

EARLY CHILDHOOD EDUCATION

Philosophy and Practice

Dr. S. Sreelatha & Dr. B. Krishna Prasad

Foreword

Dr. A. Sukumaran Nair

© Authors

First Edition : 2011

All rights reserved. No part of this work may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, micro-filming recording or otherwise, without the prior written permission of the copyright owner and the publisher.

ISBN : 978-81-909565-0-5

Price : ₹ 150

Published by

A.V. PARVATHY PUBLICATION PVT. LTD.

N.G.O. 'A' Colony

Palayamkottai, Tirunelveli, Tamilnadu, India.

☎ 9894423075.

Printed at :

D.K. Offset Press

Convent road, Neyyattinkara.



EARLY CHILDHOOD EDUCATION Philosophy and Practice

Dr. S. Sreelatha

M.A, (Child care & Education),
MSc, M.Ed, M.phil, DPTT, P.hD.

Assistant Professor in

Early childhood Education

N.V.K.S.D College of Education
Attoor, Kanyakumari District,
Tamilnadu.

Dr. B. Krishna Prasad

M.A, (Child care & Education),
MSc, MEd, M.phil, P.hD.

Principal

N.V.K.S.D College of Education
Attoor, Kanyakumari District,
Tamilnadu.

T13
211;3

NVKSD COL. EDU.



Acc.No : 13031

PREFACE

Early childhood education is the most important but often neglected field of education in India. This is particularly true in India where the general pattern of education is the same which has been introduced by the Britishers. Early childhood education still today aims at the development of 3R's rather than the all round development of the personality. This sorry state of affairs require an immediate and urgent enquiry into early childhood education in India. The present book is an attempt in this direction.

This book covers the syllabus of the paper Early Childhood Education in various courses offered by the universities in India. The aim of this book is to throw light on the origin, development and existing pattern of Early childhood education in India and abroad. Contributions of great educators in India and abroad, curriculum planning, theme approach, instructional strategies for the young children, development during early childhood, skill development and activities for the same, role of parents in early childhood education and various organizations in child welfare are included.

If this book could serve as an ideal text book for the students (Diploma, B.Ed, M.Ed) and a reference book for the teachers, the authors' efforts will be amply rewarded. Suggestions for further improvement of the book will be gratefully appreciated.

Dr. S. Sreelatha

Dr. B. Krishna Prasad

FOREWORD

The present work in Early Childhood Education by Dr. B. Krishna Prasad, Principal, N.V.K.S.D College of Education, Attoor and Dr. S. Sreelatha, Assistant Professor, Early childhood Education, N.V.K.S.D College of Education is an attempt to give a new orientation to Early Childhood Education, which Indian educational planners have sidelined for the past several decades. The fact that this sector of education is the one which is practised with utmost care by the advanced educational systems has not been taken into account by the top decision makers in Indian education. No state in India has up to now come forward to bring pre- school education under state control.

The latest move by the Ministry of Human Resource Development under the dynamic leadership of Shri. Kapil Sibal has created a new awareness about the need to introduce radical changes in our conceptualization of the role of Early Childhood Education and the methodologies used for educating children of this age level. Most of the advanced systems treat the entire age level from kindergarten to upper primary levels (age levels 4+ to 14+) as a single continuum for educational treatment. Methodologies for prolonging infancy are accepted by all progressive educational systems.

It is heartening to note that the Government of India has come out with a path - setting series of new policies and legislations to upgrade the quality of Early Childhood Education. The country has assigned an important role to Early Childhood Education in its six goals of "education for all" which the country hopes to achieve by 2015.

Modern educational thinkers beginning with the post - modern thinkers like Jean Piaget and Howard Gardner all believe in the need for a child friendly new education for early childhood, if the child is to become a better learner in higher levels and also become a better citizen in the emerging knowledge society of the 21st century.

This book provides an insightful introduction to all important areas significant for a real understanding of the trends in Early Childhood Education. The sections dealing with instructional strategies for early education of children, tools and techniques for assessing pre-school children, training programmes for developing pre - school teachers and pre - school education deserve special mention.

I would strongly recommend this book for the use of teachers in pre - schools as well as teacher trainees charged with the responsibility of creating new generation teachers for Early Childhood Education and for all concerned with general educational planning and educational management.

Dr. A. Sukumaran Nair
Former Vice-Chancellor
Mahatma Gandhi University
Kottayam, Kerala State.

CONTENTS

Preface

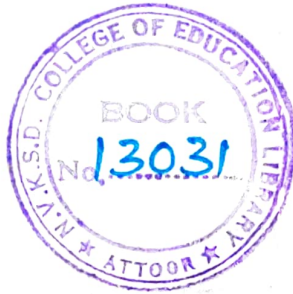
Foreword

1. Historical Perspective of Early Childhood Care and Education

Concept of Early Childhood Education	1
Need of Early Childhood Education	2
Objectives of Early Childhood Education	5
Content and Methodology of Early Childhood Education	6
Early Childhood Education Abroad	7
Development of Early Childhood Education in India	9
Issues and problems of Early Childhood Education in India.	14

2. Contributions of Great Western and Indian Educators

John Comenius	16
Jean Jacques Rousseau	21
John Heinrich Pestalozzi	23
* ✓ Frederich August Froebel	25
✓ Margaret McMillan	32
* ✓ Maria Montessori	34
* ✓ Jean Piaget	44
Rabindranath Tagore	47
* ✓ Giju Bhai Badheka	49
* ✓ Mahatma Gandhi	52
✓ Tarabai Modak	56



3. Curriculum of Early Childhood Education

Planning Programmes	59
Curriculum of Early Childhood Education	65
Theme Approach	67
Activities and Methods of Attaining Various Skills	74

4. Organization of Early Childhood Education Centres	
Design of a Pre-primary School	78
Essentials of a Good Building	78
Equipment for a Pre-primary School	82
5. Instructional Strategies	
Sense Training	86
Play - way Method	91
Music for Children	94
Story Telling	97
Role Playing	101
Corner Arrangements	102
Field Trip	106
Creative Activities	108
6. Evaluation of Children's Competency	
Continuous and Comprehensive Evaluation	114
Observation	115
Report Card	116
Portfolio	118
Anecdotal Records	118
Assessment Cards	119
7. Development of Children	
Pre-natal Development and Care	124
Process of Birth	128
Birth Hazards	130
Development During Early Childhood	131
Physical Development	131
Motor Development	133
Social Development	135
Emotional Development	138
Cognitive Development	141
Language Development	143

Behavioural Problems	145
Learning Disabilities	152
8. Pre-Primary School Teacher	
Qualities of a Pre-Primary School Teacher	162
Training Programmes for Pre-Primary School Teacher	163
9. Parental Involvement in Early Childhood Education	
Parental Co-operation	165
Parents Education	168
Home Visit	170
10. Various Organizations in Child Welfare	
National Organizations	171
ICCW, CSWB, NCERT, IAPE, NIPCCD, ICDS	
International Organizations	176
UNESCO, UNICEF, CARE, WHO	
References	170
Index	181



Historical Perspective of Early Childhood Care and Education

Concept of early childhood education – Need for early childhood education – Objectives of early childhood education – Content and methodology for early childhood education – Early childhood education movement: Early childhood education abroad - Pre-primary education in U.K, Pre-primary education in U.S.A, Pre-primary education in Germany, Pre-primary education in Italy, Pre-primary education in Japan, Pre-primary education in U.S.S.R – Development of early childhood education in India, Development before independence, Development during post independence period – Issues and problems of early childhood education in India.

The progress and prosperity of a nation is closely related to the maximum growth and development of children. The child acquires most of his personal and social habits before the age of six. The type of education provided to the children before six decides their personality.

The concept of Early Childhood Care and Education (ECCE) is of recent origin in India. Till the National Policy on Education, 1986 (NPE, 1986) used the term Early Childhood Care and Education, terms like pre-school education, nursery education, pre-primary education were used to denote the stage preceding elementary education. In 2002, it was included in the Constitution of India. According to the Article 45 as amended in 2002, “The state shall endeavour to provide early childhood care and education for all children until they complete the age of six years”.

Early Childhood Care and Education (ECCE) is generally defined as the care and education of children from birth to eight years. In the Indian context, Early childhood care and education is considered as the care and education of children from birth to six years.

Early childhood education is the education that a child receives before entering the school at the age of five or six. It can be conceived as an extension of parental child rearing or a way of preparing children to fit into a social order or role that they have to assume as they grow up. It includes parental, pre-natal and post natal care, that is, early stimulation programmes from birth to six years, day care facilities for the disadvantages, family care programmes and so on.

Early childhood education in the broader sense may be divided into four stages.

1. Early childhood education from conception to birth
2. Early childhood education from birth to 2 ½ years
3. Early childhood education from 2 ½ years to 4 years
4. Early childhood education from 4 years to 6 years

The first two stages are the period of education for the mother and the child together and is informal. Importance is laid on the health of the mother and the child. In the later stages, efforts are made to promote regular habits of personal hygiene, food and to develop habits of self discipline and obedience.

Need and Importance of Earlychildhood Education

Research studies have shown the influence of effective early environment stimulation in the first six to seven years of life on the later development of children. A rich stimulating and meaningful environment with well informed adults will foster wholesome development of the child. Early childhood education in the present era becomes the need of the day because of the following reasons.

1. Foundation stage

The age about three to six is the most impressionable period of children's growth. The foundation of future adult personality is laid down in these years. Creativity peaks during the pre-school years and if not nurtured, it becomes more difficult to express it later. Brain reaches its mature bulk before the age of six and the characters advance rapidly

during the early childhood period than during any other period of growth. So a properly controlled and stimulating environment is highly needed during this period. Proper early childhood education provides foundation for a healthy adulthood.

2. Need for proper educational environment

Lack of proper educational environment in homes especially in villages is one of the reasons for the educational backwardness of the large sections of the society. This can be met by early childhood education.

3. Provision for equal educational opportunities

It is a measure of ensuring equity, both socio-economic and gender related.

4. Filling the gap between rural and urban children

Wide spread provision for early childhood education will tend to minimize the gap that exists between the children in the villages and towns. Also it minimizes the gap between poor and rich.

5. Essential for compulsory primary education

Early childhood education minimizes the wastage, dropouts, stagnation and thus facilitates compulsory primary education.

6. Physical well being of children

Early childhood education prepares the child to take care of personal cleanliness, health habits and build up skills that promote regular habits of personal hygiene. Also it enhances the scope for overall development.

7. Increasing number of working women

With increasing economic pressures, large number of women especially from low socio-economic strata have to spend most of their time in earning a livelihood. Pre-primary institutions are essential to look after their children.

8. Nuclear or single family system

Industrialization has resulted in the breakup of the family structure of Indian society. The gradual disappearance of joint family system denied the care and guidance to the small children. So care and nurturing of the child has to be carried out by pre-primary education institutions.

9. Urbanization

Urbanization in India, coupled with large scale migration of people into the metropolitan cities has created shortage of houses. People started to live in multistoried buildings. This resulted in the lack of proper place for the little children to play and enjoy. Pre-schools can provide facilities to these children.

10. Preparation for primary education

Early childhood education prepares the children for formal education through readiness activities.

11. Enrichment environment

Early childhood period is considered as the plastic period of a child's life. For the harmonious development of the child, highly stimulating environment is essential. Families can not provide stimulating play activities and the company of other children that a pre-school provides.

12. Foundation for healthy adulthood

Early childhood education aims at the all round development of the personality of the child and provides foundation for healthy adulthood.

Because of the above said reasons, early childhood education is an important need of the day. Early childhood care centres should provide all kinds of facilities to the child to explore, to enquire, to play and to interact with his peers for optimum development.

Objectives of Early Childhood Education

The primary function of Early Childhood Education is to prepare the child for the next stage. Early Childhood Education should aim at the integrated growth and development of the children by providing a suitable and conducive atmosphere and satisfy their basic needs.

Objectives of Early childhood education are four fold. They are

1. Fulfilment of basic needs.
2. Development of desirable attitudes
3. Wholesome development of the child
4. Preparation to the next stage

Kothari Commission (1964) has pointed out the following as the objectives of early childhood education.

- (1) To develop in the child a good physique, adequate muscular co-ordination and basic motor skills.
- (2) To develop in the child good health habits and to build up basic skills necessary for personal adjustment such as dressing, toilet habits, eating, washing, cleaning.
- (3) To develop desirable social attitudes and manners, that is, sharing things, waiting for one's turn, co-operation, taking care of the property belonging to him as well as others etc.
- (4) To develop emotional maturity by guiding the child to express, understand, accept and control basic needs and emotions.
- (5) To develop aesthetic appreciation of the child.
- (6) To stimulate in the child intellectual curiosity concerning his immediate environment, to help him to understand the world in which he lives and to foster new interests through opportunities to explore, investigate and experiment.
- (7) To develop creativity, self reliance and independence.
- (8) To develop the vocabulary and the ability to express his thoughts and feelings in fluent, correct and clear language.

Content and Methodology of Early Childhood Education

Curriculum of Early childhood education should be child centred, activity based, developmentally appropriate and culturally relevant. The programmes of early childhood education should possess the following characteristics.

1. Programme should be holistic in nature. There should be provision for:
 - Regular medical check up.
 - Snack time
 - Rest time
 - Daily provision for supplementary nutrition
 - Growth monitoring through maintenance of height and weight records.
2. The programme should be child centred and development and process oriented.
3. ECE method should be definitely the playway method.
4. Play activities should expose the children to a variety of experiences like:
 - Larger and finer muscle co-ordination.
 - Language skills
 - Cognitive skills
 - Creative development
 - Social and emotional adjustment.
5. The programme should be skill oriented rather than content oriented.
6. Daily activities should be according to the age and level of development of the children. There should be:
 - Flexible balance for all aspects of development
 - Balance between individual and group activities, indoor and outdoor activities, guided and free activities and active and quiet activities.
7. There should be no formal teaching of 3R's
8. A record of children's work ought to be maintained.
9. Evaluation should be continuous and comprehensive.

10. Medium of instruction should be mother tongue/regional language with the introduction of English.

11. Proceed from,

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

12. Activities should be given in the sequence - real life experiences, experience through manipulating materials that represent real life experiences, experience through pictures of real life experiences, symbolic and abstract materials.

Early Child Education Abroad

History of pre-primary schools on the modern line may be traced back when Rousseau in his book 'Emile' (1762) emphasized the importance of education in the early childhood period through play. Early childhood education movement in various countries are summarized below.

Pre-primary Education in U.K.

The new Lanark Pre-School was started by Robert Owen in England for looking after children of working women in mills. Under his influence, infant schools were started in various parts of the country. The real credit for the campaign of pre-school education in England goes to McMillan sisters (Margret McMillan and her sister Rachel McMillan). They started a school in a slum area for two to five years old children in 1913. The school was started to improve the physical health and general welfare of young children in the slum area. By 1939, there were about one hundred nursery schools in England. Education Act in England (1944) required Local Education Authorities to ensure that provision is made for the children of age group two to five years in nursery schools or nursery classes for the age group three to five years as a part of primary school.

Pre-Primary Education in U.S.A.

In U.S.A, pre-school movement owes its origin to the Child Study Association formed by a group of mothers in 1889. The National Congress of Parents and Teachers formed in 1877 carried out surveys and organized study groups to find out the needs of pre-school children. In 1922, a nursery teacher training programme was started by a nursery school. After that universities have started many training programmes. During the thirties, pre-schools came to be organized in a large number of Community Housing Projects.

Head Start Programme was introduced in 1965 by Johnson Administration and was taken up by Federal Government to benefit children above the age of four.

In 1967, Appalachia Education Laboratory (AEL) introduced 'School on Wheels' for the Appalachian Mountain Communities in Eastern United States. It is a unique 'Mobile School' equipped with latest teaching devices which goes to the doorsteps of slums and isolated. It has all the facilities and equipment of a formal kindergarten school.

Pre-School Education in Japan

Japan has a very large number of kindergartens and pre-schools. They have good physical environment. Kindergartens admit children aged three to five and offer them one to three year courses. Apart from kindergartens, there were institutions for infants which are called "Hoiku-ji" (day nurseries). They were under the category of social welfare institution. They enroll infants up to age five.

Pre-Primary Education in U.S.S.R.

Immediate after October Revolution of 1917, Directorate of Pre-School Education was started in U.S.S.R. The Montessori system was introduced in the beginning but later on, it was rejected on the basis of the experiments of child psychologists and educationists. The pre-schools of Russia were working on the activity principle.

In U.S.S.R, pre-school institutions were supported by the state. Day kindergartens, Day and Night kindergartens, Open-Air Kindergartens, Pre-School children's homes were the various types of kindergarten in U.S.S.R.

Pre-Primary Education in Germany

Germany has developed a systematic programme of pre-school education. It was the birth place of the Kindergarten movement. Frederich Froebel, the originator of kindergarten was a German educator. He started the first kindergarten in 1816 in Blackenberg, Germany. By 1847, he established ten schools and six teacher training schools.

Pre-Primary Education in Italy

The Agassi sisters founded the first infant school in Bressia in 1892. The Monplana nursery school was started in the year 1898. Nigrissi sisters established the Partomaggiore Nursery School on 1919. The Italian nursery schools emphasize simplicity and economy of organization.

Madam Montessori began her work in the industrial slums in the cities of Italy. She was the originator of Montessori method. She established the first Montessori school known as 'Children's house' in 1907. Her approach and work did not appeal to the educators of Italy. She, therefore, left Italy to work abroad.

Development of Early Childhood Education in India

The development of early childhood education in India was very slow. It was started in the late of nineteenth century. Educational thinkers and practitioners like Maria Montessori, Tagore, Giju Bhai Badheka, Gandhiji and Tarabai Modak have contributed their might to the growth and development of early childhood education in India.

Development of Early Childhood Education Before Independence

Contributions of christian missionaries

Christian missionaries were the first to introduce nursery education in India. They attached nursery classes in primary schools. They also

started separate nursery schools. Loreta convent was established in 1874 for the education of young children. In 1885, St.Hilda's nursery school was established in Pune.

Contributions of Annie Beasant

In the joint leadership of Tagore and Annie Beasant, the pre-school education in India has got a definite shape. In 1918, Annie Beasant started the Central Hindu College at Varanasi.

Contributions of Giju Bhai Badheka

Giju Bhai Badheka started working in the field of pre-school education in 1920, at Bhavnagar in Gujarat. He was later joined with Tarabai Modak and prepared materials for pre-school teachers.

Contributions of Tarabai Modak

In 1936, Tarabai started 'Shishu Vihar' at Bombay which served as a centre of pre-school education training. In 1945, she established 'Gram Bal Shiksha Kendra', a unique centre, in Bordi. In 1950, she shifted her institution to Koshbad and started Balwadi and Anganwadi for tribal children.

Efforts of Dr.Maria Montessori

The visit of Dr. Montessori in India in the 1940's gave great encouragement to nursery school movement in India. She trained a large number of nursery teachers and opened nursery schools. With the help of Rukmini Arundale and Annie Beasant, she established a teacher's training centre at Adayar.

Wardha Education Committee (1939)

The second education committee of the Central Advisory Board of Educaion laid down the important decision that the provision of pre-basic education in Nursery and Infant school is highly desirable. Committee also recommended for the appointment of trained women infant's teachers and encouraging the enrolment in pre-basic schools.

Recommendations of Sargent Report (1944)

The Government of India appointed a committee for suggesting suitable methods for post war educational development in India. The committee made the following major recommendations on pre-primary education.

- (i) An adequate provision of pre-primary institutions in the form of nursery schools or classes is an essential adjunct to any national system of education.
- (ii) Separate nursery schools can be started in urban areas. In other areas, nursery schools can be attached to primary schools.
- (iii) Staff should be women with special training in pre-primary education.
- (iv) Pre-primary education should be free.
- (v) The main objective of pre-primary education is to give young children social experience rather than formal instruction.

Work of Rukmini Devi and Dr. G.S.Arundale

Rukmini Devi and Dr.G.S.Arundale who succeeded Dr.Annie Beasant promoted pre-school education at Adayar.

Pre-basic schools

Shri and Smt. Aryanayakam developed a system of pre-basic education at Wardha Ashram. Pre-basic schools have been organized at Vedchti Ashram in Gujarat by Shri. Jugartran Dave, a disciple of Gandhiji.

The Kasturba Gandhi National Memorial Trust

This trust has undertaken programmes for the welfare of mothers, women and children.

Work at Kurukshetra

A number of emergency schools for pre-school education were opened for the first time in India at Kurukshetra in 1947.

Work in Indian universities

University of Baroda, S.N.D.T Women's University and the Delhi University were the pioneers in the starting of experimental pre-schools.

Development of Early Childhood Education During Post Independence Period

Since independence, there has been a growing awareness of the significance of pre-school education. Pre-school education drew great support from the private and voluntary sectors.

Progress of Early-childhood Education During Five Year Plans

The wellbeing of children has been an integral part of India's developmental planning since 1951, when India became a republic.

First plan

The first five year plan stressed the importance of education for children of three to six years of age. The government urged the local bodies to organize 'Balwadis' in the rural areas. Central Social Welfare Board was established and large scale attempts were made to provide pre-school services in rural areas. CSWB started grants-in-aid scheme for voluntary organizations running pre-primary institutions.

Second plan

During this plan, efforts to popularize pre-primary education were intensified. Child Care Committee was appointed by CSWB for the welfare of children.

Third plan

During third five year plan, Early childhood education was considered as the base of national system of education. A committee was appointed to survey pre-school facilities. In 1963, Ministry of Education opened Child Study Unit in NCERT. In 1964, Indian

Association of Pre-schools was established.

Fourth plan

This plan brought the scheme of family and child welfare to rural areas with the objective to foster the development of pre-school child. The government's efforts were confined to training of teachers evolving suitable teacher guides.

Fifth plan

During the fifth plan, Integrated Child Development Scheme (ICDS) was launched in India for providing services to young children and pregnant and lactating mothers. The package of services provided by ICDS includes supplementary nutrition, immunization, health checkup, referral services, health and nutrition education and pre-school education. Pre-school education is provided through Anganwadis.

Sixth plan

During sixth plan, pre-school education for the disadvantaged sections were aimed at. Voluntary organizations were given financial assistance from the central government for running ECE centres in rural areas. ICDS programmes were expanded on a large scale.

Seventh plan

During seventh plan, special plan and policy for young children was introduced. India is one of the countries which has a national policy for children. This plan continued the strategies of promoting early childhood survival and development through programmes in different sectors including ICDS and pre-school education.

Eighth plan

It was proposed to phase out other government sponsored initiatives by merging them with ICDS and an accelerated expansion of ICDS scheme was observed. The training curriculum of different ICDS functionaries has also been revised and updated. Also the ECE curriculum was modified. It recommended that admission test and interviews should be abolished during this stage and there should be no formal teaching of 3R's

Ninth plan

This plan addressed the issues concerning ECE more exhaustively than previous plans. It recommended the institution of National Charter for Children to ensure taking care of all developmental aspects of the child. Also Early childhood education should be considered as an indispensable first step in the total educational continuum.

Tenth plan

Tenth plan considered the development of children as the first priority on the country's development agenda and to adopt a Rights Based Approach to the development of children, as being advocated by the Draft National Policy and Charter for Children. ICDS is continued as the mainstream for promoting the overall development of young children and mothers. During this plan, the support services of creche/day care services were expanded to reduce the burden of working women. Also universal coverage under the Universal Immunization Programme and focused interventions aimed at improving the nutritional status of children below six years were recommended.

Eleventh plan

It was recommended that ECE should be made a subject under Business Allocation Rules of Development of Women and Child Development by various state governments as has been made by the Government of India under MWCD. Further it is recommended to set up one ECE centre for a group of twenty five children in three to six years age group within easily reachable distance from the home of the child. Also all ECE approaches and strategies need to be linked with primary schooling system to address the issue of transition from ECE to primary schooling. Rajiv Gandhi National Creche Scheme is to be expanded comprehensively throughout the country.

Issues and Problems of Early Childhood Education in India

Though there is a quantitative expansion of early childhood care centres both in public and private sector, there is no qualitative

improvement. Reasons for the slow progress are the following.

Western Origin

Curriculum, instructional materials, methods of teaching etc. are according to the western culture and sometimes not appropriate to Indian culture. Various concepts used in rhymes and stories are not familiar to Indian children.

Confusion in the concept of ECE

Government's policy is not clear for the expansion of Early childhood education. Majority of the schools are in private sector. There is no common structure and programme for early childhood education yet.

Expensive

Since most of the schools are in private sector, Early childhood education is a costly affair now.

Unsuitable programmes

Instead of giving importance to play activities and developmental activities, overemphasis is given to the development of 3R's.

Lack of trained teachers

There is a great shortage of trained teachers for Early childhood education.

Methods of instruction

Methods adopted in the pre-schools are not appropriate to the age and developmental level of children. Play-way method should be adopted for teaching children.

Inadequate facilities in the school

Most of the pre-primary schools are not having specified facilities and equipments for pre-school children.

Attitudes and illiteracy of parents

A large number of illiterate parents have not realized the importance of early childhood education and they are not interested to send their children to pre-schools.

Contributions of Great Western and Indian Educators

Contributions of Western philosophers- John Comenius, Jean Jacques Rousseau, John Heinrich Pestalozzi, Fredrich August Froebel, Margaret McMillan, Maria Montessori, Jean Piaget - Contributions of Indian Philosophers- Rabindranath Tagore, Giju Bhai Badheka, Mahatma Gandhi, Tarabai Modak.

Contributions of Western Philosophers

Among the western educators, the following philosophers have played a significant role in the field of pre-primary education.

1. John Comenius (1572-1670)
2. Jean Jacques Rousseau (1712-1778)
3. John Heinrich Pestalozzi (1746-1827)
4. Frederich August Froebel (1782 -1852)
5. Margaret McMillan (1860-1931)
6. Maria Montessori (1870-1952)
7. Jean Piaget (1896-1980)

John Comenius (1572-1670)

Comenius was born at Nivimitz, a Moravian village in 1592. He was the first educator to reflect the new scientific spirit of the 16th and 17th centuries.

Publications:-

- (1) The Great Didactic
- (2) The School of Infancy
- (3) The Gate of Language
- (4) Visible World in Pictures

Main Educational Thoughts of Comenius

Philosophy of education

His philosophy of education is the pansophic plan of education. 'Pansophia' means universal wisdom. He aimed at teaching every one everything. He had an exaggerated conception of the intellectual capacity of the people.

He believed that forces making for goodness are stronger than those leading towards evil. He believed that 'Seeds of knowledge, virtue and piety' are found in all normal individuals.

Democracy of education

He has profound sympathy for the common man. He laid emphasis to education to masses. He stressed that as far as possible, all should be educated together so that they stimulate and urge one another. He believed that children are not born human but all are having the capacity to become human through proper training.

Aims of education

To Comenius, the purpose of education was 'universal wisdom'. 'Knowledge, virtue and piety' were considered as the aims of education. Comenius made piety as the supreme purpose of education.

Functions of school

The major function of the school is making the young man human. To attain the educational aims, three things are essential – good text books, good teachers and good methods. To him, school is an institution where children work and live together under conditions which resembles the activities of the play ground. The school must provide opportunities for movement, spontaneity, social relations, good order and pleasurable exercises in learning. He stressed the importance of independent thinking to see with one's own eyes and to become wide by using one's own mind.

Organization of the School System

Comenius's school system is divided into four levels of six years each:

- | | | |
|-------------------|---|----------------------------|
| (1) For infancy | : | Mother's Knee |
| (2) For childhood | : | The vernacular school |
| (3) For boyhood | : | The Latin school |
| (4) For youth | : | The University and travel. |

A mother school should exist in every house, a vernacular school at every village, a gymnasium in every city, and a university in every kingdom.

Features of the school

The following are the important features of the school.

- All schools shall begin at a uniform date and children shall be admitted on that day only.
- Yearly, monthly, weekly and daily plan were followed and each may have a definite task appointed for it.
- A separate room with a special teacher for each class.
- For younger children, four hours and for older ones six hours of school work a day.
- No homework required.
- Morning hours should be devoted for subjects which taxes intellect and memory and afternoon to craftwork, music and practical activities.

1. School of Infancy

Education begins at birth and so home is the first school. Fundamental parts of all sciences are taught at this stage. Exercises on external sense training, early social training, and religious instruction were given. Fairy tales, rhymes, manual work, music and play were included.

2. Vernacular School

Comenius demanded elementary education for all, irrespective of gender, social status, economic status etc. It provides preparation for life as well as preparation for Latin school. Vernacular school trains the internal senses, the imagination and memory in combination with their sense organs. The curriculum includes reading, writing, practical

arithmetic, singing, religion, morals, economics, politics and mechanical arts.

3. Latin School or Gymnasium

Latin school was designed as the institution for development in the adolescent stage. Purpose was to train the students to understand and evaluate the information collected by the senses. Logic, grammar, science and arts were included for this purpose. Four languages have to be learnt by the students- Vernacular, Latin, Greek and Hebrew. For Latin, his own text books were used.

In Latin school, there were six classes-Grammar class, Natural Philosophy, Mathematics, Ethics, Dialectic and Rhetoric.

4. University and Travel

This is the highest level of education. A university is to be established in every kingdom or province. Admission has to be given to only the brightest students with high moral character. Admission is based on a common test after completing Latin school. The curriculum is of universal nature, including study of every branch of human knowledge. Research is also a function of the universities. Travel is a method to collect direct information.

The curriculum

The curriculum suggested by Comenius is panasophic curriculum. It is of encyclopaedic in nature. That is every one is 'to know all things, to do all things and to say all things'. The curriculum included introductory concepts and principal ideas of all subjects and not aimed at the mastery of the subject.

He gave much emphasis to vernacular languages. He advocated the study of modern foreign languages and less importance was given to Greek, Latin and Hebrew.

Both Latin and vernacular languages were used for learning grammar, arithmetic, geometry, astronomy, and music. He included Physics, Geography, History, novels and religion. He had an extraordinary regard for History.

He urged for the development of the sense of humour or wit as

a means of education. But humour is not merely for fun but employed for the purpose of sharpening the intellects.

Basic Principles Involved in Methods of Teaching

Everything through the senses

Comenius was the first sense-Realist. Everything should as far as possible, be placed before the senses. If real things are not available, representation may be used. Charts, maps, drawings, diagrams, models and other apparatus should be freely employed.

Grading of subject matter

Comenius was the first educationist who grade the subject matter on the basis of psychological ability.

Everything without compulsion

The school should be a pleasant and happy place. Learning should be made always attractive. The intellect should not be forced to do anything for which it does not have a natural bent.

Socialization

Comenius considered knowledge as a social commodity and is readily acquired when a need is felt to communicate it to others. He advocated that 'Whatever is learnt should be communicated by one pupil to the other that no knowledge may remain unused'. Through forming classes and the school into a republic, its senate and proctor, train the students for self government and social life.

Correlation

Comenius emphasised integrating the materials that are learnt. The senses should be daily exercised in conjunction. Words and things, style and thought should be correlated.

From the known to the unknown

All the learning should proceed from known to unknown.

Jean Jacques Rousseau (1712-1778)

Jean Jacques Rousseau (1712-1778) was an educational philosopher who believed in Naturalism. He was born on 28th June, 1712 in Geneva. He had outlined his scheme of education in his book 'Emile'. 'Emile' is called the 'Gospel of Childhood'. He believed that 'Everything is good as it comes from the hands of the Author of Nature, but everything degenerates in the hands of man'. 'Return to Nature' was his slogan. Rousseau tried to replace conventional and formal education to natural and spontaneous education.

Major Educational Principles

- Nature is always right and training is usually bad. Nature wants children to be before they are man. Do not force adult tastes and ways over the children. Let children be children.
- Make games an education and education a game.
- Teach less from books and more from life. Use many objects, illustrations and few words.
- Senses are the gateways of knowledge and they should be properly trained for their maximum use.
- Let the child be free. Teacher should try to win his confidence. Stimulate the mind of the child with the things which he can understand.
- Teach by doing whenever and wherever possible.
- Do not teach science to the students, let them discover it.
- No strict discipline and no punishment to the children.

Emile

'Emile' is Rousseau's famous educational treatise. In this book, he divides the man's life into four stages namely.

Infancy	(1-5 years)
Childhood	(5-12 years)
Boyhood	(12-15 years)
Youth or adolescence	(15-20 years)

He prescribed the types of education appropriate to each stage.

Infancy (1-5 years)

Rousseau stressed maximum freedom during this period. He recommended country life, freedom, sports and outdoor games. The child should play with natural objects like branches of trees, leaves, flowers, fruits etc. Language used should be simple and no training in 3R's. Education through natural experiences is emphasized during the stage. No artificial education is needed at this stage.

Childhood (5-12 years)

This is the largest period of a child's life. The main aim of education during this period is the development of sense organs through natural activities. Self learning through trial and error is emphasized during this period. Child is given negative education.

Boyhood (12-15 years)

This is a period of transition in the child's life. Development of personality is aimed at this period. This is the apt period to begin formal education. Only book recommended by Rousseau during this period is 'Robinson Crusoe'. Education should be based on the psychology of the child in accordance with his nature.

Adolescence (15-20 years)

This period is predominantly of moral education. He should be trained for social relationships.

Aims of Education

Aims of education in various stages are;

- To develop well regulated freedom during infancy.
- To provide the child, the strength which he needs for the attainment of well regulated freedom through sensory development during childhood.
- To acquire knowledge which may satisfy the wants of the children and functionally useful to them during boyhood.
- Religious, social and moral development during adolescence.

Curriculum

Rousseau has not suggested any fixed curriculum. Every child is given the right to determine his own curriculum. Child is expected to learn directly from nature through personal experiences. Subjects like Nature study, Agriculture, Art, Craft, Botany, Geology, Zoology, Geography, Astronomy etc. can be directly learnt from nature. Languages are included because they are considered for understanding the science subjects. Negative education is recommended for children, which gives freedom for child in his movements and activities.

Curriculum at pre-primary stage is such as it develops physical strength. The child should be allowed to move about freely on the country side. His play things should be natural things such as branches, leaves, flowers, fruits etc.

Methods of teaching

Rousseau advocated simple and direct method of instructions and urged 'experience before expression' and 'objects before words'. The emphasis was on learning by doing. Heuristic method and play-way method were emphasized. Co-education was also emphasized.

Role of Teacher

Teacher is an observer of child's development rather than a provider of information, ideals, ideas and will power. Teacher should not interfere with the activities of the child. Teacher is only a stage setter, a supplier of materials and opportunities and a provider of conducive and ideal environment.

Discipline

The child is given freedom to do and learn what he likes. Child should not be punished. He is of the opinion that 'Whenever a child goes wrong, natural reaction is a proper punishment for him'.

John Heinrich Pestalozzi (1746-1827)

Pestalozzi was a great Swiss educator. He began his experiments in education by teaching his own child. He started a school at Bergdorf

to carry out his experiments in education. The school was later on shifted to Yverdon which became an important centre of experiments in education. He is the pioneer in psychologizing education and bringing harmony in the relations of the child with his environment-home, school and community.

Publications

1. Leonard and Gertrude.
2. How Gertrude Teaches her Children.
3. The Swan Song
4. His Letters on Early Education.

Educational Ideas of Pestalozzi

Aim of education

Education is the natural, progressive and harmonious development of all the power and capacities of human beings.

Methods of instruction

He psychologized education. He advocated that the child should be studied thoroughly and thereafter appropriate methods of instruction should be used.

Sense perception

He emphasized the value of sense perception.

Nature as an educator

Pestalozzi remarked that 'Nature teaches better than man'

Use of object lessons

He advocated that knowledge must be founded in sense impression. 'Teach him nothing by words that you can teach him by things themselves'

Discipline

Children were guided to control themselves. The teacher's control should be exercised with love and understanding of children.

Importance of family love and care

Pestalozzi has given family love and care an important place in the life and education of the child. He believed that in the absence of parent's affection, the child's education will be impaired.

Contributions to pre-primary education

Pestalozzi wrote a manual for mothers titled 'How Gertrude Teaches Her Children?'. This book contains some exercises for pre-school children. It gives a systematic psychological theory of educational methods.

✓ Frederich August Froebel (1782-1852)

(Froebel was born on April 21, 1782 in Oberweiback, a village in South Germany. He was a progressive educationist and was the founder of Kindergarten system of education. He rebelled against the unimaginative school education and restructured the method of imparting education to children. He established a small school in 1816 at Blackenberg. 'Come, let us live for our children' was the call of this great German educationist.

Publications

1. Education of Man
2. Pedagogies of Kindergarten
3. Education by Development
4. Mother's play and Nursery Songs.



Principles Underlying Froebel's Kindergarten Method

The law of Unity

The eternal unity is God and all the phenomenon around are interconnected.

Self activity

Real growth and development is possible only through self activity.

Education according to the nature of the child

(Education should be in conformity with child's nature and needs.

Education through freedom

Child should be educated in free atmosphere. Freedom means obedience to self imposed laws.

Education through assistance

The teacher is like a gardener who carefully nurses and protects children in order to secure their full and free development along most desirable lines.

Education through group life

Self activity, self expression, self realization and the development of individuality must come through a process of socialization. Child can only be properly educated in the company of other children. Social institutions like home, school, church, state are the agencies of the development of the children.

Education through gifts

Songs, gestures and construction are the chief means of stimulating the imagination of the child.

Development from within

Development of the child is directed by an inner force.

Education through play

Natural development of the child takes place through play. Play combines attention with relaxation, purpose with independence and rule with freedom.

Kindergarten

Kindergarten is a German word which means children's garden. Froebel considered school as a garden, teacher as a gardener and children as tender plants. The teacher like the gardener is to look after the little human plants and to water them to grow to beauty and perfection. Froebel believed that the process of growth of a child and plant are the same. The plant grows from within according to the seed that is within. In the same way, child grows from within unfolding the tendencies and impulses from within.

Objectives of Kindergarten

- To provide a centre for the free growth of child's personality.
- To train children in personal hygiene and social habits and to guide them in modifying their behaviour as members of a group.
- To meet the physical, intellectual, emotional and social needs of the child by providing suitable environment and opportunities.
- To give the child, training in the use of language.
- To enable the child to handle situations according to his age and learn to mingle with group.
- To provide the child rich experiences to enable him to understand the world.
- To enable the parents to understand the needs and developmental patterns of the children and the psychological methods of child rearing.

Main Features of Kindergarten

i. Self activity

Spontaneous self activity is the method of education. Full freedom is given to the child to carry out his activities. The following points should be considered while giving self activity:

- It should not be vague.
- It should be a sublimated or controlled activity.
- Social atmosphere is essential to secure meaningful activities.
- Self activity may either take the form of work or play.

ii. Play

It was Froebel who first understands the importance of play in children's education. He recognized that play should be organized and controlled on definite materials so that it may not degenerate to aimless play.

Eroebel laid down the following types of play

- Plays leading to recreation and constructive activities.
- Plays that bring about the development of imagination and intellectual capacity.
- Plays leading to the feeling of co-operation and collectivism.
- Plays that bring about learning of 3 R's.

iii. Curriculum

Curriculum includes:

- Manual work.
- Natural science and Mathematics.
- Language.
- Religion and Religious instruction.
- Arts.

iv. Songs

The nursery songs are used to exercise the child's senses, limbs and muscles and to familiarize with his surrounding. The teacher selects songs in accordance with the development of the child. There are three parts in a song.

- Motto for the guidance of mother / teacher.
- A verse accompanying music.
- A picture illustrating the song.

The teacher is to give the idea of the concept presented as she demonstrates a thing. For example, when she presents a cube, she sings a cube song as follows.

"Eight corners and twelve edges see
And faces six belong to me.
One face behind and, one before
One top, one bottom that makes four.
One at the right, at left side one
And that counts six, if rightly done".

v. Kindergarten teacher

Women should be the teacher. She supervises, guides and takes

care of the child in a general way. Through play, she realises the impulses of the children, encourages socially acceptable behaviour, discourages harmful behaviour and develops moral values and self control. She must have talents in music and play. She sings songs to help the child to form appropriate ideas. During 'Mother's Evenings' she gives advice to the mothers about physical and emotional needs of the children.

vi. Discipline

Discipline should be developed from within and not imposed by others. No external restraints and body punishments should be given. The discipline should be of protective and co-operative type.

vii. Techniques of teaching

Songs, gestures, construction are adopted to bring about the essential development of the personality of the child. What is to be learnt is first expressed in a song, then it is dramatized or expressed in gestures or movements, after that it is illustrated through some constructive work.

viii. Facilities in the kindergarten

The atmosphere of the kindergarten is pleasant and colourful. The first room will have a peg with many symbols. Each child has to know his/her individual symbols and hang his/her coats and bags on it. There will be a wash room with low washbasins and pegs. There will be a towel in their respective peg for cleaning themselves. There are low toilets surrounded with walls of one to one and half meter height so that the teacher can give proper toilet training to the child.

Play room will be painted with beautiful colours and pictures. There will be low and attractive furniture. One corner will be doll's corner. The windows of the room will be low so that the child could enjoy the outside views.

Gifts and Occupations

For the complete education, Froebel devised suitable materials known as gifts. Gifts are carefully graded. They possess all the novelty of play things. The activities suggested with these gifts are called

occupation. Gifts are used for developing various concepts like size, colour, number, shape, form etc. The gradation and order of gifts is determined by the principle of development. There are twenty gifts, the important seven are given below.

First gift

First gift consists of six coloured woolen balls, three in primary colours red, yellow, blue and three secondary colours orange, green and purple. Occupation consists of rolling them about. The balls are intended to give the children the idea of colour, material, form, motion, direction and muscular sensibility.

Second gift

Second gift consists of a sphere, cube and cylinder made of hardwood. While playing with these, the child notices the differences between the mobility of the sphere and stability of the cube. He notices that cylinder is both movable and stable and that harmonizes both qualities in one.

Third gift

Third gift is a large cube divided into small eight cubes of equal size. The child can build up a number of artistic things like bunches, doors, bridges, steps etc. The third gift is called the first building box. The child gets elementary knowledge of addition and subtraction from this.

Fourth gift

Fourth gift consists of a large cube divided into eight oblong prisms. Each prism is twice in length as compared to its breadth and breadth is twice the thickness. Using third and fourth gifts children can construct different patterns and buildings.

Fifth gift

It is very much similar to the third gift. It consists of a large cube divided into twenty seven small cubes, three of which again divided diagonally into halves and three into quarters. The child can construct

many beautiful forms and patterns by combining the third, fourth and fifth gift. Form and number can be very well taught by the use of this gift.

Sixth gift

Sixth gift is again similar to the fourth gift. A large cube is divided into eighteen whole and small oblong blocks. It is useful for teaching Mathematics and also to create various forms.

Seventh gift

It is a set of square and triangular tablets made of very fine wood in two colours. It provides material for exercises in geometrical form and mosaic work.

While presenting the gifts, the teacher gives an idea of the occupation to the children through demonstrations.

Merits of Kindergarten Method

- Froebel was the first educator who stressed the need of an atmosphere of beauty and delight for the child to learn.
- The school functions as a miniature society where the responsibility is shared by all, individual rights are respected by all and voluntary co-operation being practised.
- Child centred system of education stresses the natural instincts and impulses of the child.
- Children are made to understand the concepts easily through play-way method.
- Inclusion of nature study develops love for nature and world in the mind of the child.
- Inclusion of productive work develops in children constructive attitude.
- Teaching through gifts has made the abstract concepts easily understandable.

Criticisms and Limitations of the Method

- Froebel expected too much of the child. It is not possible

for the child to understand abstract ideas while playing with things.

- Some songs and pictures given by him are outdated. They can not be used in every school.
- Gifts are formal in nature and their order of presentation is some what arbitrary. They do not serve much purpose of sense training.
- There is little correlation in the teaching of various subjects.
- There is too much emphasis on social unity and little emphasis on the development of the individual child.

Froebel's Influence on Modern Education

The pre-primary school today's is more nearly Froebelian in spirit. The gifts devised by him are equally applicable now. The songs, dramatization and stories are equally applicable now. Most of the play materials and educational games available in the market are based on Froebelian principles.

Margaret McMillan (1860 – 1931)

Margaret McMillan (1860 – 1931) was born in USA and settled in U.K. She along with her sister Rachel McMillan (1860 -1917) made revolutionary changes in the education of children, especially slum children.

The two sisters established the first nursery school in London in 1911. In 1914, they started an Open Air Nursery school and Training Centre in Pecham. They established a night camp where slum children could wash and wear clean night clothes. In 1830, Margaret opened a college to train nurses and teachers at Deptford.

Publications

1. Child Labour and Half the Time system.
2. Early Childhood.
3. Education through the Imagination.
4. The child and the State.

Educational Theory

ght

She believed that only when the health of the child from birth has been recognized as a basic human responsibility and community concern, the other aims of education can be achieved. The growth of feelings, sentiments and emotions of human beings depends on physical well-being and freedom from hunger and pain. Natural play activities of children should be extended to school.

Education should aim to produce 'the ethical man or woman'. Her theory of education for young children requires the arrangement of contacts and experience through play, so that each child may acquire and co-ordinate primary sensations. These led to the refinement of perception and those feelings and emotions on which expressive and creative imagination depends.

Method of Teaching

Margaret McMillan regards current teaching as 'a sin' against the power of the emotions of children as a sustained of all vigorous mental and moral life. Teachers should build up the powers of voluntary attention from the involuntary.

Education should help to develop 'creative power of the mind'. The school curriculum and methods adopted should be suitable to the psychological needs of children. She stresses the individual nature of development.

Nursery School Programme

The McMillan sisters started the first nursery school in London in 1911. Their nursery school programme was progressive in nature. The major aspects stressed by them in their programme were as follows.

- The aim of nursery education is the development of the intellect and personality of the child.
- A high value should be placed on creativity and play in the nursery programme. Imagination grows naturally in young children and if fostered will help them in advance in all aspects of development. Creativity should be developed in children by providing them expressive activities, play, art and movement.

- The nursery school programme should also include development of self caring skills, perceptual motor learning as well as activities for academic readiness.

Margaret McMillan was instrumental in bringing remedial and preventive medicine in the national educational programme. She proved the role of doctors, nurses and teachers to improve the physical well being of children and there by reducing learning difficulties and behaviour problems.

Maria Montessori (1870 – 1952)

Maria Montessori was born in Italy and was the first Italian lady doctor. She devised a new approach for teaching pre-school children. She established a pre-school called 'Children's House' in 1907.

Publications

1. ✓ Discovery of the Child.
2. ✓ Education for the New World.
3. To Educate the Human Potential.
4. ✓ Secret of Childhood.
5. ✓ Child, Peace and Education.
6. ✓ Reconstruction in Education.
7. Absorbent Mind.
8. ✓ Child Training.
9. ✓ Montessori Method.
10. What you should know about your child?.

Educational Principles

Development from within

Like Frobel, Madam Montessori is of the opinion that education must help in the complete unfolding of child's individuality. Suitable environment should be provided so that the child may grow and develop the potentialities that he has within.

The doctrine of freedom or liberty

She is of the opinion that there should be no hindrance or

interference in the way of child's growth and development. She thought that restraints may destroy the innate powers of the child.

No material rewards and punishment

Rewards are unnatural incentives and punishment lead to forced efforts on the part of the child. Development that comes with the help of incentives and forced effort may also be unnatural.

Principle of individual development

Every child is unique. He is particular to himself. He progresses at his own speed and rate. Collective methods of teaching crushes his individuality. So each child should be treated as a separate child and should be helped and guided in a manner that helps him in his proper growth and development.

Principle of self education or auto education

Madam Montessori has shifted the emphasis from teaching to learning. She believed that self education or auto education is the true education. Child should remain undisturbed by adult interference. She has devised the didactic apparatus to self education.

Principle of sense training

She believed that senses are the gate ways of knowledge and sense training influences the acquisition of knowledge throughout life. Senses are active between three and seven and sensory training is the key to intellectual development.

Principle of motor efficiency

She believed that muscular training facilitates other activities like writing, drawing, speaking etc. She stresses that running, walking etc. all depend upon muscular training.

The Teacher as the directress

She replaced the word 'teacher' by the word 'directress' as she thought that function of the teacher is not to teach but to direct.

No place for fairy tales

She was of the opinion that fairy tales may confuse children and hinder in the process of adjusting themselves to the real world. That is why in Montessori method there was no place for fairy tales.

Functions of a Teacher

To Madam Montessori, following are the functions of a teacher.

Teacher as a gardener

She thought that a teacher should care for the child like a gardener who cares for the plant so that the natural growth of the child is properly guided and helped in the process of unfolding itself.

Knowledge of each child

The teacher should have ultimate knowledge of the mind and character of each child. She should keep the physiological records of each child's development - his height, weight and other measurements.

The directress and not the teacher

She thought that the primary duty of the teacher is not to teach but to direct.

Doctor cum scientist cum missionary

The directress should be partly doctor, partly scientist and completely religious. Like a doctor, she should avoid scolding or suppressing the child in order to avoid worst situations. Like a scientist, she should wait patiently for the results and should conduct experiments with her material. Like a missionary, she should be there to serve the child.

Faith in the personality of the child

The teacher should allow the child to grow according to his inner law. She should provide suitable environment and opportunities to think for himself.

Moral qualities

Teacher must acquire moral alertness. Madam Montessori argues that 'virtues and not words are the main qualifications of the directress'.

Children's House

Children's House is the name given to the school by Dr. Montessori. She started the first children's house in 1907. It provides all the facilities of a family house. It has all the qualities of a school, workshop and a home. The important feature of children's house is that children do everything by themselves.

There are many rooms in a children's house. Main room is a study room. Smaller rooms are common room, lunch room, rest room, room for mental work, gymnasium and bathroom, all attached to the main room.

Rooms are well equipped according to the needs of children and spirit of Montessori method. The tables, chairs etc. are specially made for children and they facilitate movement from one place to another. Sofas of different shapes and long row cupboards are provided. The children keep their didactic apparatus in the cupboard and little things in the drawer. The black boards are fixed on the walls on which children draw and paste pictures of different kinds according to their own interest. The lunch room has low tables, chairs, spoons, knives, tumblers etc. In the drawing room, they have their own shelves where they keep their soap and towel. There is a small garden which is looked after by the children themselves. Shelters are provided so that children can enjoy open air, can play and work there, may take rest or sleep.

In the Children's House, a paedometer and weighing machine are there to keep a record of the height and weight of children.

Didactic Apparatus

The word 'didactic' means to convey instruction and information as well as pleasure. In other words, didactic denotes learning with pleasure. The didactic apparatus is the apparatus used to educate the young children in such a way that learning becomes joyful.

There are two forms of didactic apparatus such as, didactic apparatus for sensory training and didactic apparatus for teaching of language and arithmetic.

Didactic apparatus includes:

- Three sets of solid insets.
- Three sets of solids graduated in size consisting of pink cubes, brown prisms and rods - green coloured and alternately coloured as red and blue.
- Various geometrical solids like prism, pyramid, sphere, cone, cylinder etc.
- Rectangular boards with rough and smooth surfaces.
- Collection of various stuffs and materials.
- Small wooden tables of various weights.
- Two boxes each containing sixty four coloured tablets.
- A chest of drawers with plane insets.
- Three series of cards in which geometrical forms in paper are pasted.
- A collection of cylindrical closed boxes called sound boxes.
- A double series of musical bells.

Exercises Provided in Children's House

Three types of exercises are provided in children's house. They are,

1. Exercises in practical life.
2. Exercises for sense training.
3. Exercises for teaching language and arithmetic.

1. Exercises in practical life

In children's house, activities of every day life are entrusted with children. The little ones do all domestic work. The children are required to sweep the room, dust and clean the furniture and arrange it as they like. They learn dressing and undressing and washing themselves. They are expected to hang up their clothes tidily. They lay their tables. They take turns in various household activities. They learn how to comb their hair, cut their nails, brush their teeth and other such things.

These practical life exercises provide them motor education. Muscular education is imparted in connection with the movement of walking, sitting, holding objects etc. The teacher has to guide them to walk properly, handle things properly, take care of their own body and manage the house and garden. Gardening, manual work and rhythmic movements provide motor education. Also they learn to walk in straight lines and to balance themselves properly.

2. Exercises for sense training

Senses are the gateways of knowledge. Montessori laid more importance to sensory training. Sensory apparatus used for sense training are the following.

- (a) **For perception of size:** Series of wooden cylinders varying in height only or in diameter only or in both dimensions, blocks varying regularly in size and rods of varying length.
- (b) **For perception of colour :** Pink cubes, brown prisms, green and alternatively red and blue rods and coloured tablets.
- (c) **For perception of 'form':** Geometrical insets in metal and wood, a chest of drawers containing plane insets, series of cards on which geometrical forms in paper are pasted.
- (d) **For discrimination in 'weight' :** Tablets of wood similar in size but different in weight.
- (e) **For discrimination in 'touch' :** Rectangular tablets with rough and smooth surface.
- (d) **For discrimination in 'sound' :** Cylindrical boxes containing different substances. Madam Montessori pointed out that in training a particular sense, it is better to isolate the other senses as far as possible.

Procedure of using sensory apparatus:

The use of sensory apparatus involves three stages:

- (i) Association of the sensory percept with name.

'This is apple'

- (ii) Recognition of the object.

'Give me the apple'

- (iii) **Recalling** the name of the object.
'What is this?'

3. Exercises for teaching language and arithmetic

After sensory training, children are taught reading, writing and arithmetic. In Montessori system, writing starts before reading because mechanical and muscular skills can be easily developed.

(a) Teaching of writing

The procedure for teaching of writing consists of three steps:

i. Recognition of the forms of letters

The letters of alphabet are cut in sand paper and pasted on card board. The children are asked to pass their fingers over these letters. Thus the children learn to establish the visual muscular image of the letter.

ii. Learning of phonetic sound

While the children are tracing out letters, the teacher tells them their sounds which they are asked to reproduce. This prepares them for reading.

iii. Control of pen

Through some exercises, children are trained in handling of pen.

(b) Teaching of reading

Materials for reading consist of cards or slips of paper on which words and phrases are written in bold scripts. The child is given a card containing the name of a familiar object. The child is asked to translate the writing slowly into sounds and then to read faster.

(c) Teaching of numbers

A long stair is used for teaching numbers. It consists of a set of rods varying in length from one to ten decimeters. It is divided into parts painted red and blue alternately. The child learns first to arrange the rods according to size and then he counts the red and blue divisions and names the rods 1, 2, 3, etc. The signs of the numbers are cut in

sand paper and the same procedure of three stages – association, recognition and recall is followed.

Evaluation of Montessori Method

Madam Montessori revolutionized the concept of child education. Her impact on educational thought and practices is universal. Her gospel of love, respect and sympathy for the child has been accepted all over the world. The chief merits of Montessori method are:

- Scientific base of the method.
- Individual teaching.
- Freedom for children.
- Education through sense training.
- Unique method of reading and writing.
- Learning through living.
- Social values.
- Reverence for small children.

Limitations:

- Mechanical and artificial nature of didactic apparatus.
- More importance to physiological aspects and less on psychological aspects.
- Neglect of training of imagination.
- Lack of properly trained teachers.
- Expensive materials.

Comparison between Educational Thoughts and Practices of Froebel and Montessori.

a. Points of Similarity

Philosophy of Education

Both Froebel and Montessori have recognized the need for the growth and development of small children for their well being. Both of them regard child as divine and pure.

Education as development from within

Both consider education as the development of the innate potentialities of the child. They point out that function of the teacher is to draw the inner out.

Congenial environment

Both the educators stress the importance of providing a healthy and conducive environment in which the growth of inner nature of the child takes place.

Reverence and affection for the child

Froebel as well as Montessori stressed that there should be an environment of love and affection to the child. His personality should be recognized and worshipped.

Stress on sense training

Both gave much emphasis to sense training and devised apparatus for training the senses of children.

Self education

Both advocate self education on the part of the child with his own effort.

Revolution in nursery education

Both brought about a revolutionary change in the concept of education at the pre- primary stage.

b. Points of Contrast

Individual Vs. Social basis

In the kindergarten, children are encouraged to work in group. On the other hand, individual work is emphasized in the Montessori method.

Gifts Vs. didactic apparatus

In kindergarten, sense training is imparted through gifts. But in Montessori method, didactic apparatus is used for sense training.

Play-way Vs. self corrective method

Kindergarten method puts more stress on play activities. All lessons are accompanied by songs, gestures and movements. In Montessori method, self correction apparatus is provided to the child and there is less opportunity for play.

Manual activities Vs. daily life activities

Manual activities like gardening, clay modelling and nature study are emphasized in the kindergarten. On the contrary, in Montessori method, daily life activities like cleaning, dusting and washing find an important place.

Imagination Vs. lack of imagination

Froebel includes fairy tales for developing imagination of the children. Montessori was against fairy tales.

Sketchy Vs. detailed system of teaching learning

In kindergarten system, there is no detailed system of teaching 3R's but in Montessori system, there is a scientific method for this.

Dispensability Vs. indispensability of apparatus

Kindergarten method does not require an elaborate material. It can be made use of even without apparatus and other equipments. But a good deal of equipment is needed in 'Children's House'. It also need elaborate and costly materials.

Class room Vs. individual learning

In the kindergarten, class room activities and instruction find an important place. In Montessori method, too much stress is on individual development and learning.

Teacher as a leader Vs. directress

Teacher's role in kindergarten is like a leader who guides the children to sing songs and other activities. In the Montessori method, teacher as a directress provides apparatus, watches from a distance and provides assistance when it is needed.

Jean Piaget (1896 -1980)

Jean Piaget was a Swiss educator. He was a naturalist and biologist by training. He is considered as one of the pioneers in psychological investigation. He pursued clinical research at the Alfred Binet Laboratory at Paris. By observing, interviewing and experimenting with children, he developed his educational theory regarding learning by children. Piaget has been a major influence in curriculum planning for early childhood education.

Publications of Piaget

1. The Language of Thought of the Child.
2. Judgment and Reasoning in the Child.
3. The child's conception of Numbers.
4. The Construction of Reality in the Child.
5. Mental Imagery in the Child.
6. The origin of Idea of Change in children.

Aims of Education

Piaget stressed the following aims of education.

- The principal goal of education is to create men who are capable of doing new things, not simply repeating what other generations have done. Education should create men who are creators, inventors and discoverers.

- The second aim of education is to form minds which can be critical, can verify and do not accept everything that are offered.

Stages of Cognitive Development

For over fifty years, Piaget observed, interviewed and experimented children. On the basis of the observation, he found that there are four stages in the cognitive development of children.

1. Sensory motor stage

It covers the period from birth to two years. Knowledge of the world is based on physical interactions and experiences. Physical

development allows the child begin developing new intellectual abilities. This stage is marked by sensation.

2. Pre-operational stage

It is roughly between two to seven years. Use of language, memory and imagination are developed but thinking is still done in a non-logical manner.

3. Concrete operational stage

This stage is between the ages seven and eleven or twelve. The child develops logical and systematic manipulation of symbols related to concrete objects. Operational thinking also develops.

3. Formal operational stage

This stage covers the period between eleven or twelve to eighteen. The child is capable of reasoning with propositions removed from concrete objects.

Major Aspects of Piaget's Theory related to Early Childhood Education

Piaget's major views on Early childhood education are summarized below.

- Young children learn in a qualitatively different way from older children and adults. They learn best through direct contact with the environment. They are not benefited from formal education which involves symbolic and abstract rules and principles.

- Children during early childhood period are in the pre-operational period and they have not developed the ability to think logically or in an abstract way about the world. They are able to focus on only one attribute of an object at a time. A major objective of early childhood education should be to help children form basic concepts which would lead them towards logical reasoning.

- Since children learn best through active experience, play and activity should be the medium of early childhood education. Importance should be given in providing children first hand experience with objects and encouraging them to observe, explain, manipulate and experiment

to develop clear and sound concepts.

- Varied experiences and interactions with the environment enhance his understanding of the environment and equip the child better for logical thinking. So varied experiences should be given to the children.

- Opportunities should be given to interact with others and gain through this interaction.

- While planning early childhood education curriculum, cognitive experiences for children should be organized in terms of four major areas –Physical knowledge, Logico–mathematical knowledge, Social knowledge and Representation.

‘Physical knowledge’ refers to observable properties of objects and physical phenomena. The child should be given opportunities to act on objects in the environment and observe the reactions of his actions on the objects ie, manipulate, experiment and observe. This helps the child to discover himself the physical properties of different objects.

‘Logico mathematical knowledge’ involves, (a) development of the ability in children to find similarities and differences among objects and classify the objects accordingly into groups. (b) development of the ability to seriate or place objects in order along any one direction. (c) development of concepts of number and quantity.

‘Social knowledge’ refers to development of knowledge of social expectation, behaviour and roles. This includes habit formation and development of pro-social behaviour in children.

Representation involves providing children opportunity to develop their ability to represent or express their ideas and experience through dramatization, creative movements, art and verbal communication.

Contributions of Indian Philosophers

The following Indian philosophers have made significant contributions to pre-primary education in India

- | | |
|------------------------|---------------|
| 1. Rabindranath Tagore | (1861 – 1941) |
| 2. Giju Bhai Badheka | (1885-1939) |
| 3. Mahatma Gandhi | (1869-1948) |
| 4. Tarabai Modak | (1892-1973) |

Rabindranath Tagore (1861– 1941)

Tagore was born in Calcutta on May 6th 1861. Tagore was a philosopher, poet, novelist, dramatist, actor, composer, educator, painter and prophet. His book 'Gitanjali' won the Noble prize for literature in 1913. Tagore established his ideal school Shantiniketan at Bolpur, West Bengal in 1901. Shantiniketan became Viswabharati, the international university in 1921. He died on 7th August 1941.

Publications on Education

1. Shiksar Herpher (Our Education and its Congruities)
2. Shilsha Samasya (The Problems of Education)
3. Shiksar Bahan (The Vehicle of Education)
4. My School.
5. A Poet's School.
6. Ashramer Shiksher (Education in Ashram)

Philosophy

Naturalism, Idealism, Humanism and Internationalism are the key notes of his philosophy.

Naturalistic view

He finds a fundamental unity between man and nature. So child's education must be organized in natural settings. Thus the child can develop communication power with the world. Tagore puts more faith in individual than in institution. Children are more important than teacher and books.

Humanistic view

To Tagore, man is the measure of every thing. His concepts of the universe is purely human. All values and virtues to be realized through man. God is also human. The teacher should regard himself as an elder brother. Tagore was against all forces and compulsion in the process of education.

Internationalistic view

Tagore wanted that East should give its best to the West and

in turn it should assimilate the best that the West has to offer.

Idealistic view

Tagore believed in the ancient Indian educational ideals and practices. To him, education is neither acquiring information nor passing examinations. He regards education as a preparation for a living in the world with a view to seek communion with the Divine power.

Main Principles of Educational Philosophy

Four main principles of Tagore's educational philosophy are:

- (a) Freedom.
- (b) Creative self expression.
- (c) Active communication with nature and man.
- (d) Internationalism.

(a) Freedom

Tagore believed that children should be brought up and educated in an atmosphere of freedom. He advocated that maximum freedom should be given to children to display their emotional outbursts, feelings, impulses and instincts.

(b) Creative self-expression

Education should aim at the development of creative tendencies of the child. Tagore laid great stress on self expression through different forms of work like handicraft, music, art etc.

(c) Active communication with nature and man

Education should be in constant touch and active communion with nature and man. Children should be given maximum opportunities for social contacts which will acquire them to have social behaviour.

(d) Internationalism

Tagore has deep faith in the unity of man. He was a true cosmopolitan. He believed in unity in diversity of races and nations. Viswabharati was open to the whole world irrespective of caste, creed, colour and sex.

Tagore's views on Early Childhood Care and Education

Although Tagore did not formulate any specific system of Early childhood education, yet his educational philosophy has a great bearing on it. His concept of educational environment which he outlined in his publications is applicable to pre-schooling. 'A poet's school' is an important writing which shows the place of Nature in life and education. Children have the gift of freshness of senses. They can become natural with 'Nature' and 'human' with the human society.

Tagore pointed out the great significance of the school environment in the life of children whose mind, like the tree, has the power to gather food and nourishment from its surroundings. The cultural atmosphere keeps the mind sensitive to glorious traditions and concentrated wisdom of ages. The school atmosphere must also develop sensitiveness of soul and allow freedom to the mind from bondage of ignorance and apathy.

Concept of Ideal school

Tagore established his ideal school 'Shantiniketan' at Bolpur, Calcutta in 1901. The school was started with ten boys. Later in 1921, Shantiniketan became Viswabharati, the International University.

The ideals of the school are:

- To impart spiritual culture to the students.
- To provide a new approach to western science and culture.
- To bring out an understanding between the East and West by the study of their culture, philosophy, art and music.
- To allow opportunities for the freedom of mind, heart and will.
- To maintain a balance between spiritual, physical and intellectual education.

Giju Bhai Badheka (1885 – 1939)

Giju Bhai Badheka, a pioneer of pre-primary education in India was born on 15th November 1885 in Gujarat. Motivated by the writings

of Madam Montessori, he started experiments in child education. He started 'Bal Mandir' for the education of three year old children.

Giju Bhai is considered as one of the most important writers of children's literature in Gujarati. His writings include stories, rhymes and songs. He also wrote for parents and guardians of children. Most of his writings have been translated to several Indian languages.

Publications

1. Prathmic School Mein Shiksha (Education in Primary School).
2. Mata-pita Se Prashna (Questions to Parents).
3. Divaswapna (Day-dreams).

Educational Principles

The major educational principles of Giju Bhai are the following:

1. Education should be child / learner centred.
2. Child's sanctity should be kept intact.
3. Healthy environment should be provided to the learner.
4. Maximum involvement of the child should be in the teaching – learning process.
5. Child should learn in an environment which is full of love and understanding of the child.
6. Child should learn by living.
7. Child should learn by doing.

Educational Philosophy

Giju Bhai had an intensive love for children. His philosophy is based on the following observations.

- Heaven is the happiness of the child.
- Heaven is the health of the child.
- Heaven is the pleasure of the child.
- Heaven is the playful innocence of the child.
- Heaven is in the songs and humming of the child.

Bal Mandir

'Bal Mandir' means 'children's temple' or 'children's church'. Bal Mandir provided an environment which was very healthful and playful. It was full of happiness for the child. Maximum freedom was given to the child to develop his potentials.

Major Characteristics of Bal Mandir

Mutual understanding and co-operation

In Bal Mandir children learn from each other. Older children help the smaller ones in various activities like climbing up the stairs, finding their rickshaws, answering riddles etc. Children are allowed to stay at night in Bal Mandir.

Locally made inexpensive learning materials

In the beginning, Jiju Bhai made use of the learning materials envisaged by Madam Montessori. But later he used locally available cheap materials for learning.

Sharing activity with children

Teacher tells stories to the children and acts with them. The teacher also plays with the children.

Observing nature

Observing nature and nature walks were a regular feature of the school.

School as the mandir

Giju Bhai regarded school a sacred place. In Bal Mandir examinations were avoided. Children have to pass one phase of development before the other.

Freedom without fear

In Bal Mandir, no punishment was given to the children. The child was not insulted or jeered. His personality received the utmost respect and care.

Teaching of language

The salient features of the method adopted for teaching the languages are the following:

- Reading should precede writing.
- Writing should start with drawing lines.
- Children should be taught how to use the pen.
- Dictation should be given to help the child acquire speed and accuracy in writing.
- Folk songs should be made the media of teaching.
- Poems should be simple, descriptive and based on stories.
- Grammar should be taught through play. It should not be taught separately.

Teaching of subjects

He advocated that History should be taught through stories and globe should be used to teach Geography. Didactic type of apparatus should be used in teaching Mathematics.

Mahatma Gandhi (1869-1948)

Mohandas Karam Chand Gandhi was born on 1869 at Porbandar, Gujarat.

Publications on Education

1. Basic Education
2. Towards Need Education
3. True Education
4. To the Students
5. India of My Dream
6. Medium of Instruction

Pre-basic Education

The idea of pre-school is of a new and recent origin in the history of Indian education. Gandhiji gave attention for evolving an educational system which may be based on Indian culture called Basic education.

Pre-basic education is the pre-primary education in the pattern of Gandhiji's Basic education. Pre-basic education is not a separate system but is a part of Basic education. To Gandhiji, the education of the child actually starts from its conception in the form of adult education, where expectant mothers are educated in child rearing practices and good parenting. The home, where the child is born and lived influences him and is the first centre of his education.

Pre-basic education in the fullest sense is the education of children under seven for the development of all their faculties conducted by the school teachers in co-operation with the parents and community in the schools, in the homes and in the village.

Essentials of Pre-basic Education

To Gandhiji, the essentials of pre-basic education are the following.

1. Teacher and the parents should co-operate in carrying out the children's education.
2. It must be inexpensive so that it can reach the village people.
3. Principle of self sufficiency and self support are followed.
4. Pre-basic education aims at the development of all the faculties by the teacher, the parents, the family and the community.
5. Centre of educational process is the children and their activities. Activities are the core of education.
6. Children should learn to do some thing through the medium of play.

Programme of Instruction

Pre-basic education is for the children of age under seven, that is from conception to seven years of age. This period has been divided into four main stages namely.

Stage 1: Conception to birth

Stage 2: Birth to two and a half years

Stage 3: Two and a half to four years (Junior Group)

Stage 4: Four to seven years (Senior Group)

Instructional programmes have been framed to each stage accordingly. In the first two stages, education involves both the mother and the child. Opportunities are provided for mothers to learn about the new trends in child rearing, health and hygiene. Children are given the custodial care and medical attention. Health and hygiene of the children are given importance.

Children in the junior group (2 1/2 – 4years) are more individualistic in nature and like to play alone. They are less interested in group play and activities. Class room atmosphere is so stimulating that it motivates the children to do something. Complete freedom is given to the children to act and to move about and to choose their own activities. Class room is arranged according to this and the teacher's work is to show the child the correct way to handle an equipment. The child through repetition will learn to use it effectively.

For the senior group, useful and purposeful activities like cleaning the class room, watering the plants, measuring and weighing things, bringing water, drawing, painting etc. are given. In the beginning, teacher will distribute the work and gradually children will take the leadership.

Time schedule

Pre-basic school is the second home to the children. So the school starts early in the morning and ends in the evening. The actual school hours for the children will be from 8.30am to 10.30am which is fully utilized by introducing activities which have educational value. A pre-basic school teacher's work starts at dawn by visiting the homes for instructing the parents on health and hygiene.

Curriculum

Curriculum of pre-basic school is based on subjects such as health, sanitation, food and water, creative activity and gardening. All these activities are connected with play. Curriculum should be craft centred and activity centred. Stress is given for the development of 3H's-Head, Hand and Heart.

Scheduling of different subjects in a pre-basic school is as follows:

Craft

- 3 hours 20 minutes a day

Music, Mathematics, Drawing - 20 minutes

Natural Science and

Social Science - 20 minutes

Physical training - 20 minutes

Equipment for Pre-basic School

Pre-basic education should be inexpensive and related to the life in the village. The equipment and the material in the school should be united with the home atmosphere. Everything in nature such as trees, plants, pebbles, sand, clay should be the play materials. The materials should not be sophisticated. In the pre-basic school, materials for house keeping and materials for gardening like spade, water can, bucket etc. should be there.

Role of a Teacher

A teacher in pre-basic school is different from teacher in other types of pre-schools. She is not only a teacher but also a social, village level worker. Role of pre-basic school teacher is that of a mother. Gandhiji viewed that. "One who can not take the role of a mother can not be a teacher". Academic qualification is not very much important for a pre-basic teacher. Even completion of primary education or pass in vernacular with a special training in pre-basic education is recognized. The first and foremost important qualification prescribed is genuine love for and interest in young children.

Critical Appraisal of Pre-basic Education

Western philosophers like Rousseau, Froebel, Montessori put the child at the centre of the educational process. Just like them, Gandhiji too put the child at the centre of the educational process and stressed the child's harmonious development as the end of education. By harmonious development, he means the development of 3H's-Head, Hand and Heart. The exercises of the hands have significant role in the development of the human brain. Pre-basic education through handicrafts provides opportunity for this.

Learning by doing and learning through play is followed by western thinkers. They accepted craft work as an instrument of education. But

Gandhiji stressed that whatever activities provided should be purposeful and directed towards a social end.

The unique contribution of Gandhiji to modern educational practice is that he made the educational process not only creative but productive too. He introduced productive activity as a medium of instruction.

Madam Montessori and Frobel keep the teacher on background but Gandhiji gave importance to the teacher and expected the child to be inspired in the presence of the teacher.

Pre-basic education aims to develop a desire for work and dignity of labour from the childhood itself.

Though pre-basic education was originated and planned for the Indian children, it is not a popular system today. Without understanding the principles properly, people criticize that the system is unsound and impracticable. If Gandhiji's principles and methods are properly understood, taken in the right sense and modified to the present situation, it is the best pre-school education system for rural India.

Tarabai Modak (1892-1973)

Tarabai Modak was a great pioneer in pre-school education and child welfare programmes in India. She became the first Indian principal of Barton Female College of Education at Rajkot. Fascinated by the theories of Madam Montessori, Gijubhai Badeka started his Bal Mandir at Bhavanagar and began to indianise Montessori method. Tarabai joined with Jiju Bhai Badheka and started Nutan Bal shikshan Sangh (NBSS) in 1926. In 1936, she opened a pre-primary school and teacher training centre at Dader in North Bombay. She started Gram Bal Shiksha Kendra (GBSK) at Bordi in 1945 and shifted GBSK to Kosbad. The vikaswadi project was launched for primary school children at Kosbad. Her method brought a silent revolution in the tribal community of Kosbad.

Objectives of Nutan Bal Shiksha Sangh

The major objectives of Bal Shikshan Sangh were

- 1 To promote pre-school education in India and adoption of new methods of child education suited to Indian conditions.

- 2 To encourage people to write books in child education.
- 3 To encourage the translation of standard books in child education from other languages into the national languages and other regional languages.
- 4 To prepare simple pamphlets about new concepts in child education to parents.
- 5 To arrange popular lectures for parents and teachers.
- 6 To run magazines for parents and teachers.
- 7 To start training colleges for preparing teachers of Balwadi.
- 8 To promote efficiency and welfare of teachers.
- 9 To start an information bureau to supply up to date news regarding various activities in child education in India and abroad regarding new books published and apparatus prepared.
- 10 To manufacture and encourage manufacturing of pre-school equipments.
- 11 To advise, direct, supervise and appoint inspecting bodies to inspect pre-schools.

Contributions of Tarabai Modak

Gram Bal Shiksha Kendra, Bordi (GBSK)

To teach pre-school children, she started GBSK at Bordi. She started training courses of Balsevikas in 1946.

Anganwadi

The admission of harijan children to GBSK made caste hindus hostile. This lead to the idea of starting separate Balwadi for haraijans. Special Anganwadi was started suited to the needs and in harmony with the ways of living of tribal children. These schools were run in the courtyards of a house with the following programmes.

- Collecting the children and cleaning the open space.
- Individual cleanliness activities.
- Prayer.
- Songs, stories, dances, dramatization and games.
- Going out for nature study.

- Engaging in craft work like paperwork, drawing, painting.
- Free activities by using naturally available materials like feathers, nests, sticks, seeds, shells, dry leaves etc.
- Sensory training using natural objects.
- Exhibiting play things collected by the children.
- Distributing and eating simple snacks like roasted gram.

Main features of Anganwadi school

Following are the major features of an Anganwadi school:

- 1 It is meant for village children between the age of 3 and 6.
- 2 It is a school located in a courtyard or open space or under a tree in the village.
- 3 It is looked after by a motherly village woman.
- 4 Ordinary local equipments are used for teaching and learning.
- 5 Teacher receives small salary.
- 6 Informal education about child care is provided.

Vikaswadi

Tarabai extended her experiments to primary education. She prepared her own plan for primary education of tribal children. The garden, craft and the play ground of this school were of great attraction to the children. A programme of story telling, recitation of songs, games and a little formal education was given. Tarabai put forward a name for this teaching learning process-vikaswadi vikas. The first vikaswadi was started in June 1954 at Darjiwadi, three kilometers away from Bordi.

Meadow school

Children who have to look after the cattle are not able to attend formal schooling. So to educate them with adequate stimulus and guidance from teachers, 'meadow school' concept was introduced by Tarabai Modak. Teachers went to the meadows to teach the children who could not leave their cattles. They taught the children in their free time.



Curriculum of Early Childhood Education

Planning programmes- Principles of programme planning, Factors of programme planning, Types of programme planning, Yearly planning, Monthly planning, Weekly planning, Daily planning, ECE daily schedule, Four hour's schedule, Three hours schedule - Curriculum of early childhood education - Principles of curriculum construction, Characteristics of a balanced pre-primary school curriculum - Theme approach: Selection of themes, Suggested themes, Advantages of theme approach, Lesson Plan on the theme 'Transport' - Activities and methods of attaining various skills- Development of motor skills, Activities for gross motor skills, Manipulative skills, Equipments needed for the development of manipulative skills, Interpersonal skills.

Planning Programmes

Good planning is essential for effective teaching and learning. Effective planning helps to avoid confusion and aimless efforts on the part of both the teacher and children. The programme of early childhood education needs to be so drawn up that it meets the objectives of early childhood education. It should stimulate the total development of the child.

While planning the early childhood education programmes, it is most important to take into account the developmental level and needs of the children. The planning should consider the type of activities to be organized in the pre-schools and how to organize them. The planning should concentrate on the concrete purposes of specific activities and programmes to achieve the overall goal of child development.

Principles of Programme Planning

Flexibility

The programme should be flexible enough to serve the needs of the children. The duration and nature of the activities should depend on the interests of children. Flexibility on the basis of individual differences, seasons, availability of resources etc. should be there.

Balance between group and individual activities

The pre-primary school programme should be balanced between group and individual activities. Every child should be given opportunities for both group and individual activities. Children who prefer only individual work should be brought to group activities. Similarly the children who are always clustered in a group should be encouraged for individual work.

Balance between free play and guided activities

There should be a balance between free play and guided activities in early childhood education programmes. Every day, children should be allowed to play on their own without interference from adults. They learn from self chosen and self initiated activities. Time should be allotted for the guided play in which the teacher takes the initiative to introduce the activity.

Balance between active play and quiet play

The early childhood education programme should alternate between active play and quiet play. Outdoor activities should be followed by some quiet indoor play. Too much physical activities make the children exhausted and so it is necessary to provide some quiet indoor play after active outdoor activities. Similarly, if the children are engaged in quiet indoor play for a long time, they become restless. So it should be followed by active play.

Functional and meaningful

Early childhood education programme should be functional and meaningful. The teacher should have the objectives of each activity in

her mind while planning. The programme should be related to the community life and should inculcate desirable social skills in the children.

Satisfying both individual and group needs

Early childhood education programme should satisfy the needs of each individual child and group. The needs of the children differ from locality to locality. Similarly the needs of the group differ from one group to the other. Activities suitable to the changing needs of individual child and group should be included.

Provision of concrete first hand experiences

During early childhood period, children's understanding is at a sensory perceptual level. They can not follow verbal explanation. They learn through sensing objects and doing things. They understand the world around them through the medium of play. So there should be opportunities to explore, compare and handle objects.

Factors of Programme Planning

There are a number of factors which influence the programme planning of early childhood education like philosophy and objectives of the school, location of the school, financial position of the school, expectations of the parents and the community, the staff-their training and experience, infrastructural facilities, duration of the school day and age and range in a group.

1. Philosophy and objectives of the school

The type of pre-school programme adopted is an important aspect which influences the programme planning. Montessori method stresses on sense training and individual development, kindergarten method stresses on social training through gifts, pre-basic system insists on learning by doing and child centred approach. So the programme should be planned according to the philosophy and objectives of the specific system to be followed to attain the goals.

2. Location of the school

Depending on the location of the school, the programme varies. Urban pre-schools can provide rich experiences to children than

rural pre-schools because of their easy accessibility. So experimental content will be more in the urban pre-school than in rural pre-school. Programme should be planned after considering such differences.

3. Financial position of the school

Availability of fund for organizing programmes is another aspect in programme planning. If more resources are available, rich experiences can be provided to children.

4. The staff – their training and experience

Staff play a vital role in the planning and implementation of programme. A well trained and experienced teacher can plan the programme to promote total development of the child, diagnose the difficulties and provide remedial programmes.

5. Expectation of parents and the community

Well educated parents, cultured and developed societies expect high standards in early childhood education whereas poor and illiterate parents send their children to pre-schools just for custodial care. A teacher should therefore understand the needs and expectations of the parents and the community so that she could plan her programmes accordingly.

6. Infrastructural facilities

The programmes provided in the pre-primary school depend on the infrastructural facilities in the school. Out door and indoor play equipments will make the teacher plan for a number of activities in the play ground as well as in the class room.

7. Duration of the school day

Type and number of activities provided in the school will vary depending on the duration of the school day. Programme planning depends on whether it is a half a day programme or full day programme.

8. Age and range in a group

In pre-primary schools, the age range within the group should be

relatively homogenous so that the programme can be more easily adapted to the group.

Types of Programme Planning

The planning of a programme for the pre-primary school includes Yearly plan, Monthly plan, Weekly plan and Daily plan. Each type of plan leads to the other.

Yearly Planning

This is long term planning. The programme for the whole year is planned in advance. What a child of early childhood period should learn and achieve during the whole year is thought of in the yearly plan. The objectives, concepts to be developed, the learning experiences to be provided, teaching aids to be used, the materials and play equipments to be used, activities such as celebration of festivals, nature walk, outdoor activities etc. are noted down for the whole year.

Yearly plan includes date of admission, date of re-opening, criteria of admission, additional infrastructure facilities and equipments needed etc. Statement of the skills, concepts and values to be acquired by the children during the year provides direction to the activities of the school.

Monthly Planning

This is short term planning. For effective functioning, it is necessary that the programme for the whole year be divided for each month. Monthly plan will contain more details of different activities to be undertaken during the month. Teacher could organize the activities and collect materials required in advance to have smooth running of the programme.

Weekly Planning

On the basis of the programme planned for a month, the teacher plans the activities for a week before the commencement of the week. She can organize programmes according to the specified theme of the week. It should include objectives and specific activities for each of the days of the week. It should be prepared on the last day of each week on a regular basis.

Each week's programme should be maintained in a diary and should be evaluated in terms of the achievement of objectives laid out for that week. The subsequent week's programme should be based on this evaluation.

Daily Planning

It is the duty of the teacher to plan every day, all the activities which has to be introduced to the children. She should be ready with the activities and materials for the day.

The following points should be considered while planning the daily schedule of a pre-primary school.

- 1 Alternating periods of activity and rest.
- 2 Avoidance of vigorous activity immediately before or after lunch.
- 3 Arranging activities in a sequence for early transition from one kind of activity to another.
- 4 Daily schedule must be so planned to reflect a balance of:
 - Individual and group activities.
 - Outdoor and indoor activities.
 - Active and quiet activities.
 - Free and structured activities.
 - Activities to foster all aspects of development.

ECE Daily Schedule

I. A four hour's schedule

08.30	- 08.45 am	- Welcome, Physical check up.
08.45	- 09.00 am	- Prayer.
09.15	- 09.35 am	- Free Conversation.
09.35	- 10.05 am	- Cognitive / Language activity.
10.05	- 10.50 am	- Outdoor play.
10.50	- 11.20 am	- Hand washing, Refreshment, Rest.
11.20	- 11.50 am	- Structured conversation.
11.50	- 12.20 pm	- Story and Rhyme / Dramatization Rhythmic movements.
12.20	- 12.30 pm	- Good bye circle.

II. A three hour's schedule

09.00	- 09.20 am	-	Welcome, Physical check up, Prayer.
09.20	- 09.30 am	-	Free conversation.
09.30	- 09.50 am	-	Cognitive activity.
09.50	- 10.10 am	-	Indoor free play.
10.10	- 10.25 am	-	Outdoor play.
10.25	- 10.55 am	-	Toilet and wash, Refreshment, Rest.
10.55	- 11.20 am	-	Creative activity.
11.20	- 11.35 am	-	Language activity.
11.35	- 11.55 am	-	Story and Rhyme / Dramatization / Rhythmic movements.
11.55	- 12.00 pm	-	Good bye circle.

Curriculum of Early Childhood Education

Curriculum is the sum total of all the experiences that children have in school. At pre-primary level, the programme is used interchangeably with or in the place of curriculum. Programme of early childhood education includes the activities for the wholesome development of children not only inside the class room but also extended to the home environment. Early childhood education curriculum should be an experience curriculum.

Principles of Curriculum Construction

In planning curriculum, there should be consideration for long range values of strategies and approaches on learning and achievement of children of age group two and half to five plus. So the curriculum for young children should be based on sound principles of development and learning. Following are the major principles of curriculum construction for early childhood education.

1. Conservative principle

The present, the past and the future needs of the community should be taken into consideration while framing the curriculum.

2. The... Children of today are the future citizens of the country. Education should develop them as progressive minded persons and should enable them to change the environment where change is needed.

3. The creative principle

The major objective of early childhood education is to discover and foster the creative talents and innate potentialities of the child. So in the curriculum, activities which enable the child to exercise his creative and constructive power should be included.

4. The activity principle

Pre-school curriculum should be activity oriented. The curriculum must ensure the activities of the body and mind.

5. Principle of preparation for life

Education should equip the child for life. Hence early childhood education curriculum should include those activities which helps the child for future life. Curriculum should provide opportunities for the development of self help skills, problem solving ability etc.

6. Child centred curriculum

The pre-school curriculum should be based on the age, needs, interest and potentialities of the child.

7. Principle of maturity

Curriculum should be according to the age levels and the state of physical and mental growth of children. During the early childhood period, 'wonder', 'curiosity', 'romance' and 'exploration' dominate. So in the pre-school curriculum, activities which present the elements of the above said characteristics should be included.

8. Principle of individual differences

The curriculum should cater to the individual differences among children.

9. Principle of correlation with life

The content and activities of the curriculum should be related with the life experiences of the child.

10. Principle of flexibility

Curriculum should take into consideration, the special needs and circumstances of the child. Locality wise differences, gender differences etc. should be considered in the curriculum.

Characteristics of a Balanced Early Childhood Education Curriculum

The following are the characteristics of a good curriculum for early childhood education

1. It should provide many opportunities for the development of all aspects of human personality.
2. It should suit the immediate environment of the children. It should be need based.
3. It should provide plenty of opportunities and time for self expression of children.
4. It should make the children use their whole body and develop wholesome attitude towards it.
5. It should make use of the experiences of children.
6. It should meet the needs of children of various age groups.
7. It should build a strong foundation for primary education through readiness programmes.
8. It should take into account the needs of parents and plan with them through parent education.

Theme Approach

Children are naturally curious about themes which they find interesting. By developing activities based on themes, educators can use this curiosity to motivate children to play with a variety of activities. Since the child is an integrated human being, development and learning in all the domains is integrated. Compartmentalization is only for the

convenience of planning. 'Thematic approach' focusses on a total learning experience which provides chances for the whole development of the child.

Objectives of early childhood education are for all round development of the child-social, personal, physical and motor, intellectual, aesthetic, language and sensory in a balanced and harmonious manner. It thus co-ordinates and incorporates all areas of learning – reading, writing and number readiness, science experiences, creative activities, drama, music etc. in the form of activities related to the selected theme. A 'web of activities' can be followed to lay down the objectives, content, methodology and evaluation in thematic approach.

Selection of Themes

Themes are selected from the child's immediate environment and based on child's interests. Themes can be categorized as,

- a. The child's relationship with the physical environment. ✓
- b. The child's relationship of self and people. ✓
- c. The child's relationship with technology. ✓
- d. The child's relationship to the current issues and events. ✓

The theme can be carried out for a week, fortnight or month based on the interest of the children and the ability of the teacher to plan varied activities. Themes for the whole year should be selected and planned according to appropriate time and season.

Suggested Themes

The following list of themes are suggested for the pre-school children.

Flowers - Trees - Vegetables - Fruits - Domestic Animals - Pets - Wild Life - Water Life - Birds - Rain - Clouds - Family – Homes and Shelters – Community Helpers - Transport – T.V / Computer – Health and Hygiene.

Advantages of Theme Approach

The following are the advantages of using theme approach:

1. Thematic activities meet the various developmental needs of children.

2. Theme approach makes it easier for the children to assimilate the information.
3. Children can contribute to the development of the theme through their own interests and experiences.
4. Involvement in the theme will promote and sustain children's interest.
5. Themes can promote useful links between home and school.

Lesson Plan on the Theme 'Transport'

Web of activities developed on the theme 'Transport' are presented in chart I and chart II.

Chart - I

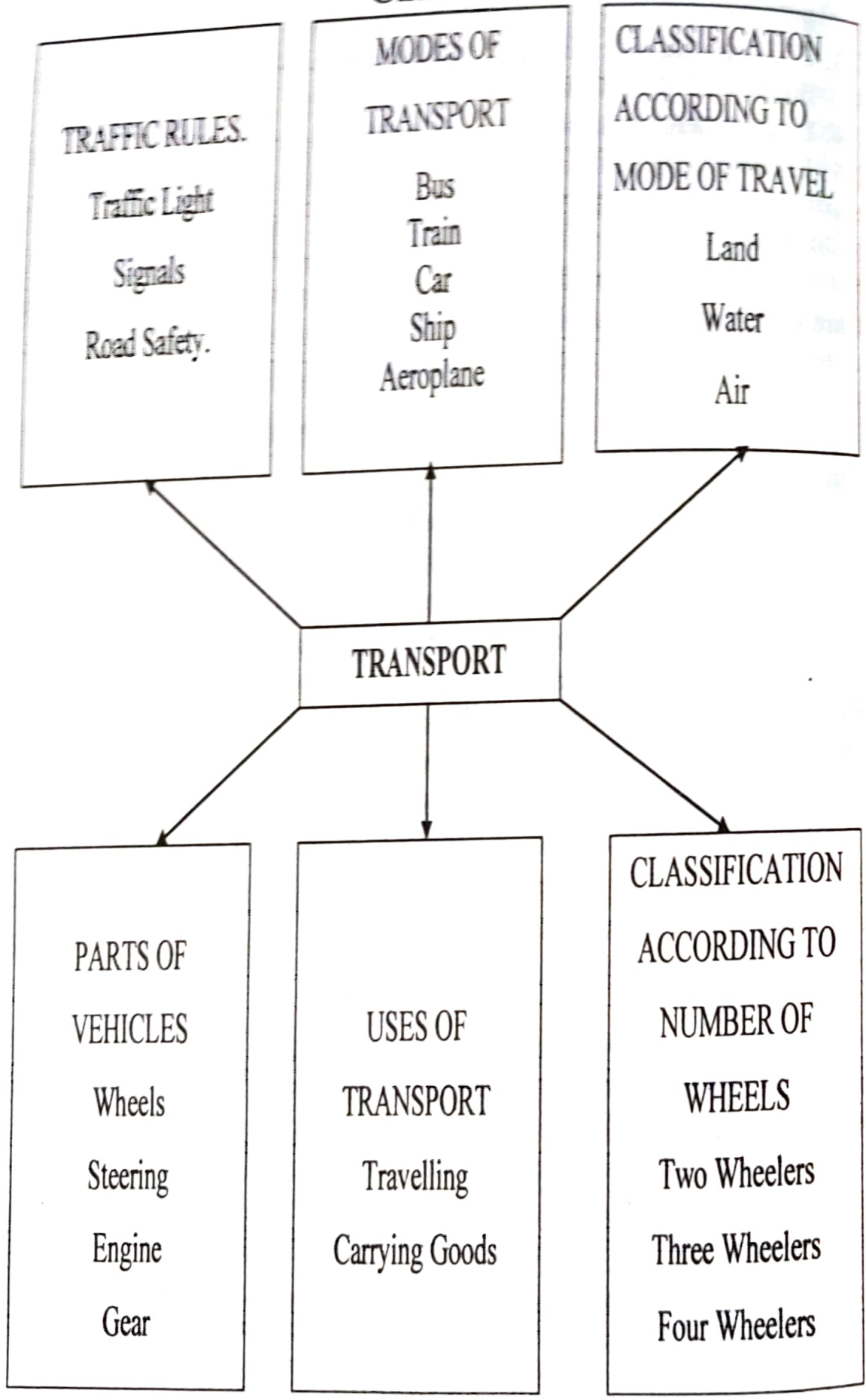
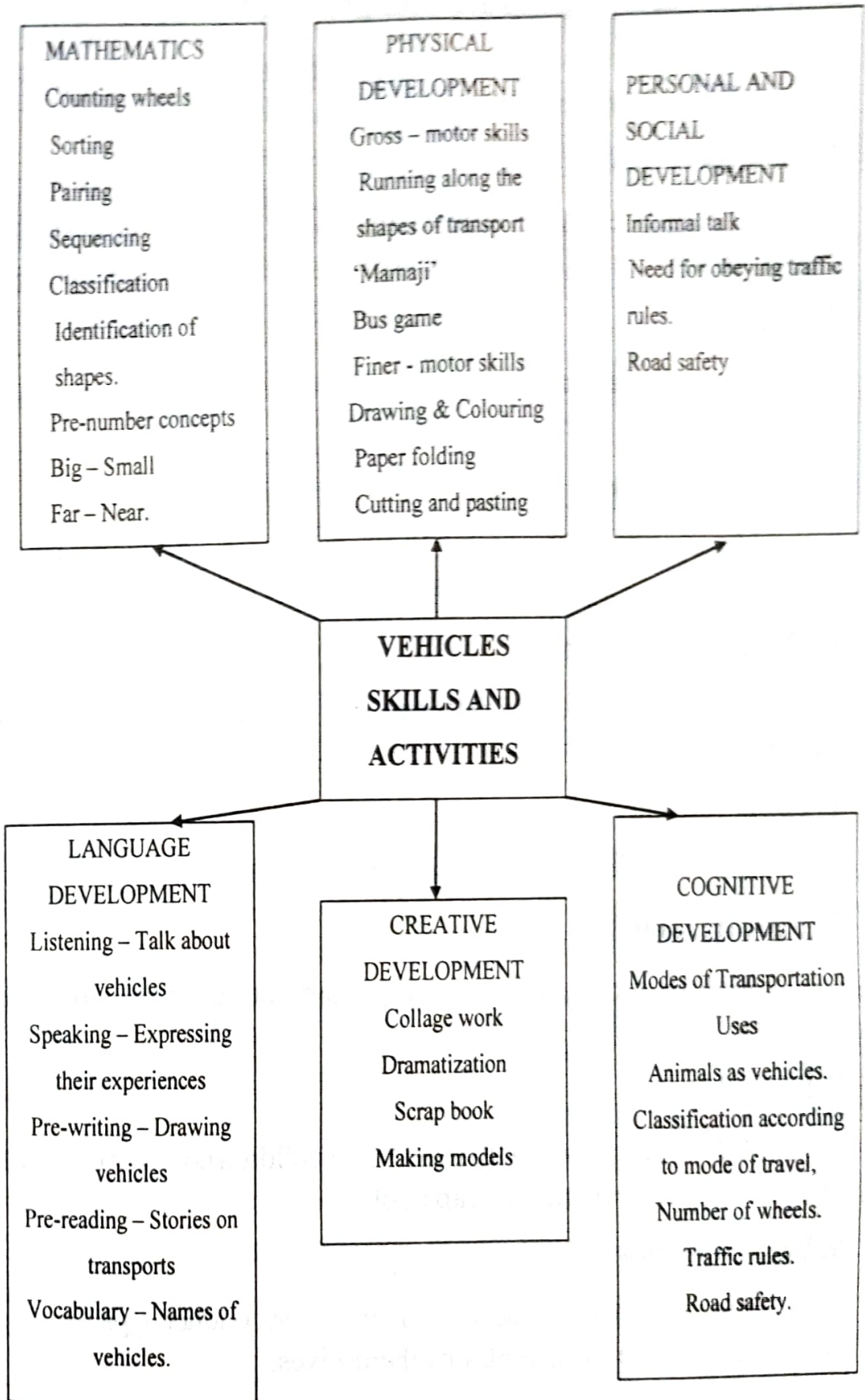


Chart - II



Activities on the Theme 'Transport'

1. Sequencing transports according to speed

Make picture cards of different transport-bicycle to aeroplane. Give children to sequence them according to the speed.

2. Classification of transport

Make picture cards of different transport. Give children to classify them according to mode of travel and on the basis of number of wheels.

3. Pairing

Make pictures of things related to transport that go together. eg: bullock and cart, train and track etc.

4. Memory game

Make pictures of transport. Show them to children and let them recall.

5. Collage of transports

Let the children cut and tear paper from the magazines and make a collage of transport.

6. Paper folding

Let the children fold papers and make boat, ship etc.

7. Making models

Making models of train using match boxes, bus using soap cover etc.

8. Scrap book

Make a scrap book with papers. Let children collect pictures of vehicles and paste them on scrap book.

9. Dramatization

Let children take up the roles of bus driver, conductor, passengers, pilot, traffic police etc. and play by themselves.

10. Vocabulary on transport

Bullock cart, tonga, bus, car, auto rickshaw, lorry, ship, boat, aeroplane, two wheelers, three wheelers, steering, traffic light.

11. Suggested stories

'The Train', 'The Washer man's donkey', Dinu's bullock cart, 'Story of an aeroplane'.

12. Suggested rhymes

1. I saw three ships

I saw three ships come sailing by
Come sailing by, come sailing by
I saw three ships come sailing by
On New year's day in the morning.

2. The Bus

The wheels of the bus go round and round,
Round and round, round and round.
The wheels of the bus go round and round,
over the city streets.

3. Riding on

We riding on bicycle, bicycle, bicycle
up and down (3)

We riding on scooter, scooter, scooter
up and down (3)

We riding on a car, car, car
up and down (3)

We riding on motorcycle, motorcycle, motorcycle
up and down (3)

We riding on a bus, bus, bus
up and down (3)

Activities and Methods for Attaining Various Skills

Pre-school period is considered as the teachable moment for acquiring various skills like motor skills, cognitive skills, inter-personal skills etc.

Development of Motor Skills

Motor skills involve bodily movements of various organs and co-ordinated functions of nerves and muscles. There are two types of motor skills-gross motor skills and fine motor skills. Gross motor skills are those skills which involve control and co-ordination of large muscles, eg: running, jumping, crawling and skipping. Fine motor skills are those skills which involve the use of fine muscles, particularly of the eye and hands/ fingers. eg: drawing, painting, writing.

Activities for the Development of Gross Motor Skills

There are three types of activities for the development of gross motor skills.

1. Activities which require good control over the whole body which are useful for 'gymnastic skills' later.
Eg: Running, walking, balancing, rolling, crawling, climbing, hopping, creeping, swinging.
2. Activities stressing trial of strength and speed where movement connected with some other object is involved, which helps later in 'sports skills and games'.
Eg: Catching, throwing, kicking
3. Activities emphasizing rhythm often to the accompaniment of some sound which later lead to 'skill in dancing'.
Eg: Drum beating, rhythmic movements, aerobics.

Manipulative Skills

The skill which could be developed through the co-ordination of hand and eye movement is called 'manipulative skills'. Through motor development, the young child gains control over the fine muscle movement of the fingers and thumb to be able to handle objects like scissors, pencils etc. The functioning of the hand will not be sufficient

without the co-ordination of the hand and the eye.

Activities for the Development of Manipulative Skills

The following activities can be given to the pre-school children for the development of manipulative skills.

- Drawing
- Colouring
- Painting
- Cutting
- Tearing
- Pasting
- Threading and sewing
- Sorting
- Clay work
- Finger rhymes with actions
- Sand and water play
- Free play with manipulative materials.



Suggestions for Manipulative Skill Activities

- Self - help routine practice skills such as buttoning clothes, fastening zips, tying laces, eating food with hand or spoon, drinking water without pouring on their dress etc.
- Threading beads ranging large beads with large holes to small beads with small holes according to the age of the children.
- Manipulative materials such as play dough and clay will provide children with a chance to pinch, roll, knead and twist. Blunt knives, biscuit cutters, rolling pins can be used for cutting, pressing etc.
- Jigsaw puzzles develop manipulative skills.
- Painting and creative activities require eye hand co-ordination and manipulative skills. The size of paper supplied and the type of brushes should range from large to small according to the capabilities of children.
- Collage activities that need cutting, positioning and glueing can be given according to the age and capabilities of children.
- Blocks and fixing toys of various types can be given according to the capabilities of children.

- Finger tracing in the air, then on sand or in slate can be given.
 - Arranging small stones, bottle covers or coins in a pattern.
- Making designs with 'kolam powder'.

Equipment Needed for the Development of Manipulatives Skills

- Pair of scissors
- Needles
- Bottles
- Tins
- Card boards
- Colour chalk
- Water Colour
- Waste materials
- Building blocks of various sizes
- Mud
- Clay.

Interpersonal Skills

Interpersonal skills are the skills that enable us to get along with other people. These skills are learnt when there is interaction with other people. Children are egocentric and find it difficult to see the world from other's point of view. Children need to develop these interpersonal skills. At the pre-school stage, children develop the following interpersonal skills.

- Making friends.
- Maintaining friendships.
- Sharing
- Taking turns
- Responding appropriately to others.
- Becoming sensitive to other people's feeling.
- Expressing appropriate feelings.
- Beginning to develop appropriate patterns of behaviour.

Activities for the Development of Interpersonal Skills

1. Allowing the child to move about within the premises in the beginning.

2. **Group activities for the children.**
3. **Celebrating children's birthday.**
4. **Free and structured conversation.**
5. **Puppet show, stories.**
6. **Assigning responsibilities.**
7. **Encouraging children to volunteer themselves for a task.**
8. **Imaginative play.**
9. **Story telling which helps children to listen to others and exchange ideas.**
10. **Encourage children to follow queue system during snack time, hand washing etc.**



Organization of Early Childhood Education Centres

Organization of a pre-primary school- Design of a pre-primary school, Essentials of a good building, Different areas in a pre-primary school - Equipments for a pre-primary school - selection of equipment, Types of equipment, Outdoor equipment, Indoor equipment.

School is the child's home during school hours. The school environment should be stimulating, inviting and workable for use with young children. The physical set up of a pre-primary school influences the human relationships in the school. The successful functioning of a pre-primary school depends on its building and equipment to provide various opportunities and a good environment for learning.

Design of a Pre-primary School

The environment into which the children come every day is very important as it influences their behaviour and development. The school building, its site, design, lighting and ventilation, safety and sanitation all play an important role. So a good deal of thought should be given to its planning. A well planned building is one where supervision is easy and thereby improves the human relationships.

Essentials of a Good Building

I. Site and surrounding

Surroundings foster good health and healthy personality. It should not be situated in a congested or lonely area. The building should be built in a healthy and refreshing environment without stagnant pools and swamps. It should be located a little away from the towns to get fresh air. It should be away from factories and railway station. It should be easily accessible to children. The site should have sufficient sunlight.

The play ground must be shady and there should be sufficient water supply.

The building should be above the ground level. It should have a natural drainage free from water logging. The building should be south faced with verandah on one side. There should be sufficient trees and plants to give cooling effect.

ii. Building plan

A pre-primary building should look pleasing and appealing to the children with proper facilities. The building should be built in accordance with the number of children and number of classes.

Windows and doors

Windows should be low enough that enable the children to see out. They should be fitted with screens and shades. All the doors should be light in weight so that children can handle them easily. The door knobs should be of the height of the children so that they can use them but latches should be placed above the children' reach.

Light and ventilation

Light should always come from the back. Fans should be provided according to the size of the room. Cross ventilation through open windows is desirable.

Sanitary facilities

Toilet and wash areas need to be adequate and easily accessible from both indoor and outdoor spaces. The floor of the toilet should be washable and not slippery. The toilet fixtures and seats should be 25-30cms from the floor and varies according to the height of the children. There should be all facilities such as toilet, play ground, bathroom, storage space, washing area and area for sleeping and playing. There should be at least thirty five square feet for each child. The building should be single storied with H, 'E' 'L' or 'U' shape. The rooms should have outlets and inlets to avoid accidents. The floor plan of the school should consider safety, convenience and ease with which children can find their way about.

Walls

Walls with a variety of pleasant and attractive colours adds to the beauty of the building. Provisions should be made for bulletin boards, picture boards and black boards. The walls should be of washable and of porous materials to lessen the noise.

Floor

Floor should be such that it can be easily cleaned and maintained. Flooring material should be easy to clean and sound proof. Since most of the activities of children are conducted on the floor, clean washable mats or carpets can be used.

iii. Different areas in a pre-primary school

In a pre-primary school, children have to involve in different activities. So there should be different areas for each one of these activities so that children could go and play in these areas according to their interest and ability without disturbing other children and without being disturbed by others.

Small group activity area

This is the area in which concepts are explained and demonstrated to children. So the place should be peaceful and should not distract the attention of children.

Large group activity area

This area should be spacious enough for playing, dancing, exercising etc.

Book area

Book area should be located near the small group area. It should be provided with small chairs, small shelves and small tables.

Storage space

This is to store aids, books, toys, records and registers. Cupboards should be easily moved around to make or change work centres. There should be enough space for large toys and small articles.

All materials for one type of activity should be kept in a fixed place.

Furniture

The furniture should be designed in proportion to the children's height. The furniture should be safe with no sharp corners and edges. The furniture can be used for multiple purposes. They should be made of material that can be easily cleaned and painted in bright and attractive colours. It should be light enough for the children to carry individually from one place to another.

Special activity area

Testing materials, tape recorders, record players etc. are kept in this area. Teacher can conduct various tests here.

Rest area

This is the area in which children can take rest. Clean mats should be provided.

Building block area

In this area, blocks of various types and sizes are provided.

Imaginative play area

In this area, several types of dress, costumes of different areas, dolls, toys, doctor's set, kitchen utensils and commercially available toys should be kept.

Science area

Here pet animals, birds, scientific equipments, models etc. are kept.

Arts and creative area

Paints, brushes, drawing equipment, papers, scissors, clay, gum etc. are kept in this area.

Display area

Things which are produced by the children are displayed here. Parents of children can come and see the creative works of their children and appreciate them.

Equipment for a Pre-primary School

A pre-primary school must necessarily have a variety of materials to arouse and sustain the curiosity and interest of children. Equipments and materials can be either be purchased or improvised by the teacher.

The following factors are to be kept in mind while selecting the equipment for pre-primary school children.

- Age level of children.
- Attractiveness.
- Long lasting.
- Easy to maintain.
- Cheap.
- Made of indigenous materials.
- Promoting imagination of children.
- Total number of children in the class.
- Location of the school-rural or urban.
- Type of programme and its philosophy.
- Availability.
- Expectations of parents.
- Safety with regard to the material used – colour and the paint used, should not be sharp so that children may not get hurt while playing.
- Multiple use of materials.
- Educational value of materials.

Types of Equipment

Equipment needed for a pre-primary school can be classified as outdoor equipment and indoor equipment.

Outdoor Equipment

These are materials for large motor development. It includes commercially available or improvised equipment from the environment for providing experiences like climbing, jumping, balancing, swinging, cycling. Following equipment are needed for a pre-primary school.

a. Stationary equipment

- Swing
- Slide
- Jungle gym
- Merry-go-round
- Sand pit
- Sea saw.

b. Movable Equipment

- Balancing board
- Ladder
- Wheel toys
- Pulling carts
- Rocking toys
- Bat and ball
- Skipping rope
- Tri cycle
- Climbing frame.

Indoor Equipment

Indoor equipment are for fine motor development. Indoor equipment should include play materials for manipulative play, constructive play, imaginative play, development of language and cognitive skills.

a. Materials for manipulative play

- Form boards
- Construction toys
- Wooden shapes for pattern making
- Beads
- Twigs
- Pebbles
- Clay
- Sand.

b. Materials for constructive play

- Wooden / plastic blocks
- Boxes
- Plastic cubes
- Cartons.

c. Materials for imaginative play

- Dolls
- Doctors' set
- Old dresses
- Toys
- Kitchen utensils
- Mirror
- Old spectacle frames
- Old shoes
- Commercially and traditionally available toys.

d. Materials for language and cognitive skills

- Story books
- Picture books
- Puppets
- Flannel board
- Sound boxes
- Touch cards
- Masks
- Picture dominos
- Charts
- Visual discrimination cards
- Feely bag
- Smell boxes
- Jigsaw puzzles
- Alphabet cards
- Colour cards
- Puzzles.

e. Materials for art / craft activities:

- Paper
- Paint
- Brush
- Scissors
- Knives
- Beads
- Feathers
- Card board
- Containers
- Waste materials.



Instructional Strategies

Sense training – Auditory training, Visual training, Olfactory training, Gustatory training, Tactual training – Play way method – Importance of play way method, Principles of play way, Suggested play based activities for various developmental domains – Music for children – Values of teaching music, Role of teacher, Selection of rhymes, Finger play and action songs – Story – telling – Values of story telling, Selection of stories, Guidelines for story telling, Methods of story telling, Story kit – Role play – Corner arrangements - Advantages of corner arrangements, Doll's corner, Blocks corner, Writing corner, Mathematics corner, science corner, - Field trip: Advantages of field trip, Stages of field trip – Creative activities- Planning for creative activities, Creative activities for pre-school children, Drawing, Painting, Pasting activities, Paper folding, Clay work, Creative movement, Creative thinking.

What children learn depends not only on what they are taught, but also how they are taught, their developmental level and their interests and experiences. So, much attention to be paid to the methods chosen for presenting materials. Instructional strategies determine the approach a teacher may take to achieve learning objectives. During early childhood period, experiential learning strategies like story telling, role playing, field trip etc. may have more significance. Major instructional strategies adopted for early childhood education are explained below.

Sense Training

'Senses are the gateways of knowledge'. Use of senses is fundamental in the process of knowing and understanding. Learning is possible only through the five senses. A rich sensory experience ensures wider understanding of the environment. Any kind of sensory deprivation

leads to incomplete or distorted concepts.

The five senses are

Sense of hearing	- Auditory
Sense of seeing	- Visual
Sense of smell	- Olfactory
Sense of taste	- Gustatory
Sense of touch	- Tactual

There are exercises which help to develop the senses and which are very much loved by children. Specific exercises are used for specific senses. The following points are to be borne in mind while giving sense training.

1. While doing one exercise to one sense, use of most of the other senses should be controlled as far as possible.
2. Each type of exercise need not be done every day. It is better to spend a longer time on one sense for exercise so that children will understand it thoroughly.
3. Exercises should enable the children to associate words with the particular sense.

i. Auditory Training

The purpose of auditory training is to help the children to concentrate on hearing only without the help of sight. Thus they become better listeners. Their comprehension and degree of concentration increase through auditory training.

Materials required

Musical instruments, variety of noise makers, tape recorders, sound boxes and familiar objects like match boxes, keys, bells etc.

Exercises

1. Let the children sit in a semi circle. Ask them to close their eyes for a short while and listen to the different sounds in the environment. After a while, ask them to open their eyes and describe the sound they had heard.

2. Let the children sit in a circle. Ask them to close their eyes. Pick up any familiar sounding object like bunch of keys, bell etc. and cover it without the children seeing it. Make noise for a few seconds. The children should hear the sound several times. Let all the children identify the sound without telling whether it is right or wrong. After that, uncover the object and let them check.
3. Take little tins or boxes and fill them with sand, pebbles, marbles etc. to make sound boxes. Let there be two of each type. Ask the children to match the sound boxes on the basis of sound.
4. Children can be asked to play the game of 'Antakshari'.
5. Ask the children to close their eyes. Walk to a corner of the room and make noise with an object or clap. Ask the children to find from which part and direction of the room, the sound came.

ii. Visual Training

Purpose of visual training is to provide basic concepts of colour, shape, number etc.

Materials required

Similar objects of different colours, shape and colour cards,
similarly coloured objects of different shape, different kinds of seeds,
flowers, pictures, matching cards, dominos.

Exercises

1. Odd man out

Prepare strips of three to four pictures with one different and others identical. Let the children spot the one that is different.

2. Matching

Let the children match blocks or cards of same colour or shape.

3. Sorting

Let the children sort beads of different colours.

4. Find the differences

Take two otherwise identical pictures with only one prominent

difference in them. Let the children spot the difference.

5. Dominos

Make dominoes (pictures, colours, dots) and ask the children to arrange them by matching.

6. Name cards

Name cards of children may be prepared and they may be encouraged to find their own card and get it pinned on their dress.

7. Missing parts

Children may be asked to draw the missing parts in a picture.

iii. Olfactory Training

Sense of smell is the least developed sense in human beings. But proper training in smell will be advantageous to children.

Materials required

Any familiar object with a distinctive smell like flowers, onion, tooth paste, soap, perfumes etc. Smell bottles can also be used for this purpose.

Exercises

1. Let the children sit in a circle. Cover an object, ask the children to smell it and identify the object.
2. Take children on a nature walk and ask them to point out objects having pleasant and unpleasant smells.
3. A game where the children have to say 'Aha!' when name of objects with pleasant smell is mentioned and 'Chi-chi' when name of objects with unpleasant smell is mentioned.
4. Distribute picture cards showing different objects like rose, powder, manure, garlic and ask the children to classify them on the basis of their smells.

iv. Gustatory Training

Gustatory training is for the development of sense of taste.

Purpose is to identify and distinguish between different tastes.

Materials required

Objects with different tastes like sugar, salt, pepper, neem leaves, sour objects like lemon or tamarind.

Exercises

1. Bring samples of food articles with distinct taste for the children, for example, sugar, salt, lemon, neem, chilly etc. Let each child close his eyes and identify the different tastes.
2. During snack time, encourage the children to tell the tastes of various items.
3. Make picture cards of objects with distinct tastes. Let children classify them as sweet, salty, sour, bitter and hotty tasting objects.

v. Tactual Training

Training in touch helps increasing sensitivity of the sense of touch. It helps the children to distinguish different degree of the same quality as well as to distinguish one quality from another. These exercises help the children to classify and order objects by their qualities – rough to smooth, least smooth to most smooth etc.

Materials required

- Objects with different textures such as rough and smooth.
- Objects made of different materials like wood, metal, glass, cloth, paper etc.
- Objects with different feel such as soft vs hard.
- Objects with different temperatures such as hot, cold and lukewarm.
- Objects with different weights-heavy, light, lighter.

Exercises

1. Make touch cards with different kinds of cloth pieces, for example, satin, cotton, jute, wool etc. Let children match cards according to texture.
2. Ask the children to arrange the touch cards of graded texture from

- rough to smooth.
3. Wrap any familiar object such as pencil, rubber, pen and allow each child to hold it in his hand for few seconds. Let the children identify the object through touching.
 4. Make a 'feely bag' in which objects of different shapes and texture like wooden cube, ball of wool or cotton, stone, feather etc. are kept. A matching material of the same can be kept outside the bag. Let each child touch one object outside the bag and try to trace the object in the bag only through touch.

Play-way Method

Play is a natural activity. A child can not retain himself from playing. Play-way is a spirit or an approach which should pervade all activities. Caldwell cook, the originator of the play-way described the spirit of play-way as "Good work is often the result of spontaneous effort and free interest than of compulsion and forced application".

Importance of Play-way Method

Advantages of using play-way may be discussed under the following heads.

Educational value

Play-way is a great motivating force. Play-way activities are based on the natural urges of children. It avoids drudgery and boredom and children willingly involve in various activities. This method is based on the laws of learning. Play-way provides opportunities for the sublimation of various instincts of children. Play-way gives training in the democratic way of life. Children develop originality, power of reasoning, imagination and insight by adopting play-way method.

Emotional value

Play-way helps in stabilizing the emotions of the children. Children learn to express, control and sublimate their emotions. Children are able to overcome shyness, moodiness, timidity, sensitiveness etc.

Intellectual value

Play-way helps in developing intellectual abilities like imagination, concentration, decision making etc.

Social value

In play, children have a chance to live and work together. They learn to co-operate and to follow instructions. Play - way helps to develop such qualities as discipline, sympathy, benevolence, mutual help etc.

Physical value

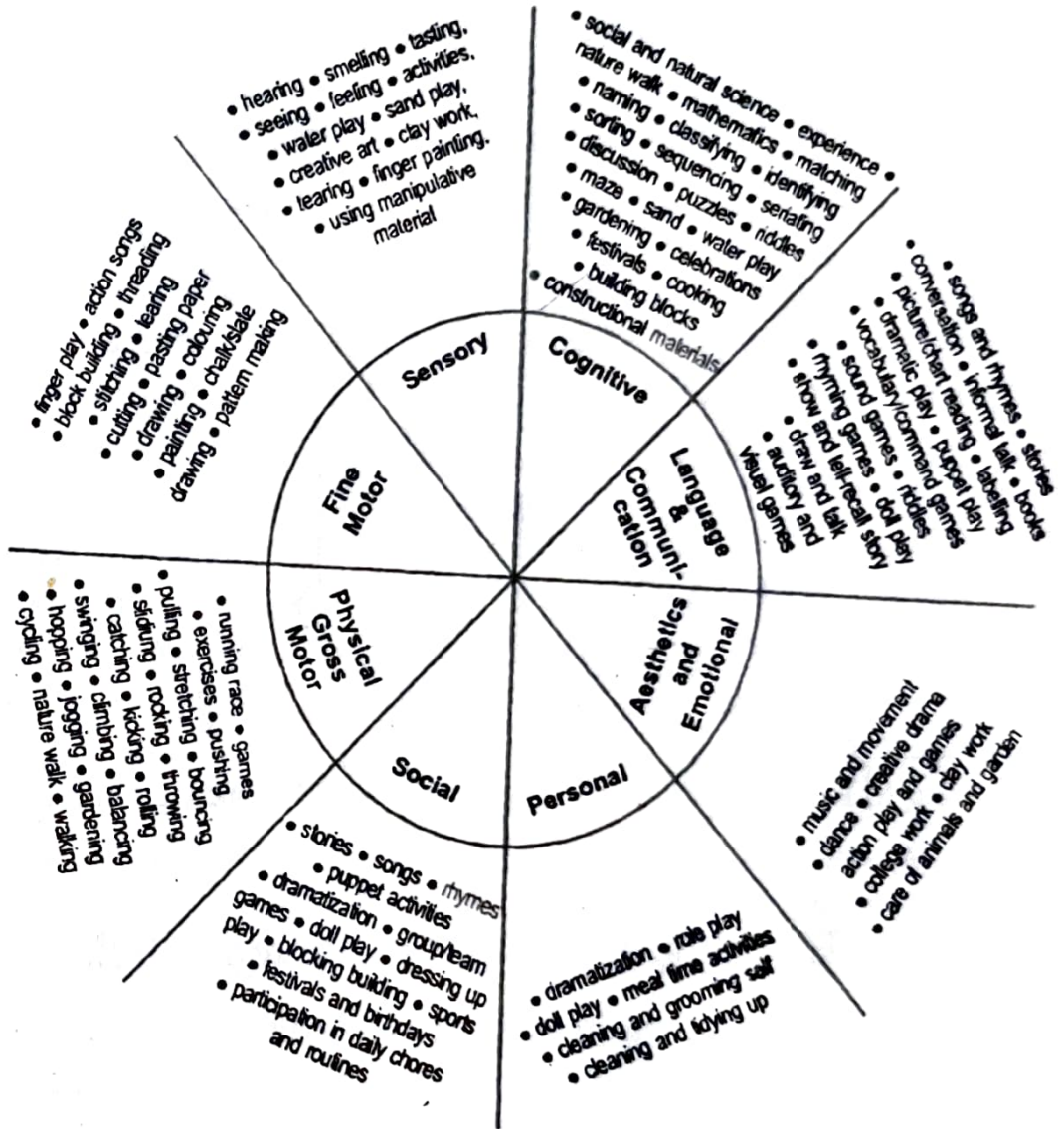
Play-way provides ample opportunities for the movement of various parts of the body which helps in his muscular development. It enables the child to keep physically fit.

Principles of play-way

Following are the major principles of play-way.

1. Learning takes place through doing.
2. Learning takes place in the environment of freedom.
3. Learning is related to life situation.
4. Activities should be suited to the needs and interests of children.
5. Child should be freed from the authoritative nature of the elders.
6. The children themselves should take the responsibility of learning.
7. Ample opportunities should be provided to children for self expression.
8. Play-way is based on the principle of democratic way of life.

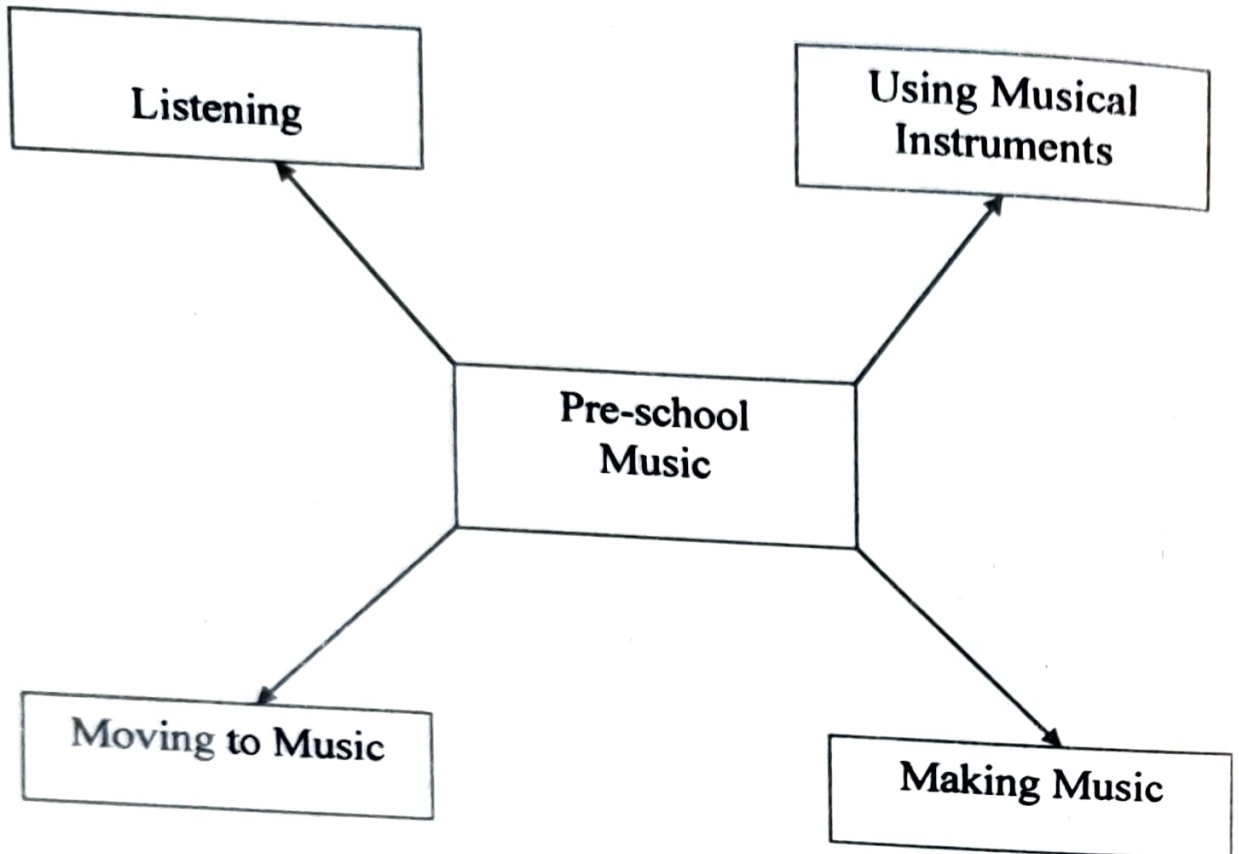
Play Based Activities for Children



Source Book: Play Activities: A Guide to Pre-school Teachers – Mina Swaminathem and Prema Daniel (2004) National Book Trust of India, New Delhi.

Music for Children

Music is an integral part of the early childhood education programme. The pre-school environment should provide opportunities for children to listen and respond to music and to make their own music. Children can become acquainted with singing, moving to music, using musical instruments and listening to different kinds of music.



Values of Teaching Music in Pre-Primary Schools

Music can contribute in many ways by offering opportunities for listening, singing, creating music and playing musical instruments. Values of teaching music in early childhood education programme are summarized below.

- Music is a good channel for communication and self expression.
- It encourages the child to appreciate good music.
- Music helps to develop listening skills and auditory discrimination.
- It helps in controlling the voice for pitch and tune.
- It enables the child to be in groups which in turn develops

discipline and harmony in the child.

- It helps to develop joy and creative expression.
- It helps to foster an appreciation for music from an early age.
- Children learn new words and help in vocabulary building.
- Music helps for finer muscle and large muscle co-ordination through action songs.
- Music stimulates the aesthetic feelings of children.
- The child experiences pleasure – pleasure of listening to others and of singing by oneself and group.

Role of Teacher in Teaching Rhymes

The teacher should take into consideration, the differences in the developmental sequence of the children. She should be well prepared with the rhymes. She should know how to stimulate children for active participation in musical activities. To avoid monotony, teacher should present the rhyme in many ways like acting out or with the help of musical instruments. The child who is interested to move with music should be encouraged to do so. Teachers should sing the rhyme several times and should give opportunity to all children. Teachers can compose their own songs with themes familiar to children.

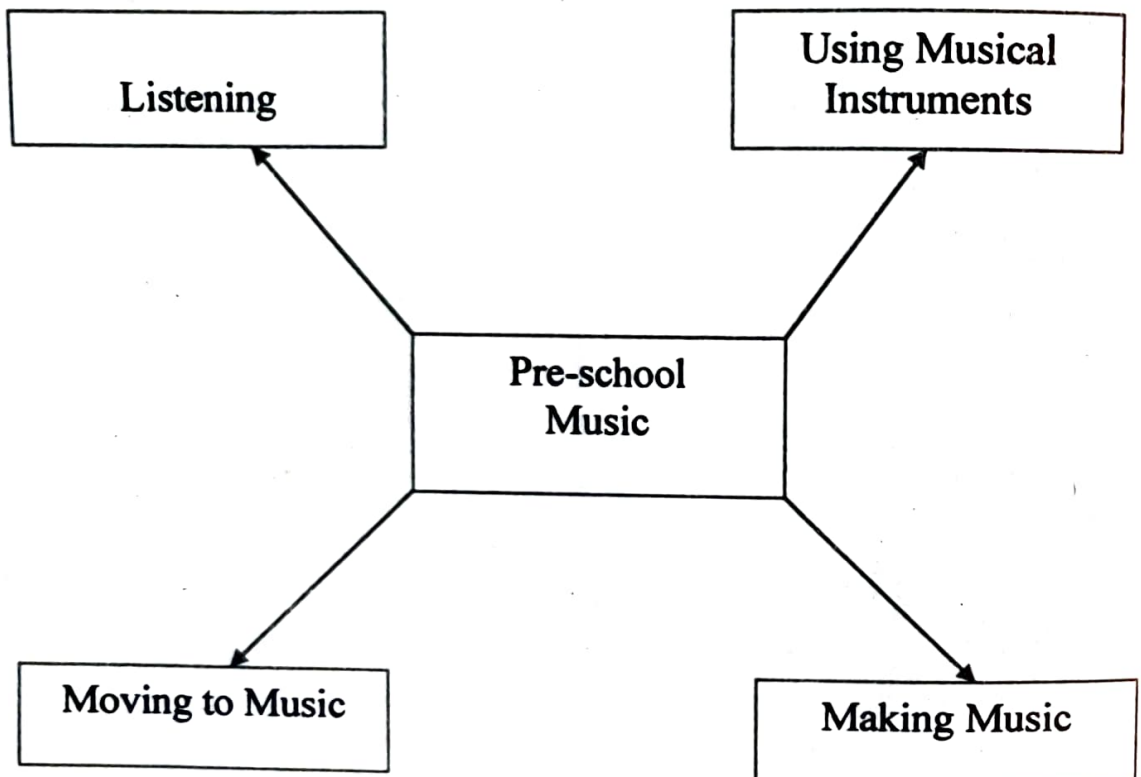
Selection of Rhymes

Rhymes for pre-school children have to be simple, clear, understandable and within child's world. While selecting rhymes for pre-school classes, the following points should be borne in mind.

- Rhyme should be suitable to the age level of the children.
- It should be interesting.
- It should be with funny words which provokes laughter.
- The themes can be daily activities, nature, concepts of space, time, family relations, community helpers, pets, festivals, transportation etc.
- Choose all sorts of rhymes – traditional, funny, number – and from all over the world.

Music for Children

Music is an integral part of the early childhood education programme. The pre-school environment should provide opportunities for children to listen and respond to music and to make their own music. Children can become acquainted with singing, moving to music, using musical instruments and listening to different kinds of music.



Values of Teaching Music in Pre-Primary Schools

Music can contribute in many ways by offering opportunities for listening, singing, creating music and playing musical instruments. Values of teaching music in early childhood education programme are summarized below.

- Music is a good channel for communication and self expression.
- It encourages the child to appreciate good music.
- Music helps to develop listening skills and auditory discrimination.
- It helps in controlling the voice for pitch and tune.
- It enables the child to be in groups which in turn develops

discipline and harmony in the child.

- It helps to develop joy and creative expression.
- It helps to foster an appreciation for music from an early age.
- Children learn new words and help in vocabulary building.
- Music helps for finer muscle and large muscle co-ordination through action songs.
- Music stimulates the aesthetic feelings of children.
- The child experiences pleasure – pleasure of listening to others and of singing by oneself and group.

Role of Teacher in Teaching Rhymes

The teacher should take into consideration, the differences in the developmental sequence of the children. She should be well prepared with the rhymes. She should know how to stimulate children for active participation in musical activities. To avoid monotony, teacher should present the rhyme in many ways like acting out or with the help of musical instruments. The child who is interested to move with music should be encouraged to do so. Teachers should sing the rhyme several times and should give opportunity to all children. Teachers can compose their own songs with themes familiar to children.

Selection of Rhymes

Rhymes for pre-school children have to be simple, clear, understandable and within child's world. While selecting rhymes for pre-school classes, the following points should be borne in mind.

- Rhyme should be suitable to the age level of the children.
- It should be interesting.
- It should be with funny words which provokes laughter.
- The themes can be daily activities, nature, concepts of space, time, family relations, community helpers, pets, festivals, transportation etc.
- Choose all sorts of rhymes – traditional, funny, number – and from all over the world.

Musical Instruments for Pre-School Children

Musical instruments like—rattles, drums, bells, tambourines, cymbals, plate bells, coconut shell fiddles, xylophone, harmonium, flute, tabla, violin etc. can be used while teaching music to pre-school children.

7/Finger play or Action Songs

Finger play is an enjoyed pre-school group or individual activity. Finger plays use words and actions together. Actions like stamping feet, snapping the fingers, clapping, jumping, clicking tongue, patting different parts of the body and rubbing hands can be used.

While learning a finger play, the children usually practise and join in the finger movements before learning the words. Words can be learnt and retained by doing the play again and again.

Importance of Finger Play

Finger play appeals to young children's imagination and keeps them active using both words and actions. Children quickly become one of a group having fun and doing the same thing. They also experience a feeling of self worth when a rhyme has been learnt. Finger play helps to build vocabulary as well as teaching facts. They can also help a child to release the pent up energy. Also finger play helps for large and finer muscle co-ordination of the children.

Finger play songs

1. EYE AND EAR

This is my eye
(Cover one eye)
This is my ear
(Cover one ear)
This is to see
(Look around)
And this is to hear
(Cup hands around ear)

2. NANAJI'S GLASSES

Nanaji lost his glasses

Before he went to bed

(Fingers make glasses over eyes)

Guess where nanaji found them?

Right on top of nanaji's head.

(Move glasses on top of head)

Story Telling

Story telling is of great interest to children everywhere. Due to the structural changes in the family, the traditional responsibility of story telling from the grand mother's lap has been showered upon pre-primary school teacher. Story telling should form an integral part of the pre-school curriculum.

Values of Story Telling

Story telling should be almost a daily activity of the pre-school. Following are the values of story telling to children.

- 1 Story telling is a joyful activity and it is a source of enjoyment.
- 2 It develops vocabulary, quick grasping, listening skills and language development.
- 3 The child identifies the feeling of others and it promotes emotional development.
- 4 While listening to story, children observe group discipline. Also lessons of mutual help, self help, hard work, honesty, patriotism, bravery etc. can be demonstrated through stories.
- 5 Interest in various subjects can be awakened through story telling.
- 6 Through stories, children learn about their cultural heritage.
- 7 Ability of expression of ideas expand, as the children retell stories and describe the same in their own words.
- 8 Story telling promotes imagination and creativity.
- 9 It serves as a good foundation for future reading.
- 10 Role playing of stories helps as an outlet for emotions of children.
- 11 Children are introduced to some of the best literature.
- 12 Children get valuable information and knowledge.
- 13 Stories help children to understand life and develop worthwhile goals.

Selection of Stories

A good story should be appropriate for the age and level of language development of children. Stories selected for pre-school children should:

- Be short, simple and of correct language.
- Be suitable to the interest and maturity level of children.
- Possess humour.
- Have a moral or message.
- Be culturally appropriate.
- Be based on the familiar experiences of the children.
- Be based on a simple plot.
- Have repetition of phrases or words so that the children can join.
- Avoid frightening elements.

Guidelines for Story Telling

- Gather the children in front of the teacher, either as a group sitting close to each other or in several rows close to each other.
- Sit in a position so that all children can see the teacher's face.
- Make the environment very informal.
- Prepare and practise the story before hand.
- The pictures used should be simple, large and clear.
- Tell the story loudly enough so that all the children can hear.
- Use proper facial expressions, gestures and pauses.
- Introduce the setting and characters briefly but in a colourful way that allows the children to visualize them in their mind.
- Modulate the voice.
- Emphasise the main points.
- Look at each child while telling the story.
- Tell the story in such a manner that every child should feel that the story is being told directly to him.
- Encourage the children to join in the repetitive phrases, animal sounds etc. in the story.

Methods of Story Telling

Stories can be told using many media and techniques. The teacher with her gestures, facial expressions, appropriate sounds, repetition etc. can attract the attention of children. Following are the different methods of story telling.

Flannel board

Flannel board is the medium with which different characters of the story can be introduced. The flannel board should be placed in a slanting position within the visual reach of the children.

Sand tray technique

Cut out of the story characters can be prepared and sticks can be attached at the back of each cutout. In a tray filled with sand, naturalistic situations can be created by using plants, pebbles, stones, grass etc. The cut-out characters can be made move in the sand tray by moving the stick figures.

Puppets

Puppet play has both entertainment and educational values. The puppets made should be light and simple so that children can also manipulate them. Facial expressions and voice fluctuation are essential for the success of puppet show. Encourage participation by having the puppets ask questions and have direct conversation with the children.

Rollograph or T.V Model

The pictures of a story are sequence wise fixed on long sheets of paper or cloth. It is then fixed on the rods which are inserted on the two ends of a four sided frame which could be rolled or unrolled as the story proceeds. Proper spacing should be given between the pictures to avoid overlapping.

Flash cards

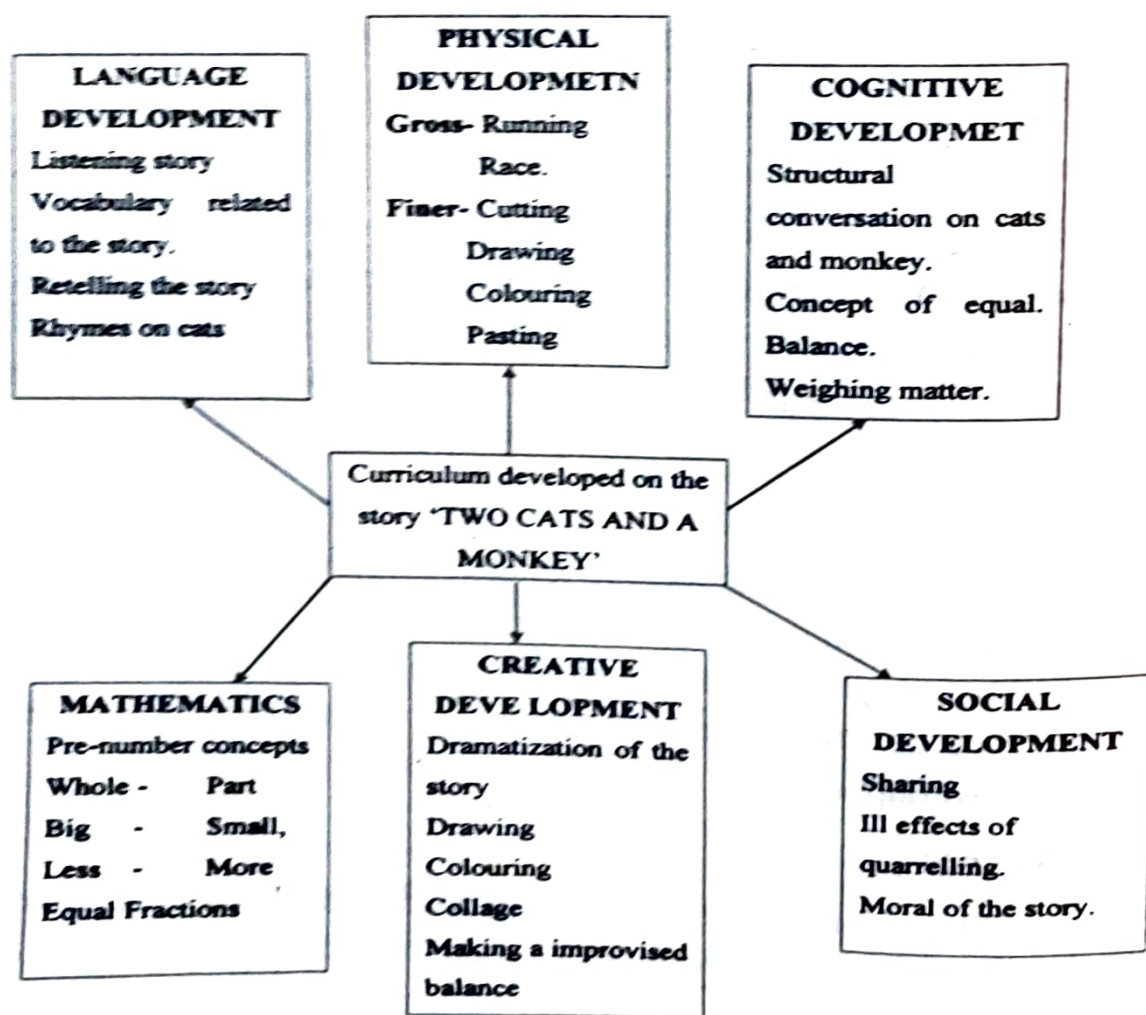
The pictures of the story are pasted on a sturdy base placed sequence wise. On the back side of the flash card, the selected part of the story is written.

Prop less (Without aids)

Story is told without any props other than facial expressions, voice and actions. This can be done only with a lot of experience in story telling. This approach of story telling requires plenty of animation in terms of facial expression and voice fluctuation in order to replace teaching aids. This is the most suitable method for four or five years old who can use fantasy in thinking.

Story Kit

A story kit is a collection of teaching aids based on a story like puppets, pictures, charts, cards, worksheets, materials for indoor, creative and dramatic activities. Teacher should make the kit and stored to be used by all. A web chart of extended activities should be kept with the story for future use.



Role Play

Children love to pretend the role of adults. They pretend as mothers preparing food, fathers going to work, doctors examining patients, shop keepers selling goods and so on. They act out festival ceremonies, weddings, etc. Children love pretending to prepare food using sand and any container as a make belief cooking vessel. Role play helps the children to explore imaginary alternatives and to use language appropriately.

All pre-school settings should plan for a range of imaginative play opportunities. Provide children with old clothes and other accessories to put on and pretend. Puppets also help children take up different roles. Children will be made able to create their own scenes and play. House play, doll play, shop play, bus or train play, vegetable vendor, hotel etc. are good role plays for children.

Advantages

Role play is extremely important to young children's development.

- It allows them to develop the ability to use symbols.
- Children learn more about social roles and become more aware of themselves.
- Role play provides them with a means of communication.
- Children become less egocentric by playing roles and pretending to be some one else.

Suggestions for Role play

- Provide children with pieces of cloth, old clothes, hats, sticks and other accessories to put on and pretend.
- Encourage role play in small groups, so that they can talk to each other.
- Link role play with themes.
- Provide large empty card board boxes, curtains, mats etc. for children to create their own play environment.

✓ Corner Arrangements

Corners or learning centres are areas in a school or class room that define a special focus or that afford a specific opportunity not otherwise possible. Corners arranged for young children may include doll's corner, blocks corner, writing corner, mathematics corner and science corner.

Corner arrangements allow children to make choices, to move freely and independently and to grow in areas of need. Children learn individually or in smaller groups. Various corners in a school invite a child to 'come and see, come and do, come and learn'.

Advantages of Corner Arrangements

By setting a series of corners, teacher can provide opportunities to the children.

- To make choices.
- To discover and learn through direct personal experience.
- To build a feeling of self confidence and competence as a result of learning skills.
- To enlarge children's vocabulary and communication skills.
- To encourage imaginative dramatic play.
- To develop thinking and problem solving.
- To develop socially desirable behaviour.
- To discover and expand the learning of specific information relating to a subject.

Different Types of Corner Arrangements

1. Doll's corner

In doll's corner, children get an opportunity for role play. It helps to develop self help skills among children.

Purpose

Purposes of setting doll's corner are the following.

- To develop self help skills like dressing, bathing, brushing, self feeding etc.
- To imagine themselves into various roles.
- To copy real life situation-father, mother, family etc.
- To sublimate their emotions towards dolls.
- To identify with the dolls and make dolls do things that they themselves can not do in real life, so feel relieved and not guilty.

Materials

Materials required for a doll's corner are :

- Four to five dolls of men, women, girl, boy ✓
- Cooking materials ✓
- Tea set ✓
- Box full of costumes ✓
- Hand bags ✓
- Caps ✓
- Doll's house ✓
- Doll's furniture like bed, chairs, table etc. ✓
- Doll's perambulator. ✓

Peculiarities of dolls

- Dolls should be made of washable materials so that children can bathe them. ✓
- They should be made of soft materials so that children can hug them.
- They should have appropriate clothes, which children can dress and undress.
- They should have hair that children can comb and experiment different hair styles.
- They should have flexible hands, legs etc. so that dolls can be made sit down and also experiment different postures.

2. Blocks corner

In blocks corner, children get an opportunity to construct houses, bridges, roads etc. and play with variety of toys. The set of building

materials help the children to have an awareness of traffic rules.

Purpose

- To teach mathematical ratios, properties, relationship.
- To develop constructive imagination.
- To develop the spirit of working together.
- To develop the tendency of mutual help.
- To develop leadership qualities.

Materials

Materials required for a blocks corner are:

- Building blocks of different size and shapes. ✓
- Small building bricks. ✓
- Wooden bridge, railway tracks. ✓
- Wooden trains, cars, trucks, pulling toys. ✓

3. Writing corner

Purpose

The purpose of a writing corner is for:

- Developing the desire to learn to write on her/his own.
- Creating a need to express through writing.
- Developing pre-writing skills.

Materials

Materials to be included in a writing corner are:

- Slates ✓
- Magic slate ✓
- Variety of sketch pens, markers, crayons ✓
- Small chalk boards, running chalk boards ✓
- Variety of pencils, erasers ✓
- Coloured chalks ✓
- Magnetic alphabet ✓
- Stamp pad ✓
- Carbon paper ✓
- White and colour charts ✓

- Alphabet charts
- Board to display samples.

4. Mathematics Corner

Purpose

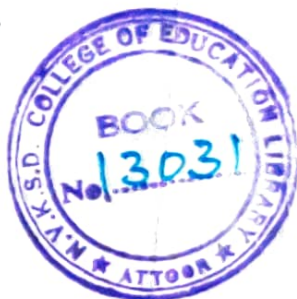
The purpose of Mathematics corner is to:

- Develop a desire to learn numbers and about numbers on his/her own.
- Develop cognitive skills related to Mathematics and curiosity among children.
- Develop problem solving skills
- Develop pre-number concepts

Materials

Materials to be included in a Mathematics corner are:

- Balance ✓
- Materials for weighing ✓
- String ✓
- Wooden/plastic cube ✓
- Solid shapes ✓
- Plane shapes ✓
- Puzzles ✓



5. Science corner

Purpose

Following are the major purposes of science corner:

- To familiarize the child with his immediate environment.
- To provide opportunities to experiment and explore.
- To develop the scientific habits of thinking and working.
- To develop scientific attitude.

Materials

Materials required for a science corner are:

- Magnifying glass ✓
- Magnets ✓
- Balance with different weights ✓
- Measuring cans ✓
- Binocular ✓
- Prisms ✓
- Compass ✓
- Microscope ✓
- Mini Museum ✓
- Various Collections ✓
- Aquarium. ✓

Field Trip

Field work has immense value in the life of children. It brings the larger world closer to the children. Child's curiosity to know the world around could be satisfied by taking him out. For providing truly meaningful experiences of the world outside the school, field trips may be organized. Field trip brings the neighbourhood closer to the children and within their understanding. The children learn about natural phenomena and social institutions. Field trips can be organized to geographical, historical and industrial places.

Following are the major advantages of field trip:

- Field trip supplement class work- visit to museum, zoo, fort, valleys, river, bridges help to supplement class room teaching by providing first hand information.
- It introduces variety in the school programme.
- It acquaints children with environment.
- It develops the aesthetic sense of children.
- It gives chances to the children to know the social surroundings and make them good citizens.
- Child's curiosity to know the world around is satisfied through field trip.

Stages of Field trip

There are four stages in a field trip:

1. Planning
2. Preparation
3. Execution
4. Evaluation

1. Planning

Planning is the primary stage of field trip. The teacher should fix the objectives of field trip in advance. A time schedule should be prepared for the programme. While planning, the teacher should consider the needs of children, starting time, mode of transport, safety of children, food, finance, place of visit and its time.

2. Preparation

After planning, the teacher has to get the prior permission from the parents and authorities of the visiting places. Age, experience and expectation of the children should be informed to the authorities of visiting places to make necessary preparations. Prior visit to the places by the teacher is important.

3. Execution

It is the third stage, after planning and preparation. The following things should be done.

- Obtain administrative permission: Observe the school policies in planning for the trip.
- Obtain written permission of the parents: Give notice to the parents regarding the details of the trip. It helps the parents to get awareness regarding the schedule for bringing and picking the child, the clothing the child wears that day etc.
- Visit site before taking children: This is essential in order to determine whether or not the site is appropriate and can fulfil the purpose of trip. Safety hazards should be noted.
- Arrange transportation: When private vehicles are used, be

sure that they are in good condition. Limit the number of children in each vehicle to ensure space for each child to sit. The number of adults accompanying should vary with the age of children. Select parents whose presence in the school situation does not over stimulate their own children.

4. Evaluation

Proper evaluation should be done regarding the various aspects of the trip. Children's comments should be invited.

Creative Activities

Creativity is the quality of being constructive, original and producing something as a work of thought or imagination. Novelty in approach, flexibility in thinking and fluency of ideas are essential components of creativity. All children are creative. To develop their abilities, opportunities must be provided to explore and experiment and to gain confidence to express their ideas in their unique way.

Creativity requires a stimulating, understanding and encouraging environment. As far as children are concerned, creativity is mostly self expression and not producing something novel in the form of finished products. To foster creativity, children need to acquire skills and by providing opportunities that enables them to use imagination and express ideas and feelings in a variety of ways. This can be done through creative activities like drawing, collage, dance, music, stories and imaginative play.

Teachers can enhance children's creativity by:

- Promoting curiosity.
- Encouraging imagination.
- Accepting individual differences.
- Providing rich and stimulating environment.
- Teaching skills and techniques that can be used in creative work.
- Displaying the work of children.

- Providing opportunities for children to talk about their work with other children.
- Presenting activities in an attractive and appropriate way.

Planning for Creative Activities

- Things required for creative activities should be collected well in advance.
- Children should be trained to select things required for the activities given or chosen and replace them after use.
- Group work should be encouraged as far as possible.
- Teacher need not draw model pictures to avoid copying.

Creative Activities for Pre-School Children

i. Drawing

Scribbling

Scribbling on sheets of paper using crayons.

Drawing and colouring

Drawing and colouring as the child wishes.

Wax resist

Draw with white crayon or candle wax and paint on the drawing. The wax will resist the paint and the drawing will be seen.

Crayon etching

Colour the paper fully with light colour crayon, then red colour and finally dark colour. Then etch or scratch the crayon with a pencil or blunt needle and draw the picture.

Wet chalk drawing

Wet the chalk in water and draw pictures.

ii. Painting

Easel paintings

Painting on large papers or news papers on easel board.

Thread painting

Place a thread dipped in paint between two papers and press with left hand and slowly pull it out with right hand.

Ink blot

Place a few drops of poster colour paint on one side of the paper, fold the paper in the middle over the paint. Press the paper and open it, get a twin impression.

Vegetable printing

Cut the vegetables – ladies finger, potato, onion, bitter guard, beans etc. into two. Dip them in paint and print on paper.

Finger printing

Let the children dip their fingers in the paint and make impressions on the paper.

Leaf painting

Let children dip the leaves with veins facing upwards and make the impression on the paper.

Block printing

Cut out a shape and paste on a card board which has a loop at the back to hold it. Let children dip it in colour and print the shape.

Wax dripping

This activity can be done under adult guidance. Take a lighted candle, let the wax drip along a given shape on a sheet of paper. The sheet can then be immersed in colour. The colour will not come on the waxed portion.

Spray painting

Dip old tooth brush in paint and use the bristles of the brush to spray the paint.

iii. Pasting activities

Collage work

Collage is an artistic assembly of usually waste materials. It is very useful in developing power of imagination among children. It develops their aesthetic sense and enables them to make the best use of waste materials. Collage materials include cloth pieces, wool pieces, feathers, dry leaves, seeds, saw dust, shells, match sticks etc.

Paper mosaic

Cut paper into small bits or use the punched paper. Spread paste on the paper. Sprinkle the paper bits on the paste and press.

iv. Paper folding (Origami)

Make children do simple paper folding like fan, boat, ship etc. by folding a square piece of coloured paper.

v. Clay work

Let the children make shapes using clay with mould and without mould.

vi. Creative movement

Action rhymes and finger play can be used for creative movement. Rhythmic movements according to the beat of musical instruments and producing different body sounds like finger-clicking, hand-clapping, Knee-patting, foot-stamping can be made.

Dramatization of stories and situations by creating dialogues and actions can be done.

Games like 'Dumb charade' in which the teacher mime various actions with one object and the children have to imagine the object from the actions.

vii. Creative thinking

Creative thinking of children can be developed through:

• Open – ended questions like:

1. What will happen if you have wings?

2. What will you do to make a cup of hot milk to cool quickly?

3. In how many ways can you use umbrella?

- Free play, make believe play and constructive play.
- Creating a story with the children by starting the story with a cue sentence.
- Creating rhymes with children. Children can be encouraged to create simple rhymes on familiar topics.

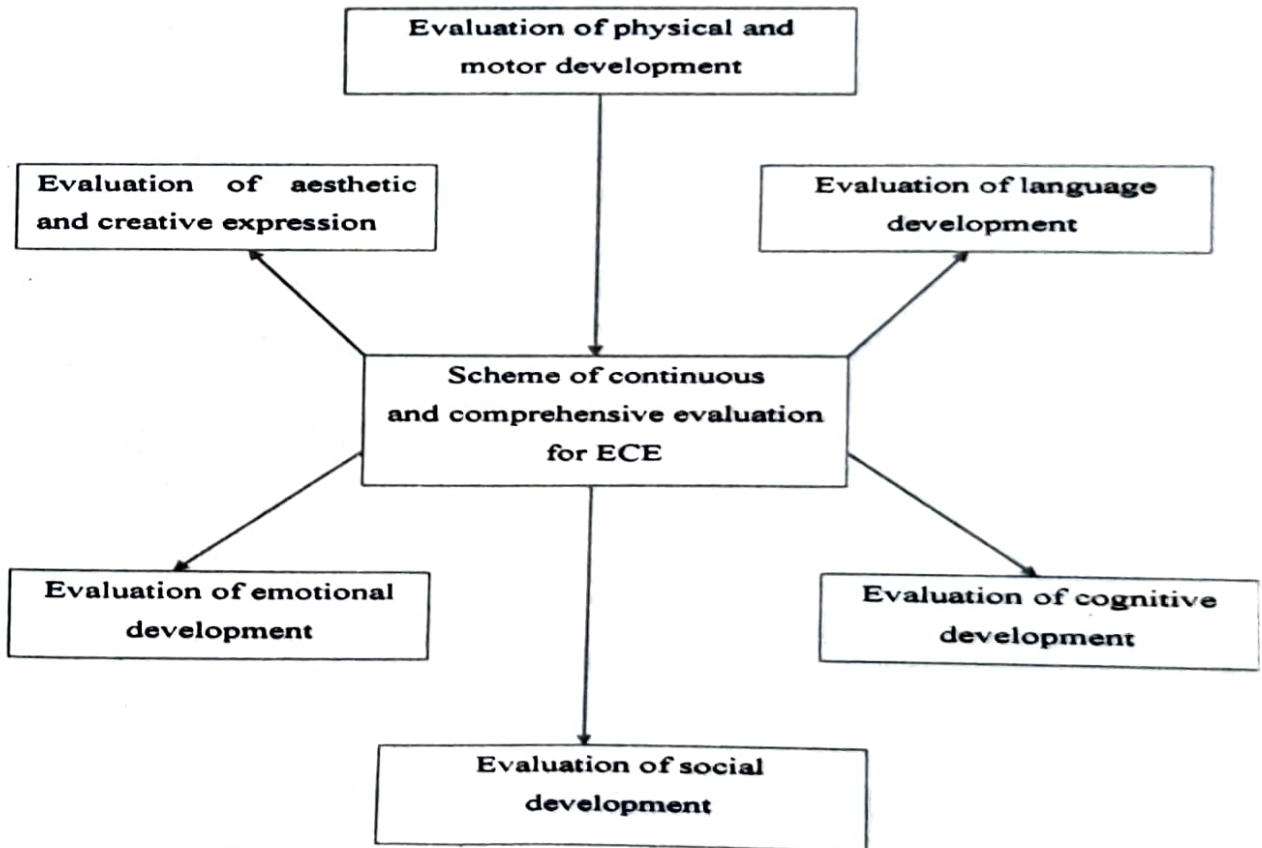


Evaluation of Children's Competency

Evaluation of children's competency – An outline of continuous and comprehensive evaluation – Observation – To make successful observation, Sample questions to focuss observation – Report card, – Portfolio – Anecdotal record- Assessment cards.

Evaluation of Children's Competency

Early childhood education is development oriented and not 'syllabus oriented'. So continuous informal evaluation of the child in terms of developmental objectives is essential. It should cover all aspects of development such as physical, cognitive, socio - emotional, language etc.



The following points are to be borne in mind while evaluating children's competency:

- 1 Evaluation should be continuous.
- 2 It should cover all aspects of development.

- 3 It should be done individually.
- 4 It should be done through observation of the child's behaviour and responses during the various play activities.
- 5 Puzzles, structured language and cognitive games, worksheet (for children of 4 1/2 – 6 years) can be used.
- 6 Term wise evaluation should be done and report of each term's progress can be shared with the parents.
- 7 Each term's evaluation should be based on the objectives and relative programmes of that term.
- 8 More stress should be laid in the areas of co-scholastic development of the children.

An Outline of Continuous and Comprehensive Evaluation in ECE

Area		Techniques/Tools of Evaluation	Periodicity
A	Social and personal Qualities. <ul style="list-style-type: none"> • Cleanliness • Co-operation • Discipline • Punctuality • Regularity • Truthfulness 	<ul style="list-style-type: none"> • Observation • Questionnaire • Interview • Rating Scale • Sociometry • Anecdotal Records. 	<ul style="list-style-type: none"> • Day- to- day observation by the teacher.
B	<ul style="list-style-type: none"> • Interests • Dance • Music • Painting • Science • Sports/Games 	<ul style="list-style-type: none"> • Observation • Rating scale 	<ul style="list-style-type: none"> • Day - to -day observation by the teacher. • Participation in activities.
C	Physical Growth	<ul style="list-style-type: none"> • Medical check up • Using norms by the doctors. 	<ul style="list-style-type: none"> • At least twice a year.
D	Co-curricular Activities <ul style="list-style-type: none"> • Creative writing • Computer • Dance • Debate • Quiz 	<ul style="list-style-type: none"> • Observation 	<ul style="list-style-type: none"> • As per school programme

Observation

Observation is the simplest, most widely used technique and the most natural way of learning about a child's behaviour. It is a systematic, focussed scientific process of searching for behaviour in a particular way and guided by specific questions. The teacher must be very clear about the purpose of observation, what to observe and recording and interpretation of observation. Observation depends upon the involvement of the observer and could be participatory or non participatory.

Two types of observation can be used in pre-school classes – incidental observation and focused observation.

'Incidental observation' is a continuous observation which involves the observation of the behaviour in natural setting. The child is observed while he is engaged in some activity like playing, dancing, singing etc.

'Focussed observation' is used to observe specific behaviour of the child. The observer decides before hand what types of behaviour are to be observed and with the help of checklist and rating scale, it is done.

To Make Successful Observation

For a successful observation, following steps are required.

1. Proper planning

This step includes:

- Fixing the goal, stating why and what is to be observed.
- Determining the length and duration of observation.
- Deciding the forms of recording and physical position of the observer.
- Arranging the situation and preparing the tools of observation.

2. Proper execution

- Focussing attention on the units of behaviour to be observed.
- Proper handling of recording instruments.

- Recording the observation simultaneously or immediately after completing the observation.

3. Proper interpretation

Interpreting the recorded data cautiously and judiciously after taking into consideration various limitations of planning and execution.

4. Implementation

Implementation means the follow up work based on the results of observation.

Sample questions to focus observation

- Can the children handle scissors, pencils and tools more efficiently?
- How do they solve problems?
- Can they use language effectively?
- Do they show increased knowledge about their world?

Report Card

A report card is that card which is sent to the parents for acquainting them with the progress of their children. A well written report should help the parents to understand their children better and to guide them into desired channels. The teacher should focus her attention in the report on how much the progress the child has made, what his special interests are, and how the parents can stimulate his progress. She should also point out whether he/she has any special difficulties and how he/she could be helped to overcome them. The reports may be sent at the end of each term.

Specimen copy

REPORT CARD (4 to 6 years)

Name Sex
 Age Number of days present

PHYSICAL AND MOTOR DEVELOPMENT

Large muscle co-ordination Good/Average/Poor

Finer muscle co-ordination	Good/Average/Poor
Activity level	Very active/Active/Not so active
Personal cleanliness	Good/Average/Poor
Gain in height.....	
Gain in weight	

PERSONALITY TRAITS

Self-reliant	Confident
Friendly and co-operative	Aggressive
Timid	Negative

LANGUAGE DEVELOPMENT

Speaks clearly	Yes/No
Speaks correctly	Yes/No
Speaks fluently	Yes/No
Mixes languages	Yes/No
Vocabulary	Good/Average/Poor
Listening comprehension	Good/Average/Poor
Reading readiness	Good/Average/Poor
Writing readiness	Good/Average/Poor

INTELLECTUAL DEVELOPMENT

Memory	Good/Average/Poor
Sequential thinking	Good/Average/Poor
Concept of number	Good/Average/Poor
Order of number	Good/Average/Poor
Recognition of number symbols	Good/Average/Poor
Concept of colour	Good/Average/Poor
Concept of shape	Good/Average/Poor
Knowledge of environment	Good/Average/Poor
Creativity	Good/Average/Poor

Portfolio

In recent years, the researches have proved that the portfolio is an excellent and authentic way of illustrating and evaluating children's progress.

A portfolio is a collection of observational records and work samples of a child usually kept for a period of one year. It may be used for assessing and reporting the progress and accomplishments to parents and administrators. All sample work materials should be dated and should record when, how and under what conditions that work was completed.

Examples of samples that can be included in a portfolio are:

- Children's drawings, paintings and other creative work.
- Names of books read to children or read by children.
- A photo of children's activities.
- Special comments made by children.
- Special achievements of children.

The teacher can use the portfolio to evaluate the child's progress. But his work should not be compared with the work of other children. Portfolio is used to sum up and to reach conclusions about children's achievements, abilities, strengths, weaknesses and needs.

Anecdotal Record

An anecdotal record is the record of observed behaviour of a child. It is a running description of actual example of behaviour of the child as observed by the teacher. The following points should be considered in connection with these records.

- Anecdotal records supplement other records and should not be considered as substitutes.
- The behaviour should be objectively described.
- Any significant behaviour in the school or outside the school should be recorded.
- The facts recorded in all the anecdotes must be sifted and arranged so that they may be studied in relation to one another. The record

should be regarded as confidential.

Specimen of an Anecdotal Record

Name of the School :
Name of the Child Observed : Class:
Observer :
Date and Place :
Objective Description :

Comments of the observer

Assessment Cards

Assessment cards are the tools which provide more freedom to the teacher to express in a few sentences the child's development and participation in the activities of the school.

Specimen copy Assessment card

Name :

Date of Birth :

DEVELOPMENTAL AREA

Ist Term

IInd Term

IIIrd Term

Height

Attendance

I. PHYSICAL DEVELOPMENT

- a. Good for his age
- b. Adequate / average
- c. Inadequate for his age

II. GROSS MOTOR ACTIVITIES

- a. Running
- b. Jumping
- c. Climbing
- d. Crawling

- e. Hopping
- f. Jumping from a height

Remarks:

- Ist Term
- IInd Term
- IIIrd Term

III. FINE MOTOR ACTIVITIES

Sand Play

- 1. a) Participates
b) Does not like to touch
- 2. a) Uses fingers dexterously
b) Still a little clumsy

Remarks: Ist Term
IInd Term
IIIrd Term

Playing with Blocks

- 1. Plays with concentration – Yes / No
- 2. Plays with imagination – Yes / No
- 3. Plays creatively and tries to make new things – Yes / No
- 4. Is able to imitate elders – Yes / No
- 5. Is able to play independently – Yes / No

Remarks: Ist Term
IInd Term
IIIrd Term

IV. FOOD HABITS

- 1. a) Clean & tidy
b) Spills a little
c) Spills a lot
- 2. a) Eats independently
b) Needs a little help at the end

3. a) Eats within allotted time
b) Takes a long time
4. a) Finishes all that he/she brings
b) Leaves food unfinished

Remarks: Ist Term
IInd Term
IIIrd Term

V. SPEECH DEVELOPMENT

1. a) Misses out letters
b) Talks fluently
c) Uses baby talk
2. a) Is able to describe experiences
b) Does not give extra information
3. a) Talks well only with adults
b) Talks well only with friends
c) Talks well with both adults & friends

Remarks: Ist Term
IInd Term
IIIrd Term

VI. SOCIAL DEVELOPMENT

1. a) Mingles well with friends
b) Mingles well with adults
c) Mingles well with friends & adults
2. a) Adjusts according to the situation
b) Expects others to adjust to his/her demands
3. a) Shares with others
b) Prefers to keep things to himself/herself
4. a) Takes turns
b) Would like to take precedence

Remarks: Ist Term
IInd Term
IIIrd Term

VII INTELLECTUAL & CREATIVE ABILITIES

1. Colours

- a) Can sort out
- b) Can name some colours
- c) Can identify some colours
- d) Can identify all colours

2. Shapes

- a) Can sort out
- b) Can name basic shapes
- c) Can identify basic shapes
- d) Can identify all shapes

3. Informal Talk - conversation

- (i)
 - a) Relates experience
 - b) Asks questions
- (ii)
 - a) Is able to answer questions
 - b) Remembers events in sequence

4. Story Telling

- i) Listens with interest
- ii) Contributes own experiences
- iii) Is able to relate events in sequence

Remarks:

Ist Term
IInd Term
IIIrd Term

5. Creative Activities

- (i)
 - a) Very interested
 - b) Does if asked
 - c) Not very keen
- (ii)
 - a) Wishes to do independently
 - b) Tries to do on his own
 - c) Prefers to be helped

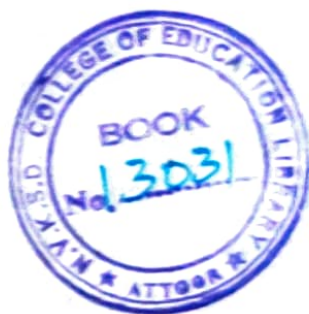
6. Rhymes

- (i)
 - a) Sings coherently and well
 - b) Sings sometimes
 - c) Tries to sing
- (ii)
 - a) Loves music and can carry a tune
 - b) Restless during music time
 - c) Observes but does not repeat
 - d) Mimics actions but does not sing

Remarks: Ist Term
 IInd Term
 IIIrd Term

Parent's Signature

Teacher's Signature



Development of Children

Pre-natal Development - Stages, Factors - Birth Process - Types of Birth, Birth Hazards - Physical Development - Motor Development - Social Development - Emotional Development - Language Development - Behavioural Problems - Learning Disabilities.

Pre-natal Development and Care

The word 'Pre-natal' refers to the period before birth. The first step in the development of a human being is the moment of conception, when a single sperm cell from the male pierces the wall of the ovum of the female.

Conception

Conception or fertilization is the process by which a father's sperm cell and mother's egg cell called ovum fuse together to form a single new cell called zygote. The sperm is microscopic, while the ovum is much larger than the sperm.

Conception typically takes place within one of the fallopian tubes, which are part of the female reproductive system. The instant that a sperm penetrates an ovum, a special reaction occurs that immediately makes the ovum impervious to other sperms.

Stages of Pre-natal development

The average length of pregnancy or gestation is 266 days. After fertilization, zygote duplicates itself again and again by cell division. The three stages of pre-natal development namely period of ovum, period of embryo, period of fetus are marked by rapid increase in the number of cells making up new being.

1. The period of the ovum (Fertilization to two weeks)

The first two weeks from the time of conception until the zygote is attached within the uterus is the period of ovum. Zygote, from the fallopian tube moves down to the uterus within three to four days after fertilization. By the time it reaches the uterus, the zygote has a fluid filled sphere called blastocyst, and it may float unattached in the uterus for forty eight hours. Once the blastocyst enters the uterus, it attaches itself to the uterine wall. This specific process of attachment of the ovum to the uterine wall is called implantation.

2. The period of the embryo (2 to 8-12 weeks)

The period of embryo begins from the time of the zygote's attachment to the uterine wall. During the period of the embryo, cellular divisions continue at a very rapid rate and differentiation occurs. The differentiation of cells become apparent as skin, hair, sensory organs, nervous system, a cartilage skeleton, a circulatory system and other internal organs. Sex organs developed to distinguish the sex of embryo.

As the embryo grows, additional life supporting structure like umbilical cord and placenta continue to develop. Umbilical cord and placenta maintain the connection with the mother's body through which the embryo gets nutrients and expels waste. A sac called amniotic sac filled with a watery fluid acts as a buffer to protect embryo.

4. The period of the fetus (8-12 weeks to birth)

This period extends from the end of second month of pregnancy until birth. The period of the fetus is marked by continued and rapid growth of the specialized system that emerged during the embryonic phase. As the fetus develops, the muscular and nervous system grow at great speed. Often before twentieth week of conception, the mother is able to feel the fetus move. By twenty four weeks of age, the fetus is capable of sucking and swallowing. By this time, the fetus's eyelids have developed and are functional.

Major Milestones of Fetal Development

Age	Major Development
12 weeks	Sex of baby can be determined, muscles develop more extensively, eyelids and lips are present; fingers in hands and toes in feet are appeared
16 weeks	First movement is usually felt by the mother at about this time. Bones begin to develop.
20 weeks	Hair growth begins. Baby is very human looking at this stage and thumb sucking may be seen.
24 weeks	Eyes completely formed (but closed), finger nails, sweat glands and taste buds formed.
28 weeks	Nervous system, blood and breathing system are all developed enough to support life.
29-38 weeks	Finishing of body systems take place. Interconnections between neurons develop rapidly. Weight is added.

Conditions Affecting Pre-natal Development

A number of factors influence the pre-natal development. They are:

Maternal nutrition

The fetus gets its nourishment from the maternal blood stream through the placenta. The mother's diet should contain enough proteins, vitamins, fats, carbohydrates to keep the fetus healthy. Otherwise it leads to have underweight children as well as poorly developed nervous system.

Maternal health

Endocrine disorders, infectious diseases like rubella, venereal diseases, diabetics, pronounced under or overweight of the mother etc. adversely affect the pre-natal development.

Emotional stress

Maternal stress stimulates the production of adrenaline which causes capillary constriction and diverts the flow of blood from uterus to other organs of the body. Prolonged and severe maternal stress deprive the fetus of needed oxygen.

RH Factor

Incompatibility between the maternal and paternal blood type cause damage to the cells of the fetus. It leads to both physical and mental deformities to the fetus.

Use of alcohol

Use of alcohol by pregnant woman can endanger fetus. It may affect both the physical and mental development of the fetus.

Smoking

When a pregnant lady smokes, it causes increase in total heart rate and chemical content of the fetal blood.

Use of drugs

Tranquilizers, some antibiotics like tetracycline streptomycin, and aspirin may cause damage to fetus.

X-ray and radiation

Contact with X-ray and radiation lead to damage to fetus.

Uterine crowding

In multiple birth, crowding may limit total activity which is important for fetal development.

Vitamin deficiency:

Deficiency of vitamins C, B6, B23, D, E, and K is likely to interfere with the normal pattern of pre-natal development.

Determination of Sex

The sex of the baby is determined at the time of fertilization.

Father produces sperms of two kinds in equal number; with large X sex chromosome and with small Y sex chromosomes. Mother produces ova, all of one kind each with a large X chromosome. During fertilization, if the sperm that unites with the ovum is of the Y-bearing type, the result will be an XY sex chromosome combination, results in a male offspring. If the X bearing sperm unite with the ovum, the result will be the XX sex chromosome combination results in a female offspring.

Process of Birth

The birth process involves highly complex chemical and physical reactions. The process begins with, which in turn, starts the muscular contractions which give signal to the mother for her voluntary help.

For giving birth for the first time, labour will usually last between twelve and twenty four hours, with an average of fourteen hours. For the next delivery onwards, it takes an average of six hours.

Phases of child birth

A complex series of hormonal changes initiate the birth process. It takes place in three overlapping stages.

1. Dialation

This is the first stage and is the longest stage of labour lasting on the average of twelve to twenty four hours for a woman having first child and four to six hours in later births. In this stage, the contractions of the uterus cause the cervix to widen until it becomes large enough for the baby's head to pass through. It must open to a diameter of ten centimeter in order to let the baby's head pass through. In the beginning, contractions tend to be mild. Towards the end of this stage, they become more severe and painful.

2. Birth of the baby

The second stage lasts about one and half hours to two hours. It starts when the baby's head begins to move through the cervix and the vaginal canal. It ends when the baby emerges completely from the mother's body. At the end of second stage, the baby is born,

but is still attached by the umbilical cord to the placenta.

3. Delivery of placenta

In the third stage, the placenta and membrane are loosened from the uterus and are ejected out. This happens within ten to fifteen minutes.

Types of Birth

Natural or spontaneous birth

The baby emerges from the mother's body, head first.

Breech birth

The baby's buttocks or legs come out first followed by the trunk and then the head. During a breech birth, great care must be taken to avoid damage to the baby's head.

Transverse birth

The baby's body is cross wise in the uterus. Unless the position can be changed, instruments are used for the birth process.

Instrument birth

When the baby is too large to pass through the mother's birth canal or when the position of the baby makes normal birth impossible, the baby must be brought out by the use of instruments. Usually forceps and vacuum extractor are used to pull the baby through the birth canal. Sometimes use of instruments may cause brain damage of the infant.

Caesarean birth

It is a surgical procedure to bring out the baby. When normal birth is difficult, doctors may make a cut in the abdomen and uterus to bring the baby out.

Multiple Birth

The term multiple birth refers to the birth of two or more babies within a few hours or days-twins, triplets, quadruplets, quintuplets.

Twins

When one ovum is fertilized by one sperm, occasionally, at the time of the first division of the cell, the new cell separates before the reduction division, two separate eggs will result. Twins formed from such divided eggs are called 'identical twins'. They carry the same genes and same are their hereditary traits.

Occasionally two ova develop simultaneously and fertilized at the same time. The babies who develop from these two ova are non identical called 'fraternal twins'. They have different genes and are totally different individuals. They need not be of the same sex.

Birth Hazards

As Jeff Coat has pointed out birth is the most dangerous journey made by an individual through the four inches of the birth canal. During the journey, a number of hazards are there.

Mothers who are in poor health, who do not receive good medical care, or who have a history of pregnancy problems face a lot of problems at the time of delivery. Inadequate oxygen, premature or post mature delivery, underweight or overweight babies, brain damage are all serious complications.

Oxygen deprivation

An interruption of the oxygen supply to the brain called 'anoxia' occur during the birth process. The premature separation of the placenta called placenta previa, cord strangulation caused by the cord being pressed between the baby's head and the mother's pelvis prevents the exchange of blood from mother to baby and cause anoxya. Some times, problem results from a failure to start breathing immediately after delivery. Incompatibility in RH factor of the baby and the mother also lead to anoxya.

Percipitate labour

Labour lasting less than two hours is hazardous. It causes difficulties in establishing respiration. As a result, the infant is introduced to oxygen suddenly and is not yet ready to start breathing.

Medication

Medication of the mother during labour and the birth process is often hazardous because it slows down the birth process and often requires the use of instruments.

Brain damage

One of the reasons for brain damage is the pressure on the fetal head during the birth process. If the fetal head is large, when the fetal body passes down the birth canal, there will be some compression on the brain. Also when birth is long and difficult, the pressure on the brain is increased and causes hemorrhages in and around the brain. The effects of the hemorrhages may be temporary or permanent. Because of anoxia also, brain damage takes place. The extent of the brain damage will depend on the severity of oxygen deprivation. Use of instruments like forceps and vacuum caps also lead to brain damage.

Development During Early Childhood

Development during early childhood is not rapid as it was during infancy. Early childhood is a time of relatively even development, although there is seasonal variations. Various dimensions of development during early childhood period are given below.

Physical Development

Physical development refers to the increase in bodily tissue. Generally it denotes changes in height and weight, changes in body proportions, bone growth, muscular development and development of nervous system.

Height and weight

The average annual increase in height is 7.5 centimeters. By the age of five, the average child measures from 101-102 centimeters. The child's weight increases at a slow rate during this period with an average increase of 1.75 kilograms annually. The average girl weighs 14.5 kilograms by the age of five. The weights of boys and girls do not differ much in this period.

Body proportions

Body proportions change markedly and 'baby look' disappears. Facial features remain small but the chin becomes more pronounced and the neck elongates. Body tends to become cone-shaped with a flattened abdomen and broader and flatter chest. The arms and legs lengthen and the hands and feet grow bigger.

Body build

During early childhood, body build become apparent. Some children have an endomorphic-fat body build, some have a mesomorphic-muscular body build and some have ectomorphic-thin body build.

Bones and muscles

Ossification of bones proceeds at different rate for different parts of the body following the laws of developmental direction. They become hard. Bones of arms, trunk and legs grow rapidly. Muscles become larger, stronger and heavier.

Development of teeth

In the beginning of early childhood, the last four baby teeth, back molars erupt. During the end of early childhood, baby teeth begin to be replaced by permanent teeth. Most children have some permanent teeth in front and some gaps where permanent teeth will eventually replace the baby teeth. Girls usually shed their baby teeth earlier than boys and they get their permanent teeth also earlier.

Brain

Brain growth is rapid during infancy and early childhood period. Brain attains 75% of its adult weight by five years of age and 90% of adult weight by the time child is six years old.

Role of Pre-Primary School in Promoting Physical Development

Early childhood is basically pre-school period. Pre-Primary

school teacher has a significant role in promoting physical development of children.

The teacher should carefully plan the activities for promoting physical development of children. Children should be supplemented with balanced diet. There should be sufficient safe drinking water and sanitation facilities. Equipments provided to the children should be suitable, safe and are in good condition. Regular physical check up should be conducted in the school. If any problems are identified, immediate medical attention should be sought. Various types of games and play activities should be organized in the school, according to the age level of children.

Motor Development

During the first four or five years, the child gains control over gross movements and finer muscle co-ordination.

The changes in the body proportion along with the improvement in muscle tone and strength, skeletal development and maturation of the nervous system contribute an improvement in the child's balance and posture. This helps the pre-school child to be more steadier on his feet. His movements become more graceful and well co-ordinated.

The following motor activities and skills can be observed during early childhood.

Running

At first, running is little more difficult than walking. The child runs clumsily and with uneven steps. By the age of five or six years, the child is able to run smoothly without any fall. He is able to adjust his speed.

Jumping

By his fourth birthday, he can jump from a height of about 12 inches and make a standing jump from a height of about 23 to 33 inches. Jumping over obstacles is difficult for a four year old child. The five year old child has no difficulty in jumping over obstacles.

Skipping and hopping

Most children can hop for short distances at around four years and proficiency reached by six. Skipping is more difficult than hopping. A few children can skip well at the age of six.

Climbing

The adult manner of step climbing, where the child uses his legs alternatively is attained by four years of age, provided the child has ample opportunity to learn.

Ball throwing and catching

The ability to throw and catch ball, required well co-ordinated movements. Even at the age of four, a child may find it difficult to throw well. By six years of age, most of the children are proficient in throwing the ball. By six years, two thirds of the children develop proficiency in catching the ball. At first, the child uses his whole body, then uses his arms and gradually he performs a co-ordinated movement of the hands to catch the ball between the palms.

Self feeding

By the end of second year, the child tries to eat food by himself. At first, he spills most of the food. By five years, he can feed himself like an adult.

Self grooming

By the end of five years, the child develops self grooming and dressing skills.

Role of Pre-Primary School in the Development of Motor Skills

The development of motor skills depends to a great extent on the environment and opportunities like availability of equipment and the opportunity to observe and experiment. Some important principles of guidance of motor skills are given below.

- Children should be encouraged to manipulate, handle and use different objects.

- Activities for both larger muscle co-ordination and finer muscle co-ordination should be provided.
- Regular practice should be given to children so as to develop proficiency in motor control.
- Demonstrations in motor skills are very valuable for beginners. So skills should be demonstrated to the children.

✓ Social Development

The child is not born social. He learns to be social. Socialization is the process through which an individual child acquires the characteristic traits, values and attitudes in conformity with social norms or standards. The process of socialization continues throughout life beginning from infancy. The child at first is egocentric and only after language and social activities through play are developed, he becomes socialized. In the process of making him socialized, the family, the school, the neighbourhood, the peer group, the society and many other interacting factors play their significant role. Because of these factors, the young child moves from individualization to socialization.

As regards social responsiveness to adults, Bridges (1931) described three stages. The first is the dependent stage when the child relies on the adult and accepts help positively. This is followed by a period of resistance which reached its peak around three years. Finally, the period of friendliness and co-operation develops from four to six years.

Socialisation Process

In the process of socialization, some important forms of social behaviour appear to be unsocial or anti-social. However each such form is important to the socialization of the child. They are:

Negativism

Negativism is the result of self-assertion, self-protection and resistance to excessive pressures. Resistance to adult authority begins in babyhood. It generally reaches its peak between the ages of three and four years, after which there is a rapid decline.

The usual expressions of negativism are verbal and motor responses. As children grow older, they often pretend not to hear or understand a request; they dawdle over routine activities or completely neglect them. Between the ages of four and six years, a decline in physical resistance and an increase in verbal forms usually occur.

Rivalry

The desire to excel or out-do others is apparent as early as the fourth year of life. The young child's bragging about his parents or possessions is a form of rivalry. It is more often found in families where the children are of both the sexes, or where the mother shows a preference for one child.

Aggression

Aggression is a common reaction to frustration. Aggressiveness is especially strong in children who want power and dominance or who imitate an aggressive adult. Boys as a rule, are more aggressive than girls.

Quarrelling

Quarrelling generally starts in a conflict over property such as toys. Quarrelling between siblings at home is common during early childhood. Boys are more quarrelsome than girls especially in the presence of other boys.

Non co-operativeness

As young children are self-centred and quarrelsome, there is little co-operation in their play with other children. Even with adults, they co-operate least because the adult has a tendency to give into the child and allow him to have his own way.

Ascendant behaviour

Dominating behaviour in a child is called ascendant behaviour. From three years of age, ascendancy increases with the increase in opportunities for social contacts. This reaches its peak around the fifth year. The ascendant behaviour in the form of bossiness, leadership, or

undifferentiated ascendance will depend partly on the child's environment.

Selfishness

Selfishness reaches its peak between the fourth and sixth years. As he had been the centre of attention during the early part of his life, the young child is egocentric and wants everything in his way.

Sex cleavages

Boys and girls play together harmoniously with no real preference for members of either sex, until they are four years old. After that a cleavage between the sexes begins to appear. It becomes marked, after five years of age. At first, children show a preference for certain types of play with members of one sex and certain other types with members of the opposite sex. Later, they show a preference of play only with the members of their own sex and a tendency to treat members of the opposite sex with disdain if not with actual contempt.

Role of Pre-Primary School in Promoting Social Development

Pre-primary school offers plenty of chances for social development. The first group experience is provided in a pre-primary school. The child gets his experience with his age group whose interests and potentialities are similar to his own. The child gets a chance of experiencing variety of experience like friendliness, taking turns, sharing etc.

Children build up self confidence and self concept in a social group. Through group membership, they develop the feeling of security and confidence. Children learn the lessons of sharing, waiting for one's turn, co-operation and mutual help in pre-primary school.

The following activities can be provided to children to promote social development:

- Child to child programme where the older children take care of the younger ones.

- Encourage children to participate in various group activities.
- Celebrate various festivals and birthdays of great leaders.
- Introduce uniform and common lunch to the children.

Emotional Development

Emotions play an important role in the life of an individual and contribute much to the personal and social development of the child. Continuous emotional disturbances give rise to mental, physical and social problems. The development of emotions is crucial in the harmonious development of the personality.

Emotions can be broadly classified into two. One is positive integrative emotions and the other is negative disintegrative emotions. Positive – integrative emotions are pleasant in nature. joy, affection, love, curiosity and sympathy are included under this category. The negative – disintegrative emotions are unpleasant in nature. Emotions such as anger, fear, jealousy etc. are negative emotions.

Positive emotions

Some of the common positive emotions exhibited during early childhood are the following.

Curiosity

Curiosity is the desire to know. Children during early childhood period is highly inquisitive. His curiosity is endless. He is curious about his body, people and things. Curiosity helps in the widening of the child's awareness of his environment. The 'questioning age' begins between the second and third years and reaches its peak at the sixth year of child's life.

Elation

Elation denotes a condition of being in high spirits. These emotions are expressed in the form of smiling, chucking and laughter. Achievement of success is a source of happiness during early childhood.

Joy

Joy is stimulated by physical well being. Children find many

sources of joy and laughter. Mocking others, playing pranks on other children or adults all make children happy. The joy response of the child consists of smiling, laughing, clapping hands, jumping up and down, or hugging the object or person who elicited the emotion.

Affection

The young child learns to love those who give him pleasure and satisfaction. During early childhood, young children learn to love the things, people, pets or objects that give them pleasure. They express their affections verbally as they grow older.

Negative emotions

Anger

Anger is the most commonly expressed emotion in early childhood. Common stimuli of anger during early childhood period are interruptions in activities, thwarting of wishes and interference with attempted movements. During early childhood, the common causes of anger are conflict over play things, the thwarting of wishes and vigorous attacks from other children. Children express anger through temper tantrums. During the end of early childhood, expression of anger becomes shorter in duration and give way to sulking and brooding.

Fear

The young child is afraid of more factors than the baby or the older child. As children become older, fear responses become increasingly more specific. During early childhood period, conditioning, memories of unpleasant experiences, imitation, stories, pictures, television programmes and movies with frightening elements cause fear.

Jealousy

Jealousy is the feeling of angry resentment directed towards other people. Jealousy often begins between the ages of two and five years. Usually in the family, it is related with the arrival of a new baby. During early childhood, jealousy expresses itself in almost the same way as anger does. Sometimes jealousy causes behavioural problems such as thumb sucking, bedwetting, eating problems, pretending to be ill etc.

Anxiety

Anxiety is a mental condition which involves undefined fear and a general feeling that all is not well. Anxiety is clearly present in the child by the third year of life. An anxious child is unhappy and is irritable. Insecurity of children is found to be a major cause for anxiety. A happy home atmosphere minimizes the occurrence of anxiety among children.

Characteristics of Childhood Emotions

The emotions of the young child differ markedly from those of an adult. The following are the characteristics of childhood emotions.

Emotions are brief

Young child's emotions last only a few minutes and then end abruptly.

Emotions are intense

The young child's emotional outbursts are characterized by great intensity.

Emotions are transitory

The childhood emotions are highly transitory which results in a rapid shift from laughter to tears, anger to smiles or from jealousy to affection etc.

Emotions appear frequently

Children's emotions occur more frequently than those of adults.

Emotions can be detected by symptoms of behaviour

An adult is generally able to hide his feelings and emotions well and it is difficult to understand his feelings. But for children, their emotions can be detected by tension, restlessness, mannerisms, lack of appetite, frequent crying and hysterical outbursts.

Role of Pre-Primary School in Emotional Development

The pre-primary school should provide security and adequacy feelings among children and prevent behaviour problems. The pre-primary school teacher should build trust in the child himself, in the teacher and in the school. She can accomplish this through the following ways.

- The teacher should encourage the children by loving words
- Children should be trained to drain off their negative emotions in acceptable channels like physical activity, action songs or creative work.
- The pre-school atmosphere should be as conducive and friendly as possible.

Cognitive Development

Cognitive development is the development of those basic skills which help in understanding the environment. It implies the progressive changes in the mental process which go from birth to death.

Pre-schoolers are intellectually curious and actively seeking to learn as much about their world as possible. According to Piaget, the pre-schooler is in the pre-operational period of development. As children move from the sensory motor to the pre-operational period, the most obvious change is an extra ordinary increase in representations of objects and events and imagination of what may exist. Learning language and drawing are the other indicators of symbolical thinking. Fantasy makes pre-operational thought different from sensori-motor thought.

Cognitive Abilities during Early Childhood period

Sensation

Through experience, child's sensations become perceptions and he is able to give meaning to it. Child's sensory organs become mature at the age of five. During his early childhood, the child is more likely to misrepresent things and objects because of lack of experience. But gradually child's perceptions become more and more accurate through right kinds of experience.

Concept formation

Another important aspect of the child's cognitive development is the acquisition of concept. Concept is the generalized meaning that is attached to an object or idea. It is the result of one's perceptual experiences. It involves both discrimination and generalization. During early childhood, a child tries to develop various concepts from the concrete experiences in the form of actual objects. Gradually as a result of learning and maturation, child's concepts become clear, definite and specific.

Memory

Memory is an important element of cognitive development. There is a little memory at birth but it gradually increases with maturation and experience. In early childhood, sensations become more significant factors in the child's memory. By three years, the child can recall the story heard earlier and give information about past experiences. His memory is rote without reasoning. A child can cram and reproduce the matter easily.

Understanding

With the increased intellectual abilities like ability to reason and to see relationships, ability to explore environment, ability to ask question, young children's understanding of people, objects and situations increase rapidly.

Cognitive Milestones by the end of the Early Childhood Period

- Names some colours correctly.
- Understands the concepts of counting.
- Knows few numbers.
- Approaches problem from a single point of view.
- Begins to have a clearer sense of time.
- Recalls parts of a story.
- Develops seriation.
- Understands the concepts of same/different.
- Engages in fantasy play.

Role of pre-primary school in Promoting Cognitive Development

Pre-primary school stage represents the entry of school system. Every effort should be made to encourage children to observe, experiment and discover and learn in comfortable surroundings. The following provisions should to made in a pre-primary school to promote cognitive development:

- Provide first hand experiences.
- Provide an environment in which the children freely interact with objects and materials.
- Provide time to the children to reflect.
- Stimulate the children to think, judge and find their answers.
- Provide problem solving opportunities.
- Organize nature study.
- Provide opportunities for story making, telling and listening.

Language Development

During the pre - school years, children continue to enlarge their vocabulary and their use of language become more complex. Three year old child puts three or more words together and has a vocabulary of nine hundred words. By the age of five, the child possesses well developed language skills. Children generally speak clearly and vocabulary increases to two thousand words.

Factors Influencing Language Development

Language is the basis of communication and there is universality in the pattern of language acquisition. The rate of language development is influenced by the pattern of language acquisition. Language development is influenced by the factors like health, socio-economic status, intelligence, sex and family environment.

Speech Problems in Childhood

The common speech problems noticed in the childhood period

are difficulty in articulation or pronouncing a particular sound or combination of sounds, stuttering and stammering. Defects in speech appear either due to malformation of the speech organs or due to emotional disturbances. Some of the common disorders are mentioned below.

Lisping

Children substitute 'w' for 'r', 't' for 's' or 'z' etc. This consists of letter sound substitution. This happens due to defective teeth, jaw or fascination for using baby speech. In rare cases, due to organic defects or space between teeth, lisping may be seen. Soon after the permanent teeth appear, lisping decreases.

Stuttering

Stuttering is a kind of repetitive speech which is common among pre-school children. It results due to failure of speech muscles to co-ordinate. Children when asked to say something before the class may stutter but can sing fairly well. Stuttering appears due to poor vocabulary, over protective, dominant and over anxious parents. Shyness of children, embarrassments, family problems, separation etc. also cause stuttering in children.

Early stuttering disappears by building his sense of security and self confidence. Adults should listen to the child patiently and with interest.

Stammering

Stammering is a type of stuttering. Stammering is prolongation of the sound of the letter of a word. Some children have problem with certain consonants and not in another. The speech therapist handles such cases and cures them.

Role of Pre-Primary School in Promoting Language Development

Pre-primary school teacher has a significant role in the language development of children. Their communication should be correct and simple. Some techniques which help to accelerate the rate of vocabulary growth and language comprehension in children during early childhood

period are mentioned below.

- Acquainting children with different objects and their names.
- Sensory training to enable the children to speak and increase his vocabulary.
- Telling stories to children.
- Dramatization.
- Language games.
- Conversation both free and structured.

Behaviour Problems

No child grows without exhibiting some problem behaviour or other at sometime or the other. The term behavior problem is used to designate a deviation in behavior from the one expected or approved by the group.

To Hurlock (1974), problem behaviour is that behaviour which makes life difficult and unsatisfactory for the child and his parents. Breckenridge and Vincent (1965) consider behaviour problems as those forms of behaviour which indicate that something is wrong with the child himself or with the environment in which he lives.

Common behavior problems appear among children during early childhood period are thumb sucking, nail biting, bed wetting, lying, stealing, aggression, temper tantrums, eating problems etc.

Causes of Behaviour Problems

The following are the major causes of behaviour problems.

1. A child suffers from genetic weakness or defect that makes him vulnerable to stress.
2. A behaviour problem usually arises from a conflict between his/her basic drives and forbidding environment which inhibits the expression of his drives.
3. A problem behaviour appears through learned or conditioned ways of behaving.
4. Some problems arise as a consequence of inability or failure to meet cultural demands.

5. Poor parent-child relationship is another cause for behavioural problems. If the child is deprived of attention, love, warmth, protection, acceptance, security and recognition from parents, he develops behavioural problems.
6. Over protection of parents also causes behavioral problems. When the parents spend their considerable time, thought and efforts for children, they take advantage of this situation and control parental behaviour according to their wishes.
7. In the school, unhealthy relationship with the teacher and class mates is also another reason for behaviour problems.

Ways to Overcome Problem Behaviour

- ◆ Find out why children cling to a particular problem behaviour.
- ◆ Encourage children to change the behaviour that will be a handicap as they grow older.
- ◆ Encourage children to be active always.
- ◆ Problem behaviour exhibited by children to win the attention of others should either be disapproved or ignored.
- ◆ Help the child to develop initiation and imagination so that he may have opportunities to be creative.
- ◆ Encourage him always to speak the truth.

Common Behaviour Problems

Following are the common behavioural problems exhibited by children during early childhood period.

Aggression

Aggression is one of the most frequently occurring behavioural problems in children. Aggression refers to forceful attacking activity that can be in the form of physical, verbal or symbolic. Various forms of aggressive behaviour exhibited by children are pushing, pinching, kicking, bullying, breaking things, throw object and shouting on others.

Common causes of aggression

The major causes of aggression are:

- Frustration which predisposes the child to attack a person or object that stand in his ways.
- Displaced anger when the child can not express anger directly towards the offending person or object.
- The desire to win attention.
- The child's desire to show his superiority.
- Identification with an aggressive adult or older child.
- Identification with aggressive characters in the mass media.
- Repressive atmosphere in the class room.
- Chronic illness, endocrine imbalance and other physical handicaps.

Remedial measures

- The best way to deal with aggression is by reducing the child's feelings of insecurity, inadequacy and guilt.
- Parents and teachers should provide the child with some avenues of release for his pent up emotions such as games, handwork etc.
- It is necessary to understand the motives behind aggressiveness. Parents and teacher should explain why the behaviour is undesirable rather than nagging, threatening or punishing the child.
- Play therapy is an excellent method which enables the child to displace his hostility.
- Parents and teachers should not express their aggressive behaviour in front of the children.

Temper tantrums

A temper tantrum is an uncontrolled outburst of anger. It is very common during early childhood period. Tempers should be regarded as an attempt by the child to control or dominate the environment and parents. He may show temperatures when he fails to achieve what he wants, when his will is opposed, or when he loses is competition or

when he has to face an unfavorable comparison.

Different forms of temper tantrums exhibited by children are screaming / yelling, rolling, stamping feet, banging objects, kicking up their legs, slamming door, and kicking things down.

Causes

Following are the important causes of temper tantrums.

- Inter parental inconsistency.
- Highly controlling parenting style.
- Over protection by the parents.
- Unreasonable expectations of parents.
- Hunger.

Remedial measures

- The frequency of temper tantrums may be reduced by avoiding parenting practices such as needless restraints, neglect, unreasonable expectations and arbitrary and inflexible demands.
- Parents should provide enough play materials appropriate to the developmental level and companionship of other children of similar age. If the parents provide these facilities, the frequency of temper tantrums can be reduced.
- The parents should learn to recognize the child's warning signals of hunger, fatigue or over stimulation. A timely nap, snacks or change to a quieter activity may reduce temper tantrums.

Eating Problems

Good eating habit is the symbol of one's personality. Like other habit formation, it also starts during early childhood period. Common eating problems exhibited during early childhood period are food refusal, nibbling food, vomiting, over eating, taking no solid food, spitting while eating, gulping, spilling and no self feeding.

Causes

The common causes of eating problems are the following.

- When a child is given too many sweets, he will not have appetite.
- If we force the child to eat when he is not hungry, it may lead to vomiting.
- Insufficient exercises will lead to food refusal.
- Emotional problems like fear, anger, excitement and anxiety may cause eating problems.
- A child who is unhappy or jealous at home may be too upset to eat.
- The child's refusal of food may be a part of his deeply buried struggle with his parents.

Remedial measures

- Provide nutritious food materials and serve attractively.
- Forceful eating should be avoided.
- Discourage over eating.
- Help the children to play actively which may improve his appetite.
- Give variety of food.

Bed wetting

Involuntary passage of urine by children usually above three years is called bed wetting or enuresis. By about three years old, average child is dry at night.

Causes

Major causes of bed wetting are the following:

- Physiological and anatomical factors such as weak kidney and weak bladder.
- Nutritional factors like diet rich in fluid.
- Lack of opportunity of training, cold winter nights, toilets being away from bed rooms.
- Regressive responses in which the arrival of new siblings make children enuretic.
- Revenge responses towards mothers who are nagging and punishing the children often.

- Unconscious fear of persons of opposite sex.
- Following illness, desire to retain the attention shown to them during illness, make them enuretic.

Remedial measures

Following are the psychological way of tackling the situation.

- Do not threaten, shame or punish the child.
- Stop liquid food at least sometime before going to the bed.
- Wake up the child at approximate time of urination and bring him/her to toilets.
- Encourage the child to become dry by providing some incentive measures.

Thumb Sucking

Thumb sucking is the earliest form of habitual manipulation. It is the most common form of oral activity in childhood in which the child sucks the fingers frequently. It is an acquired habit during the first year of life. Some children do it all the time and some others prefer to do it just before going to sleep.

Causes

The causes of thumb sucking are the following.

- Insufficient lip movements or incompleteness of the sucking phase of feeding.
- Forced toileting.
- Fatigue, dissatisfaction and boredom.
- Need for loving, cuddling, assurance and comforting.

Remedial measures

- Provide sucking satisfactions.
- Give more satisfaction, love and attention to children.
- Find out what he wants and provide them as best as you can.

Stealing

Stealing refers to the behaviour often a child exhibits by taking away something belonging to others without their consent or knowledge.

Causes

The causes of stealing are the following:

- **Ignorance of property rights**
Children who have not yet learnt the concept of mine and yours may pick up the objects belonging to others on account of their sheer ignorance.
- **Psychological causes**
In some cases, stealing behaviour of the children is the direct result of their emotional and social mala adjustment. Unsatisfied needs, rebellion, hostile feelings, imitation etc. are some of the reasons for stealing.
- **Loose social standards at home**
Anti social attitudes of parents encourage the child to steal.

Remedial measures

The children need live solid examples for the learning of good ways, manners and habits. For this purpose, the parents and elders need to attempt in the following ways:

- They should not pick up anything belonging to others without their consent or knowledge.
- Teachers should develop a sense of 'mine and yours' among children.
- They should not tell or narrate any incident involving theft or portraying stealing as a heroic deed.
- Children should be told about the ill effects and consequences of stealing through well narrated incidents and stories, displayed pictures and illustrations, literature and movies etc.
- Do not scold or shame or reject the child.
- Teachers and parents should not humiliate children in front of others.

Lying

Willing falsification of facts is not known to children of three or four years. Misstatements may be found among children. Wrong

interpretation and immature elaboration of things seen and heard may give impression of lying. The types of lies told by children are:

- **Exaggeration:** Teacher's small promises, father's strength, financial condition, possessions they have etc. are exaggerated by the children.
- **Fabrication:** Incidents like fire which has not occurred, incidents in the class which has not occurred are instances of fabrication.
- **Wrong accusation:** Accusing the act done by them on some others is usually done by children.
- **Reversal of truth:** Simple reversal of truth saying. 'no' for 'yes'.

Causes

Children tell lies in the following situations:

- In self defense to avoid punishment.
- Imitation of adult behaviour.
- To receive attention and admiration.

Remedial measures

- Satisfy the needs of the children in respect of their social and economic conditions.
- Fear of punishment should be avoided.
- As far as possible parents and adults should not deviate from truth in premise of children.
- Ethical training should be given from the beginning.

Learning Disabilities

Learning disabilities is an emerging, dynamic and expanding field. Children with learning disabilities are found across all ages, socio-economic levels and races. They are found nearly in every class room. The term 'learning disability' refers to a disorder where the child has difficulty in learning or assimilating information to understand the world around him.

To Samuel Kirk (1962) 'A learning disability refers to a retardation, disorder or delayed development in one or more of the process of speech, language, reading, spelling, writing or arithmetic resulting from a possible cerebral dysfunction and / or emotional or behavioural disturbance and not from mental retardation, sensory deprivation or cultural or instructional factors'.

Learning disabilities are severe discrepancies in educational preferences usually in a language related area, between apparent ability to perform and actual level of performance. These differences are minor in the pre-school years and generally become wider as the child moves up in the educational ladder.

Characteristics of Children with Learning Disabilities

Learning disability is primarily described as a deficit in academic achievement (reading, writing and arithmetic) or language (written language listening or oral language).

At the early stages of development, these children exhibit:

- Poor co-ordination (in sensory and motor activities)
- Perceptual distortions.
- Lack of concentration.
- Poor concept mastery.
- Improper language skills and development.
- Behavioural problems such as hyperactivity.

Causes of Learning Disabilities

Causes of learning disabilities are many. They are:

Genetic factors

There is some evidence to suggest that learning disability and hyper activity tend to run in families. It is found that 20% of a group of hyper active children had at least one parent hyperactive. (Morrison and Stuart 1981).

Pre-natal causes

Malnutrition, the use of alcohol and drugs, diseases like severe fever, rubella etc. during pregnancy lead to neurological deficit in the baby and result in learning disabilities.

Pre-natal causes

Anoxia, brain injury, prolonged labour, injury during instrumental birth are the causes during birth process.

4. Postnatal causes

a. Biological or biochemical causes

Biological and biochemical factors responsible for learning disabilities are low blood sugar, nutritional deficits, food allergies particularly to sugar, egg, chocolate and wheat, artificial colouring of food items and use of certain drugs.

b. Environmental causes

Any factor that can cause neurological problems like accidents, ingestion of substances like lead, paint etc. excessive exposure to emissions from fluorescent lights and television causes learning disabilities.

c. Developmental causes

Maturation lag is a major cause for learning disabilities.

Types of Learning Disabilities

Children with learning disabilities seem normal in most ways. They have average or above average intelligence and have difficulty in learning, remembering or organizing things. The major types of learning disabilities are

- | | |
|----------------|---------------------------|
| 1. Dyslexia | - Problems in reading |
| 2. Dysgraphia | - Problems in writing |
| 3. Dyscalculia | - Problems in Mathematics |

4. Attention Deficit Hyper Activity Disorder

Problems in paying attention.

1. Dyslexia

The term *dyslexia* also sometimes referred as *reading retardation*, is used to identify children who have severe difficulty in learning reading. Dyslexic are children who are of average or better intelligence, but find it difficult to learn to read.

Causes of Dyslexia

Brain damage

Dyslexic children might have a defect in their left hemisphere of the occipital region of the brain, which is the visual memory centre for words.

Defect in information processing

Defects in attention, memory, encoding and decoding may cause reading disability.

Maturational delay

Delay in the development of central nervous system components is a cause of reading disability.

Visual deficiency

Poor eyesight make it impossible for the child to read.

Environmental conditions

Environmental conditions such as social class, family size, first generation learners, economic disadvantage, broken home, home environment and motivation may cause reading disabilities.

Materials to Aid Children with Reading Problems

Following are some materials which help the children to deal with the problems in reading:

Pre-natal causes

Malnutrition, the use of alcohol and drugs, diseases like severe fever, rubella etc. during pregnancy lead to neurological deficit in the baby and result in learning disabilities.

Pre-natal causes

Anoxia, brain injury, prolonged labour, injury during instrumental birth are the causes during birth process.

4. Postnatal causes

a. Biological or biochemical causes

Biological and biochemical factors responsible for learning disabilities are low blood sugar, nutritional deficits, food allergies particularly to sugar, egg, chocolate and wheat, artificial colouring of food items and use of certain drugs.

b. Environmental causes

Any factor that can cause neurological problems like accidents, ingestion of substances like lead, paint etc. excessive exposure to emissions from fluorescent lights and television causes learning disabilities.

c. Developmental causes

Maturation lag is a major cause for learning disabilities.

Types of Learning Disabilities

Children with learning disabilities seem normal in most ways. They have average or above average intelligence and have difficulty in learning, remembering or organizing things. The major types of learning disabilities are

1. Dyslexia
 2. Dysgraphia
 3. Dyscalculia
- Problems in reading
 - Problems in writing
 - Problems in Mathematics

4. Attention Deficit Hyper Activity Disorder - Problems in paying attention.

1. Dyslexia

The term dyslexia also sometimes referred as reading retardation, is used to identify children who have severe difficulty in learning reading. Dyslexic are children who are of average or better intelligence, but find it difficult to learn to read.

Causes of Dyslexia

Brain damage

Dyslexic children might have a defect in their left hemisphere of the occipital region of the brain, which is the visual memory centre for words.

Defect in information processing

Defects in attention, memory, encoding and decoding may cause reading disability.

Maturational delay

Delay in the development of central nervous system components is a cause of reading disability.

Visual deficiency

Poor eyesight make it impossible for the child to read.

Environmental conditions

Environmental conditions such as social class, family size, first generation learners, economic disadvantage, broken home, home environment and motivation may cause reading disabilities.

Materials to Aid Children with Reading Problems

Following are some materials which help the children to deal with the problems in reading:

- Picture books
- Easy reading books
- A box of letters
- Reference charts
- Visual aids.

Remedial Strategies to Assist in Reading

- **Multi sensory reading method**

This method is based on the premise that some children learn best when the content is presented in several modalities. Along with visual modality, auditory modality is also used.

- **Drill card method**

The sound of each letter is taught using multi sensory approach. Both written and printed words are shown to the children.

- **Joint oral learning method**

This method is known to be very effective with the children having severe reading disabilities. In this method, joint oral reading at a rapid pace, both by the teacher and student is done.

- **The tape recorder method**

The child simply reads aloud in the recorder. The child is made to hear his/her reading and detect the errors.

2. Dysgraphia

The term 'dysgraphia' refers to severe difficulty in writing. Writing requires muscular control, eye hand co-ordination, and visual discrimination. It also requires smooth control of arms, hands and finger muscles. It needs adequate perception of the letter and word formation. Any deformities may result in writing disabilities.

Causes of Writing Disorders

Brain damages

Disgraphic children might have a defect in their left hemisphere of the brain which is the visual memory centre for words.

Problems in information processing

Problems in attention, memory and encoding may cause a writing disability.

Maturational delay

The delay in the development of central nervous system components results in writing disability.

The writing position

If the child is in a habit of sitting in an uncomfortable position, which goes unnoticed for a long time, then a child's writing can be badly affected. Similarly the position of the paper also contributes in creating writing problems.

Motor disturbances

Children exhibiting poor motor co-ordination might experience difficulty in learning to write.

Environmental factors

Environmental conditions like social class, geographical location, first generation learners, economic disadvantages, broken home and motivation factors are associated with writing disabilities.

Behavioural disorders

Children showing hyperactivity, distractibility and inattention may tend to have writing disabilities.

Common Errors in Writing

The common errors in writing made by students with writing disabilities are:

- Difficulty in writing organized sentences.
- Inadequate sentence structure.

- Difficulty in copying from print correctly.
- Reversing shapes of letters.
- Spacing problems.
- Writing numbers and number patterns inconsistently.
- Incorrect word order.
- Intermingling of letters.

Remedial Programmes for Writing Disabilities

Several remedial measures are designed for children with writing problems. Some of them are listed below:

Multi sensory approach

This approach includes modalities of vision, touch, hearing and movement. Here the child observes the letter, listen its pronunciation, traces the letter using/fingers and then pencil, and lastly copies the letter.

Model method

Model method involves presenting the model of the letter, tracing the letter with fingers, tracing the letter using pencil after removing parts of the model and finally writing the letter independently.

Cover write method

This is also a multisensory method. Here the child looks at the word and tell it, writing the word looking at it and finally from memory by covering the word.

Different types of cards

Action cards, 'say what you see' cards and sequential cards can be used for enhancing writing skills.

3. Dyscalculia

Children with dyscalculia have severe difficulty in mathematical functioning. They exhibit following problems in Mathematics:

- Poor spatial orientation
- Motor inhibition

- Left to right confusion
- Poor number sense
- Poor conservation skills
- Poor computational skills.

Remedial measures

- Use colour-coded worksheets and text books.
- Use concrete manipulation.
- Use meaningful examples and materials.
- Teach key vocabulary in Mathematics.

4. Attention Deficit Hyperactivity Disorder

Attention Deficit Hyperactivity Disorder (ADHD) is a neuron developmental disorder that causes hyperactivity, impulsive behaviour and attention problems. It affects three to nine percentage of children and is ten times more common in boys than in girls. Studies show that prevalence of ADHD has more than doubled in the last ten years. ADHD affects children in all areas of their lives. Characteristics of ADHD are seen on a daily basis in all the activities they perform.

Characteristics

Children with ADHD have difficulty in focusing their attention and concentrating on tasks. Described as rash, driven, easily distracted, they tend to race from one idea to another. The three primary characteristics of ADHD children are inattention, impulsivity and hyperactivity

Causes

Despite years of research, the exact causes of ADHD is still not fully understood. There are numerous underlying factors which contribute to ADHD in a child. They are:

- Genetic and neuro-biological vulnerabilities
- Head injury
- Infections of the central nervous system
- Premature birth
- Intra-uterine exposure to drugs

- Lead poisoning.

Remedial Strategies for ADHD Children

The following remedial strategies can be adopted to help children with ADHD.

Creating a stimulating environment

By altering the way information is presented and assessed, eliminating unnecessary repetition of tasks, shortening the assignments, increasing the novelty and stimulation of task, children with ADHD can be made more benefited.

Shortening the task

Teachers can accommodate children with ADHD by shortening tasks in the following ways:

- Break one task into small parts to be completed at different times.
- Allow quiet talking during work.
- Assign fewer problems.
- Use distributed practice.
- Spaced practice sessions.

Making tasks more interesting:

Interesting tasks make children more engaged and their attention span can be made longer. By using visual aids, providing pair work and group work, their attention span can be increased.

Increasing novelty of the task:

Tasks that are new, unique or unusual are more appealing to the children. To add novelty, games format for the task can be used.

Curriculum adaptation:

Even small changes in the curriculum will benefit students suffering from ADHD. So adapt the curriculum according to the needs of ADHD children.

Improving the listening ability:

Children with ADHD frequently miss important instructions and information because of their inattention. So children's listening skills are to be improved by adopting following strategies.

- Seating arrangement in the front row.
- Eliminate extraneous distractions.
- Use visual aids to support and illustrate verbal information.
- Write short summary on the chalk board.
- Repeat as often as necessary.



Pre-primary School Teacher

Role of a pre-primary school teacher – Qualities of a pre-primary school teacher – Training of pre-primary school teacher

The teacher has to concern herself with the total development of the child. She has to play many delicate and challenging roles while dealing with the children – a physician concerned about their health, a psychologist leading them carefully to sound mental health, a philosopher guiding them in their intellectual pursuits, a spiritualist encouraging them to acquire goodness and purity and an artist helping them to find beauty. The pre-primary school teacher is expected to be a friend, an elderly playmate, a guide and a mother substitute. Pre – school teacher is the pivot round which the wholesome development of the child rotates.

Qualities of a Pre-Primary School Teacher

A pre-primary teacher should have the following qualities.

- A pre-primary school teacher should have reputable personality – extraordinary level of patience, enthusiasm, creativity and above all love for children.
- She should be a mother substitute to the children.
- She should have an aptitude to work with young children.
- She should be able to deal with different types of problems found among young children.
- She should be a healthy and active woman.
- She should possess pleasant personality and cheerful temperament.
- She should be friendly with children.
- She should have good, clear and well modulated voice.
- She should be just impartial.
- She should be able to understand the needs of both children and parents.
- She should be highly dedicated and should care about the progress

and well being of each and every child in the class room.

Training of Pre-Primary School Teachers

The quality and success of the pre-school programmes will be determined by the quality of the teacher who deal with the children, their parents and the community. So the teacher should be well trained in the area.

For the successful implementation of the integrated services to pre-school children including health, nutrition, education and welfare programmes necessitates an integral approach to pre-primary school teacher education. Varied types of training facilities are made available to suit the need. There are variations in curriculum and methods. Some follow Montessori approach, a few kindergarten, a few others a combination of all these. The duration of the training also differs. There are two year courses, one year courses and short term courses. The minimum qualification ranges from X standard to a first degree. Some are highly theoretical and academic whereas a few are of practical oriented. There is no uniformity in the training procedures followed.

There are different types of pre-primary school teacher training programmes.

1. University based programmes
2. Full time class mode
3. Distance mode.

1. University based programmes

Different universities in India offer Early childhood education either as an elective or as an optional subject at the graduate and post-graduate levels. In Tamilnadu, Teachers Education University, Chennai offers Early childhood education as an optional subject in the colleges of education. Both theory and practical aspects of Early childhood education are included in the curriculum.

In B.Sc and M.Sc Home science courses offered in various universities, Early childhood education is included as a part of child development.

2. Full time class mode

In Tamilnadu, various full time courses are conducted by different agencies.

- One year Creche – helper training course recognized by Social Welfare Board.
- Two year course for the Kindergarten teachers' examination.
- One year Diploma course in pre-primary teacher training conducted by Manonmaniam Sundaranar University through community colleges.

3. Distance mode

Indira Gandhi National Open University and Tamilnadu Open University offer Diploma courses in Early childhood education. Annamalai and Alagappa University offer post graduate degree and diploma courses in pre-primary education through distance mode.



Parental Involvement in Early Childhood Education

Parental co-operation - Advantages of parent-teacher co-operation, Methods of ensuring parental co-operation, Role of parents in Early childhood education - Parents education, Need of parents education, Methods of parents education programmes, suggested topics for parents education programme -Home visit.

A child's growth and development depends upon two factors – his heredity and environment. A child's parents are his genetic background. They are also his earliest guides, educators and his companions. They set the atmosphere for his concept of family life and outlook towards life. A child's experience in the family remains a decisive factor in his character and personality. Hence it is essential that parents rearing the child should know the nature, abilities and interests of children and the new trends in child rearing practices. On the other hand, parents and the community can contribute a lot in the functioning of pre-primary schools. Parents and teachers therefore must function together as partners to help the child learn and grow. So parental co-operation and parents education should be stressed in early childhood education.

Parental Co-operation

Close co-operation between the parent who is the 'first teacher' and the teacher who is the 'second parent', is the very foundation of the effectiveness of early childhood education.

Teachers are interested in the welfare of the children; they want their pupil develop mentally, physically, morally and socially. So is the case with the parents. Hence the need for united efforts on the part of parents and teachers who are the custodians of the welfare of children is essential.

Advantages of Parent Teacher Co-operation

Parent teacher co-operation is helpful to the teachers in the following ways:

- The teacher gets an understanding of the child by getting relevant information from the parents.
- The teacher can ensure regular attendance of the child when she is in constant touch with parents.
- The teacher can discuss with the parents the various ways and means for proper growth and development of the child.
- The parents can be motivated to render their services and resources for the progress of the school.

On the other hand, parent teacher co-operation is also helpful to the parents in the following ways:

- The parents can acquaint themselves with the progress of their child when they are in constant touch with the teachers.
- The parents come to know about the work being done in school.
- Parents come to know about the problem situations before they become serious and take corrective and remedial measures.

Methods of Securing Parental Co-operation

The initiative for the home-school co-operation rests upon the teachers. Through the following methods teachers can secure the co-operation of parents in the functioning of the school.

Good treatment

Proper courtesy should be shown to the parents when they visit the school. Patient hearing should be given to their views and complaints.

Personal contacts

Parents can be invited to visit the school and suggestions regarding the progress of children can be given.

Participation of parents in the school programmes

School authorities should utilize the knowledge and experiences

of the parents in supplementing class room teaching. They can be invited to the school and their services can be utilized. Parent's help can be ensured through donation of books to the library, arranging mid-day meals etc.

Home visit

Teachers can visit the homes of children and have contacts with parents.

Parents in the management of the school

Representation should be given to the parents in the managing committee.

Making school a centre of community service

National, social and cultural functions should be organized in the school.

Celebration of parent's day

Both Fathers and Mothers day can be celebrated in the school.

Role of parents in Early childhood Education

Parents are the child's first teachers and they continue to have primary responsibility for their child's development. Parents have to be involved in the early childhood education programme. Parent involvement refers to parents participating as volunteers in helping out pre-primary teacher with the planning and implementation of the programme. They can serve as class room volunteers and servicing on advisory committees or policy boards.

Parents can serve the following roles in Early childhood education.

- As an additional adult to assist in handling small groups during various activities or can accompany children during outings.
- As a substitute teacher, in case the teacher is otherwise occupied.
- As playmates
- As a resource for collecting raw materials for use in the ECE centre.

- Parents with specific talents or skills could use the skills for the benefit of children. For example, a carpenter could make wooden toys, a mother who can sing could teach the children songs etc.
- They can prepare materials for class activities.
- They can supervise children's activities.
- They can help in planning and decision making.

Parents Education

Parents education means the education given to the parents for better parenthood. It means providing parents with specific skills and knowledge which would empower them to be more successful or effective as parents.

Need of Parents Education

Parents education is extremely essential because of the following reasons.

- Parental education ensure that whatever is achieved in the ECE centre is further reinforced or complemented at home.
- It provides proper education for meeting the child's needs and problems in the home.
- Parental education equips the parents with proper skills for dealing with their children, with themselves and with their environment.
- Parental education provides the parents with basic knowledge regarding child care, importance of play and early stimulation for child's development, play way method and role of parents in the development of child.
- Parental education helps to change the attitudes of parents because a large number of behaviour problems of children are due to wrong handling at home and school.

Methods of Parents Education Programmes

Through the following methods, early childhood education centres can impart parents education programmes.

Group discussion

Topics of concern can be selected and given preference on the

basis of priority. Either the teacher or a parent selected by the group can become the group leader. The leader can initiate the discussion and ensure the participation of all members during discussion. The conclusions can be presented to the whole group towards the end.

Lecture method

Experts can be invited at times to deliver talks on felt needs of parents. Sometimes, even the teacher can give talks on different subjects.

Audio-visual aids

Use of audio visual aids is an effective method for parents education. Documentary films and CD's can be effectively used for this purpose.

Demonstrations

Demonstrations are highly useful than lecturing. Demonstration on cooking balanced diet, preservation of food stuff, selection of fabrics for daily use and their care can be conducted.

Sending progress report

Progress reports provide information about the progress of children in all aspects of development. This helps the parents to guide the children in the proper direction.

Parents' conferences

It is a way in which the parents and the teachers can share their experiences. They can discuss the problems of children. Teacher can function as a counsellor to the parents as well as to the children.

Suggested Topics for Parents Education Programmes

- Parent child relationship
- Importance of early childhood education
- Child's health and nutrition
- Pre-natal and post-natal care
- Behaviour problems of children and ways of handling them
- Family planning

- Personal hygiene
- Sanitation
- First aid
- New trends in child rearing practices
- Cooking balanced diet.

Home visit

The teachers should make frequent home visits. Such visits will give the teacher a clear concept of the child's home environment, economic status, relationship with neighbours, siblings etc. The teacher should explain the parents, the general policies of the school, rules and regulations and her expectations from parents.

Need of home visit

Home visit has a significant role in early childhood education. It helps the pre-primary school teacher in the following ways:

- To establish a friendly rapport with the parents and children.
- To explain to the parents the aims of early childhood education.
- To get an awareness about the home background of the children.
- To make the parent and child feel comfortable.
- To give proper guidance in child rearing.
- To make the child feel more important when the teacher visits his / her home.



Various Organizations in Child Welfare

National Organizations – Indian Council for Child Welfare (ICCW), The Central Social Welfare Board (CSWB), National Council of Research and Training (NCERT), Indian Association of Pre-School Education, (IAPE), National Institute of Public Co-operation and Child Development (NIPCCD), Integrated Child Development Services (ICDS) – International Organizations – United Nations International Children's Emergency Fund (UNICEF), United Nations Educational Scientific and Cultural Organizations (UNESCO), Co-operative for American Relief Everywhere (CARE), World Health Organization (WHO).

Both national and international organizations work for the development of children by providing health services, nutrition services and educational services. Important organizations and their functions are given below.

National Organizations

1. Indian Council for Child Welfare (ICCW-1952)

ICCW is one of the major national organizations for human development. It was established in 1952 and is the first national organization to mobilize voluntary activity in every state in favour of all aspects of children's needs.

The main function of the council is working for the promotion and implementation of child welfare activities in the country. It has been

training 'balsevikas' for balwadis and pre-school workers. A guide book for balsevika training institutions has been prepared by the ICCW. Regional workshops are also held for the instructors of the balsevika training centres. ICCW also awards National Awards to children for acts of outstanding courage every year on 26th of January.

2. The Central Social Welfare Board (CSWB-1953)

The Government of India, established the Central Social Welfare Board in 1953 with the main objective of assisting voluntary agencies in organizing programmes for women and children. It works as an autonomous organization under the Department of Women and Child Development, Ministry of Human Resource Development.

Important programmes of CSWB on the progress of Early childhood education are the following.

- Integrated family and child welfare projects for integrating the development of the child with that of the family.
- Family welfare motivational camps.
- Balwadi nutrition programme for children of the age group 3-5 years.
- Creche worker's training.
- Starting holiday homes for children.
- Organization of crèches and balwadis in rural areas.

3. National Council of Educational Research and Training (NCERT-1961)

NCERT is an autonomous body set up by the Government of India under the Ministry of Human Resource Development in 1961. Its functions to bring about qualitative improvement in school education and teacher education. It has a number of departments and institutions to carry out its programmes in the field of pre-primary education. Resource centre in Early childhood Education located in the I.I.T

Nursery school, Delhi, promotes the concept of learning through play.

NCERT carried out various activities aimed at strengthening the Early childhood care and education (ECCE). The activities in ECCE focussed on the following.

- Training courses for pre-school teachers.
- Preparation of course materials for teacher educators.
- In-service programmes for headmasters, supervisors and teacher educators.
- Research studies related to the impact of pre-school education programmes.
- Process based programmes for the development of number concept.
- Exposure to the pre-school workers on the latest developments in Early Childhood Education.
- Try out of audio programme with visually handicapped children.
- Early childhood education projects in collaboration with the UNICEF.
- Toy making workshop-cum-competition.
- A film on the training of Anganwadi workers.
- Publications titled (i) Early Childhood Care and Education (ii) Stimulation Activities for the Young Child (iii) Child to Child.
- Children's media laboratory.

Children's media laboratory (CML- 1977)

CML was set up in 1977 with the UNICEF assistance. The activities of the CML are the following.

- Discovering and developing inexpensive and effective aids of educational value for children in the age group 3-8.
- Developing learning and play materials for children.
- Conducting national and state level toy making competitions.
- Developing many picture books, graphic materials and songs.
- Producing story books for the age group 5-8.

4. Indian Association for Pre-School Education (IAPE -1964)

A, group of people interested in pre-school education formed the Indian Association for Pre-school Education in 1964. IAPE is a national voluntary non profit organization with the intention of bringing together professionals in the field of early childhood education and child development. The first annual conference of the IAPE was held in Delhi in December 1965. Today, throughout India various branches of the IAPE are functioning.

Objectives of IAPE

- To bring together all the workers who are involved in promoting pre-primary education.
- To disseminate the new ideas and innovations in child development and early childhood education.
- To undertake projects related to pre-primary education and child development.
- To be a forum for discussing and debating the different issues in pre-primary education.
- To organize seminars, workshops and conferences on different themes for the teachers, teacher educators and the public.
- To focus on the education of young children to promote human development.

5. National Institute of Public Co-operation and Child Development (NIPCCD -1966)

NIPCCD is an autonomous organization under the Department of Women and Child Development, Ministry of Human Resource Development established in 1966. The institute is an apex body for training the functionaries of ICDS.

The major functions of the institute are given below:

- Research and evaluation studies in public co-operation and child development.
- Training programmes for personnel of voluntary organizations in social development, child development and public co-operation through documentation and publication.
- Liaison with international and regional agencies, research institutions and universities and other bodies engaged in similar activities.
- Development of a proto-type kit for use in Anganwadi for conducting pre-school activities.
- Courses on child development programmes and community participation in child welfare.

6. Integrated Child Development Services (ICDS-1975)

ICDS was inaugurated by the Government of India on 2nd October 1975 on the 106th birthday of Gandhiji. The scheme is being monitored by the Ministry of Human Resource Development. The scheme is funded by the central government, the state governments, the voluntary organizations, the foreign agencies and the communities. The first project was introduced in Jama Masjid area in Delhi.

Objectives of ICDS

The following are the major objectives of ICDS.

- 1 Improvement in health and nutritional status of children below six years.
- 2 Reduction in mortality.
- 3 Reduction in morbidity.
- 4 Reduction in malnutrition.
- 5 Laying the foundation for proper, psychological, physical and social development of children.
- 6 Reduction in school dropout rate.
- 7 Co-ordination of policy and implementation.
- 8 Enhancement of mother's capability to look after the health and nutritional needs of children.

Services of ICDS

Programmes of the ICDS include six services—supplementary nutrition, immunization, health check up and treatment of minor ailments, referral services, pre-school education, nutrition and health education.

Anganwadi

The focal point of various services is the Anganwadi, a child care centre located within the village or slum. The centre is run by an Anganwadi worker and assisted by a helper.

Anganwadis provide Early childhood education through play-way method to the children of age group three to six years. There is no formally structured curriculum with a good deal of flexibility in the programme.

Anganwadi workers visit the houses and provide health and nutrition education to the mother and child and motivate them to avail of various services delivered at the centre. Anganwadi workers conduct regular mother's meetings. The task of ICDS in the tenth plan extended to the strengthening of the capacity of caregivers and communities to provide conducive physical and social environment for the young child in the family, community and at the Anganwadi centres.

International Organizations

1. United Nations Educational, Scientific and Cultural Organizations (UNESCO-1945)

UNESCO, an organ of United Nations came into existence in 1945 for promoting education of children. The main activities of UNESCO are to help its member states to implement programmes that will promote the status of education and scientific research and in strengthening the culture of a nation. It also assists to implement universal and compulsory education, curriculum construction, writing text books for children, non-formal education, adult education and training of pre-primary school teachers.

2. United Nations International Children's Emergency Fund (UNICEF – 1946)

UNICEF, one of the organs of United Nations General Assembly came into existence in 1946. The immediate purpose was to provide urgent relief to children in Europe who survived the Second World War.

UNICEF is financed by voluntary contributions from the governments of member countries, from organizations and individuals. Income is also derived from other sources like selling cards, fund raising campaigns and fund from United Nations. UNICEF takes all measures to make adults aware of the neglected problems of children like denial of breast feeding, improper weaning practices, infant diarrhea leading to death, child malnutrition. These concerns have become priorities. In 1965, UNICEF won Nobel Prize for peace.

India has been associated with UNICEF since 1949. UNICEF has been assisting India in programmes like Integrated Child Development Services (ICDS), Early Childhood Education (ECE) Comprehensive Access to Primary Education (CAPE), Nutrition, Health Education and Environmental Sanitation (NHES) and in setting up of Children's Media Laboratory (CML).

3. Co-operative for American Relief Everywhere (CARE-1946)

CARE is a non-governmental organization established in 1946 for the immediate purpose of sending food from American donors to people in war affected Europe. Later its programmes were extended to other countries and to other kinds of aids.

CARE started its programmes in India in 1950. Major activity of CARE in India is to provide supplementary food to the weaker sections of students. As a part of this activity in India, it provides supplementary food to pre-school children and pregnant women. CARE has been helping India in the mid day-meal scheme for primary school

children. Also CARE assists in the construction of Balwadis, supplies class room kits and assists in Integrated Child Development Services.

4. World Health Organization (WHO-1948)

WHO is a specialized non-political health organization of the United Nations with its headquarters in Geneva. The major aim of the WHO is to promote the health of the children. WHO diverts and co-ordinates the international health work through its network programmes on a voluntary basis. It tries to prevent and control specific diseases, genetic disorders, mental disorders, drug addiction and dental diseases.

In India, WHO assisted in establishing primary health centres and sub-centres in rural areas. It extends its activities to environmental health and health statistics.



References

- Aggarwal, J.C. (2005). *Child Development and Process of Learning*. Delhi: Shipra Publications.
- Aggarwal, J.C. and Gupta, S. (2007). *Early Childhood Care and Education-Principles and Practices*. Delhi: Shipra Publications.
- Berk, E. Laura (1996). *Child Development (3rd ed)*. New Delhi: Prentice Hall of India Ltd.
- Berk, Laura, E. (1966). *Infants, Children and Adolescents (2nd ed.)*. Singapore: Alleya and Baeon.
- Chaddha, Anupriya. (2001). *The Guide to Educating Children with Learning*. New Delhi: Vikas Publishing House Private Ltd.
- Devadas, P. Rajamal and Jaya, N (1991). *A Text book on Child Development*. Coimbatore: Mc Millan India Ltd.
- Hurlock, Elizabeth, B. (1976). *Developmental Psychology (4th ed.)*. New Delhi: Tata Mc Graw Hill Co. Ltd.
- _____ (1997). *Child Development (6th ed.)*. New Delhi: Tata Mc Graw Hill Co. Ltd.
- Kar, Chintamani. (1992). *Exceptional Children – Their psychology and Education*. New Delhi: Streling Publishing Private Ltd.
- Kohn, Ruth. (1972). *The Exploring Child*. Mumbai: Orient Longman Limited.
- Kuppuswamy, B. (1974). *A Text Book of Child Behaviour and Development*. Delhi: Vikas Publishing House Pvt. Ltd.
- Mohanty Jagannath and Mohanty Bhagyadhar. (1994). *Early childhood Care and Education*. New Delhi: Deep & Deep Publications.

Muralidharn, Rajalekshmi and Uma Banergi. (1969). *A Guide for Nursery School Teachers*. New Delhi: National Council for Educational Research and Training.

Michael, s. Auleta. (1969). *Foundations of Early Childhood Education Rendings (ed.)*. New York : Random House.

Pankajam, G. (2006). *Pre-Primary Education: Philosophy and Practice*. New Delhi: Concept Publishing Company.

_____ (2009). *Care and Education of Differently Abled*.

New Delhi: Concept Publishing Company.

_____ (2009). *Know your Child*. New Delhi: Concept Publishing Company.

Schaffer, H. Rudolph. (2004.) *Introducing Child Psychology*.

New Delhi: Neelkamal Publications Pvt.Ltd.

Siddiqui, Hasan, Mujibul (2004.). *Early Childhood Education*.

New Delhi: APH Publishing Corporations

Swaminathan, Mina and Prema Danil. (2009). *A Guide to Pre-School Teachers*. New Delhi: National Book Trust of India.

Soni, Romila. (2005). *Little steps*. New Delhi: National Council of Educational Research and Training.

Swaminathan, M. (1991). *Play Activities for Young Children*.

New Delhi: UNICEF.

Tamilnadu Open University (2005). *Course materials for Diploma in Pre-Primary Teacher Training*, Chennai: Best Offset printers.

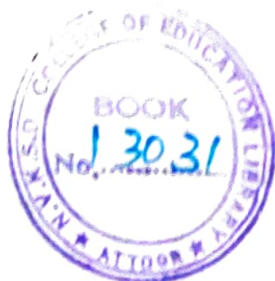
W.W.W. Indian Child. Com.

W.W.W. Child Encydopedia. Com.

W.W.W. Parenting. Ed. Org.

W.W.W. Child Development Media. Com.

W.W.W. Creative Kids Crafts. Com.



Index

- Active play, 60
Agassi sisters, 9
Anecdotal records, 114, 118
Anganwadi, 57, 58
Antakshari, 88
Appalachia Education Laboratory, 8
Ascendent behaviour, 136
Assessment card, 119
Attention Deficit Hyper Activity Disorder, 155, 159
Auditory, 87
Auto education, 35
Bal Mandir, 51
Birth hazards, 130
Blocks corner, 103
Breech birth, 129
Caesarean birth, 129
Central Social Welfare Board, 172
Child Study Association, 8
Children's House, 37
Christian missionaries, 9
Comenius, 16
Conception, 124
Concrete operational stage, 45
Continuous and comprehensive, 114
Co-operative for American Relief Every where (CARE), 177
Cord strangulation, 130
Corner arrangement, 102
Custodial care, 62
Daily schedule, 64
Dialation, 128
Didactic apparatus, 37
Olfactory, 89
Display area, 81
Distance mode, 164
Doll's corner, 102
Dominos, 89
Drill card method, 156
Dyscalculia, 158
Dysgraphia, 156
Dyslexia, 154
Early Childhood Care and Education, 1
Elation, 138
Emilee, 21
Enuresis, 149
Feely bag, 91
Field trip, 106
Finger play, 96
Flannel board, 99
Flash card, 99
Focussed observation, 115
Formal operational stage, 45
Froebel, 25
Gandhiji, 52
Gifts, 29
Giju Bhai Badheka, 49
Gitanjali, 47
Gross motor skills, 74
Gustatory, 89
Gymnasium, 19
Head Start Programme, 8
Hoiku - ji, 8
Home visit, 170
Humanistic view, 47
Imaginative play, 84
Imaginative play area, 81
Incidental observation, 115
Indian Association for Pre- School Education, 174
Indian Council for Child Welfare, 191
Indoor equipment, 83
Industrialization, 4
Infrastructural facilities, 62
Ink blot, 110
Instructional strategies, 86
Instrument birth, 129
Integrated Child Development Services (ICDS), 175
Interpersonal skills, 76
Joint Oral Learning Method, 156
Kindergarten, 26
Large group activity area, 80
Latin School, 17, 18
Lisping, 144
Logico- mathematical knowledge, 46
Manipulative skills, 74
Margaret McMillan, 32