



SCHOOL READINESS



REPORT OF THE PAC PROGRAMME 17.30

TRAINING OF KEY RESOURCE PERSONS OF BIHAR ON SCHOOL READINESS

Coordinators

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PREFACE

The early six years of child's life constitute the most significant period, because this is the stage when the foundations for motor, sensory, cognitive and language development takes place. The UNESCO Report entitled "Strong Foundations: Early Childhood Care and Education" published in 2007 states that-strong early childhood foundations including good health, nutrition and a nurturing environment can help ensure a smooth transition to primary school, better chance of completing basic education and a route out for poverty and disadvantaged.

The National Policy on Education (NPE, 1986), Programme of Action (POA, 1992) emphasized the need of early childhood care and education. The National Curriculum Framework (NCF, 2005) suggests that young children be provided care, opportunities and experiences that lead to all round development-physical, social, mental, emotional and school readiness. Quality is the most important factor that determines the outcome of any programmes for children. The term quality generally refers to high degree of goodness, worth or excellence in an object or a system. Relevance and excellence are two important attributes of quality care and education. As ECCE is implemented through various programmes and a lot of resources are being invested, the quality of the interventions remains a major issue to be managed. Considering the impact of the early years on the child's development, it becomes very important to ensure that ECCE made available to the age group 0-6 is of good quality. Evolving quality programmes require concerted efforts on many fronts like regulations, quality workforce, resources, and advocacy, research, curriculum and setting up norms and standards. On the basis of global and national studies, the position paper on ECE (NCERT, 2005) has identified the following basic/essential elements of quality i.e. Curriculum, Teachers, Ratio and group size, Infrastructure and Supervision and monitoring. The Ministry of Women and Child Development (MWCD), Government of India, developed a National Policy and National ECCE Curriculum Framework in the year 2013 to promote quality and excellence in ECCE. NCERT has developed an Exemplar Guidelines for Implementation of ECCE Curriculum in 2015. In the light of the above, it becomes important to ensure that those who are dealing with this age group are sensitized on recent trends and issues on ECCE. ECCE. Teacher educators, school heads, Pre-Primary Teachers and other KRPs can

prepare teachers and sensitize other personnel by developing their knowledge base on School readiness, planning and management of ECCE.

For this it is important that those who are dealing with the age group directly as teachers, functionaries as well as those SSA Coordinators and teacher educators are trained. DIET Teacher educators are the key personnel who can sensitize teachers (pre service and in service). And the SSA state/district coordinators (ECCE) will sensitize Block/cluster level functionaries in cascade mode. The report has three parts. Part-I deals with planning, preparation, implementation and organization of the orientation programme. Part-II deals with the themes deliberated during the five day orientation programme. The last part contains the annexures. The training materials have been prepared by some teacher educators and practitioners working in the area of ECCE. The materials will again be reviewed after getting feedback from participants and resource persons involved in the programme.

27, March 2017

RIE, Bhubaneswar

I.P.Gowramma, Laxmidhar Behera, D.Krishnan

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We are also grateful to Director,SCERT,Bihar,Dr S.A.Moin,Head,Teacher Education,SCERT,Bihar for their guidance during need assessment and deputation of participants.

We put on record my gratitude to Prof.S.K.Dash, Head, DEE for his cooperation throughout the programme. I thank all the staff members of DEE of the institute for their assistance during in-house workshop on need assessment.

During the planning workshop and training programme the support provided by Ms Tanushree Mohanty,JPF and Mr. Gautam Kumar,JPF is acknowledged.

Thanks are due to all the participants for their active participation and suggestions in the orientation programme.

I.P.Gowramma,Laxmidhar Behera,D.Krishnan

Programme Coordinators

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BRIEF REPORT OF THE TRAINING PROGRAMME

Planning of the Programme

The programme was conducted on the basis of the request of the state of Bihar. A planning group meeting was conducted and a need assessment tool was developed and sent to SCERT, Bihar for collecting the need of the training area on school readiness.

Conduction of the Programme

The day was divided into two parts .The first session in the morning (10.50 am to 11.30 am) was the inaugural session which was addressed by Prof. M K Satapathy, Dean of Instructions, Dr. S. P Mishra, Head, Department of Education and State Coordinator of Bihar, Dr. S K Dash, Head Department of Extension Education, and Prof. B N Panda, Senior faculty of Department of Education.

Inaugural session



Dr. I .P. Gowramma welcomed the resource persons and threw light on the objectives of the programme. The participants introduced themselves and expressed their expectations from the five days training. Introduction of the participant initiated by Dr. Gowramma their name and specialization and expectation from the programme.



Dr. S P Mishra highlighted the background and need of the programme. The programme is organised since the scenario of elementary and secondary education is grim and focus is needed on school preparedness, at national level. A meaningful training should be given to teachers. He requested to give practical solution which can be applied at grassroots level. Talked about pre-school and how to be prepared for school.

Dr. S P Mishra is highlighting the background and need of the programme.



Prof S K Dash talked about the conception of in service training programme. He discussed the importance of the school readiness since 6-8 age group is very crucial for development it is the time when foundation of all round development of a child is laid. He briefed the participants how the programme was developed over the time span the contributions along with this he emphasized on the discussion and open participation and ideas. He also briefed about activities which will be carried out from 8-12th of Dec. Dr. S K Dash gave talk on training process of programme. He gave details of the process of the programme. He focused on Joyful learning of children, all need to be very open-minded, very particular, potential systematic.

Prof .S .K. Dash talking about the conception of Inservice Training Programme



Principal in charge Prof M K Satpathy discussed important ideas related to readiness and schemes adopted by GOVT. of Odisha. Sir shared his life experience with participants. He spoke some very serious and genuine problems like working parents; early admission in the playschool, crèches has bad effect on child development. The innovative idea needed to change the scenario. He also threw light on the “SHISHU CLASS” an initiative of Orissa Government.



Participants introduced themselves one by one and gave brief understanding of their views on the programme and shared their experiences in field of education. The experts highlighted the need for school readiness and activities that will be initiated in the upcoming four days. They encouraged the participants to actively participate in the session. The need to increase expository and communication skills along with reading, writing and arithmetic readiness was emphasized. “**Shishu class**” an initiative of Orissa government was focused on as one of the innovative initiatives taken and to be adopted.

Dr.P.K Tripathy addressed the gathering. He emphasized on automatic learning of child in a congenial environment and inclusive settings. He moved on to empowerment and emphasized a women empowerment and role of a mother in early childhood care of children and its essence in growing up. He summarized the many national policies and reports that focused an accessible technology, quality, equity, excellence and multi engagement of a child in classroom.



Beginning of the training programme



Dr.P K Tripathy gave presentation on promoting excellence in ECCE at the preschool level. He encouraged the participants to be active and interact he also threw light on how school threw light on how school readiness is important to initiate school readiness because it is the key towards meaningful learning. Listen, speaking, reading and writing skill, Skills of English and the new skills of expository and communicative skills were also focused. It was Original interpretation of his on thinking. To promote excellence in ECCE three things are necessary Quality -productivity-outcome. Excellence in structure, Involvement, childhood, unseen feeling, environment-Stimuli (intra cellular & inter cellular). Focused on understand the biology of a student. Attitude towards children should be soft and sympathetic. Don't expect anything from child; expectation should be there from adults.

Prof.B .N Panda gave an orientation to students on early literacy. He focused on development of language competencies as one of the most essential components of early childhood. Participatory and visual learning, collaborative and cooperative learning and innovation whether learning as the key factor of this delivery.

The expectations of the participants from the program were also documented. They feel that learning in change should be revolutionized from the school itself. The techniques to introduce actively based program, play-way to be increased. One should stop unnecessarily burdening the child with role material.

Prof.B N Panda focused on the problems and challenges faced by education in India. The importance of the programme and the activities that will be carried out throughout the programme. He shared his views on school readiness. Role of teacher, curriculum, training programme, environment, less waitage and dropouts, 18% students' dropout in Bihar, Oral listening carefully. Needed a educated mother, love for child, environmental education, RTE, Sishu, Preschool programme.

Reflection of participants from 08.12.2016 to 11.12.2016

Day 1-The first day of the five days' workshop on ECCE started with the registration of the participants. It was followed by the inaugural speeches by the principal RIE, Head DEE, Head DEHM, DMS and some other team members. The participants also introduced themselves. After the introduction session Dr. Prabin Kumar Tripathy shared his valuable opinion on promoting excellence in early childhood care and education. He discussed on background things, contents and policy. He focused on the fact that children are born in potential as strong and powerful human beings. He also suggested that in the early childhood, care of a child is more important than the education of a child. He also discussed some of the major existing issues and also suggested some best practices for ECCE. To sum up this session, i may say that the opinion and suggestion given by him are of great value for us, i.e the key resource persons on school readiness.

The second session was on ECCE in Bihar and this session was conducted by Dr. Gowramma, Dr Laxmidhar Behera and Dr. Dhanya Krishnan.



This session focused on sharing of experiences, evidences and expectations. We the resource persons shared our experiences regarding ECCE and then as evidence the video clip on 'Chahak' made by SCERT Patna was shown. After this presentation we shared our expectations from this workshop and from RIE Bhubaneswar. And hope we get maximum support and guidance in this regard RIE, Bhubaneswar, so that we may be able to make the ECCE programme a great success in Bihar. The session continued with a discussion on school readiness perspective in ECCE policy and curriculum framework-2013. The team explained the points by giving examples from the day to day practical life which made the topic easily understandable. They emphasized on the maximum involvement of the children. We enjoyed the discussion very much highly benefit with not

only the wise and lively discussions with so great dignitaries but also with the warm and affectionate nature of each and every member and staff of RIE Bhubaneswar.

Reflection report

Report : 3 - Day - I

दिनांक 08-12-16 के तीसरे सत्र में U.N. Pahalw सर के द्वारा 'Early Literacy' पर प्रकाश डाला गया। वैसे ही प्रभावशाली एवं प्रमाणिक तरीके से उन्होंने बच्चों की 'शुरुआती भाषा' संबंधी प्रचलित विचार, कहानियाँ एवं उपायों पर विस्तृत चर्चा की। उनके सत्र की तीन भागों में बाँट कर देखा जा सकता है :

1. For child :
 - * बच्चों को ज्यादा से ज्यादा अपनी बात कहने का मौका देना।
 - * उनकी पसंदीदा कविता या गाने को जोर-बोर से गाने को कहना। इससे उनकी पढ़ने एवं सुनने, बोलने का विकास होगा।
 - * किताबें Big size और colorful हों। उनके अंदर जो सामग्री हो उसका आकार भी बड़ा हो। अर्थात् का अच्छी प्रकार प्रयोग किया जाय।
 - * Concept को picture के साथ होना चाहिए।
 - * एक page में दो या तीन sentence ही होने चाहिए।
2. For parents :
 - * अभिभावकों के पास बच्चों से संबंधित पुस्तकें, कोमिक्स, वैसे-वैसे चित्र, ऐतिहासिक, वैज्ञानिक, देशभक्त, नेताओं आदि की पुस्तकें रखनी चाहिए जिन्हें वह बच्चों को पढ़ने के लिए प्रेरित कर सकें।
 - * बच्चों की बातों को ध्यान से सुनना चाहिए एवं उनकी प्रशंसा को शांत करने का प्रयास करना चाहिए।
 - * बच्चों के माविष्य की परत से संबंधित पुस्तकों को न सिर्फ रखना चाहिए बल्कि उनमें उसे पढ़ने की रुचि जागृत करने का भी प्रयास करना चाहिए।
3. For School and Teachers :
 - * Involvement से Learning का प्रयास होना चाहिए।
 - * कक्षा में बड़े आकार के चित्रों का प्रयोग हो एवं उनकी उँचाई बच्चों के Eye Level में हो।
 - * कक्षा 1-2 के बच्चों के लिए विशेष P.T. Level का आयोजन हो।
 - * शिक्षकों को विशेषतया इस बात का ध्यान रखना चाहिए कि वे सभी कुशल प्रयास (पसंद) जिससे हम बच्चों में पढ़ने के लिए रुचि, समर्थन का विकास हो सके वह हमारे विद्यार्थियों का हिस्सा है।
 - * अतः शिक्षकों को Shaping, Learning and Learning होना चाहिए।

इस सत्र में कक्षा-कक्षा से संबंधित समस्याएँ यथा बड़ा वर्ग - कक्षा, विभिन्न उच्च एवं अधोगम स्तर के बच्चों का होना एवं छात्रों के अनुपात में कम शिक्षकों का होना आदि पर भी चर्चा की गई। और अंत में यह निष्कर्ष निकाला गया कि परिस्थिति के आधार पर हमें अपनी रणनीति में बदलाव लाना होगा और उन सभी तकनीकों का प्रयोग करना होगा जिससे बच्चों का विकास हो सके।

To win the Race we should have wish, will and work.

संस्था शाही (8271370480)

Project Giris H/S (t2), Svarnema
Nalwaha
Bihar.

Day-2 reflection report by Nikhat Parween (Trainee)

सत्र-3 REPORT

दिनांक 9-12-2016 के तीसरे सत्र में Tapas Kumar Nayak सर ने हम सभी को सहज बनाए रखते हुए Early mathematics के concept को सरलता से हमें समझा दिया और एक पूरा समय बीत गया पता भी नहीं चला क्यों कि हम सभी School visit के बाद काफी थक गए हुए थे।

सबसे पहले उन्होंने pre-school problem पर focus किया। जिसमें उन्होंने 7 बिंदुओं Language, objective, coverage, component of missing, component of welfare, component of Development and Right perspective पर प्रकाश डाला। इसके बाद उन्होंने 200 में रखे एक elephant के उदाहरण द्वारा समझाया कि जिस तरह Elephant को उसके infancy stage से बंध कर रखे जाने के कारण वह अपनी वास्तविक क्षमता को नहीं देता है उसी प्रकार एक छोटे बच्चे को बार-बार किसी काम को करने से मना करने पर वह अपनी वास्तविक क्षमता को खो देता है।

उसके बाद उन्होंने Role of Teacher पर प्रकाश डालते हुए बताया कि सबसे पहले एक शिक्षक को यह जानना जरूरी होता है कि

- वह किसको पढ़ाने जा रहे हैं?
- क्या पढ़ाने जा रहे हैं?
- कैसे पढ़ाने जा रहे हैं?

इन बिंदुओं को अपने ध्यान में रखकर ही अपने कार्य का आरंभ करना चाहिए।

इसके बाद उन्होंने Importance of readiness पर प्रकाश डाला जिसमें उन्होंने बच्चों में readiness लाने के लिए rich environment की बात बतायी जिसमें Physical environment, Experience और material मुख्य हैं। बच्चों में readiness लाने के लिए ऐसी सामग्री का प्रयोग करना चाहिए जो Easy way में एवं कम स्तर में अपने आस पास के माहौल से आसानी से प्राप्त हो जाए। जैसे → माधिस का डब्बा, गौली, मोती, अखबार, कपड़ों के कतरन, पानी की बोतल

Child के Nature के बारे में उन्होंने बताया कि उसका Nature बहुत चंचल होता है वह एक जगह पर खिर नहीं बैठ सकता है बच्चों को मूर्त रूप में देखना चाहिए है। वह प्रत्येक चीज़ से experience कला चाहता है बच्चे मिट्टी, कालू और पानी को पसंद करते हैं इसलिए उनको खिलाने के लिए उन चीज़ों को ही माध्यम बनाना चाहिए

Number Readiness में उन्होंने कहा कि बच्चों में Number readiness लाने के लिए पहले उनके Concept को clear करना चाहिए जिसमें Sequential thinking, problem solving एवं classifying आना चाहिए इसके लिए विभिन्न प्रकार के फल जानवर एवं फल के चित्र का प्रयोग कर उनकी पहचान करा सकते हैं।

उन्होंने बताया कि बच्चों में Conceptual readiness का विकास करने के लिए

- Pre number concept में long-short, Big-small, Tall-short, heavy-light की समझ लानी चाहिए जिसे उन्होंने विभिन्न उदाहरण के माध्यम से समझाया
- Space concept में in-out, up-down, front-back की समझ बच्चों में लाने के लिए विभिन्न उदाहरण का बताया।
- बच्चों में सामानों को सजा-सजा कर pattern का ज्ञान देने की बात बतायी।

→ ASSESSMENT → के बारे में उन्होंने कहा कि Assessment इस प्रकार किया जाना चाहिए कि उन्हें पता भी न चले और उनका Assessment भी हो जाए इसके लिए उन्हें हम चित्रों में गिनतारी पहचानने, missing things खोजने के लिए दे कर ASSESSMENT कर सकते हैं। इस प्रकार हम बच्चों के लिए यह कथन कह सकते हैं *There is a brilliant child locked inside every student.*

इसलिए उनके ही विचार लेकर उनको आगे बढ़ाने की कोशिश की जानी चाहिए।

NIKHAT PERWEEN
U.H.S FATEHA BACHHWARA BEGUSARA - BIHAR Mob-9091527826
A.D.I. RESOURCE PERSON

Day-2

Visit to a pre-school was arranged. Participants got an opportunity to interact with the founder, teachers and children in the school. They observed classes inside and activities outside the classroom. Reflections at the individual level were shared in the group. It was followed by small group work on issues and challenges and ways and means of addressing them.



Day-3

Third day of training started with the reflection session .two trainees presented their reflection for the different session. Then Iswar Panigrahi the chairman of Dayananda group of Institute, Odisha started his session on readiness. In his session he focused on various aspects of readiness, he told that readiness in a term used to describe preparation for what comes next. He also told that majority of children in India enter school without readiness i.e. without having any experience of pre-primary education. He focused that how readiness is gaining importance as a variable strategy to close the learning gap and improve equity in achieving lifelong learning. He also told that strategies should be different for rural and urban area. He defined school readiness on three dimension i.e. ready children, ready school and ready families and communities. He focused on partners for selection of learning resources i.e. education department, administrator, librarians, teachers, students, parents and members of the community. School readiness in time of transition that requires the interface between individuals, families and systems. He focused on effectiveness of learning resources on one can ascertain as what are the teaching and learning resources available in our preschools, what are the various materials and much it is effective while transition. So we enjoyed a lot at that session.

In that session was very interesting due to watching a video clip of pre-primary school where there is no pressure to the small children. The main focus was shown that without pressure, how children can learn. It was given a name "KHULA AKASH."

In this video clip first of all an appropriate curriculum was shown. Children get a lot of joyful movement. They should not be made pressure by their parents. It also needs a teacher who can sing, play, dance etc with the learners. Teachers should also take care of children. They should be also safe from lake, pond, canal etc. The facility of playing must be managed. In pre-primary school flexible arrangement should be available. They should be also provided open space for sitting together for taking rest or breakfast etc. A committee should be also made with the help of H.M, teachers, parents, management etc.

In the video clip, it was seen that children play in different ways like crossing through a round pool, crossing through tyre. It helps them to develop their cultural aspects. There are some outdoor activities which help them to grow their muscular power. Both teacher and students are engaged in mental and physical work etc. In these materials, cheap and useful things are used. Sir given a lesson to create such type of environment for pre-primary school curriculum.

Reflection

Day 5

Session 2

Date 10-12-2016

श्री B.K. Panda भाषा के निदान द्वारा Pre-school activities के माध्यम भाषा सीखने के प्रथम चरण का वर्णन करता है। निदान प्रोफेसर ने बच्चों को क्रमिक रूप में भाषाई विकास के चार चरणों में उनके प्रत्येक भाषा के ही-प्रकार के दो चरणों में -

भाषा का प्रथम चरण भाषा। बच्चों के मौखिक क्षमता के विकास के चरणों के देखते हुए भाषा निम्न प्रकार से हो सकती है -

- (i) परिवार की भाषा (मातृभाषा)
- (ii) परिवेश की भाषा
- (iii) विद्यालय शिक्षा के भाषा (Standard Language)
- (iv) वास्तविक भाषा

बच्चों के लिए मातृभाषा सबसे महत्वपूर्ण है। पढ़ने-लिखने पर कार्य करने की प्रक्रिया में भाषा का महत्व है। बच्चों को सही मातृभाषा का ही ज्ञान होना चाहिए। उनके लिए परिवेश की भाषा और विद्यालयी भाषा सीखना भी आवश्यक है। पढ़ने-लिखने के माध्यम से मातृभाषा के माध्यम से ही विकास होना चाहिए।

इन्होंने भाषा सीखने के चरणों की चर्चा की जो इस प्रकार है -

- (i) श्रवण (श्रवण)
- (ii) कर्ण (श्रवण)
- (iii) चक्षु (दृष्टि)
- (iv) लेखन (लिखित)

लेखन चरण में आने से पूर्व बच्चों को पहले ही चरण में पूरा सज्ज होना चाहिए। इसे यह ध्यान रखना चाहिए कि भाषाई कार्य का सबसे बड़ा कार्य भाषा के विकास है।

इसलिए भाषा सीखने के प्रथम चरण में ध्यान रखना चाहिए कि यह बच्चों के लिए सबसे महत्वपूर्ण और मातृभाषा के उपयोग से किया जाना चाहिए। उन्होंने यह बताया कि यदि किसी बच्चे के मातृभाषा या मातृभाषा-प्रकार मातृभाषा है और वे किसी कार्य की भाषा वाले परिवेश में रहते हैं तो वे सीखना नहीं सकते हैं। क्योंकि 'The child has potential to learn all the four languages including the Standard Language'।

सापेक्ष यह कि बच्चों से मातृभाषा के माध्यम से ही अन्य भाषा सीखना जाना चाहिए और समान ही-प्रकार के बच्चों में 'best book' या मातृभाषा में से ही सीखना होगा।

- TUSHAR KANT SINHA

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आप सबों को सुप्रभात !

मैं राजकुमारी आज दिनांक 10.12.2016

को दिनांक 09.12.2016, प्रथम, द्वितीय व तृतीय सत्र के प्रतिवेदन के साथ। हम सभी प्रशिक्षण पूर्व निर्धारित समयानुसार ससमय "स्नेहिका प्ले स्कूल" पहुँचे। तत्पश्चात् सभी प्रतिभागीगण अपने-अपने दृष्टिकोण से विद्यालय, बच्चों व शिक्षकों का निरीक्षण, परीक्षण व अवलोकन किया। तत्पश्चात् वापस होते-होते दिन के एक (1:00) बजे चुके थे अर्थात् भोजनावकाश का समय हो चुका था। इसलिए हम सभी प्रतिभागी भोजन पर टूट पड़े। तत्पश्चात् 2(PM) बजे हम सभी प्रतिभागीगण सदन में उपस्थित हुए।

आगे की कार्यवाही आरंभ होने से पहले तीन प्रतिभागियों द्वारा क्रमशः कल का प्रतिवेदन प्रस्तुत किया गया। तत्पश्चात् "स्नेहिका प्ले स्कूल" को अपने-अपने आँखों देखा विद्यालयी अनुभव को हवा करने का सुअवसर मिला। जिसे समन्वयक महोदया द्वारा छोटे-छोटे समूह में चर्चा करने के पश्चात् उभरे मुख्य बिन्दुओं को प्रस्तुत करने का मौका दिया गया। तत्पश्चात् क्रमशः सभी समूह के द्वारा प्रस्तुतीकरण में निम्नलिखित मुख्य बिन्दु उभरकर सामने आया:—

—: स्कारात्मक:—

- I > कविता के सस्वर लयबद्ध वाचन से सुनने और वाचन के साथ-साथ शारीरिक, मानसिक और सामाजिक विकास हो रहा था।
- II > लिखने और पढ़ने के लिए बच्चा तैयार हो रहा था। अर्थात् लेखन और पढ़ने के शुरुआती लक्षण देख रहे थे।
- III > बच्चों में सृजनरमकता का भी विकास हो रहा था।
- IV > छोटे बच्चों की व्यक्तिगत पहचान हेतु नियत संख्या का पालन किया गया था।

✓> प्राचार्या योग्य थी। जिससे सुव्यवस्थित प्रबंधन पर प्रभाव दीख रहा था।

-: नकारात्मक :-

- I> कुछ बच्चे निष्क्रिय थे। इधर-उधर घूम रहे थे उसपर ध्यान नहीं दिया जा रहा था।
- II> कुछ शिक्षिका भी निष्क्रिय थी।
- III> उम्र स्वरूप पाठ्यक्रम नहीं था।
- IV> अधिकांश शिक्षण अधिगम सामग्री विद्यालय के सौंदर्यकरण को बढ़ावा दे रहा था। बच्चों के अधिगम को नहीं।

-: मंतव्य :-

मैं अपने अध्ययन, अध्यापन, प्रशिक्षण, विद्यालय अवलोकन व अनुभव से महसूस की हूँ कि बिना "स्कूल रेडिनेस" प्रशिक्षण के छोटे-छोटे बच्चों में हम अधिगम जिज्ञासा उत्पन्न करने में नाकामयाब होंगे। बच्चों का अधिगम स्वयं अस्वयं में बदल जायेगा। इसलिए छोटे बच्चों के शिक्षकों के लिए "स्कूल रेडिनेस" प्रशिक्षण अनिवार्य कर दिया जाय। एक शिक्षक को उद्दीपन व अनुकिया का ध्यान होना चाहिए। अर्थात् कैसे हवाला होगा? सर्वात्मि में भ्रष्ट है। कोई भी पाठ्य सामग्री हमारा साधन है साध्य नहीं।

जय बच्चा !

जय शिक्षक !

जय शिक्षा !

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Reflection report

Day 4

दिनांक - 11.12.16 के प्रथम सत्र का Reflection:-

- चौथे दिन 9.10 मिनट पर प्रथम सत्र की कार्यवाही प्रारंभ हुई पूर्व के दिनों की तरह सर्वप्रथम Reflection प्रस्तुत किया गया। इसके बाद Co-ordinate member Dr. Laxmidar Behura के द्वारा chart paper पर किरव प्रश्नों का उत्तर देते हुए उनका विश्लेषण किया गया।

Resource Person प्रॉ० उद्य- नाथ दास के द्वारा Making the child Holistically Ready for school Learning पर अपना presentation प्रस्तुत किया गया। उन्होंने कहा कि बच्चे को problem देते हैं तो उसके दिमाग में विभिन्न process होते हैं। उनके अनुसार बच्चे प्रथम body, शिक्षक 2nd body और Administration 3rd body हैं। उन्होंने sound Theory के आधार पर सिद्धांत बताने पर बल दिया। सर्वप्रथम जीवन के बारे में चर्चा करनी चाहिए। सीखना जीवन से जुड़ा हुआ होता चाहिए। पाठ्यपुस्तक तो केवल माध्यम है शिक्षकों को यह कम नहीं है कि पाठ्यपुस्तक का पढ़ाये। पाठ्यपुस्तक एक अवरोधक है सीखने की प्रक्रिया में, जो कि तर्क पर आधारित है हमें उसे शिक्षक बनाना चाहिए जो innovation

करते हैं। Health or education develop नहीं हो तो देश विकसित नहीं होगा। Education and health is the important - ant parameter, उन्होंने 21 paradox के बारे में चर्चा की। Skills is not knowledge. school Readiness programme उनके लिए जो पहली बार शुरू आते हैं उनके लिए 40 दिनों का एक प्रशिक्षण कार्यक्रम होना चाहिए। सबसे पहले माता का ज्ञान जल्दी है और माता में मातृभाषा का ज्ञान। उन्होंने कहा कि अगर हम ज्ञान को बच्चों के तरफ निकते हैं, बच्चों के दिमाग में भिंत करे SKIPS नहीं करे तो 10-15 दिनों के बाद वह बच्चा भी बोल्ड लगाना की हम सीख रहे हैं तब हमें उसे सीखने का प्रयत्न करना चाहिए।

SHARDANAND CHOUDHARY

Model gnter +2 school, Samastipur

Samastipur, Bihar

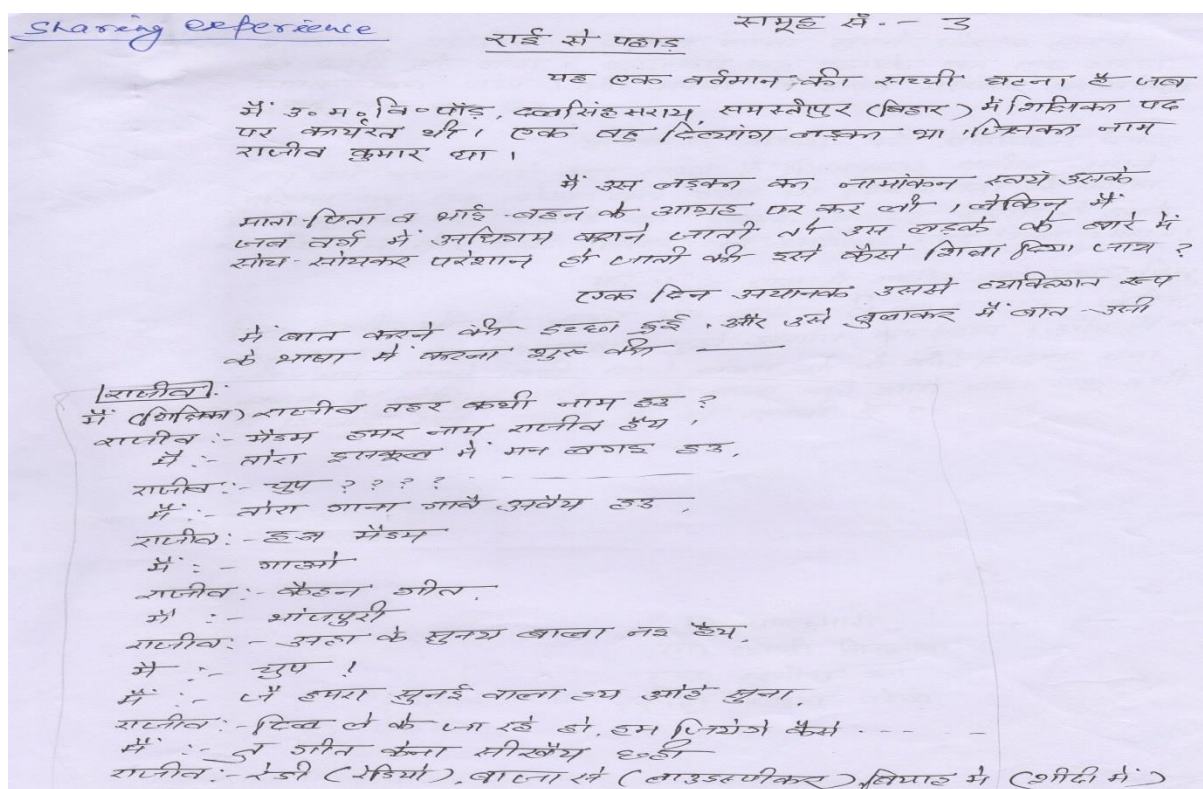
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Advocacy materials shared by trainees

The early childhood education professionals have responsibility of creating awareness in the community regarding the importance of school readiness and related issues. Hence the participants were oriented into the preparation and dissemination of resources, awareness campaign, and poster preparation, short writes ups, slogans and the likes. Participants prepared such advocacy materials in groups and displayed.

Day-5

A discussion on the need and importance of early identification and intervention for children with disabilities or children at risk for developmental delays was held by Gowramma I P. The significance of early intervention towards prevention of later difficulties in school was the focus. With Sharing of case vignettes and experiences to identify specific difficulties and measures to be taken to reduce the impact of disability in acquiring school readiness were highlighted. Group work was given to bring out the live experiences of the participants in the process of initiating positive behaviour among the children with disabilities.



Stimulation (Experience)

एक बच्चा था जो कम सुनता था और हमेशा शांत बैठा रहता था। उसके अभिभावक परेशान रहते थे। एक दिन उन्होंने जर्नी में कहा कि उनका बच्चा क्लास में जवाब नहीं देता है और हमेशा डर रहा है। जिसके कारण वह चिड़चिड़ा हो रहा है। तब मैं उस बच्चे से थोड़ी ही एक दिन मिली और लिखित कई प्रश्न किया तो वह बच्चा लगभग सभी प्रश्नों का जवाब दिया। मोहल्ले में होने के कारण उस बच्चे का लगाव मुझसे ज्यादा था। तो मैंने उसे समझाया कि पुछा कि क्लास में तुम्हें डर क्यों पड़ती है? तो उसने बताया कि जबतक मैं कुछ समझता हूँ तबतक ब्लैकबोर्ड पर से वह सबकुछ भिन्न दिना जाता है। अतः मैंने उसके गार्जियन से कहा कि ये बच्चा सब समझता है वस इसे जरूर है। चार से समझाने के और लिखित समझाने की। इस बात पर ध्यान दिया गया। उसके शिक्षक उसको लिखित समझाने लगा। वह बच्चा बहुत अच्छा करने लगा। एक दिन जब प्रतिभा स्कूल परीक्षा का फार्म भराया जा रहा था तो उसे मना किया जा रहा था तब मैंने कहा कि इसे ये फार्म भरने दिला। ये पास करेगा। और मैंने उसे समझाया कि लोग मना कर रहे हैं इसलिए तुम्हें ये परीक्षा पास करना होगा। तो वो भी बोला कि हाँ मैं दिखाना चाहता हूँ कि मैं भी- उह कर सकता हूँ। और मुझसे जो मदद ले ली मैंने किया और वो पास कर गया। जिसके कारण आज उसके पढ़ाई का रजर्क NTSE के द्वारा किया जा रहा है और वो आज भी- जब मिलता है तो मुझे Thanks कहता है।

① Shardenand Choudhary

② Dr. Baby Kumari

③ Rahul Patel

④ Bimla Kumari ⑤ Rekha Kumari

Visit to pre-school centre of Demonstration School

The participants were taken to the DM school pre-school centre for a visit followed by a demonstration by the teachers. But as it was an unexpected holiday children were not there. The demonstration was conducted in a simulated environment. Participants explored the physical environment, play filed and resource materials available in the premises.

Feedback by participants

Just before the valedictory on day-5 a feedback session was there in which the participants filled in the feedback form. It is analysed and is given below.

Basic information

Gender		Age				Educational qualification			
male	female	Below 30	31-40	41-50	51 above	Graduate	PG	M.Phil	Any other
42.10 %	57.89 %	15.78 %	40.10 %	26.32 %	18.79 %	26.32%	57.89 %	10.53 %	5.26 %
Experiences									
Below 5		6-10		11-15		16-20		21 above	
36.84%		31.58%		10.53%		10.53%		10.53%	
Need of the programme		Duration of programme adequate			The resource persons				
Yes	No	Yes	No		Provided information	Encouraged open discussion	Encouraged open discussion & Created proper motivation in the subject matter	Created proper motivation in the subject matter	
100 %	0	52.63 %	47.37%		5.26%	42.11%	26.32%	26.32%	

Presentation of the topic		Quality of materials provided		Themes of discussion		Method used		Level of interaction between resource person and participant		Level of competence of resource persons		Level of involvement of resource persons	
Clear, definite, useful	Sometimes clear,	Excellent	Good	Very relevant	relevant	Very effectively	effectively	high	average		average	high	average
94.74 %	5.26 %	84.21 %	15.79 %	78.94 %	21.05 %	84.21 %	15.79 %	78.94 %	21.05 %	68.42 %	31.58 %	89.47 %	10.53 %
Capable of organising programmes on school readiness		Would you recommend such programmes on school readiness		Overall satisfaction with experiences of programme									
Yes	No	Yes	No	Very satisfactory		Satisfactory							
100%	0	100%	0	73.68%		26.68%							

Overall the participants felt that the programme gave them useful information to use in their practice. The details are described below.

Role of programme in meeting the expectations

They got a great experience on ECCE which they can apply truly in their practice. The participants felt the programme gave them useful information to carry forward. They are oriented about activities for developing readiness specifically number readiness, which they can apply in their teaching. They got ideas about

- To develop materials and organise activities for school readiness.
- The programme raised their confidence level
- Knowledge about school readiness.
- Facts, concepts, materials

Strength and weakness of programme

Strength: the schedule, cooperation of all resource persons and other associated staff. As per the feedback received, the programme was systematic, after getting experiences they will reduce the pressure of learning upon students. It will strengthen the role of teacher in stimulating school/ community. Time schedule is maintained. Highly competent resource persons, clarity of concept, Use of technologies. Use of bilingual way to teach the participants. Full of demonstration. Lot of activities.

Weakness: duration of the programme should be increased. There should be a visit programme to government preschool in working days. So that they could co-relate it with private preschool. More field visit to different pre- schools. Sessions time should be extended. Micro- teaching should be a part of the programme.

Areas need to be covered

How to convince the illiterate parents to take proper care to their little ones and give them quality time both in the rural areas and in the urban areas. Concrete syllabus for pre-school children. Orientation on special need children. Orient and train the teachers to prepare activities and new methods of their own context. Orient teachers to prepare self-explanatory training module for teachers. So that training programmes could be arranged in rural areas also without having resource persons. More tips on to motivate, create enthusiasm within pre-schoolers.

List of themes/ points you like the most in this training programme.

Presentation of Gowramma IP was very clear and most easily understandable. We got some ideas how to find out kids like and dislike habits and to motivate them. Motor activities and mental abilities. Level of involvement of resource persons very high. Early stimulation concept. Number concept, the ideas combination of head, heart and hands. Relevant and high quality information was shared. Clear presentation to the topic. Open discussion was encouraged. High level of interaction.

Improvement for future programme

Giving stress on cognitive preparedness of child. More time should be planned for programme. Stress on environment. Materials should be provided tips for making activities. Stress factor among pre-school learners should be taken care. More activity based training. More ideas should have given how to deal with children with disabilities. Real life examples should be given.

Additional suggestion

This type of programme should be conducted in periodically. Action plan, food and staying arrangement could have been better. Any concept to aware society and parents should have been included. Bilingual way to teach. Hindi should have been used. NCERT can start a In-service training programme on ECCE in distance mode.

Response of trainees regarding areas/ themes they need orientation on School Readiness.

15. What are the new areas/themes I need orientation/training on School Readiness?

1. Pressure of learning in school.
2. Motivate & inspiring the children to explore, create & think.
3. How to teach in school by using low cost materials in innovative way.

15. What are the new areas/themes I need orientation/training on School Readiness?

हैं शिक्षक का प्रशिक्षण इस स्तर तक होना चाहिए। जब वं मेघड़ल निर्माण खुद अपनी आवश्यकतानुसार कर सके। वना-वनाया मेघड़ल पर चलने वाला शिक्षक का मुख्य वैशाखी के सहर चलना। और वैशाखी पर चलने वाला दौर प्रशिक्षण कभी भी जीत सकता।

15. What are the new areas/themes I need orientation/training on School Readiness?

I need more orientation on special need children or disabled children and on extra ordinary children.

15. What are the new areas/themes I need orientation/training on School Readiness?

1) A concrete syllabus for three to five year old children. It means what time, (Age group) what should be done among the pre-school children.

Feedback upon five themes/points they like the most in the training programme

18. List five themes/points you like the most in this training programme.

1. Key resources person & their way of presentation
2. Give opportunities to share participants' experience.
3. Give equal chance to all group.
4. Provide opportunities for direct involvement in all areas.
5. Its way of presentation & topic was good.

18. List five themes/points you like the most in this training programme.

1. Key resources person & their way of presentation
2. Give opportunities to share participants' experience.
3. Give equal chance to all group.
4. Provide opportunities for direct involvement in all areas.
5. Its way of presentation & topic was good.

18. List five themes/points you like the most in this training programme.

1. I like most the way of representing the session by "Tapas Kumar Nayak" on Early Mathematics.
2. I also like session of Gauramma mam.
3. presentation on each and every step.
4. Visit to school (Ruchika Pre-Primary sch)
5. Visit to DM school also.

18. List five themes/points you like the most in this training programme.

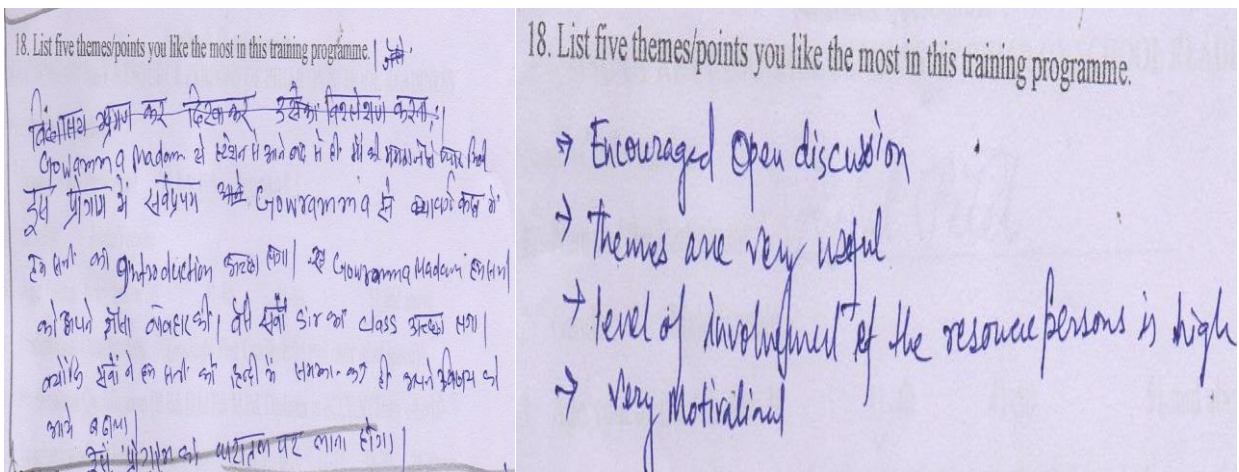
- (i) Time schedule is maintained
- (ii) Competent resource persons are engaged
- (iii) Visit to a play school.
- (iv) Co-ordinators are so co-operative & care for all
- (v) This type of training should be given to ICDS personnel also.

18. List five themes/points you like the most in this training programme.

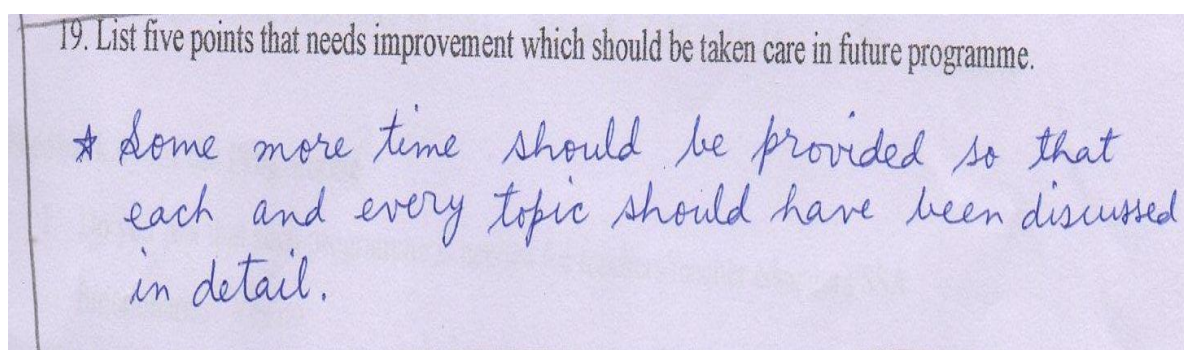
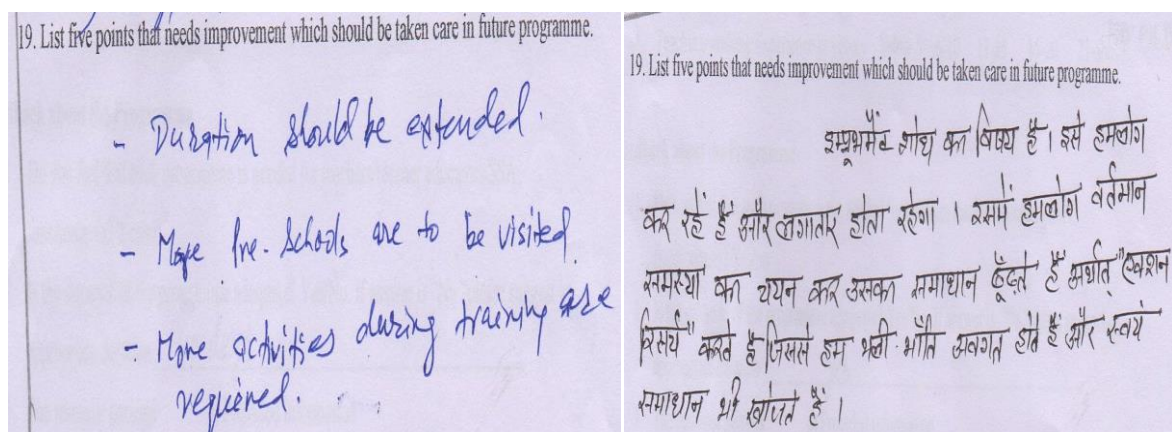
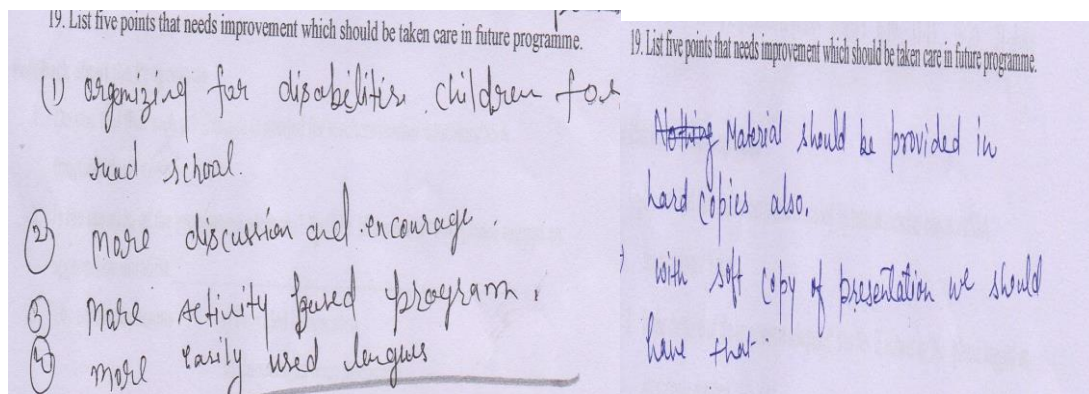
1. to find out kids' like/dislike habits.
2. to motivate the children for doing something.
3. to give opportunity to the kids to play as 'open sky'.
4. an activity in which kids can listen the hard & soft sound and their differences.

18. List five themes/points you like the most in this training programme.

1. I like most the way of representing the session by "Tapas Kumar Nayak" on Early mathematics.
2. I also like session of Gauramma mam.
3. presentation on each and every step.
4. visit to school (Ruchika Pre-Primary sch)
5. visit to DM school also.



Feedback response of trainees regarding needs improvement should be taken care in future programme



Feedback Response of trainees regarding additional suggestions

20. Any additional suggestions

• ECCE कोर्स को easy way में design कर
शिक्षक, शिक्षक स्कूल, समाज को ज्यादा
से ज्यादा awareness फैलाना एवं इसके
चिंतन कर, कार्य के लिए प्रेरित करना

[Thank You. You have completed the feedback questionnaire]

एम.लो.के. के लिए Action Plan होना
चाहिए।

20. Any additional suggestions

इस प्रशिक्षण को हिन्दी में दिलवाने का
प्रयास होना चाहिए। क्योंकि हम लोग हिन्दी भाषी लोग हैं।
इसके साथ ही हिन्दी हमारी मातृभाषा राष्ट्रभाषा
व राष्ट्रभाषा भी है। इस ध्यान में रखते हुए प्रशिक्षण का
आयोजन करने का अधिक प्रयास किया जाय।

14. Please indicate the strengths and weak points of the programme?

Strengths	weaknesses
programme was very good. schedules is very important. Co-operation of all the resource person and other assistant was very good	There must be a visit program more of govt. pre school in work- ing day so that we can co-relate it with private pre school.

11. In what way/s the programme met your expectations?

हम सभी साधनसंपत्ती जिस उद्देश्य से यहाँ
आए, उसकी पूर्ण पूर्ति हुई। और हमें इस तरह अभिप्रेरित हुए हैं कि
अपने उद्देश्य अध्यापन, प्रशिक्षण व विभिन्न जी स्कूलों में जाने के बाद
का अनुभव को मिश्रित कर, अपने परिवेश को देखते हुए एक मॉड्यूल का
निर्माण कर, बिहार के विद्यालयों में साकार करने का प्रयत्न करेंगी।

APPROACH PAPER

TRAINING OF KEY RESOURCE PERSONS OF BIHAR ON SCHOOL READINESS

8-12 December, 2016

The early childhood stage, until the age of 6-8 years is the most critical period when the foundations are made for lifelong development and the realization of the full potential (NCERT,2005). It is during the early years that children develop the cognitive, physical, social and emotional skills that they need to succeed in life. Research shows that there are critical periods at this stage for full development of brain potential. These early experiences are largely determined by supportive family and community care practices, proper nutrition and health care, learning opportunities, which in turn are dependent on enabling policies and investments for young children and families. For universalization of elementary education school readiness of children plays a significant role.

According to the State of the World's Children Report (2001), Early Childhood Development (ECD) and School Readiness, refer to a "comprehensive approach to policies and programs for children from birth to eight years of age, their parents and caregivers. Its purpose is to protect the child's rights to develop his or her full cognitive, emotional, social and physical potential. ECD also includes community-based services that meet the needs of infants and young children.

The Right of Children to Free and Compulsory Education (RTE) Act 2010 guarantees children their right to quality elementary education. ECE is not recognized as a compulsory provision by RTE, but RTE urges states to provide free pre-school education for children above three years. The 12th Five Year Plan acknowledges the importance of improving school preparedness. The Government of India approved the National Early Childhood Care and Education (ECCE) Policy in 2013. The National Policy on ECCE (2013) formulated by the Ministry of Women and Child Development envisages age and developmentally appropriate ECCE curriculum Framework. It envisages for:

- Provision of safe, child friendly and developmentally appropriate play and learning materials and appropriate play places by appropriate instruments and instructions.
- The mother tongue/home language/local vernacular of the child will be the primary language of interaction in the ECCE programmes. A meaningful multilingual strategy may be a resource for child language development.
- Formative and continuous child assessment will be conducted at ECCE center in order to ensure that the ECCE programme is responsive to developmental needs of the child.
- An enabling and loving environment devoid of corporal punishment will be ensured.
- Modern technology including ICT potential will be optimally and appropriately harnessed to promote developmental and learning needs of children.

- Programme evaluation of all ECCE service provisions adopting consistent assessment criteria and methods as per quality norms will be done.

The National ECCE Curriculum Framework (2013) suggested that the ECCE curriculum must address the following interrelated domains of holistic development through an integrated and play based approach. Different domains of development are: Sensory and perceptual development, Physical, health and motor development, Language development, Cognitive development, Development of creative and aesthetic appreciation and Personal, social and emotional development.

Despite the recognition of the importance of ECE by the Government of India, the challenges in implementation still remain. There are still substantial numbers of children not enrolled in preschools. Even in elementary education, while there is a significant rise in enrolments, the dropout rate continues to be a matter of concern, with drop outs being highest in the first two grades of elementary schooling. Learning assessments also show that literacy skills are poor in early primary grades. This points to the urgency of helping children, particularly from first generation families, develop adequate school readiness, to enable them to make a smooth transition. In the light of the above, it becomes important to ensure that those who are dealing with this age group are sensitized on recent trends and issues on ECCE. Teacher educators, school heads, planners and other KRPs can prepare teachers and sensitize other personnel by developing their knowledge base on planning and management of early childhood education. In this context the present programme is organized.

As emerged from the need assessment the following issues will be deliberated during the five day programme through discussion and participatory approach.

- Understanding School Readiness
- Policy Perspectives on School Readiness'
- Developmentally appropriate curriculum/practices for school readiness
- Early literacy: Linking home language with school language at early grades
- Early mathematics
- Early Identification of children with Special needs and inclusive practice in
- Assessment at early years
- Learning resources for school readiness
- Cognitive preparedness for school readiness
- Development of advocacy materials

The transaction approach will be discussion followed by demonstration and observation, group work and video analysis. Some Pre-school Centers of the city will be visited for getting first hand experiences on innovations and problems in running pre schools. A session on circle time activities has been planned to reflect on early school pedagogies. At the end of the programme the participants (KRPs) will be able to develop an action plan for developing school readiness among young children in Bihar for the success of elementary education.

Early Childhood Care and Education (ECCE) in India: Policies, Practices and Priorities

Overview

The early 6-8 years of child's life are acknowledged to be the most critical years for life long development. The child's early experiences create the base for all subsequent learning. Strong early childhood foundations including good health, nutrition and nurturing environment can ensure a smooth transition to primary schools, a better chance of completing elementary education and route out of poverty and disadvantage (UNESCO, 2007). Early Childhood Care and Education (ECCE) is an instrument to guarantee children's rights opens the way to EFA goals and contributes powerfully to reducing poverty. The present module analyses the policies and practices on ECCE in India from the child right perspective and enlists the priorities for quality ECCE services/programmes in the country.

Objectives:

After going through this module the participants will be able to:

- Define early child hood care and education
- Understand the policies and perspectives on ECCE in India.
- Understand characteristics and practices of ECCE in India
- Identify priorities for quality improvement of ECCE in India

ECCE: A Conceptual Framework

ECCE has been defined and described in various ways in various programmes. Understanding of and approaches to early childhood vary depending on local traditions, culture, family structures and organization of primary schooling (Wood head, 2006) and the age group that addresses. ECCE constitute a more holistic and integrated concept of programming, which aligns itself with that of the synergic and interdependent relationship between health, nutrition and psycho-social development or education and addresses the all-round development of the child(NCERT,2005).ECCE represents am continuum of interconnected arrangements involving diverse actors: family, friends, neighbours, family day care for a group of children, center based programmes; programmes in schools and programme for parents(UNESCO,2007).ECCE policies and programmes can be organized in formal, informal or non formal arrangements. This paper takes a similarly broad approach, while analyzing the policies and programmes on ECCE in the country.

Policies on ECCE in Post independent India

Globally events like Universal Declaration of Human Rights(UDHR,1948),United Nations Conventions on Rights of the Child ,1989),Creation of Human Development Index(HDI) in 1990,the World Conference on Education for All(EFA,1990),the World Education Forum,

Dakar (2000) and the recent Global Monitoring Report(UNESCO,2007) have influenced the policies and programmes on ECCE in India in different times.

There are several provisions in the Constitution of India, either as fundamental right or as directive principles of state policy to promote ECCE services in the country. The article 15(3) of the constitution of India empowers the state to practice positive discrimination favouring educationally and economically weaker groups, which allows for special provisions for girls and children from socially disadvantaged groups. The 86th Constitution amendment act-2002 has altered the article-45 to read "The state shall endeavour to provide early childhood care and education for all children until they complete the age of six years".

The wellbeing of children has been integral part of India's developmental planning since 1951. The National Policy on Education (NPE,1986) recognizing the holistic nature of the child development, suggested to make ECCE programmes child oriented, with a focus around play and the individuality of the child. The National Policy for The Child (1974) and the National Plan of Action for Children (1992, 2005) commit to ensure all rights to all children of the country. The National Curriculum Framework (NCERT, 2005) suggests providing ECCE of equitable quality to all children through developmentally appropriate curriculum, trained and adequately rewarded teachers, appropriate teacher child ratio and group size, infrastructure supportive to children's needs and an encouraging style of supervision.

The Gangasaran Committee (1968) during the first five year plan highlighted the need to provide pre-school education. In the fourth five year plan the pre school period in the educational system continued to be regarded as a child welfare concept seen in the form of a scheme of family and child welfare. The fifth five year plan focused on child development and the Integrated Child Development Scheme (ICDS) was launched in 1975. The ninth five year plan reaffirmed the priority accorded to the early childhood services as an instrument in the human resource development. The tenth five year plan adopts a right based approach to child development to ensure child survival, protection and development. The eleventh five year plan (2007-2012) focuses on life cycle approach on child development.

Practices/Programmes for ECCE

Young children (0-6years) account for 17.5 % of India's population (Govt. of India, 2001). The National Focus Group report (NCERT-2005) on ECE report that out of total number of children in the age group 3-6 barely 19.64 percent were covered under ECCE programmes such as ICDS and ECE schemes such as Crèches, balwadies in voluntary sector. The UNESCO report (2007) shows the GER (%) in Early Childhood Education (ECE)

as 36 percent (Table-1). In the programme like DPEP, SSA, efforts have been made to fill the gaps left by ICDS. DPEP opened more than 10,000 ECE centers in non ICDS areas of the country. Although accurate figure on NER (%) is not available in India, it is clear that the coverage of children under the ECCE programmes is grossly inadequate.

Table 1: Status* of ECCE in India and other selected Countries

Table 1: Status* of ECCE in India and other selected Countries

Sl.No	Country	Age Group	Gross Enrolment Ratio(GER%) in ECE	Net Enrolment Ratio(NER%) in ECE	Gross Enrolment Ratio(GER%) in ECCE
1	India	3-6	36	-	36
2	China	3-5	85	85	-
3	Australia	4-4	102	64	-
4	United Kingdom	3-4	79	57	62
5	USA	3-5	62	57	62

Source: UNESCO (2007) * 2004 year ending

The private sector initiatives in ECCE programmes (day care, nurseries, KGs and pre-schools) cater to a specific class. These are now a days also spread to small towns, villages, semi-urban and urban slums etc reflecting the unprecedented demand for and popularity of such services. A critical appraisal and analysis of ECCE services/programmes in the country would reveal that the services in general are dividing the rural-urban, socially disadvantaged and marginalized sections. The goal, target group, cost to parents vary in different sectors. The National Focus Group on ECE (NCERT, 2005) comprehensively outlines the divide characteristics of ECCE in government, private and voluntary sectors (Table-2).

Table-2 Characteristics of ECCE in Different Sectors

Sl.No	Item	Govt/Semi Govt	Voluntary	Private
1	Goal	Policy Implementation	Social Benefit Recognition	Profit
2	Objective/Scope	Holistic Development Of the child	Child care, devt. community needs	Formal school preparation
3	Approach	Non formal Activity based	Varying from formal to non formal	Traditional School like
4	Target Group	Mass Defined by policy	Focused Disadvantaged	Urban, rich middle class
5.	Community	Low	low to high	none/minimal
6	Ownership	Govt.	Community Low to high	Individual/ company

Source-NCERT (2005)

The private sector programmes on ECCE in the country are characterized by some undesirable practices like curriculum load, parental interview for admission, early start in structured learning, formal methods of teaching and evaluation and low teachers' remuneration.

More recently the National Policy on ECCE (2013) formulated by the Ministry of Women and Child Development envisages age and developmentally appropriate ECCE curriculum Framework. It envisages for:

- Provision of safe, child friendly and developmentally appropriate play and learning materials and appropriate play places by appropriate instruments and instructions.
- The mother tongue/home language/local vernacular of the child will be the primary language of interaction in the ECCE programmes. A meaningful multilingual strategy may be a resource for child language development.
- Formative and continuous child assessment will be conducted at ECCE center in order to ensure that the ECCE programme is responsive to developmental needs of the child.
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- Modern technology including ICT potential will be optimally and appropriately harnessed to promote developmental and learning needs of children.
- Programme evaluation of all ECCE service provisions adopting consistent assessment criteria and methods as per quality norms will be done.

The National ECCE Curriculum Framework (2013) suggested that the ECCE curriculum must address the following interrelated domains of holistic development through an integrated and play based approach. Different domains of development are:

- Sensory and perceptual development
- Physical, health and motor development
- Language development
- Cognitive development
- Development of creative and aesthetic appreciation
- Personal, social and emotional development.

Priorities

In spite of constitutional directives, laws, policies and programmes announced from time to time, the gap between the need and the actual provisions remains the vast. There are critical gap in services which rarely reach the disadvantaged and marginalized groups such as migrant workers, nomads, people living in remote hamlets, tribal and differently able children. Based on the analysis of policies and programmes the following priorities are enlisted for quality ECCE services in the country.

Child Rights: Our Obligations

The young child is individual in his/her own right. The child therefore has rights independent of those of his/her parents. Thus ensuring the survival, development, protection and participation of the children is the obligation of families, communities, service providers and civil societies. Time has come to shift our focus from the need based approaches to the right based approaches in child development. As the ECCE is not included under fundamental right, it does not recognize the needs and rights of young children. So there should be a mass campaign for including ECCE under fundamental right.

Fostering Strong National ECCE Policies

A national ECCE policy embodies a country's commitment to young children (UNESCO-2007). This can only be done through a political, social and economic conducive environment. The governance, quality and funding aspect must be taken care of. The questions, at a minimum need to be resolved are:

- What is the starting age of the compulsory schooling?
- What organization is responsible for policy making, coordination and monitoring of ECCE?
- What type of activities is to be addressed in ECCE?
- What are the standards regarding infrastructure, staff qualifications and programme length?
- What are the strategies to link ECCE with primary education?
- What are the appropriate shares of center-state; public and private funding?
- How will parents' fees be determined?
- To what extent children with disadvantaged and disability are coming to the umbrella of ECCE?

Advocacy

To sensitize the public at every level, from parents to policy makers an exertive and sustained campaign for advocacy is needed in the country. Advocacy materials in large scales should be designed to convey the significance of child rights, survival, development, protection and the importance of ECCE. Success stories from different regions of the country and foreign countries should be propagated by mass media, folk media and through face to face programmes.

Training and Capacity Development

Training of ECCE functionaries is a vital component of the early childhood focused programmes. It is through this human resource that the programme vision is realized and

strategies implemented. The functionaries' i.e. the care giver, teachers and teacher educators need recognition of their roles, confirmation of their status. Udhisha, the nation wide training component of the Government of India, World Bank and UNICEF supported project is implemented in all states and UTs of the country. Similarly large scale capacity development programmes need to be organized for teachers working in pre-school education. This can be effectively done through tele-conferencing programme. There must be regulation of standard of the NTT and pre-school teacher education courses in the country which is at the infancy stage.

Activities/Exercises

- Collect the relevant portions of NPE(1986), POA(1992) and NCF(2005) on ECCE and analyze how these policy are practiced in your state/
- Based on the analysis of the above policies identify five priorities in your state for quality improvement of ECCE.

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Developmental Characteristics (Cognitive) Of Children at Early Stage

Overview:

Education is a symbol of hope for futurist mankind. Quality is the most important factor that determines the outcome of any programmes for children. The term quality generally refer to high degree of goodness, worth or excellence in an object or a system. Relevance and excellence are two important attributes of quality care and education. As ECCE is being implemented through various programmes and a lot of resources are being invested, the quality of the interventions remains a major issue to be managed. Considering the impact of the early years on the child's development, it becomes very important to ensure that ECCE made available to the age group of 0-06 is of good quality. It also needs to be ensured that ECCE does not become synonymous with mid-day meal where children are enrolled for a plate of rice and come only for the meal leaving as soon as they get it. Evolving quality programmes requires concerted efforts on many fronts like regulations, quality workforce, resources, advocacy, research, curriculum and setting up norms and standards.

Objectives:

- Describe three theories of how children learn to speak,
- Discuss the typical vocabulary development of children three, four, and five years old;
- Describe children's sequential development in learning meanings of words and word order.
- List age-related of language development.
- Describe, from a point of view, how young children think,
- Identify the Piagetian stages of intellectual development;
- Analyze how preoperational and concrete operational children learn and think;
- Suggest many classroom activities which will help children grow in their use of language and in their ability to think;

MAJOR COMPONENT:

Sub-component –I (Verbal Thinking-Poetry)

There are many other forms of teaching that encourage the development of intelligence and language .children like to listen to poetry, enjoy being tricked or tricking others, and eagerly attack a problem to be solved. Poetry provides children with an opportunity to enjoy the rhythm and aesthetic qualities of language, since children are active learners; they enjoy being actively involved in the production of poetry. One way of doing this is to ask them to supply the missing word;

I see a bee
In the ____ (bee)

Munch, munch, crunch
I am eating ____ (lunch).

My kite is high
Up in the ____ (sky).

On the rug
I see a ____ (bug).

My name is Pete
I love to ____ (earth).

The short poems above require listening rhyming, and original word production. The poems below require more attentiveness and a little more functional thinking to supply the missing word;

Look on the floor and find a rug.
Look under a rock and find a ____ (bug).

Look on the wall and find a clock.
Look on your foot and see a ____ (sock),

Open the door and find a room
Open the closet and find a ____ (broom)

In the pot is a plant
One the picnic table is an ____ (ant)
In the bottle is a cork
On the table is a ____ (fork)
In the sky there flies a plane
Down the track there comes a ____ (train)
A boy wears a shirt
A girl wears a ____ (skirt)

An extension of these poems requires children to listen even more attentively and a to supply a meaningful third rhyming word. For example;

Give a word that rhymes with see.
It is buzzing up that tree, ____ (bee)
Give a word that rhymes with bite.

You turn it on when it is night, ____ (light)
 Give a word that rhymes with wish,
 Catch it, cook it, put it on a dish ____ (fish)
 Give a word that rhymes with rake.
 Mother puts it in the oven to bake, ____ (cake)
 Give a word that rhymes with sun
 You may do this just for fun, ____ (run)
 Give a word that rhymes with cot.
 Put food in it to make it hot, ____ (pot)
 Give a word that rhymes with sock.
 Wind it up and it goes tick-tock ____ (clock)
 Give a word that rhymes with coat.
 When in a lake it's sure to float, ____ (boat)

The poems above require a considerable amount of listening and thinking. Frequently young children do not respond with enthusiasm at first, because they are not used to this kind of questioning. In many instances, however, when these kinds of poems are a daily diet, children begin trying to make up their own.

Sub-Component-2(Verbal Thinking- Riddles)

Another form of verbal thinking activity is riddles. There are several kinds of riddles, but the kinds most frequently found in the preschool, classroom are nonsense riddles and "What am I?" Riddles. Nonsense riddles allow children the fun of being tricked or tricking someone else. They also force children to consider the use and structure of words and language because of unexpected answers. Some appropriate preschool riddles are:

1. Why did the man chop down the wall?(He needed the bricks)
2. Why did the dog stay out in the sun? (He wanted to be a hot dog.)
3. Why did the chicken cross the road? (He wanted to get to the other side)
4. What is white inside and red outside?(An apple)

"What am I? Riddles provide endless opportunities both to teach and have fun at the same time. At first the teacher makes up the riddles, but soon the children begin composing them as well. The structure of these kinds of riddles should provide the least obvious clue first and the most obvious clue last, and they should be short. Here are some examples of science and social studies "What am I?" riddles

I am clear, I make things wet.

You can drink me.

You bathe in me.

You swim in me. What am I?(Water)

Riddles about shadows:

I am flat and lay on the ground

I will always follow you around. What am I ?

Riddles about butterflies

I once was ugly and did crawl.
Now I am beautiful and can fly.
I have many colors and am small.
You can catch me if you try. What am I?

Riddles about the sun and moon:

I'm bright. I'm hot. I'm a happy fellow.
I live in the sky. I'm golden yellow. What am I?

Riddles about weather.

I can take your hat away.
I can cool you on a summer day.
I can make leaves dance and play. What am I?(wind)

Riddles from physics :

I am round and clear.
You can see through me.
I make things look larger,
As big as can be. What am I? (magnifying glass)

Sub-component-3(Verbal Thinking- Analogies)

Another method of helping children organize and think about what they know is to present them with analogies that are compatible with their level of development. Analogies challenge children to consider objects or situation common in their lives and classify them in some logical way. Analogies must first be presented in very simple and obvious relationships, but the teacher can then progress to harder and more abstract ideas. Some example of analogies appropriate for preschool children are :

1. You brush your teeth with toothpaste.
You wash your hands with ____ (soap)
2. Your finger is on your hand.
Your toe is on your ____ (foot)
3. A hat is on the year.
A shoe is on the ____ (foot)
4. Milk is to cow as egg is to ____ (chicken)
5. Zipper is to jacket as shoe strings are to ____ (shoes)
6. Shoe is to foot as glove is to ____ (hand)
7. Smile is to happy as frown is to ____ (sad).
8. Boy is to man as girl is to ____ (air).
9. Boat is to water as airplane is to ____ (air).
10. Sit is to chair as sleep is to ____ (bed).
11. Puppy is to dog as kitten is to ____ (cat)
12. Right is to wrong as yes is to ____ (no)

13. Fire is to hot as ice is to ____ (coal)
14. Light is to day as dark is to ____ (night)
15. Morning is to breakfast as evening is to ____ (dinner)
16. A is to a as B is to ____ (h)

Analogies like those above are "catching". Once children have learned this way of classifying knowledge they begin making up their own analogies and asking them of every one in sight—other children, teachers, parents, and visitors to the classroom. They like to try to stump and outwit others. Playing with words is an intriguing activity, and once children learn that words can be fun and powerful they come asking for more word games. Here is an activity that helps children think how to sequence words in some logical order.

1. 1,2,3,____ (4)
2. Sunday, Monday, Tuesday, ____ (Wednesday)
3. hair, eyes, nose, ____ (mouth)
4. morning, noon, afternoon, ____ (night)
5. toe, foot, ankle, ____ (leg).
6. 8,9,10, ____ (11)
7. January, February, March, ____ (April)
8. Summer, fall (autumn), winter, ____ (Spring)
9. baby, little boy (girl), ____ (man or woman)
10. seed, roots, stem, ____ (leaves, flowers)

From this activity of sequencing words, children can then sequence events in their daily lives or sequence events in a story. An activity to illustrate this would be to place sequential pictures on the flannel board or chalkboard and leave one out, then ask the children to describe what action is missing. This forces children to think about logical progressions and also encourages them to verbalize an event they cannot see. In case picture cards are not available, the teacher can verbalize events in this way ;

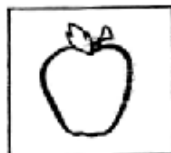
Teachers: First we collect the trash in the kitchen, then we place the trash in a garbage can, then we place the garbage can by the curb, then what happens?

Sub-component -4 (Things that go together and things that do not go together)

Positive and negative classification: It is not too difficult for children to classify or sequence things that go together in some; but negative classifications, identifying objects or events that do not go together, is a much harder task. Negative classification is at first quite puzzling to children, partly because they had had very limited exposure to questions that ask, "What does not belong?" When asked, "How are an apple and a peach alike?" a child may respond, "They both taste good", or "You can eat them both." But when asked how they are not alike he or she may just shrug the shoulders or say, "I don't know". It is not that they really do not know. They probably do know, but they have just never thought about the apple or peach in negative, as well as positive terms, it is

necessary to begin at the concrete or pictorial levels of instruction- not at the verbal or abstract levels. Classificatory thinking, both positive and negative should be developed through the stages of activity illustrated in Table 3.2

Stage -1. Present pictures in an arrangement similar to the following



QUESTION: "How are these two alike?"

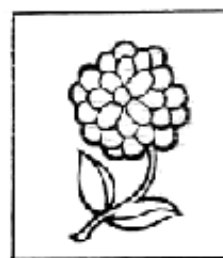
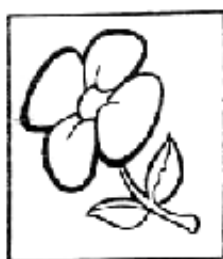
RESPONSE: "You can eat them both," or "They are both foods."

QUESTION: "How is this different from the other two?"

RESPONSE: "You can't eat it," or "It is not a food."

Summary Response: That's right. These two are foods and that one is not".

Stage -2 Arrange the three pictures in a group so that the one that does not belong is not always the last one, as in the following sequence



Question:

"Name the two that are alike in some way".

"Why are they alike?"

"Say the name of the picture that does not belong with the two".

Continue, with other groups of pictures in which two go together and one does not. When children have mastered this series, present them three pictures that go together and one that does not.

Stage -3 After children are able to say what does not belong in a group of four objects or pictures, then remove the picture and ask them to say what does not belong when they just hear words;

Questions: "What does not belong" pie...cum...car? Why?"

"What does not belong spoon...cum ...fork ? Why"

"What does not belong: dresstricycle.. shirt? Why?"

When children can hold three words in their minds and think about them then progress to four words. During the first trials of this exercise the word that does not belong should be quite obvious.

Question: "What does not belong to the same group ? Why?"

Milk	juice	chair	water
Apple	shoe	orange	peach
Cat	bird	dog	horse
Woman	boy	radio	girl
Pie	soap	cookies	cake
Sun	star	cat	moon
Book	green	red	yellow
Carrots	corn	bread	beans
Spoons	knife	fork	food
Car	boat	train	bicycle
Lake	Mountain	Ocean	River

Stage -4 Instead of saying groups of separate words, compose a rhyme couplet or song. Here are some examples

I have a pencil and a pen and a crayon and a hen! Which one doesn't belong?

I have some paste and some glue and some tape and a shoe! Which one doesn't belong?"

Subcomponent -5(Activity- Verbal Reasoning)

The classificatory activities in table 3.2 should be presented at the concrete, pictorial, manipulative, or symbolic (abstract) levels) depending on the children's level of mental manipulations. They are asked to see something, to say it, and to think of how it relates to other things. Just saying the name of an object or picture does not ensure thinking, but is only a beginning. Classifying comparing and sequencing objects forces children onto higher levels of thinking. In the following activity the children are asked to verbalize their reasoning. For each set of cards given, the teacher asks, "What is the difference between these two pictures?" The children are to try to describe (without pointing) the difference.

These 'What is the Difference' activities should be expanded to help children in transition from one level to the next. It is fairly easy to construct cards such as these for children to manipulate and discuss. if children can handle the cards physically, they will learn better; putting such activities in a workbook is usually too visually confusing and uninteresting to motivate children to do the activity. Sometimes putting work on a transparency on an overhead projector is a welcome change from picture cards or pencil and paper activities.

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Developmental Needs of Children at Early Stage: Language and Communication for School Readiness

Introduction

Language is a means of communication. It is useful as a means to think, feel and react to things. In childhood language plays a formative role in the development of child's personality and abilities. It acts as a subtle yet strong force, shaping the child's perception of the world, interests, capabilities and even values and attitudes.(Kumar,2000).Language performs many functions in the lives of children. Every child in the world uses language to fulfill some immediate purposes. Language acts as a marvelous tool through which the child makes sense of the world (Skinner, Chomsky).

Language Development in Children (0-6)

Human child is helpless and can do nothing at birth. S/he is picked up to be fed by the mother compared to the young of other living species. The outstanding characteristic of a human child is learning. A human baby learns a lot in the first years of life. In the first year she learns to control her body movements, to walk, she begins to speak, to communicate, to get her needs fulfilled, to understand the environment, to manipulate it, to use tools the child learns more in the first year of life. We must help children grow and develop. For this we must know about the process, study children closely, observe them and help them grow.

Levels of Language

- At birth the child is exposed to different sounds and listens to mother's voice.
- 1 month - discriminates sounds.
- 3 months - Discriminates sounds with meaning then begins to understand simple utterances, responds to various actions.
- Production sounds varies from new born's rhythmic crying to diverse kind of crying to gurgling ,babbling-these are pre-speech language
- 6-9months, combination of verbal and non-verbal means enables a child to carry on 'conversation in protolanguage' a combination of gestures, movements, facial expression, sounds, and actions.
- 1 year old-a single word sentence, question, command greet or express a need or feeling.
- 2nd year - two -three word sentence express feeling.
- 3rd year - learns different structures, learns to combine words using grammar rules, links structures, uses connecting words, question words, begins to use past and future tense.

Functions of Language

1. Instrumental (to get what you want / need).
2. Regulatory (to command or alter others behaviour)
3. Personal (to express feelings/thoughts)
4. Interpersonal (to relate to others)
5. Heuristic (to explore and learn)
6. Imaginative (to explore alternatives beyond the here and now)
7. Informative (to convey information)

How a child learns language?

The child learns language by:

- Listening
- imitation
- Repetition and practice of conversation
- Appreciation and encouragement by others.

Opportunities are to be provided to these young learners to listen language in use, language exposure to be given to them so that they learn language naturally and then speak. Every child needs freedom to explore her/him, praise and encouragement for their effort will go a long way in helping them to be effective communications.

- No child tires to learn grammar of the language. Instead, she learns to express herself 'meaningfully' through the use of language making grammar a tool.

All of us know that language plays an important role in everybody's life. Through language a child communicates, exchanges information, develops reading skills, reading with comprehension and then helps in academic success.

On early years a child should be taught through his/her first language or mother tongue. For concept formation, teaching through mother tongue is the most appropriate way. Children face fewer problems of comprehension, and also feel motivated as he/she understands what is being taught. On the other hand children face problems of comprehension if the medium of instruction is other than the mother tongue.

Our country is a multilingual country. In many places teachers are required to cope with many languages as children come from different language background. Preschools located in towns and cities get children with different language background and dialects. To have one Indian language as medium of instruction will pose problems. It is a big challenge for preschool teachers to handle children with different language backgrounds in the same class. It is very important to make our ECCE workers to be sensitive to children's languages. They must be trained to help the young learners overcome the gap between the home language/ dialect and school language.

Home language/mother tongues a child acquires naturally from his/her home and social environment, and internalize an extremely complex and rule governed system called language and possess full linguistic capabilities. NCF 2005 emphasizes that languages are the medium through which most knowledge is constructed. Languages are closely tied to the thoughts and identity of the individuals. To wipe out child's mother tongue is to interfere with the sense of self. So ECCE workers have to be careful in handling children with different language background. Effective understanding and use of language enables the child to make connection between ideas, people and things, and value to the world around.

A child before entering the school has a full-blown communicative competence in his/her language or languages. With interaction with the family, and other people around, and through their innate language faculty, child learns language fast. It is not teaching of mother tongue but acquisition of mother tongue (s). They enter the school not only with thousands of words but also with a full control of the rules that govern the complex and rich structure of language at the levels of sounds, words, structures and discourse. A child not only speaks correctly but also appropriately in his/her languages. We have to have these skills and gradually foster the basic language skills by providing input rich communicative environment.

Language and Doing Things

- Children's use of language is closely related to the things they do with their hands and the objects they come in contact with.
- Words and actions go together in childhood.
- Actions and experiences create the need for words. Words provide experiences after work is over.
- With the help of words children enrich the relationship with the objects they come in touch with.
- Words without action or contact with objects remain lifeless and empty for the child.
- Cat, run, fall, blue, river, rough etc. mean nothing for the child if not used in context.
- If the child is actively involved with the object he/she gets the meaning of the words.
- This relationship between words and the child's psychological experiences pose a unique responsibility in adults/teachers.
- We have to provide a wide range of experiences to children (by coming in contact with wide range of objects in early childhood).
- We must create an environment which permits children to make continuous attempts to link the use of language with life's experiences and objects.

- Children bring variety of objects-leaves, stones, feathers, twigs, broken things to play with. They talk about them.
- Children go for nature walk and see things-pond, trees, eggs, nest, bird, insect, butterfly etc. and talk about them.

These provide valuable measures for language learning. Early childhood care and education is not sitting and listening to teacher, but does a variety of things with using children's hands and providing objects to touch, manipulate, break and remake. This can be a good place to develop language skills.

What things Children Do with Language?

To Play With Words

- Children talk about what they are doing
- When children play with dolls, they talk so much. This talk help them sustain their interest in the activity.
- Words are great resource for play and fun. They repeat words in difficulties, distort them, combine them in strange combinations and enjoy the whole process
- Young children treat words as objects to play with.
- This serves as an enormous outlet for creativity and energy.

Talk

In our schools, talk is mostly regarded as a negative thing. Teachers most of the time asks children to keep quiet.

- Talk as a valuable resource of learning
- Listening to stories and talking about them (*bed time stories, dadima stories, jataka tales, fables*). Many stories are about events that we have never witnessed, characters we have never faced, these unfamiliar events/characters became part of a map of the child's world.
- Children repeat these stories and learn language
- A child who is attentively listening to a story is silently taking the different roles depicted in the story.

Role play

In role playing children get an opportunity to act out different roles with the help of speech, physical movement and gesture. Freedom and fun are essential for the use of role play as a language activity. Every child is a born actor. At home while playing they take different roles. For example they act like a father, mother, grand father, teacher.

Reciting Rhymes

- The poems are given in the beginning for the children to listen to them
- These are to be well recited. Recitation are to be action based and lively
- Children will imitate the model recitation slowly in bits and pieces
- This is to continue till they can recite on their own
- The idea is the participation of the children in the process

- There is no need to explain the meaning of difficult words
- Recitation is to be interpersonal with enactment and dramatization, making recitation a meaningful activity
- Children will negotiate meaning in their own way while reciting/enacting /dramatizing
- If children learn the poem by heart, enjoy repeating them even without having a clear comprehension, the purpose of putting the poems first is achieved
- Children repeat words. Children participate in a big way, using aerobes, gesture, action etc. There is no anxiety to produce words
- They listen and participate
- Since language production is not possible at this stage there is pseudo production. They will mouth words even if without understanding meaning.
- Peer support will be there. Individuals may not talk, but in the group they try for pseudo-production .We must exploit rhymes to achieve our goal of giving them exposure to language in use, pseudo production and music and enjoyment.

How of It?

- Teacher recites the poem taking two lines at a time.
- Children repeat lines after the teacher
- Appropriate action/gesture to be used in recitation
- Children recite lines/whole poem from memory later

Story Telling

- Children love to listen to the stories full of pictures. Pictures speak louder than words
- If you want to tell stories, don't worry about getting them. They are all around you. Just like your normal life, observe people and things around you.
- The things may go wrong if the story does not quite good .You have to like the story yourself to tell it well. The second is you have to make it your story before you told it. So the formula for telling stories is: like it, and make it yours before you tell it.
- While telling the story a pause, facial expression, accent or a gesture may indicate who is speaking, that is which character.
- In telling a story it is better to stay away from words that the listeners might not hear or understand.
- The story dominates our communication. Story telling is fun. Children love to listen to stories told by the elders/siblings in their mother tongue. Just recollect how grand parents told stories to us any time of the day, in the evening or at night. We felt as if the entire story, the situations were happening before us and we were a part of it. Children love to listen to the stories repeatedly and try to reproduce these in their own language. A good story teller is alive, alert, interesting.

- A good story teller is an interesting person. He has a sense of humour, a feel for what interests others, and love for people.
- The main objective of the story is to hold interest you need some action to do that. Something has to happen you can tell about the coconut tree in your kitchen garden adding many some incidents of students' interest. You must build up action/ complication/ surprise/ emotion to the climax. Children love this. Be it fairy tale, detective story, stories from *panchatantra*.

Pre-writing skills: Before learning to write, it is important that children practice tracing and drawing with pencil to gain basic pencil-control skills. These activities lead to the ability to form letters and numbers. Opportunities are to be provided to trace and draw which is fun and motivating. There is a gradual progress from straight vertical lines to move challenging lines which include curve, zigzag, different diagrams children may be asked to observe patterns on the floor, walls, roof of the room, saries, grills, rangoli etc and then draw them or they may be given different shapes or patterns to trace.

For the Teacher: Keep the writing lessons short. Increase the amount of pencil time by incorporating drawing and colouring. Enough time is to be given for controlling their motor activity: drawing straight lines, horizontal lines, vertical lines, circles etc. Drawing activity shapes and line drawing, tracing, and colouring activities are given regularly. Children will do it in the class either in pairs or groups. These activities are designed to give children adequate practice in drawing shapes approximating to letters of the alphabet, tracing letters, words, and phrases and towards the end very short sentences.

Play and Language Development

Play is natural to children. Children actively participate in constructing their environment. Play fosters mastery of body control, exploration and novelty, creativity, social training, emotional balance. Games are to be short, simple and amusing. They should encourage to the use of the hards and figures- musical control singing games circle games. Language is not learnt only in class room. Children pick up language while playing, drawing, colouring etc. Every thing is done through language. So children get language through environment and they learn language naturally. So in ECCE Centers we must allow the children to participate in all the activities and must remember that the child constructs knowledge and meaning through language. By this natural experience, the child learns language and internalizes the complex rules and possesses full linguistic capabilities.

Activities

- List teaching learning materials and explain how at preschool stage these materials will be used for their listening and speaking skills
- Collect local specific stories, riddles and show how these are to be used for development of language of 3-6 age group children.

Developmentally Appropriate Curriculum for School Readiness

Introduction

Realizing the importance of early childhood in shaping the future and knowing that early intervention can have beneficial outcome, resulted in designing an appropriate curriculum that provides for sound and holistic growth and development. The great psychoanalyst Sigmund Freud said that early childhood experiences would have a long lasting influence on adult personality. An individual's habits, attitudes and trust in people and the world are molded by his early childhood experiences. For good personality development, the early life must be full of learning experiences and challenges. As a child in the early years needs group experiences to be an effective member of social growth, he needs more social interaction besides home environment. So ECCE is, no doubt, a good option for learning group experiences. The learning experiences, care and stimulating environment that are provided to children of early childhood years are known as Early Childhood Care & Education. Pre-school education, pre-primary education, nursery education are different names given to Early Childhood Education. ECCE not only gives importance to pre-primary education, but also gives equal importance on childcare. In order to ensure a better future, ECCE aims at the all-round development of the child. The general objectives of ECCE are: -

- a) laying the foundation for healthy productive and satisfying life in future by enabling the child to develop his/her maximum potential
- b) preparing the child for entering into primary school and adjusting there.
- c) providing support services to women and girls to enable them to continue their work and education.

To achieve these objectives, the curriculum should be developmentally appropriate. Before going to discuss about DAP, we should know about curriculum in general. Curriculum is derived from Latin word 'currere', means a course or runway which one has to cover for reaching the goal. Curriculum is the sum total of all the experiences available and cannot be reduced to a syllabus. The curriculum is made up of everything that surrounds the learner in all his working hours. Curriculum is a broader concept that consists of all the experiences of the learner that is more than a textbook or a subject matter. Caswell writes that curriculum is all that goes on in the lives of children, their parents and teachers. So, curriculum has been described as the environment in motion. According to Cunningham, curriculum is a tool in the hands of an artist (teacher) to mould his material (student) according to his ideas (objectives) in his studio (school).

Secondary education commission stated that curriculum does not mean only the academic subjects traditionally taught in the school but it includes the totality of experiences that a student receives through many fold activities that go in the classroom, library, laboratory, playground and in the numerous informal contacts between the teacher and the pupils. In this sense, the whole life of an institution becomes the curriculum which can touch the life of students at all points and help in the evolution of a balanced personality. Hence, a curriculum encompasses the entire range of school experiences and opportunities for learning designed by the teachers, the administrators and planners for the total and integrated development of children. Generally the term 'curriculum' at pre-school level is used interchangeably with or in the place of Programme. A curriculum becomes meaningful, rich and wholesome when we take into consideration the following aspects:

It should be

- i) age appropriate, individually appropriate and socio-culturally appropriate;
- ii) activity based and related to child's needs, interests and abilities;
- iii) an integrated set of experiences to achieve holistic development through an interlinked approach;
- iv) flexible enough to suite the diverse social, cultural, economic and linguistic context of our country as well as adoptable enough to suit individual differences among children;
- v) enable the child to adjust in the environment of primary school as well as to the demands of formal teaching.

Before preparing the programme for pre-schoolers it is worthwhile to discuss briefly

- a) the various domains of development
- b) developmental characteristics of children
- c) the nature of children's learning needs

A. Domains of Development

The child's development can be thought of in different domains(aspects). These are all intimately interrelated, interdependent and interact with each other. So, it maybe difficult to think of the development of one aspect by neglecting the other. The domains of development maybe categorized as:

- a) Conative - Hand -Doing - physical
 - i) Gross motor
 - ii) Finer motor
 - Sensory development
- b) Affective - Heart -Feeling - Social
 - Personal
 - Emotional
 - Aesthetic

- c) Cognitive - Head -Knowing -Language
-Mental, Intellectual

Conation leads to affection and cognition. The importance of sensory motor activities is the beginning and the base for later cognitive development. Children's learning does not occur in narrowly defined subject areas. Development and learning are integrated and interrelated. so, any activity that stimulates one dimension also affects other dimensions. Recognizing children's changing competencies they should be engaged in different level of activity.

B. Developmental characteristics of children

It is imperative for parents and teachers to understand children's abilities at every edge and stage of development by observing their behavior.

Infants and toddlers

Infants and toddlers (0-2 yrs) learn by experiencing the environment through their senses. They gather information from the environment and use toys and other play materials, which help them in the process of socialization and emotional development. Warm and positive relationship with adults helps them to develop and sense of trust and a feeling of competence

Children during this stage cannot interact much with peers. They enjoy playing with older children. Important skills such as personal care habits like toileting, dressing, feeding are be acquired. Self-initiated activities, repetition of newly acquired skills, feeling of autonomy and success is provided with ample opportunities and freedom. Toddlers are more egocentric and are not able to understand the concept of sharing.

3-5 year olds

Three year old children love to talk and listen. They are very much self-centered and have insufficient muscular control especially over finger movement. They enjoy playing by themselves and do not like to share their materials with others. They are curious and eager to learn but with limited speed. They love repetition. They need to shout, run about, and learn to remains active.

At the age of four, children have much better control over themselves and their bodies. They can use their hands constructively. They enjoy playing with other children and love to help and learn to co-operate, but do not understand competition. They begin to be disciplined and can wait for their turn and follow instructions. They are excited by new experiences and are eager to explore and engage in new activities.

At the age of five, children are quite independent. They have good control over their muscles and are capable of many exercises. They are self-reliant, co-operative and can share and wait for their turn. They love to help and can take responsibility in small measure. They enjoy being the leader and taking initiative in new ventures. They can understand rules and follow them and can express themselves in their mother tongue.

Five year olds show a developing interest in the community and the world outside their own and enjoy special events and trips.

6-8 year olds

6 year olds are active and demonstrate verbal ability, problem-solving skills and develop concept based on the past experiences. At this time the children are more mature mentally

7 year olds need more time to catch up with and practice newly acquired physical and cognitive skills. Their reasoning ability, receptive skill and social attitude is developed

8 year olds show curiosity and social interest. They learn to communicate through written language and express their own feelings and fantasies by dictating and writing stories. By this time, mathematical concepts develop from their thinking and real life experiences.

Curriculum framework for 3-5 year old

As we know, curriculum is the sum total of experiences that happens in any institution and its content can be drawn from the child's immediate environment. The basic principle to be followed should be according to the age of the child. The principles are as follows: -

1) Health and healthy habits

The ECCE is a child-oriented programme, which facilitates life-skills learning and creates awareness about good health and healthy habits. Teaching of healthy habits means equipping the children with the attitudes of self-care and safe and clean living. The social attitude of caring and sharing can be developed in classroom situation by sitting taking meals together.

2) Play as the basis for learning

Play is natural, spontaneous, attractive and rewarding, which provides opportunities for exploration, experimentation and manipulation that are essential for constructing knowledge. Play contributes to the development of representational thought. A child expresses and represents ideas, thoughts and feelings when engaged in symbolic play. It is through play that the children develop their imagination and creativity and learn to interact with others to resolve conflicts and to gain a sense of competence.

ECCE setting must provide the objects of supervised play such as balls, sandboxes, swings, rocking toys etc. Playing, running, jumping and balancing are necessary to gain confidence and motor coordination. Indoor and outdoor play and group and individual play are provided to develop social, aesthetic and imitative abilities.

3) Art as the basis for education

In order to develop a positive attitude towards learning and to develop understanding and comprehension, art can be used as a medium. Art can motivate children to express their feelings and help in the development of aesthetic sense.

Creative activities like clay modeling, puppet show, dance, and drama provide opportunity to foster curiosity and confidence.

4) *Recognizing the children's thinking*

By nature, children are curious to know about their immediate environment. They develop concepts about different objects through interacting with people and by manipulating real objects. By encouraging the children to communicate, by providing opportunity to represent their emotions and feelings help children to gain confidence and grow in a positive way.

5) *Combination of textual and cultural aspects*

As children are in a growing stage, importance should be given on developing the pre-reading, writing and arithmetic (numeracy) ability. Children need to participate in different activities that would clarify and promote familiarity with levels and sounds. Similarly, vocabulary of quantity like more-less, few-many, full-empty would develop pre-numeracy concept.

6) *Combination of formal and informal interaction*

Children are encouraged to interact informally with a sense of security and familiarity. The children are permitted to work in small groups and join together to perform a large group activity. Making children feel at home in the classroom situation and by providing them freedom and space can enhance their positive attitude, classroom needs to be organized in a personalized manner.

7) *Familiarity and flexibility*

The children feel comfortable with familiar objects and activities. As repetition is a form of learning, the daily timetable should include the basic activities. But the teacher's plan should not be rigid at all. Rather, it should be flexible in nature to accommodate unexpected events, situation and open to suggestion. It must be adaptable and flexible as per the children's changing attention, mood and interest. Variation in activity develops the challenging attitude in children.

8) *Provision of experience*

Opportunity of experiencing wide range of activities in classroom develops curiosity and intelligence. Children experience and develop concept by observing and celebrating different festivals. Awareness about social diversity, tolerance, peace etc. can be enhanced in the classroom by providing multi-lingual interaction.

9) *Use of locally available materials*

The ECCE curriculum should utilize the materials available in their locality for doing creative artwork. The inclusion of local arts and crafts, stories, songs, music and folktales enhance children's social competence and awareness about their cultural background.

10) *Developmentally appropriate programme*

The developmentally appropriate programme need to address child's development and learning from a holistic perspective, which cover all the areas of

development- physical, social, emotional and cognitive needs. The curriculum should be age related, individually appropriate and contextually meaningful. The learning activities must be concrete, real and relevant to the lives of children. A functional, meaningful and flexible curriculum is followed to realize the unity in diversity in our country.

11) *Involvement of parents and community*

Parents are valued as partners and decision-makers in this type of educational process. So, their involvement is essential and desirable. The ECCE centre maintains close relationship with community and community leaders. This is important for securing community support for the centre.

12) *Continuous evaluation*

Children's progress can be assessed through continuous and consistent observation. Teachers can write about children's participation in classroom setting and accomplishment of skills in other activities. No quantitative assessment or oral interviews are recommended in the early years of education. Performance-based documentation is emphasized in this stage to keep track of the progress of the child in major domains of growth.

13) *Language in the classroom*

The child's first language or mother tongue should be used as the language of interaction and communication in the classroom, because the young child can express and understand the fact in a language that is familiar to him. A second language can be introduced to the children through group activities and playing and interacting with friends whose mother tongue is different. Forcing the children to interact and to learn the language other than their mother tongue may spoil the whole spirit of ECCE.

14) *Inclusive education*

Supporting opportunities should be made available for the children who are differently abled through existing ECCE programme. Parents support programme and referral services should be organized and made available. ECCE teachers should have the skill and training for identification of differently abled children.

Activities

1. Think about your/your children's early childhood days. List the peculiar characteristics at 0-3, 3-6 and 6-8 age group.
2. Suggest how the early childhood activities can be arranged effectively for these age groups.

Physical and Motor Development of Children at Early Childhood (0-6 years) Stage

Overview

Of the main areas of development physical and motor, social, cognitive, emotional, language, curiosity etc. – physical and motor development is the most important because other developments very much depend upon it. Preschool stage is an important period in the life of an individual. Good physical and motor development of a child influence curiosity, creativity, and language, social and emotional developments. Abnormal physical development tends to develop a feeling of inferiority complex among child.

Development stages:

1. Infancy -- birth to 3 years
2. Early childhood --3 to 6 years
3. Late childhood -- 6 to 12 years
4. Adolescent -- 12 to 19 years

For the present discussion of physical and motor development, the first two classifications of stages are being followed, because the title of the present module is limited to early childhood stage only. To understand physical and motor development of preschool children more clearly, the knowledge of infancy stage of development is also important.

Objectives

After studying this module, the teacher-educator should be well-equipped to impart knowledge and skills relating to motor development to the pre-school teacher. Specifically, the teacher educator should be able to:

- Discuss the importance of motor development for overall development of the child.
- Have an understanding of the basic principles of motor development.
- Identify gross and fine motor development and discuss the importance of providing activities that facilitate each.
- Have an understanding of the role of maturation and learning in motor development and of the development of hand preference in children.
- List typical or average motor behaviour for children aged three, four and five.

- Suggest and demonstrate skillfully the appropriate physical and motor activities for children aged three, four and five.

Growth and development

Growth is a quantitative phenomenon which indicates quantitative change in the body. We always consider it in positive direction. It is the basis of all changes in the body. If a child did not increase in weight or height or her structure did not change or if her muscles did not become strong or if sex-organs did not grow, if her nervous system did not mature, if her internal organs did not increase in size and efficiency to meet the requirements of an enlarged body, the child would never become an adult related to the increase in body tissues. Generally, a layman refers it to the height and weight according to age only. From birth to five years very critical changes occur in the body and proper growth during this period provides a clear path in the proper growth of subsequent years if there is no malnutrition and any disease occurs in the body. During the preschool years, differences among children in their growth and development became clear.

Development is a comprehensive word in the area of child psychology. Development means a series of progressive change in a human being. It suggests that everything of a human being is changing in hierarchy i.e. weight, height, age, body muscles, social relationships, emotional feelings, brain etc.. A baby again after some time will become adolescent, it is a psycho-social phenomena. Growth is the prerequisites of developments.

What is Motor Development?

If we observe a newborn child we can see that he has hardly any control over his movements. He does move his arms and legs a great deal, but randomly. It is only very gradually, over the first few years, that he is able to gain actual control over his own body. As he grows, his nervous system matures and his muscular and skeletal growth advances. The cartilage turns to bone and the bones become harder. In this way the child develops greater strength, coordination speed and precision in the use of his arms and legs and all the body muscles. This process, by which the child learns to use his body, may be referred to as motor development. Normally, therefore, motor development may be defined as the development of control over bodily movements through the coordinated activity of the nerve centers, the nerves and the muscles.

The Importance of Motor Development

Although, for a student of child development, the study of motor development may not perhaps be as interesting and fascinating as the other aspects of development, nevertheless its importance cannot be underestimated in any way. It is important not only in itself but in the way it directly affects all other aspects of development.

Let us consider its role in the different aspects of the child's development. The physical health of the child, for instance, is to a considerable extent dependent upon exercise. If a child's motor coordination is not adequate he cannot perform as well as other children of

his age. He will, therefore, try to avoid physical activities generally and this will, in turns, have an adverse effect on his health.

Motor development also influences the cognitive growth of the child. It is only when the child starts crawling, and later walking, that he is able to reach out for new things, turn them over, move them, play with them and thus satisfy his curiosity. As he moves, the child encounters new situations in which he has to think, interpret, perhaps solve a problem or make quick decisions, all of which tend to promote the child's cognitive abilities.

Good motor development also furthers the process of socialization. As the child starts moving around him also come into contact with others around him. He learns to play with them, cooperate with them and interact with them in various ways. He starts participating in games and sports where he has to learn to control his emotions and show sportsmanship. Indirectly, then, motor development also contributes into the child's emotional maturity. The gradual learning of motor skills enhances the child's sense of independence and with it, a feeling of security, since he can learn to tackle things on his own. This leads on to a generalized self-confidence which affects all areas of his behaviour.

The influence of motor development on the socialization of a child becomes very evident if, on the other hand, we consider a child with a physical handicap. The handicap may be due to an illness like polio or an accident. A handicapped child's mobility becomes restricted in accordance with his handicap. This often prevents him from participating in play activities with other children so that he is deprived of social contact with his peers. They may even tease him or ridicule him for his awkward movements or inadequate skills. These experiences may make the child withdrawn or depressed and may manifest themselves in improper social development.

Gross Motor Functioning

It refers to the large muscles groups of the arms, legs, torso, etc. it controls over the movements of the large muscles. The proper coordination in large muscles helps the children in sports, dancing, gymnastics etc., in their later life. Kaul (1991) suggested the following gross motor skills for preschool children- walking, balancing, running, jumping, creeping-crawling-rolling, swinging, hopping, climbing (ascending and descending both), rhythmic movement, throwing, catching, kicking. The following selected behaviours have been observed by the preschool workers in children.

<i>Age</i>	<i>selected behaviours</i>
3 years	can throw a ball about 15 ft. Can walk a line, heel to toe.

	Can hop from two to three steps will walk.
	Balance beam for short distance.
	Running with good form
4 years	Leg-arm coordination apparent
	Can walk balance beam
	Skillful jumping is apparent
	Can walk a line around periphery of a circle
	Can throw a ball about 20 ft.
5 years	Long jump from 2 to 3 ft.
	Can balance on one foot for 10 to 20 seconds .
	Can throw a ball about 30 ft.
	Can hop 50 ft. in about 20 seconds
	Can catch a ball in a large play ground.

During the preschool years a child refines jumping, running and hopping motor skills, he improves in balance beam, jumping down from a step, walk down stairs using alternative feet and hop from foot to foot. By age five most normal children can dance to music, climb ladders and trees, and walk backward and are learning to jump rope and even to roller skate,. At this stage a child who crawls upstairs is unstable to descend again. More balance and coordination of the body are required to creep down.

Problems in Motor developments

For proper motor functioning, the entire system must be intact, problems occur in motor functioning when any bone, or muscles or nerve is malfunctioning , motor delay may be due to problems in nerves system or brain damage, cerebral palsy is most important brain problem which affect motor functioning in children. There is one dysfunctioning elements which affects cerebral palsied child more than others. the elements that may be dysfunctioning are tone and control, and these intern, affect muscle strength, defects in strength do not generally occur in isolation, but they are labeled paresis or paralysis, paralysis may occur in legs or and in arms or in one side of the whole body, cerebral palsy is caused by injury to the brain or heavy use of alcohol or thyroid diseases or kidney infections or diabetes or by any or by any other reason.

The second important problem in motor development is the problem due to fragile bones that break easily, causing abnormal skeletal development. Any infection in bones can effect motor functioning of a child, Meningitis and encephalitis ate the result of damage of brain due to infection. Earlier these two diseases were uncontrolled but now

can be cured by the proper use of antibiotics. So parents must be very conscious about these two diseases because they affect brain functioning.

Material for Motor Skill Development

1. Ball with Sound

Specification

Hollow rubber or low density plastic or rubberized plastic balls, 75 to 100 mm in diameter having two *ghungroo* bells inside, outer surface preferable covered with fleece cloth or wool. Soft and light stuffed ball with bells inside could also be used.

Colour preference- bright yellow. The ball should have lower bounce and slower movement on pucca floor in comparison to normal rubber ball and should not hurt the child being thrown at.

OBJECTIVES

- Motor skill development
- Eye-hand-leg coordination
- Cause-effect relationship
- Socio-emotional development

Constructional details

As given under specification

How to use

Ball is one of the earliest play materials in human history. It rolls on surface, it bounces, it spins. Receiving it requires activation of one set of muscles while throwing it requires activation of another set of muscles. Dribbling and kicking require activation of yet another set of muscles. Eye-limb coordination, reaction time, reflex etc, improve with every throw or kick,

This could be individual play or group play, indoor play or out door play. Children 3-year-old and above love to play in a group of two – one serves, the other returns and vice versa, without a fixed target or goal. Children of this age group are very possessive; fight over ownership of the ball is very common. So the teacher might have to rearrange more balls locally.

Children with special needs

In an environment where all children are at play children with special needs will come forward and participate. Those requiring eye-hand coordination and motor skill development will be certainly benefited through this joyful play, the ball has sound so that the visually impaired may also play.

Hints on construction from locally available material

2. Stacking cups

Specification

There are 12 plastic cups, stackable, each conical with diameter and thickness given in the table below. Colour of each and engraving on outside bottom are also given .while outside of each cup will be silky smooth, inside will have a definite texture different from others. Low cost version of cups will be stackable only (without finer dimensions or texture).

OBJECTIVES

- Motor skill development
- Exploratory play
- Creativity
- Concept of shape. Length, colour, etc.
- Balancing an assembly on palm
- Concept of nesting objects

Constructional details

To be produced on plastic injection moulding machine, the mould has to be prepared to have all the features given in the specification.

How to use

- Children between 21/2 and 5 years of age are fond of stacking as individual play. They stack, disassemble and then again stack. This stack is pretty high at 405 mm. the child will be happy to push it so that the tower breaks into pieces (with sound) with cups scattering all over the floor. S/he will now pick up the cups one by one and try to reassemble. Any cup which is missing is going to disturb her/him and prompt her/him to search for the correct one. For her/him to repeat the cycle again and again, the adults have to clap in appreciation.
- The child might find fun him nesting cups, otherwise the teacher may demonstrate nesting once.
- The cups could be use to collect soil; children will add water to make soil paste. If a child has not played with soil, s/he has missed something very important for development. S/he will be guided by the teacher to prepare in group soil tablets; the cup bottoms with engravings wall be pressed on the wet tablets to get 12 different types of object outlines. Children will take impression of their palm and fingers on wet soil tablets.
- The teacher will guide the child to balance
 - (a) The tower

(b) Nested cups on her/his palm. Now the teacher will ask her/him to walk with the tower kept erect on the palm. Let there be a game to find out who can walk how far with the tower in tact.

- Colour matching could be another play as there are 6 different colours on 12 cups.

For children with special needs

Both nesting and stacking will be enjoyable for these children. The visually challenged will be knowing better the shape of these cones of different sizes by feeling them. Particular texture inside cups could be another indicator for size or colour. They will know through trial and error that for a tower to be stable in standing, the base has to be broader than the peak. This in-house individual activity will keep the child engaged with concentration. Hints in construction from locally available materials

Paper cups (preferred over plastic cups) used for serving hot drinks, water, etc. are ideal. The teacher may try to make paper-cones of different sizes from thick paper sheet. Cups of each size have to be drawn on the drawing sheet (surface development). Then the piece has to be cut, rolled and joined.

Some Suggested Apparatus

A. For Gross Motor Skills:

- (a) Climbing Frame
- (b) Slide
- (c) Inclined ladder
- (d) Vertical ladder
- (e) Stackable boxes of various sizes
- (f) Steps
- (g) Vertical and inclined plank
- (h) Low pole for going under
- (i) suspended ball or tyre to jump and touch
- (j) Balance board
- (k) Planks of various widths for balancing
- (l) Tricycles
- (m) Drums
- (n) Swing
- (o) Old tyres, packing boxes, etc.

Objectives and Activities for a Pre-School Programme

Expectations at different age-levels

What three-year-olds can do?

- *Catch a ball with arms straight and stiff.*

- *Build a tower of blocks about nine blocks tall.*
- *Hold liquid in a spoon but not without some spillage.*
- *Pour water from a pitcher into a glass, but not without some spillage.*
- *Walk on tiptoe for a few steps.*
- *Jump from a box about 18 inches high.*
- *Stand on one foot for a few seconds.*
- *Hop with both feet together, but not with alternating feet.*
- *Walk up and down a short flight of steps by themselves slowly, with alternating feet.*
- *Ride a tricycle.*
- *Unbutton their won clothes.*
- *Put on their own shoes but not lace or tie them.*
- *Draw a relatively straight line.*
- *Crudely copy a circle.*
- *Fold a paper horizontally.*
- *Begin to control chalk, crayons and pencils.*
- *String beads with large holes.*
- *Wash and dry their hands.*
- *Walk forward on a line without falling off.*
- *Walk backwards for a long distance.*

Basic Principles of Motor Development

Several research studies have been conducted by observation of the same children over a period of time to see when certain forms of motor behaviour appear and to discover whether these are similar for other children of the same age. In India, a study was conducted on 1 to 30 months' old children in Baroda in 1970 and the trend of motor development was observed in them also. In 1971, the National Council of Educational Research and Training conducted a study in seven different centres all over India, surveying rural and urban children as well as those from industrial areas, between the ages of 2-1/2 to 5 years

From the various studies conducted in this field four important principles of motor development emerge:

- a) *Motor Development depends upon neural and muscular maturation.* Development of the different forms of motor activity goes on side by side with the development of different areas of the nervous system. At birth, the lower nerve centres, which are located in the spinal cord, are located in the brain. As a result, the reflexes are better developed at birth as compared to the voluntary activities. Shortly after

birth the important reflexes needed for survival such as swallowing, sucking, blinking, and knee-jerking and patellar tendon reflex strengthen and become better coordinated. Other reflexes which are less useful e.g. the grasp reflex or hand grasp reflex gradually disappear before the end of the first year.

Similarly, at birth, the child shows a great deal of mass activity. This gradually develops into simple patterns of voluntary activity which form the basis for development of skills later. The cerebellum, or the lower brain, which controls balance, develops rapidly during the early years of life and practically reaches its mature size by the time the child is five years old, the upper brain or cerebrum, especially the frontal lobes which control skilled movements, develop in a similar way in the early years.

It must also be remembered that it is not only neural maturity which is a necessary pre-requisite but also muscular readiness, the striped or striated muscles which control voluntary movements develop at a slow rate throughout the childhood years. Voluntary coordinated action is impossible, therefore, until these are sufficiently mature.

- b) *Learning of skills cannot occur until the child is maturationally ready.* This principle follows directly from the first one. It implies that child cannot be taught any motor skill until and unless his nervous system and muscles are sufficiently developed, interestingly, many mothers proudly demonstrate how their little babies have been toilet trained at 8 or 9 months and have learned to give appropriate indications. They do not realize that it is they, the mothers, who have learned to recognize the child's mannerisms! In the pre-school setting, this principle spells out a warning to teachers not to impose formal writing on the children but postpone it to the class I stage when they are maturationally ready for it. It may be noted that even if a child does sometimes apparently learn a skill early, the gain may be only temporary.
- c) *Motor development follows a predictable pattern.* The process of motor development shows four general trends, the *cephalo-caudal* sequence, the *proximo-distal* sequence, differentiation and integration. *Cephalocaudal* refers to 'head-to-foot' direction and this is evident in the fact that early in babyhood there is greater movement in the head region than in the rest of the body, if a baby is placed face downward on a bed, at first it can raise its head only; then later, it is able to raise its shoulders and it is able to raise its shoulders before it can lift its stomach,. Thus, as the body's neuromuscular mechanisms mature there is more and better controlled movement in the trunk and later in the leg region.

Corresponding to the *cephlocaudal* sequence is the *proximodistal* or central-to-peripheral sequence or direction. This means that growth progresses from trunk to arms to fingers and from legs to toes. In reaching out for an object the baby first does it with his shoulders and elbows and only later manages to get it with his wrists and then fingers.

The third trend i.e. differentiation, refers to the fact that growth proceeds from mass to specific activities. This implies that as the child practices more and more, the mass or gross responses get progressively displaced by more specific or refined responses in which only the appropriate limbs and muscles are involved. For example, let us examine the simple skills of catching together to catch a ball which is thrown to him. Gradually, as he matures, and with constant practice he will be able to catch it merely with his hands and fingers. The skill of catching has thus become refined. This refinement in the control and coordination of large muscles becomes especially obvious in the pre-school years. Instead of just walking, children enjoy walking on tiptoe, on their heels or backwards and forwards. Instead of just running they hop and skip and jump.

The fourth trend i.e. integration, refers to the fact that in motor development, as gradual refinement of movement takes place, there is also a corresponding tendency to integrate unitary or smaller activities into larger more functional behaviours. For example, a newborn may just thrash about and cry when hungry. Later, his different cries may indicate different degrees of hungry. Still later, he may reach for the bottle and bring it to his mouth. A few years later the same child will engage in a set of coordinated activities, perhaps going to a room where there is food, looking for it, choosing amongst different eatables available and then eating. Thus, he combines separate responses or activities into meaningful combinations.

We can thus see that motor development follows a predictable pattern so that while each stage of development may be distinct from the others, yet it is dependent on the stage preceding it and influences the stage following it. It can be observed that normally children who sit up late, crawl late also walk late whereas those who make an early start tend to maintain it.

Since the process of motor development is predictable and known, it also becomes possible to establish norms based on average age for different forms of motor activity. The utility of making these norms is that they can be used as guidelines by parents, teachers and others to know what to expect at what age of their children. It is also possible to judge if a child is developing normally with the help of these norms.

Norms for different types of activities like sitting, standing, reaching and grasping are also used to evaluate the intellectual development of babies before they can be tested by standard intelligence tests most of which place a heavy reliance on speech. In the study conducted in NCERT in 1971, such norms have been established for various motor skills.

d) *There are individual differences in the rate of motor development.* It is very important to remember both for parents and teachers that although, as discussed above, motor development does follow a generally predictable pattern, individual differences definitely occur in the detail of the pattern so that, although the sequence remains the same for all children, the specific age at which different children reach different stages differs. As mentioned earlier, some children start late and all their milestones are consistently delayed, while others may sit up, stand and walk early. But why do these differences occur? The possible answer to this question will be discussed when we consider the various factors that influence these process of growth of motor skills. But before we do that it is essential to know the actual sequence in which motor development takes place.

The sequence of Motor Development

As discussed earlier, one direction in which development takes place is from hand to toe. The table on pages 10 and 11 describe the sequence of development in terms of the different regions of the body in which it occurs. Once the child has learned to walk, further growth gets reflected more in refinement of motor activities and the learning of different motor skills.

Motor skills

Motor skills may be considered fewer than two heads, gross and fine. The gross motor skills are those that involve control and coordination of large muscles (e.g. running, climbing, jumping crawling and skipping) whereas fine motor skills involve the finer muscles (e.g. writing, painting, and cutting). In many motor activities however, there is considerable overlap.

Originally gross motor skills are used by the child to do everything. Children pick up balls with their arms rather than their hand; they pick up their pencils with their fists rather than their fingers. At first the gross motor movements of walking, running and climbing are exciting and thrilling as children discover that they can use their bodies purposefully and skillfully. As children gain control over the large muscles in the arms and leg they learn to move in a variety of ways. By the age of five the development of gross motor skills is evident in most activities involving muscular action and playing cooperatively with other children begins to emerge.

Some Common Motor Skills of Children

There are some skills which are found generally among all children in a given culture since their learning experiences are similar and the behaviour expected by their society is also similar. For instance, in our culture all children are expected to learn to feed themselves, to write and to play certain kinds of games.

The skills that the children are thus expected to learn are mainly those involving the arms and hands and those involving the legs and feet. Since maturation of muscle coordination follows the 'head to feet' direction, hand skills are, for the most part, more useful and needed than leg skills are, for the most part, more useful and needed than leg skills, children spend more time and energy in learning them. As mentioned earlier too, in the study carried out in NCERT many leg skills and hand skills were studied and norms established for them. These norms have relevance for planning activities and spelling out the objectives of a pre-school programme.

Fine motor functioning

It refers to the small muscle groups of the hands, eyes, fingers etc. it controls over the movements of the finer muscles, otherwise it is difficult to write or to see. Fine motor coordination helps children in writing, to write or to see, fine motor coordination helps children in writing, creative art etc, in their later life. Kaul (1991) suggested the following fine motor skills necessary for fine motor functioning: printing, paper folding, tearing-cutting-pasting, drawing-colouring-maintaining, clay work, sorting- pattern-making, using manipulative

Materials, pouring. In fine motor skills, the child can draw a simple house; print the capital initials of her name, copy circle, sequence and cross dress and undress herself, lace her shoes, do her own buttons, and cut with a knife. In fine motor coordination the nearly four years old refines the eye-hand coordination skills such as ball throwing, buttoning drawing and do so. He is not ready to catch a ball or tie her shoes with much success. The five years old can draw simple house print the capital initials of her name copy a circle and a square.

Motor development is primarily a maturational process. It is the product of growth, maturation, heredity, and learning. It is a *proximodistal* process, with growth occurring from the trunk to the extremities. It is also a *cephalocaudal* progressing from head downward, which explains why a child achieves head control and sitting before they can walk. Control over the body or body parts very much depends upon muscles, bones and brain functioning together. It is less affected by the environmental factors than intellectual developments.

Material for Fine motor Skill

3. Threading Board -2pcs (one plain perforated, other in the shape of a tree)

Specification

- A. Rectangular EVA sheet 6 mm thick, 250*200mm with 54holes. 3mm diameter, with
-One triangle (75 mm equilateral), one square (60 mm), and one circle (60 mm diameter) from 2 mm EVA sheet.
- B. Tree shaped EVA sheet 6 mm thick, 400*400 mm with holes 3mm diameter, with
-4 apple shape (90*100 mm 2 mm thick) EVA sheets, each having 6 holes
- C. shoe laces 7 nos. each 300mm long

OBJECTIVES

- Fine muscular coordination
- Eye-hand coordination
- Concentration in work
- Creativity
- Self-confidence

Constructional details

6 mm EVA sheets are cut and holes punched out. The pitch of the hole is 20 mm and 30 mm respectively horizontally and vertically. Triangle, square, rectangle and apple profiles are cut from 3 mm EVA sheet in coloured.

How to use

Individual activity- Children will be asked to

- a) trace the outline of the tree on a paper or on floor with help of a pencil or crayon;
- b) join the holes on the board by the lace to form a rectangle, zigzag or any other design;
- c) thread the triangle, square and circle on to the rectangular board ;
- d) thread the apples onto the tree;
- e) join the two boards by lacing;
- f) balance the board on head and walk;
- g) finally the child is asked to unthread and pass on the board to the next child to start from (a)

For children with special needs

The activities mentioned above are extremely useful for Inclusive Education. Feeling number of holes on the tree or on geometrical shapes, on apples, matching the holes and attaching the objects to the tree and board by lacing - will give them self confidence among others and prepare them for higher skills.,

Hints on construction Freon locally available materials

Hardboard, plastic sheets, thermo Cole sheet, etc. having a minimum thickness of 3mm are suitable. The boards as well as cut- outs should be painted in different colours , alternatively coloured paper or cloth may be pasted.

4. Beads with strings

Specification

- A. Plastic beads 18 mm diameter with 6 mm diameter hole, 72 nos. in 6 colours for example, red, blue, green, yellow, white, black:12 beads in each colour
- B. Silk cord 2 meter long.

OBJECTIVES

- Eye-hand coordination
- Fine motor skill
- Cognitive skill
- Concentration in work
- Social skill
- Creativity

Constructional details

Plastic beads, each 18 mm diameter with a hole of 6 mm diameter are joined by the silk cord. Care should be taken to fix the end beads permanently with the cord to avoid any loose bead falling off. A loose bead is unsafe for the child who might put it in her/his mouth.

How to use

- The child will create many shapes. This could be individual or group activity.
- They will imitate motion of a snake or a train.
- The children will sit in a circle with different coloured objects in hand. The teacher will ask each to match the colour of an object with that on any of the beads.
- The children will be asked to name the colour.
- If the child knows counting already, she/he will be asked to count beads in each colour band.
- The child will be asked to count the beads by feeling with fingers (closing the eyes).

For children with special needs

As the beads are reasonably big, creating different profiles with these will be very enjoyable. Lifting the chain give the perception of mass of 72 beads. It can be pulled on the floor, holding beads between the palm and fingers or thumbs and fingers one by one while feeling its shape or counting is a part of physiotherapy needed by some.

Hints on construction from local materials

Cut pieces of jute sticks or small dried fruits or seeds which could be drilled (for making a hole) or cut pieces of plastic body of empty refill pens or small balls of paper mache could be used as beads.

Some Suggested Apparatus

B. for Fine Motor Skills

- a. Lacing game sand toys

- b. Scissors
- c. Crayons
- d. Paper for tearing, folding, etc.
- e. Thread and beads
- f. Paint brushes and colours
- g. Easels (paper could be pasted on walls)
- h. Clay

Conclusion

Healthy mind in healthy body is a very old but important slogan. Researches show that physical development and cognitive development go together. The child with high intelligence or high creativity tends to have proper physical development. But some exceptions were also found in the past. For example, Darwin consistently suffered ill health and Blaise Pascal before dying at the age of thirty nine told his sister that after the age of eighteen years he had never passed a day without pain. To a child physical deformity is hard to bear. Alexander Pope had to bear repulsive deformity, and later referred to his life as that long disease. At the age of twelve years he wrote these sad lines:

Thus let me live unseen, unknown.
Thus unlamented let me die
Steal from the world, and not a stone,
Tell where I live.

The above examples do not suggest that we should not pay attention to the physical development of our kids. We must know that preschool stage is very critical stage of development. Some time it is very difficult to find out deficiencies caused due to malnutrition. Only pediatrics can understand the disease of young children. In rural and remote areas many illiterate parents consult sorcerer when their children become ill. Many parents don't understand the importance of immunization and don't provide proper vaccination to their children. The concept of balanced diet is also not clear to many parents. However, it has been included in the curriculum of elementary and secondary and secondary education. Media is also playing very important role to educate the people in this direction. The child is very adventurous by nature. At the preschool stage she learns motor skills very quickly. Further more, a child learns those motor skills which are not useful at that time but will serve as foundation for many important skills needed later on. Some parents over protect their children and time it the opportunities of learning motor skills. This step may be more harmful to the children. Precautions are important! But the parent's negative attitude towards children's hopping, m, climbing, creeping, jumping, motor skills can inhibit children's creativity.

School Readiness of Scheduled Tribe Children: Findings of a Research Study

Background of the Study

The early six to eight years of child's life are regarded to be the most critical years for lifelong development as the pace of development during these years is extremely rapid. So the National Policy on Education (1986) recognized the importance of early childhood care and education (ECCE) and suggested to make ECCE programmes child oriented with a focus around play and individuality of the child.

The Koraput district formed into a district on 1st April, 1936 out of Vizianagaram district under Madras Presidency, was further converted into four districts, namely, Koraput, Rayagada, Malkangiri and Nowrangpur with effect from 1st October, 1992 (Notification No. 49137, dtd. 01/10/1992 of Revenue and Excise Department, Govt. of Orissa, Bhubaneswar) with an intention of bringing the administration more closer to the people. Koraput is a mosaic of tribal life and culture. The present study was conducted with the following objectives.

- (1) To analyse school readiness of children from the scheduled tribe community in terms of physical, social, emotional and cognitive (language and arithmetic) dimensions
- (2) To examine gaps in school readiness of children in general and also with specific reference to gender and disability
- (3) To identify contextual interventions with a view to prepare children for formal schooling

The survey and case study procedure, under descriptive research, was used for carrying out the study. The main purpose of the study is to assess school readiness of children belonging to the Scheduled Tribe (ST) community of KBK districts of Odisha in terms of physical, social, emotional and cognitive (language and arithmetic) competencies. *Inter alia*, the study seeks to assess the perceptions of the primary school teachers, Anganwadi workers, parents concerned on school readiness of the children belonging to from the Scheduled Tribe communities as well as to assess the school readiness of the Scheduled Tribe children.

The study was conducted in the three undivided districts of Koraput, Bolangir and Kalahandi (known as KBK districts) of the western region of Odisha. Out of three KBK districts, one district i.e., Koraput was selected purposively for the study with reference to developmental patterns and diversity in socio-cultural aspects representing different

scheduled tribe communities. Three out of 14 blocks of Koraput such as: Koraput, Similiguda and Baipariguda were selected randomly for the study. From among total 297 Anganwadi Centers in these blocks, 30 were selected randomly, 10 from each block, for the purpose. However, 30 Anganwadi Workers working in these centers were selected as informants. Besides, 28 teachers belonging to neighborhood primary schools, 152 children, and 38 parents of children concerned were selected randomly. The detail of sample distribution is as following:

The tools used for data collection for the study comprised observation schedules, interview schedules and assessment test. The informants in the study were Anganwadi workers, primary school teachers and parents. Besides, Anganwadi centers were observed along with activities of the children at such centers. Hence, six tools were developed in five-day planning workshop for preparing tools, translation of tools, and data gathering procedures at RIE BBSR. These tools are:

1. *Observation Schedule for Anganwadi Centers:*
2. *Child Observation Schedule:*
3. *School Readiness Assessment Test*
4. *Interview Schedule for Anganwadi Workers*
5. *Interview Schedule for Teachers*
6. *Interview Schedule for Parents*
7. *Field Notes*
8. *Photographs/Videos/Audios*
9. *Documentary Analysis*

The validity (credibility) and reliability (dependability) of the tools and the data were established through piloting. The data collection was done by the field investigators personally visiting to all the Anganwadi centers, Schools, Teachers, Parents selected for the study from 3 blocks of Koraput district of Odisha with proper permission from the authorities concerned. Interviews were conducted with teachers, parents and Anganwadi workers through pre-developed schedules. Anganwadi centers and the activities were observed with the help of observation schedules. School readiness of the children was assessed through the reading readiness assessment test and scores were marked for each domain on the basis of the performance of the children. The data collected through the tools such as observation schedules, interview schedules and readiness assessment test pertaining to the objectives of the study were analysed quantitatively by using percentage analysis technique as well as qualitatively with thick description.

Enrolment of ST Children in ECCE Centres under Study

Enrolment trend presents a very good picture with regard to the enrolment position of ST and girl children. The enrolment position of ST children is around 70% of total enrolment

in the past five years. In the year 2013 -14 & 2014-15 the girls enrolment was 53 % in both the admission sessions where as the boys enrolment was 49 % and 48 % respectively. The number of children with special needs record shows 0-2 in the past five years. However the number of children with special needs in the locale is not known to ascertain whether they remain out of school. This needs further investigation. Children with special needs among the tribal population are observed to be the lowest in the age group of 5-49 compared to other social groups (Census 2011)

Infrastructural Facilities at the Pre-School

- There are 64% of the centres functioning in the rooms provided in the schools . Only one centre is running in the own building of the centre. The rest of the centres are functioning in the corridor of a community Members house, Rooms provided by the Community Members and corridor of the school (11% each)
- Around 86% of the centres have easy access to road and connected well to the main roads and it is easy and safe for the children. Only one centre has difficulty for children to access and 3 centres are unsafe for small children with regard to access. With regard to the building there are 71 % of the centres where it is pakka whereas only 7 % of the centres have kachha and 20% have semi pakka buildings.
- Two anganwadi centres have more than 2 rooms for play activities of the children and 89% of anganwadi centres have 1 room for the play of the children. With regard to the outdoor space there are 61% of Anganwadi centres having inadequate space and 41 % have adequate space for the play of the children. Only 2% centres have greenery facilities. Less space and lack of greenery may make the children feel congested and this could be one of the reasons for them to show less interest in coming to the centres. Care has to be taken to preserve greenery around the school as it not only gives the feeling of natural surrounding but also creates a healthy environment.
- In 32 % of centres where clean drinking water facilities are not available in the centre for the children. Regarding the sources of drinking water 85 % of centres provide water to the children from public tap where as 2% of centres use the water from hand pump as well as common well for the drinking of children. There are 68% of Anganwadi centres where toilets are not available for the children. Out of the available toilets of the centres 34 % of toilets are not functional and not clean and hygienic for the children. This finding paints a grim picture as toilet facilities are necessary for maintaining healthy habit and this has to be developed in the young age. If these facilities are not available children grow up believing that it is alright to use the open space for that purpose and develop that habit. Authorities have to consider this as major lapse in the programme

and take immediate corrective steps to facilitate the formation of healthy habit in the young age.

- For the all-round development during the growing age, play occupies an important place in the daily routine of the small children. In all the centres where the outdoor equipments like swings, slides, sea-saw and water play are not available for the children. Only Rubber rings and balls are available in 78 and 71 percentages of the centres respectively. Gross motor development precedes the fine motor development which is one of the readiness skill. If outdoor play equipments are not provided, it is affecting the child's natural development process. Neither we allow them to be in their natural environment where they climb trees and swing in branches nor provide such a situation in the pre-school centres. In a way we are curbing or creating a hurdle in their natural motor development.
- In 50% of the centres children sit in the mat where as in the rest 50% of the centres do not have even mat for the children. With regard to the toys and pictures 23% of centres have that facility for the children, out of that again 9 % of the centres don't use pictures for the children. Similarly 71% of centres have flash cards and masks out of that 25% of centres don't use flash cards and 70 % of them don't use masks for the children in the classroom. With regard to Carom Board and Musical instruments 85% of centres don't have these equipments in the centres. TV and Videos are not available in any of the centres studied under this project.
- All the centres have the weighing machine for the children. Where as 96% of the centres don't have first aid kit as well as height measuring scale, though both these equipments are highly necessary for the pre-school children.
- Children with special needs are found to be very less in the centres (1 and 2 per 500 to 600 children). It is not investigated further to know whether they are not admitted to AWCs, or their number is less in the region. As per census 2011, children with special needs among the tribal population are lowest in the age group of 5-19 compared to other social groups (Census 2011)
- Though there are certain facilities as shown in Part B above, for promoting school readiness in the AWCs, it is not satisfactory with reference to many facilities. Toilets, outdoor games are the barest minimum to be provided for young children which is found to be absent in most of the centres. Bare minimum, a mat to sit in the room is also not found in many centres. Absence of greenery is also a cause for concern, as the location of study is a forest belt with several schedule tribes living. As noticed in the study, some of the centres have all the facilities and the same should be available for all the children with minimum facilities.

Findings related to Relevance/ Significance of Pre-School Education

- The objectives of pre-school education is perceived by all the primary school teachers (100) is to impart basic education through play activities and to reduce fear of school. Pre-school education imparts fundamental concepts in language, arithmetic and environmental science as perceived by half (50%) of the teachers. Nearly half (42.85%) reported that pre-school education makes acquainted with school structure and system so that the children would not feel isolated at primary school or they would not find any difficulty in primary school. Besides, 28.57% of teachers reported that pre-school education aware of daily chores and health hygiene which were treated as basic to healthy children. Only 14.28% of teachers perceived that self-dependency among children were developed through pre-school education.
- Pre-school education is relevant as perceived by all (100%) the AWWs who deal the children prior to primary school. One-third of AWWs(30.33%) justified as pre-school education reduces fear from children; more than half of teachers (60%) reported as health aspects were taken care of in pre-school education through various health tests/check-ups/vaccinations etc. And only 16.67% of teachers agreed that pre-school education was helpful for school education and learning of fundamentals of languages/letters. It was clear from the discussion that, pre-school education was relevant in health aspects and reducing fear of school. The major objective of pre-school being transition from home to school, it is found that AWWs are well aware of their responsibilities.
- All the teachers (100%) perceived pre-school as important for Scheduled Tribe children because language developments like identifying letters, reading, writing them; creation of interest and motivation for school education; removal of fear from going to school; and providing equal opportunity to ST children were the justified reasons.
- Perceptions on usefulness of pre-school education of the parents whose children were getting pre-school education were multi-faceted. Healthy food, getting a chance to learn something, keeping children occupied and out of mischief, developing basic discipline like learn how to sit in a group with other children, get prepared for primary school are the reasons given by many parents.
- Pre-school is very relevant as perceived by 65.78 % of parents where as 36.84 % perceived as somewhat relevant. It is clear from the table that pre-school is relevant in the sense as it provides scope for learning, reducing fear, creating interest

Findings related to Functioning of Pre-School

- Under physical & motor development indoor activities like, singing and dancing activities for physical & motor development area are conducted as per all the AWWs (93.33%); playing games with toys and playing imaginary games reported by one-tenth of total AWWs; and toy making through clay is negligibly conducted. Outdoor activities, for physical and motor development, like ball and ring game is mostly organised as perceived by 80.00% of Anganwadi workers; organisation of individual & group activities reported by 33.33 %; and only 6.67% of AWWs reported about organisation of indigenous activity in the AWCs.
- Under language development, indoor activities such as picture reading & reciting names of flower, fruits, vegetables, plant, animal & birds and telling story & singing song are organised as perceived by 90 % and 10% of AWWs respectively. Besides, outdoor activities such as field visit and visit to local market are arranged by 70% and 13.33% of AWWs respectively.
- Similarly, under socio-emotional development, children are familiarized with important offices, and taught how greet elders & fiends as perceived by 43.33% of the AWWs. Besides, the children are taken to local market to know the life style, people, behaviours, culture as perceived by three-fourth of AWWs.
- The indoor activities such as colouring & joining pictures, and drawing pictures & shapes, for cognitive development of children, are organised in the AWCs as perceived by $\geq 60.00\%$ of AWWs. Playing with clay is negligibly organised. Outdoor activities include making home with sand perceived by 40%, and craftwork is organised as perceived by 16.67% of AWWs. Playing with clay, sand and involving in other craft related activities are useful during early childhood period. It is crucial in sensory motor development which leads to higher cognitive development. Experiences in such outdoor activities have to be given greater importance for children from tribal community as they naturally live close to nature. As a beginning stage into school, it is necessary to conducted context specific games but it is observed that such activities are organised by least number of centres.
- The sources of play materials which used for activity session in Anganwadi centres are self-made, and provided by organisation as reported by 40% and 70% of AWWs receptively. Some play materials are collected by teachers perceived by 23.33% of AWWs.
- Age-wise conduction of activities were organised sometime as reported by half of AWWs. One-fourth of AWWs reported that activities were organised age-wise. Even activities were not conducted referred to age of children as reported by one-fourth of

AWWs. Learning materials were used on the basis of interest of some children as reported by 56.66% of AWWs.

- AWWs plan on daily basis for their activities as reported by almost all the AWWs.
- Community support / parental support to run the AWCs is mainly through people in the surrounding as reported by 60% of AWWs. Material support from the community/parents is negligible which was reported by only 3.33% of AWWs. Financial support is not received by the community and it is justifiable knowing the background of people living in the location. The fact that people are involving in the programme itself is encouraging, and that is the main support expected from the community towards education of its children.
- Out of 30 Anganwadi centres under study, 2 centres are having children with disabilities one each. One is of speech impairment & other is of intellectual disability. However, it was found that they were very irregular in terms of attendance. When they came for school the other children were reluctant to mingle and on the contrary they were laughed at. It was difficult to manage the child with intellectual disability in the class. They could not be given the test on school readiness. As revealed from the table 4.10, AWWs paid more attention so that child would get conducive environment to built rapport with other children. Still it is noticed that they do not attend the centre regularly. Community awareness and parental education have to be undertaken to develop sensitivity towards the importance of education and provisions available for them in schools to support their education.
- Dramatization approach was followed to teach simple to complex concept and the activities such as collection specimens like flower, plant etc. were organised. They prepared learning materials from coconut waste, bamboo & ice-cream stick for the purpose. For creating awareness for health & hygiene, play-method was adopted by using mobile for song and dance.
- The efficiency as reported on organisation of different curricular activities in a rating scale, is observed to be very efficiently by 10%, efficiently by 30%, somewhat efficiently by 40% and not very efficiently by 20% of AWWs. It was evident that the AWWs were efficiently organising the activities. They were handling the children very sensitively and somewhat sensitively as reported by half of the AWWs. Besides, only 10% reported as not very sensitively. However it is crucial to note here that handling children at this stage has an impact in their future development. So it would be necessary to provide certain guidance on importance and ways of dealing with situation appropriately.

- Almost all (96.42%) the teachers reported that there was strong linkage of school education with pre-school education. They celebrate independence & republic day together, some administrative supports were provided during admission of children in pre-school centres. In some cases, AWCs and primary schools function in same building. AWWs visit primary schools for academic and non-academic assistance. This indicates a strong linkage between school and preschool.
- Attendance of pre-school children is taken and maintained on daily basis as per 81.57% of parents. As per majority of parents the quality of food provided to the children was good (84.21%) and some parents (13.15%) reported as food given is not good.
- The activities performed by pre-school children such as eating food and playing games is undertaken regularly as reported by all the parents. Children were singing and reciting rhymes, songs and poems reported by half of the parents (47.36%); listening to stories reported by 55.26% of parents; playing with toys/puzzles/beads available at the centre reported by 36.84% of parents; Writes/works on worksheets and Learns to read and write reported by one-fourth of parents.
- More than 90% of parents reported that health check up was done. Only one parent reported as health check up was not done. Two parents were not aware of such activity.
- One-fourth of teachers reported as very few children were happy in AWCs. Forty percent of teachers reported some children were happy; 32.14% of teachers reported most of the children were happy in AWCs. Regarding neatness of children, 35.71% of teachers reported some children had learnt neatness; same percentage of teachers reported most of the children learnt neatness; 17.85% of teachers reported very few children were found to be neat.
- They were enjoying in doing all these activities for the children as reported 85% in mostly and somewhat. It was found that AWWs did enjoy while organize the activities. The response to the question 'Was the worker attending to all children?' was reported through observation that a mixed status of attending to the children in Anganwadicentres. Equal percentage (28.57%) of AWWs were attending AWWs were attending 'Only 1 or 2', 'A few children', and 'all children'. Besides, it was also observed 14.28% AWWs were not attending to all children. It was evident from the above AWWs taking care of the children for their neatness, happiness and academic development. It is evident from the above that majority of AWWs are taking care of the children for their neatness, happiness and academic development. Though negligible, there are some centers where this factor is missing which has to be probed further to bring in the best

from the young children attending preschool. This needs to be investigated further to see if it can be improved as per the need of parents.

- Timetable was available and activities were conducted as per the time table prepared for the centre as observed in 78.57% of cases. Timetable was neither available nor the activities were conducted on the basis of any schedule in 21.43% of cases. The basic displays to be maintained like timetable and activity chart were also not found in all the centres observed. Picture charts and other relevant displays materials are very essential for development of reading readiness. It is to be ensured that all centres do these minimum to create a climate of learning without any reason. Besides, it was observed some kind of displays on the walls in the centres such as art, picture, habits, and cultural content to create a homely and cultural responsive environment is present in only half of the samples taken. Such displays were installed at the eye-level of children in fifty percent of the centres; and were mainly the works done by the children. In rest of the centres such activities were not observed.

- Besides, it was observed some kind of displays on the walls in the centres such as art, picture, habits, and cultural content to create a homely and cultural responsive environment in 42.85% of cases; the displays were installed at the eye-level of children in fifty percent of the centres; and such displays were mainly the works done by the children. In rest of the centres such activities were not observed.

Issues and Challenges of Pre-School Education as perceived by the Parents and AWWs

- The perception of parents, whose children were not attending the centre regularly, was gathered on the causes of irregularity by interviewing them. From among the total parents, only 13.15% parents reported on irregularity of AWW as a cause. The child lacked interest to go AWCs as reported by 5.26% of parents. Only 2.65% reported as quality of Anganwadi education was not good. Three causes, mainly, were indentified such as regularity of AWWs, interest aspect of the child and quality of Anganwadi education. Regularity of AWW is seen to be the reason as per many parents for not sending their children to the centre. It is to be reminded here that in rural areas as both parents go out to work, they look for the AWW to take the child to the centre daily which is a immense responsibility. As per the response of the AWW the absence is due to official visits to collect materials, attend meetings and related issues. It has to be taken into account that AWW during the working time should not be disturbed for other responsibilities which may hamper the child's attending to the centre regularly which in turn is seen as a major deterrent to enrolment/premature dropout from elementary stage of education.

- Distance of AWCs from the residence was within 1 km as reported by 56.66% of AWWs. One-third of AWWs reported the distance as more than 3 km, 10% as 2-3 km. Distance is an issue for facing difficulties in coming to AWCs. Although, more than fifty percent AWWs were staying within 1 km from centres. Other difficulties as reported by AWWs as were additional responsibility assigned to them from time to time and transportation problem faced in coming to centre.
- Irregular attendance of children was the main problem as reported by 33.33% AWWs. Language barrier, lack of encouragement for them, additional responsibility other than scheduled and lack of resources in the centre were reported by 23.33%, 20%, 13.33% and 10% of AWWs respectively. Other factors such as personal problem, accessibility to the centre were also reported by nearly 5% AWWs. Other difficulties as reported by AWWs as were additional responsibility assigned to them from time to time and transportation problem faced in coming to centre. The findings from table 4.23 and 4.24 clearly gives direction to the authorities to make small changes in their routine so that this huge challenge could be addressed easily. It is to be taken to cognisance that irregularity to preschool centre is an issue which may continue to the cycle of elementary education which may be a huge barrier to reach the goal of Universalisation of Elementary Education. Effort has to be concentrated from all the agencies working towards this direction at this level itself through community awareness and building confidence among parents regarding the system of education.

School Readiness of Children

- Maximum number of children, up to 67.5% have performed at an average level and almost equal number, around 16% of children fall both under above average and below average category. This suggests that 86% of children are prepared for school as per the items measured in the test used in the present study. The remaining 16% of children will have to be observed for specific skills to be developed before leaving preschool centre. The scores were further grouped under language, arithmetic and environment related items and it is seen that language related and environment related tasks are performed better by the students and arithmetic related tasks are found to be difficult for maximum number of children. But the distribution in average, above and below average scores of children on arithmetic related tasks are showing an unusual trend with maximum children showing above average performance followed by below average and few children showing average performance. This needs to be investigated further to ascertain the cause for this kind of a distribution.
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number of children. But the distribution in average, above and below average scores of children on arithmetic related tasks are showing an unusual trend with maximum children showing above average performance followed by below average and few children showing average performance. This needs to be investigated further to ascertain the cause for this kind of a distribution.

- In the language related items, maximum number of children are seen to be performing at below average level in story telling and recitation, which calls for attention of teachers to give more importance to this area in preschool. Story and rhyme is found to be important activities to develop listening and expression skills. Identifying pictures with sound and describing picture along with following instruction are seen to be performed well by many children. In the language related items, maximum number of children are seen to be performing at below average level in story telling and recitation, which calls for attention of teachers to give more importance to this area in preschool. Story and rhyme is found to be important activities to develop listening and expression skills. Identifying pictures with sound and describing picture along with following instruction are seen to be performed well by many children.

- The performance of children under the environment related knowledge are seen to be distributed among all the three categories evenly. As the classification items were for fruits and vegetables, it is shown under environmental science. Spatial items are also related to the surrounding of living and hence it is clubbed under the environmental science. However, these skills are very closely related to arithmetic readiness also. The concept of more and less is seen to be mastered by maximum number of children whereas sequencing is found to be difficult to many children.

- The performance of children under the environment related knowledge are seen to be distributed among all the three categories evenly. As the classification items were for fruits and vegetables, it is shown under environmental science. Spatial items are also related to the surrounding of living and hence it is clubbed under the environmental science. However, these skills are very closely related to arithmetic readiness also. As it is found that still many children are seen to be performing at below average level, measures can be taken by the AWCs to include activities which would develop these skills. As mentioned earlier, these are pre requisite skills for arithmetic which is crucial at the elementary stage to be picking up arithmetic concepts.

- From the qualitative analysis it was evident that without any exception all the teachers expressed that there exists difference among children coming to primary school with and without preschool experience.

- All the teachers said children will not have any fear to come to school and they have some exposure into formal schooling and know some games, songs and dance. In addition help seeking behaviour, taking food independently and appropriate behaviour are also were noticed by teachers as readiness acquired due to preschool exposure.
- Based on the response of parents the following categories were made as activities catering to cognitive development, social development and language development.
- All the activities under the three major domains taken in the study to assess school readiness, physical, cognitive and social were found to be covered in the preschool centres. However, cognitive and social development activities are observed to be given more importance. Some language related activities like writing names is seen to be endorsed by least number of parents. It may be pertinent to mention here that formal reading writing (language) related activities are not coming under the objective of preschool experience.
- All the listed behaviours relating to the school readiness were present among children observed in the preschool centres. But maximum number of children were found to be at the 'not at all' category, which indicates that many are yet to pick up the skills. The positive trend is seen with many children exhibiting the expected behaviour 'almost always'. This suggests that the readiness skills are being picked up and moving towards a fully formed behavior.
- Without any exception all the teachers expressed that there exists difference among children coming to primary school with and without preschool experience in their readiness. As indicated in the table above, all the teachers said children will not have any fear to come to school and they have some exposure into formal schooling and know some games, songs and dance. In addition help seeking behaviour, taking food independently and appropriate behaviour are also were noticed by teachers as readiness acquired due to preschool exposure.
- However, cognitive and social development activities are observed to be given more importance. Some language related activities like writing names is seen to be endorsed by least number of parents. It may be pertinent to mention here that formal reading writing (language) related activities are not coming under the objective of preschool experience. In the earlier analysis of performance of children under the language related items it is noticed that the performance was poorer compared to arithmetic and environment related items in the school readiness assessment test. Thus it can be concluded that activities to develop language competencies are not sufficient in the AWs in the location taken for study.

- Maximum number of children were found to be at the 'not at all' category, which indicates that many are yet to pick up the skills. The reason for this may be the time spent observing children for the purpose is limited and the behaviour under focus may not have been exhibited by the child due to lack of opportunity during the period under observation. The positive trend is seen with many children exhibiting the expected behaviour 'almost always'. This suggests that the readiness skills are being picked up and not fully formed among all the children.

CONCLUSION

The 86th Constitution Amendment Act 2002 has altered the article 45 to read, "The state shall endeavour to provide early childhood care and education to all children until they complete the age of six years". Early childhood care education (ECCE) is a critical input for child development. While in long term perspective, it serves to provide a sound foundation for all round development of the child, it has also proved to be an effective input for primary schooling. For achieving universalization of elementary education the school readiness of children needs to be enhanced. As evident from the study the facilities like out door in ECCE Canters need to be developed. The children face problem in listening probably due to language problems and this need to be addressed. In the language related items, maximum number of children are seen to be performing at below average level in storytelling and recitation, which calls for attention of teachers to give more importance to this area in preschool. Story and rhyme is one of the important activities to develop listening and expression skills. It would be appropriate to collate the local specific games, songs and stories, publish it in audio and video forms and made available in pre-schools as per the language requirement. As found during profiling the District, songs and dances are performed as an indispensable part of all individual and communal functions and festivals of the tribal community of Koraput. They enjoy different forms of singing and dancing all the year round. They observe festivals like Pus Parab and Chait Parab with pomp and ceremony, each for a couple of days. They can be linked to the daily routine of the pre-school in the location. Dance, song and music are a characteristic feature of the tribals. Their inborn talent finds expression in dances and songs like Dhemsa Nacha, Dundunga Nacha, Laga Gita etc. This may well knit into the pre-school education to make it more significant. The tribal life in the region is very colourful with simple forms of enjoyment woven in their daily life. A pre-school has to be a bit of home and culture especially for communities who have a closed life like the tribals. Community resource may be utilised for this purpose, by inviting aged members to sing, dance and prepare materials from the waste resource available abundantly. The ritualistic and ordinary ambience of pre-school will not attract a tribal child. It is high time pre-school in the tribal region become vibrant to reflect the culture of the soil and develop school readiness especially to take up formal education.

Strategies and Methods in ECCE - Play way and Activity Method

Overview

The main objectives of ECCE are (i) to lay the foundation for the healthy, productive and satisfying life in future by enabling the child to develop to his maximum potential. (ii) To prepare the child for entry into and success in Primary school. To achieve this objective the curriculum for ECCE should be developmentally appropriate, activity based and related to child's needs, interest and abilities according to age. The child should have an integrated set of experiences to foster holistic growth and development in all domains of development namely physical, motor, socio-emotional cognitive and language dev. domains through an integrated approach (NCF 2005). In recent times scholars in child development and development psychology have emphasized play and activity as child's natural mode of learning. When a child learns through play, learning becomes internalized and remains a part of his/her being. Activities in play require observations inquiry and problem solving which can always lead to high level of thinking. As per NCF 2005, play should be the basis learning and while interacting. The developmental characteristics of children at different ages should be kept in mind. A teacher at the ECCE centre must be well equipped with different activities which lead to a proper and balanced all-round development of the child.

Objectives

After completing this unit, the participants will be able to:-

- i) Know about importance of play activities in on ECCE curriculum.
- ii) Understand significance of play and activity, mains features of play.
- iii) Know about play-way method & its main features.
- iv) Leave about the play activities for the different domains of child development.
- v) Understand how a few activities can be carried out into an ECCE centre.

Curriculum includes all the programmes and activities which the school undertakes for the all-round development of learners.

The Education Commission (1964-66) observed that 'we can hardly talk about a curriculum for the Pre-primary schools. It is more appropriate to think of it as a programme of activities. We agree with the suggestions of committee of Child Care (1961-62) appointed by the Central Social Welfare Board (CSWB), Govt. of India, that the program should consists of the following activities.

- Free play activities including educational and constructional toys, indoor and outdoor games/activities in association with other children.

- Physical activities involving muscular and limb movement.
- Play involving contact, acquaintance, imitation and experience of physical family and social environment.
- Organized play ground activities using playground apparatus.
- Physical training including simple exercises, dances & rhythmic.
- Manual activities like gardening and other simple chores.
- Sensorial activities with natural objects.
- Hand work artistic activities using simple tools.
- Learning activities including language, personal hygiene and health rules.

National Policy of Education (1986) has viewed ECCE as an important feeder programme for primary education. It has cautioned against the dangers of using the formal methods of 3 R's (reading, writing and arithmetic) at the Early Childhood stage and instead, it has highlighted the significance of the play and the activity approach and need of child centeredness in all ECCE programs.

The National Curriculum Framework (2005) NCERT suggests that an ECCE curriculum must have:-

- Play as the basis of learning
- Art as the basis of education
- Blend of textual and cultural
- A mix of formal and informal
- The Primacy of experience
- Help the child to the routines of Primary schools as well as to the habits of more teaching.

As the curriculum is the sum total of everything that happens in a classroom, the strategies and methods followed by a teacher must be drawn from the basic principles and should be adapted to the age of the child. The pre schools curriculum should be in terms of activities related to the development of the following basic skills.

- Physical skills
- Skills to use symbols such as language and numbers
- Constructive skills
- Play skills
- Moral skills

Strategies & Methods in ECCE- Play way (Indoor & Outdoor Games)

Play is a part and parcel of a child's life. Every normal child loves to play and desires much satisfaction and pleasure out of it. Evidences are available from very early times of children's play and the materials that were indicated the significance of play for the young child. Early educators like Comenius, Rousseau, Pestalozzi and Froebel protested

against drilling and rote memory in education and emphasized the role of play as a natural vehicle for learning. Consisted as Father of Kindergarten" concept, Froebel felt that children needed enrichment in early years in order to attain their maximum potential and that play was the most natural and effective way for a child to develop his abilities and prepares the child for entry into and success in primary school.

One of the main objectives of ECCE is to lay the foundations for a healthy, productive and satisfying life in future by enabling the child to develop his maximum potential. To achieve this objective, the curriculum for ECCE should be developmentally appropriate, activity and related to child's needs, interests and abilities according to age and the child should have an integrated set of experiences to foster holistic growth and development in all domains such as physical, cognitive, social, emotional and language development through an interlinked approach (NCF 2005). In recent times scholars in Child Dev, Dev. Psychology has emphasized play and activity as child's natural mode of learning. When a child learns through play learning becomes internalized and remains a part of his/her being. Activities in play require observation, inquiry, and problem solving which can always lead to a high level of thinking. As society has become very complex and competition has become intense, there has been a tendency in most of the places to replace play with structured activities at the ECCE level. Play should be the basis of learning as per (NCF 2005) and keeping in mind the developmental characteristics of children at different ages. A teacher of the ECCE centre must be well equipped with the different activities which lead to a proper balanced all-round development of the child.

Play Way and Activity Approach

Play comes naturally to children and it is through play that children learn best. It is invaluable in promoting their all round development. Play provides children opportunities to express their ideas and feelings easily, to explore the World around them as well as to build social relations and learn socially desirable behaviour. In terms of development, children in the preschool years are at stages when they learn best through first hand and concrete experiences. They are not yet capable of abstract thought and ideals. Play therefore becomes an ideal medium for their education since it provides them direct and concrete experiences. It plays in an intensely absorbing experience and even more important to the child than work to the adult. It has been observed that "A child uses play also to make up for defeats, sufferings and frustrations". Plays are important as a means of contributing to a happy and creative childhood. The insatiable usage for play among children is an expression of the energy, vitality and muscular action. A child who plays is a very happy child. Play, along with basic needs of nutrition, health, shelter and education is vital to the full development of the child.

Definition:

To quote a few great educational philosophers about play.

- Frobel: Play is the purest, most spiritual activity of man, it gives therefore, joy, freedom, contentment, inner rest and peace in the world.
- John Devilry: Play is an activity not consciously performed for the sale of any relit beyond themselves.
- Maria Manteno: Where a child plays, it resembles the never ending activity of the flowing stream of a glowing tree.
- Ross: Play is a joyful, spontaneous creative activity in which man finds his fullest expansion.

Main Characteristics of Play

1. Play is a natural expression of child's life.
2. It is a spontaneous expression of child's life.
3. It is a voluntary activity.
4. It is strong motivating force.
5. Play provides learning without tears.
6. Play touches all aspects of life.
7. Helps children to develop, mentally, emotionally socially and physically.

Wrong Concept about Play

- i) Play is meaningless.
- ii) Play is an activity done only for fun.
- iii) It has a serious purpose or utility in life.
- iv) It leads to wastage of time and energy.
- v) Play is unreal.

Play Way Method

Play way method involves planning and providing child centered and entertaining activities for children which should be in accordance with therein interest, needs and levels of developments.

The activities should be planned and required in such a way that it would foster the children's mortar, cognitive, language and socio emotional skills and also develop creative expression and aesthetic appreciations. The teacher's role in play way method is more facilitator who prepares the environment for children to react us.

Principles of Play Way

- The play way is based on the principle that learning takes place through doing.
- Learning takes place in environment of freedom.
- Learning should be related to life situation and not to books.
- Learning activities should be related to life situations and not to books and should suit the interest of the learners.
- Child should be freed from the authoritative nature of elders.
- Ample opportunities should be provided to children for self expression.

- It is based on the principle of democratic way of life. The children learn to co-operative and help each other. It stimulates mutual goodwill and fellow feeling.

Hence, play way method requires very systematic planning on the part of the teacher. The planning includes both long term planning for the full years and based on that, short term planning for each month, week and finally each day in specific details.

Play way method includes a balance in the daily schedule of various types of activities which would be done. The activities again can be classified into different types.

- i) Free play activities or guided play act.
- ii) Outdoor act or Indoor.
- iii) Individual or Group.
- iv) Active/Noisy or quiet.
- v) Imaginative or Constructive act.
- vi) Natural act or Act with object.
- vii) Art play act or Science based act.
- viii) Aesthetic/Cognitive/Emotional / Fine motor/language / Personal / Physical / Scenario social act.

Therefore are no watertight components separating these activities, there classifications would successfully overlap with one another.

But, the first mains classification of free play act & guided or structured play activities can take the form or include although other forums of activities.

Free play activities:

In free play, the child is free to undertake an activity without any external restraint. The child engages himself spontaneously. It provides opportunities to child to explore and express herself. Some of examples of.

Free play act:

- 1) Dolls & Doll House
- 2) Dancing
- 3) Toys Playing
- 4) Picture Books
- 5) Drawing
- 6) Listening Radio/TV.
- 7) Block puzzles
- 8) Sound play
- 9) Water-play
- 10) Listening story
- 11) Board games, cutouts.

(All these can be take the form of all other activities like indoor, outdoor, active, passive, constructive etc.).

Guided Play act:

Acts which are usually under the guidance of reaches and parents are known as guided activities. These are planned act.

Montour's didactic apparatus and Frobel's gift came under this category.

Even free activities under the supervision of teacher fall into this category. But a balance should be there in free/guided act.

Outdoor and Indoor activities

Outdoor activities are these acts which are undertaken outside the home or classrooms. These include swimming, jumping, climbing, hoping, just rolling on the ground. They also include outdoor games.

In outdoor play the child gets to experience with a variety of materials like leaves, sand, pebbles, tires, seeds etc. The child learns to cooperative with peers and learns the 'Social values of organizing a groups'.

Indoor activities are all these activities which are done inside the class room. Most of the free play act is indoor out where the child learns to explore the things provided on his own or under the guidance of the teachers.

Play Activities for All Round Development

As child development is understood through various domains of development (which not water are not tight & components) there are activities related to development of each domain in child development.

1. Physical & Motor Development
 - Dev. Of Gross Motor skills
 - Dev. Of Fine Motor skills
2. Social & Emotional Development
 - Dev. Of Aesthetic and emotional skills
 - Dev. Of Personal skills
 - Dev. Of Social skills
3. Cognitive Development
 - Development of senses
 - Problem of solving skills
 - Sequential thinking
 - Observation a Memory skills
 - Skills for classifying
4. Language Development
 - Development of listening skills
 - Development of speaking skills
 - Development of reading writing skills

Activities are such developed for the different age groups of children so that they aims at developing certain skill along with other skills.

Development of Physical & Motor Skills

Motor development may be defined as the development of strength, speed and accuracy in the use of muscular parts of the body such as arms, eyes, legs and neck muscles. Motor skills involve bodily movements of various organs and coordination of nerves and muscles.

Motor development is closely related to emotional, mental, physical and social development.

Motor development is needed as it:-

- i) Helps in development of physical health
- ii) Helps in proper mental development
- iii) Helps in self-reliance
- iv) Helps in developing self-confidence and acquiring self-concept
- v) Helps in proper socialization

Classification of motor skills development

- i) Gross Motor Skills :
- ii) Those skills which involve control and coordination of large muscles e.g. running, jumping, crawling & skipping etc.
- iii) Five MotOr skills:
- iv) Those skills which involve the use of fine muscles particularly of eye & hands /fingers writing, painting, pasting etc.

Activities for Gross Motor & Fine Motor Skills

Gross Motor	Fine Motor
1.Jumping	Colouring
2.Running	Cutting
3.Skipping	Drawing
4.Swimming	Pasting
5.Throwing	Tearing
6.Waling	Writing
7.Hopping	Threading
8.Climbing	Sorting
9.Balancing	
10.Catching	
11.Kicking	
12.Bathing	

Types of the difficulty of the activities vary with the age group of the children For e.g. in the age group of 3-4 yrs children may colour in big pictures but 5-6 yrs children may till colour in small pictures which need more control in holding the colour crayons.

Development of Social and Emotional Skills

Social development is the development of those characteristics or behaviour that helps the child to adjust to her social environment. The social environment also determines the emotional status of the child. These skills are needed as:-

- i) They help the child express their emotions spontaneously
- ii) Child learns to control strong emotions like anger, outburst, crying etc.
- iii) Child learns to wait for turn
- iv) Child learns to share things
- v) Develops friendship with others
- vi) Develops patient and perseverance in the child

Activities for Developing Social & Emotional Skills

As the social skills are developed by reinforcement, observance and imitation, children tend to pick up these from the teacher or their surrounding people. Hence, the teacher should:-

- i) Great the children warmly in meeting them in the class
- ii) Call the child by name
- iii) Encourage children to share things like toys with class mates or friends outside
- iv) Encourage children to follow a time schedule
- v) Give children some responsibility of doing work
- vi) Avoid comparisons with other children
- vii) Provide opportunities to participate in community activities
- viii) Give scope to mix up with the important people in society
- ix) Make children participate in group activities.

Development of Cognitive Skills

Cognitive development is the developments of those mental processes or skills that enable an individual to know his environment. The foundation of all awareness or learning rests on proper development of five senses, touch, taste, smell, hearing & sight. These senses are 'doorways' to all experiences in the environments, the child learns from these experiences with the help of certain mental skills through which these experiences are processed. Some of the mental skills are (major cognitive skills).

- Observations
- Memory

- Classification
- Sequential thinking
- Reasoning & problems solving

The major aspects that need to be focused are:-

Sensory Development: Through stimulation of 5 senses.

Concept formation: Through stimulation and development of the major cognitive skills.

Apart from the major cognitive skills children need to develop the following concepts.

- Concept of Colour
- Concept of Shape
- Concept of Number
- Concept of Space
- Concept of Time & Temperature
- Environmental concepts

Activities for development of cognitive skills:

- Asking to match pictures
- Enabling the children to identify objects, alphabets, sounds, smells textures
- Enabling them to observe and remember things
- Identify missing parts in a picture
- Do simple classifications (colour, shapes etc.)
- Reproduce stories in logical sequence by picture cards
- tell and listen stories
- Given practical problem solving activities
- Assembling different parts of an object.

All the activities the experiences should go from

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

Development of Language Skills

Language is a medium of communication. It is through language that children became able to express effectively their needs and desires. Eventually language becomes an expression of all the other developments like cognitive in social emotional as language helps in concept formation, analysis, expression of thoughts. The language skills are broadly categorized into:-

- a) Listening skills
- b) Speaking skills
- c) Reading(Readiness)skills

d) Writing (readiness)skills

a)Listening skills are required for:-

- Broadening child's listening span
- Development of listening comprehension

b)Speaking skills are required for:-

- Vocabulary development
- Development of verbal expression
- Development of fluent and correct speech(as formal reading is introduced in Primary)

c) Reading Readiness is required for preparing the child to be able to learn the skill of reading later,. The skill requires the following Readiness experiences:-

- Visual discrimination(distinguish alphabets)
 - Auditory/sound discrimination(distinguish sound)
 - Visual Auditory association (associate sound with usual)
 - Directionality (to do a false left to right).
- d) Writing Readiness (as formal writing is introduced in Primary when the child is ready for it). The skills required are:-

- Good muscular coordination of fingers, eye & hand
- Competency to differentiate between different shapes and forms

This can be achieved by activities like:-

- Colouring in enclosed spaces, tracing
- Joining dots, copying forms, path & making.

Activities for Language Development

- 1) Asking children to identify and trace as many sounds as possible in the environment
- 2) Narrating simple stories to children in simple worlds
- 3) Making children pronounce words correctly and clearly
- 4) Play word games with children
- 5) Talk to children about (festivals/family/school/ etc.
- 6) Having free conversation with children
- 7) Playing an card games/dominoes
- 8) Doing simple drawings and filling colours
- 9) Joining dots, forming patterns.

A few activities are listed for the development of skills in the various domains of child development.

Assignment/Activities:

Group work

1. Development some activities which help in the development of (one activity in each category)

- a. Cognitive skills
- b. Language skills
- c. Social emotional skills

Discuss the draw backs of the play-way and activity method.

2. Most of the pre schools are emphasizing on writing from the age of 3 years. Is it essential? Give your views.

Learning Resources for School Readiness

Introduction

While school readiness is gaining importance around the globe, this paper presents a broad concept of school readiness, describing in three dimensions: children's readiness for school; schools' readiness for children; and families' and communities' readiness for school. It also aims to identify the skills and abilities that contribute to school readiness and to understand the role of parents, teachers, school and community as well as the best practices for fostering an appropriate transition and school success. As we ahead with ECCE, we must ensure that educational environments continue to inspire a vision of society that respects and celebrates young children. The National Policy on Education views ECCE as an important input in the strategy of human resource development, as a feeder and support programme for primary education. While recognizing that perceptions of children's readiness for school ; learning resources are essential prerequisite component for future school success which has been placed with different dimensions of learning resources in the contents of the paper and at end the partnership of home, school and community.

Readiness

Readiness is a term used to describe preparation for what comes next. It is major topic of discussion in the context of UEE. Majority of children in India enter school without having any experience of preprimary education. Readiness includes the child's ability at a given time, to accomplish and engage in processes associated with schooling whether Nursery school, Preschool, Kindergarten or Primary School. Readiness needs to be defined in broad developmental terms so that the uniqueness of each child is preserved and respected.

School Readiness

Globally, school readiness is gaining importance as a viable strategy to close the learning gap and improve equity in achieving lifelong learning and full developmental potential among young children. It is regarded socially constructed concept as it is the 'goodness-of-fit' between the child and the environment that supports and promotes optimal development (Graue 1992; Meisels 1995). In other words, school readiness is a product of the interaction between the child and the range of environmental and cultural experiences that maximize the development outcomes for children.

The United Nations World Fit for Children (WFFC) mission statement of 2002 is an excellent example of more current concepts of school readiness, namely, a good start in life, in a nurturing and safe environment that enables children to survive and be physically healthy, mentally alert, emotionally secure, socially competent and able to

learn. The WFFC goals highlight the importance of a caring, safe and stimulating environment for the holistic development of young children. School readiness is defined on three dimensions. The three dimensions of school readiness are:

- **Ready children:** focusing on children's learning and development.
- **Ready schools:** focusing on the school environment along with practices that foster and support a smooth transition for children into primary school and advance and promote the learning of all children.
- **Ready families and communities:** focusing on parental and caregiver attitudes and involvement in their children's early learning and development and transition to school.

All three dimensions are important and must work in tandem, because school readiness is a time of transition that requires the interface between individuals, families and systems. Readiness for school is different from readiness to learn. While readiness for school implies being prepared to succeed in a structured learning setting, readiness to learn is a characteristic from birth. All children are born ready to learn (Kagan 1999). This learning occurs prior to entering school and extends beyond the walls of a classroom to daily life.

Ready children:

- By nature children are eager to learn
- Smooth transition to primary school
- Children learn in their mother tongue/first language
- Children enter school without having mastered specific skills or little or no ECCE experience.
- Develop readiness for reading, writing and numeracy.
 - Writing readiness involves fine motor development,
 - Number readiness include pre number concepts, categorization, classification, sequential thinking, seriation, problem-solving and reasoning (shapes, colours)

Children who enter school 'ready to learn' are more likely to succeed at school, stay in school and achieve learning (Consultative Group on Early Childhood Care and Development 2008).

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Ready Schools;

- develop behavior across all domains of development,
- school accept that children learn at a different pace
- school accommodate different kinds of learners
- school keeps linkage between home, culture and community
- School curriculum should be embedded in meaningful experiences

- Ensure smooth transition from ECCE to primary school
- teachers must know how to teach young children and have the resources to do so.

By the simplest definition, a child who is ready for school has the basic minimum skills and knowledge in a variety of domains that will enable the child to be successful in school. Creating continuity and maintaining learning expectations for children between early learning and primary school environments is a defining characteristic of ready schools (Lombardi 1992). The greater the gap between the early childhood care and education system and the primary school system, the greater the challenge for young children to transition from an early learning to a primary school environment

Ready Families and Communities

- -supporting parenting and simulating home environment- strongest predictors of school performance
- -enable parents and family members in reading books ,playing games, singing songs, narrate stories and on verse with children
- Ensure parental commitment to enroll their children at the right time for getting timely intervention.
- Ensure the local community members in the ECCE programme

Supportive parenting and stimulating home environments have been shown to be among the strongest predictors of school performance during primary school and beyond (Bradley and Corwyn 2005; Burchinal et al. 2002; Morrison and Cooney 2002; Richter 2004; Rogoff 2003; Werner and Smith 2001; Whiting and Edwards 1988). Supportive and responsive relationships within the family are the building blocks of children's social and emotional development required for success in school

Learning Resources for School Readiness

Learning resources are crucial to any successful teaching and learning process worldwide. These resources aid the teacher to effectively transfer the content to the preschool learner. As they move to school, they need to adapt to the new environment which they must meet a conducive atmosphere right from home to school. and the main contributing factor to reduce their fear less is teaching resources in different forms where children learn new experiences. These learning resources tend to assist children to open up in many areas which lead to holistic learning.

Learning Resources will refer to any person(s) or any material (whether acquired or locally produced) with instructional content or function that is used for formal or informal teaching/learning purposes. Learning resources may include, but are not limited to, print and non-print materials; audio, visual, electronic, and digital hardware/software resources; and human resources. It is the duty of professional staff to provide students

with a wide range of materials at varying levels of difficulty, with a diversity of appeal, and representative of different points of view

Learning Resources for School Readiness are crucial to any successful teaching and learning process worldwide. These resources aid the teacher to effectively transfer the content to the preschool learner. Preschoolers move to school, they need to adapt to the new environment which they must meet a conducive atmosphere right from home to school. Pre-school centers are the recipient of the innocent innate children as they transit from home to school. When children are exposed to various teaching and learning resources, they tend to be active and involved in the learning programme and teaching become easier with such materials,

Early childhood education is aimed at caring and nursing all dimension of life of young children to enhance holistic development. The early years of zero to six years are important in laying the foundation for adulthood. Therefore its great important that all the stakeholders: (school, teachers, parents and community) concerned should treat this without any hitch.

Every parent desires that transition from preschool to primary to be as smooth as possible so that the child can attain the maximum growth and developmental milestones. However, there are several challenges that learners as well as parents and educators do face with regards to smooth transition, Sanders et al (2008). This smooth transition process is determined by several notably availability of teaching and learning resources. The research found out that teaching and learning materials when appropriately acquired, used and stored increases the transition rate of the pre-school learners.

Selection of Learning Resources

Selection of learning resources that will

- enrich and support the curriculum, taking into consideration the diversity of interests and perspectives, and the variety of abilities, learning styles and maturity levels of the learners;
- stimulate growth in factual knowledge, literary appreciation, aesthetic values, and knowledge of societal standards;
- select resources ensuring that learners have an opportunity to develop the practice of critical analysis and the ability to make informed judgments in their daily lives;
- select resources representative of gender, appearance, sexual orientation, ability/disability, belief system, family structure, race and ethnicity, and socio-economic status;

- assure a comprehensive collection appropriate to the school community by considering the appropriateness of placing principle above personal opinion and reason above prejudice in the selection of specific resources.

Media Resources : Media resources play a great role in the present day society

- Print- readability
- DVD/Video
- Digital resources
- Web Resources: Internet

Partners for Selection of Learning Resources

- Education Department /Board
- administrators,
- teacher-librarians,
- teachers,
- students,
- Parents and
- members of the community

Learning Resources are to

- be developed by competent authors and producers and meet high standards of
- quality in factual content and presentation.
- be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected
- have aesthetic, literary, and/or social value
- have a physical format and appearance suitable for their intended use.
- promote equality by enhancing students' understanding of a multicultural and diverse society

Every child has a fundamental right to learn and develop to his or her full potential through access to quality education regardless of their age, gender, origin or social background. Quality preschool education should

- find out the availability of teaching and learning resources,
- explore the various types of teaching and learning materials currently being used
- investigate the effects of teaching and learning materials on transition to primary school.
- determine the effectiveness of teaching and learning materials

For effectiveness of learning resources one can ascertain :

- What are the teaching and learning resources available in our preschools?

- What are the various types of teaching and learning materials currently being used in our schools?
- What are the effects of teaching and learning materials on transition to class one
- How effective is the teaching and learning materials in ECCE centres.
- Whether these are developmentally fit for preschool children.

The early childhood program must provide a variety of diverse materials, books, activities and experiences that increase young children's awareness of similarities and differences in self and others.

Home, School, and Community Partnerships

Introduction Supportive preschool partnerships help create the kind of environment in which families, schools, and the community work together to achieve and sustain shared goals for children. A well-defined preschool education plan should incorporate a wide range of family involvement and family educational opportunities to foster such partnerships. Trust and respect are essential to building collaborative relationships between school staff and families. An integral component of the partnership is recognition of families as the experts about their children. The program and its staff must always show respect for the child, the family, and the culture of the home. In addition, ongoing communication helps ensure that appropriate and effective learning opportunities are available to children at home and in school. The give and take inherent in these relationships promotes both the schools and the family understands of the child.

Outlined below is a well-defined plan for establishing and nurturing reciprocal relationships with families and the community.

It is important that administrators and teachers :

- acquire knowledge of the stages of second language development and developmentally appropriate strategies, techniques and assessments to maintain, develop and support the home language and proficiency in English.
- The preschool program design provides structure and policies that encourage and support partnerships between the home and school. In particular:
 - Family members are involved in aspects of program design and governance (e.g., advisory councils and school leadership/management teams).
 - Opportunities are provided for preschool staff and families to develop the skills necessary to actively and effectively participate in the governance process (e.g., workshops offered by the program, seminars sponsored by the Department of Education, speakers and activities sponsored by colleges and universities and/or child advocacy organizations).

- Advisory council meetings and parent programs are held at times that are conducive to family participation (i.e., activities are not always scheduled during the day, when most people are at work).
- Program policies actively encourage and support family involvement (e.g., family members are welcomed as volunteers in the classroom and other areas of the program, family members are encouraged to observe in classrooms, family members see and interact with program administrators formally and informally).

The preschool program design ensures recognition and respect for culture and diversity. In particular:

- Classroom materials reflect the characteristics, values, and practices of diverse cultural groups (e.g., books are available in a variety of languages; artwork reflects a broad spectrum of races, cultures, and ages, both boys and girls, and diverse lifestyles, careers, locations, and climates).
 - Cultural and religious practices are acknowledged and respected throughout the year (e.g., absences for religious holidays are allowed, dietary restrictions are respected, culturally driven reasons for nonparticipation in some school activities are honored).
 - The uniqueness of each family is recognized and respected by all members of the school community (e.g., language, dress, structure, customs).
 - Cultural traditions are shared in the classroom and throughout the program (e.g., pictures of specific cultural activities that children participated in are displayed in the classroom).
- Communication The preschool program design provides a two-way system of communication that is open and easily accessible, and in which families and community representatives are valued as resources and decision-makers. In particular:
- All program information is provided to families in lay terms, in the language most comfortable for each family, and using multiple presentation strategies (e.g., handbooks, videos, email, websites, television, and newspapers).
 - Ongoing information concerning program/classroom standards and activities is provided to families and the community (e.g., a regular newsletter, a program website) and includes strategies family members can use to assist their children with specific learning activities or to extend their children's classroom learning through activities at home and in the community.
 - Educational opportunities for family members are based on the needs and interests of children's families and include information on such topics as child development,

supporting learning at home, and positive methods of discipline. Family members play an integral role in developing the family education program.

- Information about the child and family is solicited before enrollment and at regular intervals throughout the school year, using home visits, home-school conferences, informal chats, phone calls, emails, and notes.

- Documentation of each child's progress is provided for families, and understanding of the documentation is guided by written and verbal communications in the language most comfortable for the family. Instructional staff hold conversations with family members to better understand each family's goals for their children so that decisions about the most appropriate ways to proceed are made jointly. - 10 - New Jersey Department of Education 2014 Preschool Teaching and Learning Standards

- Pertinent information regarding individual children's progress (e.g., child portfolios, teacher annotations) is provided to receiving schools when children transition from one program to another. • Registration procedures and documents capture essential information about each child (e.g., family contacts, immunization records, special health needs). Community Resources and Partnerships The preschool program design ensures opportunities for building community partnerships and accessing community resources. In particular:

- Information about and referrals to community resources (e.g., employment opportunities, health services, and adult education classes) are provided to families.

- Large corporations, small businesses, and other organizations are invited to collaborate in supporting children and families (e.g., through the creation of a community resource board).

- Collaborations with community agencies help to ensure delivery of services to families who may benefit from them (e.g., a program can offer a meeting space for families to interact with community agencies). Family Support The preschool program design recognizes families as the experts about their children. In particular:

- Resources are provided to help families enhance the social, emotional, physical, and cognitive development of their children (e.g., a newsletter with ideas for educational trips, such as local museums and libraries; a listing of books to support the development of emergent literacy and numeracy skills; discussion sessions at which families share information about activities).

- Opportunities are developed to facilitate the creation of support networks among families with children enrolled in the program (e.g., monthly potluck dinners, game

days for adults, fairs and craft shows to promote and support the talents of families, babysitting cooperatives).

- Family activities are planned at varying times of the day and week to encourage the participation of as many families as possible (e.g., at breakfast, at the end of the work day, in the evening, and on weekends).
 - Family members are encouraged to visit the program when it is most convenient for them (e.g., to observe their child, volunteer during play, participate at meals and special events)
- Governance and Structure

Effective instructional practices with linguistic and cognitive support must be embedded within the context of age-appropriate classroom routines, hands-on activities and lessons. A strong home, school, community connection built on mutual respect and appreciation increases opportunities for learning and collaboration. Sensitivity to and support for diversity in culture, language and learning must be woven into the daily activities and routines of the early childhood classroom. It is essential for teachers to understand cultural variations and practices and to create a child-centered classroom that celebrates the diversity of all the children in the classroom.

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Planning and Management of Art and Aesthetic Sense for the Pre-School Child

*Children live in a world of Imagination and Feeling.....
They invest the most insignificant object with any form
They please, and see on in it whatever they wish to see.
(Adam. G. Oehlenschlager)*

Introduction

The above stanza depicts inherent nature of the child to be absolutely freed from the adults' clutches of rigidity and wish to derive satisfaction by attaching meaning according to his/her point of view. The epistemology and the world view of the child differ with respect to time, space and contexts. Hence, the child should be provided a safe and secure environment with adult guidance in order to maximize his/her potential. In this parlance Pre School Education is considered to be vital for fostering all round development of the children. Preschool accentuates educational experiences that are commensurate with the developmental needs of the child, particularly two or three hour sessions in a day. The preschool experiences seem essential for better foundation of holistic development of children that enables them to meet the challenges of rigid affairs in formal school competitive environments, which boasts grades and percentages. It is indeed essential that during the course of preschool experiences, the child should get varieties of exposure in different facets of activities so that s/he can thrive physically, intellectually and emotionally. Research studies have highlighted that children develop best when they have easy access to educational toys and materials, when they are cared for by adults who teach them (*are neither too controlling nor merely custodial*), and when they have a balance between structured activities and freedom to explore on their own (K.A. Clarke- Stewart, 1987).

Early Childhood is the unique time when children prepare for the future stages of life. It is a crucial time for parents, care takers and teachers to assist in developing the child to experience and learn through a range of play activities. The child is benefited from the enriched combined environment of the home as well as the preschool. Not all preschooler wish to hear the story or repeat the rhymes at the same time, therefore, preschool provides a certain level of individual freedom to the child to grow in many ways- physically, intellectually, socially and emotionally. Teachers in a good preschool allow the child to learn by doing. They stimulate children's senses through art, music, and tactile materials like clay, water, sand, leaves and wood. Teachers do encourage children to observe, to talk, to create and to solve problems through activities that lay foundation for better development.

Art and craft activities should be based on the sound principles of child development. It can be done with cheap and easily available waste materials at home and at the preschool. One can use vegetables, straws, strings, sponge, sand water, leaves, flowers etc. available in the immediate surroundings in addition to paint, crayons, color pencils etc. available in the commercial hubs. Materials and activities that offer rich learning opportunities are of much value in developing the art and aesthetic sense in the child. It promotes children's learning and provides opportunities for socialization. The prime motivation for children to engage into any activity is the joy that he derives from accomplishing the work. Children utilize their senses to respond to natural materials like sand, water, clay etc.

Why Art Is Important?

Art is important because it encourages children to exercise both their minds and body parts to express feelings. Children derive joy and learn to appreciate beauty. It enhances their creativity which is the intuition to succeed in future life. Art provides the opportunity for self expression and self realization. At times art can also act as a catharsis for the child's outburst of emotions and feelings. Art involves the extensive use of small muscle, eye-hand coordination, imagination, cooperation etc. Hence art and activities is an important precursor of all round development

Art and aesthetic activities offer a synergy of interrelated experiences and act as a foundation of learning thus aids in all-round development of children. These activities contribute to develop the mastery of language through its authentic use in communication and action. Children establish a relationship with the environment through their interaction with the various objects of art either natural or artificial. In the process of doing a thing they come across the basic concepts of color, number, size, weight, texture, names of objects and things-living as well as non living, and thus get familiar with them. They adopt trial and error method to come to conclusions of their experiments and gain knowledge fostering their cognitive abilities. This ultimately aids in the gradual mastery of the developmental tasks of the preschool child. In addition to this, doing an art activity necessitates patience, concentration, motivation, interest and effort on the part of the child. The more the child involves into art and aesthetic activities the more he/she practices these life skills and thus makes an easy transition from preschool to the formal settings of an elementary school. Indeed if these skills are acquired the child in future life too can make an easy transition in each stage of life.

OBJECTIVES

The main objectives of the project would be as follows-

- Fostering the development of Art and Aesthetic sense in the child.
- Develop activities for the preschool child to awaken his desire to learn and express himself in a creative way.

- Guiding teachers and parents to aid children in developing the art and aesthetic sense.
- Enable the child to express his/her hidden emotions through art.

Fostering the development of Art and Aesthetic sense in the child

Children show their appreciation for art from a very tender age. At a time when children cannot express through language, they are quite capable of having an aesthetic experience and show their responses to sound, colour and other elements present in their surroundings. Children thus develop their style of interacting with the world which can be stated as the child's expression of art and aesthetic sense.

Adults play an important role in the development of aesthetic sense in the child. For aesthetic development to occur, children need experience with beautiful environments within the school and home, exposure to fine art and opportunities to discuss art and beauty with thoughtful adults, (Feeney & Moravcik, 1987). Bruce (1998) indicated that young children cannot engage in quality artistic experiences without the appropriate materials, adequate time and space, and adult intervention.

To foster the development of art and aesthetic sense in the child adults must encourage conversation with children about art objects and active indulgence into art activities. "Art criticism introduces the processes of logical and creative thinking. The step by step system helps children organize their thoughts" (Cole & Schaefer, 1990). For the child, learning begins with "visual, tactile, kinesthetic and even olfactory responses to paint, collage materials, and types of clay" (Stokrocki, 1984). Therefore thoughtfully planned activities of art like coloring, painting, paper folding, pattern making etc can contribute to the development of understanding and appreciation for art.

Develop activities for the preschool child to awaken his desire to learn and express himself

Art experiences should be carefully planned. It must be spontaneous in action, thought and feeling. The following points are to be kept in mind while formulating activities for the preschool child.

- The activities must be divided into levels of difficulty so that children get an opportunity to acquire new skills.
- The activities must call for manipulation, trial and error and observation. Children will get an opportunity to gradually assimilate a scientific approach and the various underlying skills.
- Learning activities must be designed like listening to stories, story-telling, imagining story ends, singing songs and poems and so on. These activities provide an opportunity to develop competence in language.

A particular focus on creative activities and art should be given for the curriculum of the preschool child. Activities that allow the child to seek, invent, transform and experience

creative pleasure must be given. Children express their feelings through art and activities of art. Simple activities like painting, coloring, paper folding, collage making or scribbling in the black board offers much joy and pleasure to the child.

The proficiency of words is achieved primarily through repeated use of verbal expressions in day to day experiences. Organized situation like listening to story, singing songs, imagining story ends etc. open ways for children to understand the words of others and also making others understand his words. It gives an insight to how the alphabetic code works. It is through oral activities that the preschool child makes a transition to the written world of language. Hence if the quality of the preschool language activities is good, the child will easily acquire the subsequent art of language development.

Through various experiments using trial and error method children learn to formulate simple questions and seek answers to their questions. They anticipate and predict consequences to situations. They repeatedly observe the effects of their own actions and thus try to establish relationships between the phenomena observed. They learn to identify characteristics on the basis of which they make classifications, quantification and categorization of events and objects. So activities that entitle the child to distinguish between the natural world and the physical world must be developed. Activities like nature walk, water play, sand play, color mixing, finding the odd one out, puzzle solving etc. could be given.

Guiding teachers and parents to aid children in developing the art and aesthetic sense

The management of art activity for children includes the proper planning of the activity itself. Simple activities should be gradually followed by complex ones. The right kind of materials in adequate amount as per the developmental stage should be provided to the child in an easy to use manner. Any activity should begin with a discussion followed by a demonstration of the technique to be used. Certain activities are structured which demands adult guidance and certain activities are open ended i.e. it can be freely entitled to the child for accomplishment of the job.

Enable the child to express his/her hidden emotions through art

Art facilitates children to express. The verbal, perceptual and imaginative skills needed to understand experiences are acquired through art. Children explore, experiment and invent in order to develop their creative imagination and this ultimately contributes to their self realization. Engagements in Art activities tend children to sense the underlying meaning of it and also enable them to relate it with the external world. When children do activities in a collaborative manner they are more apt to interact with one another and develop the sense of 'we' feeling amongst them.

Content

The contents would broadly include basic concepts of art, different forms of color, texture etc. along with a range of activities coming under three heads- ART, LITERACY & SCIENCE.

It would include materials and activities like-

- + Sand
- + Water
- + Dough
- + Clay
- + Paint
- + Pasting
- + Drawing
- + Art/Junk Materials
- + Construction Blocks
- + Table Top Toys
- + Floor Toys
- + Books
- + Stories & Rhymes
- + Music & Movement
- + Investigation & Exploration
- + Nature walk
- + Imaginative Play
- + Role Play
- + Interaction with Children/Adults
- + Physical/ Energetic Play
- + Clay modeling
- + Classifying
- + Problem solving
- + Dramatization
- + Storytelling
- + Drawing
- + First hand experimentation through trial and error method
- + Guided exploration
- + Cursive writing (Pre-writing)
- + Emergent Writing (Pre-writing)
- + Scientific activities like observation
- + Vegetables Printing- lady finger, onion, potato, tomato etc.
- + Thumb Painting
- + Finger Printing

- ✚ Paper folding of different animate and inanimate objects- crow, aero plane, boat, cap, masks,
- ✚ Collage (colour paper tearing and pasting on fruits, shape, animals etc.)
- ✚ Paper Crush
- ✚ Paper crush printing
- ✚ Straw painting by blowing air from mouth
- ✚ Thread painting
- ✚ Thick thread rolled over pencil and dipped on colour to make different shades
- ✚ Cottons printing
- ✚ Bindis (pasted on the forehead of ladies) used for different colours of the animals, objects etc.

Teaching Kit

The teaching kit would contain various art materials like- paint brushes, crayons, pencils, sketch pens, papers, eraser, sharpener, color boxes etc. It would also contain self instruction manual containing various activities, stories, and figures in local languages so that the teachers could easily comprehend and aid children to act on it. While giving the activities the teacher should make sure that all children have been provided with enough space to sit, proper materials to make use of and right instructions in a simple form for easy understanding. After all activities the child would be encouraged to speak about the arts and focus would be placed on his/her aesthetic expression. The children would be helped to find out the latent meaning of the art in relevance to their socio-cultural milieu.

Points to Remember

1. Activities must ensure fun to the children.
2. Children should be taught the proper use of art materials so that they do not misuse it.
3. The activities given should be age specific and it must proceed gradually from simple to complex.
4. Care should be given for selection of materials for art activities- which should not be toxic, sharp, easily swallow and infectious.
5. Cleanliness must be encouraged to the child after completion of the activities.
6. Children must be allowed plenty of time for art activities. Too many activities should not be given at a time.
7. The child's work should be appreciated and valued to boost up his/her enthusiasm.
8. There is no right and wrong in art. Each child is unique in his/her expression of ideas and feelings.
9. Care should be taken to encourage individuality among the children.

10. The children to be taught to follow the rules of orderliness while doing different activities. For example, placing back the things from where it has been taken.

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Socio-Emotional Development of Children at Early Childhood Stage for School Readiness

Overview

Every child is different from the other with wide individual differences in their behaviour, characteristics and motivation. Some children are very active, outgoing, independent, explorative, others may be shy, passive dependent and withdrawn social development is the development of those characteristics or behaviour that help the child to adjust to her social environment. Emotional development provides the base for social development as it has implications for the child's social behaviour and interactions. A child's socio-emotional development influences the child's social adjustment and emotional status; hence, it plays a very vital part in child's overall performance and achievements. As at an early stage, the child is ego-centric, the major role of ECCE centre at that stage is to help the child progress from ego centrism to socio-centrism and getting socialized. The ECCE centre along with parents and other members of society can play a very important role at the early child hood stage by providing trust worthy and secure environment for the child which would result in formation of pro-social habits and make the child more emotionally stable.

Objectives

After going through the module the participants should be able to :

- State the meaning and significance of social and emotional development.
- List out various stages / milestones of socialization.
- Reflect on role of ECCE centre & teacher in training and observing social, emotional development.
- Explain factors affecting social-emotional development.
- Describe basic emotions and the role of teacher at ECCE centre to handle them.

Child Development is understood through specific domains of development and how these areas coherently develop based on principles of development. These domains are not water tight compartments as the child is a well integrated organism. Child development is integrated development of the following domains:

- Physical and motor development domain.
- Social and Emotional development domain.
- Cognitive development domain.
- Language development domain.
- All these domains of development are closely linked to each other.

Social Development

During the first part of life the child is ego-centric or self centered, which is basically the result of survival mechanism. In infancy the child is attached only to the care takers. But gradually, the child learns how to accept and get on with other people. The child has to face the realities of the society in which, it is brought up and, in every society there is a norm of behaviour for it's members and they have to obey it in order to be called social beings. Their dealings and way of life are to be accepted by the society.

Social development follows a pattern and it is predictable. We can say that social development teaches one to LEARN THE SOCIAL GAME OF LIFE. As per Hurlock, there are three processes of socialization.

(a) *Proper performance and behaviour :-*

(i) The child behaves in a manner approved by the society as per the norms of behavior of that social group.

(ii) The child has to go along the line of his own benefit and for the benefit of other members of the society.

(b) Playing approved social roles:

(i) The child shows a prescribed behaviour which are standard of that particular age group. (The son, father and grandfather are not expected to show similar kind of behaviour.

(c) Development of Social Attitudes:

(i) The child is neither social nor anti-social when he is born; but has to develop certain social attitudes so as to appreciate social customs and social attitudes.

(ii) The learning experiences should be as expected by the society and the child should be motivated and guided to behave in that tune.

Although the stages of socialization follow a regular pattern, the age at which each stage occurs will vary with the child's background and stimulation given.

The stages of socialization / Milestones of socialization

Age

Socialization Stages / Milestones

1st Few Weeks	:	Baby knows who looks after her physical needs (mother/father/caretaker).
	:	Recognizes the sight, sound, smell and touch of that person.
By 3 Months	:	Enjoys company of others.
	:	Shows distress when left alone.
	:	Shows pleasure by waving hands, legs.
	:	Turns head to respond to caretakers voice.
By 6 Months	:	Recognizes her parents.

	:	Makes emotional ties with family.
	:	Shows reaction to pleasant voice and scolding.
	:	Starts babbling in order to communicate. (Beginning of social Skill acquiring)
1 yr. to 2 yrs.	:	Child starts developing her own personality.
	:	Shy with strangers.
	:	Gradually becomes mobile, starts looking for independence.
	:	Starts communicating and becomes demanding. (Right time to start training in social skills)
2 yr. - 3 yrs.	:	More confident, less dependent on parents.
	:	Starts accepting strangers for short periods.
	:	Engages in parallel play.
	:	Slowly starts discovering about the outer world. (Here, these concepts should be encouraged and the child should be made to think about other people's needs and their feelings.
3-5 yrs.	:	Has her own group of friends, best friend and parents influence is reduced. (Here necessary skills should be developed to make her socially acceptable to others in school).
5-7 years.	:	Becomes ready for school life.
	:	Gets involved in group activities.
	:	Takes the approval of peers.
7 - 8 yrs.	:	Very much aware of sexual difference.
	:	Boys involve in masculine games, keeping in the company of boys.
	:	Girls involve in games keeping the company of girls. (Here, the social training becomes very important).

Social Behaviour and Training

Home, preschool and School are the major places where the child gets social training.

(i) Social Training at Home: Social training begins at home and parents can help their child by.

- Providing secure and loving background.
- Encouraging independence in the child.
- Giving the child opportunities for mixing socially with her family at mealtimes, family outings and other family activities.
- By visiting friends, going for family outings.
- Letting the child get accustomed to talking to shopkeeper, postman, come on contact with different people (at the same time, the child should be made aware of going away with strangers.
- Making her aware for consideration for others, teaching good social habits, eating manners, politeness and good personal habits.
- Encourage the child to share her belongings and willing to take turns.
- Not ridicule or force the child but given gentle encouragement.

(ii) Social Training at ECCE Centre :

A few aspects where ECCE centre can train the child in terms of socialization.

- learning to interact with peers, to give and take.
- Learning to get along with peers, to interact in harmony.
- Learning to take turn, wait for own turn.
- Learning to share with others.
- to show respect for others right.

Hence, the role of ECCE centre is very important in determining how children get along the rest of their lives to come.

Observation of Social Skills:

As all children engage in play and as play is an observable activity in the ECCE class the development of social skills can be easily observed by watching them play and not omitting the fact that child's play is influenced by cognitive and motor development. Some observable behaviours that a child shows when the child possess a particular social quality / capacity.

(i) Shares something with others - sharing and helping are the easiest pro-social behaviour of pre school children to learn as they involve physical objects as well as feeling. An ECCE centre should provide sufficient opportunities to the child so that the child learns gradually to share and help. It is more emphasized because children are still ego-centric at this stage.

(ii) Empathy - Shows concern for someone in distress.

(iii) Shows delight for someone experiencing pleasure.

(iii) Gives his own things to others.

(iv) Takes turns with toys or activities.

- (v) Waits for own turn without a fuss.
- (vi) Helps others to do a task.
- (vii) Helps another in need.

Factors Affecting Social Development

(i) Child's environment: Social development is largely affected by the kind of environment in which the child is brought up. The child's environment may include if the child lives in urban / remote / rural area or in high rise flats / overcrowded places. It also depends what kind of people the child has around him most of the times.

(ii) Size of the Family and child's Position in it : children brought up in large families show different social behaviour from the children in small nuclear family, though both the families have their positive and negative points. In large families most of the older children are better adjusted than children from nuclear families. The most important thing which matters is the type of attention and training the child gets in the family.

(iii) Financial Situation of the family - Children from very well off families and poor families show a lot of variation in their social behaviour. Children from too well-off families may be spoilt, may not care for others.

(iv) Basic (inherited) Nature of child- A great deal of social behaviour depends on the child himself. The social training may help / nurture the child but cannot change the basic character which he / she inherits. Some children are naturally introverted while some are extroverted or outgoing. The shy ones can be encouraged to come out of themselves and make friendly approaches to others and outgoing ones should learn how to conform.

Toys, Games and Activities for Prosocial Development

All children engage in play and, play is an observable activity in ECCE centre. The development of social skills can be easily done by watching them play with various toys, playing games and other activities while children play.

An ECCE centre provides children with many toys and games that will encourage a child to play and share with others, help prepare him/her for role in adult life and give experiences of social activities. Different toys are provided to different age groups of children. Toddlers may be given simple toys like balls and left to mix up with other toddlers. Little older children can involve in group plays, climbing frames, swings & slides. Children at the age of 3 years can play games of real life roles like doctors, teacher, parents, nurses which train them for adult life roles.

Different types of play like functional play, constructive play, and dramatic play have a meaning / interpretation to child's social skills. At the ECCE centre the children should be observed maximum while they engage in play.

Emotional Development

The emotional development of Pre-School children is some how different from other developmental aspects. True emotional growth happens simultaneously with physical, social, cognitive, language development and is interdependent on them. Childhood being the most critical period. It is important to have proper emotional development for his overall development. Emotions become habits in later stage and acts as driving force for adjustment. As it is stated by Hurlock- "People who have pre dominantly happy memories of childhood are for the most part better adjusted as adolescent and adults than those whose memories centre around unhappy experiences.

Definition of emotion - It is difficult to define emotion, but as per organizational theory, emotions are adaptive forces in human behaviour as interdependent with cognition and as facilitating exploration, self awareness and social interaction. Emotion can be thought to be having three components.

- (a) Feeling State: One cannot express the inner state or level in which he / she is, like happiness, fear etc.
- (b) Internal Changes: A state of discomfort with no pathological reasons, changes in the internal functions of the body.
- (c) External changes - Secretion of hormones from the adrenal glands which initiates action "Flight or Fight" from the situation. Like changes in posture, movement or facial expression.

Characteristics of Child's Emotion

Some Characteristics of child's emotion are :

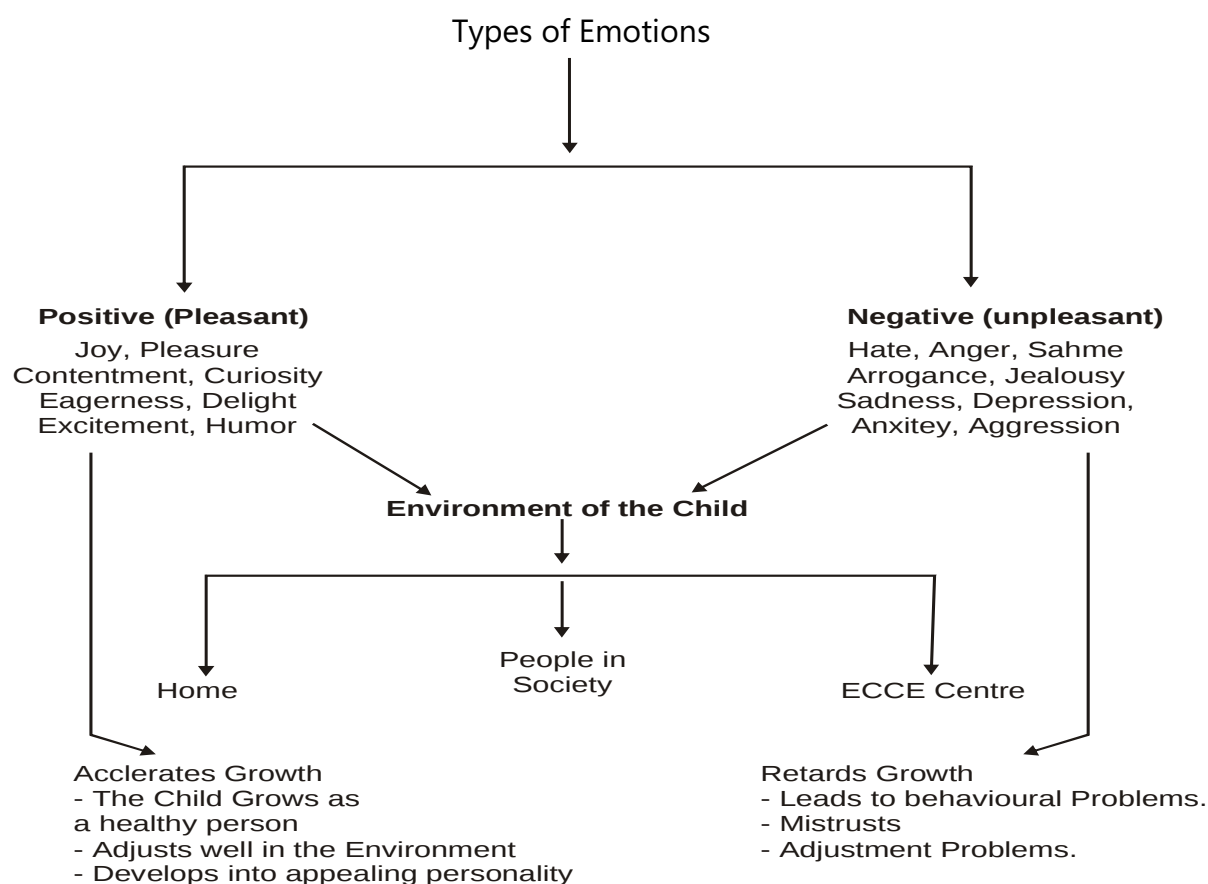
- (i) Child's emotions are intense and brief i.e. they react intensely but for a very short time.
- (ii) Their emotions are transitory i.e., they can change from one emotion (crying) to another (Laughing) (anger to friendliness) very easily.
- (iii) They show wide range of emotions for a particular situation.
- (iv) Children's emotions can be detected by symptoms of their behavior.
- (v) The emotions of child change with age.

A diverse array of basic emotions is already presented in the new born baby. In the pre-school stage, the child shows certain differentiated emotional patterns.

Types of Emotion

As emotions are feelings, they are very difficulty to express. They many be pleasant, unpleasant, good or bad but cannot be easily described like a physical condition, but emotions are expressed by physical ways, (like laugh when happy, cry

when sad, scream when frightened). We can categorize the emotion into positive and negative ones, but some of them may be both.



Emotional Development of Pre-school children

Emotional Dev is closely linked with physical and intellectual development. Child cannot control his emotions and have considerations for others until he realizes that he is a separate individual and is able to think beyond his own basic physical needs. Hence, his emotional progress to a great extent will depend on people whom he comes in contact.

This will be mainly:

- (i) Home - Parents, Siblings, Relatives & Friends.
- (ii) ECCE Centre - Teacher, Peers, Friends and people at ECCE Centre.
- (iii) Other people in the society.

The way a child develops emotionally depends upon his own characters and genes he has inherited, like, the child may be basically quite, shy, noisy, reserved or outgoing by nature, but the environment provided by family, ECCE centre and other people in the society can mould this personality along good or bad lines. We can discuss in short about

few basic emotions and their responses of children in pre-school stage and the Role of EC the teacher at ECCE centre.

(i) FEAR (ANXIOUS) (Negative Emotion) :

The emotion of fear is caused by something threaten or absence of safety and security or any stimulus which frightens the child is called fear. It may result when the possibility of potential harm appears, when a strange person, object or situation is confronted or when specific fear producing elements such as height darkness, thunder or specific animals are present. The response of children are crying, trembling, hiding, clinging to somebody and seeking someone's protection. With increase in age, some cease fade gradually and new fears come in.

At the preschool stage, a child's fear depends upon his age, past experience, sexualities intellectual development. For a young child, who is used to security, at home an ECCE class may be a tense setting in the beginning; however, comfortable and non-threatening we try to make it.

The reasons may be:-

- Unfamiliar setup
- Lack of initial trust in people at the centre
- Child's care giver or mother leaving the child at the centre

Because of these changes, the child has difficulty in going to sleep, going to toilet, eating etc. These changes last for a very short period of time and may be a few days to week if proper care is taken at ECCE centre. If these persist, then the child needs the help of parents and teacher at ECCE centre to overcome it.

Few steps which can be taken by parents & teacher at ECCE centre

- Adults should take the responsibility to discuss with the child about his fear and show that there is nothing to be so frightened about these common phenomenon.
- Other children may be made to set examples of fearlessness to overcome a particular fear.
- 'Positive Conditioning' may be used by gradually presenting the feared stimulus when the child is engaged in pleasure giving activities.
- The most effective method is to help the child by developing skills to cope with fear.

But all these processes depend upon companionship and involvement of the parents and teachers at the ECCER centre how they enable the child to cope up with the feared situation.

DISTRESS - (Negative emotion):

Children who do not allow them to be comforted during stressful times exhibit this negative emotion called distress. At a lower level, distress may be due to a physical discomfort (like pain, fever), at upper level, distress may take the form of anguish, grief for depression due to loss of a loved one. At an ECCE centre, the cause of distress is

separation from then primary caregiver (mother & family members). The other seasons may be physical discomfort, rejection by peers or lack of performance.

Expression of distress may be by crying, whining, showing sad face and feeling uncomfortable, lonely or sad.

Role of teacher at ECCE centre: Young children at the ECCE centre do look towards the teacher to solve emotional problems. The teacher's role here should be that of a facilitator and not a controller. If the teacher controls the emotions of the child, the child may not be able to cope up with his emotion next time the same situation arrives.

Requirement to stop crying may not be the proper approach to help the child master the emotion. Emotional catharsis is equally important. As at the ECCE stage the child is able to verbalize to a certain extent, the child should be made to tell what can make him feel better. So, the child may be helped by.

- i) Comforting
- ii) Redirecting attention
- iii. Help verbalize

Hence, the teacher at ECCE centre should play the role of facilitator to relieve distress and not prevent distress in the child.

ANGER - (Negative emotion):

It is a negative emotion which is of great concern not only at ECCE centre but also the whole society in large. It is a better and easier way for the children to draw the attention of others in order to satisfy their desires. Anger is an emotion or feeling that results when we are physically or psychologically restrained from doing something against our will.

Children under 3 yrs. express their anger by attacking other children or by throwing play materials. At an age above this they express anger by language. Some children withstand anger in a better manner. In fact, the ability to withstand such stimuli varies according to the need of child's physical and emotional condition at that time. In case of anger neither concealing nor expression is the proper response.

Role of teacher at ECCE centre:

A positive approach has to be taught to children so that they express their dissatisfaction or anger in a proper way than suppressing it. The pre-school teacher must coach the children to verbalize their feelings. The emotion of anger calls for action but if children learn to speak out than strike out, the emotion is much in control. But expression of anger is not so easy, as, communication skills of young children are limited.

The teacher has to intervene at occasions when children start showing temper tantrums.

Factors influencing anger:

There are many factors influencing anger of children. Sex difference, childrearing method adopted, parents attitudes, status of the child in family, child's personality, attitude of social group and socio-economic status of the family are a few major factors contributing towards the frequency and intensity of anger in a child.

SURPRISE :

Surprise is different from other emotions as it lasts only for a moment although its results may continue in the child for sometime. Like other emotion surprise cannot be eliminated nor should it be. It serves useful functions for preparing an individual to deal with an expected event and individual must know how to deal with it. As most of the things are new for the child, there are many events of surprise for a child. If the surprises are pleasant ones, the child will view surprise positively or else the child will exhibit a defensive behavior.

Role of teacher at ECCE centre:

At the ECCE centre the teacher can conduct different activities so that the child experiences surprise and learns to cope up with its effects like, mothers at home play peek -a-boo with the child which gives the child a pleasant surprise. The child can be made to imagine surprising situation by different stories of strange animals and strange but pleasant things happening.

AGGRESSION – (Negative emotion):

Aggression an expression/response as a result of anger or frustration. An aggressive individual with his hostile words and action tends to harm the individual who caused the anger. Young children, who have not learned to control their negative emotions often, resort to aggressive behavior. Children who are neglected or treated harshly often use aggression to strike out at the world around them and also learn aggression as their survival strategies. Research has shown that generally, boys are more aggressive than girls.

Role of teacher at ECCE centre:

Verbalizing the negative feelings can help in control of the inner anger. If the actions are already aggressive, the children should be re-directed to a less destructive activity. They can be re-directed to throw a ball at a target or hit a ball or beat a drum or other instrument, water play, sand play, playing musical instrument & listening music or dancing can help in channelizing their energy.

Shyness/Shame:

It is a very common feature in early childhood stage and is considered as one of the negative emotions. Shame or shyness results from a heightened degree of self awareness in which the child feels self-exposed, helpless, incompetent and shy about all these. Shame usually occurs when due to cognitive development the child is able to discriminate between unknown/unfamiliar faces and hesitates to interact with that person. The emotion shyness is a feeling of exposure of self, of extreme self consciousness and being aware of a separate being.

This emotion does have a use in child development, particularly social development and keeps us away from doing certain things which could bring ridicule down our heads.

Role of teacher at ECCE centre:

Many children at ECCE centre exhibit this emotion, specially after coming to the ECCE centre where they find many people other than their family members. A child showing this emotion is more sensitive (emotionally) than others. These children have to be told verbally about their goodness and must be actively involved in all the duties and work at the centre. The child should not be ridiculed or scolded for not being able to a piece of work properly. Rather, the child may be paired up with another child to work and also made to wear bright colours and talk with parents.

Interest/Excitement (Positive Emotion)

It is the most frequent and pervasive positive emotion that humans possess children show interest by directing their eye toward an object or a person that catches their attention and then by exploring it with their eyes and other senses. Interest makes children alert, active, self confident and curious. Interest is the motivation for most of learning as well as for their development of intelligence and creativity. This is very important that a growing child shows interest and the interest has to be stimulated by people, objects and ideas in the environment. Interest is basically caused by change. Once a child is curious about an object, he should be motivated to find out more about it guided by the teacher and hence increases the child's knowledge, skill and understanding.

In other words, we can say interest is impulse to know. The emotion interest appears very early in the life of a child (infancy), initially exploring the object with mouth and eyes and later on shifting to manipulation with climbs. The child may sometimes behave strangely (like simply throwing a bowl or glass on floor) to explore more about it. Poverty is factor which frequently interferes with development of strong interest as various activities available in the child's environment are limited and interaction with parents is less.

Role of teacher at ECCE centre:

The teacher needs to find out the children who lack this emotion and who have retained their native curiosity. This can be done by setting up new activities in the class and note which children participate in it. A wide range of activities should be put in front of children otherwise all children may not shown attention to a particular activity. Interest is also related to attention span. If an activity is interesting they have a greater attention span towards that activity. Activity should be fun as well as challenging for the child. Guessing games, imaginary stories can also help in increasing interest or curiosity.

Joy/Enjoyment- (Positive Emotion):

It is the most positive emotion and most elusive emotion. It does not occur on its own but is a by-product of something else, a pleasant experience, happy thought, a good friendship or, this emotion is indicative of a child feeling good about himself others and life in general. If there is a absence of joy, it tells us the child is not feeling good about these things in life. Children need to be observed carefully about the presence of this

emotion and positive action needs to be taken if this emotion is missing. This emotion procedure or follows a pleasant experience (a hug, kiss, anticipator of love, friends. Family and is expressed by smile, laughter, lit up eyes, increased heart beat. Inner feeling of confidence and inner sense of well being. Situation which discourage emotions of joys from occurring are neglect, harsh treatments poor physical health and lack of joy on the part of care givers.

Role of teacher at ECCE Centre:

A person cannot teach others to be happy, but can influence the occurrence of happiness by creating a pleasant environment at the first place. Capacity of joy is inherited and is different for each individual and development of this is dependent upon the care giver. The child must be made to feel comfortable in the class and a stable schedule of events has to be planned for the child. The child's favourite things are to be found out from parents and special focus needs to be put on it. Funny stories and plays can be done in the class and the most important thing is that the ECCE teacher himself should remain delightful, cheerful and full of life.

Conditions Which the ECCE Centre And Family Can Provide for Proper Emotional Development

- Love and affection by all the people the child comes in contact (Parents, siblings, relatives, teachers, peers, friends)
- A feeling of being wanted (in the ECCE centre, family, in the community)
- Given the opportunities to feel a sense of achievement and satisfaction in his own work, given encouragement when fails and not ridiculed or criticized.
- Provide sufficient opportunities to think and work independently, with chances to try when fails.
- Create an atmosphere where the child learns sharing, following and caring for others and also take lead.
- Should be given social approval for good behavior and disapproval for antisocial behavior.
- Should be treated as an individual, not just a part of family or group

Strategies to Control Negative Emotions

- Remove or reduce the cause of emotion
- Diffuse the child's negative reaction by allowing him to 'let out' through crying, talking or transferring his feelings into non-destructive actions
- Offer support, comfort and ideas of self control
- To know where the child stands in her present development

Checklist of Emotional Development

The checklist of emotional Development has a few positive emotions typical of children in an ECCE centre. The list can be used to determine which children have accomplished self

control, which is the basic goal of emotional development. This can be observed by both parents and the pre-school teacher.

- i) Allows self to be comforted during stressful time
- ii) Eats, sleeps, goes to toilet without fail
- iii) Handles sudden changes with control
- iv) Expresses anger in words than in action
- v) Allows aggressive behavior to be re-directed
- vi) Does not withdraw from other excessively
- vii) Shows interest in classroom activity
- viii) Seems to be happy & cheerful much of the time

When we talk about functions of emotions, that is, how emotions help human species to adapt and survive, it has been found that, certain emotions triggering necessary survival responses in infants have outlived their usefulness when they occur in older children and adults. For eg, acute distress felt by the infant and expressed in fear or scream when mother leaves home has outlived its usefulness if it is a daily occurrence with a few year old child when the mother leaves him at ECCE centre. While such basic emotions seem to serve in helping preserve the self or species higher emotions meet social purposes and appropriate responses to these upper level emotions must be learnt. Hence, we should focus on the response and not on the emotion itself when we talk of Emotional Development at an ECCE centre.

Activity/Assignment/Follow-up-Exercise:

- 1) How would you deal with following situation?
 - A child demands chocolate in the middle of a busy market and shows temper- tantrum.
 - As pre-school/child brings home other children's things from school?
 - A child refuses to share things with her brother, sisters or friends
- 2) What would be the possible effects upon a child of:-
 - Overprotective parents.
 - Very strict parent.
- 3) Compare the ways in which a child and an adult would react and behave if they wanted something could not have it. Why is there a difference in behaviour?
- 4) A child is jealous of his friend who has more toys & is rich. How would you as an ECCE teacher/parent deal with such a situation?

Activity Based Learning: Towards Quality Improvement of Early Childhood Care and Education

Introduction

For quite a long time it was a prevailing notion that development was the function of learning, but it was Piaget who said "learning is a function of development". Learning can be defined as a relatively permanent change in behaviour or behaviour potential that occurs as a result of practice, experience and reinforcement. Learning is a process It is a continuous process. It is not a product. When expressed in form of product it is performance in a given context. As the context would change so also the performance. Again learning is an internal process very much happening within the learner. Same stimulus will not create the same learning in each learner. It will depend on so many factors such as his Cognitive level, Past learning, Aptitude, Motivation, Style of Learning, Emotional control, Attitudinal disposition. It will also depend on external factors such as stimulations in environment, opportunities for learning, facilitation by teacher, matching the teaching strategy with learner's style,

And development means 'a progressive series of an orderly, coherent type towards the goal of maturity'. The word 'progressive' is used to mean that changes which take place in the process of development always lead forward and not backward. Gesell states that development is more than a concept". The changes are manifested in three different areas such as anatomic, physiology, and behavioral. As a result in the changes, new characteristics and abilities of the individuals appear. Each developmental stage has its own specific characteristics which disappear as the Child advances to next stage

Hence, there is a paradigm shift from behavioristic approach (teacher-centred) to constructivist approach (child centered) in learning. It distinctly differentiate that learning is not a matter of acquisition but a matter of construction. As John Locke - Mind is like "Tabularasa" - Blank slate - But to Piaget, Vigotsky & Brunner child is a thinking process. In learner centred the meaningful information is constructed by student rather than given by them. How child centred classroom is different from teacher-centred classroom is mentioned below.

A Picture of Two Classrooms



Introduction/5

Source-NCERT (2008)

The Child Centered approach provides scope for a range of experiences for children which would help to lay the foundation for all the four pillars of learning, that is , Learning to know, Learning to Do ,Learning to live together and Learning to be.

Piaget's cognitive Developmental theory explains developmental changes in children's organization of ideas and thinking process in different stages. (Table shows below).

Piaget's Cognitive Development.

Stages of Cognitive Development	Age	Characteristics
Sensory -motor	0-2 years	In this stage, thinking is based on sensory input and bodily motion.
Pre-Operational	2-7 years 2-4 years 5-7 years	Now, children develop symbolic thinking and language. Children develop symbolic thinking. Children use heuristic language.
Concrete operational	7-11 years	Next, children deal with logical process, using the simple forms of classification and with the help of concrete objects.
Formal operational	12 + years	Last, children can reason logically and think abstractly

Cognition refers activities as thinking, perceiving, conceiving & reasoning, in other words it is an acquiring, organization and-use of knowledge.

Piaget's theory tries to explain how children adapt to and interpret objects and events in their environment. The children's incorrect responses were more enlightening than their correct responses. The qualitative differences made by children of early and later ages revealed varying development process of thinking. The methods which help child to learn are cognitive apprenticeship, (Piaget), discovery learning (Bruner), co-operative teaching. (Vygotsky- 1 - Zone of proximal development, 2- Scaffolding)

Since the pre-school age is 3 to 6, the related cognitive developments of pre-operational stage to be discussed and accordingly selected activities to be provided. The cognitive developments like symbolic functions which are demonstrated in four types of activities,

That is search for hidden objects, (from object permanence) -, Delayed imitation, missing object, temper tantrum, Symbolic play - Toy as hammer - cardboard boxes as train & use of languages (tell names even in absence of object or person)

Symbolic play - Doll as friend

Finger as gun (lines in a make - believe world.)

Drawings are full of imagination & fanciful - Sun-blue, Sky - Yellow - Cars on a cloud (Semiotic function).

Language - Formal properties of classes

Two objects are same if both given name chair .

Ego centrism - 'You see , what I see, You think, What I think - Crouching behind a chair - leg - visible - but expect other not to see.

Fails in Ordinal relations problem.- fails to arrange sticks according to the length.

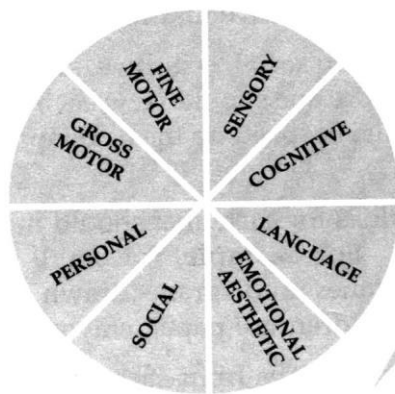
Part - whole problem - 7 blue, 3 white beads - cannot say there are more beads than blue beads.

Domains of development

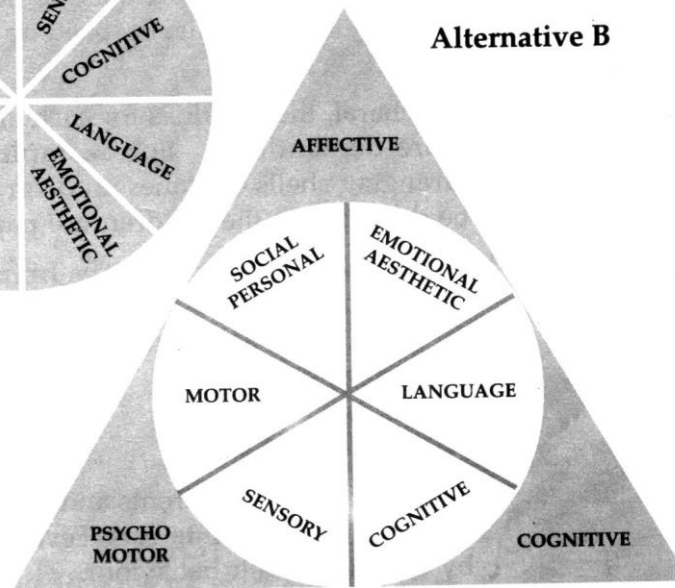
These can be categorized as

- The motor domain.
- The sensory domain
- The cognitive domain
- The language domain
- The emotional domain
- The social domain
- The personal domain

Alternative A



Alternative B



Domains of development are all inter-related Children's learning does not occur in narrowly defined subject areas; development and learning are integrated. Any activity that stimulates one dimension affects other dimensions as well.

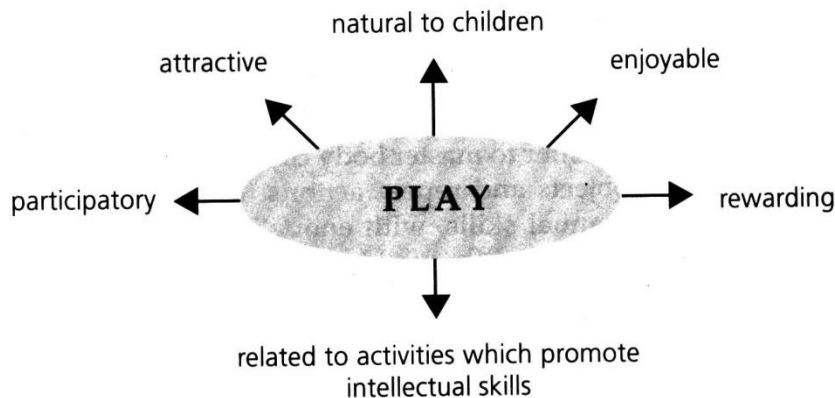
For example, storytelling in the classroom: 3-year old will listen to very short stories. Their interest will be retained with the use of puppets, some accompanying play of words or rhymes. The story will also help children understand sequences explore their own emotions and focus on the language. By inculcating skills of listening, children will gain competence even in expanding vocabulary and enrich their cognitive range.

At the level of fine motor skills, Gesell's norms describe children's changing competencies- for example 3 year olds can copy a circle or a straight line while 4 year old can copy a cross while a 5 year old can copy a diamond or triangle and even a prism. Based on these understandings children can be engaged in pattern drawing, an activity that promotes readiness for writing.

What is play?

Children love to play. A group of 3 to 4 year olds may place some leaves and flowers in a row and act as though it were a feast. In play children actively participate in constructing their environment – a learning environment. Play fosters: Mastering of body control, exploration & novelty, creativity, social training, emotional balance & languages skills. The objective of early child hood education, then are very similar to these attributes of play.

Learning & play seem to be two facets of the same reality.



Play-based activities for development

Development in each domain can be fostered by giving each child a chance to participate in a wide variety of play-based activities. These activities allow the child to engage actively in the process, to learn, practice and master skills at each level, to test and evaluate, and to develop self-confidence and motivation to achieve.

The chart followed suggests activities to promote development in each domain.

While several activities have been suggested for each domain, it must be emphasized that every activity addresses several domains. For convenience, each activity has been shown only once, but would have an impact in other domains too.

For example, in a drawing activity, the children are not only perfecting a small motor skill they are also learning to:

- share (social and emotional skills)
- follow directions (listening or language skills)
- copy a visual pattern (visual or sensory skills)
- visualise the object (cognitive and imaginative skills)

Again, sand play leads to social, cognitive, sensory and language development. Therefore one should view each and every activity in terms of its potential to speed up the development of the whole child.

In general, the activities for each area should move from easy to more demanding. For example, for small motor learning, arranging shells or stones on diagrams drawn on the floor could be done before the children use paper, crayons and pencils. Ideally, two or three activities from each of the domains should be presented every week. The activities need not be followed in the same order as given. They can be graded and arranged to suit varying needs.

Basic Principles of Curricular Framework

From the earliest times, thinkers have speculated on the nature of childhood and process of socialization, Plato's ideas that young children should be guided in state-run schools were as radical and unacceptable in his time as centuries later Gandhi's ideas about craft based basic education were. Western thinkers like

Rousseau, Froebel, Dewey, Montessori and others have been pioneers in shaping the movement of Early Childhood Education. Their ideas have opened the way for sensorial and practical activities forming the curricular content. The importance and inclusion of play, art, rhythm, rhyme, movement and active participation in classroom dynamics have been introduced by their insistence and insights. Thinkers of our own soil have also been guided by their observation of young children and the child's interest in activities using different materials - Gandhi, Tagore. Gijubhai Badekha and Tarabai Modak were the first to conceptualize a child-centred approach to the care and education of young children.

In more recent times, scholars in developmental psychology and Child Development like Piaget, Bruner and Vygotsky have further emphasized play and activity as the child's natural mode of learning, based on research. Based on the insights and philosophies of practioners and thinkers, programmes should be based on understanding of the patterns of learning that define the essential nature of childhood. The ECCE teacher must be equipped with understanding of the following basic principles.

- Play as the basis for learning
 - Art as the basis for education
 - Recognition of the special features of children's thinking
 - Blend of the textual (basic literacy and numeracy) and the cultural
 - Mix of formal and informal interaction
 - Familiarity and challenge-in everyday rhythms
 - Primacy of experience rather than expertise
 - Developmentally appropriate practice and flexibility
-
- Use of local materials, arts and knowledge
 - Integration of health, well-being and healthy habits

Before going on to spell out the implications of these principles in greater detail it would be helpful to look briefly at

The various domains of development

Developmental characteristics of children at different ages, and

The nature of children's learning needs

Organizing activities

Children do not learn "Subjects" but respond in all domains. The themes provides an opportunities to work holistically. Planning also means having a long-term plan (term and year), a monthly and weekly plan, which can be broken into daily units. To do this, it may be helpful to consider the Theme Approach, or teaching through broad topics or themes.

The topics or themes should deal with concerns close to the child's life. The responsibility of choosing the appropriate topic according to the ability and interest of the children falls on the teacher. The concepts introduced for a three year old can be explored deeper for a six year old. A three year old mostly uses verbal skills to express ideas while a six year old is able to express through the written form. The thematic or project approach helps children to broaden their view of the world through first-hand concrete experience. It develops a sense of wonder and curiosity through a variety of activities, encourages the child to look, feel and find different ways of understanding the world, develops the children's social skills, and cultivates aesthetic appreciation through their participation in the dimensions of drama, dance, music and art. There should be numerous opportunities for them to enjoy their cultural heritage during festival and seasonal celebrations and discover something of their meaning.

Themes can be followed for a week, fortnight or month. They can be selected from the following areas:

1. The children and their relationship to their environment -plants and trees, flowers, fruits, animals and birds, pets, wild and domestic animals, insects, air, weather, rain, sky, sun, moon, stars, water etc.
2. The children and their relationship to people - school life, family life, festivals.
3. The children and their relationship to technology - things that make life easier at school and at home, transport past and present
4. The children and current environmental and social issues and problems - health and hygiene, conservation of energy, pollution, waste

A sample list of themes

Themes can be developed into a series of inter connected activities over a period of time.

1. Myself, Parts of the body
2. Family, Homes and shelter
3. Plants / trees
4. Flowers, Vegetables, Fruits
5. Animals / domestic / pets / wild
6. Water
7. Weather / seasons
8. Food
9. Clothes
10. Community helpers
11. Festivals and Celebrations
12. Transport - road / water / air / rail
13. Concepts of colour / measurement and time
14. Health and hygiene
15. Electrical gadgets

16. Safety habits

Other Developed Activities:

a. Zero Milestones:

Child starts coming to school at the age of five plus. School environment, teachers and other Classmates *are* completely new for the child. Children do not feel comfortable in the school environment, hence it is the primary reason why dropout rate is maximum in class one. Zero milestone - preparatory activities are the means to bridge the gap between school environment and home environment and to develop a good relationship between teacher and students. The characteristics of Zero Milestone are:

Zero milestone is meant for class I children

It consists of variety of activities which the children love to work (singing, story telling, colouring, clay work, craft work and indoor- outdoor games)

Each type of activity is depicted by a logo (e.g. for clay work- pot, story telling - lip , colouring - brush , indoor games - ludo dice etc) In Zero milestones, there is an opportunity to do both individual work as well as group work.

- Children must be given time of 30 - 45 days to expose with different activities of zero milestone.

It has been noticed that in a large number of cases, the home environment of children is neither stimulating nor conducive to learning. It lacks in facilities like space, toys, picture books, games etc. Children of economically weaker families are not even exposed to any reading material such as newspapers, magazines or books in their homes. There is no opportunity for them to listen to stories, poems and/or songs as parents do not have the time. Because of their educational deficiencies, parents are unable to answer to children's endless questions thereby satisfying their basic curiosity to know the nature of the phenomenon surrounding them. The ECCE programme aims at fulfilling such needs of children, while at the same time preparing them for formal schooling. Research has revealed that children who have gone through ECCE programme continue to have school readiness and are likely to perform better in subsequent years of schooling.

Practice Activities:

Walking Like Animals

Activity

Objective

To increase control of large motor movement

To develop a sense of balance and co-ordination.

To observe and follow the leader

Group size

Large

Materials

Tape recorders, rhythm instrument, rhymes, songs on animals.

Preparation

Show the child how various animals walk. Ask the children to walk like an elephant, hop like a rabbit or leap like a frog.

Activity

Play the music, ask the children to walk like the animal you call out. e.g. Elephant.

Children move around the room imitating an elephant's could also be used.

Variation-I Action words like jumping or skipping or dancing to music could also be used

Teacher Preparation for Quality Early Childhood Education (ECE)

Introduction

We all want the best for our children-the best food, clothing, housing, health care and especially the best in education. As the quality of any childhoods programme ultimately depends upon the teacher, any attempt to provide the best in early education logically focuses on teacher/staff. But preparation of staff/teachers for running early childhood education programme is the most neglected aspect of the school education system in India. Who is the best teacher of the young children? How this person should be trained /prepared? This module tries to reflect upon these questions.

Objectives

After going through this module the participant should be able to:

- Understand the characteristics of a good teacher at the early childhood stage
- Examine the status of ECCE teacher preparation programme in India
- State different components i.e. duration, course and evaluation in pre school teacher education programme

Who is a good teacher at early childhood stage?

There have been differing opinions as to who is the best teacher of children. J.A. Comenius advocated that mothers are the first and primary teachers of the young. The person closest to the child, the mother most argue is the child's best teacher. She is the principal source of nourishment and comfort, and integral to child's early learning. Thus females were historically considered better teachers of young children as they would better be able than men to find the nose nipping, mess cleaning ,comforting and protecting-essential components of teaching young children.

Piaget (1969), while not specifying gender, was most specific in his belief that the best teachers of youngest of children were highly intellectual. He believed the study of philosophy, psychology and much more was necessary for teaching children at the early stage.

ECCE Teacher Preparation in India: Present Scenario

ECCE Teacher preparation is by and large, an unregulated area of professional education. A variety of teacher education programme exist in different set up in the country. Some of the models suggested in the ECCE Teacher Education curriculum framework developed by NCTE in 2005 are as follows.

Sl.No	Programme	Eligibility	Duration	Curriculum
1	Certificate in ECCE	+2	1 year	<i>Theory</i> • Child in contemporary India • Child development • Programme planning and transaction • Health and nutrition <i>Practical</i> • Monitoring child growth • Visit to health and ICDS Center • Participation in immunization campaign
2	Diploma in ECCE	+2	1 year	• Child in contemporary India • Child development • Programme planning and transaction • Health and nutrition <i>Practical</i> • First aid and home nursing • Participation in immunization campaign • Appraisal; of health services etc
3	Diploma in ECCE & Primary Education	+2	2 years	• Child in contemporary India • Child development • Programme planning and transaction • Curriculum planning and designing • Health and nutrition <i>Practical</i> • Preparation of growth chart • First aid box • Involvement in health check up etc
4	Post Graduate Diploma in ECCE	Graduation (Edn/Home Sc/Psy/child development/ social work)	1 year	• Child in contemporary India • Developing child • Programme planning and transaction • Organization and management • Health and nutrition

				<i>Practical</i> • Planning age specific curriculum • Celebration of festivals • Theme based projects • Play materials, toy preparation etc
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The in-service teacher preparation can help in enhancing the quality of ECCE in India. The training responsibilities can be undertaken by diverse agencies/institutions like the followings

Level of Institutions	institutions	Components /issues
National	NIPCCD, NCERT, NIHF	• Child health ,nutrition • Child care • School Readiness • Linkages • Child rights • Differently abled children • Community mobilisation
Regional	RIEs, NICPCD (Regional Branches)	
State	Health Dept, SCERTs	
District	District Health/family welfare Officials, DIETs	
Local/grassroots	BRC, CRC, PHC	

Some of the measures to be taken to improve the teacher education programme are

- Training after need assessment
- Selection of resource persons having practicing knowledge on ECCE
- Programme should be evaluated and follow up should be done
- The in-service programme should have adequate weight -age to field visit
- The programme should be continuous in nature
- Emphasis should be laid on group activities

Activities

1. Prepare a course outline of ECE Teacher preparation programme listing Title of the course, duration, eligibility, course structure, theory-practical weight age and type of evaluation
2. As a functionary of ECCE how shall you improve the quality of teacher preparation? State the measures.

Suggested Readings :

NCTE (2005) Report on ECCE Teacher Education Curriculum Framework and Syllabus Outlines, New Delhi, NCTE.

Inclusive Early Childhood Care and Education

Overview

The government agenda to universalize elementary education and its commitment to the directive principles of the constitution (Article 45) are guided by the recognition that a new universal system of education could be based on equity, the redressal of part imbalances and the provision of access to quality education, to especially to marginalized groups. Children facing barriers to learning, regardless of gender class, caste, religion and disability (who have special needs) have a right to high quality health and nutrition, care and participate in developmentally appropriate preschool programmes. Inclusive early childhood care and education is the need of the hour. The present module discusses the need of inclusive practices and early identification of differently abled children.

Inclusive Education: Concept

"We the delegates of the world conference on special needs education....hereby reaffirm our commitment to education for all, recognizing the necessity and urgency of providing education to children, youths and adults with SEN within the regular education system and further hereby endorse the framework of action on special needs education, that government and organizations may be guided by the spirit of its provision and recommendations (UNESCO, 1994)".

The above statement of UNESCO focuses on the need of inclusion. The draft scheme of inclusive education prepared by MHRD uses the following definition of inclusive education.

Inclusive education means all learners, young people with or without disabilities being able to learn together in ordinary pre-school provisions, schools and community educational settings with appropriate network of support services.

Inclusive ECCE

As per NSSD (2003), 8.4% and 6.1% of the total admitted households in rural and urban India, respectively are reported to have atleast one disabled person. Similarly of the number of socially and educationally disadvantaged sections in the country is more. The early years are critical for the child development and up to learning of basic skills. Children who were socially disadvantaged or disabled in some form of other suffered greatly scholastically, linguistically and educationally. Good quality childhood education is more important for children with disabilities as it enables early identification and remediation of impairments and for certain disabled children can aid transition to mainstream schools. Inclusion is helpful for both children with and with out special educational needs. The following table shows the benefits of inclusion for children both with and with out special educational needs.

Benefits of inclusion for children both with and without special educational needs

Children With special educational needs	Children Without special educational needs
Social interaction among diverse groups	Social interaction among diverse groups and individual differences
Observation and imitation of behaviour of normal children	They may play the role of a special 'buddy' during lunch, play bus service etc.
Teachers often develop higher standards of performance for these children	Can learn that the students with SEN have many positive characteristics and abilities
The children having special needs on speech can develop in an inclusive set up with normal children	Can learn a good deal about tolerance, individual differences, and human exceptionality by interacting with those children

For inclusive practice early childhood is the most appropriate stage. As every child is unique, educational practices need to be directed towards meeting each child's unique needs. At this stage some children need special attention consistently which needs special care. Therefore the ECCE functionaries should have idea about type of disabilities so that they can easily identify them at early stages. The following table shows some of the common disabilities, identification and strategies to deal with at early stages

Sl. No	Types of Disability	Identification at Early stage Observable behaviour	Strategies
1	Visually Impaired	• Rubs eyes frequently • Blinks frequently • Eyes water • Holds objects including books close to eye	• Sitting arrangement in front row • Using auditory, tactile learning aids • Clear and proper instruction • Asking peer to help
1.	Hearing Impairment	• Frequent discharge from ear • Complains pain in ear/s. • Scratches ears frequently • Turns head on one side to hear better	• Sitting arrangement in front row • Talk loud and clear voice with repetition • Ask the child to observe lip movement • Face the child while teaching/doing

			activities • Use charts, pictures • Provision of light • Asking peer to help
2.	Locomotor disability	• Observable deformity in part of body • Difficulty in standing, sitting or walking • Involuntary movement of limbs • Complains frequently of pain in joints	• Encourage peer interaction • Help in movement of child • Help the child to participate in co-scholastic activity i.e. game, morning assembly, recreation
3.	Mental Retardation	• Forget learning after short time • Display fear of failure • Inattentive and destructive • Restricted communication • Poor muscular coordination • Compared to chronological age mental is less	• Small step by step teaching • Use teaching learning aids • Encourage group activities • Reward (verbal and non verbal) to child • Instruct clearly and in simple language
4.	Speech Impairment	• Frequent break (un-natural) in speech • Stammering • Frequently even after mispronounce after repeated effort • Omit sounds, phrases when speaking	• Use Visual aids • Proper lip movement by teacher • Restate child's comment than correcting them • Group activities
5.	Learning disability	• Can not properly remember sequence of activities • Don't read well although oral answers comparatively intelligent • Cannot perform many activities well in opening	• Small step by step teaching • Activities in group • Use multi sensory approach • Same task may be taught in different ways/activities

		school bag, buckling shoes	
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The position paper on ECE developed for NCF-2005 considering the realities of ECCE in India, suggested the following actions.

- Existing ECCE programmes should be made accessible to children who are differently abled.
- ECCE teachers/functionaries should be trained and must have the necessary skills to identify differently abled children.
- Referral services should be easily available.
- Parent support programmes should be organized in ECCE centers

The following activities can be relevant for inclusive set up.

I. Some common reasons for spelling difficulties.

- Inadequacy of hearing, speech and vision
- Mental inability to learn to spell
- Not matching the students general level of intelligence to spelling ability
- Specific weakness in spelling
- Dyslexia-Several spelling errors, associated with difficulty in reading
- .Inclusive Classroom Concerns (c)

The Student cannot

Class concern

- Cc1⇒learn to spell
- Cc2⇒spell although s/he can perform other aspects of task
- Cc3⇒ recall the letter and sound symbols quickly
- Cc4⇒produce letter and sound symbol on paper correctly
- Cc5⇒fuse the sounds parts of words together into whole words
- Cc6⇒reverse letters in sound parts
- Cc7⇒remember what the teacher has written on the blackboard a few minutes after it is erased.
- Cc8⇒ learn words when he hears the letter sequence rather than when he sees it.
- Cc9⇒ hear sounds
- Cc10⇒ Write the correct symbol for single sounds when they are dictated to him orally.
- Cc11⇒ Identify sounds

(NB) All cc1 to cc2 are clues to specific spelling problems)

Guidelines for Teachers

Analyzing written work (including test papers) includes

- Legibility in hand writing

- Defects in letter form
- Range of vocabulary
- Lack of knowledge of conventions

Analyzing oral response includes

- Errors in oral and written spellings
- Articulation
- Pronunciation spelled incorrectly
- Dialect

Teaching of spelling words orally includes spelling: words as units / letter by letter/by syllables/by diagraphs

Rhythmic pattern in oral spelling

Analyzing students comments

Interviewing with students

Observing students work in controlled situation

Strategies to be adopted for implemented

Strategy 1

The student should be

- motivated to learn to spell by providing adequate auditory and visual memory

Teacher's task

Teacher should not believe and not give emphasis on theoretical level like

- auditory and visual reception
- auditory and visual memory
- auditory and visual discrimination
- Association of auditory and visual stimuli
- Motor expression
- vocal expression

Teacher should give importance on

- Ability to associate letters with their sounds

(NB? Which particular associative tasks are pre-requisites to spelling?)

- Teacher should study relationships of tests of psycholinguistic processes, sensory modalities and perceptual abilities to tests of spelling
- Teachers should select words from the list that correspond to students grade level.

Hypothetical demos are

Grade level 1 or 2 is class 1/ii

A. Helping to pronounce during instruction

Selected words	Illustrative sentences
Not	She is not here
Man	He is a tall man
Time	It is the time to go to classroom etc.

B.Helping students to practice spellings and relating elements

Words	Practicing pronunciation
Not	
Get	Short vowel
Men	
Boat	Two vowels together
Train	
Will	
Doll	Double final consonants

Similarly elements like vowel-consonant-e (time/like), long and short too (soon/good) finally' as short I (very/happy), er spelling (after/sister), wh, th, sh ch (what /those/show/much are practiced.

Developmental Methods Based Strategies

There are a lot of disputes on spelling materials and methods used particularly in respect of their relative merits of using rules to enhance spelling competence.

- Phonetic or Sound-Letter Approach
- No Rule Methods: Spelling forms are linguistically irregular: No teaching rule without going through much of arguments it is suggested to involve
- A gradual accumulation of necessary and practiced words to enter into introduction of rules.

Learning to Spell Through Remedial Technique

(Example Oriented)

Many students exposed to the traditional classroom-based spelling programme are unable to reach the expected levels of achievement. The teacher can adopt Remedial Approach to learning to spell on a one-to-one relationship of teaching children with learning and behavior problems.

Domain (D): Linguistic Skills Taught in Grade 1 /2 (6 years old child)

D1 : Auditory Recognition of phonemes skills taught/examples of vocabulary

1. Key consonant sounds involving b,d,g,p,s...etc/ key pictures : ball, dog, girl, pig, sun
2. The 'sh'ch', 'th', 'ng' sounds/key pictures: shoe, chair, three, ring
3. short vowel sound: key pictures : apples, elephant, Indian, umbrella

D2. Graphemic Representation of Phonemes

Skill taught	Examples of vocabulary
Consonant sounds	

1. the regular consonant sounds	Bed, hat, sun, yes
2. the 'sh'/ch'/ing' sounds	Fish/much/sing
3. the c and k spelling of k sound	Cat/ kept
4. The x spelling of ks sounds	Box/fox
5. silent consonants	Doll/hill/who/know
Vowels sounds	
1. The short vowel sound regularly spelled	Am/did
2. The long vowel sound spelled by	
• a single vowel at end of the short word is open syllabus	Go/ be
• two vowels together	Meat/rain
• vowel consonant silent e	Home/rule
3. Additional vowel sounds and spelling	Good / Soon / boy / toy
4. unexpected spellings	From/off/said
Structural changes	
1. th's'or 'es' plursal	Cats/cows
2. the ing ending	Blowing etc.

Game Supplementary for Spelling Instruction

Games and other activities reported to be beneficial as supplement to a spelling programme and worth while. A few examples of Spelling Games are :-

A.A group game for ECCE Grades

- Letters used for the spelling of the teacher's list are computerized/ printed on 2 by 6 inch cards. Each child receives a card.

The teacher pronounces a word. Children stand in order.

- Letters may be placed on flannel board. Or in a chart or on the b/board

B. Treasure Hunt

A. team game. Team is selected. A time limit of two minutes (say) is selected.

B. base word is written on the board at the head of each team's column.

Direction: Each student can write only one word – a new one or corrected one. At a given sign, the first child from each team races to the board and writes ay word that can be made with letters in the base word. Each child races back, hands the chalk to the next child and goes to the end of the line. It is being continued until the T calls time. The group with the longest correct list in specified time is the winner.

Examples : base word TAME (given)

Child may write :tam

Am

etc.

C.Anagrams/Scribble Games

An Independent activity

1. Words by adding a letter in vertical or horizontal order are made

Example-Cal

Over

2. The game is started with a common word. One letter of the word is changed each time the word is spelled dime→dome→home→hope each player must have a scribe to record the peer's completed word. The winner is that who can complete the greatest number of correctly spelled words. The teacher acts as final judge of correct spelling.

Suggested Readings

NCERT (2006) Position Paper National Focus Groups on Education of Children with Special Needs, New Delhi, NCERT.

UNESCO (1994) The Salamanca Statement and Framework for Action on Special Needs Education, Paris, UNESCO.

Assessment Practices in Preschool

Introduction

Assessment is a judgment or appraisal of the child's work and specific needs. It provides an insight into the learner's progress as well as directs for future planning. Selecting appropriate assessment tool for each learning situation is essential at the preschool stage for reducing the gap and identifying diverse learning abilities of young learners. Through the interpretation of the assessment data the preschool teacher should be able to identify each child's strengths and difficulties thereby focusing on the special need. Keeping the context of stretching assessment strategies to reach every child's learning there is a need to re-create, redesign, reconstruct and restructure an educational system that is responsive to the educational needs of all learners. To do this one should have the belief that every individual has the potential to achieve; attitude that each one can progress in their own way, knowledge regarding the learner characteristics and skill to use variety of assessment strategy. The purpose of every assessment should be to facilitate learning and not act as a potential barrier to learning. The goal of assessment is to support and enhance the successful inclusion and participation of all pupils including those who have potential barriers to learn. The focus of such an assessment is to assess ability and not the effects of deficit in a child.

Knowing the child

In the pre primary level, assessment is very informal with the purpose of knowing the child. For this to be achieved bonding with children is the primary step. Unless the teacher develops rapport with the child the child does not express the true nature in the atmosphere. To know the child holistically it is essential to record the progress made by each in the class. Here comes the role of formal process of recording the 'learning' of the child. How do we go about doing this? There are different ways of gathering information for the preschool level.

Tools to assess

Testing in a formal way has to be totally avoided in the preschool stage. The whole process of knowing children has to go on in a natural way that the child is not aware that they are being judged. The following ways are helpful in assessing the child in the preschool set up

- a. *Activities* – each activity planned by the teacher can have in built assessment procedures. Every activity will have an objective. While doing the same, teachers can get to know if the child is concentrating, is the child responding accurately, is there curiosity in the child, is the child asking any question, is the child getting the new vocabulary involved in the activity and so on.
- b. *Check list* – teacher can prepare a checklist based on the objective of the daily activities which can be done periodically, say weekly. The same check list will serve for a minimum period of three months which shows the progress of the child and

gives an indication where the child is having a special need. On a routine activity the need can be addressed and the progress monitored again based on the checklist.

- c. *Observation schedules*- for the sake of convenience some kind of schedule can be prepared well in advance to observe specific behavior of students. It could be for example to see the development taking place on different dimensions of physical, social and cognitive. Certain behaviors can be identified and noted in the schedule. In different school routine right from assembly, lunch time and games time if the child is exhibiting any of those behavior, it can be marked in the schedule.
- d. *Anecdotal notes*- this is a very useful and interesting way of knowing the child holistically. Any unique characteristic or spontaneous action of the child observed has to be noted as seen in the form of anecdotal note. By analyzing the note, teachers come to know of several important information regarding the child's learning
- e. *Conversation / story* - story telling is another interesting time to assess the child. Language skills, listening comprehension, curiosity, creativity and several other important aspects of a child's personality will be revealed in a story telling session.

Caution while assessing

During assessment of young kids teachers should never show that their behavior is being judged and noted down. This makes the child very cautious and natural unfolding of their inner self gets blocked. Following are some of the measures to be kept in mind while assessing the young kids.

- a. *Let not the child be aware*- teachers should be cautious not to record the observation or tick mark on the checklist in the presence of the child. Children are very sensitive to adult actions. They can sense very soon if they are being studied.
- b. *Natural environment or simulated conditions*- artificial conditions to assess has to be totally avoided. Teachers get several opportunities in the daily routine to assess them. Never announce the test date and panic parents there by the child.
- c. *Intention is to create learning environment* - we have to reiterate ourselves that the purpose of assessment is to create an environment where the child feels safe and loved so that the special need is taken care of. If the child is found to be struggling with vocabulary, that particular child can be provided with special opportunity in the next story telling time to express the new vocabulary
- d. *Remarks and comparison to be totally avoided* - comparison with others does not help the child to learn better. Teacher has to be cautious about the kind of

remarks made during all the activities. Some children have high degree of sensitivity that they feel inferior soon and avoid the involvement in the fear of being compared to the one who is an achiever.

- e. *Never make gender based statements* – gender stereotyping has begun with gender related comments thrown openly in presence of young children. There is absolutely no need to express the gender related phrases. As adults we may do it very casually but it may make an impact on the growing child to restrict the personal behavior or looking down on others because of their specific behaviors.

Approaches to assessment in from the perspective of inclusive education

There is a need for paradigm shift in the approach to assessment from the traditional approach of using diagnostic and norm referenced assessment. Norm referenced test targets to compare the learner with the group while diagnostic test is considered as a basis of eligibility for services. In an inclusive education the approach for assessment should be looking at every one as a potential learner. Hence the inclusive approach which focuses on differentiated assessment should find a place in our education system. Developing a profile of student's strengths and weaknesses using various approaches to assessment will sustain the student interest in the school. Under the differentiated approach the goal is not to have an individualized assessment plan for each student but to have a manageable class assessment that is flexible enough to accommodate a range of student needs. Differentiated assessment requires teachers to make adjustments and modify assessment activities for individual students or a group of students to cater for a different learning needs and a range of learning styles and preferences. In the process of differentiated assessment pre- assessment or assessment before learning will facilitate planning by having early information about student's readiness, interests, learning preferences, background knowledge and existing understandings. This information helps in preparing learner profiles and class profiles to plan for differentiated treatment in the process of learning. The major principle of differential assessment is to accommodate diversity with a conviction that all learners can learn given the necessary support. According to this principle the assessment is learner based and learner paced. This practice automatically shifts the focus of the educator from categorization/ labeling to addressing barriers experienced by individual learners. To do this we should have high expectations from the learners and expanded opportunities have to be provided where learning occurs.

Have an eye for creativity, curiosity and innovativeness of the child in every step. Encouragement to exceptional abilities motivates the child to progress faster. In the preschool stage, taking parents as partners to complete the assessment procedure gives lot of insight. Some children may not express themselves in the school environment. Parents can be asked to make note of the behavior of their children at home and share

with the teacher. Home gives the natural environment where the child feels comfortable and relaxed and the real expression unfolds automatically which should not be missed in knowing the child. Without doubt it is accepted that only in a warm and friendly environment the children function at their best.

Recording the assessment

Though we go for very informal assessment in the preschool stage, it goes without saying that recording is mandatory. The main reason is that it keeps track of the child's progress and guides teachers to plan intervention if need be. In addition the developmental differences among children can lead the teacher to know the lacunae of children so that their requirements can be met without wasting time. The following are some of the simple and easy ways of maintaining records

- *Child cards (checklists with rating)*- anganwadi centers, some chains of preschools have developed child cards based on the developmental tasks. Each preschool can either develop one of their own or adapt the existing cards. They are very handy and easy to record
- *Child profiles*- this is a format developed for individual child. Family history, medical record, strengths and weaknesses, special abilities and requirements of the child, all these information will find a place in a single file. This should be stored in the classroom by the class teacher for immediate retrieval and use.
- *Sample works of children* - worksheets of children periodically collected will show the progress made by the child which is a record clearly showing the shift in specific areas made in a known period of time
- *Observation records / anecdotal records* - makes an interesting reading for teachers, parents and children when they grow. Parents may be encouraged to note the child's activities and can be collected for the purpose of assessment
- *Photographs* - pictures taken of children on various occasions give out lots of information on the child. It is again an interesting way of assessing the child.

Suggestions for promoting assessment practices for 'all'

There is an urgent need for paradigm shift of how we perceive assessment and how they are understood by the target group particularly at the preschool stage. For bringing changes in assessment in the system it should change into a child friendly process specially at the preschool level. Teachers need to be oriented for making an assessment which is evolving and comprehensive. The focus of child assessment has to totally shift with the idea that every student is an achiever in their own way. Every kid has strength and it has to be identified and nurtured in preparatory school. Every learning situation must be seen as a space for knowing the potentialities of students, which will make the teacher in evolving as effective practitioner in facilitating learning progress. The following could be tried out in the process of shift in the assessment process.

1. Multiple modes of assessment to be tried out taking lessons from those who are following such a system, which can be streamlined with experience to suit the child's need
2. Process based evaluation has to be given importance instead of typical tests and examinations. But teachers need guidance to show that participation of children in learning itself is an activity which can be used to appraise the student in practical situation
3. Holistic development should be the focus of assessment not just the score /grades in reading, writing and arithmetic. Every assessment has to be considered as a research to reflect upon and improve practice and to know the child.
4. Frequent awareness programmes for teachers, parents and community has to be organized regarding child assessment.
5. Teachers have to be well guided to handle student observation, portfolio development, inbuilt exams of reading, writing and arithmetic. Non-testing modes of assessment like the performance assessment, naturalistic assessment, and portfolio assessment have to be popularized in the field of preschool education.
6. Assessment based on games, art and cultural activities should have an importance place in appraisal of the child.
7. Our preschools have to move away from the focus of 'teaching' and 'marks'. This practice promotes information overload of our preschool which hinders the opportunity to comprehend, analyse and think critically right from the early years of education.

Conclusion

Any new idea in school to be implemented, one of the key factor educationists have to pay attention to is to share the vision with the beneficiary. Community education and teacher development for the preschool has to be given top priority. For this to happen our mission is to lay a strong foundation in the formative years towards building self confidence and the will to accept self without comparing with others among our students and the action plan begins with mass community awareness.

Community Mobilization and Advocacy for Promoting School Readiness

Overview

In the earlier modules we have learnt about the significance of early childhood education in development of the nation. We learnt about the quality dimensions of ECCE in Indian context. For quality ECCE there is an urgent need for community participation and mobilization and advocacy by practitioners, civil societies. The present module has two parts. While the first part discusses the need for parental and community involvement for quality improvement of ECCE, the second part of the module discusses the need and strategies of advocacy at grass roots level.

Objectives

After going through the module you will be able to-

- State the importance of parental and community involvement on Early Childhood Care and Education.
- Understand the strategies to deal with parents and community members for ECCE
- Reflect on the strategies of Advocacy at different levels for quality ECCE

Importance of Parental and community Involvement on ECCE

Why do we need parental and community involvement on ECCE?

The involvement of parents in early childhood care and education is important due to following reasons.

1. Mother is the first teacher of the child. She has comprehensive idea about values, attitudes, behaviour, learning possessed by the child
2. Parental involvement in ECCE enhances their participation and different services available under ICDS, Preschool programmes can be understood by them in positive spirit through active involvement
3. Parents will learn the strategies to deal with diverse learners by their involvement in Anganwadies, Pre-school centers.
4. Specially for parents having differently abled children can learn the skill to handle them effectively if involved in ECCE programmes
5. It is beneficial for children also. Their participation in ECCE Center activities can be enhanced through parental involvement.
6. Parental involvement also has positive effect on child as other parents perspectives, problems are shared during meetings.

Similarly the community involvement is also important from the following perspectives.

1. Community involvement helps in having a “we” feeling among community members. This helps in active participation in ECCE programmes.
2. Community resources can be utilized for ECCE Centre. For example community can help in preparation of local specific low cost learning teaching materials, providing durries,tyres and other resources.
3. Community involvement in ECCE can ensure monitoring and supervision of ECCE which is a combination of different services ie.Education, health, nutrition and care.
4. Local doctors, nurses ,teachers creative writers c an be source of inspiration for young children

Strategies of Parental /Community Involvement

1. Organization of meeting of Parents, teachers/functionaries
2. Bal-melas and children camps in villages
3. Involvement during health camp for early identification of differently abled children
4. school/Angan- wadi visit by maheela sammiitee,self help groups mothers group etc
5. film/video show on health, nutrition ,school readiness issues etc in the school/center where community members can be invited
6. parents quiz evening
7. parent and toddlers club

Advocacy

The literal meaning of advocacy is support, encouragement, backing etc.Early Chid hood Care and education comprises many issues like survival, growth and development of children. The quality of ECCE can not be improved only by some legislations. A large-scale advocacy by practitioners, civil societies, government and non government bodies can improve the quality. Thus advocacy here refers to raising voice and demands for developing/alleviating the plight of the children in the age group 0-6 years.

Advocacy is essential in a country of diversities like India. Some of the emerging areas which needs advocacy are: Child rights, School readiness, Pressures on pre-schooler,safe motherhood, Caring Special needs children, Maternal health ,Health and nutrition, Children in difficult circumstances, Childhood diseases, Immunization

Strategies of Advocacy

You are all working in the area of ECE.Think your selves. In Indian context where majority are living in rural areas, what are the strategies of Advocacy? In Indian context we can use print and non print media for advocacy. In rural areas Nukad natak, pala, daskathia, role play in street can be employed for advocacy. Similarly the News paper, TV and Radio can play as important advocacy media in the country. In schools debate, essay competitions

can be organized by teachers on issues on children. While preparing advocacy materials i.e. charts, posters, stories, pictures etc on different issues the local specificity must be taken in to account. Seminars, workshops can be organized for advocating the cause of children. Thus the strategies are:

- Training and orientation
- Seminar/conferences
- SMS Campaign
- Mass Media
- Brouchers and booklets
- Charts, posters and pamphlets
- Street play on thematic issues

Activities

1. Prepare some advocacy materials on plight of girl children, health and immunization

List the role of Teachers/teacher educators of DIETs/SSA district functionaries on advocacy

Centre Based Researches on ECCE: Role Of Teachers

Research is a systematic attempt to answer meaningful question through the scientific procedure. The pre-school teacher and practitioners have to be involved in conducting centre based researches for solving the problems of the centre. The present module aims to guide the practitioners on conducting action researches in ECCE centres.

What is action research?

Action research is research which is conducted by the practitioners for improving their own practices. In the area of ECCE, you might have faced problems on separation-anxiety, language problems and others. You can conduct action research in the centre to solve these problems. Your research may be related to activities, assessment, and parental cooperation and related ones.

Why action Research?

Action research is important for practitioners because for the following reasons. Through action research we:

- Develop deeper understanding of our children
- Develop a better and deeper understanding of teaching learning processes in pre-school settings
- Understand our role better and know exactly how to deal with the educational lives of children
- Able to explore and investigate our own practices in a new and innovative way depending on the needs of individual children as we observe the children closely and understand how they learn.
- Are more committed to actual transaction and implementation of an ECE programme in classroom?

How to conduct Centre Based Researches (Action Research)?

The process of action research can be understood by following diagram.



The steps of action research are presented below.

1. Identification of Problem
2. Identification of causes of the Problem
3. Formulation of action research hypotheses
4. Development of tools for collection of evidences
5. Collection of data/evidence
6. Analysis of data
7. Putting result in to practice and reflections

Some examples of action research Problems and Approaches followed

Problem:1 Child is not Willing to Play	
Identification of Problem	Child is not Willing to Play on the slide
Probable Causes	After interaction and observations it is revealed that the child is scared to go up to the ladder as he has never done it
Formulation of hypotheses/alternative solutions	• Take the child near the slide and encourage him to climb • Show the child other children are sliding • Give the child a low height slide and put him with a small friendly group of children
Development of tools for collection of evidences	Observation schedule
Collection of data/evidence	The teacher would apply all these solutions and take down the observations for each solutions
Analysis of data	Teacher analyses observations in different situations and tries to find out the best solutions by her systematic understanding
Strategies and reflections	The teacher decides in such a situation I shall provide the child with a low height slide and put the child in a small friendly group
Problem:2 Child is hesitating to interact with Peers and Teacher	
Identification of Problem	Child is active and happy but hesitates in interacting with teacher and other children
Probable Causes	• Child's mother tongue is Odia which is different from the language spoken in ECCE Centre i.e. Hindi • She does not enjoy other languages
Formulation of hypotheses/alternative solutions	• Continue talking with the child using actions and print rich environment at a slow pace • While talking reinforce the correct vocabulary and encourage the child to speak

	• Make the child sit and play more in small group activities • Give more opportunities for storytelling and music sessions
Development of tools for collection of evidences	Observation schedule
Collection of data/evidence	The teacher would apply all these solutions and take down the observations for each solutions
Analysis of data	Teacher analyses observations in different situations and tries to find out the best solutions by her systematic understanding After analysing alternative hypotheses/solutions found that all the strategies had the positive effect on the child. However first strategy seemed to be more appropriate
Strategies and reflections	The teacher decides in such a situation I should talk to the child intimately, provide her with print rich environment and give her confidence that she can speak well in the language spoken at the centre

As ECCE functionaries/Practitioners you have been experiencing many different problems and action research can help in solving these problems

Questionnaire for Need Assessment (Bihar)

Prof K.B.Rath,
Principal

Date: 6th September, 2016

Dear Sir,

As proposed by your UT, a Programme entitled "Training of Key Resource Persons of Bihar on School Readiness " has been undertaken by the institute during the current session .The objectives of the programme are:.

- To identify the training needs of teachers and functionaries working in the area of early childhood education.
- To organize orientation programme for KRPs on identified areas of early childhood education.

A group of 25 KRPs (Resource persons and functionaries working at the district and block levels) will be provided inputs on recent trends, strategies and innovations on developing school readiness. In this connection a questionnaire is developed to assess the training needs of the State and to identify the existing practices and training areas in the field of early childhood education, with specific attention to school readiness. You are requested to discuss among the functionaries working at different levels of the State in the area of early Childhood Education and send the responses to Dr. Gowramma I P, Dr Laxmidhar Behera or Dr Dhanya Krishnan, Programme Coordinators (Email :gowriip@yahoo.co.in; behera17@yahoo.co.in; dkkrie@gmail.com by 1st October, 2016 so that the programme can be organized within stipulated time.

Thanking You,

Yours Sincerely,

(K .B .Rath)

Encl: Questionnaire for need assessment
To
The Director
State Council of Education Research and Training (SCERT)
Patna, Bihar

Questionnaire for Need Assessment (Bihar)

Instructions: The questionnaire is designed to collect information from Bihar so as to use it for conduction of Orientation Programme for Key Resource Persons(Functionaries working on pre-school education at state, district /block levels) in the area of Early Childhood Education(ECE).Please discuss among few functionaries and send the filled in questionnaire to Dr. Gowramma I P, Dr Laxmidhar Behera or Dr Dhanya Krishnan, Programme Coordinators (Email :gowriip@yahoo.co.in; behera17@yahoo.co.in; dkkrie@gmail.com) by 1st October,2016.

General Information

1. Total Population : _____
2. No of Children in the age Group 0-6 _____
Children in the age group 3-6 _____
3. No of Anganwadi Centers : _____
4. No of Pre Schools of Different Types:
Total:
Government run
Private Manage

Training Needs

5. Please provide the details of the provisions for preparation of preschool teachers/ECCE functionaries(other than Ministry of Women and Child Development Department courses/programmes) in the State (like Nursery Teachers Training, component of such Courses)

6. What are the provisions in the state for promoting school readiness among early grade children?

7. In the area of early child hood education, particularly for the preschool component (3-6) list the details of the programme organised during last six years (2009-10 to 2014-15)

Sl no.	Title of the programme	Duration	Area of training	Transactional strategies used (Lecture/Discussion/ Lecture-cum- Discussion/Demonstration/ Group activity, Any other)	Organizing agency

8. Based upon discussion with some of the participants attended in previous programme during last five years on ECE list the major strengths and weakness of the in-service programmes organised (so far).

a) Major strengths

- i.
- ii.
- iii.
- iv.

b) Major weakness

- i.
- ii.

- iii.
- iv.

9. In which area do most of the functionaries (KRPs) need training/orientation? (give tick mark)

- a) ECE policy and Programmes ☐
- b) Presentation related to ECCE
- c) Child Rights ☐
- d) Theories of child development ☐
- e) Principles of early learning and developmentally Appropriate Practices
- f) Cognitive Development of pre-school Children ☐
- g) Linkage of ECE and Primary Education ☐
- h) Socio-emotional Development of Pre-school Children ☐
- i) Significance of Play in ECE ☐
- j) Evaluation and Assessment of Children in ECE ☐
- k) Programme Planning in ECE ☐
- l) Early Identification of Children with Special Needs ☐
- m) Role of Parents ,Community and NGOs ☐
- n) ICT in ECE ☐
- o) Preparation of Staff and Teacher for ECE ☐
- p) Provision for school readiness ☐
- q) Advocacy and Research in ECE
- r) Using local resources to make learning material
- s) Setting up a reading corner
- t) Basic concepts
- u) Early reading, early writing and early number.
- v) Exposure to print media
- w) Any other _____

9. It is proposed to conduct five days Orientation Programme (Following is a structure of time schedule) (a) *Please suggest topics that would be relevant and you expect to be covered along with two slots for the field visit by the participants.*

Days	9.30-11.15am		11.30-1.00pm		2.00-3.30pm		3.45-5.00pm.
1	Registration and Inauguration	T E A B R E A K		L U N C H B R E A K		T E A B R E A K	
2							
3							
4							
5							Valedictory and TA/DA

11. Any other aspect not included in the questionnaire may please be indicated in brief as specific need for your professional growth of ECE functionaries of the State.

11. It is planned to conduct the programme in RIE, Bhubaneswar during November -December 2016. Please suggest two slots (dates) are convenient for conducting a five day programme.

Signature of the Participant

Feedback Questionnaire
TRAINING OF KEY RESOURCE PERSONS OF BIHAR ON SCHOOL READINESS

A. General Information

1. Name of the Participant.....
2. Gender. Male/Female
3. Age:(put a tick) below 30 31-40 41-50 51 and above
4. Educational Qualification Graduate/ Post Graduate /M.Phil /Any other specify)
5. Professional Qualification [B.Ed,D.El.Ed,M.Ed,Diploma in ECCE,NTT/any other]
6. Teaching/working Experience in years - below 5 6-10 11-15 16-20 21-above

Feedback about the Programme

1. Do you feel that such programme is needed for teachers/teacher educators/SSA functionaries?
Yes/no
2. Is the duration of the programme adequate? Yes/No
If answer is "No "please suggest an appropriate duration.....
3. The resource persons a) encouraged open discussion
 b) Answered questions only
 c) Created proper motivation in the subject matter
4. The presentation of the topics/themes by the resource person was:
 a) Clear, definite and useful
 b) Sometimes clear, sometimes confusing
 c) Mechanical and monotonous
5. The quality of training materials provided was: a) Excellent b) Good c) Average
6. The strategies /methods used in the programme could be applied to ECCE
 a) Very effectively b) effectively c) not effectively
7. Level of interaction between resource persons and participants were
 a) High b) average c) poor
8. Level of competence of resource persons as rated by you:
 a) high b) average c) poor
9. Level of involvement of the resource persons in training transaction was:
 a) high b) average c) poor
10. Themes of discussion were: a) very relevant b) relevant c) not relevant to ECCE.
11. In what way/s the programme is meeting your expectations?
12. Are you capable of organizing programmes on ECCE in your institute/area/region?
Yes/no/can't say
13. Would you recommend such programmes to another colleague? Yes/No
14. Please indicate the strengths and weak points of the programme?

15.What are the new areas/themes I need orientation/training on ECCE?

16. Rate the overall satisfaction with your experiences of the programme?

Very satisfactory/satisfactory/average/dissatisfied/very dissatisfied

17. List few actions to be initiated by Bihar for school Readiness of children(Specify the actions mentioning the responsible agencies to plan and initiate)

18. Any additional suggestions

[Thank You. You have completed the feedback questionnaire]

Model Daily Activities Schedule for Pre-School

09.00- 09.30 a.m.	Welcome and cleanliness check-up of children in the classroom Prayer (rhymes, songs, warm up exercise, dialogue with children)
09.30-10.00 a.m.	Going to classrooms/if same class then settling down, informal attendance (who has not come today, why, what may be the reason, etc.) Language development activity may be based on theme (free conversation or guided conversation) (story, rhyme, game, picture-reading, riddle, etc.)
10.00-10.30 a.m.	Outdoor play (Gross motor development) (walking, jumping, hopping, racing, balancing, tyre, rolling, etc.)
10.30-11.00 a.m.	Break (hand washing/washroom/ eating together)
11.00-11.30 a.m.	Rest (small nap)
11.30-12.00 noon	Cognitive development activity based on theme/project/concept (structured conversation on project/pre- number concepts/ concepts related to colour/shape/cognitive activities like seriation, sequence, classification, relationship, observation, identification, memory, etc.)
12.00 noon -12.30 p.m.	Indoor free play in small groups along with one creative activity with puzzles, building blocks, seeds/beads, etc.
12.30-12.50 p.m.	Creative activity (painting, pasting, paper folding, clay work, collage, etc.)
12.50-1.00 p.m.	Socio- emotional development activity (story and rhyme/ dramatization / rhythmic movements/outings)
	Good-bye circle

Weekly Activity Planning and Reflection Format

Name of the ECCE Centre:

Date:

Theme	Area of Development and detailed activities	Resources used	Significant observation/Remark/Evidence
	Language Development		
	Physical and motor development		
	Cognitive development		
	Personal,socio-emotional development		
	Creative and aesthetic development		

(Signature of Teachers)

Monthly Teachers Self Assessment Report

1. Themes Covered during the Month:

2. Number of Children absent in last month

i.	Absent for one day	
ii.	Absent for two days	
iii.	Absent for three days	
iv.	Absent for more than three days	

3. Which themes/topic and activity could not be transacted to my satisfaction and why?

4. Which activities children enjoyed a lot and why?

5. Which activities did the children find difficult and why?

6. My assessment of my activities organisation in the Centre during the last month

Activities	Assessment		
	Frequentl y	Occasionall y	Rarely/Neve r
I make a balance between large group, small group and individual activities			
I gave enough time to each child for completion of activity			
I gave enough time to children for outdoor play			
I spend time to observe children during their activities(indoor and outdoor)			
I changed my centre based activities according to situation and mood of children			

7. What are the additional facilities/resources required for transaction of activities in the centre?*(This may be written based upon previous month experiences as well as theme of the next month)*

8. What are the points, I should take into account in my next moth activities in the centre?

Date:
Signature

Note:

Teachers are requested to submit the filled in report individually in the first week of every month. The assessment report will be utilised by teachers and team members to provide evidence based activities .It will be helpful to document the programme during the session.



TRAINING OF KEY RESOURCE PERSONS (KRPs) OF BIHAR ON SCHOOL READINESS

8-12 December, 2016

Conference Hall, Regional Institute of Education (NCERT), Bhubaneswar-751022

PROGRAMME SCHEDULE

Date		9.30 AM-11.15AM			11.30AM-1.00PM			2.00PM-3.30PM			3.45PM-5.15PM	
	9.00-930am	9.30AM-10.30AM	10.30AM-11.15AM					3.45PM-4.30PM	4.30PM-5.15PM			
DAY 1 Thursday	Registration		Inauguration Principal,RIE Head, DEE Head, DE and Team Members	T E A B R E A K	Understanding School Readiness and Developmentally appropriate Pedagogy and Practices PT	L U N C H B R E A K	ECCE in Bihar(Focus on School Readiness) Sharing of Experiences, Evidences and Expectations. (DK,LB,IPG)	T E A B R E A K	School Readiness Perspectives in ECCE Policy and Curriculum Framework-2013 LB	Learning without Pressure: Video Analysis (EG)		
DAY 2 Friday	Reflection on Day1 activities	Visit to ECE Center (Govt.) DK,LB,IPG			Visit to ECE Center(Private/NGO) DK,LB,IPG		Reflections on field visit (School Readiness,Pedagogy and Practices) PT,IPG,LB,DK		Learning Resources for School Readiness IP			
DAY 3 Saturday	Reflection on Day 2 Activities	Early Literacy and Early Mathematics TKN			Transition from Home Language to school language-BKP		Early Interventions for CWSN -IPG		Early literacy (BNP)	Film Show followed with Discussion IPG,DK,GR,SM		
DAY 4 Sunday	Reflection on Day 3 Activities	Preparing the Child Holistically for School Learning :Focus on Cognitive Preparedness UND			Making the Child Holistically Ready for School Learning with focus on Cognitive Preparedness UND		Advocacy materials for school readiness (LB,GR)		Group work to develop advocacy materials on School Readiness			
DAY 5 Monday	Reflection on Day 4 Activities	Circle Time Activities (GR,SS,MM,SM)			Reflection on Pedagogy (GR,SS,MM,SM)		Action Plan for School Readiness Programme for Bihar LB,IPG,DK,GR,GP		Feedback, Valedictory Principal,RIE Head, DEE Head, DE and Team Members	Distribution of TA/DA Accounts Section		

UND:Prof. U.N.Dash; PT: Dr. Prabin Kumar Tripathy;BNP:Prof. B.N.Panda; B.K.P:Dr B.K.Panda;IPG: Dr. Gowramma,I.P;LB:Dr. Laxmidhar Behera;DK:Dr.Dhanya Krishnan;TKN:Tapas Kr. Nayak;EG: Dr. E.Gangmei;IP:Isvar Panigrahi; GR: Mrs.Gauri Roy; SM;Mrs. Sarita Mishra; SS:Ms Suchitra Samal;MM:Ms. Mita Mohanty.

Programme Coordinators- Dr. Gowramma, I. P ; Dr. Laxmidhar Behera; Dr. Dhanya Krishnan

LIST OF PARTICIPANTS

Sl no	Name	Designation	Address
1	Shikha rani Bahuguna	Assistant Teacher	Inter School Roh,Nawada,nawada,805110,Bihar
2	Anjum Khatoon	Teacher	M.S.Biur,Chainpur, Kaimur,Bihar-821103
3	Raj Kumari	Assistant Teacher High School	UHS,Malpur,Dalsingsarai,Samastipur(Bihar),848114
4	Sunil Kumar Jha	Assistant Teacher	U.H.S Sisauni Parbodhi ,Bhagwanpur,Vaishali
5	Sandhya Shahi	PGT	Project Girls H/S(+2) Sarmera,Biharsharif
6	Rekha Kumari	Teacher Educator	D.T.E.T ,Forbisgart ,Araria
7	Bimala Kumari	Teacher Educator	D.T.E.T,Fayalgay Sasaran,Rohatas
8	Kumari Nirupama	Assistant +2 Teacher	R.D.P Girls+2 schoo,Manjhaul,Begusarai-851127
9	Ashok Kumar Poddar	Teacher Educator	DIET ,Munger
10	Nikhat Parween	TGT	Utkaramit Madhyamik School,Fateha Bachhwara Begusarai,Bihar
11	Dr.Baby Kumari	Assistant Teacher	B.T Inter School,Kishanpur,Warisnagar,Samastipur,Bihar,848301
12	Kumar Ashwini Chandra	Assistant Teacher	Adarsh+2 school ,Biharsharif,Nalanda(Bihar),803101
13	Tushar Kanta Sinha	Lecturer,DIET,Bhagalpur,Bihar	DIET,Khirani Ghat,Khanjarpur,Bhagalpur,812001
14	Shardanand Choudhary	+2 Teacher	Model Inter +2 school,Samastipur(Bihar),ward no-26,Bhagalpur,samastipur-848101
15	Rahul Patel	Teacher	UMS,Sahladpur,Manjha,Gopalganj,841427
16	Sachidananda Singh	+2 Teacher	Sadhlal Prithvichand Higher Secondary School,Karimchak,Chapra Saran,P.N-841301,Bihar
17	Umesh Kumar	Lecturer	PTEC Sherghati Gaya
18	Suchitra Samal	PPT	DMS,RIE,Bhubaneswar
18	Mrs Mita Mohanty	PPT	DMS,RIE,Bhubaneswar

LIST OF RESOURCE PERSONS**ERPs**

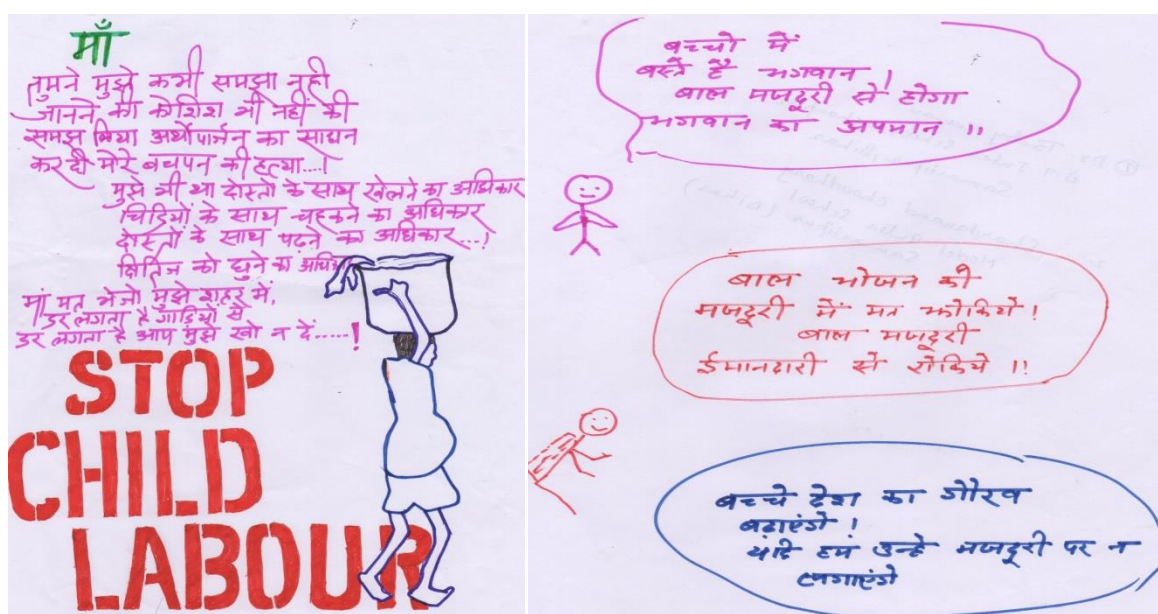
1. Prof. U.N.Dash, Former Head, Dept. of Psychology, Utkal University, Bhubaneswar
2. Dr.P.K.Tripathy, Deputy Director, Directorate of Vocational Education, Govt. Of Odisha, Bhubaneswar
3. Mr T.K.Nayak, Asst. Director, TE & SCERT, Odisha, Bhubaneswar
4. Mr Iswar Panigrahi, Director, Dayananda Group of Preschool Institutions, Sambalpur

IRPs

1. Prof B.K.Panda, DESSH, RIE, Bhubaneswar
2. Prof. B.N.Panda, DE, RIE, Bhubaneswar
3. Dr.E.Gangmei, RIE, Bhubaneswar
4. Mrs Gauri Roy, TGT, DMS, RIE, Bhubaneswar
5. Mr G.Patra, DMS, PRT, RIE, Bhubaneswar
6. Mrs. Sarita Mishra, PRT, DMS, RIE, Bhubaneswar
7. Dr.I.P.Gowramma, Associate Professor and Coordinator
8. Dr. L.Behera, Associate Professor and Coordinator
9. Dr.Dhanya Krishnan, Asst. Professor and Coordinator

Advocacy materials shared by trainees

The early childhood education professionals have responsibility of creating awareness in the community regarding the importance of school readiness and related issues. Hence the participants were oriented into the preparation and dissemination of resources, awareness campaign, and poster preparation, short writes ups, slogans and the likes. Participants prepared such advocacy materials in groups and displayed.



PRESSURE ON PRESCHOOLERS

OBJECTIVES :- GROUP-4

TO CREATE AWARENESS AMONG
TEACHERS, FAMILIES AND SOCIETY THAT PRESSURE
HAMPERS AND THE NATURAL GROWTH/DEVELOPMENT
OF A CHILD.

THEME

TO REDUCE THE BURDEN OF THE
PRESCHOOLERS

POSSIBLE IMPACT ON GROUP

THE
TEACHERS, FAMILIES AND SOCIETY WOULD
REALIZE THAT PRESSURE HAMPERS THE
NATURAL GROWTH OF A CHILD AND SO
IT SHOULD BE ABOLISHED.

POSTER

सब बोले
रहे हैं...



मेरे कप
बोले...!

4
Group
NAME

1- SACHIDANAND SINGH

2- SHIKHA RANI BAHUGUNA

3- ANJUM KHATOON

4- ASHOK KUMAR PODAR

5- TUSHAR KANT SINHA

CHILD RIGHTS (SLOGAN & SCRIPT)

Script Introduction

The United Nations 1989, Convention on the Rights of the Child or CRC is the first legally binding international instrument to incorporate the full range of human rights - civil, cultural, economic, political and social rights. It's implementation is monitored by the committee on the Rights of the child. Children's rights include the right to health, education, family life, play and recreation, an adequate standard of living and to be protected from abuse and harm.

OBJECTIVES OF CHILD RIGHTS

- * To offer them a chance to fully develop and enjoy their security.
- * To make stronger the child rights in the society by continue working on his strategy.
- * To spread, promote and communicate the child rights strategy all across the country.
- * To prevent the violence and abuse, and
- * To promote their legal and social rights in the society for the children and their bright future.

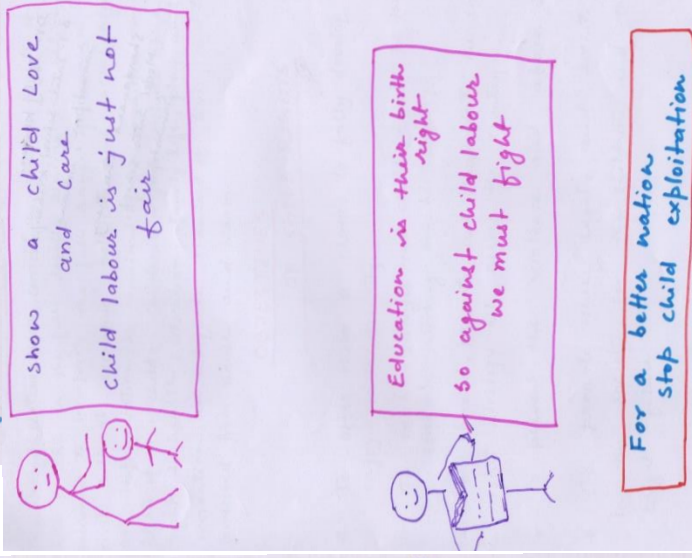
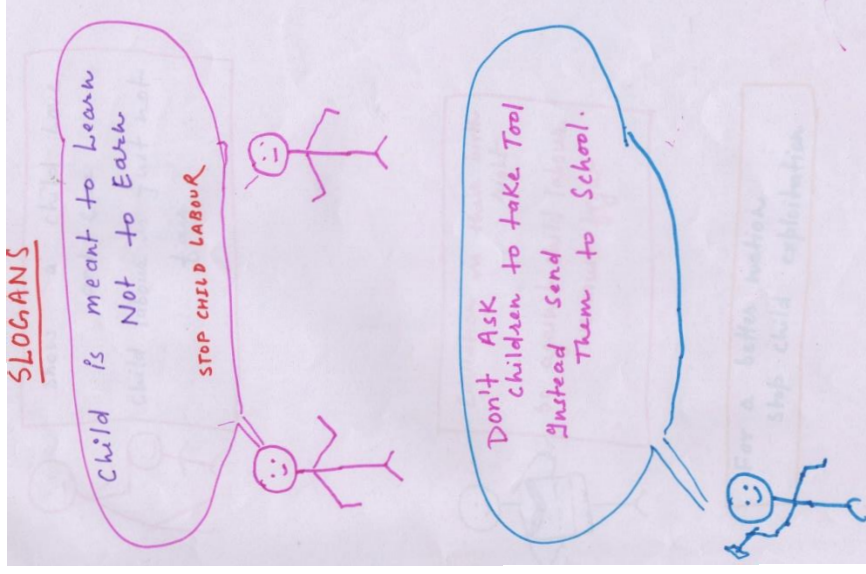
THEME

We believe that nurturing and caring for children are cornerstones of human progress. (UNICEF)

General information on child Rights, children and war, child labour, child soldiers education, food security, girl's health, Human Rights, minorities, psychosocial, etc. Idea about the awareness of the "Child Rights".

IMPACT ON GROUP

- Impact is fruitful in the group
 - children's voices are heard, the child is empowered to be a good citizen and play his/her full capacity.
 - children become partners in a process, taking responsibility preparing for adult life.
 - children engage with a philosophy of service to others.
 - It forms a foundation for interaction in forthcoming relationship.



Child Rights

1. Title of the Material

प्रतिभा :- एक श्रवण

2. Objectives

बच्चों के अधिकारों प्रति अभिवाचक और समाज की जागरूक बनाना।

3. Theme / Issues covered

विद्यालय से बाहर रहने वाले बच्चों तथा जीवन पूर्वक कक्षा में शामिल बच्चों को समाज के मुख्य धारा तथा विद्यालय से जोड़ने पर ध्यान दिया।

4. Possible impact on Group (Beneficiaries)

समाज के ऐसे बच्चे जो बाहर रहते हैं और अपने बच्चों के शिक्षा के प्रति रूचि नहीं रखते हैं तथा अपनी परम्परागत कक्षा में बच्चों को लाना देते हैं। उनकी बच्चों के अधिकार के बारे में बनाने पर और उनकी अपनी कक्षा को लाने पर वह अपने बच्चों को समाज की मुख्य धारा तथा स्कूल में शामिल करते हैं। बच्चे स्कूल में शिक्षा प्राप्त करके अपना सामाजिक विकास करते हैं। इससे सामाजिक परिवर्तन होता है।

Group-2

SHARDANAND CHOUDHARY

Model gnr +2 school, Samastipur

Bihar - 848101

9955625616

Group-2

Small film (Script) (d) Child Rights

प्रतिभा :- एक श्रवण

बिहार के समस्तीपुर जिला के मौहना प्रखण्ड के बौधे से ग्राम की रहनेवाला है मोहन। मोहन की माई तथा एक बहन में सबसे बड़ा है। मोहन के पिता बड़ई का काम करते थे। मोहन की उम्र 9 वर्ष है और वह अपने पिता के साथ उनके काम में (बड़ई के काम) हाथ बजाना था। मोहन के पिता की एक दुस्तर के समीप एक अकर्मित मजदूर विद्यालय था। उसमें बच्चों के कच्चे पढ़ने लाना करते थे। लेकिन मोहन अपने पिता के काम में हाथ बजाना था, इसलिए स्कूल नहीं जा पाता था और सिर्फ स्कूल जाने हुए लड़के-लड़कियों को अपनी दुस्तर पर से देखने पड़ता था। उसे भी स्कूल जा करना - तथा बच्चों को देखना तथा सबसे बड़ा मिलकर खेलना चाहता था। लेकिन उसके पिता-माता पारिवारिक समस्याओं कारण दुस्तर (बाहरी) से मिले हुए कर्म) उसे नहीं छोड़ देते थे। मोहन पुनः अपने पिता के काम में हाथ बजाने लगता था। पर जाने के समय स्कूल पर मिले सर्वेक्षक अभियान के नारों की धुन-धुनाने हुए घर जाना था। पर के बाल के एक नाना के देखी पर बच्चों के कर्षकों की ध्यान से सुनना एवं सुझाव देना था।

एक दिन स्कूल के हेमालकर मोहन के पिता की दुस्तर पर पहुँचे बच्चों मोहन भी था। उन्होंने विद्यालय के कुछ बच्चे हुए बच्चे को मरामत करने को बाल की। मोहन पुनः अपने पिता के आशयों की लेकर पिता से पत्नी स्कूल में जा रहा और वह स्कूल के एक बच्चे में जा-जा कर देखने लगे। बच्चों के पढ़ने हुए देना उनके मन में फिर से पढ़ने की इच्छा जाग उठी। अपने पिता से हुए बच्चों की एक लड़के बच्चे पर उसे शोक करने लगे और मोहन उनका हाथ बजाने लगा। शोक हुए बच्चे पर मोहन बोल कर पढ़ने का अभियान करते लगे। अपनी हेमालकर स्कूल को आ पहुँचे इसे देखकर मोहन के पिता ने मोहन को धिमा आह्वान किया। लेकिन हेमालकर साहेब ने मोहन के पिता को समझाकर नहीं करा दिया और उसे मोहन को स्कूल में शामिल करने के लिए करने लगे। लेकिन मोहन के पिता पर अपनी पारिवारिक समस्याओं की लेकर (मोहन के पिता-पुनः अपनी पारिवारिक) हेमालकर साहेब की बाने लगे। ने हेमालकर साहेब ने उसे बच्चों के अधिकार के बारे में बताया, कि बच्चा का अधिकार शिक्षा प्राप्त करना है। स्कूल बच्चों को 6-14 साल के बच्चों की शिक्षा एवं अभिवृत्ति दिया है। अभिवाचकों का यह कर्तव्य है कि वह बच्चों को शिक्षा बनाना एवं समुचित-संसाधन उपलब्ध कराने और उसे विद्यालय में शामिल करने की नीति बच्चा इसके लिए न्याय/पुलिस के पास जा लाना है। पिता यह के बच्चों को लाने है। स्कूल बच्चों का मुख्य कितना, स्कूल देना एवं समुचित नीति है।

हेमालकर साहेब के कई शब्दों की मोहन के पिता पर असर हो

रहा। मोहन के पिता ने प्रतिभा की वह अब मोहन को पढ़ाएंगे तथा उसकी नामांकन स्कूल में करवावेंगे। वह यह का भागी होने लगे बचने के लिए, उसने अगले ही दिन मोहन की नामांकन स्कूल में करवा दिया। अब मोहन प्रत्येक दिन पिता के साथ दुस्तर नहीं, स्कूल जाने लगा तथा स्कूल पर मिले सर्वेक्षक अभियान के नारों की धुन-धुनाने लगा।

(समाप्त)

Group-2

SHARDANAND CHOUDHARY

Model gnr +2 school, Samastipur

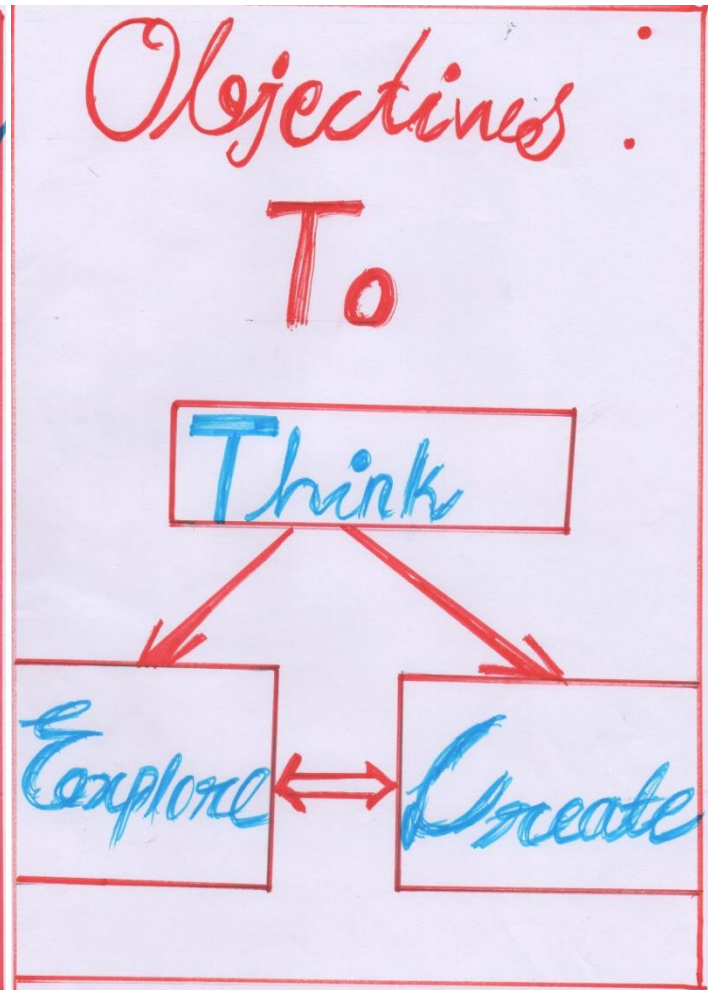
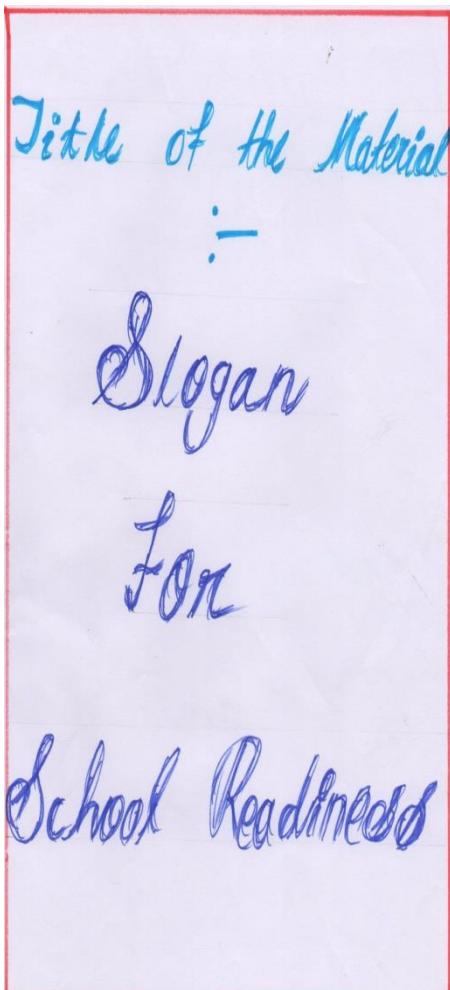
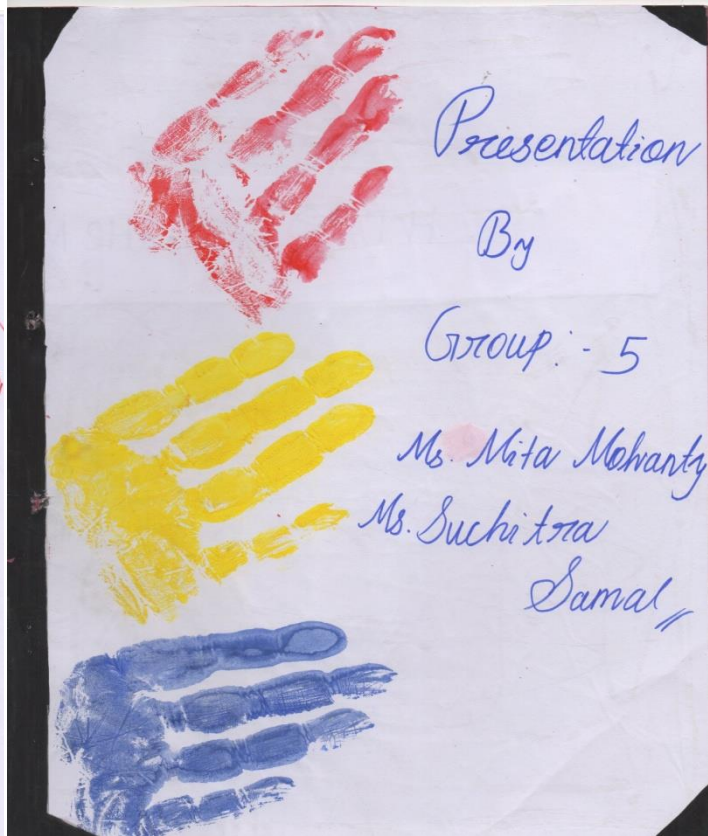
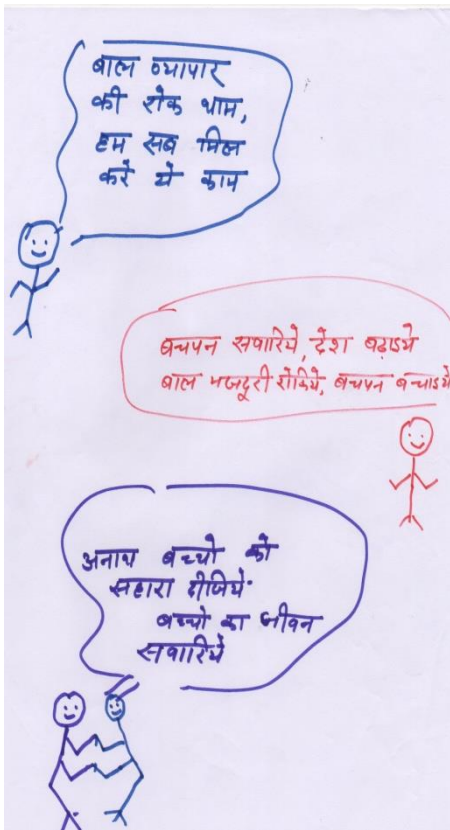
Samastipur, Bihar - 848101

DR. TSABY KUMARI

B.T. INTER SCHOOL, KISHANPUR

SAMASTIPUR

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Theme :-

How Do We Make Smart Kids ?

ADVOCACY Materials

Possible impact on Beneficiaries

- * A desire to learn grade-appropriate competencies will be developed.
- * Their life skills will be developed.
- * Socially desirable attitudes & manners through group participations will be developed.
- * Develop ability to express thought & things in fluent, correct & clear speech.
- * Learning gap will be closed & equity in achieving lifelong learning & full developmental potential among young children will be developed.
- * Child's physical healthy, mentally alert, emotionally secure, socially competent & able to learn.

 "Tell me & I Forget."

Teach me & I remember. 



Involve me & I learn."