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Open Vocational Educational Programme

Early Childhood Care and Education

PRACTICAL MANUAL

MODULE-1	EARLY CHILDHOOD LEARNING AND DEVELOPMENT
MODULE-2	ECCE ORGANIZATION AND MANAGEMENT
MODULE-3	ECCE JOURNEY WITH FORMAL EDUCATION SYSTEMS



NATIONAL INSTITUTE OF OPEN SCHOOLING

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A Word With You

Dear Learner,

Welcome to the Vocational Course in Early Childhood Care and Education.

Children are the future of our nation. Each child possesses immense potential to learn, think, imagine, and create. To unlock and nurture this potential, we must provide them with high-quality education and care right from the beginning of their lives, during the critical early childhood years (0-6). This course addresses the long-standing need to provide updated education and care to children in the 0-6 years age group.

Whether you are a parent or an early childhood care and education professional, your role is not limited to offering love and affection to children. It also involves understanding their needs and interests as they grow. Throughout this course, we have focussed into these critical aspects. Our curriculum encompasses three key subjects: **Early Childhood Learning and Development, ECCE Organization and Management and ECCE Journey with Formal Education Systems.**

I anticipate that you will find this course material both informative and engaging. Our sincere hope is that you will not only successfully complete this course but also apply the knowledge and skills you acquire to your future endeavors. Please don't hesitate to reach out and share your thoughts, questions, or suggestions concerning the course.

Wishing you every success on this educational Journey

Course Team
National Institute of Open Schooling (NIOS)

How To Use The Learning Material

Congratulations! You have accepted the challenge to be a self-learner. It means, you have to organize your study, learn regularly, keep up your motivation and achieve your goal. Here it is solely you, who is responsible for your learning. NIOS is with you at every step. It has developed the material in Early Childhood Care and Education keeping only you in mind. A format supporting independent learning has been followed. You can take the best out of this material if you follow the instructions given below.



Title: Will give a clear indication of the contents within. Do read it.



Introduction: This introduces you to the lesson linking it to the previous one.



Objectives: These are statements that explain what you are expected to learn from the lesson. The objectives aims to help you to check what you have learnt after you have gone through the lesson. Do read them.



Notes: Each page carries empty space in the side margins, for you to write important points or make notes.



Intext Questions: Very short answer self check questions are included after every section, the answers to which are given at the end of the lesson. These will help you to check your progress. Do solve them. Successful completion will allow you to decide whether to proceed further or go back and learn again.



What You Have Learnt: This is the summary of the main points of the lesson. It will help in recapitulation and revision. You are welcome to add your own points to it also.



Terminal Exercises: These are long and short questions that provide an opportunity to practice for a clear understanding of the whole lesson.



Do You Know?: This box provides additional information. The text in boxes is important and must be given attention. It is not meant for evaluation, but only to improve your general knowledge.

Answers : These will help you to know how correctly you have answered the questions.

Activities: Certain activities have been suggested for better understanding of the concepts.

Website: These websites provide extended learning. Necessary information has been included in the content and you may refer to these for more information.

PRACTICAL CONTENTS

Module -1	Lesson	Practical	Page No.
Early Childhood Learning and Development	1. Early Childhood Care and Education: Meaning and Significance	Practical -1 Collect information of a 3 to 5 years old child from any ECCE Centre in your locality.	1-4
	2. Stages of Growth and Development	Practical -2 Collect information from your community on cultural practices specifically related to health and nutrition that affects the growth and developmen of children.	5-7
		Practical -3 Parents in Your community to find out how aware they are of the significance of ECCE.	8-10
		Practical -4 Draw or prepare a poster/layout/ pamphlet to bring awareness in a community on the theme ‘Importance of all domains of development to ensure holistic development in children.	11-13
	3. Domains of Child Development	Practical-5 Practical activity for Physical Development- Gross Motor skills enhancement.	14-15
		Practical-6 Practical activity for Physical Development-Fine Motor skills enhancement.	16-7
	4. Needs and Rights of Children (Health & Hygiene, Nutrition and Securities)	Practical-7 Enhancing Children’s needs and rights through health, hygiene, nutrition and security interventions.	18-19
		Practical-8 Awareness campaign on personal hygiene, sanitation, and preventive health practices among children.	20-22
	5. Stages of Child Development and Learning (Infancy to Toddlerhood)	Practical-9 Observing a two years old infant to study the milestones achieved.	23-25
	6. Child development During Pre-School Years	Practical-10 Exploring social and emotional development of children in an ECCE setting.	26-28
		Practical-11 Nurturing creativity and artistic expression in children.	29-30

Module -2	Lesson	Practical	Page No.
ECCE Organization and Management	1. Elements of effective ECCE Programme	Practical -1 Observe and create a diversity profile of your neighbourhood.	31-32
	2. Staff in an ECCE Centre	Practical -2 Compiling essential qualifications and skills for ECCE teachers and personnel.	33-35
		Practical -3 Develop a case study of the ECCE staff.	36-38
	3. Qualities & Role of an ECCE Teacher	Practical-4 Talk to 5 ECCE teachers and list out the role they perform.	39-41
		Practical-5 Discuss with 5 school heads regarding in-service teacher training programmes organised by them for ECCE teachers. Analyse whether these training programmes were adequate in terms of their role in catering to the development of children. Prepare a report.	42-44
	4. Supervision and Monitoring in context of an ECCE Centre	Practical-6 Sample format for gathering feedback from parents and guardians of children at an ECCE Centre.	45-48
		Practical-7 Designing comprehensive assessment tools for supervision of ECCE Centre.	49-52
	5. Physical Facilities and Learning Material	Practical-8 Conduct assessment of outdoor play equipment of an ECCE Centre.	53-55
		Practical-9 Examine ways of maintaining learning equipment at an ECCE Centre with the help of a self-constructed tool such as ranking and assessment of the items on the basis of the criteria given below:	56-58
	6. Mobilising Community Support	Practical-10 Community meetings for promoting Early Childhood Education.	59-61
		Practical-11 Parent volunteers programme involving parents and community members.	62-64

7. Setting up an ECCE/ ECE Centre	Practical-12	Design an assessment sheet for easy and quick assessment of requisite infrastructure of an ECCE Centre.	65-67
	Practical-13	Assessment of outdoor/indoor play equipment of an ECCE Centre.	68-69
	Practical-14	Frame a set of questions to be asked during the selection interview of the teacher.	70-71
	Practical-15	To visit an ECCE Center (Anganwadi/ Balwadi/Private Pre-School) to find out about the number of people working there, their roles and responsibilities, and sources of fund.	72-73

Module -3	Lesson	Practical	Page No.
ECCE Journey with Formal Education systems	1. ECCE Centre and Linkage with Home and School	Practical -1 Conduct a survey to know the aspirations of the parents.	74-76
		Practical -2 Promoting Parental involvement in ECCE: Strengthening the home-school partnership.	77-79
	2. Involvement of parents and community	Practical -3 Interview some parents of the children in ECCE Centre/Pre-School and collect their experiences with early education, their concerns and the practices they found helpful.	80-82
		Practical -4 Organise an activity to involve parents and community in the functioning of an ECCE Centre/Pre-School.	83-85
	3. How Children Learn	Practical -5 Observing How Children of ages 3 to 6 learn rules of games.	86-88
		Practical -6 Observing the learning environment of an Early Childhood Care and Education (ECCE) Centre.	89-91
	4. Curricular linkages between pre-primary and primary.	Practical -7 Linkage between Pre-Primary and Primary Students.	92-95
		Practical -8 Cross- Grade Activities : Fostering Transition.	96-98
	5. Facilitating Learning: Physical education, Arts & Aesthetics, Environment	Practical -9 Design a weekly plan on the theme of plastics in the context of environmental education and sustainable development for Pre-School children.	99-101
		Practical -10 Design a day's schedule for three-year-old children on any theme of your choice covering physical education and arts & aesthetics development among children.	102-104
		Practical -11 Design and also implement any two activities for the development of aesthetics in the Pre-School level children Prepare a report.	105-107
	6. Foundational Literacy and Numeracy Goals	Practical -12 Nature walks for connecting with the immediate environment.	108-110
		Practical -13 Effective communication skills .	111-113

	7. Communicating and reporting children's progress	Practical -14	Developing an anecdotal report for child's accomplishments, attitudes, learning needs, and future learning goals.	114-116
		Practical -15	Developing an Indicator – based report card for ECCE Children.	117-119



1

PRACTICAL

Aim: Collect information of a 3 to 5 years old child from any ECCE Centre in your locality.

Objectives:

After doing this practical, the learner will be able to:-

- enlist the milestones under various aspects of child development;
- propose the ECCE practices for the child with respect to any ECCE Centre;
- put forth those developmental milestones which have not yet been achieved by the child;
- suggest activities to help ECCE Centres and care givers to achieve all the expected milestones.

Pre-Requisites:

The learner is already acquainted with the content and skills related to:

- concepts and components of ECCE
- colistic child developmental milestones
- nature and significance of ECCE
- national policies and provisions regarding ECCE
- ECCE service providers

Module - 1

Early Childhood Learning and Development



Early Childhood Care and Education: Meaning and Significance

Activity/Procedure :

1. Collect information on child developmental milestones, ECCE practices, policies, provisions, significance.
2. Develop an observation schedule to collect related information from the ECCE Centre.
3. The learner will seek permission from the ECCE Centre to conduct the observations.
4. Select the child for observation: record the selected information of the child's age, family information, background information, child's special interests/strengths, ECCE Centre admission date, etc.
5. Identify key informants like child, care giver, parents, peer, community, to provide insights.
6. Conduct the practical activity using ethical practices (sensitivity, objectivity, confidentiality, respect, etc).
7. Record the observations regarding.
 - (a) various child developmental milestones
 - (b) ECCE practices for the child, followed by the ECCE Centre
 - (c) developmental milestones not yet achieved by the child
 - (d) major findings
8. Identify opportunities of interventions and accordingly suggest activities to help ECCE Centres and care givers to achieve all the expected milestones.
9. Conclude or summary.

Do's and Don'ts:

Do's:

1. Conduct observations in a well planned and systematic manner.
2. Seek due permission before collecting data, observation, information, photographs, audios, videos from the centre head or concerned authority.
3. Make observations in the presence of ECCE personnel in natural surroundings and environment.



4. Provide clear, detailed instructions and communication.
5. Encourage participants or children to share their opinions / views / ideas.
6. Express gratitude to all participants (Children, teachers, parents, etc.).
7. Observe, record and interpret the data.
8. Be objective or unbiased during collection of information/data.

Don'ts:

1. Let the background information deviates the objective(s) of the activity.
2. Record observations in a biased or prejudiced manner.
3. Invite diverse practices from care givers, parents, elders, peers, community members etc.
4. Label in a stereotype way.

Result:

A comprehensive report summarising, the child developmental milestones, ECCE practices for child followed by the ECCE Centre, and measures to achieve developmental milestones not yet achieved by the child.

Learner's Observations:

Learners participating in the practical would be expected to make personal observations throughout the process. These observations may include; classifying various child developmental milestones, analysing ECCE practices followed by the ECCE Centre, finding developmental milestones not yet achieved by the child, and also identifying potential challenges and opportunities for intervention.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- illustrate the components of ECCE.
- use relevant instructional strategies and tools at the ECCE Centre to facilitate children, and to connect with their families and the community.
- adopt best practices to transact ECCE curriculum for holistic development in children.
- appreciate importance of suitable approaches in promoting developmental milestones in children.

Module - 1

Early Childhood Learning and Development



Notes

Early Childhood Care and Education: Meaning and Significance

- create healthy, respectful and supportive environment for ECCE children.
- improve sensitivity and awareness as a result of engagement with families or communities regarding children's developmental milestones.
- enhance skills in conducting interviews, observations and report writing.
- analyse and interpret data on developmental milestones related to ECCE.
- record the ideas and insights in the context of ECCE.



2

PRACTICAL

Aim: Collect information from your community on cultural practices specifically related to health and nutrition that affects the growth and development of children.

Objectives:

After doing this practical, the learner will be able to:-

- collect information on different cultural practices related to health and nutrition that impact the growth and development of children in the community;
- understand the cultural beliefs, traditions, and customs surrounding health and nutrition in the community;
- analyse the influence of cultural practices on the well-being of children;
- identify potential areas for improvement and interventions in promoting better health and nutrition practices among children.

Pre-Requisites:

- Familiarity with the community and its cultural background.
- Basic knowledge of health and nutrition principles.
- Knowledge of interview and survey techniques.

Activity/Procedure :

1. Conduct background research on the community's cultural practices, traditions, and beliefs related to health and nutrition.
2. Develop a questionnaire or interview schedule to collect information from community members.

Module - 1

Early Childhood Learning and Development



Stages of Growth and Development

3. Seek permission from the community leaders or relevant authorities to conduct the survey or interviews.
4. Identify key informants, such as parents, elders, community leaders, and healthcare providers, who can provide insights into cultural practices affecting children's health and nutrition.
5. Conduct interviews or surveys with the selected individuals. ensuring cultural sensitivity and respect.
6. Record and document the information gathered or collected including specific cultural practices, rituals, dietary habits, and beliefs related to children's health and nutrition.
7. Analyze the collected data to identify common themes, patterns, and variations in cultural practices affecting children's growth and development.
8. Summarize the findings in a detailed report.

Do's and Don'ts:

Do's:

1. Approach or contact community members with respect, sensitivity, and cultural awareness.
2. Maintain confidentiality and assure participants of data protection.
3. Adapt communication styles to suit the cultural context and ensure clear understanding.
4. Engage in active listening and encourage participants to share their perspectives openly.
5. Seek permission before recording any information or taking photographs, if applicable.
6. Express gratitude or thanks and appreciation for participants' time and willingness to share their knowledge.

Don'ts:

1. Do not impose your personal opinions or judgments on the cultural practices being discussed.
2. Avoid interrupting or dismissing participants' perspectives, even if they differ from your own.

3. Do not discriminate or show bias based on cultural differences.
4. Refrain or from do not disclosing share participants' personal information without their explicit consent or permission.
5. Do not rush the interviews or surveys; allow participants to share their experiences at their own pace or in other words allow the participants to share their experiences and information with ease.

Result:

The result of the practical activity would be a comprehensive report summarizing the cultural practices related to health and nutrition that may affect the growth and development of children in the community. This report will provide insights into the prevailing or current cultural beliefs, traditions, and customs that shape the community's approach to children's health and nutrition.

Learner's Observations:

Learners participating in the practical would be expected to make personal observations throughout the process. These observations may include recognizing the diversity of cultural practices, understanding the significance of cultural context in shaping health and nutrition behaviours, and identifying potential challenges and opportunities for interventions.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- explain the influence of cultural practices on children's health and nutrition.
- improve cultural sensitivity and awareness when engaging with communities regarding health and nutrition issues.
- enhance skills in conducting interviews and surveys to collect information from community members.
- analyse and interpret data on cultural practices related to children's health and nutrition.
- appreciate the importance of context-specific approaches to promoting better health and nutrition practices among children.



Module - 1

Early Childhood Learning and Development



Notes

3

PRACTICAL

Aim: Parents in your community to find out how aware they are of the significance of ECCE.

Objectives:

After doing this practical, the learner will be able to:-

- assess the level of awareness among parents in the community about the significance of Early Childhood Care and Education (ECCE);
- understand parents' perceptions, attitudes, and knowledge regarding ECCE;
- identify gaps and misconceptions related to ECCE in the community;
- raise awareness among parents about the importance of ECCE for children's overall development and well-being.

Pre-Requisites:

- Basic understanding of the concept and benefits of ECCE.
- Familiarity with the community and its demographic characteristics.
- Good communication and interpersonal skills.
- Ability to create a conducive and non-judgmental environment for discussions.

Activity/Procedure :

1. Conduct background research on ECCE, its principles, and importance in child development.

2. Develop a questionnaire or discussion schedule to assess parents' awareness and understanding of ECCE.
3. Identify a diverse sample of parents from the community, considering factors such as age, socio economic background, and education level.
4. Seek permission from community leaders or relevant authorities to conduct discussions or surveys with parents.
5. Arrange meetings or focus group discussions with the selected parents, ensuring a comfortable and respectful environment.
6. Introduce the topic of ECCE, explaining its significance and potential benefits.
7. Facilitate discussions with parents, encouraging them to share their perceptions, experiences, and knowledge about ECCE.
8. Use open-ended questions to explore parents' understanding of ECCE, their engagement with ECCE programmes, and any challenges they may face.
9. Listen actively and engage in respectful dialogue, allowing parents to express their thoughts and concerns freely.
10. Record and document the information gathered during the discussions or surveys.
11. Analyze the data to identify common themes, trends, and areas of misconceptions regarding ECCE.
12. Prepare a summary or presentation highlighting the findings.

Do's and Don'ts:

Do's:

1. Create a safe and non-judgmental space for parents to share their thoughts and opinions.
2. Use open-ended questions to encourage in-depth responses from parents.
3. Show respect and empathy towards parents' experiences and perspectives.
4. Listen actively and attentively to parents' responses, allowing them to fully express their views.
5. Provide accurate and evidence-based information about ECCE to address any misconceptions or gaps in knowledge.
6. Maintain confidentiality and assure parents of data protection.

Early Childhood Learning and Development



Notes



Don'ts:

1. Do not impose your personal opinions or judgments on parents' beliefs or understanding of ECCE.
2. Avoid interrupting or dismissing parents' perspectives, even if they differ from your own.
3. Do not pressurise parents to conform to specific views or opinions about ECCE.
4. Refrain from disclosing participants' personal information without their explicit consent.

Result:

The result of the practical activity would be a comprehensive report summarizing the level of awareness and understanding among parents in the community regarding the significance of ECCE. The report will highlight common themes, misconceptions, and areas of improvement identified during the discussions or surveys.

Learner's Observations:

Learners participating in the practical activity would be expected to make personal observations throughout the process. These observations may include recognizing the diversity of parental perspectives, understanding the barriers or challenges faced by parents in accessing ECCE, and gaining insights into effective communication strategies when discussing ECCE with parents.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- increased understanding of the awareness level and knowledge gaps among parents regarding ECCE.
- enhanced skills in facilitating discussions or surveys with community members.
- improved communication and empathy towards parents' perspectives on ECCE.
- ability to identify misconceptions and gaps in knowledge related to ECCE.
- appreciation of the importance of raising awareness and promoting understanding of ECCE.



4

PRACTICAL

Aim: Draw or prepare a poster/layout/pamphlet to bring awareness in a community on the theme 'Importance of all domains of development to ensure holistic development in children.'

Objectives:

After doing this practical, the learner will be able to:-

- create a visually appealing poster/layout/pamphlet to raise awareness in the community about the importance of all domains of development for holistic development in children;
- convey key messages and information effectively through the visual medium;
- engage community members and encourage their participation in promoting holistic development in children.

Pre-Requisites:

- Understanding of the different domains of child development (physical, cognitive, social-emotional, language and aesthetic).
- Familiarity with design principles and basic graphic design skills.
- Knowledge of the target audience and their cultural context.
- Access to appropriate tools and materials for designing the poster/layout/pamphlet.

Activity/Procedure:

1. Study the importance of all domains of development for holistic child development.

Module - 1

Early Childhood Learning and Development



Notes

Stages of Growth and Development

2. Determine or notedown all the key messages and information you want to convey in the poster/layout/pamphlet.
3. Decide on the format (poster, layout, or pamphlet) based on the target audience and the most effective means of communication in the community.
4. Plan the layout and design of the poster/layout/pamphlet, considering visual hierarchy, colour scheme, typography, and relevant imagery.
5. Create sketches or drafts to visualize the design before finalizing it.
6. Use design software or tools to create the poster/layout/pamphlet digitally or create it manually using art supplies.
7. Incorporate informative and visually appealing elements, such as graphics, illustrations, photographs, and concise text.
8. Ensure that the design is culturally sensitive, inclusive, and appropriate for the target audience.
9. Review and revise the design to ensure clarity, readability, and overall impact.

Do's and Don'ts:

Do's:

1. Use clear and simple language to convey the key messages effectively.
2. Incorporate visually appealing elements to attract attention and engage the audience.
3. Ensure that the design is culturally sensitive and inclusive, considering the diversity of the community.
4. Make the information easily readable and understandable for different age groups and literacy levels.
5. Seek feedback from others to improve the design and message effectiveness.

Don'ts:

1. Do not overload the poster/layout/pamphlet with excessive text or cluttered visuals.
2. Avoid using jargon or technical terms that may be unfamiliar to the target audience.
3. Do not include any discriminatory or offensive or provocative content.

4. Avoid using small fonts or colours that may hinder readability.
5. Do not rely solely on text; use visuals to enhance understanding and appeal.

Result:

The result of the practical would be a visually appealing and informative poster/layout/pamphlet that effectively communicates the importance of all domains of development for holistic child development. The printed materials will serve as a tool to raise awareness and promote discussion within the community.

Learner's Observations:

Learners participating in the practical activity would make personal observations throughout the process. These observations may include understanding the impact of visual design on communication effectiveness, recognizing the importance of cultural sensitivity in design, and gaining insights into the community's response to the awareness campaign.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- improved understanding of the visual communication process and design principles.
- enhanced skills in creating visually appealing and informative materials.
- increased knowledge of the importance of all domains of development in child development.
- ability to effectively convey messages and information through visual media.
- appreciation of the role of community engagement in promoting holistic development in children.



Module - 1

Early Childhood Learning and Development



5

PRACTICAL

Aim: Practical activity for Physical Development - Gross Motor skills enhancement.

Objectives:

After doing this practical, the learner will be able to:-

enhance children's gross motor skills by engaging them in outdoor play sessions and activities that promote running, jumping, hopping, crawling, balancing, and coordination.

Pre-Requisites:

- Familiarity with different gross motor skills and their importance in child development.
- Availability of suitable outdoor play area or open space.
- Basic understanding of safety guidelines for physical activities.

Activity/Procedure :

1. **Planning and Preparation:** Identify suitable outdoor play area and select age-appropriate activities that target various gross motor skills.
2. **Session Structure:** Design a schedule for outdoor play sessions, considering the duration and variety of activities.
3. **Warm-up:** Begin each session with a brief warm-up routine to prepare children's muscles and joints for physical activity.
4. **Running, Jumping, Hopping:** Organize games like tag, sack races, and jump rope to encourage running, jumping, hopping, and other related movements.

5. **Obstacle Courses:** Set up obstacle courses with cones, hoops, tunnels, and other objects to challenge children's crawling, balancing, and coordination abilities.
6. **Team Games:** Plan group games such as relay races, tug-of-war, or parachute play that promote teamwork and physical movement.
7. **Cool-down:** End each session with gentle stretching exercises and relaxation techniques.

Do's and Don'ts:

Do's:

1. Ensure age-appropriate and safe equipments and activities.
2. Monitor children's participation and provide guidance as needed.
3. Encourage positive interactions and teamwork among children.

Don'ts:

1. Push children beyond their physical capabilities.
2. Neglect proper warm-up and cool-down routines.
3. Overlook safety precautions during outdoor activities.

Result:

- Improved gross motor skills such as running, jumping, crawling, balancing, and coordination.
- Enhanced physical fitness and stamina among children.
- Increased confidence and willingness to participate in physical activities.

Learner's Observations:

- Select and adapt suitable outdoor activities.
- Ensure proper set up and organization of outdoor play sessions.
- Monitor and supervise children's participation.
- Address any safety concerns promptly.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

gain the ability to design and facilitate outdoor play sessions that promote gross motor skills development in children, fostering physical fitness, coordination, teamwork, and an understanding of safety considerations.

Early Childhood Learning and Development



Notes

Module - 1

Early Childhood Learning and Development



6

PRACTICAL

Aim: Practical activity for Physical Development-Fine Motor skills enhancement.

Objectives:

After doing this practical, the learner will be able to:-

enhance children's fine motor skills through activities that improve hand-eye coordination, fine motor control, and finger dexterity.

Pre-Requisites:

- Understanding of fine motor skill development stages and their importance.
- Availability of appropriate materials for drawing, coloring, painting, cutting, pasting, threading, lacing, and bead stringing activities.
- Knowledge of safety measures when using small objects.

Activity/Procedure :

1. **Activity Selection:** Choose a variety of activities that target different aspects of fine motor skill development.
2. **Materials Preparation:** Gather or collect art supplies (paper, crayons, markers, paint), scissors, glue, thread, beads, and other necessary materials).
3. **Drawing and Colouring:** Provide children with opportunities to draw, colour, and paint, using different tools to encourage precise hand movements and coordination.
4. **Cutting and Pasting:** Introduce activities to children involving cutting shapes and pasting them into paper to improve fine motor control and spatial awareness.



5. **Threading and Lacing:** Provide materials like shoe-laces and large beads for threading and lacing exercises, enhancing finger dexterity and hand-eye coordination.
6. **Guidance and Support:** Offer demonstrations and guidance as children engage in each activity to ensure they grasp using proper techniques.
7. **Progression:** Gradually increase the complexity of activities as children's skills improve.

Do's and Don'ts:

Do's:

1. Provide a variety of age-appropriate materials.
2. Offer positive reinforcement and encouragement.
3. Create a calm and focused environment for activities.

Don'ts:

1. Place excessive pressure on children to perform perfectly.
2. Use materials that could pose a choking hazard.
3. Overwhelm children with overly complex tasks.

Result:

- Improved fine motor skills such as drawing, cutting, threading, and finger dexterity.
- Enhanced hand-eye coordination and precise control over fine movements.
- Increased confidence in engaging with activities requiring fine motor skills.

Learner's Observations:

- Select appropriate activities based on children's developmental stage.
- Organize and prepare necessary materials.
- Provide guidance and assistance during activities.
- Monitor safety and address any concerns.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

acquire the ability to design and facilitate fine motor skill development activities that enhance children's hand-eye coordination, fine motor control, and finger dexterity, while also fostering their creativity and attention to detail.

Module - 1

Early Childhood Learning and Development



Notes

7

PRACTICAL

Aim: Enhancing children's needs and rights through health, hygiene, nutrition and security interventions.

1. Stakeholder Engagement:

Objectives:

After doing this practical, the learner will be able to:-

involve relevant stakeholders in the decision-making process regarding children's needs and rights, fostering a collaborative approach to child development.

Pre-Requisites:

- Identify key stakeholders, including local communities, parents, caregivers, health professionals, educators, local authorities, and non-governmental organizations.
- Develop a clear understanding of the purpose and goals of stakeholder engagement.

Activity/Procedure:

1. **Identification of Stakeholder:** Compile a comprehensive list of stakeholders relevant to the project or initiative.
2. **Stakeholder Mapping:** Categorize stakeholders based on their influence, interest, and involvement in the children's needs and rights.
3. **Communication Plan:** Develop a communication plan outlining how and when to engage each stakeholder group.
4. **Engagement Platforms:** Organize focus group discussions, surveys, and interviews as appropriate to gather insights and feedback from stakeholders.



5. **Stakeholder Meetings:** Schedule or organise meetings to share project updates, gather feedback, and discuss concerns.
6. **Collaborative Decision-Making:** Involve Stakeholders in co-creating strategies and solutions for addressing children's needs and rights.
7. **Feedback Loop:** Establish a system for continuous feedback and communication to ensure Stakeholder engagement remains ongoing.

Do's and Don'ts:

Do's:

1. Respect and value each stakeholder's perspective.
2. Maintain open and transparent communication.
3. Actively listen to feedback and suggestions.
4. Acknowledge and incorporate stakeholders' contributions into decision-making.

Don'ts:

1. Disregard or neglect stakeholder opinions.
2. Make decisions without involving relevant stakeholders.
3. Provide incomplete or biased information.

Result:

- Enhanced collaboration among stakeholders.
- Informed decision-making based on diverse perspectives.
- Improved implementation of strategies for children's well-being.

Learner's Observations :

- Research and identify relevant stakeholders.
- Develop communication and engagement strategies.
- Facilitate stakeholder's meetings and discussions.
- Analyze feedback and contribute to decision-making.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

understand the importance of stakeholders engagement in promoting children's needs and rights, and they will acquire skills in effectively involving diverse stakeholders to achieve shared goals.

Module - 1

Early Childhood Learning and Development



8

PRACTICAL

Aim: Awareness campaign on personal hygiene, sanitation, and preventive health practices among children.

Objectives:

After doing this practical, the learner will be able to:-

- raise awareness among children about the significance of personal hygiene, sanitation, and preventive health practices;
- instill healthy habits and behaviors that contribute to their overall well-being.

Pre-Requisites:

- Understanding of the importance of personal hygiene, sanitation, and preventive health practices.
- Access to educational materials, visuals, and resources related to hygiene and health.
- Consideration of age-appropriate content and communication strategies.

Activity/Procedure:

1. **Content Development:** Create engaging and age-appropriate educational materials, such as posters, videos, e-content, interactive presentations, and storytelling scripts.
2. **Message Clarity:** Ensure that the messages are clear, concise, and easy for children to understand.



3. **Visual Aids:** Incorporate visuals, diagrams, and illustrations in print and / or e-content form to reinforce key concepts.
4. **Interactive Sessions:** Plan interactive sessions using multimedia tools to present the importance of personal hygiene, sanitation, and health practices.
5. **Role-Playing:** Organize role-playing activities to help children understand proper hygiene routines and healthy behaviours.
6. **Group Discussions:** Facilitate group discussions to address children's questions and concerns regarding hygiene and health.
7. **Hands-on Demonstrations:** Conduct practical demonstrations of handwashing, toothbrushing, and other hygiene practices.
8. **Collaborative Projects:** Encourage children to create posters, slogans, or artwork related to hygiene and health.

Do's and Don'ts:

Do's:

1. Prepare or select content as per the age and comprehension level of the children.
2. Use creative and engaging communication methods.
3. Foster a non-judgmental environment to encourage participation and questions.

Don'ts:

1. Present complex or harsh information that might frighten children.
2. Use medical jargon or language that is difficult for children to understand.
3. Disregard cultural sensitivities when discussing personal hygiene topics.

Result:

- Increased awareness and understanding among children about personal hygiene, sanitation, and preventive health practices.
- Adoption of healthier habits and routines by children.
- Improved hygiene practices within families and communities.

Learner's Observations:

- Develop age-appropriate educational content and materials.
- Plan and organize interactive sessions and activities.

Module - 1

Early Childhood Learning and Development



Notes

Needs and Rights of Children (Health Hygiene, Nutrition, and Security)

- Facilitate discussions and engage children in learning.
- Ensure a safe and inclusive environment for all participants.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

gain the ability to design and implement effective awareness campaigns that educate children about personal hygiene, sanitation, and preventive health practices. They will also understand how to communicate complex health-related information in a child-friendly and engaging manner.

- i) Was this response better or worse?
- ii) Better Worse Same



9

PRACTICAL

Aim: Observing a two years old infant to study the milestones achieved.

Objectives:

After doing this practical, the learner will be able to:-

- recollect and list the expected milestones of a two years old;
- identify whether expected milestones have been achieved by the child/infant;
- list the milestones expected but not yet achieved;
- suggest some activities to help the child to achieve all expected milestones.

Pre-Requisites:

- The learners will be aware of milestones expected of a two years old infant.
- The learners will be able to identify developmental delays and suggest some major activities to the caretaker to help the child to achieve the expected milestones.
- Materials Required - Pencil, pen, sketch pen, rubber, ruler, sharpener, chart sheet.

Activity/Procedure:

Write the following on a chart paper and provide space to fill in the specific details:

Name of the child:

Date of birth:

Module - 1

Early Childhood Learning and Development



Notes

Stages of Child Development and Learning (Infancy To Toddlerhood)

Place of observation:

(ii) List of expected milestones of the case:

S. No.	Expected Milestone	Present Status		Remarks
		Yes	No	
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Do's and Don'ts:

Do's:

1. Observe the infant in the presence of the caretaker.
2. Observe the infant in natural surroundings and environment.

Don'ts

1. Do not make the infant or the caretaker conscious in any way.
2. Do not discuss the delay or absence of any milestone with the caretaker during the observations.

Result :

- Analyse all delays observed and possible factors leading to these delays.
- Assess for sharp deviations or absence of milestones.

- Discount for some normally delayed development.
- Discuss possible reasons for these delays with concerned caretakers.

Learner's Observations:

During the activity, learners should record their observations, including:

- Physical.....
- Social.....
- Emotional.....
- Language.....

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- understand the expected milestones of a two year old infant.
- identify whether expected milestones have been achieved by the child.
- recommend activities to help the child to achieve all expected milestones.

Module - 1

Early Childhood Learning and Development



Notes

Module - 1

Early Childhood Learning and Development



10

PRACTICAL

Aim: Exploring social and emotional development of children in an ECCE setting.

Objectives:

After doing this practical, the learner will be able to:-

- introduce children to various emotions and their expression through pictures;
- enhance children understanding of social interactions and emotional development in preschool-aged children;
- provide a hands-on experience of role-playing scenarios that promote sharing, empathy and comforting.

Pre-Requisites:

- Basic understanding of early childhood development, including social and emotional milestones.
- Familiarity with common emotions and their expressions.
- Availability of appropriate pictures depicting emotions.

Activity/Procedure :

Step 1: Emotion Illustration

- Display pictures depicting different emotions (happy, sad, excited, scared) on a board or screen.
- Explain each emotion and encourage participants to discuss possible scenarios where children might experience these feelings.



Step 2: Role-Play Exercises

- Divide participants into pairs or small groups.
- Provide each pair with a scenario (e.g., sharing a toy, taking turns, comforting a friend) to role-play.
- Allow participants time to improvise their role-play scenarios.

Step 3: Group Discussion

- Facilitate a discussion on the importance of social interactions and emotional understanding during the Pre-School years.
- Invite participants to share their observations from the role-play exercises and discuss strategies for fostering positive social and emotional development.

Do's and Don'ts:

Do's:

1. Create a safe and supportive environment for participants to engage in role-play without judgment.
2. Encourage active participation and open sharing of experiences and insights.
3. Provide clear instructions for the role-play scenarios to avoid confusion.

Don'ts:

1. Don't force anyone to participate in role-play if they are uncomfortable.
2. Don't focus solely on negative emotions; ensure a balanced exploration of different feelings.

Result:

- Participants gain a deeper understanding of emotions and their relevance in early childhood development.
- Enhanced awareness of the role of social interactions in fostering emotional understanding.
- Improved skills in facilitating positive social interactions and emotional expression in preschool-aged children.

Learner's Observations:

- Actively engage in role-play activities and discussions.

Module - 1

Early Childhood Learning and Development



Notes

Child Development during Pre-Schooling Years

- Contribute to the group discussion by sharing insights and reflections.
- Respectfully support and encourage peers during role-play exercises.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

participants will develop the ability to recognize and discuss various emotions, understand their significance in social and emotional development, and apply effective strategies to promote positive interactions and emotional expression in preschool-aged children.



11

PRACTICAL

Aim: Nurturing creativity and artistic expression in children.

Objectives:

After doing this practical, the learner will be able to:-

- engage participants in a hands-on artistic activity to explore their own creativity;
- demonstrate the importance of art in fostering self-expression and creativity in preschool-aged children.

Pre-Requisites:

- Basic understanding of the role of creativity and artistic expression in early childhood development.
- Availability of a variety of art supplies (e.g., paper, crayons, markers, glue, scissors).

Activity/Procedure :

Step 1: Artistic Exploration

- Distribute a range of art supplies to each participant (paper, crayons, markers, glue, etc.).
- Instruct participants to create a simple artwork using their imagination. Encourage them to explore colours, shapes, and patterns freely.

Step 2: Group Discussion

- Gather participants and their completed artworks.

Module - 1

Early Childhood Learning and Development



Child Development during Pre-Schooling Years

- Lead a discussion on the significance of art activities in nurturing creativity and self-expression among Pre-Schoolers.
- Invite participants to share their experiences during the creative process.

Do's and Don'ts:

Do's :

1. Provide a variety of art supplies to cater to different creative preferences.
2. Encourage participants to experiment and take risks in their artwork.
3. Facilitate a non-judgmental environment where all artistic expressions are respected.

Don'ts:

1. Don't impose specific guidelines or instructions; allow participants to express themselves freely.
2. Don't compare or evaluate participants' artwork; focus on the process and individual creativity.

Result:

- Participants experience the joy and satisfaction of creative expression through art.
- Enhanced understanding of how art activities encourage imagination and self-expression in pre-schoolers.
- Improved ability to facilitate art-based activities that nurture creativity in young children.

Learner's Observations:

- Actively engage in the art-making process and explore personal creativity.
- Participate in the group discussion by sharing thoughts, insights, and reflections.
- Encourage and support peers in their artistic endeavours.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

participants will gain insights into the role of creativity and artistic expression in pre-school development. They will understand how to create an inclusive and open environment that fosters children's creative exploration and self-expression.



1

PRACTICAL

Aim: Observe and create a diversity profile of your neighbourhood.

Objectives:

After doing this practical, the learner will be able to:-

- explain the diversity in the society;
- comprehend the diversity in the learning process.

Pre-Requisites:

- The learners should be aware of the term diversity.
- The learners should be able to identify the diversity in the learning.
- Materials Required - pencil, pen, sketch pen, rubber, ruler, sharpener, chart sheet.

Activity/Procedure:

Write the following on a chart paper providing space to fill in the specific details:

- Number of families.
- Place of observation.

The following format may be useful:

Factors of diversity	Number of families
Race	

Module - 2

ECCE Organization and Management



Notes

Elements of Effective Ecce Programme

Ethnicity	
Gender	
Religion	
Food	
Language	

Do's and Don'ts:

Do's:

1. Observe diversity in your neighbourhood.
2. Create a diversity profile of your neighbourhood by yourself.

Don'ts

1. Do not make your neighbourhood conscious in any way.

Result:

- Analyse the causes of diversity in the society.
- Analyse the merits and demerits of diversity in the society.

Learner's Observations:

During the observation, learners should record their observations, including:

- Race.....
- Ethnicity.....,
- Gender.....
- Religion.....
- Food.....
- Language.....

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- understand the diversity in the society.
- understand the diversity in the learning process.



2

PRACTICAL

Aim : Compiling essential qualifications and skills for ECCE teachers and personnel.

Objectives:

After doing this practical, the learner will be able to:-

- understand the local regulations and guidelines regarding the qualifications and skills required for Early Childhood Care and Education (ECCE) teachers and personnel;
- identify and compile a comprehensive list of essential qualifications and skills needed for ECCE teachers and personnel;
- enhance participants' awareness of the importance of meeting the criteria for effective early childhood education.

Pre-requisites:

Basic understanding of early childhood education concepts and familiarity with local education regulations and guidelines.

Activity/Procedure:

Step 1: Introduction (15 minutes)

- Discuss the significance of having well-qualified and skilled teachers and personnel at ECCE Centre (Early Childhood Education) Highlight the impact of qualified educators on children's learning and development.

ECCE Organization and Management



Step 2: Reviewing Regulations (30 minutes)

- Provide participants with a copy of the local regulations and guidelines regarding qualification ECCE teachers and personnel. Have them review the document to understand the stipulated criteria.

Step 3: Brainstorming (20 minutes)

- Divide participants into small groups. Each group brainstorms and discusses the qualifications and skills they believe are crucial for ECCE teachers and personnel based on the regulations and guidelines.

Step 4: Compilation (40 minutes)

- Each group compiles a list of essential qualifications and skills based on their brainstorming session and the information from the regulations and guidelines.

Step 5: Presentation and Discussion (30 minutes)

- Groups present their compiled lists to the whole group. Facilitate a discussion on the commonalities and differences among the lists. Encourage participants to share insights from their discussions.

Do's and Don'ts:

Do's:

1. Accuracy: Ensure that the compiled list aligns with the local regulations and guidelines.
2. Inclusivity: Consider a diverse range of qualifications and skills, including both academic and interpersonal attributes.
3. Discussion: Encourage open and healthy discussions among group members while brainstorming and compiling the list.

Don'ts:

1. Assumptions: Do not assume qualifications or skills that are not explicitly mentioned in the regulations and guidelines.
2. Bias: Avoid biases based on personal opinions; focus on objective criteria.

Result:

Participants gain a clear understanding of the essential qualifications and skills required for ECCE teachers and personnel according to local regulations. They also realize the

importance of adhering to these criteria for providing high-quality early childhood education.

Learner's Observations:

Participants observe the intricate connection between regulations and the quality of early childhood education. They also understand the complexity of defining a comprehensive set of qualifications and skills.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- participants learn to interpret and apply local regulations and guidelines in the context of qualifications and skills for ECCE teachers and personnel.
- they identify a range of qualifications and skills needed for effective early childhood education.
- participants appreciate the impact of having well-qualified educators on children's development and learning outcomes.
- learners recognize the importance of meeting established criteria to ensure the quality of ECCE programmes.
- participants gain insights into the regulatory aspects of the ECCE field and their role in maintaining professional standards.

**Notes**

Module - 2

ECCE Organization and Management



3

PRACTICAL

Aim: Develop a case study of the ECCE staff.

Objectives:

After doing this practical, the learner will be able to:-

- understand the role and responsibilities of Early Childhood Care and Education (ECCE) staff members;
- analyze the challenges and opportunities faced by ECCE staff in their profession;
- enhance critical thinking and problem-solving skills by examining a real-life case.

Pre-requisites:

Basic knowledge of the early childhood education field and familiarity with the roles of ECCE staff.

Activity/Procedure:

Step 1: Introduction (15 minutes)

- Begin by discussing the importance of understanding the role and experience of ECCE staff in providing quality early childhood education. Highlight the significance of empathy and critical analysis in this activity.

Step 2: Developing the Case Study (40 minutes)

- Divide participants into small groups and provide them with guidelines to develop a case study of an ECCE staff member. They can either create a fictional scenario or base it on a real person (with sensitive information kept confidential).



- **Case Background:** Describe the ECCE staff member's background, including qualifications, experience, and work environment.
- **Roles and Responsibilities:** Outline the roles and responsibilities of the staff member of the ECCE Center.
- **Challenges and Opportunities:** Identify the challenges they face (e.g., managing diverse children's needs, communicating with parents) and the opportunities they have (e.g., professional development, creative teaching methods).
- **Scenarios:** Create scenarios that highlight specific situations the staff member might encounter (e.g., handling a child's emotional outburst, resolving conflicts among students).

Step 3: Sharing and Discussion (30 minutes)

- Each group presents their case study to the whole group. After each presentation, open the floor for questions and discussions. Encourage participants to analyze the presented case studies critically.

Do's and Don'ts:**Do's:**

1. Ensure that the case study is respectful and maintains confidentiality.
2. Encourage participants to think creatively while developing scenarios.
3. Promote thoughtful discussions and active engagement.
4. Create an inclusive environment where all participants can share their opinions.

Don'ts:

1. Don't use real names or personal information in the case studies.
2. Don't focus solely on negative scenarios; also highlight positive aspects.
3. Don't judge or criticize the content of the case studies; encourage constructive feedback.

Result:

Through the case studies, participants gain insights into the multifaceted nature of an ECCE staff member's role. They learn to appreciate the challenges and opportunities faced by educators in this field.

Learner's Observations:

Participants observe the diverse responsibilities ECCE staff have and how they handle

ECCE Organization and Management



various situations. They also note the importance of empathy, patience and adaptability in this profession.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- participants understand the roles and responsibilities of the staff in early childhood education.
- they analyze the challenges and opportunities encountered by the ECCE staff.
- participants enhance critical thinking skills by developing case studies and discussing them.
- learners appreciate the importance of effective communication and problem-solving in ECCE settings.
- participants reflect on the qualities required to excel as an ECCE staff member and develop empathy for their experiences.



4

PRACTICAL

Aim: Talk to 5 ECCE teachers and list out the role they perform.

Objectives:

After doing this practical, the learner will be able to:-

- gain insight into the various tasks and duties performed by ECCE teachers in their daily work;
- recognize the importance of ECCE teachers in promoting children's development and learning.

Pre-Requisites:

Identification of ECCE teachers who are willing to participate in the interview.

- preparation of interview questions to inquire about the roles and responsibilities of ECCE teachers
- scheduling interviews with the selected ECCE teachers
- obtaining consent from the teachers to participate in the interview

Activity/Procedure:

1. Contact ECCE Centres/Pre-Schools to seek permission and assistance in identifying willing ECCE teachers for the interview.
2. Prepare a set of interview questions focusing on the roles and responsibilities of ECCE teachers.



Notes

3. Schedule interviews with five ECCE teachers, either in person or through phone/video calls.
4. Conduct the interviews, ensuring a comfortable and open environment for the teachers to share their experiences and insights.
5. Take notes or record the responses provided by the teachers during the interviews.

Do's and Don'ts:

Do's:

1. Listen attentively to the teachers during the interview.
2. Encourage open and honest responses without any judgment or bias.
3. Ask follow-up questions to gain a deeper understanding of their roles and responsibilities.
4. Respect the privacy and confidentiality of the teachers' information.
5. Thank the teachers for their time and participation in the interview.

Don'ts:

1. Do not interrupt the teachers while they are expressing their thoughts.
2. Avoid imposing personal opinions or judgments during the interview.
3. Do not disclose or share any personal information of the teachers without their consent.
4. Refrain from asking leading or suggestive questions that may influence the teachers' responses.
5. Avoid rushing through the interview; give the teachers enough time to provide detailed answers.

Result:

The result of the practical will be a compiled list of the roles and responsibilities identified from the interviews with the ECCE teachers. This information will provide insights into the multifaceted nature of their work and the significant contributions they make in the field of **Early Childhood Care and Education**.



Learner's Observations:

As a learner, you should actively listen to the teachers' responses and make detailed observations about the various roles and responsibilities they mention. Take note of any recurring themes or patterns in their answers to identify common aspects of their work.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- understand the diverse roles and responsibilities of ECCE teachers in promoting children's development and learning.
- recognize the significance of ECCE teachers in creating a supportive and nurturing environment for young children.
- identify the skills and knowledge required to fulfil the roles of an ECCE teacher effectively.
- appreciate the dedication and commitment of ECCE teachers in their profession.
- gain insights into the challenges and rewards associated with being an ECCE teacher.

Module - 2

ECCE Organization and Management



Notes

5

PRACTICAL

Aim: Discuss with 5 school heads regarding in-service teacher training programmes organised by them for ECCE teachers . Analyse whether these training programmes were adequate in terms of their role in catering to the development of children . Prepare a report.

Objectives:

After doing this practical, the learner will be able to:-

- discuss and gather information from five school heads regarding the in-service teacher training programmes organized for the ECCE teachers;
- analyse the adequacy of these training programmes in terms of their role in catering to the development of children;
- identify the strengths and weaknesses of the training programmes and suggest improvements if necessary.

Pre-Requisites:

- Identification of five school heads who are willing to participate in the discussion.
- Preparation of a set of interview questions to inquire about the in-service teacher training programmes.
- Scheduling discussions with the selected school heads.
- Obtaining consent from the school heads to participate in the discussion.

Activity/Procedure

1. Contact schools or educational institutions to seek permission and assistance in identifying willing school heads for the discussion.
2. Prepare a set of discussion questions focusing on the in-service teacher training programmes for ECCE teachers.
3. Schedule discussions with the five school heads, either in person or through phone/video calls.
4. Conduct the discussions, ensuring a conducive and open environment for the school heads to share their experiences and insights.
5. Take notes or record the responses provided by the school heads during the discussions.

Do's and Don'ts:

Do's:

1. Listen attentively to the school heads during the discussions.
2. Encourage open and honest responses without any judgment or bias.
3. Ask follow-up questions to gain a deeper understanding of their training programmes.
4. Respect the privacy and confidentiality information of the school heads.
5. Thank the school heads for their time and participation in the discussions.

Don'ts:

1. Do not interrupt the school heads while they are expressing their opinion.
2. Avoid imposing personal opinions or judgments during the discussions.
3. Do not disclose or share any personal information of the school heads without their consent.
4. Refrain from asking leading or suggestive questions that may influence the response of school heads.
5. Avoid rushing through the discussions ; give the school heads enough time to provide detailed answers.

Result:

The result of the practical will be a compiled report summarizing the discussions with the school heads. The report will analyse the adequacy of the in-service teacher training programmes in terms of their role in catering to the development of children. It will





highlight the strengths and weaknesses of the programmes and provide suggestions for improvement if necessary.

Learner's Observations:

As a learner, you should actively listen to the school heads' responses and make detailed observations about their training programmes. Take note of any recurring themes or patterns in their answers and consider the strengths and weaknesses identified. Reflect on the effectiveness of the training programmes in addressing the development of children.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- understand the importance of in-service teacher training programmes for ECCE teachers.
- recognize the role of school heads in organizing and implementing effective training programmes.
- analyse the adequacy of training programmes in catering to the development of children.
- identify the strengths and weaknesses of the training programmes and suggesting improvements.
- gain insights into the challenges and best practices associated with in-service teacher training for ECCE teachers.



6

PRACTICAL

Aim: Sample format for gathering feedback from parents and guardians of children at an ECCE Centre.

Feedback Gathering Method: Survey

Objectives:

After doing this practical, the learner will be able to:-

assess parents' and guardians' satisfaction levels and gather valuable suggestions for improvement to enhance the quality of the ECCE Centre.

Pre-Requisites:

- Clear understanding of the purpose of the feedback gathering.
- Familiarity with survey design principles and tools.
- Availability of resources for survey distribution and collection.

Activity/Procedure:

Step 1: Survey Design

- Define the key areas for assessment, such as curriculum, facilities, communication, and overall satisfaction.
- Develop a mix of closed-ended questions (rating scales, multiple choice) and open-ended questions to capture both quantitative and qualitative feedback.
- Create a clear and concise survey that is easy to understand and complete.

Module - 2

ECCE Organization and Management



Notes

Supervision and Monitoring in context of an ECCE Centre

Sample format of items such as :

Parent and Guardian Feedback Form: Enhancing ECCE Centre Quality

Date: _____ ECCE Centre: _____

Child's Name: _____ Age: _____ Class/Group: _____

Parent/Guardian Name: _____ Contact Information: _____

Instructions: Your feedback is valuable to us! Please take a few minutes to complete this form. Your responses will help us enhance the quality of our ECCE Centre and provide the best possible learning experience to your child.

Section 1: Overall Satisfaction Please rate your overall satisfaction with the ECCE Centre on a scale of 1 to 5, with 1 being "Not Satisfied" and 5 being "Very Satisfied."

- Curriculum and Learning Activities: 1 2 3 4 5
- Classroom Environment: 1 2 3 4 5
- Communication and Updates: 1 2 3 4 5
- Health and Safety Measures: 1 2 3 4 5
- Staff Interaction and Support: 1 2 3 4 5

Section 2: Specific Feedback

- What aspects of the ECCE Centre do you find most beneficial for your child's development?
- Are there any areas of improvement you would like to highlight? Please provide specific suggestions or concerns.

Section 3: Involvement and Engagement

- Have you participated in any ECCE Centre event or activity? (Yes/No)
- If yes, please share your thoughts on the events/activities you have attended.

Step 1: Survey Distribution

- Decide on the method of survey distribution (online platform, email, physical copies).
- Provide a brief introduction to the survey, explaining its purpose and importance.



- Ensure that parents and guardians have access to the survey and understand how to participate.

Step 2: Data Collection

- Set a reasonable deadline for survey responses.
- Regularly monitor and collect survey responses to ensure accurate data collection.
- Ensure anonymity and confidentiality of respondents' feedback.

Step 3: Data Analysis and Action

- Analyze the collected data to identify trends, patterns, and areas of concern.
- Group and categorize open-ended responses for deeper insights.
- Develop action plans based on the feedback received, outlining specific steps for improvement.

Do's and Dont's:

Do's:

1. Provide clear instructions and explanations about the survey's purpose of the survey.
2. Ensure that the survey is user-friendly and can be completed within a reasonable time frame.
3. Encourage honest and constructive feedback from parents and guardians.

Dont's:

1. Don't burden respondents with too many questions; keep the survey concise.
2. Don't ask leading or biased questions that might influence responses.

Result:

- Comprehensive data reflecting parents' and guardians' satisfaction levels, preferences, and suggestions for improvement.
- Informed decision-making for enhancing various aspects of the ECCE Centre based on collected feedback.
- Improved communication and collaboration between the ECCE Centre and parents/guardians.



Notes

Learner's Observations :

- Design the survey questionnaire with appropriate close-ended and open-ended questions.
- Coordinate the distribution of the survey to parents and guardians.
- Compile and analyze the survey responses to extract meaningful insights.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

gain the skills to design and implement effective surveys for gathering feedback from parents and guardians. They will understand the importance of feedback in driving positive changes and enhancing the quality of early childhood education.



7

PRACTICAL

Aim : Designing comprehensive assessment tools for supervision of ECCE Centre.

Objectives:

After doing this practical, the learner will be able to:-

- equip learners with skills to develop comprehensive assessment tools;
- enable systematic and thorough supervision of all aspects of an ECCE Centre;
- create assessment instruments that accurately;
- evaluate different components of the centre;
- ensure compliance with standards and regulations in ECCE.

Pre-Requisite:

- Understanding of the key components and objectives of early childhood education.
- Familiarity with assessment concepts, criteria, and methods.
- Access to relevant guidelines, standards, and resources for ECCE assessment.

Activity/Procedure:

Step 1: Identify Assessment Areas and Criteria

- **Research:** Gather information on the different aspects of an ECCE Centre to be assessed, such as classroom environment, teaching methodologies, health and safety practices, and student engagement.
- **Criteria Definition:** Define specific criteria and indicators for each assessment area based on best practices and standards.



Step 2: Tool Design and Development

Checklist Creation: Develop a checklist for each assessment

For instance sample list: check items for class room facilities at ECCE Centre can be :

Classroom Facilities Assessment Checklist

Date of Assessment: _____ **Assessor:** _____

Classroom Information:

- Classroom Name/Number: _____
- Age Group: _____

Physical Environment:

- adequate lighting to support various activities
- well-ventilated and comfortable temperature
- child-friendly furniture and seating arrangements
- safe and accessible entry and exit points
- proper storage for materials, supplies, and children's belongings

Safety Measures:

- child safety proof outlets, switches, and cords
- securely anchored furniture and equipment
- fire extinguisher and emergency exits clearly marked
- first aid kit readily available and accessible
- unobstructed pathways and clear walkways

Hygiene and Cleanliness:

- clean and well-maintained floors, walls, and surfaces
- regular sanitation and cleaning routines
- availability of handwashing stations with soap and water
- adequate and child-friendly restroom facilities



Learning Resources:

- age-appropriate learning materials and resources
- visual aids, posters, and educational displays
- varied and stimulating educational toys and manipulatives
- well-organized reading corner with age-appropriate books

Seating and Arrangement:

- child-sized chairs and tables suitable for various activities
- flexible seating options to accommodate different learning styles
- arrangement that promotes interaction, collaboration, and engagement

Technology and Media:

- age-appropriate and safe technological devices (if applicable)
- controlled access to digital resources and media

Health and Wellbeing:

- accessible drinking water and healthy snack options
- quiet and comfortable area for rest or nap time (if applicable)
- space for gross motor activities and movement

Decoration and Aesthetics:

- child-friendly and attractive decor that reflects diverse cultures and interests
- Use of vibrant colours, artwork, and displays

Step 3: Pilot Testing and Refinement

- **Sample Selection:** Choose a representative sample of ECCE Centre settings for pilot testing.
- **Administer Assessments:** Implement the designed tools in real ECCE Centre settings, gathering data through observations, surveys, and interviews.
- **Data Collection:** Collect and record assessment data, ensuring accuracy and consistency.
- **Analysis and Refinement:** Analyze the collected data to identify areas for improvement in the assessment tools. Refine the tools for clarity and effectiveness based on feedback.



Do's and Dont's:

Do's:

1. Conduct thorough research to ensure that assessment criteria are aligned with ECCE goals.
2. Ensure that the assessment tools are user-friendly and adaptable to different contexts.
3. Involve multiple stakeholders, including teachers, administrators, and parents, in the tool design and testing process.

Dont's:

1. Don't overload the tools with too many criteria; prioritize the most relevant and impactful aspects.
2. Don't rely solely on quantitative data; incorporate qualitative insights for a comprehensive assessment.

Result:

- Comprehensive assessment tools designed to evaluate various aspects of the ECCE Centre effectively.
- Enhanced understanding of the ECCE Centre's strengths and areas needing improvement.
- Improved quality of early childhood education through data-informed decision-making.

Learner's Observations:

- Conduct in-depth research on assessment concepts and ECCE goals.
- Develop clear and organized assessment tools for each identified area.
- Coordinate pilot testing, data collection, and analysis.
- Reflect on feedback and refine the tools for optimal use.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

acquire the skills to design comprehensive assessment tools that enable a thorough evaluation of an ECCE Centre's components. They will understand the significance of data-driven improvement in providing high-quality early childhood education and enhancing the overall learning environment.

8

PRACTICAL



Aim: Conduct assessment of outdoor play equipment of an ECCE Centre.

1. Draw up a list of the criteria to be assessed.
2. Describe the different levels of assessment.
3. Analyse available data pertaining to equipment and draw references.
4. Write a report on the data , mention conclusions and give suggestions.

Note : You can rank and do the assessment on the basis of the criteria given below :

1. Ideal
2. Sufficient
3. Lacking

Objectives:

After doing this practical, the learner will be able to:-

- assess the outdoor play equipment of an ECCE (Early Childhood Care and Education) Centre;
- evaluate the suitability and safety of the equipment;
- identify areas of improvement and make suggestions for enhancing the outdoor play environment.

Pre-Requisites :

- Familiarity with the ECCE Centre's outdoor play area and equipment.



Notes

- knowledge of safety guidelines and standards for outdoor play equipment
- Understanding of the developmental needs of children in the target age group.

Activity/Procedure:

1. Familiarize yourself with the outdoor play equipment available at the ECCE Centre.
2. Create a checklist or list of criteria to assess the equipment (see below).
3. Visit the outdoor play area and carefully evaluate each piece of equipment against the established criteria.
4. Note down observations and gather relevant data during the assessment.
5. Analyze the collected data and draw references to identify patterns or trends.

Do's and Don'ts:

Do's:

1. Thoroughly examine each piece of equipment for any signs of damage, wear and tear, or potential hazards.
2. Consider the age appropriateness and developmental benefits of each equipment.
3. Evaluate the overall maintenance and cleanliness of the outdoor play area.
3. Take notes and document your observations during the assessment.

Don't:

1. Disassemble or modify any equipment during the assessment.
2. Overlook any potential safety concerns or hazards.
3. Jump to conclusions without considering all relevant factors.

Result:

Based on the assessment, the outdoor play equipment can be categorized into three levels:

- **Ideal:** Equipment that meets or exceeds all safety guidelines and provides optimal developmental benefits for children.
- **Sufficient:** Equipment that meets most safety standards and adequately supports children's developmental needs.

- **Lacking:** Equipment that falls short in terms of safety, maintenance, or age appropriateness, requiring improvement or replacement.

Learner's Observations:

During the assessment, learners should record their observations, including:

- detailed description of each piece of equipment
- identification of any safety hazards or maintenance issues
- assessment of the age appropriateness and developmental benefits of the equipment
- overall impressions and recommendations for improvement

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- understanding the importance of assessing outdoor play equipment in an ECCE Centre.
- familiarity with safety guidelines and standards for outdoor play equipment.
- ability to evaluate the suitability and developmental benefits of different types of equipment.
- skills in analyzing data and drawing references to make informed conclusions and suggestions for improvement.



Notes

Module - 2

ECCE Organization and Management



Notes

9

PRACTICAL

Aim: Examine ways of maintaining learning equipment at an ECCE Centre with the help of a self-constructed tool such as ranking and assessment of the items on the basis of the criteria given below:

1. Ideal
2. Sufficient
3. Lacking

The factors to be assessed :

- regular cleaning
- regular repair
- proper storage after use
- regular painting of blackboards and slates
- materials such as blackboards which cannot be kept in almirahs covered with a cloth after use
- preventing any wastage
- using paints, sketch pens, etc. with care and closing their lids/ caps tightly after use

Objectives:

After doing this practical, the learner will be able to:-

- examine ways of maintaining learning equipment at an ECCE (Early Childhood Care and Education) Centre;

- assess the condition and upkeep of various learning materials and tools;
- rank and assess the items based on criteria such as Ideal, Sufficient, and Lacking;
- identify areas for improvement and propose strategies for maintaining learning equipment effectively.

Pre-Requisites:

- Familiarity with the learning equipment and materials used in an ECCE Centre.
- Knowledge of proper maintenance practices for learning tools.
- Understand of the importance of cleanliness, repair, and storage in maintaining learning equipment.

Activity/Procedure

1. Gather a variety of learning equipment and materials used in the ECCE Centre.
2. Create a checklist or list of criteria to assess the maintenance of the items (see below).
3. Examine each item individually and evaluate its condition and maintenance based on the established criteria.
4. Rank and assess each item as Ideal, Sufficient, or Lacking according to its level of maintenance.
5. Take notes and document your observations during the assessment.

Do's and Don'ts:**Do's:**

1. Inspect each item carefully for signs of wear and tear, damage, or poor maintenance.
2. Evaluate the cleanliness and repair status of each learning tool.
3. Consider the proper storage practices for each item after use.
4. Note down any suggestions or recommendations for improving maintenance practices.

Don't:

1. Disassemble or modify any learning equipment during the assessment.



Notes



2. Overlook any potential issues related to cleanliness, repair, or storage.
3. Ignore safety precautions when handling or evaluating the items.

Result:

Based on the assessment, the learning equipment can be categorized into three levels:

- **Ideal:** Items that are well-maintained, regularly cleaned, repaired when necessary, and stored properly after use.
- **Sufficient:** Items that meet basic maintenance requirements but may require minor improvements or more consistent upkeep.
- **Lacking:** Items that show signs of neglect, poor maintenance, or improper storage, requiring immediate attention and improvement.

Learner's Observations:

During the assessment, learners should record their observations, including:

- descriptions of each learning tool and its current condition
- identification of any maintenance issues or concerns
- ranking and assessment of each item based on the established criteria
- suggestions or recommendations for improving maintenance practices

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- understanding the importance of maintaining learning equipment in an ECCE Centre.
- knowledge of proper cleaning, repair, and storage practices for learning tools.
- ability to assess and rank items based on established criteria.
- skills in identifying areas for improvement and proposing strategies for maintaining learning equipment effectively.



10

PRACTICAL

Aim: Community meetings for promoting Early Childhood Education.

Objectives:

After doing this practical, the learner will be able to:-

- emphasize the significance of Early Childhood Care and Education within the community;
- gather valuable feedback and insights from community members;
- engage community members in collaborative decision-making processes regarding Early Childhood Care and Education initiatives.

Pre-Requisites:

- Understanding of the importance of Early Childhood Care and Education and its benefits.
- Identification of key community members, leaders, and stakeholders.
- Availability of suitable meeting spaces and materials for presentations.

Activity/Procedure:

1. **Meeting Planning:** Schedule and organize regular community meetings, considering convenient timings for maximum participation.
2. **Agenda Preparation:** Develop a clear agenda that highlights the importance of Early Childhood care and Education includes time for discussions and feedback.

ECCE Organization and Management



3. **Information Dissemination:** Prepare informative materials, presentations and success stories to share during the meeting.
4. **Interactive Discussions:** Facilitate open discussions about the benefits of early childhood education, addressing questions, concerns, and misconceptions.
5. **Feedback Collection:** Create opportunities for community members to provide feedback, suggestions, and ideas for improving Early Childhood Care and Education initiatives.
6. **Decision-Making:** Involve community members in decision-making processes related to programmes, resources, and strategies for promoting early childhood education.
7. **Action Planning:** Collaboratively develop action plans to implement proposed initiatives and encourage community involvement.

Do's and Don'ts:

Do's:

1. Foster a healthy respectful and inclusive environment for discussions.
2. Present information in a clear and relatable manner.
3. Acknowledge and appreciate community members' perspectives and contributions.

Don'ts:

1. Dominate discussions or dismiss community members' opinions.
2. Burden participants with technical jargon or complex information.
3. Rush through discussions or limit community input.

Result:

- Increased awareness and understanding of the benefits of Early Childhood Care and Education among community members.
- Valuable insights and feedback to refine and tailor education initiatives.
- Strengthened community ownership and commitment to Early Childhood Care and Education.

Learner's Observations :

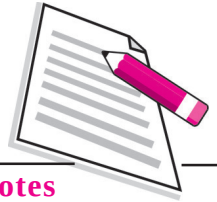
- Plan and organize community meetings, including setting agendas.

- Prepare informative materials and presentations.
- Facilitate discussions and create a conducive atmosphere for engagement.
- Document feedback and outcomes for future reference.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

develop the ability to initiate and lead community meetings that effectively communicate the importance of **Early Childhood Care and Education**, gather insights from community members, and involve them in decision-making processes. This will help learners understand the role of community collaboration in shaping educational initiatives.



Notes



11

PRACTICAL

Aim: Parent volunteers programme involving parents and community members.

Objectives:

After doing this practical, the learner will be able to:-

- establish a strong sense of community involvement and ownership at the ECCE Centre;
- create a platform for parents and community members to contribute their time and skills;
- enhance the learning environment and overall experience of children at the ECCE Centre.

Pre-Requisites:

- Clear understanding of the goals and benefits of involving parents and community members.
- Identification of potential parent and community volunteers.
- Establishment of a framework for volunteer roles and responsibilities.

Activity/Procedure :

Step 1: Programme Design and Planning

- **Assessment:** Determine the needs of the ECCE Centre and identify areas where parent and community involvement can make a positive impact.
- **Roles and Responsibilities:** Define specific volunteer roles, responsibilities,

and time commitments.

- **Communication:** Develop a clear communication plan to inform parents and community members about the objectives and opportunities of the volunteer programmes.

Step 2: Invitation and Orientation

- **Invitation:** Invite parents and community members to participate in the programme through newsletters, meetings, or informational sessions.
- **Orientation:** Conduct orientation sessions to introduce volunteers to the ECCE Centre's mission, policies, and expectations.

Step 3: Volunteer Engagement

- **Project Assignments:** Match volunteers with suitable projects or tasks based on their skills and availability.
- **Supervision:** Provide necessary support and supervision to ensure the smooth execution of volunteer activities.
- **Recognition:** Acknowledge and appreciate volunteers' contributions through regular recognition events or tokens of appreciation.

Do's and Dont's:

Do's:

1. Establish clear communication channels for volunteers.
2. Match volunteers' skills with appropriate tasks.
3. Provide regular updates and feedback to volunteers.

Dont's:

1. Don't over burden volunteers with excessive tasks or responsibilities.
2. Don't overlook the importance of appreciation and recognition.

Result:

- Increased parental and community involvement in the ECCE Centre.
- Enriched learning experiences for children through diverse volunteer contributions.
- Strengthened sense of ownership and connection within the ECCE community.



Notes

ECCE Organization and Management



Notes

Learner's Observations:

- Design volunteer roles and responsibilities.
- Plan and execute orientation sessions.
- Coordinate and supervise volunteer activities.
- Ensure effective communication with volunteers.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

understand how to develop and implement a parent volunteers programme, fostering community engagement and contributing to an enriched learning environment for children. Learners will also gain skills in communication, organization, and collaboration.



12

PRACTICAL

Aim: Design an assessment sheet for easy and quick assessment of requisite infrastructure of an ECCE Centre.

Objectives:

After doing this practical, the learner will be able to:-

- create a checklist to assess the infrastructure of an ECCE Centre;
- use the space in innovative manner to make it child friendly.

Pre-requisites:

Pen and paper

Activity/Procedure:

1. Enlist the infrastructural facilities that should be available at an ECCE Center.
2. Arrange those facilities into different categories you want to assess it (e.g safety, barrier free environment, space arrangement etc.).
3. Provide the options in columns (available, not available, need repair, adequate, not adequate, any other remarks).

Module - 2

ECCE Organization and Management



Setting up an ECCE/ECE Centre

Sample checklist:

	Available/ Not Available	Adequate/ Inadequate	Well Maintained/ Need Repair
1. Infrastructural facilities (Location, Spacious & well ventilated classrooms, Playground, Libraries, Auditorium, Activity corners, Storage Space, Toilets, Drinking Water facility etc.)			
2. Cleanliness and Hygiene (well-maintained toilets, well lighted and ventilated classrooms, clean walls and floor etc.)			
3. Safety: (Installation of fire extinguisher, safe fence, non-slippery floor, guard at school entrance etc.)			
4. Barrier Free Environment (Provision of ramps, Wide doors, lift, low height toilets etc.)			

4. Identify an ECCE Centre. Speak to the centre Head/Supervisor and explain the purpose of your visit.
5. Fix a date and time with them for visit and observation.
6. Take notes and document your observations during the assessment.
7. Analyse the information and write a report.

Do's and Don'ts:

1. The checklist should include options for the maintenance of infrastructural facilities.
2. The checklist must be filled after the observation rather than on the basis of information available from secondary sources.

Result:

Assessing the infrastructure of an early childhood centre will provide a better shared understanding of how the design of ECE Centre infrastructure can help in attainment of educational outcomes, meeting the specific needs of the children, and efficient use of resources. A good infrastructure with adequate space makes it a desirable place for children and make it a favourable environment for them. It motivates them to come to the centre, which improves attendance and students interest in learning.

Learner's Observations:

During the assessment, learners should record their observation including:

- detailed description about the ECCE Centre's location, accessibility, and connectivity to public transport services
- assessment of the cleanliness and hygiene maintained in the ECCE Centre, and provision of barrier free environment
- assessment of the indoor and outdoor space arrangement in the centre
- overall impressions and recommendations for improvement

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- understanding the importance of assessing the infrastructure facilities available in an ECCE Centre.
- develop the ability to evaluate the provisions for disaster management and other safety, features in the infrastructure of the centre.
- assess whether the location of the centre facilitates maximum interaction between centre and the community.
- develop skills in analyzing the information and drawing references to make informed conclusions and suggestions for improvements.

**Notes**

Module - 2

ECCE Organization and Management



Notes

13

PRACTICAL

Aim: Assessment of outdoor/indoor play equipment of an ECCE Centre.

Objectives:

After doing this practical, the learner will be able to:-

- assess the quality and adequacy of outdoor and indoor play equipment in an ECCE Centre;
- select and use various low cost materials for activity corners.

Pre-requisite:

Pen and paper

Activity/Procedure:

1. Enlist the equipment that should be available in an ECCE Centre.
2. Arrange those facilities into two categories namely indoor and outdoor equipment.
3. Provide the options in columns (available, not available, need repair, adequate, not adequate, developmentally appropriate, safe etc).
4. Identify an ECCE Centre. Speak to the Centre Head/Supervisor and explain the purpose of your visit.
5. Fix a date and time with them for visit and observation.
6. Fill the checklist on the basis of your observation.
7. Analyse the information and write a report.

Do's and Don'ts:

1. The checklist should include options for the maintenance of equipment.

2. The checklist must be filled after the observation rather than on the basis of information available from secondary sources.

Result:

Assessment of adequacy, utility and maintenance of indoor and outdoor equipment of an ECCE Centre will help the early childhood administrators and teachers in purchasing age and developmentally appropriate equipment. They will choose the equipment keeping in mind its durability, cost effectiveness, safety features, multipurpose utility and easy maintenance.

Learner's Observations:

During the assessment, learners should record their observations including:

- detailed description about the availability, adequacy and safety features of the equipment
- assessment of the arrangement and maintenance of the equipment to engage the children
- assessment of the indoor and outdoor equipment in the center separately
- Overall impressions and recommendations for improvement

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- understanding the importance of assessing the equipment available in an ECCE Centre.
- develop the ability to evaluate the arrangement of indoor and outdoor equipment.
- assess whether the availability and arrangement of equipment is developmentally appropriate and engaging.
- develop skills in analyzing the information and drawing references to make informed conclusions and suggestions for improvements.

**Notes**



14

PRACTICAL

Aim: Frame a set of questions to be asked during the selection interview of the teacher.

Objectives:

After doing this practical, the learner will be able to:-

understand the personal qualities and professional qualifications required for an ECCE teacher.

Pre-requisites:

Pen and paper

Activity/Procedure:

1. Design a job profile and the eligibility criteria for the ECCE teacher to be appointed.
2. List all the activities the particular staff will be expected to undertake.
3. List the responsibilities the particular staff will be expected to shoulder.
4. Enlist the personal qualities you are looking for in an ECCE teacher.
5. Frame the questions for eliciting information regarding the candidate's personal qualities and professional qualifications, work experience required for the job profile.
6. Identify an ECCE Centre. Speak to the centre Head/Supervisor and explain the purpose of your visit.
7. Fix a date and time with them for interview.
8. Collect the information with the help of the questionnaire you have developed.
9. Write the report.

**Do's and Don'ts:**

1. The questions framed should be able to elicit all information in relation to the job profile of the teacher.
2. The questions must be in simple and clear language.
3. Avoid asking obvious questions.

Result:

Preparing a set of questions for teacher's selection in Early Childhood Care and Education centre will help in recruiting teachers having desirable personal qualities and professional qualification. The early childhood educators with skills in communication, listening, collaboration, adaptability, empathy and patience can create an engaging classroom, and inculcate a lifelong love of learning in children.

Learner's Observations:

The questions framed for selection interview of the teacher:

- design questions to inquire about each candidate's philosophy regarding learning and development of children
- ensure that the teacher hired should always be a great fit with the philosophy on Early Childhood Care and Education, and fit in with the overall culture of the existing staff
- design questions to elicit information regarding candidate's education, experience and behaviour qualities.
- teachers should have a solid understanding of physical, cognitive, social, and emotional development

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- understanding the personal qualities and professional qualification required for an early childhood care educator.
- develop the ability to evaluate the suitability of the candidate for the role of early childhood care educator.
- understand the roles and responsibilities of an early childhood care educator.
- develop skills in analyzing the information and drawing inferences to make informed conclusions and suggestions for improvements.

Module - 2

ECCE Organization and Management



15

PRACTICAL

Aim : To visit an ECCE Center (Anganwadi/Balwadi/Private Pre-School) to find out about the number of people working there, their roles and responsibilities, and sources of fund.

Objectives:

After doing this practical, the learner will be able to:-

- know how an ECCE Centre is managed and organized;
- have a first-hand experience of an ECCE Centre.

Pre-requisites:

Permission for visit from the concerned authority at the ECCE Centre.

Activity/Procedure:

1. Identify an Early childhood centre in your area.
2. Contact the Center Head or supervisor of the centre and request him/her to allow you to visit the centre.
3. Prepare a format for collecting information during the visit on human resources at the centre and sources of fund.
4. Fix a date and time with them for the observation and interview of the staff.
5. Collect the information on the basis of your observation and interaction with the centre head and staff.

Do's & Don'ts:

1. Your report must include the certificate/letter signed by the Centre Head/ Supervisor, which states that you visited the center.

Result:

Dealing with young children requires immense energy and dedication. It will help in understanding the multiple and dynamic roles of ECCE workers in taking care of various aspects of young children's lives such as their health, nutrition, safety, protection and education. It will also help in raising funds for ECCE Centre through various sources and using the resources efficiently.

Learner's Observations:

During the visit, learners should record their observation including:

- adequacy, roles and responsibilities of educators, helpers, Centre Head/ Supervisor and other staff
- teacher-child ratio in the classroom
- educator's effectiveness in planning and conducting age and developmentally appropriate activities
- effective learning strategies followed by educators to support and accommodate the diverse needs of children
- the process of assessment of learning and development of children followed by educators

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- understanding the importance of assessing the adequacy of human resources at the early childhood care centre.
- develop the ability to evaluate the effectiveness of educators in planning and conducting age and developmentally appropriate activities.
- develop skills in analyzing the information and drawing references to make informed conclusions and suggestions for improvements.

**Notes**

Module - 3

ECCE Journey with formal Education systems



1

PRACTICAL

Aim : Conduct a survey to know the aspirations of the parents.

Objectives:

After doing this practical, the learner will be able to:-

- foster community ownership and involvement in the smooth functioning of ECCE Centres;
- create a collaborative partnership between parents, teachers and community members;
- educate and convince community members about the significance of ECCE ;
- develop the skill of developing questions and interview schedules to be used for conducting a survey;
- develop the skill of establishing rapport with the parents;
- collect and make proper use of information gathered from the parents.

Pre-Requisites:

- The learners should have a basic idea about the type of community where the survey has to be conducted. The learners should contact the local leaders or concerned authority like Jan Pratinidhi/influential person for explaining to them the need of the survey and request to provide necessary support.
- The learners should have a proper set of questions to be asked from the parents, about their aspirations.

Activity/Procedure:

1. Develop a questionnaire/interview schedule which can be used to extract the information from the parents.
2. Contact local leaders/Jan Pratinidhi and inform them about the need of the survey.
3. Inquire about the convenient timing of the parents or participants i.e., when they are available for survey.
4. Inform the community people about the survey, through children, or any other convenient medium.
5. Go in pairs or in a team to conduct the door to door survey and gather information.
6. Compile all the information and prepare a detailed report containing all major points.

Do's and Don't's:**Do's:**

1. Gather information about the type of community, the working hours of the parents and the most suitable day when the survey can be conducted.
2. It is important to meet and inform local leaders or concerned authority about the survey, its objectives and rationale and request them to co-operate and guide at the time of conducting the survey.
3. Prepare questionnaire/interview schedule in advance.
4. Talk in a very respectful manner with the parents.
5. Conduct the survey as per the convenience of the parents.
6. Use simple and communicative language.

Don't's:

1. Do not go alone for a door to door survey. It should be a pair or group work activity.
2. Do not use complicated words/sentences which are not in the vocabulary of the parents.
3. Do not interrupt while the respondents are answering or explaining their views.
4. Do not force any respondent to answer all the questions if they are not willing.

ECCE Journey with formal Education systems**Notes**

Module - 3

ECCE Journey with formal Education systems



Notes

ECCE Centre and Linkage with home and school

Result:

Compile all the information and prepare a detailed report about the aspirations of the parents regarding Pre-School education of their children.

Learner's Observations:

- As a learner, you should contact the parents before hand to fix convenient timings for the survey. You should listen to the respondents carefully and with patience.
- Write down or record their responses in brief so that information can be compiled. Write down additional information, if it is being given by the respondents. Take note of any recurring themes or patterns in their answer to identify common trends.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- develop an understanding of preparing a questionnaire or interview schedule.
- develop questioning skills, taking note of any formal-informal conversations.
- identify the concern of the parents about the Pre-School education of their children.
- explore the possibilities of seeking cooperation from the local leaders or concerned authority.
- inculcate the skill of patience listening and conversing with parents.
- develop the skill of compiling the informations and preparing a report.



2

PRACTICAL

Aim: Promoting parental involvement in ECCE: Strengthening the home-school partnership.

Objectives:

After doing this practical, the learner will be able to:-

- emphasize the importance of parental involvement in a child's early education and care for their overall development;
- equip ECCE teachers with strategies to foster a strong home-school partnership and encourage active parental participation;
- promote open communication channels between parents and ECCE teachers to better understand and support children's learning and development;
- involve the community in supporting the ECCE programme and creating awareness of early childhood education;
- organize parental education and training programmes to enhance parents' understanding of their role in their child's education.

Pre-requisites:

ECCE teachers should have a good understanding of the importance of parental involvement in a child's early education and they should be willing to collaborate with parents to create a positive learning environment.

Activity/Procedure:

Step 1: ECCE teachers should organize a workshop for parents, highlighting the

ECCE Journey with formal Education systems



significance of their involvement in their child's early education. This workshop can include presentations, interactive sessions, and real-life examples of the impact of parental involvement.

Step 2: Facilitate a meet-and-greet session between parents and ECCE teachers, encouraging open communication and mutual understanding of each child's needs and strengths.

Step 3: Invite any parent to express her/his views about the functions of the school and the behaviour of the teachers towards their students.

Step 4: Explain to the parents, the day to day functioning of the school and ask them to brainstorm the areas where they can contribute to make the functioning effective.

Step 5: Give them ideas where parents can give their inputs such as organizing teaching learning process, accompanying nature walk or any other walk.

Do's and Don'ts:

Do's:

1. Encourage open and healthy interpersonal respectful communication between parents and ECCE teachers.
2. Involve parents in the planning and monitoring of the ECCE programmes.
3. Appreciate and recognize parental involvement and support regularly.
4. Provide parental education and training programmes to empower parents in their role as partners in their child's education.
5. Celebrate cultural diversity and encourage parents to share their cultural practices with the children.

Don'ts:

1. Don't dismiss parents' concerns or ideas; instead, address them constructively or meaningfully.
2. Don't overwhelm parents with too many activities or demands; maintain a balanced approach.
3. Don't exclude parents from the decision-making process; ensure their active participation.
4. Don't assume parents' level of understanding; tailor communication to suit their needs and preferences.

5. Don't neglect the community's role in supporting the ECCE programme engage with local resources to enhance the learning environment.

Result:

The results and outcomes of this practical can be shared with the wider community through various channels, such as:

- holding a parent-teacher-community meeting to discuss the positive impact of parental involvement on children's development and learning
- creating a report or presentation highlighting the activities conducted during the practical and its impact on parental engagement and student outcomes
- organizing a community event or workshop to raise awareness about the benefits of early childhood education and the importance of parental involvement
- sharing success stories and testimonials from parents and children who have experienced the benefits of a strong home-school partnership
- publishing articles or blog posts on the school's or centre's website or local community platforms to promote the value of parental involvement in ECCE

Learner's observations:

- Learners organizing the parents' workshop would be expected to note down the comments and suggestions given by the parents to enhance the functioning of the school.
- Learners must observe how parents interacting with others while having a group discussion upon their involvement in ECCE activities.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- explore about the need and importance of organizing a workshop to strengthen the linkages between ECCE Centre and home.
- acquire skills to organize and conduct a workshop of the parents to discuss their involvement.
- understand how to interact with the parents in a group setting.
- collect information about educational qualifications, attributes and other skills of the parents which can be used as a resource support for the better functioning of the ECCE Centre.

ECCE Journey with formal Education systems

Module - 3

ECCE Journey with formal Education systems



3

PRACTICAL

Aim: Interview some parents of the children in ECCE Centre/Pre-School and collect their experiences with early education, their concerns and the practices they found helpful.

Objectives:

After doing this practical, the learner will be able to:-

- understand the experiences of parents with children at ECCE Centres/Pre-Schools regarding early education;
- identify the concerns and issues raised by parents in relation to their child's early education;
- gather information about the centre practices that parents found helpful in supporting their child's development.

Pre-Requisites:

- Identifying parents who have children enrolled at ECCE Centres/Pre-Schools.
- Preparing a set of interview questions to gather relevant information.
- Obtaining consent from the parents to participate in the interview.

Activity/Procedure:

1. Contact the ECCE Centres/Pre-Schools to seek permission to interview parents.
2. Prepare a list of interview questions focusing on the parents' experiences, concerns, and centre practices.



3. Schedule interviews with willing parents, either in person or through phone/video calls.
4. Conduct the interviews, ensuring a comfortable and non-judgmental environment.
5. Document the responses provided by the parents during the interviews.

Do's and Don'ts:**Do's:**

1. Listen actively and attentively to the parents during the interviews.
2. Encourage open and honest responses without any bias.
3. Respect the privacy and confidentiality of the parents' information.
4. Ask follow-up questions to clarify any ambiguous responses.
5. Thank the parents for sparing their time and participation in the interview.

Don'ts:

1. Do not interrupt the parents while they are expressing their thoughts.
2. Avoid imposing personal opinions or judgments during the interview.
3. Do not disclose or share any personal information of the parents without their consent.
4. Refrain from asking leading or suggestive questions that may influence the parents' responses.
5. Avoid rushing through the interviews; give parents enough time to provide detailed answers.

Result:

The result of the practical will be a compilation of the responses provided by the interviewed parents. This data will help to gain insights into the experiences, concerns, and centre practices that parents found helpful in their child's early education.

Learner's Observations:

As a learner, you should actively listen to the parents' responses and make detailed observations about their experiences, concerns, and practices they found helpful. Take note of any recurring themes or patterns in their answers to identify common trends.

Module - 3

ECCE Journey with formal Education systems



Involvement of Parents and Community

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- understanding the perspectives of parents regarding early education and their engagement with ECCE Centres/Pre-Schools.
- identifying the concerns and challenges faced by parents in relation to their child's early education.
- recognizing the importance of effective centre practices in supporting children's development.
- developing empathy and active listening skills while conducting interviews.
- analysing and interpreting data collected from interviews to draw meaningful conclusions.



4

PRACTICAL

Aim: Organise an activity to involve parents and community in the functioning of an ECCE Centre/Pre-School.

Objectives:

After doing this practical, the learner will be able to:-

- involve parents and the community in the functioning of an ECCE Centre/Pre-School;
- promote collaboration and active participation of parents and the community in supporting children's early education;
- strengthen the bond between the ECCE Centre/Pre-School, parents, and the local community;
- enhance the overall quality and effectiveness of the ECCE Centre/Pre-School through the engagement of parents and the community.

Pre-Requisites :

- Identification of suitable activities that can involve parents and the community.
- Communication with parents and the local community to inform them about the activity and seek their participation.
- Collaboration with the ECCE Centre/Pre-School staff to plan and execute the activity.
- Availability of necessary resources and materials for the activity.



Activity/Procedure:

1. Select an appropriate activity that can engage parents and the community, such as a parent-child workshop, a community gardening day or a cultural exchange event.
2. Plan the logistics, including the date, time, and venue for the activity.
3. Communicate with parents and the community through various channels, such as emails, flyers, social media, or community notice boards, to invite them to participate.
4. Coordinate with the ECCE Centre/Pre-School staff to ensure their involvement and support during the activity.
5. Prepare the necessary materials and resources required for the activity.
6. Conduct the activity, ensuring a welcoming and inclusive environment for all participants.
7. Facilitate interactions and discussions among parents, children, and the community members to foster collaboration and engagement.
8. Encourage feedback and suggestions from the participants for future activities or improvement in the ECCE Centre/Pre-School.
9. Thank all participants for their involvement and contribution.

Do's and Don'ts:

Do's:

1. Create a welcoming and inclusive environment for all participants.
2. Communicate clearly and effectively with parents and the community about the activity details.
3. Encourage active participation and collaboration among parents, children, and community members.
4. Respect and value the diverse perspectives and contributions of all participants.
5. Thank and appreciate the efforts of parents and community members for their involvement.

Don'ts:

1. Do not exclude any parent or community member from participating in the activity.



2. Avoid imposing specific ideas or agenda on the participants; encourage open discussions.
3. Do not dismiss or disregard any feedback or suggestions provided by the participants.
4. Refrain from rushing through the activity; allow sufficient time for meaningful interactions.

Result:

The result of the practical will be a report summarizing the activity and its outcomes. This report will include details about the background details of parents and the community involvement, the impact of the activity on the ECCE centre/Pre-School, feedback received, and suggestions for future engagement opportunities.

Learner's Observations:

As a learner, you should observe and document the level of participation and engagement of parents and the community members during the activity. Take note of their interactions, feedback, and suggestions. Reflect on the overall atmosphere and the impact of the activity on the ECCE Centre/Pre-School.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- understanding the importance of involving parents and the community in the functioning of an ECCE Centre/Pre-School.
- developing skills in planning and organizing activities that promote parent and community engagement.
- enhancing communication and collaboration skills through interactions with parents and community members.
- recognizing the value of diverse perspectives and contributions in improving the quality of early education.
- reflecting on the impact of parent and community involvement on the overall effectiveness of the ECCE Centre/Pre-School.

Module - 3

ECCE Journey with formal Education systems



5

PRACTICAL

Aim: Observing How Children of ages 3 to 6 learn rules of games.

Objectives:

After doing this practical, the learner will be able to:-

- understand the process through which children aged 3 to 6 learn and internalize rules of games;
- observe the social interactions and cognitive development involved in learning and following game rules;
- identify factors that influence the acquisition of game rules among young children.

Pre- Requisites :

- Familiarity with child development theories and basic knowledge of how young children learn through play.
- Basic understanding of child development, familiarity with observation techniques and documentation.

Activity/Procedure:

1. **Setting:** Choose a suitable setting for observation, such as a Pre-School, kindergarten, or a playground where children aged 3 to 6 take part in various games and activities.
2. **Observation:** Spend a considerable amount of time observing children as they play different games in the chosen setting. Focus on their interactions, expressions, decision-making, and how they respond to rule violation.



3. **Note-taking:** Record detailed observations in a notebook or digital device, noting down instances of rule-learning behaviours, such as listening to instructions, watching others, asking questions, and adapting to new rules.
4. **Interviews (Optional):** If possible, engage in casual conversations with children or teachers/caregivers to gain insights into how children learn and understand game rules.
5. **Data Analysis:** Review your notes and organize your observations into themes or patterns related to how children learn and internalize rules during play.

Do's and Don'ts:

Do's:

1. **Be Patient:** Allow sufficient time for observation to capture various scenarios.
2. **Respect Privacy:** Obtain necessary permission before observing or interacting with children.
3. **Engage in Play:** If appropriate, join the children's play to better understand their interactions.

Don'ts:

1. **Don't Interfere:** Avoid intervening in children's play or altering their behaviours during observation.
2. **Don't Assume:** Refrain from making premature judgments about children's behaviour; let the observations guide your conclusions.

Result:

Compile your observations and insights into a comprehensive report, focusing on how children aged 3 to 6 learn and follow rules of games. Highlight patterns, behaviours, and social interactions that contribute to rule acquisition.

Learner's Observations:

- Throughout the observation process, you may take note of specific instances where children demonstrate the following behaviours.
- Listening attentively to game instructions.
- Imitating peers who follow the rules correctly.
- Asking questions to clarify rules or game mechanics.

ECCE Journey with formal Education systems



- Experimenting with rule variations and learning from the outcomes.
- Expressing frustration or confusion when rules are not followed.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- **social interaction skills:** children learn through peer interaction, observation, and imitation.
- **cognitive development:** observing children's decision-making and problem-solving abilities during rule application.
- **trial and Error:** children experiment with different approaches to understand the consequences of rule-breaking.
- **communication:** asking questions and seeking clarification to comprehend game rules.
- **adaptability:** ability to adjust to new rules or rule changes and adapt game play accordingly.
- **social interaction skills:** by conducting this observation and analysis, you will gain valuable insights into how children aged 3 to 6 learn and internalize rules of games, contributing to a better understanding of early childhood development and learning processes.



6

PRACTICAL

Aim: Observing the learning environment of an Early Childhood Care and Education (ECCE) Centre.

Objectives:

After doing this practical, the learner will be able to:-

- assess the types of learning experiences and interactions provided at the ECCE Centre;
- understand how the physical environment, materials, and activities contribute to children's learning;
- identify the role of teachers and caregivers in creating an effective learning environment for young children.

Pre-Requisites:

- Basic knowledge of early childhood development, familiarity with ECCE principles, and permission to observe the ECCE Centre.
- Basic understanding of different types of learning strategies such as learning through imitation, experimentation, conditioning etc.
- Basic understanding of different types of learning environment.
- Familiarity with observation techniques and documentation.

Activity/Procedure:

1. **Permission and Arrangements:** Seek permission from the authorities of the ECCE Centre's to conduct the observation. Choose a day when you can spend adequate time at the centre.



2. **Observation:** Spend the entire day at the ECCE Centre, closely observing the following aspects.
3. **Physical Environment:** Note the arrangement of learning spaces, materials available, and overall aesthetics.
4. **Activities:** Observe the variety of activities (free play, structured play, group activities, etc.) and their alignment with age-appropriate developmental milestones.
5. **Interactions:** Pay attention to how teachers and caregivers interact with children, promote communication, and foster positive relationships.
6. **Inclusivity:** Observe if the learning environment is inclusive and caters to diverse needs.
7. **Note-Taking:** Keep a journal or digital device to jot down detailed notes, describing the setting, activities, interactions, and any notable observations.
8. **Photos (Optional):** With prior permission, take discreet photographs of the learning spaces, materials, and interactions to support your observations.
9. **Interview (Optional):** If allowed, have informal conversation with teachers/ caregivers to gain insights into their approaches to creating a conducive learning environment.
10. **Reflection:** Take time to reflect on your observations and note down your initial impressions and insights.

Do's and Don'ts:

Do's:

1. **Respect Privacy:** Obtain necessary permission and ensure that your presence does not disrupt the normal routine of the participants.
2. **Engage with Children:** If appropriate, interact with children to better understand their experiences better.
3. **Stay Observant:** Pay close attention to details and interaction to capture the essence of the learning environment.

Don'ts:

1. **Don't Intrude:** Avoid interfering in children's activities or distracting them from their routines.

2. **Don't Make Assumptions:** Refrain from forming judgments without thorough observation and reflection.

Result:

Compile your observations, reflections, and any photographs into a comprehensive report that describes the learning environment of the ECCE Centre and highlights key findings.

Learner's Observations:

Throughout the day, make note of specific instances that reflect the following:

- teacher-child interaction that promotes engagement, communication, and emotional well-being
- availability of age-appropriate materials that encourage exploration and creativity
- Inclusive practices that consider the diverse needs and abilities of all children
- opportunities for independent and collaborative learning
- play-based and hands-on activities that foster cognitive, social, and emotional development

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- **importance of environment:** understanding the role of a carefully designed environment in promoting effective learning experiences for young children.
- **teacher influence:** recognizing the impact of teacher-child interaction on creating a positive and supportive learning atmosphere.
- **inclusivity:** appreciating the significance of catering to diverse needs and abilities to ensure equitable learning opportunities.
- **play-based learning:** understanding the value of play as a central component of early childhood education.
- **observational skills:** enhancing your ability to observe and analyze educational environments to inform educational practices.
- by conducting this observation and analysis, you will gain insights into the types of learning environments that are created for children at an ECCE Centre, contributing to a better understanding of effective early childhood education practices.



Module - 3

ECCE Journey with formal Education systems



7

PRACTICAL

Aim : Linkage between Pre-Primary and Primary students.

Objectives:

After doing this practical, the learner will be able to:-

- facilitate a seamless transition and supportive atmosphere for students moving from pre-primary to primary classes;
- foster a sense of continuity and familiarity between pre-primary and primary environments;
- develop positive relationships between pre-primary and primary students.

Pre-Requisites:

Teachers and assistants should have a clear understanding of the pre-primary and primary curricula and be aware of the developmental stages of young learners.

Activity/Procedure:

Activity 1

"Bridging the Gap: Pre-Primary to Primary Linkage"

- assign primary class students as "buddies" to pre-primary students. Each primary student has to be responsible for welcoming and assisting their assigned pre-primary buddy.
- conduct an ice-breaking activity where buddies introduce themselves and share their favorite belongings.



Activity 2 : Interactive Storytelling

- invite pre-primary and primary students to a joint storytelling session in the primary classroom.
- use engaging storybooks with relatable characters to emphasize the connection between the two levels.

Activity 3 : Collaborative Art Project

- organize a collaborative art project that involves both pre-primary and primary students working together to create a mural or artwork.
- this project encourages teamwork and builds a sense of unity between the two levels.

Activity 4: Learning Stations

- set up interactive learning stations around the school that include activities from both pre-primary and primary curricular.
- students can rotate through stations, working on tasks that encourage collaboration and skill-building.

Activity 5: Music and Movement

- arrange a music and movement session where pre-primary and primary students dance and sing together.
- play age-appropriate songs that are familiar to both groups, fostering a sense of shared experience.

Reflection and Follow-Up

- gather feedback from teachers, students, and parents about the linkage activities.
- adjust the activities based on the feedback received to further improve the transition process.
- plan periodic joint activities throughout the school year to maintain the connection between pre-primary and primary classes.

Do's and Don'ts:

Do's:

1. **Collaborative Classroom Design:** Ensure that both pre-primary and primary classrooms share a similar colour scheme and are decorated with welcoming

Module - 3

ECCE Journey with formal Education systems



Curricular Linkage between Pre-Primary and Primary

displays showcasing students' artwork.

2. **Buddy System Introduction:** Assign each primary student a pre-primary buddy. Organize an ice-breaking activity where buddies introduce themselves and share interests.
3. **Interactive Storytelling:** Arrange a joint storytelling session in the primary classroom, using relatable storybooks to emphasize the connection between pre-primary and primary levels.
4. **Collaborative Art Project:** Organize a group art project involving both pre-primary and primary students. Encourage teamwork and mutual creativity.
5. **Learning Stations:** Set up learning stations featuring activities from both pre-primary and primary curricula. Students rotate through stations, engaging in collaborative tasks.
6. **Music and Movement:** Plan a music and movement session where both groups dance and sing together. Select age-appropriate songs that resonate with both levels.

Don'ts:

1. **Overwhelm:** Avoid burdening students with too many new experiences or unfamiliar activities during the transition.
2. **Isolation:** Do not isolate pre-primary students from primary students. Encourage interaction and engagement between the two groups.
3. **Unstructured Time:** Avoid having unstructured periods where students may feel uncertain about their activities.

Result:

- **Smooth transition:** reduced anxiety and stress among pre-primary students.
- **Enhanced relationships:** positive interactions between pre-primary and primary students.
- **Preparedness:** pre-primary students feel prepared and excited for primary education.
- **Collaborative skills:** improved teamwork, communication, and empathy among students.

Learner's Observations :

- **Pre-primary students:** engage in activities, interact with primary buddies, and express thoughts and feelings openly.
- **Primary students:** be supportive buddies, demonstrate kindness, and help pre-primary students adapt to the new environment.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- by the end of the activity, pre-primary students should exhibit increased comfort and familiarity with the primary classroom and students, leading to a smoother transition and an improved sense of belonging.
- this structured plan aligns with your requested format, and when executed effectively, it will create a supportive environment that promotes a seamless linkage between pre-primary and primary classes, ensuring a successful transition and enriching learning experiences for young students.

**ECCE Journey with
formal Education
systems**



Notes

Module - 3

ECCE Journey with formal Education systems



8

PRACTICAL

Aim : Cross-Grade Activities: Fostering Transition.

Objectives:

After doing this practical, the learner will be able to:-

- promote a sense of unity and connection between pre-primary and primary students through collaborative activities;
- create a positive and welcoming environment that eases the transition process from pre-primary to primary education;
- provide opportunities for skill-sharing, mentorship, and mutual learning between different age groups.

Pre-Requisites:

- Understanding of the developmental stages and interests of both pre-primary and primary students.
- Identification of suitable joint activities or projects that cater to different age groups.
- Availability of necessary materials and resources for the activities.

Activity/Procedure:

Step 1: Activity Selection and Planning

- **Brainstorming:** Brainstorm ideas for joint activities that align with the learning objectives of both pre-primary and primary levels.
- **Planning:** Develop a detailed plan, including activity goals, schedule, and required resources.

**Step 2: Collaboration and Implementation**

- **Activity Execution:** Organize the selected activity, ensuring active participation of both pre-primary and primary students.
- **Mixed-Group Formation:** Form mixed-age groups comprising pre-primary and primary students for a balanced interaction.

Step 3: Reflection and Sharing

- **Group Discussions:** Facilitate group discussions after the activity to encourage students to share their experiences, insights and learnings.
- **Showcase Event:** Organize a showcase or presentation where students can display and explain their collaborative work to their peers and teachers.

Do's and Dont's:**Do's:**

1. Choose activities that are inclusive and enjoyable for both age groups.
2. Provide clear instructions and guidelines for the joint activities.
3. Encourage teamwork, communication, and mutual respect.

Dont's:

1. Don't force participation; allow students to engage voluntarily.
2. Don't overlook safety considerations and appropriate supervision.

Result:

- Increased sense of brotherhood and connection among pre-primary and primary students.
- Smooth transition for pre-primary students as they interact with older peers and become familiar with the primary school environment.
- Enhanced social skills, communication, and teamwork abilities.

Learner's Observations :

- Selection and planning of cross-grade activities.
- Facilitation of joint activities, including instructions and coordination.
- Conducting post-activity discussions and reflections.

Module - 3

ECCE Journey with formal Education systems



Notes

Curricular Linkage between Pre-Primary and Primary

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

acquire the skills to design and implement cross-grade activities that foster brotherhood and ease the transition for pre-primary students. They will understand the positive impact of peer interactions on social and emotional development, and the importance of creating inclusive and collaborative learning environments.



9

PRACTICAL

Aim: Design a weekly plan on the theme of plastics in the context of environmental education and sustainable development for Pre-School children.

Objectives:

After doing this practical, the learner will be able to:-

- design a weekly plan focused on the theme of plastics in the context of environmental education and sustainable development for Pre-Schoolers;
- create engaging and age-appropriate activities that raise awareness about the impact of plastics on the environment;
- promote understanding and encourage sustainable practices among Pre-Schoolers;
- foster a sense of responsibility and empower preschoolers to take action towards reducing plastic waste.

Pre-Requisites:

- Familiarity with the Pre-School curriculum and age-appropriate learning objectives.
- Knowledge of the environmental impact of plastics and sustainable practices.
- Understanding of engaging and interactive teaching methods suitable for pre-schoolers.

Activity/Procedure:

1. Determine the duration and time allocation for each activity within the four-hour duration.

Module - 3

ECCE Journey with formal Education systems



Facilitating Learning : Physical Education, Arts and Aesthetics Environment

2. Identify key topics and sub-themes related to plastics, such as plastic pollution, recycling, and alternatives to single-use plastics.
3. Plan a range of activities, including storytelling, art and craft projects, hands-on experiments, and group discussions, that address the identified topics.
4. Prepare the necessary materials and resources for each activity.
5. Organize the activities in a sequential and logical order, ensuring a balance between active and quiet tasks.
6. Implement the weekly plan, following the designated activities and involvement with the pre-schoolers throughout the practical work.

Do's and Don'ts:

Do's:

1. Use age-appropriate language and concepts when discussing plastics and the environment.
2. Encourage active participation and provide opportunities for hands-on learning experiences.
3. Create a safe and inclusive learning environment for all pre-schoolers.
4. Foster open discussions and encourage critical thinking among the pre-schoolers.

Don't:

1. Over burden Pre-Schoolers with complex or overwhelming information.
2. Use harsh or threatening language when discussing plastic pollution.
3. Neglect the importance of play and creativity in the learning process.
4. Ignore the individual interests and needs of the pre-schoolers.

Result:

The weekly plan will provide pre-schoolers with an engaging and informative learning experience on the theme of plastics and its impact on the environment. The result will be that pre-schoolers who have increased awareness of plastic pollution, understand sustainable practices, and are motivated to take small steps towards reducing plastic waste.

Learner's Observations:

During the practical, learners should make observations, including:

- Pre-Schoolers' engagement and level of participation in the activities
- Pre-Schoolers' understanding of the topics and concepts related to plastics and the environment
- the effectiveness of different teaching methods and strategies employed during the activities
- any challenges or adjustments needed to enhance the learning experience.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- increased awareness and understanding of the environmental impact of plastics among Pre-Schoolers.
- knowledge of sustainable practices and alternatives to single-use plastics.
- development of critical thinking skills through discussions and reflections on plastic pollution.
- empowerment of pre-schoolers to take action and adopt sustainable habits in their daily lives.
- enhanced creativity, communication, and collaboration skills through hands-on activities and group discussions.

**ECCE Journey with
formal Education
systems**



Notes

Module - 3

ECCE Journey with
formal Education
systems



10

PRACTICAL

Aim: Design a day's schedule for three-year-old children on any theme of your choice covering physical education and arts & aesthetics development among children.

Objectives:

After doing this practical, the learner will be able to:-

design a day's schedule for three-year-old children that focuses on physical education and arts & aesthetics development.

- promote physical activity, coordination, and motor skills among children;
- stimulate creativity, imagination, and artistic expression through various art activities;
- provide a well-rounded and balanced learning experience for three-year-olds.

Pre-Requisites:

- Understanding of the developmental needs and abilities of three-year-old children.
- Knowledge of age-appropriate physical education exercises and activities.
- Familiarity with various art forms and materials suitable for young children.
- Consideration of safety guidelines and supervision requirements.

Activity/Procedure:

1. Determine the duration and time allocation for each activity throughout the day.
2. Select a theme for the day, such as "Nature and Animals" or "Colours and Shapes".



3. Plan a range of physical education activities, such as simple exercises, obstacle courses, and gross motor skill games, related to the chosen theme.
4. Design art activities that encourage exploration, creativity, and fine motor skills development, aligning with the chosen theme.
5. Incorporate transition periods, snack time, and free play opportunities within the schedule.
6. Prepare the necessary materials and resources for each activity.
7. Implement the day's schedule, ensuring smooth transitions and engaging interactions with the children.

Do's and Don'ts:**Do's:**

1. Use simple and clear instructions appropriate for three-year-olds.
2. Provide a safe and structured environment for physical activities.
3. Offer a variety of art materials and encourage open-ended creative expression.
4. Engage in positive reinforcement and encouragement throughout the day.

Don'ts:

1. Over burden the children with complex or lengthy activities.
2. Push children beyond their physical or artistic capabilities.
3. Neglect the importance of free play and social interactions.
4. Use harsh or negative language during the activities.

Result:

The designed day's schedule will provide three-year-old children with a well-balanced and enriching experience, focusing on physical education and arts & aesthetics development. The result will be children who have engaged in age-appropriate physical activities, developed motor skills, and expressed creativity through various art forms.

Learner's Observations:

During the practical, learners should make observations, including:

- children's level of engagement and participation in the activities
- children's physical coordination and motor skills development

Module - 3

ECCE Journey with formal Education systems



Notes

Facilitating Learning : Physical Education, Arts and Aesthetics Environment

- children's enthusiasm and creativity displayed during art activities
- any challenges or adjustments needed to enhance the learning experience

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- improved gross motor skills and physical coordination among three-year-old children.
- enhanced fine motor skills by engaging in art activities.
- development of creativity, imagination, and artistic expression.
- increased understanding of the chosen theme and its connections to physical education and arts & aesthetics.
- enhanced social skills and cooperation through group activities and free play opportunities.



11

PRACTICAL

Aim : Design and also implement any two activities for the development of aesthetics in the Pre-School level children Prepare a report.

Objectives:

After doing this practical, the learner will be able to:-

- design and implement two activities for the development of aesthetics in nursery-level children;
- foster an appreciation for art, beauty, and aesthetics among young children;
- promote creativity, imagination, and self-expression through artistic activities;
- enhance sensory awareness and observation skills through engagement in different art forms.

Pre-Requisites:

- Understanding of the developmental abilities and interests of Pre-School children.
- Knowledge of age-appropriate art activities and materials.
- Familiarity with basic art techniques suitable for young children.
- Consideration of safety guidelines and supervision requirements.

Activity/Procedure:

Activity 1: Collage Creation

- gather a variety of materials such as coloured papers, magazine cut outs, fabric scraps, and glue
- introduce the concept of collage and explain how different materials can be combined to create an artwork

Module - 3

ECCE Journey with formal Education systems



Facilitating Learning : Physical Education, Arts and Aesthetics Environment

- provide the children with a selection of materials and encourage them to create their own collages
- offer guidance and support as needed, emphasizing creativity and self-expression
- display the collages and encourage the children to share their thoughts and feelings about their artwork

Activity 2: Nature Printing

- take the children on a nature walk and collect various leaves, flowers, and other natural objects
- provide washable paints, brushes, and paper
- demonstrate how to apply paint to the natural objects and create prints on the paper
- encourage the children to explore different patterns and combinations using the natural materials
- allow the prints to dry and discuss the children's artwork, highlighting the unique patterns and textures created

Do's and Don'ts:

Do's:

1. Create a safe and supportive environment for the children to explore and express their creativity.
2. Encourage children to experiment and try different techniques without fear of making mistakes.
3. Provide age-appropriate art materials and ensure proper supervision during the activities.
4. Celebrate each child's individuality and unique artistic expression.

Don'ts:

1. Restrict children's creativity by imposing specific rules or expectations.
2. Compare or criticize children's artwork, as each child's creation is a personal expression.
3. Overwhelm children with too many instructions or complex techniques.
4. Use toxic or unsafe art materials that may pose risks to children's health.

**Result:**

The implementation of the two activities will result in Pre-School children engaging in aesthetic development through creative expression. The children will have the opportunity to explore different materials, techniques, and natural elements, fostering their artistic skills, sensory awareness, and appreciation for beauty.

Learner's Observations:

During the practical, learners should make observations, including:

- children's level of engagement and enthusiasm during the activities
- children's exploration of different art materials and techniques
- children's creativity and imagination displayed through their artwork
- any challenges or adjustments needed to enhance the learning experience

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- development of aesthetic awareness and appreciation among Pre-School children.
- promotion of creativity, imagination, and self-expression through artistic activities.
- enhancement of fine motor skills and hand-eye coordination through handling art materials.
- improved sensory awareness and observation skills through engagement with different textures, colours, and patterns.
- encouragement of individuality and self-confidence as children share and discuss their artwork.

Module - 3

ECCE Journey with
formal Education
systems



12

PRACTICAL

Aim: Nature walks for connecting with the immediate environment.

Objectives:

After doing this practical, the learner will be able to:-

- encourage children's curiosity and exploration of their natural surroundings;
- foster a sense of connection and appreciation for the environment;
- develop observational skills and engage in hands-on learning experiences.

Pre-Requisites:

- Identification of a safe and suitable natural area for the nature walk.
- Preparation of necessary materials such as magnifying glasses, notebooks, and pencils.
- Basic knowledge of local plants, animals, and natural features.

Activity/Procedure:

1. **Preparation:** Choose a location for the nature walk, ensuring that it's safe and accessible for children. Brief them about the purpose of the activity and its guidelines.
2. **Guided Exploration:** Lead the children on the nature walk, encouraging them to observe plants, insects, animals, textures, colours, and any other interesting elements.



3. **Observational Activities:** During the walk, stop at various points and guide the children to closely observe specific aspects of nature, such as the texture of tree bark or the colours of flowers.
4. **Collecting and Documenting:** Provide magnifying glasses and notebooks for children to collect leaves, stones, or other small objects. They can also make drawings or notes about what they observe.
5. **Discussion:** After the walk, gather the children and discuss their findings. Encourage them to share their observations and thoughts about the environment.
6. **Reflection:** Help children reflect on how they felt during the walk and what they learned about their surroundings.

Do's and Don'ts:**Do's:**

1. Ensure safety by choosing a location free from potential hazards.
2. Provide clear instructions on respecting nature and not disturbing plants or animals.
3. Encourage active engagement and curiosity.

Don'ts:

1. Allow children to wander off alone or disturb wildlife.
2. Overwhelm children with too much information or too many activities.

Result:

- Increased awareness and connection with the immediate environment.
- Enhanced observational skills and curiosity.
- Improved understanding of the importance of preserving nature.

Learner's Observations:

- Plan and organize the nature walk, including route selection and materials preparation.
- Facilitate discussions and encourage children's engagement.
- Ensure that the activity is conducted in a safe and respectful manner.

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Notes

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

develop the skills to design and facilitate nature walks that enable children to connect with their immediate environment, fostering a sense of curiosity, exploration, and appreciation for the natural world. Additionally, learners will understand the importance of hands-on learning experiences in promoting involvement in their surroundings.



13

PRACTICAL

Aim: Effective communication skills.

Objectives:

After doing this practical, the learner will be able to:-

- enhance learners' communication skills through engaging activities;
- develop clear and confident verbal communication, active listening, and effective presentation techniques.

Pre-Requisites:

- Understanding of the importance of effective communication.
- Selection and preparation of materials for picture storytelling, role-playing, and show and tell activities.
- A supportive and non-judgmental learning environment.

Activity/Procedure :

Activity 1

- **Materials Preparation:** Collection of diverse and intriguing images.
- **Introduction:** Explanation of the importance of effective storytelling.
- **Image Selection:** Distribution of images for story creation.
- **Story Creation:** Learners create short stories based on the images.
- **Storytelling Session:** Sharing of stories with emphasis on eye contact, tone, and engagement.

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Activity 2: Role-Playing

- **Scenarios Selection:** Preparation of role-playing scenarios.
- **Roles Assignment:** Division of learners into pairs or small groups with assigned roles.
- **Role-Playing:** Enactment of scenarios, focusing on clear communication and active listening.
- **Feedback and Reflection:** Discussion for feedback and skill reflection.

Activity 3: Show and Tell

- **Item Selection:** Learners bring items of significance from home.
- **Presentation Preparation:** Preparation of short presentations about chosen items.
- **Presentations:** Learners present items, using eye contact and descriptive language.
- **Peer Interaction:** Audience engage in discussion and ask questions.

Do's and Don'ts :

Do's:

1. Create a supportive environment for practice.
2. Provide constructive feedback.
3. Adapt scenarios and prompts to learners' age and experience.

Don'ts:

1. Put undue pressure on learners.
2. Disregard individual comfort levels.

Result:

- Improved storytelling abilities.
- Enhanced verbal communication skills.
- Heightened confidence in public speaking.

Learner's Observations :

- Active participation.

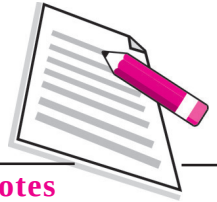
- Providing thoughtful feedback to peers.
- Reflecting on personal growth.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

develop practical skills in effective communication, including storytelling, role-playing, and public speaking, contributing to successful interactions in various settings.

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formal Education
systems**



Notes

Module - 3

ECCE Journey with formal Education systems



14

PRACTICAL

Aim: Developing an anecdotal report for child's accomplishments, attitudes, learning needs, and future learning goals.

Objectives:

After doing this practical, the learner will be able to:-

- understand the purpose and structure of an anecdotal report in early childhood education;
- effectively document a child's accomplishments, attitudes, learning needs, and future learning goals;
- enhance participants' skills in providing personalized and constructive feedback to support a child's development.

Pre-requisites:

Basic knowledge of child development, observation techniques, and familiarity with the child, being reported on.

Activity/Procedure:

Step 1: Introduction (15 minutes)

Discuss the importance of personalized feedback in early childhood education and how anecdotal reports contribute to this. Explain the various components of an effective anecdotal record.

**Step 2: Observation (30 minutes)**

Provide participants with an opportunity to observe a child in an educational setting. They should focus on noting the child's accomplishments, attitudes, learning needs, and areas for future growth.

Step 3: Writing the Anecdotal Report (40 minutes)

Divide participants into pairs. Each pair will collaborate to develop an anecdotal report for the observed child. They should include specific examples and details in each section.

Step 4: Presentation and Discussion (30 minutes)

Pairs present their anecdotal reports to the whole group. After each presentation, open the floor for questions and discussions. Encourage feedback and suggestions for improvement.

Do's and Don'ts:**Do's:**

1. **Specific Examples:** Include concrete examples from the observation to support the child's accomplishments and learning needs.
2. **Constructive Feedback:** Provide feedback that is supportive and encourages the child's growth.
3. **Future learning Goals:** Suggest realistic and developmentally appropriate goals for the child's future learning.

Don'ts:

1. **Generalizations:** Avoid vague or overly general statements without specific examples.
2. **Negative Language:** Refrain from using negative or judgmental language when describing a child's challenges.

Result:

Participants develop a deeper understanding of how to create an effective anecdotal report that captures a child's achievements, attitudes, learning needs, and future learning goals. They also improve their ability to provide personalized and constructive feedback.

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Learner's Observations:

Participants observe the complexity of documenting a child's development comprehensively and the significance of being observant and attentive. They also recognize the value of offering tailored support to each child.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- participants understand the purpose and structure of an anecdotal record in early childhood education.
- they acquire skills in observing and documenting a child's accomplishments, attitudes, learning needs, and future goals.
- participants develop the ability to provide constructive feedback that supports a child's growth and development.
- learners appreciate the importance of individualized assessment and feedback in early childhood education.
- participants enhance their communication skills, especially in conveying observations and recommendations effectively.



15

PRACTICAL

Aim: Developing an indicator-based report card for ECCE children.

Objectives:

After doing this practical, the learner will be able to:-

- design a comprehensive report card that effectively communicates a child's progress in early childhood education to parents;
- identify relevant indicators that showcase the child's development across various domains;
- enhance participants' understanding of assessment techniques and the importance of clear communication with parents.

Pre-requisites:

Basic knowledge of early childhood education, child development, and the assessment process.

Activity/Procedure

Step 1: Introduction (15 minutes)

Discuss the importance of regular communication between teachers and parents in early childhood education. Highlight the significance of a well-structured report card that focuses on holistic development.

Step 2: Selecting Indicators (30 minutes)

Divide participants into small groups. Provide them with a list of domains such as cognitive, social, emotional, and physical development. In each group, participants



should collectively choose indicators that are age-appropriate and relevant for each domain.

Step 3: Designing the Report Card (45 minutes)

Each group designs a prototype report card using their selected indicators. The report card should include spaces for comments, strengths, areas of improvement, and suggestions for parents to support their child's development.

Step 4: Presentation and Feedback (20 minutes)

Groups present their designed report cards to the whole group. Encourage feedback and suggestions for improvement from other participants. Emphasize clarity and simplicity in design and language.

Do's and Don'ts:

Do's:

1. **Clarity:** Ensure that the report card is easy to understand even for parents without any educational background.
2. **Comprehensiveness:** Include indicators that cover various aspects of a child's development.
3. **Constructive Feedback:** Provide specific feedback on each child's progress and suggest ways for improvement.
4. **Inclusion:** Consider cultural and individual differences when designing the report card.

Don'ts:

1. **Overwhelming Detail:** Avoid including too many indicators that could overwhelm parents.
2. **Negative Language:** Do not use negative or harsh language when describing areas of improvement.
3. **Comparisons:** Avoid comparing a child's progress to other children; focus on individual growth.

Result:

Participants develop a clear understanding of how to design an indicator-based report

card that effectively communicates a child's development to parents. They also learn the importance of customized feedback and suggestions for each child's progress.

Learner's Observations:

Participants realize the significance of focusing on holistic development and using positive language in the report card. They also recognize the role of communication in building a strong teacher-parent partnership.

Key Learning Outcomes:

After doing this practical, the learner will be able to:-

- participants learn to select and incorporate age-appropriate indicators for assessing different developmental domains.
- they develop the skills to design a comprehensive report card that provides parents with a clear understanding of their child's progress.
- participants understand the importance of customization and positive language in report cards.
- learners appreciate the role of effective communication in fostering a collaborative relationship between teachers and parents.
- participants gain insights into the diverse aspects of early childhood development and assessment techniques.



Notes