---Lawrence Seven Hat.(?)

Early child care education makes the later stages of education successful and helps lay foundation for life long education.

- a) Physical development: physical development increases remarkably because of the physical training activities included the Early Child Care Education. It is possible to provide the children with nutritious food and thereby help the children grow in a healthy manner.
- b) Physical development: motivating surroundings and engaging methods of teaching physical development takes place among children.
- c) Social, moral development: coordination, cooperation, mutual respect, and give and take promote democratic spirit and socialisation.
- d) Psychological development: freedom, independence, adapting to surroundings will help psychological development among children.

Pre-childhood stage is the stage of laying foundation for complete development of children. It helps lifelong learning and complete, meaningful way of life.

1. With a view to prepare children of above the age of 3 years for elementary education and to provide early child care and education for all children, until they complete the age of 6 years. The appropriated government make necessary arrangements for providing free pre-school education for such children.

Roll of the child in India

Position Paper on ECCE, NCERT 2016

1. There are form 0 to 6 years 156 millions. Every year 25 millions are born.
2. Nearly 1/3rd of the children are born are underweight
3. Only 42% of children are vaccinated against diseases.
4. In the below 2 year age group nearly 47% of the children are deprived of nutritious food
5. Nearly 5% of the 0-6 year group are suffering from anemia.
6. As many as 70 out of every 1000 children are dying for reason or other.
7. Only 20 million of the children of the children from 0-6 years age group are provided with ECCE from government.
8. India is the most populous country in the world
9. 60 ... of children are ling in poverty.
10. Only 19.4 million children are benefitted by pre-primary education through ICDS.

1.4.Rationale for extending ECCE to 8 years for smooth transition

National Early Childhood Care & Education curriculum fram work (NECCECF 2013) recommended the extension of ECCE up to 6 years. But, the changes found in children up to the age of 8 years resemble the changes in 6 year old children. Mainly the changes in cognitive, psychological and social aspects I 6-8 year old group are just similar the changes in the 6 year old group. So there is every need of so there is every reason to continue ECCE to the 6-8 year group children.

Extension of ECCE to 8 year olds- the genuine reasons.

1. Growth and development: the changes found in 6 year old children are also found in 6-8 group children.
2. Continuation of Developmental aspects: the process of introducing the school to children at the age of 6 needs some preparation beforehand.
3. Curriculum- syllabus : there is a need of integrating 6-8 year age group curriculum with 0 to 6 years as the children are prepared for primary stage through pre-primary stage. So syllabus should be in accordance with the curriculum.
4. Process of evaluation of learning: in early childhood stage, there is no practice of awarding marks and grades. But when they reach the primary stage in 6-8 years age their performance is assessed using marks and grades. So, the children are not used to this. As a result , the pace of learning may go down. Hence it is a advised that ECCE needs to be extended to 8 years to primary school stage.
5. Foundation for development: necessary care, health, motivation, social and emotional surroundings, stimulus and later development of child should be looked after.

1.5.Concept of School Readiness and Early Learning Challenges

1.5.0. Concept of School Readiness:

Introduction

Children need to be made ready for the primary school after pre-primary education. Teacher has to look after the following readiness activities.

Aims:

1. Identification of pre-reading, pre-writing, and mathematical ability.
2. Making the children prepare for school education.
3. Children should be taught the known things first.
4. Suitable pictures, models and examples are to be shown.
5. Preparing suitable plan for teaching mathematical concepts.
e.g. Children should be prepared in reading, writing and mathematical concepts, visual differences, audio-visual relations, right-left order, ascending and descending orders etc.

1.5.1. Early Learning Challenges.

1. Accessibility: most of the ECCE centres in our county are in private sector. So they are not accessible to the children from poor families.

2. Different Managements - organisation: though ECCE centres are run by the government, NGOs and private sector, there are not many trained teachers available. As a result, quality pre-primary education is not up to the mark.

3. Supervision: As proper supervision mechanism is not in place, pre-primary curriculum is not being implemented properly. The surroundings in the ECCE centres are also not in a position to offer joyful learning. Very limited attention is paid to pre-primary stage.

4. Mother language- home language: in many cases, the home language or mother language is different and the language used in ECCE centres is different. This is the reason why the children are facing confusion because of language gap.

5. Training - scarcity of teachers: the teachers working in the ECCE centres are mostly untrained. They are treating the 3-6 age group children as normal school children and teaching them reading, writing and mathematical concepts. As a result children are subjected to pressure. This shows that the teachers in ECCEs need training.

6. Learning environment: the learning environment is rigid with time table, punishments, there is no scope for fun filled environment. There is no room for songs, playing, stories, and creative activities. Child's freedom is often curtailed in these centres.

7. Parental awareness: the parents often don't have the awareness on how the ECCEs are to be organised. Sometimes, parents demand that ECCEs be maintained just like primary schools.

8. Supervision: ECCE centres are supposed to work in coordination with other departments. But due to lack of coordination organisation of the centres became an impediment. Thus, lack of supervision, training and planning is coming in the way of effective functioning of ECCEs.

Alternatives and remedial measures:

1. Though there are problems in the organisation of ECCEs, these problems can be overcome with the help of proper planning and effective coordination between the department .
2. Initiating measures to appoint trained teachers in ECCE centres run by government, private sector, NGOs.
3. Giving more importance to mother language/home language.
4. Providing nutritious food and giving opportunity to reach higher levels in physical and mental aspects will help solve problems in pre-primary education.

1.5.2 Linkage of ECCE and primary school for child admission.

1. children acquire knowledge from mother, members of family and children in the surroundings, individuals, language from mass media, concepts of environmental sciences and mathematics. In some situation, they will acquire this knowledge with minimal concepts. Thus the knowledge acquired from home and surroundings will coordinate and combine the children with pre-primary schools.

2. in pre-primary schools, children are taught easy concepts first. Even these concepts will be linked to primary school education.

Concepts learnt in pre-primary school	Concepts learnt in primary school
Language: simple rhymes and songs, understand conversations. Identifying pictures, and training in free drawing.	Associated long rhymes, songs and structured conversations, role-plays and matching their names.
Mathematics: big-small, long-short, heavy-light, and other mathematical concepts are taught with the help of training.	The learners learn mathematics concepts regularly in symbol form.
Environmental science: family, animals, houses, fruits, vegetables, and plants and such other concepts are introduced.	Teaching learning happened through environmental sciences method.

3. In this manner, the knowledge acquired by children from home and surroundings will be useful in pre-primary education. Similarly, the knowledge acquired in pre-primary state will help the children in primary education. The following help us understand this.

1.5.3. Significance of ECCE School readiness:

Children are accustomed to home environment. They share affection and love as they move among the members of the family. They spend their time playing with the toys gifted by the parents and they move around in home, neighbourhood in a free and secure environment. They also spend time with peer group talking to them and playing with them. As a result, the children naturally don't want to come to restricted place like school where they can not enjoy the freedom,

The children meet people whom they have not met before or seen before. There are children from different social, economic backgrounds. They also see the teacher who is complete stranger to them. The very class room environment also is new to them. The table and benches are all new experience to children. The playground provides a new experience to the children.

Some schools are remote, with no houses in the surroundings. In such cases, children are forced to school on foot cause insecure feeling among children.

The children have to follow a restricted schedule like coming to school in time, limited freedom to come out from classes, listening to teacher or doing the activities given by teacher become an unpleasant experience to children. The children find it quite boring.

So there is every need of a readiness programme to bring children to school and make them ready to school environment.

Pre-primary Education helps the first generation learners a lot. Parents of these children are illiterates and there is nobody to help the children in language, mathematics and other academic subjects. If these children come straight to primary schools, they cannot cope with the other children whose families have supporting background. Pre-primary Education centres make such children ready for primary schooling.

Mother tongue of some children may not be the same as language recognised by the Government. If these children enter primary schools without any orientation in the official language, it is a setback to those children. They cannot perform up to the mark because of the language barrier. Such children need to join a ECCE and get ready for the primary schooling.

It is generally observed that all the children who join primary schools are not continuing Education till the end of Primary stage. Almost 35 percent of children are dropping out from the middle. One reason for this is the children are not sufficiently equipped to face the Primary school environment. The main reason for this is the inability on the part of children to adjust to primary school environment and the pressure of the curriculum.

1.5.4 ECCE Readiness:

The children are accustomed to the home environment which is filled with love and affection. The children don't like to lose that privilege and come to a new environment which is restricted. There are children with variety of psychologies. The teachers whom they meet also are different. They follow different methods. They enforce different rules, and discipline. There are punishments in schools. But such practices are not seen in ECCEs. The children mingle with peers, socialise, cherish democratic values, continue learning in a free environment in ECCEs. As a result of that the children will not face any problem when they enter primary school. Readiness can be expressed as making children ready to develop skills, and abilities

Readiness for Admitting Children in Primary School:

- a) **Individual and Social readiness:** ECCE Centres teach good health habits to children. These centres provide security so that children can get accustomed to school environment. Children get free environment from the ECCE centres also through playing, stories, creative abilities. As a result, children are motivated learn and are accustomed to a regular pattern of school activities. Apart from this, the ECCE Centres act as important places of linking childhood with primary Education.
- b) **Psychomotor Readiness:**
With the help of activities and programmes, there is better coordination among sensory organs because of the stimulation they receive at ECCE Centres. In this stage, the rate of development is more in children. In ECCE Centres, there are a range of activities like playing, singing, painting, drawing, role-playing, which help the children develop mentally and physically and get ready for primary schooling.
- c) **Educational Readiness:**
The ECCE Centres introduce Reading, writing, number concepts to children and help children learn through activities. As a result, children continue learning in primary schools without any problem.
- d) **Socialisation:** In ECCE Centres, children are trained in conducting group activities, respecting others, and respecting others' opinions. All these become a part of their life and children continue doing it without any trouble and mingle freely with others.

1.6: Critical Appraisal of Current Practices in ECCE Centres in Government, NGOs, and Private Managements:

Government Sector- Early Childhood Care and Education: Pre-primary Education through Government sector is available to only 19.64 percentage of children of 3 to 6 year children (MHRD- 2003). In the recent times, because of the expansion of ECCE Centres, strengthening of ICDS, and implementation of DPEP, SSA more number of children are covered under ECCE Centres.

Four ministries of the Government of India are shouldering responsibilities for the ECCE as follows:

Particulars of Responsibility	Age	Name of the Government Department
1. Nutritious food, Health Education and Early Childhood Care and Education	0-6 years	Department of Women and Child Development
2. Vaccination	3-6 years	Department of Family Welfare
3. Prevention and Identification of Disabilities	Foetal stage to 6 Years	Social Justice (Ministry of Social Institute & Empowerment)
4. Pre-primary Education	3-6 Years	Department of Elementary Education (MHRD)

Different programmes mentioned above are being developed and funded by the Union Government and are being implemented by the state Governments.

On the whole there are about 158 millions of children in the 0-6 years age group. From this, nearly 20 percent of children are benefitted by the ECCE programmes in the Government sector. These ECCE programmes are implemented through Anganvadi Centers of the Integrated Child Development Scheme. Wherever the ICDS programmes are not covered, ECCE centres are run by DPEP/SSA. Only 20 percent of children are benefitted by these two departments.

ECCE Activities and ICDS services

- Health Checkups.
- Immunisation.
- Growth promotion and supplementary feeding
- Referral services
- Early Childhood Care and Pre-school Education.
- Nutrition and Health Education

The main aim of Anganvadi Centres and ECCE Centres

1. Involving Community
2. Providing nutritious food to parents, Health Care Education etc.
3. Entertaining children with creative activities like playing, songs, conversations, stories and encourage them to learn joyfully and promoting physical and mental development among them.
4. Preparation of material for the implementation of Early Childcare and Education.
5. Team activities, collaboration, fostering democratic values among and promoting socialisation among children.

6. Preparing children for primary schooling.

b) Private Sector and ECCE:

ECCE activities are undertaken by certain private for-profit organisations with different names. Day care centres, nursery, kindergarten are some of the names given to ECCE activities in private sector.

The ECCE centres run in the private sector with the names mentioned above are more in number than the centres in Government sector. The centres in private sector are run in metropolitan cities, towns, small towns, villages and slums. The medium of instruction is English in these centres. The parents are attracted to these centres because of these reasons. But, in these centres following problems are commonly observed:

- Interviews are conducted while admitting children into the ECCE Centres.
- Teaching strategies practised in primary schools are imposed on children in these centres.
- Children are subjected to a lot of stress and boredom by implementing formal school methods and syllabus.
- Though there is a rule preventing giving homework or written work to children, the private ECCE centres are violating this rule and depriving children of their valuable childhood experiences.
- English medium has become an impediment to development.
Similarly, the private ECCE centres are admitting more children with unreal promises. Quality Education is lacking in these private institutions because of the dearth of resources, accommodation, trained teachers and lack of supervision. Children are taught 3Rs in these centres, giving homework to undue importance to homework. As a result, children are stressed out even in pre-primary stage.

c) Voluntary Organisations- Early Childhood Care and Education:

The number of ECCE Centres run by pre-primary centres are very less but these are run efficiently, to some extent.

These voluntary organisations are running crèches, day care centres, balvadi centres to offer ECCE. These centres are run in the lines of Government ECCE centres but they are trying to follow the private model because of the parental pressure.

Key Concepts:

- We were able to develop a comprehensive pre-primary Education for the most important Early Childhood care with the help of the contributions by many philosophers, educationists, scientists.
- The aims of Early childhood Care and Education are framed keeping in view the importance of pre-primary education in India and the

recommendations and suggestions of various committees and commissions.

Keeping Life-long learning, and long- term interests in view, programme has been designed for child's comprehensive development. That is the reason why we recognised that this programme needs to be extended to 8 years.

- Challenges in the early learning have been identified Child development programmes have been strengthened to develop alternatives, and remediation.
- With the help of Early Childhood Care and Education, childhood and Primary Education have been linked and way has been cleared to make children ready for schools.
- Scope for Child Development is now more with the contribution of of all Government, Private sector and voluntary organisations to ECCE.

EVALUATION.

Essay Type Questions:

1. Explain the main aims of Early Child Care and Education. State why ECCE should be strengthened in India.
2. Explain the opinions expressed by Rousseau on Preschool Education.
3. Why is play way method considered an ideal method?
4. Explain Maria Montessori and Froebel's views on Early Childcare and Education.
5. Write on Gandhi's philosophy and aims of Pre- basic Education.
6. Explain the importance of Froebel's Kindergarten in Pre primary Education.
7. Early Child care and Education is very important in lifelong learning and development.

Short Answer Type questions:

1. Explain Tagore's Educational Philosophy.
2. The rationale in extending ECCE up to 8 years from 0-6 years.
3. State Gandhi's ideas on Early Childhood Care and Education.
4. Explain the challenges in ECCE.
5. How far is ECCE useful for school readiness? Explain.

Project Work:

1. Collect the opinions expressed by different Educationists(Other than those discussed in This chapter) on Early Childhood Education.
2. Visit ECCE Centres run by different managements. Write a comprehensive report on the way the centres are running.
3. Visit an Anganvadi centre and write a report on the problems faced by the centre and suggest ways to address those problems.
4. Meet teachers who handle Class 1 and collect the backgrounds of those children and their learning and prepare a report.

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EARLY CHILDHOOD CARE AND EDUCATION

Through this Unit you can understand (OR) Objectives of this Unit:

1. You can understand how children learn at different stages.
2. Nature of child needs and how to cater them/how to address them....
3. The importance of active play way methods at early childhood.
4. Play way methods like Montessori, Kindergarten and Peajy
5. Educational planning guide lines.
6. Programmes conducted in ECCE centers of child development in different fields.
7. How to develop literacy and mathematical concepts among children.
8. You can understand how education, caring nutrition and good habits were developed in ECCE centres.

Sub topics of the Unit:

2.1. How children learn?

Differences between pre childhood and post childhood

2.2. Child needs and nature of child needs

1. Freedom - Experimentation of expression, encouragement.
2. Happiness – Support, Protection and security opportunity and guidance
3. Adjustment – Cooperation, listening, Patience, Sharing and Empathy
4. Health, Welfare, Good habits, Nutrition

2.3. Importance of Active Play way methods & guidelines

2.4. Guidelines – Learning through games – Arts for enjoyment no to gain mastery.

2.5. Development Domains of children – related activities

2.6. Pre Primary Literacy and mathematical concepts

2.7. Concepts of ECCE and teaching learning concepts

Education, Caring, Nutrition, Development of Habits, Fecilitator.

.....

Introduction: Foreword:

The National Policy on ECCE 2013 visualises “Nurturance and Promotion of holistic development and active learning of all children below six years of children by promoting free universal, inclusive equialble, joyful and contextualised opportunities”. This will help in laying the foundation for the child’s all round development and attaining her/his full potential.

An enabling ECCE environment preferably has a variety of interest of activity areas, which support the themes and provide for relevant small group learning experiences in the class room.

2.1. How Children Learn?

Introduction:

Children learn in different ways as they grow. Learning not only takes place in the class room they also learn from their family, peer groups and in different social activities. We can observe child learning through observation.

Which aspects help learning? (Do all the children learn in the same way?)

Is learning same among all children? Under which conditions do they learn better?

What are the reasons for learning difference? Can we correct them?

Learning:

Every human being learns throughout their life. Right from birth to death.

The action and reaction between human beings and environment. The behavioural changes. Learning happens through interactions between human beings and environment.

Children actively learning is quiet natural. Every child has the capacity to learn. Children build their knowledge through linking previous knowledge with personal experiences. They can learn in good environment according to their interests.

1. Learning by Doing:

Children prefer to learn by doing. They don't listen to others instead they learn through personal experience. John Duwe (1940) gave importance to learning through experience.

2. Imitation:

Children imitate their parents and elders. For example they try to read books and news papers, try to speak over phone.

3. Through Play:

The most interesting thing for a child is play. Children learn many things through play. All round development takes place. Children develop language skills by talking to themselves by playing. Montessorri, Probel , John Dewee supported education through play.

Through games children develop social, emotional, physical and leadership qualities. According to vigotskee children develop social relations and linguistic developments while playing with others.

Playing games leads to holistic development of the child.

4. Experimentation:

Children learn through experimentation and try to express their ideas and experiences in their own words. They learn many things through observation. They develop interest through experimentation. For example, they drop different things in the water and observe that some objects sink and some floating. They continue this process with different objects again and again.

5. Direct Experience:

Children show interest in learning through their direct experience instead of listening to elders or others. They compare things and try to learn which is bigger or smaller through their own experience.

6. Repetition:

They try to build with sand and they observe them falling. They repeat the act and observe the same. They try to fill and empty the boxes or vessels with sand and make different shapes. By repeating different concepts and feel happy and get satisfaction.

7. Through Concept:

Something conceived in the mind about a thing or matter is called a concept. An abstract or generic idea generalised from particular instances. The basic concepts of psychology. Example:- i) Ball, white etc.. ii) Children understand the concept of shapes like Square, Rectangle, Circle and they try to match the things with the same shape accordingly.

8. Known to Unknown:

Children try to compare things they know with the new things. For example, they think about how the rain falls? And Who opened the tap in the sky? Here the known thing is water running when the tap is opened. They compare with the rain.

9. Spiral concepts in Children:

Children add new concepts to the old concepts daily. Every day they expand their concepts by adding new things to old things. Children temporarily satisfy with the answers given by elders for their doubts. But, when they ask the same question in different context they get new answers. This way they expand their rational thinking by linking new concepts to old ones. For example, when they learn about liquids and solids they understand that solids have a specific shape whereas liquids do not have a specific shape and adjust accordingly to the container.

10. Group Learning:

According to Vygotsky children learn many things through small group activities and games, Children share their opinions, thoughts and skills. Cooperation, listening to others and

consideration are the good qualities they develop in this manner. Social skills like supporting others thoughts and expressions will develop.

2.1.1. Stage wise Distinctions from Early to childhood to Late childhoods:

Sl. No:	Early Childhood (0-3 Years)	Pre Childhood (3-6 Years)	Late Childhood (6-8 Years)
1.	Basic foundations Stage.	Preschool stage.	School stage.
2.	Rapid growth & changes.	Pre group.	Grouping stage.
3.	Right hand style or left hand style will be decided.	Movement blossoms at this stage.	Developmental activities like games, healthy habits, coordination and educational learning.
4.	Reduced dependency and increased independency.	Try to observe environment.	Skills improve.
5.	Personality development begins.	Problematic stage → Hustle, orogance and rigidness characters will establish.	Conversational skills develop.
6.	Understands conversation and responds through different sounds.	High risky stage (Prone to accidents).	Growth will be slow and steady.
7.	Basic response like Tata, Bye-Bye.	All domains will develop rapidly.	As a part of social development, growth basing on own interests, habits and wishes.
8.	Expressions through crying.	Slow physically growth and high mental development.	Self respect, capabilities and self orientation will establish.
9.	Beginning stage of socialisation, interest towards playing starts.	Learning of social behaviour.	Self, social, school and games related skills develop at this stage.
10.	Physically moments starts through play.	Questioning, excitement, Zeal will be more.	Language pronunciation, Understanding, vocabulary and sentence constructions skills will improve.
11.	Screaming, Imitation, Acting and Fun play.	Imitating age. Imitates others words and actions also.	Emotional expressions, exhinbits and control and coordination will develop.
12.	Creativity beginning stage.	Creative age. Exhibit creativity through actions and play.	
13.	Dangerous stage (Proned to self accidents)	Skill development stage.	
14.	Important stage is personality development.	Try again and again till they succeed.	
15.	Children interacting with only family members exhibit shy, inhibition and fear.	Development of language skills very fast.	
16.	Limb (Hand & Feet) moments will develop fast at the end of this stage.	High emotional stage. Change emotions swiftly.	
		Understanding capacity improves.	

By knowing the above qualities of children at different levels we can easily study the way children learn. Learning capacity will not be same at all stages. Age impact will be more on their learning capacity.

At the beginning stages they learn more through imitation and observations. In later stages they learn more through activities. To know more about this we should understand about pre childhood and post childhood stages. According to Holac. Pre childhood is 0 – 5 years of age.

As per National Early Childhood Care and Education (NECCE-2013) early childhood is 0 – 3 years, pre childhood is 3-6 Years. But 0-8 years age children come under ECCE. According to learning experience we can divide the childhood into two stages. Pre childhood and Post childhood. Now we will understand how children in these stages.

Early Childhood

A. Learning process of children 0 – 3 years:

In this stage children observe their surrounding very interestingly. They will be able to talk using the language. They develop the skills of their body parts. They play on their own.

1. At this stage children learn through their direct experiences.
2. Depending on their individual learning capacity they learn through their sensory organs from their surroundings.
3. They learn from their elders in the family and surroundings.
4. They learn many things by doing, speaking and playing with dolls.

At this stage we can encourage them to learn through speaking about many things in their surroundings.

B. Learning process of children 3 – 6 years:

In this stage children have ego centric nature. They see everything from their perception. Enthusiastic to learn new things. They can't sit for a long time at one place. Their muscles and bones will be growing. Rational thinking doesn't develop.

1. In this stage children learn through objects and direct experiences.
2. More interested in stories, songs. They like to listen repeatedly and learn.
3. They balance their body while playing and running.
4. They control their thoughts according their surroundings.
5. They like to play in small groups. So, it should be encouragement.
6. They learn through imitation. They imitate their elders and other children also.
7. Teacher should encourage children to take active part in different activities.
8. Teacher should encourage children to play with toys, puzzles, Blocks, masks and puppets.

9. At this stage children respond quickly for praising and criticism. Teacher was to appreciate and encourage through correction.
10. We can develop language skills through storytelling, listening to songs, make them to sing action songs and make them to speak about things and incidents.

C. Post Childhood: Learning process of children 6-8 years:

At this stage children receive education from Primary schools in a controlled manner.

1. At this stage children can read, write and give reasons.
2. Problem solving skills will develop.
3. Achieve control over muscular movements.
4. They look at the matter from other's perspective and respond accordingly.
5. They give importance to peer group friendship.
6. They will be able to play games as per rules.
7. Show interest in experimenting and expressing their ideas.
8. Think logically and solve problems.
9. Classify things.
10. Language skills develop.
11. Can concentrate for a long time.
12. Finger grip, hand and eye coordination improves.
13. Writing and drawing skills improve.

Activities based learning is possible, So the teachers should prepare activities based programmes.

2.2. Nature of the Child Needs:

Introduction:

Education Planning should cater child needs and interests. Needs differ from child to child. It depends on their age., personnel and social status. Needs are basically two types.

- i) Basic Needs
- ii) Secondary Needs

Basic Needs are necessary for everyone such as air, water ,food , clothing etc. Secondary needs differ from person to person depending on the situation. For example TV, Computer, Radio, Motorcycle, Books etc. Children show interest in learning many things. ECCE children have plenty of needs. So their teachers should have an understanding about their needs. Children grow mentally, physically, healthy and happy when their needs are catered.

2.2.1. Nature of the Child: How will be the children?

- They look at everything with their own perception.
- They do not have abstract thinking and rational thinking. They learn through objects and direct experiences.

- They can't concentrate for long time on one thing. They can concentrate 7 -10 min on their area of interest.
- They show interest in new things and try to learn immediately.
- They love to play in small group of 2-3 children.
- At this age they can't sit at same place for a long time because of their rapid body growth.
- They can't control emotions so they exhibit immediately.
- They love to listen to stories and songs repeatedly.
- They respond to music and rhythmic songs.

As per National Curriculum Frame work 2005 (Position paper Focus Group on ECCE) for the holistic development of a child following needs should be catered.

1.Freedom: Children prefer freedom. They don't like elders interference. ECCE children expect freedom in the following areas:

A. Expression: Children try to speak continuously at home and school, they should be given a chance. Then only they can freely express their thoughts and feelings and develop language. Children can develop good relation at ECCE centers through free conversation. So children should be given a chance to speak, question and doubt clarification in the class room.

B. Experimentation: Children have a nature of experimentation. They try to observe what and how things are happening. For example they try to fill water in a bucket with a glass. They drop different things in water and observe some drowning and some floating. They should be given a chance to experiment until it is not at risk. Elder should interfere only when there is danger. ECCE centers should provide learning experiences through experimentation.

C. Encouragement: Children expect encouragement even for small things. When they are encouraged they learn happily. For example when they sing a song with few mistakes first they should be encouraged with claps and applause and later should be corrected.

D. Challenges: For pre primary children, it is a challenge to adopt themselves the new surroundings and strangers at ECCE centers. So, teacher should handle the situation in a friendly manner and make them adapt to the new surroundings.

2. Happiness: Children learn happily when they are supported in the following areas.

A. Support: Children like to do everything independently. For example they like to put on their clothes. Others have to help them in this aspect. In the same way learning environment should be created and the facilitator should support them when there is a necessity.

B. Security & Safety: Children need security and safety. ECCE center should protect them from the sun, rain and cold. Teachers should be friendly. Then only children could be freely mingle with others and learn. So, it is ECCE teachers's prime responsibility to provide safety and security.

C. Opportunity: Children could learn happily and freely when they were given opportunity to play to speak to sing and do other activities.

D. Guidance: Teachers should guide children while doing activities experiments and playing games. Teachers should guide them to progress in the right direction.

3. Adoptability: Children feel everything new when they first come to school. It's ECCE teachers's duty to make them adopt to new surroundings, people, methods.

A. Collective-Cooperation: Children would like to play independently at this stage. Children from different social and cultural backgrounds come to ECCE center. It's teachers's responsibility to develop friendship and cooperation among children through games, singing and dancing and group activities.

B. Listening: Teachers should listen to the children first instead of teaching and help them to learn. Teachers should always be cool and smiling face and share happiness and listen to their problems. This is the primary duty of the teacher. The teacher should explain good and bad and make them listen to others.

C. Patience: At this age children can't sit at a place for a long time. They can't concentrate for long time on one thing. So teacher has to design activities accordingly. Teacher should be patient and teach them patience.

D. Sharing: Children are self centered. They feel that they should have everything and they don't like to share with others. Teachers should provide group activities to develop the habit of sharing.

E. Empathy: Teachers must create teaching learning activities to develop empathy among others. Children should be made to feel others's happiness or sadness as their own and act accordingly.

4. Health & Wellbeing: "Health is wealth." Children learn happily when they are healthy. It is teachers and parents responsibility to take care of children wellbeing. ECCE and Anganwadi teachers should follow these guidelines.

a) Teachers should identify health problems and should provide medical aid and make the parents aware of it.

b) Health checkups at regular intervals should be done.

c) Teachers should measure height and weight periodically and identify under growth children should be provided proper medical care.

d) Teachers should identify vision problem and other problems and educating parents in using government wealth and welfare schemes.

e) Vaccination should be given timely.

5. Healthy Habits: Children will be healthy through cleanliness and good habits. Teachers should explain the importance of personal hygiene. Teachers should develop the following habits among children.

- a) Brushing their teeth every morning, taking bath and wearing clean clothes.
- b) Washing hands and legs before and after meals.
- c) Developing a habit of keeping away when they are suffering from cold and cough.
- d) Educate parents about the importance of hygiene.

6. Nutrition: Children are always active by playing, jumping, singing etc. They need nutritious food for growth and energy. Otherwise growth and development will be affected and children are prone to diseases. So govt is supplying nutritious diet through Anganwadies. Teacher should explain the importance of good food and make them provide.

2.3. Importance of play and active learning methods for early years of learning:

There were different studies in 1920, 1930 on this aspect. How do children learn and play in different ages?

Western educationalists like Russo, John Dewey, Montessori, Froebel felt that early childhood education planning should be through games, activities, experiments and experiences.

In Indian educationalists, Philosophers like Gandhi, Tagore, Gijubai, Tarabai Modak's opinion early childhood education should be child centered. Children are naturally interested in doing activities using different objects.

Modern Psychologists like Piaget, Bronfenbrenner, Vygotsky also proved that children learn through games and activities,

2.3.1. Play Definition:

Piaget defined 'Play', as psycho developmental activity, Some people defined play as prime activity of childhood, Play means to do something to enjoy yourself or to have fun.

2.3.2. Play Methods:

There are mainly three types.

1. Free Play :- Children play right from their early childhood. They play freely and independently according to their will and wish. It is not time bound. Free play includes exploration.

2. Constructive Play :- Children above 6 play with the things they procure. For example match box train, carton house, school model. They try to construct different things and feel happy and satisfied. At this stage they need teacher's and parent's guidance.

3. **Role Play** :- Children learn role play from higher classes children, from TV, Cinema, Parents, Peer group and teachers. They try to imitate them through role plays.

2.3.3. Importance of Play:

There is great importance for play in ECCE. This is child centered. Children learn through activities and games. In play way method they learn through direct experiments. At this stage children can focus on any activity from 7 to 15 minutes only. They can concentrate more time on activities and stories where there is physical as well as mental involvement. For example, clay moulding, playing with sand, building house with match box etc.

Children feel very happy and develop skills while playing with others. Children actively participate in learning in this method. Play way method is a powerful tool in ECCE, This joyful learning prepares them for primary education.

Active Learning Methods:

On behalf of UNESCO in 1976, Gaston Mailarer conducted a world survey on ECCE. He studied different methods followed in different countries. Mainly:

1. Play way Method.
2. Montessori Method.
3. Kinder Garten Method.
4. Piaget Approach.

Pre primary educational skills can be developed through them. Lets learn about these methods in detailed.

2.3.4. Play way Method:

Importance of play way method in development of ECCE skills. In pre childhood give much more importance for games and activities. The main objective of play way method to develop child readiness for learning. In this method teacher develops different activities, games and different sports according to children's interest and divert towards learning.

i) Pre Reading: Play way is the powerful tool in class room readiness. This method teaches children how to learn concepts?

a) Identifying Different Sounds: Through this activity children gain happiness and skills. In this method game and language are interconnect. They learn some words and sounds and try to construct another word. They are

- i) Sound matching games
- ii) Letter matching games
- iii) Rhyme matching games
- iv) Classification matching games

b) Identification of Different Pictures:

1. Comparing and contrasting different pictures and things.
2. Matching domino pictures, joining dots.
3. Identifying different size beads (big and small)

C) Identifying Listening word and picture relation:

1. Separating pictures of things which start with same letter.
2. Matching pictures with their names.

ii) Pre writing: Play way method helps children learning pre writing skills.

1. Giving different toys and asking children to draw their pictures.
2. Drawing different shapes through joining dots.
3. Asking children to draw different shapes with a piece of chalk and asking them to identify letters, numbers and pictures.

iii) Games related to Mathematics:

1. Number concepts through beads, marbles and pebbles.
2. Making shapes through cutting paper.
3. Giving different coloured cards and asking them to count same coloured cards.
4. Making them to identify numbers on a cell phone in vertical and horizontal rows.
5. Making them to identify ball and game relation.
6. Teacher tells a number and ask the child to tell the before or next number.

iv) The importance of play way method in Socio Emotional Development: We can develop the following qualities through play way method in Socio Emotional method.

1. Respecting others and developing mutual understanding capacity.
2. To maintain personnel hygiene and cleanliness of surroundings.
3. Controlling unnecessary emotional and developing good habits like love, affection, kindness, mercy etc.
4. Playing games be trained on how to wish others, how to speak and how to continue the conversation.

v) Importance of play way method in Physical and Muscular Development: Play way method plays major role in children's muscular movement development and physical fitness.

1. Teacher should provide physical activities according to the physical and mental ability of the children. Eg. : Running, Jumping, Limping and Rhythmic movement
2. Games which provide movement to major and minor muscles. Eg. : Dance, Acting, Gymnastics, Musical Chiars, Train game, Cat & Rat etc.

3. Children get activated through Yoga and Meditation.
4. Exercises to develop muscular co ordination like writing , drawing, Colouring pictures, cutting paper into different shapes, Clay moulding etc.
5. Songs, rhymes and role play can develop facial muscle coordination.
6. Teacher should design activities according to children's interests, thinking and creativity.

2.3.5. Montessori Method:

Dr. Maria Montessori was born in Italy in 1870. She followed different innovative methods in treating mentally retarded patients. She divided childhood to adolescence in to 4 parts and gave education. She came to India in 1939. She observed preschool education and stayed here to reform pre primary education and established schools all over the globe.

Main Concepts of Montessori Method:

1. The most important components of Montessori method are self motivation and auto education.
2. She believed that a child will learn naturally if put in an environment containing the proper material.
3. She stressed the importance of learning through the senses like sight, sound taste, touch and smell.
4. Children teach themselves.
5. Montessori school consists of games of toys utensils of the house, plants, animals child size furniture that are cared for by the children.
6. Health and hygiene were given priority.
7. Individual activities were given priority than group activity.
8. Children were given freedom to take decisions.
9. They correct themselves and learn concepts using material.
10. Activities are designed according to the mental and physical growth.

Montessori schools are called “ Casa dei Bambini” or Children's House. These schools consists of a big hall and some small rooms attached. Children can come and learn freely in natural way. They also learn skills, real life activities in most natural way. The following methods are used to teach.

a. Motor Education:

To develop motor skills activities like walking, hopping, sitting, running, lifting things, transferring water from big vessels to small vessels, paper cutting, folding, button their clothes are provided. Personal hygiene and cleaning are also taught. Cleaning rooms, arranging things at proper place are also taught as healthy habits.

b. Sensory Method:

Sensory training like identifying colour, shape, mass, weight, temperature differences like hot, cold were developed through experimenting. For this different coloured things, touch boards, outline pictures were used.

c. Educational Training:

In Montessori model educational training is started from 4 years of age. They teach correct language and pronunciation by making them speak the names of objects. They also teach reading and writing. Tracing and colouring pictures activities are preferred to teach writing numbers were also introduced through games.

Teacher's Role in Montessori Method:

1. Teacher is mainly a resource person.
2. Child centered and progressive method.
3. Acts as helper in students emotional development.
4. Teacher uses play way and exhibition method.
5. Helps in experimenting, games and activities.
6. Directs the child according to his mental development and behaviour.

2.3.6. Kinder Garten Method:

Friedrich Wilhelm August Froebel was born on 1782 in Germany. He introduced the word 'Kinder Garten' in 'play and active institute'. "Kinder Garten" means "Children's Garden". In this method children interact with the surroundings and have their own observations. Children growing in a garden is the main idea of this method. Children express their thoughts through play and conversation.

Teaching Planning:

Language, Maths, Science, Music, Arts and Spiritual teachings are main concepts to teach.

Main points in Kinder Garten Method:

1. School is a social laboratory.
2. Importance for physical, mental and moral development of the child through work experience and expression.
3. Constructive activities like playing games, story telling and singing are part of learning.
4. Activities including nature study and observation are important.
5. Learning freedom of expression and self discipline in different ways.
6. Sensory training and learning through physical objects.

Basing on play way method Froebel developed 20 gifts and occupations.

Children's Garten:

According Froebel child education should be full of self learning activities. No one should restrict children and there shouldn't be boring lesson plans. Children love free play. So they should play freely and happily in Kindergarten schools.

In Kinder Garten:

1. Physical activities.
2. Understanding sensory organs.
3. Exhibiting capabilities and creativity through playing games and sports.

Learning takes place through these activities:

- Creating new thoughts and imaginations.
- Adoptability to co-operative living.
- Joyful learning through singing and imitation.
- Teaching from known to unknown and physical to abstract.

Gifts:

Children try to understand the characteristics of the gift. For example different types of balls, solid shapes, cone, triangular wooden pieces, circles, wax balls, card board etc. These gifts will be given in a particular order. So that children understand mathematical digits, time and arranging things in different shapes.

Occupations:

The activities done with the above gifts are called occupations. For example cuboids, cone, shapes sides, lines, points will be identified through activities. Construction activities with cardboard paper and sticks will take place. Gifts and Occupations consist psychological training to sensory organs of the child.

In this method the following learning takes place:

1. Story telling.
2. Singing Songs.
3. Playing Games.
4. Construction,

1. **Story telling:** Children develop concentration, interest and creative thinking.
2. **Singing Songs:** Children express through gesticulation and action. Limb, muscle and sensory organ coordination will develop.
3. **Playing Games:** Children's muscle and body strengthening, expression of thoughts and socialisation will take place.
4. **Construction:** Hand movement skill, creativity develops through construction activities.

Through the above activities children can improve their self movement, self expression and self learning skills. Byhearting is prohibited in this method. Teachers duty is restricted to a facilitator.

2.3.7. Piagot Approach:

French educationalist Piagot experimented on knowledge development of children. Finding things, memorisation, classification, abridgment and generalisation all these activities come under knowledge domain.

According to Piagot basing on these aspects planning and implementation should be done to improve knowledge domain. They are:

1. Physical Knowledge
2. Logico Mathematical Knowledge.
3. Social Knowledge.
4. Representation.

The about things should be discussed in pre-primary education planning.

1. Physical knowledge:

It mainly deals with the physical properties and shapes of things. To devople Physical knowledge children should be given opportunity to observe the things in their surrounding and to observe the action and reaction to get the practical knowledge. This means to touch ,to play and to experiment.

2. Logico Mathematical Knowledge:

- A. To devople the capability to identify similarities and differences. Example: Depending on the characteristics on the things classification and grouping abilities should be developed.
- B. To developpe keeping things in order. Example : Depending on shapes and sizes arranging in ascending and descending order.
- C. Number and changing aspects understanding capacity.

3. Social knowledge:

This is related to social thinking, acting responsibility development and also related to healthy habits and good social behaviour.

4. Representation:

This is regarding the development of capability like thoughts , opinions and experiences. Mainly role play, creative expression, art based activities, language, usage of vocabulary and conversion represent this idea.

Piaget stated the following principles in ECCE teaching methods:

1. Children should act to know about the thing.
2. Children should experiment with the things.
3. Teacher should know which act is inspiring the child.

4. Should introduce active learning methods. Children should freely and independently explore questions and find.
5. Teachers should experiment to understand child's intelligence and learning.

Teaching Approach:

1. Creating different experiences.
2. Importance to language skills.
3. Important to develop creativity.
4. Creating learning atmosphere.

2.4. Play – Guiding Principles:

Play and art should be the basis of learning experience only. Not for skill development.

According to National Focus Group on ECCE the following guidelines should be followed and understood by the teacher.

a. Play as the basis of Learning:

Western educationalists like Russoe, John Dewe, Montessori, Frobel identified the importance of play in teaching, Indian Educationalists like Gandhi, Tagore, Gijubai also told the importance of child centered play way methods in teaching. Psychologists like Piaget, Bruner, Vigotsky also proved the children learn naturally through play and activities.

Play is natural, attractive and encourage children in natural learning. Play helps children's holistic development. For example physical control, creative and social skill development, emotional control and language skill development.

In ECCE centers children should play with different things under supervision. For example balls, sand boxes, swings, toys etc. At this age, children will be very active and can't sit a one place for a long time. More exciting activities for children are jumping, hopping, running, swinging and laughing. These activities provide good exercise as well as development. Children learn many things through games. Their emotions will come out.

i) Out Door Games:

Running, jumping, skipping, hopping on one leg, cycling etc. These games help children in muscle development as well as control over muscle movement.

i) In Door Games:

Walking on straight lines and curves, rope walking, crawling improves their movement skills.

Children learn sociability and emotional control through team games. Drawing, Drawing lines, colouring, playing games are helpful in the holistic development of the child.

b. Art as the basis of Learning:

ECCE education gives the foundation in developing positive attitude and interest in learning. Arts help in happy learning and expression. Child's interests and creativity can be expressed through arts. So, we can make a joyful learning by making play, singing and arts as their daily activities.

Observation skills can be developed through creative roll plays. We can develop motor skills, language skills, creativity through activities like singing songs, dancing, painting and colouring. Children can develop observation skills through drawing pictures of things in their surroundings.

We can give things like spectacles, shoes, hand sticks, slippers, purses and bags and ask them to wear and imitate their elders. Children actively participate. This activity develops their self esteem and confidence.

We can invite artists to ECCE centers and ask our children to sing, dance and act with them. Through this activity we can create interest about those arts among children.

c. Experience not Expertising:

In ECCE, we can develop knowledge through interesting activities. These activities are mainly for their experience not meant for expertising. For example, children can't do embroidery, classical dance and drawing skilfully. Instead they can understand colours, dance movements, characters etc.

Experiences are more important at this age. So the teacher can introduce different kinds of apparel, food habits, celebrations, different religious festivals and make children experience them. Teacher can also make children experience different religions, languages and cultures and introduce the social diversity.

2.5. Domains and activities for Holistic Development of children:

ECCE curriculum frame work should support the holistic development of the child. Child development depends on genetics and environment. So, we can provide proper atmosphere to lay strong foundation for their future. According to NCF-2005 early childhood education developments like physical and mental, social and emotional development determine their future success. 90% of brain development takes place below 5 years of age. So, learning experiences at this age are very important in their holistic development.

Child's Holistic Development Domains:

1. Motor Domain.
2. Sensory Domain.

3. Cognitive Domain.
4. Language Domain.
5. Social, Emotional Development.
6. Personal Domain.
7. Creative Aesthetic.

Holistic development of child means development of all the seven domains. All these domains help each other to develop. They are interrelated.

2.5.1. Motor Domain:

Early child don't have control over body movements. Gradually as the bones, muscles and nerves grow child can attain strength, speed in movement, coordination and can use their body independently. This is called development of motor skills.

Factors that influence Moto Skills development: The following factors influence Motor skills development:

- Heridity,
- Physical Health,
- Nutrition,
- Gender Difference,
- Healthy Atmosphere,
- Games that provide physical experience,
- Songs, Dance etc.

Motor skill development is mainly 2 types. 1. Large motor muscle development.
2. Small motor muscle development.

1. Large motor muscle development:- To get control over large muscles and developing coordination of large motor muscles like hands, legs, thighs and chest.
2. Small motor muscle development:- Developing strength and coordination of small motor muscles.

Activities that develop motor skills:

Large motor muscle development	Small motor muscle development
Walking	Cutting
Running	Pasting
Climbing	Tearing
Jumping	Picking
Crawling	Drawing
Hopping	Colouring
Catching	Sewing
Throwing	Buttoning clothes
Kicking	Dancing
Swimming	
Skipping	

Cycling Hopping on leg	
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Motor skill development is very important in child's holistic development.

2.5.2. Sensory Domain:

Sensory domain develop along with child growth. Children learn and understand things only through their sensory organs. The five senses taste, smell, hearing (Listening), vision and touch are gateway of experience. Later experiences transform into knowledge.

Sl. No:	Senses	Competencies
1	Sight	Understanding about colour, shape and figure.
2	Smell	Sweet and foul smell differentiating,
3	Listening	Differentiating melodious and terrible sounds.
4	Taste	Recognising different tastes.
5	Touch	Differentiating the nature of things.

Adoptable activities to develop sensory knowledge among children at ECCE centers:

Sight: Showing different coloured and shaped objects and toys to make children identify similarities and differences.

Smell: Make children smell different flowers, fruits and food items to recognise the differences and making them recognise good and bad smell.

Hearing: Recognising different sounds through activities like clapping, listening to Radio, TV, Exposing to bird, animal, cry and asking children to imitate.

Taste: Make them taste different food item and make them recognise tastes like sweet, sour, salt and spicy.

Touch: Make children touch sand, clay, cloth, wood, metals, hot and cold water. Ask them to recognise qualities like hardness, softness, smoothness etc.

These activities help children holistic development through sensory training.

2.5.3. Cognitive Domain:

Cognitive development can be designed as a child's development in terms of information processing, conceptual resources perceptual skill, language learning etc.

Cognitive development is the construction of thought processes including remembering problem solving and decision making through cognizance, memory, attention, thinking, distinguishing, intelligence and creativity.

Switzerland's psychologist Piaget first introduced this concept. He did lot of research in this area and told that this will happen in 4 stages.

1. Sensory Motor Stage (0-2 Years)

2. Pre Operational Stage (2-7 Years)
3. Concrete Operational Stage (7-12 Years)
4. Formal Operational Stage (12Years above)

According to Piaget every human being should go through all these four stages. Some may attain faster development and may take time. Individual differences will play major role. The following are some reasons for individual differences:

1. Natural Reasons: By birth child is gifted with some intelligence. This should be improved.
2. Environmental Reasons:
 - a) Relation with elders.
 - b) Relation with peer group.
 - c) Social differences.
 - d) Social emotions.

Activities to develop cognitive domain in children:

To develop cognitive domain skills like memory, observation, clear thinking , classification and problem solving should be developed. The following activities contribute in this aspect:

1. Memory related games like showing 5 or 6 objects for some time and later hiding the objects and asking their names.
2. showing different coloured objects and making children recognise colours.
3. Matching: Asking children to match related objects. Eg: Pencil-Eraser; Slate-Slate pencil; Socks-shoe etc.
4. Understanding regarding shapes: Circle, Square, Rectangle, Triangle etc.
5. Environmental study: Understanding about animals, trees, birds, flowers, fruits which are available in their surroundings.
6. Classification: Classifying things according to their shapes, sizes and colours.
7. Orderly thinking: Talking about daily routine work order, ECCE center's work schedule can be discussed.
8. Making children talk about real objects by showing photos and pictures.
9. Drawing and colouring should be done.

2.5.4. Language Development:

Language learning is very important in child's holistic development. Language learning is necessary to express one's thoughts and opinions as well as to understand others.

Language is used in thinking, memory, rational thinking and problem solving. Culture passes from one generation to next generation through language.

Language develops mainly through 4 skills, They are 1. Hearing 2. Speaking 3. Reading 4. Writing. The following activities are helpful in children's language skill development.

1.Listening:- To develop listening skills children should be exposed to listening to interesting stories, songs, conversations and instructions. Let them listen to Radio, TV, Cell phone. Teachers can comprehend and assess through language games and questioning.

2Speaking:- We can treat child's ability to express their openions freely, continuously and clearly as language skill.

Child's language learning skills can be developed through picture reading, description, conversation, story telling, role play, vocabulary games etc.

3.Reading:- Pre-reading activities like picture reading, cartoon reading and symbol reading can be introduced. Vocabulary competitions, language games can be conducted. Letter's shape and pronunciation can be registered through activities.

4.Writing:- Children can't develop motor skills by this time. Eye and hand co ordination will be low and they can't identify shapes and figures.

Activities like clay moulding, cutting, pasting and creative things can be encouraged. Activities like making bead chains, joining leaves, colouring checks, joining dots, tracing shapes, drawing, completing incomplete shapes etc. Can be done to develop muscle strengnth and coordination as pre preparation for writing.

Language Development Activities:

1. Parents and elders should spend more time with children telling stories and other things.
2. Books magazines and toys should be made available.
3. Children should experience audio visual media, puppetry and short films.

2.5.5. Social of Emotional Development:

Social development means change in child's natural behaviour according to the environment. Social and emotional to the environment. Social and emotional developments act together. Some children are active, sociable and independent but some are very shy, indifferent and passive. Children behave differently in different situations because of their surroundings and people. They can achieve good results when they are encouraged. That's why social and emotional development is very important.

Reasons for different social of emotional behaviour in children:

- a. Parents beliefs, behaviour, the society and culture around the child reflects in his behaviour.
- b. Children develop impatience because of parental pressure.
- c. Children develop good mental health in loving and affectionate environment.
- d. Friendships, punishments and encouragement influence child's behaviour.
- e. Single parented children (whose parents got separated) and who don't receive parental affection will develop arrogance.

Social and Emotional Development Activities:

Parents should take the responsibility to train children's social behaviour. Teachers, peer group and media also play a major role in social and emotional development of the child. The following activities are useful in social and emotional development.

1. Calling by name, recognising and exhibiting their work celebrating birthdays and assigning responsibilities.
2. Never criticise or shame the child.
3. Socialibility can be developed through team games and mingling with others.
4. Social and emotional development can be achieved through games, singing and dancing.

2.5.6. Personal Development:

Every child is special. They have their own personality, Everyone possess their own capabilities, qualities and behaviour. Some are introverts and some are extraverts conditions like hereditary, environment, home atmosphere, culture and social conditions influence personal development. Other factors like caste, religion, festivals, occupations and cultural relations also influence child's development. Home is the first school for the child. They get love and affection and they also learn how to speak, how to behave and how to dress up from the family.

Personal Development Activities:

1. Teacher should see the child to play in a group not individually. So, that they can develop friendships and social behaviour.
2. Self confidence can be developed through role play characterisation, personal hygiene and playing with toys.
3. Children should be encouraged to learn according to their capabilities.

2.5.7. Creative and Aesthetic Development:

Every child possess creativity. Its parents and teacher's responsibility to recognise and encourage them. They are totally different from each other in creative expression. Some

express through arts, some through thoughts and some through telling new stories with imaginative characters. Teacher should design activities accordingly.

Creativity Development Activities:

1. Drawing, colouring, tearing, cutting, creating figures by pasting, clay moulding, shape by folding etc.
2. *Creative Movements*: Snap of the fingers, clapping, clapping on thighs with palms and rhythmic games etc.
3. *Creative Thinking*: Free and joyful games, asking interesting questions like. If you can fly like a bird, If you were taller than your father, what would you do? You want to colour a picture. He have colours but you don't have a brush, what would you do? Can introduce blow painting, hand painting and thread painting.
4. *Aesthetic Appreciation – Rejoicing at*: Taking children into the nature and making them enjoy and appreciate.

2.6. Emergent Literacy and Numeracy in early Years:

Literacy means reading understanding and writing capabilities. But children acquire some basic literacy and numeracy concepts from their parents and surroundings. So, literacy starts right from the birth. For example, laughing, changing facial expressions, watching TV, computer, playing games in cell phone etc.

At this age they can't get maturity to read and write. So pre reading and pre writing activities should be encouraged. Children learn language naturally and contextually from their parents and surroundings from early childhood.

2.6.1. Activities to develop Literacy in ECCE centers:

At home children observe pictures, symbols and cartoons before coming:

1. Pre-Reading:

Pre – Reading activities include sound difference identification, picture identification and audio visual co ordination.

- a. Identification of Sounds: Telling names starting with one letter, antyakshari game and rhyming word game.
- b. Identification of Pictures shapes: Cutting papers in letters shape and filling them with seeds and leaves.
- c. Learning picture and sound relation: Matching picture cards with word cards can improve sound picture relation.
- d. Left to right; Train children to turn pages and read from top to bottom through pictorial books.

Pre-Reading skills can be developed through role plays, songs, dramatization, vocabulary games, storytelling using pictorial books etc.

2.Pre-Writing:

Muscle coordination can be developed through different activities like drawing with crayons and piece of chalks, joining dots, tracing shapes, identifying shapes like triangle, circle, square drawing are useful in developing hand and eye coordination. Later, they can use slate pencil and pencil to write.

Activities like letter writing by joining dots, filling sand in letter shapes and pressing shapes on clay help children in learning.

3. Number Concept:

Basic number concepts can be taught at pre primary level. These can help in learning digits later 0 to 9 numbers can be introduced at this level.

Basic Concepts	Activities
1. Big – Small	Providing same shaped and different sized things and asking them to separate big ones and small ones. Eg: Rings, Toys, Glasses and cartons.
2. Long – Short	Introduce the concept by showing tall boy and short boy in the class, Showing scale and piece of chalk.
3. More – Less	Piling pencils, books, slate pencils asking to identify more and less.
4. Fat – Thin	Showing pictures of fat man and thin man.
5. Heavy – Light	Ask children to lift things like bag, bottle, pen, pencil, empty bag and full bag make them understand the concept.
6. Spacious - Narrow	Showing big rooms and small rooms in the school.

Activities to develop number concept:

1. Singing rhymes with numbers. Eg:- One, two buckle my shoe.
2. Introducing numbers through clock, calendar, calculator.
3. Number and things matching game.
4. Counting available things like pebbles, leaves, flowers sticks etc.

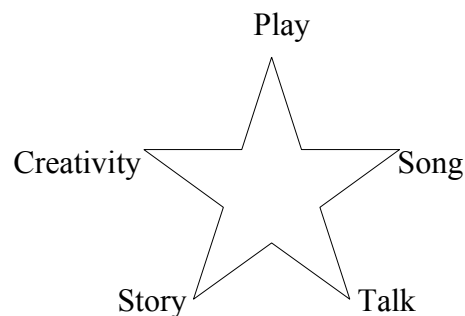
2.7. Components of ECCE and approach to teaching learning:

National curriculum framework 1986 gave much importance to Early Childhood care and Education ECCE centers prepare the child for elementary education. The following agencies take part in ECCE programs.

1. ICDS integrated.
2. NGO's Non Government Organisations
3. Sarva Siksha Abhiyan.
4. Balwadi, Day care centers
5. Anganwadis in Primary schools.
6. Mother and child health services, primary health centers.

2.7.0. ECCE center Programmes or Activities:

ECCE activity methods: First important thing is Activity planning without gender discrimination. All activities should base on 1.Play 2.Sinigng 3. Speaking 4. Storytelling 5. Creativity 6. Readiness activities.



These activities can be done 2 ½ to 3 hours every day. Each activity should not take more than 30 minutes. Some time should be allotted to teach cleanliness and good habits.

1.Play Activities: At ECCE centers free indoor and outdoor play should be encouraged. Outdoor, Indoor, free play and local games.

Objectives:- 1. Big and Small motor muscle development, coordination and control.

3. Emotional control and expression of feelings.
4. Keeping children happy through free play.
5. Cooperative play and waiting till their turn.

2.Song Activities:

Objectives:- 1. To encourage body movements and action to the music.

2. To improve memory.
3. Making them happy by repeating the song.

Method:- 1. Teaching at least one song every day and making then sing with tune.

2. Action should be encouraged along with singing.
3. Teacher should make the children listen to the song first and then ask them to sing.
4. Teacher should encourage and correct them.

3. Speaking Activities/Conversation Activities:

In ECCE, first the teacher has to make the child speak words correctly. Later small and sentences and conversations. That way they can develop speaking skill.

- Objectives:-
1. Providing listen opportunity and encouraging expression.
 2. Vocabulary usage, according to thoughts should be encouraged.

4. Story Activity:

After teaching conversation skills teacher can introduce short stories for knowledge development. Expression, concentration and problem solving can be taught through story telling.

- Objectives:-
1. To develop language as well as listening skills.
 2. To develop orderly thinking and concentration.
 3. Teaching dramatisation through story telling.
 4. Encouraging child to suggest solutions for simple problems.
 5. Making child speak about a character they like and making them act like that character.
 6. Comprehending listening skills through simple questions.

5. Creativity Development Activity:

Creativity can be added to play, singing, conversation and storytelling in order to develop critical learning and divergent thinking.

- Objectives:-
1. Developing self confidence to work independently or in a group.
 2. Coordinating sensory and motor skills.
 3. Empowering observation and concentration.

2.7.1. Education:

Kothari Commission recommended pre primary education for children between 3 to 6 years. According to National Educational Policy 1986, ECCE is meant for 0 – 6 years age children. Where as NECCE 2013 extended the provision from 3 to 8 year old children, National Curriculum Frame Work 2005 and National Policy on ECCE explained the curriculum of ECCE.

ECCE curriculum is based on the holistic development of the child.

1. Pre reading, Pre writing and numeracy are developed through games, songs and other activities at ECCE centers.

2. Child's holistic development domains like motor, cognitive, socio emotional and personal will be developed through different activities.
3. ECCE centers are useful in promoting universal education through school readiness activities.
4. ECCE centers are helpful in identifying disorders related to physical, mental and learning providing medical aid.

Pre primary education is provided by anganwadis, balwadis, nurseries, day care centers and kinder gardens.

2.7.2. Care and Protection Custodian:

Child care is parents prime responsibility. Now a days most of the parents are engaged in some work for their livelihood and they are not in a position to take care of their children. So the elder children especially girls are shouldering this responsibility. As a result there is right girl child drop out. To parent this ECCE center are better alternative.

Day care centers, cruches, balwadis, anganwadis and ECCE centers take good care of the children. Caring play a major role in child's development. It decides their future. Good cared child can develop better skills.

National Policy on Education 1986 stated that ECCE is very important in human resource development. As a part of this medical support for pregnant women providing nutrias food timely vaccination and safe delivery facilities are provided by the Govt. Nutritious food is provided by the anganwadis.

2.7.3. Nutrition:

Nutrition play a major role in child's physical and mental growth and development. At this stage children are highly active and energetic. SO good nutrition can keep their healthy growth. ICDS in our state is providing food through anganwadis. Every month they measure child's height and weight and identify malnutrition children and provide medical help. Children are protected from diseases through vaccination and nutrition.

Healthy habits developed at ECCE centers:

1. Washing hands and legs before and after meals.
2. Cleanliness of cooking area. Keeping plates & glasses clean.
3. Encouraging child to chew the food well and eat slowly. They should be given sufficient time to eat.
4. To see the child eat healthy food with fruits and vegetables.
5. Food wastage should be prevented.

ECCE Activities and Anganwadi teachers should explain the importance of nutritious food to the parents. So that the child can get healthy food at home also.

Habit Formation

Habits developed in this age will remain throughout their life. So it's parents and teacher's responsibility to develop good habits and self discipline among children.

Good Habits to be taught at ECCE centers

1. Bathing every day and combing hair neatly.
2. Regular attendance and friendly behaviour.
3. Keeping shoes in order.
4. Being polite with others, sharing, caring and playing together.
5. Keeping things in proper place.
6. Using dustbin.
7. Using toilet.
8. Using hand kerchief to cough and sneeze.
9. Using words like good morning, good afternoon, thank you, please contextually.
10. Washing hands before and after meals.
11. Learning through, picture reading.

Points to Remember:

1. Learning is a continuous process. Pre child hood, childhood and post child hood learning influences whole life learning.
2. Child needs like freedom, adjustment, health and wellbeing help their development. Child's teaching and learning can be improved through understanding their nature.
3. Different play way models like Montessori, Kinder Garten, Piaget help us to understand teaching methods and activities.
4. We have learnt about child's holistic developmental domain's and skills like physical and motor, cognitive, knowledge, language social and emotional, personal and creative skill.
5. We understood pre primary educational developmental aspects like pre reading, pre writing and numerical concepts and importance of ECCE centers in developing and conducting activities.
6. Importance of activities like play, song, talk, story in developing education, care we have learnt about primary duties of ECCE centers like education, care and protection, nutrition and good habits development.

Evaluation

1.Essay Questions:

1. Explain how children learn ?
2. Explain the importance of play way method in ECCE education ?
3. Explain differences between Montessori and kinder Garten methods ?
4. How social emotional and personal development proved at ECCE centers ?
5. Explain about sensory and numeracy development in children.
6. Explain aspects of ECCE ?

2. Short answer questions:

1. Explain the importance of freedom in ECCE ? Education.
2. Explain the importance of games and arts in ECCE teaching planning.
3. Explain about language development among ECCE children.
4. Explain about motor skill development in ECCE children.
5. How literacy can be developed in pre primary age?
6. How numeracy skills can be developed in pre primary?
7. Explain the role of ECCE teacher in developing healthy habits among children.
8. Explain the characteristics of pre primary children.

3. Answer in one or two sentence:

1. Which factors influence motor muscles?
2. Mention the types of play way methods.
3. Explain Piagets different stages of Cognitive development.
4. Explain about the nutritious food supplied to children at Anganwadis.
5. Which healthy habits are developed in children at ECCE centers?
6. Name different pre-primary agencies.
7. How do you develop pre writing skills in children?

4. Projects:

1. Visit your nearby ECCE center, observe and make a report on how 3 to 6 years children learn.
2. Visit your nearby Anganwadi center observe and make a report on how development activities are taking place.

CHAPTER-3

Early Child Care and Education- Curriculum Management

Let the child do!

- Let the child wash his/her hankie, pour water into a glass, decorate the flowers, wash plates, pick nuts, and serve the food. Let the child do what he/she wants in his/her own way.

- Gijubhai

Objectives:

After reading this chapter the teacher trainees will learn.

1. The principle of planning a balanced and contextualised curriculum and their importance.
2. The importance of long term and short term objectives of organising ECCE centres and activities to achieve the objectives.
3. Project approach method and thematic approach the teacher trainees use at ECCE centres.
4. Inclusive/exclusive education that provides equal opportunities to the physically challenged to learn along with the ordinary children.
5. The resources needed and the process of selecting the resources at ECCE centres.
6. The role and functions of this teacher/instructor at ECCE centre.

ECCE CURRICULUM, MANAGEMENT:

3.1 Principles of planning a balanced and contextualised curriculum.

3.1.0 Introduction

3.1.1 Importance of pre-primary education.

3.1.2 Formulas for constructing principles of planning a balanced and contextualised Curriculum

3.2 Long and short term objectives and planning

3.2.0 Introduction

3.2.1 Long term objectives

3.2.2 Short term objectives

3.2.3 Planning

3.3 Project approach method and thematic approach

3.3.1 Project approach method

3.3.2 Thematic approach

3.4 Maintaining a developmentally appropriate and inclusive class environment

3.4.0 Introduction

3.4.1 Early identification of children with the special needs

3.4.2 Inclusive education

3.4.3 Barrier free environment

3.4.4 ECCE- classroom management

3.5 Resources for effective functions of ECCE

3.5.0 Introduction

3.5.1 Primary compulsory needs at ECCE centres

3.6 The role and functions of instructors

3.6.0 Introduction

3.6.1 Role of the teacher

3.6.2 Functions of the teacher

3.1 Principles of planning a balanced and contextualised curriculum

3.1.0 Introduction

Early child care and education is very important for the complete development of the child. The primary objectives of ECCE is getting the child ready both physically and mentally for going to school. Early child age is also said to be early school age. It is from birth to 8 years of the child. The major objectives of ECCE are early child learning, early child care early child education.

According to United Nations Educational Scientific of Cultural Organization (UNESCO) early child (hood) age is the foundation for comprehensive learning and development of the child.

3.1.1 Importance of early child education

Early child education is most important for understanding and developing the following:

- Physical development
- Intellectual development
- Social and moral development
- Mental development
- Reading, writing and numerical skills

- Giving readiness for primary education
- Cooperating general primary education

Aims and Objectives:

As we know “Education plays a vital role in the human development.” Early child education is the foundation to make education fruitful and useful. Only when the early child care and education is organised well, the standards of education at all levels would be better. In this regard, many educationalists suggest various objectives for early child education.

Let us know some of them.

1. Early child education objectives according to Miss Grace Owen, the British educationalist
 - To provide joyful atmosphere with spacious rooms, fresh air and light to the children.
 - To provide healthy, happy and systematic life to the children.
 - To train the children so as to show solidarity among themselves while playing also.
 - To provide opportunities to sharpen the interests and skills for the personality development of the children.
 - Continuous health supervision is must.
 - Providing children unique and exact aspects home and outside home environment.
2. Early child education objectives according to Kothari commission (1964-66):

Kothari commission is that aims to prepare perfect education system that reflects Indian education to attain palatable progress in education after independence.

Kothari commission (Indian education commission 1964-66) was appointed and presided by Dr.D.S.Kothari with 17 members, started reformations in Indian education.

Kothari commission proposed compulsory learning of mother tongue/regional language in early child education. The proposals of the Kothari commission played a vital role in uniting early education.

It notifies providing education to every child at pre-primary and primary level in a constitutional right.

It becomes clear providing early child education is very essential to the children according to the objectives proposed by the Kothari commission.

 - To develop psycho motor skills in the children.
 - To guide the children in certain aspects such as expression, psycho motor skill development, drive, control over the emotions and exhibit them.
 - To understand environment and develop social attitudes.
 - To encourage freedom, creativity and emotional expressions.
 - To make them learn individual adjustment, habit of doing their work themselves and skills.
 - To enrich the children to learn about nature and they are also the part of it.
 - To provide opportunities for comprehensive development of the children.
 - Organising stress free programmes through playing games and singing songs.

3. According to National Policy of Education 1986, it is ECCE that contributes psychomotor, physical, cognitive, linguistic, emotional and social and moral development. The main purposes of ECCE are enriching elementary education and providing protection to the working women and the children in the backward and scheduled. Classes in the society for organising ECCE, special commission and management is essential. The ECCE curriculum should be child centred and contribute comprehensive development (physical, psychomotor, cognitive, linguistic, emotional, social and moral development) of the child.

The ECCE curriculum should contribute child centred and activity based teaching and address the individual differences of the children, their interests and aptitudes.

- 1. Physical and psychomotor domain development:**

The ECCE curriculum should contribute the development in the areas such as muscle development, coordination, skill, eye coordination, healthy habits and nurturing.

- 2. Language development:**

The ECCE curriculum should contribute language development like listening, learning, speaking, and transmission of information and comprehensive understanding of the subject by using good vocabulary, recognising alphabet, pronunciation, arrangement of words etc.

- 3. Cognitive development:**

The ECCE curriculum should contribute cognitive development by giving knowledge of understanding, classification, comparison, quantity, assessment, broadmindedness, analytical thinking, observing, problem solving and environmental awareness.

- 4. Social and environmental development:**

The ECCE curriculum should contribute social and emotional development of the child that consists of learning about himself/herself, control over himself/herself, life skills, learning good habits, adjustment of social relations, adjustments in groups, cooperation, expressing ideas.

- 5. Senses development:**

The curriculum should contribute to the senses development through different experiments, observation and experiences.

- 6. Creativity and aesthetic development:**

The curriculum should contribute to the encouragement of investing creativity and aesthetic sense.

Educational programs including games:

- i) Cognitive activities:
Social and Bio-science experiences, general behaviour, mathematical themes, matching, naming, classifying, recognising, separation, discussion, puzzles, games, festivals etc.
- ii) Language and transmission of information:
Songs, poems, stories, conversations, books, recognising, parts of the body, sound games, puppet shows, remembering activities.
- iii) Emotional and Aesthetic:
Music, dance, creative skills, clay moulding, caring animals, gardening etc.

- iv) Individual activities:
Dramatization, role playing, playing with dolls, lunch time activities, physical cleanliness, hair care, healthy habits etc.
- v) Social activities:
Stories, songs, poems, puppet shows, dramas, games, festivals, birthday celebrations, participating in the daily activities etc.
- vi) Physical psychomotor- Group activities:
Running race, games, exercises, pulling and rushing, stretching, skidding, throwing, catching, kicking, shaking, jumping, hopping, cycling etc.
- vii) Close psychomotor activities:
Finger games, building with blocks, cutting, pinning, pasting, drawing, painting etc.
- viii) Sensory activities:
Listening, smelling, tasting, looking, feeling, playing with water and sand, exhibiting creative arts, manipulators etc.

(Find detailed discussion in chapter-2)

According to the guidelines given by the NCF-2005, the ECCE curriculum is to be designed to prepare a balanced and contextualised curriculum for the complete development of the child in all the domains above said.

3.1.2 Formulas for constructing a balanced and contextualised curriculum

The objectives of ECCE will be successful only when there is a strong curriculum. Designing a balanced and contextualised curriculum we should understand the following aspects.

1. Holistic learning development.
2. Active learning.
3. Interactive learning.
4. Integrated learning.
5. Learning through play.
6. Partnership for learning.
7. Art as the basis for learning.
8. Integration of health and well-being based on healthy habits.
9. Authentic assessment.

1. Holistic learning and development:

- The ECCE curriculum should be designed so as to reflect the contribution to holistic development (social, mental, emotional, physical, cognitive, spiritual and moral) of the child.
- The approach chosen by ECCE teachers should reflect the understanding of the holistic learning and development of the child.
- The preparation of the ECCE curriculum should contribute to the holistic development of the child that includes the achievements basing on knowledge, skills, and values and thinking attitudes.

2. Active learning:

- Active learning should be observable and practicable to the child, providing opportunity to discuss, thought provoking and also reflexible to the child.
- The understanding among the people about the phenomenon took place and the knowledge about the things in the environment of the child of 3-4 years should develop the skills of the child.

Following element are essential for the betterment of active learning of the children

Source objectives:

Imagination of the children can be developed by giving research materials.

Materials:

Materials should be attractive, inventive, and manipulative to the children.

Manipulation:

- Should be improving the creativity.
- Control over the movements of the muscles is possible by changing the objects in various kinds and mixing them.
- Should be thought provoking.
- The quantities of the objects can be understood by innovation and direct experience.

Choice:

- Should be reflecting the choices of the children.
- Should fulfil the needs of the children.
- Can be done by children on their own.
- Should attract the children.

Language for children:

- Language contributes the most for learning and development of the children.
- Role play, dramas, songs, psalms, stories, discussions, speaking, listening, reading and writing are essential for language development.

Support:

- The environments should be clean and protective for the children.
- Should be an opportunity through environments.
- The elders should provide protected environment and experiences to help the children for improving their knowledge, skills, qualities and thinking attitudes.
- Encourage the children to participate even in the adventures activities in proper supervision.

3. Interactive learning:

- Interactive activity in the beginning of life, is an initial experience (Malaguzzi-1993)
- According to Dahlderg moss, pence (2003), interactive learning is a teaching strategy.
- By dividing the children into groups, the teachers should encourage them for learning.
- Children learn by observing the peers through listening and speaking through interactive learning.

- Generally interactive learning takes place between children-children, children-teacher, children-teacher and staff, children-family and children-learning material.

FIG

- Children improve their thoughts, skills and habits through interactive discussions and experiences in their daily life.
- 4. Integrated learning:**
- Should be correlation among the themes that the children learn.
 - Integrated curriculum should contribute to the complete development of the children.

FIG

- Physical, intellectual, creative, social and emotional, moral and spiritual developments of the children are interdependent.
- 5. Learning through play:**
- Playing (games) is useful for physical, mental, emotional and social development of the children. Games enrich the competencies of the children. They get habituated good qualities like thinking attitude, problem solving, taking lawful decisions and evoking peaceful atmosphere.
 - Children learn sporting spirit.
 - It is the responsibility of the ECCE teacher to choose the games according to the natural abilities and aptitudes of the children.

6. Partnership in learning:

Partnership in learning improves the learning of the children. Children form groups according to their aptitudes, interests, attitudes and continue learning. Children learn through imitation and influencing one another in groups.

FIG

Partnership in learning is useful to improve the skills, changes in the behaviour, making habits of the children.

7. Art as the basis of learning:

- Generally responding and reacting nature is high in the children. Their responses can be improved by arts. Their creativity and patriotic skill can be developed by artistic things such as songs, dramas, role plays and monologues etc.
- ECCE teacher can create interest among the children through attractive teaching approaches.

8. Integration of health and wellbeing based on healthy habits:

- Nurturing is very essential for the complete physical development in the children. In the ECCE system, the responsibility of nurturing children is of ECCE teacher as good health and active participation contribute development.
- Singing songs and playing are helpful for mental health.
- It is responsibility of the ECCE teacher to make the children learn healthy habits.
- Let the children aware of the importance of good health, cleanliness and protection of environments and good habits by adding them in lessons that are to be understood to them.

9. Authentic assessment:

- Assessing the learning progress is the essential part of the ECCE curriculum and it is also the true evaluation. Assessing and evaluating qualitative changes in the children will be helpful for their development.
- Recording learning progress of the children, observing, analysing and keeping the evidence in the form of tables, the ECCE teacher can notice the development of the children.
- The learning of the children can be recorded and observed through check lists, parents, interviews, audio/video tapes, anecdotal records etc.

(Find more details in 5th chapter)

Recording children progress:

Recording children progress is first step of their progress. Recording progress is very essential for observing their progress. Recording children progress is helpful for changing curriculum, teaching strategies and approaches to bring attractive changes in the lessons also for better teaching learning process.

3.2 Long and short term objectives and planning

3.2.0 Introduction

Kwin Tsue (Chinese) explains the following for the curriculum planning.

- If one plans for one year, one must plant corn. If for 10 years, plant trees. But for life time, one must train and educate men and women. From this it's clear that long and short term planning is necessary for achieving the objectives concerned.

Short term objectives:

Teachers should evaluate whether the short term objectives are achieved or not. If not achieved, planning and strategies are to be altered by the teacher.

Long term objectives:

Evaluation of long term objectives is not as easy as evaluation of short term objectives. Many aspects are to be taken into consideration for evaluating long term objectives.

Long and short term objectives accepted and approved by NCTE, NPE-1986, NCERT and all education commissions are as follows.

3.2.1 Long term objectives

Long term objectives are to be achieved in a long period. These are designed in the beginning of the year and aiming to achieve in one year or one academic year. These cannot be easily evaluated. For the evaluation of long term objectives, many aspects are to be considered.

Long term objectives- Aspects to be considered:

- Giving foundation for the complete development accordingly with the innate/latent abilities of the children.
- Providing to serve good food with nutritious values.
- Providing proper training for social, mental, emotional development of the children.
- Making children using successful expression of emotions with respectable and expressive language.
- Preparing a strong plan for complete personality development of the child.
- Strengthening the primary education by correlating pre-primary education with primary education.

3.2.2 short term objectives

Objectives that are achieved in short period are short term objectives. These are designed in beginning of the month are aimed to achieve in a day, a week or a month. Evaluating whether these are achieved or not, teacher must change the plan and approach for achieving these short term objectives in a month.

Short term objectives- Aspects to be considered:

- The concept that every child is important, recognised and respected is to be created among the children.
- Encourage the coordination in the senses and development.
- Developing healthy habits among the children.
- Encouraging children for individual adjustment and developing necessary skills.
- To see that all the children participate actively in all programmes with good social attitudes to mingle with all the children.
- To help the children to express their thoughts and accept their understanding.
- To let the children aware of the environments near to them.
- To encourage children grow independently and creatively to express their thoughts.
- To help the children move friendly with one another.
- To help children get habituated to the environment of home, ECCE centre and school.

3.2.3 planning

Introduction:

Planning is very important and plays a vital role in designing activities for achieving long and short term objectives. Long term means for a year and short term means for a day in a week, planning is necessary. Through this planning, the distributive and determined objectives and activities are achieved. Year plan is to be prepared in the beginning of the year. Week plan is to be prepared on the last day of the previous week earlier. Adhering to discipline and preparing plan without fail, we can achieve objectives sought.

Record the following in the programme table every day without fail:

- Individual and group activities.
- Activities designed for classroom and outside classroom.
- Active and inactive activities.
- Independent and classroom activities.
- Activities for holistic development of the children.

- Maintain a dairy of week plan. Determine the objective at the end of the week. Planning for next week depends upon the evaluation of objectives of previous week.

Example: model list (one day planning)

3 hours (9am – 12pm)

9am to 9:20am	Prayer
9:20am to 9:30am	Conversation (with co-children)
9:30am to 9:50am	Group related activities
9:50am to 10:10am	Singing freely in the classroom
10:10am to 10:25am	Playing outside the classroom
10:25am to 10:55am	Washing hands, taking fruits, rest.
10:55am to 11:20am	Creative activities
11:20am to 11:35am	Language activities
11:35am to 11:55am	Stories/poems/oral drilling
11:55am to 12:00pm	Conclusion

Planning should be feasible to get the children ready for the needs and the conditions near to the children according to the ECCE.

For example, the teacher plans an activity for a particular objective, but children may be interested to listen to a story. Then the teacher has to achieve the planned objective through the story.

3.2.3

i) Week planning (transport)

For example, the concept of transport can be introduced through conversation activity.

Day 1: Ordinary transport processes (in and around children environment).

Day 2: Land transport, water transport, air transport.

Day 3: Transporting vehicles- drivers (driver, boatmen, pilot).

Day 4: Different transport processes.

Day 5: Uses of transport.

Day 6: Recapitulation.

Thus the ECCE activities are useful for implementing the plan, the objectives, and the achieving objectives. All the activities can be conducted in play-way and easy to teach.

For example,

1. Telling stories, narrating stories.
2. Dramatization.
3. Songs, poems.
4. Music and dance.

5. Activities for language development.
6. Games inside and outside classroom.
7. Playing in groups.
8. Beads, blocks, puzzles.
9. Counting and classification.
10. Playing in water and sand.
11. Playing with puppets and telling stories.
12. Field trips, excursions, picnics and trekking.

Activities are helpful in play-way method. We have to conduct activities sometimes in smaller groups and sometimes in bigger groups. Anyhow, children learn social movement with others. According to the individual differences of every child. The ECCE planning is to be designed and implemented.

3.2.3

ii) Month wise year plan

Key aspects implementing at ECCE centre (month-wise).

1st month:

1. I
2. My body
3. Food I eat
4. Good habits.

2nd month:

5. Home
6. Domestic animals, dog, cat, parrot.
7. Plants-trees.
8. Vehicles.

3rd month:

9. Social servants- doctor, teacher
10. Parts of the body- ear, nose
11. Wild animals- tiger, lion, elephant, fox.
12. Festivals- dushara, vinayakachavithi

4th month:

13. Vehicles-move on land
14. Vegetables- brinjal, tomato, ladies finger
15. Parts of the body- tongue, skin
16. Social servants- washer man, barber

5th month:

17. Vegetables- potato, carrot, Keera

18. Fair
19. Vehicles- move on water
20. Social servants- police, tailor

6th month:

21. Fruits- banana, guava, grapes
22. Our village
23. Domestic animals- cow, goat, hen, duck
24. Food- good food habits

7th month:

25. Clothes we wear
26. Festivals- Christmas, Sankranti
27. Plants- products
28. Birds- crow, sparrow, parrot, peacock

8th month:

29. Vehicles- fly in air
30. Water- resources
31. Pre-reading- 2 activities
32. Pre-writing- 2activities
33. Pre-numbers- 2activities
34. Sky- the sun, the moon, the stars
35. Recognising colours and naming

9th month:

36. Seasons- winter, summer, rainy
37. Water- uses
38. Fruits- 3 kinds of fruits
39. Audio visual activities (3)
40. Pre-reading- 3 activities
41. Pre-writing- 3activities
42. Pre-numbers- 3activities

10th month:

43. Characteristics of air/uses
44. Forests
45. Birds- kinds (3)
46. Pre-writing- 3activities
47. Pre-reading- 3activities
48. Pre-numbers- 3activities

NOTE: Above activities are meant for ECCE coordinators for their use and guidance. Some more activities can be added according to the children's need and space.

3.3 Project approach method and thematic approach

3.3.1 Project method (learning by doing and observing)

William Hert Kilpatrick extended project method as an education system. In this method, teachers are not supposed to give any knowledge or information but they act as facilitators. Kilpatrick described the project method as useful activity done by the children heart fully in the social environments. The project method offers an opportunity of exploring environments through the senses and experiencing in the classroom atmosphere.

In pre-primary stage of education, learning happens in joyful environment through project method.

Early child stage is the exploring stage, full of curiosity, and zeal, and convenient to develop psychomotor skills. In this stage, children enjoy doing tasks repeatedly till they learn the skill and the instinctive readiness found for learning motor skills. So, ECCE teachers provide opportunities for the children to learn motor skills and the project method is meant for providing such opportunities. The project method consists of following steps.

Steps in project method:

1. Creating situation
2. Selection of the problem
3. Planning
4. Executing
5. Evaluation
6. Reporting and recording

1. **Creating situations:** creating situation so as to recognise the problem, arouse interest, readiness towards solution.
2. **Selection of the problem:** project the children selected should fulfil their needs. Let the children have detailed discussion and know the aims and objectives.
3. **Planning:** the success of project depends upon the planning for it. Keeping two or three plans in view, better select the best.
4. **Executing:** teachers should see that the project is completed in stipulated time by giving instructions keeping in view the aptitudes and abilities of the children.
5. **Evaluating:** evaluating the project by reviewing and rectifying the mistakes through guidance.
6. **Reporting and reasoning:** prepare a report, recording why and how the project is selected, executing methods, merits and demerits mentioned in evaluation to discuss in the classroom.

Merits:

- Scientific attitude is habituated in the children.
- Observation and analytical skills are developed in the children.
- Cooperative, collaborative learning take place.

- Creativity and aesthetic sense are developed.

Demerits:

- Takes a lot of time.
- Children get fatigue
- All the children may not actively participate.

Example for project method:

“Knowing about the objects floating and drawing in water”

1. **Creating situation:** discuss which of the objects float and sink in water and let the children get ready to know the facts.
2. **Selection of the problem:** let the children know that the objects of less weight float on water (eg: paper, plastic objects, flowers, wooden dolls, empty tins etc.) and objects of weight (heavy weight) sink in water (eg: spoons, stones, iron nails, tamarind seeds etc.).
3. **Planning:** Prepare a list of objects that sink in water and float on water and collect them. Teacher should discuss the process of testing them with the vessel full of water.
4. **Execution:** as mentioned in the plan, dropping the objects in water children realise what objects are sinking or floating and why finally they understand weight and weightlessness of the objects.
5. **Evaluation:** reviewing the project and rectify the mistakes determine the purpose and result of the project. Determine the floating objects and sinking objects.
6. **Reporting and recording:** recording the purpose and how the project is conducted and the results in the table discuss with the children.

3.3.2 Thematic approach

Introduction:

Thematic approach is a method of teaching based on a particular theme providing opportunity to teach the children accordingly with individual learner’s aptitudes and abilities, the teaching learning process in the background strategy co-ordinates all aspects of the curriculum.

Thematic approach:

Selected themes related to the children’s environment (eg: houses, birds, animals etc.) are taught to the pre-primary school children in a detailed and meaningful way through various programmes thoroughly.

Explaining single theme and various aspects through different programmes.

- Introducing the selected theme through various activities to the children takes place in the thematic approach.
- Developing skills related to a selected theme through various activities/programs.

FIG

Introducing main theme water and other subthemes (aspects) to the children in the form of song/psalm/discussion/conversations/story/drawing/pictures/play/role play/art. Creativity is done.

Objectives:

1. Developing language skills
2. Orderly thinking to get concentration
3. Teaching dramatization tell the stories
4. Making the children learn giving solutions to the smaller problems in the stories
5. Making the children choose the character in the story they like most and encourage them to enact
6. Making the children respond to the smaller questions related to the story
7. Teaching lessons through dramas, one-act-plays and monologues.
8. Learning through approach based on the background
9. Improving concentration of the children
10. Developing skills such as listening, speaking, looking, and learning.
11. Habituating discipline
12. Improving imagination and creativity
13. Following the guidelines for ECCE according to the NCF-2005
14. To see that the selected theme should create interest in the children
15. To see that the theme selected should be of the children's environment.

Themes for example:

- About myself
- My family
- Animals
- Birds
- Fruits
- Vegetables
- Houses
- Trees
- Cleanliness
- Transport
- Seasons
- Festivals
- Parts of the body
- Festivals, special occasions

WEB CHART

Eg: 1. Festivals:

Collecting all the material arrange them attractively to create festival atmosphere which is known to the children. Extract the information and importance of the festival by asking questions. Making the children tell known things we can teach the unknown.

2. Beech:

Collecting sand, pebbles, stones, model boats, small boats, plastic water animals-dolls etc. arrange them to create beech atmosphere.

Teach lesson by asking questions.

3.4 Maintaining a developmentally appropriate and inclusive class environment

3.4.0 Introduction

In the inclusive education, education is provided to both the children with learning defects and no learning defects in the same classroom. The better results can be achieved both socially and educationally, through teaching all the children in the same classroom. The opportunities and the experiences are provided to all the children alike. Inclusive education is not the opportunity specially provided to the children but their right. In the ECCE, development can take place through inclusive education.

In the present education system, inclusive education is an important concept. According to PWD act 1995 (persons with disability act) and National Trust Act, the children with disability are included in every school. To implement the slogan, there is a need to recognize individual differences and provide education that they require.

3.4.1 Early identification of children with special needs

Every child is differently very special. Their needs guide them to learn sometime children cannot exhibit their performance perfectly in all the programmes in the school. Then, we need to pay a special attention towards them. The classroom management becomes difficult especially with the funky and aggressive children. But the teachers cannot be apathetic towards them. So early identification of children with the special needs is very essential. Observing them very keenly, execute designed intervention programmes for them if necessary.

Early child age- special needs- their kinds

It is the responsibility of the teacher to understand and recognise the children with special needs as early as possible

Special needs and kinds

1. Visual impairment
2. Hearing impairment
3. Locomotor disability
4. Mental retardation
5. Speech impairment
6. Learning disability

The above impairments can be identified through a checklist in the first stage but determined by the specialists in the second stage.

Benefits of early identification

1. Intensity of impairment can be decreased by treatment
2. Their condition can be improved by training

3. Required help can be given at home and school
4. Suitable inclusive educational programme can be designed and executed
5. Proper help and guidance can be extended through the proper motivation and intervention programmes.

3.4.2 Inclusive education

Not regarding to the strengths and weaknesses in various fields of the children in the classroom, sustaining all the school children as a group is inclusive education.

Inclusive education consists of all kinds of exemplary aspects that had to good teaching. Those who think deeply about the children and develop ways to learn for all the children are ideal teacher and it is the prominent fact of inclusive education.

Aspects of inclusive education:

- Providing education to the differently-abled children along with the other children in the common classroom
- The construction of ECCE classroom should be convenient to the children differently-abled.
- Designing activities for the participation of the children differently-abled
- Every child should achieve individual educational goals.
- Inclusive education welcomes and offers good education to all the children regardless of the intensity of their disability.
- Offering education to every child according to their needs and treating them as if they are not differently-abled.

3.4.2 Inclusive education plan

Individual teaching takes place in particular planned order considering the improvement standards, mental state, and condition of the children.

It is easy to prepare an individual educational plan only when we know the ability of the child. Teaching plan is designed by considering some of the objectives based on individual educational plan.

Classroom management:

Children with mental impairment have less ability of learning and they forget earlier. If the teaching is done through pictures description they can learn earlier and keep in memory for a long time. Repetition of teaching many times improves their memory. Teaching them through not only picture description but also dolls and things improves their memory.

In this education system, while teaching process every achievement of the child is appreciated and offered gifts to create interest towards education. They are weak in controlling their emotions of activeness and happiness. They have less intelligence and concentration. So, training should be given to improve their intelligence and concentration.

Child centred activity based teaching is useful for their learning

ECCE- inclusive education- role of the teacher:

- In inclusive education, teacher's role is important
- Making the children with mental impairment learn through the senses. So, let them have the opportunity of looking, listening and speaking
- Be patient enough to encourage children do their work on their own
- Every trail of the child to achieve goal is appreciated heart fully
- Remaining the things they have already learnt while they try to learn new things because they forget easily
- Offering opportunities to exhibit their skills they acquired in different environments.
- Giving them chance to imitate teachers and other children
- Encourage them learn singing songs and poems, acting to get them aware of solidarity, unity, language development and society.
- Acting is to be added while telling stories to create social awareness, understanding and interest among the children.
- Improve their conversation skills through situations and pictures available. Encourage them to describe the things in the pictures. Extract responses by asking questions.
- To improve concentration and memory and understand some of the principles through puzzles, playing, matching flash cards.
- They can get educated with all other children in the school, their weakness is identified earlier and they are encouraged for learning.

3.4.3 Barrier free environment

In the ECCE system, barrier free environment is to be provided to the children with special needs.

For coming and going to school with all the other children, there should be no barriers in the school.

Children with special needs can get educated in the common school without any barriers and not being teased by others if we take the following measures:

- The way to going into the school and out of the school is convenient to them.
- Raising is to be arranged to hold while they walk
- Doors and threshold are convenient to all of them
- Anti-skid floor is to be made
- Information boards and symbols are arranged
- Classrooms are facilitated with proper ventilation, lighting and air passage.
- Clean and healthy toilets are maintained
- Play-ground is specially designed so that they do not get hurt even when they fell down
- Providing protected water
- At least two emergency doors are to be maintained

If we keep in view the above all, the children with special needs also can get educated with other normal children in the general school.

3.4.4 ECCE classroom management

All the children in the general classroom, do not have the same physical, mental, and emotional maturity. In the general schools, in inclusive education, there requires alterations in planning and teaching with provided teaching learning materials that are convenient for the children with special needs for learning. Offering trainings to the teachers and providing organizational and infrastructural facilities, we can improve the skills of the children with special needs. These are essential for the teachers to manage the classroom with the children of individual differences. In addition to that, we should encourage the normal children to receive the differently-abled children in a friendly manner.

ECCE- individual education plan

Assessing the abilities and behaviour of the differently-abled children, teachers should prepare individual education plan according to the level of learning of the child and execute the plan. Designing a special plan and with special objectives for the differently-abled children is “individual education plan”.

It is the responsibility of the teacher to make IEP (Individual Education plan) successfully with his determined efforts.

Aspects of Individual Education plan:

1. Detailed information of the differently-abled
2. Level of the children
3. Objectives
4. Teaching/training methods
5. Evaluation

1. Detailed information of the differently-abled:

No two differently-abled children have the same abilities, energy, needs, weaknesses, family history, social and economic status, conditions of living environment, education, examination information of the children play a vital role in preparing individual education plan

2. Level of the children:

In preparing individual education plan to decide teaching objectives, it is important to consider the level of the children in terms of abilities and behavioural problems and it is also important to assess something about the senses.

Teachers themselves assess the children with learning defect and prepare suitable Individual Education plan.

3. Objectives:

Basing on the detailed information, level of the children differently-abled, determine the long and short term objectives. These objectives, according to their priority are to be achieved in the contemplated tenure.

4. Training/teaching methods:

Considering the objectives, teachers adopt the training and teaching methods that are needed and useful to the children. In the training, each exercise is to be repeatedly practised and every effort of the child is appreciated and learning is reinforced

5. Evaluation:

Perfectly assess and evaluate the level of the children.

Teaching learning material in the management of ECCE classroom:

In the classroom, in inclusive evaluation, teaching learning material plays influential and vital role.

Understanding capacity is comparatively less in the children differently-abled than the normal children. So, teaching learning material should be more attractive.

1. TLM should be appropriate to the age of the child.
2. Dolls should be many kinds in vibrant colours.
3. Making clay mouldings, painting, counting beads etc.
4. Smaller and bigger balls and dolls etc.
5. To improve the power of description, expression, language skills, writing skills by asking them to tell something, write and classify things with the help of things, dolls, maps, and flash cards.
6. To teach numbers, use beads and tamarind seeds
7. Use colour pieces of chalk
8. Teaching through songs, poems, stories, dramas and monologues.

ECCE Needs:

1. Children education needs are to established according to the goals of inclusive education
2. Allot a special room or the propitious part of the room
3. To see that the hospital is available and the doctor visit the schools to assess the behavioural, mental, and social status
4. Conduct parent teachers association (PTA)
5. To see that learning takes place through peers

3.5 Resources for effective functions of ECCE

3.5.0 Introduction

In early child age, children learn through commingling with the environments. Provide well equipped environments to let the children continue their learning and improve their interest and curiosity.

The ECCE centres are to be established in the healthy areas that are easily available to the children. Those should be away from pollution, ponds, lakes, digged canals, and the roads

on which heavy vehicles go frequently. In this age, children are very active and they always run, jump and hop. They keep themselves in motion ever.

So, not only providing play grounds, the ECCE centres should also be well equipped with different materials, things, goods, apparatus to provide interesting learning experiences to help the children for complete development.

ECCE objectives determine what equipment the teachers should select and how they should use them. So the teachers should take every care of selecting and preparing the materials.

3.5.1 Minimum important needs in the ECCE centre

1. Safe, healthy and adequate place.
2. Appropriating teachers and care takers according to the number of the children.
3. Purified drinking water
4. Clean toilets
5. Supply of available nutritious food
6. Paramedical staff under the supervision of the doctors.
7. Toys, dolls and play things
8. in service trainings to the staff and solid supervision

3.5.2 Notice the following aspects while selecting children kit, play things, toys, books and other materials

1. Zappers and goods are useful for the development of the children and achievement of the determined objectives
2. Equipment needed to use for multiple purposes is useful
3. If material is not supplied, teachers should be capable of preparing them
4. There should be two kinds of environments and things.
 - i) For hard work and games
 - ii) For easy work and games
5. Play things and equipments should be for individual playing, playing groups, and parallel playing of the same age group children
6. Children use things roughly and frequently so they should be strong enough
7. Toys should be safe and not dangerous
8. Things detached and things smaller may be swallowed. Such things should be avoided
9. Toys with strings not strong, ropes, rubbers, rings should not be given

10. Toys with sharp edges should not be given
11. Children may fear of loud noises and sounds. Things and toys create such a sounds should not be given
12. Toys without chemicals can be given
13. Dangerous things such as blade, knife, matchbox etc. are avoided.
14. Toys that create interest and creativity are useful for their development
15. Toys should be cleaned regularly or else they get dust and rust
16. Different kinds of toys are to be provided that they can choose for example standard toys and scientific toys
17. Let the TV and computer be available
18. Teachers should have the competency and skill of making toys and play things using available greeting cards, invitation cards, newspapers, old books, vegetables, tins, covers, pulses, wooden pieces, empty match boxes, candles, bangles, tags collected from tailor etc.
19. Printing font should be larger and pictures should be more attractive with multiple colours in the children books and they should also be handy.
20. Papers in their books should be even thick
21. Books should be bigger in size and pleasant to look at.

3.5.3 ECCE material

1. Supplied:

Blocks, beads, cards, pictures of conversations, colourful patterns of different shapes, panel boards, cassettes and related pictures.

2. To be collected:

Balls, ropes, mirrors, smaller plastic things, toy houses, tyres, toys of humans required toy houses

3. To be prepared:

Treasure of sources to organize ECCE programmes in the centres successful, we have to gather things related to the concepts and preserve them in the source treasures and get them available.

4. Source preserve: (Things of daily use and easily available in their environments)

Eg: Plastic tins, empty match boxes, pieces of wood, colourful rags of cloth, different kinds of seeds (Big and small), thermocoal pieces, newspapers old, picture dictionaries (useful for the children) are to be gathered and preserved in the treasure with the help of committee members of the school, parents.

How to use things?

- i) Utility of anything is not limited to one theme

- ii) Various themes can be introduced by using one thing
- iii) To see that all the play things are closely available for them
- iv) Torn and broken things are to be avoided and given after repair
- v) Develop the habit of preserving things in their respective places

5. Colours:

Besides the colours supplied, colours can be prepared crushing flowers, leaves, water melon by adding water etc.

6. Making dolls/toys:

Dolls and toys can be made using newspapers, sponge pieces, paper bags, fur, ropes etc.

How to preserve and use things?

1. All the things are to be cleaned regularly with the help of attendant in the centre
2. Torn and broken things are to be repaired
3. See that all things are available to the children and tell them how to use and preserve them
4. Things harmful and dangerous to the children should be avoided. Prepare new things regularly
5. Encourage the children by keeping and preserving the things made by children to let them do more

What toys are to be given to children?

1. Any game is joyful to the children. Games are the source of getting physical strength and activeness besides happiness. Games reinforce the social relation that everyone should recognize him and his words and such recognition and appreciation comfort him very much
2. Development through the games is very general and natural
3. Things learnt on their own are strengthly.
4. For playing, children need toys and play things which make them closer to the elders to increase affection
5. The toys and play things should not be given any harm or lost to the children. Teachers and organizers should give much importance to this concept and they should provide things appropriate to their age. They should gather things that are needed for the proportion, creativity and self-experience of the children

3.5.4 ECCE- comfortable facilities

1. Artistic things representing the abilities of the children, back-ground exhibitions, their collections, exhibit boards to display the skills of the children are to be maintained
2. Iron safes, almarias, racks are useful to improve disciplined working habits in the children. They keep the things in their respective places after their use. Teachers should allot a place to keep their own books, things and toys happily
3. Facilities provided there at ECCE centres should be easily available and also useful

4. Equipment, goods and everything should always be in a particular order for easy handling
5. It should be the continuous process to check the useless things and take up repairs for them
6. Every room should be constructed with good ventilation and lighting in the ECCE centres
7. Purified water facility should be provided
8. Measures to prevent diseases spread through water are to be taken
9. Running water, bath rooms, clean toilets, dressing room, facilities for washing hands etc. are easy to handle and available. Exhaust fans should also be provided if possible
10. First kit should also compulsory be maintained

3.6 The role and functions of instructors

Introduction

The mental condition of the child below 6 years is very sensitive and it is the seeding stage of personality development. It is important for the teachers to understand abilities as well as know the needs of the children of early child age. The speed of holistic development of the child is increased with the strength of understanding.

The ECCE teacher plays a vital role in improving intelligence and social development in the constructive age of the children. The education the teacher extends is important for the future of the children and their future development. Keeping this in view, the teachers provide environments and equipments. They can use games, stories and other programmes for language development, improving social skills, knowing important scientific and mathematical aspects.

To succeed in the field of early child education, teachers should develop professional competency and skills and good characteristic features

ECCE- characteristics of teacher

1. Good teachers of ECCE have children must
2. Teachers strengthen and reinforce the zeal for learning of the children
3. Teachers sincerely strive to make the children independent learners
4. Providing opportunities for expressing the children ideas, the teachers encourage them
5. Teachers evoke interest of the children
6. For knowing the abilities of the children regardless of their social and financial status, teachers extend love, support and guidance
7. Teachers have belief in their abilities
8. Teachers take challenges and responsibilities and successfully complete them with their abilities and skills
9. Executing good teaching responsibilities, the teachers provide a fine basement for the future of the children
10. Good teachers are loved by children, parents and co-teachers
11. Making everyone happy, good teachers are always happy
12. They have good patience and tolerance

13. All the parents mainly believe that the teachers are always good and every child can get educated at them
14. They can explain even complex concepts in an alternative and easy way
15. They always evaluate for the growth and development of the children
16. They learn all the methods of the ECCE in a detailed way
17. They always study then changes and developments in the ECCE

FIG

3.6.1 Role of teachers in the ECCE programme

1. Attending to the centre before the children to welcome them
2. Wishing the children with smile
3. Calling every children with their respective names
4. In this age, children seek close association with the elders. So teachers improve relations by holding their hands, patting on the shoulders etc.
5. Appreciating every child abilities in the class
6. Offering opportunities to all the children equally
7. Providing opportunities to build self-confidence (that they can do anything) among the children
8. Punishing, scolding, beating, and humiliating are to be strictly prohibited
9. Comparing with the children and under estimating are to be avoided
1. **Teachers role for physical development of the child:**
 1. Taking every care in arranging properly all things needed for playing
 2. Maintaining environments that the children are not hurt while playing inside/outside classroom
 3. Considering the size and abilities while the children are playing
 4. Observing the height and weight, teachers have to record them. If not found any growth, teachers should consult the health centre
 5. Teachers should not intervene while the children are playing with full freedom. Such an intervention may prevent their freedom
 6. Teachers should not insist on the children to play if they are reluctant to play. Let them observe while others play. But teachers have to invite them every time. They, after a period of time, deliberately come join to play
 7. Torn, broken and destroyed things are not to be given to the children
2. **Teacher's role to improve creativity:**
 1. Offering opportunity to play freely
 2. Teachers should not insist the children to make dolls by giving/showing readymade dolls. That may destroy the creativity of the child. Encourage them to prepare toys on their own
 3. Teachers should appreciate every creative activity of the child
 4. Teachers should recognize and appreciate any kind of work the children do
 5. Provide different things available in the environments to the children
3. **Teacher's role to improve susceptibility:**

1. Teachers let the children freely with play things
2. Providing opportunity to the children for creative thinking and problem solving
3. Providing time for the children to think
4. Giving importance to improve learning skills of the children
5. Improve readiness and required skills for learning alphabet and numbers, but not teach them mere alphabet and numbers

4. Teacher's role in the language development:

1. Giving opportunities to the children for expressing their ideas
2. Encouraging the children to speak in full sentences
3. Not learning the silent children (who do not speak) aside, encourage them by showing love, individual care and appreciation
4. Patiently listen to the children whatever they say and answer their questions
5. Providing opportunities to the children to play together in groups and participate in activities
6. Teachers should provide opportunities to speak something about the pictures by showing pictures
7. Teachers should give the chance to the children to tell what they see and imagine and also reasons by asking small questions
8. Teachers have to speak to the children politely in simple language with low pace
9. Teachers should not hesitate or humiliate the children when they commit mistakes while speaking. If so, they fear about expressing their ideas. Correct their language with love and affection

3.6.2 Functions and duties of ECCE teachers:

1. Providing safe and comfortable atmosphere:
For the sake of the children, teachers have to examine all the materials and equipments and get them repaired or avoided
2. Supervising and maintaining discipline:
It is the most important duty of the teacher to supervise children in break-time, at lunch time, in the playground, while field trips with proper care to keep maintaining discipline.
Speaking softly, teachers have to counsel and guide the children when they break rules and misbehave to let them keep discipline. But the methods that hurt the children physically, orally and mentally are prohibited
3. Observing the progress, discuss with the parents:
It is the responsibility of the teacher to observe the behaviour of the children explain it to their parents. Then they can assess the growth and development of their children. Teachers should inform their observations to the parents immediately.
4. Executing child-centred methods:
Teachers may conduct group activity on individual activity according to the kind of lesson and need of the children. They have to decide how to begin the lesson they have chosen before going to class. Teaching process may take place by asking questions, the strategies they select (stories, songs etc.)
5. Considering the special needs of the children:

Teachers should try to solve the problems of the children with special needs (physical, mental and related to education). Eg: if the children have food allergy, teacher should take every care at the food they take.

Important points:

1. The ECCE is the most important for the physical and mental development of every child
2. The main purpose of the ECCE is to get the children ready both physically and mentally to go to school
3. Kothari commission proposed that children must learn mother tongue at the age of early child education
4. Planning is the base for designing activities and achieving long and short term objectives
5. Preparing a plan appropriate to long term means for a year or short term means for every day in a week is essential.
6. The ECCE planning and execution should address the individual differences of the every child
7. The project method provides opportunity to explore and experience the environments through their senses in the classroom atmosphere
8. The purpose of the project method is to provide opportunities to improve the skills of the children.
9. Background based approach offer opportunity to teach considering the interests and abilities of individual tears
10. Inclusive education offers education to both the children with learning defects and no learning defects in the same classrooms
11. In the ECCE, providing barrier free environment is essential for the children with mental impairment.
12. Providing infrastructural and organisational facilities and offering trainings to the teachers to manage the ECCE centres, we can improve the skills of the children with learning defects
13. Supply different materials, things, equipment to the ECCE centres to offer attractive learning experiences that help the complete development of the children
14. Gather different things and equipment earlier related to the concepts/aspects to make the programmes successful in the ECCE centres
15. The ECCE teachers play a vital role to improve the intellectual and the social development of the children at their constructive age
16. Trainings for improving professional skills and good characteristics are needed for the teachers to be successful in the field of early child education

Evaluation

Essay type:

1. What is active learning? What elements are needed for active learning?

2. What are long and short term objectives of the ECCE?
3. Explain project method with example
4. What is inclusive education? Explain the role of teacher in inclusive education
5. Write about the resources of successful organisation of ECCE
6. What are the functions of the teacher in organizing ECCE?

Short answer type:

1. What are the formulas of balanced and contextualised planning? Explain one of them
2. What is week planning? Explain with example
3. Explain background based approach with example
4. What is individual education plan? What are the aspects of it?
5. What are the measures to be taken while selecting things and equipment for ECCE centre?
6. What are the general facilities to be provided at ECCE centres?
7. What are characteristics of the ECCE teacher?

Very short answer type:

1. What series of actions can a teacher do for language development of the children at ECCE centre?
2. The activities used most in the ECCE education system
3. What are the uses of project method
4. How should be the construction of school in inclusive education?
5. What are the minimum needs in the ECCE centres?
6. What should a teacher do to improve creativity in the children?

Fill in the blanks:

1. Early child age is also called _____
2. The period from birth to 8 years is considered to be _____
3. The base for fruitful results of education is _____
4. The president of Indian education commission is _____
5. Kothari commission proposed that learning _____ is a must in the early child age.
6. ECCE curriculum should help _____ of the children according to NDE.
7. To examining progress of the children _____ needed
8. _____ is the base for achieving long and short term objectives and designing activities
9. _____ defined that the project method is a useful activity done heart fully in the social environment

10. There are _____ stages in the project method
11. _____ can be developed in the children through inclusive education in pre-primary education
12. The method of teaching based on a particular case is _____
13. Considering special objectives of individual education plan _____ is prepared
14. Barrier free _____ is to be provided to the children with mental impairment in ECCE
15. Designing a teaching plan appropriate to the special objectives for the disabled children in the classroom is _____
16. Selecting what kind of materials to be selected by ECCE teacher is decided by _____
17. It is better to keep _____ equipment for using in multiple purpose in ECCE centres
18. _____ has to gather things related to various concepts for organizing programmes in ECCE centres
19. If growth in the height and weight is not found in the children _____ are consulted immediately.

Chapet – 4

Pre Primary Education Curriculum for the chiddren 3 – 6 years

School is not a physicl to cation. It is a enfluence of Childrens as pioations and deveiopment. It is an open world where they can associate themselves with whatever creature, thing and any real thing. What in needed for a school is not just teachers or priests. Friends who can extend a helping hand whenever needed.

- **Aurobindo.**

Objectives:

After reading the unit, the pupil teachers will

1. Recognise the need for ECCE curriculum for the age 3 – 6 years.
2. Know what is language and communication of ideas.
3. Understand the aspects that need attention for the development of language. Also, they know different activities to be conducted for language development.
4. Understand the concepts of mathematics, and the activities to be conducted for mathematical readiness.
5. Understand the role of teachers in promoting scientific thinking among children.

Sub Headings:

- 4.1 Language and Communication
- 4.2 Mathematical Concepts
- 4.3 Scientific thinking

Introduction:

At the age of 3 years, certain comnations related to various developments start appearing. So several Psychologists and Educationists felt formation is laid to different developments names, Physical development, moral development and linguistic. This age is considered to be suitable for learning. The period between 3 – 6 years age is called Early childhood stage Hence the universally accepted child centred education is proposed in order to facilitate observing and underswtanding by the teachers and help them develop in their own way.

The collection of experiences provided to learners is curriculum. All activities conducted in school that help the child progress is called curriculum - **Albert.**

According to the corutive development of Piaget children discover new things in their interaction with the surroundings that meands, if we want to develop spirite of enquiry and

skills we have to plan activities like art / craft material/ puzzles, sports, building blocks, books and instruments related to music.

The curriculum in ECCE should keep the age of the learners and their mental level in view. The noted people who worked on Early Childcare Education are – Russean, Frobel, Dewey. Indian educationists like Gandhi, Tagore, Gijubhai Badheka also advocated a child centred curriculum.

4.1. Language and communication:

Language facilitates thought process, communication and learning.

Halfday Ideas:

- Children express their wishes and fulfil them with the help of language.
- They control others behaviour and interact with them
- Children express their opinions, attitudes and feelings through language

There are differences among children in learning a language (Speaking). Some children pick up speaking very early. In some other children, it is delayed some children speak fluently. Others, remain silent most of the time. Heredity is one reason for this. Environment also may contribute to this nature. All children don't pick up language in the same pace. Hence, it is not ideal to compare the learning pace of one child with another's. Before the child comes to early child care centres, there is some level of language ability developed in it. If there is sufficient exposure, their vocabulary rapidly expands. Educated parents provide. The children with toys, news papers, story books. They spend time talking to their children; they take them to different places and go on tours etc. Apart from that they also expose the children to TV, films, audio – visual materials, playthings and so on. They allow the children to spend time with their peers playing and singing. However, the parents from the disadvantaged groups don't even spend some time with the children. As a result, they can not even provide exposure to language. Hence, There is every need to bridge this gap with the help of ECCE activities.

In pre primary stage, the mother tongue or the regional language should be the medium of instruction. By the time children come to pre primary Education centers, the children would have already learnt some level of language. It is the responsibility of the early child care centres to promote interest in language, skills and thereby develop language skills among them.

4.1.0 The aspects to be focussed on for Language Development.

- Promoting and developing listening skills.
- Developing speaking skills
- Pre Reading readiness
- Post Writing readiness
-

4.1.1 Development of listening Skills

Children should be able to communicate their ideas to others. They should also be able to understand what is said by others. The following activities are suggested to develop listening skills among the children.

Activities for developing listening skills:

1. Encouraging the children to listen to sounds in the surroundings and identify differences and similarities in them.
2. Asking the children perform actions by listening to some action words.
3. Asking the children to identify the voices of their peers by blind folding them.
4. Making the children listen to stories, songs and rhymes and asking them to repeat making the children.
5. Make us the childreb to the sounds of different musical instruments and asking them to identify the instrument (flute, harmonium, Tabla).
6. Asking the children to tell their names, and making them to tell the names of the family members.
7. Make the children say the names of domestic animals and other animals.
8. Make the children recollect and say the names of their friends, and their neighbour. Ask the children to talk about them.
9. Fruit, flowers, animals, leaves, beads, broom stick etc. are shwon to them and make the children identify them.
10. Identifying colours, tastes, smell and shapes.

4.1.2. Development of Speaking Skills:

When the children enter the Early child care centre they are very shy and nervous. The environment in the centre is totally new them. There fore, there us a lot of insecurity among them. To make the children feel secure, the teachers have to behave them affectionately and develop intimacy. Children should be asked to sit in a semi circular pattern and talk to them affection ately. The following activities can be conducted to develop speaking skills.

Activities for Language Development: Based on maturity, Reading activity, Reading activity should introduced in the primary level it self. The activities that help develop reading in the Pre Primary stage ifself. The children should made ready for reading in order to creat interest among them. If we can conduct activities that promote reading, reading skills wii be developed.

Pre skill Development Activities:

1. Children should asked to say the names of obbjects, flowersm animals and they should asked to talk about it.
2. Making the children talk about the incidents faced on the way to centre / incidents that took place at home / ways of celebrating destivals.
3. Asking the children talk about their routine / School activities.

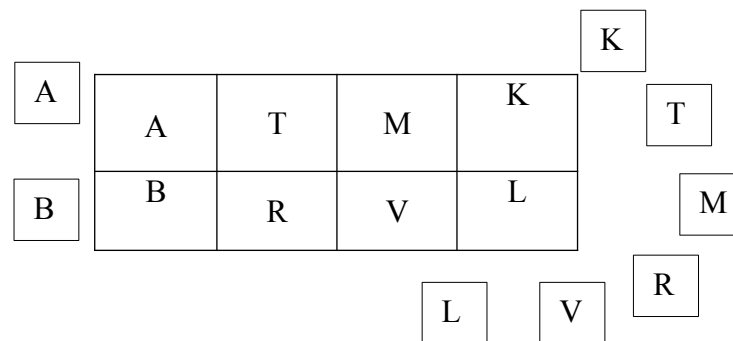
4. Organising a quiz by dividing the children into groups.
5. Giving chess and eliciting answers from the children (riddles)

4.1.3. Pre – Reading Readiness:

Reading process should start in the Primary level itself, When we take maturity into consideration. The children should be made ready for creating interest in them. If suitable activities are conducted the reading skill will improve in them.

Activities for Pre – Skill Development:

1. Picture reading: Children should be shown pictures and they are asked to speak. We can elicit answers by asking them questions.
2. Puzzles: Puzzles of suitable level should be given to the children and make the do by giving necessary instructions.
3. Matching Letters: The pieces of cards on which letters are written are jumbled. The jumbled cards are given to the children. The children match the letters on the pieces with the letters on the chart.



4. Picture Books: Children can be asked to narrate stories with the help of picture books, and to read from left to right. They learn to hold the book in a right manner.
5. Dramatisation: Children like dramatisation very much. They learn to express feelings through dramatisation.
6. Organised thought: The thoughts should be properly organised in order to express them in a clear way to the listener the order of ideas should be carefully followed. What to convey first, what should follow that and what should be expressed in the end. In order to make children do this, they should think in a correct order.

4.1.4. Pre – Writing Readiness:

Writing is very difficult to children in the beginning. Some kind of readiness is needed to start writing. In the early stages of writing, the children can not hold the pencil properly. The reason for this is lack of coordination between hand and finger muscles. This coordination can be achieved with the help of different creative activities.

Programmes for pre writing Development:

Writing is a process. It is better to start teaching writing in Class – I. But if we look at the maturity levels, children will be come ready for writing if the muscular coordination is

achieved in the pre schooling programme. So, in order to achieve a fine and definite muscular coordination, if we undertake the following programmes, we can develop writing skills among children.

1. Playing with clay: Children like to play with clay. Children make lumps of clay, press the clay and derive a lot of pleasure. At a later stage, they start making balls and other shapes with clay. Teachers can interact with them and tell them what more can be made with the clay. When children do something on their own, they gain a lot of confidence.
2. Playing with sand: Children play with sand. They take plastic lids, coconut shells etc and fill them with wet sand and invert them, Then they look at the shape of wet sand and become very much delighted. If children are asked to make scales with plastic lids or plates and tweed, they feel very happy.
3. Tearing paper and reassembling: Children will collect colourful paper, and tear them or cut them into small pieces. Then, they paste the pieces on a shape drawn on a sheet with the help of gum or fevicol.
4. Joining dots and Lines: Children learn to join dots to make a picture, to make a rectangle or a square etc. We can find such activities in almost all Sunday supplements of newspapers. If children are directed properly, they collect and show them happily.
5. Memory Game: The teacher can ask the children to draw small shapes on a board and ask them to observe. Later the shapes are erased and the children are asked to draw the same on slates.

By implementing the activities mentioned above, we can develop writing readiness.

- Colouring Pictures
- Asking the children to draw circles
- Drawing lines
- Making children draw pictures
- Keeping coins under a paper and tracing its impressions on them using pencil
- Assembling grains in different forms.

4.2. Pre – Arithmetic Concepts:-

Activities for Readiness Children should be made ready before they are taught numbers. For achieving readiness, conducting certain games / activities is essential. Before learning numbers, children should learn “more” and “less” concept. Similarly, the words that are related to arithmetic. For example, concepts like long / short, small/ big, far / near should be understood. Children should be taught these concepts gradually. They should be made ready for arithmetic operations. For that purpose, the following activities are useful.

Development of Fundamental Concepts:

1. Big and Small – Difference.
 - a. Difference between two sizes: The teacher can take sticks of the longest and shortest sticks. By comparing the length of these sticks the children will understand the difference between big and small with the help of this.
 - b. Difference in three sizes: The teacher can select sticks of three sizes and introduce the quality of the biggest, smaller than the biggest and the small one.
2. Comparison of Perimeter: The children can make to understand the concept of perimeter in the two following examples.
 - a. Comparing two sizes: The teacher can take two round plastic plates and compare the bigger one and smaller one by asking the children. Then the children will form the concept of perimeter.
 - b. Comparing Three sizes: The three sizes can be compared with the help of three plates by asking questions like: Which is the biggest? Which is the smallest? Once the children answer the question, the teacher can ask “How did you know that?” This way, the teacher can develop understanding perimeter.
3. Difference in Volume: Two glasses or two plastic bottles of same size are taken one is completely filled with water. The other is only half filled. The teacher can pose the question :Which glass has more water?”. The children will answer the question. This way, the difference in volume can be made understood.
4. Difference in weights: Two tins of the same size are taken. One tin is completely filled with sand. The second one is left empty and is scaled. Then the children are asked to lift both the tin. The children will be able to feel the weight know which tin has more weight.
5. Far – Near: The teacher can select an object as the centre. Two children are called and one is asked to stand close to the object. The second child is asked stand at a farther point. Then the teacher can ask “Who is nearer to centre?” “Who is farther to the centre?” With the help of these questions children will understand the concept of far and near.
6. Difference in “More” and “Less”: 10 Red Cubes and 5 Blue Cubes are taken. Then they are shown as two different heaps. The teacher can then ask, “Which heap has more cubes?” Children compare the two quantities and answer. In a similar manner, other material also can be shown and the same activity is conducted.
7. Separation by Difference: Cubes of different colours are mixed up. Out of them one cube is taken and shown to the children. The children are asked to pickout the cube of the same colour from the mix up. The same activity can be conducted with other material also.
8. Understanding the concepts: The object Number concept can be taught using the following activities
 - a. Matching: Rebbles are taken. Then they are grouped according to the number like one, two, three etc. The children asked to match the number using leaves and beads. This way, the number concept may be taught to children.
 - b. Relation between the number and the object: First the relation between the parts of their body and number be made known to children for example, one nose two ears,

five fingers etc. Children are given beads or seeds. They are asked to drop exactly the same number that is cettered by the teacher for example 3 deads / 2 beads / 4 beads.

This way other articles are also used and be made understood.

9. Understanding the concept of space: Children are asked to stand in a circle and involved in game. The teacher then asks the children to move according to the song sung by the teacher.
 - Let's move, let's move in, Let's move Lets' move round, Let's jump, Let's jump.
 - Cards with different pictures are prepared. The cards show different places.
 - A picture with a parrot in a cage, another picture with a parrot outside the cage.
 - A picture with a glass on the table, another picture with a glass under the table.
 - Play acting: Creative plays promote understanding of the spatial concepts a lot.
 - Obeying orders.
 - Preparation of peg board using nails and rubber band.
 - Concept of left and right. Asking children
10. Understanding the concept of time:
 - Discussion on the daily routine of children in an understated conversation.
 - Acting out the activities performed in the morning / evening / at night.
 - Using picture books and songs that tell us routine activities and different incidents to make the concept of time understood.
 - The teacher can ask the children to make a clock by giving a round hard board piece and numbers 1 to 12 from a calendar with the help of a nail the minutes hand and hours hand can be fixed on the face of the clock.
11. Understanding the concept of temperature: The following activities can be helpful in making the concept of temperature understood by the children.
 - Children touch hot water normal water and compare the temperature.
 - Children will be able to understand how water gets hot.
 - Children will be able to identify the difference of temperatures (summer and winter) when the climate changes.
 - Creative experiments like cooling the hot milk and cooling hot materials .
A part from the above experiments, the activities from new papers given below can be conducted and create interest among children. These available in the Sunday editions of various news papers.
 - Joining the dots, Sudoku, Ply time.
 - Find the way, Learn English, Picture Sudoku
 - Colour the pictures stories of a naughty boy world Scientists
 - Do you know? Find the difference, Chintu, Match.
 - Creative "Thrill"
 - Completion
 - Health corner
 - Mythography

4.3. Scientific Thinking:

In order to promote scientific thinking rational attitudes and values we have to promote the qualities of exploration questioning and objectivity.

To promote Scientific attitude, broad mindedness, free exploration, collection and analysis of correct information before coming to a conclusion are essential. We should be ready to change the hypothesis in the light of new information.

Pre – Primary Education centres have to provide simple experiences, compassion and skills to the learners. Development is a continuous process. So, an ideal educational programme is to be designed to promote critical thinking and problem solving ability among children.

The Pre – Primary Teachers should design novel activities with Scientific knowledge in order to promote interest and enthusiasm among children. For example, The teacher has to provide opportunities to observe different objects carefully and accurately and make the children identify the differences and relations among the objects on their own.

When children conduct activity, They should be ready to discuss freely with teacher and Peer group. The result should be shared with other with a view to compare and share. Before conducting these activities, the teacher should have complete understanding of the children and scientific method. Given below are some activities to promote certain skills relevant to Scientific attitude.

Activities for the Development of Scientific Thinking: The following activities help development of Scientific thinking.

1. Observation Skill: It is the skills of observing various objects with the help of visual, auditory, tactile and olfactory etc through sense organs.
2. Rationalisation skill: Collection of more information and explaining the reasons.
3. Classification Skills:- The skill is based on the ability to separate things on the basis of their characteristics / aspects like colour, hardness, mass and shape.
4. Communication Skills:- It is the ability of communicating to others. For example, what did I observe? How did I Observe? The abilities to answer these questions in treated as communication. This helps give a clarity to children's Thinking and promotes the responding skill to others.

The innate abilities (logical thinking, observation, classification, Imagination and creativity) of children get activated in different conditions. As a result development of scientific attitude is possible.

Key Concepts:

1. We will recognise the importance of curriculum for 3 – 6 years children by observing the important components of Preprimary Education like language, Communication, Mathematical concepts and Scientific thinking.

2. We recognised the concept of communication the components of communication like listening, spelling, reaching and writing skills and the activities that are to be conducted for the development of above abilities.
3. We understood the importance of mathematical concepts and the activity that need to be conducted for achieving mathematical reading in the Early childhood stage.
4. We understood what is Scientific thinking and the importance of the activities for the development of Scientific thinking.

Evaluation

Answer the following questions

1. Explain the importance of 3 – 6 years age in the ECCE.
2. Mention the concepts of language and communication.
3. Mention the activities to focus on mathematical of concepts and the activities that need to be conducted to promote mathematical concepts.
4. What is scientific thinking? What kind of activities will you design for inculcating Scientific attitude among your learners?

Project Work:

Visit a near by Anganwadi or ECCE centre study the curriculum implemented there, Observe the activities conducted by teachers to achieve the objectives and prepare and submit a report.

Reference Books:

Chapet – 5

Assessment of Children's Progress

If you want to teache children, you should like them, only wthen we can install sense of labour, happiness, friend ship and humanity. The teacher has to explore every child's heart and like it. He has to become a child in the affection showered by children. Loving the children means talking to choldren, discussing, participating in activities, becoming one more child among the children. Onlt them we can make children love their favirlies, their school work, and knowledge. The teacher has to be a member of childs family and a mother.

- Sukhomlynsky.

Sub headings:

- 5.0 Objectives
- 5.1 Initial learning and development standards
- 5.2 Observation of children's Progress and Recording.
- 5.3 Children's Progress Reports.
- 5.4 The Relation between school / ECCE Centre and family.
- 5.0 Objectives:

The pupil teachers will achieve the following objectives after reading this chapter.

The pupil Teachers will

1. Understand juitial learning, development standards and indicators.
2. Know how to assess children's progress
3. Understand observe and assess the level of children in the whole ECCE Curriculum and make necessary changes in the teaching process.
4. Get to know differentr tools used in assessing children's progress. Also, they understand how to record children's progress.
5. Understand the process of king the children's experiences they get at home and the experiences the get at the ECCE centres.
6. Understabd the relation between home and school and the impact of these two on the childs progress.

5.1. Initial Learning and Standards of Development:

Introduction:

Assessment is the process of observing and estimating the children's progress and abilities in the curricular areas using different tools. Assessment process is done in a natural and pleasant environment. The children are not a ware that they are being

assessed. In the Early childhood stage there is no scope for paper, pencil test. The position paper on ECCE states that there shall be no such examinations at this level. The teacher can know the children's interest, their progress and the problems they face in learning by way of assessing the relevant information. The main aim of ECCE is to achieve comprehensive development among the children. There is no question of completing the syllabus. Children are given opportunities to develop comprehensively through various activities.

5.1.0 Initial Learning:

The ultimate aim of education is the complete development of children. Learning should be in this direction, children participate in the learning contexts, gain experience through their interaction, and get to know things in their own styles. They use the knowledge gained in this manner and use it in finding solutions to day – to – day problems. The learners enjoy learning in a play way method and in move forward in the direction of progress in the respective fields.

Assessment:

Assessment is the process of observing the process of learning and observing their awareness they gained by participating in day – to day learning. Why assessment?

- Improve the pace of Learning
- For Construction of Knowledge
- For constructive learning
- For developing natural learning

Evaluation:

Evaluation can be treated as the statement of whether the child acquired the targeted knowledge or not.

Evaluation is the process of understanding the relation between the objectives of teaching and learning by children.

Evaluation is the conclusion or judgement on the achievement of objectives of teaching and learning.

5.1.1 Principle of assessing children's Learning

According to the National Early Child Care and Education Framework (NECCEF – 2013), the following principles are to be kept in mind in assessing child's progress.

- In Early Child Care and Education (ECCE), the assessment of the child progress should be child centric.
- Assessment in Formative and continuous.

- Children have their own idiosyncratic qualities. Assessment should be based on those qualities that are unique.
- Assessment should be simple and be flexible
- The teacher should continuously observe the behaviour of the children, models, pictures, participation in community activities, anecdotal records, checklists, portfolios and talking to the children in order to assess the children's progress.
- The assessment should be qualitative in terms of physical, mental, emotional aspects. The teacher should maintain intimate relation with the children in order to do this successfully.
- The assessment should be related to abilities in cognitive, psychomotor, Affective domains. It should be intended to promote these abilities.
- After assessing each child, the record should be stored in the form of record. This information should be helpful in making the teachers more professional more able to identify where the children are not up to the mark, and help them in their learning.
- Parents should be made a part of assessment and home based assessment can be conducted to know information about children's progress.
- The curricular areas should be implemented in a team method and the children's progress should be assessed.

We should not be under the impression that children learn only if we teach them. They learn so many things on their own. They observe the surroundings, friends and elders and learn many things.

5.1.2. Initial Learning – Standards of Development:

The development that is expected from every child in Early Childhood stage as a part of achieving school readiness is called standards of Development. These standards help a lot for the initial learning. Also, they are useful in life long learning. According to Rhode Island Department of Education 2013, standards of development can be stated as follows:

1. Physical Health – Motor Skills Development
2. Social & Emotional Development
3. Language Development
4. Literacy Development
5. Cognitive Development
6. Maths, Science, Social Studies and Creative Development these standards can be understood in details as follows:

1. Physical Health – Motor Skills Development:

It is a part of comprehensive development of a child. Healthy children has muscular coordination in macro and micro level. They are stimulated by the surroundings and keep on getting new experiences this experience help in the development of other areas too.

- Having a body weight proportionate to height.

- Be in a healthy condition
- Macro muscular Development and coordination e .g: Running, jumpinh, Throwing etc.
- Micro, muscular Development and coordination.
Eg: Eye – Hand coordination, Hand – Mouth coordination, drawing picture, painting, play with clay and sand etc.
- Participating activity in physical activities.
- Touch sense, improvement of memory
- Helping themselves in day – to – day life
- Attending schoolfully

2. Social and Emotional Development:

Children in the early child hood start understand the surroundings and peer group. They tend to express positive or negative emotions in this development.

- Respecting elderly people
- Mingling freely with others, respecting others opinions.
- Pssessing self confidance
- Praising and appreciating others works
- Having control over the emotions
- Participating in groupactivities
- Taking timely decisions
- Having independent thinking
- Having sympathy and empathy towards others.

3. Language Development:

The language that develops at this stage helps the child in educational development in future. In language development includes understanding what is said by others, talking meaning fully and understanding complex language is esstnial in this area.

- Listening and understanding
- Understanding complex words repeating them
- Expressing his needs, thoughts and conveying
- Possessing skills in writing.

4. Literacy Development:

Reading and writing are the indicators of this standard. If the home language of the child and the language used in ECCE are the same, then literacy standards are high in children. If the home language or the mother tongue and the language used in ECCE are different it takes more time to achieve literacy skills. Litercy skills include the following:

- Use of vocabulary
- Creativity self expression
- Speaking in full sentences
- Expressing ideas freely
- Visual and audio linkage
- Visual, audio sensibility
- The skill of manipulating hand muscles and micro muscles

- Drawing pictures, joining the dots, colouring the pictures.
5. Cognitive Development Standard:
The standards for cognitive development are – thinking, understanding, Practicing and remembering.
- Identification by Seeing, Listening, taste, smell and touch
 - Recalling the incidents
 - Observing surroundings and individuals carefully and establishing relation with classifying objects.
 - Possessing problem solving ability, being able to suggest alternative solutions.
6. Mathematics, Science, Social Studies and Creative Development:
The standards achieved in Maths, Science, Social Studies and creative Development serve as main foundation for school readiness. All these standards can group as the abilities to suggest alternative solutions to the routine problems.
- Identifying numbers and counting
 - Having space and time concepts. For example, front of – back, in – out, afternoon – evening.
 - Observing surroundings, mentioning food habits of animals.
 - Explaining concepts like family, relatives, means of transport etc and singing, playing drawing pictures, colouring, putting “raugolis” etc.

Milestones in the Child Development (Indicators)

3 Years children	4 Years Children	5 Years Children
• Walking with ease, running, climbing and jumping.	• Standing on one leg	• Playing together
• Uttering sentences of two – three words, know the names and age	• Framing simple questions, Giving simple responses	• Using Different words and sentences. • Narrating small stories.
• Naming colours	• Washing hands on his own	• Understanding opposite words.
• Identifying numbers	• Showing various emotions	• Wearing clothes independently
• Eating food without help	• Identifying friends by name	• Counting numbers upto 10
• Drawing a circle	• Drawing a square	• Drawing a triangle

5.2. Observing and Recording children’s Progress:

Child’s world is very small. The Joy, Interest and aspirations are also very limited. However small their world might be, it is wonderful and complete to them. The elders unknowingly take the children away from their world and take their world lightly. We often forget that the future of our large world depends on their small world. If we enter the child’s world and be one among them and remember how Joyful it is and how ultimate the truth behind it is, it would be very nice, as elders.

Children’s progress should be observed and recorded continuously and comprehensively. The Teacher should assess the children in class, outside the class at regular

intervals of time. Children's knowledge, physical and mental growth, understanding, skills of utilisation, interests, attitudes, emotions, etc aspects should be carefully observed and assessed. Children's progress observation should be recorded in order to organise ECCE centres properly, to develop remedial programmes, and to design diagnostic tools. In order to do this the teacher needs a variety of assessment tools.

5.2.0 Assessment the ECCE children: There are many types of tools to assess the children in ECCE centres.

Why? When? How?

- It is essential that we should assess the progress among the children in ECCE. This assessment should not be done on the basis of curriculum but it should be taken up on the basis to development covering all aspects non formally, on a continuous basis.
- Assessment should be done considering all aspects of development (Physical, Mental, Emotional, Linguistic, Cognitive developments) is to consideration.
- Progress of children can be observed from the activities and games in which the children participate from their behaviour and the way the children respond. Worksheets also can be used to observe the progress in the case of children above 4 ½ years age.
- The continuous assessment of progress of children can be prepared and discussed and shared with the parents of the children.
- We can identify the special needs of certain children by forming small groups of children as a part of study in the continuous assessment. Accordingly special attention can be paid for their progress.

5.2.1 Tools of assessment childrens progress (Assessing the abilities)

1. Check list
2. Rating Scale
3. Profile
4. Portfolio
5. Teachers piary
6. Anecdotal Record.

1. Check list:

“Checklist is a tool of assessing children's abilities in the early childhood stage. It is useful to assess different activities / programmes conducted by the teachers. The teacher should have a complete understanding about the objective. The check list is useful in understanding the attitude of children in a particular aspects, forexample, Is the child's behaviour positive or negative. (Observe the model checklist)

Check list showing the level of development Model check list.

Name of the Boy / Girl:

Date of Birth:

Age:

Particular	Pre Observation			Mid Observation			End Observation		
	General	Occasional	Never	General	Occasional	Never	General	Occasional	Never
Ex: Language readiness, communication.									
1. Giving response when called by name									
2. Implementing orders instantaneously									
3. Replying in full sentences									
4. Expressing need words									
5. Identifying number and gender and using them									
6. Narrating events in the order of occurrence									
7. Ability to question when? What? Why?									
8. Understanding equal opposites									
9. Conveying the contents of the story									
10. Demonstrations Pre reading, Pre writing skills.									

Points to be born in mind in Anecdotal Card / checklist.

- Observation should be of 15 to 20 minutes minimum for every observation to be recorded.
- The behaviour of the student when he is alone in group, in team, in class room and out side the class room and then it should be recorded.
- Skills and levels in all aspects (Physical, mental, emotional, social and cognitive) have to be observed and recorded.
- Evidence for the observed fact, the process for arriving at the conclusion should be recorded.

2. Rating Scale (Early Learners Observation Rating Scale) (ELORS)

5.3.