

Open Vocational Educational Programme

Early Childhood Care and Education

Early Childhood Learning and Development

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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 aim 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 to Intext Questions : 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.

COURSE OVERVIEW

Book-1

Module

LESSON

1. Early Childhood Learning and Development

1. Early Childhood Care and Education : Meaning and Significance
2. Stages of Growth and Development
3. Domains of Child Development
4. Needs and Rights of Children (Health & Hygiene, Nutrition and Securities)
5. Stages of Child Development and Learning (Infancy to Toddlerhood)
6. Child Development During Pre-School Years

Book-2

Module

LESSON

2. ECCE Organization and Management

1. Elements of Effective ECCE Programme
2. Staff in an ECCE Centre
3. Qualities and Role of an ECCE Teacher
4. Supervision and Monitoring in Context of an ECCE Centre
5. Physical Facilities and Learning Material
6. Mobilising Community Support
7. Setting up an ECCE /ECE Centre

Book-3

Module

LESSON

3. ECCE Journey with Formal Education Systems

1. ECCE Centre and Linkage with Home and School
2. Involvement of Parents and Community
3. How Children Learn
4. Curricular Linkages between Pre-Primary and Primary
5. Facilitating Learning : Physical Education, Arts and Aesthetics, Environment
6. Foundational Literacy and Numeracy Goals
7. Communicating and Reporting Children's Progress

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Early Childhood Learning and Development

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EARLY CHILDHOOD CARE AND EDUCATION : MEANING AND SIGNIFICANCE

INTRODUCTION

Childhood is the foundation of an individual's life. Early childhood refers to the initial years of life (0 to 6 years), having specific needs and characteristics. It is the period of most rapid growth and development and is crucial for survival. Thus, it requires special care and attention. The care starts from the day of inception of the child in the mother's womb. Once the child takes birth and arrives in this world, the health, hygiene and nutritional needs have to be taken care of. As the child grows the child's other developmental needs have to be stimulated through different activities. To cater for all such needs the **Early Childhood Care and Education ECCE** comes into the picture, a comprehensive approach towards ensuring a sound foundation for survival, growth and development of the child with a focus on care and early learning for every child. It recognizes the synergistic and interdependent relationship between the health, nutrition, psycho-social and emotional needs of the child. This is what exactly Early Childhood Care and Education deals with.



OBJECTIVES

After reading this lesson, you will be able to:

- describe the meaning of the Early-Childhood Care and Education (ECCE);
- elaborate the significance of ECCE;
- discuss the nature of ECCE;
- analyse the relationship between Early Childhood Care and Education;

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Early Childhood Care and Education: Meaning and Significance

- explain the concept of holistic child development;
- identify the components of ECCE;
- enumerate the provisions/ policies for implementing ECCE;
- delineate the various support services pertaining to ECCE;
- signify the role of parents in ECCE;
- elucidate the involvement of community in ECCE.

1.1 MEANING OF ECCE

1.1.1 Early childhood

The term 'ECCE' comprises of three key terms:- 'Early Childhood', 'Care', and 'Education'. Similar to this is a word 'ecce' which in Latin means '*behold*'. According to the Merriam-Webster Dictionary, the meaning of the word "ecce" is *used to call attention*. Similarly, in early years a child requires attention and needs to be observed by the care-giver. Early childhood refers to the period from birth to six years. According to the Early Childhood Care and Education (ECCE) Policy 2013, there are three sub-stages of early years, each with its own age-specific developmental priorities and are as follows:

- (a) conception to birth
- (b) birth to three years
- (c) three to six years

Early childhood is the most important period of life characterized by rapid growth and development and needs to be cared for. The development of the brain during early childhood period influences the pathways of physical, development, mental health, and behaviour throughout life. Deficits during this stage of life have substantive and cumulative adverse impacts on the child's development.

1.1.2 Care

The term 'Care' includes the nutrition-health-hygiene and love-safety-security aspects to ensure a healthy, protective and stimulating environment for children for their all-round holistic development through several care providers such as parents, families, communities, and other institutional mechanisms like public, private and non-governmental service providers.



The sub stages with their age-specific needs are as follows:

conceptions to birth — for expecting mothers:

- pre and post-natal health and nutritional care of mother
- maternal counselling
- safe child-birth
- maternity entitlements
- child protection
- non-discrimination

Birth to three years— for children, care means provisioning of:

- survival, safety and protective environment
- health-care
- nutrition
- association with an adult
- stimulating environment

Three to six years—care includes:

- protection from hazards
- healthcare
- nutrition
- developmentally appropriate play-based pre-school education

1.1.3 Education

ECCE is an indispensable foundation for life-long development and learning, and has a lasting impact on over-all development. The word ‘*education*’ at this stage does not refer to teaching the child reading, writing and arithmetic (three R’s), but bringing about a readiness in the child to prepare a foundation for subsequent learning in formal school. Thus, ECCE encompasses the in -separable elements of care, health, nutrition, play and early learning within a protective and enabling environment. Therefore, ECCE deals with care and education of children from 0-6 years. It is further sub-divided into two parts:

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Early Childhood Care and Education: Meaning and Significance

- 0-3 years old: Early Stimulation Programmes through Home/Community Stimulation.
- 3-6 years old: Early Childhood Education Programme through Foundational/ Pre-primary school/ Anganwadi/ Balvatika.



Thus, ECCE helps in overall development of child.

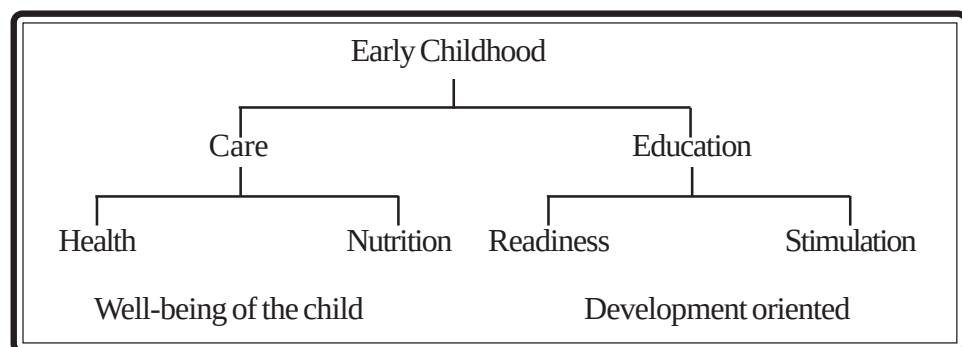


Figure: 1.1 ECCE helps in overall child development



INTEXT QUESTIONS 1.1

1. Define the term 'early childhood.'
2. Define the term 'care.'
3. Explain the meaning of early childhood care and education (ECCE).
4. State the age groups under the early childhood care and education.
5. Describe the word 'Education' in ECCE.

ASSIGNMENT 1.1

1. Visit any three centers meant for children for 3-6 years. Spend at least two hours each day for three days in each of these. Centers and observe the activities with consent of teacher/caregiver. Identify the role of each on the basis of your observations. Observe and note:
 - i) What the centre's caregiver/teacher planned for the children?
 - ii) Whether the children enjoyed each experience and for how long.
 - iii) What were the activities the children liked to do?
 - iv) Whether the children learnt; what the centre's staff wanted them to learn, Give examples.
 - v) Whether all children enjoyed each and every activity equally, Yes/No. Give reasons to support your answer.
2. Select at least one child in each centre for further Observations.
 - i) Identify the learning outcomes of the child from the programme/activity of the centre.
 - ii) Identify the learning outcomes of the child if the caregiver/teacher had not planned programme/activity for children.
 - iii) Whether the caregiver/teacher needed directions to guide the children.
 - iv) If the caregiver/teacher had not been around whether the children would learn what was expected from them? Yes/No. Give reasons to support your answer.
 - v) Identify two experiences in each centre and list the aspects of development you feel have been fostered by these experiences.
3. Describe the ECCE programme from your point of view on the basis of what you have learnt so far.

1.2 HOLISTIC CHILD DEVELOPMENT : COMPONENTS

The foetus develops in the womb of the mother and is nurtured by the mother's diet. It receives its nutrition from what the mother eats. The importance of mother's milk cannot be ignored after the birth of child. Thus, ECCE programme intends to improve the nutrition, health and educational status of mothers to ensure healthy children in the future. After birth the child needs to be provided with balanced nutrition, healthy habits,

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Early Childhood Care and Education: Meaning and Significance

hygiene practices, self-help skills for holistic development which includes simultaneously focusing on different aspects or domains of development like physical and motor, socio-emotional, literacy and numeracy, cognitive, life skills, etc. These aspects are **interrelated, inter-dependent and influence each other** for establishing the child's over-all well-being.

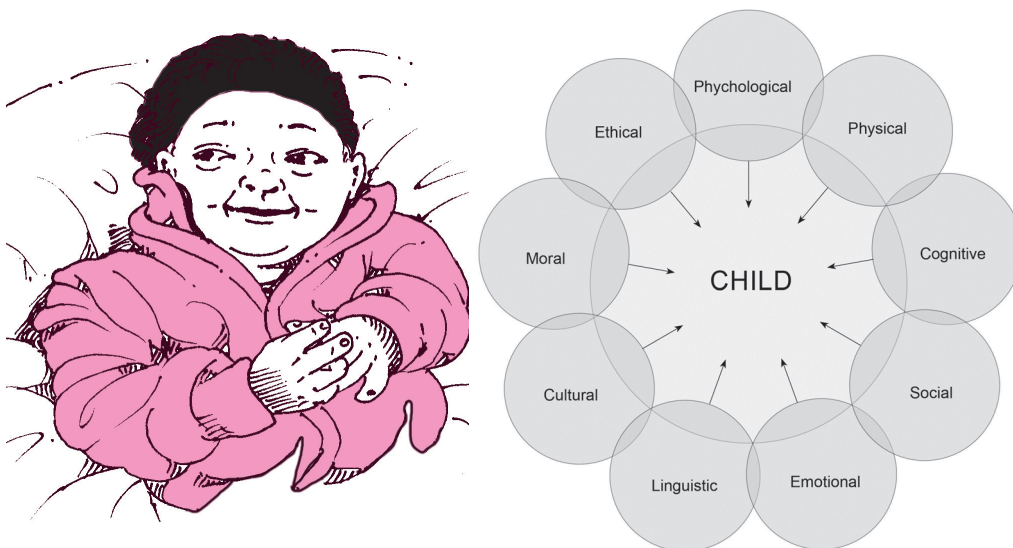
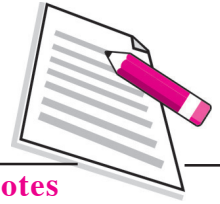


Figure: 1.2 Aspects of development

1.2.1 Cognitive Development

It refers to the development of mental skills or cognitive abilities such as thinking, learning, understanding, problem solving, reasoning, remembering, classifying, conceptualizing through the senses and motor abilities [from birth to 2 years]; and through talking and manipulating [from 2 to 8 years].

Cognitive Skills	Reflected in Activities
development of sensory organs	hear, touch, sight, taste, smell
development of pre-number concepts	matching, sorting, classifying, grouping, sequencing numbers/data
development of cognitive products	Identification of shape, colours, body parts, object names, etc, early numeracy patterns, shapes, puzzles, comparisons, measurements, spatial relationships, number identification, counting],



	grouping, matching, sorting, classifying, sequencing, thinking, concentrating, paying attention.
development of creative abilities	building imagination, expressing through arts, craft

Table: 1.1 Cognitive Development : Skills and Activities

1.2.2 Social Development

This is a process of acquiring social norms and social skills in children while interacting with others, having relationships with family, friends, care-givers, other people and teachers.

Social Skills	Reflected in Activities
development as a social being	follow group norms, understand rules, cooperate, socialize
development as a citizen	execute social roles, responsibilities, duties, abide by law and order

Table: 1.2 Social Development : Skills and Activities

1.2.3 Emotional Development:

They develop the ability to recognize, express, and manage emotions and feelings over-time.

Emotional Skills	Reflected in Activities
development of emotions	expressing all emotions
development of emotional maturity	regulating emotions, inner discipline, responding to the feelings of others

Table 1.3 Emotional Development : Skills and Activities

1.2.4 Physical Development

It refers to the advancements and refinements of motor skills, or children's abilities to use and control their body parts.

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Early Childhood Care and Education: Meaning and Significance

Motor Skills	Reflected in Activities
Gross motor skills	using muscles to grasp, sit, crawl, stand, walk, reach, run, climb, balance
Fine motor skills	using fine motor coordination like eye and hand synchronization to eat, draw, dress, play [handle small toys, building blocks], write, do other things

Table 1.4 Physical Development : Skills and Activities

1.2.5 Language Development

It is a process of acquiring, understanding and using language competencies. It involves linguistic skills of listening, speaking, using body language and gestures, communicating, seeing meaning in reading and writing.

Age [+/- 6 months]	Linguistic Milestones
pre-birth	brain readiness for language acquisition
0 to 6 months	Uses: Expressive Language (cries to express what they want or need) and Receptive language (responding to sounds and voices by cooing, laughing, smiling)
7 months	Babbling (vowel-consonant sounds, like "ma", "da" or "um"), repetitive babbling occurs next (like "mamama")
1-year-old	Holophrastic stage (one-word like "raining", "Thanks")
1.5-years-old	two word stage ("love you", "miss you")
2-years-old	Telegraphic stage (stringing more than two words together, like "my papa strongest")
2.5+-years-old	after Telegraphic stage (sentences, paragraphs, description, explanation)

Table: 1.5 Language Development : Age and Milestones



Language skills	Reflected in Activities
listening	conversation, stories, songs, poems, events, festivals, family and others
speaking	asking, responding, enacting, explaining, expressing own views, sharing experiences
emergent reading	extending vocabulary, verbal expression, comprehension, book handling
emergent writing	drawing, alphabets, words, spelling, sentences

Table: 1.6 Reflected Activities : Skills and Activities

The holistic child care education includes provisioning of sound health, nutrition, and secure stimulating environment. It is consisting of play-based, experiential, enriching and developmentally appropriate activities, which would enhance/foster the development of the child. A holistic childcare education, for example *when children learn about how traffic lights work and what the different colours mean, provides an opportunity for children to practise walking, stopping, waiting, looking, listening and thinking, recognizing, differentiating, analyzing, etc.* The first six years in the child's life are the most crucial as during this period the rate of development is the fastest. Therefore, the components of ECCE comprise of a holistic intervention by caregivers covering health, nutrition and care, including psycho-social and emotional needs:

Newborns: making eye contact, smiling, singing, talking, holding

1-6 months: responding to the baby's sounds and gestures

6-12 months: letting the child do things on her/his own

12 months to 2 years: encouraging the child to play, ask, walk, show

2 years and older: helping the child to count, compare things, draw, ask, sing, recite, act, listen to stories

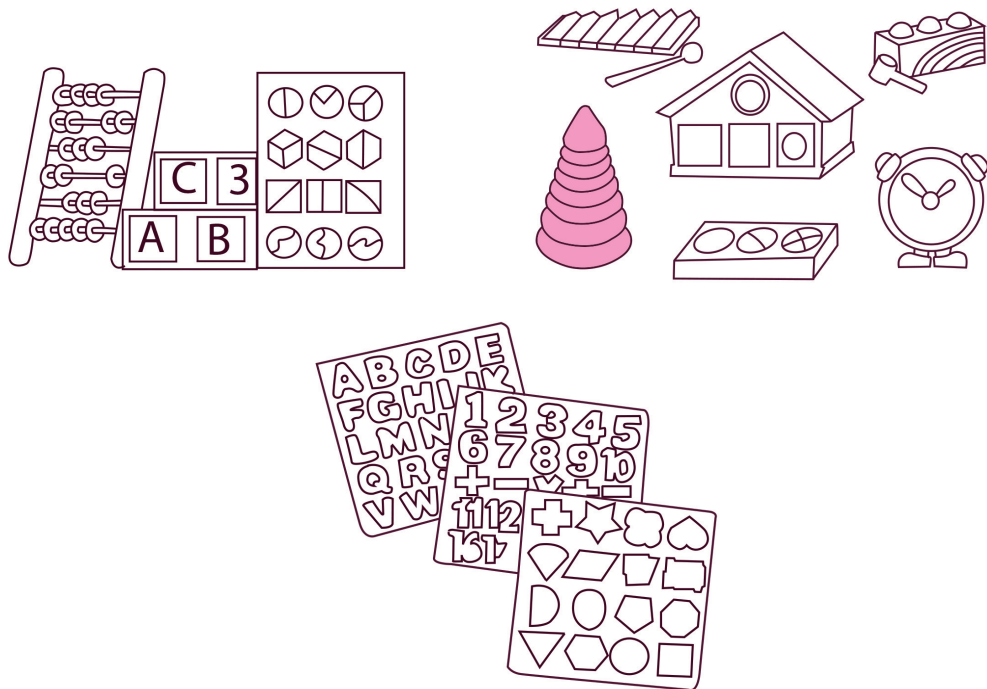


Figure: 1.3 Toys and play materials for play-based, experiential and enriching activities



INTEXT QUESTIONS 1.2

Why the first six years of a child are important for the over-all development throughout life?

ASSIGNMENTS 1.2

Observe a few children of 0 to 2, 2 to 4 and 4 to 6 years in your locality neighbourhood. Make note of observations regarding to the various aspects of the child's development. Also enlist how mother family and care takers are taking care of the child regarding each aspect of development.

1.3 NATURE AND SIGNIFICANCE OF ECCE IN THE CONTEXT OF VARIOUS PROVISIONS AND POLICIES OF GOVERNMENT OF INDIA (GOI)

Considering the significance of ECCE the Government of India, through its various provisions and policies is committed to free, universal, inclusive and equitable access to joyful, contextualized and quality early childhood education to all children under six



years of age for their all-round development through play-way and activity-based curriculum. This has to be achieved through public, private and non- governmental service providers by the nomenclature of Anganwadi Centers AWCs, crèches, play schools, pre-schools, nursery schools, kindergartens, preparatory schools, Balwadis, etc. The provisions and policies are as follows:

1. **The Article 45 of the Indian Constitution** aims to provide ECCE for all children up to the age of six years.
2. **The Right of Children to Free and Compulsory Education (RTE) Act 2009, under Section 11** stipulates for providing free pre-school education for all children from 3 to 6 years of age.
3. **The National Policy on Education (1986) recognizing** the holistic nature of child development, that is nutrition, health and social, mental, physical, moral and emotional development, ECCE to receive high priority and be suitably linked with the Integrated Child Development Service Programme wherever possible. In this regard recommended Day-care centres to be provided as a support service for Universalisation of Primary Education.
4. **The National Nutrition Policy (1993)** also recommended interventions for child care and nutrition during early childhood. The National Health Policy (2002) and National Plan of Action for Children (2005) along with Position Paper on ECCE in the National Curriculum Framework (2005) have also been supportive policy initiatives for the early childhood.
5. **The National Health Mission(NHM) launched in 2013** includes components like Health System Strengthening, Reproductive-Maternal-Neo natal-Child and Adolescent Health, and Communicable and Non-Communicable Diseases. The India New-born Action Plan (INAP) was launched in 2014 to reduce preventable new-born deaths and still births in the country with six strategic interventions such as pre-conception and antenatal care; care during labour and child birth; immediate new-born care; care of healthy new-born and care of small and sick new-born and care beyond new-born survival.
6. **National Early Childhood Care and Education Policy 2013:** A National Early Childhood Care and Education (ECCE) Policy was considered to reiterate the commitment to promote inclusive, equitable and contextualized opportunities for promoting optimal development and active learning capacity of all children below 6 years of age.

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Early Childhood Care and Education: Meaning and Significance

7. **The National Education Policy 2020 (NEP,2020)** is a *national* education policy focusses 12 years of school and 3 years of pre-school (or Anganwadi or Balvatika) thus follows **5+3+3+4** structure and replaces the old 10+2 education system.

Foundational Stage - 5 Years : Age 3 to 6: 3 Years (Anganwadi/Pre-school/ Balvatika) **Age 6 to 8:** 2 Years (Class 1 & Class 2)

Preparatory Stage - 3 Years : Age 8 to 11: Class 3 to Class 5

Middle Stage - 3 Years : Age 11 to 14: Class 6 to Class 8

Secondary Stage - 4 Years : Age 14 to 18: Class 9 to Class 12

Table: 1.7 NEP 2020 : Various stages in the Education System

The National Education Policy (NEP) has laid importance on the universalisation of Early Childhood Care and Education (ECCE) during the 3 years of pre-school, which is aimed at:

- i) promoting better over-all holistic, integrated, enjoyable, and engaging learning, development, and well-being, corresponding to the age ranges of 3-8 years and consisting of the Foundational Stage of five years in two parts:
 - 3 years of Anganwadi/Pre-school/Preparatory Class/Balvatika.
 - 2 years in primary school as Grades 1 and 2.
 - ii) attaining optimal outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/artistic development, and the development of communication, early language literacy and numeracy.
 - iii) developing a National Curricular and Pedagogical Frame-work for Early Childhood Care and Education (NCPFECCE) by NCERT for children up to the age of 8 years endorsing a flexible, multi level, play/activity-based learning.
 - iv) making a national repository of high-quality resources for children, parents, teachers, community members, on foundational literacy and numeracy [FLN] available on the Digital Infrastructure for Knowledge Sharing (DIKSHA).
8. **NIPUN Bharat** National Initiative for Proficiency in Reading with Understanding and Numeracy (NIPUN):The Ministry of Education, Government of India has

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launched a Foundational Literacy and Numeracy (FLN) Mission and provided guidelines to build literacy and numeracy skills among children at the foundational stage to:

- help children read with comprehension
- help children understand numbers
- measurement and shapes
- build capacities of teachers, academic resource persons, education administrators
- use play and activity-based pedagogy
- teach in children's home languages/mother tongue
- provide high-quality teaching-learning materials to engage children
- track children's learning levels consistently
- conduct meaningful assessments using polls, quizzes, games, etc.

All the developmental domains have been subsumed into three major goals for holistic development of the child. The goals are :

Goal 1: Children maintain good health and well-being

Goal 2: Children become effective communicators

Goal 3: Children become evolved learners and connect with their environment.

Thus, as indicated in the policy documents, the ECCE is a child centred programme wherein it is intended to use a variety of planned activities to foster and support the child's development. Therefore, the play way method and activity approach are most suitable for the group and for individual children. It focuses on the overall development of the child. It provides a suitable learning environment for the child's self-awareness, which further motivates the child to explore. For eg, in making the child identify a colour, the child is not taught but enabled to learn in a play-way manner, like -

Show an object that is green and draw attention to green colour of a leaf, green lady finger, spinach, green in a toy, green in a clothing being worn by some-one in the centre, green in a picture book, green in a toy car, green toffee, green in a box and so on. Then the child is provided an opportunity to observe and point out the commonality. When the child observes and is able to identify the common



aspect (colour), then introduced to the word “green”, then be given more activities to differentiate it from red, black, white and other colours gradually. This can be through activities that require a child or children in pairs or small groups to sort out or locate more green objects followed by other objects that are usually not green.

Hence, the activity not only leads to cognitive development but also to language development and motor development, observation and socio-emotional development too. In this way it is seen that the child learns quickly and has a direct interaction with those things that are easily available in the environment.

Think of more such play way activites.....!!!

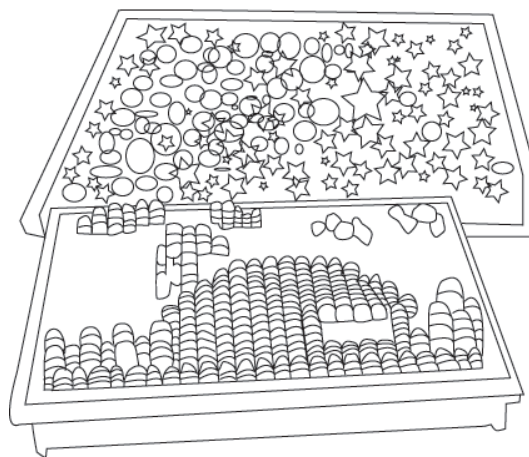


Figure: 1.4 Early childhood educational games for play-based, experiential, enriching activities

ECCE gains its significance from its approach, which is child centered and based on activities which are in a play style. Thus, it is a joyful learning experience for the child. It reduces fear of education in the child’s mind and motivates further learning through fun. It helps in building a stimulating environment for the child to experience and feel. Consequently, the child is able to retain the concepts with understanding for a longer time.



ACTIVITY 1

For the development of pre-number concept of size, big and small, the child may be first asked to collect things which are in the classroom such as books, toys, key chains, brushes, boxes, puzzles etc. The teacher will then ask the child to pick up two similar things and then ask which is big and which is small. S/he needs to follow the same process for other objects also. Then teacher can ask the child to classify the things on the basis of size i.e. big or small. To confirm that

the concept has developed; s/he would even expect children to play such a game among themselves or with an adult when not occupied. This reinforces the child's learning.

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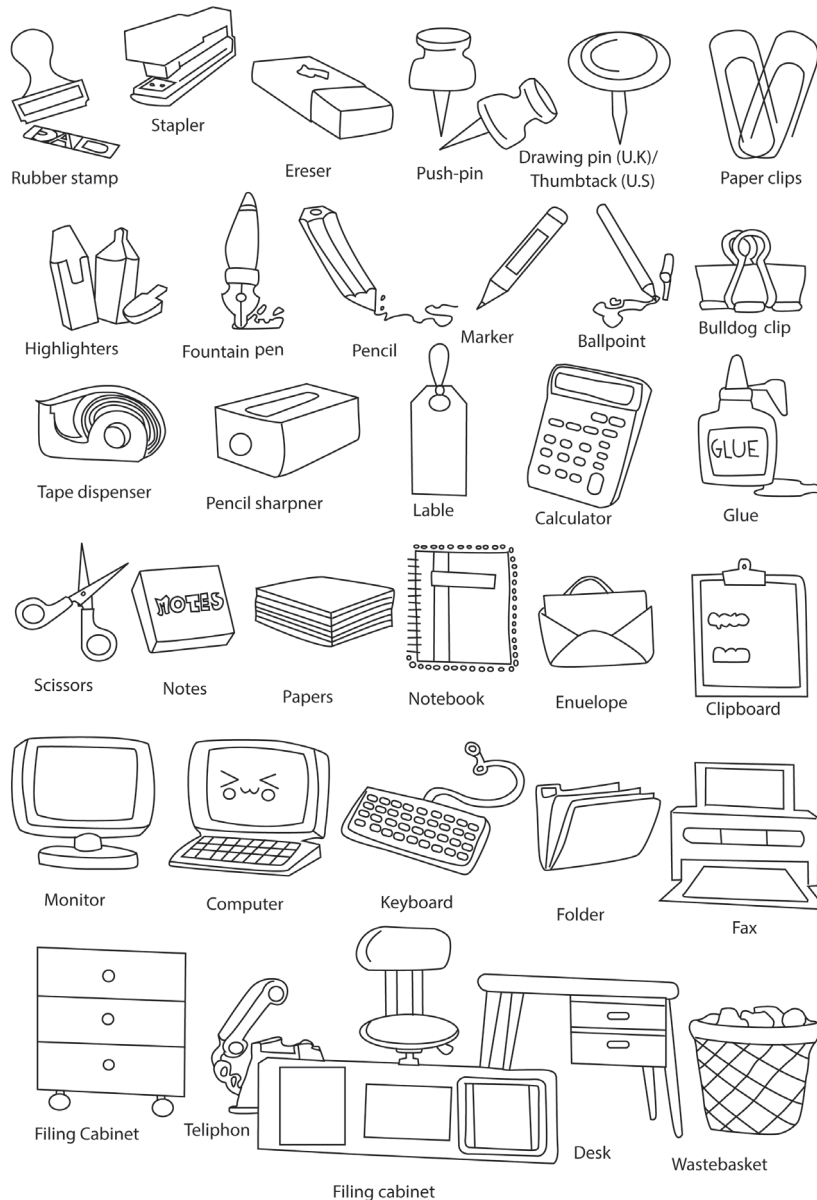


Figure: 1.5 Development of pre-number concept of size - big and small



ACTIVITY 2

For the development of creativity in children they may be indulged in painting, printing, clay modelling, creative movement and dance and aesthetic

Early Childhood Learning and Development



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appreciation. The child while drawing gives vent (expression) to his/her creative urges and imagination.

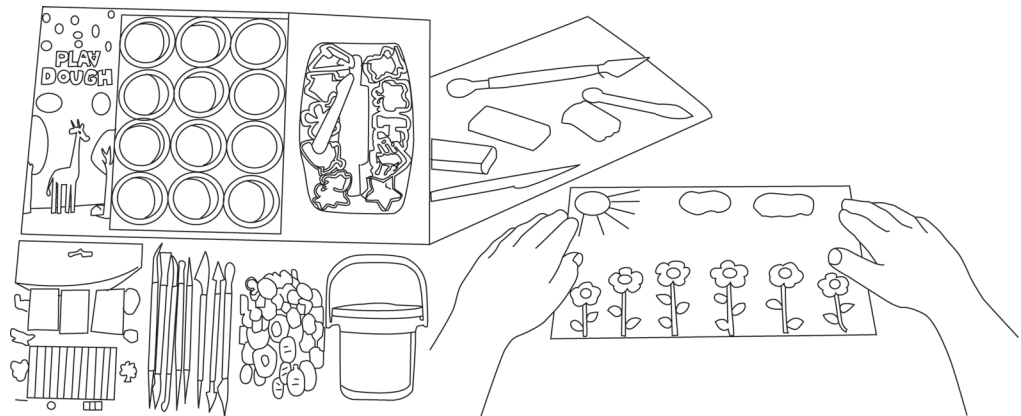


Figure:1.6 Development of creativity through painting, printing, clay modelling



ACTIVITY 3

For the development of language [pre-writing skills] children can be engaged in finger-gym [exercises for strengthening of muscles], random scribbling [using crayons], pattern tracing [to control finger movements]



Figure: 1.7 Development of pre-writing skills through exercises, scribbling, tracing



ACTIVITY 4

For the physical development [motor skills] children can be engaged in group activities like paper dance, board balance, print walking, etc.

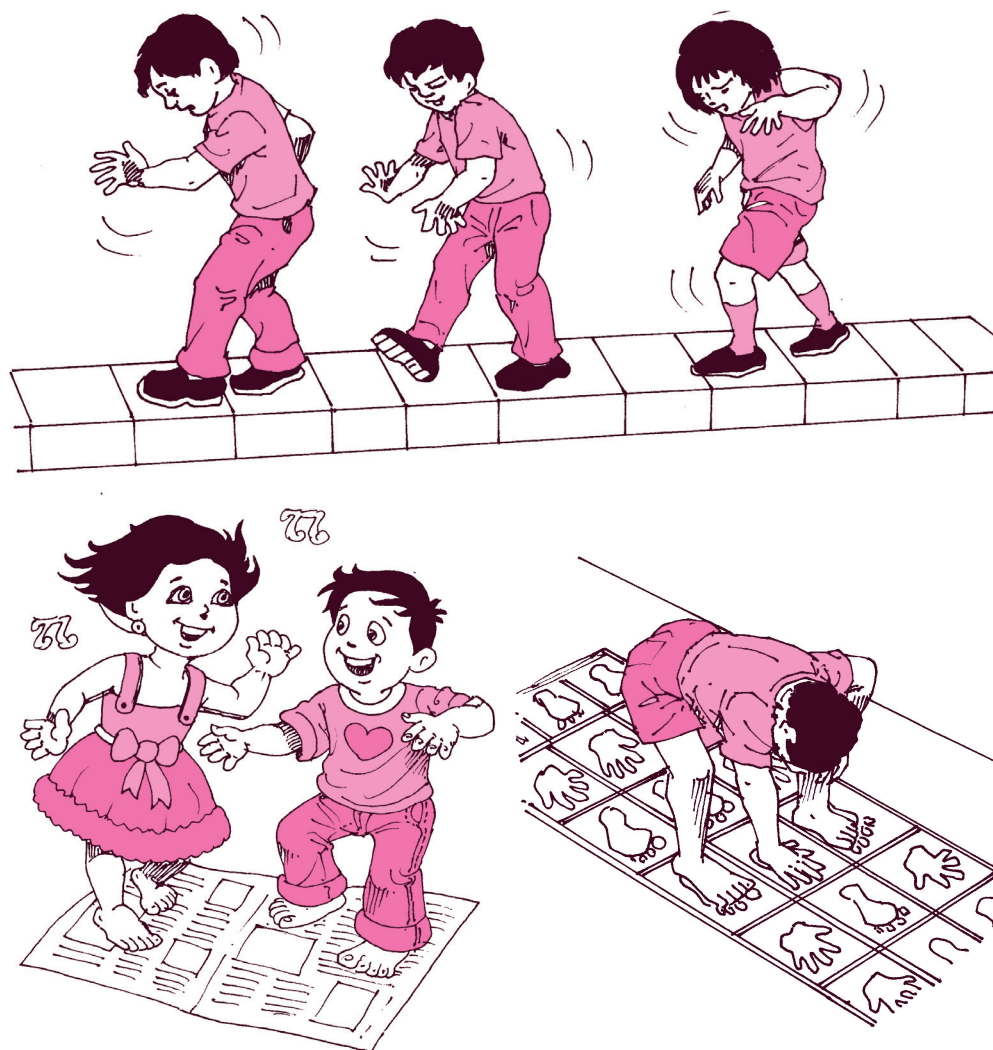


Fig 1.8 Development of motor skills through paper dance, board balance, print walking

Thus, ECCE helps in over-all development of the child and hence ECCE centres play a proactive role to ensure responsive care, early learning and development which includes physical and motor; language, cognitive, socio-personal, emotional and creative and aesthetic appreciation.

Does your working mother relative/neighbour leave younger child in any ECCE centre like an anganwadi or balwadi or creche while she goes to work?

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These are the places where the child can have an favourable environment for development. Thus, the child can stay in an appropriate environment, which will facilitate the child's over-all development, which may not be available at home. At these places, the child is cared for by a trained teacher / caregiver who looks after the health and nutritional needs of the child, thus ensuring a healthy status of the body, that is, physical and mental well-being which is a must for every individual and more so for a child. It, therefore, fills the gap created by the absence of a stimulating and safe environment for the growth of the child, which may not be available at home. ECCE helps to provide experiences for the physical and motor development, cognitive development, language development, social and emotional development, development of creative and aesthetic appreciation.

The first six years are crucial for the development of the child as they aid in laying the foundation of the child, as a result of which the child is able to learn easily and continues longer in school. In fact, the children who do not receive Early Childhood Care and Education tend to run away from school as they are not ready to receive formal structured school education. Therefore, ECCE helps also in reducing the number of drop outs in the primary classes. It contributes in the achievement of the goal of universalisation of elementary education.

Thus, Early Childhood Care and Education (ECCE) encompasses the inseparable elements of care, health, nutrition, play and early learning within a protective and enabling environment. It is an indispensable foundation for life-long development and learning, and has a lasting impact on early childhood development.



INTEXT QUESTIONS 1.3

1. Fill in the blanks
 - i) ECCE is a.....centred programme.
 - ii) The major objective of ECCE isdevelopment of the child.
 - iii) ECCE is recognized through the.....of Indian Constitution
 - iv) The exclusive policy for ECCE by GoI is
 - v) The mission of NIPUN is termed as
 - vi) As per NEP 2020, the age group of pre-school is.....
2. Explain the provisions as stated in the National Early Childhood Care and



Education Policy of 2013.

3. Discuss the main components of National Health Mission (NHM).
4. Write about the Foundational Stage as described in NPE 2020.
5. Mention the goals of ECCE by NIPUN Bharat.
6. Write down the significance of ECCE.

ASSIGNMENT 1.3

1. Visit any early child care center in your locality and elaborate the kinds of services that are modified/added/updated by the centre after the implementation of NPE 2020.
2. Illustrate any one play way activity to boost various aspects of development [like physical, cognitive, social] for 2 to 4 years children.

1.4 ROLE OF GOVERNMENT & NON GOVERNMENT ORGANIZATIONS, PARENTS AND COMMUNITY IN ECCE

The National ECCE Policy also recommends that several care providers such as parents, communities, and other institutional mechanisms like public, private and non-governmental service providers must collaborate for the children's all round, holistic and integrated development, with focus on care and early learning at each sub-stage of the developmental continuum, to provide ECCE and achieve its goals.

1.4.1 Involvement of parents

Parents' involvement in early childhood education is not only important, but can extend the experiences and development of a child in all aspects—social, emotional, intellectual, physical, linguistic, cultural, moral etc.

The Involvement of parents can make a positive and lasting impact on their child's abilities. When children experience early quality learning and care, their cognition enhances and they develop holistically. There are a number of ways and strategies through which parents can be involved in their children's early education, like:

- enrol children in ECCE centre in the age-appropriate class
- coordinate with the centre or teacher for updates and home activities
- interact with teachers during PTMs to understand the progress of the child's development

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- associate with the child through various activities like reading, playing, singing, reciting, story telling, illustrating, conversation, etc
- create learning environment through e-content on DIKSHA (Digital Infrastructure for Knowledge Sharing by NCERT in 2017)
- track the progress of the child with teachers, care-givers and community members
- ensure child participation in community activities like functions, melas, projects, group activities, competitions, library, etc.



Figure: 1.9 Parents/caregivers download DIKSHA to provide learning to children through e-content

ECCE caregivers or teachers have to develop trusting relationships not only with their children but also with parents and community members.

1.4.2 Involvement of Community

Active participation of community members in ECCE enhances positive outcomes for children. Community members', ownership, accountability and participation are important in the smooth functioning and success of an ECCE centre. For spreading awareness, explaining benefits and implementing curriculum of ECCE, community programmes like camps, role plays, street play or nukkad nataks, group discussions, exhibitions, advocacy posters, can be planned and organised.

1.4.3 Involvement of Institutions

ECCE services are implemented through public, private and non-governmental service providers. From the objectives of ECCE and the age range it caters to, it is clear that ECCE is basically development oriented. A large number of organisations: voluntary, government and NGOs carry out a large number of programmes for ECCE. These institutions work for qualitative improvement in the area of ECCE. There must be an integrated approach to put in place effective and accountable systems, partnerships and services, networking with parents, community and government organizations, non-



government organizations and other organizations to generate awareness and seek their involvement in ECCE programmes.

1.4.4 A Government Service Providers

There are **government organizations** which carry out research, innovations, development at the national level related to ECCE and plan for making various policies and work for the implementation of these policies in close collaboration with the NGOs and other voluntary establishments. Some of these government organisations are:

- Ministry of Women and Child Development (MWCD)
- National Council of Educational Research and Training (NCERT)
- National Institute of Public Co-operation and Child Development (NIPCCD)
- Central Social Welfare Board (CSWB)

These organisations also conduct training and orientation programmes at different levels.

1. National Institute of Public Cooperation and Child Development (NIPCCD) trains Child Development Project officers (CDPOs) as supervisors of Anganwadi workers and Anganwadi Training Centres.
2. Central Social Welfare Board (CSWB) also organises Awareness Generation Projects like Rural Poor Women, Balwadi Nutrition Programme (3-5 years), Creches for Children (0-5 years), Vocational Training Courses, etc.
3. To realize the vision of NEP-2020, recently NCERT initiated the National Initiative for School Heads' and Teachers' Holistic Advancement [NISHTHA] integrated online teachers training programme to improve learning outcomes at different levels: 1.0 Elementary, 2.0 Secondary Literacy and Numeracy 3.0 Foundational, 4.0 Early Childhood.



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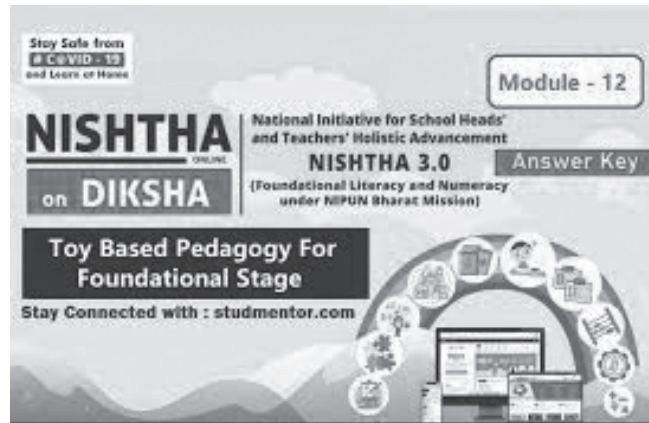


Figure: 1.10 NCERT NISHTHA online teachers training programme to improve learning outcomes

There are **government programmes/schemes** that support quality access to basic services for all, like:

- Saksham Anganwadi and Poshan 2.0.
- Integrated Child Development Service (ICDS)
- National Programme for Education of Girls at Elementary Level (NPEGEL)
- National Rural Health Mission
- Total Sanitation and Drinking Water Campaign
- Janini Suraksha Yojana
- Indira Gandhi Matritva Sahyog Yojana
- Integrated Child Protection Scheme (ICPS)

For example, under Mission Saksham Anganwadi and Poshan 2.0, an amount of Rs. 579.20 crore has been allocated under ECCE/Pre-School Kit for a period of five years from 2021-22 to 2025-26. As on 30th June, 2022, 3.03 crore children in the age group of 3-6 years have access to Early Childhood Children Education (ECCE) through Anganwadi centres. Similarly, Integrated Child Development Service (ICDS) provides services to nearly 8 crore children under six years of age, through a network of 15 lakhs approved Anganwadi Centres (AWCs).

1.4.5 Non-Governmental Service Providers

- **In the non-governmental** channel, there are small scale initiatives which are largely supported by trusts, societies, volunteer organisations, private bodies,



religious groups or international funding agencies.

- **Balwadi, Creche, Day Care Centre, Ashramshala**

The unregulated private channel, both organized and unorganized, is perhaps the second largest service provider of ECCE, and its out reach is steadily spreading even into the rural areas across the country although with varied quality. However, this channel suffers from issues of inequitable access, uneven quality and growing commercialization. Therefore, there is a need to harmonise the activities of all these service providers, in accordance with service delivery norms, standards and regulations. The following base standards shall be made mandatory for all ECCE centres or service providers rendering any kind of ECCE service:

- an ECCE programme of 3-4 hours duration
- a classroom measuring at least 35 square meters for a group of 30 children and availability of adequate (at least 30 square meters) out-door space for a group of 30 children
- adequately trained staff
- age and developmentally appropriate, child centric curriculum transacted in the mother tongue / local vernacular
- adequate developmentally appropriate toys and learning materials
- a safe building which is within easy approach. It should be clean and should have a surrounding green area
- adequate and safe drinking water facilities
- adequate and separate child-friendly toilets and hand wash facilities for girls and boys
- separate space allocated for cooking nutritionally balanced meals and nap time for children
- immediate health service in terms of First Aid/ Medical Kit available at the centre
- the teacher/caregiver: child ratio of 1:20 for 3–6-years-old children and 1:10 for under 3years is to be available at the ECCE Centre. Children should not be unattended at any given point of time.

1.4.6 Anganwadi, Balwadi, Creche, Day Care Centre, Ashramshala [ABCD] Services

The services of ECCE provider organisations are mainly geared towards the economically deprived sections of the society, working mothers and migrant labour

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force. There are children from the lower income groups whose parents are not able to look after them properly and provide appropriate environment for their growth. These organisations work to provide an optional environment for the development of children by opening Anganwadi, Balwadi, Creche, Day Care Centre, Ashramshala [ABCDA]. Thus, the services for ECCE are being offered under “different nomenclatures”(names) but with “same purpose”.

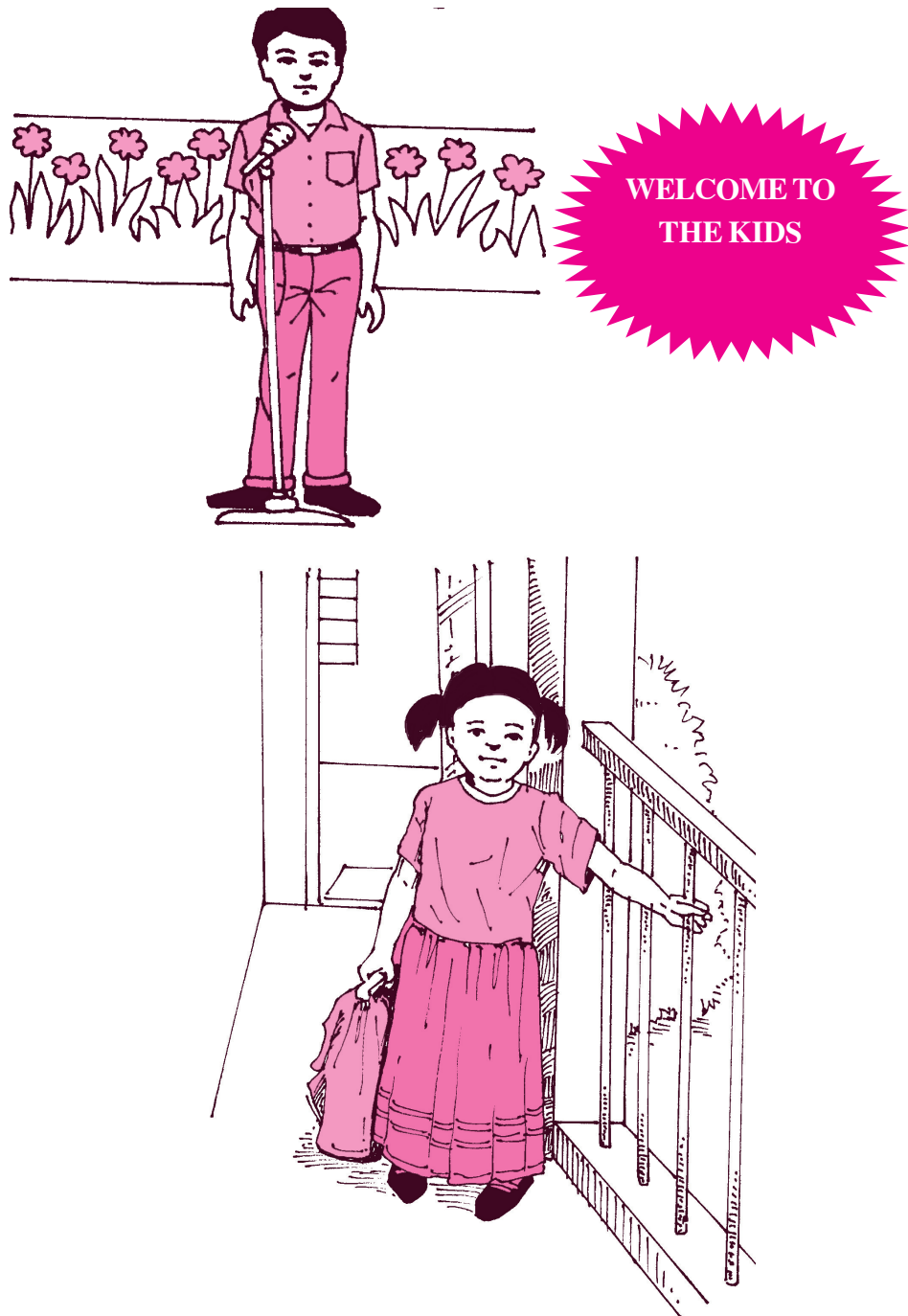


Figure: 1.11 Children at ECCE Centre

**1. Anganwadi**

As the name ‘angan’ or ‘courtyard’ and ‘wadi’ or ‘garden’ suggests these have home-based set ups usually for 2-3 hours a day to provide for all children upto 5 years of age and mothers to be and new mothers so as to reach out to the young ones through them. Thus, an anganwadi is an early childhood care and education centre. An anganwadi is intended to provide:

- (i) a clean, safe and stimulating environment
- (ii) health check-ups and referral services
- (iii) nutritional additions to their diet
- (iv) an environment wherein the children’s all-round development, that is, physical, motor, language, emotional-social and mental is catered to
- (v) health care for pregnant and lactating mothers and
- (vi) nutritional supplement to lactating mothers

2. Balwadi

Early Childhood Education centre, Balwadi is a garden for young children to impart the services of a nursery school or a pre-school to offer learning environment and educational experiences using indigenous materials usually for 2.5 to 3 hours a day for all round development of children in the age group of 3-6 years. These are usually run by local bodies, that is, gram panchayats, municipal bodies. NGOs, private bodies, individuals, institutions, etc.

3. Creches

The word “creche” is familiar to the working mothers to provide care facilities in the locality to their children in the age group of 0-6 years. Earlier when there was a joint family system the working mother used to leave their children at home under the guardianship of the elder members of the family. With the break up of the joint family system and movement of people from village to city or from one city to another in search of job arose the problem for the working mothers to leave their children at a safe place with a trained caregiver who could take care of the health, nutrition, educational and recreational needs of their children. There are mobile creches also. A “Mobile Crèche” was firstly established in 1969 by its founder Meera Mahadevan when she witnessed the plight of “neglected children at the site of the Gandhi Centenary Exhibition, in Delhi, to provide day care facilities for looking after the needs of children at



construction labourers. Mobile Crèches or Mobile Nurseries are Indian NGO founded to address a widespread lack of access to education and healthcare that children at construction sites face, to take care of health, nutrition, educational and recreational needs of these children. Mobile Creches reach 14,000 children every year. To date, Mobile Creches have reached out to a million children and trained thousands of creche workers as child caregivers.

4. Day Care Centre

Unlike a creche, a day care centre is intended to look after (care for) children who return from the education centre (like school) but cannot be kept at home because the parents/adults are away and there is no one else to take care of them. Sometimes children are unable to avail the facility of an education centre, hence spend the entire day at the day care centre. Thus, the day care centre becomes not just a 'care' facility but as per the available expertise, an environment for development is also provided. As care and education services are intended to serve the needs of children of the community around, it is necessary that the availability of the services including its type, location, duration, timings, match the requirement both as needed by the community and perceived by the providers.

5. Ashramshalas

Ashramshalas are residential schools run by the Tribal Development Department (TDD). These schools, usually, located in remote areas, offer residential educational facilities to children from disadvantaged tribal backgrounds especially if the parents seasonally migrate for work. As suggested by NPE 2020, the ECCE will also be introduced in Ashramshalas in tribal-dominated areas and in all formats of alternative schooling [non-traditional educational setting that provides for students' needs] in a phased manner.



INTEXT QUESTIONS 1.4

1. Write down the nomenclature of different organizations working in the area of ECCE.
2. Mention the objective of mobile creches.
3. State the role of Anganwadis.
4. Describe the role of Balwadis.
5. Discuss the concept of crèches.



6. Explain the importance of Day care centres.
7. Describe the role of Ashramshalas.
8. Why activities/experiences must be planned in advance for an ECCE Centre? Give reasons.
9. Why variety of activities should be available in an ECCE Centre? Explain.
10. "All the learners of a group should be able to benefit equally in an ECCE programme". Comment.

ASSIGNMENT 1.4

Visit and observe the experiences in a few ECCE Centres like Anganwadi, Balwadi/ Creche Day Care Centre. List what aspects of development you feel they foster amongst the children.



WHAT YOU HAVE LEARNT

In this lesson, you have learnt that:

- ECCE deals with care and education of children from 0-6years.
- The first six years in the child's life are most crucial, as during this period the rate of development is the fastest.
- Care includes the health, hygiene, nutrition, safety aspects to ensure protective and stimulating environment.
- Early childhood education refers to bringing about a readiness in the child for formal school learning.
- National policies suggest ECCE programmes to be child-centered, activity-based to provide joyful learning experiences to the child for holistic development.
- Various government & non-government organisations and voluntary agencies are working in the field of ECCE under different nomenclature ABCDA.
- The parents and the local communities to be involved in these programmes to ensure long term success in all the aspects of child development.
- In the long run the ECCE helps to attain the goal of universalization of education.

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Early Childhood Care and Education: Meaning and Significance



TERMINAL EXERCISE

1. Give reasons of the strengthening of Early Childhood Care and Education in the first six years.
2. Enumerate some special features of Early Childhood Care and Education Programmes.
3. List the importance of ECCE in relation to the different aspects of development of children.
4. State the significance of Early Childhood Care and Education in the light of various policies and provisions of GoI.
5. List the recommendations of NPE 2020 with regard to ECCE.
6. Elaborate the role of ECCE service- centres in strengthening the education system.
7. Differentiate between Anganwadi, Balwadi, Crèche, Day care centre and Ashramshala.
8. Give one example of each of the following organizations working in the area of Early Childhood Care and Education: Government and Non-Government.



ANSWER TO INTEXT QUESTIONS

1.1

1. Early childhood refers to the period in the life of an individual from birth to six years.
2. 'Care' includes the nutrition-health-hygiene and love-safety-security aspects to ensure a healthy, protective and stimulating environment for all children.
3. Early Childhood Care and Education (ECCE) encompasses the inseparable elements of care, health, nutrition, play and early learning within a protective and enabling environment for children from 0-6 years.
4. Early Childhood Care and Education covers children of the age group conception to six years.
5. "Education" in ECCE refers to bringing about a readiness in the child for learning.

**1.2**

The first six years are crucial for the development of a child as it aids in laying the foundation of the child, as a result of which the child is able to learn easily and becomes ready to receive formal structured school education.

1.3

1.
 - i) child
 - ii) holistic
 - iii) Article 45
 - iv) National Early Childhood Care and Education Policy, 2013
 - v) National Initiative for Proficiency in Reading with Understanding and Numeracy.
 - vi) 3 to 6 years.
2. The National ECCE Policy of 2013 commits to free, universal, inclusive and equitable access to joyful, contextualized and quality early childhood education to all children under six years of age for physical, motor, cognitive, socio-emotional-ethical, cultural/artistic, language, literacy, numeracy development through play-based, activity-based, inquiry-based curriculum.
3. The main components of NHM 2013 are: Pre-conception and antenatal care; Care during labour and child birth; Immediate new-born care; Care of healthy new-born; Care of small and sick new-born; Care beyond new-born survival.
4. As per NPE 2020 the Foundational Stage of ECCE will consist of five years of flexible, multilevel, play/activity-based learning and the curriculum and pedagogy. The Foundational Stage will be in two parts, that is, **3** years of Anganwadi/pre-school/Preparatory Class/Balvatika+ **2** years in primary school i.e. Grades 1-2; both together covering ages 3-8.
5. The goals of ECCE by NIPUN Bharat.:
 - Goal 1: Children maintain good health and well-being.
 - Goal 2: Children become effective communicators.

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Goal3: Children become evolved learners and connect with their environment.

6. The Significance of ECCE:

- helps to attain the goal of Universalisation of Elementary Education (UEE).
- Frees the elder child from the role of care-taker.
- Ensures safe care of the child of working mothers.
- Ensures all-round development of the child.
- Provides an optimal environment for growth and development.
- Motivates for further learning.
- Ensures retention of child in upper grades.

1.4

1. The different organisations nomenclature working in the area of ECCE are Anganwadi, Balwadi, Creche, Day-care-centre and Ashramshala.
2. The major objective of “mobile creches” is to provide day care facilities for looking after the health, nutrition, education and recreational needs of children of construction labourers.
3. An Anganwadi, run by Integrated Child Development Service (ICDS) or any other organisation, as the name ‘angan’ or ‘courtyard’ and ‘wadi’ or ‘garden’ suggests, have home-based set-ups to provides clean, safe, stimulating environment, health check-ups, referral services, nutritional additions to their diet, and an environment wherein the children’s all-round development, for all children up to 5 years; and mothers to be and new mothers so as to reach out to the young ones through them.
4. Early Childhood Education Centre, Balwadi is a garden for young children to impart the services of a nursery school or pre-school to offer an educational programme for children in the age group of 3-6 years.
5. “Creche” is a facility for the working mothers to provide care facilities in the locality, to their children (till they enter school at 6 years).
6. A day care centre is a non-educational centre, intended to look after (care for) children who come back from the education centre but cannot be kept

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- at home because parents/adults are away and there is no one to care for them.
7. Ashramshalas are introduced in tribal-dominated areas and offer residential educational facilities to children for improving the educational status of children from the Scheduled Tribe (ST) community especially of the parents seasonally migrate for work.
 8. The activities/experiences must be planned in advance for an ECCE Centre so that essential experiences and learning can be provided to all children.
 9. A variety of activities should be available at an ECCE Centre as interests of children vary; some children benefit by certain experiences the Where as others learn through different methods. Hence, learning can be selected by the child.
 10. Yes, experiences/activities/materials must be provided to suit each one's development or learning needs.

**KEY LEARNING OUTCOMES**

After reading this lesson, the learner will be able to:

- incorporate components and scope of ECCE in curriculum.
- design and administer ECCE curriculum to develop FLN and social skills in children.
- adopt best practices and ensure holistic development in children.
- use a wide array of developmentally appropriate approaches, instructional strategies and tools to connect with children families and community.
- create healthy, respectful, supportive environments for the children.

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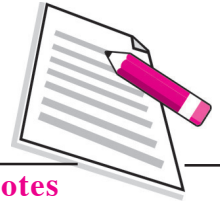
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- National Institute of Open Schooling (2022 Reprint). Certificate Course in Early Childhood Care and Education; *Understanding the Child Early Childhood Care and Education- Principles and Processes*. Open Vocational Education Programme. New Delhi: NIOS.

Web Resources:

- <https://www.unicef.org>
- <https://pib.gov.in>
- <https://stock.adobe.com>
- <https://www.walmart.com>
- <https://www.vecteezy.com>
- <https://in.pinterest.com>
- <https://www.shutterstock.com>
- <https://www.google.com>

**2**

STAGES OF GROWTH AND DEVELOPMENT

INTRODUCTION

You must have observed that the newborns need someone who can make them sit. However, infants as young as four months can sit for around one minute, and by nine months, the majority are able to do so for up to ten minutes. Similar changes occur in the children during the toddlerhood stage, which are the years between the first and third birthdays. A toddler's ability to walk is a significant accomplishment. One of childhood's wonders is how a helpless infant may develop into a walking toddler in about a year. Over time, toddlers gradually gain more control over their muscles and motions. They continually set challenges to put their learned skills to test. They develop a greater sense of independence and self-reliance. Thus, you can notice a marked transition in the child during this stage. Toddlerhood also brings about more engagement among children of similar ages. The child gradually changes as a result of growth and development. Typically, we believe that the phrases "growth" and "development" have the same meaning. Each person's growth and development processes are intertwined, which is why there are occasions when you might believe they are one and the same process. However, this is false. The two terms can be distinguished as being different from one another. You will be studying the stages of growth and development in this unit.



OBJECTIVES

After reading this lesson, you will be able to:

- know the concept of growth and development;
- understand the principles of child development;



- think about correlation between stages of child development and stage specific characteristics of children;
- articulate between the developmental delays and means to address them.

2.1 MEANING OF GROWTH

Let's first of all discuss the meaning of the term, growth. Changes in height, weight, and body composition are all examples of growth. It refers to quantitative changes in the body which can be measured. However, all children experience changes in the same order, pattern, and direction. Despite changes in many other areas, height and weight are the primary markers of growth. The Table 1.1 shows the pattern of growth in terms increase of height and weight from birth till three years in healthy children.

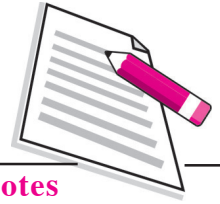
Age (yrs.)	Weight in (kgs)						Height in (cms)					
	Boys			Girls			Boys			Girls		
	Min	Mid	Max	Min	Mid	Max	Min	Mid	Max	Min	Mid	Max
1	7.5	9.5	12	7	8.9	11.5	71	75	80	69	79	79
2	9.5	12	15	9	11.6	14.5	82	87	94	80	86	92.5
3	11.5	14	18	11	14	17.5	89	96	103	85.5	95	102
4	12	15.5	19	12.5	16	21	95.5	103	111	95	103	111
5	13	17	23	13	17.2	25	100	109	118.5	97.5	108	118
6	14	18.5	26	13.8	18.8	29	104	115	126	102	113.5	125.5

Table 2.1: Average Height and Weight of Indian Children

Source: WHO (2006) and IAP (2015) combined charts published by Indian Association of Paediatricians (Indian Academy of Paediatrics (IAP) Home (iapindia.org))

You might have probably noticed that the head of a newborn baby appears larger, but as they get older, the body proportions alter and the head appears smaller. Children's body proportions fluctuate along with changes in their height and weight. In comparison to the other parts of the body, the head grows proportionately considerably less after birth. At age two, the child's head becomes double in size and makes up one-fourth of its height. By the age of three years, it practically reaches the end of its width expansion. At birth, the face remains small and the top of the head appears huge.

Throughout infancy and toddlerhood, the bottom half of the body remains small and under-developed. The torso and limbs start to grow more swiftly throughout the toddlerhood years compared to the first year. When a baby is initially born, his/her hands, feet, and legs all appear to be proportionately longer than his/her arms. In the first two years, the arms increase in length between 60 and 75 percent. At birth, the legs are little and facing one another. As they lengthen, they become straight. The leg length increases by 40% after birth, while leg length increases slowly during the toddlerhood. The child's equilibrium improves as a result of this growth, and their



physique now seems more proportionate than it seems during the first year. As a result, a child's head is larger than that of an adult in relation to length. Though boys' heads are typically bigger, at every stage both boys and girls share the same growth tendency.

2.2 MEANING OF DEVELOPMENT

Now let us examine the meaning of the term 'Development'. All **physical changes of a certain quality**, behavioural changes and mental processes are part of development. It is difficult to evaluate development. Development can be thought of in terms of its many elements, including as its social, emotional, linguistic, physical, and motor components. These adjustments are related to each other and take place at the same time. Each affects the others and is affected by them as well. For example, a child with a chronic disease won't have the stamina to exercise at all, and his/her motor skills may not develop as fast. As a result, all other aspects of his/her development such as social development can suffer from his/her lack of confidence and inability to interact with others.

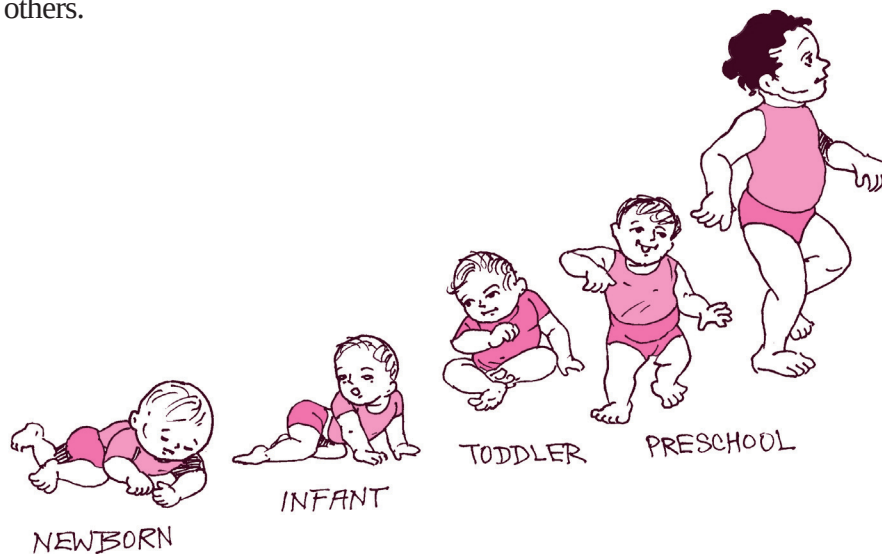


Figure: 2.1: Physical Growth and Development during Early Childhood Years

Children learn to control their body motions through the development of their motor skills. They start to move about the environment and start to gain simple motor abilities in a reasonably short amount of time. **Gross motor development** refers to a child's capacity for motions like crawling, standing, walking, running, climbing, and other actions that allow them to move around their environment. **Fine motor abilities** include things like speaking, handling objects like a mug or a crayon, flipping the pages of a book, buttoning and fastening, sketching and scribbling, and other activities. With the aid of fine motor skills, a child learns to grab, move, and manipulate diverse objects.



During their first year of life, infants hold and take up objects with both hands equally. By the time they are two years old, the majority of infants start preferring one hand over the other. This choice, termed as the dominant hand or handedness, becomes fully established by the time they are five to six years old.



INTEXT QUESTIONS 2.1

1. What do you mean by the term ‘growth’?
2. Write down the main indicators of growth.
3. What is the meaning of the term ‘fine motor development’?

ASSIGNMENT 2.1

Make observations of any five children who are going to a pre-school. Prepare a Table recording their height and weight. Compare them with the average height and weight of a child as given in the table 2.1. Write a report.

2.3 PRINCIPLES OF CHILD DEVELOPMENT

Both in terms of growth and motor development, there are two concepts of advancement. First, the head must be motorically controlled before the arms and trunk, and the arms and trunk must be controlled before the legs. The **cephalocaudal** (Latin for **head to tail**) principle of development is the term used to describe this head-to-tail pattern. According to the cephalocaudal principle, development must move from the head to the lower body. Thus, the head, brain, and eyes of an embryo grow before the torso and legs. Second, motor development moves outward from the body’s centre. In that coordination of the hand and fingers is developed after mastering control of the head, torso, and arms. This is called **proximodistal** (Latin for “near to far”) principle.

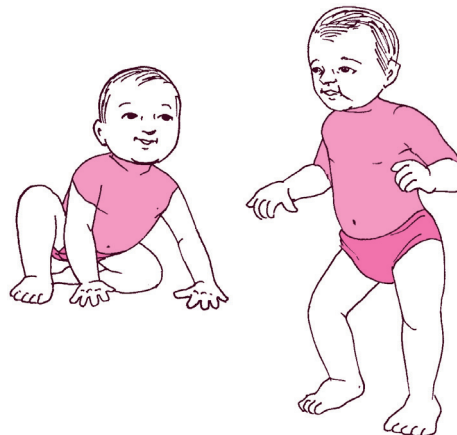


Figure: 2.2 Transformation from Infant to Toddler



Embryonic head and torso develop first, the arms and legs come later, and the fingers and toes come last. By moving his/her arms and legs, the youngster first develops motor control before moving his/her head and neck. An infant learns to elevate his/her head first for this reason. The child then learns to sit and stand as other body parts grow after that. Children first learn to control their arms and legs before moving on to fingers. They first learn to regulate large motions before progressing to smaller ones. They first learn self-related abilities, such as how to eat and dress themselves, before picking up play and school-related skills.

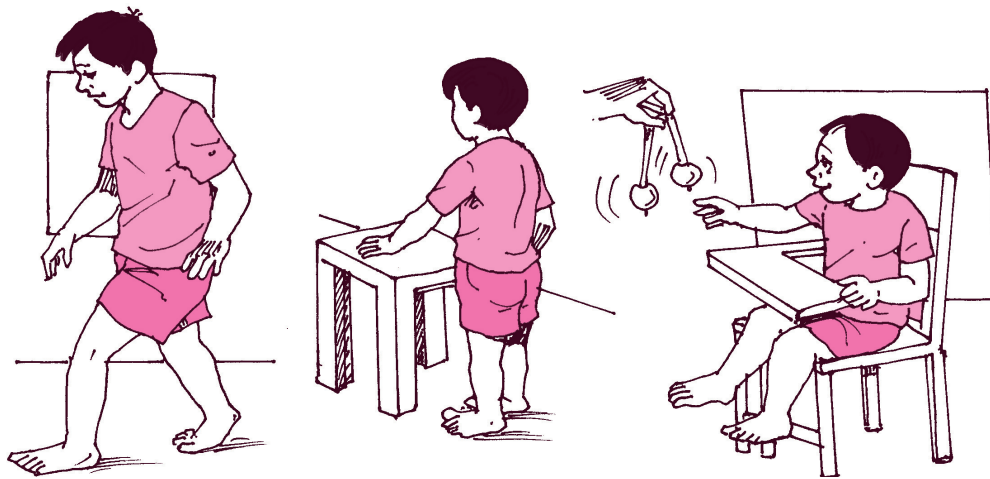


Figure: 2.3 Development is Sequential

2.3.1 Development is continuous and it involves change

Many infants have chubby cheeks when they're young, but as they get older, the same baby may have a slender body. How does the child with the round cheeks get a lean body? On a daily basis, we might not notice the modification. However, these ongoing physical and behavioural changes, which are signs of development, are indicators of growth. We are aware of the fact that these changes affect children's cognitive and socio-emotional development in addition to their physical characteristics and body composition. Development might happen fast at one moment and slow at the next. But it never ends. There is never a break in it.

You've probably seen that children learn to stand before they walk and to scribble before they start writing. In other words, we can say that "Development follows a pattern and is sequential". Every child develops roughly in the same way, with each stage building on the one before it. The two ways that development moves forward are described by the sequential pattern of development. The body develops in a head-to-toe sequence, starting with the upper part and ending with the lower part. This demonstrates that a child's body changes first in the head area, then the torso area, and last the leg area. This kind of a growth pattern helps us in understanding why



children sit before they can stand and crawl before they walk, growth is made easier by this pattern. The near-to-far sequence refers to how development moves from the body's centre to its extremities. First of all, the most basic limb bud arises in a foetus, the head and torso area fully matures. Gradually, the arm buds turn into hands and fingers. Children use their arms before their hands because of this. They take much longer to learn how to manipulate their fingers. But what about other development-related factors? In fact, there exists a pattern and sequence that can be predicted in other advancements as well. The different intellectual functions develop in predictable ways as well. Children first learn through imitation and rote memorization, but as they get more capable of abstract thoughts, their learning behaviour shifts. Similar to this, we emphasize learning by doing, use of dramatization, and a variety of other such activities while teaching various concepts to young children, starting in the early stages with the use of concrete objects and pictures. This is due to the fact that their cerebral ability initially operates at a tangible level before eventually changing to be able to grasp abstract concepts without difficulty. Another question that comes to mind is whether there is a danger that certain children's development will be disrupted. The sequence is typically shared by all children. But for certain children, some developmental elements could still be impacted by a number of situations or reasons.

2.3.2 Development is the product of maturation and learning

You must have seen that children typically learn to sit around the age of six months. We may argue that the child already had the ability to sit; but, when his /her muscles are fully developed, he/she would be able to do so. All children are capable of sitting, standing, and walking. However, they can only carry out the specific activities when they are both physically and psychologically mature.

2.3.3 The development of traits that may be present in an individual due to genetic endowment is known as maturation.

Have you ever watched how young toddlers learn? They pick up new skills by copying others and by making mistakes. Learning is a development that results from practice and effort. Behaviour changes as a result of learning. Learning and maturation are intertwined, each having an impact on the other. Learning and maturation produce development.

2.3.4 There are distinct differences in development

One more thing that you might have noticed is that there is a distinct individuality of every child in the family. Even within the same family, no two people are alike. Each person's distinct inherited pattern interacts with his or her own situated experiences. In

other words, the environmental factors and inherited factors both contribute to individual variances.

2.3.5 The child develops as a cohesive whole

Any issues in one area of growth are likely to have an impact on others. The impact of the influence may vary; occasionally it may be severe and long-lasting, while at other times it may have just a modest or transient effect on the child's growth and development. For instance, a physically ill child gets irritable, which affects his/her socio-emotional development, and exhibits lack of concentration, which affects intellectual development.



INTEXT QUESTIONS 2.2

1. Elaborate the statement "Development proceeds from head to the lower part of the body" giving a suitable example.
2. Fill in the blanks:
 - (a) Each child is a..... individual.
 - (b) Development is the product ofand
 - (c) The child develops as awhole.
 - (d) Any problem in one aspect of development is likely tothe other aspects
 - (e) Development is aprocess.

2.4 STAGES OF CHILD DEVELOPMENT

This is the observation sheet filled up by a care-giver in the crèche regarding the development of a child named "Harinder" Let us examine :

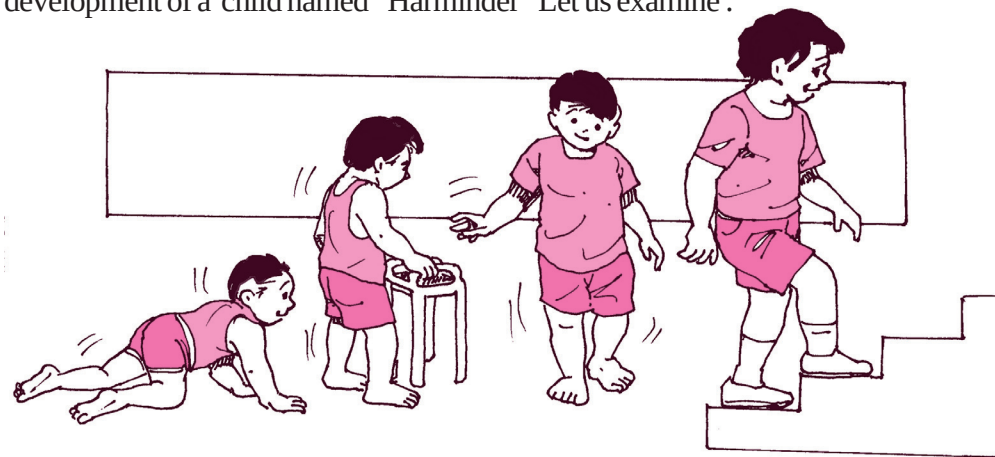
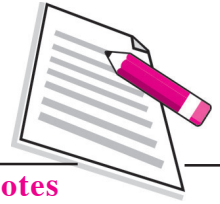


Figure:2.4 From crawling to climbing

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Notes



- Harminder is a three-month-old healthy child who has joined my crèche today. I put Harminder on his stomach today and he lifted his head. He could hold it up for a few seconds. He looked all around .
- Today Harminder could sit up without support. Of course, I had been giving him support with cushions. He weighs six kilograms .He is speaking pa-pa-pa. Around six months children make repetitive sounds like ba, pa, ma..
- Today I played a new game with him. I showed him a rattle and then hid it under a pillow. He searched for some time and forgot. He enjoyed playing.
- He is nine months old. In the morning around ten o' clock when I was opening the door, he was crawling near the table. When I turned around, I saw him standing.
- He is three-years -old now and he loves riding tricycles. I was surprised to find him riding backwards. He also shows interest in scribbling and colouring.

What do you conclude from the observations made by the care-giver of Harminder?

The development of a child takes place through various stages. Although each stage has an encompassing relationship to other stages, yet it has its own unique characteristics, needs and demands. These stages are as follows:

1. Prenatal Period

a) Embryonic period - conception to 8 weeks

Life begins with the formation of zygote (the fertilized egg). The cells continue to divide till 8 weeks after conception and this period is called the Embryonic period.

b) Period of foetus - 8 weeks to birth

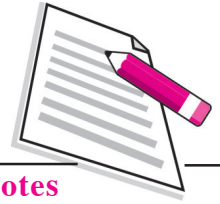
From about 8 weeks when the embryo becomes a recognizable human being, to the time of birth. The detailed steps in prenatal development are given separately in table 2.2

2. Neonatal period - Birth to 28 days

During this period the child adjusts himself/ herself as per the new environment and is about 2.5 kg. to 4.5 Kg. and the average height is 19-21 inches.

3. Infancy period - 26 days to 1 year

- The child reacts to human voice more than other sounds, like the ringing of a bell.



- The child begins to gain specific muscle control so as to be able to do some voluntary movements.
 - The child develops control in sitting standing and walking.
 - The child develops the ability to reach an object with hand, grasps and manipulates it.
- 4. Toddlerhood period - 1 to 3 years**
- The child learns to communicate both through words and gestures.
 - Children get control over arms and legs first then over fingers. They get control over gross movements and then over fine movements.
 - They learn self-related skills like feeding and dressing themselves and then acquire play related and school related skills.
- 5. Early Childhood (preschool years) - 3 to 6 years**
- 6. Middle Childhood (school years) - 6 to 12 years**
- 7. Adolescence - 12 to 18 years**
- a) Puberty ~ 12 to 14 years
 - b) Adolescence - 14 to 18 years

1. (b) The detailed steps in Prenatal Development are listed here under:

1 Week	Fertilized ovum descends through fallopian tube towards uterus.
2 Weeks	Embryo gets attached to uterine lining and develops rapidly.
3 Weeks	Embryo begins to take shape; head and tail regions discernible. Primitive heart begins to beat.
4 Weeks	Beginnings of mouth region, gastrointestinal tract, and liver. Heart develops rapidly, and head and brain regions become more clearly differentiated.
6 Weeks	Hands and feet begin developing, but arms are still too short and stubby to meet. Liver produces blood cells.
8 Weeks	Embryo is about 1 inch long. Face, mouth, eyes, and ears begin taking on a fairly defined form. Development of muscle and cartilage has begins.
12 Weeks	Foetus is about 3 inches long. It begins to resemble a human being, though the head is disproportionately large. Face has an infant like profile. Eyelids and nails have begin to form, and sex can be distinguished easily. Nervous system still very primitive.



16 Weeks	Foetus is about 4 ½ inches long. The mother may be able to feel the movements of the foetus. Extremities, head, and internal organs being to develop rapidly. Body proportions become more infant like.
5 Months	Pregnancy is half completed. Foetus is about 6 inches long and is able to hear and move about quite freely. Hands and feet are complete.
6 Months	Foetus is about 10 inches long. Eyes are completely formed; taste buds appear on the tongue. Foetus is capable of inhaling and exhaling and of making a thin crying noise if birth occur prematurely.
7 Months	An important age. The foetus reaches the “zone of viability” (having a chance to live if born prematurely). It is physiologically capable of distinguishing basic tastes and odours. Pain sensitivity appears to be relatively absent. Breathing is shallow and irregular, and sucking and swallowing are weak.
7 Months to birth	The foetus becomes increasingly ready for independent life, outside to birth the womb. Muscle tone increases; movement becomes sustained and positive; breathing, swallowing, sucking, and hunger cry become strong. Visual and auditory reactions are firmly established

Table 2.2 Steps in Prenatal Development

3. **The Infancy Period :** Some of the expected developmental tasks for different age levels are given below:

0-1 month :

- turns face side to side
- startled by loud sound and bright light
- head lags posteriorly when the infant is pulled to upright position

1-2 months :

- smiles to mother and even begins to vocalize when smiling
- fixes eyes on objects
- listens to the sound of rattle

2-5 months :

- tries to hold up the head steady
- lifts chin off bed

- eyes follow moving objects
- holds objects /rattle in hand

6-8 months:

- sitting and gains specific muscle control

9-10 months :

- crawling and develops the ability to reach and hold objects with hands

11-12 months:

- standing with support and gets control over gross movements, takes little steps, says few words

4. Toddler hood period :

13-15 months :

- climbs stairs, imitates speech, words and actions

16-18 months:

- running, understands instructions, uses two words

19-21 months:

- kicks a ball, plays, uses simple words

22-24 months:

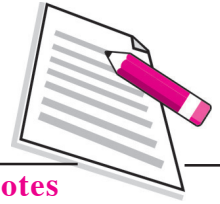
- Runs, jumps, pedal a tricycle, uses simple sentences and understands complex instructions

5. Early Childhood (The Pre-school Years): Some of the expected developmental tasks for different age levels are given below:

3 year old child

(a) Motor Skills

- runs, gallops, hops
- walks on an elevated board
- walks across a balance beam
- walks up and down steps





- jumps in place
- rides tricycle

(b) Language Skills

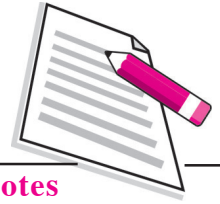
- understands and uses some simple verbs, pronouns, prepositions and adjectives such as go, me, in and big.
- can go to the source of sound
- sometimes uses complete sentences
- masters sounds – f,y
- tells little stories about experiences
- asks unrelated questions
- follows two commands involving on, under or behind without gestures.
- knows first name.

(c) Social Personal Skills

- shares toys
- plays well with other children
- takes turns
- toilet trained
- cleans teeth
- knows own sex

(d) Cognitive, Fine motor, Perceptual Skills

- dries hand
- dresses and undresses fully including front buttons
- builds tower of nine blocks
- copies a circle
- can count up to 10 but understands the meaning of only two, three and lots
- cannot distinguish between fantasy and reality



- understands time related to daily events, not a long time

4 years old child**(a) Gross Motor Development Skills**

- hops and skips
- alternates feet when going downstairs
- balances on one foot for ten seconds
- children enjoy a lot of planning with a rope. They can walk with their feet on either side of it, or crossing their feet from side to side, or placing the heel of one foot in front of the toes of the other foot
- they can walk on it or pull it between them
- they can climb it or tie and untie knots with it

(b) Language Skills

- uses past tense properly
- sings a song or recites a poem from memory
- knows all the colours
- masters sounds – r,l,s
- can give a connected account of some recent experience
- can carry out a sequence of two simple directions
- can carry on long involved conversations
- can recognize letters and associate with familiar words

(c) Social Personal Skills

- tells tall tales and shows off
- plays co-operatively with a small group of children
- engages in imaginary play and playmates
- washes face and hands
- dramatizes life in play
- has longer attention span



- likes nonsense and exaggerations

(d) Cognitive, Fine motor, Perceptual skills

- buttons clothes fully
- catches a ball
- copies a cross
- understands meaning of numbers up to 10
- understands time elements such as tomorrow, today etc
- begins to recognize hours on the clock related to important events

5 to 6 years old child

(a) Motor Skills

- skips by alternating feet
- jumps over rope or lower obstacles
- gallops
- climbs tress, makes houses in trees and plays in them
- swings from trees

(b) Language Skills

- speech is intelligible although some sounds may still be mispronounced
- can carry on a conversation if vocabulary is within experience, tells lengthy stories
- uses some pronouns correctly
- usually matches the pattern of grammar used by adults in family and neighbourhood
- masters sounds – ch'sh'z'j'y
- can follow three sequential directions
- asks what a word means

(c) Social Personal Skills

- likes to do things to help

- plays competitive games and abides by rules
- learns to separate fantasy from reality, truth from lying
- buttons various sized buttons
- assumes responsibility for own feeding and hygiene
- forms basic attitudes towards sex roles, class roles etc
- can carry on play from one day to another
- asks questions about self, friends, parents and things happening

(d) Cognitive, Fine Motor, Perceptual skills

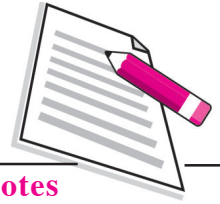
- ties own shoes
- copies a square
- begins to make reason in making choices, but needs help
- questions for fact seeking rather than name finding
- thinks everything exists to be labeled and understood, everything has a purpose
- asks questions about physical world, about amounts, numbers, space and time



INTEXT QUESTIONS 2.3

1. Fill in the blanks
 - a) Life begins with the formation of the fertilized egg which is called
 - b) Neonatal period lasts for nearlyweeks.
 - c) Moving stimuli can be followed by infants before
 - d) Infancy period is period from to
 - e) The neonatal period is followed by the period of
 - f) Children get control over arms and legs first then over
 - g) The stage of development between infancy and Early childhood is known as
 - h) Hand preference is established by the age of

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Notes

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Notes

ASSIGNMENT 2.2

1. Make observations of a child of age of six months in your neighbourhood. On the basis of your observations describe the child in terms of milestones of various developmental domains: physical and motor, cognitive and language that are attained by the child of up to six months and explain them.
2. Observe a two years old child in your neighbourhood. Make observations regarding the language and physical development of the child.
3. Make observations of a three/four years old child while he/she attempts to acquire a new skill, like colouring or writing. Take note of the steps the child takes and identify the tasks that, in your opinion, were imposed on the child. Prepare a report.

2.5 DELAYED DEVELOPMENT AND THEIR IDENTIFICATION

From the previous section we can conclude that, the main stages of child development include prenatal, neonatal, infancy, toddlerhood, childhood and adolescence. Each stage reflects some common dimensions of child development. We can classify these dimensions into physical, emotional, cognitive, language, social and moral development of a child. Each dimension has its own significance with respect to different stages. For example, if by the age of one, the child babbles two or three words then by the age of two s/he joins two to three words in sentences, and gradually, by the age of six s/he starts speaking fluently. So, you identify that the dimensions or aspects of child development can be characterized by a combination of various milestones of child development.

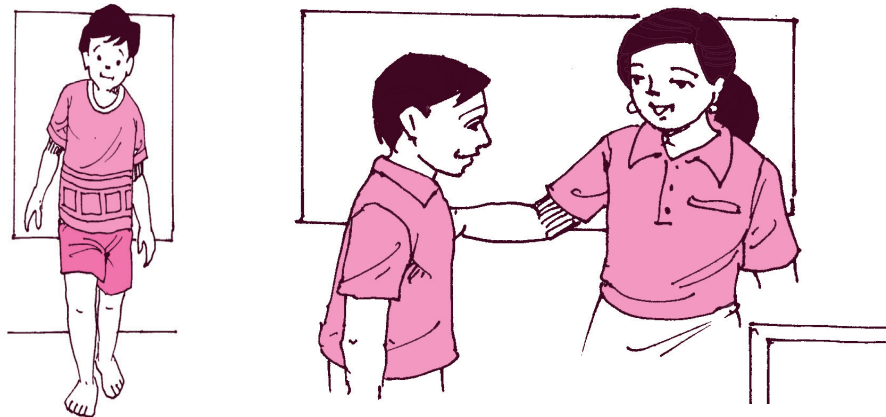


Figure: 2.5 (A) Identification of Developmental Delays

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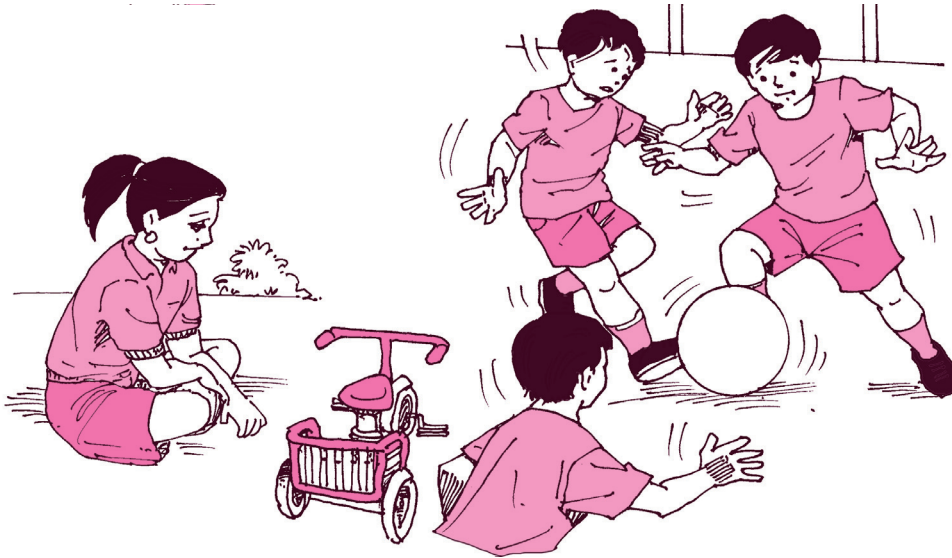
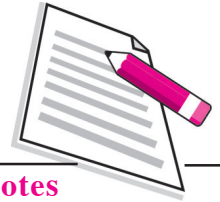


Figure: 2.5 (B) Identification of Developmental Delays

Raghu is six years old. When he was a baby, he contracted rubella, causing moderate hearing loss in both ears. Raghu's family have healthcare insurance and Raghu received hearing aids soon after his diagnosis. In recent years, he has been able to receive consistent speech and language therapy.

Rani's mother noticed early that Rani's development was not the same as other children. Rani has recently been diagnosed with cerebral palsy. Rani's mother is not a working woman; stays at home and does not work. She was distressed when told of her daughter's condition and when doctors explained that it could not be cured. She has been paying visits to babas or traditional healers to try to cure Rani's condition.

Ahmad is six years old. He was diagnosed with autism as a young child after his parents noticed that he behaved differently than other children. He is a shy and quiet, but is prone to bouts of hyperactivity and aggression. His parents rely on a local NGO for help and support. The NGO provides a number of services for children with autism, including peer-support groups and life skills training.

Mrs Gowswami brings her twin sons who are 24-months old, to a doctor for a routine visit. Prasana and Deva are fraternal twins. Prasana ranks slightly higher in his growth parameters; he has developed his vocabulary in terms of several words: he says "dada" and "mama" as well as "ball," "baba" (bottle), and "juice." He also points or gestures to indicate his wants. Deva, on the other hand, does not speak any discernible words. Many times, he screams when he wants something. Mrs Gowswami admits that she finds it frustrating to figure

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out what Deva wants. She asks for advice on how to stimulate Deva's speech. The doctor discusses the developmental milestones of Deva and states that at this point Deva exhibits several "red flags" on the list of concerns indicating the possibility of autistic spectrum disorder. The concerns pointed out are :

- no babbling by 12 months of age
- no pointing or gesturing to indicate wants by 12 months of age
- no single words familiar by 16 months of age
- no spontaneous two-word combinations (usually seen by 24 months of age)
- loss of language or social skills

You studied in earlier sections that there are age ranges during which the majority of infants and toddlers accomplish each skill. For instance, a child tries to hold up the head steady in the age range of 2-5 months, starts sitting in the age range of 5-8 months, crawling in the age range of 7 to 10 months and so on. These ranges indicate that although the sequence of development is fairly uniform across children, large individual differences exist in the rate at which development proceeds. At this stage it is important to understand that each child has his/her pace of development. One should not compare one child with another in a rigid manner. We would be concerned about a child's development only if a number of motor skills are seriously delayed.

Developmental delays are common in childhood, occurring in 10%–15% of pre-school children. Global developmental delays are less common, occurring in 1%–3% of pre-school children. Developmental delays are identified during routine checks by the primary care physician or when the parent or pre-school raises concerns.

So, the knowledge of stages of development helps us in thinking about age-appropriate tasks for children. For example, children attain fine muscle co-ordination and mental readiness to be able to write around four and a half years. We need to give writing tasks around that age. Hurrying to introduce writing at an earlier age when children are not ready to do the task creates anxiety and gives them a sense of failure and even avoidance. It helps us to know what to expect of a child and when to expect it. The examples given earlier makes it clear that we can expect them to write around four and a half years. It helps us to prepare children for the changes that take place in their body, interest, behaviour and their environment. For instance, it has been observed that when children are prepared for the birth of the younger sibling, they welcome the new baby rather than getting threatened about her/him. The knowledge of stages of development helps in early identification of any delayed development of the child is

not able to sit even after eight months, or is not able to walk after fourteen months. One can identify the delay in development if one is aware of the milestones of development.

2.6 POSSIBLE CAUSES , PRECAUTIONS AND MEANS TO ADDRESS DEVELOPMENTAL DELAYS

One of the principles about development is that : “It is the constant interaction between heredity and environment that influences growth and development.” Thus, the major categories under which we can classify all causes or factors impacting development of children are: i) Genetic factors and ii) Environmental factors .Some of these factors cannot be avoided by human beings, others can be controlled.

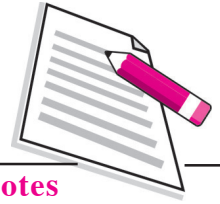
- **Genetic Factors**

The child’s cognitive status is determined, to some extent, by its inherited potential. This potential determines the limit up to which a child can progress. In cases of children with delayed development, normally there may be no serious genetic limitations for learning like others. It is only a matter of time and speed of learning.

- **Environmental Factors**

The factors a child gets or acquires due to its interaction with its environment are called environmental factors.

- a) **Lack of stimulating learning environment:** One of the reasons for their delayed development is lack of stimulating learning environment. You must have read or heard about the story of the children reared by wild animals in the forests or jungle, who could not speak and behave like others even later on.
- b) **Peer group interaction:** Children learn a great deal not only by interacting with adults but also through interaction among themselves. The sharing of experiences and interpretation by others helps not only to develop their communication but also thinking skills and leads to clarity of concepts. For example, when children interact and discuss family structure and traditions they get clarity about their customs, traditions, rituals, siblings, relations, etc.
- c) **Social class differences:** Social class differences occur due to many or all of the following reasons:-
 - i) Under- nourishment or mal- nourishment which affects the child’s physical and mental development and activity level.





- ii) Parents who cannot provide adequate role models and fail to interact meaningfully with their children.
- iii) Impoverished conditions, which prevent a child from being exposed to a sufficient variety of materials and experiences.
- d) **Socio-emotional factors:** The emotional status of a child also influences the child's motivation and cognitive capacity. Children who are brought up by parents who are not able to provide them a secure, trusting and accepting environment are likely to perform much below their potential. These are also important factors. In other words, a positive, encouraging, appreciative attitude spurs the child to do better and a discouraging attitude hampers a child's development. But the expectations must be consistent with the child's ability and level of development.

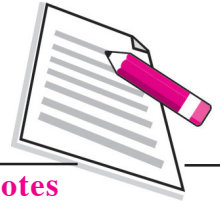
2.6.1 Precautions and means to be taken in Delayed Development

A pre-school teacher has to keep the following points in mind:

- As much as possible, treat the child as you would treat all children in the group, but use common sense so that you expect neither too much nor too little.
- Know the developmental milestones so that you understand what the child should learn to do next as s/he progresses.
- Remember that children with cognitive delays learn best what they repeat frequently. Be prepared to go over a simple rule or task many times until the child has it firmly in mind. This need for patient repetition is one of the things inexperienced teachers may find most irritating, particularly when the child appears to have grasped the idea just the day before. Don't give up hope; if the teaching is simple and concrete enough, they will eventually learn and become normal like other children.
- Select or pick out behaviour to teach that the child can use all her life; i.e., try to teach ways of behaving that will be appropriate for an older as well as a younger child to use. For example, wash hands before and after meals, brush teeth early in the morning and before going to bed.
- Take it easy. Give short directions, one point at a time, for example, first instruct the child to run, then instruct again for jumping, if you want them to hop, then give instructions separately. Don't confuse the child by giving instruction in a complicated manner, like first run, then jump, then hop, etc.

- Allow sufficient time for the child to accomplish a selected task. Complex things take longer, simpler things take less time.
- Encourage the child to be persistent by keeping tasks simple and satisfying. This will encourage the child to finish what it starts.
- Remember that independence is an important goal. Make sure the child is not being over protected.
- Teach one thing at a time. For crossing the road first look at the right side, then left side and again to the right side. Then cross the road.
- Provide lots of concrete experiences that use as many of the senses as possible.
- Don't rely on talking as the primary means of instruction. Show the child what you mean whenever possible by modelling it.
- Encourage the development of speech. Wait for at least some form of verbal reply whenever possible. Gently increase the demand for a "quality" response as the child's skills increase.
- Remember that these children are just as sensitive to the emotional climate around them as ordinary children are. Therefore, never talk about a child on its face is failure. It is likely that they will at least pick up the sense of what you are saying and this may hurt their feelings badly. Show the child you are pleased with it and you like it.
- After a fair trial at learning something new, if the child does not learn it, drop the activity without recrimination. Try it again after some time; probably the child is ready to learn it by then. There is much to be said on the importance of step by step, prescriptive teaching-learning for children with delayed development. This requires careful identification of the present level of the child's skills as well as knowledge of the appropriate next step. Knowledge and application of behaviour modification techniques can be very helpful when dealing with these young children.

Assessment for developmental delay in primary care settings should include a general and systemic examination, including recording growth, hearing and vision assessment, baseline blood tests if deemed necessary, referral to a developmental pediatrician, and counselling the parents. It is important to follow up with the parents at the earliest opportunity to ensure that the referral has been activated. For children with mild developmental delays, in the absence of any red flags for development and no abnormal findings on clinical examination, advice on appropriate stimulation activities can be





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provided and a review can be conducted in three months' time.

Parents can be acquainted with the institutions that have been providing various types of referral services. with respect to delayed development in our country. Almost all major hospitals provide services with respect to one or many aspects of these. Some of the institutions at the national level are:

- National Institute of Mentally Handicapped (NIMH), Secunderabad, Andhra Pradesh.
- All India Institute of Medical Sciences (AIIMS), New Delhi.
- National Institute of Mental Health and Neurological Sciences (NIMHANS), Bangalore, Karnataka.
- AliYavar Jung Institute for Visually handicapped, Mumbai, Maharashtra,
- National Institute for Hearing Impaired, Mysore, Karnataka.



ACTIVITY 1

Prepare notes on a four children whose growth and development have been adversely affected, whether temporarily or permanently. Find the underlying issues if any that may be the reason thereof.



WHAT YOU HAVE LEARNT

In this lesson, you have learnt that:

- The term growth refers to changes in height, weight and body structure. It refers to quantitative changes in the body that are measurable. Growth is rapid during the first two years of life.
- You also learnt that development refers to qualitative changes in the body as well as changes in behaviour and attitude. It is difficult to measure development. We may consider development in terms of different aspects, namely, physical and motor, social, emotional, language and intellectual. These developments are inter-related and take place simultaneously.
- Further you learned about the principles of child development which state that some times, development is rapid at other times, it slows down. But it is continuous. It does not stop at any time. It is sequential in nature , however there are individual differences in development. The child develops as a unified whole and the knowledge of principles of development helps us in a variety of ways.

- You explored different stage of child development i.e. Prenatal, Neonatal, Infancy, Toddlerhood, Early childhood, Middle childhood and Adolescence in detail.
- You learned that identifying delayed development early and its possible cause can help to protect a child from future problems, Taking precautions and addressing developmental delay are very important for a child's growth.



TERMINAL EXERCISE

1. Describe how growth and development differ.
2. List the various principles of development.
3. Describe individual differences in development using examples.
4. Explain the statement, “Child develops as a Unified Whole.”
5. We assume that learning and maturation leads to development. Is it correct? Give reasons.



ANSWER TO INTEXT QUESTIONS

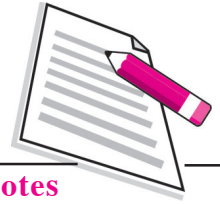
2.1

1. Changes in height, weight, and body structure are referred to as growth. It refers to measurable quantitative changes in the body.
2. Height and weight are the primary measures of growth.
3. The capacity to efficiently use hands and fingers is a component of fine motor abilities. Development of fine motor skills typically relies on hand-eye coordination, or the capacity to coordinate hand movements with what is seen with the eyes. Holding objects like a cup or a crayon, turning the pages of a book, buttoning and zipping, drawing and writing, and other fine motor skills are examples of what fine motor skills entail.

2.2

1. It describes head to tail pattern. The lower part of the body develops after the head. Thus, the head, brain, and eyes of an embryo grow before the torso and legs.
2. (a) unique
(b) maturation, growth

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- (c) unified/confiesive
- (d) affect/impact
- (e) sequential.

2.3

1. a) zygote b) four c) horizontally , vertically
d) 28 days/year e) infancy f) fingers
g) toddlehood h) 2 to 4 years



KEY LEARNING OUTCOMES

After reading this lesson, the learner will be able to:

- state the meaning of growth and development.
- differentiate between growth and development.
- describe the principles of child development.
- describe the stages of child development and stage specific characteristics of children.
- explain the developmental delays and means to address them.



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3

DOMAINS OF CHILD DEVELOPMENT

INTRODUCTION

The main purpose of studying various aspects and process of development of children is to get to know them better. You, as a pre-school teacher or as a caregiver in ECCE center, can handle children properly if you are well aware of how various types of developments of children occur with age.

Human development is a complex and continuous process. According to age, the human being grows and develops. When a human being grows and develops various changes take place in their body. Changes may be in their physical characteristics, in mental ability, in thinking process, in dealing with others, in behaviour, in emotions and so on. The rate of development varies at different ages of a child. A teacher or a caregiver should know about these changes and then only he/she can help children in their holistic development.

In the previous lesson, you have learnt about principles and process of development. This lesson will help you to understand different domains of development like physical and motor development; cognitive and language development; socio-emotional, creative, aesthetic and moral development etc.



OBJECTIVES

After reading this lesson, you will be able to:

- describe the various domains of development such as Physical, Motor, Cognitive, Language, Social-emotional, Creative, Aesthetic Appreciation;
- discuss the interrelatedness among different domains of development.



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3.1 DEVELOPMENTAL DIMENSIONS

You must be familiar with the fact that the development of children is a continuous and complex process and it is influenced by a number of factors such as family environment, nutrition etc. It takes place in many areas or dimensions which together influences their holistic development. The major dimensions of development are as follows:

- physical development
- motor development
- cognitive development
- language development
- emotional development
- social development
- moral development
- aesthetic development

Let us now discuss each of them in detail:

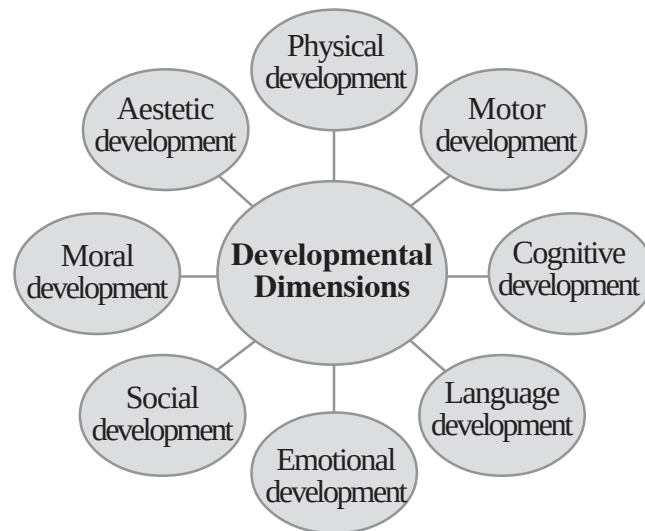
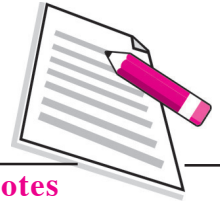


Figure: 3.1 Developmental Dimensions

3.2 PHYSICAL AND MOTOR DEVELOPMENT

Physical development refers to those processes which bring progressive changes in the external as well as internal body organs of an individual, resulting in increase in the ability to function properly. Whereas, motor development refers



to the development of strength, speed and accuracy in the use of muscular parts of the body, and coordination and control of muscular movements, As. a result of the, development, you can observe changes in height, weight, body proportions and general physical appearance of an individual. (MES-082, IGNOU,2010)

As a pre-school teacher, you should have an idea of the physical and motor development. Let us first discuss the major physical changes that occur during the pre-school stage.

3.2.1 Physical Development

Let us see an example, Mona, a six-year-old girl was arranging her wardrobe with her mother. Suddenly she saw the dress which she had worn on her fourth birthday. She said to her mother that she wanted to try that dress. When she wore it, she found that the dress was tight for her; earlier the dress used to come below the knee, now it came up to the knee. Mona asked her mother how it happened, why her dress did not fit her properly. Her mother explained that as the age increases in childhood, accordingly the weight and height also increases. In the last two years her height and weight had increased. Can you think of other changes that had occurred in these two years?

The other changes in Mona were:

Yes, her body proportion had changed, her limbs had become longer and some milk teeth had fallen out, some permanent teeth had made their appearance. We, thus see that a number of changes occurred during that period.

Let us discuss the physical changes that take place in the early childhood stage:

At this stage, the physical development is not as rapid as it is in the infant stage. Child's shape changes more than their height or weight between 3 and 6 years.

At this stage, the growth of the legs is rapid, the growth of the head is at a medium pace and the growth of the torso is at a medium speed. The bones of the skull and face grow so the Child's face loses some of its roundness, and children develop a more noticeable forehead, nose and chin. Meanwhile, the upper and lower jaws begin to widen to make room for their permanent teeth. Children's shoulders begin to narrow, their posture improves, and the "toddler tummy" flattens.

Physical development takes place continuously throughout our entire life. However, the nature and rate of growth may vary depending upon the stage of development. Every child develops at her/ his own pace. Some children grow faster while others do grow fast but it does not mean that they are physically immature or less developed. Every child is different, therefore, individual differences can be seen among children

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sharing similar genomes and environmental conditions. In addition to that, gender differences in physical development can also be observed. Girls are generally less in weight and some what shorter in height than boys; although increase in weight and height is affected by many other factors also.

3.2.2 Motor Development

‘Mummy’, Please see my drawings, said Somya. Somya had drawn three or four drawings of the sun which were pretty round in shape Somya’s mother wondered, how time flies. It seems like just yesterday when Somya could not hold a pencil properly or could not draw a line properly. Today, she can write, draw, run, play football, ride a tricycle and can do many more activities. How did this happen, she wondered

Actually, it wasn’t just yesterday that Somya could not do all these things. It was six years ago. In these six years as Somya grew she gained better movement and control over her muscles.

Let us discuss how young children move and control their body parts between 3 and 6 years This is called motor skill development.

Motor skills are actions that involve the movement of muscles in the body. A child’s motor development falls into two categories: fine motor and gross motor. Fine motor skills refer to small movements in the hands, wrists, fingers, feet, toes, lips and tongue. Developing fine motor skills help children to hold things like holding the pencil, tying shoelaces, drawing, writing, painting etc..Gross motor skills involve the use of large bodily movements which include running, jumping, hopping, turning, skipping, throwing, balancing, dancing etc.To perform day-to-day activities smoothly a combination of gross and motor skills is required.

Let us list activities that three to six years children can perform where fine and gross muscles are involved:

Children of three to four years of are able to perform the following activities:

- ride a tricycle
- feed themselves with little spilling
- throw objects overhead
- make objects with clay
- stand on one foot
- jump upward

- beginning to use children's blunt-tip scissors
- walk up and down stairs, with one foot on each step

Four to five years old children are able to perform the following activities:

- skip on one foot
- tie shoe laces
- dress and undress
- cut on lines with scissors
- run broad jump
- throw overhead with less body participation
- can manage a spoon while eating

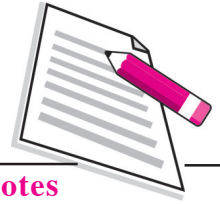
Five- to Six-years-old children can perform the following activities:

- climb up ropes
- throw and catch ball
- build blocks shoulder heights with light touch
- cut pastes, models and colour neatly

So, by the age of 6 most of the children master the basic skills like sitting, walking, jumping, pulling throwing etc. where large muscles are involved and begin to coordinate fingers and hands in simple muscles activities like writing, colouring, drawing, painting, craft work etc. These improve as the child grows up .

3.2.3 Role of Pre-Primary Teachers and Parents in the Child's Development of Motor Skills

Development of gross and fine motor skills depends upon the type of learning environments provided to the child-like availability of age appropriate learning materials and equipments; opportunities for doing various activities etc. The role of teachers and parents is very important to improve the gross and fine motor skills development of children. They can organize/plan many activities like clay work, colouring, tearing, cutting, painting, threading and sewing etc. for promotion of motor skills. Teachers, Aganwadi caregivers and Parents can organize some of these activities for fine and gross motor skill development.



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ACTIVITY

Activity for fine motor skills:

- **Hold blocks, toys and crayons:** These activities are the beginning stage of fine muscles development. By holding an object, the child learns how to grasp using her/his hand muscles, and her/his pincer grip is honed.

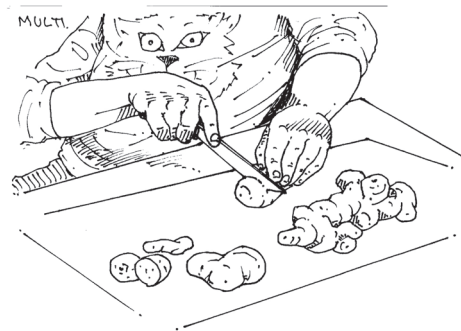
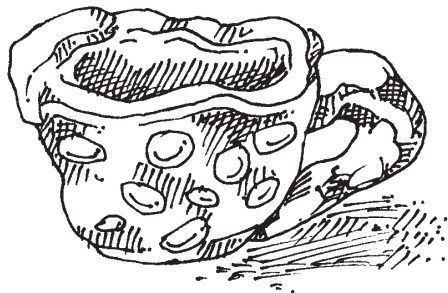
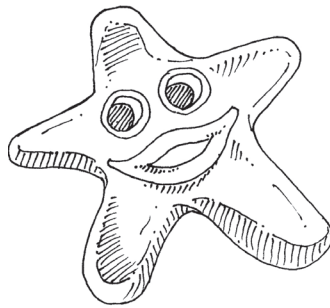


Figure: 3.2 Motor skills Activities

- **Clay modelling activity:** Play with clay or dough or putty can help to improve a child's fine motor skills. Teacher /parents can encourage the child to squeeze, stretch, pinch and roll with play clay. Children can make various shapes and figures with clay by their own imagination. Here kids use their fingers for giving shape to clay .
- **Stick the alphabets:** When children stick the alphabets in right place /right order; their finger muscles are used.
- **Writing:** Writing helps, a child to learn how to hold and grip the pencil using finger muscles.



- **Painting:** Different types of paintings can help strengthen the child's hand-eye coordination. Finger painting gives children an opportunity to use their hands. Painting with a brush helps them learn to hold a brush and gain greater control using it as a tool.



Figure: 3.3 Activities for Gross Motor Development

- **Walking Upright:** Walking involves standing straight and balancing the position from one foot to another.
- **Organized Games:** Running race, long jump, hopping, spoon-lemon race helps in balancing arms, legs, feet or the entire body.
- **Yoga, Dance, Exercise, Physical Training (PT)** are some activities which help the entire body development.



INTEXT QUESTIONS 3.1

- 1) What do you understand by Physical development?
- 2) What is meant by gross and fine motor skills?
- 3) Suggest any two activities that parents can organize at home to promote gross and fine motor development of their children.
- 4) Suggest two activities that teachers can organize in the class to promote gross and fine motor skill development of children.



ASSIGNMENT 3.1

Prepare a list of activities which will help in enhancing physical and motor development in pre-school children.

3.3 COGNITIVE AND LANGUAGE DEVELOPMENT

3.3.1 Cognitive Development

One day Sona, who was five years old insisted that she would not drink a full glass of milk. Her mother continuously explained that it is very important to drink milk, but she said that it was too much, then her mother brought a big bowl and poured all the milk into the bowl in front of her. She gave the bowl full of milk to Sona. Sona felt that now the milk was less in quantity and she happily drank it. Her elder brother, Vinod, who is 12 years old was observing the whole episode and smiling. Mother asked Vinod why he was smiling. He said that he knew that the amount of milk was the same in the glass and the bowl.

As seen in this episode, you must agree that the five years old Sona had limited thinking capacity and did not have logical thinking. But Vinod who was 12 years old could think logically and have developed the concept of conservation of liquid. So we could say that as the child grows, his/her ability to think or reasoning also improves. This improvement in other words is development has occurred.

This type of development is called cognitive development. Cognition is the human capacity to understand the world and to solve problems. Logical and abstract thinking is also a part of cognition. So, the cognitive development means the ability to mentally process information — to think, reason, and understand the world.

According to Piaget, children's understanding of world expands as they experience new ideas and challenges. Cognitive development proceeds as they mature. Piaget divided cognitive development into four stages:

- sensory motor stage: Birth to 2 years
- pre-operational stage: Ages 2 to 7 years
- concrete operational stage: Ages 7 to 11 years
- formal operational stage: Ages 12 years and above

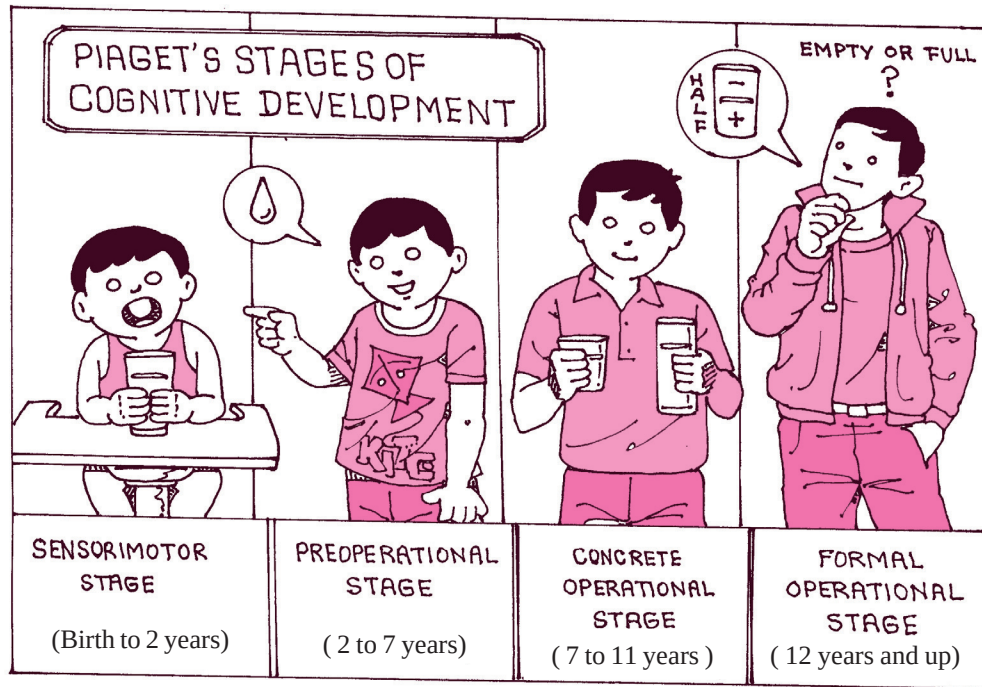


Figure: 3.4 Cognitive Development Stages

- 1. Sensory motor stage (Birth to 2 years) :** As mentioned the name 'Sensory motor stage', in this stage children acquire knowledge through sensory experiences and manipulating objects. A child's entire experiences at the earliest period of this stage occurs through basic reflexes, senses, and motor responses.
- 2. Major characteristics and developmental changes during this stage.**



ACTIVITY 2

Activity for Practice:

- List the activities that an infant does during the first two years of life.
 - know the world through movements and sensations.
 - coordinate the reflexes.
 - synchronize the body movements: Infant starts slowly synchronizing their body movements with the perceptual cues in the environment. For example, in the early stage the child moves his/her arms and legs without any reason, gradually he/she starts using his/her hand to pick up any of the toys/objects.
 - learn about the world through basic actions such as sucking, grasping, looking, and listening.

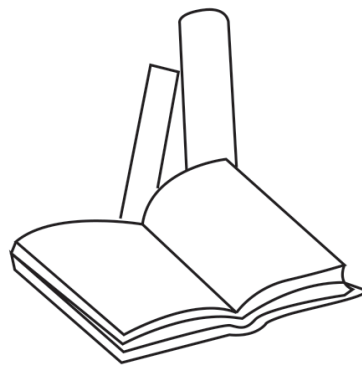


- learn that things continue to exist even when they cannot be seen (object permanence): For example, a four-month-old child does not look out for a ball with which she/he was playing if it goes out of sight but a child about 15 months old will definitely do so .

2. Pre-operational stage (Ages 2 to 7)

This is the second stage of cognitive development which is basically a pre-logical stage as logic has not yet fully developed. It extends from two to seven years of age. There are a few cognitive limitations that characterize children's cognition at this stage. They are:

- **Animistic and illogical thinking:** At this stage, children think that non-living objects also possess life like qualities. For example, children may reason that if an object is moving, it is alive; if it is not moving, it is not alive. Thus, to a child at this stage, clouds are living beings .



Irreversibility

Per-operational children still have the inability to reverse their thinking

$3+2=5$
but not
 $5-3=2$

Figure: 3.5 Pre- operational stage

- **Egocentrism:** Children think that everyone thinks the same way as they do and fail to recognize another person's perspective.
- **Reversibility:** Children do not understand that for any activity, the events can be traced back to the original starting point. For example, if water from a tall glass is poured in a wide empty glass, the water can be poured back into the tall glass to bring it to the original state.
- **Conservation:** Children lack the ability to conserve at this stage which means they fail to understand that the external appearance of an object changes but the physical properties of that object remain the same. For example, if we pour equal amount of water into two glasses, one tall and one wide and if we ask children which glass has more water, children intuitively point to the glass that they perceive has more water.



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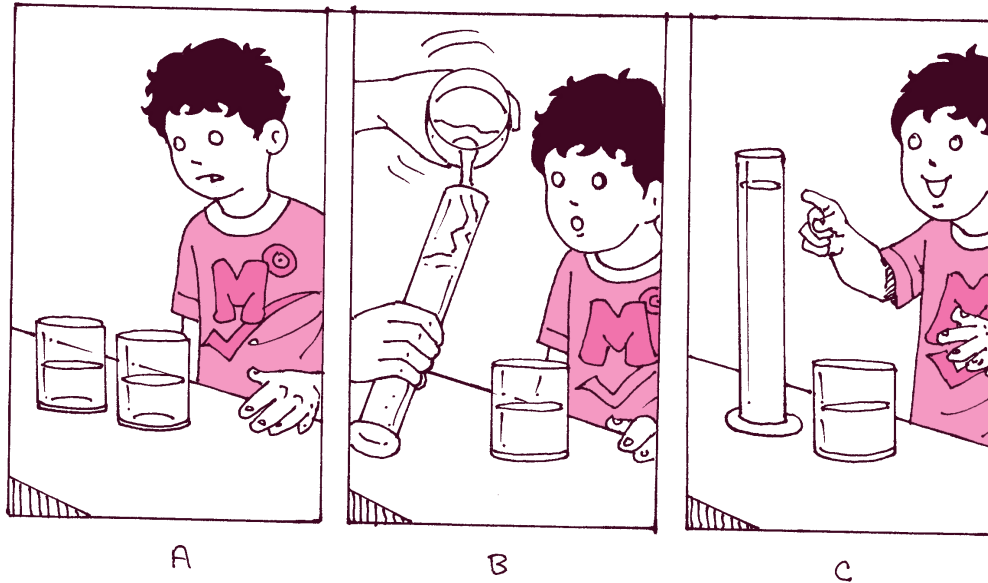


Figure: 3.6 Conservation Stage

3. Concrete Operational Stage (7-11 years)

The concrete operational stage starts from seven years of age and continues till 11 years. The limitations of the pre-operational stage come to an end at this stage. Children develop logical thinking but they still find difficulty in applying logic to hypothetical situations. Their logic is limited to concrete observable characteristics of the objects and situations. Children are now capable of understanding others' points of views. One of the most important characteristics of the concrete operational stage of children is decent ring. At this stage, children's thinking is not centered on one aspect of an object only. They can take into account more than one aspect when categorizing objects. They also have reversibility of thought where they can carry a thought or operation backward and forward. They can now arrange objects in a serial order depending on the object's defining features. This is called seriation. For example, they can arrange a set of pencils of different sizes in ascending or descending order. All these characteristics make them better problem solvers than children in the pre-operational stage of cognitive development.

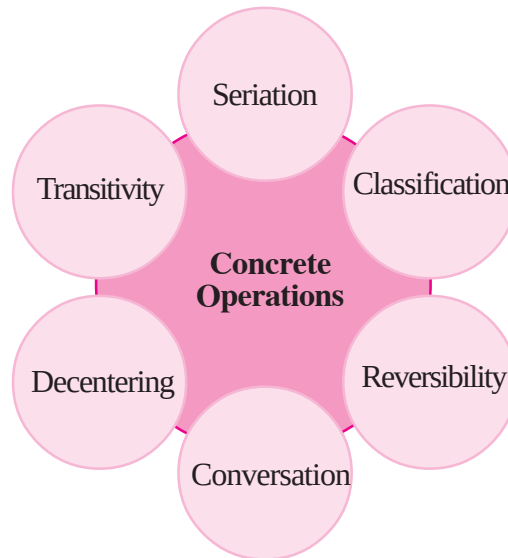


Figure: 3.7 Concrete Operational Stage

4. The Formal Operational Stage (11 years and above)

The formal operational stage begins around 11 years of age. Here, children are able to perform higher order mental operations. Their thoughts are flexible and they can deal effectively with the complex problems involving reasoning. One of the defining characteristics of formal thoughts is the ability to perform hypothetic co-deductive reasoning. Adolescents can make hypothesis and find all the possible solutions to any abstract problem and then apply the best suited to solve.

3.3.2 Language Development

Language is closely related to cognitive development. Like cognitive development language development of a child also starts from birth onwards. Learning any language implies acquiring four skills namely, listening, speaking, reading and writing. Language development refers to the progress the child makes from birth onwards. Acquiring language development includes learning as well as understanding words, their pronunciation, rules for combining them or rules for sentence framing. It is really very interesting a new born cannot talk or understand what others say but at the age of six they can understand 5000 words and can form and speak meaningful sentences.

Let us discuss how language is developed in children: Following are the steps in language development : (INGOU. MES-082)

- a) feeble gestures and sounds;
- b) babbling;

- c) use of simple spoken vocabulary;
- d) one word sentence;
- e) combination of words into sentences;
- f) development of skill in reading;
- g) improved mastery of the tools of communication.

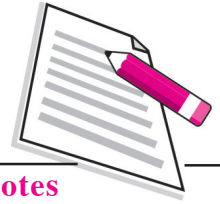
Now, let us see the sequence of language development from the point of view of time, which is as follows.

- At birth, language is practically absent.
- At about four weeks, small throaty sounds are noticed.
- Language development starts with the child's cry, smile and cooing at the age of 16 weeks.
- Around 28 weeks, the babbling stage begins.
- Around 40 weeks, the baby imitates the sounds made by adults and takes these sounds into his/her own system. Now the baby says one word.
- Around 52 weeks, the baby says two or more words.
- Around 18 months, the baby combines words to form basic sentence patterns.
- Around 24 months, the baby uses simple phrases and understands simple directions.
- Around 36 months, the child's vocabulary tremendously increases. Now he/she talks in sentences, and answers simple questions.
- Around 4 years, the child uses conjunctions and understands prepositions.
- Around 5 years, the child speaks without infantile articulation.
- Around 6 years, the child expands vocabulary and improves sentence structure.

So, having understood the sequence of language development, you can now understand why a preschool child is able to speak a lot of words without infantile articulation.

As cognitive development proceeds and children's thinking matures, their vocabulary also increases to include comparative terms such as big - small, tall - short. They also include spatial terms such as above and below, near and far in their speech. The language, children use clearly reflects the level of their cognitive development. Children in 3-6 years age group talk and understand things that they can touch, see, hear or experience through their senses. They cannot understand or talk about abstract things such as honesty.

Language development is influenced by many factors like the child's mental



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development, emotional development, physical development, intelligence level, home environment, school environment, imitation of the language used by parents, other adults and teachers, bilingualism (if the parents are using a different language at home, the children find it very difficult to develop language skills).

3.3.3 Role of Teachers and Parents in a Child's Cognitive and Language Development

As a child you must have asked a number of questions about things around you, some of you may have been encouraged to ask questions and given an opportunity to explore and experiment. For some of you, your enthusiasm was curbed or you were scolded for asking questions or you were told that 'you are too young to know'. There is a natural instinct in every child to become independent. The child wants to explore the environment and wants to become confident. It is the duty of teachers and parents to provide a nurturing and stimulating environment at home and at school. Following are some ways that can help children in their cognitive and language development.

- by giving them the opportunity to explore and experiment
- by talking to them and encouraging them to talk
- by allowing them to ask questions and arousing their curiosity
- by indulging in dialogues and interacting with them, and
- by providing them with play materials
- activities such as listening to stories, reciting rhymes, listening to recorded music, meditation, games such as Chinese whisper help in enhancing listening and speaking skills



INTEXT QUESTIONS 3.2

1. Fill in the blanks.
 - (a) Cognitive development has been divided into four stages, namely and.....
 - (b)stage, children are able to perform higher order mental operations.
 - (c) Inis the second stage of cognitive development which is basically a pre-logical stage as logic is not yet fully developed.

- (d) Language development is closely related to.....development.
- (e) The four language skills are.....
- 2. Write the steps of language development.
- 3. What types of limitations generally characterize in children's cognition at pre-operational stage?

3.4 SOCIO- EMOTIONAL DEVELOPMENT

Do you talk to a child and an adult differently? Do you talk to your teacher and your friend differently? How did you learn to behave differently with different people, depending upon your relationship with them? Do you behave similarly in all situations or do you behave differently in different situations? When children enter this complex world, they do not know any rules and regulations of society. They gradually learn to interact with others, relate with others and follow social rules. How we relate to others in different social situations and learn to act according to the established social rules and regulations of society comes under **social development**. It also includes participation and involvement in social activities and understanding the meaning of being part of social groups. A child is a social being and needs to connect with people around for a fulfilling life.

Emotional development refers to the development of emotions and feelings in children. Some emotions such as happiness, fear and anger can be termed as basic emotions as they can be inferred directly from a person's facial expressions. Certain emotions such as shame, guilt and envy can be classified as complex emotions as they cannot be simply inferred from facial expressions. Children are born with basic emotions and they develop complex emotions over time.

Have you experienced any changes in the way you express the following emotions as you have grown older. Please write the changes.

Anger.....

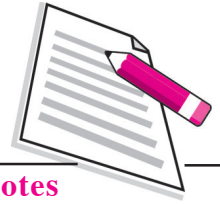
.....

Fear.....

.....

Sadness.....

.....



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Do you recall how you used to show your love or anger towards your parents when you were five years old? How do you express the same feelings now? Can you notice any transition in expressing the same emotions towards your parents? This brings us to the point that expression of emotions and behaviours related to them evolve over time. Some of these changes may be the result of our own emotional maturity and exposure to the surroundings. Cultural differences in the expression of emotions may also exist as each culture teaches its children to show their emotions in a different manner. Gender differences in expression of different emotions might also vary.

3.4.1 Socio-Emotional Development at Different Stages

1. **Infancy:** Infants interact with people around them by smiling, crying, babbling and cooing. All these initiate and sustain the infant's interaction with others. When an infant receives a positive response and stimulation from others in the environment, s/he is encouraged to develop socially. By the age of six to eight months, infants learn to develop a sense of belongingness and begin to develop attachment with parents and other familiar persons in their world. It is seen that infants feel a strange anxiety, i.e., fear of being separated from their primary caregiver when they complete the first year of their life. This anxiety decreases gradually and children develop special attachments. By the age of two years, children begin to detach a little from their parents and learn to show autonomy by saying 'no' to what they do not want to do.
2. **Early Childhood:** Children develop self-awareness by the age of two to five years. They develop attitudes, likes and dislikes and ways of acting. Socialization is the process by which children acquire skills to become responsible adults in their society. Children are socialized primarily by parents who make children understand and realize the difference between right and wrong and help in developing a code of conduct in them. A strong identification process helps in socialization as children observe and imitate their parents who become role models for their children.

The social world of preschool children expands and includes their peer group in school and in the neighbourhood. They begin to engage in cooperative play and games with them. These provide a ground to relate with others and understand social situations better. They also begin to develop a psychological identity as members of either one or the other gender and insist on following gender appropriate behaviour. Gender role identity arises from a number of factors—from biological differences between the sexes and from the way parents and others socialise with boys and girls.

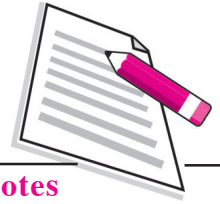
3.4.2 Role of Teachers and Parents in child s Socio-emotional Development

The first word that a child learns is from the mother or father, so parents play a very crucial role in the social-emotional development of a child. Various findings have revealed that family income, maternal age at child's birth, mother's educational attainment, number of siblings in a house, parents' involvement, parent's nature, family conflicts and family resources and their attitude towards education all influence socio-emotional development. Parents and their disciplining techniques play a major important role in the social-emotional development of the child. Parent child relationship is necessary for helping children to develop self-esteem and self-confidence. Parents who are democratic in nature i.e, loving, supporting, friendly, have children who show mature, self-confident, independent and self-controlled behaviour. Following are the ways that may help parents in child's social-emotional development.

- **Be a model** of the emotions and behaviours that you expect from a child. Parents are the child's first teacher and they look up to parents as a role models.
- **Encourage the child to play with other children.** This helps the child to learn the value of sharing and friendship.
- **Be responsive** to the child's emotions and behaviours. Responding will help to develop trust between parents and children .

As the teacher plays a role model for children and they imitate him or her. so the following kind of skills a pre-school teacher should have during this crucial stage of development of a child during his/her transition from home to school:

- Teacher should give the young and tender children the love, care and affection they deserve. S/he should be able to develop trust and belongingness in them (belongingness to school and to teacher) and this is possible only when they feel like home at school.
- Teacher should understand the psychology of the child, his/her needs, family background, culture from which s/he comes, learning style and his/her individual needs.
- The teacher should be sensitive enough to recognize the every day emotions of a child. Suppose a child is sad then through her love and affection or by talking or involving in some fun activities she should be able to bring out of that mood.
- Group tasks should be given to them that help in development of social relationship and social learning, so that they learn helping and believing each other, sharing, cooperation etc.

Early Childhood Learning and Development**Notes**



- Every day sometime should be given to children for “free play”. “Free play” enhances their social skills because in the “free play” they form groups on their own, they get the right to choose who so ever they want to play with.



INTEXT QUESTIONS 3.3

1. Fill in the blanks.
 - a. A child is aand needs to connect with people around for a fulfilling life.
 - b.enhances the social skills of children.
 - c. Parents who are..... in nature have children who show mature, self-confident, independent and self-controlled behaviour.
2. What are the factors that influence a child’s socio-emotional development?
3. What do you understand by emotional development?

3.5 MORAL DEVELOPMENT

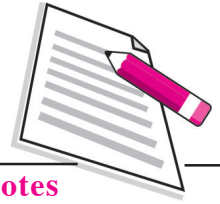
The word moral has been taken from the word mores which means manners and customs. In the simplest terms, it is a sense of right and wrong. It includes moral behaviour, moral reasoning and judgment. Moral behaviour entails acting in a morally right manner. Moral reasoning refers to weighing options as right or wrong. This is based on whether or not we are able to understand multiple perspectives related to the problem. Let us read about development of moral reasoning in children.

Let us briefly study the stages of moral development as proposed by psychologists, Jean Piaget and Lawrence Kohlberg.

3.5.1 Stages of Moral Development

According to Piaget, children’s moral development can be understood by observing their understanding of rules during play. He described children’s moral development through two stages namely heteronomous and autonomous morality.

- (a) **Heteronomous Stage:** Children believe that rules are universal, fixed and handed down by any external authority. They believe that rules cannot be changed and anyone who breaks the rules will be punished. Since children at this stage see rules as unchangeable, they seldom show any flexibility towards changing rules.



- (b) **Autonomous Stage :**As children grow older, their sense of morality moves towards more flexibility and they start believing in everyone's good. Children believe that rules are for the benefit of all and if any rule does not benefit all, it can be changed by common consensus or decision.

According to Lawrence Kohlberg, moral development takes place at three levels:

- The pre-moral level
- The level of conventional morality and
- The post-conventional morality

At the pre-moral stage, children learn right and wrong from the people around them. Their conduct is determined by external factors like approval and disapproval by authority figures or rewards and punishment. Thus, a child's behaviour is oriented towards obedience and punishment. As the child approaches middle childhood, the capacity to understand relationships and moral codes expand and it continues to grow in adolescence.

At the level of conventional morality, children tend to believe that rules can be changed if they do not serve the common good of the society.

In the post-conventional stage of moral development, the sense of right and wrong is decided by one's own conscience and nothing can be imposed from outside. One may keep certain universals like value for life at the highest order of values and may also break a law for the same.

3.5.2 Role of Parents and Teachers in inculcation of Moral Values

The role of teachers, parents and school is very important in inculcating moral values in the child . Let us see the importance of teachers, parents and school in developing the moral values:

- (a) **Role model:** Generally, children learn moral behaviour through imitation. So, it is very important what we are expecting from children must be shown in our behaviour. Parents and teachers should serve as a role model.
- (b) **Through Activities:** Activities like games and story-telling have a significant impact on children. Basic morals and values can be inculcated through many activities, stories and tales (stories like the stories from Panchathanrha and Jatak kathas, Gitopadesh, Ramayana and Mahabharatha, Biographies of great men) which will encourage them to engage in more helping behaviours. This way parents and teachers can impart the desired values.



- (c) **Appreciation and Attention** : Use of reinforcements, individualized learning, opportunity for success and achievement etc. can help child develop a positive self-concept and consequently desirable moral behaviour.
- (d) **Through teaching** : Teachers should show moral qualities like love, sacrifice, self control, truthfulness and uprightness etc. while teaching .
- (e) **Right conduct**: Teacher and parents both can inculcate simple habits, like keeping the surroundings clean, being truthful and honest etc. by walking the talk. Which means acting in a way that is consistent with what you say.

Moral development is a challenging task for both teachers and parents. It depends on the nature of the experiences and training to which they are exposed at home, in the neighborhood, in school and in the society at large.



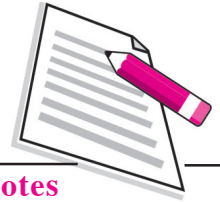
INTEXT QUESTIONS 3.4

1. Choose the correct option:
 - a) Theory of Moral Development (three levels) is given by:
 - i. Kohlberg
 - ii. Piaget
 - iii. Erickson
 - b) Stage when the child evolves his/her own sense of right and wrong before accepting societal norms of morality:
 - i. Post-conventional morality
 - ii. Conventional morality
 - iii. Pre-moral stage
2. Fill in the blanks.
 - a) Piaget described morality through _____ and _____ morality.
 - b) During heteronomous stage, children believe rules as being _____ and _____.
3. How can teachers and parents inculcate moral values in pre-primary children? Explain.

3.6 CREATIVE AND AESTHETIC DEVELOPMENT

Let us observe one situation where a pre-school teacher Amita is organizing an activity in her class. She shows the facial expression emoji chart and starts to explain each facial expression how they differ from one another. Then asks children to make one facial expression that they love. Then write one adjective beside their facial expression like cheerful, joyful, glad for happy facial expression. Then divide them in groups and tell them to write a poem/ short story on the basis of the facial expression.

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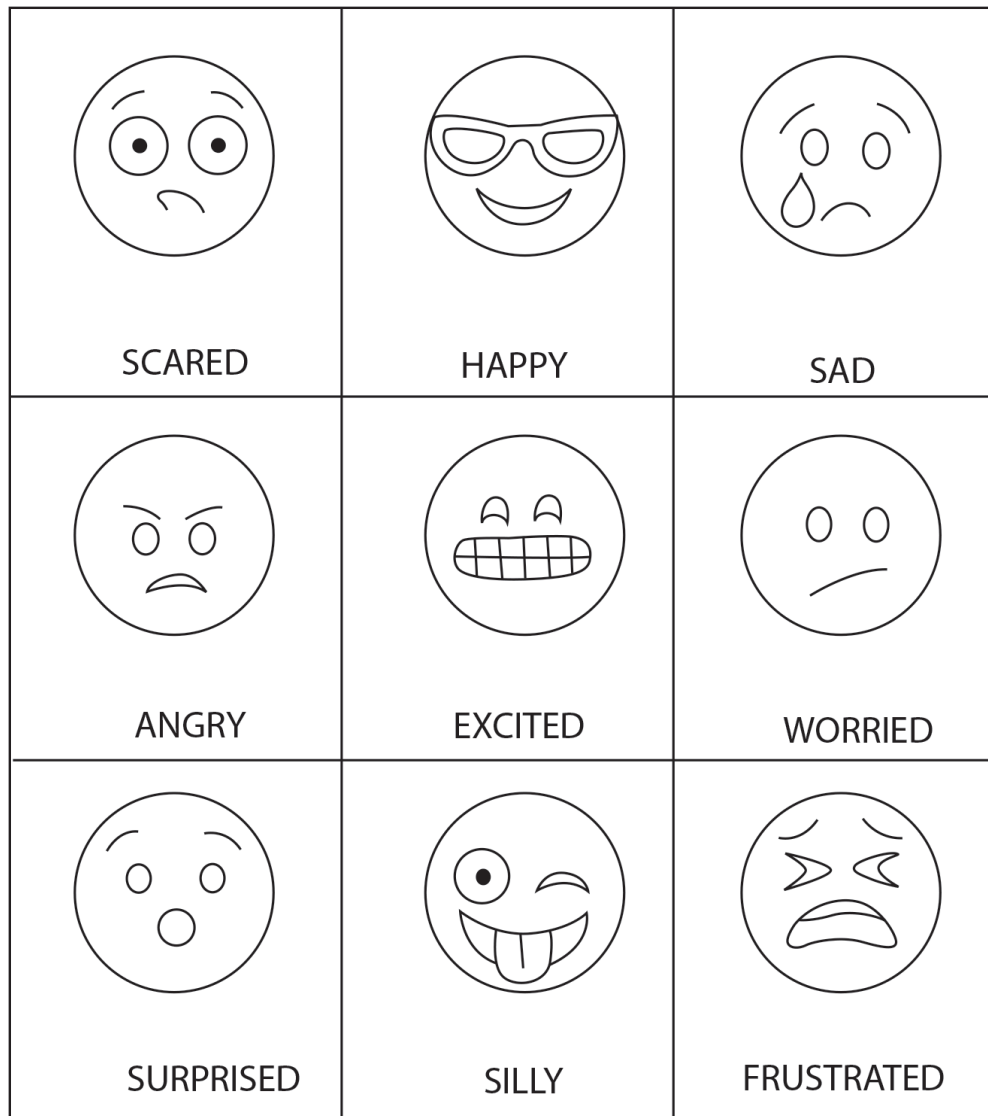


Figure:3.8 Creative and Aesthetic Development

Let 's think what would be the benefits of organizing this activity. By conducting this activity children will learn :

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- How to express themselves?
- Learn to combine words and turn into a piece of art i.e. poem or story.

When they try to express themselves by facial expression or words, it shows their creativity and aesthetic sense. Let us discuss how the creativity and aesthetic development takes place at the early childhood stage:

Aesthetic education is fundamental to young children's holistic development and future lives. Aesthetics is a set of values **relating to nature and the appreciation of beauty**. Or we can say that a person has aesthetic sense means that s/he has the ability to appreciate beauty and feel wonders. It is a sensibility that uses the imagination as well as the five senses. It is seeing beauty in a sunset, hearing buzzing of bees, flying of butterflies, rhythm in a rainfall, lightening in the sky, loving the expression of laughing at a person's face. Each child has an individual personal sense of what is or is not pleasing.

Children are fascinated by beauty. They love nature and enjoy creating, looking at and talking about art along with expressing their feelings and ideas through language, song, facial expressions, movements, music and dance, more openly than adults. Young children have strong preference for toys, objects, books, dolls, natural items and food. They are creative and inquisitive and delighted by art.

Aesthetic sensibility induces feelings of excitement, joy and optimism. Such emotional states enable them and encourage to also produce art themselves. The ability to think aesthetically must also be developed and nurtured. It should be incorporated into early childhood development. Nurturing creative, artistic and aesthetic culture of children performs the most important task, which is aimed at the integral development of a person. Creative and aesthetic appreciation develops a pre-schoolers, confidence, language, physical and thinking skills, imagination and emotional understanding. Aesthetic sensitivity is important in learning art and creativity.

3.6.1 Aesthetics and Art:

Aesthetic learning means joining what one thinks with what one feels.. Through art, ideas and feelings are expressed. People draw pictures and sculpt monuments to show their feelings about life. Art is important because it can deepen and enlarge understanding. All children cannot be great artists, but most children can develop an aesthetic sense for art.

The arts should not be developed as a separate activity by one child only. After hearing a story, some children may want to act it out. Some may prefer to paint a picture about it and some may want to compose the music for dance.



3.6.2 Aesthetics and Creativity:

Children must learn to work without self-consciousness, as a real artist does; children can be spontaneous and inventive. It has been said that aesthetic sensitivity is important for children because it improves the quality of learning and helps the creative process. Aesthetic sensibility in children has many other benefits.

- Children are more likely to be self-learners because they are more sensitive to gaps in their knowledge and ready to fill these gaps.
- Life is more exciting for children because they have the capacity to be puzzled and to be surprised.
- Children are more likely to broaden their vision because they learn that there are many possible ways of doing things.
- Children become more independent because they are more open to their own ideas or thoughts. They are good questioners for the same reason.
- Children may deal better with complexity because they do not expect to find only one best answer.

3.6.3 Role of Teachers in development of Creativity and Aesthetic Sense:

We all know that, preschool children enjoy playing, dancing, singing, drawing, poetry, fairy tales, story -telling and making beautiful things, that is, artistic, creative, aesthetic activities. When preschool children get involved in such activities they will find the connection and importance of music, visual arts, and pretend play in their education. Teachers can encourage the aesthetic sense in children in a variety of ways. Following are some ways in which teachers can help in development of creative art, creative thinking, creative movement and aesthetic appreciation in pre-school children:

Creative art	Creative movement	Creative thinking	Aesthetic appreciation
● Drawing ● Painting ● Printing ● Paper tearing pasting & cutting ● Paper folding ● Clay modelling ● Preparation of charts, papers and models etc	● Action rhymes ● Creative body movement ● Creative Drama ● Mime ● Fancy dress ● Folk-dance	● Free play ● Asking open ended questions ● Creating new stories/ rhymes ● Poetry	● Decorating a doll house, blackboard etc. ● Organizing exhibition, Flower festival, Variety shows ● Appreciating nature

Table 3.1 Development of Creativity and Aesthetic Sense

Early Childhood Learning and Development



Dramatic play /Fancy dress/Mime help preschoolers make sense of the world. Arts and craft activities encourage self-expression and decision-making, music and dance makes them enjoy moving creatively in response to the lyrics of the songs they sing. Reading readiness activities, when children are learning about things like letters and letter sounds are another avenue for aesthetic experiences. The imaginative use of colour, shapes, sounds and forms can be incorporated into teaching practices, it makes these experiences aesthetic. All these activities inspire to express their inner most feelings or personal thoughts.

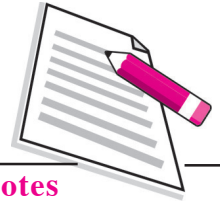
Following points may be kept in mind while dealing with creativity and aesthetic appreciation:

- All children have potential for creativity but in different degree.
- Creativity is not identical with intelligence.
- Environment is important for nurturing creativity.
- Opportunities and facilities for free play particularly dramatic and constructive play foster creativity in children.
- Giving freedom to children is the main way to promote creative expression.
- Acceptance and appreciation are the main tools to expect creative expression and aesthetic values in children.
- Encouraging children for exploration, imagination and curiosity proves vital.

An important role of the teacher in developing children's aesthetic sensitivity is showing their work to parents and others. Parents want to know their children's creative work. This can help parents to know more about their children. Teachers can assist parents by showing these visual examples of the creative process and pointing out its importance and giving hints to encourage their children's creativity. Even children like to see their work or any creative material displayed on the board.

3.7 INTERRELATIONSHIP BETWEEN DIFFERENT DOMAINS OF DEVELOPMENT

A child's development is a multi-faceted process comprised of growth, regression, and change in different domains. There is a strong link between the physical, social-emotional, cognitive, language and aesthetic developmental areas, they are presented as separate areas but together they make up the skills, knowledge and experiences appropriate for children as they grow, learn and develop.

Early Childhood Learning and Development**Notes**

Throughout childhood the physical development starts with learning to crawl, walk, and use the hands and feet efficiently. As the child does this s/he acquires various skills such as - Motor Skills which require co-ordination between brain and muscles. Gross Motor skills use the large muscles of the arms, legs, hips and back. Fine Motor skills involve the co-ordination of the smaller muscles of the hands and fingers for painting, drawing, doing up buttons, writing etc. Social-emotional development provides the foundation for how we feel about ourselves and how we experience others. Cognitive development refers to growth in the range of thinking and learning skills, including language, attention, planning, problem-solving and memory.

Physical development influences cognitive, social-emotional, moral, aesthetic and creative development. Cognitive development is influenced by physical development because the brain and motor skills naturally affect the development of thought patterns like reasoning, memory and development of language skills i.e. listening, reading and writing skills.

Social-emotional development is also impacted by physical development. Physical development and play supports emotional development by providing a way to express and cope with feelings.

Cognitive development affects social-emotional development because the ability to think and reason will affect a person's ability to understand feelings and emotions. It will also impact a human's ability to understand one selves and others.

One of the most significant influences on development is health. Good health means improved quality of life and the opportunity to achieve development potential. Ill health may have an impact on physical, social, emotional, intellectual, aesthetic and creative development. In children, ill health may affect the growth of the brain, bones, muscles and organs, particularly if the illness leads to malnutrition. This could also contribute to poor motor development, impaired learning and creativity. Ill health may also affect social development. i.e. interacting with others – learning new skills, knowledge, behaviour, poor motor skills and lack of acceptance into social group. Continued ill health affects aesthetic development i.e., children's ability of feeling beauty, understanding beauty, and expressing beauty.

So, we can say that different types of developments are interlinked and interrelated and do not occur in isolation.



Notes

3.8 HOW KNOWLEDGE AND UNDERSTANDING OF DEVELOPMENTAL DOMAINS HELPS ECCE TEACHERS/ CAREGIVERS?

Teachers deal with children and their complex thoughts every day. For a teacher to get the best out of the child, knowing the different stages of a child's development (Mental, Behavioural and Gross-Motor) is very important. Study of domains of development helps to gain an understanding on age specific developmental patterns. This eventually helps in understanding the best way to deal with children and work with them to enable better learning and growth. So, knowledge and understanding of developmental domains helps in:

- understanding children better
- identification of special needs and abilities
- assessing properly whether a particular child has learning problems and needs additional help or support
- facilitating learning
- finding ways or strategies on how to improve a child's learning development skills
- facilitating holistic development in children



WHAT YOU HAVE LEARNT

In this lesson, you have learnt that:

- Domains of development are different areas or aspects in which children's development takes place.
- Physical and motor development includes bodily growth and development of gross and fine motor skills.
- Socio-emotional development encompasses understanding of self and others; understanding and management of emotions.
- Moral development refers to the sense of right and wrong. It also includes moral behaviour and reasoning.
- Cognitive development refers to thinking, understanding and concept formation.
- Language development is built upon skills of listening, comprehension, oral/ speaking skills and writing.

- Creative and aesthetic development refers to a child's ability to express imagination and appreciate beauty through art and creativity.
- All domains of development are connected. No domain grows on its own. Understanding about domain and how these are linked, helps parents, teacher and caregivers to support the child's overall growth.



TERMINAL EXERCISE

1. What do you mean by domains of development? Discuss any two domains in detail.
2. How does physical development take place in children?
3. Explain the stages of moral development as proposed by Piaget and Kohlberg.
4. Briefly explain the stages of cognitive development in children.
5. Discuss the importance of language for human beings.



ANSWER TO INTEXT QUESTIONS

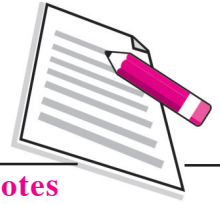
3.1

1. Physical development refers to those processes which bring progressive changes in the external as well as internal body organs of an individual, resulting in increase in the ability to function properly.
2. Fine motor skills refer to small movements in the hands, wrists, fingers, feet, toes, lips and tongue. Gross motor skills involve the use of large bodily movements which include running, jumping, hopping, turning, skipping, throwing, balancing, dancing etc.
3. Self-exercise, clay modelling
4. Self-exercise, drawing and painting

3.2

1. Fill in the blanks.
 - a. sensory motor stage, pre-operational stage, concrete operational stage and formal operational stage

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- b. formal operational
- c. pre-operational stage
- d. cognitive
- e. listening, speaking, reading and writing

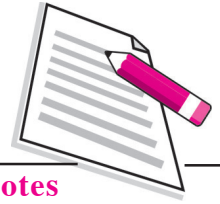
2. Steps of language development

- feeble gestures and sounds
- babbling
- use of simple spoken vocabulary
- one word sentence
- combination of words into sentences
- development of skill in reading; and
- improved mastery of the tools of communication

3. At this stage children can't think logically, don't have the concept of conservation, do not understand that for any activity, the events can be traced back to the original starting point.

3.3

- 1.
 - a. social being
 - b. free play
 - c. democratic
- 2. Family income, maternal age at child's birth, mother's educational attainment, number of siblings in a house-hold, parents' involvement, parents nature, family conflicts and family resources and their attitude towards education, all influence socio-emotional development.
- 3. Emotional development refers to the development of emotions and feelings in children. Some emotions such as happiness, fear and anger can be termed



as basic emotions as they can be inferred directly from a person's facial expressions.

3.4

1. (a) (i) Kohlberg
(b) (i) post-conventional morality
2. (a) heteronomous, autonomous
(b) universal, fixed
3. Ways for inculcation of moral values
 - Basic morals and values can be inculcated through many activities, stories and tales (stories like the stories from Panchatantra and Gitopadesh, Ramayana and Mahabharata, Biographies of great men).
 - Use of reinforcements, individualized learning, Role modeling and opportunity for success and achievement.

**KEY LEARNING OUTCOMES**

After reading this lesson, the learner will be able to:

- develop understanding of the various domains of development such as Physical, Motor, Cognitive, Language, Social-emotional, Creative, Aesthetic Appreciation.
- analyze and reflect on the role of teachers and parents in child's physical, motor, cognitive, language, social-emotional, and aesthetic development.
- discuss the interrelatedness among different domains of development.

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Early Childhood Learning and Development



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**4**

NEEDS AND RIGHTS OF CHILDREN (HEALTH & HYGIENE, NUTRITION AND SECURITIES)

INTRODUCTION

The world today is witnessing an evident change in health indicators of children. Advanced food technologies of modern world have led to changing food habits, tastes, routines and quantities. This is directly related to health as population grows and per person living area decreases, straining all natural resources. Living space available for natural well-being is essential both for physical as well as social and mental well-being. Advancement of technical gadgets might have introduced ease of communication but at the cost of healthy habits followed both by parents and very young children. Climate change is demanding a preparedness for food securities. Pandemic of this decade has brought forth the concerns of child safety not only in public spaces but even within the familiar grounds of schools and home. It is time to view the situations with a renewed perspective.



OBJECTIVES

After reading this lesson, you will be able to:

- know the needs of children during early childhood period;
- understand the impact of unmet needs on children's development;
- comprehend the Child Rights as per United Nations Convention;
- know about awareness programmes for parents and the community.



4.1 NEEDS OF CHILDREN

You must have already learned that every person has a purpose of life that can be realised by living to their full potential. A conducive environment is highly beneficial in living to one's full potential yet it is very difficult to achieve due to various reasons. One very important reason being timeliness or the time in life when the best environment is available. Adults, at certain stage in their lives, can develop skills to create an environment which will help their growth. But children are to be provided that conducive environment early in their lives. Experiences from the early stage of life create a blue print of the learning process; a child adopts to understand and solve problems in the process of growth and development and as a responsible citizen.

To lead a productive life children not only must have basic needs of food, shelter and security fulfilled but also the higher needs of dignity, recognition and learning about goals of life and skills to achieve life purpose, need to be addressed at the right stage of development. 'Needs' and 'wants' can be differentiated on the basis of significant quality and quantity of requirements essential for transiting from one level to the other in personal, mental and social situations.

Let us learn about the essential needs that must be fulfilled for a child to grow as a productive member of society.

4.1.1 Identity and love

Identifying oneself as an individual in relation to others and participating in mutual attention and care forms a long lasting impact in social adjustments. Establishing emotional intelligence in finding ways to come out of difficulties in a collaborative manner and with team spirit makes the individual identity grow stronger and healthier in the context of contributing to collective goals.

Sometimes, a caring family is not available to children in the immediate environment. That does not mean they will not find social bonding. Rather they might try harder to find meaning and to make sense of their environment. However, this could be a struggle harder than the struggle of those children who find a natural caring family.

In such a situation, the role of teachers and other social agencies becomes very important to foster social bonding and a sense of identity among children. It is more important in the present world situation because of the conditions of war, migration, unrest and loss of lives due to pandemics.



4.1.2 Health and safety

A safe environment to learn about life skills by experiencing, exploring and experimenting is essential. Sometimes children may make mistakes like adults do or like anybody else could make. Mistakes too could be a way to develop skills for courage, risk taking and innovations so a safe environment can be allowed to let it develop rather than reprimanding or humiliating young children.

However, health of the children is a more serious matter about which adults have to be informed and it should be well planned to take timely actions. Children immunity is essential for the prevention of life threatening diseases or deformities. In day to day life, there could be certain tasks not well within the safety of children. Yet, despite legal restrictions, being unaware, children are forced into unhealthy and unsafe work conditions. Parents and other adults need to be educated about their responsibilities about child safety and healthy childhood.

4.1.3 Security and protection

Children learn by imitating. They need time to even learn by imitation of right role models. This is when parents and learning organizations must ensure that surroundings for children are accident free and that proper care has been taken for the protection of children. This includes buildings, fixtures, passage for movement, toys and other items of use. At the same time, children cannot be left alone or on their own, they need a watchful caregiver who can support and help when required. Both physical security and a mental security are essential for children. To inculcate a sense of mental security, activities for appreciating abundance, sharing and happiness should be designed for children key should be guided to help them to develop skills for self-protection too.

4.1.4 Nutrition and play

Right nutrition is a building block for children's physical growth and development. Geographical location and cultural practices may impact need and availability of essential nutrients required for physical development and mental well being. Genetic dispositions too can be of significance sometimes. Therefore, parents and communities should be trained to procure and sustain nutritional balance for prenatal and postnatal stages and also for the children from very early stages.

Playing helps in the development of psychomotor skills, limbs coordination and cognitive development besides nurturing social skills. Parents and caregivers can be good partners in play time to observe the response of children to various stimuli. These observations

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Needs and Rights of Children (Health & Hygiene, Nutrition and Securities)

can help early identifications of any abnormalities that can be checked and corrected in time. Playing also develops a bond of trust and friendship between adults and children. A bond of trust and healthy relationship goes a long way in developing a sense of security for growing children.

The following essential points can be followed to balance nutrition and play for children:

- Preventive vaccination schedule should be followed and a record for the same should be maintained.
- Height – weight chart along with any other medical condition should be recorded and shared with medical practitioners when required.
- Timely, hygienic and well-cooked nutritious diets should be planned for children according to their health requirements. Similar routine should be maintained for play time and relaxation time too.

4.1.5 Stimulation, Learning and Education

It is true that self-learning is not sufficient for complex skills required to be taught in a school- like environment. More than that it is important that young minds should be stimulated to learn, ask questions, find innovative solutions to problems they identify for themselves. Learning should be child-centered and adapted for the needs of children with minimum intrusion or dominance of untested ideas. Teachers and care-givers should be guides and partners in learning games to provide a stimulating environment.

4.1.6 There are eight areas children need to thrive

Let us look at those with the help of the following flow chart:

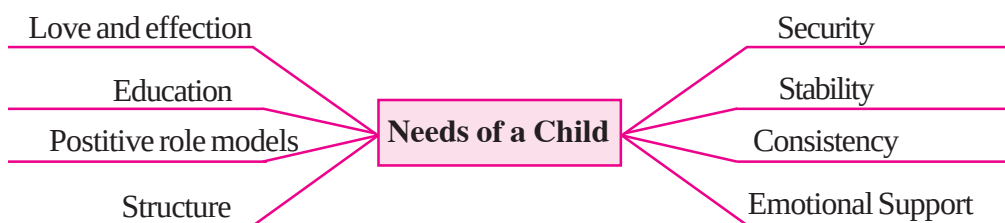
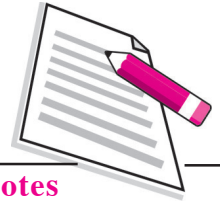


Figure:4.1 Needs of a child

4.1.7 Love and affection

Love and affection have been defined as the emotional and physiological bond we feel towards others, characterised by varying degrees of attraction, affection, intimacy, and commitment. Warmth, affection, care, comfort, concern, nurture, support and



acceptance are some ways to nourish love towards a child. Some points are given here which will help us to understand the impact of love and affection in children's life:

- promote healthy brain development of the child
- boost happiness and confidence
- improve chances of overcoming mistakes
- promote a sense of security and provide emotional support



INTEXT QUESTIONS 4.1

Fill in the blanks:

- Saying and showing love can easily overcome any kind of mistakes.
-and.....are some ways to nourish love towards the child.
- Love and affection promote.....development of the child.

ASSIGNMENT 4.1

Look around your neighbourhood and observe if there are children in your surroundings who prefer to be alone. Spend some time with them listening to their stories. Note down any three points unique to the world of children.

4.1.8 Education

Education is a purposeful activity directed at transmitting knowledge or fostering skills and character traits. These aims may include the development of understanding. Some points are given here to help us to understand the influence of meaningful learning on the child's life in developing in them.

- self-discipline, sense of responsibility, team work and social security
- self-confidence and a good decision-making
- how to think critically, enhance creativity and imagination
- later adulthood success
- good moral character and inculcating basic values like humanity, friendship, unity, coordination, cooperation, solidarity, brotherhood, loyalty, truthfulness, non-

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Needs and Rights of Children (Health & Hygiene, Nutrition and Securities)

violence, humbleness, peace, etc

- good citizens



INTEXT QUESTIONS 4.2

Choose the correct answer to fill in the blanks.

Education is a _____ activity directed at achieving certain aims.

- (a) Purposeful
- (b) Directed
- (c) Attractive
- (d) Non – Directed

ASSIGNMENT 4.2

What are the first informal learning sources for children? Discuss how the initial learning sources influence formal learning of children.

4.1.9 Positive Role Models

Role Model is a person who serves as an example by influencing others. For many children, the most important role models are their parents and caregivers. Children look up to a variety of role models to help to shape how they behave in school, relationships, or when making difficult decisions. Children also look up to other relatives, teachers, coaches, and peers. Children may try to copy the behaviour and appearance of celebrities, such as athletes and entertainers, and characters from books, TV, movies, or video games. Children can be guided with following actions:

- Encourage your child to be involved in activities that reflect your values, such as religious programmes, athletics, after school programmes, clubs, or volunteering.
- Remind your child that s/he does not have to do everything that the role model does. Your child can copy what s/he likes but still be himself or herself.
- Help your child identify more positive role models.



INTEXT QUESTIONS 4.3

Education should be considered a need as well as a right. What do you think?

Tick the correct answer : Yes/No.

ASSIGNMENT 4.3

Talk to parents of young children in your community and discuss if education has helped them to be aware of children's rights.

4.1.10 Structure

Structure involves creating specific places for specific activities in the house. Although it might sound like you need a 100 acres house, it's not true. A structured environment can look as simple as a predictable space and routines for specific activities:

- A set "calm down" space, it can be a little chair in his/her room.
- A set play place for toys, it can even be a small play mat.
- A consistent routine (e.g. brush teeth, story, lights out at the same time every day).

A simple way to bring more structure at home starts by:

- structured environment
- structured time/schedule
- preparation for unexpected situations



INTEXT QUESTIONS 4.4

Choose the correct answer :

Structure involves creating specific places for specific _____ in the house.

- (a) Activity
- (b) Environment
- (c) Schedule
- (d) Situation

ASSIGNMENT 4.4

Describe why 'safe spaces' are essential for healthy growth and development of children.

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Needs and Rights of Children (Health & Hygiene, Nutrition and Securities)

4.1.11 Security

Children have the right to be completely secure from the fear or reality of any potential abuse (either physical or emotional) resulting from an inappropriate contact by any other person.

Given below are some points which will help us to understand the meaning of the term security:

- to make the child feel safe within the environment in his/her life
- to make the child feel safe and sound with the basic needs of survival like- food, shelter, clothing, medical care, and protection from harm
- to develop the emotional, mental, and physical health of the child
- to feel secure can feel freer to express their emotions
- that child can take the risks necessary to be in relationships, explore, and try new things



INTEXT QUESTIONS 4.5

Which of the following does the term SECURITY include:-

- Physical security
- Mental security
- Emotional security
- all of the above

ASSIGNMENT 4.5

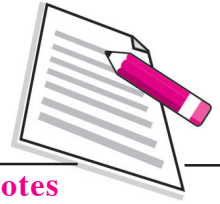
Have you observed young children when they were asking questions? Write five reasons why children stop asking questions as they grow older.

4.1.12 Stability

Stability is the quality, state, or degree of being stable. Stability is also known as steady motion to develop forces or movements that restore the original condition.

Being stable plays an important role in the life of an individual/child.

Given below are some points which will help us to understand the meaning of the term stability:



- stable home and a stable school enable children to form positive trust within their surroundings
- the sense of belongingness enables the child to thrive and flourish without tension and fear of separation
- can support a child to flourish in their home and school and reduce the impact of any difficulties
- promotes continuity and development of the child in all aspects

**INTEXT QUESTIONS 4.6**

Select the correct answer.

What does stability ensure in a child's life?

- a) Physical development
- b) Emotional development
- c) Social development
- d) Holistic development

ASSIGNMENT 4.6

Observe the families of a few migrants in your surroundings to support in building trust in new environments. Write your reflections.

4.1.13 Consistency

Consistency means as parents we follow through and do as we say we will. It means resisting giving children second and third chances when they break the rules or behave badly with others. Given below are some points which will help us to understand the meaning of the consistency:

- to allow boundaries and expectations to be set, which provides children with a sense of safety
- to predict your expectations, reactions, and actions
- to teach them about sustainability
- to provide repetition that strengthens connections in the brain

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INTEXT QUESTIONS 4.7

If you are not able to succeed even after trying again and again, which of the following attitudes/nature/skill helps you to get better results?

- a) Consistency
- b) Stability
- c) Negative attitude
- d) Laziness

ASSIGNMENT 4.7

Do you think a conflict situation is difficult for children? If yes, discuss how it affects their sense of expectations.

4.1.14 Emotional Support

We all experience negative emotions at times, and it's best to teach children how to cope. Creating an emotionally supportive home means **giving your child a safe place to verbalize and process all of their emotions, not just the positive ones.** It also means listening more than you speak and resisting the urge to fix. The following Emotional Needs should be fulfilled for the benefit of children:

- Respect
- Acceptance
- Importance
- Security
- Inclusion



INTEXT QUESTIONS 4.8

Which emotional need should be fulfilled for in the benefit of children?

- a) Respect
- b) Acceptance
- c) Security
- d) All of the Above

ASSIGNMENT 4.8

Observe the world of children around you to find out how they show respect to their elders and peers. Record five(s) cases for specific experiences.

4.2 DEVELOPMENTAL NEEDS OF CHILDREN

Child development includes the following main elements:

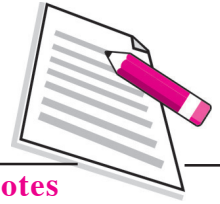
- Physical development
- Cognitive development
- Language development
- Socio- emotional development

Each developmental stage has its own milestone(s) and physical indicator(s) for the caregiver. Delay in achieving milestones may be an indicator that child might require special attention. For example, delay in speech or cognitive activities due to various causes may require therapies for speech or learning disabilities. Early stages of life see maximum neural connections for cognitive development that helps later stages of development. Therefore, it is important to understand how each task is important for a child at a particular stage of development.

Piaget's four stages of cognitive development have already been discussed earlier,:

- sensor motor: 0-2 yrs – Senses and movements to feel the world around
- pre-operational: 2-7 years-Mental images and language development
- concrete operational:7-12 years-Logical thinking and categorization related cognition
- formal operational: 12 years onwards-Hypothetical thinking and scientific reasoning

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Piaget's Stages of Cognitive Development

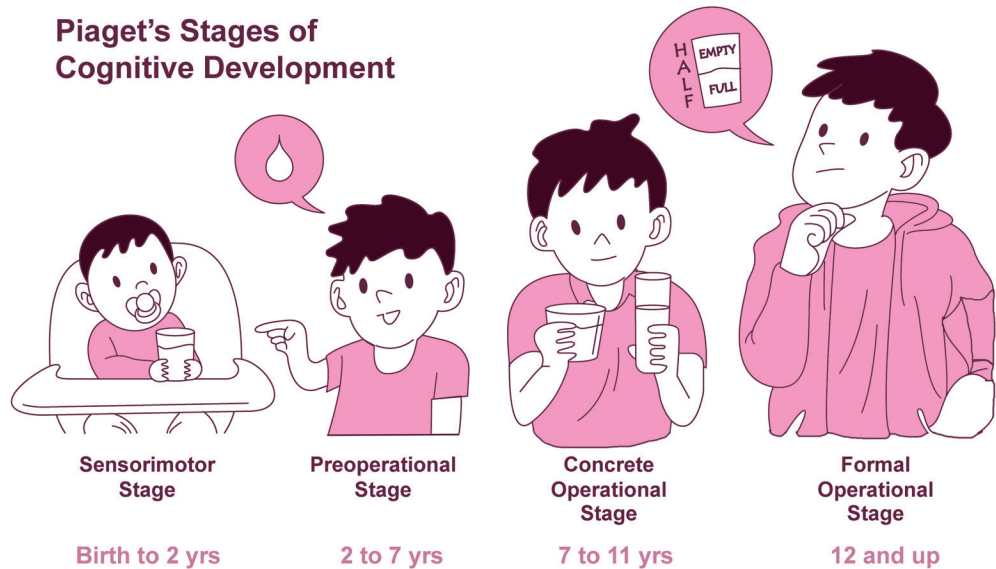


Figure: 4.2 Piaget's stages of Cognitive Development

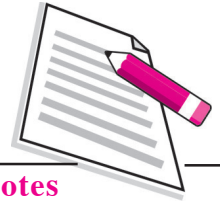
Likewise, there are certain tasks where success is achievable only with developmental readiness. When the chances of success are high, the satisfaction and confidence levels are automatically high which is helpful in achieving learning goals. Therefore, the learning activities and dialogues should be built around the basic levels of the tasks a child is ready to perform.

4.3 IMPORTANCE OF MEETING CHILDREN'S NEEDS

Needs should be identified accurately and support put in place quickly in order to give all children the best opportunities to achieve their potential. Identifying a need but not acting on it can be detrimental in the long run. Children with complex developmental and sensory needs are likely to be identified at birth through health assessments whilst other children's need may be identified following the 2-year progress check.

In addition to the formal checks, early years practitioners play a crucial role in monitoring and reviewing the progress and development of all children. Observations and professional judgements may identify that a child has special educational needs. Following problems should be observed for meeting children's needs:

- Identifying children who seem to have less complex or hidden needs can sometimes be more challenging than identifying more apparent special educational needs and disabilities.

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- There are many reasons why children might not make the progress expected over a period of time. It is important that we identify any gaps in a timely way and work with the child to help them to overcome and bridge those gaps.
- It is important to identify and meet children's needs because it supports their overall development and wellbeing.
- Some children develop and learn faster than others and it is fully our responsibility to ensure that all children's needs are cared for no matter what stage of development they are at.

We can do this by carrying out observations. Which help us to identify the exact needs of children. It is also very important to meet their emotional, social, and physiological needs, which ensures that they maintain a high quality of life. We must support those who may not be able to directly communicate their wants and needs. It also gives us an opportunity to make right changes at the right time to improve their future journey and to make them adjusted in school, home as well as in society.

4.4 IMPACT OF UNFULFILLED NEEDS ON CHILD DEVELOPMENT

If the needs of children are not fulfilled due to any reasons, it will impact their development from subtle to obvious. The child can become silent at first. Over time, the effects may begin to appear. Following problems can be observed in the children whose needs are not met :

- depression
- anxiety
- apathy
- failure to thrive
- hyperactivity
- aggression
- developmental delays
- low self-esteem
- withdrawing from friends and activities
- appearing uncaring or indifferent

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- shunning emotional closeness or intimacy

Maslow also explained in his theory that if needs are not met, **it could lead to illness, especially psychiatric disorders, such as depression and anxiety**. Even if you don't have a mental illness, you may feel very lonely and unhappy when your love and belonging needs aren't met.

4.5 AWARENESS AMONG PARENTS/COMMUNITY

Let us consider two scenarios in the form of a story . It may help the parents as well as community regarding the needs and wants of the child.

Parent teacher meeting- 01

An old person coughs loudly

A child quickly comes and gives a glass of water to him. And asks another child to bring a chair for him.

A lady is watching them. And suddenly someone calls her from behind

Teacher: Good morning Mrs. Patel, how are you? (She is mother of that caring child.)

Mrs. Patel: Really pleased! I appreciate your efforts!

Teacher: You must say this to yourself ma'am.

Parent teacher meeting- 02

Mrs. Patel: Child answers me back in a loud voice. What kind of peer group does he is having. This is what! you teach in your school !

Mr. Patel : We have been trying for the past many months but his grades are not improving.

Patel: Improve! Improve! Improve! Where is improvement? There is a downward graph!

(Suddenly some other teachers joined the PTM.)

(Now they are watching some CCTV footage of classrooms.)

Footage 1:

Everyone is busy chatting with the teacher

But Sam is sitting alone and not showing any interest in class.

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Footage 2:

The Teacher has told the students to write something. Sam is trying to write but suddenly he starts scribbling in his notebook.

Footage 3: The Teacher is trying to ask some questions but he is unable to answer.

Footage 4: Some children call him to play but suddenly he loses his temper and pushes someone.

After watching the CCTV footage of the classroom, Mr & Mrs Patel realized that their child was facing some problem or unmet needs, with the help of teachers they identified the areas of concern and intervened to resolve. The issues of address the unmet needs over time, with consistent and joint efforts from the parents, teachers and caregivers, the situation completely transformed from scenario 2 to scenario 1.

Parents and caregivers in the community may not be aware of the pedagogical framework of learning and development. It is the responsibility of professionals to share this relevant knowledge to support children, families and communities in a simple way. Some of the methods that can be followed are listed below.

- **Listening activities :** organizing meetings in community area to listen and understand their traditional methods of bringing up a child; appreciating for good efforts and sharing new knowledge where needed.
- **Media based awareness:** New knowledge needs to be referred to again and again. So a printed poster can be placed in a community centre or panchayat ghar. Radio programmes for those unable to read can be planned and also to reach out to those in far areas.
- **Cultural activities:** Role plays by way of nukkad natak or street play or poetry based steps of care in early stages of life can make knowledge-sharing interesting. Such activities can be planned at the center premises to connect families with professional environments.

Children grow emotionally, intellectually, and physically through their relationships with parents and their community. They might find this in school, at home or on the playground. This involvement and engagement produces long-term benefits in their lives. It gives them a sense of belonging and it is crucial in the building of their identity.

According to article 29 of the United Nations Convention on the Rights of the Child (CRC, 1989) all children have a right to education and the education children receive should develop each child's personality, talents and abilities to the fullest. Therefore,

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supporting parents for “better parenting” has been on the agenda of early childhood programmes implemented all over the world.

It takes a village to raise a child, this proverb, means, the whole community has an essential role to play in the growth and development of its young people. Parents and family members play a vital role in the life of the child and also the entire community as a whole.



INTEXT QUESTIONS 4.9

- (a) What traits/qualities are shown by the child in Parent teacher meeting- 01?
Kindness and Ignorance.
- (b) Which negative behaviour is shown by Sam in CCTV footage of classroom.
Cruelty/Isolation

ASSIGNMENT 4.9

Rahim, a 5 years old child doesn't have parents. He lives with his maternal aunt and maternal uncle. But his maternal uncle does not treat him well and does not send him to school to study. Name the needs of which the child is deprived of.

4.6 RIGHTS OF CHILD : UN DECLARATION OF HUMAN RIGHTS AND UNCRC

Universally child rights are defined by the United Nations and United Nations Convention on the Rights of the Child (UNCRC). According to the UNCRC “Child Rights are minimum entitlements and freedoms that should be afforded to all persons below the age of 18 regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability and therefore apply to all people everywhere”.

4.6.1 Inter-relationship between needs and rights

Children in the initial years of their lives are completely dependent upon adults to take care of their needs and wellbeing. This puts a responsibility on not only the adults who bring them to life but also each and every adult in their surroundings including the state. Basic needs of food, shelter and security of children must be met adequately and timely. The needs of children are their rights too as their survival and quality of life depends on the fulfillment of the basic needs. For this purpose, many organizations have put forward guidelines and support system to help communities and family in nurturing children's lives in many ways.



4.6.2 Core rights spelled out by UNCRC

4.6.2.1 Right to Survival : The right to survival includes the right to life, the best attainable standards of health, nutrition and an adequate standard of living. It also includes the right to registration of birth, name and nationality.

4.6.2.2 Right to Protection: The right includes freedom from all forms of exploitation, abuse, inhuman and degrading treatment including the right to special protection in the situations of emergency and armed conflicts. Protection against drug abuse, disease and disability and protection to children on the other side of the law also is an integral part of the right to protection.

4.6.2.3 Right to Development: It consists of the right to be educated, to receive support for development and care during early childhood and to social security. It also includes the right to leisure, recreation and cultural activities.

4.6.2.4 Right to Participation: The right to participation accords the child access to appropriate information and the freedom of thought and expression, conscience and religion.

Classifications of Rights of Children:

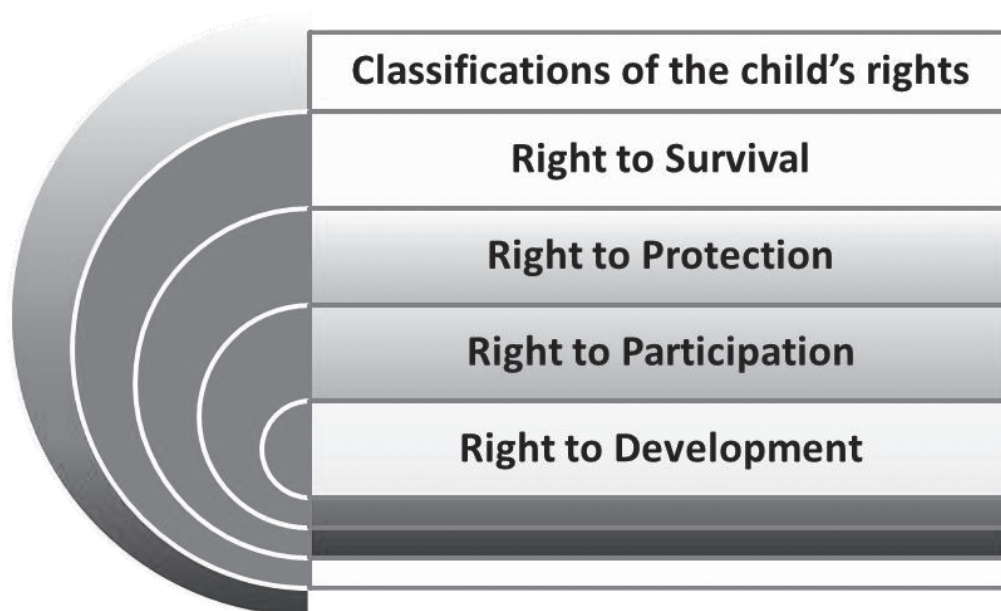


Figure: 4.3 Classifications of Rights of Children

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INTEXT QUESTIONS 4.10

What does right to protection address?

Tick the appropriate answer :

- a. best attainable standard of health
- b. access to appropriate information
- c. to be educated
- d. freedom from inhuman and degrading treatment

ASSIGNMENT 4.10

Visit nearby pre-schools and discuss the children's rights with teachers. Try to find out whether children are aware of their rights.

4.7 GOVERNMENT ACTS AND PLANS

Governments present and plan for the care of early childhood and its caregivers through schemes and policies. This is a support system that citizens and organisations can utilise as needed. Most government schemes are long term and based on the needs of its population. Some of the schemes are discussed below:

4.7.1 Samagra Shiksha Abhiyan (SSA)

An Integrated Scheme for School Education, 2018 Samagra Shiksha Abhiyan (SSA) or Integrated Scheme for School Education is a programme for the school education extending from preschool to class 12. Its main goal is to improve school effectiveness measure in terms of equal opportunities for schooling to all children.

4.7.2 Rashtriya Madhyamik Shiksha Abhiyan (RMSA):

The scheme visualizes the 'school' as a continuum from pre-school, primary, upper primary, secondary to senior secondary levels. The vision of the scheme is to ensure inclusive and equitable quality education from pre-school to senior secondary stage synchronized with the Sustainable Development Goal (SDG) for Education.

The major objectives of the Scheme are:

- provision of quality education and enhancing learning outcomes of students.
- bridging social and gender gaps in school education.



- ensuring equity and inclusion at all levels of school education.
- ensuring minimum standards in schooling provisions.
- promoting vocationalisation of education.
- support States in the implementation of Right to Education.
- strengthening and up-gradation of SCERTs/State Institutes of Education (SIEs) and DIETs as nodal agencies for teacher training



Figure: 4.4 Children's Rights

4.8 ENABLING ENVIRONMENT IN AN ECCE CENTRE

ECCE centers are the connecting links between home and school in the transition of child's journey from familiar to yet unfamiliar world of outside learning environment.

Teachers and caregivers of the ECCE centers must be trained in the global rights, issues and redressal system so as to be sensitive to the environment in which the child lives and grows.

ECCE curriculum must include activities including visuals and plays to depict possible scenarios of child right issues in other parts of the world to establish a connect with children of other countries and also to prepare their minds to future challenges.

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Mid-day meals and health checkups should be a routine and mandatory for all members of the ECCE.

The buildings and fixtures should be aligned to the safety needs of children visiting the centers. Spaces should be created where parents or community members could walk in and experience a model child safe environment.

Within the administrative systems of centers, child right violations should be addressed and a redressal system should be established.

ECCE centers are the first organization that establish a formal support system both for the child and the community towards a healthy and safe learning environment, therefore it must include in its structures and methods, elements that uphold child's rights and offers a healthy and safe environment.



INTEXT QUESTIONS 4.11

What are the steps you will take to enable ECCE centers?

Tick the appropriate option :

- Make ramps for easy access
- Inform children about their rights
- Create safe spaces
- All of the above

ASSIGNMENT 4.11

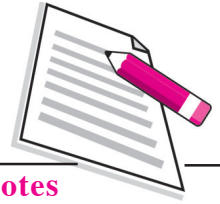
Search on the web and list atleast five NGOs working for the rights of the girl child and children from minority sections.



WHAT YOU HAVE LEARNT

In this lesson, you have learnt that:

- The term need refers to the things and items required for life like food, water and shelter, stability, security, consistency, education and love, as they are essential needs of children.
- Needs should be identified accurately and support put in place quickly in order

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to give all children the best opportunities to achieve their potential. Identifying a need but not acting on it can be detrimental in the long term. Children with complex developmental and sensory needs are likely to be identified at birth through health assessments whilst other children's need may be identified following the 2-year progress check.

- Improved referral mechanisms are needed to support parents and children better. Millions of parents interact with health care (e.g., well-child and mental and behavioural health care), education (e.g., early care and education and formal pre kindergarten to grade 2), and other community services each year.

**TERMINAL EXERCISE**

1. Carry out a survey in your community to find out what support they would expect from ECCE centers. Share your reports with your peers through social media.
2. Ask parents of ECCE children about their awareness about government schemes to protect child's rights and also which is their favourite scheme and why?
3. Construct a case of climate change and migration and organize a group discussion on how it will affect needs and rights of children.
4. Is right to nutritious diet fulfilled in your country? Create an info graphic of various states and UTs where children are provided the most/least nutritious food.
5. How has social media impacted the sense of security among children? Support your answer with suitable examples.

**ANSWER TO INTEXT QUESTIONS**

- 4.1.
 - a. Mistakes
 - b. Warmth, affection, care, comfort
 - c. Holistic
- 4.2
 - (a) Purposeful

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Needs and Rights of Children (Health & Hygiene, Nutrition and Securities)

4.3

yes

4.4

(a) Activity

4.5

(d) All of the Above (Physical security, Mental security and Emotional security)

4.6

(b) Emotional Development

4.7

(a) Consistency

4.8

(d) All of the Above

4.9

(a) 1. Kindness

(b) 3. Isolaton

4.10

(d) Freedom from inhuman and degrading treatment

4.11

(d) All of the above



KEY LEARNING OUTCOMES

After reading this lesson, the learner will be able to:

- describe the needs of children during the early childhood period.
- illustrate the impact of unmet needs on children's development.

- discuss Child Right as per United Nations Convention.
- design awareness programmes for parents and community.



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- The Pre- Natal Diagnostic Techniques (Regulation and Prevention of Misuse) Amendment Act, 2002 (No. 14 of 2002), Acts of Parliament, 2002 (India)
- The Prohibition of Child Marriage Act, 2006 (No. 6 of 2007). Acts of Parliament, 2006 (India).
- The Rights of Persons With Disabilities Act, 2016, Acts of Parliament, 2016 (India)

**5**

STAGES OF CHILD DEVELOPMENT AND LEARNING (INFANCY TO TODDLERHOOD)

INTRODUCTION

Life begins with conception in the womb of the mother. The foetus spends around a nine-month period in the womb. This period is known as the prenatal period. The birth time when the foetus comes out from the womb is known as the post natal period. The post-natal period starts immediately after the child contacts the environment. The period between birth to two years is called the infancy period followed by the phases toddlerhood and childhood lasting for 12 years. This is followed by the period of adolescence when one attains puberty and is capable of reproduction. In a true sense, it is the transition period between childhood and adulthood. On attaining maturity in all aspects, viz., physical, mental, emotional, social, one attains the status of an adult, lasting for a long period before one becomes senescent or begins to show signs of ageing. Each of these stages is said to extend over a somewhat definite period of years.

In this lesson, learners will study the meaning of infancy, the importance of early stimulation, the growth and development of children from Infancy to toddlerhood, and selected milestones during infancy and toddlerhood.



OBJECTIVES

After reading this lesson, you will be able to:

- describe the meaning and importance of infancy;
- discuss the importance of early stimulation in children's development;

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Stages of Child Development and Learning (Infancy to Toddlerhood)

- describe the growth and development in different domains during Infancy;
- describe the growth and development in different domains during toddlerhood;
- highlight the milestones of child development during infancy and toddlerhood.

5.1 MEANING AND IMPORTANCE OF INFANCY

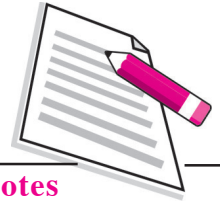
5.1.1 Infancy (birth to 2 years)

This period starts from birth and lasts for one year. The period from birth to 28 days is called neonatal period. From the beginning the babies perform various reflex actions such as sucking, rasping, eye blinking etc. they use their senses and own motor activities to explore their new environment.

At this stage the average weight is around 2.5 kilograms to 4.5 kilograms and height is around 19-21 inches. Body proportion of head and rest of the body is almost 1:4. The infant learns to have control over his/her body; acquire different emotions; attachment begins with the mother and the child recognizes other family members also; begins to understand his/her existential self and sees himself/herself as a separate entity; exhibits attention seeking behaviour; rapid sensory development and mental representations take place. All children develop at their own pace as each one has different hereditary framework, different maturation pattern and environment. They learn different ways to move here and there i.e. crawling, running, walking and jumping etc. There are dramatic changes in physical, social, intellectual and communication capacity.

5.1.2 Importance of Infancy

- **Foundation for all areas of development-** The Infancy stage provides foundation of all aspects of growth and development. The physical, emotional and attitudinal development of child takes place during Infancy. However it is based on the theory and principles, but is not universal because growth and development is based on various factors of the infant from the mother's womb.
- **Rapid physical growth and development:** It is a period marked by extremely rapid physical growth and development of sensory-motor skills. A child's growth and development is influenced by the age and natural phenomenal of child development through interaction with surroundings. This affects the growth of the child.
- **Infancy is also important for cognitive, language and socio-emotional**



development .The cognitive, language and socio-emotional development is the dynamic process of the growth and development of a child in the infancy stage. This affects the overall personality of a child. Infancy growth and child development is the backbone of the cognitive, language and socio-emotional development based on learning environment which is based on various factor of the growth and development of a child.



INTEXT QUESTIONS 5.1

Fill in the blanks :

- (a) The Infancy period start from
- (b) The period of first few weeks after birth of an infant, is called.....
- (c) provides the foundation for all areas of development.
- (d)is the dynamic process of the growth and development of a child in infancy.

5.2 IMPORTANCE OF EARLY STIMULATION

Early stimulation is important both for the growth of brain and body. Adequate nutrition and the presence of both parents during the early years are also crucial to a child's survival .All these factors contribute towards a normal healthy person. The stimulation the child receives depends on life at home and the family structure. A new born baby's life may appear to be nothing but a cycle of sleep and feedings. From this age itself, a baby's personality begins to evolve. Some babies are very lively, others are slow to react. But all need to be cuddled, spoken to gently and stimulated. Stimulation plays an important part in a child's development.

Various easily available age-appropriate toys are advised and the optimum time for stimulation is must when the child is most active and playful. Stimulation should be given to normal babies as well. Proponents of early interventional therapy suggest that multidisciplinary structured intervention by highly-trained interveners should be provided for infants who are at the risk of neuromotor disorders, as soon as possible, to minimize future handicaps and successfully rehabilitate the child. Early stimulation and early intervention can be applied remarkably to infants in order to arouse their actions and feelings ultimately giving them a normal experience of development. Parents of newly diagnosed children with mental retardation often refuse to accept that their child is not normal. This leads to a delaying instituting early therapy and often results in the child developing some set patterns, which are difficult to change. Therefore, special schools prefer to start a programme by age 3 or 4 years and may not accept children at ages above 6 or 7 years. The need therefore is to approach institutions in ones

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vicinity at the earliest.

The importance of early stimulation is as under:

- for developing the brain and body of the child
- for the child's all-round development
- it stimulates the child's actions and feelings
- it helps in detecting learning disorders
- it encourages the development of emotional bonds
- it helps a child to awaken his/her curiosity and observation skills

Stimulation during the first 12 months of a child's existence helps to prevent stress-related modifications in the brain structure and neurological pathways. Furthermore, it contributes to the expansion of a healthy bond with the baby as well as the acquisition of vital parenting skills.



INTEXT QUESTIONS 5.2

State whether the following statements are true or false:

- Early stimulation is not important both for the growth brain and body.
- Early stimulation helps in detecting learning disorders.
- Early stimulation does not encourage the development of emotional bonds with family.

5.3 GROWTH AND DEVELOPMENT DURING INFANCY

Development at infancy is quite rapid and visible as compared to later stages of development. In the stage from birth to one year one can notice the apparent changes in terms of coordination, balancing, height and weight.



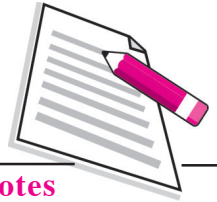


Figure: 5.1 Milestones in Physical Development

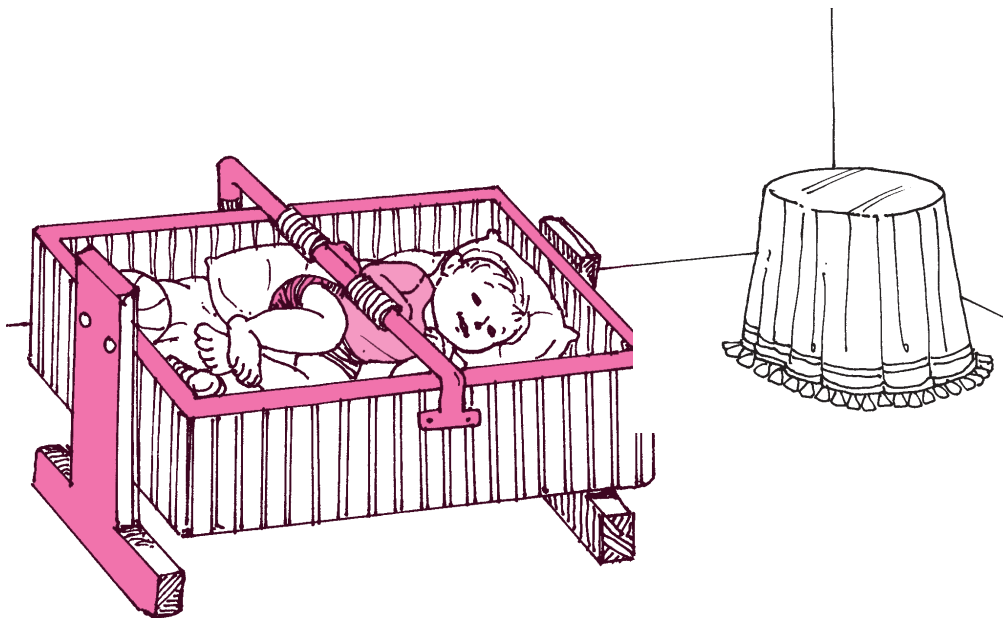


Fig 5. 2 Development of Sense

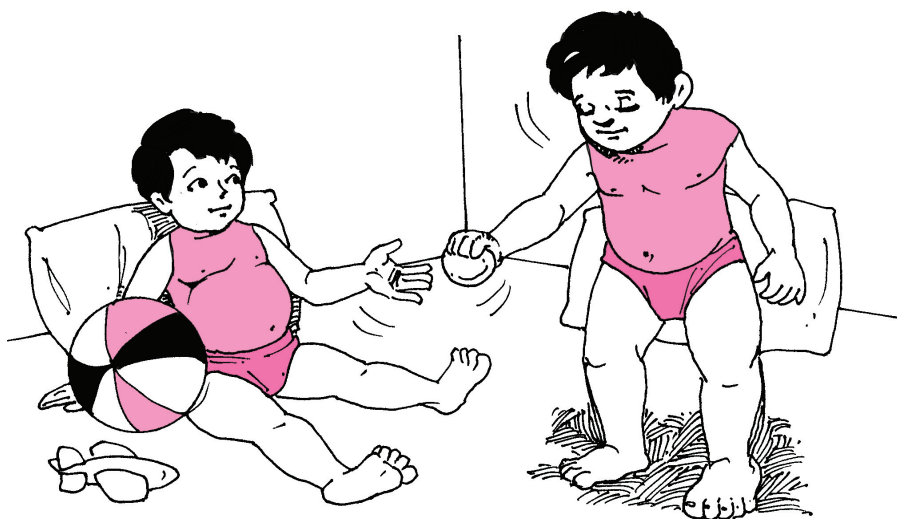


Fig 5.3 Socio-emotional Development



5.3.1 Physical Development

Physical development is the development which shows in the form of body size and growth of internal systems; body strength increases in terms of skills and becomes more complex in terms of performance.

5.3.2 Physical Development at Infancy

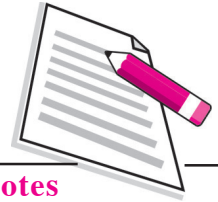
1. **Body weight:** At the time of birth the average weight of a neonate child is between two and half to three kg, baby boys are much heavier than baby girls. By the age one the average weight of the child is 7 to 8 kg.
2. **Height:** On an average, the neonate is about 19-21 inches, boys are taller than girls. By the age of one year the average height is 26 inches.
3. **Body proportion:** There is also a rapid change in body proportion of different parts at different stages. The head and body proportion is 1:4 at the time of birth. As the child grows old, at the age of one the proportion becomes 1:5.
4. **Bones and muscles:** Bones and muscles differ in numbers and size and in type at different stages. The bones of an infant are soft, smaller and contain a great amount of water. Muscles are soft and weak at this stage. By the age of 8-9 months milk teeth begin to appear.
5. **Motor development:** The head becomes erect and steady, and is held upright happens usually between 3 to 6 months, the infant rolls from side to back; sits alone; crawls; pulls objects towards the body; picks things up with thumb and finger; dropping and picking up toys.

5.3.3 Social Development

Social development means acquisition of ability to behave in accordance with social expectations. Social development is a process under which the child learns to behave according to social values, norms and traditions. He /She attains social maturity in social relationships.

5.3.4 Social Development at Infancy

- imitation: infants often imitate certain facial expressions till the age of one year
- shyness; dependency; attachment behaviour; resistance behaviour
- attention seeking: respond happily to loving attention



- starts exploring his/her world/environment i.e., exploring themselves and other people
- recognition of primary caregivers
- smile and show pleasure in response to social stimulation
- more likely to initiate social interactions
- expression of negative feelings like aggression, rivalry, distress and anger etc
- love for parents and affection for familiar people begin to be seen

5.3.5 Emotional Development

Emotional development is a child's ability to understand the feelings of others; control their own feelings and behaviour to get along with others. Emotional development depends upon our ability to adjust with internal self and with external environment.

5.3.6 Emotional Development at Infancy stage

The emotional development at the infancy stage take place as given below:

- The child is born with 'excitement' type of emotions.
- New born babies experience an emotion of anxiety.
- Infants show their emotions of fear, love and hate from the beginning.
- Emotions at this stage occur in a diffused state.
- Emotions of the child are not very specific at birth.
- Gradually in the later months the child starts using language to express their emotions.
- In the later infancy stage, children also learn to hide their emotions and feelings.

5.3.7 Language Development

Language is a structured system that conveys meaning. Language system is very complex but is universal to all living beings. Language development refers to the development of language skills and acquisition in proficiency of communication. Language is a universal phenomenon and is indispensable to our thinking. It is the most important component of cognitive development. Symbols, syntax, semantics and pragmatics are some components of language.



5.3.8 Language Development at Infancy

Most infants at this age respond to simple verbal requests and understand the language used by familiar people and events. They become skilled at various gestures, such as shaking their head to convey, 'no', pointing at "give water" or "no milk",

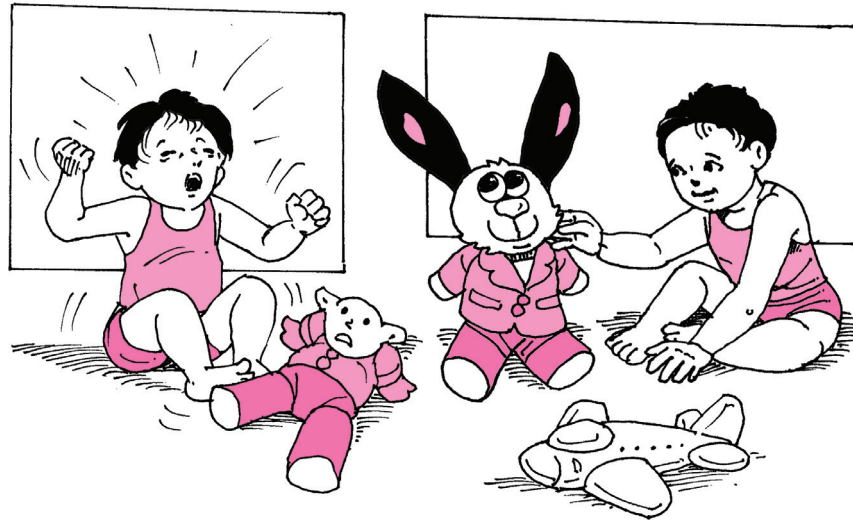


Figure: 5.4 Language development

know a few parts of the body and can point at them when asked, recognise, name and pick out common objects, enjoy simple stories, songs and rhymes.

5.3.9 Cognitive Development

The word 'cognition' comes from Latin which means 'to learn' or 'to know'. It refers to the ability of knowing or the process of acquiring knowledge. Cognition is the process of recognizing, reasoning, thinking, knowing and understanding: analysing, evaluating and creating. Cognitive development is the acquisition or development of cognitive skills.

5.3.10 Cognitive Development at Infancy

- Neonates interact through reflexive behaviour.
- Use their senses and motor behaviour to learn about their environment.
- Coordinate their senses; touch and taste simultaneously.
- Intentional and goal directed behaviour begins.
- Exhibit representational (symbolic) thought.

- Start invisible and visible imitation.
- Develop the ability of object permanence.

**INTEXT QUESTIONS 5.3**

Match Column A with Column B

A	B
(a) Cognition	(i) the child is born with this type of emotions
(b) Language Development	(ii) interact through reflexive behaviour
(c) Neonates	(iii) comes from Latin which means 'to learn' 'to know'
(d) Excitement	(iv) respond to simple verbal requests and understand words of familiar people and events.

ASSIGNMENT 5.1

Observe a child in your neighbourhood of the age of upto twelve months and record the milestones of various developmental domains:

- Physical
- Social
- Emotional
- Language

5.4 GROWTH AND DEVELOPMENT DURING TODDLERHOOD

The age between one and three years is called toddlerhood. The growth and development of children at this stage is very rapid. Children want to be a part of whatever adults around them do. As they become more independent, they insist on trying to do many things by themselves. They are probably interested in everything and everyone, especially if it is something new or different. The development in each domain such as physical, language cognitive and social-emotional takes place as discussed below:

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5.4.1 Physical-Motor Development at toddlerhood

Physically, toddlers gain weight, height and their body proportions change rapidly in comparison to infants. Due to this, toddlers attain and practice gross and fine motor skills. The skills and coordination of toddlers increase manifold during this stage. They display their growing independence and control over their bodies in everyday tasks and especially when they play. Some of the milestones of physical-motor development that toddlers attain during this age are:

5.4.2 Gross Motor Skills

- walk on their own
- walk backwards
- can pick up toys while standing
- push and pull objects
- climb on and off furniture

Toddler years (1 to 3) are a time of rapid growth and development in different domains

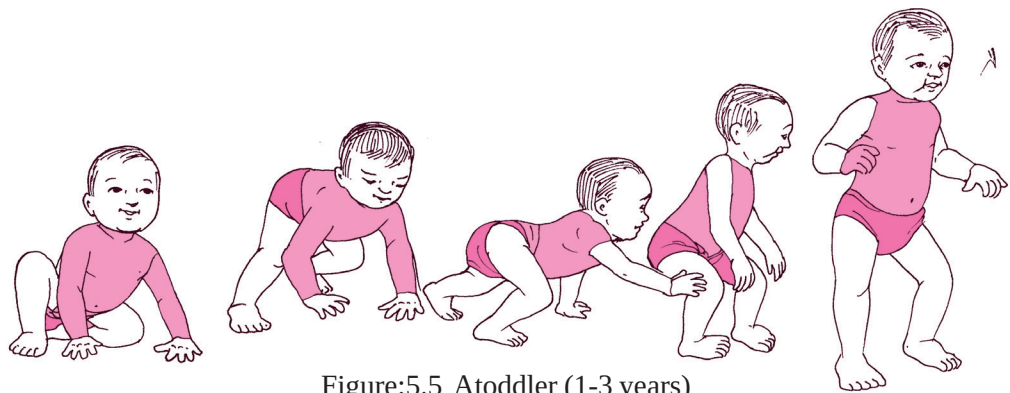
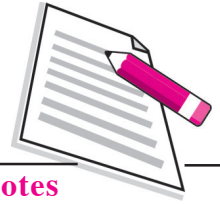


Figure:5.5 A toddler (1-3 years)

5.4.3 Fine Motor Skills

- scribble and paint
- may use one hand more than the other
- grasp, hold and throw a ball
- turnover and pour out contents from containers
- feed themselves
- may begin to run



5.4.4 Socio - Emotional Development

Toddlers show a range of emotions including fear, happiness and joy. They start expressing complex emotions such as jealousy, affection and shame by the age of three years. They also show awareness of what others are feeling and recognize their mental states. They enjoy playing by themselves and with other children. But they have difficulty in sharing toys. Toddlers love to assert themselves by saying, “no”. They want to be independent, yet they are dependent. Sometimes, they do the opposite of what is asked and can become frustrated easily. Play during toddlerhood provides them an opportunity to develop socially.

Some characteristics of the socio-emotional development at the toddlerhood are listed below:

- recognise themselves in the mirror
- can identify family members
- enjoy playing with other people and may cry when play stops
- become more expressive with face and body
- imitate some facial expressions
- develop a sense of attachment and security with the mother or the primary caregiver

5.4.5 Language Development

Language is the most important tool for communication and thus, understanding the development of language among young children becomes essential. The period between one to three years of age is when a toddler’s understanding and use of words increases rapidly. At one year of age, most children can say two or three recognisable words and by the time they are three years old, they start talking using two or three sentences. Between the ages of one and two years, children acquire new words on a regular basis. Initially, they can combine two to three words and then move on to make complete sentences. Between the ages of two and three years, most toddlers learn about 300 words. Toddlers start to understand simple questions.

You might have heard children of this age saying, “No”, or “I can do it!” or “Let me do it.” This shows that the toddler is utilising language as a tool to show independence. Toddlers listen to everything said to them and often understand more than adults think they do. They are sensitive to the way someone speaks to them. When toddlers learn to communicate well with words, it becomes easier for them to get help when they

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need.

SOME OF THE MILESTONES OF LANGUAGE DEVELOPMENT

1 - 2 Years

- use many different consonant sounds
- point to and name specific objects they want
- follow simple commands like, “Roll the ball” and understand simple questions like, “Where’s your shoe?”
- use one- or two-word combinations like, “more cookie” or “no juice”
- know a few parts of the body and can point to them when asked
- point to pictures, when named, in books
- use the words ‘no’, and ‘more’
- recognise, name and pick out common objects
- enjoy simple stories, songs and rhymes

2-3 Years

- have a word for almost everything
- use two or three-word phrases to talk about and ask for things
- speak in a way that is understood by family members and friends
- name objects to ask for them or to direct attention to them
- answer routine questions like, “What is that?”, or “What is your name?”, or “How old are you?”
- follow directions having no more than two steps, such as, “Find your shoes and get your dress.”
- begin to use many different parts of spoken language: eg. Plurals: ‘cookies’; Prepositions: ‘in the jar’; Modifiers: ‘some’, ‘a lot’; Possessives: ‘mine’, ‘his’; her; Adjectives: ‘pretty’; Adding -ed’ to verbs to show past tense

5.4.6Cognition Development

Toddlers begin making sense of their environment rather haphazardly but soon they learn to coordinate sensory information more effectively. As Piaget believes, toddlers show first intellectual behaviour and are capable of independent thinking by this age. They begin deliberately and purposefully experimenting on their environment. They try

out new activities through trial- and-error and mentally represent and anticipate events. However, their attention is bound by what is concretely present in their environment. They cannot think in abstract terms. Toddlers at this age are able to think about doing something before actually doing it.

At this age, children mostly engage in parallel play where they play near other children but they do not play together. They are curious, can follow simple directions but have short attention spans. They imitate others in their environment and begin to include a second person in pretend play.

Some of the characteristics of cognitive achievements of toddlers are:

- name familiar people and objects
- find objects when hidden i.e. object permanence develops
- capable of deferred imitation
- understand and respond properly to words and commands
- distinguish between “you” and “me” and use pronouns “me” and “mine”
- may begin to match similar objects
- show goal directed behaviour



INTEXT QUESTIONS 5.4

State whether the following statements are true or false:

- Toddlers find objects when hidden.
- Three year olds do not recognise themselves in a mirror.
- Toddlers try out new activities and learn through trial and error.

ASSIGNMENT 5.2

Observe a toddler and comment on his/her Social and Language development.

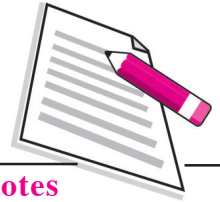
5.5. SELECTED MILESTONES DURING INFANCY AND TODDLERHOOD: A SUMMARY

5.5.1 Milestones during 0-6 months

Gross Motor Skills- Neck holding, rolls over, sits in tripod fashion (sitting with own support).

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Fine Motor Skills - reaching out for objects with one or both hands.

Language Skills - Alerts to sound, Coos (musical vowel sounds), Laugh loud, Mono syllables (ma, na, pa), ah-goo sounds.

Social Skills - Social smile (smile after being talked to), recognizes mother, anticipates feed, recognizes strangers/stranger anxiety, prefer black-and-white or high-contrast patterns, recognize some sounds, including parents' voices, bring hands near face, keep hands in tight fists, focus on objects 8 to 12 inches away.

5.5.2 Milestones during 6-12 Months

Gross Motor Skills- sitting without support, stands holding on (with support), creeps well, walks but falls.

Fine Motor Skills - Immature pincer grasp, probes with forefinger, pincer grasp mature.

Language Skills - Bi syllables (mama, nana, baba, dada), 1-2 words with meaning.

Social Skills -Waves "bye bye "comes when called, plays simple ball game.

5.5.3 Milestones during 12-24 Months

Gross Motor Skills - Creeps well, stands without support, walks alone, climbs stairs, runs, explores drawers.

Fine Motor Skills - Pincer grasp mature, imitates scribbling, tower of two to three blocks, hold objects skillfully.

Language Skills - 2-3 words with meaning, 50- 100 words vocabulary.

Social Skills - Comes when called, plays simple ball game, jargon, copies parents in task (sweeping etc) exhibit a range of emotions.

5.5.4 Milestones during 24-36 Months

Gross Motor Skills -Runs, explores drawers, walks up and down stairs (2 feet/ step), jumps, hops, uses alternate feet.

Fine Motor Skills -Draw simple shapes, complete puzzless, hold objects more skillfully, tower of three to six blocks, vertical and circular stroke. Language vocabulary uses 2-3 words sentences, uses pronouns "I", "me", "you". Understand complex sentences continues to grow.

Social Skills - copies parents in tasks (sweeping etc), asks for food, drink, toilet, pulls people to show toys play with peers, shows range of emotions, follow simple rules.

**WHAT YOU HAVE LEARNT**

In this lesson, you have learnt that:

- The period starting from birth up to one year is called Infancy. The first 28 days after birth is called neonatal period.
- Providing stimulating inputs to children during their early years of life for their optimum growth and holistic development is called early stimulation.
- There are milestones of development of infants and toddlers in different areas such as physical, social, emotional and language.

**TERMINAL EXERCISE**

1. What will be the criteria you use to tell whether a new born is healthy and is developing normally?
2. Define the term an Infant.
3. Define the milestones during toddlerhood in terms of Physical and Language skills.
4. What is the importance of early stimulation in a child's life? Describe.
5. What cognitive milestones are achieved during infancy? Mention.

**ANSWER TO INTEXT QUESTIONS**

5.1.

- (a) Birth
- (b) Neo-natal period
- (c) Infancy
- (d) Cognitive, Language and Socio-Emotional

5.2

- (a) false
- (b) true
- (c) false

5.3

- (a) (iii)

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- (b) (iv)
- (c) (ii)
- (d) (i)

5.4

- (a) True
- (b) False
- (c) True



KEY LEARNING OUTCOMES

After reading this lesson, the learner will be able to:

- explain the meaning and importance of infancy.
- describe the importance of Early Stimulation.
- discuss the growth and development during infancy and toddlerhood.
- understand the milestones during infancy and toddlerhood.



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**6**

CHILD DEVELOPMENT DURING PRE-SCHOOL YEARS

INTRODUCTION

Pre-school education suggests experiences that the children go through during their early years of growth and development. It is a programme where children are the focal point and learning is combined with play to add joy in learning. India has made significant commitments to ensure pre-school education for all children. Pre-school education has been given a lot of attention in the National Education Policy (NEP) 2020, which also suggests that the learning strategy used at the pre-school stage be continued in the early primary grades. This suggests a five-year foundational stage that includes three years of pre-school education and two years of early primary grades I and II. The recently introduced National Curriculum Framework (NCF) for the Foundational Stage and NIPUN Bharat Mission are intended to give guidance for the effective implementation of NEP 2020 recommendations for pre-school education.

Let's learn more about preschool education, focusing on its traits, importance, and universalization to ensure the best possible efforts to ensure optimum growth and development for every child.



OBJECTIVES

After reading this lesson, you will be able to:

- know the characteristics and significance of pre-school years;
- understand the growth and development of children between 3-6 years (physical, motor, social, emotional, cognitive and language and creativity).



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6.1 CHARACTERISTICS AND SIGNIFICANCE OF PRE SCHOOL YEARS

The significance of early childhood stage that includes preschool education has been well defined in NEP 2020. It states that “over 85% of a child’s cumulative brain development occurs prior to the age of 6 years, indicating the critical importance of appropriate care and stimulation of the brain in the early years in order to ensure healthy brain development and growth” (MOE, 2020). Hence, it suggests that strong investment and universalisation of quality care and education must be

Pre-school education is typically designed for children from 3 years of age to the beginning of primary school.

In order to enhance the learning outcomes of children at the primary stage, it is essential that all children are provided pre-school experiences of good quality and make them ready for school physically, socio-emotionally, and cognitively.

ensured at the earliest to make sure that all children are school ready. **One of the objectives of the 2030 Agenda for Sustainable Development is to provide high-quality pre-school education.** It is crucial to invest in these early years by ensuring an emotionally supportive and stimulating play based environment for every child, which is not only the right of each child but also a way to lay a sound foundation for their life. Additionally, from the economic perspective, investing in pre-school programmes delivers a high return on human capital, supporting strong arguments for government engagement. Pre-school programmes not only benefit children and families but also communities, societies, and the general public by reducing social inequality.

The moment children reach the age of three years and thereafter they need systematic intervention in the form of pre-school education to develop physical-motor coordination, cognitive abilities and understand concepts, enhance language skills and social relationship, demonstrate creative and aesthetic development. **Pre-school education is well defined in The Preschool Curriculum of NCERT that was developed in 2019 (NCERT, 2019)** taking into cognizance of national and international development in preschool education. It also suggests the way forward for better implementation of preschool education in India by addressing the existing concerns. Let us understand the meaning and objectives of preschool education as stated in ‘The Preschool Education Curriculum’:



6.1.1 What is pre-school education?

Pre-school education is the first stage of organised education. It is also known as pre-primary education. The main aims of the pre-school education are:

- *to provide a strong foundation for all round development and lifelong learning and*
- *to prepare children for school.*

The Pre-school education envisions promoting access to universal, equitable, joyful, inclusive and contextualised learning opportunities for ensuring holistic development of all children between 3-6 years of age. These can be ensured by involving parents and teachers in providing an emotionally supportive, culturally

Pre-school Education is provided in any of the settings such as Anganwadis, Nursery Schools, Preschools, Preparatory Schools, Kindergartens, Montessori schools and Pre-Primary sections located in government and private schools.

rooted, child oriented, stimulating learning environment. It aims at maximising individual potential by creating strong foundation for lifelong learning through play and developmentally appropriate practices. It also intends to develop healthy attitude, good values, skills of critical thinking, collaboration, communication, creativity, technology literacy and socio-emotional development and ensure smooth transition from pre-school to primary school, thus, enabling children for a productive and satisfying life in future.

6.1.2 What is the pre-school education service in India?

In our country pre-school education is provided by all the three sectors, i.e. government, private and NGO.

- Government - (it is mainly provided through Integrated Child Development Services (ICDS), These centres are commonly known as Anganwadis).
- Private – These are generally commercialized kind of pre-school education like kindergartens/ Nursery Schools, big chains of pre-schools, etc.
- NGOs – These are pre-school education provided for social welfare for children coming from the marginalized and disadvantaged section e.g Balwadis.

These may further be categorised into different models providing preschool education through different institutions/services as stated in the NEP 2020 (MoE, 2020):



Stand-alone Anganwadis

Anganwadis co-located with primary schools

Pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools

Stand-alone pre-schools- all of which would recruit caregivers/teachers specially trained in the curriculum and pedagogy of ECCE

Table: 6.1 Different models for providing pre-school education

6.1.3 What are the objectives of pre-school education?

The main objectives of pre-school education are to;

- ensure a child friendly environment where each child is valued, respected and feels safe and secure and develops a positive self-concept
- Provide a sound foundation for good health, well being, nutrition, healthy habits and hygiene
- enable children to become effective communicators and foster both receptive and expressive language
- help children to become involved learners, think critically, be creative, collaborate, communicate and connect with their immediate environment
- enable a smooth transition of children from preschool to primary schools
- work as partners with parents and the community to enable each child to flourish

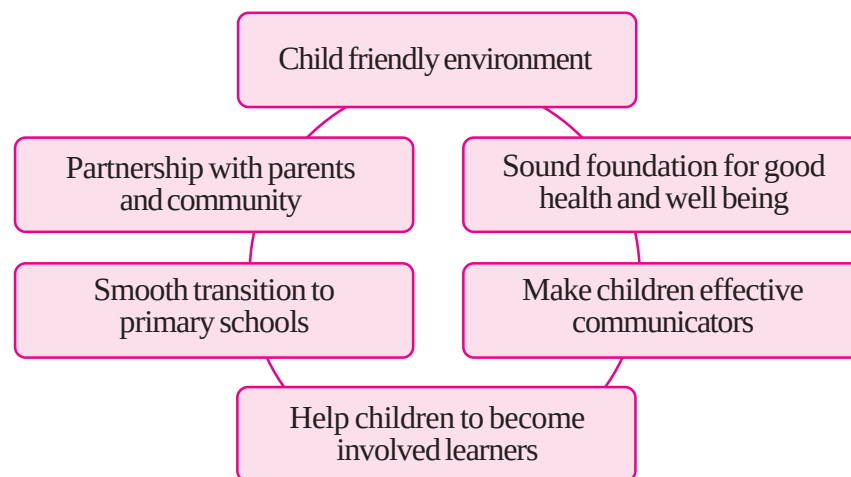
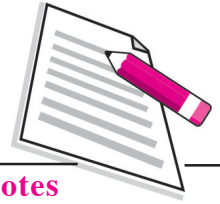


Figure: 6.1 Objectives of pre-school education

6.1.4 What are the characteristics of pre-school education?

The educational characteristics of preschool education can be described by play based approach, interaction with peers, adults/ teachers, material and environment through

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which children get an opportunity to use language and develop skills to become effective communicator. Children are also introduced to alphabetical and mathematical concepts (pre-numeracy), and are encouraged to observe and explore their immediate surrounding and environment. Children gain physical strength through supervised gross and fine motor activities (such as physical exercise through games and other activities). They start to develop logical and reasoning skills, learn to socialise and develop control over their emotions. Play-based activities are used as learning opportunities to promote social interaction with peers and to develop skills, autonomy and preparedness for later school and learning.

In order to meet all the needs and characteristics of children, the preschool education is designed keeping in mind the following **basic principles**:

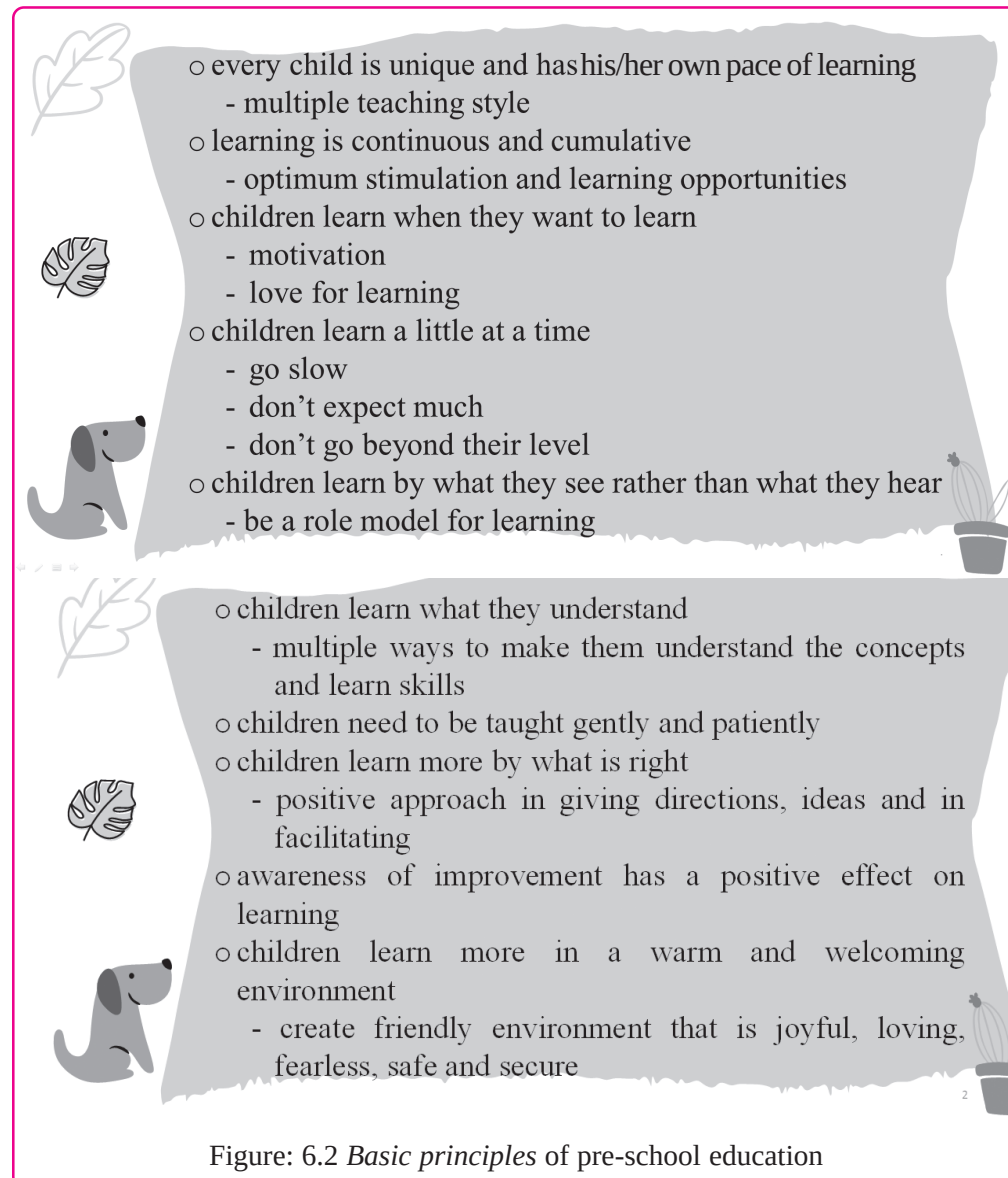


Figure: 6.2 Basic principles of pre-school education



6.1.5 What are the pre-requisites of a quality pre-school education?

The pre-school education programme provides opportunities for the holistic development of children through play, concrete activities, discovery, experimentation and exploration and through expression in a friendly, caring atmosphere, free of fear and anxiety. Following components are the most important aspects or the pre-requisites of the preschool education (NCERT, 2020; MWCD, 2014a):

Provisions	System	Process
A. Adequate infrastructure such as adequate safe and secure indoor and outdoor space; play-learning material; adequate toilets and wash facilities and ramps with rails to address the needs of children with disabilities	A. Age appropriate admission and transparent admission procedures that is first-come-first served basis and lottery system	A. Age and developmentally appropriate child centered curriculum with well defined competencies, learning outcomes, pedagogy and assessment process.
B. Qualified and well-trained pre-school teachers/caregivers	B. Linkages between pre-school and primary schools in terms of physical, management and programmatic	B. Continuous and comprehensive assessment of pre-school children
C. Learning/ activity areas	C. Well defined roles of each stakeholder to ensure optimum support and appropriate monitoring mechanism	C. Parent awareness, involvement and engagement in the learning and development of children

Table 6.2 Pre-School Education : Provisions, System and Process

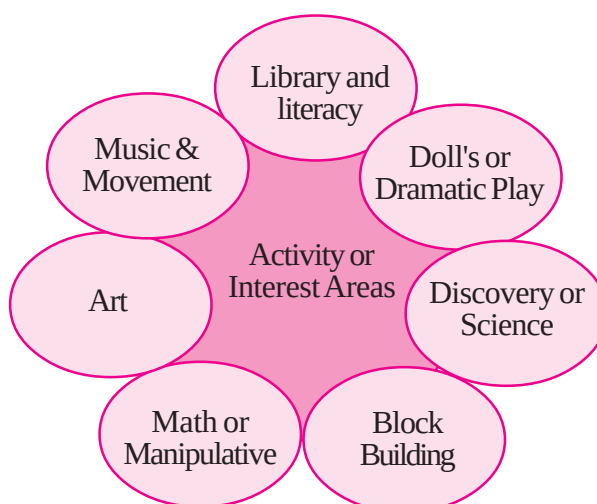


Figure: 6.3: Activity or Interest Areas



INTEXT QUESTIONS 6.1

Write true and false:

1. Aim of pre-school education is the holistic development of children. (T/F)
2. As per NEP 2020, the preschool education covers the age group of 3-6 years. (T/F)
3. Play-based activities are discouraged at preschool stage. (T/F)
4. Providing quality Preschool Education is one of the goals that make the 2030 Agenda for Sustainable Development. (T/F)
5. Preschool education in India is provided through government only. (T/F)

ASSIGNMENT 6.1

Mentioned at least three major highlights of 'Pre-school Education' under the headings given in the table below. Visit a nearby preschool centre and observe to what extent the pre-requisites of pre-school education are present. Write a report.

Sl.	Significance of Preschool Education	Characteristics of Preschool Education
1.		
2.		
3.		

6.2 GROWTH AND DEVELOPMENT OF CHILDREN BETWEEN 3-6 YEARS (PHYSICAL, MOTOR, SOCIAL, EMOTIONAL, COGNITIVE, LANGUAGE AND CREATIVITY)

Growth and development of children between 3-6 years is of at most significance for their better learning in future. As children enter age three they all move into the pre-school years. By this time, children begin to demonstrate greater autonomy and capacity to tolerate separation anxiety when away from parents or family. Around this age they therefore become ready to come into an organized preschool programme for a short duration, with a focus on stories, rhymes, music, art and free play opportunities. By age four children begin to demonstrate greater maturity and readiness for more structured but essentially play based learning experiences and opportunities for their holistic

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development within a stimulating, protective and secure environment. When they are five years old they also need opportunities to understand basic concepts and learn basic skills in literacy and numeracy which are important for adjustment with the later learning styles and content in the early primary grades. Children at the pre-school stage are extremely curious, eager to learn, and can even learn more than one language with ease orally if immersed in a

language environment. They need planned play based learning opportunities for language, cognitive, socio-emotional, physical and motor development and development of the creative and aesthetic abilities. Let us understand the growth and development of children between 3-6 years under each developmental domain as per the National Early Childhood Care and Education (ECCE). Curriculum Framework developed by the MWCD in 2013 Ministry of Women and Child Development. Further released the National curriculum for Early Childhood Care and Education (ECCE) 2024, titled Aadharshila in April 2024, based on NCP 2020 and NCF for founded and stage 2022.

Growth is a measurable attribute of children that is an increase in size and weight evident through physical change.

Development is both qualitative and quantitative. It also refers to a process of gradual transformation. It is an improvement in the level of functioning based on acquisition of skills/ competencies.

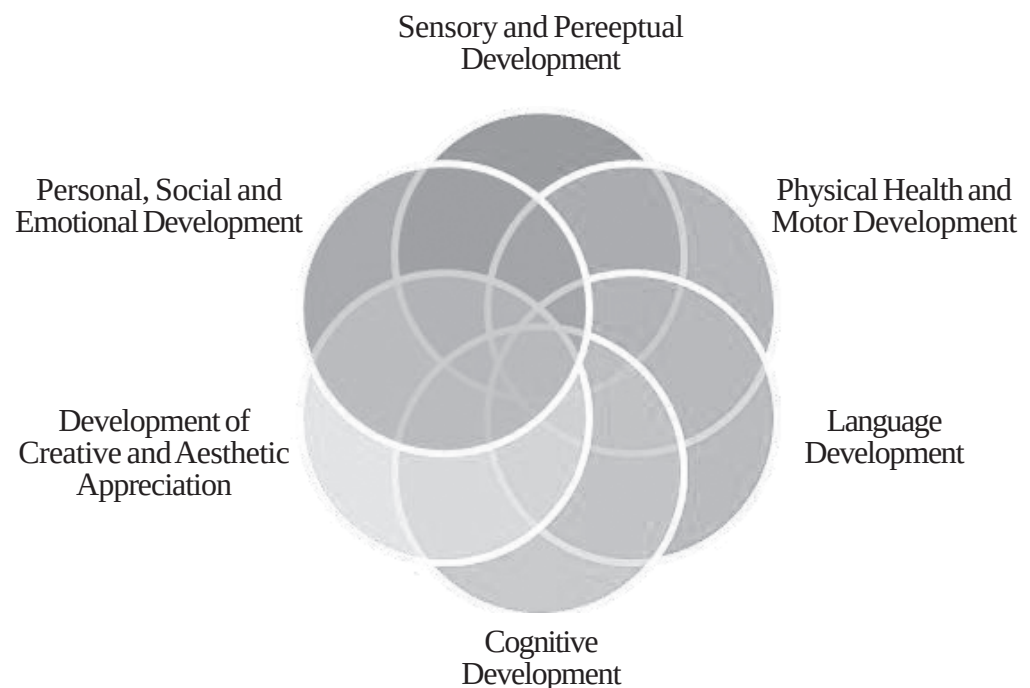


Figure: 6.4: Developmental Domains

6.2.1 Sensory and Perceptual Development

The activities related to sensory and perceptual development covers activities for all senses. Children of 3-6 age group demonstrate the following skills under this domain:

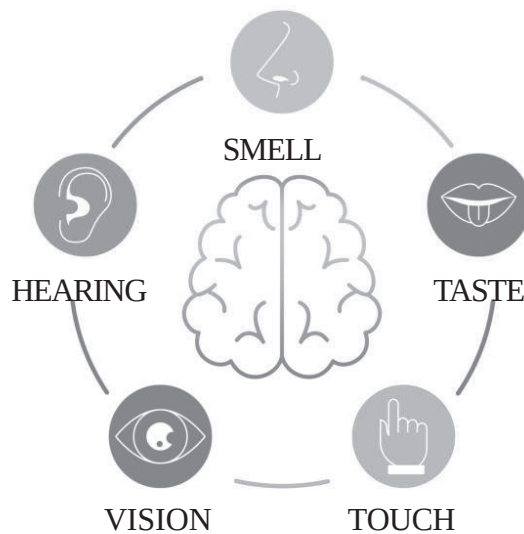


Figure: 6.5 Sensory and Perceptual Development

- Demonstrate the use of different senses (sight, hear, feel, taste, smell) to guide movements and recognize objects.
- They have awareness of space and direction, distance, quantity etc.

6.2.2 Physical Health and Motor Development

Activities related to physical development include gross motor development (like walking, jumping, running, etc.) and fine motor skills (like colouring, drawing, threading beads, tearing, pasting etc.) for strengthening large and fine muscles and developing eye-hand coordination. Children of 3-6 age group demonstrate the following skills under this domain:

- *developing coordination and control of large motor muscles*
- *developing strength and coordination of small motor muscles*
- *demonstrate the use of body with proper sense of space and direction*
- *coordination of fine muscles with dexterity; eye hand coordination*
- *developing sense of balance, physical co-ordination*
- *recognize different food and demonstrate healthy dietary habits*
- *display healthy habits, personal care and hygiene. Display the ability to follow safety rules, make choices and avoid danger*

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6.2.3 Language Development

This includes the activities like listening, speaking, reading, writing, vocabulary development, emergent reading, writing, etc. for language development which is important for communication. Children of 3-6 age group demonstrate the following skills under this domain:

- *develop listening and comprehension skills*
- *use expressive and receptive communication skills*
- *develop effective verbal and non-verbal communication skills*
- *develop vocabulary and use language for a variety of purposes.*
- *display emergent literacy skills and love for reading (preparing children to read and write): such as identify and differentiate sounds, phonological awareness; print awareness and concepts; recognition of letters; letter-sound correspondence; segmentation, building words and sentences and early writing.*
- *show interest and ability in writing*
- *develop competency in home language while acquiring beginning proficiency in language of school transaction and/ or English, if needed.*

6.2.4 Cognitive Development

This domain includes the activities related to sensory development, cognitive skills like observation, matching, classification, sequential thinking, problem solving, reasoning, experimentation, exploration, creativity critical thinking, etc. for knowing the environment through use of senses. Children of 3-6 age group demonstrate the following skills under this domain:

- *development of various concepts including pre number and number concepts and operations (knowledge and skills related to comparing, classification, seriation; understanding of vocabulary related to space, quantity, length and volume, one to one correspondence; counting etc)*
- *predicting patterns and making estimations in measurement; data handling;*



- *develop skills related to sequential thinking, critical thinking, observing, reasoning and problem solving;*
- *explore the physical, social and natural environment by manipulating objects, asking questions, making predictions and developing generalizations.*
- *differentiate between events that happen in past, present and the future.*
- *develop knowledge of relationship between people, places and regions.*

6.2.5 Personal, Social and Emotional Development

This domain covers the activities related to developing positive self concept, social skills like respecting rights and privileges of others, caring, sharing, good habits, initiative, involvement, perseverance, empathy, decision making, regulating beings emotions etc. for becoming good human beings and citizens of the country. Children of 3-6 age group demonstrate the following skills under this domain:

- *development of self concept; self control; life skills/ self help skills;*
- *develop initiative and curiosity in new experiences and learning;*
- *developing a sense of independence and autonomy;*
- *display awareness of abilities and preferences, appreciate similarities and differences in people and awareness of behaviour and its actions;*
- *displays relevant and appropriate habit formation, increased attention span, engagement and persistence in daily activities;*
- *develop interpersonal skills with respect to peers, family, teachers and community;*
- *display behaviours of cooperation; compassion; social relationships; group interaction; pro- social behaviour; expressing feelings, accepting others feelings;*
- *develop the ability to adapt and control emotions.*

6.2.6 Development of Creative and Aesthetic Appreciation

This domain covers the activities related to art and craft, drawing, colouring, painting, role-play, dramatization, music-movement etc. for appreciating beauty and happiness, self satisfaction. Children of 3-6 age group demonstrate the following skills under this domain:



- *representing objects, events and ideas in the form of drawing, clay modelling and other art forms*
- *develop expression, enjoyment and disposition for music and movement*
- *demonstrate creativity and inventiveness with materials*

These developmental aspects which are interrelated and interdependent make children competent to deal with complex life situations. All these domains have been subsumed into three major developmental goals under The Pre-school Curriculum (NCERT, 2019), NIPUN Bharat Mission Implementation Guidelines (MoE, 2021) and Vidya Pravesh Module (NCERT, 2022) each having different aims which are directed towards the holistic development of children. These developmental goals are as follows.

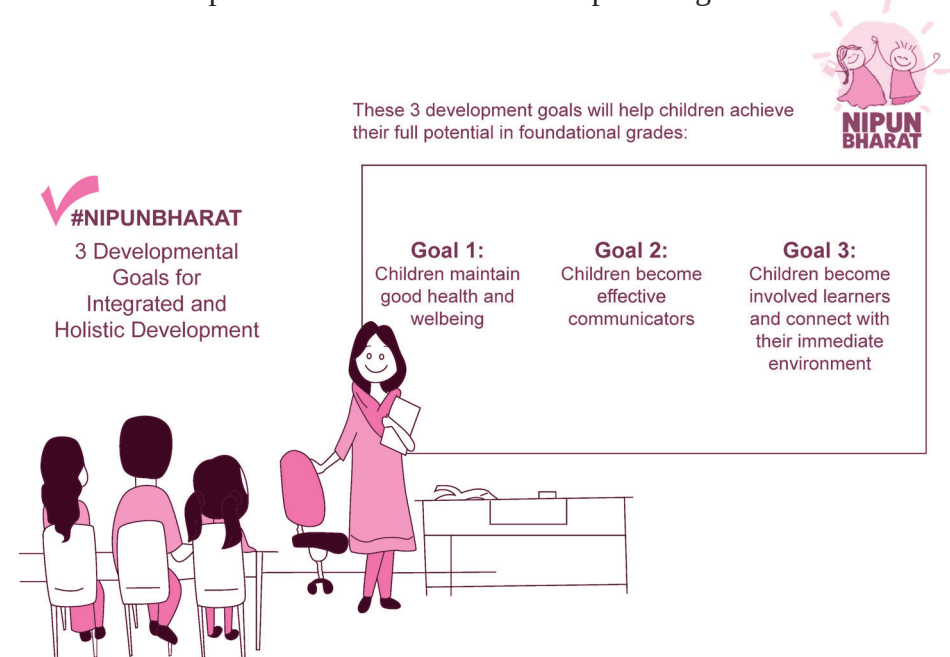
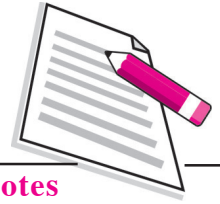


Figure: 6.6: Developmental Goals as per NIPUN Bharat Mission Implementation Guidelines

6.2.6.1 Developmental Goal 1: Children maintain good health and well-being-

To provide experiences for physical and motor development, socio-emotional development, nutrition, safety, hygiene and sanitation. This developmental goal continues to provide experiences for physical and motor development; socio-emotional development including pro-social behaviours, such as caring, sharing, helping, etc.; nutrition; hygiene practices; sanitation and safety through out the foundational years and later. The activities and experiences under this developmental goal are covered under broad key competencies like:



- awareness of self and development of positive self-concept
- self-regulation
- decision-making and problem solving
- development of pro-social behavior
- development of healthy habits, hygiene, sanitation
- awareness of self-protection
- development of gross motor skills
- participation in, individual and team, games and sports
- development of fine motor skills and eye-hand coordination

6.2.6.2 Developmental Goal 2: Children become effective communicators

To build the foundations for language and literacy. The ability to effectively communicate helps children to express themselves, understand others, think critically, solve problems, and maintain relationships. Key competencies such as:

- engaging in conversation with others
- expressing interest in stories and poems/rhymes
- reciting poems with proper intonations
- modulations, and actions
- narrating stories
- reading with an understanding of print awareness
- taking interest in writing, using language(s)
- attempting scribbling, drawing,
- writing with increased precision

6.2.6.3 Developmental Goal 3

Children become involved learners and connect with their immediate environment- To build foundation of numeracy, and provide direct experience and interaction with the physical, social and natural environment. Some of the learning



outcomes related to Developmental Goal 3 are:

- *Using all senses to explore the environment*
- *Describing specific aspects of the immediate environment*
- *Demonstration of cognitive skills (such as comparison, classification, arrangement, explanations, problems-solving, etc.), demonstrating awareness towards environmental concerns, drawing inferences, etc.*

These developmental goals are interrelated and are aimed at providing opportunities for the development of competencies for ensuring holistic development of children, i.e., cognitive, language, physical, socio-emotional and creativity (MOE, 2021; NCERT, 2021; NCERT, 2019).

Note: for detailed developmental goals-wise key competencies and learning outcomes, refer to the NIPUN Bharat Mission Implementation Guidelines.



INTEXT QUESTIONS 6.2

Answer the following questions:

- When and by whom was the National Early Childhood Care and Education Curriculum Framework developed?
- Write all the three developmental goals.
- Write any one major growth or developmental aspect of children between 3-6 years under each developmental domain.

ASSIGNMENT 6.2

Observe and interact with one or more children of pre-school in your neighborhood and observe with the list of growth and development aspects under each developmental domain. Prepare a report of that child/ children's development under each domain and discuss with your peers.



WHAT YOU HAVE LEARNT

In this lesson, you have learnt that:

CHILD DEVELOPMENT DURING PRESCHOOL YEARS

- characteristic and significance of pre-school years
- significance of pre-school education
- what is meant by pre-school education means
- the pre-school education service in India
- the objectives of pre-school Education
- the characteristics of pre-school Education
- the pre-requisites of a quality pre-school education

Growth and Development of Children Between 3-6 Years (Physical, Motor, Social, Emotional, Cognitive, Language and Creativity)

DEVELOPMENTAL DOMAINS

- Sensory and Perceptual Development
- Physical Health and Motor Development Language Development
- Cognitive Development
- Development of Creative and Aesthetic Appreciation
- Personal, Social and Emotional Development

DEVELOPMENTAL GOALS

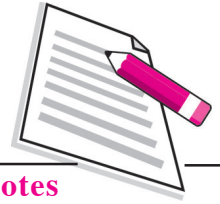
- Children maintain Good Health and Wellbeing (HW)
- Children become effective communicators (EC)
- Children become Involved Learners and connect to their Immediate environment (IL)



TERMINAL EXERCISE

1. Define the following in your own words:
 - a. Play, stimulation, and learning at pre-school stage

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Child Development During Pre-School Years

- b. How is the pre-school education imparted in India?
 - c. Why do we consider that all developmental domains and developmental goals are inter-related and inter-linked?
2. Briefly, discuss the pre-requisites of a quality preschool education.
3. Discuss the following:
 - a. objectives of pre-school education
 - b. developmental goals
 - c. models of preschool education in India
4. Discuss the skills children demonstrate under each developmental domain.
5. Discuss the one activity each under each developmental domain.
6. What is the significance of pre-school education?
7. What are the characteristics of an ideal pre-school center?



ANSWER TO INTEXT QUESTIONS

6.1

1. T
2. T
3. F
4. T
5. F

6.2

- a. 2013 by Ministry of Women and Child Development
- b. Developmental Goal 1: Children maintain good health and well-being
Developmental Goal 2: Children become effective communicators
Developmental Goal 3: Children become involved learners and connect with their immediate environment
- c. Learner has to identify her/himself and then answer (there is no set answer)



KEY LEARNING OUTCOMES

After reading this lesson, the learner will be able to:

- discuss the characteristics and significance of pre-school years.
- describe the growth and development of children between 3-6 years (Physical, motor, social, emotional, cognitive, language and creativity).



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MODULE I:- Early Childhood Learning and Development

Lesson	Content Outline	Learning Outcomes
1. Early Childhood Care and Education: Meaning and Significance	● Meaning, Significance And Objectives Of ECCE ● Components Of ECCE - Health, Nutrition, Early Intervention, ● Early Childhood Education, Involvement Of Parents And community	● Describe the meaning, significance and objectives of ECCE ● Explain the concept of holistic child development ● Identify the components of ECCE
2. Stages of Growth and Development	● Concept of growth and development ● Principles of child development ● Stages of child development and stage specific characteristics of children ● Developmental delays and means to address them	● Explain the concept of growth and development ● Describe the principles of child development ● Discuss the stages of child development and stage specific characteristics of children ● Explain developmental delays and means to address them
3 Domains of Child development	● Domains of development :Physical, Social, Emotional, Cognitive, Language ,Motor, creative and Aesthetic Appreciation ● Interrelatedness among different domains of development	● Describe the domains of development: Physical, Social, Emotional, Cognitive, Language, Motor, creative and Aesthetic Appreciation ● Discuss the interrelatedness among different domains of development
4. Needs and Rights of Children (Health & Hygiene, Nutrition and Securities)	● Needs of Children: Identity; love; health and safety; security and protection; nutrition, play, stimulation, learning and education ● Importance of meeting children needs and impact of unmet needs on children development	● Describe the needs of children during early childhood period ● Describes the need for awareness generation among parents and community about the content and methods of Early Childhood Education

	● Awareness creation among parents / community regarding developmental needs of children ● Rights of the child and their significance ● Enabling environment in an ECCE centre for meeting the rights of children ● UN Declaration of human rights and UNCRC for upholding best interest of children ● Promoting right perspective of children in ECCE centre to enhance their potential through active participation ● National and International organizations for child welfare i.e. UNICEF, WHO etc	● Discuss the importance of meeting need of children ● Illustrate the impact of unmet needs on children's development ● Comprehended the child fights as per United Nation Convention ● Organize awareness programmes for parents and community about needs and rights of child
5. Stages of Child Development and Learning (Infancy to Toddlerhood)	● Meaning and importance of infancy. ● Importance of Early Stimulation. ● Growth and development during infancy: Physical, social, emotional, language and cognition. ● Growth and development during toddlerhood: Physical, social, emotional, language and cognition. ● Selected milestones during infancy and toddlerhood a summary (0-6 Months, 6-12 Months, 12-24 Months and 24-36 Months in all domains.)	● Explain the Meaning and importance of infancy. ● Describe the importance of Early Stimulation. ● Discuss the growth and development during infancy and Toddlerhood ● Identify the milestones of child development during infancy and toddlerhood.

6. Child development During Pre-School Years	● Characteristics and significance of pre-school years ● Growth and development between 3-6 years : Physical, motor, Social, Emotional, cognitive and language and creativity	● Discuss the characteristics and significance of pre-school years ● Describe the Growth and development between 3-6 years
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