

Open Vocational Educational Programme

**Early Childhood Care
and Education**

**ECCE Journey with Formal
Education Systems**

3



NATIONAL INSTITUTE OF OPEN SCHOOLING

(An autonomous institution under Ministry of Education, Govt. of India)

A-24/25, Institutional Area, Sector -62, NOIDA -201309 (U.P.)

Website: www.nios.ac.in, Toll Free No.: 18001809393

ISO 9001:2015 CERTIFIED

2023 (Copies)

Published by:

Secretary, National Institute of Open Schooling

A 24-25, Institutional Area, Sector-62, Noida-201309 (U.P.)

COURSE TEAM

ADVISORY COMMITTEE

Chairman

National Institute Of Open
Schooling, NIOS, Noida

Director (Vocational)

National Institute Of Open
Schooling, NIOS, Noida

CURRICULUM COMMITTEE MEMBERS

Dr. Vibha Joshi

Professor, Formerly With School Of
Education, IGNOU, New Delhi

Dr. Madhumita Bandyopadhyay

Professor Dept. Of School and Non
Formal Education, NIEPA

Dr. Jyoti Bhalla

Principal Guru Nanak College Of
Education, New Delhi

Dr. Savita Kaushal

Professor, Jamia Millia Islamia, Delhi

Dr. Suman Nehra

Principal, DIET Delhi

Dr. Indu Sharma

Professor &HOD Jagannath
University NCR, Bahadurgarh

Dr. Madhuri Hooda

Education Expert Rohtak,

Dr. Nutan Bharati

Professor & Head, Jounalisim &
Mass Communications Management
Education Research Institute
(MERIGroup) Janakpuri New Delhi

Dr. Koushalya Barik

Deputy Director (Vocational Edu.)
National Institute Of Open
Schooling, NIOS, Noida

LESSON WRITERS

Dr. Reetu Chandra

Deputy secretary,
ECCE&FLM Mission
Assistant Mission Director for
NIPUN Bharat Mission
Department Of School Education
& Literacy Ministry of Education,
New Delhi

Dr. Niradhar Dey

Associate Professor,
School Of Education, IGNOU,
New Delhi

Dr. Mamta Devi Yadav

Assistant Professor, SCERT, Delhi

Dr. Savita Kaushal

Professor,
Jamia Millia Islamia, Delhi

Dr. Anjali Suhane

Assistant Professor,
School Of Education, IGNOU,
New Delhi

Ms. Anju Bedi

Former Lecturer,
(Diploma in Elementary Education)
Ideal Institute Of Management and
Technology

Dr. Nutan Bharati

Professor & Head, Jounalisim &
Mass Communications Management
Education Research Institute
(MERIGroup) Janakpuri, New Delhi

Dr. Archana Kumari

Assistant Professor,
Department Of Home Science, IIS,
(Deemed to be University) Jaipur

Dr. Jyoti Bhalla

Principal Guru Nanak College Of
Education, New Delhi

Dr. Sharda Kumari

Retd. Principal, DIET, Delhi

LESSON EDITOR

Prof. M. C. Sharma

Former Director, School Of
Education, IGNOU, New Delhi

Dr. Vibha Joshi

Professor, Formerly with School Of
Education, IGNOU, New Delhi

Prof. Jesse Abraham

Professor, Jamia Millia Islamia,
Delhi

LANGUAGE EDITOR

Ms. Tara Chaddha

Former Reader, SPM College, (Department Of English)

PROOF READING TEAM

Dr. Vibha Joshi

Professor, Formerly with School Of
Education, IGNOU, New Delhi

Dr. Sharda Kumari

Retd. Principal, DIET,
Delhi

Ms. Prachi Sharma

Executive Officer (Teachers Training)
National Institute Of Open Schooling

COURSE COORDINATOR

Ms. Prachi Sharma

Executive Officer (Teachers Training) National Institute Of Open Schooling

GRAPHIC DESIGNING and DTP

M/s Multigraphics,
Karol Bagh, New Delhi

PRINTED BY

M/s Ideal Publishing Solutions
West Vinod Nagar, New Delhi

A Word With You

Dear Learner,

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

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

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

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

Wishing you every success on this educational Journey

Course Team
National Institute of Open Schooling (NIOS)

How To Use The Learning Material

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



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



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



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



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



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



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



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



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



Answers 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

CONTENTS

Module-3

ECCE Journey with Formal Education Systems

Sr. No.	LESSON NAME	PAGE NO.
1.	ECCE Centre and Linkage with Home and School	1-14
2.	Involvement of Parents and Community	15-40
3.	How Children Learn	41-62
4.	Curricular Linkages between Pre-Primary and Primary	63-86
5.	Facilitating Learning : Physical Education, Arts and Aesthetics, Environment	87-108
6.	Foundational Literacy and Numeracy Goals	109-126
7.	Communicating and Reporting Children's Progress	127-156
	Curriculum	i-iii



1

ECCE CENTRE AND LINKAGE WITH HOME AND SCHOOL

INTRODUCTION

Learning and the development are continuous through life, and especially in the case of young children, it implies a deeper and long term impact. Development of young children takes place in different atmospheres such as at home where they are surrounded by their parents, grandparents and other family members. The formal, friendly atmosphere of the community, and the first ladder of learning i.e. ECCE centre or pre-school are also important learning sources for them. Whatever might be the settings, parents play a very important role during these early years of children's lives. A well-coordinated quality partnership between the school and the parents and good communication between both during ECCE and early primary years is very important.

“There is a notable consensus across the education policy statements and practice guidelines in many countries that parents are children's first and most enduring educators.” (source : OECD, 2012). We need to remember that young children are dependent on their parents and families, and it is the family who is the young child's first educator. In fact, the mother is considered to be the first teacher. Thus, parents have a lasting influence in the development of young children's thinking process, feelings, attitudes and ideas. A positive link must be established between the pre-school and the home. Quality partnership system also provides support for expected learning outcomes by our young children which in turn helps in smooth transition from pre-school to primary classes. In short, supportive parents and understanding teachers can contribute to the growth and development of children.



Notes

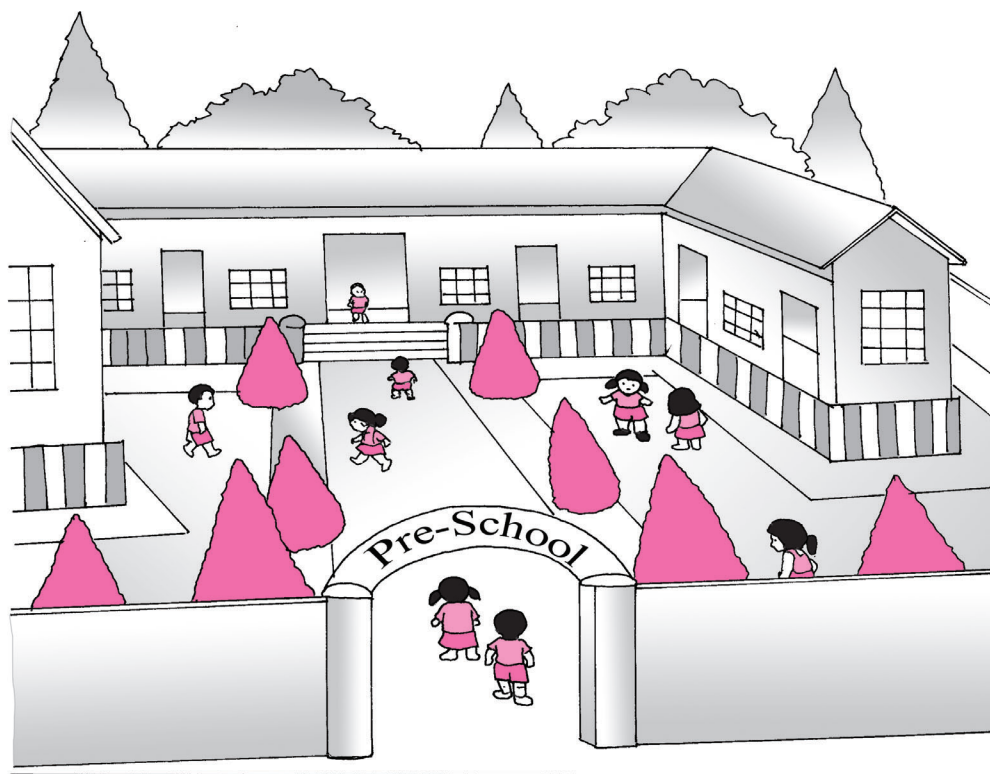


Figure:1.1 An ECCE Centre/Pre-School



OBJECTIVES

After reading this lesson, you will be able to:

- understand the meaning of linkages;
- understand the importance and need for linkage;
- understand with whom should the linkage may be done;
- understand the strategy (ies) to undertake for establishing linkages with home and community;
- understand the meaning of parental involvement;
- understand the importance of parents and community awareness;
- discuss the importance of community ownership and participation;
- organise activities for the participation of parents and community.

1.1 DEFINING PARENT INVOLVEMENT

In ECCE, we talk about two very important components. The first one is that ‘parents are supporters in their children’s early education and care’. The second is that parents are active partners in their children’s early learning. Involvement of parents in ECCE could be seen as when parents participate in the early education, growth and development of their children from birth. They are the primary source of influence in their children’s lives. The early years of a child’s life are the impressionable years. Whatever is said or done to them by care-givers is deeply embedded in them for life. It would become very difficult or rather, impossible, to change their attitude in later years. Therefore, the parent’s involvement at the right age is very important.

In order to understand the meaning of parental involvement, we need to understand the following:

1. Helping parents to establish a stress-free, harmonious home environment that helps children flourish freely and learn without fear.
2. Encouraging parents to volunteer and help during cultural programmes in the pre-school or accompany the children during a theme-based or project- related excursion where additional adult supervision is required.
3. Keeping the communication channels open between home and pre-school and encouraging exchanges of children’s activities. This two-way communication is essential for children’s overall development as it helps to know the children better. For example, how a child is learning, why a child is having problem in relating with other children; why a child has a fear to climb on slides; why a child is a reluctant reader but enjoys writing, and so on. Talking with teachers provides information to the families about how to help their children at home by engaging them in various activities in a play-way manner.
4. Finally, involving community means identifying the resources from the community and then utilising the same to strengthen the pre-school programme, family practices and young children’s learning. For example, providing the relevant information to parents; taking support from Village Sarpanch for making provision of space for cultural programmes of an ECCE centre; creating awareness for sending children regularly and timely to the ECCE centre; taking help of a community doctor or a health worker to develop health awareness among family members and so on.

Parental involvement in a quality ECCE programme helps the community members understand that a child deserves to live in a healthy and happy family environment.

ECCE Journey with Formal Education System



Notes

Module - 3

ECCE Journey with Formal Education System



Notes

ECCE Centre and Linkage with Home and School

Bonding between teacher and parents is critical in strengthening the school and community environments which ultimately enables teachers and parents to encourage their children's educational process. In a quality ECCE programme, the families take part in programme planning and monitoring and therefore, they are not only recipients of information but are full and active partners in the implementation of the ECCE programme.

All the above can be achieved through parental education, training and family support programmes.



INTEXT QUESTIONS 1.1

1.

A. Fill in the blanks with appropriate word(s).

1. and are continuous through life especially in case of young children.
2. A well-coordinated quality partnership between the and the is very important.
3. Parents can be guided to establish a home environment that helps children to learn without fear.
4. Involving community means identifying the from the community.

B. Put a tick mark (✓) in front of those statements that are correct and a cross mark (✗) in front of those that are wrong.

1. Parents are children's first and most enduring educators.
2. There should not be any linkage between the pre-school and home.
3. Parents should be encouraged to accompany the children during a theme-based project.
4. Village/town heads can help for making provision of space for ECCE Centre activities.

ASSIGNMENT 1.1

Visit any nearby community or mohalla and find out what resources can be utilized for the proper functioning of an ECCE Centre in that particular community. Prepare a report with photographs.

1.2 WHY WE NEED PARENTS AND COMMUNITY AWARENESS ?

In practical terms, the quality partnership means the pre-school teachers and staff need to respect the knowledge and understanding that parents have of their children. Parents should acknowledge that pre-school teachers know about their children and their development. Children can only benefit when each partner talks and listens to the other.

The National Early Childhood Care and Education Policy, 2013 recognises that young children are best cared for in their family environment and thus strengthening family capabilities to care for and protect the child will receive the highest priority. A major deterrent to ensuring the right kind of ECCE is the lack of understanding of developmentally appropriate ECCE programme among the parents and other stakeholders. In order to address this deficit, extensive use of media will be made, including folk, print and electronic media, to reach out to parents, care-givers, professionals and the larger community and create awareness of the appropriate kind of ECCE.

Parents of economically weak families or those belonging to low-income families do not find Early Childhood Education (ECE) necessary for children between the ages of three and six years, for whom it is mainly intended. Most parents who send their children to ECCE centres or preschools have altogether different ideas about the purpose and implications of ECE. For example, the parents whose children are going to an *Anganwadi* think it is a place for getting supplementary nutrition. Then, there are such parents who think that they would get some free time for themselves and thus, they send their children to pre-school. Yet, some parents send their children for formal learning of reading, writing and mathematics. Such parents also pressurise the preschool teachers to do more formal teaching that involves rote learning. The purpose and objective of a high quality preschool education is not to teach formal learning for reading, writing and numbers but help young children learn through developmentally appropriate practices/ activities informally.

Children develop in the warmth of their families and communities that are characterised by diversity in family composition, languages spoken, their own religious belief systems and cultural practices. Families serve as the primary context for their children's development. Therefore, pre-schools and *Anganwadis* comprise a vital context that in turn impacts children's development through quality care and early education as provided at the centres. Resources from parents and the community are essential for creating an emotionally supportive environment in which children develop optimally. We need to understand that communities which adequately support parenting as well

ECCE Journey with Formal Education System



Notes

ECCE Journey with Formal Education System



as early childhood education at the right time, contribute significantly to the quality of life of all people in the community. This allows everyone in the community to grow and develop socially and economically. Therefore, it becomes important for pre-school and primary teachers to guide and educate the community in general and parents in particular and to bring about awareness of the advantages of quality early childhood care and education.

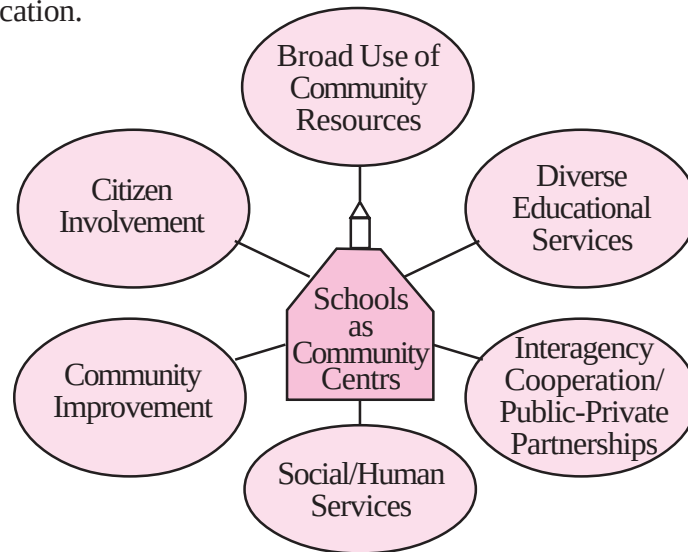


Figure: 1.2 Partnerships with Families and Communities



INTEXT QUESTIONS 1.2

1.

A. Fill in the blanks with appropriate word(s).

1. Families serve as the context for the development of their children.
2. Some parents send their children to pre-schools for formal learning of, and mathematics.
3. A major deterrent to ensuring the right kind of ECCE is the lack of understanding ofappropriate ECCE programme.
4. The quality partnership means the staff need to respect the andthat parents have.

B. Put a tick mark (✓) in front of those statements that are right and a cross mark (✗) in front of those that are wrong.

1. The school and primary teachers should create awareness among the community about the quality of the ECCE programme.

2. Parents should not pressurize the pre-school teachers for formal teaching.
3. The purpose of a quality pre-school is to help children to learn developmentally appropriate practices.
4. Anganwadi is the place for getting only supplementary nutrition.

ASSIGNMENT 1.2

Interview with any five young parents/guardians in your community to know their views relating to the Anganwadi or ECCE programme and prepare a detailed report on this.

1.3 COMMUNITY OWNERSHIP AND PARTICIPATION

Community ownership and participation of community members are important in the smooth functioning and success of the centre. Teachers need to talk to and convince members of the community about the significance of ECCE. Pre-schools, along with the help of the primary school, can plan and organise village camps for spreading importance of ECCE and childcare messages. Community members including the Sarpanch and other panchayat members need to be oriented about the benefits of ECCE. It can be done through role plays, street play or nukkad natak, group discussions, exhibitions and using advocacy posters. Use of social media platforms and NGOs are also beneficial. This should be done by community motivators. Some notes in this regard could be:

- Teachers need to win the trust of the community to develop a school alumni group, and then ask for help to market materials such as preschool /ECCE centre banners and fence signs/logos, etc.
- As health is a priority for everyone, teachers need to generate and maintain contact with the relevant health professionals in the area to support referrals.
- As reciprocal responsibilities, preschools also need to provide ECCE centre/ preschool facilities for community use, including library/adult learning, community meetings, etc.
- Involve village Sarpanch and community members in doing certain things for the ECCE centres such as provision of safe drinking water, repair of classroom materials, help to organise PTMs, send young children regularly and punctually to the centres.
- Pre-schools can organise a 'Fixed Monthly ECCE Day' at the ECCE centre as

ECCE Journey with Formal Education System



Notes



suggested under the guidelines for fixed monthly ECCE day by the Ministry of Women and Child Development, Government of India. This Fixed Monthly ECCE Day will allow communication channels to open between teacher and parents/community. Teachers and all others attached to the ECCE centre can organise activities for advocacy, spread awareness to increase the involvement of parents and community.

1.3.1 Key Features of Sound Partnerships between Early Childhood Centres and Parents

Some of the key features are:

- parents' role in their child's early education is to be acknowledged by the teachers and other caregivers in the pre-school
- recognition of the role played by parents in early education of their child and their continued involvement is crucial to successful learning
- parents feel welcome in the pre-school and there are opportunities for collaboration among parents, teachers and children
- pre-schools provide access to information about their ECCE programme to the parents in a variety of ways
- recognition of expertise of parents and other adults in the family, and this expertise is to be used to support the learning opportunities provided within the pre-school
- parents contribute to, and are kept fully informed of their child's progress and growth
- parents and children feel secure in the new setting; and opportunities for learning provided through parents conferences, parents workshops, parents resource centre, etc

1.4 ACTIVITIES TO BE ORGANISED FOR ACTIVE PARTICIPATION OF PARENTS AND COMMUNITY

A list of suggestive activities to be organised on the **Fixed Monthly ECCE Day** at the Pre-school to involve the parents and community members is given. Pre-school teachers may select the activities for each ECCE Day and ensure that selected activities are organised as per the time plan. The activities of the Fixed Monthly ECCE Day should be organised by involving all parents and community members.



Figure :1.3 Activities for Fixed ECCE Day

- display work of all children from the daily activities of the ECCE Programme (Art and craft work, worksheets etc)
- performance by groups of children such as dance, drama, rhyme recitation, etc. (ensure participation of all children attending the preschool)
- celebration of Sports Day (ensure participation of all children attending the pre-school)
- demonstration of activities done by children for parents and community and explaining the rationale for conducting the activities
- participation of all young children and parents/community in fun activities such as Bal Mela/Diwali/ Local Festival/Fairs, Exhibits etc
- parent-teacher interaction which will include sharing assessment and taking overall feedback of the child
- development of play and learning materials through parent and community participation
- display of advocacy material on ECCE (Charts/Audio-Visual)
- development of play material through participation of local artisans/crafts persons
- talks or lectures for the parents on topics listed in the 'Issues to be discussed with Parents'

ECCE Journey with Formal Education System



Notes

- involve community for awards and incentives to children/teachers/caregivers/helpers
- Toy Bank/Activity Bank/Book Bank: Creating an area in the preschool where parents can donate toys, games, books, puppets and other play and learning material
- collection of local cultural stories, rhymes, songs, games, drawings, art forms for activity bank
- setting up 'Activity Corners or Interest Areas' at the preschool for example, block building area, manipulative play area, art and craft area, language area, dolls area and science area



Figure: 1.4 Issues to be discussed with Parents and Community on
Fixed ECCE Day or during Parent Education Conference

A list of topics to be discussed with parents and community is given :

- Early stimulation
- Importance of early childhood
- Child growth and development
- Learning and playing
- Healthy nutrition for young children
- Childhood diseases-prevention and treatment
- Preparing children for pre-school/ primary school



- Managing difficult behaviour
- Encouraging and providing early literacy experiences
- Early identification of children with special needs
- Child abuse
- Other issues may be identified as per the needs of the community or children



Figure: 1.5 Parent Teacher Meeting at ECCE centre

Organization of a Successful Parent Teacher Meeting/ Parent Conference

- Identification and arrangement of venue
- Providing advance information to the parents and community about venue and timings of the conference/PTM
- Preparing a list of activities identified for the conference/PTM
- Holding meeting at parents level in a friendly environment
- Providing baby- sitting services with the help of preschool helpers

Module - 3

ECCE Journey with Formal Education System



ECCE Centre and Linkage with Home and School

- Making seating arrangements in such a manner so that everyone feels involved and included
- Allowing time to parents to interact with one another
- Encouraging active and meaningful discussions; and
- Using warm up activities and games to reinforce the advocacy and parent education messages



INTEXT QUESTIONS 1.3

Answer the following questions.

1. How can community members be explained about the benefits of the ECCE programme?
2. What can be the roles of Community Motivators? Describe.
3. Why teachers need to generate and maintain contact with relevant health professionals?
4. What do you understand by the term 'Fixed monthly ECCE days'? Describe.

ASSIGNMENT 1.3

Visit any ECCE Centre on the day when PTM is happening. Observe the points that are being discussed by the teachers and parents about their child.



WHAT YOU HAVE LEARNT

In this lesson, you have learnt that:

Focuses on the role parents and the community have to play a significant role along with the teachers in schools in contributing towards learning by children. It establishes the meaning of linkages followed by reasons for having linkages – the advantages of doing so, its implications and impact on the learning of a child. The readers come to understand that a strong partnership needs to exist between the school, the parents and the community as a team so that the children may undergo all round care and holistic development and all such efforts should be directed at the ECCE Centre, to achieve desired outcomes.



TERMINAL EXERCISE

1. Identify and prepare a list of issues to be discussed with the parents and community on Fixed ECCE Day.
2. Why is it important to organize a Parent-Teacher meeting or parent conference? Mention the steps to organize a successful PTM/parent conference.
3. How is community ownership important for the success of the ECCE programme? Support your answers with relevant reasons.
4. How can media be helpful in creating positive awareness about ECCE programme?



ANSWER TO INTEXT QUESTIONS

1.1

A. Fill in the blanks

1. learning, development
2. school, parents
3. stress free
4. resources

B. Put the mark (✓) in front of those statements that are right and cross mark (✗) in front of those that are wrong:

1. ✓
2. ✗
3. ✓
4. ✓

1.2

1 A. Fill in the blanks:

1. Primary
2. Reading, writing

ECCE Journey with Formal Education System



Notes

Module - 3

ECCE Journey with Formal Education System



Notes

ECCE Centre and Linkage with Home and School

3. Developmentally
 4. Knowledge, understanding
- B. Put the mark (✓) in front of those statements that are right and cross mark (✗) in front of those that are wrong:
1. ✓
 2. ✓
 3. ✓
 4. ✗

1.3

Answer the questions in brief:

1. Please refer to section 5.2.1.
2. Please refer to section 5.2.1.
3. Please refer to section 5.2.1.
4. Please refer to section 5.2.1.



KEY LEARNING OUTCOMES

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

- understand the importance of linkages between ECCE centre, home and community.
- plan different strategies to involve parents and community in various activities of the ECCE centre.
- appreciate the collaboration of the community to the ECCE centre.



REFERENCES

- National Curriculum Framework 2005, National Education Policy

**2**

INVOLVEMENT OF PARENTS AND COMMUNITY

INTRODUCTION

In the previous lessons you learnt about ECCE, its significance, ECCE teachers and ECCE centers, how training is vital and important in realizing goals of early childhood education. Not only parents, but other family members and community members as well are important for the efficient functioning of the centre. The grandparents, who in many situations, participate in looking after the child, should also be involved and made a part of the centre. We should involve parents in the activities of the centre, we mean to include both, time and the emotional support of the parents. In this lesson you will be learning about two important components of a child's education during early years of growth and development – parents and community in terms of their involvement in the ECCE centre .



OBJECTIVES

After reading this lesson, you will be able to:

- know the different types of care giving;
- understand the importance of parents, community and anganwadi in childcare;
- learn about methods of observing children at various stages of development;
- comprehend, identification and interventions for Divyang children;
- articulate interventions for special children by early identification of development parameters.

ECCE Journey with Formal Education System



Notes

2.1 COLLABORATION BETWEEN PARENTS, COMMUNITY AND ANGANWADI IN CHILDCARE

As you all know and understand the fact, that home is first centre for a child and parents and family are instrumental in shaping the personality of the child. The importance of mother is understood without doubt when we say that; mother is first teacher to a child. Educated parents know the importance of education, right exposure and other related educational and recreational (free time activities) activities in the life of a child; hence they provide best facilities to their children. Involved parents make a positive and lasting impact on their child's learning ability. When children experience early quality learning and care, their short-term cognition boosts and they develop unanimously in all **aspects of growth and development**. Such a sound academic foundation paves the way for a better future and good life ahead. It should be noted, that children during early years of education need hand holding by both teachers and parents. They feel secure and the whole process of acquiring education becomes easy and comfortable. Unnecessary pressure and push should not be given to small children by anyone. Parents need to be well informed about various activities, its impact on children and a lot more awareness of how their involvement helps in overall development of their child/children. *Parents get actively involved in the following ways:*

ECCE centers conduct various functions, open house, fairs and events where children participate in events. Parents' should be a part of such events. This gives confidence, brings sense of belongingness, joy and happiness to children. Parents will also know the capabilities and talents of their child. This creates a bond between a child, his or her parents, teachers and the centre. This bond is important for child's proper growth and development. You know how a child feels when he or she knows that their parents have come to see them perform on stage. Parents can also be a part of fairs, community engagement programmes, sports day celebration partner race and similar other games, Mother's Day, Father's Day celebrations in centre, helping children with community service organized by centers (books distribution in NGO's, sweets and other items distribution in NGO's etc.). Parents participating with children gives lot of inner motivation, strength, security, emotional stability and confidence to children to work and enjoy daily centre activities.

All the concerned people connected to a child's over all development should remain well connected and informed. This is possible through PTM and sometimes special meetings can be arranged. Other ways to communicate are through regular circulars, notices, new letters and hand written notes in children's diary.

Parents and community create a dynamic social structure of education and they are important variables in the system of early childhood education as mentioned as earlier section. The role of parents is to ensure their participation in centre activities and education either through direct or indirect involvement in day-to-day centre work. Involvement in home assignments, participation in centre activities like annual days, fairs and exhibitions, contributing in welfare schemes initiated by ECCE centres, providing helping hand to teachers by assisting them in conducting co-curricular activities, by lending skills in centre – like giving classes or conducting programmes in craft, cooking, weaving, tailoring etc. as a part of centre, parent and community partnership programmes.

You are quite aware of the fact that much of the available resources are owned, managed and run by the community. This can be co- owned by a group of people or just managed by people. Examples of such institutions are –, museums, zoo, historical monuments etc. the community has profound and inspiring ways in which it impacts our society especially when we talk about its involvement in early childhood. *Children develop emotionally, intellectually, physically, mentally, aesthetically, socially and spiritually through their relationships and through their community.* They find this community at the centre or at home, on the playground, or in any active environment they move. For children, community involvement and engagement produce long-term benefits. It gives them a sense of belongingness and emotional security. This is crucial to the building of their identity and personality. Community involvement sends a powerful message to children of companionship, collaborative work ethics, dignity of labour, understanding of interdependence, respect for self and fellow being and general sense of life and living. Community helps children to build, create and polish personality.

As you know a centre is a mini community or society for a child. What he/she sees and feels and goes through his/her early schooling days gets multiplied many fold later on in life. A child learns to associate, form groups and form group loyalties. What is expected of a child through education are basically community expectations from him/her, which a community helps him/her to achieve. Child's personal and social aspirations are fulfilled through community. It is worth remembering that education is neither means nor end or a product in itself. It is a continuous process that can only be possible if there is healthy relationship between the rest of the variables of education – children, teachers, parents and community (community includes family, friends, relatives, work place associates, classmates besides important organizations and institutions.)



ECCE Journey with Formal Education System



The beauty of participating in the creation of a community is that these events and experiences eventually lead to the building of deep relationships. These relationships must become part of the child's everyday experience and must be nurtured consistently over time. For children, these relationships can be vastly different and influential in their own ways. *Let us see how.* Earlier we had joint family system and a child lived with his/her parents and grandparents and sometimes even two or more paternal uncles with their family too were a part of joint family. This was a big family and a child was not raised single handedly. His/her orientation to a family was different as compared to a family now which is now a - days called nuclear family comprising of only mother and father and they visit their grandparents occasionally on festivals or during break times. Now the orientation of family is totally different. They have to learn to adjust, accommodate and develop sense of tolerance, gratitude and respect. So, with change in time, concepts of families have changed. Things that were learned without having to teach are now introduced as concepts in centres, like grandparents day, concept of family, who all are a family and who are an extended family etc. earlier many things were seen and learnt. Many family rituals and traditions were not taught but just acquired which are now taught by celebrating special days. Learning to build relationship is essential to everyone's existence.

Let us now discuss the benefits each may seek through partnership and playing their respective roles in children's education. Children tend to achieve more, regardless of ethnic or racial background, socio economic status, or parents' education level when they work under guidance and in cooperation with ECCE teachers and ECCE center.

- Children generally show better performance and attendance.
- Children consistently complete their homework and learning outcomes are generally high, learning becomes permanent with proper home follow up.
- Children have better self-esteem, are more self-disciplined, and show higher aspirations and motivation towards ECCE centre and teachers.
- Children's positive attitude about centre often results in improved behaviour at the centre and in general public as well.
- Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture at the centre.
- There are fewer cases of dropouts.

2.2 INVOLVEMENT OF PARENTS AND COMMUNITY IN FUNCTIONING OF AN ECCE CENTER / PRE-SCHOOL AND DIFFERENT TYPES OF CAREGIVING

We should involve parents in the activities of the centre. By involvement we mean to include both time and emotional support of the parents. In other words, whatever time the parents can give; in whichever way they can help to support. How this can be achieved will depend on the individual needs of the Centre. The objectives involving the family and of the child care services would also determine the kind of activities the teacher/caregiver the community can organize or plan for parent involvement. What the care-giver hopes to achieve with the help of parents will guide her/him about the activities that can be planned. The factors such as the ecological context, the main occupation of the families and their social class will also influence the working of the Centre, because these factors dictate the needs of the family and the children. The plans of the caregiver will therefore be influenced by these factors. The kind of support S/he can expect from the home and community will also be determined ,to some extent by them.

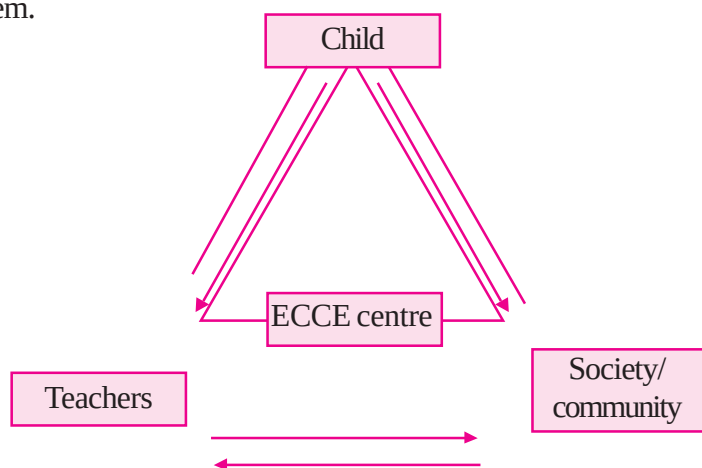


Figure: 2.1 Social Structure of Education

Both parents and community are vital to child's progressive growth and development. John Dewey has rightly remarked, "All education proceeds by participation of the individual in the social consciousness of the race." Thus, it is the society/ community which will determine the aims, contents and methods of teaching. In this way the process of education consists of 3 poles – the teacher, the child and the society.

Broadly there are two supportive agencies of education – formal and informal. Formal and Informal Education both have their unique and important contribution in the child's education from the very beginning. As you are aware that education is planned and also incidental. Pre-schools have a particular goal in mind, limited to a specific period,

ECCE Journey with
Formal Education
System



Notes

ECCE Journey with Formal Education System



well-defined and systematic curriculum, given by specially qualified teachers includes activities inside and outside the classroom. It also observes strict discipline. This prepares children for life and personal fulfillment of ambitions and desires. This curriculum is based on certain aims and objectives. These aims are in conformity with the needs of the society and the state.

Home, family, society and peer group, all have a component of educative activity which is neither pre-planned nor deliberate. The child learns many habits, manners and patterns while living with others or moving in different spheres like home, society, groups etc. Awareness in terms of real needs and requirements of a child during a specific stage of growth and development is a must. This knowledge about children will help all partners to contribute in the wellbeing and development of children. Parents and community contribute to all aspects of growth and development of children; hence their awareness about domains of each development should be proper. Such awareness can be created by centre programmes, information letters, open houses, seminars and through teachers on a regular basis. Unaware parents or community will create blocks and may curtail development of children. Parents influence their child's basic values, like religious values, and issues related to their future, like educational choices. And the stronger the relationship with the child, the more influence parents will have. The child will be more likely to seek parental guidance and value their opinion and support. Community creates facilities and opportunities for children to explore and expand their horizons. If the community is not aware of their responsibilities towards children, its own entity will be in threat. In this symbiotic relationship to be aware of each other's needs is of prime importance. Children spend a good deal of time at home and learn from their experiences. Both the home and the centre are important in their development and should be linked. If the centre is very different from the home, children may have difficulty in adjustment.

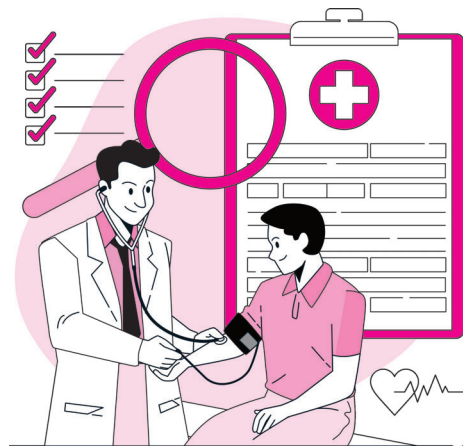


Figure: 2.2 Medical Camp



Community resources can be essential in helping the people access assistance and expand their range of outlets of support to meet their needs. Some examples of community resources are factories, post office, banks, educational libraries, religious places, hospitals, community centers, parks, etc. It would be a great idea to make use of these resources in education as it develops a sense of value and belongingness among children. Community resources help build stronger, more flexible individuals and communities.

In all these, parents act as catalysts (means, medium, channels) as their knowledge, awareness, keenness to make these available resources accessible to children will help them to grow and develop into better accomplished (skillful, talented) human beings. Centres with enthusiastic parents involve, engage, and communicate with them which incorporate them in the learning process.

Let us now discuss how or by what means parents and community can be involved in functioning or working of ECCE centre or Pre-school. These are as follows:

2.2.1 Recognition of role played by parents and vice versa of teachers by parents

As you must have experienced till now, appreciation and rewards are motivating and give one energy to work more efficiently. Similarly, when parents partner with centre and work in coordination with teachers, help them directly or indirectly, that effort should be recognized by ECCE center and teachers. Special call out, small mementoes and public appreciation will encourage more parents to involve themselves. This goes same with teachers as well. As they are directly involved with children, their efforts should not go un-noticed. They should be given due recognition, appreciation and rewards by the centre authorities and parents too should praise their contribution and efforts.

2.2.2 Collaborating effectively with parents and Inviting family members to centre

On planned special days like grandparents day, Father's Day, Mother's Day etc. calling older and younger siblings for fun activities etc. a healthy partnership rests on trust and cooperation. Hence one of the key features of such partnership is having trust and building trust. This can be achieved through fruitful collaborations.

ECCE Journey with Formal Education System



Notes

2.2.3 Giving information of planned programmes to parents

Through circulars, centre diary and news letters center can keep parents informed. This creates trust of the parents and centre, teachers and children alike. Exchanging right information at right time is important to build trust among all. Well informed parents shall be able to contribute effectively in their child's education.



Figure: 2.3 Diary meeting



Figure: 2.4 Annual day celebration

2.2.4 Organizing parent workshops, seminar on parenting and involvement

This will help first time parents to understand their child better and most importantly their educational needs. This is most important as this is the first hand authentic report about their child's wellbeing, education and issues related to it. Without this parental involvement or participation cannot be asked for or even thought of.



2.2.5 Making parent's part of centre

Resource centers and pooling of expertise of parents with centre so that children benefit from vast resources made available to them through collaborations. For example – a parent who is a doctor or a health worker can come and give small informative talk on health and hygiene, a parent who has expertise in any craft, like folk artist, can come and take fun sessions with children, a parent who is a dancer can come and perform for children and encourage them to adopt dancing as a hobby. Likewise pooling of resources can be very beneficial for children and centre.

2.2.6 Learning by doing, is fun ways of learning

Learning can be as difficult as it can be. Hence making it easy and desirable is a task for both parents and teachers. Finding fun ways of making learning desirable is very important. This will invite wilful participation by children in all class activities carried out by a teacher. This will also create child's confidence in their teacher. Selecting fun ways of learning is also a major concern and issue of early childhood education. How parents can make learning interesting and what learning by doing activities can be done at the centre should also be discussed among parents and teachers. Suggestion should be invited so that teachers can get a helping hand from parents and ultimately helping children learn things in fun way and form structured learning patterns.

2.2.7 Importance of health and nutrition, prevention and cure of childhood diseases

As you are aware that children are very vulnerable to infections and diseases. If children frequently fall ill then their attendance will get affected. Remaining absent from centre for a long time causes learning deficiency and fall out in learning outcome. Hence children and parents need regular inputs on health and hygiene. Teachers and ECCE centers can conduct health workshops for parents and small group activities for children, handouts can be given to parents so that they can be more vigilant and aware.

2.2.8 Managing difficult behaviour

Example of difficult behaviour is – unresponsiveness in class, rude behaviour, being over shy, stage fear, lack of expression, aggression, lying, attention seeking behaviour, use of foul language, etc. All these are not good for any child as it hinders easy acquisition of good habits and behaviour. If teachers and parents discuss these issues then probable solutions can be found.

ECCE Journey with Formal Education System



Notes

As you have got an idea till now how parental involvement and community partnership help children a long way. Let us enlist the types of such activities.

2.2.9 Display during PTM and organizing regular PTMs

Parents who have free time and have a good hand in craft or art can be asked to give time for decoration and create informative display for others during PTM. Book fair, some informative demonstrations like that of first – aid, healthy food habits, healthy ways of living by nearby hospital staff, storytelling by experts etc. can be organized during PTMs.

2.2.10 Exhibition of work done by children

Children never work in isolation. At the centre there are fellow children and teachers and at home they have parents. When children participate in exhibitions both teachers and parents are equally involved. Hence work done by children should be extant to motivate and encourage them.

2.2.11 Annual day celebration, Sports day functions and organizing fairs, mela with parent's involvement and participation

Annual functions are like cultural engagements for the entire centre and of course parents as they are the ones who fulfil end requirements of children and centre in terms of finances, preparing children at home and being audience for the function.

Getting local artisans to centre to display and demonstrate their craft and motivate Children and help create interest in non-conventional career options, like – pottery, weaving, craftsmen, etc.

Field visits like nearby market, post office, eatery to help them understand social organization and place and utility of people. To develop concept of dignity of labour, helping them to understand that each and every person is valuable in healthy and peaceful living.

2.2.12 Strategies of communicating to parents and community

Using right communication tools and techniques – children's diary, notices, circulars, etc. can be sent for correspondence and passing important information regarding any event happening at the centre so that parents can participate. ECCE centers invite parents to cultural functions and festival celebrations where their children participate are some of the frequently used ways to involve parents in the centres functioning.



2.2.13 Designing academic calendar

preparing academic calendar is very important. As you are aware that a centre calendar specifies broadly all activities which are proposed to be carried out in a planned manner at the centre throughout an academic year. This is very useful for parents, children and teachers. This helps in timely preparations of events and scheduling of work. Everyone knows what is expected of them individually and collectively. This is one of the most effective strategies of involving parents and community in centre and education of children.



Figure: 2.5 Community Meeting

2.2.14 Calling frequent and well times PTM

(Communication between parents, teachers and children through weekly, quarterly or fortnightly meetings) – PTMs are very important not only because they are a must visit times by parents, but also because this is the time where educational and personal issues of children are of prime importance. All conversations are child centered. Here relevant issues are discussed, specific information exchanged between parents and teachers and children. This helps in solving issues in the appropriate way and making all confident, happy and satisfied. All this promotes healthy relationship; children feel secure and enjoy the process of acquiring education.

There are different types of care giving which can be broadly classified into two broad categories: familial and non- familial. You must have noticed that most of the baby and newborn care is done at home. The need for certain children to transition out of family care and into the care of non familial adults can arise for a variety of reasons, including

ECCE Journey with Formal Education System



working parents, single parents, or children in institutions. To train these individuals to take care of infants is essential, especially when it comes to understanding the need of each child. There are two types of child-cares. “center-based care” and “home-based care.” While centers provide care for a bigger group of children in settings other than homes, child care homes typically care for a smaller number of children in the provider’s house. There are differences between the care provided by relatives like aunts, uncles, and cousins and non-relatives. In-home babysitters, neighbours, friends, and other carergivers who provide care in either the child’s or the provider’s home, fall under the non-relative carer group. Anganwadi centres, pre-schools, childcare centres, daycare centres, nursery centres, kindergartens, and pre-primary centres are all included in the category of organised childcare. Employers may offer daycare services to employees’ children at or close to work sites.

2.3 DIFFERENT TYPES OF CARE GIVING

Care of babies and infants largely takes place in the home. However, there can be many factors such as working parents, single parents or children in institutions that prompt a need for some children to grow up out of family care by non-familial adults. It becomes imperative to train these adults for the care of babies especially in the significance of reaching each child. Childcare can be divided into ‘centre-based care’ and ‘home-based care’.

Child-care homes generally care for a smaller number of children in the provider’s home, while centers serve a larger group in a non-home setting. There is distinction in care by relatives such as aunts, uncles, cousins and non-relatives. The category of non-relative care-giver includes babysitters who are in the home, neighbours, friends etc. providing care in either the child’s or the provider’s home. The category of organized child-care includes anganwadi, crèches, day care centers, preschools, child-care centers, nursery schools, kindergarten and pre-primary schools. Sometimes, employers also provide day care for child-care at or near works sites to children of their employees. It emphasized the importance of play. Children are taught to develop basic skills through creative play and social interaction.

There has been a growing awareness about the importance of early years and the need for providing quality early care and learning opportunities to young children. Private un-aided ECCE centers such as nurseries, kindergartens and pre-primary sections in private schools also deliver pre-school education in the country, especially in urban areas. In addition, several NGOs have also been conducting the ECCE programmes.



- (a) **Day Care Centre:** This kind of pre-school substitutes for maternal care of the child whose mothers go for work and no one is at home to look after the child. Children of 2 to 5 years are enrolled. No strict curriculum is followed. 'Play way method' is the mode of conducting activities. Its main objective is to organize activities appropriate for age and developmental level. Feeding may be arranged at the centre itself.

Anganwadi Centres are established under the Integrated Child Development Services (ICDC) Scheme which is a centrally sponsored government scheme of the Ministry of Women and Child Development of the Government of India. Anganwadi is a type of child and mother care centres in India.

- (b) **Balwadi:** It is essentially a pre-school that imparts education to children between the age of 3 - 5. Balwadis focus on establishing a formal pre-school environment for the children in under-resourced communities who are not enrolled in any other pre-school. This programme aims to address the developmental needs of children during their formative years and make them ready to attend formal schooling system. They are run in the community itself - in temple premises, under a tree or the home of the Balwadi instructors.
- (c) **Montessori schools:** These schools were introduced by Dr. Maria Montessori, an Italian physician and educator. The Montessori method is an approach to educating children based on the research and experiences of Maria Montessori (1870-1952). It emerged from her discovery through an experimental observation of children who were left free in an environment with materials that could lead to self-directed learning as per "the child's true normal nature". This method aims to bring about, sustain and support child centered and activity based pre-school education programme. The role of the teacher is to keep a watch over the environment to remove any obstacles that would interfere with this kind of natural development.
- (d) **Nursery school:** is a school for children between the ages of three and five/six years that provides scope for educational play rather than simply providing childcare. These schools were initially started in slum areas for the children of women workers who used to go out for work. Margaret Macmillan, the chief exponent of this system had aptly remarked: Nurseries and nursery schools are wanted simply because little children want nurses." However, today although the nomenclature may vary, in India, these institutions function mainly for developing readiness for schools and to a limited extent provide custodial care. They are also known by other nomenclatures such as: play schools, preparatory schools, etc.

ECCE Journey with Formal Education System



Home, family, society and peer group all have a component of educative activity which is neither pre-planned nor deliberate. The child learns many habits, manners and patterns while living with others or moving in different spheres like home, society, groups etc. Awareness in terms of real needs and requirements of a child during a specific stage of growth and development is a must. This knowledge about children will help all partners to contribute in the wellbeing and development of children. Parents and community contribute to all aspects of growth and development of children; hence their awareness about domains of each development should be proper. Such awareness can be created by centre programmes, information letters, open houses, seminars and through teachers on regular basis. Unaware parents or community will create blocks and curtail development of children. Parents influence their child's basic values, like religious values, and issues related to their future, like educational choices. And the stronger the relationship with the child, the more influence parents will have. The child will be more likely to seek parental guidance and value their opinion and support. Community creates facilities and opportunities for children to explore and expand their horizons. If the community is not aware of their responsibilities towards children its own entity will be in threat. In this symbiotic relationship to be aware of each other's needs is of prime importance. Children spend a good deal of time at home and learn from their experiences. Both the home and the centre are important in their development and should be linked. If the centre is very different from the home, children may have difficulty in adjustment.

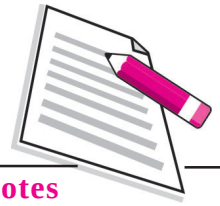
Community resources can be essential in helping the people access assistance and expand their range of outlets of support to meet their needs. Some examples of community resources are factories, educational libraries, religious places, hospitals, community centers, parks, etc. It would be a great idea to make use of these resources in education as it develops a sense of value and belonging among students. Community resources help build stronger, more flexible individuals and communities.

In all these, parents act as catalyst (means, medium, channels) as their knowledge, awareness, keenness to make these available resources accessible to children will help them to grow and develop into better accomplished (skillful, talented) human beings. Centres with enthusiastic parents involve, engage, and communicate with them which incorporate them in the learning process.



INTEXT QUESTIONS 2.1

1. Teachers who use practices of partnership are more likely to report that:
 - a) only some parents can help their children



- b) all parents can help their children
 - c) single parents, poor parents, and those with less education cannot help their children
 - d) only English-speaking parents can help their children
2. What is the best way for centres to encourage diverse families to be involved in the education of their children?
- Choose the appropriate answer.
- a) Form trusting relationships with families
 - b) Recognize and address families' needs
 - c) Share power and responsibility with families
 - d) All of the above
3. The most accurate predictor of a child's achievement in centre is:
- Tick (✓) the correct answer.
- a) family income
 - b) two-parent family
 - c) educational level of parent (s)
 - d) the family's high expectations, encouragement of learning at home, and involvement in the child's learning at centre and in the community
4. Write down a strategy that can be adopted by you for involvement of parents and community in an ECCE centre.

2.4 METHODS OF OBSERVING CHILDREN

Rosy has recently been appointed as a teacher at an Anganwadi Centre in village Begampur. She enters the classroom and finds that there are about 50 children in the classroom. The first sight of the classroom reveals that there is a lot of chaos. Some boys, who at first glance appear to be older are creating a lot of noise in the farther end of the classroom. Some girls who again appear somewhat older are sitting huddled in a corner talking amongst themselves. There are some extremely frail looking, younger children who are playing. And there are some more children who are looking totally lost and bewildered. Some faces were happy and bright while some appeared dull and listless, some were with friends and some alone. She is equally bewildered as she

ECCE Journey with Formal Education System



Notes

had expected that children would look alike in terms of height and behaviour and would all be sitting quietly waiting for their teacher!

As teachers we notice many things in the classrooms about children and in general every day. We also think about these things. Would you qualify this exercise as observation? How do you think observation is different from seeing? Can all that we see be included into our research? Observation, as a tool for research, is qualitatively different from just seeing something by chance or in natural course of everyday life. There could be several ways of recording observation, or several tools that enable a teacher to observe systematically and conveniently. Three of these are as follows:

2.4.1 Teacher's diary or journal

A teacher who is studying a research problem may not be able to plan observations initially or to record them in a systematic way. This usually happens when one is beginning to research. In such cases, teacher researchers maintain a diary or a journal in which they take note of all events that appear relevant to the issue they are studying. A teacher studying difference in the performance of boys and girls in the term exams, takes note of the differences in boys and girls responsiveness in particular subjects and in particular activities. S/he takes notes of events where s/he finds greater gender parity or distinction. S/he takes notes of all such observations that s/he feels would help her assimilate the gender segregation in performance in examinations. After a specific period of time, say after a fortnight, s/he would revisit her diary and identify major categories that would give her insight into the problem. Like for example s/he finds that girls appear to be less responsive.

2.4.2 Observation Schedule

Observation schedule is another device that facilitates observations. It is usually designed by the teacher after initial observations in the class and having derived specific categories of observations. A sample observation format can be developed by a teacher to understand children's engagement in an activity. With this format a teacher would try to work out a monthly schedule where during different activities s/he would observe some selected children in the beginning, middle, and towards the end of activity. A teacher may also study each child depending on the class-size and the nature of questions formulated by her.

2.4.3 Observation Based Anecdotal Record

An anecdote literally means brief account of an interesting event. Thus, anecdotal records are short narrations or factual descriptions of certain incidents and events that



a teacher observes in context of her research interest. Each incident is written shortly after it takes place. It is also relevant to note that anecdotal records are usually beginning points of research; they help in identifying an issue of research and formulating a question.

2.4.4 Planned and unplanned conversations with children

conversation is another set of tools that may be used by a teacher. Some of the other commonly used methods for understanding children also include interactions with children, studying previous work and records of children, talking to parents and teachers who know the child. It is essential that teachers note the broad alerts that this method gives to further understanding and investigate the problem in a more systematic way. There can be many ways of knowing from the parents.

2.4.5 Occasional home visits

ECCE teachers, Aganwadi workers, caretakers at centres can sometimes pay home visits and enquire about overall well-being of children. In this way small talk between the teacher and parent can resolve small issues there and then. It must be noted that timely remedy of issues and not letting them settle or seed is the first step in a child's successful educational journey.

2.4.6 Short talks with parents at dispersal time

Casual message conveyed by ECCE teachers during child's pick up and drop by parents help in solution of minor issues, also it helps both parents and teachers to gain confidence about each other.

2.4.7 Involve parents in field visits whenever feasible

This can be a good idea. Whenever possible centres can ask parents to accompany their children to field trips. Another way is that if any parent runs a factory, manufacturing unit, small handicraft business then centres can organize educational trips to such a place. If a parent is involved, s/he will have personal interest and they will try to make the trip engaging and useful. Small children gather more information as they are more inquisitive and less disturbed by the outer world. As a result, the benefits will also be more and long lasting.

2.4.8 Other ways to make observations are

Making observations during reaching out to the parents for certain events such as talking to parents regarding help in fund raising for a cause, decoration of centre and class rooms, preparing teaching learning materials under teacher's guidance, doing

ECCE Journey with Formal Education System



service in free time like story reading, play activities at the centre, helping during festivals and annual functions.

2.5 INTERVENTIONS FOR DIVYANG CHILDREN BY EARLY IDENTIFICATION OF DEVELOPMENT PARAMETERS/MILESTONES

Go through the following cases :

- **Case 1**

Baljeet was a normal, healthy infant belonging to a middle-class family. However, at two years of age, he had difficulty in walking. He walked unsteadily swaying from one side to the other and also fell down frequently. While rising on a sitting position, he would rest his arms on the floor for support. His family initially thought that he had weak bones and later on when he went to a nearby pre-school the teacher told the parents that he had possibly contacted polio. After examination at the health centre, he was advised for using crutches and braces for walking. The doctor told the parents that children affected by polio have a physical disability, but their mental abilities are just like those of other children. They can participate in the activities you organize for the children in your preschool centre, within the limitations of their handicap. He told them that Baljeet would benefit from physiotherapy.

- **Case 2**

Uvais is a child with delayed speech development. He was born normal, but at 18 months, he suffered from brain fever that lead to hearing impairment although he has normal intelligence. He wears hearing aids all the time. At 5 years Uvais was admitted to a Balwadi for pre-school education to help him improve language and social skills before going to a formal school. After Uvais attended the Balwadi for one month, his father went to meet the teacher and complained that he had not yet learnt to speak fluently nor could he read and write like other children. Clearly this was over expectation by the father. The teacher explained that Uvais had taken this one month to mixup with his 4-year-old normal hearing peers. He now plays with them and tries to communicate. The other children have got used to seeing him with his learning aids. She assured Uvais's father that his son is a bright child and attempts to speak, hence he should be patient. With time and emotional support from home Uvais's language and reading-writing skills will improve. In the above case, we have seen



that even though Uvais was intelligent his scholastic performance deteriorated drastically due to his delayed speech development. At the same time, parental over-expectation brought lack of confidence and insecurity in the child. The child may actually possess many good qualities and abilities but he or she will experience severe inferiority feelings due to the critical attitude of the parents.

- **Case 3**

Maria is a six-year-old, lively girl, eager to answer questions in class. She often comes forward to help the teacher and class mates in tasks like getting the attendance register from the office, or helping a younger child to open her lunch box properly. She speaks with a slight slur. Her neck sometimes bends a little to one side or tilts a little backwards. Her finger movements are not under her control. So she is not able to move her pencil clearly, definite strokes and her writing is not clearly. Her legs sometimes do not move in co-ordination. She can read simple Hindi words and can-do pre-reading activities such as picture comprehension. Maria is a child with cerebral palsy.

There are many issues faced by children during early years of education like – adjustment, socializing with children, feeling of insecurity and emotional stress. This hampers their ability to learn and respond in class and to others. Hence these problems during early childhood education period need timely attention of parents and teachers. A healthy and constructive discussion is a must from time to time. This will help in overall development of children and lay strong and sturdy foundation of directional growth and development in children. Proper allocation of time and allowing parents to talk about their issues with children at home especially concerning education will help both overcome issues.

Children with special needs is a broad umbrella which subsumes a number of categories, ranging from children with mild learning disabilities to children who are severely mentally challenged. It includes children who are physically challenged with visual or auditory impairment, children who are affected by polio or accidents, as also children who have health problems like severe asthma or heart problems. The nomenclature also includes children with behavioural problem like autism and children with learning difficulties like dyslexia. Although not often seen particularly in the Indian context it also includes children with psychological problems like depression. The teacher has to deal with children with special needs in her/his career. Some of these problems are evident and therefore the teacher is aware of them and can include their needs in her/

ECCE Journey with Formal Education System



his teaching and classroom plan. However, sometimes the problems are not as evident and manifest themselves as a learning or behavioural problem. The teacher has to be vigilant in her observations and learn to identify the real problem which may be deeper than just delayed development. A teacher may have to seek help of other professionals like doctors, counsellors or special education teachers so that s/he understands children with special needs better and is able to plan a responsive teaching learning programme for them and work out a truly inclusive programme for them.

2.5.1 Early identification of learning difficulties and disabilities

You may be aware that there are many educational problems faced by children. One of them is difficulties in learning. While learning difficulties are more psychological in nature, learning disabilities are physiological and biological in nature. Both need different forms of intervention programmes. Simple examples of difficulties in learning can be – difficulty in fluent reading and speaking, difficulty in comprehending, difficulty in remembering, difficulty in writing etc. while less chronic ones can be sorted out with help and intervention programmes. The serious ones come under learning disabilities. Let us look into them as well.

1. **Dyslexia** - Dyslexia is learning disorder characterized by difficulty in auditory processing and visual processing that affects children and adults. It's a condition that makes it challenging to understand text or speech. If you have dyslexia, reading, writing, and speaking can be difficult and overwhelming despite normal intelligence.

Some symptoms of dyslexia include: Reversing the position of letters, struggling with reading comprehension load, delayed speech and difficulty in learning, auditory processing disorder, new vocabulary or rhymes. Having disorders in visual processing that may trouble understanding directions.

2. **Attention Deficit Hyperactivity Disorder (ADHD)** - Did you know that over 6 million children are diagnosed with Attention Deficit Hyperactivity Disorder (ADHD). Many children with ADHD are disciplined for misbehaving, but they can't control their actions. ADHD makes it difficult to concentrate, which can lead to one child distracting others around them in a classroom setting.

Some symptoms of ADHD are as follows:

- Unable to sit still
- being disorganized or forgetful
- Difficulty staying quiet and attentive



- Lack of motivation
 - Mood swings or emotional outbursts
3. **Dyscalculia-** Many people dislike maths, but they're eventually able to understand it with enough practice. Dyscalculia is more severe because it's a learning disability that makes it challenging to understand even the most basic maths concepts. Since maths builds upon itself, children with dyscalculia can fall behind and struggle to catch up for years.

Some symptoms of dyscalculia include:

- Struggling with concepts such as measuring, time and estimating,
 - being unsure of how to approach word maths problems
 - Difficulty following the order of operations
 - finding it challenging to count and group numbers together.
4. **Dysgraphia -** Dysgraphia is another learning disability that makes it hard to write legibly. Some people with dysgraphia struggle with spoken language to hold a writing gadgets comfortably while others lack the spatial awareness needed to produce legible text.

Some symptoms of dysgraphia are as follows:

- messy handwriting
 - taking a long time to write
 - holding a pencil or pen improperly
 - struggling to express thoughts in a clear sentence structure
 - Poor grammar
 - speaking out aloud while writing
5. **Dyspraxia -** Although dyspraxia is a condition that affects one's motor skills, it still has the potential to hinder or affect specific learning. The reason is that a child with dyspraxia may not be able to hold a pencil or participate by speaking regularly. Dyspraxia mostly interferes with hand-eye coordination skills. It presents itself differently in each affected person, but some symptoms include poor balance and struggling with fine-motor tasks.

These learning disabilities are difficult to detect if they are mild during early years of life but as children grow up these symptoms become profound. It is better that such disabilities are detected early and parents are well informed so that

ECCE Journey with Formal Education System



Notes

they can search for appropriate educational solutions for affected child/children. Who can be more significant than a teacher, who through her/his daily observations is able to report correct facts about the child to the parent and help them to find suitable aid and needed transition from normal school to special school if the need arises. At times normal schooling may not be suitable for the wellbeing of the child.

One of the strategies of communicating with the parents in this context could be parent teacher meeting (PTM). PTM is a feedback time for all, students, teachers and parents. The time of PTM should be well scheduled. It should not be at quick intervals or too late. There must be proper record of the child from the problem noticed and to be discussed after a regular interval child is needed to observe any change in the child's behaviour. Hence time to conduct a PTM is very crucial. Other considerations that a teacher may keep in mind are:

2.5.2 Prepare a list of issues to be discussed in common with parents

As an ECCE teacher/caregiver, parents and children can look for solutions to problems at any front. For the purpose of the child's progress and problem solving, teachers should keep track of performances, achievements, problems and concerns in a proper manner all the time. Sometimes it is seen that small issues get neglected and with time they grow big. Hence do not let them root deep into the child's personality, it is best to be discussed when they surface. Mental blocks are not good for a child's education. Parents will also be clear on what issues they have to focus if things are properly laid before them by the teachers. Marking the area of concerns is most important.

2.5.3 Prepare a list of student's achievements in all areas

It is not only the academics that are of prime focus during PTMs, but other activities which children do at the centre are also equally important in their overall development. Teachers should maintain a record of all achievements made by children in every activity. This helps in getting rewards and acknowledgement. Rewards play an important role in a child's education. Rewards are motivating and provide a positive experience in life.

2.5.4 Inform parents through circulars, group notifications well in time

Parents and other concerned people like guardians should be informed through available channels of communication about PTM well in time so that they can schedule other work accordingly.



2.5.5 Make agenda very clear, straight and simple

Agenda of PTM is one- to discuss children and things concerning their education, growth and development. Still each time it can be different leading to the same goal. Hence what the main point is that each time should be clear, so that goal and purpose of PTM is achieved.

2.5.6 Proper allocation of time to all visiting parents

Giving parents time to speak and discuss their issues with children and allow them time to seek remedies is most important to make the process of education a success. Teachers should provide sufficient time to each visiting parent and not rush to finish her task.

2.5.7 Organize classroom and other related things properly

Proper display of children's works, clean and inviting environment, being polite and use positive words for children and seek parental support in problem solving rather than pointing out only faults of children. A teacher should remain calm and be open to suggestions from parents. Centre works in co- operation with parents and community as we have studied in the above sections in details. Hence a teacher must welcome feedback and suggestions from parents. Being organized will help her/him listen and give suggestions too. A well organized classroom gives confidence to parents that their child is in good hands and this confidence in the teacher will help children in a long way. For children to grow and develop, it's important that teachers feel confident and positive.

2.5.8 Keep proper records of PTM

This will help teachers, parents and children every time to match up with suggestions made and proper follow ups. This will also create keenness to attend further PTMs in parents as they know that the discussion will be based on facts and real information and they will get redressal to their issues.



INTEXT QUESTIONS 2.2

1. Write down the symptoms of dyscalculia .
2. Why should the PTM be not organised in a very short or too long intervals?



ASSIGNMENT 2.1

1. Prepare a comparative note on the pre-school education system of India and that of any other country.
2. Visit any two Anganwadis and pre-schools and critically study their functioning in terms of their infrastructure, administration facilities provided and the daily routine of children. Write a report.



WHAT YOU HAVE LEARNT

In this lesson, you have learnt that:

You have studied the importance of parent community partnership with ECCE centers and ECCE teachers for the wellbeing of children. Early childhood education holds prime importance in one's life because much of what we become is due to our grooming and education during early childhood. 0 – 8 years of age is very crucial and needs utmost care and as much exposure to right kind of educational process. During these years the brain is very active and brain cells develop very fast. During this period the child's brain is able to absorb as much as it can be fed with and later on it is this stored information which is processed. If during this time, all the variables namely teachers, parents and the community work jointly and in cooperation with each other, it is sure to produce favourable results for children both educationally and personally.

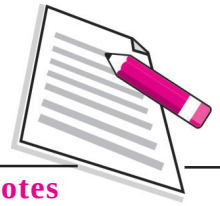
GLOSSARY

Community Resource - Some examples of community resources are factories, post office, banks, educational institutions, cinema halls, libraries, religious places, hospitals, community centers, parks, etc. It would be a great idea to make use of these resources in education as it develops a sense of value and belonging among students. These are also important to make the system of education comprehensive and job oriented. Children will get firsthand knowledge and develop professional skills early in their life.



TERMINAL EXERCISE

1. "Education as a tri polar process with the community as one of its important variables" Justify the statement.
2. Why the parental involvement is an important component in early childhood education.



3. Why should parents be aware of their child's education process?
4. How much involvement is desirable when we talk about community and parental involvement in a child's education?
5. Discuss some innovative ways to involve parents and the community in children's education.
6. Enumerate benefits of parent ECCE centre partnership on the child's education.
7. How do ECCE centres or preschool benefit from parent community involvement?
8. How can ECCE center involve parents and community at centre for children's education?

**ANSWER TO INTEXT QUESTIONS****2.1**

1. (a)
2. (d)
3. (d)
4. Using right communication tools and techniques

Designing academic calendar

Calling frequent PTM.

2.2

1. Some symptoms of dyscalculia include: Struggling with concepts such as measuring, time and estimating, being unsure of how to approach word math problems, Difficulty following the order of operations, finding it challenging to count and group numbers together.
2. It should not be in quick intervals or too late: There must be a good record of the child to be discussed from the previous meeting. A period of time interval is needed to observe any change in the child's behaviour. Hence timing to conduct a PTM is very crucial.



KEY LEARNING OUTCOMES

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

- explain the different types of care giving.
- collaborate with parents, community and anganwadi in childcare.
- demonstrate methods of observing children at stages of development.
- early identification and interventions for Divyang children.
- predict interventions for special children by early identification of development parameters.



REFERENCES

- <https://blogs.ifas.ufl.edu>
- www.spriglearning.com
- National Curriculum Framework for Foundational Stage (NCF 2022)



3

HOW CHILDREN LEARN

INTRODUCTION

According to Right to Education (RTE) Act, 2009 as well as the recommendation of Early Childhood Care and Education by the National Education Policy (NEP) 2020, focus has been given on learning through play, activity, discovery, inquiry, and engaging learners in a child friendly and child centred manner. It also encompasses making the child free of fear, trauma and anxiety and helping the child to express their views freely. Furthermore, it has also been emphasized on continuous and comprehensive evaluation of child's understanding of knowledge and his or her ability to apply the same. For realising and practising right of education in a very true sense for the children we need to bring a complete revamping in the schooling system as per the NEP, 2020. It may include child centred content, engaging pedagogy; dealing with the children, coming close to the community, and making the children learn from their own experiences and make them able to construct their own knowledge and understanding.

This lesson is all about what we have mentioned above. To be a good teacher, specially dealing with children, we need to know, 'How Children Learn'. Here we can stress upon the psychological principles and the maxims of education such as: to proceed from simple concept to complex ideas, concrete examples to abstract thinking, particular happening to general rules, etc. and to make the children learn by justifying the things and using their reasoning.

Another important issue that you will learn in this lesson is to make the children link their experiences and knowledge to construct new ideas and understanding. Rightly, you will experience how the paradigm shift has occurred in the sphere of early education to provide them an environment of constructing new knowledge by themselves but not

ECCE Journey with Formal Education System



encouraging rote learning and cramming. The role of teachers for enabling children to construct their own knowledge is also another section of discussion here. In support of this you will get a detail picture like; ‘How the learning process is undertaken in the early childhood days’ In this section, you will learn the importance of play, activity, imitation, identification, and observation etc. at the pre-school stage. Over all, it will provide you to establish a strong foundation to understand the young learner and their learning process that need to be practised at the pre-school stage. Again, you will feel that this will provide the base to understand other lessons in this module as most things are linked with each other.



OBJECTIVES

After reading this lesson, you will be able to:

- aware of factors affecting learning and processes of learning at the early childhood stage;
- Describe principles of learning;
- comprehend the interrelationship between learning and socialization;
- understand ways to create conducive environment in ECCE centre for learning;
- know the role of teachers for enabling children to construct their own knowledge.

3.1 HOW CHILDREN LEARN: FACTORS AFFECTING LEARNING

Let us start our discussion by citing one conversation with the teacher and the four years old children studying in a Kindergarten.

Teacher: Dear Children; what do you do at home every day?

Shikha: I watch television, play with my elder sister and parents and take my food in time.

Jagat: I watch a lot of Kids channels in YouTube and other social media by using smart phone and enjoy watching the cartoons and try to do it on my own.

Priyanka: I love to sleep, but do my other work also.

Teacher: What else you do at home?

Sashi: I play video games in smart phone, draw pictures also.

Abhiman: I read books, do puzzles, and do the singing and jumping.



Khushi: I dance, and paint pictures and put colours in them.

Syrians: I play music and mathematical games.

From this conversation, we get an idea that children do many things at home. We cannot say that only a specific activity is closely linked with the learning aspects of children rather all the activities that the children do at home, some how help in their learning in this or that way. Sometimes we have observed that the young children understand many concepts though we have not taught them. Many things develop systematically coping with the principles of growth and development. We know certain psychological principles which can be effectively used in the teaching-learning process, but the principal work with or without the knowledge of the teacher or the learners. Here, we try to come at the point that, unless, we understand the learner, their interest, strong points, weaknesses, etc. we fail to make a proper design of teaching-learning. You might have realised how the children do a number of things/activities at home, school, playground, and other places. Unless we observe the activities of the learners, we cannot adopt a suitable strategy to make them learn and engage them in joyful learning.

The importance of teaching-learning process becomes much more when we talk about teaching pre-school children. It is easy to teach the grown-up child but difficult to teach the young children i.e. also in pre-school children. In the Indian school system, we consider, pre-school i.e. for the children of the age group three to six, that is the foundational stage as per the NEP, 2020. In the 5+3+3+4 system of education as per NEP, 2020, the first 5 years schooling is the foundational stage that includes Anganwadi, pre-school and Balvatika for first three years of schooling and further 2 years of formal schooling in Class-1 & 2.

The above discussion might have encouraged you to understand how children learn at the foundational stage and, what a teacher must do to make the children learn at this stage.

To get the answer to these two questions, let us discuss some of the principles that teachers follow to make the children learn.

Accordingly, many a time, teachers provide instructions and explain a concept by creating situations and examples but children do not follow it. Why is it so? It may be because of many factors that affect learning. Factors that affect learning may be the attributes of the child like intelligence, aptitude, creativity, self-concept etc. and also his/her wider social environment where the child lives. In this section, you will learn particularly the factors that affect learning.

ECCE Journey with Formal Education System



Figure: 3.1 Environment for Learning

There were many research studies on what could affect learning, some of them are listed below:

3.1.1 Simple to Complex

“When we learn any new skill, it is best to begin with fundamentals and move towards mastery of the more complex techniques” (Craig Woll, 2007).

The above statement makes us to think that our mind receives a simple concept first and slowly enter to the more complex things by linking the simple concepts. If you start teaching from a complex idea and slowly try to make it simple, you may not get much success, but if you start from the simplest ideas and proceed towards the complex concept, the retention may be high and meaningful learning be possible.



Let us see this example:

Example – 1

Suppose a teacher needs to teach about flowers to the pre-school children.

S/he should take children to the garden to see actual flower or its pictures and ask about the name, colour and fragrance of the flower. Then the children may become curious to know more about flowers.

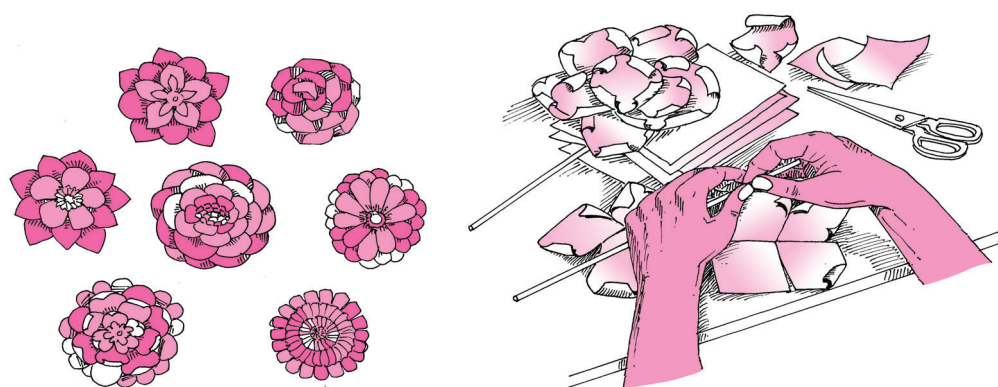


Figure: 3.2 Concrete to Abstract

3.1.2 Concrete to Abstract

To understand this concept, we need to go through the idea of Herbert i.e. “Our lesson should start from the concrete and end in the abstract. We must lead the young children to abstraction as and when required” (from Walia, 1997).

The statement makes us aware that, children at the early age start to develop their reasoning through the concrete things what they see and deal with and slowly develop certain abstract ideas connecting to the concrete experiences that they gained. In this context, to make our teaching-learning process more contextual and meaningful, we should start the discussion with the concrete things and make the child to develop a shape and idea from the examples and concrete objects. For this you can use various examples and objects available at home, school or in the environment within the reach of the children. As it is at the foundational stage, again we have to be more cautious to set examples and use the objects.

Let us go through another example:

Example – 2

How to teach addition by using the principle of “concrete to abstract”?

ECCE Journey with Formal Education System



We want to make the child learn about simple addition. We know that it is an abstract idea for the children if we start teaching $2+3=5$ or $3+4=7$, but if we connect it with some examples by taking certain concrete objects such as: take two pens and again put three pens, then to count all the pens, the children may develop the idea that it is five. Here the physical object 'pen' is a concrete example for the children that helped them to add and reach at the result. By doing this repeatedly, children learn addition and they proceed towards constructing knowledge abstractly.

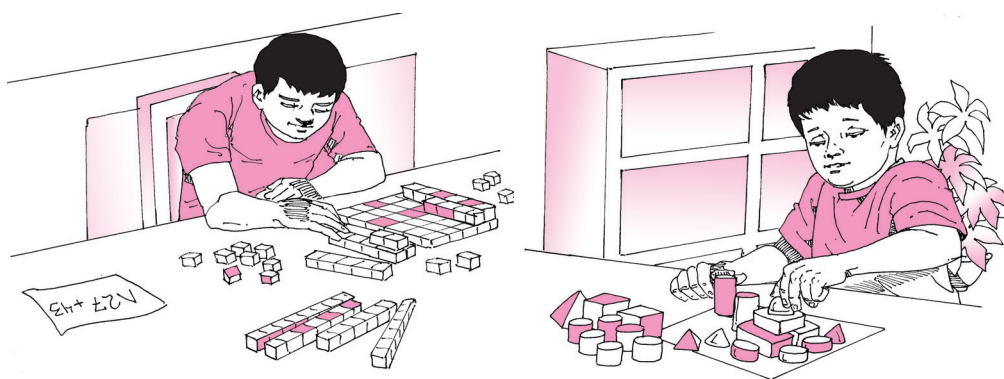


Figure: 3.3 Concrete to abstract

3.1.3 Inductive/Deductive Approach

In inductive learning principles, children proceed from specific examples to general rules where as in deductive principle, learning starts from a general formula and accordingly goes forward to solve various examples.

Let us discuss an example relating to the principle of particular to general approach mostly used in teaching at the foundational stage:

Example – 3

How learning takes place from particular to general for the children at the foundational stage?

The teacher can use particular to general and general to particular principles for developing a sense among pre-school children about “men are mortal”. But it is important to note here that, particular to general principle will work effectively to make the learner understand. For this, the teacher can cite one example from the locality of the child that, ‘X’ died, ‘Y’ died (some similar examples) and then the teacher can say that X died, Y died, P died it implies that, one day all man will die, so it can be said that, ‘men are mortal’. By analysing it, we can say that, here, learning takes place from a particular incident to general principles.



3.1.4 Known to Unknown

One more important principle by which children learn is known to unknown. You might have realised that at the foundational stage children start understanding the concept from the known facts and slowly they enter into the realm of unknown facts. No child is empty; s/he knows something and continuously constructs knowledge at their own. As a teacher at the foundational stage, you have to use that pre-experiences or the knowledge and for experiences already available to the child and connect it to the new facts or concepts, so that the children feel easy to coordinate, link and learn. If we remember our school days, we realise that, when we established a better linking between old knowledge and the new task, learning became meaningful, effective, and permanent.

Let us discuss with an example:

Example – 4

How the principle of learning, known to unknown can be used clearly and simply in the foundational stage.

- *We want to enable the child to solve simple mathematical solutions which require simple knowledge in the children like; addition and subtraction.*
- *For making the children writing meaningful words, we have to find out, whether the children know to write letters or not.*
- *For teaching our environment, we can start by asking the known things available in the environment like; water, light, plants, animals, birds, mountain etc. and then after they can develop the idea of environment.*

All the above examples start from the known things/experiences of children and proceed towards the unknown concepts.



Figure: 3.4 Learning to solve simple Mathematical problems



INTEXT QUESTIONS 3.1

Notes: Answer the following and compare your answers with those given at the end of the lesson.

1. Explain with an example, how to use the principle of simple to complex for teaching the children at the foundational stage.
2. How psychological principles help pre school children for meaningful learning?
3. Give one example each of inductive and deductive principle of learning especially for teaching Mathematics.

ASSIGNMENT 3.1

Engage your learners to identify different colours by using the blocks made in different colours. What you observe? They did it perfectly or mixed different colour blocks. If not practise it again and finally name the colour.

3.2 CONDUCTIVE LEARNING ENVIRONMENT IN EARLY CHILDHOOD YEARS

Up to now, you might have learnt, how the psychological principles of learning help the young children to learn easily and proceed from the easiest task to the more and more complex concepts; accordingly they construct their own knowledge and understanding. Again, you have learnt in the previous sections that learning does not taken place vaguely rather the meaningful effort and principles become responsible for meaningful and permanent learning. For this, you have also discussed ‘child friendly classroom’ processes.

In this section, we will try to understand, how learning takes place during early childhood years. We will also examine, in what way, principles of learning help to develop constructive learning process in the children at the foundational stage.

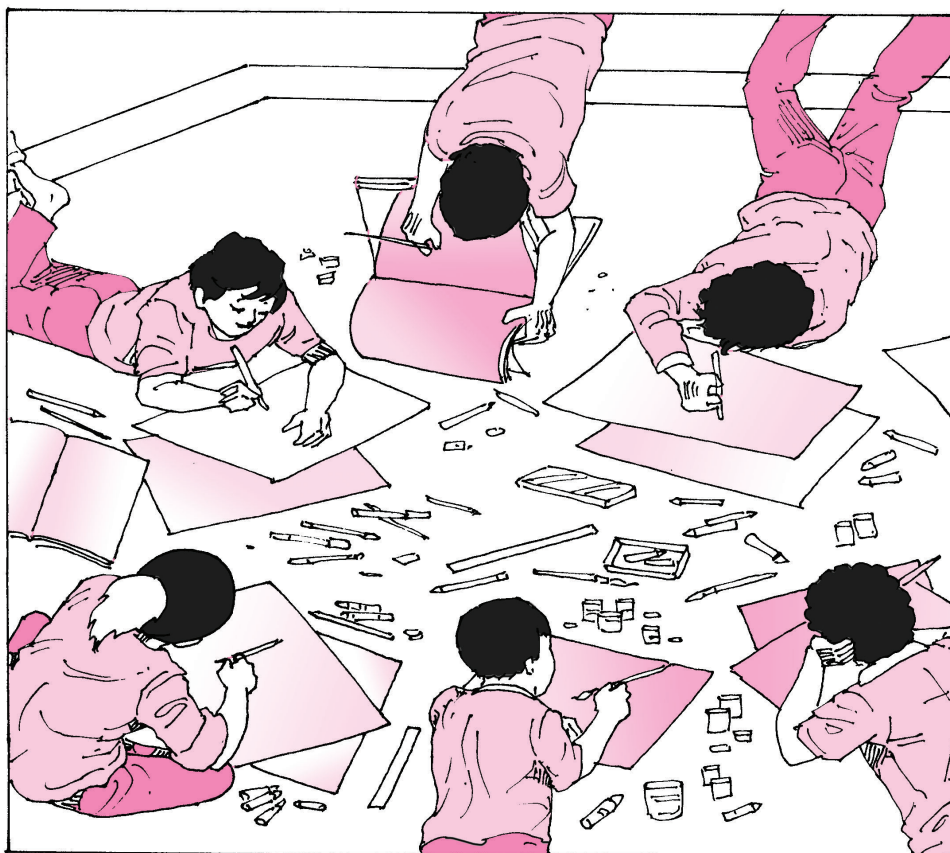
Let us discuss some of the commonly used learning processes in the foundational stage:

3.2.1 Through Play

Children in early school stage use play to understand many things, which is difficult to make them understand by using any other means or technique. Little children naturally and spontaneously engage in many forms of play which they enjoy and learn. According to Montessori play is work because play develops sensory abilities of children.



According to Katz (2001), “play consists of activities that children find enjoyable and participate in voluntarily to have fun.” The activities include designing houses or any other shapes by using blocks, play with numbers and letters, playing with water and pour water in different containers (small/big in different sizes), digging in soil, mud or sand, moulding clay and prepare some objects which the children use in day-to-day life, arrange the objects in different forms and shapes, etc. Sometimes children like to play alone; it is because of the developmental characteristics and principles, but many plays are socially interactive and demand the sense of negotiation, problem solving, decision making, co-operation, collaboration along with using language purposefully and meaningfully. As example: when two children mutually perform to construct a tower/house of blocks, they usually use language to decide which blocks to use, what colour blocks to be used, where to place the block, and how high to build the tower/house so that it will not collapse or fall. Children can also be made to play various social games, through which we can develop a sense of number, letter, moral values, cooperation, brotherhood, friendship, unity, share and live together among the children at the foundational stage.



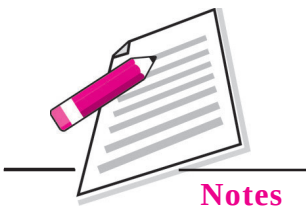


Figure:3.5 Play as a learning strategy

When a child is engaged in play it places the child at the centre of his or her universe. Through active interaction, exploration, and observation of the environment, the child actively creates his or her own learning. Play helps children attain self-esteem and competence.

3.2.2 Through Imitation

You must have observed that children in early years say; 3-6 years, start imitating many things what they see within their surroundings. They imitate the actions of others; especially, what the adults do. Imitation is a learning strategy which both children and adults do. Let us discuss how imitation can be used to make the learners learn at the foundational stage.

For example, when the child observes the parents or siblings doing a thing in a particular order, the child imitates it and accordingly does it also. When every one is wishing each other politely, the child also starts to behave that way. It happens in school also. At school, children usually imitate their teachers and many times they also get inspiration through their teachers to do things in a proper way. Children also imitate peers in the school with whom they are engaged in learning. So, imitation helps children to learn.

Children use the technique imitation which is one of the important ways to learn about their environment, home, school, and their social world.



Figure:3.6 Learning Through Imitation

In this context, though egocentrism develops within the behaviour of children, still at the foundational stage children learn many things through imitation.

Observation 1

Razia is a girl of 3 years. Both her parents are working. Her mother is a computer professional and father is a teacher. Usually, they talk in Malayalam at home because they are from Kerala. One day, Mrs. and Mr. Abraham, parents of Razia, observed their daughter using certain good English sentences like; ‘come on’ ‘office time’ ‘naughty girl’ ‘market vegetables’ ‘happy birthday’ etc. sometimes She starts to work on computer, polish shoes, arrange her clothes in order.

What do you think, from where did Razia learnt all this. Is it by imitating the behaviour of her parents, adults or watching television?

From the above observations, we can say that, imitation is a constructive strategy, by which the foundational stage children learn. Teachers who come in contact with the children need to use this technique in a very positive way. Here, the most important concern is, teachers or the parents should not use any such words, or do any such wrong activity at home or at school, that the children may get imitate and learn wrong things accordingly.

3.2.3 Through Identification

Like imitation, identification is also another important learning strategy that the foundational stage children effectively use. Identification is different from imitation in the way that; identification involves several behaviours being adopted by the learners whereas imitation usually involves copying a single behaviour or activity of others.

According to Bandura (1977), “behaviour is learned from the environment through the process of observation. Children observe the people and environment around

ECCE Journey with Formal Education System



Notes

them behaving in various ways, from them they imitate and identify themselves.”

As example: Children sometimes like to identify themselves with other persons (hero/ model in his/her life) and they behave like their model character. They observe behaviours, values, attitudes and beliefs of the persons with whom they like to be identified.

Example – 5

Children often use various TV shows specially the Cartoon Networks, POGO, Discovery Kids etc. Many a times it has been observed that, the children tries to identify himself / herself by the name of the character which they like in the TV show such as: some say they are ‘Chhotabhim’ ‘Krish’ ‘Spiderman’ etc. and in future this tendency transforms in the behavior of the children just to select their model character in life like; may be Swami Vivekananda, Abdul Kalam, Mahatma Gandhi, Mother Teresa etc. It is the tendency of identification of self, that the children usually do.

We can conclude here by saying that, teachers must perform a very important responsibility to identify this type of tendency of the foundational stage learners and also to help them for selecting the best character to be identifying with themselves.

3.2.4 Through Observation

Sometimes we take the children to various sites to see and observe the procedures adopted in different works like; let it be in an industry, workshop, exhibition, historical places, banks, post office etc., from there children learn a lot.

Bandura has identified three basic models of observational learning:

- A live model, which involves an actual individual demonstrating or acting out a behaviour;
- A verbal instructional model, which involves descriptions and explanations of a behaviour;
- A symbolic model, which involves real or fictional characters displaying behaviours in books, films, television programmes, or online media.

The above three forms of observation make the children contextual learning. Learners imitate the behaviour that they have observed in various situations. Teachers need to be keener to use various forms of observation and engage young children to make a small report, present it and also behave accordingly.



ACTIVITY

Make a detailed planning of visiting a bank situated nearby. Take the children to the bank and ask them to observe various activities performed there. On the next day, ask them to perform the activities observed by them at the bank. What did you observe? Does the earlier observation of the children at the bank help them to learn and perform about banking system?

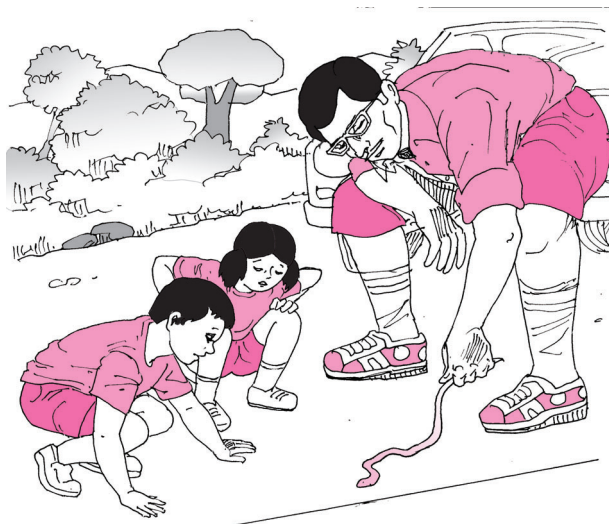


Figure: 3.7 Learning Through Observation

3.2.5 Through Conditioning

A child starts to like the early child care centre and later the school due to the conducive or supportive environment provided by the teacher. That is the conditioning which is desirable. When the teacher is rude and shouts for every mistake, a negative feeling is created in the child towards the centre that is also the effect of conditioning. The

ECCE Journey with
Formal Education
System



Notes

ECCE Journey with Formal Education System



Notes

teacher could use appreciation or praise for the right behaviour and create a conducive environment helping children to learn.

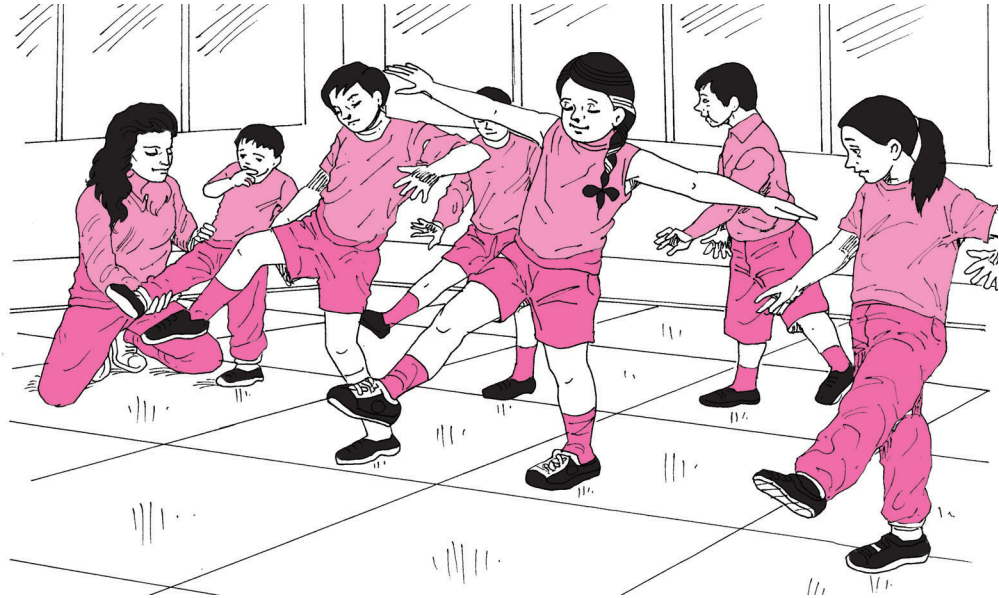


Figure: 3.8 Conditioning as a Source of Learning

3.2.6 Through Experimentation Learning

Experimentation is also another technique that helps learners to examine the process of development of certain things which are very much related with the day-to-day life of children. It is learning by doing. This is also based upon the observation that you have studied in the earlier section. Whenever the child observes certain things, a sense of inquiry and inquisitiveness develops among the children and that further makes the children to experiment it. It may be relating to the growth of a small plant from the seed and many others that the child experiences at home, society and environment.

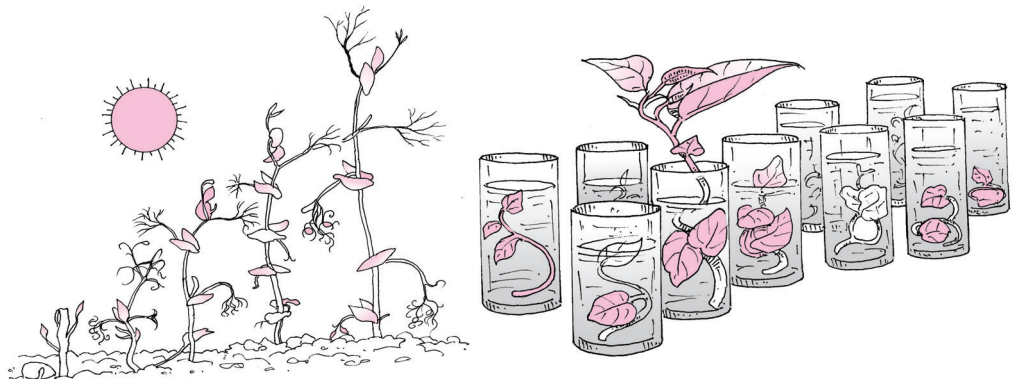


Figure: 3.9 Learning through Experimentation



INTEXT QUESTIONS 3.2

Notes: Answer the following and compare your answers with those given at the end of the Unit.

1. What type of play can be arranged for establishing better learning among the foundational stage children?
2. Explain imitation learning. How can it be used for the children studying at the foundational stage?
3. How does Conditioning work to reinforce and motivate young children?

ASSIGNMENT 3.2

As a teacher in foundational stage and dealing with the age group 4 – 6, you have been instructed to arrange a play activity for the children. Prepare a detailed plan, what play will you like to organize keeping in mind the concept of conditioning of learning. Similarly, prepare another plan, to motivate the learners to learn language (word and meaning) by using the principles of conditioning.

Interrelationship in learning and maturation:

In the case of very young children, the age of child and the activity given for learning should be matching. The physical maturation provides the child to perform tasks but the early introduction of learning tasks when the child is not ready can harm the learning, as evident from many studies about ‘Learned helplessness’ and Damaged Disposition. Learned helplessness or learned stupidity makes children think that the task is too difficult and beyond their ability. The ‘damaged disposition’ theory states that if children are forced to do tasks, they may acquire the ability but may have a negative attitude towards learning. The task of reading and writing for instance, should not be started too early when the child is not ready. But readiness to read and readiness to write should be the focus. Over emphasis on memorization especially rote memorization when the child cannot understand the meaning also may affect the interest in studies.

3.3 ROLE OF SOCIALIZATION IN LEARNING IN EARLY CHILDHOOD YEARS

Learning in the early years during childhood starts from the home. It is based upon the socialization of the child. When the children are engaged in day-to-day activities with the family members particularly with the parents, grandparents, siblings, other family members, they get socialized and learn. Further, the family socialization experience of

ECCE Journey with
Formal Education
System



Notes

ECCE Journey with Formal Education System



Notes

the children helps them to participate socially in the larger unit of community and school as well to live their life. So, socialization has a greater influence for the learning of the child in the early childhood years.

3.3.1 Interrelationship in Learning and Socialization

Learning takes place through interaction with others, peers, parents, family members, teachers, and others. We can say that family, school, community, media etc. are the sub-systems or miniature of the society. Process of socialization starts from the very beginning in the family when the new born child comes across the nourishment and grooming by the members of the family. The child learns language, values, positive attitude and socially desirable ways of living when they observe and interact with the peers, parents, siblings, teachers, and other members of the society. Socialization is a process of learning. The more the child socializes the more s/he learns. Learning and socialization are positively interrelated with each other.

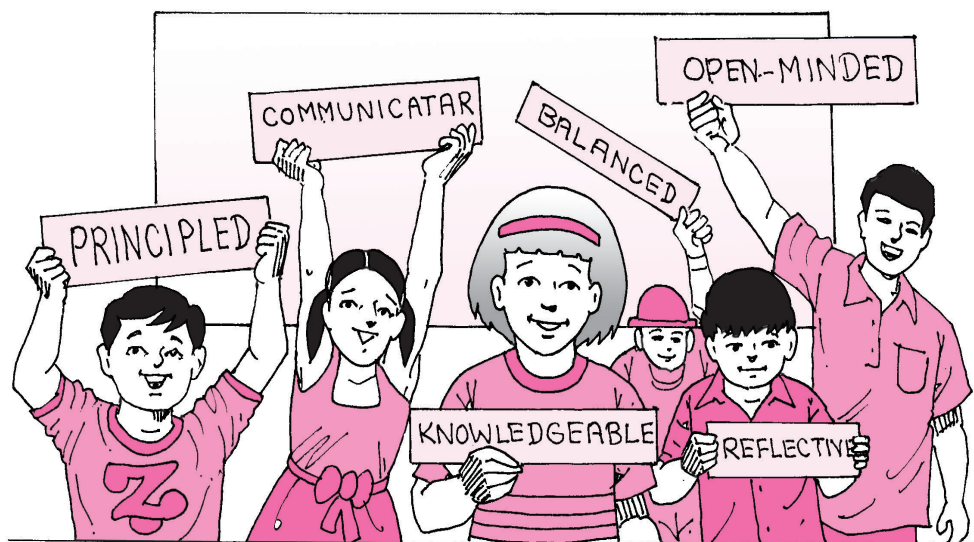


Figure: 3.10 Learning is Construction of Knowledge

3.4 CONSTRUCTIVE LEARNING

In the constructivist perspective, learning is a process of construction of knowledge. Learner actively constructs their own knowledge by connecting new ideas to the existing ideas on the basis of materials/activities presented to them (experience) (NCF 2005).

Example - 6

Using a printed text or a set of pictures/visuals on a transport system coupled with discussion will allow young learners to be facilitated to construct the idea of a transport system. Here the learners construct their own knowledge about the ideas of road transport system. A rural student, may form the idea centred on the bullock cart. Whereas a urban student may form the idea centred on bus/car (NCF, 2005)

Let us try to understand, what constructivism is and, how it can be better used by the teacher for constructing the knowledge of the young children.

Basically, constructivism is a theory based upon positive observation of the facts available within the local environment of the children. They do/experience many things during their day-to-day activity, at home, school, with peers, and outside the school and home surroundings. What the children experience today, becomes old tomorrow but the old experience what they gained on the previous day can be used constructively for gaining new knowledge tomorrow. If one closely thinks and works on it, S/he can create new knowledge and understanding, ask questions, explore new facts and assess the knowledge gained.

Constructivist classroom for the young children is just like linking past experiences to the present knowledge that lead the children towards the future.

In a constructivist classroom, learning takes place in varieties of ways and classroom practices. It is not only that the teacher delivers a lecture before the learners everyday rather the learners have also to do a variety of activities like seminars, debates, workshop, group discussion, experiments, reporting the observation facts, organising the events which demand creative development of the learners, analyse, and synthesise the events, organise data in tables, figures, etc. In this way, an environment of knowledge construction can be developed. We know that, no child comes to school with an empty mind and experience. Here the duty of the teacher is to use the experiences that the children have gain earlier and help them to construct their new knowledge.

ECCE Journey with
Formal Education
System



Notes

ECCE Journey with Formal Education System

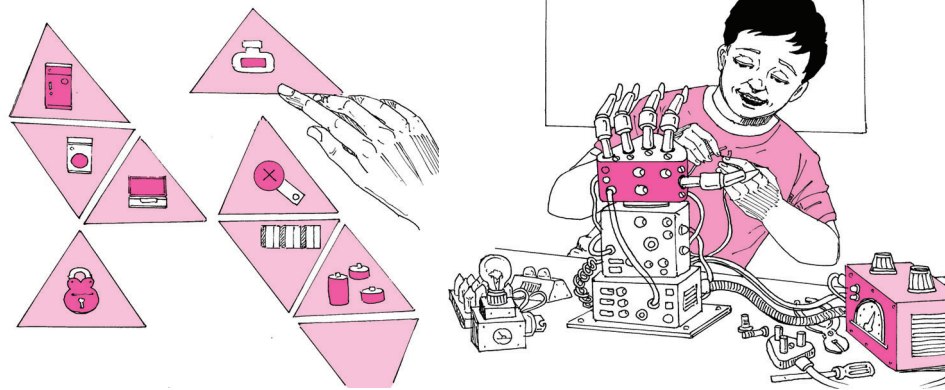


Figure: 3.11 Learning by Experiencing

In the constructivist way, it is important to mention that the social aspect in the construction process is important and in the sense that knowledge needed for a complex task can reside in a group situation. Construction indicates that each learner individually as well as socially constructs meaning as s/he learns. It can also be realised that, collaborative learning provides room for negotiation of meaning, sharing of multiple views and changing the internal representation of the external reality (NCF, 2005).

3.5 ROLE OF TEACHERS

Teachers play a very important role to facilitate the learners especially in the early stage to make the learners construct their own knowledge. Some relevant points are mentioned below, that create a room for children's construction of knowledge promoted by the teachers.

- A teacher should work as a facilitator for the children and help them shaping their own knowledge.
- Allow children to ask questions relating to what they learn in school.
- Encourage children to answer in their own words and form their own experiences rather than simply memorising and getting answers right in just one way.
- Teachers should encourage 'intelligent guessing' among the learners.
- Engage children through well-chosen tasks, creative talents, and questions of various natures.
- Teacher should create an atmosphere of active engagement of the children by organising, enquiring, exploring, questioning, debates, application, reflection, and leading to building theory.

- Encourage children to frame questions to a particular given answer; this is an ‘answer to a question, but not a question to an answer’.



INTEXT QUESTIONS 3.3

Notes: Answer the following and Compare your answers with those given at the end of the Unit.

1. Define constructivism in your own words.
2. As a teacher what will you do for enabling the children to construct their own knowledge?

ASSIGNMENT 3.3

As a teacher, suggest certain answers to the children relating to simple mathematics, environment, habits, and common rules and ask them to frame questions to the suggested answer. You can practise it in your everyday class to enable the children to construct their own knowledge.



WHAT YOU HAVE LEARNT

In this lesson, you have learnt that:

- This lesson has been specially designed to examine how children learn. Justifying the concept, we discussed the whole lesson in three sections. In the first section of the lesson, we tried to explain various principles of learning which formed a definite base about the theoretical construct of ‘how children learn’. We discussed the said section with suitable examples, activities and observations leading to proceed learning simple to complex, concrete to abstract, particular to general and known to unknown facts.
- Second section of the lesson dealt with the process of learning which takes place during the foundational stage of schooling. In this section, we discussed certain specific techniques and strategies of children's learning process by connecting with the theoretical constructs which had been analysed in the previous section of this lesson. Under this section, we tried to examine the techniques of play and activity, observation, identification, imitation, and conditioning, etc.
- In the last section of the lesson, we dealt with constructivist pedagogical approach to make you understand how learning takes place in children. In this section, we covered, how children construct their own knowledge by using their



Notes

ECCE Journey with Formal Education System



previous experiences and facts. Moreover, we also discussed the role of teachers to facilitate children for constructing their knowledge and experiences.



TERMINAL EXERCISE

1. Explain factors that help children to learn in the foundational stage.
2. Discuss each principle of learning with suitable examples from the context of foundational stage learners.
3. Explain with suitable examples, how play and activity are used as learning practice at the foundational stage.
4. How can imitation be better used as a learning strategy at the foundational stage? Explain with examples.
5. Explain the concept of constructivism with suitable examples. How can it help the foundational stage children to construct their own knowledge? Illustrate.
6. What are the roles teachers supposed to perform for enabling the children to construct their own knowledge at the foundational stage?



ANSWER TO INTEXT QUESTIONS

3.1

1. Make a small meaningful sentence by using simple words, explain them to construct two- and three-digits numbers by using the single digit number 1-9, etc.
2. Psychological principles of learning have been specially designed keeping in mind the aspects of human growth and development and the structure of our mental functioning. Human mind develops in such a way that we can better accept the easy and simple things first before we proceed to the complex task.
3. Deductive show different shapes and the child observe side deach shape. Deductive teach them the square have four equal sides then let the child to identify a square by observing and wrong side

3.2

1. Group and social play & activity needs to be practised during foundational stage for better learning.



2. Imitation is to adopt the behaviour of others in one's own life. Foundational stage learners use imitation as an interesting learning tool for moulding their behaviour. Teachers need to observe the behaviour of the children and always show positive dealing with them as they imitate teachers.
3. Conditioning involves reinforcing positive behaviours through repetition, rewards and encouragement helping children to learn. As example – we motivate the learner to assure a prize after successfully completion of the task assigned to them. In this regard, children will do the task first keeping motivation in mind so that they will get a certain prize.

3.3

1. Constructivism refers to the approach where children actively construct knowledge through hands on experiences, exploration and social interactions.
2. Create a stimulating learning environment with hands on activities, encourage exploration, questioning, collaborative learning discover and experiment enabling them to construct their own knowledge.



KEY LEARNING OUTCOMES

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

- describe factors affecting learning at the early childhood stage.
- Principle of learning children which help children to learn such as play, imitation, identification, observation, conditioning, etc.
- discuss the interrelationship between learning and maturation.
- explain the interrelationship between learning and socialization.
- discuss ways to create conducive environment in ECCE centre for learning.
- discuss the role of teachers for enabling children to construct their own knowledge.



REFERENCES

- Bandura, A. (1977). *Social Learning Theory*. Engliwood Cliffs, New Jersey: Prentice Hall.
- Craig, Woll (2007). *Evolving Excellence – Simple to Complex*. Retrieved

ECCE Journey with Formal Education System



Notes

from <http://www.evolvingexcellence.com/blog/2007/07/simple-to-compl.html> on 12.05.2013.

- Landers, Cassie. (2013). *Early Childhood Development from two to six years of Age*. Consultative group on Early Childhood Care and Development, UNICEF House, New York: USA.
- McLeod, S. A. (2011). *Bandura – Social Learning Theory*. Retrieved from <http://www.simplypsychology.org> on 10.05.2013.
- Miller, Linda., Cable, Carrie. and Goodliff, Gill. (2010). *Supporting Children's Learning at the Early Years*. The Open University, RoutledgeFalmer, Taylor and Francis Group, London and New York: USA.
- Ministry of Social Justice (2009). *The Right of Children for Free and Compulsory Education Act, 2009*. Govt. India, New Delhi: India.
- Ministry of Education (2020). *National Education Policy (NEP, 2020)*. Govt. of India, New Delhi.
- Morrison, Georges. (1988). *Early Childhood Education Today*. Merrill Publishing Company, Ohio: USA.
- NCERT (2005). *National Curriculum Framework, 2005*. NCERT, New Delhi: India.
- Perry, Rosemary. (2004). *Teaching Practice for Early Childhood – A guide for Students*. RoutledgeFalmer, Taylor and Francis Group, London and New York: USA.
- Report of the workshop on “*Constructivism as a Paradigm for Teaching and Learning*”, (2004). Education Broadcasting Corporation. Retrieved from <http://www.thirteen.org/edonline/concept2class/constructivism/>, on 12.05.2013.
- Roe, B. D. and Ross, E. P. (2006). *Play in the Pre-school Classroom*. Pearson Allyn Bacon Prentice Hall.

**4**

CURRICULAR LINKAGES BETWEEN PRE-PRIMARY AND PRIMARY

INTRODUCTION

Example-1

It's 7.00 in the morning, my mother woke me up and gave me a quick bath. I ate my favorite breakfast that is bread jam and rushed towards the school bus stop. Bus came at the stop and suddenly a thought came in my mind that it is my last day in this pre-school. I will miss all this. I sat on a seat nearby the window and started thinking, tears rolling down my cheeks. Suddenly a hand came on my shoulder, I heard the voice of my friend Aditya asking if I am alright. I told him that I am sad, these days will not come again. I will miss all this fun, today is our last day. I asked Aditya, if he can stop his transfer to the new school because I want to enter the new building with him. Aditya consoled me that I will get new friends and will enjoy there. I told him my thoughts that I am worried if my other friends manage the academic burden or if I would get time to play after school or not because of long school hours, if the play ground will be big and have swings and slides, what if nobody is interested in becoming friends with me. Aditya told me not to overthink and enjoy the new life.

The curriculum is the tool in the hands of the artist (teachers) to facilitate or guide his/her material (the pupil) according to his/her ideals (objectives) in his/her studio (the school). Curriculum in its most general way is considered a means or a course to be run by the learners under the supervision and guidance of their teachers, trainers or supervisors for taking them to the desired goals or ends of the teaching learning process.



A pre - school refers to a type of educational institution where a child studies before commencing formal school whereas primary school is for elementary learning where students learn basics of foundational skills and subject matters like Hindi, English, Maths , Science and Social Science.



OBJECTIVES

After reading this lesson, you will be able to:

- know curricular linkages (vertically and horizontally) across areas;
- understand the need for multilingual education, transition to school language and explain promotion of language development during early years;
- describe the strategies suitable to help children learn language;
- aware of the activities to foster pre-writing skills;
- plan the activities for learning of pre-number concepts;
- develop ways to enhance social competence among children.

4.1 MEANING OF CURRICULUM

A curriculum is the instructional and educative programme which helps the learners to achieve their learning goals, ideals and aspirations of life. Curriculum is a series of potential experiences, set-up in educational institutions for the reason of disciplining the learners in desirable ways of thinking of the concerned society. It is a path by following which we can reach a specified destination. Furthermore, it is considered to be a series of learning opportunities which are planned and carried out by teachers and learners working together and gaining experience of learning instances. Curriculum is described in many ways.

Cunningham – “Curriculum is a tool in the hands of the artist (teacher) to mould his material (pupils) according to his ideas (aims and objectives) in his studio (school)”.

Morroe – “Curriculum includes all those activities which are utilized by the school to attain the aims of education”.

Crow and Crow – “The curriculum includes all the learner’s experience in or outside school that are included in a programme which has been devised to help him developmentally, emotionally, socially, spiritually and morally”.

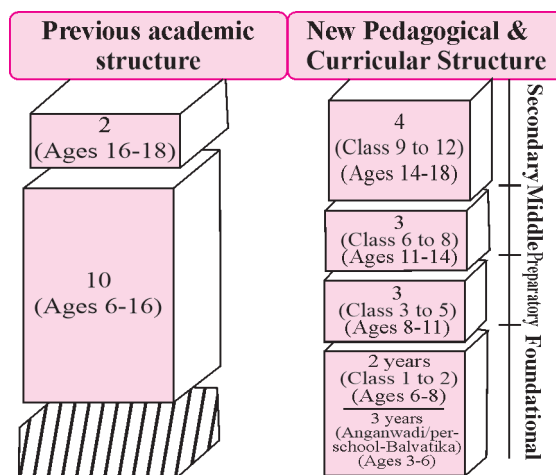


Figure 4.1 NEP 2020 : Curriculum perspectives



INTEXT QUESTIONS 4.1

1. A curriculum is the instructional and the educative programme which helps the learners to achieve their,and
2. Describe the meaning of the term curriculum .
3. According to NEP2020, ,,are different stages in curricular structure.

ASSIGNMENT 4.1

Interview any five children in your neighbour about their purpose in life. Describe each purpose in the context of not taught till now.

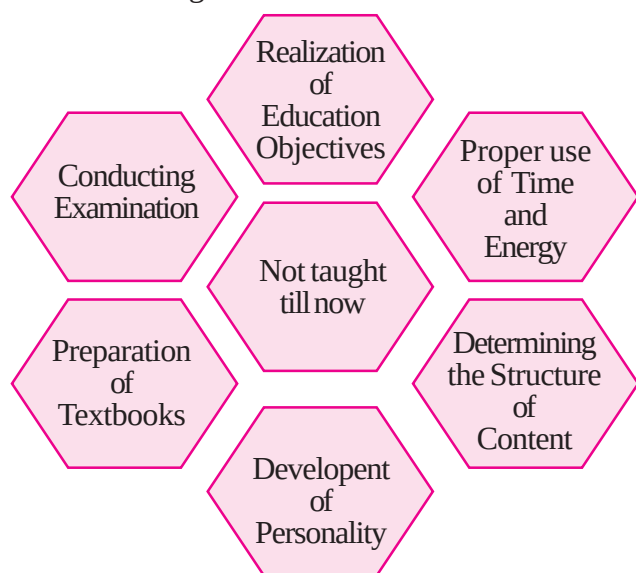


Figure 4.2 Sources of Curriculum



4.2 CHARACTERISTICS OF CURRICULUM

A good curriculum has the following features:

4.2.1 The curriculum is continuously evolving

Society of a learner is changing dynamically. Adapting to this change is an indicator of success in negotiating everyday problems. Elements of curriculum are embedded in the society. Every modification in experience will reflect in change in the elements of curriculum. For a curriculum, to be effective, it must have continuous monitoring and evaluation. Curriculum must adapt its educational activities and services to meet the needs of a modern and dynamic community.

4.2.2 Need based curriculum

A good curriculum reflects the needs of the individual and the society as a whole. The curriculum meets the challenges of time by making education more responsive to needs of its learners.

4.2.3 It is democratically conceived

A good curriculum is developed through the efforts of a group of individuals from different areas of society who are knowledgeable about the interests, needs and resources of the learner and the society as a whole. Curriculum is the product of many minds and energies.

4.2.4 Curriculum is the result of a long term effort

It is the product of a long, in-depth learning and hard work. It takes a long period of time in the planning, management, evaluation and development of a good curriculum.

4.2.5 It is complex

A good curriculum provides cognitive plan and instructional design to meet the goals of learners. It includes the student-teacher relationship, guidance and counselling programme, health services, school and community projects, library and laboratories, and other school related work experiences.

4.2.6 It provides the logical sequence of subject matter

Learning is developmental. Classes and activities should be planned. A good curriculum provides continuity of experience and a logical sequence.

**INTEXT QUESTIONS 4.2**

1. Say whether the statement is true or false. 'The curriculum is continuously evolving'.
2. Fill in the blanks.
 1. The curriculum provides the and for preparing text books.
 2. methods are selected and used in view of the curriculum.
 3. Curriculum development is a and process.

ASSIGNMENT 4.2

List topics and a plan of activities to introduce early math concepts in a class period of say about thirty five minutes.

4.3 NEED AND IMPORTANCE OF CURRICULUM

The need for education determines the importance of curriculum. Need for developing a curriculum:

- a. Humans can acquire knowledge while other species cannot acquire knowledge. It is an important aspect of human beings.
- b. The mental aspects are trained and developed, thus mental facilities are trained by teaching various school subjects.
- c. The vocational and technical education prepares the students for different jobs. During the British period the educational curriculum was designed to prepare clerks.
- d. The interests and attitudes are developed according to the learner's potentialities. Curriculum is designed as a child centered approach.
- e. Good citizens are prepared by developing a democratic way of life. It also develops the abilities and capacities of the teachers.
- f. The ability of self-realization is also developed by education and to make good human beings.
- g. It also develops the feeling of appreciation and sound judgments.
- h. Education is always given for future life so that the learners can earn their living and adapt for unforeseen future and also able to challenges at all walks of life.

**ECCE Journey with
Formal Education
System**



Notes



- i. It also prepares for scientific invention and technical development.
- j. It brings performance to children. It helps in their all-round development.

4.3.1 Comparison between Pre-Primary and Primary Curriculum

(a) Pre-Primary Curriculum

- This level is also called KG or kindergarten. There are a number of Montessori schools and pre-schools spread all over India. Although earlier of pre-primary education was not given much importance, now it is considered crucial before formal education is provided. Pre-primary education in India is encouraged by the government with the help of the Anganwadi scheme. In cities, there are a number of pre-schools that offer this education. These schools are also called play-schools as children learn a lot by playing and interacting with each other. They include a lot of toys, swing sets, and colourful learning aids to help children get acclimatized with the future school curriculum. It is also a great exercise for children to become social by interacting with other children.
- The pre-primary classes are divided into two sets- Junior KG for children of 3-4 years of age and Senior KG for up to 4-5 years of age. Children at this stage learn the fundamental concepts of shapes, numbers, colours, animals, plants etc that help ease the transition to formal schooling.

(b) Primary Curriculum

- India has taken great strides towards improving the education system, especially- primary education. In a landmark achievement by Kerala, which is achieving a 100% literacy rate, we have shown that with the suitable effort and moves, we too, can achieve greater heights. Primary education in India has received mixed reviews with regard to its quality and structure. Although there are government reforms to redesign the structure of schools in India, we are yet to see a greater level of momentum. Earlier Primary school classes start when a child is approx. 5 years old. But now NEP 2020 changed the structure and primary education becomes at the age of 6 years. The curriculum is standardized all across India and though mixed reactions have been received from the public and parents about the quality of learning, there are also government reforms to amend it.
- The different primary education boards have a similar structure where they teach the fundamental subjects of Mathematics, Science, History, Environmental Science, English, and a Vernacular Language. This is the

basic structure of the formal education that a person needs to have before they can call themselves literate. Some Schools, give more emphasis on practical and experiential learning to help children develop a better understanding of their curriculum.

4.3.2 Similarities between Pre- Primary and Primary Curriculum

Both pre-schools and primary schools provide children with a plethora of opportunities to experience fun and meaningful learning.

(a) Curriculum that stimulate children's minds

They have programmes and curriculum that allow children to enjoy playful learning through games and age-appropriate activities. Young children learn best through exploration, discovery and hands-on experiences. And these are exactly the things they get from preschool and primary school.

Even if they spend their day in the classroom, they are given rich opportunities to experience a wide variety of fun activities that teach them the foundation of literacy, maths, science, art, music and a lot more.

(b) Warm and safe environment

Nurturing a child's social and emotional growth is important. This is one of the goals of both pre-school and primary education – to create a warm and safe environment that will foster kids' emotional and social growth.

In a pre-school and a pre-kindergarten setting, children have plenty of opportunities to get along with other children. They learn social skills not only through mentoring and direct teaching but also learn through their daily interactions with their peers. Moreover, they have more opportunities to play with other children and even learn how to deal with minor conflicts.



INTEXT QUESTIONS 4.3

1. What is the importance of curriculum in children life?
2. Write any one similarity between pre primary and primary curriculum.

4.4 NEED FOR CURRICULAR LINKAGE (VERTICALLY AND HORIZONTALLY ACROSS AREAS)

Introduction

Organization of contents according to the sequence and continuity of learning within a

**ECCE Journey with
Formal Education
System**



Notes



given knowledge domain or subject over time (vertical articulation to improve coherence) and the scope and integration of curricular contents from different knowledge domains within a particular grade level (horizontal articulation or balance to develop integration between subjects, disciplines of knowledge domains).

a. Vertical

Vertical is more of a heterogeneous group of school employees. These groups typically span various grade levels. They include both teachers, staff, and administrators often are part of these groups as well.

In other words, vertical alignment enhances the power of a team of teachers to set long-term goals for instruction and create a plan for meeting these goals. Vertical alignment teams may consist of teachers from the same school or district who teach the same subject in two or more successive grade levels.

b. Horizontal

Horizontal, one should picture the group of teachers working with the same group of learners. For example, when all of the first grade teachers meet together. It can also happen when the school counsellor and other mental health staff meet. Special education teachers are another group of professionals who often collaborate horizontally.

Horizontal collaboration works great when teachers in the same grade are preparing their learners for state assessments or grade-level projects. All teachers can discuss the standards and strategies on how to get their learners to meet their goals. They can also discuss specific learners and their needs to see how other teachers may have found success with similar types of learners.

Another great use of horizontal collaboration is for teachers for specialised courses to create common themes in their lessons.

4.4.1 Need for linkage

Vertical and horizontal integration forms the key to achieve the optimum in the outcome-based curriculum.

Although several studies have shown the benefits of integrated teaching, educationists have raised concerns over the existing traditional examination pattern. Integration in the curriculum becomes relevant only when the examinations also become integrated.

Vertical and horizontal linkage forms the key to achieve the optimum in the outcome-based curriculum. Although several studies have shown the benefits of linkage teaching, pre-school experts have raised concerns over the existing traditional education pattern.

This means that a course should be considered as a whole, rather than just a series of separate modular components. It means ensuring that there are module level learning outcomes. It also means ensuring that a learner's learning at different academic levels can be linked (vertically) and also that there are opportunities for themes and modules within one academic level to be thematically connected (horizontal integration). This helps underpin a cohesive learner learning experience.



INTEXT QUESTIONS 4.4

Correct the statement.

Vertically across the area is a homogenous group of school employees.

4.5 MULTILINGUAL EDUCATION

The National Education Policy (NEP) 2020 has a significant portion dedicated to the importance of multilingualism in education and recognises that the home language for a child may be different from the local language of their State. The policy also outlines that wherever possible the medium of instruction upto Grade 5 should be the home language or the mother tongue or the local language or the regional language. An article explores some further evidence that helps us gauge the significance of this directive and some possible roadblocks to its implementation.

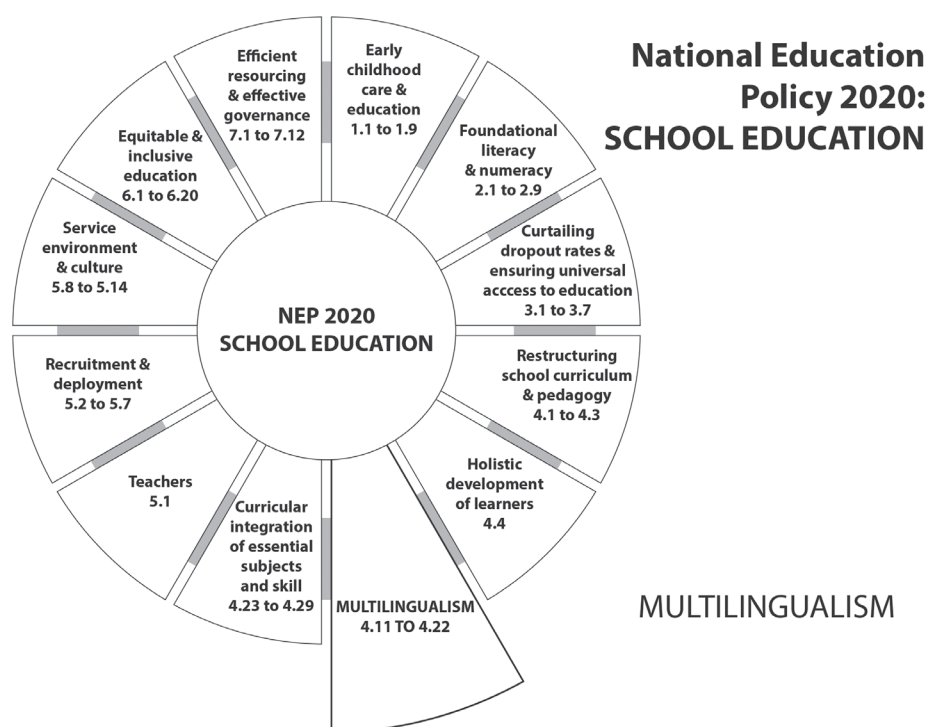


Figure : 4.3 NEP 2020 School Education





Multilingualism is important and some efforts are as follows:

1. Wherever possible, the medium of instruction until at least Grade 5, but preferably till Grade 8 and beyond, will be the home language/mother-tongue/local language. Thereafter, the home/local language shall continue to be taught as a language wherever possible by both public and private schools.
 2. There will be a major effort from both the Central and State governments to invest in large number of language teachers in all regional languages around the country, and in particular all Schedule 8 languages. States, especially states from different regions of India, may enter bilateral agreements to hire teachers in large numbers from each other, to satisfy the three-language formula in their respective states, and also to encourage the study of Indian languages across the country.
 3. Learners whose medium of instruction is the local/home language will begin to learn Science and Mathematics, bilingually in Grade 6 so that by the end of Grade 9 they can speak about Science and other subjects both in their home language and English.
 4. Indian Sign Language (ISL) will be standardized across the country and National and State curriculum materials to be developed, for use by learners with hearing impairment. Local sign languages will be respected and taught as well, where possible and relevant.
- a) Multi linkage education
 - b) Special needs education
 - c) Inclusive classroom practices
 - d) Curriculum adaptation
 - e) Teacher training on diversity
 - f) Parents and community development
 - g) Access to technologies

Figure : 4.4 NEP 2020 Ways for Inclusion



INTEXT QUESTIONS 4.5

1. Write the full form of ISL.
2. What do you mean by multilingualism for students? explain with examples.

Example 2

Today I (Tom) got up early without my mom's shouting, because I am worried what will happen today if I would not be able to read the chapter from the Hindi Book in the class, what if the teacher scold me. Somehow I let go this thought and started getting ready for school. I went to school and first period bell rang, I started sweating because today is my turn to read the chapter. I started reading the chapter loudly, suddenly I stopped because I was confused how to pronounce some alphabets. I skipped those words thinking that my teacher will not notice but situations went different from my expectations. My teacher scolded me. With sad face I reached home, my mom immediately sensed that something wrong happened with me. I informed her about today's incident and told her that I cannot pronounce three alphabets अ, इ, ए due to which I was not able to read the chapter properly. My mother inquired about it and found that many students are facing the same problems. My mother and other student's parents collectively found that while shifting from kindergarten to first class that is shifting from nursery wing to primary wing teacher skipped three alphabets. All the concerned parents informed the school authority and they apologized for the mistake.

ECCE Journey with
Formal Education
System



Notes

4.6 PROMOTION OF LANGUAGE DEVELOPMENT DURING EARLY YEARS

4.6.1 Introduction

A language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for speaking or writing.

Human language is unique among the known systems of animal communication. It is not dependent on a single mode of transmission (sight, sound, etc.). It is highly different between cultures and across time, and affords a much wider range of expression than other systems. As children develop speaking and listening skills, they build the foundations for literacy and learning and they learn key skills like how to express themselves and make friends.

ECCE Journey with Formal Education System



4.6.2 Language development at an early age

Here are just a few of the important signs or indicators your child might achieve in language development between three months and eight years.

- (a) **3-12 months:** At three months, your baby will most likely coo, smile and laugh. As they grows, your baby will begin to play with sounds and communicate with gestures like waving and pointing.

At around 4-6 months, your baby will probably start babbling. Baby will make single-syllable sounds like 'ba' first, before repeating them – 'bababa'.

Babbling is followed by the 'jargon phase' where your child might sound like they're telling you something, but their 'speech' won't sound like recognisable words. First words with meaning often start at around 12 months or so.

If your baby isn't babbling and isn't using gestures by 12 months, talk to your personnel guidance or child and family health doctor/nurse.

- (b) **12-18 months:** At this age, children often say their first words with meaning. For example, when your child says 'Dada', your child is actually calling for dad. In the next few months, your child's vocabulary will grow. Your child can understand more than s/he can say. S/he can also follow simple instructions like 'Sit down'.

- (c) **18 months to 2 years:** Most children will start to put two words together into short 'sentences'. Your child will understand much of what you say, and you can understand most of what your child says to you. Unfamiliar people will understand about half of what your child says.

If your child doesn't have some words by around 18 months, consult to your doctor/nurse counsellor for guidance.

- (d) **2-3 years:** Your child most likely to speak in sentences of 3-4 words and is getting better at saying words correctly. Your child might play and talk at the same time. Strangers can probably understand about three-quarters of what your child says by the time your child is three.

- (e) **3-5 years:** You can expect longer, more complex conversations about your child's thoughts and feelings. Your child might also ask about things, people and places that aren't in front of them. For example, 'Is it raining at grandma's house, too?'

Your child will probably also want to talk about a wide range of topics, and their vocabulary will keep growing. Your child might show understanding of basic grammar and start using sentences with words like 'because', 'if', 'so' or 'when'. And you can look forward to some entertaining stories too.

- (f) · **5-8 years:** During the early school years, your child will learn more words and start to understand how the sounds within language work together. Your child will also become a better story teller, as s/he learns to put words together in different ways and build different types of sentences. These skills also let your child share ideas and opinions. By eight years, your child will be able to have adult-like conversations.

Why Co-curricular Activities are significant for development?



Art

- Improve Motor Skills
- Develop Problem Solving Skills
- Encourages Self Expressions
- Encourages Creativity
- Encourages Acceptance of others



Music

- Improves coordinations
- Encourages concentration
- Develops patience
- Improves self-confidence
- Helps in relaxation of mind and body



Drama

- Improves social awareness and social interaction
- Improves language and communication skills
- Encourages emotional expression and empathy
- Encourages creativity
- Improves Confidence and self-esteem



Environmental Education

- Improves social awareness
- Improves reading abilities
- Encourages sustainable life choices
- Encourages creativity



Sports

- Teaches coordination
- Improves overall health
- Improves reflexes
- Builds strength
- Teaches team work

Figure: 4.5 Co-Curricular Activities : Significance

ECCE Journey with
Formal Education
System



Notes



Notes



INTEXT QUESTIONS 4.6

Write any three co-curricular activities for children to improve their language development/vocabulary.

ASSIGNMENT 4.3

1. Observe four children in your neighbourhood or an ECCE centre and observe their dialogues. Note down how children's conversations promote language development.
2. Prepare a report having profiles of any five children of various age groups for its relation with development in social competencies by narrating five stories.

4.7 FUN ACTIVITIES THAT HELP TO DEVELOP LANGUAGE LEARNING IN CHILDREN

Children can benefit from playtime. Games offer a fun-filled, relaxed environment where they can practise using new words and are free to express themselves. Participating in recreational activities is an effective way to develop language and communication skills. It also helps your children to be more socially confident and may be a way to develop friendships.

Given below are some examples of games and playtime activities that integrate language learning with fun:

- (a) **Word games:** Expand your children's vocabulary with word games. It can be as simple as pointing out items at home or during a walk e.g. "I am now mixing the butter into the batter" or "Tall buildings are also called skyscrapers". You might even give the definition or share background information about these words. Games like Scrabble, Pictionary or a round of Charades also encourage vocabulary development and communication skills.
- (b) **Jokes:** Telling age-appropriate puns will also help foster good humour and creativity in children. This also encourages wordplay and imagination. You can read through children-friendly joke books and take turns telling funny stories. Avoid being too critical of their gags, speech, or articulation. Instead, model proper pronunciation or grammar by repeating the statement back to them in the correct way e.g. when your child says "I goed so fast!" instead of saying, "That's not how you say it", you can opt to say, "Yes, you went so fast!"



- (c) **Riddles:** Riddles are fun ways to use words and paint pictures of scenes or situations. Read or say riddles aloud to each other and explain to your children the different definitions of a single word e.g. school as in a place of learning or school as in a group of fish to help them understand the riddle better.
- (d) **Rhymes:** The repetitive chanting, reading, writing, or hearing of rhymes promotes good listening skills and memory retention, besides developing speech. You can also narrate what you do at home with rhyming words or let your children tell you about their favourite toys using rhyming words.
- (e) **Homonyms:** Promote listening and comprehension skills by playing with words that sound the same but have different meanings. Allow your children to think of words that sound alike and let them try to define each one. This is also a good gauge of how much your children's vocabulary has expanded and if their understanding of the words is correct.
- (f) **Storytelling:** While story books provide ample entertainment, sharing stories – whether real or make-believe – can provide a good bonding time with your children while helping develop their communication skills. Exchange stories about daily events. Broaden their imagination with fantastical stories and let their creativity grow as you make up stories about anything and everything around them.
- (g) **Songs:** Besides harnessing their musical abilities, songs also help children learn new words. Lyrics have a sense of rhyme and rhythm so it will be easy and entertaining for them to sing along. In addition, simply putting a tune to an activity can be a fun game that you can play with your children.
- (h) **Tongue twisters:** Tongue twisters are an excellent and fun way to teach children correct pronunciation and enunciation of words. It is a fun way to train their tongue to pronounce words. Start with simple ones and work your way up.

Words can be a lot of fun if we know how to maximize their use. Together, they can be made up into stories, songs, and a whole lot of other things that will help your children be more eloquent. Continue to encourage your children to speak well by constructing a healthy and fun learning environment where they can unleash their creativity and broaden their linguistic skills. Guide them on how to express their thoughts, feelings and actions better through the use of words as this will prepare them to face the world with confidence as they grow.



Activities to foster pre-writing skills

Standing lines, slanting lines, scrambling , and colouring .

4.7.1 Pre-Number Concept

Mathematicians and psychologists have often argued that before children start counting objects or develop an understanding of number, they need to be able to classify, order and set up one-to-one correspondences to some extent. Since these skills are preliminary to the understanding of numbers, they are called as pre-number concept. Nipun Bharat Guidelines have classified them under seven themes:

1. Pre-Number concepts
2. Numbers and operations on numbers
3. Shapes and spatial understanding
4. Measurement
5. Patterns
6. Data handling
7. Mathematical communication.

Let's start fun to do activity 2



ACTIVITY 1

Activities for learning of pre-number concept.



ACTIVITY NAME

Sorting

Aim: to enable the child to gain knowledge of pre number concept.

Objectives:

- to impart knowledge of numbers
- to provide the basic concept of mathematics
- to develop logical thinking in children

**Material required**

- Key
- Ball
- Pencil, pen
- Apple, any other fruit
- Box having number 1,2,3,4,5 on it

1	2	3	4	5
---	---	---	---	---

Table 4.1 Activity

Method

- Firstly you will introduce the activity name and material.
- You will mix up all the objects in one box.
- Then you will tell children to identify the number of given objects and then put them according to their numbers in the box.

Then they will sort the material according to their number and put that as per the given number box.

Observation

- You will observe each and every child very carefully .
- If any child needs help then teacher will provide guidance or instruction to children.

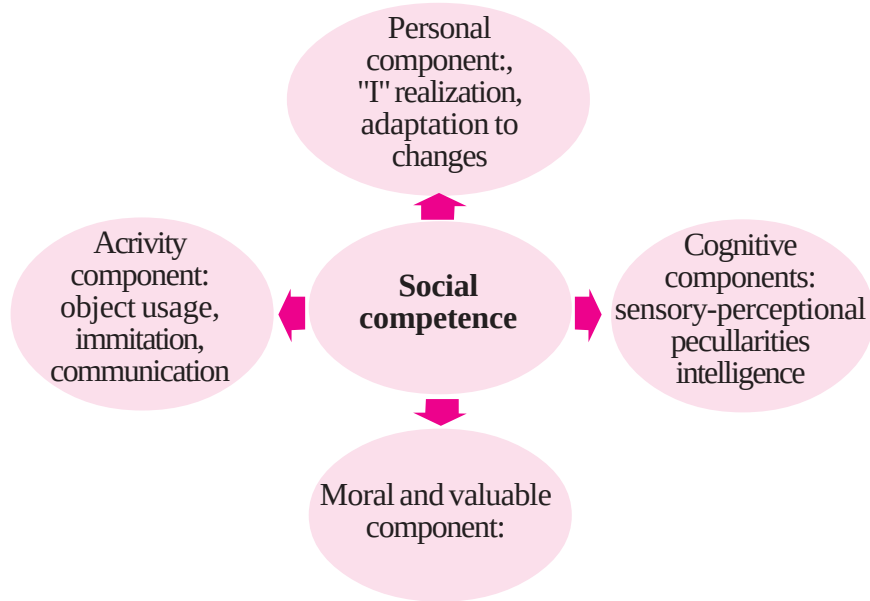
Precaution

- The children will do the activity in the presence of the teacher.
- Observe that children don't get any harm during the activity.

4.8 WHAT IS SOCIAL COMPETENCE?

Social competence is one's ability to interact effectively with other people in a social setting. It involves being able to read social cues, respond appropriately, and resolve social conflicts when they arise.

In social situations, competence involves interacting with others, influencing them, engaging the environment, or using personal resources to achieve social goals in appropriate ways. It is also the ability to solve social problems in complex interpersonal



interactions while maintaining a positive relationship.

Figure: 4.6 Social Competence

4.8.1 Why Is Social Competence Important?

Social competence is important for the social development of the child . A child should be able to interact and communicate with their peers and other people in their environment.

4.8.2 Ho

7 Important Social Skills for kids

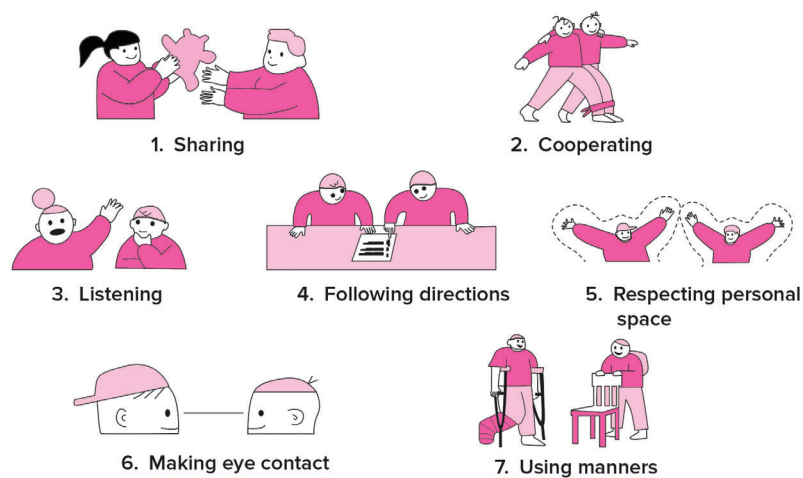


Figure: 4.7 Ways to Develop Social Competence In Children

There are several steps parents and teacher can take to improve their child's social skills.

**1. Follow Their Interests**

Enjoying others will come more naturally when a child is doing something s/he is genuinely interested in. Whether it's participating in a favourite sport, playing an instrument they like or being part of a club they're interested in, this is the first step towards building social skills. It also places a child around like-minded individuals that the child will probably feel more at ease with. While it's important to be able to socialize with those of varying interests, starting out with other children who like the same things is an excellent way to more easily build social skills.

2. Learn to Ask Questions

Sometimes when children get nervous or a conversation lags, they may become more introverted and ultimately struggle in future social situations. According to the Center for Development and Learning there are several ways children can initiate and carry on positive conversations with others. One important way is to ask questions. The best way to find out about others and form connections is to ask questions that specifically pertain to the person the child is talking with. Encourage your child to ask questions that can't be answered with just a yes or no.

3. Practise Role Playing

Pretend-play, with both younger and older children, is a great way for kids to actively practise their social skills. These are some books and websites that may give teacher/parents practical tips for effective role-playing. Have your child pretend to be the person they have difficulty talking to or getting along with. This will give you an idea of what this person is like, or at least how your child perceives this particular person. Then switch roles to see how your child does when pretending to interact with the person. Suggest ways your child can more effectively talk with the individual. Don't forget to include body language, such as smiling and making eye contact, when advising your child.

4. Teach Empathy

If children have a better understanding of how others feel, they are much more likely to feel connected to other people and form positive bonds. Suggest teaching empathy by talking about different situations and scenarios with your child. Ask how other people might feel when each of these things happen. Part of teaching empathy is to help children learn how to actively listen to others. This involves focusing on what others are saying and then thinking about what the speaker has said once the conversation is over.

ECCE Journey with Formal Education System



5. Be a Good Role Model

It's important to be consciously aware of how you interact with others when your child is watching. Are you asking questions of others and then taking the time to actively listen? Do you show genuine empathy for friends and family in your life? The Center for Parenting Education states that being an effective role model requires conscious effort and forethought. Children are constantly watching the adults in their lives.

It's important to remember that it will take time for your child to develop good social skills. Social skills are something that are developed and improved upon over a lifetime.

Use literature	Strategies for Teaching Social Skills	
Practise social problem-solving	Use social skill writing prompts	Create social scripts binders
Model and practise together	Intergrate art activities	Play games and sports

Figure 4.8 Strategies for teaching social skills



ACTIVITY 2

Group activity name :- good touch and bad touch



In this activity try to explain what is good touch and bad touch and how to differentiate between them.

This is very helpful for children at this age, this is also done with the help of parents. They would also take interest in it.

Talking about Good and Bad Touches:

Good touches:

1. Help your child identify good touches (e.g., hand holding, hugging, high fives).
2. Let them know that these kinds of touches are generally okay, but if they make them feel uncomfortable in any way, then they are not okay.
3. Also teach your child about touches that might not feel okay, but are still good for the body (e.g., shots, cleaning a cut).
4. Talk with your child about grown-ups who are allowed to touch their private parts at specific times (e.g., doctor, parent).

Bad touches:

1. Talk about touches that are not okay because they hurt or leave a bruise, a cut, or a burn (e.g., hitting, kicking, pushing).
2. Let them know that it is not okay for other children to do these things to them and if an adult does, it is called physical abuse.
3. Tell your child that it is not okay for grown-ups or older kids to look at or touch their private parts and that it also is not okay for a grown-up or older child to make them look at or touch their own private parts. Touching of private parts is called sexual abuse.

When you completed all my explanations then you may take a quiz from them. Children saw the pictures and gave all the right answers carefully.

Then you may give some suggestions to parents also:-

1. Start telling Children about their private parts : No one has the permission to touch their private parts.
2. Give them ownership of their body: Tell them that their body belongs to them.
3. Yell and Tell rule: tell them to Say a big “No” to the person trying to touch them without their permission.

Module - 3

ECCE Journey with Formal Education System



Notes

Curricular Linkages between Pre-Primary and Primary

4. Use the swim suit rule: Tell them that the Area covered by a swimsuit is your private part and no one should see or touch it.
5. Take help of books: Get your child the book based on it and ask them to read.
6. Help the child trust his/her feelings: Do not force them to hug someone if they do not want to.
7. Listen and Observe: Listen to if they are saying something which may come under bad touch and respect it.



WHAT YOU HAVE LEARNT

In this lesson, you have learnt that:

- The term Curriculum in its suitable way is considered a means or a course to be run by the learners under the supervision and guidance of their teachers, trainers or supervisors for taking them to the desired goals or ends of the teaching learning process.
- You have also learnt that a course should be considered as a whole, rather than just a series of separate modular components. It means ensuring that there are course level learning outcomes. It also means ensuring that a learner's learning at different academic levels can be linked (vertically) and also that there are opportunities for themes and modules within one academic level to be thematically connected (horizontal integration). This helps underpin a cohesive learning experience.
- You also learnt that PROMOTION OF LANGUAGE DEVELOPMENT DURING EARLY YEARS is more important. A language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing.
- Human language is unique among the known systems of animal communication in that it is not dependent on a single mode of transmission (sight, sound, etc.). It is highly variable between cultures and across time, and affords a much wider range of expression than other systems.
- Social competence is one's ability to interact effectively with other people in a social setting. It involves being able to read social cues, respond appropriately, and resolve social conflicts when they arise.

**TERMINAL EXERCISE**

1. Describe any four aspects of curriculum development.
2. What is the difference between vertically and horizontally linkages across areas ?
3. Describe any four ways to promote language development during early years .
4. Why is social competence important in your life?

**ANSWER TO INTEXT QUESTIONS****4.1**

1. Goals, aspirations.
2. Morroe – “Curriculum includes all those activities which are utilized by the school to attain the aims of education”.
3. There are four stages:-foundational stage, preparatory stage, middle stage, secondary stage.

4.2

1. true.
2. Fill in the blanks:
 1. guide line and base
 2. The instructional method
 - 3 long and tedious.

4.3

1. A good curriculum provides a plan and instructional design to meet the goals of learning.
2. Curriculum stimulates children’s minds

4.4

Vertical is more of a heterogeneous group of school employees.

4.5

1. ISL :- Indian sign language
2. Multilingualism for students means providing education in multiple languages to enhance learning as per the need of child. For example offering core subjects in English, Hindi and regional language

**ECCE Journey with
Formal Education
System**



Notes



4.6

1. Storeytelling, Rhyming games and songs, Role play drama play, picture book discussion etc



KEY LEARNING OUTCOMES

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

- discuss the need for Multilingual Education
- transition linkage.
- explain Promotion of language development during early years.
- discuss strategies suitable to help children to learn language.
- suggest activities to foster pre-writing skills.
- list activities for learning of pre-number concepts.
- discuss ways to develop social competence among children.



REFERENCES

- Soni, R., & Sangai, S. (2014). Every Child Matters, NCERT, New Delhi.
- Eliason, C., & Jenkins, L. (1990). A Practical Guide to Early Childhood Curriculum. Merrill Publishing Company. Columbus.
- Maternity Benefit (Amendment) Act, 2017 (No. 6 of 2017), Acts of Parliament, 2017 (India).
- Ministry of Human Resource Development. (2018). Samagra Shiksha Abhiyan (SSA)-An Integrated Scheme for School Education- Framework for Implementation. New Delhi: Government of India.
- Ministry of Women and Child Development (2009). Integrated Child Protection Scheme (ICPS). Retrieved from <https://wed.nic.in/integrated-childprotection-scheme>
- Ministry of Women and Child Development (2015). Beti Bachao Beti Padhao Scheme. <https://wed.nic.in/bbbp-schemes>
- Siolta Research Digests. Parents and Families. http://www.siolta.ie/media/pdfs/siolta_research_digests.

**5**

FACILITATING LEARNING : PHYSICAL EDUCATION, ARTS AND AESTHETICS, ENVIRONMENT

INTRODUCTION

In previous lessons, you learnt about the significance of early childhood care and education. You learnt that it leads to sound and holistic development of children. In order to facilitate holistic development of children we need to deliver an appropriate ECCE programme so that the development of a child is addressed and evaluated across five distinct but interconnected domains – Language Development and Emergent Literacy, Cognitive Development and Pre-Numeracy Skills, Fine and Gross Motor Skills, Socio-Emotional Development, and Creative Expression and Aesthetic Appreciation. These five domains are interdependent. In other words, we can say that each domain is linked with the other and affects its development. Each skill is a blending of other skills. For example, recognizing and naming the colour of an object is a combination of cognitive and language skills. Development in each of these areas is dependent on the appropriate stimulation and opportunities to learn provided to children. In this lesson you will be learning about methods of creating an integrated approach in learning about the environment. Children like to explore and discover and that's why you can easily adopt integrated approach in learning about environment. The activities that can be conducted at an ECCE centre in order to facilitate art education, aesthetic appreciation and ensure the physical development of the children are also discussed in this lesson.



OBJECTIVES

After reading this lesson, you will be able to:

- aware of effective methods of teaching arts & aesthetics;



- understand integrated approach in learning about environment;
- plan, prepare and implement different activities pertaining to physical development.

5.1 METHOD OF TEACHING ARTS AND AESTHETICS

The child while drawing gives vent (expression) to his/her creative urges and imagination. A lot of activities like painting, printing, clay modelling, creative movement and dance and aesthetic appreciation offer possibility for the development of creativity and aesthetic appreciation in children. Some of the activities that can be conducted by you are :

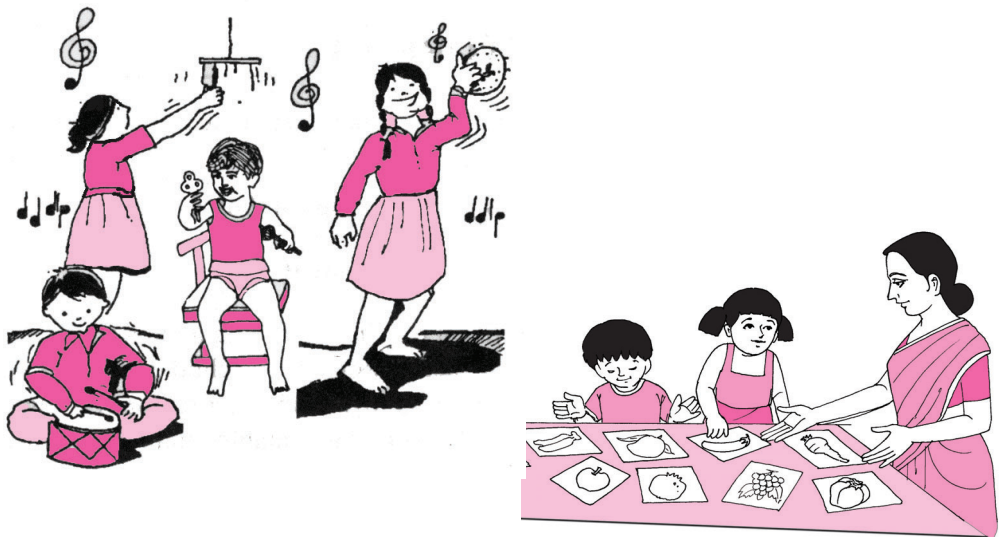
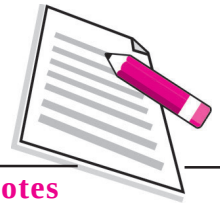


Figure: 5.1 Arts and Aesthetics

- drawing for creative expression
- colouring, large to small pictures/ drawings, gradually increasing details, ' gradually increasing use of colours - one to four colours
- painting, with one colour, going on to maximum three colours; initial thick consistency to thinner consistency of paint, with thick to thinner brushes
- printing with fingers, hands, feet, toes, thumbs, prepared blocks of potatoes, onions, lady finger, lotus stem, leaves, flowers or any other objects with attractive shape or which can be made into a shape. Lids, bottle tops or caps can be used
- paper folding to make objects of use like caps, boats, fish, balls to stick down as collage
- clay work, on its own, with accessories to make theme related objects. Initially



may be soft but slightly harder consistency like that of the dough for 'puris' be given to older ones also use other malleable material like dough and plasticine

- pattern making with used buttons and bottle tops/caps and flat lids

Another impact of these activities is that they also help in fine muscle coordination (fingers, wrist, eye, hand). Some other activities suggested are :

- dramatizing stories
- singing songs
- reciting poems in rhythm
- dressing up dolls imaginatively
- speaking about something

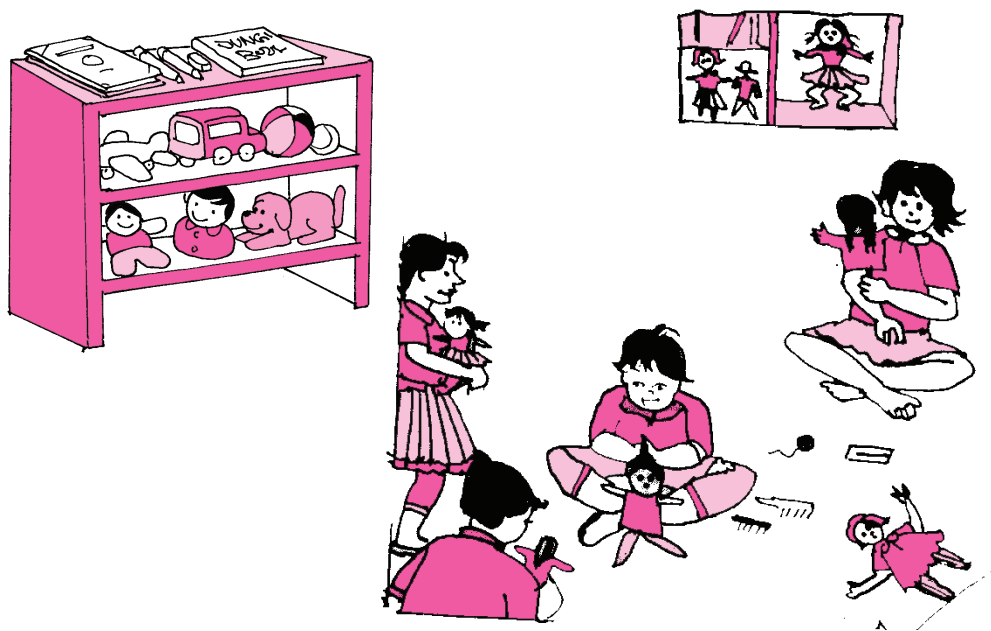


Figure 5.2 Playing with Dolls

You can decorate the centres' space aesthetically and attractively from whatever is available at an appropriate level (eye level of children), not too crowded or loud yet colourful, blending and relevant meaningful to the child. Use children's work as well; change frequently but long enough for children to have seen it all; ask them to select for display; seek suggestions for display from children of 5+ years.

Module - 3

ECCE Journey with Formal Education System



Facilitating Learning : Physical Education, Arts And Aesthetics ,Environment

Children develop social and emotional skills during the art and aesthetic related activities as they work in these playful activities in groups. They learn how to share, take turns and understand that each person has a special identity. While engaging in play, they also learn to recognize their limitations as they may 'have to wait for their turn'. Such moments provide understanding emotions and regulation of feelings. So, we can say that many social and emotional capacities are acquired while engaging in group or individual activities.



INTEXT QUESTIONS 5.1

1. State any two activities that can be adopted by you for art education .
2. Is it true that children develop social and emotional skills during the art and aesthetic related activities? State any two points in support of your answer.

ASSIGNMENT 5.1

Choose an activity of your choice for facilitating development of arts and aesthetics / physical development /integrated approach in learning about environment. Conduct this activity at an ECCE centre . Write a report .

Note: Perform the activity under the guidance of a teacher and in-charge/head of the ECCE center.

5.2 INTEGRATED APPROACH IN LEARNING ABOUT ENVIRONMENT

In her class today, Neetu is shown an object. Her teacher shows to her and draws attention to red tomato, cherry, an apple, a red clothes being worn by some child, red colour in a picture book and so on. Then the teacher provides her an opportunity to observe and point out the commonality. Neetu observes and is able to identify the common aspect (colour), She is then introduced to the word “red” then given more activities to differentiate it from green, black, white and other colours gradually. Initially, the name of the other colour is not considered. As Neetu gradually learns the name of other colours, she is able to name them while differentiating them from red. This can be through activities that require Neetu alone or in pairs or small groups with other children to sort out or locate more all-red objects followed by other same objects or other objects that are not red.

Trees, animals, birds, flowers, and insects are just a few of the many themes that are connected to children’s environment. Diverse activities can be planned and scheduled



across themes. The ideal method for adopting integrated approach in environment is therefore through play activities that can be closely related to the surroundings of children. It will provide a chance to foster their intrinsic ability to broaden concepts that they are already quite familiar with. They share their opinions based on the first-hand, tangible, and sensory-perceived experiences.

It has the potential for incredibly beneficial and enjoyable pre-school programmes, primarily for addressing all their developmental needs. Topics or themes that provide the children with experiences related to the environment can include: Myself, Food, Water, Mother, Father, Things around me, people who help us. Themes like: Child and her/his environment: vegetables, animals, fruits, pollution, automobiles, sky, sun, moon, festivals. The child's immediate family, neighbours, friends, the child's school, volunteers in the community, etc. can be explored through activities that can be planned for a week or two.

The activities conducted here need to be so designed so as to provide the child a direct interaction with his/her environment (who is around him/her and what exists around) that is the child must first know about himself/herself and through his/her environment. Allow and encourage children to comment on the environment; opportunities may be provided during free conversation, after story telling, dramatisation, free play or any other item.

An attitude of care and nurturance towards plants, animals etc. can also be developed by introducing themes that are likely to lead to such reactions. You can plan situations/ activities for developing habits like:

- not breaking, plucking plants, branches, flowers unnecessarily
- gardening even in pots
- keeping a pet, giving responsibility for cleanliness develops sensitivity
- awareness of environment-conversation through stories, rhymes, dramatization on related themes
- lending support to and ensuring care of disabled children at the centre, care for sick, disabled and needy so as to feel with others
- conducting conversation, telling stories, dramatization for understanding about others needs care/concern
- developing values through stories, dramatization, puppet plays of helping, caring and conservation of environment

Module - 3

ECCE Journey with Formal Education System



Notes

Facilitating Learning : Physical Education, Arts And Aesthetics ,Environment

- cleaning the work place after the art and aesthetics related activities , using these activities during the celebration of festivals, birthdays of children, each child being rewarded for good work are the suggested experiences for adopting integrated approach for learning about environment. Children also enjoy and learn social values in group celebrations and organized festivities

Some of the activities adopting integrated approach for learning about environment are as follows:



ACTIVITY 1

Things Take Shape

Children can be asked to look for the shapes and colours that characterise both the constructed environment and natural environment during these activities.



ACTIVITY 2

Environmental Sounds

Children can be made to learn about the sounds of nature by means of visit to parks / gardens. Through these interactions with nature, they can be made aware of the sounds around them and recreate those sounds with their own voices and instruments given to them in class .

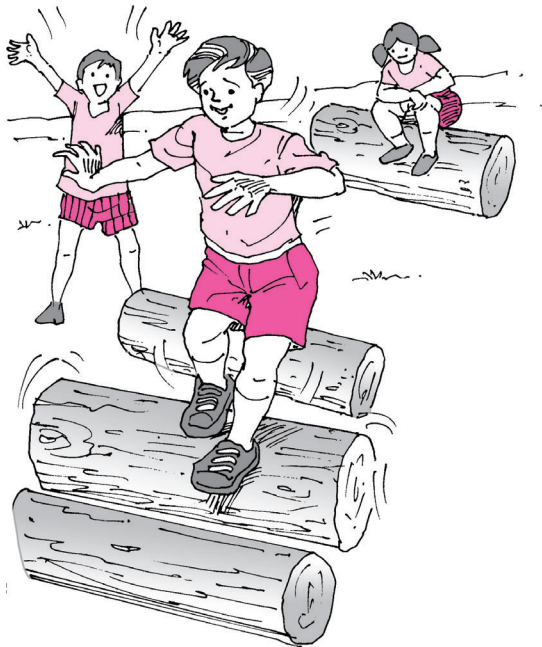


Figure: 5.3 Environmental Activities by Children in Park



ACTIVITY 3

Get in Touch with Trees

During the visit to a park the children will use their sense of touch to investigate trees and their components in these experiences. Rough bark, spongy moss, pointed thorns, and sticky secretions can be experienced by them .



ACTIVITY 4

Different Trees

There are flavouring fruits, savoury spices, pungent twigs, and aromatic woods. You can make children use their tongues and noses to examine trees during these activities with care and under the supervision of teacher/paretns.



ACTIVITY 5

Observing Trees Throughout the Seasons

Children will learn about the seasonal changes and have fun with changing, and falling leaves during autumn. Evergreen trees in winter provide a sensory overload in activity number six. Children will be able to touch, smell, see, hear, and taste the winter season through these experiences. Spring is a time of growth for trees and other plants. Children may learn about twigs, buds, and tree blossoms while celebrating the arrival of spring with these activities.



ACTIVITY 6

Be a Tree

Trees have leaves, trunks, and bark. By means of painting children create a costume for a tree and learn about the different components of a tree via these activities.



ACTIVITY 7

Trees as Habitats

Trees provide shelter for a wide range of plants and animals because of their leafy branches and tangled roots. By going on nature walks, enacting stories, poems and studying tree parts, children will learn how plants and animals depend on trees.

ECCE Journey with
Formal Education
System



Notes



ACTIVITY 8

Trees Give Many Things

Every day, trees serve everyone in several ways. Children will learn about them through nature visits.

These activities not only lead to cognitive development but also to language development and motor development, observation skills and socio-emotional development too. In this way we see that the child learns quickly and has a direct interaction with those things that are easily available in the environment.

Some of the activities that can be conducted can be woven around the topics that include exploring the nature with five senses and also experiencing the plants and trees around. For instance, for teaching about “animals”, a variety of experiences can be integrated with the activities pertaining to the other areas of development such as language , aesthetic , cognitive , socio-emotional etc.

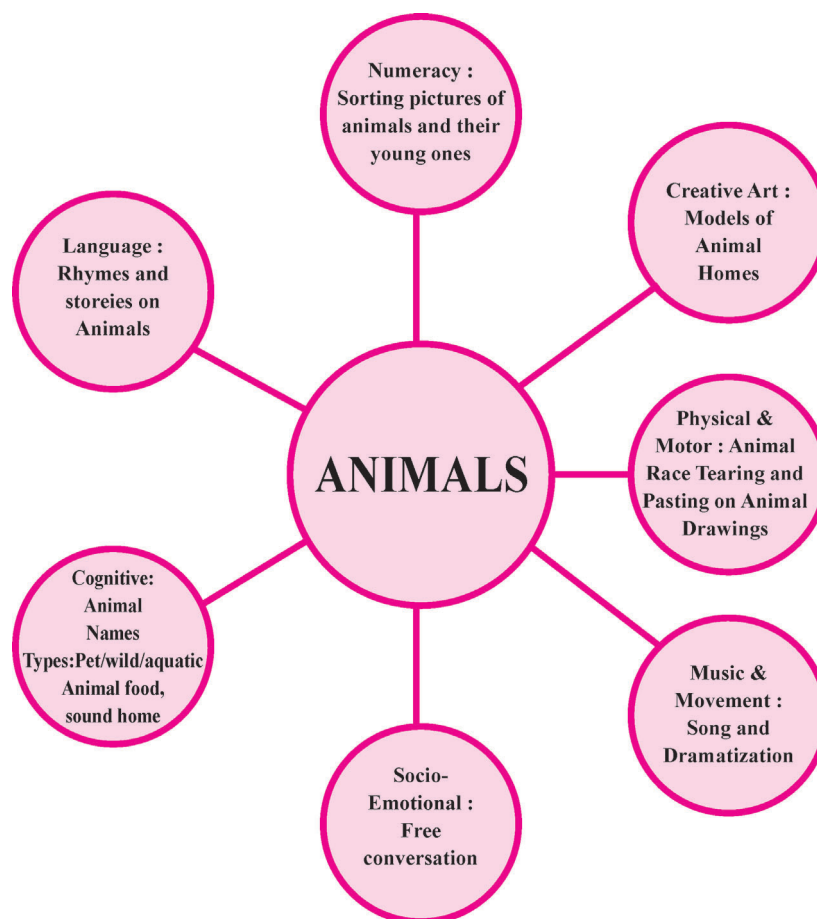


Figure: 5.4 Activities to be Conducted for Teaching the Theme of Animals

Sample Lesson Plan for a Month Integration with the Environment
Theme: Animals

Areas of Learning	3-4 Years	4-5 Years	5-6 Years
Objectives	● Knowledge about the animal world ● Awareness about characteristics of animals ● Awareness about pet animals and domestic animals ● Awareness about animals as living things	● Knowledge about different animals found in different habitats and their characteristics ● awareness about animals living like families ● knowledge about animals as egg laying and giving birth to babies ● Awareness about importance of animals to humans and to other animals ● Awareness about extinct animals	● Knowledge about animals and their special features according to their habitats ● Knowledge about life cycle of animals as sometimes having different stages ● Awareness about importance of all animals to humans, to other animals and to the environment ● Awareness about preserving animals ● Knowledge about difference in plants and animals as living things and their interdependence

Areas of Learning

Language and Literacy Skills	● Talk about animals, birds and insects seen around ● Talk about body parts, shape and sizes of various animals and their behaviour ● Talk about life cycle of animals	● Talk about animals as pet, domestic and wild and their characteristics like body parts shape , size, colour ● Talk about animals as aquatic, desert, jungle or garden	● Talk about animals in specific habitat with regards to their special feature for adaptation e.g., fishes have fins for swimming ● Talk about groups of animals and how they live
-------------------------------------	--	--	---

**ECCE Journey with
Formal Education
System**



Notes

Module - 3

ECCE Journey with Formal Education System



Notes

Facilitating Learning : Physical Education, Arts And Aesthetics ,Environment

similar to that of humans

- Talk about animals' babies, their sounds, food and homes
- Talk about pet and domestic animals and the importance of pet and domestic animals
- Picture reading books on various animals, their young ones and their homes
- Phonological awareness about the first letter of the animals and relating them to the letter flash cards

- Talk about animal sounds, babies, homes
- Talk about life cycle of animals and that some animals give birth to young ones and some lay eggs
- Talk about animals and their families
- Talk about animals as carnivores, herbivores or omnivores
- Talk about importance of animals in our daily lives and how our activities are affecting animals
- Talk about extinct animals like dinosaurs
- Picture reading books on various animals in different habitats
- Phonological awareness about the sounds in the names of animals, their babies and their products and relating them with flash cards with initial letter written on them and try to form the letter in front of pictures

- like social animals
- Talk about importance of animals to other animals like carnivores eat small animals
- Talk about importance of animals in the environment e.g., earth worms make the soil fertile
- Talk how plants and animals are different as living things e.g., plants do not move and animals move
- Talk about preserving wild life and animals from becoming extinct
- Picture reading on animals in different habitats and special features
- Recognizing sounds of letters in names of animals, their young ones and their products and blending them to form words and try to write the spellings

Physical Development (Gross motor and Fine motor)	● Hop and walk like animals ● Fun races in animal masks ● Colouring in outline of animals ● Free hand drawing of animals they see around ● Arranging seeds on outline of letters related to animals ● Pinching activities for attaching pictures of animals on ribbon ● use body language to make animals like hands to make ears or trunk and tail of elephant	● Race in animal costumes ● Play in playground like animals e.g., dogs playing together ● Free hand drawing of animals they have seen around or in pictures ● Free hand drawing of animals and their young ones ● Arranging blocks to make animal homes ● Tracing fingers on letters and relating them to sounds ● Manipulating shapes with clay ● Manipulating body postures to enact like an animal	● Imitate animals and explore agility of their bodies by different movements ● Walking backwards exploring new movements ● Free hand drawing of a habitat with its animals e.g., fishes in pond/ insects in the garden ● Stick figures of animals on paper ● Pattern writing
Numeracy Skills	● Counting number of animals in different pictures and relating them to number flash cards ● Counting 1-10 and 10-1 with number flash cards on animal cutouts ● Guess the missing number in the sequence ● Backward counting with five	● Counting with flash cards from 1-20 with pictures of animals in corresponding numbers and number symbols ● Counting animals in groups from 1-20 and writing the corresponding number ● Grouping things according to two numbers shown	● Begin to use vocabulary involved in adding like count if two more added in group of 5 animals there will be seven because 5 and 2 makes 7. ● Counting 1-100 with number flash cards ● Sequential writing numbers 1-100

ECCE Journey with Formal Education System



Notes

Module - 3

ECCE Journey with Formal Education System



Facilitating Learning : Physical Education, Arts And Aesthetics ,Environment

	picture cards of an animal in groups of 1-5 and arranging them in from bigger group to smaller ● Complete the sequence by placing one cutout of animal and counting and placing corresponding number card. Then adding one more and repeat the activity by placing the next number card to develop sense of addition	and differentiating them as smaller and greater group through visual assessment ● Assessing two similar objects as bigger and smaller in size ● Concept of backward counting 10-1 by removing things one by one from a group ● Simple problems with addition if one more is added to a group 3 animals	● Dice games ● Comparing two groups and through visual assessment and telling them as greater and smaller or same and checking by counting
Personal and Socio-Emotional Development	● Rhymes on animals with action ● Story telling with puppets and masks of animals ● Discuss story and events ● Discuss about your pet animal with friends e.g., name, how you play with them ● Share safety concerns while handling animals	● Rhymes on animals ● Story telling through role play as animals and sequencing the story and interpret the events in sequence ● Sensitize about animals through stories and share concern and care for them ● Express encounter and feelings for sick and stray animals ● Share safety concerns with animals and how one must safe guard oneself	● Rhymes on animals ● Story telling through dramatization and sequence the story events and discuss the moral of the story ● Sensitize about animals and how animals teach us through stories ● Discuss about animals which are useful to human being and share feelings for them ● Share safety concerns with animals and how one must handle oneself in situations

Cognitive Development/ Knowledge and Understanding of the world

- | | | |
|--|--|--|
| <ul style="list-style-type: none"> ● Observe animals and find out differences in them according to their physical appearance ● Observe behaviour of animals in relation to their feelings like dogs wagging tails, rabbits snuggling ● Match the product with the animal picture ● Discuss routine of pet animal and compare its habit with that of humans like eating, sleeping, taking rest , need love ● Matching animals with their babies, ● Matching animals with their homes ● Relate sound of animals to their picture or act like one ● Relate names to animals in pictures and videos ● Observe insects, animals at home , in the garden and discuss their actions ● Puzzle of animal pictures | <ul style="list-style-type: none"> ● Observe animals in different habitats and differentiate between them according to their features like animals have 4 legs and insects have many ● Nature walks with magnifying glass and describe their observations ● Matching animals with their tails ● Discuss how pet domestic animals are different from wild animals ● Matching animals to its special food ● Observe and explain animals' behaviour through pictures and movies like deer run fast, elephants walk slowly, etc. ● Visit zoo or aquarium and observe animals' behaviour , eating habits, appearance ● Observe animals at different times of the day and realize the difference in their behaviour like that of birds, hen, insects etc. ● group animals | <ul style="list-style-type: none"> ● Visit zoo, aquarium and observe behaviour and physical features of animals and explain why they behave in a certain way or why do they have particular appearance ● Observe bahaviour of small insects with magnifying glass / birds in a cage and analyze ● Grouping pictures of animals according to their habitat ● Observe and discuss stages of life cycle of some animals like frogs, butterfly and arrange pictures in sequence ● identify different features of animals in different habitats and distinguish between them ● Observe and analyze adaptations of animals for different habitats and climate e.g., chameleon changes colour and why birds have wings and feathers |
|--|--|--|

ECCE Journey with Formal Education System**Notes**

Module - 3

ECCE Journey with Formal Education System



Notes

Facilitating Learning : Physical Education, Arts And Aesthetics ,Environment

		that give birth to babies and that lay eggs and discuss how babies are hatched ● discuss extinct animals and reason for them to become extinct ● find dissimilarities/differences between animals according to gender ● sort animals according to carnivores, herbivores and omnivores	● Understand how humans are affecting animals and discuss their importance ● Discuss preserving of animals and wild life ● Classify animals in a group as insect, birds, animals, aquatic ● Group animals and related pictures of homes, babies, products
Creative Development	● Observe animals and find out differences in them according to their physical appearance ● Enact behaviour of animals in relation to their feelings like dogs wagging tails, rabbits snuggling ● Make sound of animals or act like one ● Observe insects, animals at home , in the garden and do movements like them ● Animal colouring in paint brush,	● Mask making of animals by colouring and pasting ● Collage of wild animals ● Making animals with clay and their homes with waste boxes and cartons ● Watching animal movies, making animals in paint brush	● Making different habitats with waste like aquarium in shoe box, desert on sand paper ● Making animals with cutouts of different shapes ● Animals' masks with different material like wool, match sticks, feather ● Making animal habitat in paint brush, watching animals in different habitats

Table: 5.1 Sample Lesson Plan for a Month Integration with the Environment

Theme: Animals



INTEXT QUESTIONS 5.2

1. State any two ways in which you can develop habits/skills of care and nurturance towards plants among the children .
2. Write any two ways in which you can make children learn about how animals depend on trees .
3. In what ways are the activities such as nature visits, helpful in the development of children? Discuss with examples.

ASSIGNMENT 5.2

Visit the neighbourhood ECCE Centre and note the activities that have been conducted for:

- teaching any theme related to environment to children
- adopting integrated approach in learning about environment
- write a report

5.3 PHYSICAL EDUCATION: ORGANIZATION OF ACTIVITIES PERTAINING TO PHYSICAL DEVELOPMENT

You should give as many as opportunities to children to move their bodies and use their motor skills if they are to develop properly. Common gross motor skills are walking, running, jumping, balancing, throwing, kicking, catching, hopping, swimming, etc.

Gross motor skills are physical skills which require the movement of large muscles in the body and the movement of the whole body. These are integral for every day functioning from childhood to the rest of the individual's life. Gross motor skills involve coordination and movement of the arms, legs, and other large body movements. It is important for children to develop their gross motor skills so that their muscles are developed for every day actions such as walking, climbing, balancing, running, jumping, throwing, catching, kicking, pushing-pulling, , pedalling, crawling, stretching, walking, rocking, swinging, sliding, rolling, hopping etc. Gross motor skills also help children by improving their endurance, posture, and fine motor skills (writing, drawing, cutting), which in turn help to improve their academic learning. Fine Motor Skills refer to the coordinatin of small muscles, typically in hands and fingers to perform prcise movement like writing buttoning, picking etc. It has been found that children who engage regularly

ECCE Journey with
Formal Education
System



Notes



in outdoor play activities develop better gross motor skills. Without fine motor skills, children would face problems with simple tasks such as eating, putting their toys, or using the toilet independently writing, painting etc. You can make children play popular local play activities during outdoor play. During these you may ensure the safety of the children when supervising them.

5.3.1 Activities for large or gross motor coordination (muscles of legs, arms, torso):

- walking, between objects/children, in line to toilet, playground
- music beat being altered i.e., faster, slower, so that they respond to its effect
- running and also running between two points or objects
- Jumping: on spot, over object or rope, down/up
- creeping noiselessly between objects
- crawling on floor, through spaces to imitate animal movement
- rolling on floor, grass
- swinging or hanging from high places
- hopping, on one foot alternately
- climbing (ascending and descending stairs)
- rhythmic movement to copy movements as of tail, trunk of elephant, trees, crop in field, along with music
- throwing balls, rings: straight, across, above, below, through
- catching balls. Kicking balls, objects that can roll without getting damaged



Figure: 5.5 Skipping for Gross Development Walk in a Line

Note: Ball should be of rubber of 5" to 8" diameter.



Get the children to walk in a straight line. This line may already be a part of the concrete flooring or could be made with chalk. Initially, let them keep their hands on the shoulders of the child in front to help them maintain a line. You can also make outlines of shapes and figures drawn on the floor/ground and ask children to walk following the shape. These figures can be a combination of various shapes and may have curved lines also.

5.3.2 Do Not Spill

Organize a race for the children in which they should walk carrying some object on their head or in their hands, for example, a book on the head or a glass of water in their hands (without spilling the water) .

5.3.3 Balancing Act

Make brick like shapes on the floor/ground. Ask the children to walk by stepping on the bricks. This could be made into a dramatized situation also. For example, tell the children "Let's go on the bridge. There is water on all sides. Be careful you don't step into the water," etc.

5.3.4 Creeping-Crawling-Rolling

Play games with children which dramatize animal movements. For example, beat the drum or daphli and say 'tortoise' or 'snake' and let the children move like them to the beat of the daphli or a drum. Similarly ask them to roll like a drum or a ball. Let two children hold a rope at an appropriately low height and get the other children to crawl under it one by one and run back.

5.3.5 Rhythmic Movement

Games can be played with songs which require dramatization of specific movements. For example, get children to walk around in circle with one child in the centre acting as 'peacock'. The children will then move in a circle making the sound and movements of a peacock. Children can name other birds and make their sounds also .



Figure: 5.6 Paper Tearing for Fine Motor Development

5.3.6 Activities for Fine muscle coordination (fingers, wrist, eye, hand)

Some of the activities that can be conducted for developing fine motor skills are drawing, tearing, pasting, cutting, painting, sorting, colouring, stringing of wooden beads with large holes and different colours, free hand moving exercises, thread printing, leaf or vegetable printing, working with paper (tearing, cutting, collage making), making different shapes, using clay and constructive play with sand and mud. In addition to these activities that have been discussed in the section on for facilitating arts and aesthetics such as free painting, drawing, cutting, pasting, folding and clay modelling etc can also be used. Threading objects like rubber rings, leaves, flowers, later smaller wooden or plastic beads. Later on, in patterns - in terms of object, colour, size. Tearing, cutting, pasting of paper -thick to thin; as sequential activities may be undertaken in 2 or 3 phases. Pouring with sand, then with water in trays, tubs, buckets, with different sized and shaped containers having open and thin mouths can be another activity.



INTEXT QUESTIONS 5.3

1. Give examples of any three fine motor skills.
2. How do gross motor skills help children?
3. State any two activities that can be conducted for gross motor coordination among the children.

ASSIGNMENT 5.3

Visit the neighbourhood ECCE Centre and note the activities that are being conducted for activities pertaining to physical development of children .Write a report.



WHAT YOU HAVE LEARNT

In this lesson, you have learnt that:

Methods of creating an integrated approach in learning about the environment . Children like to explore, discover and play and if they get the best environment, it will ensure proper cognitive, socio-emotional and physical development. A lot of activities like painting, printing, clay modelling, creative movement and dance and aesthetic appreciation offer possibility for the development of creativity and aesthetic appreciation in children. The ideal method for adopting integrated approach in environment is therefore through play activities that can be closely related to the surroundings of children. You have also learnt about different activities that help in facilitating the physical development of the children.



TERMINAL EXERCISE

1. Describe any two methods of teaching arts and aesthetics to children .
2. Discuss any two strategies you will adopt for integrated approach in learning about environment.
3. How will you conduct activities pertaining to gross motor development of children?
4. Discuss any two activities that can be undertaken by you for facilitating fine motor development of children at an ECCE centre.

ECCE Journey with
Formal Education
System



Notes



ANSWER TO INTEXT QUESTIONS

5.1

1. Activities such as drawing ,colouring , painting, printing ,paper folding, clay work, pattern making can be adopted by you education .
2. Yes, it is true . Children learn how to share, take turns and understand that each person has a special identity. Such moments provide understanding emotions and regulation of feelings. So, we can say that many social and emotional capacities are acquired while engaging in group or individual activities.

5.2

1. One can develop an attitude skills of care and nurturance towards plants among the children by introducing themes that are likely to lead to such reactions. The teacher can plan situations/activities for developing habits like not breaking / plucking plants, branches, flowers unnecessarily, gardening even in pots.
2. One can make the children learn about how animals depend on trees through nature walks, enacting stories, poems and studying tree parts.
3. Nature visits / walks not only lead to cognitive development but also to language development and motor development, observation skills and socio-emotional development too. In this way we see that the child learns quickly and has a direct interaction with those things that are easily available in the environment.

5.3

1. Examples of fine motor skills are :drawing, tearing, pasting, cutting, painting, sorting, colouring, stringing of wooden beads with large holes and different colours, free hand moving exercises, thread printing, leaf or vegetable printing (any three).
2. Gross motor skills help children by improving their endurance, posture, and fine motor skills (writing, drawing, cutting), which in turn helps improve their academic learning.
3. Activities such as the following can be conducted for gross motor coordination among the children are (any two):



- walking, between objects/children, in line to toilet, playground
- music beat being altered i.e., faster, slower, so that they respond to its effect or running and also running between two points or objects
- jumping: on spot, over object or rope, down/up
- creeping noiselessly between objects
- crawling on floor, through spaces to imitate animal movement
- rolling on floor, grass etc.



KEY LEARNING OUTCOMES

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

- describe, effective methods of teaching Arts & Aesthetics.
- adopt integrated approach in learning about Environment.
- conduct activities pertaining to physical development.



REFERENCES

- Bhatnagar, R (2005): Little Steps. A Manual for Preschool Teachers. National Council for Educational Research and Training. New Delhi
- Kaul, V. (2010): Early Childhood Education Programme. National Council for Educational Research and Training. New Delhi
- Muralidharan, R., Asthana, S. (1991): Stimulation Activities for Young Children. National Council for Educational Research and Training. New Delhi
- Swaminathan, M. and Daniel, P. (2004): Play Activities for Child Development: A Guide to Preschool Teachers. National Book Trust, New Delhi.
- Allen, K. Eileen., & Hart, Betty, (1984). The Early Years - Arrangement for Learning. USA: Prentice Hall.
- Kaul, et al, (1998). Numeracy and Reading Readiness levels of Entrants to Class I. New Delhi: NCERT.
- Kaushal , S (2022) . Glimpses of Pre-School Education in Delhi : Reflections and Responses, , Vol XXII No2 , January -June 2022, pp 30-34, South Asian Journal of Socio-Political Studies, South Asian Journal of Socio-Political

Module - 3

ECCE Journey with Formal Education System



Notes

Facilitating Learning : Physical Education, Arts And Aesthetics ,Environment

Studies. ISSN 0972-4613

- Kaushal , S (2022) .National Education Policy -2020: A New Dawn for ECCE in India, pp 135-141,Madhya Bharati, 0974-0066.
- Kaul,V.(2010). Early Childhood Education Programme. New Delhi:
- Norman (1990) : Educational Psychology, A Developmental Approach. McGraw Hill Publishing Company, New York.
- UNESCO (2007) Strong Foundations: Early Childhood Care and Education: Education for All Global Monitoring Report, 2007



6

FOUNDATIONAL LITERACY AND NUMERACY GOALS

INTRODUCTION

In the National Education Policy (NEP), 2020 the Government of India has delineated the vision of India's new education system. This is a clear message of moving towards transforming the Indian education structure to ensure that all children have access to quality care and education. The policy recommends first building a strong base for their learning and holistic development by providing opportunities to acquire requisite skills and learn basic concepts, particularly related to language literacy and numeracy. Nurturing children's abilities at this stage is vital as this is the period when the young brain develops faster than any other stage in life. Their ability to grasp the concepts and learn new skills is remarkable. Therefore, the learning experiences must start from the pre-school to the early grades of primary schools in a continuum, termed as the **'foundational stage'** enveloping the age group of children from 3 to 8 years. These children have diverse backgrounds and varied learning experiences which generally leads to differences in their learning levels (NCERT, 2022). Thus, under the NIPUN Bharat— a National Mission on Foundational Literacy and Numeracy of the Government of India developmental goals are defined to achieve the ultimate target of addressing learning gaps among all children. Let us understand about these developmental goals and ways to address them.



OBJECTIVES

After reading this lesson, you will be able to:

- aware of all three developmental goals foundational stage wise;
- describe developmental Goal 1: Children maintain good health and wellbeing;



- explain developmental Goal 2: children become effective communicators;
- explain developmental Goal 3: Children become involved learners and connect with their immediate environment;
- comprehend ways to address the developmental goals under foundational stage.

6.1 DEVELOPMENTAL GOALS UNDER FOUNDATIONAL STAGE

In figure 6.1, there are three goals which cover the holistic development of the child. They cover domains of development like physical and motor development, socio-emotional development, literacy and numeracy development, cognitive development, spiritual and moral development, art, and aesthetic development. All these domains have been subsumed into three major goals and each goal has its specific competencies to be achieved by every child. This is a clear indication that focus at the foundational stage is on children's learning outcomes which is the achievement of Lakshyas.

Let us explore these goals, competencies, learning outcomes and lakshayas:

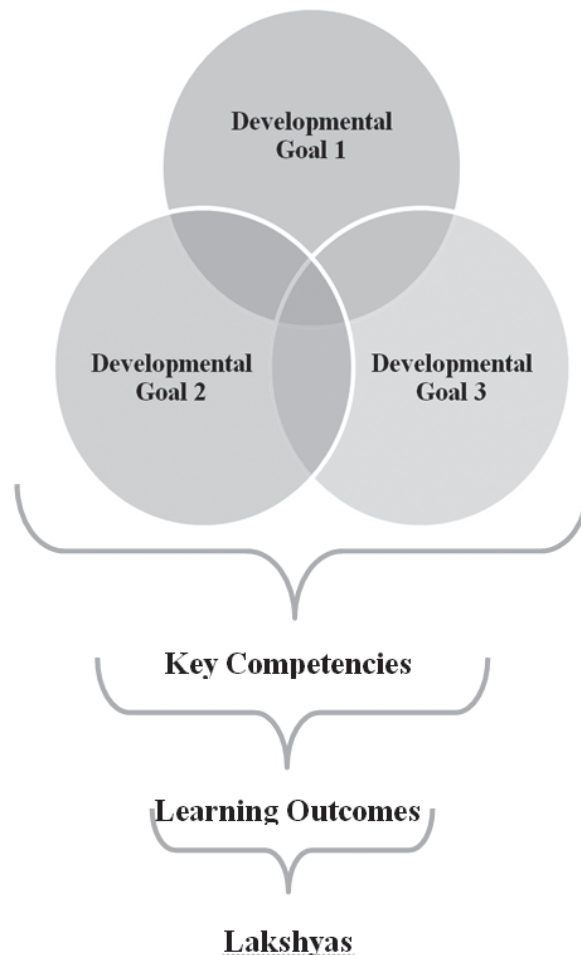


Figure: 6.1 Developmental Goals, Key Competencies, Learning Outcomes and Lakshyas



6.1.1 Competency Based Learning

Competencies are statements that specify what children will know, be able to do, or be able to demonstrate when they have completed or participated in a course or programme. In order to address the different learning needs of children who enter formal school, to make children ready for grade-level content, to provide them responsive instruction and to avoid one-size-fits-all instruction and testing that quickly classifies children into winners and losers, focus is now given on competency based-learning as an alternative to the traditional learning system. Competency based learning targets on the development of competencies and children's learning outcomes. As per NIPUN Bharat Mission Implementation Guidelines (MoE, 2021). Its main features are as follows:

- Explicit and measurable learning outcomes are defined which are the pathways for competency acquisition.
- Pedagogy is based on activities, experiences, integration of arts/sports/technology, etc. and connecting the learnings to real-life situations to help children to learn and apply knowledge.
- The instructions are designed to match the developmental readiness of children.
- Children advance to the next level of learning outcomes only upon achieving certain level of proficiency at the current level rather than upon completion of time or age.
- For higher rate of success, instructions are provided at a level that is challenging for children.
- Primarily formative assessment is used, and skills or concepts are assessed in multiple contexts to ensure that both deep understanding and applications are acquired by children. Assessment is used as a guiding tool, which is meaningful and provides positive learning experiences for children.

6.2 THE DEVELOPMENTAL GOALS AND KEY COMPETENCIES UNDER FOUNDATIONAL STAGE

All the developmental domains/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 also interrelated and interdependent which are aimed to provide 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). These developmental goals are as follows (NCERT, 2022):

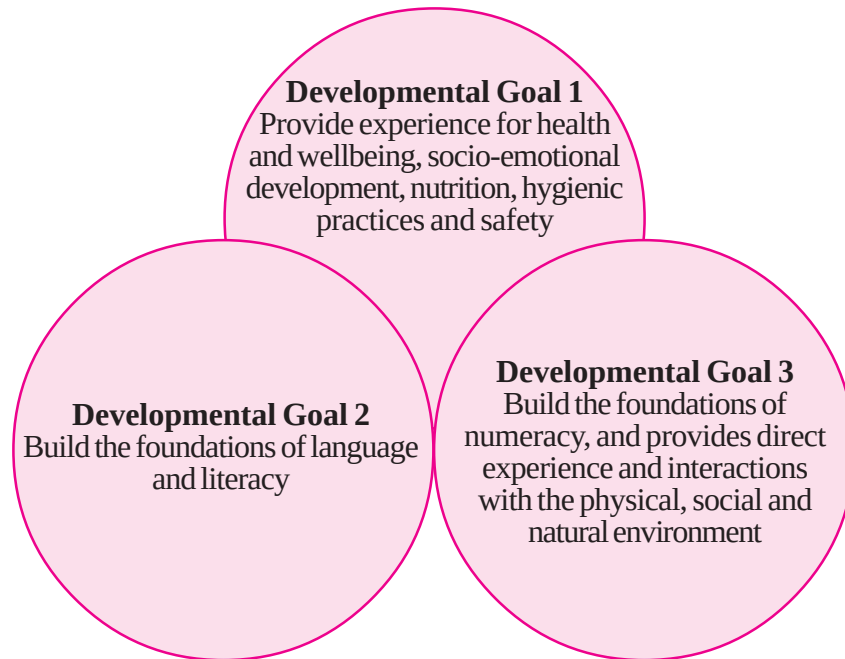


Figure: 6.2 Developmental Goals at the Foundational Stage

6.2.1 Developmental Goal (A): 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 throughout the foundational years and later. The activities and experiences under the developmental goal 1 are covered under broad key competencies as follow:

Developmental Goal 1 Broad Key Competencies

- **Awareness of self and Development of positive self-concept:** stating some physical characteristics about self, expression of likes and dislikes, identification of family members and friends/ neighbours etc.
- **Self-regulation:** wait for turn, following rules, adjustments, etc.
- **Decision-making and problem solving:** resolving conflicts, taking responsibilities, etc.



- **Development of prosocial behaviour:** caring, sharing, collaboration, compassion and respect for other's feeling and rights
- **Development of healthy habits, hygiene, sanitation, and awareness for self-protection**
- **Development of gross motor skills:** walking, running, jumping, hopping, crawling, climbing, rhythmic movement, throwing, catching, kicking
- **Development of fine motor skills and eye-hand coordination:** threading, tearing, pasting scribbling, drawing, colouring, printing, moulding, paper folding etc.
- **Participation** in individual and team games and sports

6.2.2 Developmental Goal (B): 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. The activities and experiences under the developmental goal 2 are covered under broad key competencies as follows:

Developmental Goal 2 Broad Key Competencies

- **Talking and Listening:** listening with comprehension, creative self-expression and conversation, language and creative thinking, vocabulary development, conversation and talking skills and meaningful use of language
- **Reading with Comprehension:** Bonding with books, print awareness and meaning-making, pretend reading, phonological awareness, sound symbol association, prediction and use of previous experiences and knowledge, and independent reading for pleasure and various purposes
- **Writing with Purpose;** early literacy skills, writing for self expression, make use of their knowledge of letter and sounds, invent spellings to write, make efforts to write in conventional ways, response to reading with drawings, words and meaningful sentences, writing of rhyming words, write meaningful sentences using naming words and action words, write messages to express themselves, using mixed language codes and write for different purposes in the classroom's activities and at home, such as making lists, writing a greeting to grandparents, messages and invitations to friends, etc.
- **Participation** in individual and team games and sports



6.2.3 Developmental Goal (C): Children become involved learners and connect with their immediate environment

To build foundations of numeracy, and provide direct experience and interaction with the physical, social and natural environment. The activities and experiences under the developmental goal 3 are covered under broad key competencies as follows:

Developmental Goal 3 Broad Key Competencies

- **Sensory Development:** Sight, Sound, Touch, Smell and Taste
- **Cognitive Skills:** Observation, Identification, Memory, Matching, Classification, Patterns, Sequential thinking, Creative thinking, Critical thinking, Problem solving, Reasoning, Curiosity, Experimentation, Exploration
- **Concepts related to the environment:** Natural (animals, fruits, vegetables, etc.), Physical (water, air, seasons, sun, moon, day and night) and Social (myself, family, transport, festival, community helpers, etc.)
- **Concept Formation:** Colours, Shapes, Distance, Measurement, Size, Length, Weight, Height, Time, Spatial sense, and One-to-one correspondence
- **Number Sense;** Count and tell how many, Numeral recognition and Sense of order (can count ahead of a number up to 10)
- **Data Handling**
- **Calendar Activity**

6.2.4 Learning Outcomes under Foundational Stage

Learning outcomes are essentially the evidence of having acquired competencies. They are the specific statements that describe exactly what children will be able to do in a measurable way. There may be more than one measurable outcome defined for a given competency. It is expected that at the foundational stage all activities under each developmental goal are linked to the learning outcomes and be spiralling and progressive in nature that would eventually help the teachers to see the overall progress of children in each component and subcomponent. The learning outcomes outlined under each developmental goal in the Annexure-I of the NIPUN Bharat Mission Implementation Guidelines (MoE, 2021) for all six levels of Foundational Stage under NIPUN Bharat Mission. These are arranged in a spiral and progressive continuum to enable teachers to track the progress of these learning outcomes. Refer to Figure 3, 4 and 5 for exemplar learning outcomes to show the progression. However, it is important to assess the progress of learning at different levels of a learning outcome within a class. The fact, that all children learn at their own pace and style, also need to be kept in view

while assessing children on each of the learning outcomes. They may show their progress at different levels.

Goal	Key Competency	Learning Outcomes					
		Preschool 1 Level 1	Preschool 2 Level 2	Preschool 3 (Balvatika) Level 3	Class 1 Level 4	Class 2 Level 5	Class 3 Level 6
GOAL 1 (HW)	Self-regulation	Waits for their turn and follows simple instruction with teacher's support	Waits for their turn and follows two-line simple instructions	Follows instructions and simple rules at the same time	Follows three to four instructions/ rules at a given time	Follows complex instruction s/ rules; starts creating their own rules	Follows complex instructions/ rules; frames their own rules for invented games and activities

Table: 6.1: Exemplar Key Competency-wise,
Level-wise Learning Outcomes under Developmental Goal 1

Goal	Key Competency	Learning Outcomes					
		Preschool Level 1	Preschool 2 Level 2	Preschool 3 (Balvatika) Level 3	Class 1 Level 4	Class 2 Level 5	Class 3 Level 6
GOAL 2 (EC)	Talking and Listening	Attempts to engage in conversation/ small talk with known/ unknown children/ adults in their own language/ home language	Attempts to engage in conversation in school and home with unfamiliar teacher, new friends, school staff, other adults, etc.	Engages in conversation in school and home with unfamiliar teacher, new friends, school staff, other adults, etc. in their own language	Uses own language/ school language to express their needs and ask questions to gain information	Uses school language to express opinion, ask questions for different purposes	Uses school language/ own language to express their likes/ dislikes, responses to familiar incidents/ events/ radio/ TV programmes

Table: 6.2 Exemplar Key Competency-wise,
Level-wise Learning Outcomes under Developmental Goal 2

**ECCE Journey with
Formal Education
System**



Notes

Module - 3

ECCE Journey with Formal Education System



Notes

Foundational Literacy and Numeracy Goals

Goal	Key Competency	Learning Outcomes					
		Preschool 1 Level 1	Preschool 2 Level 2	Preschool 3 (Balvatika) Level 3	Class 1 Level 4	Class 2 Level 5	Class 3 Level 6
GOAL 3 (IL)	Compares and classifies given objects and pictures	Compares two objects based on one observable property. For example- length, weight or size	Compares & classifies objects by two factors like shape and color, size & shape etc. Describes objects using words like big/ small, tall/ short etc.	Compares & classifies objects by three factors like shape, color and size etc. Correctly uses position words (besides, inside, under) to describe objects	Compares & classifies objects/ pictures based on multiple factors and demonstrates understanding of position	Compares & classifies objects/ pictures based on multiple factors and describes them using properties	Compares & classifies objects/ pictures in different categories and describes the properties used for classification

Table: 6.3 Exemplar Key Competency-wise,
Level-wise Learning Outcomes under Developmental Goal 3

6.2.5 Lakshyas under Foundational Stage

The NIPUN Bharat Mission has declared the overall national targets in achieving learning outcomes, including year wise outcomes to be achieved by 2026-27 by each State and UT. The overall literacy and numeracy targets to achieve the objectives of the Mission are set in the form of Lakshya or Targets for Foundational Literacy and Numeracy starting from the Balvatika (Preschool 3) to Grade-III. However, the progression of learning outcomes has been prepared from Pre-school 1 to Grade III (Age 3 to 9). That is Lakshya/Targets are set for Balvatika or Age 5-6; Grade-I or Age 6-7; Grade II or Age 7-8; Grade III or Age 8-9. Detailed Lakshyas are given in the NIPUN Bharat Mission Implementation Guidelines (MoE, 2021). Refer to the Figure 6 for brief lakshyas.

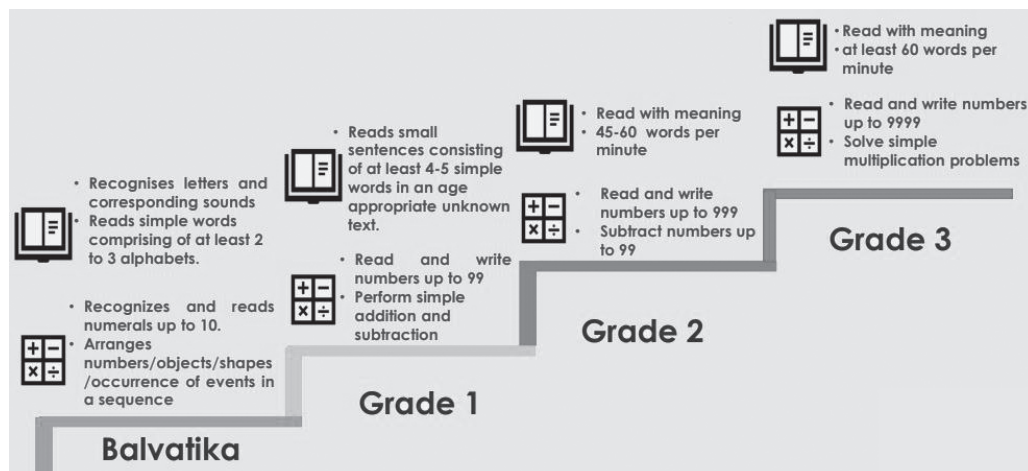


Figure: 6.3 Lakshyas under Foundational Stage

In the year 2022, the Foundational Learning Study (FLS) was conducted by the Ministry of Education that established a benchmark in math skills and the language proficiency in 20 languages including English. It is important to consider that the lakshya for grade-3 for reading would be the same as the reading benchmark established in FLS for each language.



INTEXT QUESTIONS 6.1

Carefully read the following statements and indicate whether they are True or False.

- All developmental domains have been subsumed into developmental goals. (T/F)
- Competencies are statements that specify what children will know, be able to do, or be able to demonstrate. (T/F)
- Lakshyas are the developmental goals. (T/F)
- Learning outcomes are essentially the evidence of having acquired competencies. (T/F)
- There are four developmental goals under foundational stage as per NIPUN Bharat Mission. (T/F)

ASSIGNMENT 6.1

Read the NIPUN Bharat Mission Implementation Guidelines and Vidya Pravesh Module. Prepare a brief report on the main features of both the documents and submit.



Sl. NIPUN Bharat Mission Implementation Guidelines	Vidya Pravesh Module

6.3 WAYS TO ADDRESS THE DEVELOPMENTAL GOALS UNDER FOUNDATIONAL STAGE

The NIPUN Bharat Mission Implementation Guidelines (MoE, 2021) suggests many ways to address the all three developmental goals. Let us understand them one by one.

6.3.1 Developmental Goal (A): Children Maintain Good Health and Wellbeing

This goal continues to provide experience for health and wellbeing, physical and motor development, socio-emotional development, nutrition, hygienic practices and safety from FY1-FY6. Assessment under this goal needs to keep in view the following:

- Physical and motor development is an important area. It consists of development of gross motor skills (jumping, hopping, etc.) and fine motor skills (drawing, colouring, threading beads, etc.), which affect educational advancement in the child. This must be ensured by the parents and the school system.
- Exercises and games must be designed and encouraged that give strength, coordination, flexibility, and endurance. Enhancement of gross and fine motor skills is essential for the child's ability to work on activities demanding eye-hand coordination. Thus, physical ability becomes a vital part of the child's assessment in the early years.



- Aspects of hygiene to maintain good health include observation of practices and habits such as washing hands before and after the meal, covering mouth while coughing, throwing the litter in the dustbin, taking bath regularly, etc.
- Keeping objects, toys, etc. in an organised manner - Children follow what they see, so the teacher needs to work with them to keep things at the right place, then only it will become a habit with the child. Cleanliness is a value which is 'caught' and cannot be 'taught'. If a child watches mother taking her shoes off on returning from work, and keeping it properly before entering the room, the child learns to do so. Teacher can observe the child's habits in ensuring that they keep their belongings back to the appropriate place.
- Social and emotional progress is based on the experiences that the children gather, reactions to pleasant and unpleasant stimuli through verbal and non-verbal expressions, learning to regulate their emotions, and the initiation of relationships with others. These processes of regulating emotions and consequent behaviour as a part of interaction and communication need to be documented as part of the progress card.
- Gregariousness (enjoying the company of others) gets developed around the age of six, when children are ready to spend time with their peers and in groups. Using the techniques of peer assessment and self-assessment provides great insights into the child's world and their personal, social, collaborative, and emotional development.
- All forms of creativity, art and design are an integral part of foundational learning, such as, poetry, rhymes, songs, music (vocal or percussion/string /wind instruments), drawing and painting, puppetry, clay modelling, papercraft, toy making, choreography, etc.
- Every child must be exposed to various art forms and the teacher must actively watch for interest, ability, aptitude, imagination and creativity, expression and correlation with outer environment and inner values, within the child. The same must be noted, necessary encouragement and opportunity must be provided by the school system as well as through communicating the same to the parents.
- It must form an important and integral part of the child's assessment and final sharing. For example, the use of paper toy-making or paper folding activities for assessing the child, helps to understand as to whether the child can follow the sequences and imitate the behaviour demonstrated by the teacher. The finesse of the artwork produced and the ability to perceive the details are some of the



assessment criteria which can be demonstrated by the paper folding activities. Origami is the process of producing an aesthetically designed product by following sequencing and eye hand coordination. It introduces the child to the power of imagination coupled with the dexterity of the hand to transform a simple raw product into an object of delight, of use and beauty.

6.3.2 Developmental Goal (B): Children Become Effective Communicators

Once the foundations of language and literacy are laid during the pre-school stage (3-6 years), this goal leads to subject- first/second language for example Hindi/state language/English. Following need to be considered under this goal for assessment:

- The mother tongue of the child must be the Language of communication (if not the medium of instruction) with the child in school in the formative years, so that the child does not suffer any confusion in understanding the transactions and is able to grow with free expression.
- The ability to communicate must be developed both as the initiator as well as the receiver. This means that the child may be assessed in perceiving the need to communicate, forming the idea to be communicated, use of the appropriate words, verbalize them in a manner that is understandable and substantiate the communication with appropriate facial expression and body language and finally receive verbal and non-verbal feedback from the receiver.
- Three important aspects of communication are listening, to empathise and the need to collaborate. Assessment tasks may be designed to gauge these aspects along with other aspects in holistic manner.
- Giving importance to non-verbal communication, the child may be exposed to the different 'bhavas' (emotions) and the 'mudras' (gestures), which were part of our rich Indian culture. Assessment tasks may be developed to identify the bhavas and the mudras and further ask the child to elicit situations in which the bhavas and mudras are observed. Sign language may also be used for this purpose.
- The development of a 'sense of humour' is an important area connected to the development of language and communication, which should be encouraged so that it develops gradually as the child grows.
- The importance of foundational literacy has been established beyond any debate to be an important contributor to future success in academics, decreased failure



- rate, better overall scholastic achievements, and generally greater adult life success.
- The developmentally appropriate exposure to language and foundational literacy at this stage has a direct correlation to the future ability to read. Literacy assessment is all about whether the child can read fluently with comprehension. The reading text may be a road sign, a poster, grocery rapper, train schedule given on the platform etc. For example, the child may be asked to read a poster as shown below, followed by asking simple sentences relevant to the poster such as, ‘what does the poster tell us to do?’.
 - The assessment rubric may be developed by the teacher including three four levels as per the needs:

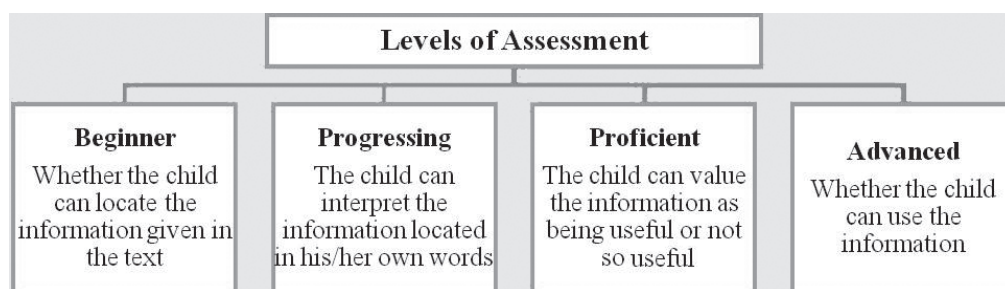


Figure: 6.4 Levels of Assessment

6.3.3 Developmental Goal (C): Children become involved learners and connect with their immediate environment

The following need to be kept in view for assessment under this goal:

- Mathematics forms the foundation for the expansion of essential aptitudes in an individual and this is especially vital in today’s rapidly progressing digital world. Mathematics can be introduced in the foundational years of education through exposure to solve puzzles, develop the concept of distances, weights and time, three dimensional cognizance in forms of geometry and sizes and shapes.
- Assessment of children must essentially include the ability to make sense out of numbers, prepare groups, shapes, patterns, understand direction, distances, weight, and time.
- Learning numeracy is not limited to counting numbers, rather it entails learning the language of mathematics and use of mathematics by the child to relate to her/his environment. It is not about following algorithms to arrive at a solution, but it is more of grouping and regrouping to perceive the things better.



- An example of an assessment task that tries to analyse mathematical thinking capabilities in children is given below. In this activity, instead of just asking children to count the stars and colour them, children can be prompted to make groups of 2, 3 and 4 and colour them differently on different papers and observe how many groups of 2, 3 and 4 are formed and to see the relationships between them. This activity of grouping and regrouping enhances the analytical ability of the child. Thus, it may be emphasized that learning numeracy is not just understanding of continuous mathematics and applying algorithms but also about discrete mathematics and using mathematics to make a sense of the world around us, i.e., mathematical thinking.
- Assessment should support learning of mathematics and furnish useful information to both teachers and children.
- Some of the suggestions for undertaking assessments in foundational years have been shared below:
- Multiplicity of Assessment Tests and Techniques- India is a diverse nation; hence 'singular' test cannot be used to assess the numeric skills of all the children of a nation. Multiple assessment tests need to be created according to the socio-cultural, economic, geographical, and linguistic demands of the areas. Further, the assessment techniques also need to be innovative and should try to explore the attainment of learning outcomes by the children in their classrooms. However, children must not feel the pressure of assessment. Hence, it should be undertaken as a joyful activity in class, preferably through collaboration or group work.
- Development of Model Assessment Test based on Learning Outcomes- The assessment tests should be subjective and according to the learning level of children of the classes. But this subjectivity should not malign the aim of attainment of foundational numeracy among the learners. So, the learning outcomes which have been developed by the NCERT should be in the prime focus while developing these assessment tests, so that parity can be maintained in the tests designed for two different classes.
- Development of Question Bank- The organizations like NCERT and SCERTs can also develop a pool of questions related to varied aspects of foundational numeracy for the children of different age group. The learning outcomes of each class should be considered while developing the questions for the question bank. These question banks can be used as quizzes addressed to groups in class, or children can be asked to work in groups to devise quizzes for other groups.



- Creation of Audio-Visual tools for Assessment- Some audio-visual tests can also be developed to understand and assess the attainment of numeracy and mathematical skills among the learners. They may be appropriated by the different state governments as per their needs. These audio-visual tools can be created in different languages and in different states, so that these can be more appropriate for assessing the learning outcomes of children of different states which come from different socio-cultural, economic, and linguistic backgrounds.
- Portfolios: Portfolio is an anecdotal record of child's work during teaching-learning. It gives a holistic idea about the child's progress, learning strengths of the child and learning gaps vis-à-vis learning outcomes. A portfolio also provides necessary inputs to the teacher of a new class (if any) about the child's progress and learning process in earlier classes. Portfolios need to be developed by the child in consultation with the teacher and can also be used for peer and self-assessment. Take care that portfolio should not only have record of good work done by the child, but it is a record of all noteworthy activities including, assignments, worksheets, projects, record of observations in the classroom and oral interaction with the child in the form of the teacher's note etc.
- Adequate opportunity must be provided to the children to explore the immediate physical environment, the residents, flora and fauna, people, places of importance and interest (their need, importance, and utility), the available facility including technology (their need and utility) in the foundational years. Children can learn about their family history by talking to their parents, and grandparents. They can be encouraged to take care of a plant or animal and to study their growth.
- The teacher must, through observation, interaction, and projects/tasks, assess the level of interest and engagement of a child in comprehending and understanding the world around him/her.
- Assessing through story telling is a useful way by which the teacher can facilitate the understanding of the world around them. In addition to asking open ended questions to children, they may be encouraged to frame and ask questions. Assessment rubric could be designed to understand the level and the range of questions being asked by the child.
- Children can also be encouraged to build stories around their toys based on their interaction with their surroundings and society.



INTEXT QUESTIONS 6.2

Q.1. Answer the following questions:

- (a) What is the role of mother tongue at the foundational stage?
- (b) Write down the main features of each of the three developmental goals.
- (c) Write down the assessment process for each of the developmental goals separately.

Developmental Goal 1:

Developmental Goal 2:

Developmental Goal 3:

ASSIGNMENT 6.2

Based on the information and process given under each developmental domain, design at least 3 activities under each development goal along with assessment process, conduct them with children and write a report on your learning experiences during designing and conduct of the activities.



WHAT YOU HAVE LEARNT

In this lesson, you have learnt that:

FOUNDATIONAL LITERACY AND NUMERACY GOALS

Developmental Goals under Foundational Stage

- What is competency based learning?
- What are the developmental goals and key competencies under foundational stage?
- What are the learning outcomes under the foundational stage?
- What are the Lakshyas under the foundational stage?

Ways to Address the Developmental Goals under Foundational Stage

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.

**TERMINAL EXERCISE**

1. Define the following in your own words:
 - a. Key competencies
 - b. Learning outcomes
 - c. Lakshyas
2. Discuss briefly, all the three developmental goals.
3. Discuss briefly, any three of the following:
 - a. Gregariousness
 - b. Question bank
 - c. Use of mother tongue
 - d. Portfolio
4. Discuss the process of assessment at the foundational stage.
5. Discuss all the six levels of the foundational stage under NIPUN Bharat Mission.
6. Describe the learning outcomes under each developmental goal, with examples.

**ANSWER TO INTEXT QUESTIONS****6.1**

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

6.2

- a. Mother tongue plays a crucial role at the foundation stage so that the child does not suffer any confusion in understanding the transactions, and better expression.

**ECCE Journey with
Formal Education
System**



Notes



KEY LEARNING OUTCOMES

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

- explain all the three developmental goals under the foundational stage viz.
- 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.
- suggest ways to address the developmental goals under the foundational stage.



REFERENCES

- NCERT. (2021). Vidya Pravesh Guidelines. New Delhi
- NCERT. (2019). The Pre-school Curriculum, New Delhi
- MHRD. (2020). National Education Policy 2020. Government of India, New Delhi
- MoE. (2021). NIPUN Bharat Mission Implementation Guidelines. Government of India, New Delhi

**7**

COMMUNICATING AND REPORTING CHILDREN'S PROGRESS

INTRODUCTION

The early education of young children is a shared responsibility of parents, schools and the community as a whole. Early childhood teachers/caregivers spend a considerable time with children and can give precious insights into a child's development behaviour, preferred learning styles and potential developmental issues. Their daily observations ensure that parents don't miss a bit of their children's development and also help teachers provide the best care possible for their children.

Parents on the other hand, best know what motivates their children, what appeals to them, what they are good at, and which developmental issues they may be experiencing.

Therefore, parents and communities have a reciprocal responsibility to engage with pre-schools/ ECCE centres. The quality of this partnership is essential to providing high-quality care for young children through the ECCE programme. For that reason, effective and on-going communication between teachers and parents can help tailor the learning approach to a child's unique needs.

There are many ways that can be adopted to promote the parent-teacher relationship. For example, as they get to know the parents, teachers can ask each parent's particular interest in being involved in the children's education and care. Some parents may be happy participating in classroom activities. Others may prefer to contribute as committee member of a board, write in a newsletter, design a web page or participate in fund raising efforts.



OBJECTIVES

After reading this lesson, you will be able to:

- describe the need and importance of communication and its impact on the stakeholders;
- explain different aspects of assessment and methods of assessment pertaining to Growth, Health and Learning;
- list different types of communication that must be undertaken between teacher-parent-community;
- develop an understanding of how to observe children and the steps that need to be adopted for effective communication with them;
- develop different activities for communication.

7.1 NEED AND IMPORTANCE OF ASSESSMENT OF YOUNG CHILDREN

7.1.1 Early Childhood Assessment

7.1.1.1 What is childhood assessment and what is its need?

Assessment is a critical part of a high-quality, early childhood programme. When educators do an assessment, they observe a child to get information about what s/he knows and what s/he can do.

Observing and documenting a child's work and performance over the course of a year allows an educator to accumulate a record of the child's growth and development. With this information, teachers can begin to plan appropriate curriculum and effective individualized instruction for each child.

There are several reasons why assessment is necessary for early childhood education teacher. Here we have included information and resources that help teachers for early childhood assessment programmes.

7.1.1.2 To Monitor Child Development

Assessment allows teachers to monitor children's development and identify areas where they may need additional support. This information can help teachers to design appropriate activities and interventions to promote children's growth and development. Assessment helps ECE teachers to understand the developmental stages and milestones



of young children. This knowledge is essential for planning and implementing appropriate learning activities and interventions that support the child's development.

7.1.1.3 Individualized Instruction

Assessment allows ECE teachers to identify the strengths and weaknesses of individual children and provide instruction tailored to their needs. This personalized approach ensures that each child receives the support they require to succeed.

7.1.1.4 To Communicate and engage with Parents

Assessment results can be shared with parents to provide them insights into their child's development and to involve them in their child's education. This communication helps to build a strong partnership between parents and teachers, which is crucial for the child's success. For example, if a child is found to have strong social skills, the teacher can share this information with the parents and suggest ways to support the child's continued growth in this area.

7.1.1.5 Informing Curriculum Development

Assessment data can be used to inform curriculum development and improvement. ECE teachers can use the data to identify areas where children may need additional instruction and modify or change their teaching strategies to meet those needs.

7.1.1.6 To Meet Regulatory Requirements

Assessment is often required by regulatory bodies in India to ensure that early childhood education programmes meet certain standards. Teachers who work in these programmes must be able to assess children's progress and report on their growth and development. For example, the Indian government's National Early Childhood Care and Education (ECCE) Policy 2013 mandates that early childhood education programmes use regular assessment and evaluation to monitor children's development.

7.1.1.7 Early Identification of Developmental Delays

Assessment can help identify developmental delays in children, allowing teachers to provide early interventions that can improve outcomes. For example, if a child is found to have difficulty with language development, the teacher can provide activities and strategies to support their language skills.

7.1.1.8 Differentiated Instruction

Assessment allows teachers to understand the diverse needs of their learners and change/modify their instruction to meet those needs. For example, if a child is struggling



with number sense, the teacher can provide hands-on activities to help them to develop their understanding of numbers.

7.1.1.9 Programme Improvement

Assessment data can be used to identify areas for programme improvement, such as the need for additional training for teachers or resources to support specific areas of development. For example, if assessment data shows that many children are struggling with fine motor skills, the programme can invest in additional materials and activities to support this area of development.

7.1.1.10 Evaluating Teaching Effectiveness

Assessment data can be used by ECCE teachers to evaluate the effectiveness of their teaching strategies. Teachers can use the data to reflect on their teaching practices and make changes that better support children's learning.

7.1.1.11 Promoting Equity

Assessment can promote equity in early childhood education by identifying children who may need additional support. ECCE teachers can use assessment data to advocate for resources and support that help children overcome barriers to learning.

7.1.1.12 Supporting Transition to Formal Education

Assessment can help to prepare children for the transition to formal education. By identifying areas where children may need additional support, ECCE teachers can help to ensure that children are ready for the challenges of primary school.

7.1.1.13 Providing Feed-back to Children

Assessment can provide ECCE teachers with valuable information to give feed-back to children about their progress and achievements. This feed-back can help children to develop a growth mindset, build confidence, and motivate them to continue learning.

7.1.1.14 Supporting Curriculum Alignment

Assessment data can be used to support curriculum alignment between ECCE programmes and primary schools. ECCE teachers can use the data to ensure that their teaching is aligned with the skills and knowledge that children will need in primary school.

7.1.1.15 Enhancing Professional Development

Assessment can help ECCE teachers identify areas where they may need additional training or support. This data can guide professional development opportunities, enabling



ECCE teachers to continue to grow and develop their teaching skills.

7.1.1.16 Building Evidence-Based Practices

Assessment data can be used to build evidence-based practices in ECCE. By analysing data over time, ECCE teachers can develop best practices that are grounded in research and effective in supporting children's growth and development.

7.1.1.17 Informing Programme Evaluation

Assessment data can be used to evaluate the effectiveness of ECCE programme over time. This evaluation can guide decision-making about programme improvement and ensure that ECCE programmes are meeting the needs of children and families in the community.

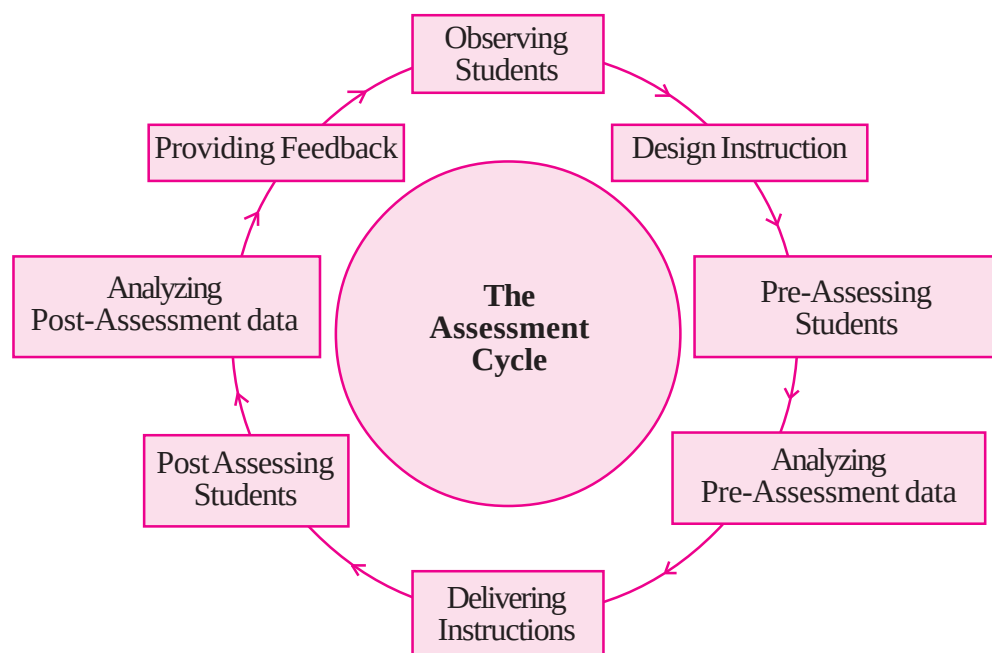


Figure: 7.1 The Assessment Cycle

7.1.2 Scope and importance of child assessment

Assessment is an essential component of early childhood education and is particularly important for teachers working with young children. Assessment is a crucial aspect of early childhood education and is particularly important for Early Childcare Education (ECCE) teachers and caregivers in India.

7.1.2.1 Provide a record of growth in all developmental areas

Cognitive, physical & motor, language, social-emotional, and approaches to learning are nothing but includes all development areas. Thus includes :



- Identify children who may need additional support and determine if there is a need for intervention or support services.
- Help educators plan individualized instruction for a child or for a group of children that are at the same stage of development.
- Identify the strengths and weaknesses within a programme and information on how well the programme meets the goals and needs of the children.
- Provide a common ground between teachers and parents or families to use in collaborating on a strategy to support their children.

7.2 VARIOUS ASPECTS OF ASSESSMENT : GROWTH, HEALTH AND LEARNING

Assessment is a critical component of Early Childhood Care and Education (ECCE) in India. The assessment of young children at an ECCE centre should cover various aspects of their growth, health, learning, and development. Here are some important aspects that should be considered while assessing young children at an ECCE centre.

7.2.1 Growth and Development Assessment

ECCE teachers should monitor and assess children's physical growth, motor skills, cognitive development, social-emotional development, and language development to ensure they are meeting their developmental milestones. This includes measuring height, weight, and head circumference, assessing gross and fine motor skills, and evaluating children's cognitive abilities, emotional regulation, and communication skills. They can use various tools such as developmental checklists, standardized tests, and observations to assess children's physical, cognitive, social, and emotional development.

For example, an ECCE teacher can assess a child's fine motor skills by observing how they hold a pencil or crayon, or they can assess a child's language development by monitoring their vocabulary and sentence structure.

7.2.2 Health Assessment

ECCE teachers should assess children's health and well-being, including their nutrition, hygiene, and health status to ensure they are physically and mentally healthy. This includes monitoring children's eating habits, ensuring they are getting enough physical activity, and checking for signs of illness or injury. They can monitor children's nutrition by orienting parents on how to make food healthy and / or providing healthy meals and snacks and ensuring that children are consuming the recommended daily intake of



essential nutrients. They can also check children's hygiene practices such as handwashing, and monitor for signs of illness or injury. **For example**, if a child appears to be losing weight or is frequently absent from the ECCE centre, the ECCE teacher may need to investigate and identify any underlying health concerns that need to be addressed.

7.2.3 Learning Assessment

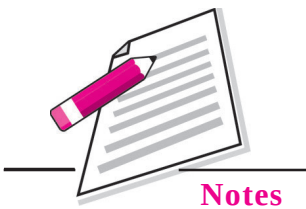
ECCE teachers should assess children's learning and academic progress, including their literacy and numeracy skills, critical thinking, and problem-solving abilities to identify their strengths and areas for improvement. This includes using a variety of assessment methods such as observation, testing, and portfolios to evaluate children's progress over time and ensure they are meeting learning objectives. **For example**, an ECCE teacher may use an observation checklist to monitor a child's reading skills, or they may use a standardized test to evaluate a child's math proficiency.

7.2.4 Social and Emotional Assessment

ECCE teachers should assess children's social and emotional development, including their self-esteem, social skills, and emotional regulation to ensure they are developing strong social and emotional skills. This includes evaluating children's interactions with peers and adults, their ability to express their emotions appropriately, their understanding of social norms and expectations and also evaluate their emotional regulation and empathy skills. They can also provide opportunities for children to express themselves creatively through art and music activities. **For example**, an ECCE teacher may observe how a child interacts with their peers during playtime, or they may evaluate a child's emotional response to a difficult situation.

7.2.5 Family Engagement Assessment

ECCE teachers should assess the level of family engagement and involvement in children's learning and development to ensure that they are working in partnership with families. This includes evaluating the quality of communication between families and teachers, understanding family needs and expectations, and providing opportunities for families to participate in the education and care of their children such as volunteer opportunities or family events. They can communicate regularly with families through parent-teacher conferences, progress reports, and regular updates about children's learning and development. **For example**, an ECCE teacher may invite parents to share their culture and traditions with the children.



Child Assessment Cycle: Stages by McAfee, Leong, and Bodrova (2016)

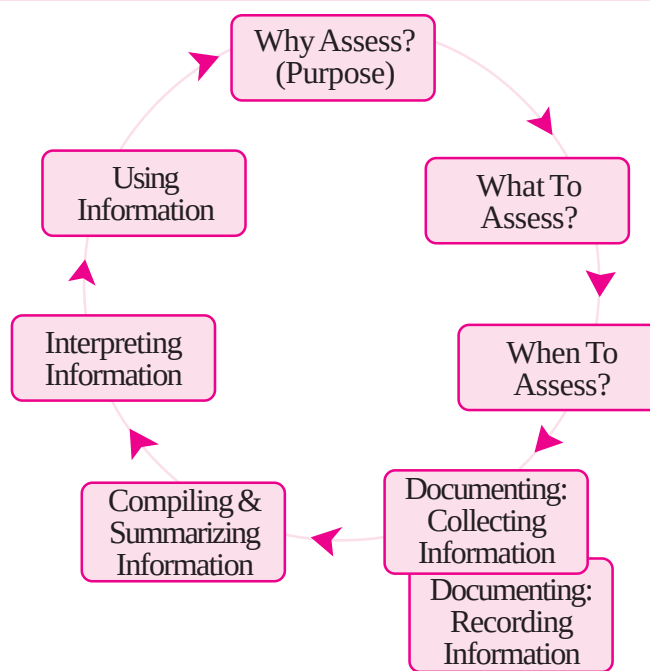


Figure: 7.2 Stages of Child Assessment cycle

7.3 MAINTAINENCE OF RECORD OF ASSESMENT

Maintaining records of child assessments is an essential part of teaching in Early Childhood Care and Education (ECCE). It is crucial for teachers to keep a record of the progress of each child in their care to assess their strengths, weaknesses and growth in various developmental areas. Here are some guidelines that teachers can follow when maintaining records of child assessment:

7.3.1 Identify the developmental areas to assess

Teachers should identify the areas of development they want to assess such as cognitive, language, social, emotional, and physical development. Assessments should be based on age-appropriate developmental milestones. For example, for a child between 2-3 years, teachers can assess their gross motor skills by observing how they walk, run, jump, and climb.



7.3.2 Choose appropriate assessment tools

Teachers can use various assessment tools such as observation checklists, rating scales, portfolios, and anecdotal records. The assessment tools should be appropriate for the child's age and developmental stage. Using a variety of tools can provide a more holistic view of the child's development and help to identify their strengths, weaknesses and interests.

7.3.3 Record observations

Teachers should observe and record the child's behaviour, interactions, and achievements regularly. It is important to use objective and descriptive language when recording observations. Teachers can record observations in a notebook, using a voice recorder or a video camera. For example, a teacher can observe and record a child's use of language to assess their language development. They can note down the child's vocabulary, sentence structure, and their ability to communicate with peers and adults.

7.3.4 Analyse the data

After recording observations, teachers should analyse the data to identify patterns and trends in the child's development. This will help teachers to identify areas where the child needs support and to plan appropriate interventions. For example, if a child is struggling with language development, a teacher can plan activities that promote language development such as reading books, singing songs, and having conversations with the child.

7.3.5 Share the assessment results

Teachers should share the assessment results with parents, guardians, and other professionals involved in the child's care. This will help to create a shared understanding of the child's development and enable effective support. For example, a teacher can discuss a child's progress in a parent-teacher meeting and share specific examples of the child's strengths and weaknesses.

7.3.6 Maintain confidentiality

Teachers should ensure that the child's assessment records are kept confidential and secure. Only those involved in the child's care should have access to the records. They can limit access to the records to those who are directly involved in the child's care.

ECCE Journey with Formal Education System



Notes

7.3.7 Plan interventions

After analysing the data, teachers can plan interventions that are tailored to each child's needs. For example, if a child is struggling with fine motor skills, a teacher can plan activities that promote hand-eye coordination and dexterity such as colouring, cutting, and sorting.

7.3.8 Use assessment records to plan curriculum

Teachers can use assessment records to plan the curriculum for individual children or for the whole class. For example, if a group of children is struggling with social skills, a teacher can plan activities that promote teamwork, sharing, and conflict resolution.

7.3.9 Involve parents in the assessment process

Teachers can involve parents in the assessment process by sharing assessment results and seeking their input. Parents can provide valuable insights into a child's development at home and can collaborate with teachers to plan appropriate interventions.

7.3.10 Use assessment records to evaluate teaching practices

Teachers can use assessment records to evaluate their teaching practices and make changes as needed. For example, if a child is consistently struggling with a particular skill, a teacher can reflect on their teaching strategies and adjust them to better meet the child's needs.

7.4 VARIOUS METHODS OF ASSESSMENT

Observation, check-lists, interviews, conversations, anecdotes, portfolio, children's drawings, writings, activities, case studies are some of the methods are used for assessment.

These methods help teachers to better understand each child's development and learning progress. Here are some commonly used methods:

7.4.1 Observation

Observation is one of the most commonly used methods for child assessment. This involves watching and recording a child's behaviour and interactions with the environment and other children. Teachers observe the child's behaviour, interactions, and activities in various settings, including during playtime, mealtime, and classroom activities. This method helps teachers to understand a child's development, interests, and needs. For



instance, while observing a child during playtime, a teacher may notice that a child is having difficulty with fine motor skills while attempting to use scissors, indicating a need for additional support.

7.4.2 Checklists

These are pre-designed lists of developmental milestones, specific skills or behaviours that a child should be able to perform at a particular age or developmental stage. Teachers can use a checklist to monitor a child's progress in areas such as cognitive, social, emotional, and physical development and identify areas where they may need additional support. For instance, a checklist for a 3-year-old child may include skills such as identifying colours, following simple instructions, and demonstrating basic self-help skills.

7.4.3 Interviews

Teachers can use interviews to ask open-ended questions to the child to understand their thoughts, opinions, feelings, perspectives and experiences. This method can also help to identify any specific concerns or areas where the child may need support. Open-ended questions, such as "What did you enjoy the most about your day?" can help teachers understand a child's interests, emotions, and social interactions. Interviews can also help teachers to identify specific areas of concern, such as a child's fear of loud noises, which can be taken care of in future lesson plans.

7.4.4 Conversations

This method is similar to interviews, but teachers can use conversations to observe a child's communication skills, social interactions, and emotional development. Teachers can ask open-ended questions such as "Can you tell me about your drawing?" or "How did you feel when you were playing with your friends?" to understand a child's thought processes and emotions.

7.4.5 Anecdotes

These are brief written or oral stories that describe a specific incident or behaviour. Teachers can use anecdotes to record a child's progress and share with parents or other teachers. For instance, a teacher may describe an incident where a child was able to solve a puzzle independently, demonstrating progress in their cognitive development.



7.4.6 Portfolio

This involves collecting and organizing samples of a child's work over time, including drawings, writings, and other activities. Portfolios help teachers assess a child's progress, identify strengths, and areas of improvement where they may need additional support. For example, a portfolio may show that a child has developed strong artistic skills, but needs more support in developing their reading comprehension.

7.4.7 Children's drawings and writings

These are visual and written representations of a child's thoughts, feelings, and experiences. Children's drawings and writings provide insight to teachers which they can use to understand a child's creativity, imagination, and communication skills and to understand their development in these areas. For instance, a teacher may notice that a child has difficulty in expressing themselves verbally but has strong artistic skills.

7.4.8 Activities

Teachers can observe and assess a child's abilities and skills through different activities, including play, puzzles, and other games. Activities provide opportunities for teachers to observe a child's abilities and skills in different areas, such as cognitive, social, and physical development. For example, while playing a game, a teacher may notice that a child is having difficulty following rules, indicating a need for additional support in developing social skills.

7.4.9 Case studies

These involve in-depth analysis of a child's behaviour, development, and learning progress. Teachers can use case studies to develop individualized plans for each child. For example, a teacher may develop a case study for a child who is struggling with reading comprehension, which involves developing a specific plan to support the child's learning.

7.4.10 Observing Children At Different Stage Of Development

7.4.10.1 Methods

There are several methods of observing children at different stages of development that can be used by early childhood care and education (ECCE) teachers. These methods can help teachers to gain insights into children's abilities, interests, and needs, and to plan appropriate learning experiences and activities. Here are some commonly used methods:



- (a) **Anecdotal records:** These are brief, written descriptions of a child's behaviour or performance in a specific situation. They provide information about what the child is able to do, how they do it, and what they might need to work on. For example, an ECCE teacher could write an anecdotal record about a child who is struggling with sharing toys during playtime. The teacher could observe the child as they interact with other children and note down the specific behaviours that are causing the problem, such as grabbing toys from others or refusing to let others play with their toys. The teacher could then use this information to plan activities that help the child develop social skills and learn how to share and take turns.
- (b) **Checklists:** These are lists of skills or behaviours that are expected at a certain age or stage of development. For example an ECCE teacher could use a checklist to track a child's progress in developing fine motor skills, such as using scissors or holding a pencil. The teacher could observe the child as they complete specific tasks and check the skills that the child has mastered. This could help the teacher identify areas where the child needs additional support and plan activities that target specific skills.
- (c) **Running records:** These are detailed, written descriptions or a running record by an ECCE teacher, of a child's behaviour or performance over a period of time. They can provide a more complete picture of a child's abilities and needs than anecdotal records.. The teacher could observe the child as they engage in conversations with others and note down the child's specific language abilities and challenges. This could help the teacher identify areas where the child needs additional support and plan activities that promote language development.
- (d) **Rating Scales:** An ECCE teacher could use a rating scale to assess a child's ability to follow instructions during a group activity. The teacher could rate the child's performance on a scale from 1 to 5, with 1 indicating that the child did not follow all the instructions and 5 indicating that the child followed are the instructions perfectly. They can be used to compare a child's performance to that of other children of their age or to track progress over time. The teacher could then use this information to provide feedback to the child and to plan activities that help the child and his/her parents and to plan activities that help the child develop listening and following instructions skills.
- (e) **Event sampling:** An ECCE teacher could use event sampling to observe a child during a music and movement activity that build on the child's interests and strengths. The teacher could note down the child's level of engagement, their



favourite songs or movements, and any challenges or difficulties they experience during the activity. It can provide insights into a child's interests, preferences, and abilities in a particular context and help the teacher plan future music and movement activities.

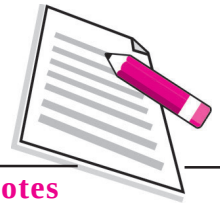
- (f) **Time sampling** : An ECCE teacher could use time sampling to observe a child throughout the day or week and note down the child's activities and behaviours at specific intervals. It can provide information about how children spend their time, what they are interested in, and what activities they are engaged in and identify areas where the child needs additional support or enrichment.
- (g) **Portfolios** : These are collections or portfolio of a child's work, including artwork, writing, and other projects over a period of time. They can be used to document a child's progress over time and to showcase their achievements. The portfolio could showcase the child's strengths and achievements and help the teacher track the child's progress over time. It could also be shared with the child's parents to provide them with a record of their child's development and learning.

7.5. PROCESS OF COMMUNICATING AND REPORTING CHILDREN'S PROGRESS

As an ECCE (Early Childhood Care and Education) teacher, communicating and reporting children's progress is an essential aspect of your job. It helps parents and caregivers understand how their child is developing and provides valuable insights into areas that require improvement. Here are some steps to follow when communicating and reporting children's progress:

7.5.1 Establish clear communication channels

It is essential to establish clear communication channels with parents or caregivers right from the beginning. This could include setting up regular meetings, parent-teacher conferences, creating a group chat or email group, or using a school management system. Additionally, you can use a school management system to provide real-time updates on children's progress and share important announcements with parents or caregivers. For example, you can send out a weekly newsletter to parents or caregivers that includes updates on what the children are learning, upcoming events or activities, and tips for supporting their child's development.



7.5.2 Assess and record children's progress

As an ECCE teacher, you need to assess and record children's progress regularly using a range of tools for further references. You can also involve children in the assessment process by asking them to share their work or explain their thinking. For example you as an ECCE teacher might use an observation checklist to assess a child's social and emotional development or a reading assessment to assess their literacy skills.

7.5.3 Share assessment results

Once you have assessed a child's progress, you can share the results with parents or care givers. It is essential to do this in a clear and concise manner, using simple language that they can understand. You can use a report card, progress report, or portfolio of work to share assessment results. For example, an ECCE teacher might send home a progress report that highlights areas where the child is excelling and areas where they need improvement.

7.5.4 Discuss areas of improvement

When sharing assessment results, it is important to discuss areas of improvement with parents or caregivers. You can also provide recommendations and suggestions for activities or strategies that they can use to support their child's development. For example, if a child is struggling with reading skills, the ECCE teacher can provide recommendations and suggestions for activities or strategies that parents or care-givers can use to support their child's development. This could include reading books together, playing word games, or practising sight words.

7.5.5 Provide on-going updates

Finally, an ECCE teacher can provide ongoing updates to parents or caregivers about their child's progress. For example, an ECCE teacher can share work samples or photos of the children's activities or send regular emails to parents or care-givers with updates on what their child is learning. This could include regular meetings or check-ins, sharing work samples or photos, or using a school management system to provide real-time updates.

Finally, an ECCE teacher can provide ongoing updates to parents or caregivers about their child's progress. For example, an ECCE teacher can share work samples or photos of the children's activities or send regular emails to parents or caregivers with updates on what their child is learning.

ECCE Journey with Formal Education System



7.5.6 Different methods of reporting children's progress

There are various methods of reporting children's progress at Early Childhood Care and Education (ECCE) centres. Here are some examples of methods and content that could be useful for ECCE teachers:

(a) Reporting as Anecdotal Records

The content should be observations of the child's behaviour, interests, and abilities. The target group of the report would be the parents, so the content should be in simple language and easy to understand. ECCE teachers can use this method to provide information on the child's progress in different areas of development, such as physical, social-emotional, and cognitive.

Here's an example of an anecdotal record:

"During story time, Seema was able to sit still and listen to the story for the whole time. She even asked relevant questions about the characters afterward."

In this example, the teacher observed Seema's behaviour during story time and recorded her ability to sit still, listen to the story, and engage in discussion afterwards.

(b) Reporting through Checklist

The content of the report should include a list of skills or behaviours that the child has acquired, along with any areas where the child may need additional support. The target group of the report would be the parents, so the content should be in simple language and easy to understand. Here's an example of a checklist:

Fine Motor Skills:	1	2	3	4	5
● Can hold a pencil or crayon with a tripod grip	☐	☐	☐	☐	☐
● Can cut with scissors along a straight line	☐	☐	☐	☐	☐
● Can use a fork and spoon to eat independently	☐	☐	☐	☐	☐

In this example, the teacher has created a checklist of fine motor skills that a child should be able to demonstrate at a certain age. The teacher can check off the skills that the child has acquired and highlight any areas where the child may need additional support.

(c) Reporting as Portfolio

A portfolio is a collection of the child's work, observations, and assessments over a period of time. The portfolio contains samples of the child's artwork, photos of the



child engaged in different activities, and comments from the teacher about the child's progress. The target group of the report would be the parents, so the content should be in a language that is easy to understand and visually appealing. Here's an example of a portfolio:

The portfolio may include a photo of the child building a block tower, along with the teacher's observation that the child was able to count the blocks and match them by colour and size.

(d) Reporting through Parent-teacher conferences

Parent-teacher conferences are face-to-face meetings between the teacher and parents to discuss the child's progress. The content should include information on the child's strengths, areas of improvement, and strategies for supporting the child's development at home. The target group of the report would be the parents, so the content should be presented in a clear and concise manner. Here's an example of a parent-teacher conference:

"During the conference, the teacher shared with the parents that their child has shown a keen interest in reading and is able to identify several letters and words. The teacher also discussed strategies that the parents can use to support the child's reading development at home, such as reading books together and pointing out the letters and words in the environment."

In this example, the teacher provided specific examples of the child's progress in reading and discussed strategies for parents to support the child's development at home.

(e) Digital reporting

In the present digital era, digital communication is also popular. Digital reporting is a method of reporting that uses digital platforms such as apps or websites to share information on the child's progress with parents. The content should include information on the child's learning goals, progress, and any areas where the child may need additional support. The target group of the report would be the parents, so the content should be in a language that is easy to understand and visually appealing.

Here's an example of digital reporting:

"The app contains a portfolio of the child's work, as well as daily updates on their progress in different areas of development. The app also allows parents to communicate with the teacher and receive real-time updates on their child's activities and behaviour at the ECCE centre."



Notes

In this example, the teacher uses a digital platform to provide parents with regular updates on the child's progress, including samples of their work, comments on their development, and opportunities for parent-teacher communication.



INTEXT QUESTIONS 7.1

- A. Carefully read the following statement and indicate whether they are True or False.
1. Teachers do an assessment to observe a child and accumulate a record of the child's growth and development.
 2. Assessment is often required by regulatory bodies in India to ensure that early childhood education programmes meet certain standards.
 3. Assessment is not an essential component of early childhood education.
 4. Assessment is not necessary for early childhood education teachers.
 5. Assessment allows ECCE teachers to monitor children's development and identify areas where they may need additional support.
 6. Assessment cannot be used to identify developmental delays in children.
 7. Assessment cannot promote equity in early childhood education.
 8. Assessment data cannot be used to support curriculum alignment between ECCE programmes and primary schools.
 9. ECCE teachers should only assess children's academic progress.
 10. ECCE teachers do not need to assess children's health and well-being in an ECCE centre.
- B. Fill in the blanks with appropriate word(s).
1. Assessment data can be used to build evidence-based practices in ECCE by analysing data over time, ECCE teachers can develop best practices that are grounded in _____.
 2. Assessment can provide ECCE teachers with valuable information to evaluate the effectiveness of their _____.
 3. Assessment should be ongoing and _____ to ensure that children's progress is regularly monitored and appropriate interventions are implemented when necessary.



4. Parental involvement is important in the assessment process, as parents can provide valuable information about their child's _____ and skills outside of the classroom.
5. The assessment of children in an ECCE centre should cover various aspects of their growth, health, learning, and _____.
6. ECCE teachers should monitor and assess children's physical growth, motor skills, cognitive development, social-emotional development, and language development to ensure that they are meeting their ----- objectives of _____.
7. ECCE teachers should assess children's learning and academic progress, including their literacy and numeracy skills, critical thinking, and _____ abilities.
8. ECCE teachers should assess the level of family engagement and involvement in children's learning and development to ensure that they are working in _____ with families.
9. ECCE teachers can provide opportunities for children to express themselves creatively through _____ and _____ activities.
10. ECCE teachers should assess children's physical growth, motor skills, cognitive development, social-emotional development, and _____ development to ensure they are meeting their developmental milestones.

7.6 DIFFERENT METHODS OF REPORTING CHILDREN'S PROGRESS

Parent-teacher communication can look different for different teachers and parents. Some relationships may be more difficult to establish than others, but there are a number of communication strategies that can help teachers and parents to increase engagement in various situations.

Discovering the best methods of communication and formulating messaging plans early in the year is important, as it will maintain consistent communication throughout the year. Teachers shouldn't be afraid to be persistent in establishing relationships with parents, and vice versa. Teachers and parents can try the following tactics for changing **attitudes and actions** that encourage involvement of parents and help in improving parent-teacher communication:



Notes

7.6.1 Using a range of communication tools and channels

It refers to including newsletters, websites, e-mails, assemblies, parent/teacher interaction, and PTMs. Some of them are as follows:

- (a) **Regular in-person communication:** This type of communication works well with parents who typically drop off and pick up their children from school.
- (b) **Parent-teacher conferences:** This type of communication is less consistent, but parents and teachers can schedule meetings to discuss a child's work and future goals.
- (c) **Phone calls and emails:** Parents with busy work or personal schedules may not have the opportunity to go to centre or schedule conferences. These parents may be easier to reach on the phone or via email. Teachers can also use phone calls and emails to regularly communicate with parents.
- (d) **Text messages:** Some teachers use mass text messages or special messaging apps to communicate with parents.
- (e) **Open houses:** Most schools host annual open houses where parents can visit their children's classrooms. This allows teachers to meet parents or to meet a second parent who may not be in regular communication.
- (f) **Parent-teacher associations:** Parents and teachers can establish ongoing relationships through board meetings or PTA meetings in which they help to make decisions for the school.
- (g) **Homework handouts and newsletters:** Teachers can create handouts for children to take home with them containing information about homework and other tasks. Teachers can also write weekly or monthly newsletters to let parents know what is going on in the classroom and how they can participate.

Developing a pre-school activity calendar outlining activities, celebrations, events and holidays in the pre-school year where engagement of the parents and community is very important. Specific activities can be used to engage them for example, volunteer parent coming to tell a story/rhyme.

- Using **Parent Teacher Meeting (PTM)** to talk about children's development and their progress.
- Planning **Home Visits**, if required, as it will help the teachers, get acquainted with the families of the children. The teacher can learn about the family's culture and special talents, etc.

- The teacher can communicate with the parents **during drop off and pick up time**. This allows parents to informally interact with the teacher.
- Use **bulletin and notice board** specifically meant for the parents to share notice for the meetings, nutrition menu, and other relevant issues.

Involve parents on **field visits/excursions**.

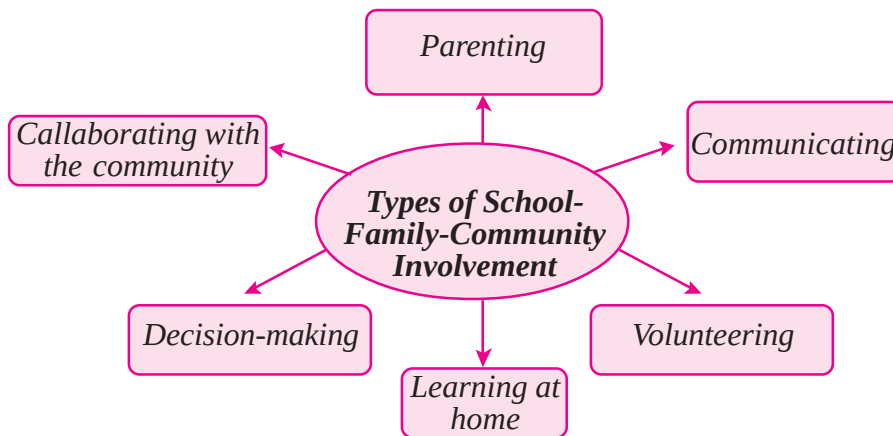


Figure :7. 3 Communication tools and channels

Figure :7.4 Types of School-Family-Community involvement

7.6.2 Sharing Information about the Child

- (1) **Informal Conversations:** Conversations which parents, teachers, and children have on an informal basis are among the most natural and successful ways of sharing information. They provide opportunities to:
 - a) share current information about the child and upcoming activities
 - b) share personal anecdotes and insights
 - c) give reassurance about the child's efforts and development
- (2) **Informal Notes and Messages:** Written informal communications can include:
 - a) personal notes
 - b) home-school communication books
 - c) classroom news bulletins
 - d) e-mail correspondence



ECCE Journey with Formal Education System



- (3) **Calls:** Parents and teachers may call one another to:
- a) keep in touch
 - b) share important news of the child
 - c) plan how to support some aspect of the child's learning
 - d) establish a partnership role
- (4) **Individual Conferences:** Conferences are an opportunity for:
- a) parents to share information and insights about their child's development and interests at home
 - b) teachers to share information and insights about the child's development and interests at school.
 - c) setting goals for the child's learning
 - d) making plans to support the child's learning
- (5) **Collections of Work:** Establishing collection systems to store information about what a child can do provides a basis for ongoing assessment and evaluation. Consider:
- a) dated samples of drawings and writing
 - b) copies of reports and projects
 - c) photographs
 - d) audio and video tapes
 - e) computer disks
 - f) child self-assessments

7.6.3 Anecdotal Reports

The anecdotal progress report describes the child's development in relation to the goals of the Primary Programme. It is intended to provide information about the child's individual progress. It may precede or follow a parent-teacher conference. Anecdotal reports give information about:

- a. Accomplishments (what a child can do)
- b. Attitudes and interests
- c. Learning needs



- d. Future learning goals and plans for support

7.6.4 Sharing Information about the School and Classroom

- (1) **Newsletters:** Newsletters are one-way schools establish ongoing communication and can solicit parent reaction and input as well as provide information about:
 - a) school and classroom activities
 - b) upcoming events and activities at school and in the community
 - c) children success stories
 - d) samples of children work
- (2) **Parent Evenings and Open Houses:** Parent evenings are a time to get a sense of the school and classroom atmosphere. This can be a time for parents to:
 - a) learn about the goals the school has for all children
 - b) find out what children are learning as well how they represent learning
 - c) look at their child'
- (3) **Informal Visits:** Although the school is the usual place for parents and teachers to exchange information, some teachers plan informal get-together in other settings such as:
 - a) classroom outings (picnics, walks)
 - b) homes
 - c) community facility
- (4) **Classroom Study:** Many teachers provide parents with information about what has been and what will be the focus of classroom learning experiences. These provide information about:
 - a) themes to be explored
 - b) classroom projects
 - c) special activities
 - d) curriculum plans



e) field trips

f) web sites

(5) **Classroom Visits:** Classroom visits can be arranged through the teacher to provide:

a) children with a chance to see their parents and teachers cooperating

b) opportunities to talk

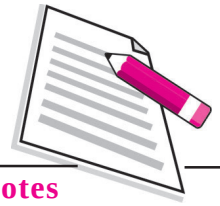
c) parents with first-hand opportunities to observe their child in the school setting



INTEXT QUESTIONS 7.2

A. Carefully read the following statement and indicate whether they are True or False.

1. Assessing children's social and emotional development is not important in an ECCE centre.
2. ECCE teachers should only use standardized tests to assess children's development.
3. ECCE teachers can use various tools such as developmental checklists, standardized tests, and observations to assess children's development.
4. ECCE teachers should only assess children's academic progress in literacy and numeracy skills.
5. ECCE teachers should also assess children's critical thinking and problem-solving abilities.
6. ECCE teachers do not need to assess family engagement and involvement in children's learning and development.
7. ECCE teachers should assess the level of family engagement and involvement in children's learning and development.
8. Maintaining records of child assessments is not an essential part of teaching in Early Childhood Care and Education (ECCE).
9. Teachers should only use one assessment tool when assessing a child's development in ECCE.
10. Teachers should share the assessment results with parents care givers and



other professionals involved in the child's care.

B. Fill in the blanks with appropriate word(s).

1. ECCE teachers should ensure children are physically and mentally healthy by monitoring their nutrition, hygiene, and _____ status.
2. ECCE teachers should assess children's social and emotional development, including their self-esteem, social skills, and emotional regulation, to ensure they are developing strong _____ and _____ skills.
3. Assessments should be based on _____ appropriate developmental milestones.
4. It is important to use _____ and _____ language when recording observations.
5. After recording observations, teachers should _____ the data to identify patterns and trends in the child's development.
6. Teachers should ensure that the child's assessment records are kept _____ and secure.
7. Teachers can use assessment records to _____ their teaching practices and make changes as needed.
8. _____ is one of the most commonly used methods for child assessment.
9. Teachers can use a _____ to monitor a child's progress in areas such as cognitive, social, emotional, and physical development.
10. Open-ended questions can help teachers understand a child's interests, emotions, and social interactions during _____.

ASSIGNMENT 7.1

Case Study Analysis: You may select a child from a classroom or programme and write a case study on that child's development. You can include observations of the child's behaviour, skills, and milestones, as well as assessments.



WHAT YOU HAVE LEARNT

In this lesson, you have learnt that:

- Assessment provides teachers, parents, and families with critical information

Module - 3

ECCE Journey with Formal Education System



Communicating and Reporting Children's Progress

about a child's development and growth. It helps teachers monitor children's development, individualize instruction, communicate with parents, inform curriculum development, and meet regulatory requirements. It also helps evaluate teaching effectiveness, promote equity, ensure programme quality, support the transition to formal education, provide feedback to children, align curriculum, enhance professional development, build evidence-based practices, and inform programme evaluation.

- Child assessment is an essential component of ECCE teachers to assess various aspects. The assessment should be comprehensive and cover physical growth, motor skills, cognitive development, social-emotional development, language development, health, learning, social and emotional development, and family engagement to ensure they receive high-quality education and care and are prepared for success in their academic and personal lives.
- Maintaining records of child assessment in ECCE can provide valuable insights into a child's development and help teachers plan appropriate interventions. By using a variety of assessment tools, involving parents in the assessment process, and using assessment records to evaluate teaching practices, teachers can create a supportive environment that promotes each child's overall growth and development.
- The methods of child assessment can help teachers better understand each child's unique needs and abilities, and develop individualized plans to support their learning and development.
- It is important to note that observation methods should always be used in conjunction with other assessment tools and should not be used in isolation to make decisions about a child's development or learning needs. Additionally, teachers should ensure that they are following ethical guidelines for observation and maintaining confidentiality and privacy of children and their families.
- By establishing clear communication channels, assessing children's progress, sharing assessment results, discussing areas of improvement, and providing ongoing updates, an ECCE teacher in India can effectively communicate and report children's progress to parents or caregivers.
- The content of the reports should be clear, concise, and easy to understand for parents. ECCE teachers should use language that is appropriate for the target group and should provide information on the child's progress in different areas of development, along with strategies for supporting the child's development at home.

- Some teachers encourage children to take part in conferences as a way of helping them understand their learning and to become more responsible for their own progress.



TERMINAL EXERCISE

- What do you understand by anecdotal reports? How do these help to give information about the child?
- Why is child assessment an essential component of ECCE.
- Why is it important for ECCE teachers to assess children's health and well-being?
- What are some developmental areas that teachers can assess in Early Childhood Care and Education (ECCE).
- How can teachers use assessment records to identify areas where a child needs support?
- How can interviews be used to assess a child's development and needs?
- What is a portfolio in the context of child assessment?
- How can a child's drawings and writings be used in child assessment?
- What is a case study in the context of child assessment?
- What are portfolios and how can they be used to document a child's progress over time and showcase their achievements?



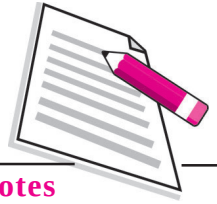
ANSWER TO INTEXT QUESTIONS

7.1

A. True or false :

- | | |
|----------|-----------|
| 1. True | 2. True |
| 3. False | 4. False |
| 5. True | 6. False |
| 7. False | 8. False |
| 9. False | 10. False |

**ECCE Journey with
Formal Education
System**



Notes



Notes

B. Fill in the blanks:

- | | |
|--------------------|-------------------|
| 1. research | 2. teaching |
| 3. systematic | 4. strengths |
| 5. development | 6. ECCE programme |
| 7. problem-solving | 8. partnership |
| 9. Arts and crafts | 10. Language |

7.2

A. True or false:

- | | |
|----------|----------|
| 1. False | 2. False |
| 3. True | 4. False |
| 5. True | 6. False |
| 7. True | 8. False |
| 9. False | 10. True |

B. Fill in the blanks:

- | | |
|--------------|-------------------------|
| 1. Health | 2. social and emotional |
| 3. age | 4. easy, simple |
| 5. analyse | 6. confidential |
| 7. evaluate | 8. observation |
| 9. checklist | 10. interviews |



KEY LEARNING OUTCOMES

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

- understand the need and importance of assessment of children's progress.
- identify the various areas which need to be assessed at early child care education centre.
- form an understanding of maintaining the records of the progress of the children
- able to describe various methods of assessment.
- develop the skills of observing children at various stages of development.

- able to elaborate the need and importance and different ways of reporting the progress of the children to the parents/guardians.



REFERENCES

- Aronson, M. M. (1995). Building communication partnerships with parents. Westminister, CA:Teacher Created Materials, Inc.
- Berger, E. H. (1991). Parents as partners in education: School and home working together. New york: Macmillan.
- Clay, S. (2005). Communicating with parents: Strategies for teachers. School Community Journal, 16(1), 117-129. New York: Macmillan. Graham
- Birla, M., & Misra, S. (2019). Assessment in Early Childhood Education: Importance, Principles and Strategies. International Journal of Science and Research, 8(6), 2266-2272. <https://www.ijsr.net/archive/v8i6/ART20198208.pdf>
- Ghosh, S. (2017). Assessment Methods in Early Childhood Education: A Literature Review. Journal of Education and Practice, 8(2), 13-18. <https://files.eric.ed.gov/fulltext/EJ1153821.pdf>
- Jalaluddin, A. (2014). Assessment in Early Childhood Education: A Comparison of Different Methods. The International Journal of Indian Psychology, 2(2), 17-25. <http://ijip.in/wp-content/uploads/2014/09/3IJIP2014.pdf>
- Kalyanpur, M. (2010). Assessing young children: What, why, and how. Early Childhood Education Journal, 37(4), 311-316. <https://doi.org/10.1007/s10643-009-0356-7>
- Kapur, M., Sharma, D., & Kapoor, S. (2013). Importance of Early Childhood Assessment: An Indian Perspective. International Journal of Humanities and Social Science Invention, 2(11), 01-06. [https://www.ijhssi.org/papers/v2\(11\)/Version-1/A02110106.pdf](https://www.ijhssi.org/papers/v2(11)/Version-1/A02110106.pdf)
- NAEYC (National Association for the Education of Young Children). (2003). Assessment of young children: Why, what, and how. Young Children, 58(4), 4-10. <https://www.naeyc.org/resources/pubs/yc/nov2003/assessing-young-children>
- NCERT (National Council of Educational Research and Training). (2009). Assessment in Early Childhood Education. Department of Women's Education. <http://citeseerx.ist.psu.edu/viewdoc/>

ECCE Journey with Formal Education System



Notes

Module - 3

ECCE Journey with Formal Education System



Notes

Communicating and Reporting Children's Progress

[download?doi=10.1.1.461.831&rep=rep1&type=pdf](https://doi.org/10.1.1.461.831&rep=rep1&type=pdf)

- Rao, N., & Sun, J. (2013). Assessment in Early Childhood Education in India: Enhancing Learning, Reducing Inequality. Early Childhood Matters, 119, 9-12. <https://bernardvanleer.org/publications-reports/early-childhood-matters-2013-issue-119-assessment-in-early-childhood-education-in-india-enhancing-learning-reducing-inequality/>
- Singh, N., & Singh, R. (2019). Importance of assessment of young children in early childhood education. International Journal of Recent Technology and Engineering, 8(2S), 2245-2251. <https://doi.org/10.35940/ijrte.B1207.0982S19>
- Sharma, N. (2016). Observing and Recording the Development of Young Children. Global Journal of Human-Social Science: C Interdisciplinary, 16(2), 38-42. <https://socialscienceresearch.org/index.php/GJHSS/article/view/1608/1493>
- NCERT (National Council of Educational Research and Training). (2009). Assessment in Early Childhood Education. Department of Women's Education. <http://citeseerx.ist.p>

MODULE III:- ECCE Journey with formal education systems

Lesson	Content Outline	Learning Outcomes
1. ECCE Centre and Linkage with Home and School	● Points of interface between ECCE centre, home and community ● Planning with community and parents' interventions ● Involvement of parents at the centre ● Importance of mapping ECCE culture and home ecosystem	● Compile significant points of interface between ECCE centre, home and community ● Plan with community and parents' interventions ● Involve parents at the centre ● Solve learning problems by mapping ECCE culture and home ecosystem
2. Involvement of parents and community	● Collaborate with parents, community and anganwadi in childcare ● Types of caregiving ● Early identification and Interventions for Divyang children	● Demonstrate methods of observing children at stages of development \ ● Collaborate with parents, community and anganwadi in childcare ● Interpret principles and types of caregiving ● Predict interventions for special children by early identification of development parameters
3. How Children Learn	● Factors affecting learning ● Inter-relationship in learning & maturation ● Inter-relationship in learning & socialization ● Meaning and significance of conducive learning environment ● Ways to create Conducive learning Environment ● Role of ECCE teacher in creating conducive learning Environment	● Discuss the factors that affects learning ● Explain the inter-relationship in learning & maturation ● Elaborate the inter-relationship in learning & socialization ● Explain meaning and significance of conducive learning environment ● Suggest ways to create Conducive learning Environment

		● Discuss the Role of ECCE Educator in creating conducive learning Environment
4. Curricular linkages between pre -primary and primary.	● Need for curricular linkages (vertically and horizontally across areas) ● Multilingual education. Transition to school language ● Promotion of language development during early years ● Strategies suitable to help children learn language ● Activities to foster pre-writing skills ● Activities for learning of pre-number concepts ● Ways to develop social competence among children	● Describe the need for curricular linkages vertically and horizontally (across areas) ● Develop necessary skills and attitude to promote child's language development during early years ● Discuss strategies suitable to help children learn language ● Organise activities to foster pre-writing skills ● Organise activities for learning of pre-number concepts ● Discuss ways to develop social competence among children
5. Facilitating Learning: Physical education, Arts & Aesthetics, Environment	● Effective methods of teaching Arts & Aesthetics ● Integrated approach in learning about Environment ● Organization of activities pertaining to physical development ● Teaching of Physical education	● Describe, effective methods of teaching Arts & Aesthetics ● Adopts integrated approach in learning about Environment ● Conducts activities pertaining to physical development
6. Foundational Literacy and Numeracy Goals	● Goals of Foundational Years ● Developmental Goal 1: Children Maintain Good Health and Wellbeing includes development ● Developmental Goal 2: . Children Become Effective Communicator	● Explain and address the major developmental goals of Foundational Years, Developmental Goal 1: Children Maintain Good Health and Wellbeing includes development ● Explain and address the developmental goals of

	● Developmental Goal 3: Children become involved learners and connect with their immediate environment	Foundational Years, Developmental Goal 2: . Children Become Effective Communicator ● Explain and address the developmental goal of Foundational Years Developmental Goal 3: Children become involved learners and connect with their immediate environment
7. Communicating and reporting children's progress	● Need and importance of assessment of young children ● Various aspects of assessment (growth, health, learning etc.) ● Maintenance of record of assessment ● Various methods of assessment: Observation, check-lists, interviews, conversations, anecdotes, portfolio, children's drawings, writing, activities, case study etc ● Methods of observing children at stages of development \ ● Process of communicating and reporting children's progress ● Different methods of reporting children's progress	● Discuss the Need and importance of assessment of young children ● Elaborate various aspects of assessment (growth, health, learning etc.) ● Maintain record of assessment ● Explain various methods of assessment: Observation, check-lists, interviews, conversations, anecdotes, portfolio, children's drawings, writing, activities, case study etc ● Explain the process of communicating and reporting children's progress ● Adopt different methods of reporting children's progress

Sample Question Paper
ECCE Journey with Formal Education Systems
(Code-441)

Time : 2 Hours**Maximum Marks : 30****Note :**

1. All Questions are Compulsory
2. Questions nos. 1 is Long Answer carrying 6 marks
3. Questions nos 2 to 5 are Short Answer Question carrying 3 marks each
4. Questions nos. 6 to 7 are Very Short Answer Question carrying 2 marks each
5. Questions nos. 8 to 15 are True or False Question carrying 1marks each

Q. No.	Long Answer Question	
Q. 1	In what ways are the activities such as nature visits, helpful in the development of children? Discuss with examples of activities.	6
Q. No.	Short Answer Question	
Q. 2	What can be the roles of Community Motivators?	3
Q. 3	Write down symptoms of Dysgraphia.	3
Q. 4	Explain imitation learning. How can it be used for the children studying at the foundational stage?	3
Q. 5	What are the ways to promote language in early years?	3
Q. No.	Very Short Answer	
Q. 6	What is the role of mother tongue at the foundational stage	2
Q. 7	Write down the main features of each of the three developmental goals	2
Q. No.	True or false	
Q. 8	Parents should pressurize the pre-school teachers for formal teaching	1

Q. 9	Teachers who use practices of partnership are more likely to report that only English-speaking parents can help their children	1
Q. 10	The curriculum is continuously evolving	1
Q. 11	The NIPUN Bharat Mission has declared the overall national targets in achieving learning outcomes,	1
Q. 12	Assessment data cannot be used to support curriculum alignment between ECE programmes and primary schools.	1
Q. 13	ECE teachers should only assess children's academic progress.	1
Q. 14	ECE teachers should assess children's health and well-being in an ECCE centre.	1
Q. 15	Assessing children's social and emotional development is not important in an ECCE centre	1