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NCERT

# NISHTHA (ECCE)

National Initiative for School Heads' and  
Teachers' Holistic Advancement  
(Early Childhood Care and Education)

Programme Coordinators

Dr. Romila Soni

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# Foreword

The first six years of a child's life are the most crucial years due to the rapid pace of development during this period. These are the years in which the child's brain develops at a rapid rate and about 85% of a child's cumulative brain development occurs. To ensure healthy brain development and growth, appropriate care and stimulation is needed. Various researchers in this area have demonstrated that in order to promote young children's success, we need to provide them holistic care and appropriate educational experiences. Age group requires careful nurturing in a stimulating and enriching environment to develop their full potential and progress along the learning ladder. Providing quality early childhood education is one of the goals envisaged under the 2030 agenda for Sustainable Development. It is of paramount importance to invest in the early years by ensuring an emotionally supportive and enabling play-based environment for every child, which is not only the right of each child but also lays the sound foundation for their lifelong learning.

The NEP 2020, reformulated the early stage of learning and covered the 3-8 age group of children calling it the "Foundational Stage of Learning and Development". Here for NISHTHA ECCE we are talking about young children in the age group of 3 to 6 years. The new pedagogical and curricular structure is aimed to attain optimal outcomes, in all domains of Child's personality and development of early literacy and numeracy. Thus, for a child in the age group of 3-8 years, practitioners play a critical role. Teachers and ECE programmes / centres act as a second home to the children. The NEP 2020, has also kept the teacher at the centre, to bring out the fundamental reforms in education. It emphasises that the teachers are mainly responsible for shaping the citizens of the next generation, and all possible efforts need to be made for empowering teachers to inculcate healthy habits and good values in children.

The National Curriculum Framework for Foundational Stage (NCF-FS), 2022 has been designed with the Teacher as the primary focus - the reason being that the Teacher is at the heart of the practice of education. The dream of NEP 2020 and NCF-FS, 2022 will come true when the teachers and all those who are concerned for young children and their learning will work together to bring quality and success across the foundational stage.

The present document titled, 'NISHTHA ECCE' is being brought out specifically to meet the demands and requirements of NEP 2020 and of all those who are working in the area of ECCE. It is hoped that teachers, teacher trainees, teacher educators, key functionaries, etc. would find this resource material interactive, useful and interesting.

I appreciate the efforts and hard work of the Department of Elementary Education, NCERT in coordinating and finalising NISHTHA (ECCE). We look forward to useful feedback from the users to help us further improve NISHTHA ECCE.

*Director*  
NCERT  
New Delhi

*November 2022*

# Preface

Quality Early Childhood Education programmes can make a significant contribution to the young children's holistic development which includes physical, psychomotor, cognitive, social and emotional development including the acquisition of language and literacy. The brain is most flexible and adaptable to learning during these early years. According to research in the field of neuroscience, 90 percent of brain growth occurs by the time a child is 5 years of age. This growth is influenced not only by the nutritional and health status of the child but also by the psychosocial experiences and environment the child is exposed to during these early years. Therefore, investing in early years in the form of setting up of anganwadi and preschool/ balvatika settings, creating appropriate provisions and developing quality programmes for early years are extremely important requirements. These years are also known as habit formation years, so we need to inculcate good habits and age-appropriate values at this stage through value-based stories, rhymes and bonding with parents, and families. National Education Policy 2020 (NEP 2020) emphasizes on providing universal access to ECCE; anganwadi centers/ preschools/ balvatikas will be strengthened with well-trained anganwadi workers/ teachers. The policy also suggests that prior to class 1, every child will move to a "preparatory class" or Balvatika, which has an ECCE qualified teacher. The National Curriculum Framework for the Foundational Stage (NCF-FS) has been developed based on the vision of the National Education Policy (NEP) 2020 to enable its implementation. This NCF-FS is designed with the Teacher as the primary focus - the reason being that the Teacher is at the heart of the practice of education.

NISHTHA ECCE is a step towards fulfilling this dream of NEP 2020 and NCF-FS and in this context six courses have been designed for master trainers who would train the preschool teachers and anganwadi workers to make them ready for developing their ECCE settings emotionally supportive, stimulating, and vibrant where all our young children would play, learn, explore, enjoy and move to class-1 happily.

The six courses of NISHTHA ECCE offer master trainers to help the anganwadi workers / preschool teachers to maximize early learning opportunities in their anganwadis / schools. Training on these six courses of NISHTHA ECCE will guide the School Heads / Child Development Project Officers (CDPOs) and District Programme Officers (DPOs) on how to orient and train the anganwadi workers for improving the quality in the transactional processes in the anganwadi and for bringing quality in the early childhood education programmes of anganwadi / preschools.

The NISHTHA on ECCE focuses on all these important aspects through six (6) Courses.

## ❁ **Course 1: Significance of the Early Years**

Course 1 titled "Significance of the Early Years" throws light on how early childhood education and the first six to eight years of children are critical and crucial in their development. For the holistic development of children, it is important that all aspects and domains of development, including cognitive, language, physical, and socio-emotional, are taken care of while planning for ECCE.

## ❁ **Course 2: Planning for Children's Play and Learning**

Course 2 details out about planning a play based physical learning environment for anganwadi children. The requirement of a clean, safe, and adequate physical space for each child is necessary so that all children are able to explore and play in a vibrant and lively anganwadi and preschool setting. A well-designed physical learning environment facilitates anganwadi management and supports the implementation of curricular goals and objectives. A well-planned pedagogy and play environment for children, both indoors and outdoors, supports early learning.

### ☼ **Course 3: Play-based Activities for Holistic Development**

This course describes briefly about play based activities for children's holistic development. It includes the characteristics of the child, his / her learning, and developmental needs. The use of play and activity-based pedagogy, role of toys and suggested activities for achievement of developmental goals are the focus points of this module. It also talks about observation and assessment of children's progress including Holistic Progress Card for tracking children's all-round development.

### ☼ **Course 4 : Partnerships with Parents and Communities**

This is an important course that emphasizes on the quality of stimulating activities at home for the well-being and holistic development of young children and this would be possible when there are close links between homes of children, preschools and anganwadis. The course discusses the need for involving parents and community, how to engage parents/families and community members like local leaders / panchayat for better functioning of anganwadis. The need for formal and informal communication and how to do it has also been mentioned in the course. Some exemplar activities have been written which can be suggested to parents to be done at home. It also sheds light on reasons for low participation by parents and community and suggestions to overcome these barriers.

### ☼ **Course 5: School Readiness**

This module aims to explain the concept of "School Readiness", the learning crisis and importance of ECCE and the dimensions of school readiness. It also explains the need for readiness of children for school , school's readiness for children and parent's readiness for children. This course highlights the inter-relationship of children, parents/ families and communities and schools which need to function together to provide experiences to children for holistic development and lifelong learning.

### ☼ **Course 6: Birth to Three years - Early identification for intervention of special needs**

The sixth course aims at generating awareness about the importance of catching disabilities early. The first 1000 days are most important from the developmental perspectives of all children. The disability can be easily addressed if parents are supported by anganwadi workers and Preschool teachers to identify the red flags and refer the children for identification of disabilities if any. This would help in getting timely services and the advice of specialists for early stimulation of children in natural home environments. These small efforts are vital in building a strong equitable foundation of learning and for achieving inclusive early childhood education.

The six courses of NISHTHA ECCE are intended for master trainers and these master trainers will be - CDPOs (Child Development Project Officers) and DPOs (District Programme Officers) who are responsible for helping anganwadi workers learn the appropriate pedagogical practices suitable for the young children of 3-6 years old who will use the appropriate teaching-learning strategies to help promote children's holistic development i.e., physical-motor, language and literacy, cognitive, social-emotional and creative development. anganwadi workers and preschool teachers in making the anganwadis/ preprimary schools a vibrant and great place where young children will play and learn to develop holistically.

NISHTHA ECCE aims to bring and improve quality in the ECCE programmes in all the preschool settings so that a seamless and smooth transitions across the foundational stage becomes possible. Teachers are expected to grasp the pedagogy suggested in these six modules so that she / he can plan for interesting classroom processes where every child is learning and enjoying the learning.

The success of NISHTHA ECCE is largely dependent on the teachers across the preschool settings who will use these modules. We encourage them to modify and adapt the activities as per their immediate context and include knowledge in the local context.

Romila Soni  
*Academic Coordinator*

*November 2022*

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# NISHTHA (ECCE)

An Integrated Training Programme for Teachers  
and School Heads at Pre-primary and Primary  
Stage of Education



## COURSE 01

# Significance of the Early Years



National Council of Educational Research and Training  
Sri Aurobindo Marg, New Delhi-110016

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# COURSE OVERVIEW

## Description of the Course

This course provides an overview on significance of the early years especially in context of anganwadi/ preschool and other ECE settings that provide early childhood education programme. This would help the learner to understand why it is important to provide quality ECE programme to all the young children.

## Keywords

NISHTHAECCE, ANGANWADI, PRESCHOOL TEACHER, ECCE, EARLY LEARNING, DEVELOPMENTAL GOALS, ROLE

## Objectives

*On completion of this Course, the learners will be able to:*

- understand the term early childhood care and education.
- recognize the significance of the early years.
- describe the process of brain development in the early years of childhood.
- articulate the three developmental goals and five domains.
- enlist the developmental characteristics of preschool-aged children.
- understand how children learn and the different ways the children learn in early years of childhood.
- recognise the importance of play as a pedagogical strategy for learning of young children.
- outline the role of teacher educator and preschool teacher/ anganwadi worker.

## Course Outline

- Early childhood care and education and its benefits
- Factors influencing child development
- Developmental goals and domains of child development and holistic development of the child
- Developmental characteristics of preschool-aged children
- Ways young children learn
- Importance of play
- The role of a preschool teacher/ anganwadi worker

••• **Module 1** •••

**Introduction to Early  
Childhood Care and  
Education (ECCE)**





# Module 1: Introduction to Early Childhood Care and Education (ECCE)

## 1.1 Significance of Early Years Education

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_3135841674561536001520](https://diksha.gov.in/play/content/do_3135841674561536001520)

### Transcript

Dear Learners, Welcome.

You are going to learn about the significance of the early years. Early childhood is defined as a period from birth to eight years of age. The early years from birth to the age of eight are extremely sensitive period for the all-around development of children. In the first few years of life, millions of neural connections are formed which are critical for learning, behaviour, health and development. The brain is most flexible and adaptable to learning during these early years. According to recent researches in the field of neuroscience, 90 percent of the brain's growth occurs by the time the child is 5 years of age. This growth is influenced not only by the nutritional and health status of the child but also by the psycho-social experiences and environment the child is exposed to during these early years. Therefore, investing in early years in the form of anganwadi and preschool settings, appropriate provisions and quality programmes are extremely important. ECE centre is defined as a setting imparting early education to the young children between 3 to 6 years referred by any nomenclatures such as anganwadi, balwadi, nursery, preschool, preparatory, pre-primary, LKG and UKG. In India, preschool education is provided by all the three sectors, i.e.

government, private and NGOs. In government it is mainly provided through Integrated Child Development Services or ICDS centres known as anganwadis. We all know that early experiences are important in shaping how successful children will be later in life. Studies also inform that the children who have quality early childhood experiences, including attending quality ECE programmes, are more likely to succeed in formal education later in school as well as have a more productive adult life. Quality ECE programs support families and young children in a great way. The ECE programme offers variety of hands-on and concrete play experiences through experiential learning for example, taking the children outside the walls of preschool classrooms and encouraging them to explore, discover, observe their immediate surroundings and connect with nature. These years are also known as habit formation years, so the preschool teachers need to inculcate the good habits right from the beginning like - encouraging children for age-appropriate exercises, child-yoga, maintaining hygienic practices like - washing hands, keeping their play space clean and also habit of drinking water and not aerated drinks, playing with parents, grandparents, sharing with siblings and spending time with family members, listening to value-based stories and so on. As you know the earlier you introduce healthy, hygienic and good habits, the more likely these habits will stick for years to come. So, quality ECCE programmes lay the foundation for successful lifelong learning as a focus of foundational learning at the anganwadi and preschool centres is on holistic development of the child.

## 1.2 Activity 1: Childhood Memories - Do Yourself

Think about your childhood days. Try to recollect various people, events, places, memories associated with your childhood when you were around five to six years old. What kind of childhood did you have, what games and toys did you play with? List down whatever you remember.

The idea here is to begin thinking about young children and their lives in the current context.

# ... MODULE 2 ...

## Terms and Definitions – ECCE and Early Childhood Education (ECE)



# Module 2: Terms and Definitions – ECCE and Early Childhood Education (ECE)

## 2.1 Early Childhood Care and Education (ECCE) In India

### What is Early Childhood Care and Education?

Early Childhood Care and Education (ECCE) refers to a range of processes and mechanisms that sustain and support development during the early years of life. It includes education, physical, social and emotional care, intellectual stimulation, health care and nutrition. ECCE programmes besides early education focus on the care component. Most ECCE programmes have a critical emphasis on parent education and involvement for care and development of young children. In India, ECCE is the term most commonly used to refer to programmes for young children (NCF Position paper, 2005). In India, Integrated Child Development Services (ICDS) scheme is the largest ECCE scheme in the world catering to children under 6 years of age in India.

The component of ECCE that focuses on education and learning among children is referred to as Early Childhood Education (ECE) or preschool education.

### Early Childhood Care and Education (ECCE) in India

The first eight years of life, known as Foundational Years of Learning (FYL), encompasses different periods of development, each period recognised by specific developmental milestones. Each period of early childhood is facilitated by the larger cultural-social milieu in which children grow and various institutions that support each phase.

The key characteristic of this period is the rapid holistic development, including brain development and growth that is facilitated by concrete and first hand learning experiences.

ECE is a subset of larger ECCE provisions. In our country, the common sites at which ECE programme with a specific focus on 3-6 years is provided by all the three sectors, are - the government, private and voluntary organisations.

- ▲ Government - It is mainly provided through Integrated Child Development Services (ICDS) and the centres are commonly known as Anganwadis. In some States, public and primary schools run pre-primary sections.
- ▲ Private - Large number of preschools are run by private enterprises and are called Kindergarten/ Nursery/ Play Schools/ Montessori.

- ▲ NGOs - Preschool education is provided by NGOs for children coming from marginalised and disadvantaged sections, often supporting government run centres.

More often the government institutions and voluntary organisations support overall ECCE provisions in our country. The private sector focuses primarily on ECE. The NEP 2020 envisages a five-year foundational stage of education: Three years of ECE and the first two years of primary school. In other words, ECE is now supposed to extend from ages three to eight. Now let us understand where the Foundation Stage according to NEP 2020 is located in the ECCE spectrum.

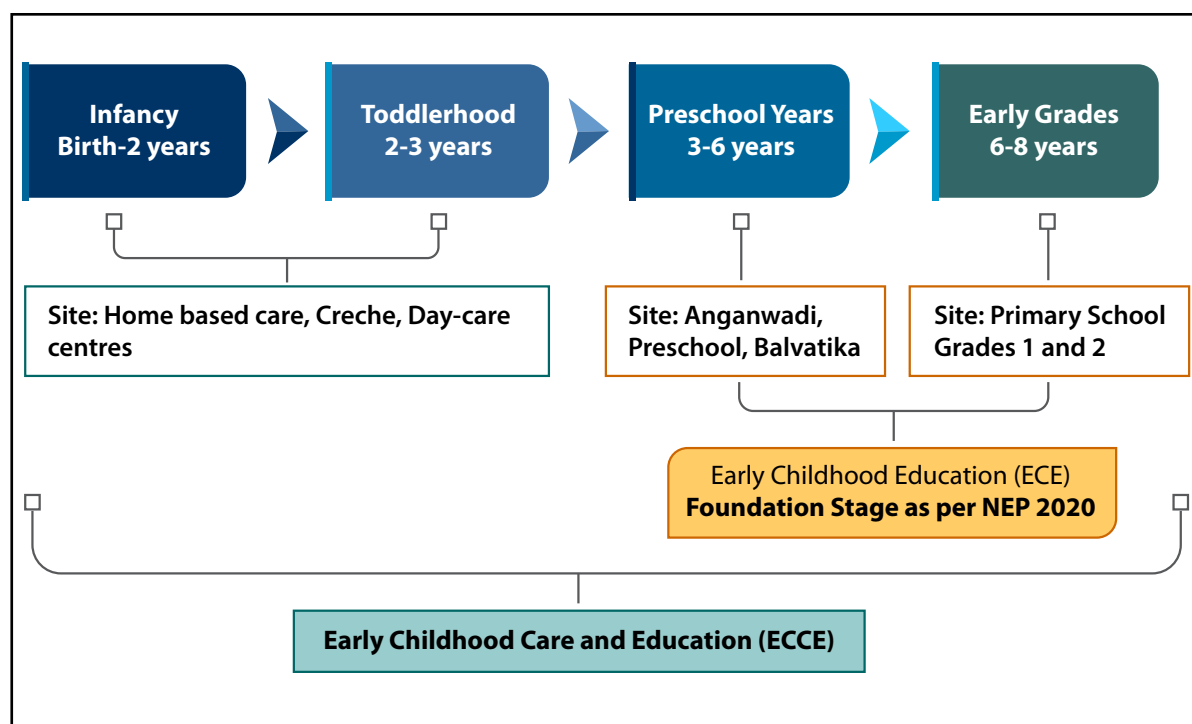


Fig. 1: ECCE spectrum in India as per the National Education Policy, 2020

- ▲ The first two year period is referred to as the period of infancy. The two-three years age period, when the child moves from dependence to independent functioning and self-care is referred to as toddlerhood. Most children either grow up in a home-based environment with family members providing care and attention, or in day-cares and creches when both parents are involved in economic activity. By toddlerhood, many children go to play-schools for a short duration.
- ▲ The next phase is that of preschool and balvatika or you may also say anganwadi years – i.e. the stage before children enter formal schooling. This is typically the period of 3 to 6 years of age. Most children by this age attend formal or non-formal programmes either in anganwadi centres, balwadis, nurseries, pre-primary sections in schools. This period has so far been out of the purview of the school system in India. NEP 2020 brings a critical shift in

the school structure by including the 3 to 6 years in the formal school system. This is a thriving sector in India with many public, private and voluntary organisations involved in providing ECE services.

- ▲ The fourth phase is that of early primary grades – i.e. 6 to 8 years. In India, this phase has been typically a part of the primary grades/ school, wherein activity based learning approaches have been widely recognised as the preferred approach to learning. This is now seen as a continuum from preschool to class-2.

Fig. 1 shows the various early years phases and sites where care and education at each of the four phases is provided. The focus on holistic development of children across all domains of development provided through preschool and school sites from 3 to 8 years of age is referred to as the Foundational Years of Learning. The NEP 2020 with its emphasis on overall provisions for Early Childhood Care and Education of young children has suggested this as the Foundational Stage for the schooling system in India.

Now after understanding ECCE and how it is structured in India, let us understand the significance of the early years, various factors that impact a quality ECCE programme and the role each teacher would need to play.

## 2.2 The Developing Brain

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_3135841736796979201659](https://diksha.gov.in/play/content/do_3135841736796979201659)

## Transcript

Let us now understand how the young brain develops and why it is important to provide appropriate and stimulating experiences to our young children right from the beginning? For this, first of all, you need to know that neuroscience research has shown that early childhood is a time of tremendous brain development.

From birth to age 5, a child's brain develops at a very rapid rate than at any other time in life. Starting from birth, children develop brain connections through their everyday experiences. These neurons need to make connections with other neurons. This connection is known as a synapse and is a point of contact between two neurons. Each time the child uses one of her senses, a connection or path is formed. The more you provide sensory experiences for each of the five senses, the pathways or the sensory connections in the brain become strong and for those senses which you do not provide any experiences will remain lazy and after some time the brain get rid of it. Thus, a young child's daily experiences determine which brain connections develop and which will last for a lifetime. For this, we have to talk to the children, interact with them meaningfully, sing to them, play with them, provide stimulating and developmentally appropriate toys and nurture them in a very emotionally supportive environment. In fact, whatever we say and do help wire the child's brain – for the way she/ he thinks, talk, feel, play, move and learn. This period is called a 'sensitive period' as the child's brain is ready to absorb and learn quickly and efficiently in this limited duration. Efforts are required to encourage anganwadi workers, parents and other caregivers to be sensitised to provide early stimulating experiences at the preschool, anganwadi and at home.

Sensory pathways start developing before the birth of a child. After birth with sensorial development, language development begins. Cognitive functions are at the peak before 6 years of age. If these early years are not supported by a stimulating, interactive and emotionally enriching environment, the chances of the child's brain developing to its full potential are considerably reduced, and many times it is irreparable.

Therefore, positive experiences need to be provided much before the formal schooling years either in anganwadi, home environments or at any early learning centres.

## 2.3 Importance of Early Childhood Years

Early childhood years are important from many perspectives:

- ▲ Maximum brain development results during these years. Rapid changes in the neural system occur during the early years. It is important to provide a positive, stimulating and rich environment to make the neural connections in the brain stronger.
- ▲ Early years are the foundation years for all domains of development. These are the years when development of physical-motor, social, emotional, cognitive, creative and language skills take place. Sensitive periods of development of all domains are within the early childhood years.
- ▲ Experiences in the early years have a long term impact on adulthood. Positive or negative early experiences influence all domains of development and the overall growth of children.
- ▲ Every child's right to optimal growth and development. It is the right of every child to receive a healthy, safe and nurturing environment from the society and the adults around her/ him.
- ▲ These are formative years for attitudes, habits, values and adjustments. The impressions formed at this stage last forever.

Let's know the factors that influence the growth and development, especially the development of the brain.

Some key factors are:

- ▲ prenatal care as malnourishment of pregnant women impacts the prenatal growth of the brain resulting in small size of the brain, formation of fewer neurons and less myelination.
- ▲ nutrition after birth to continue as it affects the ability of the brain to myelinate and strengthen the neural connection, average height and weight of the body for all physical and cognitive growth of the child.
- ▲ nurturing and responsive care for the child's body and mind to support healthy brain development.
- ▲ stimulation in the form of experiences and interactions with parents, family members and other adults.
- ▲ overall good health and hygiene as it is critical for leading a healthy childhood, with positive experiences.
- ▲ a positive and emotionally supportive environment at home, preschools and anganwadis.



- ▲ safe, stable, nurturing relationships, caring adults at home and at the early learning centres.
- ▲ safe environment and prevention from child abuse.

## 2.4 Activity 2: Sensory Activities - Reflect

Think about sensory activities and experiences for each sensory organ. Share how these sensory activities are beneficial for the young children in the anganwadi.

Steps to be followed:

### Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

*Option 1:* Type the URL in a browser <https://tinyurl.com/ecceEc1a2>



*Option 2:* Download this pdf from DIKSHA and copy this URL.

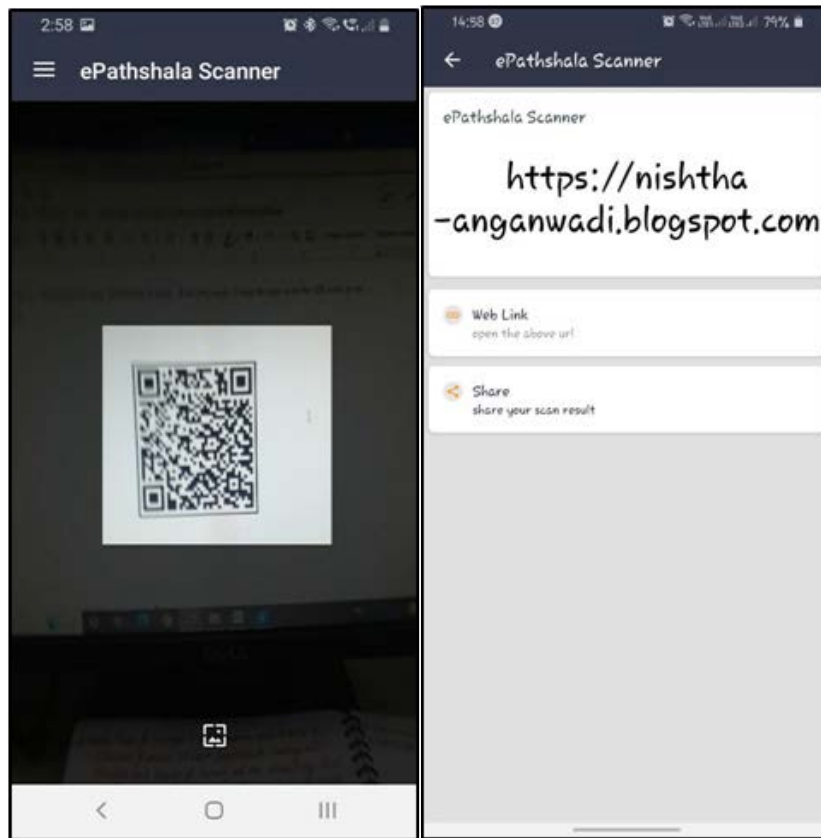
<https://nishtha-ecce.blogspot.com/2022/07/course-01-activity-2-reflect.html>

Paste the link in the browser' address bar to access the blog post

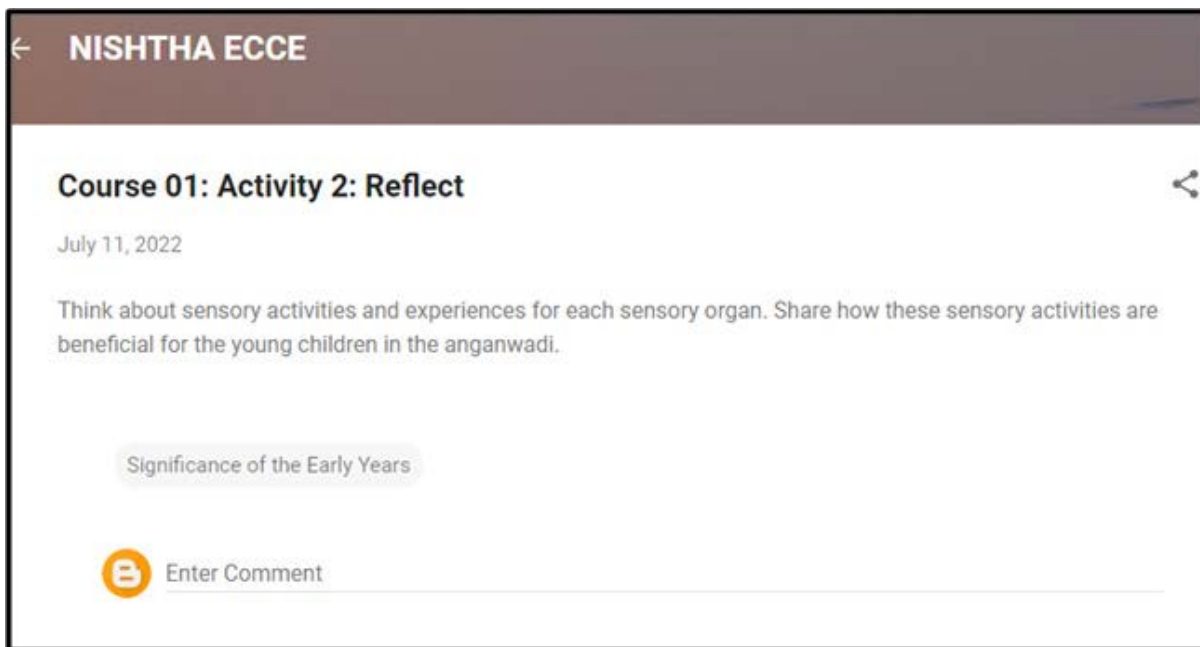


*Option 3:* Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.



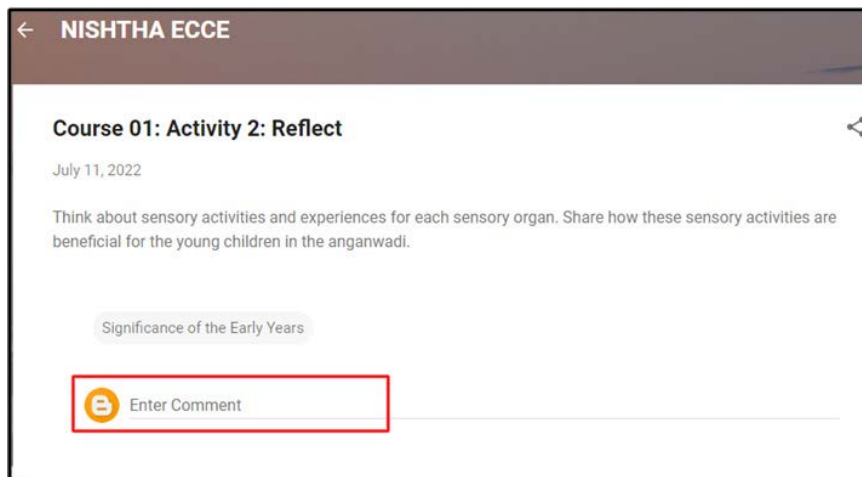


**Step 2: Following any of the above option will take to an external site as shown below**

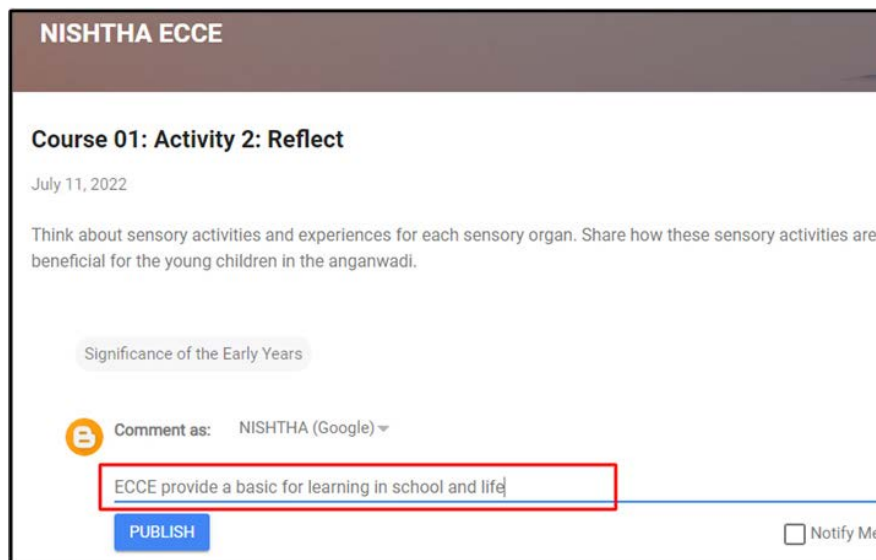


**Step 3: Post your response**

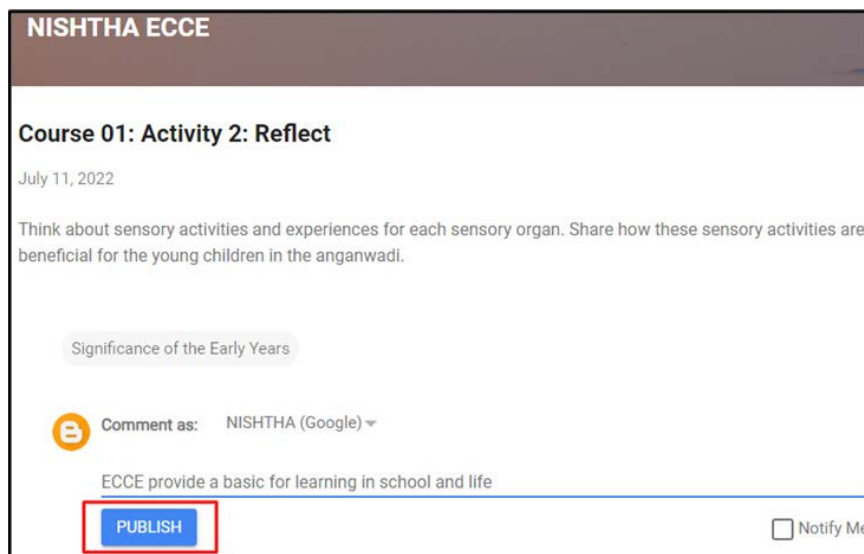
- ☀ Read the given activity
- ☀ Click on **Enter your comment**



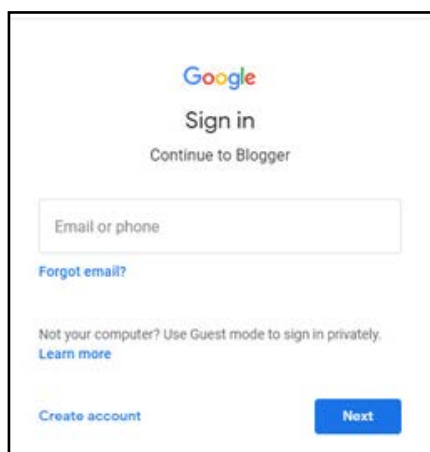
- ☛ Type your response in the comment box.



- ☛ Click **PUBLISH**



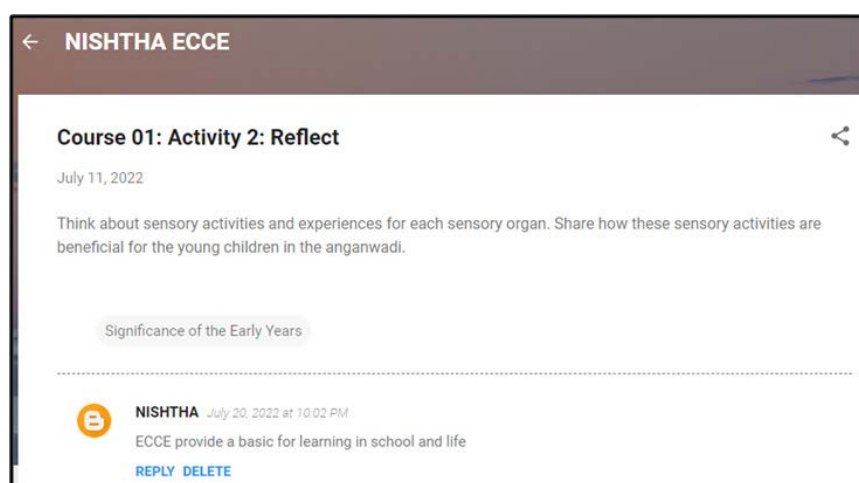
- ☛ If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- ☛ After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- ☛ Click on **PUBLISH**. The comment will be posted.



## 2.5

## Understanding Child Development and Domains of Development

*Development* as we know is a continuous process and development of young children consists of changes that occur in children over a period of time. This means that all human beings develop through more or less same stages e.g. *an infant first learns to roll over on his stomach, then sits up, then crawls followed by standing up and walking. Similarly, in language development, the child first makes incoherent sounds - gurgles, then babbles followed by first words, two- word phrases and then sentences.* What is noteworthy is that all children may have a different pace of development and follow their own pathway and yet the process of development has certain commonalities that are universal. For instance:

- ▲ Development is the orderly appearance, over time, of physical structures, psychological traits, behaviour and ways of adapting to the demands of life.
- ▲ Development refers to a progressive increase in skill and the capacity to function.
- ▲ Developmental changes are both qualitative and quantitative.

A child grows and develops continuously from the time of birth. Though the child develops as a whole, there are different changes that occur in different dimensions as the child grows up. These changes occur in various dimensions. For instance, the child starts talking, running and making friends, begins to make meaning of the world and understanding 'concepts' and so on. These aspects are referred to as *domains* of development.

Development in human beings is typically seen in five domains: Physical-motor, Language, Social-emotional, Cognitive and Creative and Aesthetic Appreciation. These domains are interrelated and to an extent interdependent. For example, malnutrition can cause stunted physical development which in turn may lead to delayed physical-motor capabilities and cognitive capabilities, further impacting socio-emotional development as it restricts the child's ability to participate and interact with children of the same age in the same capacities.

When a preschool teacher or an anganwadi worker understands a child and knows how she/ he develops, it becomes easy for her/ him to plan programmes and activities for each developmental domain and also see how the child is progressing and learning.

## 2.6 Activity 3: Domains of Development - Explore

Do the activity by scanning the QR code



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_3135840947535298561386](https://diksha.gov.in/play/content/do_3135840947535298561386)

## 2.7 The Developmental Goals and Subsumed Domains of Development

An early childhood education curriculum should ensure that opportunities for development in each of the above domains are available to all children. The experiences and activities should enhance all round development of children, considering all domains of development that are subsumed in the developmental goals. A quality ECE programme for anganwadi children should provide experiences and activities for the three developmental goals.

The three Developmental Goals (DGs) define the key areas of development that an early years programme must cater to. The three developmental goals (DGs) are as follows:

- ▲ Developmental Goal 1 - Children maintain good health and well-being
- ▲ Developmental Goal 2 - Children become effective communicators
- ▲ Developmental Goal 3 - Children become involved learners and connect with their environment

The five critical domains in a child's development - *Physical and motor, socio-emotional, cognitive, language and literacy and creative art and aesthetic appreciation* are all merged and subsumed into these three developmental goals and these are overlapping and connected indicators of a child's ability to succeed in a school setting. These developmental goals are interconnected and interdependent on each other.

## 2.8

## How these Three Developmental Goals and Five Domains of Development are Interrelated with Each Other

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

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### Transcript

**Dr. Romila Soni:** Let's understand how to plan play activities for the Developmental Goal 1 i.e. "Children maintain good health and well-being". Just have a look at these activities and try to understand how the particular activity although planned for goal 1 but how it is also covering goals 2 and 3. In other words it would help you to understand how these three goals are interdependent and interconnected.

Look at these children and try to understand what they are doing and how they are learning and what developmental goals the activities are catering for?

**Teacher (Priyanka):** Vividh, Now I am going to throw this big ball. Catch.

**Vividh:** I will throw you this big ball to you.

**Teacher (Priyanka):** Yes, now one more time I am going to throw this small ball. Try to catch.

**Vividh:** Okay, now you can catch this small ball.

**Teacher (Priyanka):** Now Vividh come here. Which one is the biggest ball?

**Vividh:** This one is the biggest ball.

**Teacher (Priyanka):** Yes, now which one is the smallest?

**Vividh:** This one is the smallest.

**Teacher (Priyanka):** Very good, this one is the big. This one is the ...

**Vividh:** Small

**Teacher (Priyanka):** Very good.

**Dr. Romila Soni:** So, you have seen how children enjoyed playing ball games for gross motor skills planned for Goal-1? Although it was planned for goal 1 but the child also learnt mathematical vocabulary; i.e. when the child was calling out the words big, small, smallest ball, biggest ball... also covering foundational literacy and numeracy. So, you have also touched Goal 2 “Children are effective communicators”. The child also learnt the pre-number concept i.e. size and seriation with no efforts and in a fun and play way manner. So, in a fun way, you have also covered the Goal 3 “Children are involved learners and connect with their environment”. As the ball game activity covered the pre-number concepts under the foundational numeracy. Let’s watch this very joyful musical activity where all the three goals are covered.

*Hum aage aage aate hai*

*Hum aage aage aate hai.*

*Hum peeche peeche jaate hai*

*Hum peeche peeche jaate hai.*

*Aur phir hum ghoom jaate hai*

*Aur phir hum ghoom jaate hai.*

*Hum upar upar jate hai.*

*Hum upar upar jate hai.*

*Hum niche niche aate hai.*

**Dr. Romila Soni:** Similarly, you can think about some story and link or plan the activities catering to all the three developmental goals. For example, tell children a story of, “The pigeons and the hunter” and later do a dance drama or dramatization on the story where children can enact like pigeons and one child can become a hunter. This would help them to release their pent-up feelings as they act out the story.

- ▲ They learn also the new words.
- ▲ They will also learn about spatial sense during dramatisation and role play.
- ▲ They will also learn about the values of “staying together” in a very easy way without you emphasising on the moral of the story.



So, you will find that children are –

- ▲ Moving their bodies,
- ▲ Learn socialization when work together,
- ▲ Deliver the dialogues and express emotions,
- ▲ Learn about spatial sense and also
- ▲ Learn counting when they are counting the number of pigeons.

Think about more such activities, how you can make stories connected to all the three developmental goals? Let's have one more example of DIY toys i.e. do it yourself toys using waste materials.

**Teacher (Priyanka):** So kids, today we are going to make a DIY. Look at here, what is this?

**Children:** A giraffe

**Teacher (Priyanka):** Yes, we make this giraffe with the DIY. So you all are ready for this?

**Children:** Yes.

**Teacher (Priyanka):** You all are excited? Both of you excited?

**Children:** Yes

**Teacher (Priyanka):** So let's start. So this is a shoebox and this is .... what is this? You can tell me.

**Children:** Play cap

**Teacher (Priyanka):** Play caps. So, we can use as a wheel. Okay! So we will decorate it and how we decorate it, you decorate it with the help of?

**Children:** Paper

**Teacher (Priyanka):** Paper

**Children:** Colourful paper.

**Teacher (Priyanka):** Colourful paper. Yeah. I'll put it here. Then pull it. Yes. This is your wagon car.

**Dr. Romila Soni :** What the children have learnt from this activity?

- ▲ They have developed Fine motor skills,
- ▲ Imagination and Creativity,
- ▲ Language development,
- ▲ Math and related vocabulary,
- ▲ Working together which is very good for their well-being.

I hope now you understood about, how these three developmental goals are interconnected, interrelated and interdependent.

## 2.9 Activity 4: Share Your Ideas

Think of one play activity for each domain of development. Share your ideas on how you planned the activity for each domain of development.

Steps to be followed:

### Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

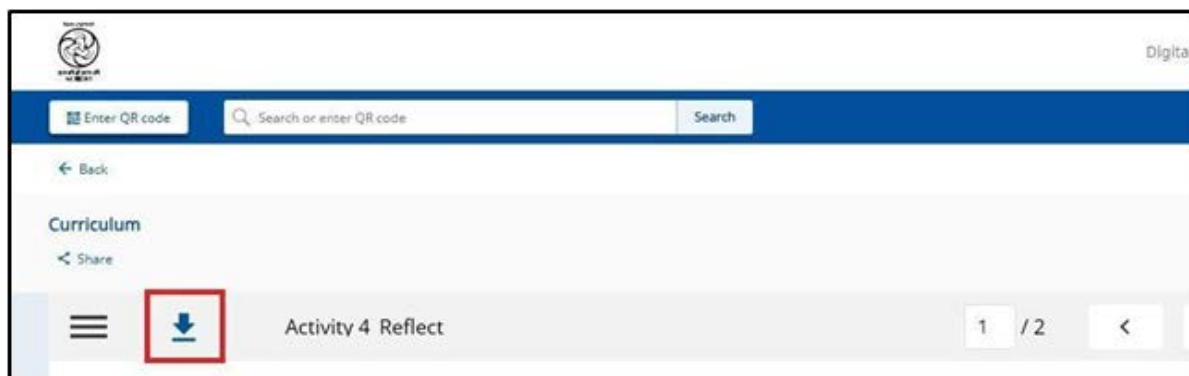
*Option 1:* Type the URL in a browser <https://tinyurl.com/ecceEc1a4>



*Option 2:* Download this pdf from DIKSHA and copy this URL.

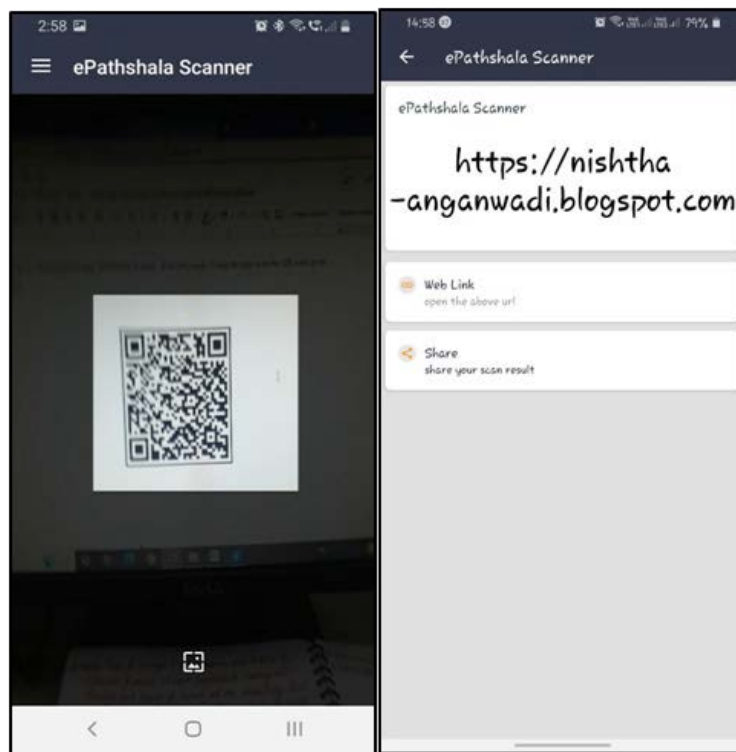
<https://nishtha-ecce.blogspot.com/2022/07/course-01-activity-4-share-your-ideas.html>

Paste the link in the browser' address bar to access the blog post



*Option 3:* Install mobile app 'ePathshala Scanner' from play store. Using the app, scan the QR code given below.





**Step 2: Following any of the above option will take to an external site as shown below**


## NISHTHA ECCE

### Course 01: Activity 4: Share Your Ideas

July 11, 2022

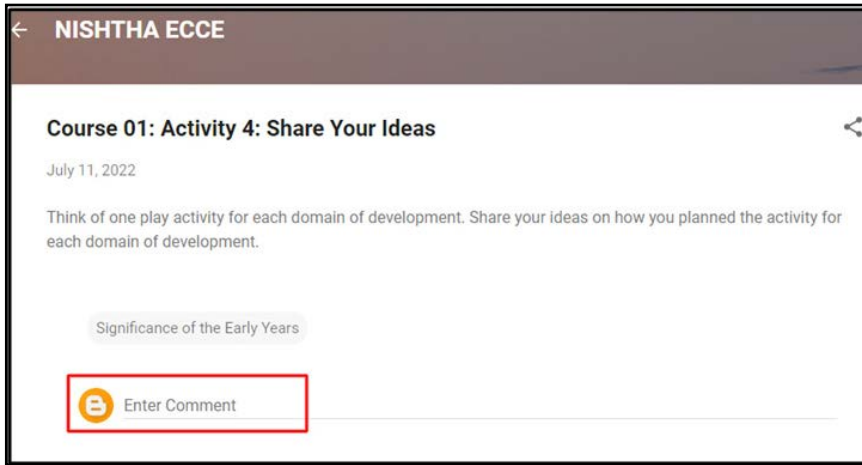
Think of one play activity for each domain of development. Share your ideas on how you planned the activity for each domain of development.

Significance of the Early Years

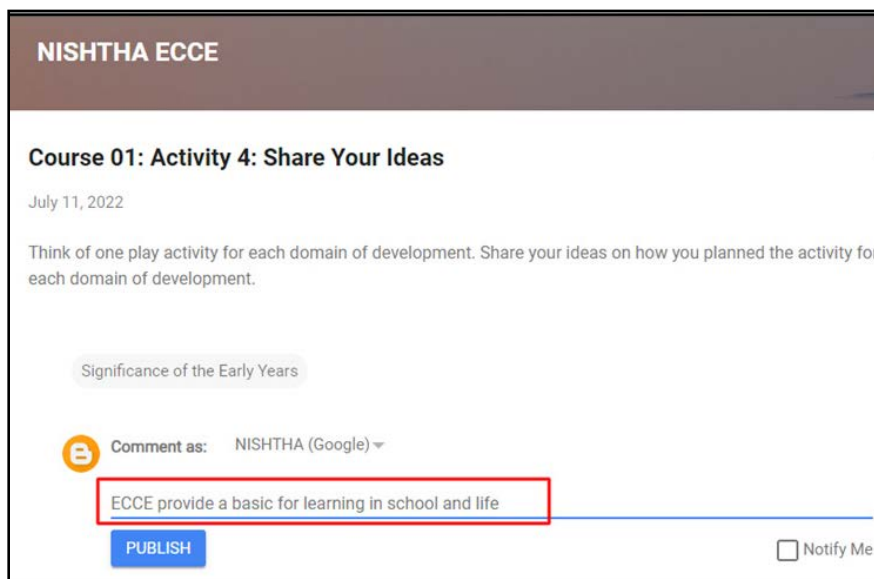
 Enter Comment

**Step 3: Post your response**

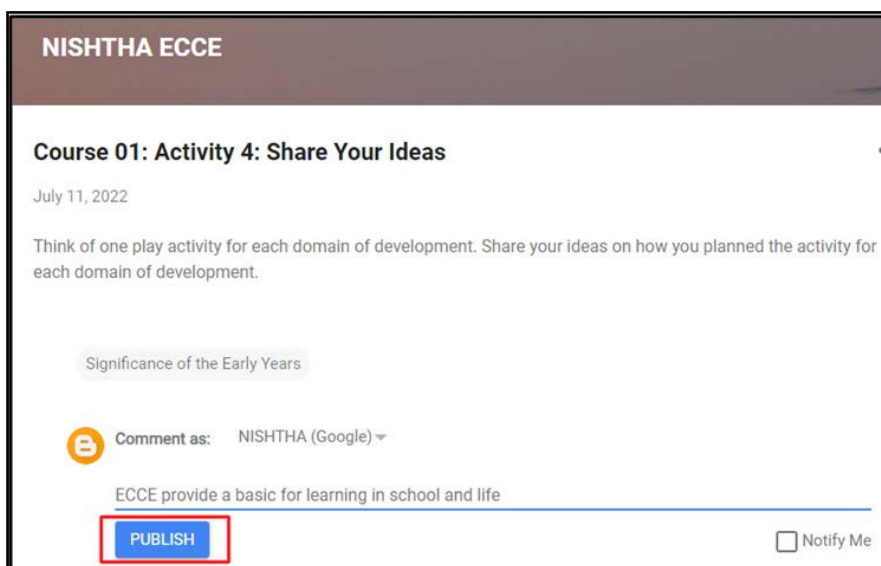
- Read the given activity
- Click on **Enter your comment**



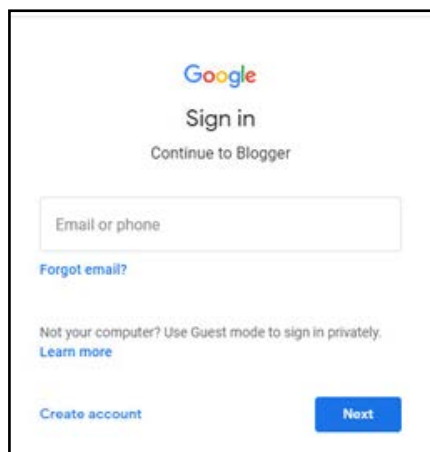
- ☛ Type your response in the comment box.



- ☛ Click **PUBLISH**



- If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- Click on **PUBLISH**. The comment will be posted.



••• **Module 3** •••

**Specific Characteristics  
of Children at  
Different Ages**



# Module 3: Specific Characteristics of Children at Different Ages

## 3.1 Age Specific Characteristics of Children

All children develop at their own pace, but the milestones give you a general idea of the changes to expect as your child grows. It is important for preschool teachers/ anganwadi workers, parents and all those who work with young children to understand exactly what happens during these early stages of development. This allows them to meet a child's needs effectively and ensure that they have the best start in life. The skills listed below are somewhat universal in nature, with individual child-wise variation. Some of these developmental changes may happen without focussed inputs – through the child's natural course of development. For example, a child tip-toeing, or hopping. It is important to note that all the skills/milestones listed below are not 'learning outcomes' to be judged by curricular inputs and assessments. These are indicative developmental progressions that can be enabled through early years play and activity-based programmes and these changes and progression can be observed in children over a period of time.

*Three-year-olds* love to talk and listen, but they also need activity and movement, with major emphasis on large-muscle activity. They enjoy dramatic play, wheel toys and climbers, puzzles and blocks and opportunities to talk and listen to simple stories. *Four year olds* enjoy a greater variety of experiences and more small-motor activities such as using a pair of scissors, doing art work, playing with manipulative objects like puzzles and cooking. They are able to concentrate better and remember as well as recognise objects and toys by shape, colour, or size.

*Four year olds* develop an understanding of basic mathematical concepts and problem-solving skills.

*At 3+ children* like to play with two or three others; *by 4+* they can readily participate and cooperate in activities involving five to eight children in a group and are also ready to manage and handle group play independently.

*Some 4 year olds and most 5 year olds* combine ideas into more complex relations (for example, number concepts such as one-to-one correspondence)

and have growing memory capacity and fine motor physical skills. *Some 4 year olds and most 5 year olds* display a growing interest in the functional aspects of written language, such as recognising meaningful words and trying to write their own names.

Activities designed solely to teach the alphabet, phonics and penmanship is much less appropriate for this age group than providing a print-rich environment that stimulates the development of language and literacy skills in a meaningful context. *Most 4 and 5 year olds* can go beyond the child's immediate experience of self, home and family. *Five year olds* develop an interest in the community and the world outside their own and enjoy special events and trips.

Six-year-olds are active and demonstrate considerable verbal ability and develop concepts and problem-solving skills based on these experiences. By now, children are able to understand rules and play elaborate games with rules. Competitive and team games can come only after this stage has been reached. Therefore, hands-on activity and experimentation are more appropriate for this age group than fatiguing mechanical seatwork.

It is important to reiterate here *that each of these age-range presented above are indicative universal age range*. Depending on the context of the child, these milestones may be achieved sooner or later.

It is further critical for all early educators to understand, that children *should not be* labelled as 'slow' learners or having delayed development if any of these milestones are not apparent in children's behaviours. These characteristics provide a broad progression of abilities and therefore, it may give input to the teachers and parents on overall development. For any specific concerns or skills not observed for a long period of time and a visible delay in development, the child must be referred to a trained professional such as a paediatrician or disability expert.

### 3.2 Activity 5: Play-Based Activity - Try Yourself

List two play-based activities for the preschool/ anganwadi children.



### 3.3 Knowing your Young Children

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_31358842366922752011452](https://diksha.gov.in/play/content/do_31358842366922752011452)

#### Transcript

Each child is unique and there is a definite pattern of a child's development. Each child's development is influenced by her or his heredity, environment and nurture. Young children generally learn by concrete materials, practice and repetition. Young children are self-centred and they see everything around them from their own point of view. You may find that there are individual differences in children. We should accept the right of every child to learn in her or his own pace and style. You must be observing that children mostly learn through imitation like they copy you and talk like you, they do the same behaviour as you do and so on. At this age, children are very active and energetic. Young children are very curious and eager to learn new things if offered in an interesting way and they get motivated when given opportunities and encouragement. As abstract thinking is not yet developed in children at this stage, they learn better from concrete, joyful and playful experiences.

Thus, you should encourage them to discover their immediate environment, explore it, rather than giving them abstract worksheets. Remember, that their attention span is short and they cannot concentrate on one activity for a long time. Children take more interest in small group activities and are benefitted by them rather than in a large group. It becomes easy for you also to observe their progress in learning. Children like repetition, especially they love to listen to the same stories again and again.

So, when you keep these specific points in mind, you will be able to plan a good ECE programme for your young children.

Thank you.

### 3.4 Activity 6: Check Your Understanding

Do the activity by scanning the QR code



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••• **Module 4** •••

**Play and Early  
Learning of Children**



# Module 4: Play and Early Learning of Children

## 4.1 Ways Children Learn

Most teachers are aware that young children learn better when they engage in hands-on activities, often known as learning by doing. The National Curriculum Framework (NCF-2005) clarifies that *“Children learn in a variety of ways – through experience, making and doing things, experimentation, reading, discussion, asking, listening, thinking and reflecting and expressing oneself in speech, movement or writing – both individually and with others. They require opportunities of all these kinds in the course of their development”*. All these are possible when children are given:

**Playful learning experiences:** Play is the most effective way to give children hands-on experiences. Children improve their thought, vocabulary, imagination, speaking and listening skills through imaginative play, whether they are reconstructing real situations or creating imaginary worlds. This prepares them for communicating and engaging effectively with others. Play that really engages a child, play that a child will focus on and stay with even when problems arise. Curiosity about the environment, initiative and problem solving, concentrated attention and perseverance are only a few of the learning approaches through which, children develop. In the early years, parents can help children develop their skills by playing with them. It supports their learning.

**Responsive and supportive interactions:** Children learn through interactions they have with their parents, families, caregivers, teachers and communities. As a result of these nurturing relationships, they grow to be safe, optimistic, curious and communicative. These experiences and relationships teach children how to manage their feelings and communicate with others in a healthy manner. With interactive, encouraging and positive attitudes, children learn well. There are three types of interactions, ‘peer interaction’, ‘adult interaction’ and ‘material interaction’ that need to be provided in the classroom. The details of different types of interactions are given in the consecutive sections.

**Creative environment for experiential learning:** Children learn when active and direct encounters with their surroundings are provided, which enables them to build their knowledge with the help of teachers and peers. To encourage and cultivate a child’s curiosity about the world, a successful early learning environment includes a variety of interactions. Remember, when learning is

built, it lasts. Children begin to investigate the next level of knowledge at an early age and the spiral in learning continues. Children must be equipped with developmentally appropriate resources, interactions and obstacles to assist them in building their own understanding.

**Children learn holistically:** Young children learn holistically, which means they absorb information from all sources at once. Something they learn from one experience and they connect with another which is seemingly unrelated and thus develop a connection to build context and meaning.

**Children learn through their senses:** Young children learn a great deal through their senses, which become finely tuned even before they master language or thinking skills. They need many opportunities to use all of their senses to investigate the objects and materials around them. This allows them to discover, investigate, create and test ideas, make choices, resolve obstacles, cultivate empathy, build resilience and solve problems on their own, enabling them to become self-sufficient, optimistic and capable individuals.

**Children learn through the arts:** Young children can learn holistically, through play, with all their senses and at the same time, through the arts. For example, a single body movement session may support physical development by creating body shapes that stabilise, co-ordinate and flex limbs; emotional development by establishing trusting relationships while practising balance or massage; cognitive development by counting jumps or devising rhythms and patterns of movement; linguistic development by articulating the sounds of the movement such as wriggle, jump, etc.

## 4.2 How Children Learn?

Watch the Video



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Or

Click on the link

[https://diksha.gov.in/play/content/do\\_3135842007351623681768](https://diksha.gov.in/play/content/do_3135842007351623681768)

## Transcript

Let's learn about how young children learn in their foundational years?

First condition is to provide stimulating and enabling environment where children have easy accessibility to toys, books and play materials, where they can act on objects and such environment needs to be print and numeracy rich environment. The best answer to how children learn is:

Children learn through hands-on experiences. It means hands-on experiences which is very beneficial to children but what exactly do we mean when we say, "hands-on learning"?

Hands-on learning means where children instead of just listening or doing teacher guided activities get engaged with toys, play materials, objects, designing, constructing with objects, talking and socialising with others and thus learning new words. Hands-on learning means 'learning by doing'. For example, let's look at these children. What they are doing? What and how they are learning?

**Himani:** Where is cylinder?

**Sara:** You need a cylinder. Here, if you need more cylinders then take.

**Himani:** No. I need this bird.

**Sara:** Okay, you can take mine also. Okay, I can put something else here. I can put this.

**Himani:** Red blocks.

**Sara:** Himani.

**Himani:** I want a blue cylinder.

**Sara:** Okay, I can take this. Himani, can you also help me?

**Himani:** Yes.

**Narrator:** As they play with manipulatives, these children try to solve problems, explore, experiment, create and construct something.

**Sara:** I need this one. Can I take?

**Himani:** Yes.

**Sara:** Now one cute birdy. No, no, no. I wanna remove this. Don't break. You need one bird.

**Himani:** Yes.

**Sara:** You can take mine. Himani, you can give me a small bird, please? I have an idea. You can keep one bird together. Yeah, I can take small one.

**Himani:** One, two, three, four. I have four cylinders and you have three cylinders.

**Sara:** One, two, three. I have 3 cylinders, you have four cylinders.

**Dr. Romila Soni:** Himani, what you have made?

**Himani:** I have made a birdhouse.

**Dr. Romila Soni:** Okay. It's a bird house. Can you tell me one thing? If you will keep this block on the top of your tower, what will happen?

**Himani:** It will not have balance and it will break down.

**Dr. Romila Soni:** Oh, Yes. That's a pretty smart answer. Why it'll happen?

**Himani:** Because it is big and these all are small.

**Dr. Romila Soni:** Okay Sara, what you have made?

**Sara:** I have made a bird's nest.

**Dr. Romila Soni:** This is a bird's nest. Okay, Very good! And whose bird is the big bird and whose bird is the small bird.

**Sara:** That is a big bird and this is a small bird.

**Dr. Romila Soni:** This is a small bird. Okay, very good. Can you tell me how many red blocks you have?

**Sara:** Three.

**Dr. Romila Soni:** Just show me... three

**Sara:** One. Two. Three.

**Dr. Romila Soni:** Yes! Okay! And how many yellow blocks?

**Sara:** One..

**Dr. Romila Soni:** One. That's very good. So both of you have done a very good job, so clap for yourselves.

So, you have seen how young children learn to solve problems. As they solve maze as they answer to your open-ended questions. Learning by doing, encourage children to manipulate objects, participate in activities, try out new ideas, find solutions to problems, satisfy their curiosity and create new inventions. Such kind of a play experiences offer practice in problem solving, creativity and critical thinking, providing the base for the most needed Foundational Numeracy and Literacy. As these children act on objects they learn

about the physical properties of different objects. For example, as they enjoy clay modelling, sand play, they pound the clay, pat it and create things out of it. Let's take an example of playing with a ball. When they play with a ball they came to know that it can be rolled. Oh, yes, it can be bounced. They learn about the texture of objects. Whether it is soft, hard, rough or smooth. When they play with toy vehicles they learn about number of wheels, big wheels, small wheels, their colours and so many things. Another thing is that children learn to make relationships between objects as they explore objects. For example, when a child in the block building area looks for more cylindrical blocks to make a tower taller, she makes relationships between blocks that are cylindrical and those that are not. Similarly, block building involves one to one correspondence counting with purpose, matching, sorting and fitting blocks to spaces. Even when they attach one clothes pin to each of the cloth, they are doing one to one correspondence and moving towards foundational numeracy. When children put beads of different colours on a string, what they are doing? They learn cardinal and ordinal numbers as well as patterning and colour discrimination. Therefore, you as teachers must support the children's learning about new ideas, concepts by providing variety of play material, toys, objects and concrete activities that lead them to manipulation, exploration, experimentation and thus they will learn new vocabulary.

### 4.3

## Learning through Picture Reading Posters and Open Ended Questions

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_3135842080789544961773](https://diksha.gov.in/play/content/do_3135842080789544961773)



## Transcript

Let's see how to sharpen young children's problem solving skills through open ended questions.

**Dr. Romila Soni:** Himani and Sara, I have some questions for you. Okay, so you have to listen it very carefully and then you have to answer. Okay, Himani, first is for you. What you will do if you will get locked in the classroom? What you will do?

**Himani:** We will shout and we can knock the door.

**Dr. Romila Soni:** Okay, you will shout and you will knock the door and still no one will be there then what will you do? Okay, let's ask Sara. Ok, Sara what you will do?

**Sara:** I will take a piece of paper and I will write on it and throw the paper out of the door, then I will wait for some hours.

**Dr. Romila Soni:** Very good! Okay she will write a note on the paper and throw it out of the window or the door. So that anyone can get it and help Sara and Himani. Very good, a clap for you. Very good! Okay, I have other question for you. Tell me in what different ways you can cool a glass of milk?

**Sara:** I can dip a glass in water in snowfall.

**Dr. Romila Soni:** You will keep the glass in the water and you will also keep under the snowfall. Oh... that is a wonderful answer. Okay and if there is no snowfall then?

**Sara:** Then I can keep where is ice.

**Dr. Romila Soni:** Okay, You can keep it near the ice or in the ice. Okay! What will you do Himani?

**Himani:** I will put it in the refrigerator.

**Dr. Romila Soni:** Okay anything else you can think of?

**Sara:** I can do

**Dr. Romila Soni:** Let's ask Himani, let her answer first.

**Sara:** Can I answer first?

**Dr. Romila Soni:** Okay

**Sara:** We can also put it in the wind.

**Dr. Romila Soni:** Yeah, where there is cool-cool breeze and wind is blowing we can keep it there. Fine! Yes Himani you can answer now.

**Himani:** We can also put in one glass to another.

**Dr. Romila Soni:** Yes, you can pour a very hot glass of milk from one glass to another. Anything else that is coming into your mind? Both of you?

**Sara:** I can also cool it down with fan wind.

**Dr. Romila Soni:** Very good! What she wants to say that she can keep it under the fan. Very good! Anything else you want to say Himani? Okay, Let me ask other very interesting question, right! But you have to listen carefully and now let Sara answer first and then Himani will answer. Fine, Sara tell me the names of three fruits? Listen carefully, you have to tell me the name of three fruits that can be peeled.

**Sara:** Apple, banana, orange.

**Dr. Romila Soni:** Very good. What about you Himani?

**Himani:** Papaya, pomegranate

**Dr. Romila Soni:** Pomegranate and

**Himani:** Orange

**Sara:** Also lichi

**Dr. Romila Soni:** Yes, also lichi. Very Good. Okay one more last question. Tell me the name of one fruit. Now himani will tell me, that has only one seed?

**Himani:** Mango.

**Dr. Romila Soni:** Mango. You like mango?

**Sara:** Yes, I like it a lot.

**Dr. Romila Soni:** Oh very good! Even I like a lot.

**Sara:** and It is a king of fruit

**Dr. Romila Soni:** Now Sara, can you tell me the name of one vegetable that is red in colour?

**Sara:** Tomato

**Dr. Romila Soni:** Tomato! Very good. So clap for yourself.

**Sara:** Can I tell you which is my favorite fruit and it has leaves?

**Dr. Romila Soni:** Which is your favorite fruit? Beatroot?

**Sara:** Litchi

**Dr. Romila Soni:** I also like litchis. Himani, do you also like litchis?

**Himani:** Yes. I like a lot

**Dr. Romila Soni:** Now clap for yourself.

Another very interesting thing you will see that children learn by looking and talking about visuals. Use picture reading posters and ask open ended questions.

**Dr. Romila Soni:** Let's do this activity of picture reading poster. Okay! Himani and Sara are you ready?

**Himani and Sara:** Yes.

**Dr. Romila Soni:** Okay. Let's Look at this village scene. Well, let's see. And just tell me what do you observe in this picture?

**Himani:** The boy is giving food to the hen.

**Dr. Romila Soni:** Ya

**Sara:** The girl is peeling a mango and giving it to the boy.

**Dr. Romila Soni:** What else can you see?

**Sara:** I can see the man is taking milk from the cow.

**Dr. Romila Soni:** Himani, can you tell me what this boy talking to the girl?

**Himani:** The boy is talking to the girl.

**Dr. Romila Soni:** What he is saying?

**Himani:** He is saying that please give the mango.

**Dr. Romila Soni:** And what the girl is saying?

**Sara:** She is giving the mango.

**Dr. Romila Soni:** What reply she has given to the boy?

**Sara:** Take the mango.

**Dr. Romila Soni:** Take the mango. How many mangoes she is giving?

**Himani:** One

**Dr. Romila Soni:** One! Okay Sara, tell me what these two ladies are talking?

**Sara:** Can you help me to mix it?

**Dr. Romila Soni:** Can you help me to mix it? And what the other lady has replied?

**Sara:** Okay, I will help you. But once.

**Dr. Romila Soni:** Okay, So she has said I will help you but only once. Okay! How many hens are there? Just touch, show.

**Himani:** One, two, three, four, five. Five.

**Dr. Romila Soni:** Ok! And a cock is also there?

**Himani:** Yes.

**Dr. Romila Soni:** How many cocks?

**Himani:** One.

**Dr. Romila Soni:** Where is the cock? Yes, Very Good. So you enjoyed looking at the picture.

**Himani and Sara:** Yes

**Dr. Romila Soni:** Okay, then just enjoy and see what they are doing and talk among yourselves what they are doing?

Ask lots of of what-if type questions. What will you do? What will happen? What do you think? type of questions. Children learn by asking and answering questions. So, now you have understood children learn more and better by handling and manipulating and designing with objects. They learn faster and better when they act on objects. They learn about print awareness when they look at books, labels and see writing and print in their surroundings. Children learn by imitation when they observe adult reading books to them, magazines, newspapers and they also get motivated towards print. You have also learnt that children think creatively and critically in safe, secure and nurturing environment. Children think better when they act on objects, they talk, discuss, when they play in small groups. They learn faster while working with materials, objects as this would help them develop intellectually and socially.

#### 4.4 Additional Reading: The Power of Play

The importance of play in early childhood education cannot be underestimated because play is essential to a child's growth and development. Play in early years can promote brain development in many ways, as it provides the child a better understanding of their immediate surroundings and sets the groundwork for later brain growth. Play is an important vehicle for the overall development of children (i.e., physical, motor, social, emotional, language, cognitive and creative and aesthetic development) as well as a reflection of their development. The preschool and anganwadi ECE programme or curriculum therefore lays emphasis on play as a medium that provides opportunities to children to interact with the environment and with one another in order to construct knowledge. Children can express their ideas and feelings through play. Besides, they can observe and understand the world around them. It also helps to build social relations and healthy habits among children. Play is thus valuable in promoting the all-round development of a child. Play becomes an effective medium for imparting ECE. Knowledge acquired by means of play will stay with the child.

Play can be free play and guided play. Free play is initiated by the children and adult supervision is minimal whereas guided play is initiated by the teacher with special learning objectives in mind. The preschool teacher/ anganwadi worker can think of certain play activities that can be offered in small groups where children can also learn to share their toys, play materials with each other as well as explore and learn about the objects. The small group play activities also help teachers to observe children's progress in their learning and how they are behaving with each other. This will be considered as free play. Guided play is where the preschool teacher/ anganwadi worker has certain objectives in her/ his mind and according to that offers play activities for example - 'show and tell activity' where a toy is given to a child and she/ he is asked to describe the toy in her/ his own words or 'number-dot dominoes given to the children to match the number domino card to its matching dot domino card' and so on.

### **Benefits of Play**

Play activities should be planned for all learning areas or domains of development and all children should be encouraged to engage in play activities. For example, for Developmental Goal 1 (*wherein domains like 'physical-motor, social-emotional, creative development are subsumed*), constructing, with stacking the building blocks allows young children to discover maths and science concepts, including shapes, balance and counting. Similarly, free and guided play opportunities can be planned for all the five domains, with care taken that there has to be a balance between free and guided activities. The preschool teacher/ anganwadi worker needs to involve and engage children in making toys using waste and no-cost materials, as this would encourage children to learn about cooperation skills as well as sharpen their thinking, communication, problem-solving and linguistic skills. For this a safe environment needs to be created and toys and play materials that help stimulate the five senses of children selected and provided to them. Children should be encouraged to collect materials from their immediate environment like - different types of leaves, seeds, feathers, pebbles, twigs, petals, different sized bottle caps, lids and so on and then allowed to create and design on their own. To stimulate their thinking and imagination, multiple loose and open-ended materials should be provided to construct and reflect on. For quality play in the preschool/ anganwadi, challenging, age and developmentally appropriate toys, materials and activities should be offered.

Play helps to promote development in all domains: children develop their gross motor skills as they learn to reach, grasp, crawl, run, climb and balance. The more they play with manipulatives and toys the more their fine motor skills

gets strengthened. Children grasp the concepts and skills faster and better as they learn to solve and fix problems through play like when they fix puzzles, solve mazes and answer open ended questions. They observe and explore the immediate environment around them and learn about colours, shapes, sizes etc. As they handle the things and toys in a concrete way, it enhances their memory skills as well as widens their attention span. Children learn to express and get command over their language and literacy skills as they listen to others, discuss their roles as they act out the story and practice turn taking while delivering the dialogues. They learn about social desirable behaviour as they wait for their turn, cooperate and play by the simple rules. These playful experiences help children to grasp learning faster and better.

... **MODULE 5** ...

Preschool and its  
Caregivers



## Module 5: Preschool and its Caregivers

### 5.1 Empowering the Preschool Teacher/ Anganwadi workers

Let's understand your role as a mentor and also the role of the preschool teacher/ anganwadi worker.

We all know that a child is the product of the environment in which she/ he grows up. The young child interacts with and is influenced by parents and other family members in the micro system of the home. You have to guide the parents of your preschool centre/ anganwadi that they have to talk, interact and play with their children. You also have to guide them about how to play, what to talk and how to help their children interact with and explore the immediate environment. The interaction with people around, objects in the environment and the experiences with the objects and people- all this determines the pathway of a child's development. As the child starts growing up, the environment of the child expands to include other microsystems like the neighbourhood and anganwadi or a pre-school. So, besides home, anganwadi or a preschool is the next most important microsystem of the child and in this preschool/ anganwadi, the teacher or the anganwadi worker takes on the most crucial role of caring for the child. The preschool teacher/ anganwadi worker provides a stimulating environment and helps in enhancing the child's development and growth to reach the optimal level.

We all know that whatever planned at the macro level, it cannot be realised without a close involvement of preschool teachers/ anganwadi workers and educators. If the national aim of making ECCE universal has found wings through the NEP 2020, it can only be realised by the proactive involvement of preschool teachers/ anganwadi workers and teacher educators. You and preschool/ anganwadi teachers can help in planning with the resources available, go in the midst of people in the community to explain the need for ECCE. You can approach local leaders and community people to come forward and contribute through resources and time for providing ECE to all children in the community. And most importantly, you can ensure that the ECE programmes are activity and play based and children learn better and faster from this. You can ensure them how these practices are age and developmentally appropriate and will not harm their children.

You as an ECCE educator or preschool teacher/ anganwadi worker must develop a passion for teaching and interacting with young children. You must



know the content that is to be transacted in the preschool/ anganwadi and at the same time should be ready to face day-to-day challenges in dealing with young children in your centre. You need to have creativity, adaptability, patience, responsibility, resourcefulness and a good sense of humour. You need to guide your anganwadi workers to develop skills in creative and performing arts such as singing, dancing, story-telling, organising puppet shows and art and craft work. Knowledge of computers are additional assets for you and the preschool teachers/ anganwadi workers.

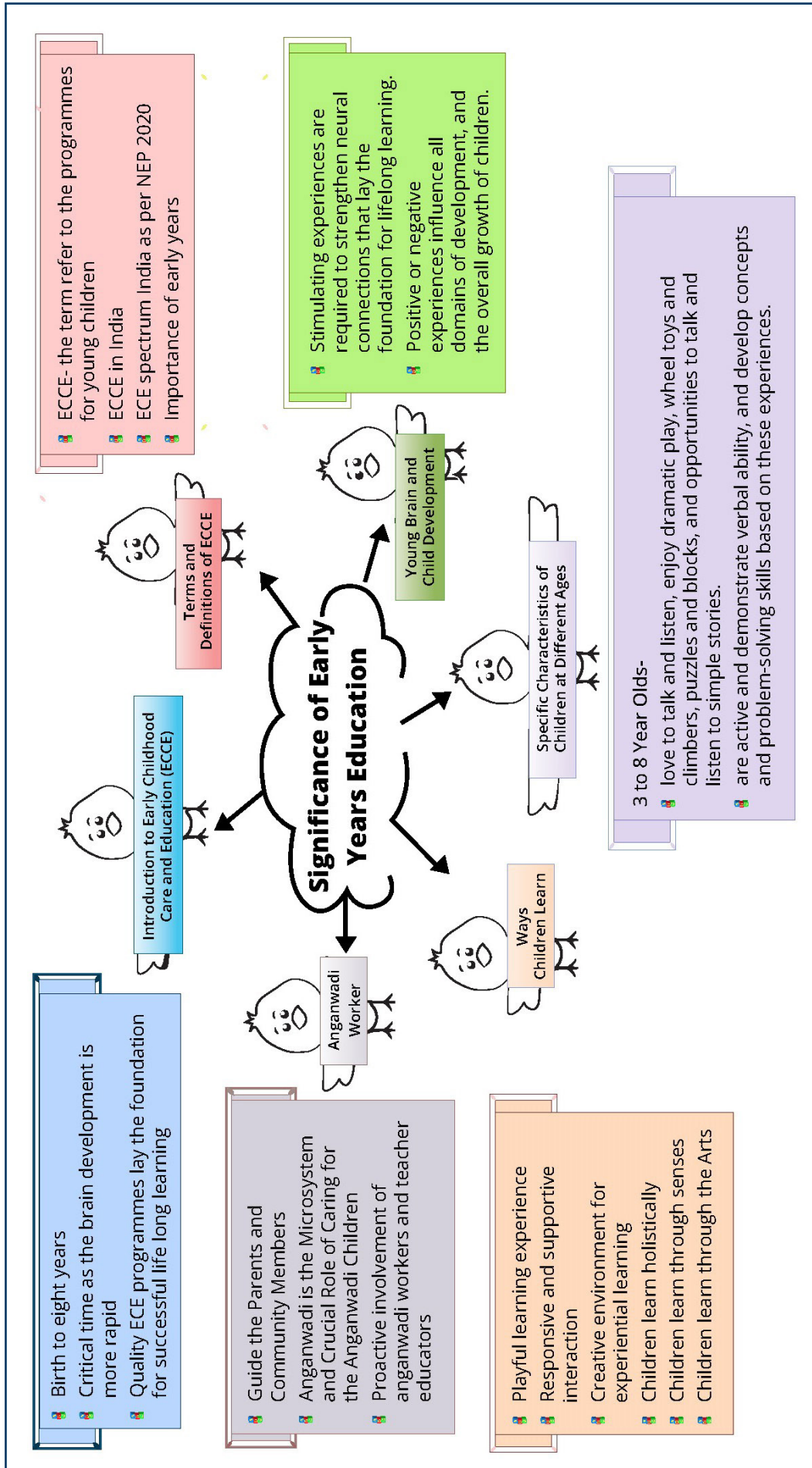
You need to guide the preschool/ anganwadi teachers in planning the play experiences, identifying and procuring resources for early learning as well as creating a conducive social and emotional environment in the centres where all children play and learn. The classroom organisation should encourage child to child interaction-one of the most crucial aspects for learning. The child learns from interaction with the teacher herself/ himself, objects and play material and other children. It is interesting to note that besides interaction with her/ his own self, the interaction of the child with material as well as other children is also determined by the teacher. Thus the role of the preschool teacher/ anganwadi worker is very crucial in an early childhood classroom.

Overall ecological system of the child including parents and other caregivers, along with the teacher is significant for the development of young children.

#### Do Yourself

Share your ideas about basic five responsibilities of the Preschool teacher/ anganwadi worker in providing quality ECCE programme apart from her register work.

# Summary



# Portfolio Activity

## Assignment

Develop two activities in the following format for your anganwadi children using play as the main vehicle of early learning:

- ▲ Age Group of Children:
- ▲ Objectives:
- ▲ Play learning material and preparations:
- ▲ Name and description of the Activity:
- ▲ Key Ideas/ Content coverage:
- ▲ Prior Knowledge:

# Additional Resources

## References

- ▲ Position Paper National Focus Group on Early Childhood Education. 2006. New Delhi. [https://ncert.nic.in/pdf/focus-group/executive\\_summary.pdf](https://ncert.nic.in/pdf/focus-group/executive_summary.pdf)
- ▲ NCERT. (2008). Early Childhood Education: An Introduction. New Delhi
- ▲ Soni, Romila & Sangai, Sandhya (2015). Smooth and Successful Transitions [https://ncert.nic.in/dee/pdf/smooth\\_successful.pdf](https://ncert.nic.in/dee/pdf/smooth_successful.pdf)
- ▲ Soni, Romila & Sangai, Sandhya (2016). Young Children in Motion [https://ncert.nic.in/dee/pdf/young\\_children.pdf](https://ncert.nic.in/dee/pdf/young_children.pdf)
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- ▲ Soni, Romila (2019). How can Parents Support their Young Children's Early Learning at Home [https://ncert.nic.in/dee/pdf/booklet\\_for\\_Parents.pdf](https://ncert.nic.in/dee/pdf/booklet_for_Parents.pdf)
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- ▲ NCERT., ECE – An Introduction (2021 reprinted) <https://ncert.nic.in/dee/pdf/Earlychildhood.pdf>
- ▲ Soni Romila.(2021 reprinted) Readiness Activities for the beginners (Vol. 1 and 2) <https://ncert.nic.in/dee/pdf/readinessactivitiesvol1.pdf>  
<https://ncert.nic.in/dee/pdf/readinessactvol2.pdf>
- ▲ Singh Savitri (2016) Khel Khel Mai. NCERT. New Delhi <https://ncert.nic.in/dee/pdf/khelhkel2016.pdf>
- ▲ Soni, Romila.(2017), Darpan – Activity Book on Cleanliness and Good Habits [https://ncert.nic.in/dee/pdf/darpan\\_20.pdf](https://ncert.nic.in/dee/pdf/darpan_20.pdf)

## Weblinks

- ▲ Pre-School Education - <https://www.youtube.com/watch?v=0GPBUPua7wk>

# NISHTHA (ECCE)

An Integrated Training Programme for Teachers  
and School Heads' at Pre-primary and Primary  
Stage of Education



## COURSE 02

### Planning a Play-Based Learning Environment



National Council of Educational Research and Training  
Sri Aurobindo Marg, New Delhi-110016

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# COURSE OVERVIEW

## Description of the Course

This course provides an overview on planning for a learning environment and quality ECE programme in preschools/ anganwadis. This would help the learner to design a play-based learning environment and also devise the play based experiences for all the young children.

## Keywords

NISHTHAECCE, PLAY BASED, PLAY ACTIVITIES, PLANNING, PEDAGOGY, BALANCED CURRICULUM, LEARNING ENVIRONMENT

## Objectives

*On completion of this Course, the learners will be able to:*

- create a physical play environment for early learning.
- design both indoors and outdoors space for activities.
- comprehend the principles of planning for an ECCE schedule.
- plan for play and activity based learning.
- select and use age appropriate pedagogical practices with in-built assessment.



## Course Outline

- The physical play and early learning environment
- Zoning of interest areas for small group play
- Use of toys and play materials
- Balanced ECCE curriculum
- Principles of planning for an ECCE schedule/ routine
- Prior planning around three developmental goals
- Theme based and activity based planning: yearly, monthly, weekly and daily plans
- Developmentally appropriate assessment

••• **Module 1** •••

**The Preschool or  
Anganwadi and its  
Environment**



# Module 1: The Preschool or Anganwadi and its Environment

1.1

The Physical and Play Based Learning Environment for the ECCE Settings

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_313588989823131648162](https://diksha.gov.in/play/content/do_313588989823131648162)

Transcript

Dear learners, Welcome.

You are going to learn about the physical and play-based learning environment for the preschool and also about how to plan it. One of the most important components of preschool is its play and learning environment i.e., how the preschool teacher or the anganwadi worker is exploring and organizing the space? A well-designed emotionally supportive environment, both indoor and outdoor that supports exploration, gives children a sense of belonging and enables them to engage in focussed and self-directed play and learning. The indoor and outdoor play areas form the physical environment for facilitating learning for the children. The preschool physical environment for children's play must have the certain facilities like for example - adequate space for play activities, both for small and whole group, inside and outside the preschool or anganwadi. Interest areas for free small group play for example, literacy area, math or manipulative area, doll and dramatic play area, discovery area and art

area. Sufficient indigenous toys and play learning materials for all children and thoughtfully and carefully planned joyful daily schedule. The indoor space of the preschool or anganwadi can be divided into activity areas where children can play in small groups and explore toys and materials. Apart from offering choice time to children, free play in these areas is a great opportunity for all children to develop skills like working in groups, sorting objects, solving small problems and conflicts, decision-making, cooperating with others, interaction using language to express their ideas and thoughts to accomplish a task or play activity and so on. A specific time approximately, 30 minutes daily must be set aside every day for free and guided outdoor play activities. The preschool teacher must help children develop gross motor skills by providing them appropriate equipment and activities and at the same time closely observe, guide and assess them to master new skills. Lastly, preschool and anganwadi teachers must ensure that the outdoor play space is safe, clean, secure, free from hazards and offers a stimulating environment such as where children learn about their immediate surroundings, birds, plants, animals and insects, through their five senses. But what to do if there is a space constraint in the preschool or in the anganwadi? The preschool teacher or the anganwadi worker can create two or three interest areas on rotation basis and keep it for approximately 15 days and then again create remaining two or three interest areas. For example, the anganwadi worker may create block building area, dolls area and art area and in next fifteen days, she can set up other interest areas. But she may plan to set up one or two areas like 'Reading Area' or 'Math or Manipulative Area' on a regular basis to offer children ample of opportunities to explore foundational literacy and numeracy. Similarly, if she doesn't have sufficient outdoor play space, she might plan to explore some nearby park, *chaupal*, nearby primary school premises where, she can offer her children outdoor play opportunities. You will learn what preschool teachers and anganwadi workers can do to make the preschool environment more conducive to children's learning and development.

## 1.2

### Activity 1: Role of Preschool Teachers or Anganwadi Workers - Share Your Thoughts

Share your thoughts on the role of preschool teachers/ anganwadi workers in planning the learning environment for children?

Steps to be followed:

### Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/ecceEc2a1>



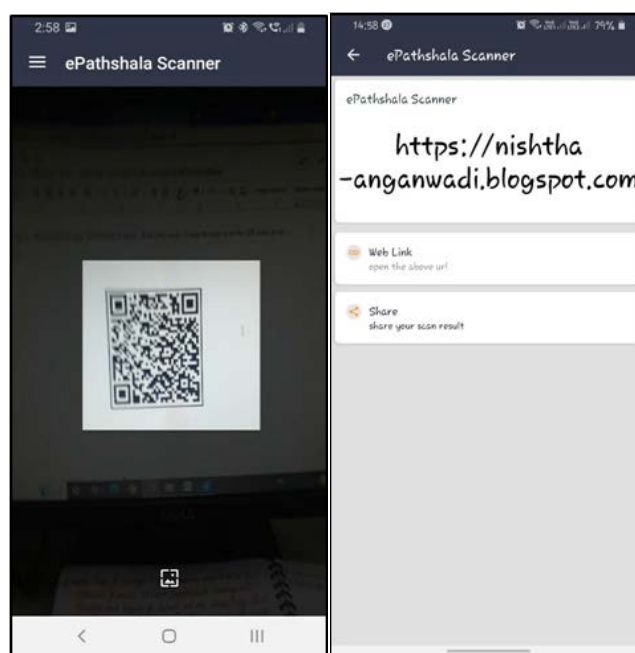
Option 2: Download this pdf from DIKSHA and copy this URL.

<https://nishtha-ecce.blogspot.com/2022/07/activity-1-share-your-thoughts.html>

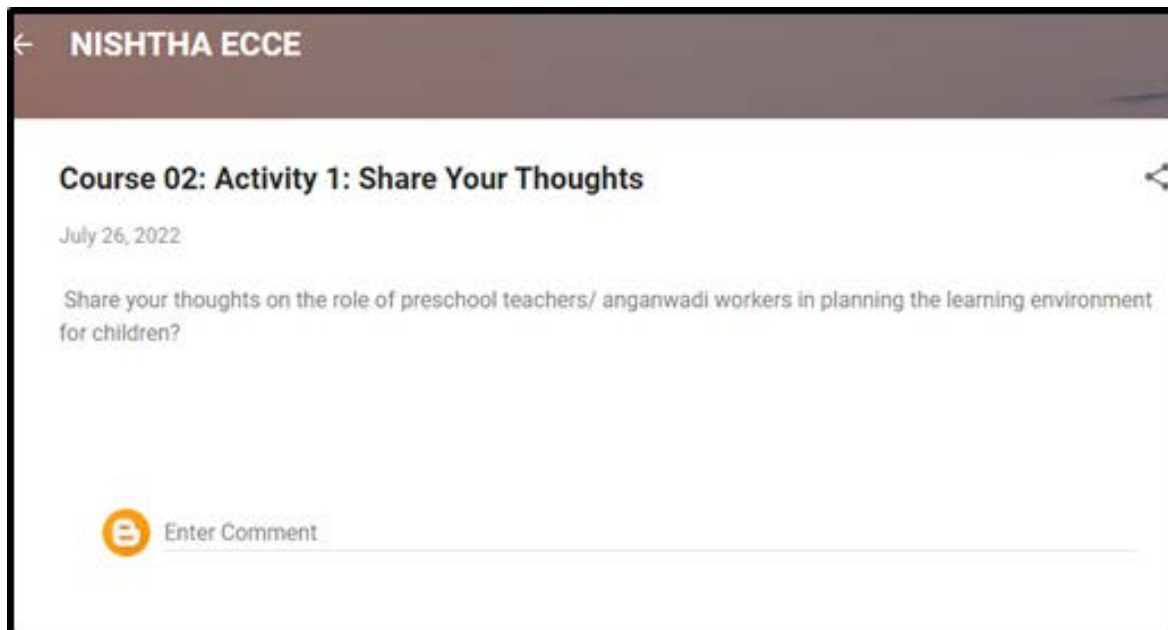
Paste the link in the browser' address bar to access the blog post



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, **scan the QR code** given below.

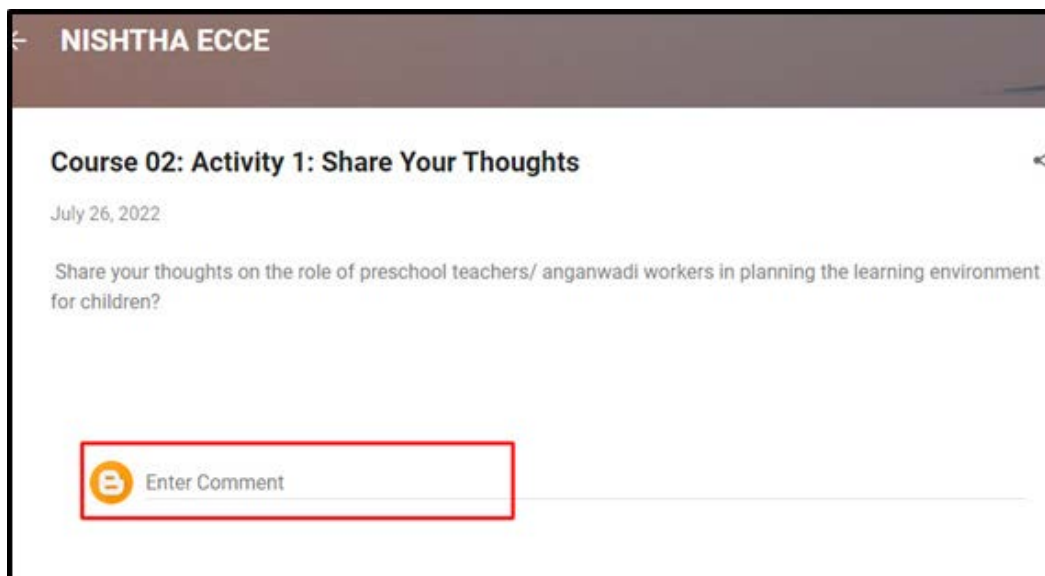


**Step 2: Following any of the above option will take to an external site as shown below**



**Step 3: Post your response**

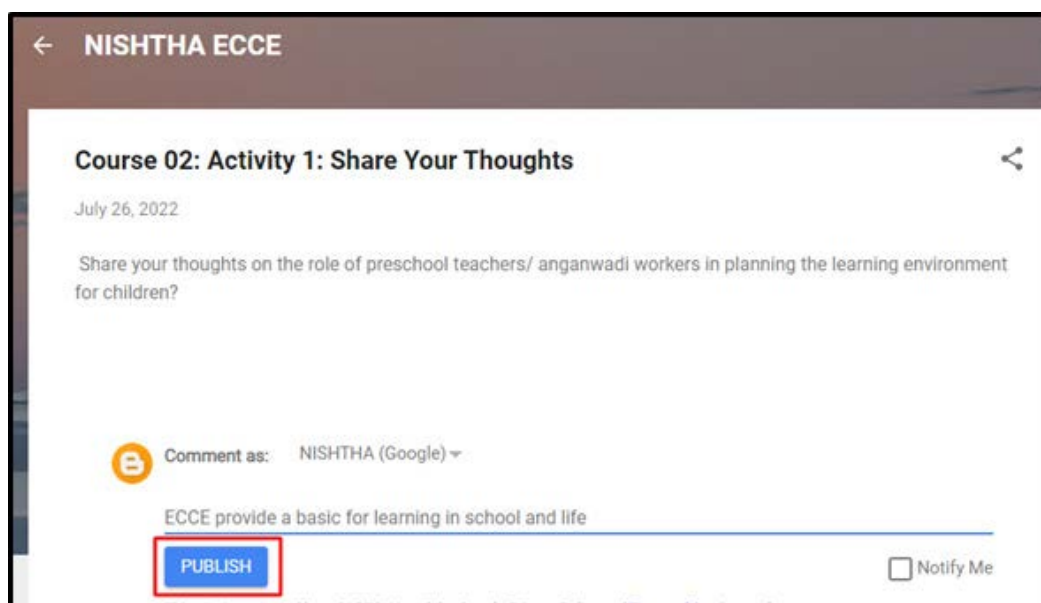
- ✦ Read the given activity
- ✦ Click on **Enter your comment**



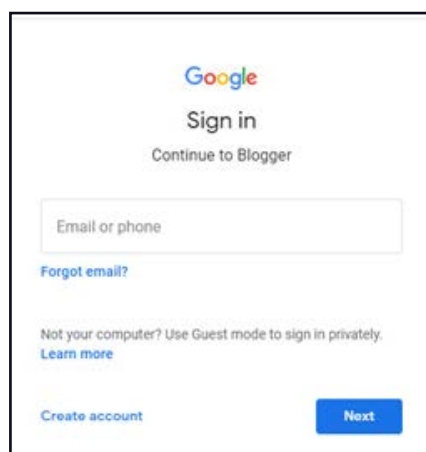
- ✦ Type your response in the comment box.



✦ Click **PUBLISH**



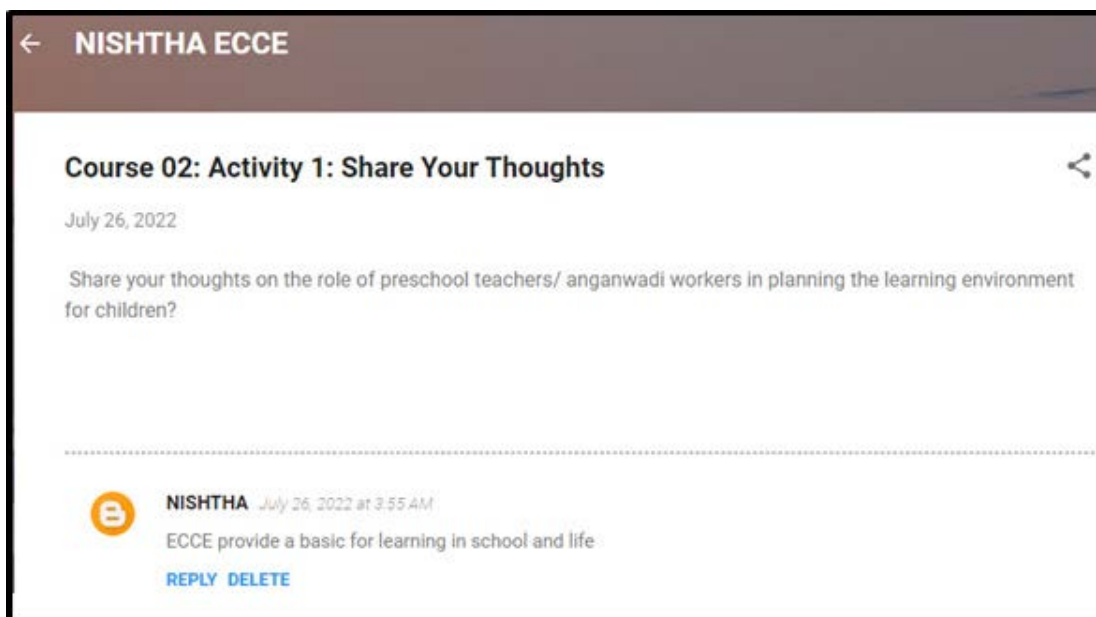
✦ If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



✦ After logging in, enter **Display Name** and then click on **Continue to Blogger**.



✦ Click on **PUBLISH**. The comment will be posted.





# ... MODULE 2 ...

## Setting Up and Maintaining the Preschool



# Module 2: Setting Up and Maintaining the Preschool

## 2.1 Planning the Environment: The Indoors and The Outdoors

The physical environment of the ECE settings means the available space of the classroom/ anganwadi, the ventilation, the light, the colours of the walls, the type of flooring (durry/ mattress used), the number of windows. Although one cannot have control over many of the features, one can design the preschool space both indoors and outdoors with proper displays, with appropriate indigenous play materials and play areas, in such a way that it becomes interesting and attractive and is utilised purposefully for the children. The setting of the preschool must be safe, secure, hygienic, comfortable, attractive and well-designed which would help the children to get engaged in the play based activities and learn happily. Such an environment will support the three developmental goals planned for the ECE programme and it becomes easy for the teacher to plan the play activities as well as observe children's progress in their learning.

The physical setting has to be created so meaningfully that it excites and creates eagerness in children to explore their surroundings and this is why we say that there has to be a print rich and numeracy rich environment. In addition to this, there needs to be good display space both for the teacher (to display the theme chart, sight words, story chart, rhyme charts etc.) and for the children (for children's work samples, their belongings etc.).

The teacher needs to plan and consider the indoor and outdoor play areas in whatever space is available in her/ his preschool. The learning environment and the play based ECE curriculum must offer play facilities, experiences and materials for all children. It is the responsibility of the teacher/ anganwadi worker to identify the strengths and needs of her/ his children and plan the settings and curriculum accordingly. The preschool/ anganwadi must offer a comfortable, vibrant and emotionally supportive setting where all young children come happily and enjoy early learning.

## 2.2 Preschool/ Anganwadi: The Indoors

The preschool space can be divided into interest areas that will help in planning child-initiated play and teacher-guided play. The activity or interest areas are designed for groups of five to six children, containing developmentally appropriate play materials that they can play with. These areas are set up within the preschool setting with a specific emphasis that encourages children to play and explore in that area. Toys and materials available in each interest area require to be changed occasionally so that children do not get bored and have access to a variety of materials over time. Often, the materials are changed to reflect the current theme/ project/ concepts being done in the preschool/ anganwadi. Teachers also need to remember to clean and sanitise the play materials from time to time to kill any germs or bacteria in order to maintain the required hygiene for children. In case of shortage or insufficient space, these areas can be set up on a rotation basis as well as on temporary basis for example, for one week, 3 to 4 activity areas can be planned and, in another week, other activity areas can be set up. The room can be divided into smaller sections for different activities using small durries/ mats or use old cartons/ shoe boxes, open shelves and racks etc. Remember, every ECE setting is different, so the way these interest areas are arranged will differ. The following is the detailing of each area:

- ✦ **Circle Time Area:** An open space needs to be explored in the preschool/ anganwadi that allows large group of children to get engaged in guided activity and interactions with each other and the teacher. This space is where the teacher conducts activities such as doing free conversation, singing rhymes, music and movement activities, storytelling, indoor games and also talks about the calendar, weekend activity, festivals, weather etc. and models and promotes literacy, numeracy and social skills.
- ✦ **Reading Area (Language and Literacy Area):** Children need to have the opportunity to touch, feel and handle books. When exposed to books, they begin to identify the front and the back of the book and learn how to turn pages. After reading a story in the class, it is helpful if the teacher/ worker leaves a copy of the book in the reading area/ basket. Thus, children have the opportunity to revisit the book and take an active interest to browse through the book as they begin to understand what this book is about. These can include large board books, picture books, local Indian folk tales,

simple storybooks, pop-up books, theme related books, comics, magazines, newspapers etc.

- ✦ **Writing Area (Language and Literacy Area):** This area can be created by pasting the backside of used papers installing a running chalk board at the eye level of the little children and a box of writing tools can be kept nearby for scribbling and mark making. This area should have materials that encourage children to explore writing such as different varieties of paper in different sizes, notebooks, note pads, thick pencils, stamps, stamp pads, punchers, envelopes, thick crayons, paints, paint (big and thick) brushes, sketch pens, chalks and slates.
- ✦ **Mathematics/ Manipulative Area:** This area (use basket/ big carton boxes) should have smaller blocks of different colours, shapes and sizes, straws of different sizes and sticks/ twigs of varying sizes. Puzzles, materials from nature like leaves, feathers, pebbles, matching cards, lacing strings/ lacing cards, threading strings, shape cut-outs, alphabet, number, small interlocking blocks, beads etc. should also be included. Indigenous toys, puppets as props that relate to children's current interests and objects from the environment can also be kept here. To measure, cups of varying sizes, spoons, a weighing scale, measuring tape, height chart etc. could also be added.
- ✦ **Block Building Area:** As explained earlier, use big boxes to keep a variety of blocks to motivate children to think in creative ways as they build different kinds of structures. Moreover, sometimes children build a structure cooperatively, which requires them to communicate with each other and work as a team.
- ✦ **Discovery/ Science Area:** This may not be developed as a permanent area in the anganwadi as children learn scientific concepts and skills in other areas of the room as well. This area may be equipped with materials that focus on only one topic at a time for example a water bucket, tub and mugs, ramps and wheels, magnifying glass, shells, plants, seeds, colourful magnets and iron filings, foam pieces, weighing scales and weights, measuring tapes, or any other locally available materials.
- ✦ **Art and Music Area:** The activities in this area, provide opportunities to exercise fine motor muscles of the fingers and the hands, which also gets them ready to write. The materials in this area can include different types of paper, thicker crayons, thicker colour pencils, washable markers, slates, wall painted runner board at the height of children, different coloured chalks, pieces of fabric, paints, brushes, tape, play dough or clay (potter's clay is the best), rolling pins and boards, old newspapers and magazines for collage, ice-cream sticks and so on.

- ✦ **Dolls/ Dramatic Area:** This area helps children extend their imagination for example, children often enjoy pretending to be a teacher, a parent, a police person or a doctor. By acting out what they see in their environment, they strengthen their memory. The materials here can include: various kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils (pots, dishes, spoons etc.), pretend food (vegetables or fruits made of clay), dress-up clothes and a mirror.

## 2.3 Activity 2: Think, Plan and Design a Floor Plan - Try Yourself

Design the indoor activity areas for the preschool/ anganwadi keeping in mind the age level and needs of the children.

## 2.4 How to Design the Preschool/ Anganwadi Using Simple and Innovative Ideas?

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_3135889920075776001298](https://diksha.gov.in/play/content/do_3135889920075776001298)

Transcript

**Dr. Romila Soni:** Think about a vibrant anganwadi with happy children. Keep it simple, keep it safe, keep it clean, organized and keep it very lively. So just think about the anganwadi space and how you can help the anganwadi worker to design it? Let's understand first of all, how to design the interest areas or activity areas in the anganwadi by using low-cost and no-cost materials? If you design the anganwadi environment keeping in mind your children needs, it becomes very

easy for you to observe the learning progress of the children in the anganwadi.

We have with us, Ms. Poonam DPO, ICDS, Noida and Ms. Sunaina from NCERT Lab Preschool. Let us ask them to share few ideas about what they generally do to design their preschool and anganwadi environment? I mean how do they create activity areas? Sunaina, you tell me how do you create activity areas specially when you have lack of space in your classroom?

**Ms. Sunaina:** Ma'am, we generally collect few big boxes and shoe boxes and label them like My block building box.

**Dr. Romila Soni:** Okay

**Ms. Sunaina:** My reading box

**Dr. Romila Soni:** That's great

**Ms. Sunaina:** My writing tray

**Dr. Romila Soni:** Hmmm.

**Ms. Sunaina:** Etc. and then we will collect related materials and toys for these boxes.

**Dr. Romila Soni:** Like we can create a my reading basket. You can also use a basket.

**Ms. Sunaina:** Yes, of course

**Dr. Romila Soni:** Instead of a carton box and all.

**Ms. Sunaina:** Yes

**Dr. Romila Soni:** So, you keep age appropriate books in those baskets.

**Ms. Sunaina:** Yes ma'am, different kind of story books.

**Dr. Romila Soni:** Very good

**Ms. Sunaina:** And reading books

**Dr. Romila Soni:** Great! So, how do you use them?

**Ms. Sunaina:** Ma'am, we will keep these boxes at their designated places and during morning free play students enjoy and explore in these areas.

**Dr. Romila Soni:** Like, I think you mean to say that you will keep these boxes at a specific places.

**Ms. Sunaina:** Yes ma'am

**Dr. Romila Soni:** And you break or divide the children into different groups.

**Ms. Sunaina:** Yes ma'am, different age groups and according to their interest as well.

**Dr. Romila Soni:** That's really interesting Sunaina. I can imagine how must be children enjoying the activity boxes and activity baskets but tell me how you bring variety into these activity boxes?

**Ms. Sunaina:** Ma'am, actually we keep changing their toys and materials after every ten days.

**Dr. Romila Soni:** Okay

**Ms. Sunaina:** Like we change the storybooks.

**Dr. Romila Soni:** Hmmm

**Ms. Sunaina:** We keep the different storybooks and we keep the different toys.

**Dr. Romila Soni:** That's interesting

**Ms. Sunaina:** Puppets etc.

**Dr. Romila Soni:** Okay! I think let me make it more clear for our viewers it means you keep changing the boxes, few boxes and then after ten days you bring other boxes.

**Ms. Sunaina:** Boxes

**Dr. Romila Soni:** Okay! So any specific boxes you keep permanently to these areas?

**Ms. Sunaina:** Ma'am, actually children likes block building boxes.

**Dr. Romila Soni:** Hmm....hmm....

**Ms. Sunaina:** So we keep it at a designated place.

**Dr. Romila Soni:** And what about the reading baskets?

**Ms. Sunaina:** Ma'am, we keep shuffling the reading baskets.

**Dr. Romila Soni:** Okay! It means you keep shuffling the books in the reading basket.

**Ms. Sunaina:** Yes ma'am

**Dr. Romila Soni:** Okay! That's very very interesting. So I think I should ask poonam also.

**Dr. Romila Soni:** Poonam would you like to share your views? I mean as a DPO what do you think your anganwadi workers are doing because they must be facing problems, space problems in their anganwadi so how do they provide activity areas to their children?

**Ms. Poonam:** Yes Ma'am, the anganwadi workers usually face scarcity of space.

**Dr. Romila Soni:** Yes

**Ms. Poonam:** So, In addition to what Sunaina shared,

**Dr. Romila Soni:** Hmm

**Ms. Poonam:** I would like to say my anganwadi workers uses the egg carton boxes, the fruit boxes, ice trays as well as the plastic boxes to keep the materials related to sorting activities. The worker gives the material to the children while their small group plays and it also helps the worker to notice how children are sorting the things and developing their classification skills.

**Dr. Romila Soni:** That's very good and Poonam ongoing assessment become so easy.

**Ms. Poonam:** Yes, Ma'am

**Dr. Romila Soni:** By watching the children see how they are progressing in their competencies, in their concepts and it becomes so easy for the worker to bring modifications in their activity baskets? So thank you so much Poonam.

Now comes the question of wall decoration. So I just request both of you to tell me how do you decorate the walls and how your anganwadi workers create a print-rich and numeracy-rich classrooms? So I would begin with Poonam. So Poonam, just tell me how do you help the anganwadi workers to decorate their walls of anganwadi so that the anganwadi walls are and the environment is print rich and numeracy rich?

**Ms. Poonam:** The anganwadi workers usually decorates the anganwadi walls through charts and posters.

**Dr. Romila Soni:** Hmm.. hmm..

**Ms. Poonam:** But we instruct the anganwadi workers to put the charts on the children's eye level.

**Dr. Romila Soni:** That's very very important.



**Ms. Poonam:** Yes ma'am, Actually anganwadi uses strings and hangs the artwork of the children.

**Dr. Romila Soni:** Hmm... hmm..

**Ms. Poonam:** At the eye level and actually this

**Dr. Romila Soni:** You mean to say that she uses string across the anganwadi.

**Ms. Poonam:** Yes, yes

**Dr. Romila Soni:** To hang the work samples of the children.

**Ms. Poonam:** Yes ma'am, yes ma'am

**Dr. Romila Soni:** Yes, that's really good.

**Ms. Poonam:** Actually children, loves this and they feel themselves proud.

**Dr. Romila Soni:** Yeah

**Ms. Poonam:** And motivated to create something new in the future also.

**Dr. Romila Soni:** Yes

**Ms. Poonam:** Yes ma'am

**Dr. Romila Soni:** And they love to see their names as samples in the classroom.

**Ms. Poonam:** Ma'am we also ask anganwadi workers to tie to hang a saree in the wall.

**Dr. Romila Soni:** Why?.....What is the use?

**Ms. Poonam:** So that they can stick the artworks made by the children in that saree, in the saree.

**Dr. Romila Soni:** Yeah! I have seen in Noida anganwadi also, that the anganwadi worker was using the saree and dupatta. So why they are using?

**Ms. Poonam:** Ma'am, it offers a beautiful decoration for the walls and of the anganwadi centers as a whole.

**Dr. Romila Soni:** But why they use it?

**Ms. Poonam:** They use, they use it for decoration and they also use it to clip the artworks made by the children.

**Dr. Romila Soni:** Yes I remember, I think I have seen they pin up the pictures.

**Ms. Poonam:** Yes, yeah, yes

**Dr. Romila Soni:** And they were talking about animal theme.

**Ms. Poonam:** Yes

**Dr. Romila Soni:** And they pin up the pictures of the animals.

**Ms. Poonam:** Yes, yes

**Dr. Romila Soni:** On that saree and the dupatta.

**Ms. Poonam:** Yes

**Dr. Romila Soni:** That's a beautiful way, to decorate the walls because it save the walls and it brings beauty and I have also seen they hang the alphabet chart on the saree so this is a beautiful way to bring the low cost material and use it for the wall decoration. So it's a beautiful idea.

**Ms. Poonam:** Yes Ma'a m

**Dr. Romila Soni:** Poonam

**Ms. Poonam:** Yes ma'am and we also use some different sort of other charts.

**Dr. Romila Soni:** Like

**Ms. Poonam:** Which depicts animals, the plants, colors and alphabets so that the children learns to recognize various things.

**Dr. Romila Soni:** So, I think anganwadi workers must also be using the labeling, meaning of, thought of pictures.

**Ms. Poonam:** Yes Ma'am, She is also labeling the door, the chairs, the fans. Whatever, whatever items are in the room. She use to label them so that children should, as you earlier said that print rich knowledge.

**Dr. Romila Soni:** Yeah and they get aware of foundational literacy.

**Ms. Poonam:** Yes

**Dr. Romila Soni:** And numeracy. So Thank you so much Poonam and I actually imagine how much the children are exploring, investigating and discovering in a beautiful, vibrant and lively anganwadi. I would request Sunaina to answer the same question. What do you generally use the creative thing for wall decoration of your classroom?

**Ms. Sunaina:** Yes of course ma'am, we use students clothes as a teaching learning material like students wear their trousers and shirts by themselves and

we see how children's fine motor skills are working. Similarly, we can collect the teaching-learning material from nature as well like we collect stones, pebbles, leaves etc. as a teaching-learning materials for the classroom.

**Dr. Romila Soni:** That's beautiful it means you bring nature in the anganwadi. Right

**Ms. Sunaina:** Yes ma'am

**Dr. Romila Soni:** So it becomes like teaching through environment material. So tell me also how do you use the waste and low cost material to create DIY toys because it is a very popular thing like do it yourself toys. So just give me the ideas.

**Ms. Sunaina:** So ma'am, for this we collect big boxes and with the help of children and by involving children we make big cars, trucks etc. with the help of carton boxes or shoe boxes similarly we take a talcum empty box.

**Dr. Romila Soni:** Oh you mean the talcum powder box.

**Ms. Sunaina:** Talcum powder boxes

**Dr. Romila Soni:** Oh that's lovely, that's lovely.

**Ms. Sunaina:** For creating rattles

**Dr. Romila Soni:** Hmm hmm

**Ms. Sunaina:** And we also take clothes.

**Dr. Romila Soni:** Hmm hmm, fabric pieces

**Ms. Sunaina:** Fabric pieces to make toys and puppets.

**Dr. Romila Soni:** Okay, so there are variety of toys and variety of puppets, like what specific puppets would you like to make using the fabric pieces.

**Ms. Sunaina:** Ma'am like birds, animals, family puppets, like father, mother.

**Dr. Romila Soni:** Glove puppets

**Ms. Sunaina:** Glove puppets

**Dr. Romila Soni:** String puppets

**Ms. Sunaina:** String puppets and stick puppets as well.

**Dr. Romila Soni:** Great! So you must also be using the dominos and there are dominos, picture dominos, number dominos using the low cost cardboards and all.

**Ms. Sunaina:** Yes ma'am we collect the sweet cardboards.

**Dr. Romila Soni:** You mean sweet box cardboards.

**Ms. Sunaina:** Sweet boxes and cardboards. Then we will make puzzles, reading cards etc.

**Dr. Romila Soni:** Right, thank you so much. Poonam do you also want to share some of the ideas like, how your anganwadi workers are creating toys using the waste material?

**Ms. Poonam:** Yes ma'am sure, my anganwadi workers are very creative. They make use of old calendars to cut the pictures from it and make variety of puzzles out of it. We also collect old newspapers and encourage the workers to make different size paper ball for example playing as well as teaching pre-number concepts like big and small, heavy and light and so on. my anganwadi workers also collect old thread rolls and create toys cars and children use them for counting and racing the cars.

**Dr. Romila Soni:** Thank you Sunaina and thank you Poonam for sharing your wonderful ideas for designing the anganwadi space and dear viewers, you must have understood, How the anganwadi space can be used creatively and how the anganwadi worker can create the activity baskets that can be used for activity areas. So, start collecting low cost and no cost materials and engage children to participate actively and make your anganwadi vibrant and lively.

## 2.5 Preschool/ Anganwadi: The Outdoors

The outdoor play area offers opportunities for active play and help in the development of gross motor skills which are largely impossible to develop indoors. Therefore, if there is a lack of outdoor play space, some nearby park, panchayat area etc. needs to be explored where children can be engaged in gross motor activities such as - jumping, running, walking, kicking, throwing, balancing, hopping, etc. Look for old inexpensive drainage pipes, tubes, water tubs/ trays (for water play - you can also use them for sand pit) for gross motor skills. The outdoor play opportunities will help children know and understand their immediate world/ the natural environment and also offer opportunities for personal, social and emotional development. The issue of safety is a big

concern while planning the outdoor play area and therefore one needs to see that children are safe and protected from all kind of harmful hazards and risks. So, try to list such outdoor play materials and equipment that can be used in the anganwadi and can also be shared by parents and community members for example the anganwadi workers with the help of supervisors and CDPO's can tap the resources like – collecting small light tyres for rolling, for making swings, for making a sand-pit and so on.

## 2.6 Activity 3: Designing Interest Areas - Share Your Thoughts

Share five reasons why a well-planned anganwadi with interest areas is important for young children? Write your comment in the given box.

Steps to be followed:

### Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/ecceEc2a3>



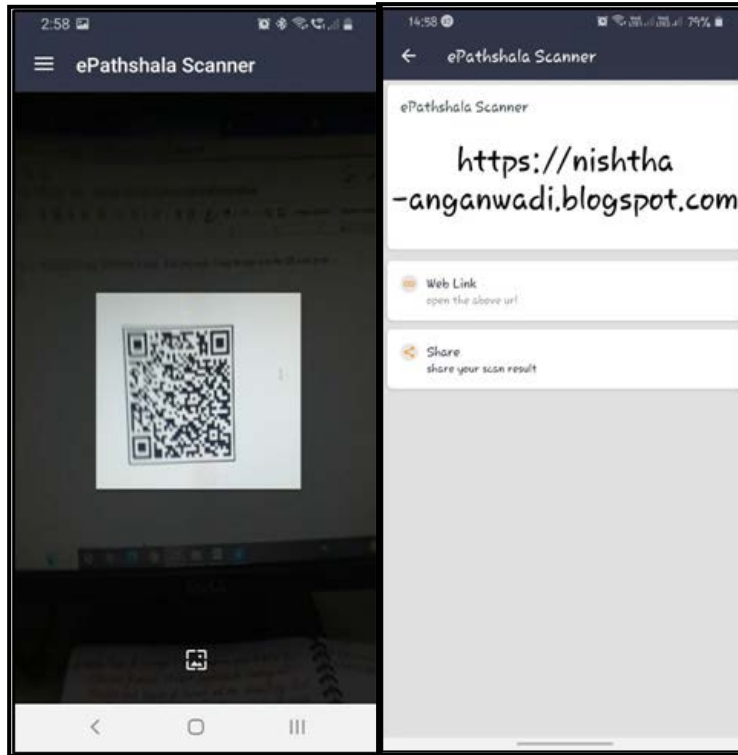
Option 2: Download this pdf from DIKSHA and copy this URL.

<https://nishtha-ecce.blogspot.com/2022/07/course-02-activity-3-share-your-thoughts.html>

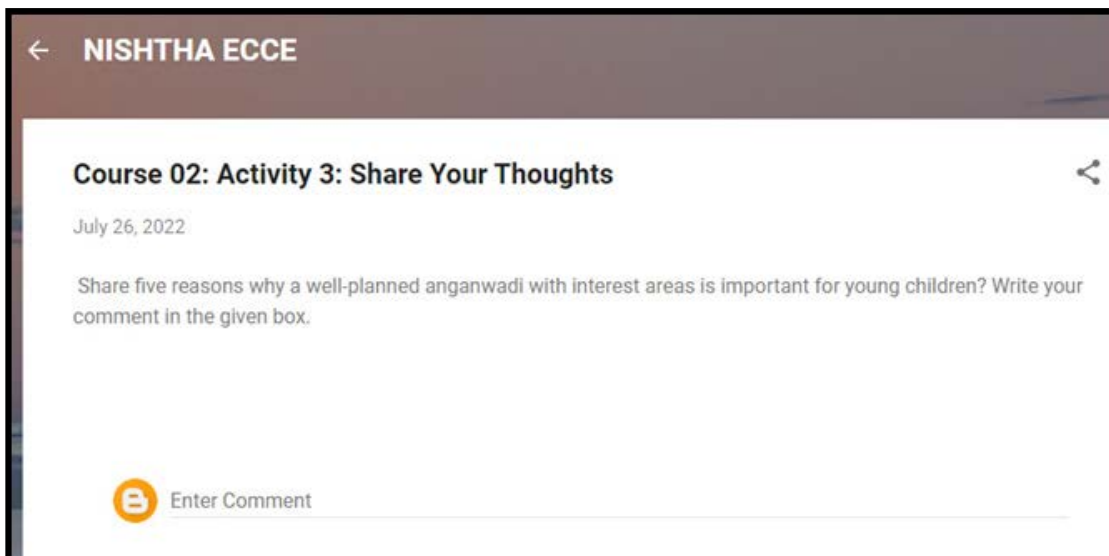
Paste the link in the browser' address bar to access the blog post



Option 3: Install mobile app '**ePathshala Scanner**' from play store. Using the app, **scan the QR code** given below.

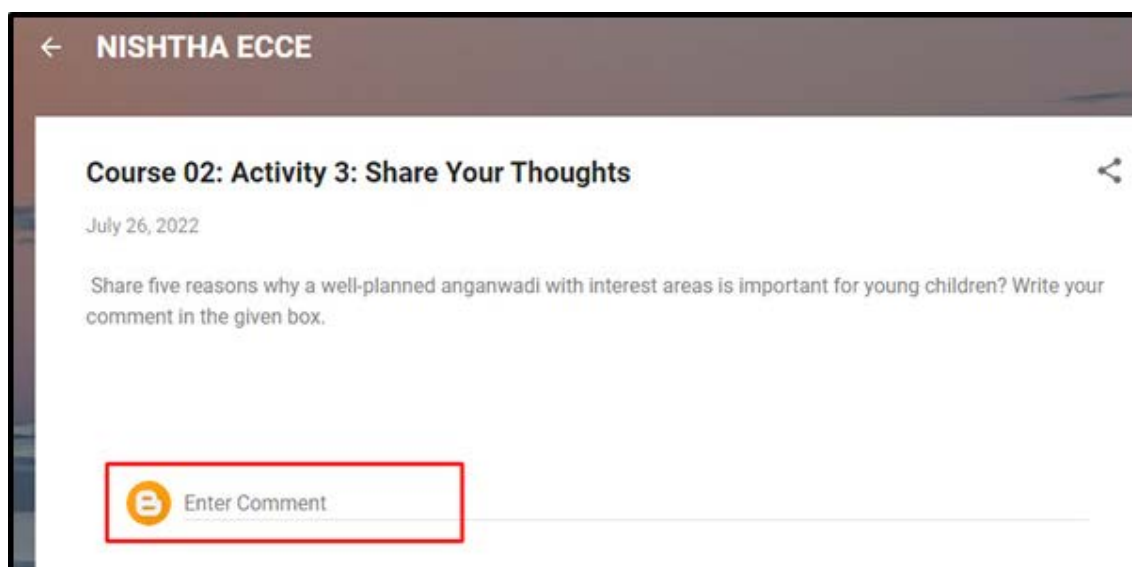


**Step 2: Following any of the above option will take to an external site as shown below**

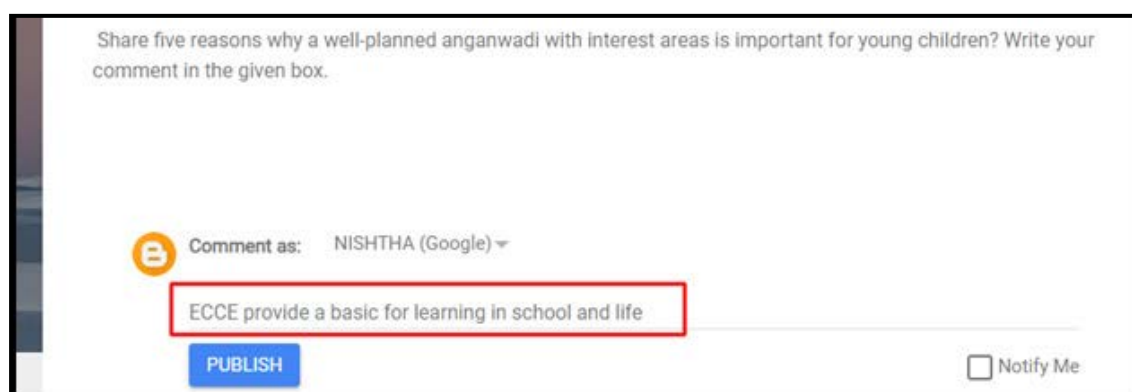


**Step 3: Post your response**

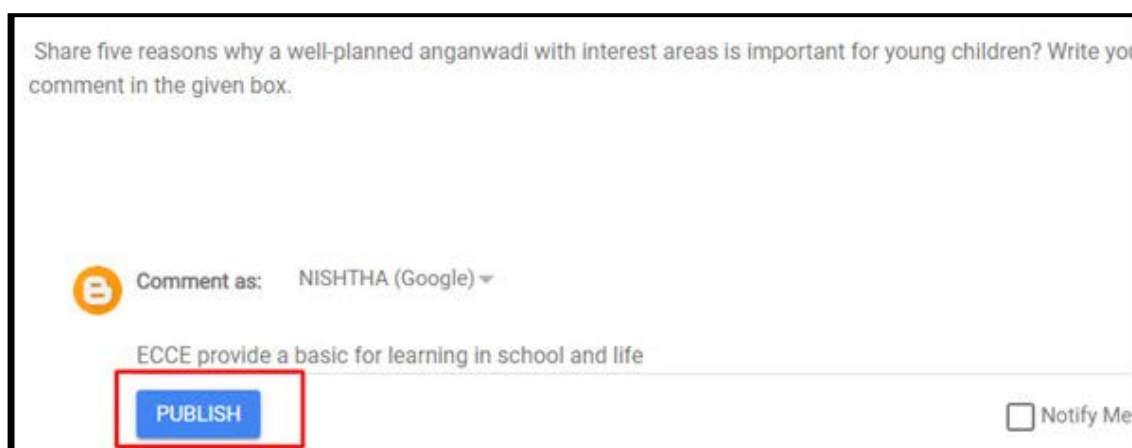
- ✦ Read the given activity
- ✦ Click on **Enter your comment**



- ✦ Type your response in the comment box.

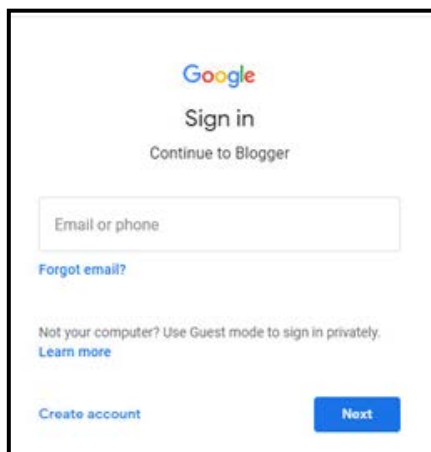


- ✦ Click **PUBLISH**



- ✦ If you are already logged in with your Gmail account then the comment will

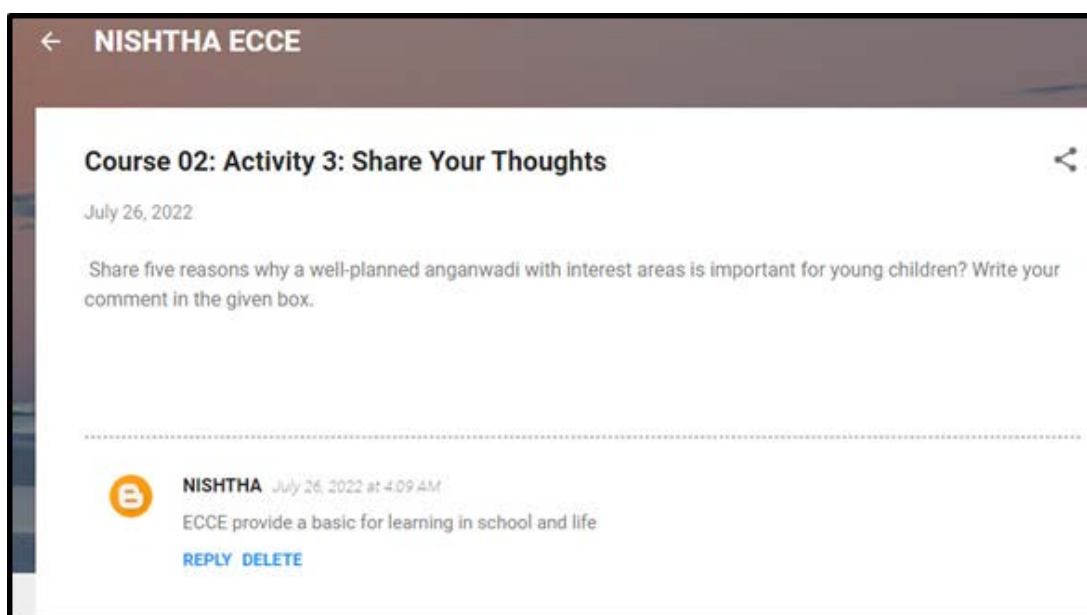
be published. If you are not logged in, then you will be directed to the Gmail login page.



✦ After logging in, enter **Display Name** and then click on **Continue to Blogger**.



✦ Click on **PUBLISH**. The comment will be posted.





## 2.7 Adaptations for Children with Disabilities

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_3135890015091343361300](https://diksha.gov.in/play/content/do_3135890015091343361300)

### Transcript

**Prof. I.P. Gowramma:** Hello viewers! Early intervention till the age of 5 years is crucial for children. 0 to 5 years is referred to as critical period of development owing to the capacity of the brain in the initial years of child's life to develop at an enormous space.

Thus, early childhood education is a great opportunity for kids to engage in meaningful activities to develop neural connectivity. This is although more important for children, those who have some difficulties in the initial years of development. Exposure to variety of activities by adapting it to the needs of children has proved to be highly effective for children in the initial years of their development.

Let's discuss some examples to bring adaptations for children in our preschools. It is very important for the preschool teachers to choose the adaptations that meet the needs of every child in the classroom. To continue this discussion let me welcome Prof. Laxmidhar Behera who an expert in early childhood education and Laxmipriya Ojha who is a practitioner in the pre-school.

So, Laxmipriya, tell me what adaptations you bring to different needs of children in your classroom.

**Laxmipriya Ojha:** Yes Ma'am, I would like to share some of the ideas that I use and it helped me a lot. First I display the picture charts, alphabet charts etc. in an organised manner and I paste raised letters and numbers on these charts, as it is beneficial for all the children.

**Prof. Laxmidhar Behera:** Yes, I have seen the classroom and all children touch the letters and numbers while doing the activities for Foundational Literacy and Numeracy.

**Laxmipriya Ojha:** Yes Sir, children find it very easy as they move their fingers over raised pictures, objects, letters and numbers. It is good for all our children.

**Prof. I.P. Gowramma:** Sounds so meaningful. Can you share some more interesting ideas?

**Laxmipriya Ojha:** Yes madam, I keep the toys and play materials on open shelves and not in closed cabinets so that the children keep back the toys and materials back to the storage.

**Prof. I.P. Gowramma:** So in addition you can also label these open shelves with raised alphabets and also you can play some pictures so that children understand what they are taking? Where they have to place? It helps a lot to keep the toys, the puzzles, picture books whatever they take from the shelves into the right place.

**Laxmipriya Ojha:** Yes madam, That is a wonderful suggestion and it is simple too.

**Prof. Laxmidhar Behera:** You may include more hand-made activities and learning materials, those are indigenous and you can use traditional toys and specially the materials that honoring the diversity of the children and this will be promoting the diversity among all the children and our indigenous toys itself has scope for adaptations like cloth puppets and wooden toys those are used with wheels.

**Prof. I.P. Gowramma:** Yes, Label and even you can number code the boxes, use the tactual material while number coding the toys such as puzzles. Mention the number of pieces inside each puzzle box along with the names. This helps the children, you can even put some tactile materials on the puzzles so that children can feel it easily. In addition, that numbering helps children to understand the overall general concept of numbers also. They know how many pieces are missing, they will look for the pieces. It develops responsibility, it develops the now very

clear number concept in them and it makes them keep the place tidy soon after their work.

**Laxmipriya Ojha:** Yes Ma'am, but ma'am my classroom is very small, can you tell me what shall I do for such children who have difficulty in moving?

**Prof. I.P. Gowramma:** Haan! Yes, Laxmipriya this is a difficulty in most of the classrooms and we have to think of the difficulties children have in moving freely in the classrooms. So we have to provide some clear path between the sitting area and the activity area and we should not change it often. It should be regularly use the same way so children who have difficulty to move and also children who have difficulty to see around properly, both get benefited by using such path, clearly defined path in their activity space.

**Prof. Laxmidhar Behera:** And also allow the children choices as much as possible. Make sure that you plan what you plan the range of developmental needs in each activity. Model appropriate social behavior for children as the children learn imitation.

**Prof. I.P. Gowramma:** Yes, Prof. Behera, I agree with you. Teachers must offer ample opportunities for repetition and practice because young children in this age are very good learners through observation and through repetitive practices.

**Laxmipriya Ojha:** Yes madam, I do try to provide opportunities where my children share the toys and materials and I also use materials from nature like, seeds, sands, tree bark etc., for learning as it is readily available and help me in adaptations too.

**Prof. I.P. Gowramma:** Oh! Very good. Try to identify variety of ways that children can respond during story time. Some can respond by speaking, pointing to pictures, holding items discussed in the story, turning the page and do plan for the adaptations for all children in your classroom. Thank you Laxmipriya, thank you Prof. Behera.

So, we have learnt how to modify the toys and play materials like giving a raised feeling or adding different texture for children to feel and identify the toys or puzzles.






Using simple words, using facial expressions and gestures for children so that they can understand the communications. The puzzles and inset boards having knobs for children to have grip over it. All will be very simple but very useful

adaptations. In addition providing small group activities, easy observations is easy for observations of the activity under the guidance of the teacher.

Providing open ended activities, like stories and play materials that will help stimulate child's thinking. Teachers at Early Childhood Education Center can modify the classroom activities, physical and social environment. The learning resources to make these small changes in preschool environment will suit all children in the classroom. Can we think of any other adaptations for our young children?

## 2.8 Activity 4: Do Yourself

Look at the images below and get an understanding what these pictures are about:

 <p>Manipulative Area</p>	 <p>Art Area</p>
 <p>Dolls Area</p>	 <p>Circle Time Area</p>
 <p>Reading Area</p>	<p>Think about what type of toys you will keep here?</p> <p>Toys area</p>

## Reflect

- Identify the interest areas and think how it can be designed in the preschool/anganwadi setting.
- Share a list of play learning materials required for each of the interest areas in their local context (keeping in mind the Indian indigenous toys, locally available low cost/ no-cost environment materials).
- Plan and share at least five activities you would organise in some of these areas. What would you look for, what would you observe, how would you guide children's play and how would you record their learning?
- Record your responses using the following table:

Age Group (4+ to 6+)				
Toy/ Learning Material	Activity Areas	Specific Activities for each of the Area	Observation Indicators	Guiding Children's Play Further
Tangrams	Block Building (Mathematics)		<b>Fine motor skills</b> ✦ Hand eye coordination ✦ Cognitive skills ✦ Spatial understanding and positioning ✦ Shape and colour ✦ Identification Problem solving ✦ Socio-emotional skills ✦ Self esteem	
	Reading Area			
	Toys Area			
	Writing Area			

## ... MODULE 3 ...

# Planning for the ECCE Curriculum for the Preschool or Anganwadi



# Module 3: Planning for the ECCE Curriculum for the Preschool or Anganwadi

## 3.1 The Play Based ECCE Curriculum

The ECCE curriculum includes what happens in the preschool, the way the teacher provides the activities to meet the needs of the children targeted towards the developmental goals. A great deal of children's learning takes place when they explore their surroundings and the teacher needs to recognise this. The interests and experiences that children bring from home need to be valued and if possible, used as a starting point for developing learning in the preschool/anganwadi setting. ECE programme should be planned around the three developmental goals or five domains that are hidden in the three developmental goals. The developmental goals are designed to strengthen all aspects of children's development. Teachers/Anganwadi Workers need to keep their plans (long-term and short-term) flexible to accommodate immediate needs, interests and abilities of ALL children.

*Long term planning:* The long-term plans consist of a yearly academic calendar that incorporates outlining of projects/ themes, annual events, celebrations that are important to the local community, time frame, space and materials for learning. Working on long-term plans will provide you with the opportunity to think about the three developmental goals ('The Preschool Curriculum' 2019. NCERT) and the suggested pedagogical practices for carrying out developmentally appropriate activities to help children accomplish the designed learning outcomes.

*Medium-term planning:* The medium term plans address the continuity and progression from one stage in each area of learning to the next and from one setting or class to the next, drawing on the long term goals, curriculum principles and practices and identifying the learning areas that children will be introduced to over a specific period of time. It is in this stage, that the curriculum may be seen as most effectively organised by linking the developmental goals through themes, topics, projects/ inquiry based and so on.

*Short term planning:* The short-term plans consist of the daily activities/ schedule, weekly and monthly plans. It provides all details of activities, experiences, resources, groupings and teaching strategies which are identified through

on-going observations and assessments of young children's learning and also the teacher / anganwadi worker's reflection on her/his teaching strategies. 'WHAT' is to be taught is already in place in the long term and medium-term planning stage, now is the time to make decisions about 'HOW' these concepts, skills and attitudes are to be introduced to the children in the ways that are relevant and meaningful and also how parents can be involved in the ECE programme and so on.

The content for the ECE curriculum should cover the following:

- ✦ The developmental goals (five domains of development)
- ✦ Children's interests, needs, strengths, characteristics and context
- ✦ Teacher/ anganwadi worker's knowledge of her/ his children and their development
- ✦ Observation records of each child

Through careful selection of materials and activities for the developmental goals, now the teacher has to decide on a balanced approach to be executed in the preschool/ anganwadi so that all the children benefit the most from varied experiences.

## 3.2 Balanced ECCE Curriculum

ECCE programme is transacted by adopting a holistic approach that views the child's learning as not just limited to what the teacher transacts in the classroom setting but as being co-created by the children, in the context of their natural and social environment, including home and community. There are different approaches for curriculum transaction such as theme based, activity based, project/ inquiry based and an integrated approach. You may take a theme based approach and weave the inquiry approach and activity and play based approach within the theme without making the theme very monotonous. *For example, Plants is a theme where inquiry approach can be brought in – "visiting the garden/ park, exploring, observing and counting the leaves, flowers, etc, coming back to the preschool and discussing about variety of plants/ leaves, encourage children to ask questions, let them research and find out more about plants and reflect upon what they have learnt.* This would help them learn new vocabulary and also provide awareness about the environment. An ECCE programme should include age-appropriate values and these can be weaved into through stories/ rhymes/ nature walks



etc. Values like, not to pluck flowers from a garden, looking after plants and the environment, throwing litter in the bin, keeping the immediate environment and preschool space clean are some of the examples for this stage. Such a balanced approach to the curriculum allows early learning to happen in a very natural way, instils curiosity and connects the prior knowledge and experiences of each child with the present experience to make learning fun. The advantage of this is that it has both – teacher-guided method and child-initiated learning that involves asking and answering questions, seeking information, critical thinking, discovery and showing off their work.

The teacher provides guidance, support, encouragement, toys/ resources/ materials and information to build upon each inquiry. A theme provides an outlet to gain connections, ask questions, explore the unknown, share previous knowledge and experiences and work together towards new discoveries.

The teacher can freely choose one or a combination of multiple approaches in their own context.

### 3.3 Principles of Planning for an ECCE Schedule/ Routine

The principles and practices that you could consider while planning for young children are:

#### LEARNING EXPERIENCES

- ✦ All activities/ experiences should be developmentally and age appropriate.
- ✦ While planning for the concepts/ competencies, there is a need to link them with the developmental goals and as well as promote foundational literacy and numeracy.
- ✦ Activities fostering all domains of development (merged in the three developmental goals) should be appropriately planned.
- ✦ Themes/ projects should be such that it creates interest in children and motivates them to explore and learn.
- ✦ Experiences/ activities should be planned for all the competencies meant for the age group and progress from simple to complex, familiar to unfamiliar and concrete to abstract.

#### CONTEXT

- ✦ Each child's individual needs should be considered, including children with disabilities/ challenges or other special learning needs.

- ✦ Each child's family, culture, language, religion and gender should be reflected in the programme.
- ✦ Provision of local specific/ environmental materials and connecting children with their immediate surroundings.
- ✦ Selection of relevant and developmentally appropriate learning materials, toys and innovative ways to use them with children.

## PROCESSES

- ✦ Plan with objectives in mind but flexible for need-based variations.
- ✦ Balance between child-initiated and Anganwadi worker-guided activities; active and quiet; outdoor and indoor; and individual, small group and large group activities.
- ✦ Time scheduling for activities and daily/ weekly schedules.
- ✦ The three developmental goals should guide classroom processes and continuous observation and assessment of children's play and learning.
- ✦ The ECE programme should provide ample opportunities for exploration and experiential learning, promoting active engagement with people and objects in the environment.

The following is a sample of a day's schedule (on the topic Means of Transport) to understand how the ECCE programme is transacted. Each activity is planned for 15-20 minutes, taking into consideration the attention span of the child. Careful observations need to be done in different areas of early learning so that appropriate interventions are made at the right time as each child's needs, interests and learning style is different. Children are encouraged to be proficient in their home language or mother tongue first and then school language (regional language/ English) is introduced informally. Sometimes, more than one language is spoken in a family (as mother tongue and local dialect) so multiple languages are observed in the classroom by children.

### 3.4 A Sample Day's Routine

**Table 1**

Topic: Means of transport (A Sample) Duration: 4 hours	
Duration	Details
30 Minutes	Welcome, warming up activities, cleanliness check-up (teacher-guided large group activity).

30 Minutes	Free play in activity areas (child-initiated small group activity): Children can choose the activity area for play. These activity areas for example, could be dolls area, reading area, block building area, language and literacy area. In case there is less space in the pre-school/ anganwadi, the teacher may provide one/ two activity areas on rotation basis so that children enjoy exploring the play in small groups.
15 Minutes	Circle Time: Free conversation (teacher-initiated large group activity) where children will be seated in a semicircle and they share their experiences (what did they do, where did they go, how any festival/ event was celebrated and discuss the calendar, weather etc.).
15 Minutes	Guided conversation (teacher-initiated in large group): The teacher and children sing a rhyme on transport. The teacher then encourages children to talk about the vehicles that they have seen while coming to school; how they have come to school, how their parents go to work? She/ he then shows a few toy vehicles or pictures of vehicles and talks about them. She/ he draws children's attention towards the display board and reads the names written under each vehicle by putting her finger beneath the words.
30 Minutes	Numeracy Activity (teacher-guided and child-initiated): Children sit in a semicircle and the teacher/ anganwadi worker keeps the pictures of various vehicles or toy vehicles in a horizontal row. Children sort the pictures of toy vehicles as per the given criteria like-land transport, air transport or water transport. The criteria could also be sorting according to the number of wheels or motorised/ manual vehicles. This activity will help children to learn how to sort/ classify according to categories.
30 Minutes	Writing Readiness/ Early Literacy/ Art Activities (Child initiated): Children are encouraged to draw and colour the vehicle of their choice and describe their drawings. The teacher writes what the children tell her/ him and draw children's attention towards what she/ he is writing.
10 Minutes	Hand washing and snack time
10 Minutes	Hand washing after meal

30 Minutes	Outdoor play (Child-initiated and teacher-guided): The teacher takes the children out of the classroom to an outdoor play area. She/ he gives them the opportunity to run, jump, play on swings, with sand etc. This helps in physical development. She/ he may also play some game with children with simple rules which help children to learn to wait for their turn, follow instructions and cooperate in a group.
30 Minutes	Story Making (Child initiated, teacher-guided). The teacher/ anganwadi worker makes sound of different vehicles and asks children to identify and tell the name of the vehicle. This provides an opportunity for developing listening skills. The teacher then starts telling a story to the children "Once I was travelling by train. There was a child in the train who was crying." and asks children to guess why do they think the child was crying and builds the story further by repeating and continuing to add sentences spoken by children. She/ he keeps giving clues and adds on to events to keep the interest of the children alive. The class then sings rhymes in a group. If the teacher is using a storybook, she/ he would place her own finger beneath every word while telling a story. She/ he can also plan pre and post story-telling activities to enhance foundational literacy.
10 Minutes	Goodbye circle (Large group activity, teacher-directed): The children and the teacher discuss what all they have done during the day. The children reflect and talk about the activities they enjoyed the most. They discuss the sequence in the story. The teacher asks the children to observe common means of transport while going home and share the information the next day. This helps children in making connections to what they have learnt in school and at home the concept can be further reinforced by parents.

**Note:** The timing for the activities is not rigid. Any activity may be shortened or extended depending on the interest of the children. The timings also include transitional time from one activity to the other.

### 3.5 Activity 5: Planning Schedule - Check Your Understanding

Do the activity by scanning the QR code



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_313589693180231680119](https://diksha.gov.in/play/content/do_313589693180231680119)

### 3.6 Observation of Children's Play and Work in the Preschool/ Anganwadi

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_3135890393801195521137](https://diksha.gov.in/play/content/do_3135890393801195521137)

Transcript

Let's understand how we observe and assess children's activities. Let's understand first of all about print awareness assessment under foundational literacy.

Concepts of print are generally learned by children as they are exposed to developmentally appropriate books such as story books, information books and

other graded picture books both at home and at school. Children also listen to and look at story books as their parents and teachers read to them. First of all, you need to understand that concepts of print include an understanding that print carries meaning. The books contain letters, words and sentences. Children also start looking at as I have already mentioned that there is space between words. The way you use the books and literacy materials in front of the children, they start understanding what books are used for? When you read to them in an appropriate manner and model literate behaviour they get to know that books have parts such as front cover, back cover and so many things.

Children also come to an understanding that we begin reading on the left. See how I am using, begin reading on the left and move the finger we need the words. We read to the end in the same line on the right and then we go to the next line. Now you need to know what it means? When you use the books in such an appropriate manner when you are showing the print to the books it means, a child understands that print carries a meaning. That print can be used for various purposes. There is a difference between letters and words. There is a difference between words and sentences. The books have front cover and back cover. The stories begin at a certain page. The stories end at a certain page. That the print is read from left to right.

Now how to assess in a developmentally appropriate manner so that the child won't even get the feeling that you are actually assessing him or her. You have some assessment questions with you for example, which can be asked orally. Give the child a story book and you can ask, Can you show me?

**Dr. Romila Soni:** Himani, are you reading a story book?

**Himani:** Yes

**Dr. Romila Soni:** You like the storybook?

**Himani:** Yes

**Dr. Romila Soni:** Okay! Can you show me the cover of the storybook?

**Himani:** This is the cover of the storybook.

**Dr. Romila Soni:** Very good! Can you show me the back cover of the storybook?

**Himani:** This is the backcover of the storybook.

**Dr. Romila Soni:** Very Good! Can you show me the letter "R"?

**Himani:** Here is the letter "R".

**Dr. Romila Soni:** Can you show me the letter "T"?

**Himani:** Here is the letter "T"

**Dr. Romila Soni:** Can you show me where should we begin reading the story?

**Himani:** Here

**Dr. Romila Soni:** Yes, Can you show me where the story ends? What is this?

**Vividh:** Monkey

**Dr. Romila Soni:** Monkey. Can you tell me any word that begins with the sound 'M'?

**Vividh:** Monkey, Mango

**Dr. Romila Soni:** Mango, Let me show you another activity. For example, use children's names and their name cards to point out initial and end sounds.

**Dr. Romila Soni:** We have some name cards with me. Okay! Vivid, Okay! Lavanya pick up your name card. Very good! Vividh can you identify where is your name card?

**Vividh:** Here is my name card.

**Dr. Romila Soni:** Very good! Himani, can you pick up your name card?

**Dr. Romila Soni:** Whose name card is this?

**Lavanya:** Sarah.

**Dr. Romila Soni:** Sarah, Yes, Okay! Vividh, what is the initial sound that comes in your name?

**Vividh:** 'Vah'.

**Dr. Romila Soni:** 'Vah'. Very good. Can you tell me any name that begins with 'Vah' sound?

**Vividh:** Van

**Dr. Romila Soni:** Van, Okay! Himani, can you tell me what is the initial sound that comes in your name?

**Himani:** 'Huh'

**Dr. Romila Soni:** 'Huh' What is the end sound that comes in your name?

**Himani:** 'E'

**Dr. Romila Soni:** Okay! Sarah, can you tell me? What is the initial sound that comes in your name?

**Sarah:** 'Sa'.

**Dr. Romila Soni:** Very good, What is the end sound that comes in your name?

**Sarah:** 'Ha'

**Dr. Romila Soni:** Can you tell me any name of such animal that begins with the sound 'Ha'?

**Sarah:** Hippo.

**Dr. Romila Soni:** Hippo, Very good and any name that begins with the 'Sa' sound?

**Sarah:** Snake

**Dr. Romila Soni:** Snake

**Dr. Romila Soni:** Okay! if your name starts with "La" sound jump up high, jump up high. Jump twice, one, two. Very good. Whose name starts with 'Va' sound give me one story book. Very good! Vividh, thank you.

**Dr. Romila Soni:** So what you have observed? Can children follow instructions? Can children identify the initial and end sounds of their names.

**Dr. Romila Soni:** Okay! Let's see what I have?

**Children:** Paper ....paper...paper

**Dr. Romila Soni:** Okay! Paper.

**Children:** Pencil

**Dr. Romila Soni:** How do you know this? Awww. My smart little children ok I have 'p' pencil.

**Children:** And 'p' Pen.

**Dr. Romila Soni:** Yes, 'p' pen.

**Lavanya:** Your colour is so light that I can see.

**Dr. Romila Soni:** Okay! Lavanya is saying that the color is so light so she can see. Yes there is a pink.

**Vividh:** Pink paper



**Dr. Romila Soni:** So, watch for what responses the children give? Other things to look for, can children orally blend all sounds in two and three sound words? Let's see,

**Dr. Romila Soni:** I am calling out two or three sounds and you have to blend them orally. Okay! You have to blend them so listen carefully /h/ /a/ /t/.

**All:** Hat

**Vividh:** We wear hat on our head.

**Dr. Romila Soni:** Yes, we wear hat on our heads. Very good. Okay! Let's blend other (blend the other) three sounds.

**All:** Ok ma'am

**Dr. Romila Soni:** /b/ /e/ /d/.

**All:** Bed

**Vividh:** We sleep on the bed.

**Lavanya:** We can sit also

**Dr. Romila Soni:** Yes

**Vividh:** And Study

**Dr. Romila Soni:** Yes

**Sara:** And read story books.

**Dr. Romila Soni:** Yes, we read storybooks as well.

**Dr. Romila Soni:** These were few examples for assessing print awareness under foundational literacy. Let's know and do some activities exclusively for assessing foundational numeracy, Provide children with lots of materials like twigs, leads, flowers, buttons, bottle caps, clothes pins, seeds, beads and so many other things that you can find in your immediate environment and observe how children use the materials? Do children sought the materials into different categories? Can they describe the different attributes of the materials? Do they see how these materials are same and how they are different? Encourage children to create patterns with the material. What kind of patterns do they create? Do they create only the same pattern like A B A B or something else also. Are the children able to extend pattern on their own at any end or only in one direction? After sometime watch for what kind of complexity children are

bringing to their designing or pattern making? Do they also count as they are extending the pattern? Do they also compare the pattern for example how the two patterns are same and how they are different? Offer a variety of pattern activities in the class such as, encourage them to explore or do pattern hunting like they can hunt the pattern on their shirts, on their dresses.

So, it all depends on how you observe the children's play and plan the assessment processes and how you notice, recognise and respond to children's interests and strengths in foundational literacy and mathematics? You have learnt that observing children helps you to know how the children are progressing? You also understood today how the enabling environment, appropriate resources make it easy to observe and assess children's learning and development in a stress free manner. This ongoing observation with the assessment plan makes the total assessment process very easy and smooth.

### 3.7 Activity 6: Check Your Understanding

Do the activity by scanning the QR code



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... **MODULE 4** ...

**Planning for In-built  
Developmentally  
Appropriate  
Assessment**



# Module 4: Planning for In-built Developmentally Appropriate Assessment

## 4.1

### Knowing and Understanding Children through Play and Activities

The process of observing children should be systematic and while looking at the child as he or she is involved in activities, the teacher can get information about most of the Learning Outcomes (LO) for example,

- ✦ Which LO the child is progressing in?
- ✦ What is the play activity indicating?
- ✦ Is the alignment of teaching strategies with competencies or LOs going on as planned?

For this, one must see what kind of opportunities and experiences are required for children so that they can reach the desired learning outcomes (LOs). Using the three Developmental Goals and LOs the teacher will have a perspective, *for example what to offer to a child, what kind of experiences as per level, what a child can do at a particular age, whether the classroom's environment is well designed, how a child is working with others and what is the child's level of curiosity.*

## 4.2

### Additional Material: Teacher's Observations and Reflections of Children

**Table:** Teacher's Observations and Reflections of Children.

Observing the Children	Review and Reflection by the Teacher/ Anganwadi Worker	Teacher/ Anganwadi Worker's Response and Strategies
<p><b>Music and Movement Time</b></p> <ul style="list-style-type: none"> <li>✦ Sarla starts jumping to the beat or to music.</li> <li>✦ She even identifies the tune of the rhyme and</li> </ul>	<ul style="list-style-type: none"> <li>✦ Sarla seems to enjoy participating in whole group music and movement activities and follows actions/ directions as given by the teacher. She participates actively in a large group.</li> </ul>	<ul style="list-style-type: none"> <li>✦ Watch for sustained enthusiastic performance of the movements; how the child controls the body when moving; sense of external space.</li> <li>✦ Plan perceptual motor</li> </ul>

<p>performs actions for the movement activities as soon as it is called out by the teacher.</p> <ul style="list-style-type: none"> <li>✦ She claps and gallops to a beat or to music and sings along.</li> </ul>	<p><i>Goal 1: Children maintain Good Health and Wellbeing</i></p> <p><i>LO HW4 -4: Follows three to four instructions/ rules at a given time.</i></p> <p><i>(source for LO: NIPUN BHARAT Mission Guidelines)</i></p>	<p>activities and observe Sarla’s directional awareness, ability to move based on watching and listening.</p> <ul style="list-style-type: none"> <li>✦ Observe her spatial sense as she moves her body to perform a movement.</li> <li>✦ Plan for Sarla to explore music independently.</li> </ul>
<p><b>Foundational Numeracy Activity</b> (Classification: ability to sort and group objects)</p> <ul style="list-style-type: none"> <li>✦ A small group of children engages and works on sorting a collection of flowers (<i>that they have collected during the visit to the garden</i>).</li> <li>✦ Akshay takes all the yellow flowers and lines them up from the smallest to the biggest.</li> </ul>	<ul style="list-style-type: none"> <li>✦ Akshay enjoys and participates in small group activities.</li> </ul> <p><i>Goal 2: Children become Effective Communicators</i></p> <p><i>LO-HW4-4: Follows three to four instructions/ rules at a given time.</i></p> <ul style="list-style-type: none"> <li>✦ Akshay completes the given activities/ task</li> </ul> <p><i>Goal 1: Children maintain good Health and Wellbeing</i></p> <p><i>LO-HW5.6: Shows increased attention span and persistence in tasks.</i></p> <ul style="list-style-type: none"> <li>✦ He sorts flowers by colours.</li> </ul> <p><i>Goal 3: Children are Involved Learners and Connect with their Immediate Environment</i></p> <p><i>LO-IL 5.5 Compares and Classifies objects/</i></p>	<p>Observe Akshay in activity in areas.</p> <ul style="list-style-type: none"> <li>✦ Watch for the ability to sort and re-sort; with properties/ criteria given by the Anganwadi worker/ or on her/his own.</li> <li>✦ Watch for how the child has ordered/ arranges the objects and how she/ he is explaining it.</li> <li>✦ Ask open ended questions to extend his critical thinking <i>such as why have you arranged the flowers like this? Why have you kept the biggest flower at the end?</i></li> <li>✦ Provide more opportunities for</li> </ul>

	<p><i>pictures based on multiple factors and describes them using properties. (source for LO: NIPUN BHARAT Mission Guidelines)</i></p> <p>✦ Akshay shows and uses problem solving skills when he lines up the flowers according to their size.</p> <p><i>Goal 3: Children are Involved Learners and Connect with their Immediate Environment</i></p> <p><i>LO-IL 4.6 Seriates/ arranges more than five objects on the basis of particular criteria. (source for LO: NIPUN BHARAT Mission Guidelines)</i></p>	<p>sorting toys, seeds, pictures etc.</p> <p>✦ Provide opportunities for arranging objects in order.</p>
<p><b>Foundational Literacy Activity</b> (ability to tell, retell or complete a story)</p> <p><b>Story-telling</b> Savita asks the teacher to tell the story "<i>The Little Red Hen</i>". In between the story she tells the name of another animal or person even before the teacher.</p>	<p>✦ Savita chooses a storybook from the Activity area (<i>Mini Library/ Reading area</i>) and enjoys listening to the story and actively participates in story-telling. sorting to</p> <p><i>Goal 2: Children become Effective Communicators</i></p> <p><i>LO-ECL1 5.5b Expresses their responses, likes/ dislikes and asks questions</i></p> <p>✦ She predicts the next character and tries to figure out what/ who comes next.</p>	<p>✦ Watch for list of events recalled; how the child is grasping the story structure (characters, sequence, climax)</p> <p>✦ Provide props/ toys in the mini library/ reading area so that she can retell the story on her own.</p> <p>✦ Plan for more rhymes, charts and language games on phonological awareness.</p>

	<p><i>Goal 2: Children become Effective Communicators</i></p> <p><i>LO-ECL1 5.6 Understands the events and characters in a picture story/ story board.</i></p> <p>✦ She tries to figure out the sounds of the character</p> <p><i>Goal 2: Children become Effective Communicators</i></p> <p><i>LO-ECL1 5.7 Talks about characters/ events based on the stories/ poems and other texts LO-ECL1 4.2 Selects books from the reading area and talks the about story with the help of pictures.</i></p> <p><i>(source for LO: NIPUN BHARAT Mission Guidelines)</i></p>	<p>✦ Keep more age-appropriate books that involve play with the sounds of language.</p>
<p><b>Foundational Literacy (L-2)</b></p> <p>Dinesh turns the pages of a storybook in the reading area and does pretend reading and points his finger beneath the words murmuring in the local dialect. He keeps opening other books and does the same.</p>	<p>✦ Dinesh shows interest in print especially in the storybooks which have attractive pictures. Dinesh uses his own dialect while exploring books; he needs books and print in his own dialect to enhance his language and early literacy.</p> <p><i>Goal 2: Children become Effective Communicators</i></p>	<p>✦ Watch for how the child is looking at the books, turning the pages; what language the child is comfortable with; what specific words the child speaks and understands.</p> <p>✦ Offer more children’s literature in different languages.</p> <p>✦ Create and offer story books in local languages that reflect local context.</p>

	<p><i>LO-ECL2 4.3 Picks the story book from the reading area and tries to read the pictures</i></p> <p><i>LO-ECL2 5.3 Predicts the story and talks about the character bilingually. (source for LO: NIPUN BHARAT Mission Guidelines)</i></p>	<p>✦ Offer more oral expression time/ opportunities.</p>
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# Summary



## Planning a Play-Based Learning Environment

### The Preschool and its Environment

- Well-designed, emotionally supportive, both indoor and outdoor environment,
- Certain facilities for preschool physical environment –
  - Sufficient toys and play learning materials for ALL children.

### Planning the Environment: The Indoors and The Outdoors

- The physical setting of the preschool must be safe, secure, hygienic, comfortable, attractive and well-designed which would help the children to get engaged in play-based activities and learn happily.

### Play in Interest Areas

- Circle Time Area
- Reading Area (Language and Literacy Area)
- Writing Area (Language and Literacy Area)
- Mathematics/ Manipulative Area
- Block Building Area
- Discovery/ Science Area
- Art and Music Area
- Dolls/ Dramatic Area

### Balanced ECCE Curriculum

- The teacher-guided method and child-initiated learning that involves asking and answering questions, seeking information, critical thinking, discovery and showing up their work.

### The Play-Based ECCE Curriculum

- The Developmental Goals (five domains of development).
- Understanding of children's interests, needs, strengths, characteristics and context.
- Teacher's knowledge of her/ his children and their development.

### Principles of Planning for an ECCE Schedule

- Learning experiences
- Context
- Processes

# Portfolio Activity

## Assignment

Try developing a balanced and developmentally appropriate day's schedule on any topic of children's interests such as animals/ plants, etc. focussing on children's holistic development weaving in the inquiry based approach. Identify play activities and ideas for teaching/ learning of your chosen topic and also think of certain ways of using inbuilt assessment techniques for the selected topic and then write the following details:

- ✦ Concept/ Topic:
- ✦ Subtopic, if any:
- ✦ Age group of children:
- ✦ Objectives:
- ✦ Prerequisite knowledge/ skills:
- ✦ Toys/ materials and preparations:
- ✦ Key ideas/ Content coverage:
- ✦ Learning Outcome:

# Additional Resources

## References

- ✦ GoI, NIPUN BHARAT Mission Guidelines (2021), New Delhi.
- ✦ National Education Policy 2020, GoI, New Delhi.
- ✦ Ministry of Women and Child Development (MWCD). Early Childhood Care and Education Policy, Government of India, 2013.
- ✦ National Council of Educational Research and Training. Department of Elementary Education, Padhne ki Samajh New Delhi 2008.
- ✦ National Council of Educational Research and Training. Department of Elementary Education, Likhne ki Shuruat - Ek Samwad. New Delhi 2013.
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- ✦ NCERT. 2005. Little Steps – Readiness Activities for Reading, Writing and Number Readiness, New Delhi.
- ✦ NCERT. 2017. Smooth and Successful Transitions, New Delhi.
- ✦ NCERT. 2015. Every Child Matters - A Handbook on Quality Early Childhood Education, New Delhi.

## Weblinks

- ✦ Picture Reading Pre-School -  
<https://youtu.be/3gav6BXih4M>
- ✦ Problem Solving Skill for Foundational Numeracy -  
<https://www.youtube.com/watch?v=aZJ4kiVhO3U>
- ✦ Pattern Making for Foundational Numeracy -  
<https://www.youtube.com/watch?v=L4TMfjq7Dk>
- ✦ Size and Seriation for Foundational Numeracy -  
<https://youtu.be/mORwL-ZPJ6g>
- ✦ One to One Correspondence -  
<https://youtu.be/JtLOIWAhql>

# NISHTHA (ECCE)

An Integrated Training Programme for Teachers  
and School Heads' at Pre-primary and Primary  
Stage of Education



## COURSE 03

### Play-based Activities for Holistic Development



National Council of Educational Research and Training  
Sri Aurobindo Marg, New Delhi-110016

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# COURSE OVERVIEW

## Description of the Course

Play supports holistic development in children. Play is learning for them. In this course you will be able to understand the use and importance of play and activity-based pedagogy in teaching-learning, use of toys, observation and assessment of children's progress including holistic progress cards for tracking children's all round development.

## Keywords

NISHTHAECCE, PLAY, TOYS, ECCE, PRESCHOOL, HOLISTIC DEVELOPMENT, PLAY ACTIVITIES

## Objectives

*On completion of this Course, the learners will be able to:*

- understand how children are like, their characteristics.
- articulate the use of play and activity based experiential learning and toy based pedagogy.
- appreciate the use of toys and Do It Yourself (DIY) activities.
- conduct the activities for three developmental goals:
  - » children maintain good health and well-being.
  - » children become effective communicators.
  - » children become involved learners and connect with their immediate environment.
- observe and assess the progress of a child through play-based activities.
- understand about holistic progress card for children.



## Course Outline

- Significance of play-based activities for holistic development.
- Characteristics of preschool child.
- Usage of play-based, activity based, experiential learning and toy based pedagogy.
- Usage of toys and Do It Yourself (DIY) activities.
- Activities for three developmental goals.
- Observation and assessment of children's progress.
- Significance and use of holistic progress card.

••• **Module 1** •••

**Significance of  
Play-based Activities for  
Holistic Development**



# Module 1: Significance of Play-based Activities for Holistic Development

## 1.1 Significance of Play-based Activities

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_31367572341687910414544?contentType=Resource](https://diksha.gov.in/play/content/do_31367572341687910414544?contentType=Resource)

### Transcript

Dear learners, welcome,

The early childhood years are the most significant years for human growth, development and learning. These are the years when children, given the right opportunities and encouragement, are developing their five senses, strengthening their gross and fine motor skills, refining their eye-hand coordination, which are also the prerequisites for being able to read and write. As children initiate and engage in more and more Play-based activities with other children their sense of identity and social skills develop. They learn the key competencies and skills required for later learning in concrete form and in a joyful manner. Play is the medium of learning for them. Through play children demonstrate, what they are learning? What they are interested in and what they are concerned about? Play can be free play, guided play or structured play. Toys and games in this regard provide them with ample opportunities to learn and grow by developing creativity and critical thinking. Do It Yourself (DIY) kind of activities enhance children's thinking capacity and engage them in tasks by making learning more enjoyable

and developing sustained motivation for learning in them. The educational programme for preschool children therefore, must include Play-based activities and experiences for physical and mental well-being, development of language and literacy, knowing the environment, mathematical thinking and so on and so forth. So that children can happily learn and grow. Observation and assessment is an integral part of learning at the foundational stage and it helps in monitoring the children's progress and also in identifying the developmental delays or special needs if any. Play-based activities can be used for stress-free assessment. When children are engaged in play activities they express themselves better. Children's journey in the process of development should be maintained in the holistic progress card and should be shared with parents and the next class teacher as they are the partners in child's development and learning. Children construct their own knowledge based on their own experiences as they play, learn and grow. Hence, the opportunities for Play-based education should be provided, it's the child's right.

1.2

## Activity 1: Characteristics of Children - Share Your Experience

You must have seen children around you in your family or neighbourhood. Think about the developmental characteristics of children and share on how they play, learn and grow?

Steps to be followed:

### Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/ecceEc3a1>



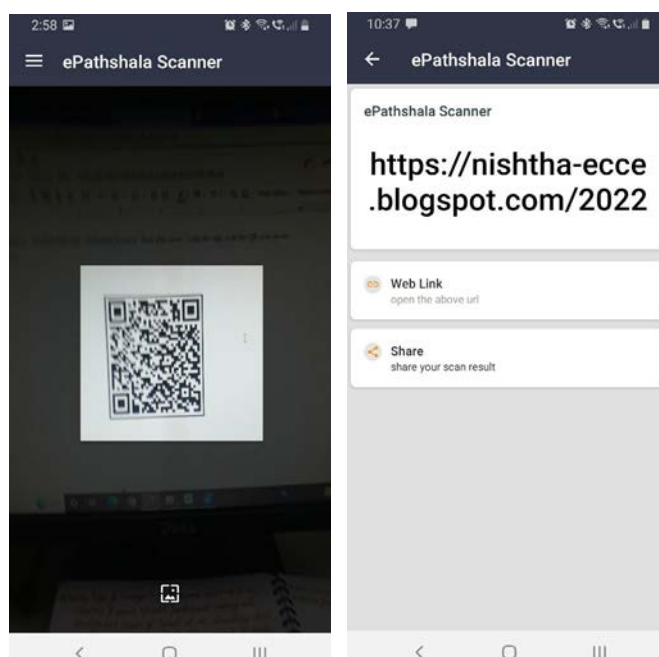
Option 2: Download this pdf from DIKSHA and copy this URL.

<https://nishtha-ecce.blogspot.com/2022/11/course-03-activity-1-share-your.html>

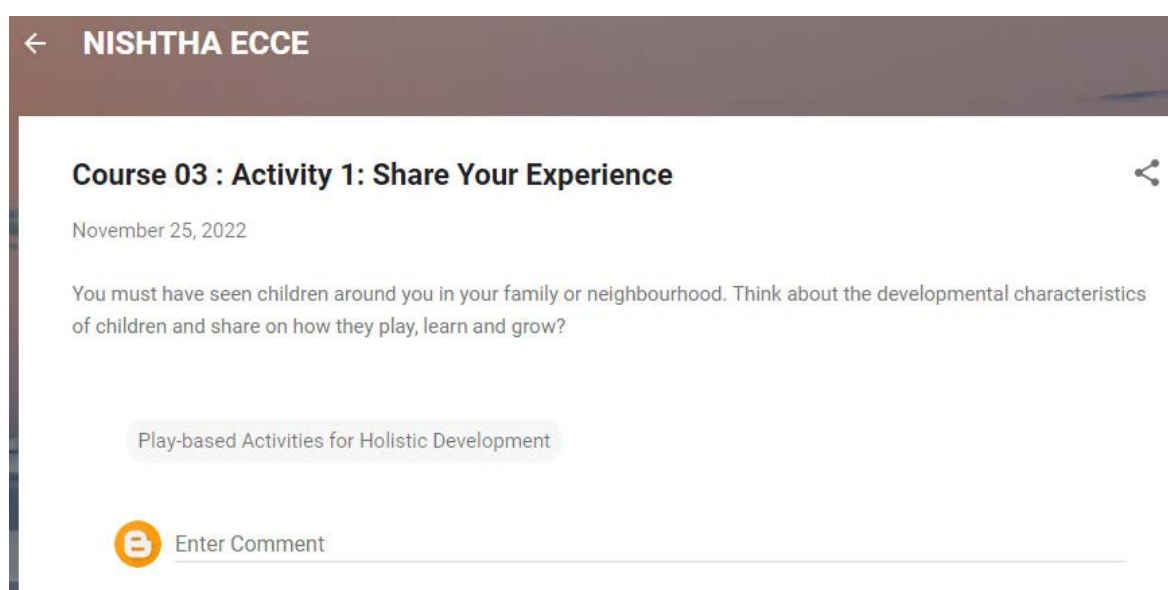
Paste the link in the browser' address bar to access the blog post



Option 3: Install mobile app 'ePathshala Scanner' from play store. Using the app, **scan the QR code** given below.

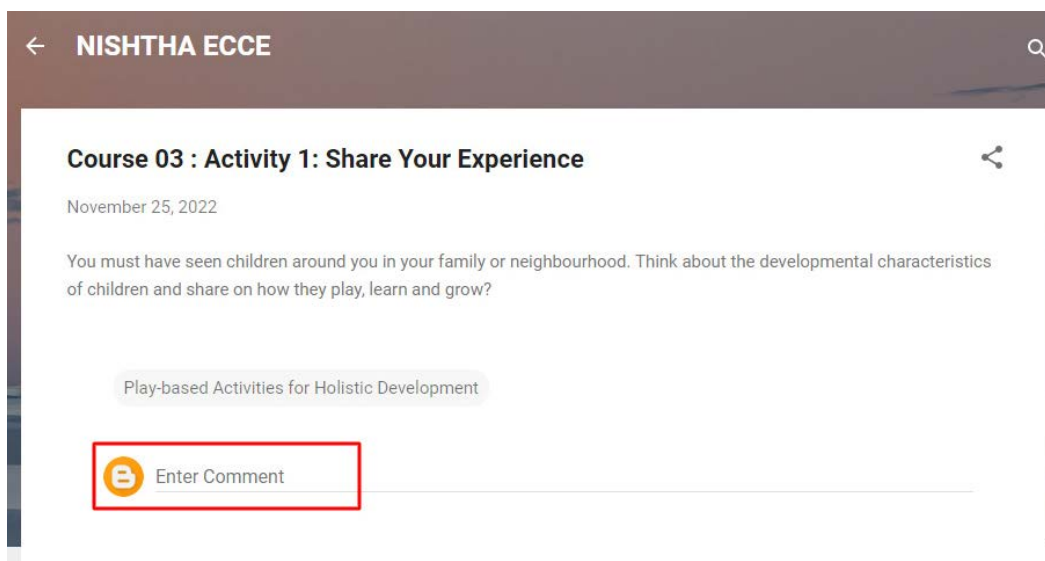


**Step 2: Following any of the above option will take to an external site as shown below**

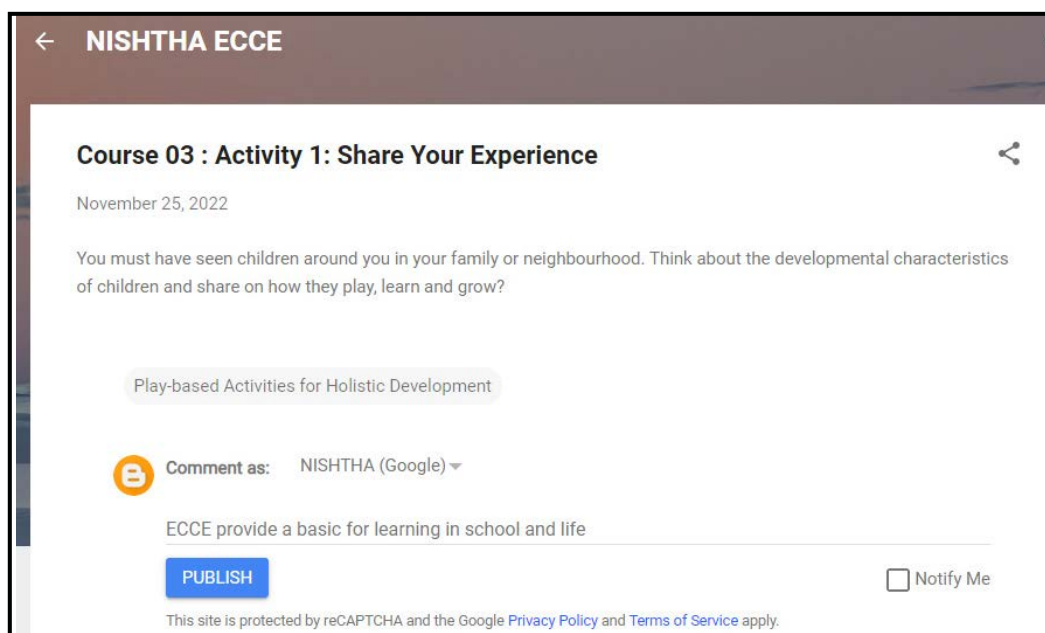


### Step 3: Post your response

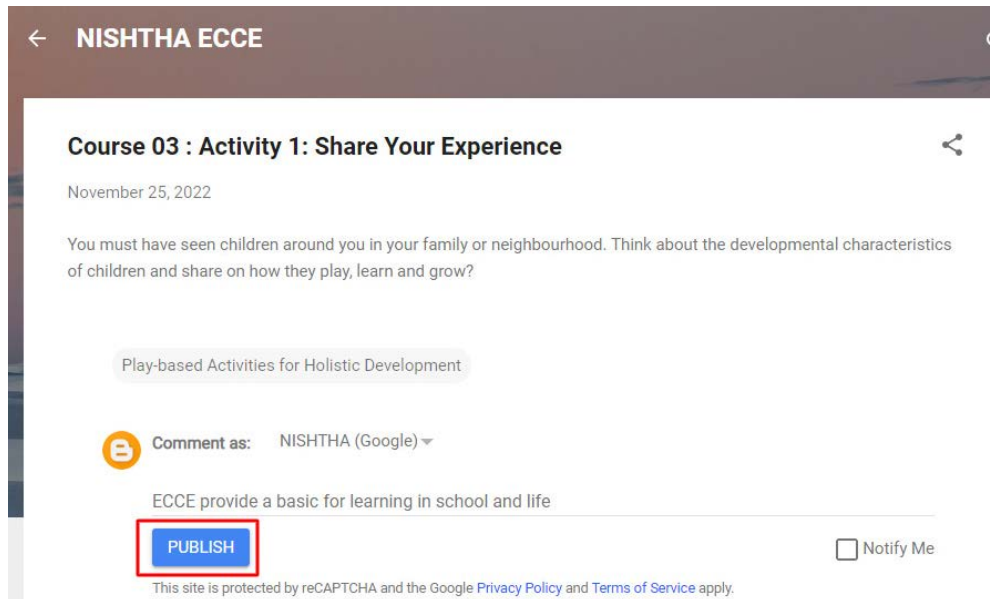
- ☛ Read the given activity
- ☛ Click on **Enter your comment**



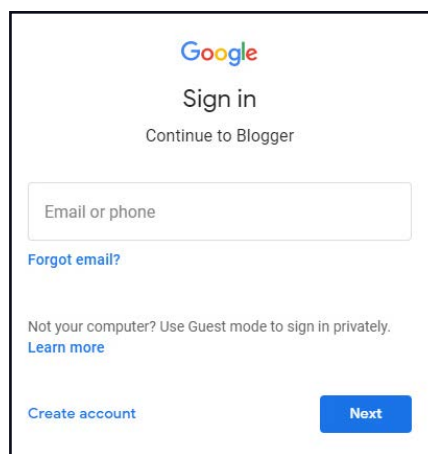
- ☛ Type your response in the comment box.



- Click **PUBLISH**



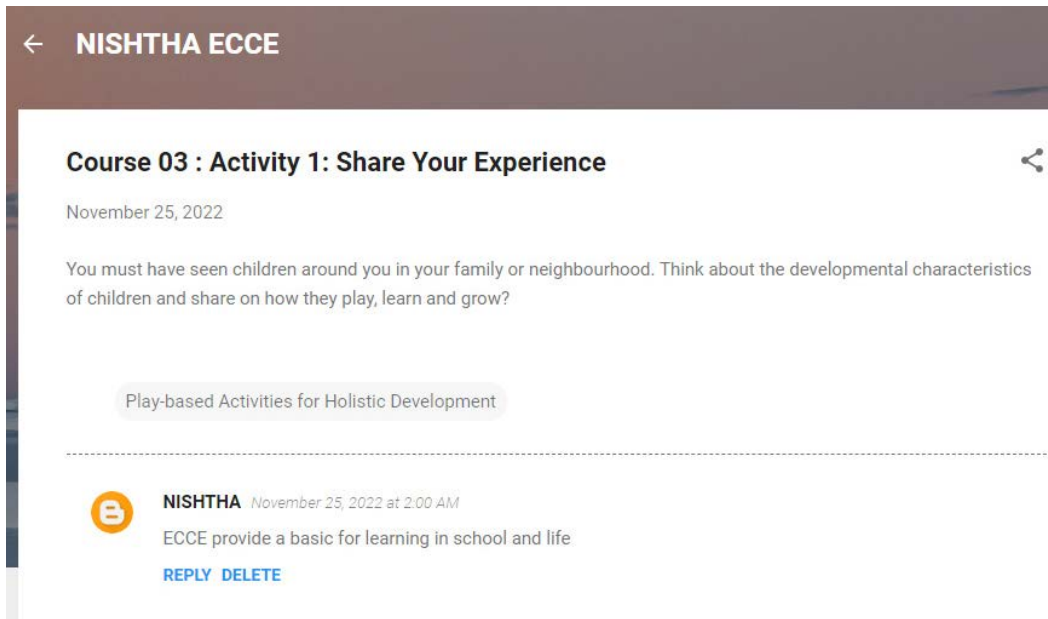
- If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- After logging in, enter **Display Name** and then click on **Continue to Blogger**.



☼ Click on **PUBLISH**. The comment will be posted.

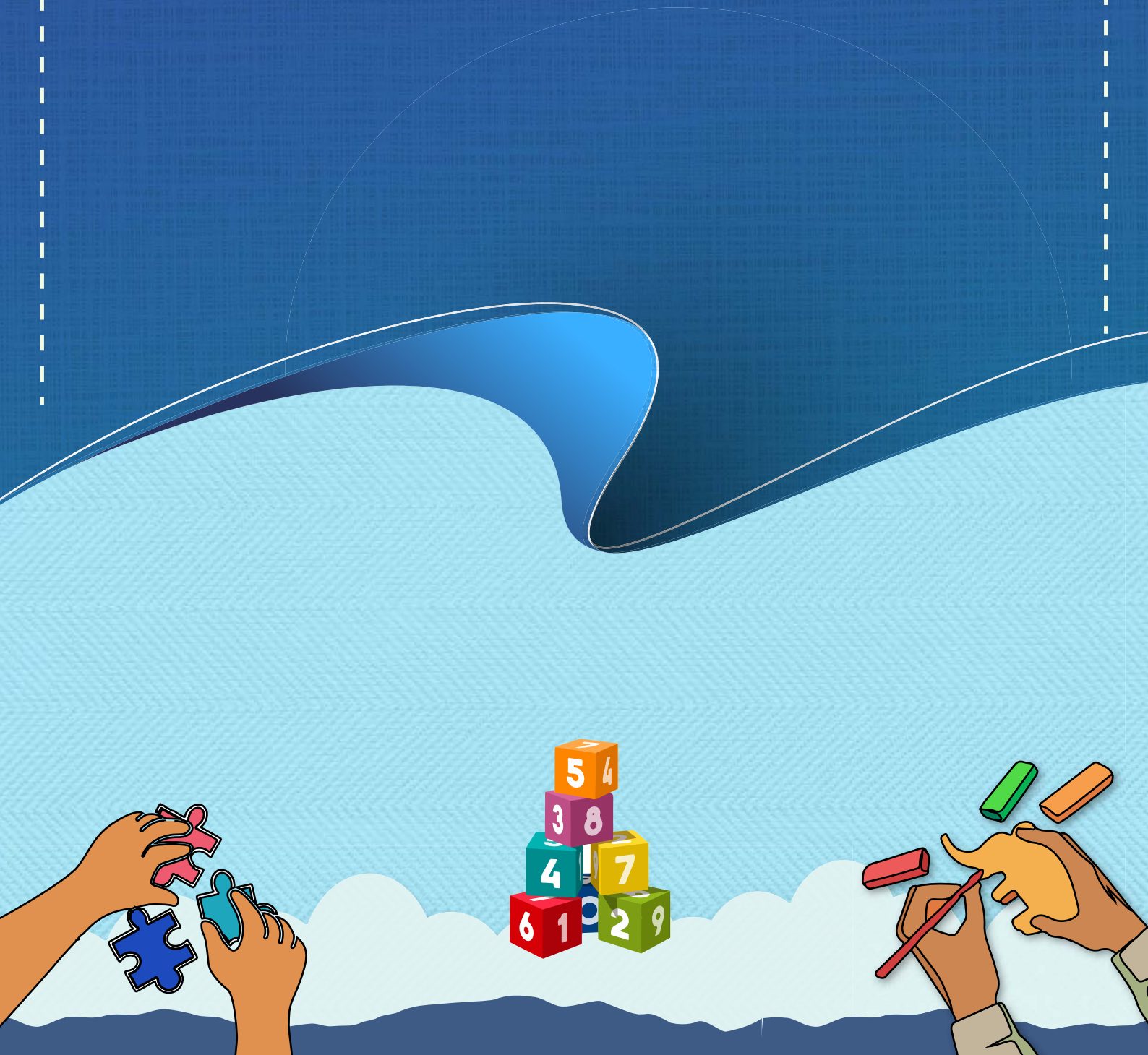


The screenshot shows a mobile interface for a NISHTHA ECCE activity. At the top, there is a dark header with a back arrow and the text "NISHTHA ECCE". Below this, the activity title "Course 03 : Activity 1: Share Your Experience" is displayed with a share icon on the right. The date "November 25, 2022" is shown below the title. The main text of the activity asks the user to share their experience with children in their family or neighbourhood. A text input field contains the text "Play-based Activities for Holistic Development". Below the input field, a comment by "NISHTHA" is visible, dated "November 25, 2022 at 2:00 AM". The comment text is "ECCE provide a basic for learning in school and life". Below the comment, there are two links: "REPLY" and "DELETE".



... **Module 2** ...

# Understanding the Child



## Module 2: Understanding the Child

### 2.1 Personal-Social and Emotional Development

Each and every child is unique. Child development is continuous and cumulative process follows a definite pattern and is influenced by heredity, environment and nurturance.

Social and emotional development is just as important for a successful school experience as language and cognitive development. The preschool is an important place for this area of development – it is where the foundational skills for appropriate social behavior are learned and embedded.

Warm and positive relationships with adults help infants develop a sense of trust in the world around them.

Young children are curious, eager to learn and respond with interest to new things. They can't sit at one place for a long time. At the same time, there are a few social skills that are very important for a successful transition across the foundational stage and beyond.

Children at this stage learn best through activity and play. They have a short attention span i.e. the ability to concentrate on or attend to an activity for a length of time. They find it difficult to sit for a long time, pay attention to or concentrate on one activity for more than 7 to 15 minutes. They are not yet ready for large group activities and therefore enjoy and benefit more from small group activities. They enjoy repetition, particularly stories and songs. They respond spontaneously to music, rhyme and rhythm. They like to play, jump, crawl, run and balance as they find all these activities enjoyable.

Children in early primary grades demonstrate considerable verbal ability and begin to read, write and reason out things. They develop skills of problem solving. They have good muscle control and are quite independent in their movements. They are fairly self-reliant and able to look after their needs. They enjoy the company of friends, can play group games with rules more easily and are motivated by competition. They are vigorous, active, bursting with energy, demonstrate a lot of aggressive behaviour, can understand sentences that are slightly more complex and can follow two or three directions at a time. They are

able to express themselves more effectively, have comparatively longer attention span especially for the activities of their interest. Children can take on structured activities to some extent; while their learning remains largely based on their experiences of the immediate environment. However, individual differences exist both in rate of development and traits and abilities.

The goal of early years education is holistic development of children. Personal-social and emotional development is important for well-being. Well-being means good physical and mental health and a feeling of happiness and satisfaction. Warm, nurturing and supportive relationships with adults are important for development to emotional security, positive self-concept and respect for others.

## 2.2 Activity 2: Age Specific Development - Try Yourself

Collect pictures of any child and prepare an album according to their developmental growth and various activities that they could perform age-group wise. You will be amazed to see what they are capable of doing in that specific age-group?

## 2.3 Children as Constructors of Knowledge

As constructions of knowledge, young children build on their prior experiences and develop new understanding about themselves and their immediate world.

For example, children learn and construct knowledge through their daily hands-on experiences, as they play, as they observe and explore their surrounding, the toys they play, when they talk with others, when they make small decisions in small groups and so on. They reflect on their knowledge as they answer to open-ended questions let us understand by this example -

- When children play in math area and playing with blocks or puzzle - they are learning part to whole concepts, one to one correspondence and also strengthening their fine muscle control.
- When they in writing area or at area and exploring writing and drawing tools - they are learning about different colours, shapes, they are learning to express their thought on paper and get connected with foundational literacy. All this helps children to connect with print. While children are learning and constructing their own knowledge it becomes very easy for the teachers and adults to observe and assess their progress in learning.

Children benefit from real hands-on experience and they learn best through active exploration using the senses such as touch, taste, smell and manipulation to build perceptual skills. Play comes naturally to children and children get engaged in various kinds of play, such as physical play, language play, object play, pretend or dramatic play, constructive play, and games with rules etc.

According to NEP 2020 'The overall aim of ECCE is to attain optimal outcomes in the domains of: physical and motor development, cognitive development, socio-emotional-ethical development, cultural/ artistic development, and the development of communication and early language, literacy, and numeracy through flexible, multi-faceted, multi-level, Play-based, activity-based, and inquiry-based learning. It also includes a focus on developing social capacities, sensitivity, good behaviour, courtesy, ethics, personal and public cleanliness, teamwork, and cooperation.'

# ... MODULE 3 ...

## Play-based Activities and Experiential Learning



# Module 3: Play-based Activities and Experiential Learning

## 3.1 Use of Play-based Activities

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_31367573926323814416456?contentType=Resource](https://diksha.gov.in/play/content/do_31367573926323814416456?contentType=Resource)

### Transcript

Dear learners,

Play-based activities in ECCE designed by teachers for children are essentially to learn while at play. Children are given autonomy to choose activities and materials based on their interest. It enhances their imagination, increases their sense of self and self-esteem as well as sense of the world around them and also relieves them from boredom. Toys and games in this regard act as a medium and provide ample opportunities to play and grow. They are not just for entertainment; they play a very important role in the holistic development of children by providing scope for cognitive development, language development, creativity etc. Toys also provide opportunities for exploration, experimentation, manipulation and problem solving that helps in constructing knowledge. Toy based pedagogy is Play-based, activity-based and experiential in nature. When children play with toys they discover new ideas and develop language. When they play with manipulative toys their eye-hand coordination develops, fine motor development and cognitive development takes place. If we use indigenous toys, children connect with their culture and society easily. When children play with dolls, building blocks, kitchen

sets or doctor's sets etc., their imagination, creative and critical thinking develops. They get a chance to express their emotions. When children play with peers and adults, cooperative learning takes place. Toys and materials or Do It Yourself (DIY) kind of activities are tools for the teacher to use in teaching and reinforcing learning. Outdoor and play equipment like swings, sand pit, wooden or plastic blocks, dolls, etc. in addition to teacher-made materials like puppets, puzzles, charts and pictures etc. specifically for language and cognitive development are very useful in learning enhancement. Social skills are learnt when children engage in play activities. Children learn verbal communication, body language, respecting others' rights, cooperation and teamwork etc. We should continue to refine their skills through play and playful activities using indigenous, low cost, no cost toys and games.

## 3.2 Play and Learning Material

The play material, equipment, and furniture in preschool should be according to children's age, needs, level of development, abilities, and interests. The indigenous and traditional Indian toys must be a part of early years learning for example the puzzle inset board, wooden blocks, stacking dolls (popularly available in Chennapatna, Karnataka), shape sorters, papier-mâché (Jammu and Kashmir), dolls, and so on. Children learn about local animals, utensils, colours and shapes through these indigenous toys. The play materials and toys must be safe and help them learn the concepts easily and these must also be mapped with the learning outcomes.

### Low Cost No Cost Material

There have to be materials preferably indigenous, low cost and no-cost for different developmental areas such as dolls, name cards, musical instruments, discarded old telephones, old cameras, housekeeping materials for social-emotional development; button frames, beads for stringing, fastening frames, weaving cards, hammering toys, Lego blocks, jumping ropes, swings, balls, etc. for motor development; sensory materials, texture books, manipulative materials, pegboards, domino cards, nesting toys, abacus, materials for matching and sorting and for cognitive development; concept books, storybooks, letter cut-outs, picture reading posters on different topics, textured letters and numbers, story characters for language and literacy development and so on. There should

be plenty of materials such as *phirki*, pinwheels, books made of cardboard or cloth with flaps to lift and holes to peek through etc.

There should be lots of open-ended materials to encourage each child to participate in meaningful play experiences that match their temperaments and abilities. The play equipment should be versatile so that children can use it in different ways thus allowing for creative potential. There have to be toys for ALL children to reject gender stereotypes. The selection of toys for young children should be in tune with their interests and social contexts so that they can identify with them and relate them to their daily life situations. These should be well-made, sturdy, and safe for the children to use.

### Activity Books/ Collection of Rhymes and Stories

Children require access to a variety of stationery materials such as paper, colours, writing tools, and for book making, glue, tape, stapler, etc. for drawing, colouring, paper folding, writing etc. There should be age and developmentally appropriate activities and worksheets for all children as every child learns at his or her own pace and style. These worksheets or activities should be based on developing understanding of concept and skill rather than useless writing or copying of letters or numbers. These worksheets provide opportunities for working independently and should be maintained in the portfolios for parents and teachers to analyze the development of learning taking place in the child. Schools should have a collection of activities, rhymes, folk songs and story books or picture books like big books, small books, graded story books, e-stories, and panchatantra tales etc.

3.3

### Activity 3: Use of Toys in Classroom - Share Your Thoughts

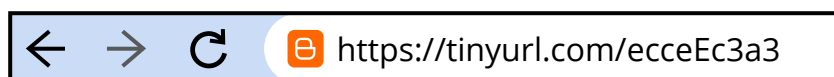
How toys can be used in the classroom to support the growth and development of a learner?

Steps to be followed:

#### Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/ecceEc3a3>





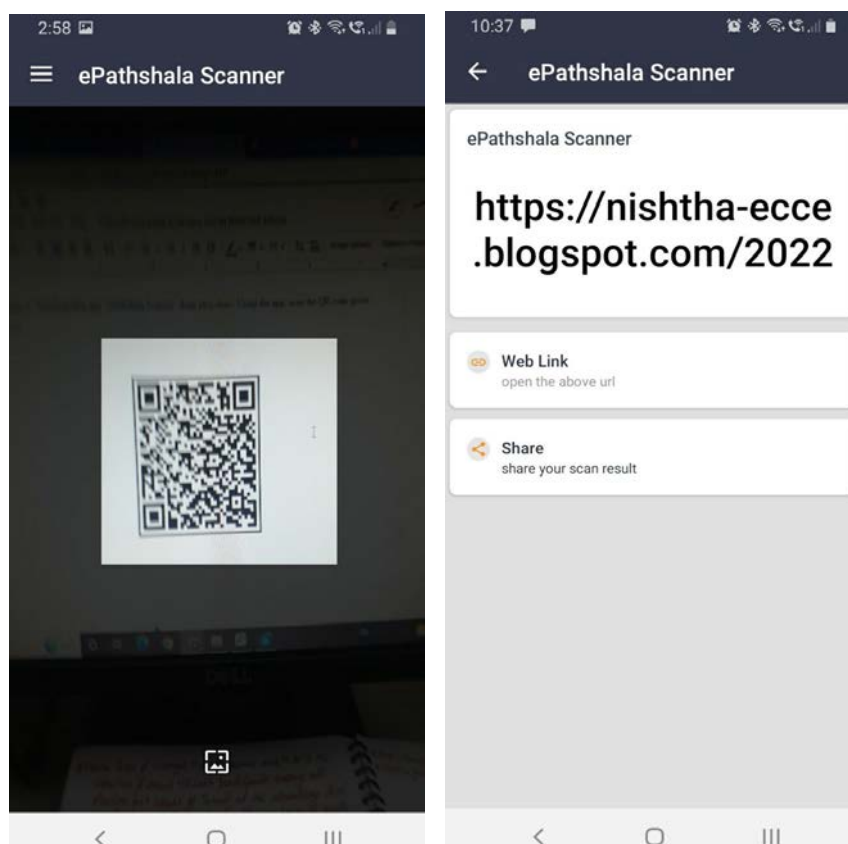
Option 2: Download this pdf from DIKSHA and copy this URL.

<https://nishtha-ecce.blogspot.com/2022/11/course-03-activity-3-share-your-thoughts.html>

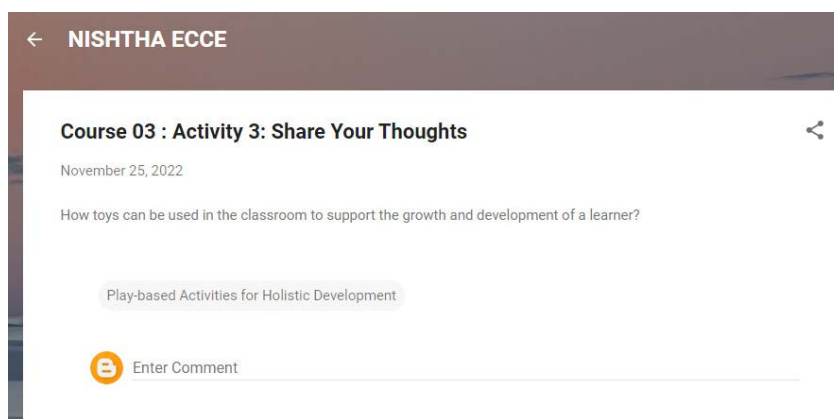
Paste the link in the browser' address bar to access the blog post



Option 3: Install mobile app '**ePathshala Scanner**' from play store. Using the app, **scan the QR code** given below.

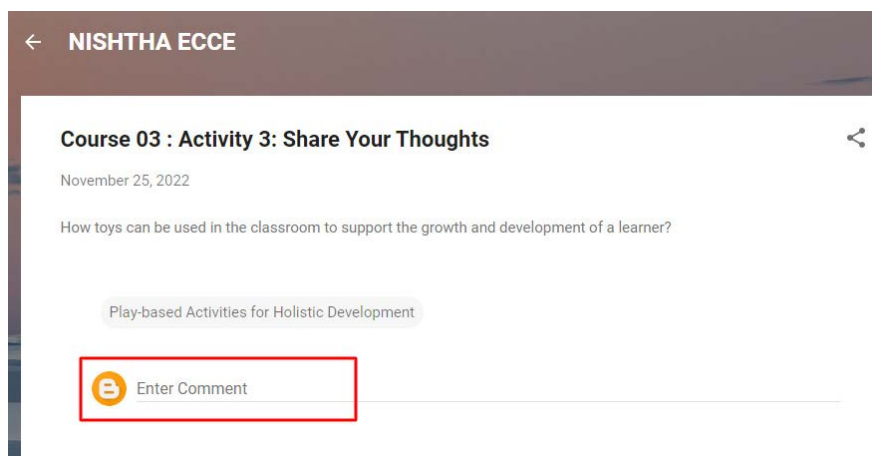


**Step 2: Following any of the above option will take to an external site as shown below**

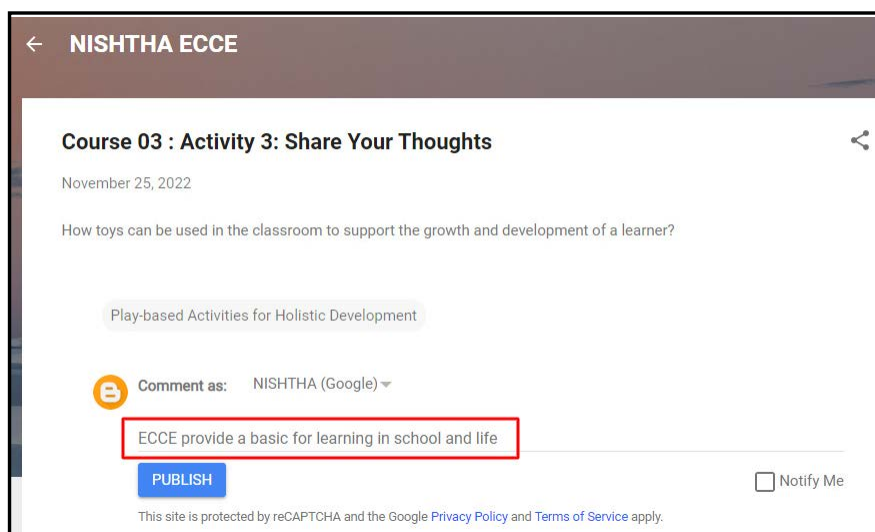


### Step 3: Post your response

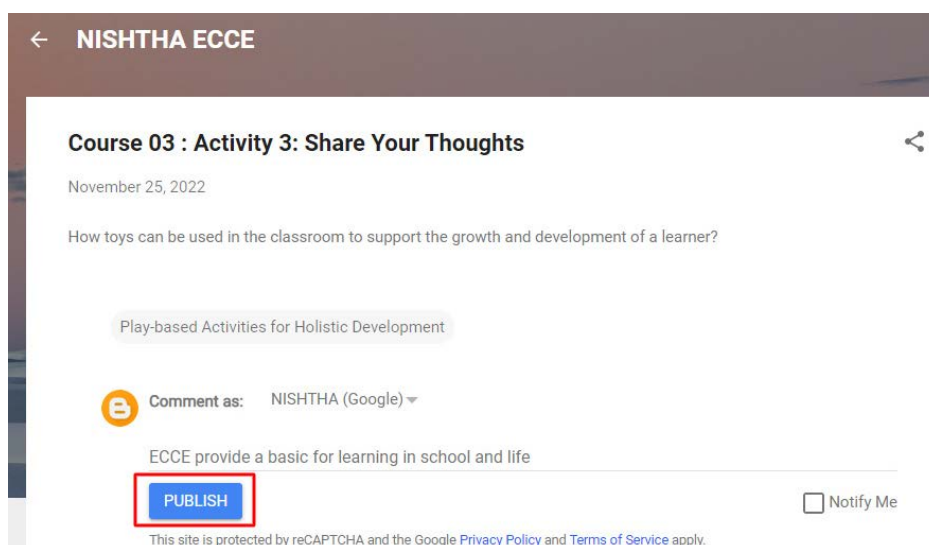
- ☛ Read the given activity
- ☛ Click on **Enter your comment**



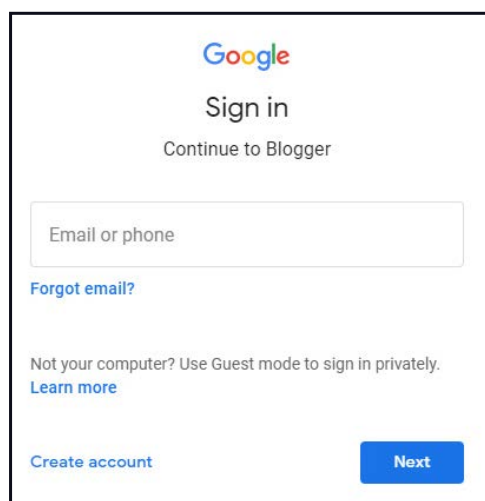
- ☛ Type your response in the comment box.



- Click **PUBLISH**



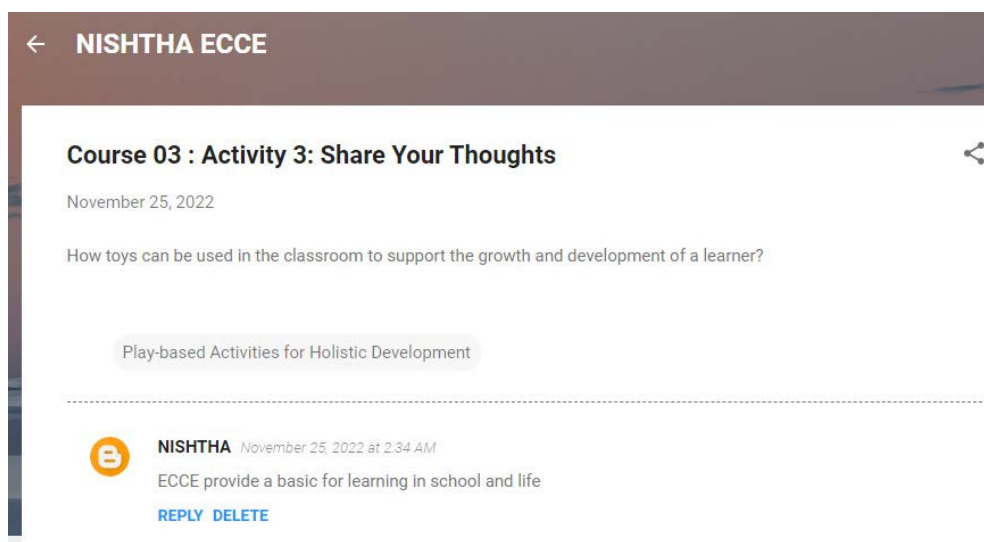
- If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- After logging in, enter **Display Name** and then click on **Continue to Blogger**.



☼ Click on **PUBLISH**. The comment will be posted.



### 3.4 Toys based Pedagogy and Do It Yourself (DIY) Toys

Toy based pedagogy at the foundational stage is where children learn through toys and games as children learn best through play and exploring play materials. The classroom may be set up with specific activity areas and equipped with age-appropriate toys and other learning material, such as dolls area, areas socio-emotional and imaginative play, etc.; blocks area with construction and manipulative materials; reading area with picture books and other age-appropriate books for choosing and handling books; science area for simple experiments, observations, creative arts area, etc. Low cost and no cost material should be procured by the teacher involving children. The classroom must have adequate stacking provision for placing play materials and toys, from which children should be able to take materials and toys for free play and replace the materials or toys methodically after play. If there is lack of space, activity areas can be set up temporarily for every 15 days in rotation. Children can be given loose materials to create DIY toys which would also help children develop collaboration skills.

DIY material or toys like dolls, doctor's sets, old dresses, toys/ kitchen utensils, mirrors, old spectacle frames, purses, old shoes, etc. are very useful for imagination, creativity, socio-emotional development. Conversation charts, pictures, flash cards, picture dominoes, picture books, collection of rhymes and stories promote language development. Sound boxes, visual discrimination card, touch cards, feely bag, smelling boxes, food items of varying tastes, etc. promote

cognitive development. Art and craft material like scissors, glazed paper, tissue paper, old magazines, old newspapers, cloth, gum, fevicol, thread, crayons, paint/colours, paint brushes, paper, coloured chinks etc. help to develop creativity. Any useful waste material; for example, cartons, bottles and bottle lids, thermocol, cloth pieces, scraps, newspapers and magazines, etc. can be used. Harmonium, *dhapli*, *dhalok*, drum, flutes, mouth organs, *manjiras*, *ghungroos* etc. can be used to create DIY toys for music and movement activities. While selecting and developing materials to carry out activities, it is necessary to ensure that the materials are safe and have potential for learning as well as for direct manipulation by children and are not merely a teaching aid. In play and activity based learning, a child becomes an active participant and not a passive recipient. You as a teacher should have a collection of a variety of games, activities, play materials, stories, songs, rhymes, etc. you can plan for all your children and help them learn and grow.

... **MODULE 4** ...

**Activities for Achieving  
Developmental Goals**



# Module 4: Activities for Achieving Developmental Goals

## 4.1 Development Goals to Achieve Holistic Development

Children are born with an incredible capacity and desire to learn. Children should be provided with rich experiences through play and activities that develop critical thinking and problem solving and understanding about themselves which are age and developmentally appropriate. Hence, the teaching-learning process must include activities and experiences for all developmental aspects of child development leading to three major developmental goals as under:

- Development Goal 1: Children Maintain Good Health and Well-being
- Development Goal 2: Children become Effective Communicators
- Development Goal 3: Children become Involved Learners and Connect with their Immediate Environment

To achieve the goals of development, pedagogy plays a very important role. There are three components of pedagogy in early childhood - play, interactions and the environment which must be addressed during curriculum transactions through toys, games, stories, rhymes etc. Activities should be designed by teachers in an integrated manner so that through one activity multiple competencies can be achieved. Activities should be age and developmentally appropriate.

## 4.2 Goal 1: Children Maintain Good Health and Well-Being

Well-being includes good physical health, feelings of happiness, satisfaction and successful social functioning. It influences the way children interact in their environments. A strong sense of well-being provides children with confidence and optimism which maximise their learning potential. Children in preschools/anganwadi should be given adequate and regular opportunities for engaging in interesting and age-appropriate, outdoor-indoor play activities involving gross/ larger muscle development and fine motor development. Nutrition, health, hygiene and sanitation, safety etc. should be taken care of for holistic development.

Gross motor skills help in developing control over the movement of the large muscles of the body, such as thighs, legs, arms, etc. for sports, dancing, gymnastics, dramatics, etc. leading to development of growth and development of body, mind and soul.

☀ Let us know about activities for gross motor development:

- » Walking, balancing
- » Running, jumping
- » Crawling, creeping, rolling, swinging, hopping
- » Climbing (ascending and descending)
- » Rhythmic movement
- » Playing with the ball, throwing, catching and kicking, etc.

Similarly activities for fine muscle coordination are related to muscular control of the eyes, hands and fingers as well as coordination of eye and hand movement leading to development of self-help skills like self-feeding, self-dressing, self-grooming, writing, drawing, painting, clay modelling, reading, etc. The specific activities for fine motor development are:

- » Threading
  - » Tearing, cutting, pasting
  - » Drawing, colouring, painting, printing,
  - » Paper folding
  - » Clay work
  - » Sorting
  - » Pattern making
  - » Using manipulative material, pouring, etc.
- ☀ Health hygiene and nutrition is yet another very important component and activities like mealtime and toilet breaks allow for good health habits to be formed such as hand washing, eating nutritious food, eating slowly, drinking clean water, etc.
- ☀ Socio-emotional development get strengthened when you plan for - Free play activities provide opportunities for children to make choices and make decisions and also understand others' rights and perspectives. In addition, they support development of pro social behavior in children like -
- » Waiting for one's turn
  - » Sharing, helping others
  - » Identifying one's own and other's emotions and experiencing compassion and empathy etc.



Following one's interest and choice enables children to develop skills of self-regulation, perseverance on task and good work habits.

### 4.3 Activities for Good Health and Well-Being

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_31367574339278438414545?contentType=Resource](https://diksha.gov.in/play/content/do_31367574339278438414545?contentType=Resource)

#### Transcript

Dear learners,

Dear learners,

The foundational years are very important for laying the foundation for life. These are the years when children should be provided with experiences for physical-motor development, socio-emotional development, health, hygiene, nutrition, safety etc. through Play-based activities. Preschools have toys, materials, swings which promote ample opportunities for the same. Lets see the video how physical development, socio-emotional development and good health and well-being of children is being developed in preschool settings through play and activity based curriculum.

**Teacher:** Fire in the mountain.

**Children:** Run, Run, Run!

**Teacher:** Fire in the mountain.

**Children:** Run, Run, Run!

**Teacher:** Fire in the mountain.

**Children:** Run, Run, Run!

**Teacher:** Stop! Clapping!

In this video you must have observed children playing in the field, on swings, running, jumping, walking etc. All these activities promote physical and motor development. The activities wherein children are playing in the sand, drawing, colouring, making collage etc. promote fine motor development, eye-hand coordination and also develop creativity. These competencies later help children in reading and writing. And the activities of eating together, washing hands, using a handkerchief, wearing a mask, etc. are useful for the development of health, hygiene and nutrition. All the activities shown in the video provide opportunities for development of gross and fine motor skills, development of senses, strengthening of eye-hand coordination etc. Children get opportunity to socialize, develop language and cognitive skills too. They develop healthy habits and develop a positive self-concept, which is very important for the health and well-being of children. Teachers need to organise such activities daily in preschool and wherever needed parental support should also be taken.

## 4.4

### Goal 2: Children become Effective Communicators

Enabling children to orally communicate with ease and competence in the preschool / anganwadi or school language, become print aware, understand or make a meaningful connection with reading and writing in familiar contexts, develop interest in books and in learning to read is essential.

In addition, helping children learn to decode text with ease and focus on developing phonological awareness and sound, and visual association becomes important for developing foundational literacy and numeracy. Activities like narrating stories to children, conversation on project/ theme, helping children follow simple instructions, recalling the story, simple riddles, group games, listening to clues and completing a thought, spotting the odd man out (w.r.t. sound), action rhymes, dramatisation, dolls' play, role play, picture reading, puppet play, oral expression, nature walk, creating sentences, vocabulary related to home, body, fruits, vegetables, etc. are essential for developing listening and speaking skills. These activities can be done with 3-6 year olds and also with 6-8 year olds. For older children, complexity of the story, conversation, instructions, etc. may increase.

As far as possible, free conversation should be the first activity of the day after welcome and prayer. Children have a lot to say when they come in the morning. Children must be encouraged to speak in complete and correct sentences. Even if children speak wrong sentences, they should not be stopped and corrected; in fact the adult or the teacher can repeat the correct sentence. Story-telling should be a daily schedule. Stories narrated should be short, age appropriate, interesting and narrated with facial expressions and voice modulations in simple language; children should sit close to the teacher in groups or in a semi-circle. Activities like identification of sound in the environment, discriminating sound in the environment, identification of beginning sounds, rhyming words, antakshari, matching, odd-one-out, spotting the difference, classifying objects/ pictures of objects beginning with a given sound, matching pictures with verbal words, etc. support in preparing children for reading.

### **Some Suggested Activities**

- ☀ Take children for a nature walk to nearby park/ play ground. Ask them to pick an object from their immediate environment and talk about it. For example feather, leaf, etc.
- ☀ Free indoor play in activity areas like doll play, dramatic play with doctor's sets etc.
- ☀ Circle time discussions where children get opportunities to express their experiences.
- ☀ Let children match pictures, spot the one that is different, find the particular shape in the picture etc.
- ☀ Sound discrimination activities: Listening to sounds in the environment; identification of beginning and end sound of words, think of objects starting with beginning or end sound say for e.g. 'b'; make worksheets with pictures of objects starting with same and different beginning sounds and let children colour the pictures with identical beginning sound. Playing 'antakshari' with beginning and end sounds of words.
- ☀ Give some familiar pictures, call out words or any letter sound example, 'b' and let children find pictures of objects beginning with 'b' sound.
- ☀ Drawing over dotted lines and completing the picture/ letter etc.
- ☀ Copying and drawing shapes.
- ☀ Story telling and story making.
- ☀ Singing rhymes and enjoying music and movement activities.
- ☀ Offering rhymes and enjoying music and drawing children's attention towards print.

- Setting up reading area equipped with age-appropriate graded books and let children
- develop bounding with books.

## 4.5 Activities for Language and Literacy

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_31367574763376640016457?contentType=Resource](https://diksha.gov.in/play/content/do_31367574763376640016457?contentType=Resource)

### Transcript

Dear learners,

It is imperative that teachers communicate with the child in his/ her language in preschool and provide ample opportunities for language development. Once the child is comfortable and learns to express himself, the teacher may introduce school language or language used in the state as a medium of instruction. This will lay the foundation of language and literacy at the preschool (3-6 years) level and encourage children to learn better. How language and literacy activities should be conducted in preschool so that children learn to communicate better and develop reading writing skills. Let's understand through this video.

**Teacher:**

*Bandar mama pahan pajama*

*Dawat khane aye*

*Bandar mama pahan pajama*

*Dawat khane aye*

*Dawat khane aye*

*Dheela kurta topi joota*

*Dheela kurta topi joota  
Pehen bahut itraye  
Pehen bahut itraye  
Rasgulle par ji lalchaya  
Muh mein rakha gap se  
Rasgulle par ji lalchaya  
Muh mein rakha gap se  
Naram naram tha, Garam garam tha  
Jeebh jal gayi lap se  
Naram naram tha, Garam garam tha  
Jeebh jal gayi lap se  
Bandar mama rote rote*

**Teacher:** Children, See! Aliza is looking different today. Sehaj, can you tell what she's wearing?

**Sehaj:** Aliza is wearing Traffic Lights.

**Teacher:** Children, these are our traffic signals. Red ....

**Children:** Red

**Teacher:** Yellow ....

**Children:** Yellow

**Teacher:** And Green Light ....

**Children:** Green Light

**Teacher:** Hriday, have you seen these lights anywhere?

**Hriday:** Yes ma'am.

**Teacher:** Where have you seen?

**Hriday:** On roads!

**Teacher:** On roads?

**Children :** I have also seen them on roads.

**Teacher:** Oh! you also have seen them on roads. Ok. Devansh, which color lights are there?

**Devansh:** Red, Yellow, Green

**Teacher:** Red, Yellow, and Green

Children : Red, Yellow, and Green

Teacher: Do you know what the red light says?

Children : Red light says stop!

Teacher: Ok, let's ask Tanmay. Tanmay red light says.....?

Tanmay: Red light says stop, stop, stop.

Teacher: Stop, stop, stop. Very good. Ananya, what does yellow light say?

Ananya: Yellow light says wait, wait, wait.

Teacher: wait, wait, wait. And Pawney Green light says?

Pawney: Green light says go, go, go.

Teacher: Go, go, go. What does the green light say?

Children: Go, go, go away.

You must have observed the classroom organisation, children participation, teacher engagement, voice modulation etc. which is very important for language and literacy development activities. Stories, rhymes, free conversation, guided conversation, vocabulary development, bonding with books, print rich environment, book area etc. help children develop interest in reading and gradually children become independent readers and opportunities for drawing, colouring, tearing pasting etc. promote fine muscle development which is very important for preparing children for writing. Teachers need to design activities that promote reading and writing competencies at a foundational stage. By grade three all children in class three should be able to read and write.

4.6

#### Activity 4: Development Goals and Competencies - Check Your Understanding

Do the activity by scanning the QR code



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_31367579683443507214550?contentType=Resource](https://diksha.gov.in/play/content/do_31367579683443507214550?contentType=Resource)

## 4.7

### Development Goal 3: Children become Involved Learners and Connect with their Immediate Environment

Children form concepts related to the world around them through direct experiences and interactions with the physical, social and natural environment. They form mathematical concepts by dealing with concrete experiences from daily life situations. For example, children are familiar with numbers because they have experienced these in telephone, addresses, speedometers, page numbers and calendars and so on but have no experience with mathematical operations. Therefore, introduce pre-number concepts like big, small, same as (size), long, short, same as (length), heavy, light, same as (weight), tall, short, same as (height), fat/ thick, thin, same as (thickness), wide, narrow, same as (width), more, less, same as (concept of mass/ quantity), far, near, same as (distance). It helps a child in making the correct assessment about the value of a number before she/ he understands the more complex mathematical principles. Develop the concept of numbers in terms of their relative value; number symbols: counting and placing the numbers in order etc. instead of rote learning of the number sequence, children need to learn and understand, in the context of small sets. Making simple comparisons and classifications along one dimension at a time, and identifying shapes and symmetries, are appropriate skills to acquire at this stage.

Children learn from their environment i.e. Natural environment (animals, birds, insects, vegetables and fruits, plants); Physical environment (water, air, sky, earth, seasons/ weather); Social environment (self and family, transport, community helpers, festivals). These environmental concepts may be taken up as projects and may form a part of theme for all activities conducted with children logically. Colours, numbers, shapes, time temperature, etc., can be introduced to children through the environmental concepts also.

**Some Suggested Activities for this development goal are as listed below:**

- ☉ Completing and solving picture puzzles and mazes.
- ☉ Activities like matching of relationship cards example, lock/ key, thread/ needle, etc., answering to open ended questions; for example, what will happen if you do not keep your hair clean?, etc.
- ☉ Arranging things in order.
- ☉ Activities and games for development of spatial sense (in-out, on-under etc.).
- ☉ Playing number games.

- Pattern making end extending patterns.
- Sequential thinking activities (for e.g. darkest to lightest colour, biggest to smallest and so on.).
- Odd-one-out activity with shapes.
- Free and structured conversation to make them aware of basic shapes in the environment.
- Rhymes and songs related to different concepts (number rhymes, shapes etc.).
- Observing and exploring during outings and nature walks.
- Festival celebration and preparation of related handwork (cultural rootedness).
- Simple experiments with air/ water/ plant germination.
- Sand and water play.
- These are suggestive ideas for activities, you may create on your own and watch children enjoy!

## 4.8

### Activities for Mathematical Thinking and Environmental Awareness

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_31367575504579788816458?contentType=Resource](https://diksha.gov.in/play/content/do_31367575504579788816458?contentType=Resource)

Transcript

Dear learners,

Children observe and explore patterns, shapes, and other mathematical dimensions in their surroundings. They begin to understand the world around them by making the use of their senses. Children's learning in the cognitive domain needs to be enhanced through development of their five senses and



by providing opportunities for exploration, experimentation, critical thinking etc. based on their immediate knowledge and context. The goal of preschool education is to help children move from their perception-bound thinking to conceptual understanding. This can be addressed by helping children form concepts related to the world around them through direct experiences and interactions with the physical, social, and natural environment.

Let's watch the video and understand how children become involved learners and connect with their immediate environment?

**Children:** Red light Red light , What do you say?

**Child:** I say Stop! Stop! Stop!

**Children:** Yellow light Yellow light, What do you say?

**Child:** I say Wait! Wait! Wait!

**Children:** Green light Green light, What do you say?

**Child:** I say Go! Go! Go! Go!

In this video you must have observed children experimenting with water, floating and sinking, solving puzzles, observing fruits and vegetables, transport, our community helpers etc. All the opportunities for matching, classification, pattern making, sequential thinking, problem solving etc. help children from concepts related to colour, shape, numbers etc. Competencies like observation, experimentation, exploration, etc. develop scientific thinking. These also help children become involved learners and they connect with their immediate environment easily.

## 4.9 Activity 5: Playing with Toys - Try Yourself

Make/ Select one toy, design an activity to achieve any one of the developmental goals. Try out the activity and list out your observations.

... **Module 5** ...

**Assessment for  
Learning**



# Module 5: Assessment for Learning

## 5.1 Observation and Assessment of Children's Progress

Observing and assessing children regularly helps to focus on children's strengths, on what they can do and what more is required. Assessment is an integral part of pedagogy. Assessment must be based on qualitative judgments of children's activities, status of their health, nutrition, physical and social well-being. Careful monitoring of children's progress needs to be done through continuous and consistent observation. No quantitative assessment or use of standardized tests is recommended at this stage. Children should not be tested or subjected to oral interviews in order to pass or move to higher settings of learning in the early years. Teachers must maintain a record of children's participation in classroom routine activities and their skills in getting along with others. The teacher should plan activities based on the assessment of children. Assessment should focus on a child's strengths rather than deficits. Assessment gives an insight into children's interests, achievements and possible difficulties in their learning. A checklist for the observation of behaviour and skills can be created to keep track of the progress of the child in the major areas of growth. Assessment should provide direction for learning new skills.

### Example

- ☉ Can the child throw a ball in a given direction?
- ☉ Can the child catch the ball with both of his/ her hands?
- ☉ Can the child balance his/ her body while walking?
- ☉ Can the child copy and extend a given pattern?
- ☉ Is the child attentive while listening to stories?
- ☉ Does the child understand and follow instructions?
- ☉ Can the child describe things in a picture?
- ☉ Can the child narrate an incident or a story?
- ☉ Can the child tell the beginning sounds of words?
- ☉ Does the child recognise basic colours?
- ☉ Can the child arrange objects according to colour from light to dark?
- ☉ Is the child able to differentiate between a 'big' object and a 'small' one and use these words appropriately?
- ☉ Does the child like to join other children in group activities?
- ☉ Does the child share things easily?

- ☼ Does the child wait for his/ her turn?

Parents should be made aware of the importance of assessing a child's progress in terms of developmental milestones and preparedness and success in school. One of the important functions of assessment at preschool stage is early identification of children with special needs. This is a key to helping a child overcome the handicaps. This may require close monitoring and well-planned activities so as to enable children to make steady progress towards mastering of required skills. The purpose of assessment is also to provide feedback on the extent to which the programme is effective in meeting its objectives. For reporting the child's progress, the Holistic Progress Card (HPC) may be prepared for each child.

## 5.2 Holistic Progress Card

Holistic Progress Card (HPC) is a holistic, 360-degree, multidimensional report that reflects in great detail the progress as well as the uniqueness of each learner in the cognitive, affective, and psychomotor domains. It provides information related to children in all the aspects of child development over a period of time. It assesses a child's progress in all domains instead of measuring their achievements only once in quantitative terms. HPC makes the stakeholders aware of the child's strength, areas of interest as well as the scope for further improvement.

## 5.3 Activity 6: Holistic Development - Check Your Understanding

Do the activity by scanning the QR code

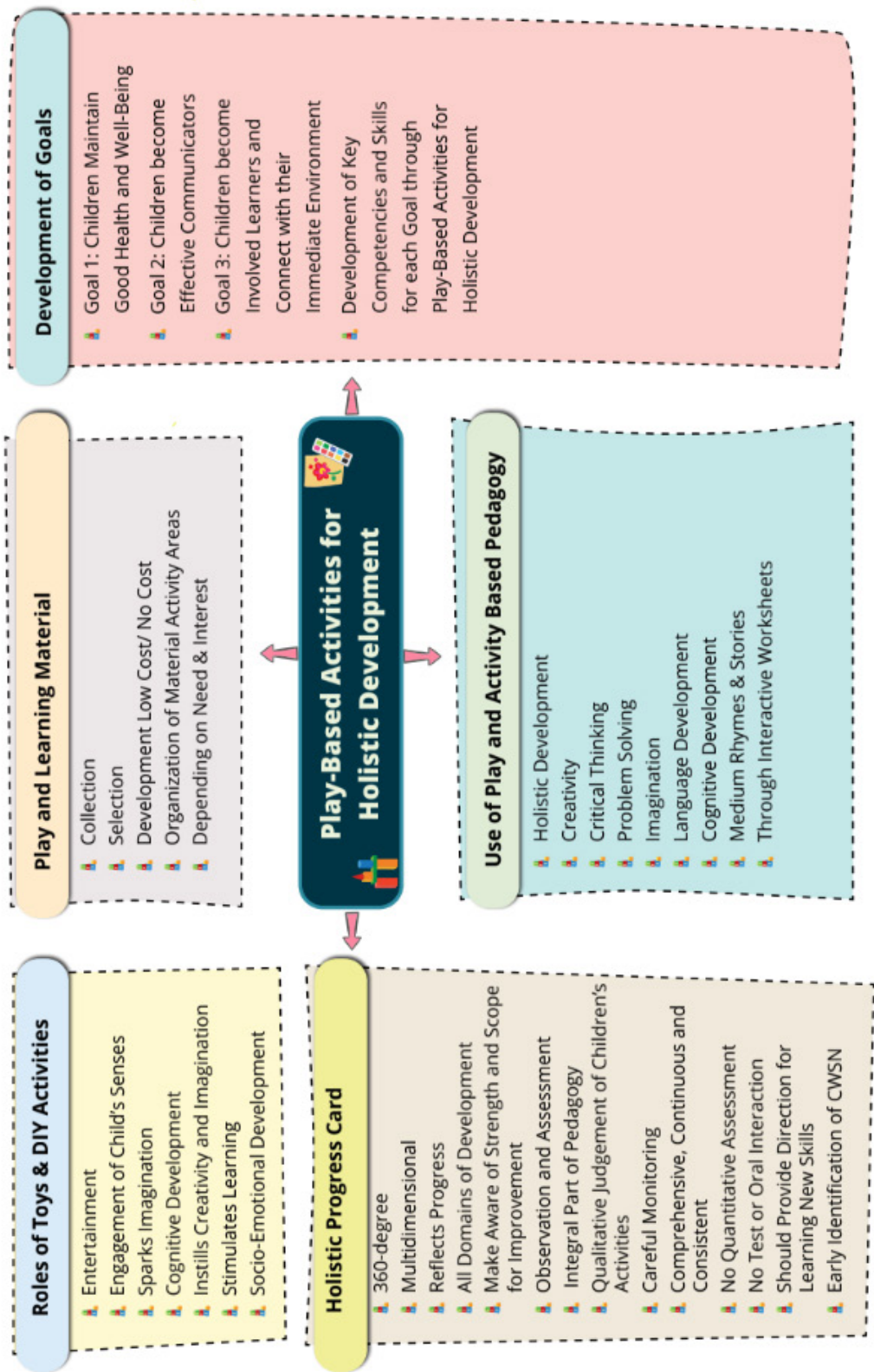


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# Summary



# Portfolio Activity

## Assignment

Try developing activities for the involvement of children of different age-groups (3-4 / 4-5 / 5-6 years), organise it for them and observe the children and also note the outcomes of the activity that they are learning?

- ☉ Name of the activity:
- ☉ Goal:
- ☉ Key skills / Competencies:
- ☉ Material required:
- ☉ Procedure:
- ☉ Outcome:

# Additional Resources

## References

- National Education Policy 2020, GoI, New Delhi.  
[https://www.education.gov.in/sites/upload\\_files/mhrd/files/NEP\\_Final\\_English\\_0.pdf](https://www.education.gov.in/sites/upload_files/mhrd/files/NEP_Final_English_0.pdf)
- Ministry of Women and Child Development (MWCD). Early Childhood Care and Education Policy, Government of India, 2013.  
<https://wcd.nic.in/sites/default/files/National%20Early%20Childhood%20Care%20and%20Education-Resolution.pdf>

## Weblinks

- ☼ Khula Aakash (Hindi Video) -  
<https://www.youtube.com/watch?v=1XjDHOrcJyw>
- ☼ Pre-School Education -  
<https://www.youtube.com/watch?v=0GPBUPua7wk&t=872s>
- ☼ Pre-School Education - NCERT's Initiatives -  
<https://www.youtube.com/watch?v=TUXRDzLxHIU&t=203s>
- ☼ Early Childhood Care and Education (Hindi Video) -  
<https://www.youtube.com/watch?v=tQ14uLumU4c&t=6s>
- ☼ Foundational Literacy and Numeracy -  
<https://www.youtube.com/watch?v=HY7OtDAS-t-o>



# NISHTHA (ECCE)

An Integrated Training Programme for Teachers  
and School Heads' at Pre-primary and Primary  
Stage of Education



## COURSE 04

### Partnerships with Parents and Communities



National Council of Educational Research and Training  
Sri Aurobindo Marg, New Delhi-110016

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# COURSE OVERVIEW

## Description of the Course

This course provides an understanding that community engagement is critical for providing quality early childhood care and education (ECCE) at the preschool level. It describes, how the partnerships of schools with parents, families and the community can support learning in children. It suggests how to create and nurture these partnerships.

## Keywords

NISHTHAECCCE, COMMUNITY ENGAGEMENT PARENTS, FAMILIES, PARTNERSHIPS, ECCE

## Objectives

*On completion of this Course, the learners will be able to:*

- appreciate the need for involvement of the parents and the community for quality preschool education.
- understand the concept of meaningful partnership with the parents and the community.
- discover and develop ways of engagement with the parents and the community.
- identify literacy and numeracy related activities, which can be supported by the parents/ adults at home.
- understand the role of the teacher in guiding the parents to create a stimulating learning environment at home.

## Course Outline

- Importance of partnership between the parents and the community with preschool teachers/ anganwadi workers.
- Development of strong bonds between families and preschools/ anganwadis.
- Engagement of parents, families and the community for making children happy and healthy.
- Suggested activities to support learning at home.
- Strategies for engaging parents and the community.
- Effective communication approaches for stronger partnerships.
- Overcoming hesitations on the part of parents and preschool teachers/ anganwadi workers in developing true partnerships.

# ... MODULE 1 ...

## Importance of Partnerships with Parents and the Community



# Module 1: Importance of Partnerships with Parents and the Community

1.1

Need and Importance of Involvement of Parents and the Community in Preschool/ Anganwadi

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_31363993521755750411511](https://diksha.gov.in/play/content/do_31363993521755750411511)

Transcript

Dear Participants,

You are welcome. We are going to learn about the need for involving parents, families and the community for providing quality preschool education to our young children and also for attaining the learning outcomes of Foundational Literacy and Numeracy (FLN) defined for different years of preschool. The National Education Policy 2020 has laid a lot of emphasis on the need for providing Early Childhood Care and Education to all the children in the age group of three to six years through various institutions like balwadis, anganwadis, preschool centers and other such centers. You will agree that when children are young they spend more time in their homes and neighbourhood. While they are quick to catch and learn, it can be extremely helpful if their parents, families and immediate communities are made active partners in their process of learning. Parents and families, irrespective of their educational qualifications, can very well monitor what the child is doing? They can instantly provide stimulation and motivation and this would be great to develop them as excited learners who would look

forward to learn by experimentation, exploration and manipulation. What is important here is to prepare our ECCE workforce, whether they are positioned in preschools or in balwadis or in anganwadis, on the strategies and methods to involve parents and families. The partnerships between parents, families and ECCE centres create an easy road for the children while they are learning and developing holistically.

In a partnership way, preschool teachers and anganwadi workers create family-like schools which means that the school or the centre recognises each child's uniqueness. They make the child feel comfortable and included. Such schools and centres welcome all families, including those who are difficult to approach. Similarly, a school-like family feels that each child is also a learner. They understand the importance of centre and its activities, and support what their children learn at these centers. They can also arrange for activities that develop and nurture young child's creativity and curiosity. Communities, including groups of parents, can organise events and programmes. Leaders and elder people from the community can also provide necessary support to families in the matter of development and education of young children. Government schools, anganwadi centres, communities should consider the needs and realities of the parents and families and encourage them to engage in the activities that are feasible for them. For example, if in a community some parents know to conduct a puppetry show, they may be asked to do it as a community event and let all children in that community enjoy watching the show and talking about it. Similarly if some parent or member of the local community knows pottery or toy making with local material, they can be invited to the community event. The teachers and staff of ECCE centres must be respectfully involved in these events, so that they can relate these experiences in their classroom discussion. It is important to have a feeling of mutual respect and commitment by ECCE centers, schools, parents and community and then only it would be a true partnership which would show wonderful results.

1.2

### Activity 1: Connections between Teachers and Parents - Try Yourself

Look at the following Table and according to your awareness; give your opinion about the connections of AWWs with parents by putting a tick mark in the appropriate box:



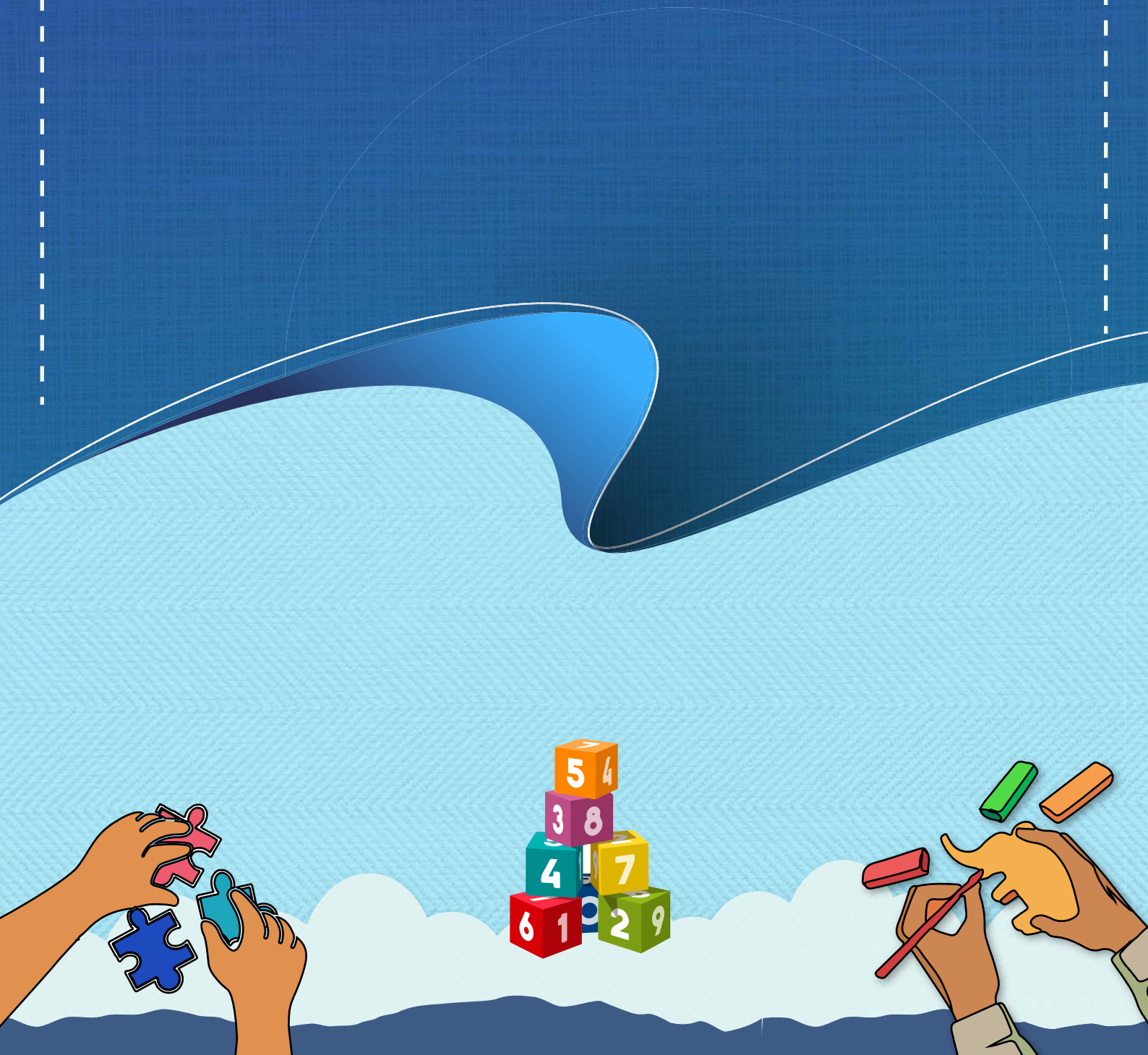
S. No.	Communication with Parents, SMC	Often 3	Occasionally 2	Hardly/ Never 1
1.	Orientation on the Child's health and nutrition			
2.	Organise monthly PTMs and discuss the overall development of each child			
3.	Provide material support to parents, to assist their children			
4.	Listen and provide need based support to the parents of CWSNs and children from marginalized sections			
5.	Keep communication channels open for all the parents in their comfort zone			
6.	Discuss specific issues related to the class and parents with other colleagues and CDPOs			
7.	Discuss children's work with a positive attitude, rather than in a complaining and fault finding manner			
8.	Include parents involvement/ engagement in the activities of the anganwadi/ preschool			
9.	Include parent's suggestions in the working of the anganwadis/ preschools			

10.	Seek support from the community members for better functioning of anganwadis/ preschools			
-----	--	--	--	--

After filling all the answers, calculate your score, adding all the tick marks column-wise, then multiplying the number of tick marks in the first column by three, in the second column by two and in the third column by one. Find out your aggregate score and reflect on it and think how this can be improved.

## ... MODULE 2 ...

# Involvement of Parents, Families and Community



## Module 2: Involvement of Parents, Families and Community

### 2.1 Importance of Involvement of Parents and Communities

Parents are often keen to support their child's learning, especially during the foundational stage but they either do not know how to support or do not understand why their involvement is important once their child has joined an AW or a formal preschool. Here, it becomes crucial for the centres or schools and the teachers or AWWs to willfully involve parents, families and the immediate community in the development and learning of their young children.

Every adult has a stake in the education and welfare of the children. It is essential for adults to make good relations with AWWs or schools and work together so that children feel secure, safe and motivated for learning. Children spend a good part of their day at home or with neighbours. If parents and other members of the community can join hands with schools and provide home support to grasp the concepts and ideas discussed in school, the results could be excellent. The importance of involving parents in the education of their children cannot be ignored. Teachers/ AWWs must always remember that parents are the child's first teachers and that a partnership between home and school, benefits children, families, and the anganwadi/ preschool. Children feel secure when their families and teachers work together. Teachers also get several opportunities to know critical information about the child to understand her/ his better. These partnerships are valuable for parents as they get regular updates on how these children are performing in the preschool/ anganwadi and there is an improved personal communication between parents, children and teachers. Parents also get to know how the teachers guide children's growth and learning. All these benefits cumulatively convert the potential of young children into achievements over a period of time. The National Policy on Education 2020 has highlighted the need for engaging parents and the community in the education of children.

### 2.2 Reasons for Low Response of Parents and the Community

While partnerships between parents, families, the community and schools are crucial and community mobilisation is one of the major strategies for achieving

universalisation of ECCE, we have still not been able to make a major breakthrough. There have been several efforts to explore the reasons for the low response from the community and its members. The major reasons that can be identified for this situation could be:

- ✦ Overlapping of working hours
- ✦ Shortage of time
- ✦ Misconceptions on the part of AWWs about the capabilities of parents
- ✦ Inadequate understanding of parents about the communications sent by AW
- ✦ Lack of confidence on the part of parents to demonstrate an activity
- ✦ Need for literacy and exposure
- ✦ Paucity of able leadership at the community level
- ✦ Dearth of resources with the AW to involve more people
- ✦ Fear of interference (by school) by the community
- ✦ Absence of communication skills and methods on both sides
- ✦ Reluctance and indifference of schools and the community

There can be other factors as well depending on the conditions and context of preschools/ anganwadis. However, what is important is that the difficulties are overcome with mutual support in the interest of the young children and the community at large.

### **Reflect**

#### **Are Parents and Communities Shy to Participate in School Life?**

You might have observed how parents and other persons from the community visit preschools/ anganwadis and participate in the activities. What is your observation on the quality and extent of their participation? Do you feel that they are shy to express and participate or do you have a different opinion? Share your observations with others.

## **2.3**

### **Activity 2: How to Enhance Engagement of Parents and the Community - Reflect**

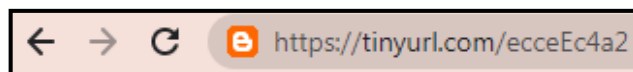
Regular sustained communication with parents and motivating them to maintain it, is quite important to involve parents and families. Reflect on the reasons for low participation by parents in the preschools as per your knowledge. Also reflect on improving the existing strategies that can be useful for engaging them.

Steps to be followed:

## Step 1 : Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/ecceEc4a2>



Option 2: Download this pdf from DIKSHA and copy this URL.

<https://nishtha-ecce.blogspot.com/2022/11/course-04-activity-2-reflect.html>

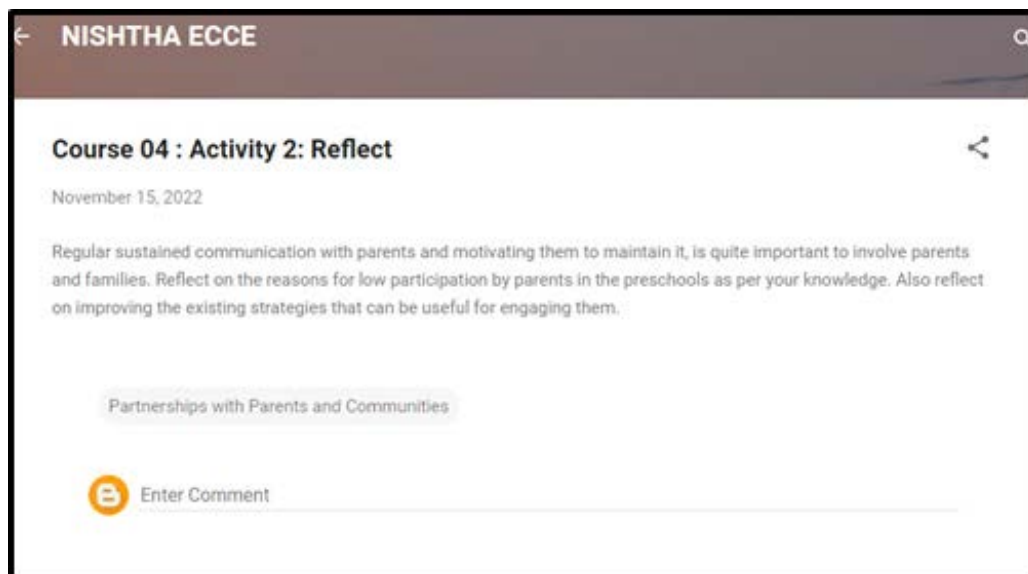
Paste the link in the browser' address bar to access the blog post



Option 3: Install mobile app '**ePathshala Scanner**' from play store. Using the app, **scan the QR code** given below.

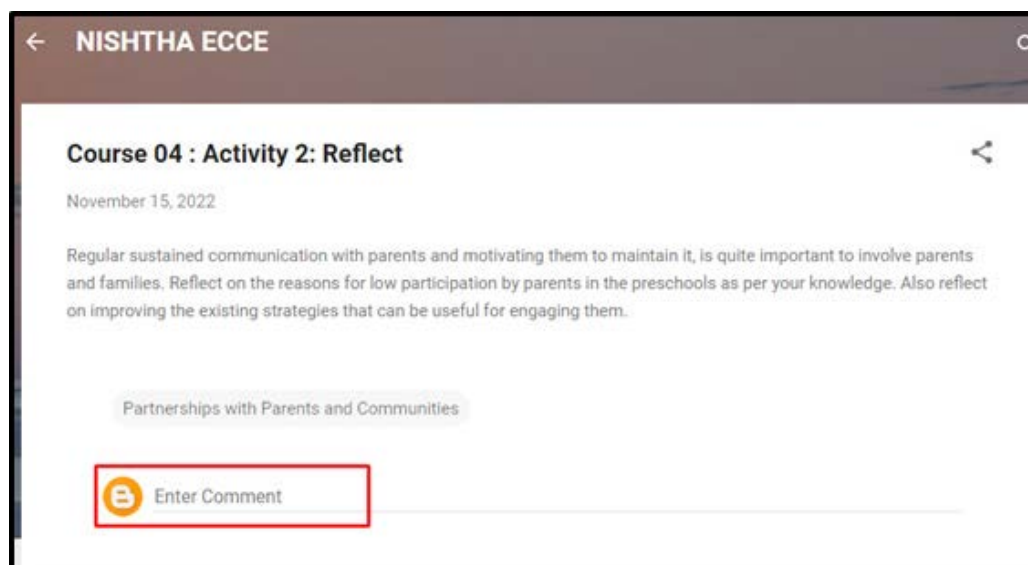


**Step 2: Following any of the above option will take to an external site as shown below-**

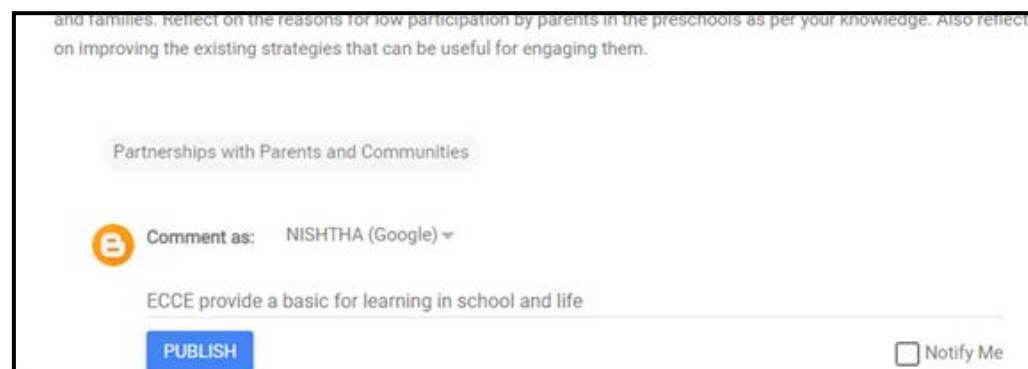


**Step 3: Post your response**

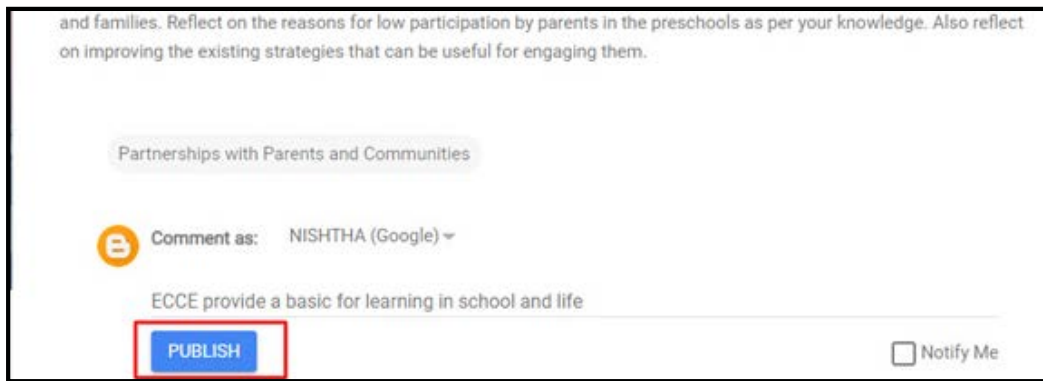
- ✦ Read the given activity
- ✦ Click on **Enter your comment**



- ✦ Type your response in the comment box.



✦ Click **PUBLISH**



and families. Reflect on the reasons for low participation by parents in the preschools as per your knowledge. Also reflect on improving the existing strategies that can be useful for engaging them.

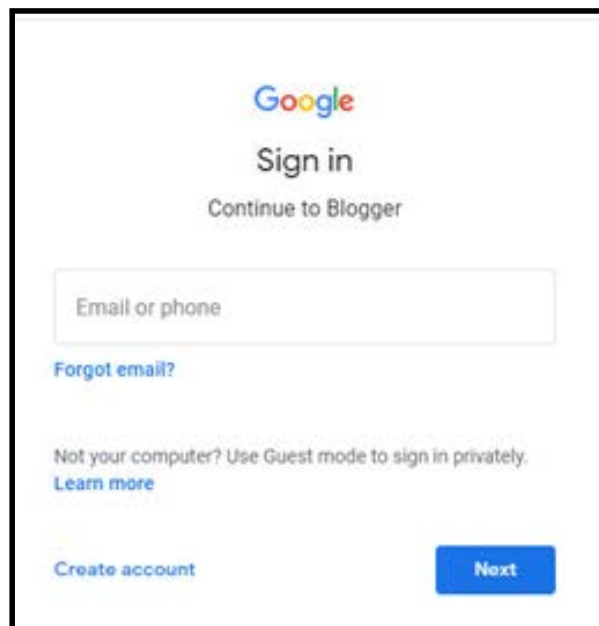
Partnerships with Parents and Communities

Comment as: NISHTHA (Google) ▾

ECCE provide a basic for learning in school and life

**PUBLISH**  Notify Me

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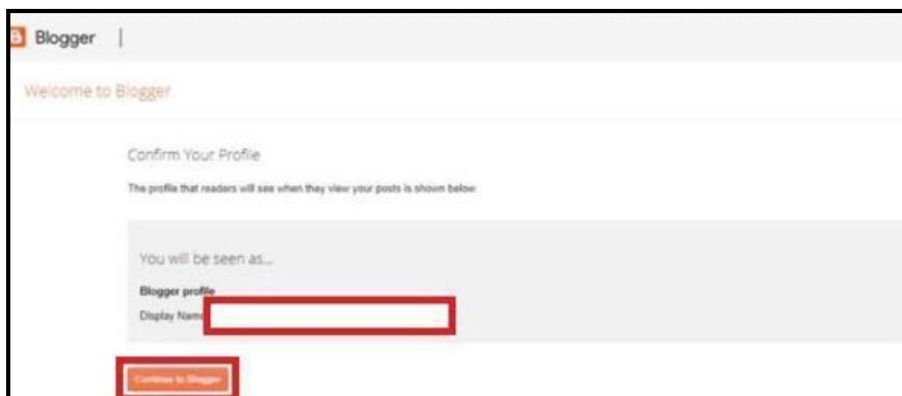
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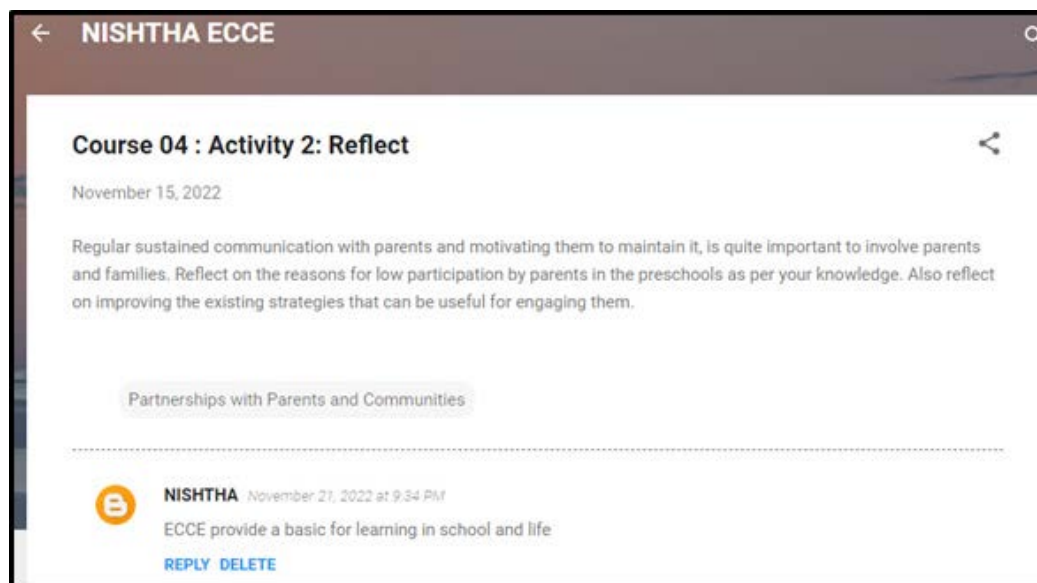
Blogger profile

Display Name

**Continue to Blogger**



- ✦ Click on **PUBLISH**. The comment will be posted.



# ... MODULE 3 ...

## Meaningful Partnerships with Parents, Families and the Community



## Module 3: Meaningful Partnerships with Parents, Families and the Community

### 3.1 Let's Know the Essentials of Meaningful Partnerships

You will often find teachers or AWWs who say, “If the family would just do its job, we could do ours”. On the other hand, there are families who say, “We have raised this child; now it is your job to look after her/ his for health and education”. These words represent a view of separate bubbles of responsibilities between teachers and parents. Alternatively, there are some teachers who say, “I cannot do my job without the help of my children’s families and the support of the community”. Some parents might also say, “I really need to know what is happening in the centre and how can I help my child”. These expressions describe that there are different opinions of parents/ families and teachers or the school administration. One thing is very important to understand that when we are talking of anganwadis and children coming to these centres, we cannot ignore the role of caregivers in addition to parents. These caregivers may be grandparents, siblings, neighbours or close relatives or any other person who is around the child and has an influence on her/ him. So when we talk about partnerships with parents and families we include all these caregivers.

In a partnership way, teachers and AWWs create more family-like schools. A family-like school recognises each child’s uniqueness and makes the child feel comfortable and included. Such schools and centres welcome all families, including those who are difficult to approach. Similarly, for parents, in a partnership, they create more school-like families. A school-like family feels that each child is also a learner. They understand the importance of the centre and its activities, and provide support to what their children learn at the centres. They also arrange for activities that develop and nurture young children’s age appropriate skills. Communities, including groups of parents working together, create school-like opportunities, events, and programmes. Communities also provide the necessary support to families to enable them to support their children in a better way.

Preschool/ anganwadi centres, schools and communities do advocacy about programmes and services that take into account the needs and realities of the parents and families and encourage them to contribute towards the activities

that are feasible to conduct. For example, if in a community, some parents know how to conduct a puppet show, they may be asked to do it as a community event and let all the children in that community be encouraged to watch the show and talk about it. Similarly if some parent knows pottery or toy making with local material they can be invited to the community event. It is important to have a feeling of mutual respect and commitment and then only would it be a true partnership.

## 3.2 The Concept of Meaningful Partnership

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_31363994249963929611512](https://diksha.gov.in/play/content/do_31363994249963929611512)

Transcript

**Prof. Sandhya Sangai:** Partnerships between teachers, schools, parents and community are very important and they help in the better development of children as well as community. There are many ways in which these collaborations can be formed. I am sure, you all must have observed all these things in your own school settings. Today I have Dr. Romila Soni, my colleague with me and I would ask Romilla, "Do you think that these partnerships benefit anyone?".

**Dr. Romila Soni:** Yes, Definitely. Specially at the foundational stage and for supporting development of FLN skills involving parents is actually very important. Because it supports both children as well as the teachers and

parents, communities and school management committees have their own specific roles and when they work together and collaborate, I think it becomes a very meaningful partnership for everyone and for better results.

**Prof. Sandhya Sangai:** Well. Romila, I just observed that you used a phrase like “meaningful partnership”, will you please explain, what is a meaningful partnership?

**Dr. Romila Soni:** Yes, why not. I think, meaningful partnership becomes actually meaningful when it results in good results.

**Prof. Sandhya Sangai:** Yeah

**Dr. Romila Soni:** And in our case, parents’ support and parents’ work and how do they perform with their children at home is very very important because, if we take one example like, when the parents read to their children at home or do number work with their children at home, I think children’s grasping becomes very strong and they learn concept faster and better. So, I think that it enhances the FLN skills, you know, like when the parents, teachers and the children all work together, that becomes very very important.

**Prof. Sandhya Sangai:** Well, I think you have made a very right point and I think the adults who surround the children like their parents, their grandparents and other adults for example we say elder siblings, for example if they are living in the joint family, their uncles, their aunts, so all the adults who surround the children, their role becomes very very important. And we call all of them as stakeholders. So if we see a school scene, we find that primary stakeholders are teachers, parents, grandparents and the children themselves.

**Dr. Romila Soni:** True

**Prof. Sandhya Sangai:** So there is a need that there is a strong bond between the school and home and if this bond is stronger. I am sure the children will feel very comfortable and they will be carefully engaged but what is important is that we should engage all the stakeholders meaningfully and carefully.

**Dr. Romila Soni:** Yes, like you I am also very very hopeful for such strong partnerships so that we get better results and however I feel that each group has specific committed role.

**Prof. Sandhya Sangai:** Definitely

**Dr. Romila Soni:** Children should learn Foundational Literacy and Activities smoothly without pressure. If each of us understand our responsibility and perform their role better. What do you think?

**Prof. Sandhya Sangai:** I think you have made a very right point but do you think that we need to have some strategies to activate these partnerships?

**Dr. Romila Soni:** Oh, yes that's a very important point, how can we forget that?

**Prof. Sandhya Sangai:** Yeah, can you suggest some strategies?

**Dr. Romila Soni:** Well Sandhya, I think there are many ways but what is actually coming in my mind is how can we forget PTMs?

**Prof. Sandhya Sangai:** I know, this is very popular also.

**Dr. Romila Soni:** Absolutely but do parents actually attend all the PTMs regularly? So, first of all I just want to say that all the parents should attend the Parent-Teachers Meeting regularly and ask the teachers in the school how their children are progressing and support the school also because without Parents' support your child cannot flourish, so that is very very important. Another thing is like schools can organise the fun workshops. Schools should take care that they should not make it very boring for the adults. It should be a fun workshop where the parents learn about easy literacy and numeracy activities which they can do with their children at home where I think it will bring the family together and these games will be enjoyed by all the family members. So these are the few but I think you must be having some more strategies in your mind.

**Prof. Sandhya Sangai:** Well, as you have already said, there can be a number of strategies and every school will have to look at their own resources, the time availability and the kind of parents they are having. So let's not prescribe that these are the ways to involve the parents, let's leave it to the school, let's leave it to the parents, let's leave it to the teachers. But yes, I would like to highlight some elements, you know which should be there which you have to activate these partnerships. For example, I would say that school should have a positive and humble attitude towards parents.

**Dr. Romila Soni:** Yeah, That is a must thing.

**Prof. Sandhya Sangai:** They should also try to find out how the parents as resource can be useful for their school.

**Dr. Romila Soni:** True

**Prof. Sandhya Sangai:** Then they should have good communication. This communication should be regular as well.

**Dr. Romila Soni:** Yes

**Prof. Sandhya Sangai:** Also they should invite them sometimes to the classroom. They should involve them in the decision making.

**Dr. Romila Soni:** Yeah

**Prof. Sandhya Sangai:** I think we should start gradually.

**Dr. Romila Soni:** True

**Prof. Sandhya Sangai:** We should start very slow and as parents pick up, we should also raise our speed.

**Dr. Romila Soni:** Exactly

**Prof. Sandhya Sangai:** And I think with this we will certainly head towards a meaningful partnership.

**Dr. Romila Soni:** Absolutely

**Prof. Sandhya Sangai:** Between parents and schools' partnerships will be meaningful and productive.

# ... MODULE 4 ...

## Developing Bonds between Families, Communities and Preschools/ Anganwadis





# Module 4: Developing Bonds between Families, Communities and Preschools/ Anganwadis

## 4.1

### How a Bond of Trust can be Created between Families and Preschools/ Anganwadis?

There are many ways to develop a bond of trust between families and preschools/ anganwadis.



First of all, the teachers must listen to the parents or family members in an accepting way and articulate her/ his response in such a language and style that parents feel convinced. Parents should be encouraged to visit the preschool/ anganwadi with prior information so that their visit does not interfere with the routine. The suggestions made by parents should be duly respected and they should be motivated to volunteer for several activities, e.g. making local toys and other TLMs, taking children for a nature walk in the nearby park, organising inter preschool/ anganwadi sports events for young children, arranging for drinking water, lights or fans to make preschool/ anganwadi comfortable, undertaking repair and paint work to make the centre attractive and supporting in so many other ways. Help during the nutrition time and contributing additional food items for children is another way of helping out. Parents can also be involved to follow up with children in the neighbourhood during holidays or vacation time.

## 4.2 Role of Parents and Grandparents in Young Children's Lives

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_31363994780363161612473](https://diksha.gov.in/play/content/do_31363994780363161612473)

### Transcript

**Dr. Sandhya Sangai:** We all know that bonding between parents, families and grandparents is very important and preschool teachers play a very important role here. The teacher can help parents learn a few rhymes, stories, meaningful play activities and games as this would help young children to do well in preschool and adjust better. You can plan interesting workshops also where parents can come and learn practically about the value-based stories, concept-based language and numeracy games. Today we have with us Dr. Subhash who would share his experience as a father for his children going to preschool and Dr. Ruchi who has a long experience in the area of education. She will enrich our discussion as a mother of 5 years old daughter.

**Dr. Sandhya Sangai:** So, I start with Ruchi. Well Ruchi, what is your opinion on the points I was just making?

**Dr. Ruchi:** Ma'am, while I agree on all the points you just made. I would like to add that parents, families and grandparents could be guided on how they can help their children use low-cost or no-cost material which is easily available at home and this will also help our children learn concepts in a more fun filled way.

**Dr. Sandhya Sangai:** I think you've made a very right point. Well Dr. Subhash, do you tell some stories to your children, bedtime stories?

**Dr. P. D. Subhash:** Yes ma'am, definitely we tell stories to our kids on regular basis, especially preschool teacher insisted that we should tell stories to our kids on regular basis. Because through stories they learn new words, new sentences and she taught us how to make toys also. So we prepared toys with the help of paper, low cost and locally available materials now.

**Dr. Sandhya Sangai:** It's interesting, what do you say Ruchi?

**Dr. Ruchi:** I am so happy that Dr. Subhash understands the value of story telling and I also do it with my daughter and similarly you know songs and playing games with language and maths these are all not just fun filled, but they also help our children understand concepts well and this applies not just at the pre primary stage but also in higher education.

**Dr. Sandhya Sangai:** Dr. Subhash, just share what kind of stories, do you tell your children?

**Dr. P. D. Subhash:** Ma'am, usually we have to develop age appropriate values in our kids. Especially cleanliness, friendship and we should tell about Indian traditions, festivals. These kinds of stories we should tell our kids and moreover we should prompt them what would have happened if like that, that kind of stories also we should tell to them. Normally we also tell stories from these kinds of books also.

**Dr. Sandhya Sangai:** Interesting, because children should be introduced to prints while you are telling them stories. So if you are taking help from story books I think you are introducing print also. It's a good idea, well Ruchi, may I ask you to share one quick example of story-telling which you do with your daughter?

**Dr. Ruchi:** Sure ma'am, I involve my daughter in making puppets at home when I am storytelling and I also use talking about no cost material. I also use shadow puppeting with her, which is very entertaining not only as a fun way of learning but also clarifying and building conceptual clarity. So storytelling and puppetry are definitely good mediums of building learning in children.

**Dr. Sandhya Sangai:** Excellent! So, it is fun to play with children, sing with them and do a storytelling activity. This is also how we can spend quality time with our young children. Dr. Subhash, I am sure that you must be playing some indoor and outdoor games with your daughters.

**Dr. P. D. Subhash:** Yes ma'am. We play indoor and outdoor games on a regular basis. We like to play that games. You know that indoor games develop fine motor skills and outdoor games develop gross motor skills. We play hide and seek, ludo, caroms, cooking, father and son, all types of games we play and enjoy.

**Dr. Sandhya Sangai:** Interesting, you see, the role of father is so important in the lives of young children. I find the discussion today we have is so interesting. Thank you Dr. Subhashand, Dr. Ruchi for sharing your experiences. I hope you have got ideas on how you can guide parents and grandparents for playful activities that they can do at home with their children. When these activities are done at home, children definitely learn better, they enjoy being at preschool or anganwadi and also at home and thus their learning in early years becomes meaningful and interesting.

### 4.3

## Some Approaches to Develop better Bonding between Preschools/ Anganwadis and Parents

### ✦ *Friendly communication to enhance accessibility*

Parents should be made to feel valued and this is possible by keeping the communication flowing through formal and informal channels. Educate them in the most simple way-what the centre is doing for the holistic development (including physical, cognitive, social and emotional) of their children. Assure them that partnerships of centres with them can really unfold the talents and potentials of young children. Ask them from time to time if the information provided by the centre is useful to them or whether they want to know more about the activities and upcoming events of the centre.

### ✦ *Informal meetings during drop-off and pick up time*

Generally parents are in a hurry when they come to drop or pick up their children, yet it is the best time for an informal and brief contact. Receiving children in their most preferred way and bidding them good bye, saying 'see you tomorrow' are some of the small gestures which bring warmth in the relations between the centre, parents and children.

### ✦ *Share special performances of children without delay*

Children sometimes amaze us. If some day a child does some exceptional work, may be singing a poem in rhythm or making some new toy with clay or giving some good help to her/ his fellow classmate, it will be good if such

incidents are shared with parents without delay. It will motivate children as well as their parents. Likewise, if you observe some child very upset or sick on any day it should also be shared with parents for them to take immediate action.

✦ ***Invite parents to participate in the activities of the centre regularly***

Sometimes teachers find it interfering if parents are participating in the activities of the classroom or the centre. However, if there is a good understanding, participation by parents, families and community members can be very supportive for everyone. Teachers should be given the freedom to decide when parents or families should be invited to participate in the events. Some parents can be silent observers but they can give good suggestions to the teachers/ AWWs on how to handle the children in a better way.

✦ ***Plan special events for the parents***

While it is important to involve parents in the specific classroom activities, it is equally important to provide opportunities for interface among parents. There are specific events which are generally celebrated in all preschools/ anganwadis like ECCE day or meetings of *Mahila Mandal*. Though it varies from state to state and also on the local initiative but it is important to encourage parents to participate in these events. This will help in a sustained partnership between preschools/ anganwadis and parents, families and communities. Community elders and local leaders can also be part of these events.

✦ ***Home visits by preschool teachers/ anganwadi workers***

Preschool teachers/ anganwadi workers are generally from the same community in which a preschool/ anganwadi is located. They know family members in a more informal and homely way. It would be good if during their visit to homes they talk about the positive environment of the home for the healthy and wholesome development of children. There should not be any physical violence nor should abusive or sexist language. Young children are impacted adversely by this kind of environment at home. Rather, parents and other members should live respectfully and cordially and love the children. Such behaviour will have a long term impact on the personality of the child. Preschool teachers/ Anganwadi workers should approach families in such a way that the members value their advice.

## 4.4 Activity 3: Do It Yourself

Create a poster to campaign for the enrollment in a preschool/ an anganwadi. The ideas for the poster can be: Convey to the parents, members of SMC and community the 'Importance of Early Years - Health, Hygiene and Education'. The poster may be prepared to provide information about how to enroll the child in a preschool/ an anganwadi and what are the benefits of sending children to preschools/ anganwadis. You can also think about more ideas for making ECCE accessible to all the children in your community.

# ... MODULE 5 ...

## Engaging the Community for Making Children Happy and Healthy



# Module 5: Engaging the Community for Making Children Happy and Healthy

## 5.1 Seeking Support from the Community

A Preschool/ Anganwadi is very much a part of the immediate community and if this feeling can be shared among all the members of the community it is going to be wonderful. The preschool/ anganwadi in-charges and workers should be given access and permission to approach the community elders and authorities like the Sarpanch to seek support for the betterment of the centre. For example, let's say that the preschool/ anganwadi has no outdoor area and children cannot do activities related to gross motor development or outdoor play. The preschool/ anganwadi in-charge and the concerned CDPO (Child Development Project Officer) can meet with the local leader or Sarpanch and apprise her/ his about the importance of conducting all these activities for the development of the children. The leader after getting convinced can agree to provide community owned parks and other areas to these centres.

Another example could be that there are several preschools/ anganwadis in a particular cluster and it is felt that all the children should be given opportunities for interface and social mixing by arranging common cluster activities like cultural programmes, fairs or sports meets. The limitation is money, manpower and space. Here, with the help of parents the centres can discuss the problems with community elders and ask for their suggestions. It is possible that money is raised by small contributions from each family, parents offer their services voluntarily and common community areas are provided by the concerned local authorities. Some other examples can be making a green area around the centre, developing a kitchen garden and using its veggies for nutrition, arranging vaccination and regular health checkups, etc. Thus, the community itself is a big resource and if regular communication is maintained with the members and leaders, the support can be received in many more ways.

## 5.2 Activity 4: School Life - Reflect

Take a moment and think about the difficulties you generally observe in preschools/ anganwadis, you might have visited and try to find out which difficulties can be



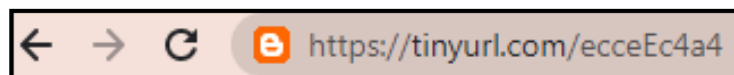
solved by taking help from parents and community members around you. Now, try to reflect on how these people should be approached and asked to make the situation better. Share your ideas.

Steps to be followed:

### Step 1 : Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/ecceEc4a4>



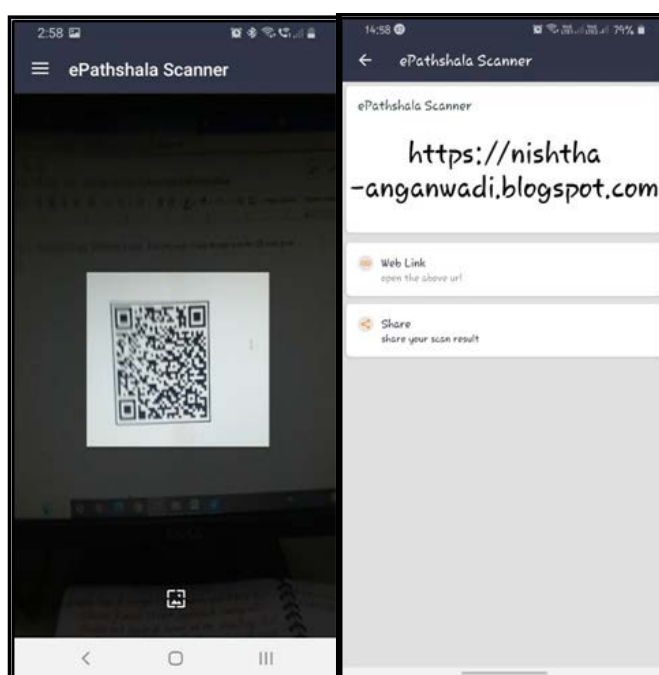
Option 2: Download this pdf from DIKSHA and copy this URL.

<https://nishtha-ecce.blogspot.com/2022/11/course-04-activity-4-reflect.html>

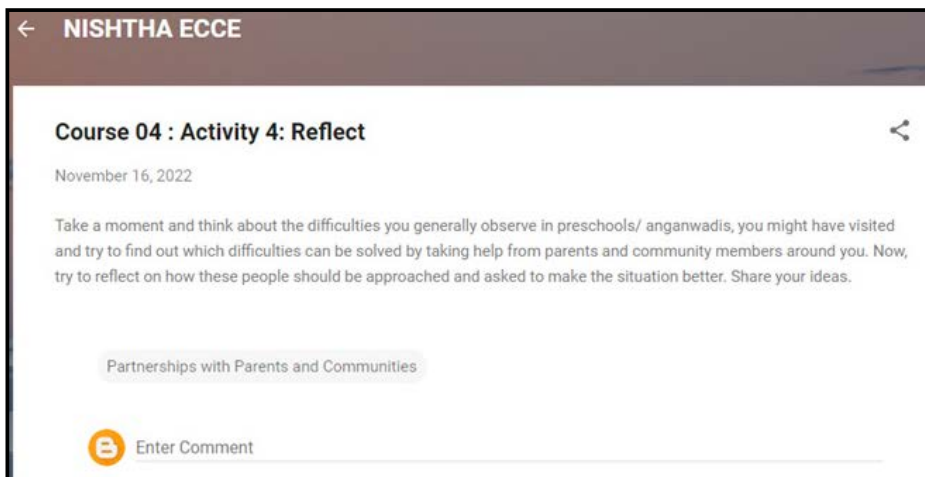
Paste the link in the browser' address bar to access the blog post



Option 3: Install mobile app '**ePathshala Scanner**' from play store. Using the app, **scan the QR code** given below.

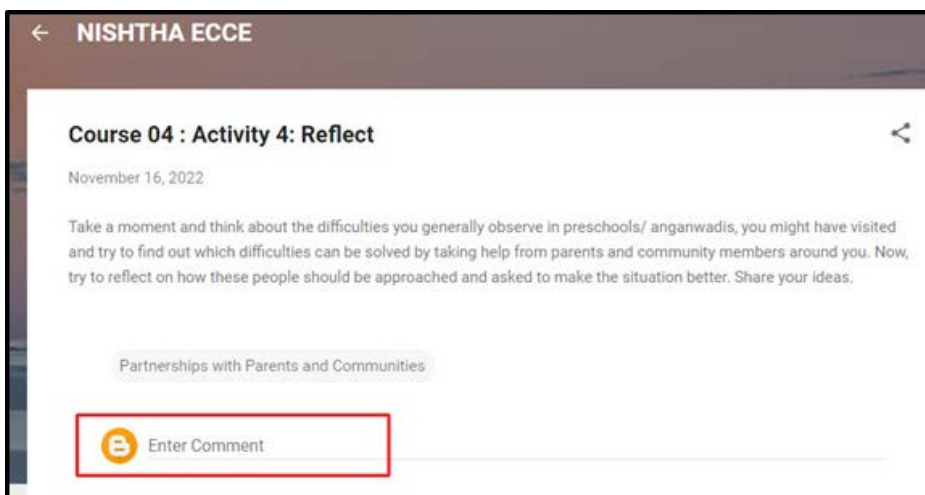


**Step 2: Following any of the above option will take to an external site as shown below**

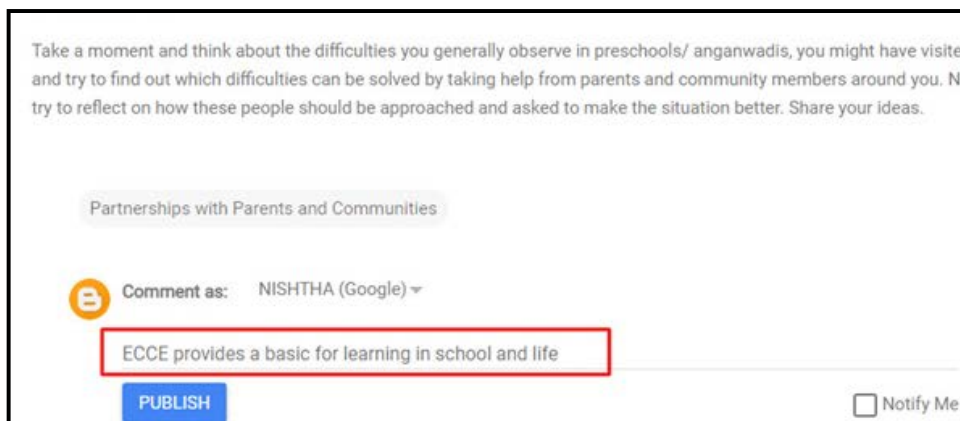


**Step 3: Post your response**

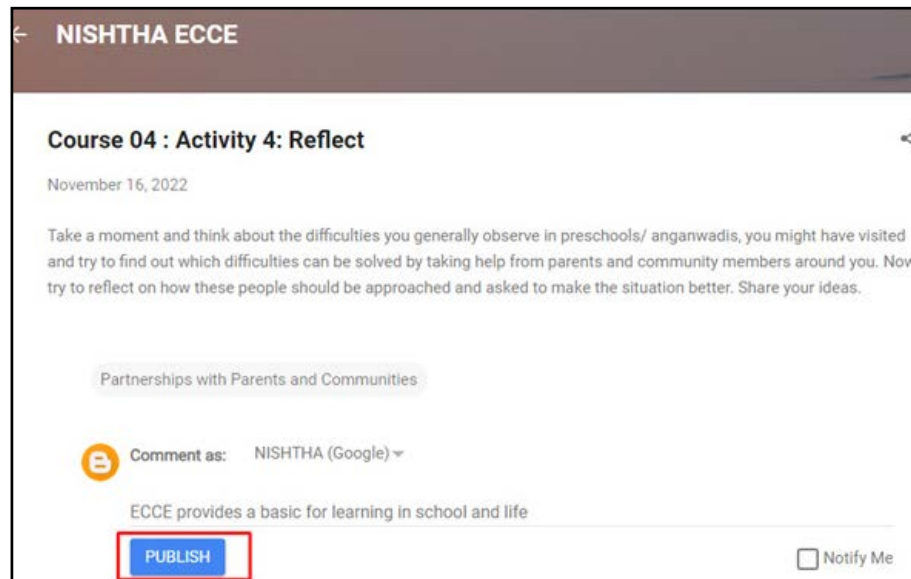
- ✦ Read the given activity
- ✦ Click on **Enter your comment**



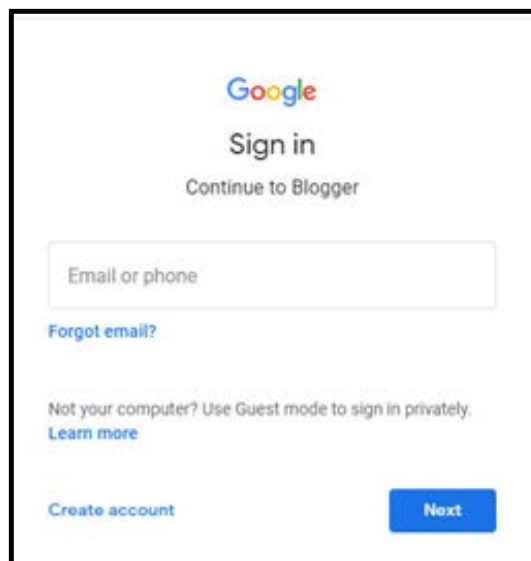
- ✦ Type your response in the comment box.



- ✦ Click **PUBLISH**



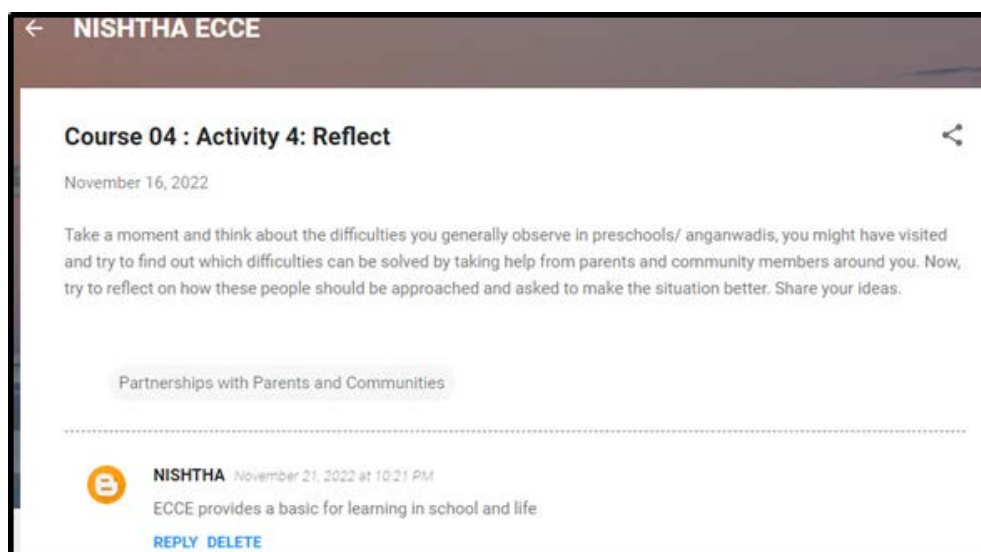
- ✦ If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- ✦ After logging in, enter **Display Name** and then click on **Continue to Blogger**.



✦ Click on **PUBLISH**. The comment will be posted.



### 5.3 Type of Involvement of Parents, Families and the Community

#### Parents as a Primary Resource and Volunteers

Enhancing parental role as a primary resource, generally focusses on how parents can help their children through home learning activities and the ways in which learning through such activities can be optimised. 'Home learning' activities take many forms, including home support for classroom learning, leisure reading, family discussions, educational games, and learning enhancement activities.

#### Community Members as Supporters for the Education of their Children

Local members, particularly elderly and retired persons from the community can be approached to help in various capacities for the development of preschools/ anganwadis and the children. They can help in bringing all the children in to the preschools/ anganwadis, engage them in interesting activities through telling inspiring stories of local heroes and leaders, talking to them about the need for hygiene and nutrition and maintaining good relations with other children and elders in the community. These people are treasures for any community and are usually forthcoming for social involvements. Their suggestions and interventions can be of immense help and they can also have some influence to make parents and families interested in setting up a good learning environment at home.

The AWWs and cluster in-charges/ coordinators carry a major responsibility in the development and implementation of parent and community involvement programmes.

Parents / community members can be asked to suggest which activities they would volunteer for (See the form below) and a data bank can be created. These people can be a good resource for our preschools / anganwadis.

**Table 1: Form for Volunteer Activity by Parents / Community Members**

Date	Name of the Parent/ Community Member	Volunteer Activity
		Telling a story/ poem or demonstrating any other activity of your interest to children of an ECE centre.
		Helping in art and music activities.
		Accompanying during field trips such as picnics, traffic park visit, nature walks etc. Drive for field trips under teacher guidance.
		Arranging for light fittings, ceiling fans (if required in Anganwadis).
		Laminating or repairing storybooks, workbooks.
		Collecting items for the centre's activity areas eg. Toys, building blocks, puzzles, old clothes, purses, picture books etc.
		Assisting a small group of children (under teacher's guidance) in water play, sand play or science activity.

... **MODULE 6** ...

**Communication  
Strategies for Engaging  
Parents, Families and the  
Community**



# Module 6: Communication Strategies for Engaging Parents, Families and the Community

## 6.1

### Engaging Parents, Families and the Community through Effective Communication

While parents, families, community and SMC members can contribute towards increasing the efficiency level of schools and learning by children, it is also important to know how these collaborations can be made more sustainable and effective. Schools can create a family-friendly environment by using the following strategies:

- ✦ Develop a parent or family centre within the school.
- ✦ Make frequent, relevant and user-friendly communication with parents/families.
- ✦ Plan some good after-school programmes that involve parents and community organisations.
- ✦ Organise social activities for the teachers and families.
- ✦ Arrange parent education and family literacy programmes.

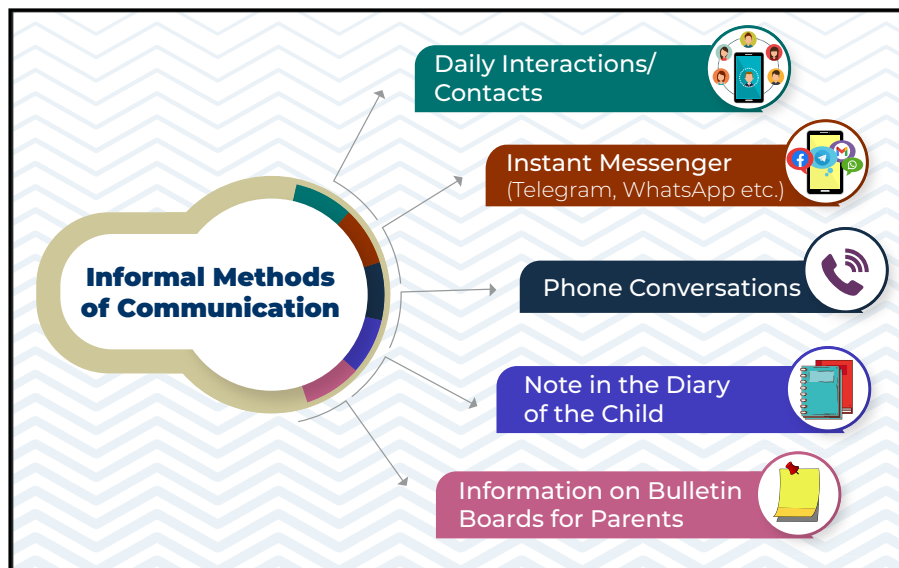
At the foundational stage, children spend a significant time of the day under the care of their parents/ adults in the family. All parents should be trained to use technology based (as far as possible) and in-person models to provide home based learning support to children. They can be helped to conduct easy-to-do fun based 'do-it-yourself' (DIY) activities. Help of the Sarpanch or other local leaders can be taken to arrange for some events like toy making, kite making where parents and children should be invited. Children should be given opportunities to learn the local art and craft and develop interest in it. Similarly, on national festivals like Independence Day or Republic Day, community level events can be arranged and the preschool/ anganwadi staff, children and their parents should be given a chance to perform. Communication should be persuasive by the preschools/ anganwadi staff using communication methods suitable to parents.

#### **Formal and Informal Methods for Communication with the Parents**

There are several ways of communication between parents and anganwadis – formal and informal. It is formal, if it is planned. For example, parents' orientation programme or Parents' Teacher Meeting (PTM) or some meeting fixed either by

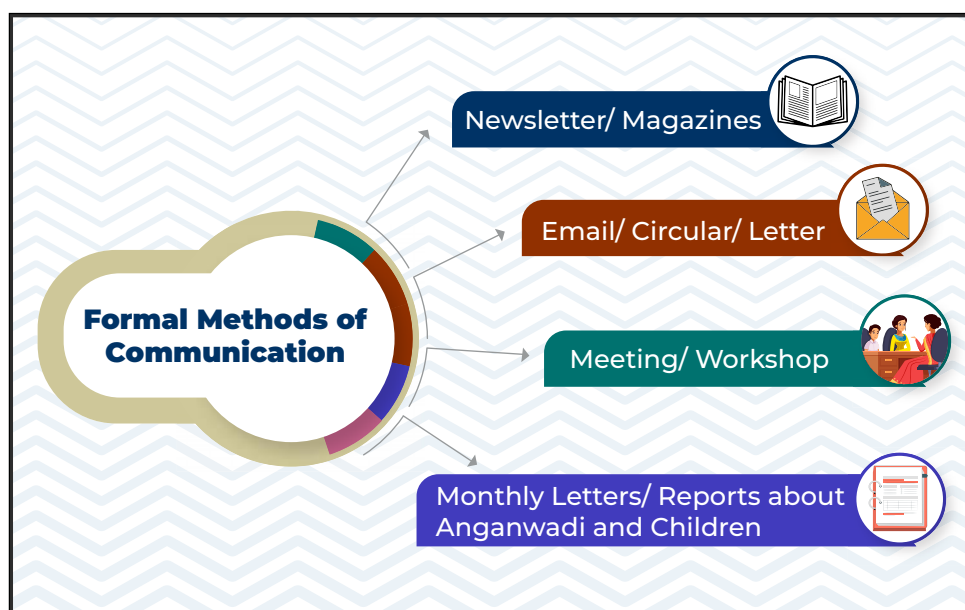
the teacher or by the parent or other such events. Informal communication is when a teacher and parents or community members meet without planning. Some popular formal and informal methods of communication can be as follow:

### Informal Methods of Communication



When parents drop their children to school or pick them up they can interact informally and almost daily with the schools staff. Sometimes if the teacher is living in the neighbourhood of the school, she/ he may come across parents or community members in common places like markets or clinics. They may briefly talk about the child or school on meeting. Such interactions are informal but meeting frequently helps to maintain a communication between the school, home and community. You may have experienced this in your own life.

### Formal Methods of Communication





## While Talking to Parents

- ✦ Establish eye contact.
- ✦ Listen to the parents patiently and attentively.
- ✦ Acknowledge their feelings.
- ✦ Maintain a friendly atmosphere.
- ✦ Give parents a chance to speak.
- ✦ Ask open-ended questions and answer their questions.
- ✦ Share information.
- ✦ Understand parents' point of view.
- ✦ Encourage parents to volunteer in ECE programmes (suggest ways).
- ✦ Provide assurance that children will be cared for.

6.2

## Help Parents Know How to Support Learning in Young Children

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_31363995402735616011513](https://diksha.gov.in/play/content/do_31363995402735616011513)

### Transcript

**Prof. Sandhya Sangai:** Do you really wish that your children should perform excellent in Foundational Literacy and Numeracy? Who will not? So today, let us learn about the advantages of involving parents, grandparents and adults in the learning of children. Well if you feel bit excited. I hope you will ask what a teacher should do to involve parents and grandparents. Here, you can also tell parents that with small-small activities they can really encourage children to learn and they can focus on enhancing their skills. Let us see this video.

**Arush's Mother:** Ok Arush. So, what is I'm hiding behind?

**Arush:** Storybook

**Arush's Mother:** Yes, this is your storytime. Do you know which story is this? Which story mama is going to tell Arush today?

**Arush:** The Gingerbread man.

**Arush's Mother:** Okay but you know who is Gingerbread man?

**Arush:** No

**Arush's Mother:** Okay. You don't know. So let's find out in the story. So let's read Arush. Down by the river live Mr. & Mrs. Salitude. They long to have a child of their own. I bake us a son out of Gingerbread man and we will never be lonely again. So they are Mr. Salitude and Mrs. Salitude. Now see next.

**Prof. Sandhya Sangai:** In this video, you have seen that a mother is telling a story to her child with the help of a story book and I hope you have observed that she is doing it in a home setting and both of them are at home. So like this there can be several activities where parents and children can be together and those activities should be directed towards enhancing FLN skills.

Here, I have two parents and I hope they will join us when we will discuss about the activities which are possible to be done at home. I will start with one activity. All of us have fruits and vegetables at our home and just in the beginning you can take out a tray and in that tray you can put some fruits and some vegetables different in number. Then you can ask the child to identify which one is a fruit, for example pomegranate is a fruit, brinjal is a vegetable. So you can ask the child to identify the fruits and vegetables. You can also ask them to make two groups: fruits separately, vegetables separately. Again you can ask them to count. How many fruits are there and how many vegetables are there? So there can be such activities which are very simple, which can be done with the help of objects which are available at home and with which the child is familiar and the parents and grandparents and adults are also familiar. Well Mamta will you please add if you are doing such type of activities at home.

**Ms. Mamta Yadav:** Yes ma'am, I also do these types of activities with my daughter. My daughter is in class 1.

**Prof. Sandhya Sangai:** I see

**Ms. Mamta Yadav:** We do these type of counting activities, we count toffees, biscuits at the time of sharing.

**Prof. Sandhya Sangai:** Yeah

**Ms. Mamta Yadav:** But you have rightly explained that, how this activity can be useful for active learning and for FLN skill enhancement.

**Prof. Sandhya Sangai:** So like Mamta has done it, I will ask now Priyanka.

**Ms. Priyanka Tomar:** Yeah ma'am, the same way I also have a son. He usually come with me in the kitchen and he always help me. He always give me vegetables from the basket, giving utensils from the for serving dinner. Ok give me just two spoons, give me three onions. So this way we will enjoy this time.

**Prof. Sandhya Sangai:** And I think Mamta. I think Priyanka and Mamta both of you, you know that when you are doing it, you can add some more concepts. For example when you said spoon, bring spoon like that. So the child will identify the objects and also name of the object. So this is both like this is a literacy skill, this is also identification. So like that the child gets engaged. You see we have to take child gradually to formal learning and I think, with the activities as you are saying, the children can be made interested to learn first of all. Would you like to add something Mamta?

**Ms. Mamta Yadav:** Ma'am can you please tell me some numeracy related activities?

**Prof. Sandhya Sangai:** Yeah definitely, well Priyanka and Mamta when we are talking to children, you will see that we are combining both literacy and numeracy activities. When we say numeracy we mean mathematical learning and when we say mathematical learning, we try to bring in the idea of shapes, number and all like space, all these concepts in the minds of children. For example Priyanka as you are saying that your child comes with you in the kitchen. So when you are in the kitchen you can use these things, for example you can show them, children are very familiar with these things generally they carry it in their school bags as tiffin boxes. So you can tell them about the shapes that this is a round shape of your tiffin. Suppose some day you are giving your child this tiffin. You can tell the child is it a different shape and then you can tell this shape is called a square. These are few things only, you can use. Home is a treasure you know we have so many things and you can very easily make your child, to learn about the basic concepts of literacy and numeracy and this is what is foundational literacy and numeracy. Well Priyanka, I would expect you to speak more on this.

**Ms. Priyanka Tomar:** Yeah ma'am, can you please give a glance on that because

when I go to buy some story books, I am always puzzled. What can I keep in mind when I choose story books for the children?

**Prof. Sandhya Sangai:** Okay! That's a very good question, Priyanka I tell you. You know we should be very careful when we bring in books for our children. Sometimes we flood our house with so many story books but we very soon find that the child is not interested. You know when you are buying books for your children especially the story books, you should know that children like colorful books. So you should buy picture story books. Secondly if your child is in class I, you should see that on one page there are not more than two lines at best three lines along with the picture. So that the child can relate the text and the picture. Likewise the font should also be bit big you know, it should not be a small font. So these are precisely small small things which can be very helpful in the selection of story books.

**Ms. Mamta Yadav:** Ma'am, I also have a question on the same topic. So can I ask?

**Prof. Sandhya Sangai:** Sure

**Ms. Mamta Yadav:** Yeah ma'am, my daughter likes to read picture story books. So can you suggest what is the proper way to read the story books?

**Prof. Sandhya Sangai:** That's a very good question Mamta. Priyanka you also think?

**Ms. Priyanka Tomar:** Yeah! I also agree with it.

**Prof. Sandhya Sangai:** Yeah, so for that I will say, I have a story book here. Like this is a story book okay. So whenever you are reading a story book to your child you should always start from the cover. You should give some time to the child to look at the cover then you should tell the child that this story is about this title and you call this as the title of the story and then you should open the story book, show him each page, wait for a while that and observe the reaction of your child. So when you read the story, you should try to show the child that this is a story book, this is a picture and when you are reading just read slow, slow moving your index finger from left to right showing them that when they should read the flow should be from left to right and each word should be read. So as the story progresses you should also keep moving your finger, you see as I am doing as you should read it like this, left to right with your index finger so that the child also knows that the story is progressing as your index finger is progressing. So I hope you get my point.

**Ms. Mamta Yadav:** Yes ma'am, Yes ma'am. And thank you so much. But ma'am it is possible that can we get guidance from the teachers in a short time interval. I think it will be a great support.

**Prof. Sandhya Sangai:** Well teachers support is essential, rather I would say that whenever you are doing activities at home these activities should relate to whatever teacher is planning for the classroom. So ideally it is suggested that teachers and parents should keep talking and definitely you should ask the teacher and teacher should also tell you from time to time like on week basis or once in two weeks that, what they are doing in the classroom and how they can support the classroom learning of the child by doing activities at home. I think both of you have asked very interesting questions and very relevant questions for foundational literacy and numeracy and I hope that the role of parents and grandparents and adults who surround the children besides they are being in the school becomes very very important and all these adults have a great role to play. They can really take the learning of the child to a greater level or to a higher level.

### 6.3 Activity 5: Check Your Understanding

Do the activity by scanning the QR code



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_31362298843841331212468](https://diksha.gov.in/play/content/do_31362298843841331212468)

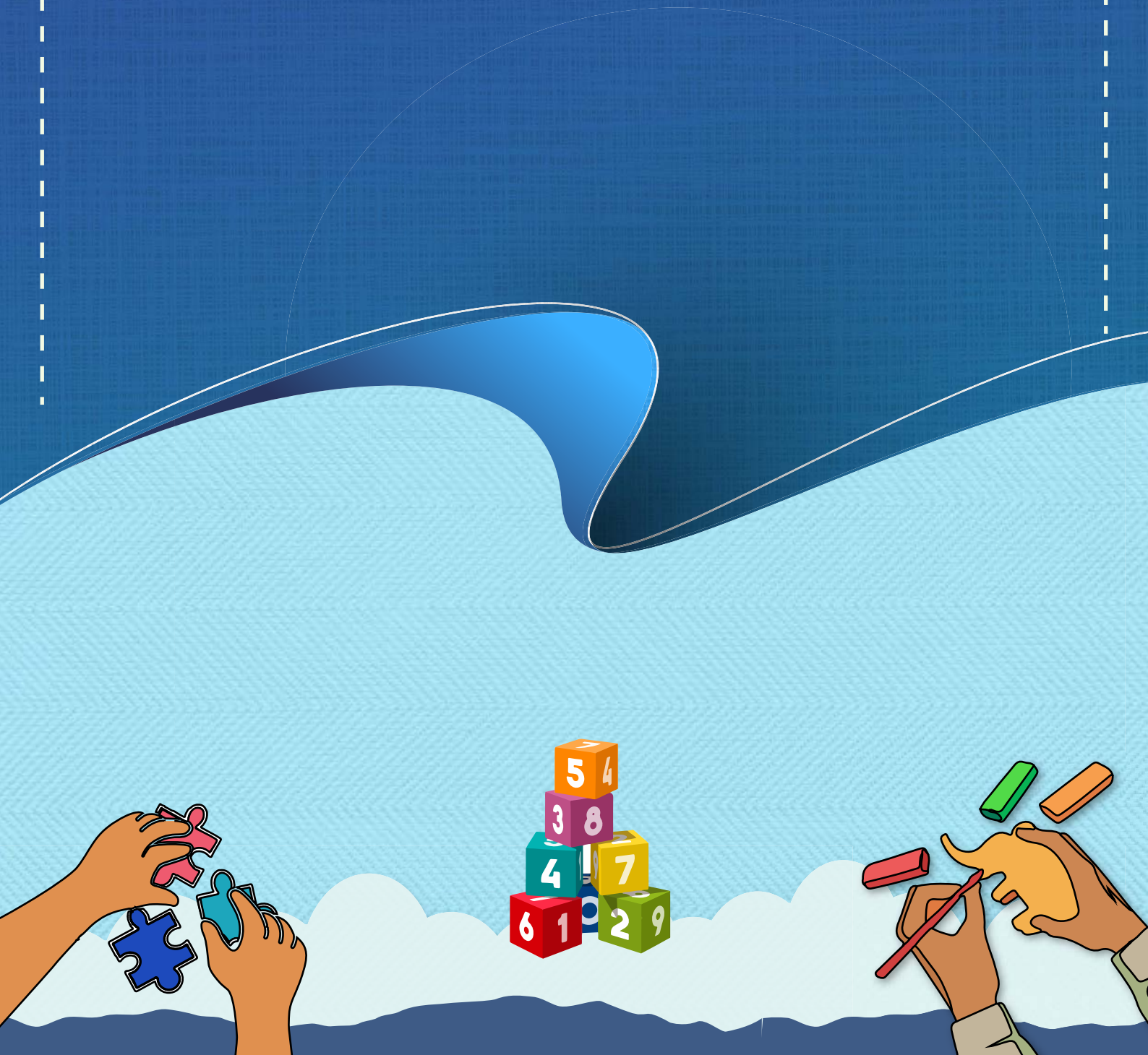
### 6.4 Additional Activity: PTMs as a Powerful Method for Communication

Think constructively on the following points: How often do preschools/ anganwadis organise PTMs? What kind of discussions generally takes place with parents? Are anganwadi workers and preschool teachers been encouraged to explore how best they can help parents and the preschools/ anganwadis to work more effectively?

Do you think they have tried to think about the general concerns of the parents and what could be the solutions from their side and/ or from the centres? Think over these questions with a creative and problem solving mind and share your reflections.

... **Module 7** ...

# Home Learning Activities



# Module 7: Home Learning Activities

7.1

## Activities to Support Learning at Home by Parents and Families

Since children spend a larger part of their time at home in the company of parents or elder siblings, grandparents and other adults. This category of stakeholders can contribute significantly by providing appropriate home-based support to young children. Following are some activities in which the involvement of the family or neighbourhood can change the picture:

### Activities Related to Foundational Literacy (FL)

#### ✦ ***Making the Home Environment Print Rich***

A print rich environment provides several opportunities to young children for interaction with the print. Parents can create this environment by labelling different parts of the home, such as the rooms, kitchen, toilet, and door, etc. The names of family members along with their photographs can be put in an album or on a paper board. Bins and containers in the kitchen, dustbin, and wash basin can be some of the objects in the home environment which gives scope to making the home print rich. Reading corners in whatever way possible must be created in the home for language and literacy development.

#### ✦ ***Read Aloud, Songs and Rhymes***

Read aloud is a simple activity in which parents and elders can choose an engaging story from a book and read it out (Aloud) to the child. Variations in tone, pace and volume attracts the attention of the child and creates interest. Preferably stories should be chosen carefully as these will have an impact. Children must be encouraged to ask questions or make comments while the story is being read to them. Reading aloud slowly develops listening and comprehension skills in children. Children may be encouraged to talk about the story in any way they like – extend it, substitute/ add characters, or make up their own stories. Like stories, children enjoy songs and rhymes too.

#### ✦ ***Free Conversations***

Children are generally very fond of talking and speaking out spontaneously. This habit of young children should be used as an opportunity to check their vocabulary development, correct usage and pronunciation of words. *Please do care for age and development of children while engaging them.* Children may



be encouraged to share their preschool/ anganwadi experience in the most amusing way. This develops their oral language as well as makes parents aware of their experiences in the preschool/ anganwadi.

✦ ***Opportunities to Stimulate Mathematical Thinking***

Young children should be given more and more opportunities in their surrounding that implies some mathematical thinking. There are a number of situations, which can be created informally and will support children's learning in school. For example, activities related to counting, addition, subtraction, etc. Parents should be encouraged and if needed, teachers/ AWWs should guide them to set up some activities at home.

✦ ***Use of Manipulative Material and Local Toys***

Experiential learning and learning through concrete material is the most suitable strategy for the ECCE stage. Parents can find locally available toys and material, which are not harmful, to motivate children to learn mathematics in their own exploratory way. Many toys are sold in a local fair (*mela*). Sometimes parents also know how to make small toys with paper or local clay. If they involve children and allow them to make their own toy or object simultaneously, it helps in the development of not only creative skills but children also get a sense of proportion and background on spatial and shape concepts. This helps in the development of mathematical concepts in a subtle way.

**Do It Yourself**

- ✦ Using objects and toys available at homes, such as bottle caps, cutout of shapes, buttons, fabric pieces of different designs, calendars, blocks, etc., what specific activities can you devise for your children? How will you involve parents/ families in such activities? Think aloud and share certain ideas to guide the parents.

## 7.2 Activity 6: Check Your Understanding

Do the activity by scanning the QR code

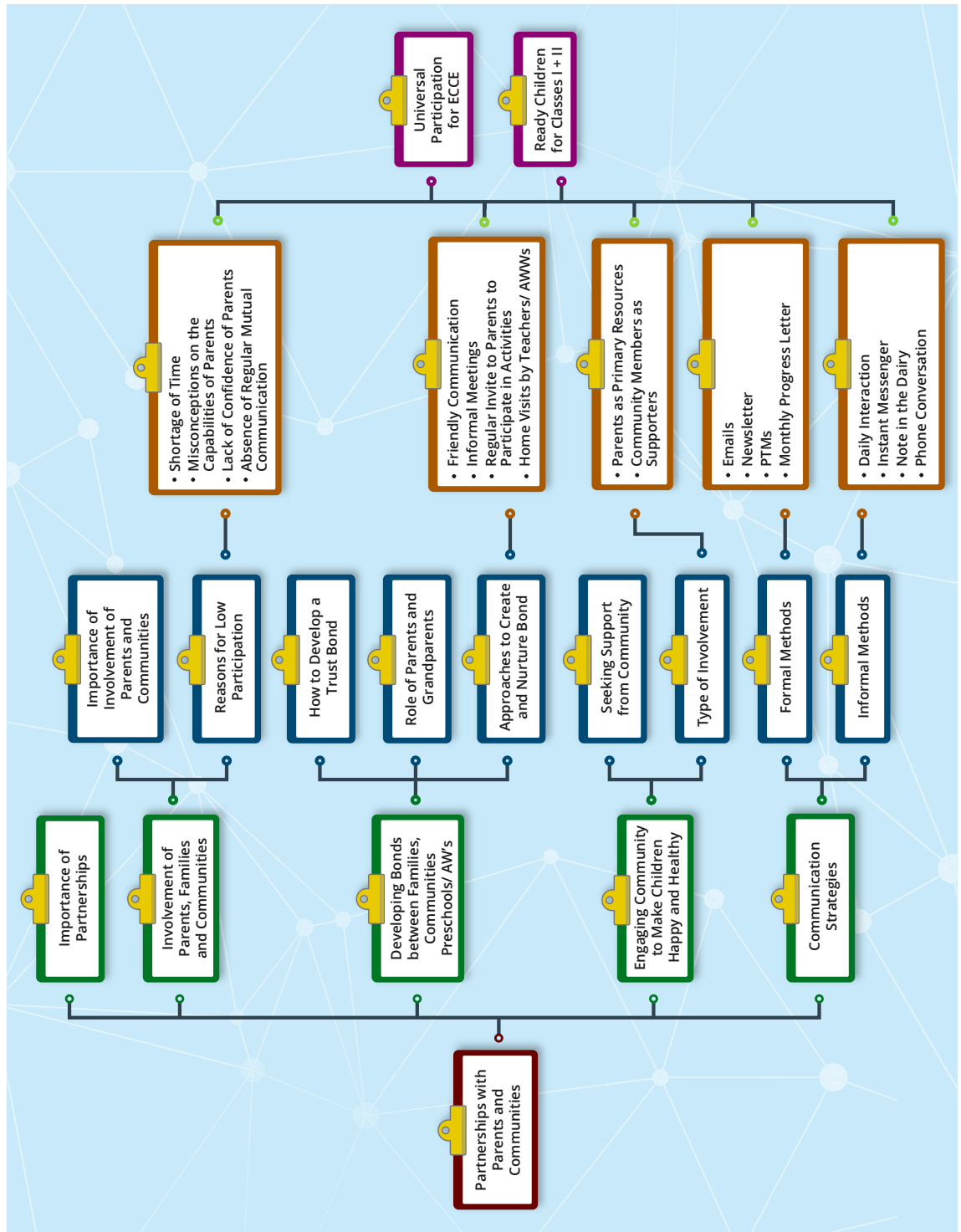


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# Summary



# Portfolio Activity

## Assignment

Develop a schedule for Parents' Orientation Programme focussing on exploring their interest in the activities of the school and children's holistic development. Identify DIY activities for them and ideas that you would suggest.

Also think of some exercises for intervals to break the monotony and then write the following details:

- ✦ Concept/ Topic:
- ✦ Subtopic, if any:
- ✦ Grade: *Balvatika*/ Class I-III:
- ✦ Objectives:
- ✦ Pre-requisite knowledge/ skills:
- ✦ Learning material and preparations:
- ✦ Key ideas/ content coverage:
- ✦ Prior knowledge:
- ✦ Early learning outcome:

# Additional Resources

## References

- ✦ National Council of Educational Research and Training., Vidya Pravesh - Three-month Play-based School Preparation Module for Grade 1, New Delhi, 2022
- ✦ National Council of Educational Research and Training. Guidelines for Preschool Education, New Delhi, 2019
- ✦ National Council of Educational Research and Training. The Preschool Curriculum, New Delhi, 2019
- ✦ NCERT (2017) Every Child Matters: A Handbook for ECE Practitioners
- ✦ National Council of Educational Research and Training., Young Children in Motion, New Delhi, 2016
- ✦ National Council of Educational Research and Training., Smooth and Successful Transitions, New Delhi, 2017
- ✦ Epstein Joyce b., Sanders Mavis G., Simon Beth S., Salinas Karen Clark, Jansorn Natalie Rodriguez, Voorhis Frances L. Van (2002) ***School, Family and Community Partnerships - Your Handbook for Action***, CORWIN PRESS, INC. Thousand Oaks, California, A Sage Publications Company

## Weblinks

- ✦ How to engage Preschool children at home? -  
[https://www.youtube.com/watch?v=EN12s4\\_8Tjw](https://www.youtube.com/watch?v=EN12s4_8Tjw)
- ✦ Picture Reading and Methods of Storytelling -  
<https://youtu.be/3gav6BXih4M>
- ✦ 'Early Childhood Care & Education' (Hindi Video) -  
<https://www.youtube.com/watch?v=tQ14uLumU4c&t=6s>
- ✦ 'Preschool Education' (Hindi video) -  
<https://www.youtube.com/watch?v=0GPBUPua7wk&t=61s>
- ✦ How Children Learn/ *Poorva Prathamik Star Par Bacche Kaise Seekhte Hain* (Hindi video) -  
<https://www.youtube.com/watch?v=DELWLVysuTk&t=1310s>
- ✦ Home Based Physical Activities for Children (Hindi Video) -  
[https://www.youtube.com/watch?v=U\\_o17QaVrO8&t=264s](https://www.youtube.com/watch?v=U_o17QaVrO8&t=264s)
- ✦ Nurturing Imagination in Preschool children Class- Pre-Primary (Hindi Video) -  
<https://www.youtube.com/watch?v=7ex4fvYF8m8&t=1760s>
- ✦ Size and Seriation for foundational numeracy -  
<https://youtu.be/mORwL-ZPJ6g>
- ✦ One to One Correspondence Class: Pre-Primary -  
<https://www.youtube.com/watch?v=A-ZvzhKczRQ>
- ✦ How Can Parents Support their Young Children's Early Learning at Home -  
[https://ncert.nic.in/dee/pdf/booklet\\_for\\_Parents.pdf](https://ncert.nic.in/dee/pdf/booklet_for_Parents.pdf)
- ✦ Classification Activity for Preschool and Class I -  
<https://www.youtube.com/watch?v=48dnjqXTZHY&t=20s>
- ✦ Pre-Number Concept (size and seriation) for Preschool Education and Class: Primary -  
<https://www.youtube.com/watch?v=mORwL-ZPJ6g>
- ✦ Guided Conversation: Me and Myself for Preschool Children -  
<https://www.youtube.com/watch?v=fWs-e7p3XWU>

# NISHTHA (ECCE)

An Integrated Training Programme for Teachers  
and School Heads' at Pre-primary and Primary  
Stage of Education



## COURSE 05

### School Readiness



National Council of Educational Research and Training  
Sri Aurobindo Marg, New Delhi-110016

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# COURSE OVERVIEW

## Description of the Course

This Course highlights the concept of school readiness, describes its importance, and highlights the importance of early years as a critical period for all future development and learning, it also describes the need and importance of making schools, families and communities ready for school.

## Keywords

NISHTHAECCE, SCHOOL READINESS, VIDYA PRAVESH, READY SCHOOLS, READY FAMILIES, COMMUNITIES, HOLISTIC DEVELOPMENT, ECCE

## Objectives

*On completion of this Course, the learners will be able to:*

- define school readiness.
- describe the importance of school readiness.
- demonstrate an understanding of the importance of early years as critical periods.
- describe ECCE and school readiness in an Indian context.
- describe the need and importance of making children, schools, families and communities ready for school.

## Course Outline

- Concept of school readiness.
- Need for school readiness.
- Significance of the early years of life and the critical periods.
- Importance of school readiness.
- Dimensions of school readiness.

••• **Module 1** •••

# Introduction to School Readiness



# Module 1: Introduction to School Readiness

## 1.1 Need for School Readiness

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_3137122816466288641194](https://diksha.gov.in/play/content/do_3137122816466288641194)

### Transcript

Namaskar Dear learners,

Welcome! Every child is born ready to learn and adapt to a new environment. Before children enter the school, they have already learned to move, talk, listen, interact with others, manipulate objects, play and explore and express their preferences. From the beginning of life, human beings are neuro-biologically wired with readiness to learn. The experiences and opportunities children receive in the early years of life, will set the foundation for how and what they learn in the next stage of their lives, including academic and school life. These early years are crucial in getting children ready to successfully learn in school situations. Studies have shown that children who have poor school readiness are more likely to have lower school achievement. School readiness is an important issue not only for children, but for policy makers, educators, parents and the community.

Traditionally school readiness was thought to be an outcome of maturation or chronological age. The child was considered to be ready for school when he demonstrated certain developmental milestones. This approach took a limited view of readiness, implying that parents, schools and communities had no role

in getting children ready to meet the child's needs. School readiness does not comprise of academic driven skills, but covers a large range of developmental skills. There are three key constituents of school readiness: readiness in children, readiness in families, readiness in schools.

The experiences children have during early development, prepare them for later learning. Children learn optimally and develop resilience for life, when they are provided with early experiences which are consistent, developmentally sound, and emotionally supportive. Children need to be provided opportunities to learn at their own pace as they enter the school from diverse contexts and backgrounds. They should not be pushed to learn too fast. Therefore, school readiness is an important issue for parents, educators, and policy makers. They need to know when the child will be ready to enter school, and how children can be prepared for school.

This course aims to explain the concept of "School Readiness", the significance of the early years of life and the critical periods and importance of early childhood care and education. It discusses different dimensions of school readiness and the kind of actions to be taken by parents and schools to facilitate readiness in children. This course will also highlight how children, parents, families and communities can function together to provide experiences to children for holistic development and lifelong learning.

1.2

## Significance of the Early Years of Life and the Critical Periods

Early childhood, between birth to 8 years, is a critical period of growth, development and learning. Evidence from neuroscience shows that over 90% of a child's cumulative brain development occurs prior to the age of 6. This indicates that developmentally appropriate care and stimulation of the brain is very crucial in a child's early years, for promoting sustained and healthy brain development and growth. (Haasten Jone & Johnson, (2016), Shankoff (2009), Doherty, 1997). Responsive relationships and language-rich experiences for young children help in building a strong foundation for later success (National Scientific Council on the Developing Child, 2020).

The first 6 years of life are therefore considered to be "critical periods" of development, when a child is "Biologically Primed" to respond to appropriate

stimulation, which forms the basis for the development of more advanced neural structures and skills. As the brain matures, higher-level circuits build on lower-level circuits (Shonkoff & Richter, 2013); confirming the fact that the learning process is cumulative and continuous in nature. These critical periods provide “windows of opportunity” for developing some specific competencies, such as language fluency and social competency with peers, symbolic relevance, and certain cognitive competencies which are foundational, not only for school learning, but for lifelong learning and development (Doherty, 1997).

### **1.3 Activity 1: Critical Period of Child’s Life - Do Yourself**

Talk to parents about their perception on the significance of early years for a child. Analyse their responses and prepare a writeup on the need for developing parental readiness.

## ... MODULE 2 ...

# Importance of School Readiness and Its Dimensions





## Module 2: Importance of School Readiness and Its Dimensions

### 2.1 The Learning Crisis and School Readiness

National Education Policy 2020 is the first education policy of the 21st century and aims to address the many growing developmental imperatives of our country. The gap between the current state of learning outcomes and what is required must be bridged through undertaking major reforms that bring the highest quality, equity, and integrity into the system, from early childhood care and education (ECCE) through higher education.

The policy also highlighted that various governmental, as well as non-governmental surveys, indicate that we are currently in a learning crisis: a large proportion of students currently in elementary school - estimated to be over 5 crores in number - have not attained foundational literacy and numeracy, i.e., the ability to read and comprehend basic text and the ability to carry out basic addition and subtraction with Indian numerals. Presently, quality ECCE is not available to crores of young children, particularly children from socio-economically disadvantaged backgrounds. Strong investment in ECCE has the potential to give all young children such access, enabling them to participate and flourish in the educational system throughout their lives. Currently, with the lack of universal access to ECCE, a large proportion of children already fall behind within the first few weeks of Grade 1. Thus, to ensure that all students are school ready, an interim 3-month play-based 'school preparation module' for all Grade 1 students, consisting of activities and workbooks around the learning of alphabets, sounds, words, colors, shapes, and numbers, and involving collaborations with peers and parents, will be developed by NCERT and SCERTs. In order to improve the low learning levels of children, governments across different countries invest in teacher preparation, making assessment or monitoring mechanisms more effective, revision of textbooks, improved physical infrastructure etc. but the curricular approaches and classroom practices tend to remain stagnant.

## 2.2 Learning Crisis - Reflect

What is lacking in our educational system that a large number of children are facing learning crisis? What steps can be taken to improve it? Share your thoughts.

### Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/ecceEc5a2>



Option 2: Download this pdf from DIKSHA and copy this URL.

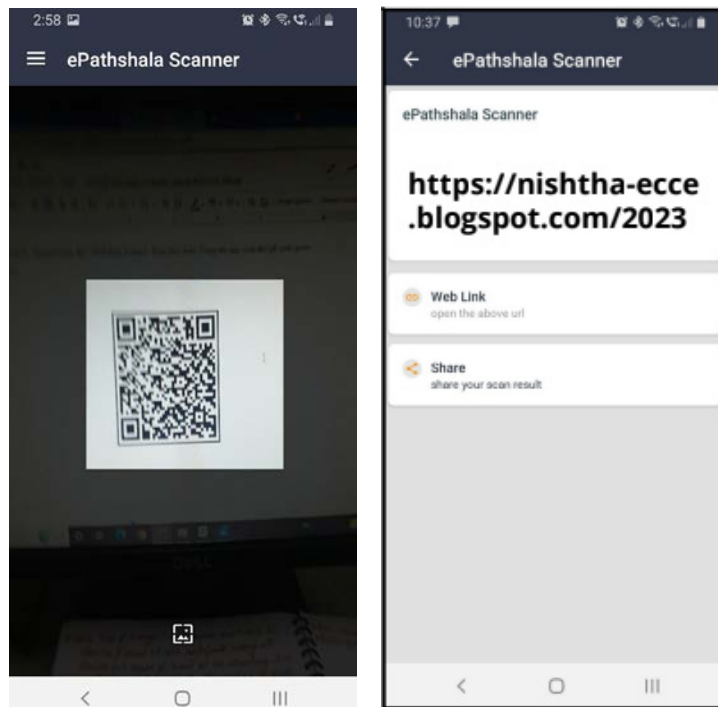
<https://nishtha-ecce.blogspot.com/2023/01/course-05-activity-2-reflect.html>

Paste the link in the browser' address bar to access the blog post

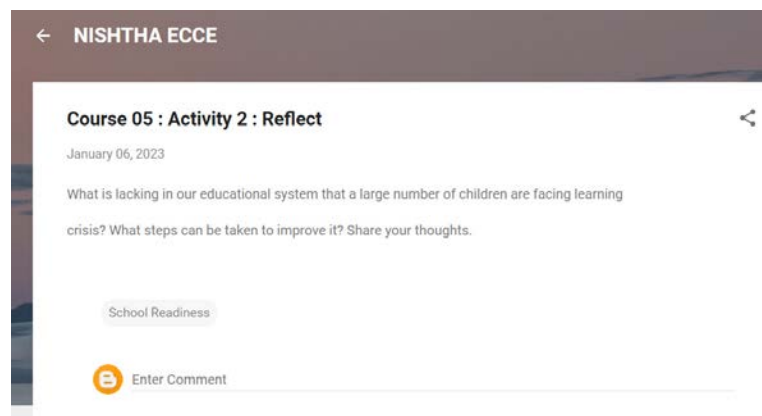


Option 3: Install mobile app '**ePathshala Scanner**' from play store. Using the app, **scan the QR code** given below.



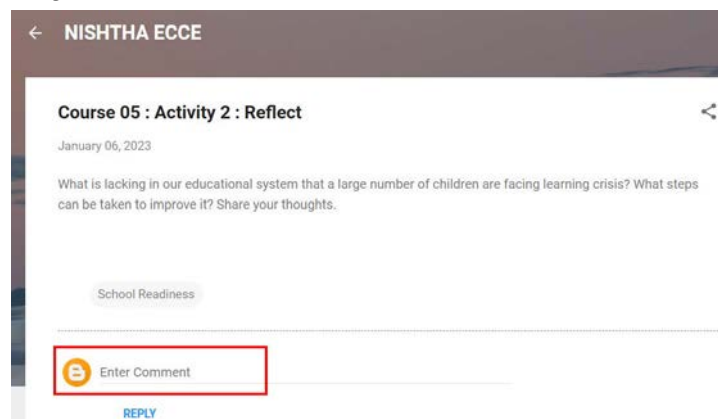


**Step 2: Following any of the above option will take to an external site as shown below**



**Step 3: Post your response**

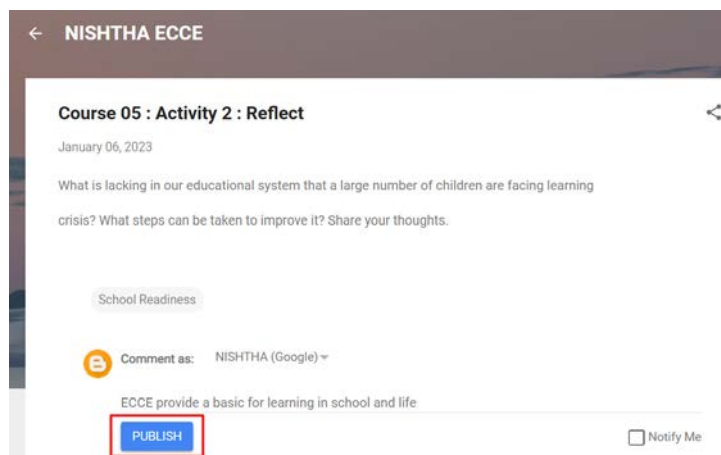
- Read the given activity
- Click on **Enter your comment**



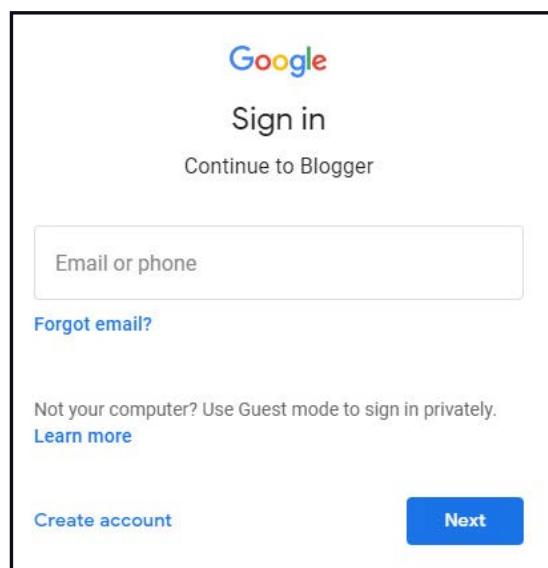
- Type your response in the comment box.



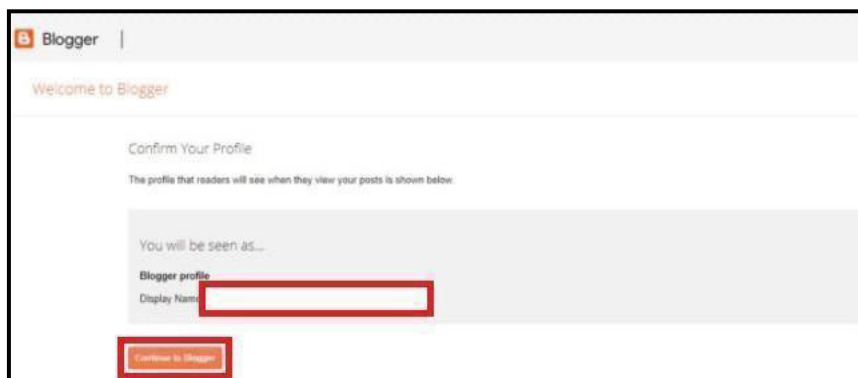
- Click **PUBLISH**



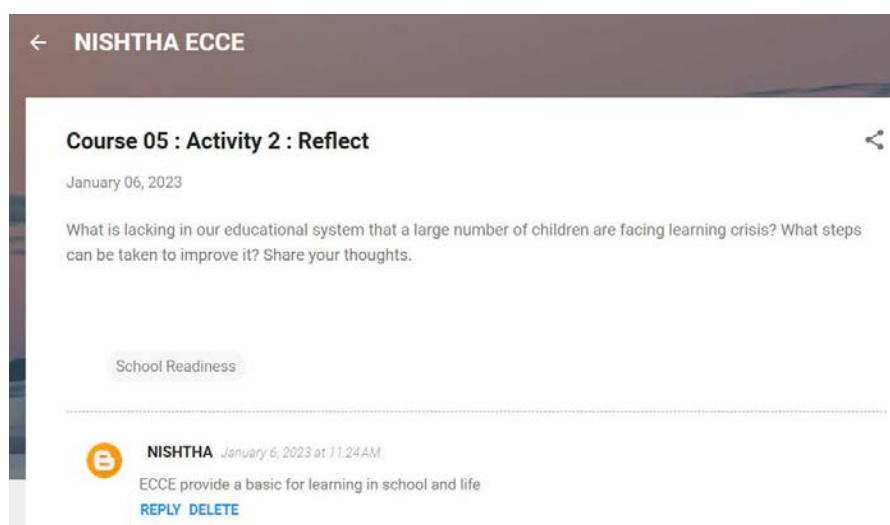
- If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- Click on **PUBLISH**. The comment will be posted.



## 2.3 What Determines School Readiness?

Watch the Video 

Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_31371228459308646411902](https://diksha.gov.in/play/content/do_31371228459308646411902)

What determines school readiness?

School readiness is a time of transition, this is a time when children make a transition from home environments to settings like playschools, pre-schools, anganwadis, balwadis and kindergartens. It is a time of transition from early care and learning environments which are small scale and highly personalized relationships to large scale interactions which are less personalized. It is a transition to a new paradigm of learning, education and care. The concept of school readiness is often misunderstood as parents as well as schools focus on learning of alphabets and numbers and push children to recite and write these with a belief that they are equipping the children for future learning. These good intentions are often found to be detrimental in children's learning. The impact of this is that we are not providing children the foundational abilities and understanding which will form the basis for formal academic learning.

In order for children to be ready for school there are certain requirements which need to be fulfilled. Children's basic needs for proper nutrition, adequate clothing and shelter, economic security and primary security and preventive physical and mental health services. Children need strong nurturing relationships with their peer groups, their families and communities. Children need opportunities to develop their talents and skills and to contribute to their communities. Children displaying difficulties or indications of disability need early assessment and intervention to prevent more serious problems that occur late. Children need a safe environment and protection from injury, abuse, and neglect as well as from exposure to violence and discrimination. Children need a lot of emotional support in order to overcome any harm they might have suffered. Their mental and physical health care needs to be addressed, which builds resilience in children. Children displaying difficulties or indication of disability need early assessment and intervention to prevent more serious problems that occur later.

Children need to be provided a lot of opportunities for exploration, experimentation, observation, problem solving, conversation, creative thinking, indoor and outdoor play so that optimal development of the child takes place. Here are some sample activities that can be given by parents at home and teachers in school.

## 2.4 Definition of School Readiness

The United Nations World Fit For Children (UN WFFC) mission statement of 2002, defines school readiness as “a good start in life, in a nurturing and safe environment that enables children to survive and be physically healthy, mentally alert, emotionally secure, socially competent and able to learn”.

UNICEF (2012) defines two characteristic features of school readiness i.e. ‘transition’ and ‘gaining competencies’, on three dimensions;

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

School readiness means that children have developed social, mental and physical skills before starting school, that prepares them for classroom learning. It involves more than just children; it includes the readiness of the individual child, readiness of school for the children, and the ability of family and community to support optimal early child development. School readiness, is strongly influenced by their families, the interactions of children with other people and their immediate environment before coming to school.

**Table 1: What is School Readiness and what it is not?**

What is School Readiness?	What it is not?
Children talking about their likes, dislikes, feelings and emotions, making choices.	Being compliant.
Being active every day - run, jump, dance, hop and skip, exploring the outdoors and exploring nature.	Being able to sit still.
Being able to follow simple instructions, showing interest in their fascination and curiosity to learn.	Being able to ‘line up’.
Developing love for books, stories and songs, use pictures and stories.	Being able to read.
Being creative and exploring messy play-paint, draw, use crayons, play dough.	Being able to write.

Solve problems, ask questions, inquire, explore and experiment.	Being able to count to 20.
Become independent, communicative, feeding and dressing themselves, using the toilet.	Being able to tie shoelaces.
Turn-taking, helping and sharing together at home.	Being able to do homework.

## 2.5 Activity 3: School Readiness - Do Yourself

Why is School Readiness important for every child? Create a poster/ presentation to explain it to parents.

### Points for reference:

- It ensures smooth transitions between home and school and from preschools/ anganwadi to classes 1 and 2.
- It provides a good start in the life of children, helps in their holistic development and ability to learn.
- Children build on their foundational skills on which the higher order skills are developed.
- Ninety percent of brain development occurs in the first six years.

## 2.6 Why is School Readiness Important?

School readiness is important for children, their families, and for society at large. Research indicates that children who are ready to learn when they begin schooling, learn more quickly and are more likely to get engaged in learning, stay in school, and graduate and be successful in the workplace and in life. Children who succeed in early years have more self-confidence and higher self-esteem.

We have learnt that children enter schools with diverse backgrounds having differences in the cognitive, non-cognitive and social skills needed for success in the school environment. School readiness is a framework for making access to education more equitable, and in improving the learning outcomes, especially for marginalised children, who are less likely to receive support for early learning at home. Research indicates that school readiness is linked to learning, later skill development, success in school, retention in school, and school completion.



2.7

## Activity 4: Check Your Understanding

Do the activity by scanning the QR code



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... **Module 3** ...

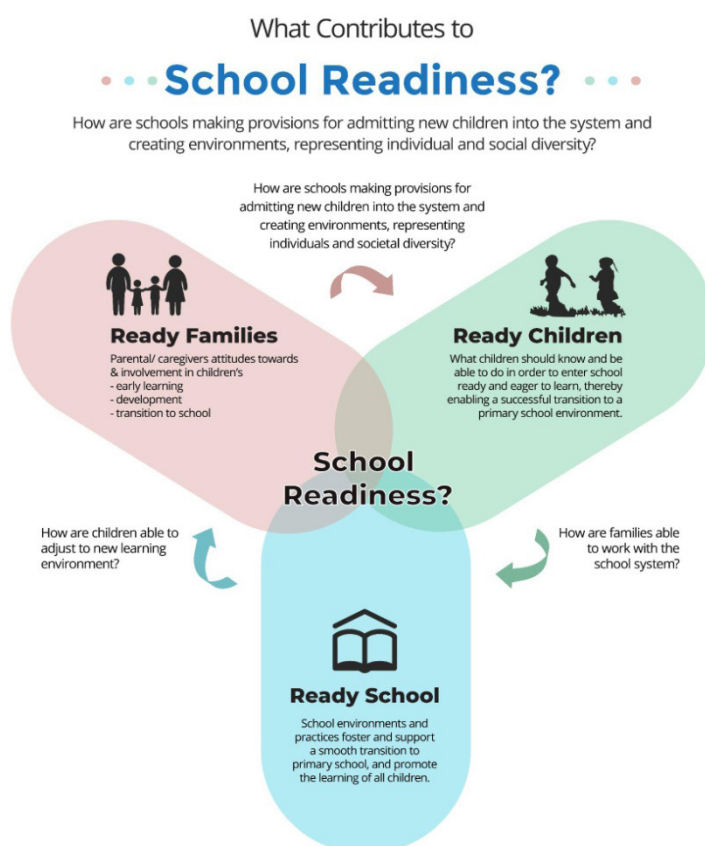
**Dimensions of  
School Readiness**



## Module 3: Dimensions of School Readiness

### 3.1 Three Dimensions of School Readiness

School readiness has three dimensions:- Ready families, Ready children and Ready schools.



**Source:** Graphic adapted from School Readiness and Transitions: A Companion to the Child Friendly Schools Manual, UNICEF 2011; p. 5.

### 3.2 Dimension 1: Children's Readiness for School

Readiness for school implies that all children, especially the vulnerable and disadvantaged, including girls, children with disabilities, ethnic minorities and those living in rural areas are being prepared to succeed in a structured learning environment. In order to ensure that children at the foundational stage have the requisite competencies for successful transitions to primary grades an interface between individuals, families and systems is required, therefore, it is important that all the three dimensions must work in tandem.

A child needs basic skills and knowledge in the following domains which help in being successful in school:-

- ☀ **Physical well-being, good health status and sensory motor development-** This dimension covers a child's development of senses, birth weight, health and nutritional status, gross and fine motor skills and disabilities. Studies indicate that low birth weight, poor nutrition and health disparities are linked to poor school readiness (Hair et al., 2006; Janus & Duke, 2007). Policies need to focus on balanced nutrition for mothers and children, adequate health care and children's ample indoor and outdoor motor experiences for fine and gross motor development.
- ☀ **Social and emotional development** - This includes self-regulation, attention, impulse control, capacity to limit aggressive and disruptive behaviours, turn-taking, cooperation, empathy, and the ability to communicate one's own emotions; identification of feelings and facilitates accurate communication of these feelings. Preschool/Anganwadi teachers' classroom management styles, secure attachment of children to the teacher and responsive relationship were also found to be related to children's school readiness.
- ☀ **Approaches to learning** - It focuses on the skills and behaviours that children use to engage in learning. Approaches to learning refer to children's dispositions, learning attitudes, enthusiasm, inclinations, and styles. Curiosity, creativity, persistence, initiative, task mastery, cooperativeness, problem-solving, imagination and invention are the key components of this domain. High quality preschool environments and developmentally appropriate play-based learning experiences have the potential to enhance children's approaches to learning. Supporting children helps them acquire knowledge, learn new skills, set goals and achieve them.
- ☀ **Language development** - Children require a good command over language in order to communicate with others, share their ideas and experiences and express their feelings. Good oral language is the foundation for the development of reading and writing skills. Some key skills for language learning are phonological awareness, alphabet knowledge, concepts about print, oral language skills, vocabulary and emergent writing skills. Research indicates that parental educational level and income, parent-child interactions, the home literacy environment and shared reading activities are associated with children's early language development.
- ☀ **General knowledge and cognition, including early literacy and math skills** - This domain includes children's problem-solving skills, attention, memory, representational thoughts, mathematical thinking and the child's

general and physical knowledge, social-conventional knowledge and logico-mathematical abilities along with language abilities. Research indicates that children's cognition and general knowledge are predictors for school readiness, elementary math, reading and general academic achievement (Duncan et al., 2007; Romana et al., 2010). Children require play based experiences, rich and high-quality home and school environments and parent child interactions for children's cognition and general knowledge development.

### 3.3 Activity 5: Check Your Understanding

Watch the Video



Do the activity by scanning the QR code



Or

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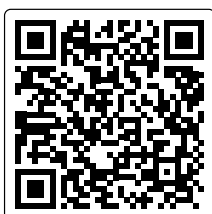
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### 3.4 Activities for Developing Readiness in Children

Watch the Video



Do the activity by scanning the QR code



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## Transcript

**Anchor:** Children need to be provided lots of opportunities for exploration, experimentation, observation, problem solving, conversation, creative thinking, indoor and outdoor play so that optimal development of child can take place. Here are some activities that can be given by parents at home and teachers in school.

### **Activity 1:**

**Teacher:** Hello bachhon! Today we will play a game called "What is gone?"

**Students:** "What is gone?"

**Teacher:** Now tell me what will be behind this cloth?

**Students:** Toys! Toys!

**Teacher:** Let's take off and see what's behind this cloth. Now take a look what's behind it. Take a good look, see it. Now put it back. Let's close your eyes now. Done? Now open your eyes. Now tell me what is missing in it?

**Students:** Banana! Banana!

**Teacher:** Yes very good, banana is the correct answer. Now put it back. Let's close your eyes now. 1,2,3 open your eyes. What's missing now?

**Students:** Grapes! Grapes!

**Teacher:** Grapes are missing. "What's this gone". With this game we can enhance the memory of children. If they forget the objects we can clue them. Like, objects used in the kitchen. Yeah, objects used for self cleaning etc.

### **Activity 2:**

**Teacher:** Today we will play a game on rhyming and non-rhyming words.

**Father:** Hi mithu, lets play a game, I will say some rhyming and some non-rhyming words. You have to clap your hands on rhyming words and on non-rhyming words, you have to move your neck and say no. Ok, so let's start?

**Father:** CAT, MAT

**Child claps his hands**

**Father:** RAJA, BAJA

**Child claps his hands**

**Father:** APPLE, MANGO

**Child moves his neck to say no.**

**Father:** Wow Mithu, you have learnt to play this game. FISH ,DISH

**Child claps his hands**

**Father:** TALA ,MALA

**Child claps his hands**

**Father:** ORANGE, BANANA

**Child moves his neck to say no**

**Father:** CAKE, BAKE

**Child claps his hands**

**Father:** MAKKHI, HATHI

**Child moves his neck to say no**

**Father:** Wow, very good! Let's play a new game called Antakshari. Do you know how to play Antakshari? Ok, I will say a word- TALA, Now , say the next word with the sound 'LA'

**Child:** LAKDI

**Father:** I for IMLI, now say the next word from 'LA'

**Child:** LADKI

**Father:** K for KABUTAR. Now, say the next word from 'RA'

**Child:** R for RAJA

**Father:** JUG. Now say the next word from 'GA'

**Child:** GAJAR

**Father:** GAJAR, yes, very good! R for RASSI

**Child:** SAMAAN

**Father:** SAAMAN, very good. N for NADI

**Child:** DARWAJA

**Father:** DARWAJA, yes, very, very good! J for JOKER

Child: RASSI

Father: S for SADAK. Now, say the next word from KA

Child: KABUTAR

Father: R for RANI

Child: NALA

Father: Very good!

### **Activity 3:**

Teacher: Children, today we will match the pictures to its sound. What do I have in front of me?

Children: Board!!!!

Teacher: Yes, board. Some alphabets are written on it which you need to recognize. Now, tell me what is this?( Pointing towards the alphabet on the board)

Children: KA

Teacher: What is this? (Pointing towards the next letter on the board)

Children: MA

Teacher: What is this? (Pointing towards the next letter on the board)

Children: LA

Teacher: What is this? (Pointing towards the next letter on the board)

Children: NA, PA

Teacher: Now, let us match these sounds to the pictures. I will give you these pictures, now you tell me which pictures start from the letter 'KA'

Child: KELA

Teacher: Yes! K for KELA

Child: K for KAN

Teacher: Yes! K for KAN. And?

Child: K for KAUYA(CROW)

Teacher: Very good. Now tell me which pictures start from the alphabet MA?

Child: MOR



**Teacher:** M for MOR

**Child:** MAACHIS

**Teacher:** M for MOR, M for MAACHIS

**Child:** There is one more thing from M, MACCHLI

**Teacher:** M for MACCHLI, very good! Now we will start with the alphabet 'LA'. Which words start with the alphabet 'LA'.

**Child:** L for LOMRI

**Teacher:** L for LOMRI and what else?

**Child:** L for LAKDI

**Teacher:** Very good, L for LAKDI and what else starts with the alphabet 'LA'? Come on, tell me

**Child:** LADKA

**Teacher:** L for LADKA. Now, tell me what starts with the alphabet 'NA'

**Child:** N for NAAK

**Teacher:** N for NAAK

**Child:** N for NADI

**Teacher:** N for NADI and what do you have? N for

**Child:** NAL

**Teacher:** N for NAL, very good! Now, tell me which words start with the alphabet 'PA'

**Child:** PAPITA

**Teacher:** PAPITA

**Child:** P for PATANG

**Teacher:** P for PATANG, P for PALANG, very good! Like you all saw, we taught the children how to identify the sounds with the help of alphabets and we also taught them how to match pictures. We can do other similar activities like we can use odd, even in this. We can give children words that start with the same alphabet and by adding one word that is different we can teach them the word that is different.

#### Activity 4

**Teacher:** Today we will all play a game of letter hunting, and before we play that game, we will first have to read a story. So, you all want to listen to the story?

**Child:** Yes

**Teacher:** The story is called “The Baby Bird and The Old Bee”. In this story, there is a baby bird who has just learned how to fly and is sitting on a branch watching a honey bee drink the nectar of flowers. Baby bird goes to the honey bee, but the honey bee says, “I also want to drink the nectar of flowers” , but the baby bird says “You go and eat your food like nuts and fruits”. Baby bird does that and goes to a tree to eat the fruits, but the fruits were not as tasty as the nectar of flowers. Baby bird is looking at the old bee , who is enjoying collecting nectar from the flowers. And seeing this, the baby bird becomes a little jealous and starts to follow the bee and sits on the flowers and tries to touch the flowers with her beak but the flowers break because her beak was very sharp. The old bee was seeing all this with her other bees and noticed that the flower broke. The baby bird felt very bad that because of her the flowers broke. And then the bee attacked her and the baby bird ran away and went to her mother and told her everything that happened today . Her mother told her that whatever happened, happened but don't make the same mistake again. The baby bird promised her mother that she will never make that mistake again.

In this story, you must have seen that the same letter is coming again and again, which letter is it?

**Children:** “B”

**Teacher:** Very good! Which letter is it?

**Child:** B

**Teacher:** Now we will find out how many times the letter “B” appears. The letter which looks like this (pointing towards the alphabet ‘b’) So should we start searching? Look how many times in this line “B” has come? Is there any “B”?

**Child:** Here

**Teacher:** Yes, this makes it?

**Child:** Here

**Teacher:** Is there a B in this line?

Child: Yes

Teacher: How many B's?

Child: Here

Teacher: Yes, now let's move forward, is it there in this line?

Child: No

Teacher: Is there a B in this line?

Child: No

Teacher: Is it there in this line?

Child: Here

Teacher: Yesss, the first one is 'B'. Which letter?

Child: B

Teacher: Let's move forward? Is it there in this line?

Child: Yes

Teacher: Now how many B's?

Child: 4

Teacher: Is it there in this line?

Child: yes

Teacher: Now, how many B's?

Child: 5

Teacher: Is there a 'B' in this line?

Child: Here

Teacher: Now how many B's?

Child: 6

Teacher: Very good! So you all have seen the activity we did , letter hunting through a story .

**Anchor:** So you saw how simple activities in day to day life and spending a little time with children actually helps them to acquire the skills which make them ready for school.

### 3.5 Dimension 2: Readiness of Family

A family with reference to school readiness comprises all those members who co-reside with the young child, including biological and non-biological caregivers, siblings and extended family members. The home is the first environment and the parents are the first teachers of children having influence on their development. Studies showed that household income and parents, especially the mother's educational level, were associated with children's school readiness. Children from low-income families having low levels of education show poorer school readiness than middle and low class families. Parent's educational levels are also associated with low-income levels. Low-income families tend to provide limited prenatal maternal nutrition and after delivery nutrition for children. Poor maternal nutrition and stress have a negative impact on the development of a child's brain. In the disadvantaged families, the inequalities for children begin in the prenatal period and from then on, they are cumulatively deprived of adequate nutrition, health, learning-education sources resulting in poor school readiness levels.

Families must be "ready" to prepare their children for the demands of schooling. Children thrive when they are valued and respected and get the opportunities to have rich interactions with adults who regardless of the setting provide warmth, emotional support and nurturing relationships and address physical and mental health care needs of children. Families and communities need to provide safe, healthy, warm and stimulating environments and opportunities where children can explore, ask questions, and solve problems.

#### **How can Teachers/ Anganwadi Workers engage Parents and Families in Preschool/ Anganwadi Programmes**

- ☀ Make the most of drop-off and pick-up activities - When parents come to drop or pick up their children, greet them with enthusiasm. While talking to parents, add some specific information about their child's progress, strengths, likes/ dislikes and involvement of their children in the classroom activities.
- ☀ Communicate frequently - Frequent communication with parents should be maintained through periodic parent teacher meetings, through printed material like developing leaflets, brochures on different aspects of child development or through instant messengers like WhatsApp, Telegram etc. or emails like Gmail, Yahoo etc. and seek their opinion on the shared information.

- ☉ Orient parents - Inform parents about the curriculum, learning goals, pedagogies and strategies for helping every child succeed. Inform parents about the expectations of their involvement in the programme.
- ☉ Invite parents to the classroom - Extend frequent invitations for parents to visit the school/ anganwadi and spend time in the classroom. Whether parents are invited to help with activities or be silent observers, these visits can be most helpful and enjoyable.
- ☉ Organise special events - Plan picnics, field trips, class trips, involving parents as volunteers. Bal Melas featuring educational books and toys can be organised. Parents can be asked to provide ideas for such events. Plan the activities as per the convenience of the parents- during the day or in the evening.
- ☉ Maintain portfolios and work samples - Create portfolios, scrap books, and/ or other collections of children's experiences in the classroom for parents to look at whenever they visit the classroom.
- ☉ Create peer networking among parents - Create a parent contact list or an instant messenger group like WhatsApp group, Telegram groups etc in which parents can be informed about upcoming events, invited for volunteering, parents can give suggestions about bringing improvements in the anganwadi, mid-day meals etc.
- ☉ Identify and make useful resources available to parents - Parents often need guidance and reassurance about behaviour management, developmental milestones, signs of risk for learning disabilities or developing special talents in their children. The anganwadi workers/ teachers can invite specialists on ECCE day to help parents or provide resources from the local library.

**Activities that can be undertaken by parents for school readiness:**

Parents can provide a variety of experiences, regardless of their educational qualifications or occupational levels: what parents do with their children is more important than who parents are (Sylva et al, 2004).

- ☉ Parents need to set aside some time daily to provide help and support to their child to learn,

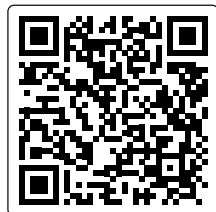
- The social and emotional development required by children for success in school is provided through supportive and responsive relationships within the family,
- Making lot of age appropriate books available to children and providing opportunities for bonding with books by drawing their attention to the pictures/ illustrations and helping them in picture reading,
- Providing lot of opportunities for exploration, asking questions and seeking information,
- Reading to and with children,
- Teaching them songs and nursery rhymes,
- Playing with letters and numbers,
- Taking children on visits to outdoor areas, parks, gardens, holidays, fairs,
- Creating regular opportunities for them to play with their friends at home,
- Playing counting games, language games, solving mazes, memory games etc.

### 3.6 Suggestions for Developing Readiness of Parents

Watch the Video



Do the activity by scanning the QR code



Or

Click on the link

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Transcript

Namaskar, we often hear that parents express concern that their children are not learning to read and write the way they want them to learn and they often complain and have concerns over this issue. Today we are here to discuss this very important issue as to how parents can help children learn in an age appropriate

manner. To discuss this issue we have a pre-school teacher Ms. Mariyam, a child Rohan who is going to a pre-school his mother Ms. Shweta and his aunt Minakshi.

**Teacher:** Good morning Ma'am!

**Expert:** Good morning!

**Teacher:** So, Rohan's mother and his aunt are here to discuss some issues that they face with Rohan while teaching them at home . They would like to discuss these concerns, and expect some suggestions that you can give them so that they better teach Rohan at home.

**Expert:** So, what are your concerns?

**Rohan's Mother:** Rohan is not able to concentrate on studies and I am really worried about him.

**Expert:** Who teaches Rohan ?

**Rohan's Mother:** His massi.

**Expert:** So, what is the problem?

**Rohan's Aunty:** Ma'am, when I teach Rohan I have realized that he couldn't focus for longer period of time at the max he can focus 30-40 minutes but after that he is not able to sit and moreover I have seen that when I teach him alphabets till 10-12 alphabets he is fine but after that he is not able to cope up with another things so I am really worried and concerned how to cope up with this situation.

**Expert:** I want to know from both of you, do you spend time talking to Rohan, playing with him, telling him stories?

**Rohan's Mother:** I don't have time and am not able to teach him.

**Rohan's Aunty:** I am basically working because of that I have very less time which I can spend with Rohan but the time that I get with Rohan, I spend that time while teaching him alphabets and basic writing skills but I realize now what you are asking I am not able to do that.

**Expert:** See, children learn best when they enjoy learning when we make the learning playful and engaging for the children. So when you involve children in your day to day activities, for example the food packets that you get you see lot of things are written there, there is a logo when you draw the attention of child to these food labels while you are traveling you see the road signage, there is a

zebra crossing so you can show those signage to children. When you are going to the grocery store, buying vegetables or groceries you can involve the child in the number of things that you want. in paying the cash taking the money back. So, when in day to day life when you start engaging children then they learn the best.

**Teacher:** So one more thing I would like to add is when you talk to the child, the child feels part of the conversation. So, it's really important that you have meaningful conversations with the child and involve them into day to day things that you do and tell them about it. For example if you are cooking something you can involve the child and tell him what you are doing you are putting salt in, water in or whatever.

**Rohan's Aunty:** That sounds interesting. I think that's doable and that should be done. I think that's right.

**Expert:** So exactly when you engage a child then he is learning many more things. Another way that you can engage the child is by reading stories to the child .When you read stories to the child he gets the vocabulary, learns new words, he develops an imagination power, he learns that how a book needs to be handled, we read from top to bottom from left to right. The pictures that the book has also have some meaning so the child gets engaged when you read stories to them so it is very important that you take time out to read stories to the child and also to narrate stories whenever it is possible for you.

**Teacher:** So I would like to tell you that Rohan is really interested in doing coloring and drawing and also singing songs and rhymes. So you can take up these activities at home which he is really interested in and do those so that he enjoys this time of learning while playing and while singing rhymes and dancing.

**Rohan's Aunty:** Ya that's right I have noticed him he loves doing that he loves dancing and he keeps on humming some songs so I will definitely keep in mind. Next time when I am sitting with him I am going to have some rhymes and these activities which you are suggesting.

**Expert:** Exactly and see very often we start focusing on learning of the numbers but drawing is the first step in learning to write so you have to provide a lot of opportunities for drawing, painting and coloring to the children. It helps them in learning to write.

**Rohan's Aunty:** That was quite helpful. Now I can understand why he was not



able to focus and I was not able to engage him. Now I have something from you. Thank you so much Ma'am.

**Expert:** So you need not worry if you start engaging your child in your day to day activities. I think he is going to good places so don't worry .

**Rohan's Mother:** Thank you so much Ma'am.

**Everyone:** Thankyou

**Expert:** So you saw in this discussion that a many a times parent expect their children to quickly learn to read and write but children learn best when they are engaged in playful activities through drawing, painting, coloring, dance, music, talking to them, giving them opportunities to ask questions and reading them stories so children learn best when the activities are playful engaging and entertaining for them.

### 3.7

### Dimension 3: School's Readiness for Children

The defining characteristic of ready schools is that the schools have the capacity to provide supportive, enriched and developmentally appropriate learning environments and to ensure that the transitions are smooth and there is continuity in the learning experiences and pedagogy between ECCE programmes and primary school environments (Lombardi, 1992). The greater the gap between the early childhood care and education system and the primary school system, the greater the challenge for young children to transition from an early learning to a primary school environment.

Studies conducted in India show that the preschool curriculum ranges from heavily diluted mere 'song and rhyme' ICDS preschool education curriculum to private preschool curriculum which in most cases is a downward extension of the primary curriculum, implemented in a rigid and regimented way at a stage when children are developmentally not ready thus posing academic pressure on children. These pressures become the starting points of the phenomenon of "curriculum load" which is counterproductive to learning and leads to the load of 'non-comprehension'. Admission tests for children and parents, homework, demand for English as a medium of instruction, and a large number of books from private publishers prescribed by schools for young kids are the other areas of concern. (Kaul & Sankar, 2009)

The schools also have to be “ready” for the child, which means that schools should be ready to address the learning needs of children from diverse backgrounds, employ appropriate instructional approaches, and have developmentally appropriate academic demands. The schools should appoint trained workforce which works closely with families in reciprocal and respectful relationships in such a way that each child’s success is supported by the school.

The school’s readiness for children is illustrated by the following:

- ✦ Ensuring smooth transition between home and school, which are inclusive and include cultural sensitivity;
- ✦ Understanding of early child development, importance of play and natural experiences; and ensuring continuity between early care, intervention, and education programmes and elementary school;
- ✦ Providing developmentally appropriate high-quality instruction;
- ✦ Opportunities for parent and community engagement within the context of a safe, secure, and inclusive environment that supports student health and wellness and promotes learning and provides early intervention for children falling behind;
- ✦ Designing programmes for catering to individual needs of the children including the effects of adverse childhood experiences, including poverty and racial discrimination, and trying to meet special needs within the regular classroom; implementation of individualised education programmes that include adaptations to support children with disabilities and willingness to alter practices and programmes if they do not benefit children;
- ✦ Providing strong leadership and support and training to teachers for providing effective instruction to children; ensuring effective pedagogic practices and developing teachers’ competence;
- ✦ Devoting sufficient time to learning in the classrooms;
- ✦ Adequate supply of teaching learning material, books, toys and play material;
- ✦ The cultural divide between home and schools is the greatest for children whose first language is not the same as the medium of instruction at the school, therefore it becomes very important in determining a child’s educational attainment. When the school language is not the same as the child’s first language, the chances of children dropping out increases. This particularly affect, low-income, minority and vulnerable children (Auerbach 1989; Ladd 1996). Schools can bridge this gap by working with parents and incorporating culturally responsive practices, including using the first language of the child (Villegas and Lucas 2002).

### Points to be kept in mind while giving activities to children

Lot of opportunities can be provided to children by parents at home and teachers in the classroom. The following points are important to be considered while giving activities to children:

- The activities should be based on the situation and interests of children at a particular time.
- Ensure that the child wants to do the activity.
- Make the activity interesting and fun for children.
- Praise, appreciate and encourage children for their participation.
- Provide clear instructions and ensure that the child has understood it.
- Ensure that the activities are easy to begin with and further steps can be added to it if the child has mastered the previous level. Provide prompts wherever necessary.
- Stop if the child shows signs of tiredness or lack of interest.
- Repeat the activity occasionally.
- Use variations in the activity to make it more interesting.
- Prepare children beforehand if there is a transition or the activity is coming to an end.

## 3.8

### Activity 6: Challenges in School Readiness - Share Your Thoughts

What are the challenges being faced in getting children, parents and teachers ready for school? Share your thoughts.

Steps to be followed:

#### Step 1: Accessing the activity page

Follow any one of the following option to access the activity page:

Option 1: Type the URL in a browser <https://tinyurl.com/ecceEc5a6>



Option 2: Download this pdf from DIKSHA and copy this URL.

<https://nishtha-ecce.blogspot.com/2023/01/course-5-activity-6-share-your-thoughts.html>

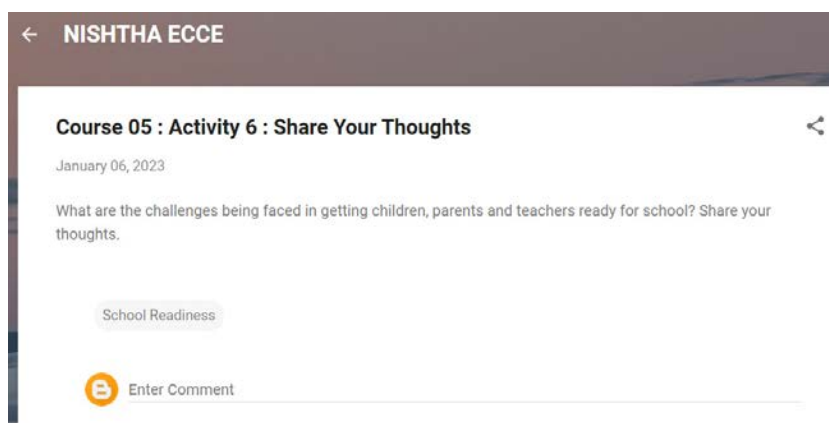
Paste the link in the browser' address bar to access the blog post



Option 3: Install mobile app **'ePathshala Scanner'** from play store. Using the app, **scan the QR code** given below.

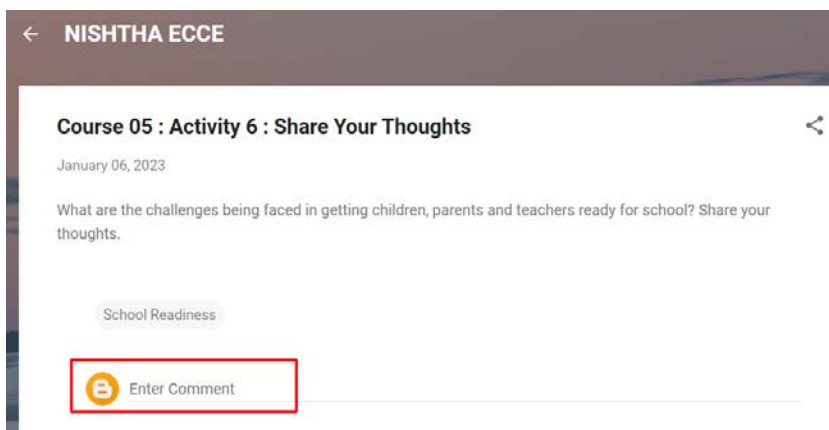


**Step 2: Following any of the above option will take to an external site as shown below**

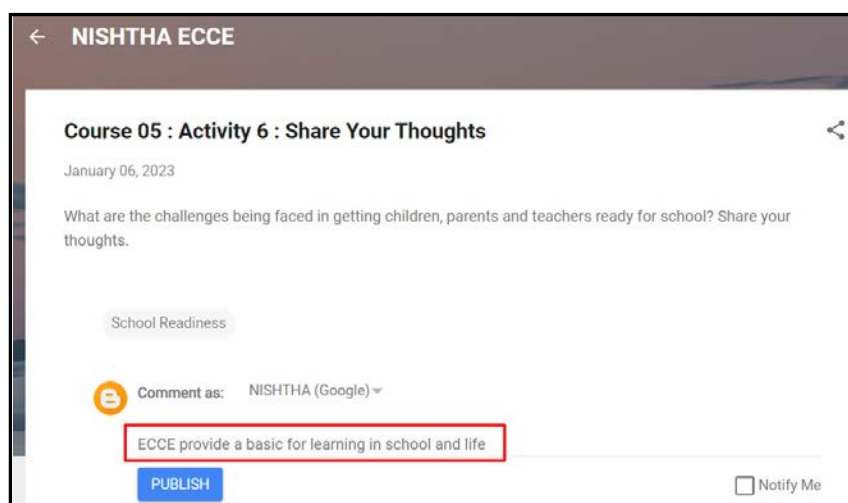


**Step 3: Post your response**

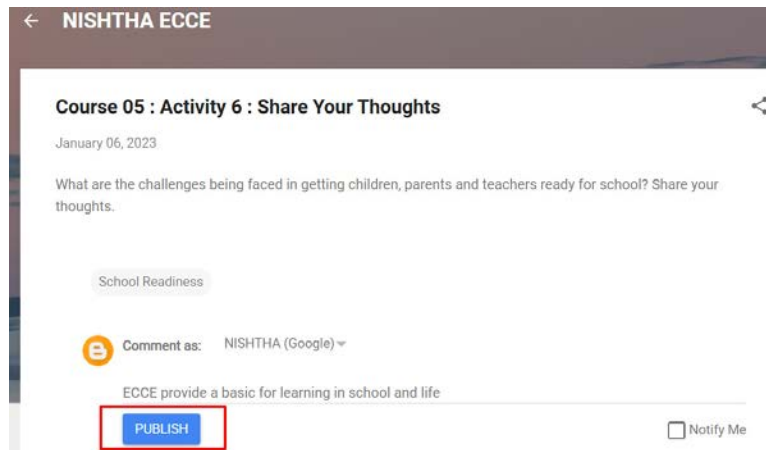
- ☉ Read the given activity
- ☉ Click on **Enter your comment**



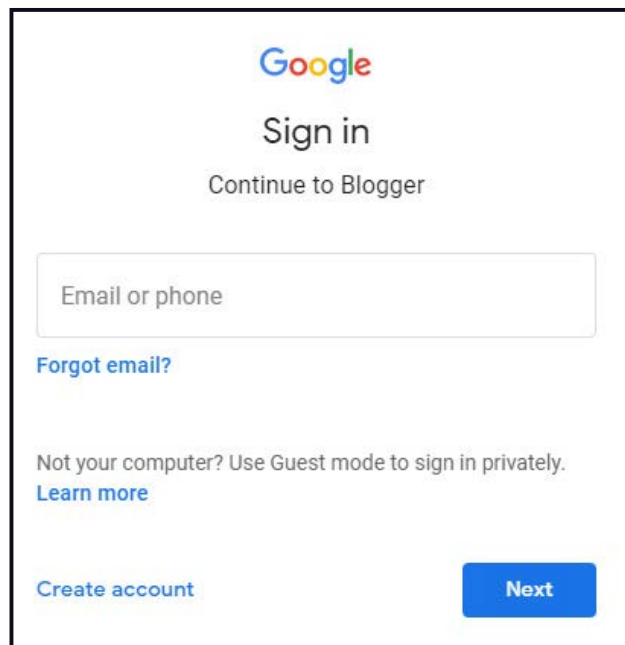
- ☉ Type your response in the comment box.



- ☛ Click **PUBLISH**



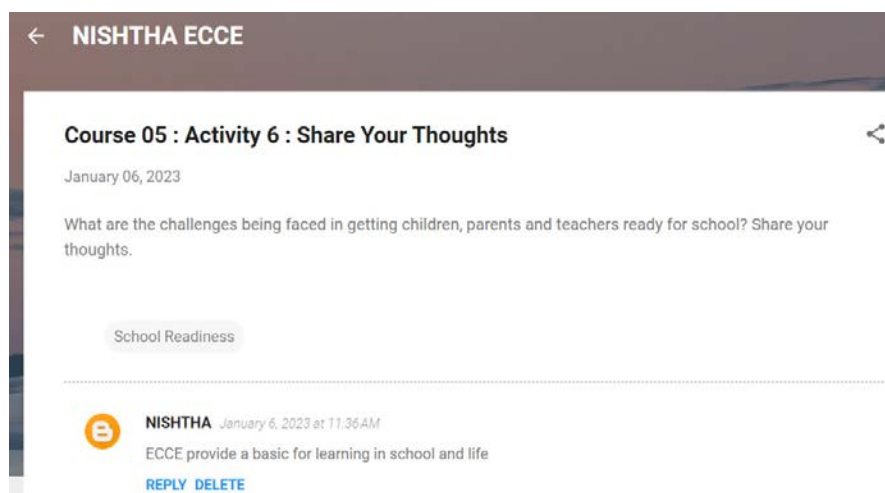
- ☛ If you are already logged in with your Gmail account then the comment will be published. If you are not logged in, then you will be directed to the Gmail login page.



- ☛ After logging in, enter **Display Name** and then click on **Continue to Blogger**.



- ☛ Click on **PUBLISH**. The comment will be posted.



### 3.9 Assessment of School Readiness

Assessment of readiness is not only needed to evaluate children’s school readiness levels but also to improve the learning environment, early childhood curriculum pedagogy and teacher quality, parental involvement and local education policies. Assessment of school readiness becomes a challenge as it involves a number of stakeholders like children, parents, families, teachers, administrators, policy makers, and community members who already have their own expectations, beliefs, values and perspectives on the issue of school readiness. The pre-schools and anganwadis can use varieties of techniques to assess school’s readiness like observation, checklists and portfolios or standardised tests.

**The results of the assessment should be utilised for:**

#### **Improvement of learning**

The teacher must know the strengths and needs of every child so that they can adapt their teaching practices. Well-prepared teachers assess children’s skills throughout the day, for example, by taking a picture of a child’s block structure or writing a note at the end of the day about two children’s social interaction etc. Focusing on school readiness assessment for the purpose of bringing improvement in learning can support good teaching practices. These assessments also help families to better understand the developmental status of their children.

### **Identify children with special needs**

Children having disabilities like speech and language delays, developmental delays and autism spectrum disorders are at risk for deficits in school readiness. Such children require early identification and interventions so that their needs are addressed timely. Moreover, appropriate educational services with adequate support and parental guidance and resources must be provided to improve the potential outcomes. Screening children for any developmental delays/ difficulties becomes crucial for referring those children for in depth testing to determine their individual learning needs and adaptations required in the classrooms.

### **Planning for intervention programmes for at-risk children**

In India, most of the states use age as the sole criteria for determining when a child is eligible and legally entitled to attend school. For at-risk children, the states need to design intervention programmes which provide health, education and family services in order to minimise the achievement gap before children enter primary school. These programmes could be home or centre-based. Home based programmes generally target parents with children under three years of age. Parents are trained and informed about child care, development and education of their children through home visits. Some programmes also provide health services to check children's health condition and supplementary nutrition. Centre based programmes are implemented through developmentally appropriate curriculum, support services for parents and a solid community-local network. The teachers, administrators and parents in partnership with each other need to design individualised programmes for children to provide them developmentally appropriate instructions in all the five domains.

### **Enabling policy provisions**

Children need to have optimal social, emotional and learning experiences and environments during the early years at home. In order to do that, conditions need to be created so that families and communities can meet the needs of the children. Optimal conditions require collaboration between services and programmes to ensure that the children and families receive all the help they need, and that potential barriers to children's learning are removed. Therefore, policies and programmes need to make provisions to provide high quality early educational experiences to all the children, and support parents for creating optimal early childhood home environments.



# Summary

## School Readiness

### What

#### School Readiness

- Concept
- Need
- Importance
- Dimensions

### How

#### Ready Families

Engaging parents and families in early learning, development and transition to school.

#### Ready Schools

School environment and practices supporting smooth transitions and practices.

#### Ready Children

What children should know and be able to do in order to enter school ready and eager to learn.

### Why

- Makes Education more equitable especially for marginalized sections.
- School Readiness is linked to learning/ skill developing success in school retention and school completion.

# Portfolio Activity

## Assignment

Design a 'School Readiness' programme. Highlight what needs to change in the school environment, how to involve the parents in the programme and what kind of experiences need to be provided to children to ensure that they are school ready. How will you assess the progress of children and success of the programme? Write the details for:

- ☉ Objectives:
- ☉ Steps needed to make the schools ready:
- ☉ Steps needed to make the parents ready:
- ☉ Experiences to be provided to children for their holistic development and school readiness:
- ☉ Learning material and preparations:
- ☉ Assessment techniques used:

## Additional Resources

### References

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## Weblinks

- Oral Language Development during Preschool Years - <https://www.youtube.com/watch?v=S1tSAafINfg&t=497s>
- Problem Solving Skill for Foundational Numeracy: Early Years - <https://www.youtube.com/watch?v=aZJ4kiVhO3U>
- Pattern making for Foundational Numeracy - <https://www.youtube.com/watch?v=L4TMfjq7Dk>
- Size and Seriation for Foundational Numeracy - <https://youtu.be/mORwL-ZPJ6g>
- Picture Reading and Methods of Storytelling - <https://youtu.be/3gav6BXih4M>
- Discussion on: How to engage preschool children at home - [https://www.youtube.com/watch?v=EN12s4\\_8Tjw](https://www.youtube.com/watch?v=EN12s4_8Tjw)
- Home Based Physical Activities for Children (Hindi Video) - [https://www.youtube.com/watch?v=U\\_o17QaVrO8&t=264s](https://www.youtube.com/watch?v=U_o17QaVrO8&t=264s)

# NISHTHA (ECCE)

An Integrated Training Programme for Teachers  
and School Heads' at Pre-primary and Primary  
Stage of Education



## COURSE 06

**Birth to 3 Years: Early  
Intervention for Special Needs**



National Council of Educational Research and Training  
Sri Aurobindo Marg, New Delhi-110016

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# COURSE OVERVIEW

## Description of the Course

This course is about the first 1000 days of a baby's life and the developmental milestones. The learners will gain knowledge of red flags and relevant strategies for early interventions, leading to reduction in the consequences of disabilities. The suggestions for professional help and work to be done in collaboration with parents are also provided.

## Keywords

NISHTHAECCE, ANGANWADI, EARLY IDENTIFICATION, EARLY INTERVENTION, DEVELOPMENTAL MILESTONES, VISIBLE DISABILITIES, INVISIBLE DISABILITIES

## Objectives

*On completion of this Course, the learners will be able to:*

- describe why the first 1000 days are important for a baby's development.
- differentiate between the 3 D's; Development, Delay and Disability.
- describe the vital developmental milestones from birth to 3 years of age.
- identify the red flags and describe why stimulation is essential for the development of infants.
- communicate concerns to parents and families about early stimulations and intervention of children with disabilities.
- create UDL based accessible activities.
- suggest referrals to parents.



## Course Outline

- Significance of the first 1000 days in a baby's life.
- The 3D's - Development, Delays and Disability.
- Vital developmental milestones from birth to three years of age.
- Red flags for early identification of disabilities.
- Stimulations for development.
- Collaborating with families for early interventions.
- Developing a UDL based ECCE centre.
- Referrals to parents.

••• **Module 1** •••

# Early Identification during the First 1000 Days



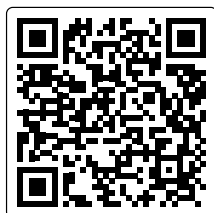
# Module 1: Early Identification during the First 1000 Days

## 1.1 Making Everyone School Ready

Watch the Video



Scan the QR code to watch the video



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_3137123507187712001362](https://diksha.gov.in/play/content/do_3137123507187712001362)

### Transcript

Dear learners! We all know that today's children are citizens of tomorrow and will make up a vibrant India. Children are often referred to as 'buds' which will soon blossom into flowers and help our nation progress. There is much evidence to support this idea. Early Childhood Care and Education that is ECCE builds the way for an all-round development of children. For the first time, in the National Education Policy that is NEP, 2020 due importance has been given to the foundational years of children and has brought this aspect into the folds of formal education. This has consequently reinforced the importance of ECCE for sustained national development. The policy especially focuses on brain development, and the critical period of learning from birth to 3 years, so that the children become ready for school. It also draws our attention to the fact that over 85% of the child's brain develops in the first few years. Therefore, care and stimulation in the early years, especially during the first 1000 days is essential to ensure healthy brain development and growth.

An important observation of the NEP (2020) is about the quality of ECCE to 'All' children. It mentions that good quality ECCE is not available to crores of young children in India. This is particularly mentioned in the case of children from

socio-economically disadvantaged sections also known as SEDGs, which includes children with disabilities also. A very effective solution for the future of our country has been mentioned in the policy, where it suggests making a strong investment in the ECCE in an 'inclusive way'. The reason is that good quality ECCE programmes have the potential to give 'all young children' an access to developing early literacy and numeracy. This would enable 'All' to be 'school ready', and get included in the mainstream schools. When we say 'All', it covers children who may have been left out of the ECCE due to their disabilities or delays. These include impairments such as visual, hearing or intellectual disabilities, which generally needs greater attention. If provided support at the right time, the beginning will also be right.

Evidence, world over proves that children with disabilities have an equal potential to grow if, and only if, they are identified early and intervened. Such steps will certainly help them to participate and flourish in the conventional educational system throughout their lives. Therefore, while drawing attention towards children's development, NEP (2020) mentions that ECCE needs to be provided to all children, and efforts need to be made as soon as possible. It strongly recommends that urgent steps need to be taken by 2030, to ensure that 'All' children entering Grade 1 are school ready.

## 1.2

### Activity 1: Observing the Child - Try Yourself

- ☉ Observe/ recollect salient characteristics of 10 children of 2½ years of age in your Anganwadis or Preschools.
- ☉ Jot down the activities they are able to do, and notice any characteristics that you feel are different from other children. Examples of 2 such children have been provided. Prepare a brief for all the children in the table format provided.
- ☉ After filling the table, reflect on the following:
  - » Are all children the same?
  - » Though they are all of the same age, are they all able to perform the same activities?
  - » Think about some of the striking features/ different abilities that you noticed among the children.

## Features and Activities that the Child can do

S. No	Name of the child	Activities that the child does	Striking Feature/ Different Ability
1.	Radha	<ul style="list-style-type: none"> <li>☉ Plays with toys.</li> <li>☉ Talks in short 2 or 3 words combinations i.e., short sentences.</li> <li>☉ Enjoys music and the company of small children.</li> <li>☉ Likes to listen to stories told by grandparents.</li> <li>☉ Likes to go to the garden with her grandparents.</li> </ul>	Is generally a friendly child.
2.	Sumit	<ul style="list-style-type: none"> <li>☉ Plays by himself with the same toys.</li> <li>☉ Speaks in just 2 or 3 words which are not so clear.</li> </ul>	Clings to the mother and screams when others in the family try to play with him.
3.			
4.			
5.			
6.			
7.			

## ... MODULE 2 ...

# Significance of the First 1000 Days and the Role of ECCE Functionaries



## Module 2: Significance of the First 1000 Days and the Role of ECCE Functionaries

### 2.1 Significance of the First 1000 Days

The period from conception till the child turns 2 years of age are very important, and are referred to as the most influential 1000 days. While this is the time of tremendous potential, it is also a period of enormous vulnerability. If during pregnancy, the mother takes all the required care and stays healthy, then there are good chances that a healthy baby is born. In India like in other countries, the birth of the baby is celebrated and usually it brings immense joy to the family. In almost all communities of India, Godbharni (baby shower) of the pregnant women, the baby's arrival, the naming ceremony, the 'Annaprashan' (starting of solid food) is celebrated with grandeur. We cherish our rich cultural heritage by narrating scriptures and legendary tales of young Krishna's childhood, and we fondly celebrate "Janamashtami" and 'Ram Janma'.

A safe delivery and a safe neonatal period of the baby further lays a strong foundation for development and learning in children and hence the role of preschool /anganwadi teachers is highly significant.

The commitment to the holistic growth and all-round development of children, is evident through many national initiatives, and the most significant among them is the Integrated Child Development Scheme (ICDS). This prestigious national scheme was initiated in 1974, and next year it will complete its 50 years. Imagine the number of children and mothers who have benefited from this scheme. It is a compact package of services having a holistic multicentric approach. The goal is to address children's developmental needs during the first critical 6 years, and also the well-being of the mothers. Research indicates that the health of a pregnant and lactating woman is directly connected to the growth and development of her infant. Proper well balanced food and nutrition of the mother and of the child during the first year, not just has a direct impact on the child's growth and development, but is known to reduce the risk of disease and disability. Under-nourishment, fever, harmful self-medication etc. during pregnancy can affect the foetal growth, and may lead to issues such as stunted growth and delays in reaching developmental milestones. Similarly, complications during delivery, such as prolonged labour or other risk factors, may also negatively impact a baby's development.

Working on the premise that '*prevention is better than cure*', the ECCE functionaries including the preschool / anganwadi teachers, should have detailed information about the risk factors before birth (pre-natal), during birth (neonatal), and immediately after birth (post-natal). This information will facilitate propagating information about good health, and reduce disease or disability risk for both mothers and their children. It also helps in defining the role and expectations from a preschool / anganwadi teacher working towards building a healthy country with a young and strong population.

### Risk Factors

There are several risk factors associated with the child's growth and development. These may arise at different stages in the 1000 days period.

- ☉ **General factors:** Marriages in very close blood relations, like first cousins; early marriages and early pregnancy, poor maternal health, malnutrition, RH incompatibility, and family history of disabilities.
- ☉ **Prenatal (during pregnancy) conditions:** Lack of medical assistance, high fever, measles, mumps during first 3 months of pregnancy, hard physical work, accidental fall etc, exposure to radiations and x-ray, smoking, drug consumption, self-medications, lead poisoning, and so on.
- ☉ **Neonatal (during delivery) conditions:** Premature delivery, lack of safe delivery facilities, absence of birth cry and resuscitation measures immediately after birth, low birth weight.
- ☉ **Postnatal (after delivery) conditions:** Insufficient medical assistance to meet emergencies; infantile jaundice, high fever, fall or accident, exposure to loud noise, infections like Meningitis and Encephalitis, malnutrition, injury and damage to vital organs of hearing, brain or vision.

## 2.2

### Activity 2: Check Your Understanding

Do the activity by scanning the QR code



Or

Click on the link

[https://diksha.gov.in/play/content/do\\_3137102141725327361964](https://diksha.gov.in/play/content/do_3137102141725327361964)



## 2.3

### Three D's - Development, Delay and Disability

The first 1000 days of a baby's life has extreme significance, and everyone around the baby, witnessing the growth of the baby, should have detail information about the three D's. Keeping an eye on these three D's during the first 1000 days will lay the foundation of a healthy and productive later life.

The first 'D', that is development, is all about rejoicing the timely appearance of first teeth, head control, first word, responding to his / her name and so on. Any unjustified discrepancy in the achievement of characteristic behaviours (academically known as developmental milestones), is termed as "Delays", and this is the second D of our three D's. Delays in the achievement of developmental milestones may indicate early manifestations of possible disability conditions in later life. It is to be noted that slight delay from the accepted time range should not be a cause of worry. For example, a baby taking his/her first step in the tenth or fourteenth month are both accepted. The delays in development that can't be justified should be discussed with the doctors for further advice regarding onset or early signs of Disability. Disability is the third 'D'. Often the delays in the developmental milestones, in the absence of justification, may indicate the possibility of a disability, which if detected early, can be managed effectively with the help of timely interventions.

## 2.4

### The First 'D': Developmental Milestones

The holistic development of a child in terms of all development domains, such as physical, social, emotional, and cognitive, is important. The principles of development are:

- Development Proceeds Qualitatively from Simple to Complex.
- Development Proceeds from General to Specific.
- Development Proceeds Directionally.
- Development Continues throughout Life.
- Development Depends on Maturation and Learning.
- Development Depends on Heredity and Environment.

Among children, many behaviours and skills develop at a particular age and in a predictable manner, and these are called developmental milestones. They are

grouped under various categories called domains; and include Physical, Motor, Cognitive, Communication and Language, and Socio-Emotional domains. It is important for ECCE functionaries and preschool/ anganwadi teachers to become familiar with the developmental milestones falling under each domain, so that any deviation can be carefully observed and reported.

The *Rashtriya Baal Swasthaya Karyakram* (RBSK) has identified developmental milestones for children up to 2 years. These developmental milestones are categorised into the following three main domains.

- a. **Physical and Motor Domain** - The skills which require the usage of skeletal muscles along with coordination with the brain and nervous system are known as motor skills. These are primarily sub-divided into gross motor skills and fine motor skills. Gross motor skills are performed using the large muscles of the body. Examples of this include the lifting of head, rolling over, balancing etc. The fine motor skills are performed using small muscles of the body, and examples include cutting, colouring, writing, using pincer grasp (thumb and forefinger), threading beads etc.
- b. **Cognitive Domain** - This is primarily concerned with the skills related to mental processes, like remembering, understanding, applying, analysing, creating, evaluating etc. These skills help in connecting better with the environment.
- c. **Socio-Emotional Domain** - This includes skills like self-help skills, appreciation, friendship, group interaction, expressing feelings, accepting feelings of others, managing and controlling emotions, and connecting with the people and resources around us.

## 2.5

### Activity 2: Check Your Understanding

Do the activity by scanning the QR code



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## 2.6

### The Second 'D': Delays in Developmental

Have you ever heard mothers conversing with other mothers having children of the same age or little older? You may have overheard them talking, or being inquisitive and asking ....

*When did your baby start talking? How old was your baby when she/ he started crawling? My baby crawls backwards, is that ok? My baby is yet to stand, but the baby next door runs!*

Discussing about infant' and children's milestones is very common among parents, especially among mothers. It's not comparing, but it's like a reassurance that their baby or child is like others!

However, it can be certainly worrying for parents to see or hear about other kids achieving milestones before their baby does, and if she/ he is lagging far behind.

When a child's progression through predictable developmental phases slows, stops, or reverses, it is called a delay in development. A delay implies that the child has not gained the developmental skills expected of her / him, compared to others of the same age. Delays may occur in any one of the areas of motor functioning, speech and language, cognitive, play, and social skills. When a child has delay in one or more areas of development it is called 'Global Developmental Delay'.

#### When should we worry about developmental delays?

A little bit of delay should not be worrying. We know that each child develop at her / his own pace, but too much of 'wait and watch' is also not appropriate. This may cause the child to miss out on certain developmental skills.

## 2.7

### The Third 'D': Disabilities

**Every child is unique and diverse, not just capable of learning differently, but also capable of succeeding differently!**

Disability is also a human diversity, and is certainly not a hindrance to the success of an individual with disability(ies). *Disability can occur any time - before birth, at birth i.e. congenital or after birth i.e. acquired. Congenital disabilities often have a greater effects than acquired disabilities.* In children, disability may be the reason for delay or barrier in their development.

Table 1: Characteristics and Difficulties Experienced

Type of Disability	Characteristics and Difficulties Experienced
Cerebral palsy	<ul style="list-style-type: none"> <li>☉ Difficulty in movement, delay in rolling over, crawling, grasping and walking.</li> <li>☉ Inability to have head control. Stiffness of joints and muscles.</li> <li>☉ Difficulties in reaching out to objects, grasping and clapping.</li> <li>☉ Speech and communication is delayed due to lack of muscle tone.</li> <li>☉ Children may have crossed or stiffened legs, overextended back or neck when picked up.</li> <li>☉ Excessive drooling.</li> </ul>
Locomotive/ Physical disorder	<ul style="list-style-type: none"> <li>☉ Has unusually tight muscle tone and resists sitting up or bending the knees.</li> <li>☉ Has unusually loose muscle tone and cannot hold her/his head up after about 3 months.</li> <li>☉ Not able to reach for toys.</li> <li>☉ Has trouble releasing objects voluntarily.</li> <li>☉ Is not able to reach across the body during play.</li> <li>☉ Reaches only with one hand, even when feeding herself/himself.</li> <li>☉ Doesn't put hands out to catch herself/himself if about to fall.</li> <li>☉ Has poorly developed hand or finger coordination and cannot pick up or hold objects.</li> <li>☉ Has poor balance or stumbles and trips frequently.</li> </ul>
Dwarfism	<ul style="list-style-type: none"> <li>☉ In disproportionate dwarfism the body size is short and the limbs are very short or long.</li> <li>☉ In proportionate dwarfism the limbs may be proportionate but the overall body size is short.</li> </ul>
Visual impairment	<ul style="list-style-type: none"> <li>☉ Children might have unusual looking eyes, may not be able to focus on objects or follow them even when held close.</li> <li>☉ Do not smile at the familiar faces or things. Not able to make eye contact.</li> <li>☉ Move or roll eyes quickly from side to side with jerky eye movements.</li> <li>☉ The pupil of the eye seems white or cloudy.</li> <li>☉ Experiences difficulty in movements, concept developments and socio-emotional skills.</li> </ul>

Hearing impairment	<ul style="list-style-type: none"> <li>• Not able to respond to sounds in the environment, or of toys.</li> <li>• May not respond to even baby talks and conversations of family members. Babbling, cooing and giggling may be delayed.</li> <li>• Speech and language are severely delayed. Communication gets restricted to gestures and affects their socio-emotional skills.</li> <li>• Lack of language further affects pre-literacy skills.</li> </ul>
Speech and language disabilities	<ul style="list-style-type: none"> <li>• Problem in understanding what others say (receptive language) - Not hearing the words (hearing loss) and not understanding the meaning of the words.</li> <li>• Problem in communicating thoughts using language (expressive language). This could be due to not knowing the words to use; not knowing how to put words together; knowing the words to use, but not being able to express them.</li> </ul>
Intellectual disabilities	<ul style="list-style-type: none"> <li>• Delay in developmental milestones affects almost all domains of development such as communication, language and socio-emotional skills as also basic problem solving skills.</li> </ul>
Specific learning disabilities	<ul style="list-style-type: none"> <li>• These generally surface when children start going to Anganwadis or the formal school when reading and writing activities get started.</li> <li>• Delayed spoken language may be one of the early signs.</li> <li>• Children might typically show signs in difficulty to listen, think and speak also.</li> <li>• Adaptive behaviour that includes conceptual, social, and practical skills which are learnt by observing and interacting are also affected which impacts self-help skills for even routine daily living activities.</li> <li>• Difficulty with forming specific words or sounds correctly.</li> <li>• Difficulty with making words or sentences flow smoothly, like stuttering or stammering.</li> <li>• Language delay – the ability to understand and speak develops more slowly than is typical.</li> <li>• Aphasia - difficulty in understanding or speaking parts of language due to a brain injury or how the brain works.</li> <li>• Auditory processing disorder - difficulty understanding the meaning of the sounds that the ear sends to the brain.</li> </ul>

Autism Spectrum Disorders	<ul style="list-style-type: none"> <li>☉ Children with autism will show a range socio-emotional skills and difficulties.</li> <li>☉ Baby's have a lack of attachment even towards their mother.</li> <li>☉ They may exhibit repetitive behaviour like rocking and may not readily accept the changes in routines.</li> <li>☉ Some may have very restricted interests in toys and people around them.</li> <li>☉ Social smile, eye contact will be missing and may use limited gestures to communicate.</li> </ul>
Multiple disabilities such as deaf and blindness	<ul style="list-style-type: none"> <li>☉ Motor development and mobility, communication, language, speech, literacy development, socialisation, behavioural, emotional and sensory issues.</li> </ul>

## 2.8

## Developmental Milestones and Identification of Delays

Watch the Video



Do the activity by scanning the QR code



Click on the link

[https://diksha.gov.in/play/content/do\\_3137123609283624961372](https://diksha.gov.in/play/content/do_3137123609283624961372)

### Transcript

Welcome!

As you all now are familiar with the three D's i.e. Developmental Milestones, Delays and Disabilities. These manifest in different ways in day to day life. The parents and teachers connect with them through their own experiences. Let's see scene 1 where two mothers are talking to each other:

**Mother 1:** Hi, How are you?

**Mother 2 :** Oh hi, I have been waiting for you. Where were you?

**Mother 1:** I am so sorry. You know life with kids are not so easy these days.

**Mother 2:** I completely understand. It is so difficult to be with my kid and telling you he is just so curious these days. Every time he comes from school he is like 'Mumma what is this?, Mumma what is that? and he wants the answers to every question.

**Mother 1:** Literally! one day I am going to damage my throat also just by talking to Sumit.

**Mother 2:** Arre, why do you think so?

**Mother 1:** Everytime I have to scream on him and I have to speak loudly.

**Mother 2:** Doesn't he listen to you? Or is he only like that with your family ?

**Mother 1:** No, if you are asking he is same for all.

**Mother 2:** Oh okay. So have you noticed, like other behavioural characteristics as well.

**Mother 1:** No, otherwise he is very cheerful child and he never throws tantrums but some of my relatives shared me that they have to speak loudly when they talk to Sumit.

**Mother 2:** Okay! Umm see please don't take, please don't mind. I mean I am just saying it out of concern since you are my friend. May be you should take him to a doctor. Like I think one consultation maybe you should consider that.

**Mother 1:** Okay, does it mean, there is something wrong with Sumit.

**Mother 2:** No, no, no....I don't think there is something wrong with him but still prevention is better than cure so may be you should consult one.

**Mother 1:** Definitely I will try.

**Expert:** Now let's hear the conversation between a father and a teacher:

**Teacher:** Hello Sir!

**Father:** Hello ma'am! How is Ruby behaving?

**Teacher:** Oh Ruby! She is a good child sir but it seems like she likes to keep to herself only.

**Father:** What do you mean by that?

**Teacher:** Well, Ruby keeps on repeating things and she doesn't even like to play and talk to other classmates.

**Father:** Hmm.. That way. You know what she is a very shy child and she does the same with her elder brother and me as well. She is too attached to her mother. And only likes to be with her all the time. Her mother has spoiled her with too much of care.

**Teacher:** Well, I am sure sir what you are saying might be true, but still I want to ask you a few questions: Does she repeat after you? Does she make eye contact while talking to you?

**Father:** No, no, it's not like that. She is a very talented girl. She is very good at sports too. You know what she can fidget all day long and she is very particular about her toys. Once I wanted to change the color of her red ball but she can't take that. You will be surprised to know she screamed for an hour. Yes, she hides behind her mother whenever any stranger tries to speak to her because her speech came late to her, at the age of 5 I guess and my mother told me that her speech also came late but with traditional methods. And that's what we tried with her and you see it worked.

**Expert:** So, what do you think of scene 1 and scene 2, in connection with the delays and development. You may have realised that not all disabilities are outwardly visible, some are hidden. Disabilities such as the locomotor disabilities are obvious, hence the family may seek medical assistance early. If this is done at the right time then, the child will be able to overcome the obstacles early and the developmental lag and delay will be curtailed. However, the hidden or the less visible disabilities such as hearing impairment may not be noticed or realised early, by parents. Hearing impairment is not outwardly visible or noticeable. If not detected early, hearing impairment will impact language and speech development. The reason is that language and speech are acquired through listening. Such conditions are called associated impacts of disabilities. This in simple terms means one impairment of one sense leads to difficulties in other areas. Let's think of another example. Children with Autism Spectrum Disorders or ASD or Cerebral Palsy (CP) may also have associated conditions like difficulties in communication and language acquisition. It may cause them issues of socio-emotional skills. A cumulative effect of language leads to another issue of delayed literacy skills. The good news here is that all these associated impacts or problems can be nullified or reduced, with appropriate early intervention.



A preschool / anganwadi teacher can contact special centres for assessment and identification, as well as for intervention. But how would a preschool / anganwadi teacher refer any child for special early intervention? What should be the basis for referring a child for early intervention? In case of doubt, who should she / he consult? Learning about some tell-tales i.e. revealing signs which will facilitate referring of children to identify the disabilities early. These revealing signs are also known as 'red flags'.

Red flags are the warnings or indicators of behavioural or developmental markers. It prompts us to ensure whether or not the child is on the accurate developmental path. The Children's League (2017) has provided age wise red flags which will facilitate identification of children to be sent for further intervention.

### **Developmental Red Flags: Birth to 3 Months**

The child does not.....

- ☉ respond to loud noises.
- ☉ follow moving objects with eyes by 2 to 3 months.
- ☉ grasp and hold objects by 3 months.
- ☉ smile at people by 3 months.
- ☉ support head well at 3 months.
- ☉ reach and grasp toys by 3 to 4 months.
- ☉ bring objects to the mouth by 4 months.
- ☉ push down with legs when feet are placed on a firm surface by 4 months.
- ☉ have eye contact.

### **Developmental Red Flags: 4 Months to 7 Months**

The child/ child's .....

- ☉ muscles are very stiff and tight.
- ☉ overall body is very floppy.
- ☉ head still flops back when the body is pulled to a sitting position by 5 months.
- ☉ affection for the family to missing and she / he does not enjoy people
- ☉ eyes constantly turn in or out and are always watery and sensitive to light.
- ☉ does not respond to sounds around them by 4 months.

- ☉ has difficulty in moving limbs and putting objects in the mouth and bearing weight on the feet.
- ☉ doesn't roll over from stomach to back by 6 months.
- ☉ cannot sit with help even by 6 months.
- ☉ does not smile or laugh by 5 months.

### **Developmental Red Flags: 8 Months to 12 Months**

The child.....

- ☉ is unable to crawl.
- ☉ drags the body on only one side.
- ☉ cannot stand when supported.
- ☉ does not search hidden objects by 10 to 12 months.
- ☉ babblies less and does not utter a meaningful word by 1 year.

### **Developmental Red Flags: 12 Months to 24 Months**

The child.....

- ☉ is not able to walk by 18 months.
- ☉ does not speak at least 15 words by 18 months.
- ☉ does not use two-word sentences by 2 years.
- ☉ does not show comprehension for objects around such as fan, mobile, light by 15 months.

### **Developmental Red Flags: 24 Months to 36 Months**

The child....

- ☉ does not imitate actions or words by 24 months.
- ☉ does not follow simple one-step instructions by 24 months.
- ☉ falls frequently and has difficulty in climbing.
- ☉ has drooling saliva and distorted speech.
- ☉ is unable to build towers of household things or play blocks.
- ☉ is unable to copy or trace shapes by 3 years.
- ☉ does not communicate in sentences or phrases.
- ☉ does not play with other children.
- ☉ finds it extremely difficult to be away from the mother.

2.10

### Activity 3: Check Your Understanding

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# ... MODULE 3 ...

## Early Intervention during the first 1000 days



# Module 3: Early Intervention during the first 1000 days

## 3.1 Early Intervention

Early intervention means identifying i.e., finding out the disability early, and providing effective and timely support to children. This in turn prevents further problems from occurring and helps to develop a whole set of personal strengths and skills.

### Benefits of Early Intervention

- Makes learning easier and reduces the child's and family's stress.
- Empowers the families and makes them equal partners, so that the child gets double benefit.
- The child's brain is most elastic and flexible in the first 3 years. So if the simulations are provided early, it benefits to lay a strong foundation for learning.
- It improves physical and mental health.
- Improves all domains of development and facilitates school readiness.
- Develops the foundation literacy and numeracy skills, along with communication and socio-emotional skills. This helps to facilitate inclusive education.

### Approaches to Early Intervention

- 1) **Home visiting programmes:** These are sometimes undertaken if the disabilities are severe or there are medical complications like blood disorders, difficult geographic locations, lack of nearby early intervention centres.
- 2) **Centre based programme:** The Ministry of Health and Ministry of Social Justice and Empowerment have started Cross Disabilities Early Intervention Centres (CDEIC). CDEIC handle early interventions of all disabilities under one roof. The children get a holistic approach for intervention and more specialised services.

## 3.2

## Preparing Accessible TLM and Stimulation Activities

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Transcript

While working in ECCE centre of pre-school, you might have come across various situations, where due to individual characteristics of children such as not being able to speak, hear, see etc. difficulties were faced in engaging them in day to day activities at ECCE Centre. Come, Let's witness the discussion of three teachers to explore the possible solutions.

**Scene 1:**

**Preschool Teacher-1:** Good Morning ma'am.

**Expert:** Good Morning

**Preschool Teacher-2:** Good Morning ma'am.

**Expert:** Good Morning. How are you both?

**Preschool Teacher-2:** Ma'am we are good. How are you?

**Expert:** I am fine. Okay. It's been 3 months you all have joined. Now tell me something about your experiences here.

**Preschool Teacher-1:** Ma'am it is going great but lately I have been facing a few challenges.

**Expert:** Okay, What kind of challenges you are facing?

**Preschool Teacher-1:** Well ma'am, there is a girl in my class, Muskan. She is

actually blind. So I don't know how to engage her in activities like coloring, tracing, jumping, paper folding, and other outdoor activities.

**Expert:** Okay, and you?

**Preschool Teacher-2:** Ma'am I agree with her, I am facing the same issue. There is a child in my class, his name is Raghav and he is unable to hear. So, ma'am, I don't know how to engage him in my classroom activities.

**Expert:** Okay, So these challenges seems very fine. Let's explore some activities, how can we engage all students in our classroom. So, together we will find some activities. Like you said you are facing problem on jumping on the spot. So for jumping on the spot you can asked children to hold there hands..okay.. and jump together. For Raghav, he can imitate other children also and for Muskan she can hold, all the children can hold the hands and they can jump together. So it will be fun activity for all the student and Raghav and Muskan can be engaged in this way.

**Preschool Teacher-2:** Right.

**Preschool Teacher-1:** But what to do ma'am when jumping activity on the spot is not there and the child wants to side jump or cross using the rope.

**Expert:** Yeah... See, Its very simple, in case of Raghav, he can imitate other children right! and also you can use green card for start and red card for stop right. So, in Raghav's case he can imitate and you can use cards. You can use this jump card and show this clue card to the students right. In case of Muskan, you have to bring some rope, so that she can touch the rope, feel the rope and give instructions one by one very slowly and so that she can do the activity.

**Preschool Teacher-1:** Wow that sounds workable but ma'am what about the engaging Muskan and Raghav in the activities like tracing, coloring, paper folding and other activities.

**Expert:** See, whenever you are organising any activity in the classroom, you have to engage senses of the students, any multi-sensory approach you have to adopt, for that in case you can make these activities as a fun; for example, I will show some activities, tracing activities here. How can you make these activities fun for all and also for the students who are not able to see. Like you can see this rectangle where I have use to make this outline of this rectangle tactile with this glue. If I put glue on this, like this so it will after few time it will become tactile, so

you can ask students, all the students to close their eyes and feel the shape, they feel the shape, outline shape. They will try to color inside this tracing. Right? So in this way it will make the activity fun and accessible for all the students. Now, this is a clipboard it has a rough surface and it is easily available in all the schools. You can buy it from stationary also. So, what happens if I put this paper on it and taking a pen if I trace this thoda pressure deke trace this like this now, what will happen see, you can see this outline is tactile. Right! So you can use this also. You can use these folders, jute folders. These are easily available in schools, at home and you can use jute bags also. So there are many materials around you, where you can use them to make these surfaces tactiles, outline tactiles, So that all students can do tracing activities and coloring activities and it will be fun for every student.

**Preschool Teacher-2:** Wow ma'am, these are such wonderful ideas, although I am still wondering that how would take Raghav's and she would take Muskan's attendance.

**Expert:** Okay! see one thing you have to keep in mind that whenever you are entering in a class they are very small kids so you have to seek attention of each and every child. You can use some audio aids, you can play some rhymes to them so that everybody can have attention towards you. And you can also for Raghav you can do, one thing you can do you can switch on and off the lights and you can think of other activities also. Once you gain the attention of these students, so you can make attendance of fun activities. So, for example, I have an idea you can ask students, you can ask their name and asked them to stand up and tap their friends shoulder. Then whenever his or her turn was called than the child can tap the another child's shoulder. In this way you can take attendance and you can plan so many activities to make attendance fun. Ok, any other questions?

**Preschool Teacher-2:** No ma'am, I think these are just lovely ideas that you gave.

**Expert:** Teachers please keep in mind whenever you are planning any activities for the small children or kids. Safety must be your priority, you have to keep in mind that instructions, whatever instructions you are giving to your children it must be in a slow manner and it must be clear. Use multi-sensory approach, try to engage children using all their senses. So it will make your activity fun and accessible to all children.



### 3.3 Activity 4: Try Yourself

List the activities that are often conducted in a preschool/ anganwadi centre. Discuss with your colleagues the strategies to make these activities accessible for 'All', based on the principles of Universal Design of Learning.

### 3.4 Communicating Concerns to Parents and Families

All parents dream and wish for a happy and healthy child. It is a shock for parents to know that something is not right with their child.

#### Suggestions for ECCE Functionaries for Seeking Parental Support

- Effective communication builds on mutual understanding and trust, so establish trust and confidence with the parents.
- Listen to the parents' concerns.
- Be gentle and positive, but clear in your communications.
- Share the positives about child's development, learning and behaviour before informing about the 'red flags'.
- Show hope and not despair.
- Keep in mind the family's cultural and social backgrounds.
- Mention that you feel the need to visit a specialist soon, so that guidance can be obtained.
- Accompany the parents to the specialists or the centre for assessments.
- After the assessments, take directions and tips from the specialists for intervention.
- Provide informed choices to the parents and assist them for decisions.
- Undertake regular monitoring of the child's developmental milestones and do the needful.
- Local primary health centres or medical hospitals or special schools or centres could be contacted for interventional assistance.

### 3.5 Activity 5: Share Your Thoughts

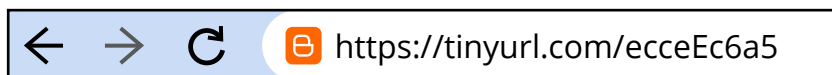
What kind of special needs do you frequently observe in your preschool/ anganwadi centre? Mention the situation in which you will refer for expert interventions. Share your thoughts.

Steps to be followed:

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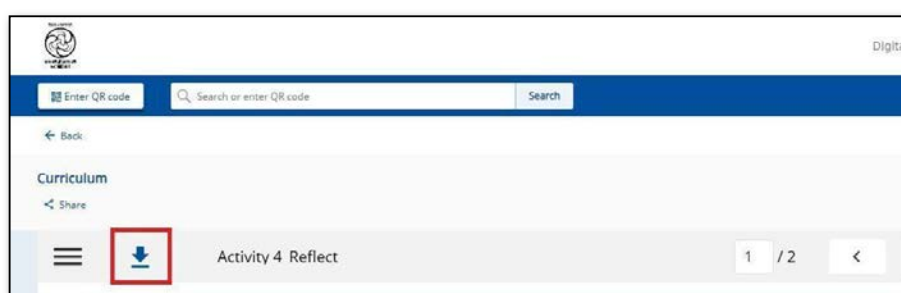
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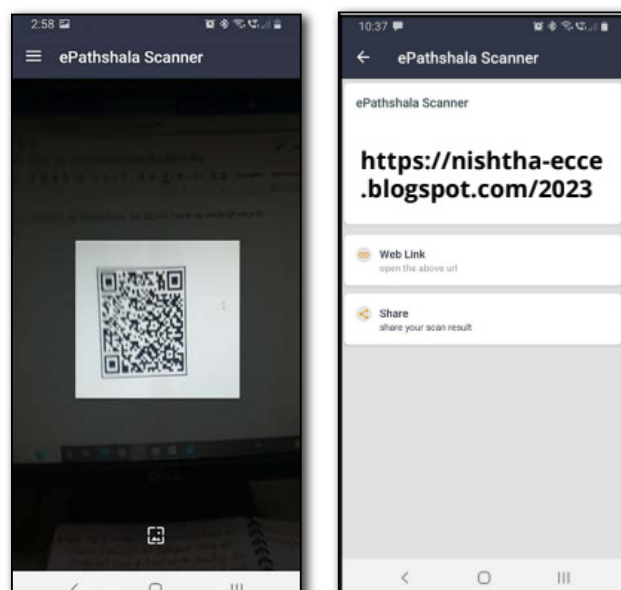
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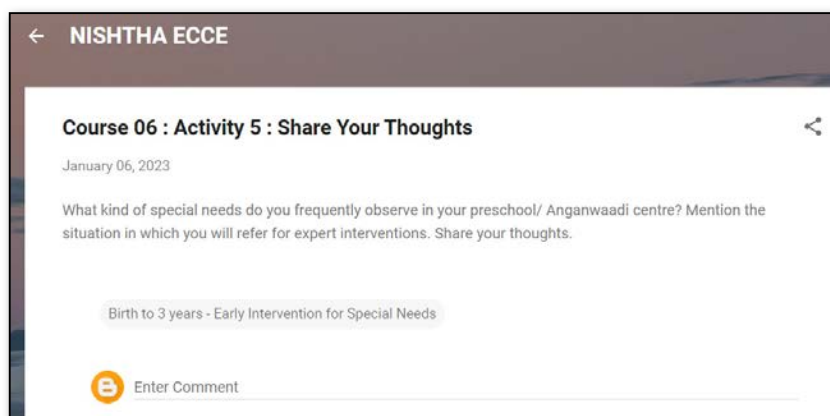
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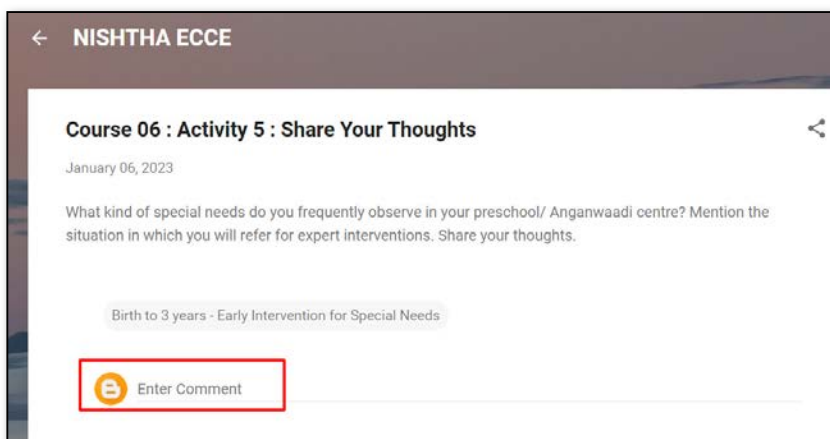


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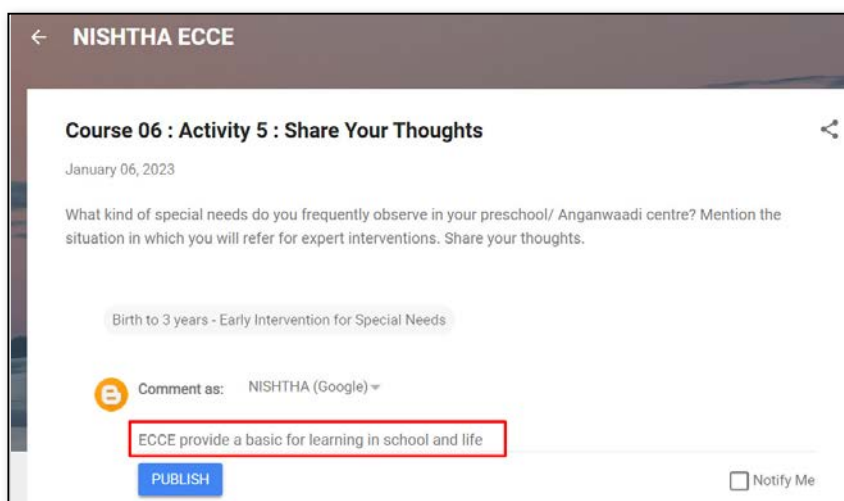


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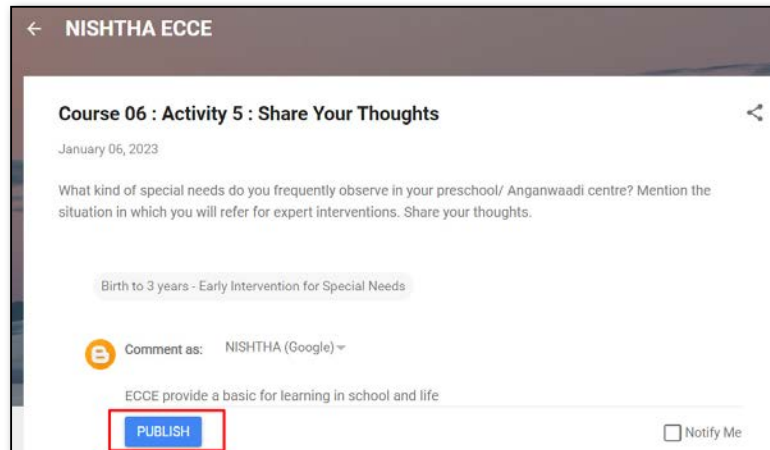
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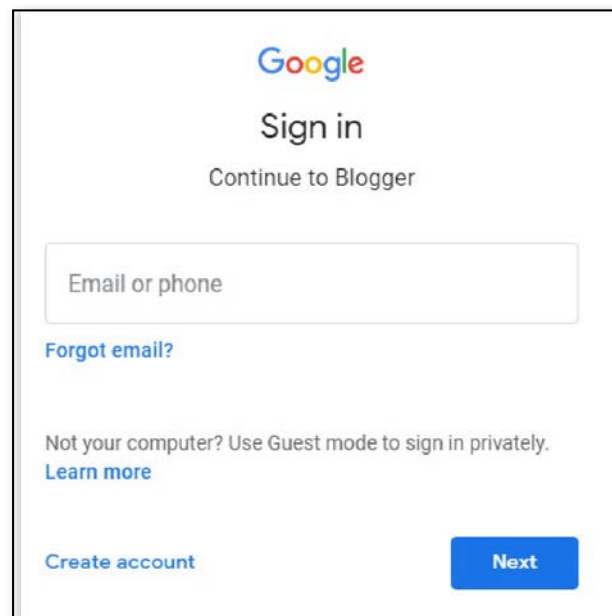
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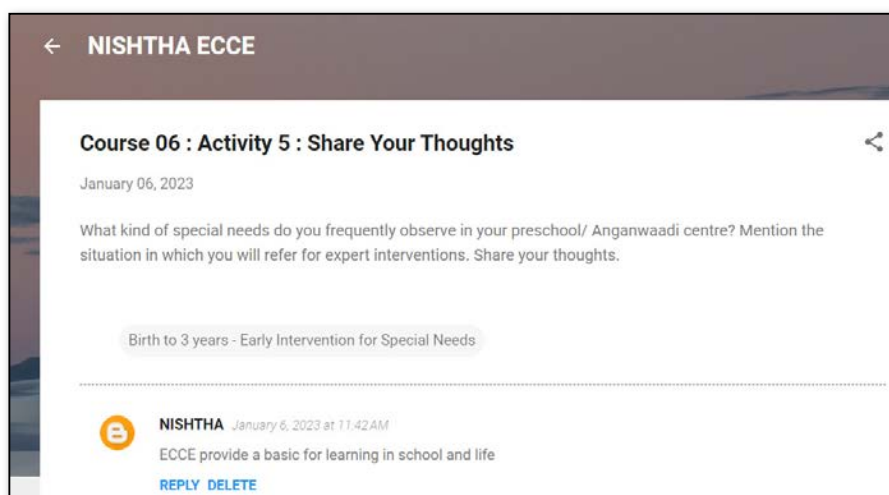
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### 3.6

## Creating UDL-Based Activities for ECCE Centre

Universal Design for Learning (UDL) is ‘an educational framework for developing flexible learning environments to accommodate individual learning differences’. In an ECCE centre, the ECCE functionary needs to plan and implement child care and education on the basis of children’s individual differences. UDL based facilities and activities should be planned in the ECCE centres to make learning more flexible with fewer barriers for holistic growth and development of young children. It helps to ensure that your ECCE centre is more vibrant, inclusive, equitable and accessible; facilitating care and learning of all children of your area, despite individual differences. Thus, following suggestions may prove useful when you plan to convert your existing centre to be accessible and inclusive for all, including children with disabilities. These suggestions will also help in conceptualising and creating a new centre which follows principles of UDL and is based on the philosophy of equity.

- 1. Make each TLM accessible:** Provide drawing / colouring sheets with tactile lines or boundaries, for facilitating engagement of children with blindness. Have storybooks in audio format, such as DAISY or plain mobile recorded audios, with tactile images. The puzzle pieces should have different textures or shapes.
- 2. Activities for gross motor skills:** Walking, running, climbing, skipping, catching, balancing, crawling, throwing, jumping, kicking, racing, rhymes and movements (musical chairs), pulling & pushing etc. are a few common

activities which are essentially part of almost every ECCE centre. Draw tactile lines to aid in walking, running, and jumping. Add sound to balls or other objects used for catching, so that children who can't see are also able to take part effectively. Similarly, along with whistles use flash lights to signal the end and start of activities like assembly, lunch etc. This will facilitate children with hearing impairment.

3. **Activities for fine motor skills:** Add tactile markings along with print for facilitating tearing, cutting, pasting, folding etc., for easy engagement of all, use buttons and threads of different shapes and sizes, preferably different shapes for different colours.
4. **Activities for sensory development:** Identification of images using tactile images or life scale models, identification of sounds or lights, sense the touch using tactile tracing lines or dots, sense and compare the taste, copy the act or sound, hearing or seeing lullabies, peek-a-boo games, banging the drum, add colour pebbles to water, hand massage etc.
5. **Activities for mental skills:** Matching the dots in print or tactile format, identification, classification, comparison, puzzles, creative acts / plays, number games, rhymes, picture games or sound games, water games, word building games, figure puppets with tactile features.
6. **Activities for language development:** Story creation, word building games (through passing ball or rattle), complete the sentence game, ludo for letter perception in print / braille / signs, riddles based on plants, anomaly and familiar objects of child, rhyming, sound discrimination, free conversation, nature walk, reading, writing (joining the dots, tracing, copying, pattern making using tactile sheets and objects), visual expressions (look at a picture and tell the story or hear the expression and identify the expression), birds fly, who else flies game (chidiya udi) etc.
7. **Activities for social-emotional development:** Social Awareness activities through puppet show, know your friend, role plays, eating together, group activities (dance, play, festivals, national celebration, birthday celebration), building blocks, dressing up, action songs, doll play, decoration, etc. Include role play themes which promote sensitivity towards children with disabilities.

### 3.7

## Activity 6: Inclusive ECCE Centre - Share Your thoughts

Suppose an Early Childhood Care and Education (ECCE) centre/ Preschool classroom/ Anganwadi centre is going to be developed in your area. What should be the facilities to make the centre more inclusive, equitable and accessible? Also mention the modifications for upgrading an existing ECCE centre or preschool/ anganwadi centre to make it more accessible for children with disabilities. Share your thoughts.

Steps to be followed:

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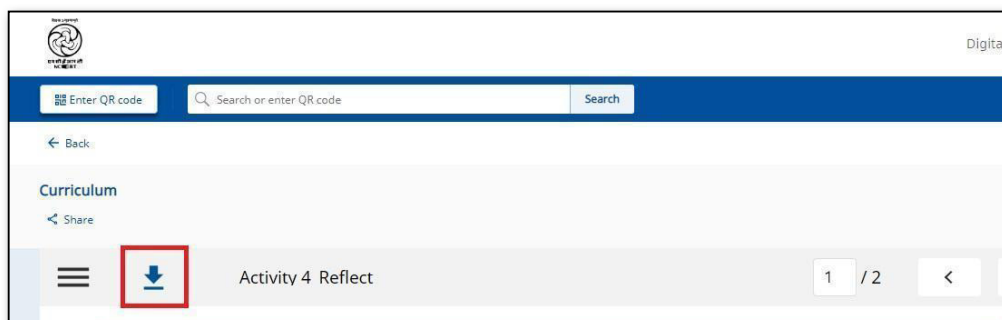
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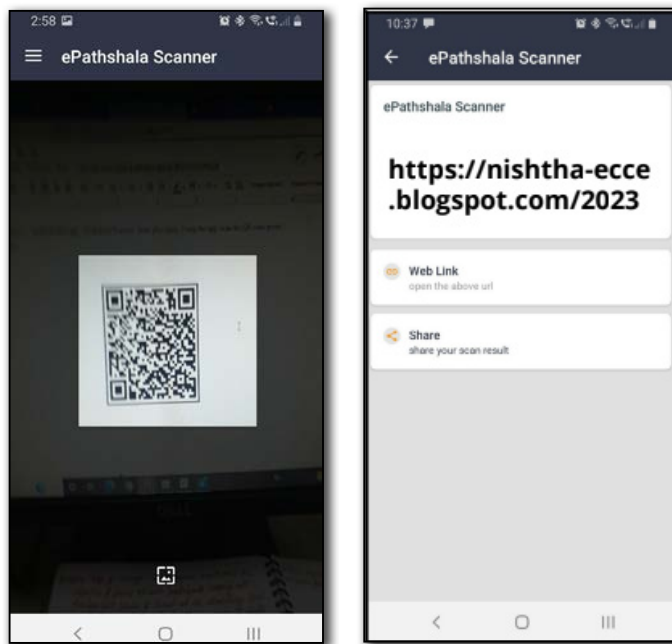
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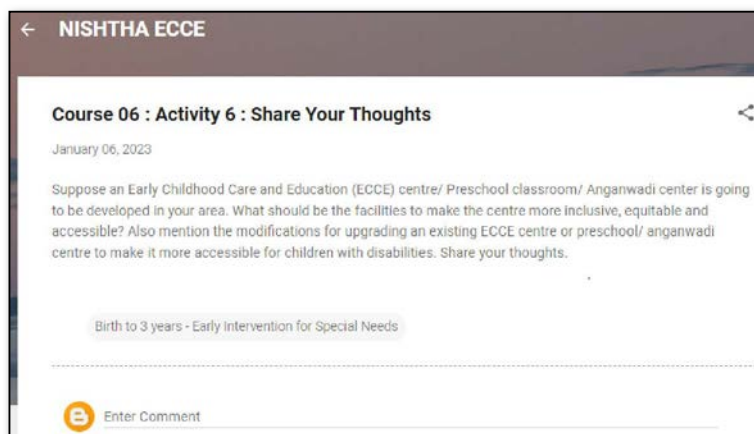


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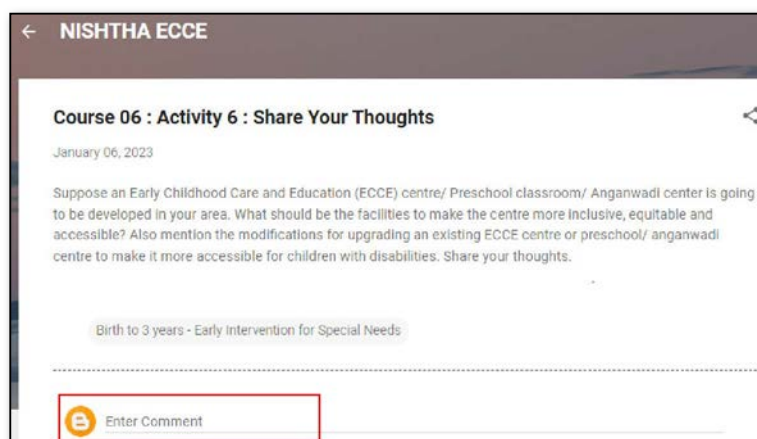


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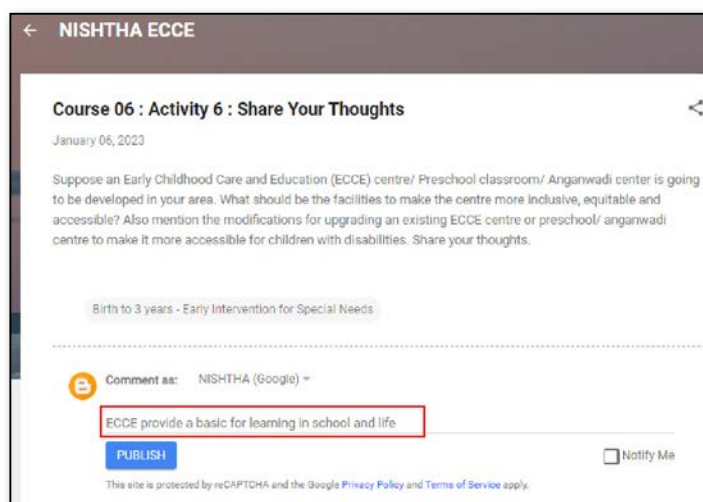
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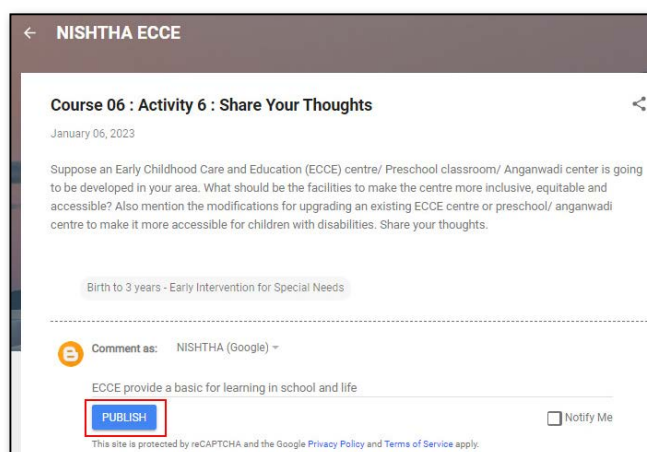




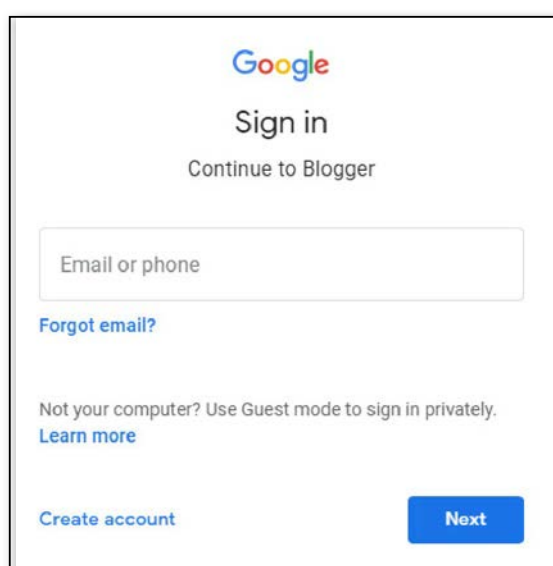
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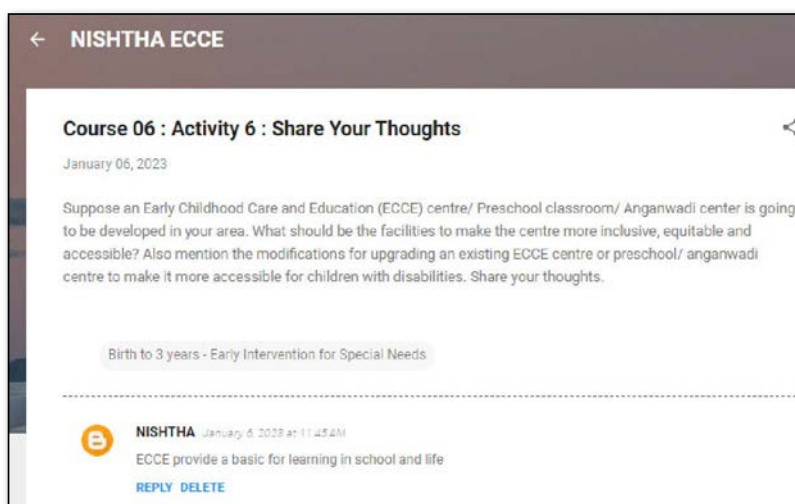
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## 3.8

### Roles and Responsibilities of a Preschool Teacher

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Transcript

As a teacher, we regularly interact with parents and share our observations about children with them. Have you noticed that it is very easy for a teacher

to communicate to the parent that your child is doing well. He has got talent in this area or the other area but when it comes to conveying the challenges faced by the child in the school, the teacher finds himself or herself in an awkward situation. Let's see solution to this awkward situation, where the teacher has to communicate to the parent that the child may not be doing well, may not be interacting with the peers due to a number of reasons. What these reasons could be and how to convey to the parents and how to communicate these challenges to the parents, we have an expert with us today, let's ask our expert few questions related to this concern.

**Expert 1:** Welcome Madam! So, let's begin with asking you that what kind of resources you think should be there in an ECCE center or in a play school, so that we can accommodate easily all learners.

**Expert 2:** I like the last bit of what you said, a teacher is always challenged because she has or he has to look at the needs of every child. Now, first and foremost, you gave the answer in your question, there are human resources and there are material resources, when we look at the human resource, the first is the teacher herself, she should not think about herself as being in any way less than others, they are the parents of the child they know the child best, there are other teachers in the school, there is the school's headmistress she is there, there is a helper who also knows the child very well, a person who has brought has the child to the ECCE center, may have driven or may have walked with the child on his way to the ECCE center and back that person has also interacted with the child and has done it over a period of time.

**Expert 1:** Some may be facing some challenges and some may not be having some challenges, what all qualities I should look forward to.

**Expert 2:** Very good question, and I wonder where you get all these questions from but as an expert who has seen children, has been with children and has watched many teachers very closely. I am giving you what I have seen from the field and what I have read and what research indicates. It clearly says that first and foremost you have to love your children, you have to care for them and you have to accept them. And once you do these three things, you will welcome and celebrate differences. Now the moment you welcome and celebrate differences, you don't look at the differences as problem cases or a child's name is associated with the label. No, it's just the learning need of a child and that could be temporary.

It could be just based on certain environmental factors that are impinging on a young child's mind and within no time, they may just vanish, so just accept the child for what he or she is bringing to class. Let the child blossom and use your common sense as often common sense is least used, you know, we mystify and we look for experts to tell.

**Expert 1:** Yes, and when we are talking about care and unfolding the specialities in the child and the characteristic in a child, there is another concern which I often hear while talking to teachers and parents, a child is sitting quietly and is not interacting much with the peers or has limited interaction with the peers, can I consider it to be a normal behavior and what is the definition of the normal here.

**Expert 2:** The first thing is everything is normal. The moment a teacher, even a quiet child it's a normal way the child is behaving, so first remember do not use the word normal and not normal or abnormal because the moment we start thinking like this we are thinking in compartments, we are putting characteristics in certain compartments and that's not how human behavior should be done. Labels never help us. It's positive reinforcement that will always help a quiet child also come up with a way of interacting with others, so observe. I am not saying don't look at the child who has been quiet, observe the child and observe the child over a period of time and observe the child in comparison with other children. Now if the child seems to be quiet for a very long time, well then obviously it's a cause for concern, you need to find out why. Is it because the mother and father are not giving good parenting by simply talking too loudly and with anger at each other for a long period of time early in the morning and the child brings that to the class and is always thinking of that conversation that's happened. So, it could be as simple as that. It could also be that the other child sitting by him says "if you speak I will take you to task after that" now it could be simple interaction between two children and that child may be looking big, he may look like a monster to the child and therefore the child sits quietly. The point I am trying to make is, try to find out the reason. Then remember that the child will not start talking in a day. It has to be over a period of time that a teacher has to work with patience to see that this behaviour takes its own time to allow, the child time to change and if you feel that child has been with me and is now going to the next class and still is quiet, tell the other teacher about this behavior and see the child is interacting learning yet he seems to be quiet. Now, it could be the natural way of a child. So observing a child and remembering that not to give a label but to

encourage observation, allow the child to interact with others, put the child in a situation where he interacts with the peer. If you give them some material and say okay you are going to talk for sometime and he is going to listen to him and now this child is going to talk and you are going to listen, you are encouraging interaction, so bit by bit build on it. Don't expect a change to happen in a jiffy. It never happens in a jiffy.

**Expert 1:** Just add to whatever ma'am you have said, after you have had discussion with fellow teachers and if you have to convey the concern to the parents, taking cues from whatever you have just now said, so while communicating to the parents we have to focus first on our own observations that we have done with respect to the child, what all things we have noticed while after talking to the fellow teachers and that should also be conveyed to the parents in a very polite, positive and sensitive manner, instead of pointing out your child doesn't do this, your child doesn't do this, that will make any parent anxious.

**Expert 2:** More than anxious, defensive also.

**Expert-1:** Yes

**Expert 2:** Of course you are right, that anxiety can build a wall of defence and that, then accidentrimental to the relationship between a teacher and a parent. So, what you have said is so right you have to form a strong relationship with the parent. Let's remember this is the first time the child is separating from the parents and that's a trauma sometimes for some children to leave home and to sit with a teacher who looks loving, is caring yet she is not the mother and neither does she look like the grandmother.

**Expert-1:** And father also for that matter.

**Expert 2:** Yes absolutely, you have raised a very important issue. It is parenting, it should not be looking at the whole activity that a teacher communicates to the parent. You have to be parents though the father or the mother may be there for a limited period of time because of the jobs they may be in yet it has to be done collectively. It is not just the physical need of the child, it's the emotional and social need which has to be handled collectively. So that's a message a teacher needs to give. A teacher needs to also see any difference that you are observing is part of growing up and every child grows up in different ways. So don't expect that the neighbor's child is now narrating a story in ten sentences and my child is still looking at pictures. That's okay.

**Expert 1:** Perfectly okay.

**Expert 2:** The child may be gaining more by looking at pictures than narrating or vice versa. So each child let him or her be. Let the child enjoy coming to a preschool, let the teacher give this message and don't expect the three hours to take over in an ECCE setting. ECCE centers are meant to be an extension of the home environment. Now when its an extension of a home, it's a loving and caring place just like your home. So the child is learning with other children under the care of a ECCE teacher. She knows what is best and tells the parents not to become anxious and compare their children and assure them that I that is me "the teacher" also loves and cares for your child as much as you do if not more because I am setting the foundation for the other years to follow in school. So if you build this comfortable rapport parents will become less anxious, parents will not compare, parents will not think that the child is only playing in the ECCE center he is not really learning. So, a teacher's role is to convey all this and that's where I think it's challenging.

**Expert 1:** Thank you ma'am, you already answered my next question that I was about to ask. Often parents come and say that my child only plays in the centers or in the school and doesn't run, that already you answered that play is also equally important, would you like to add on to it.

**Expert 2:** Yeah, play is equally important, in fact play is the way of learning for young children and also, we all also know. Sometimes we do a lot of learning even as adults when it is a fun time but when it's a rigorous learning time we find it boring. Now what we have over the years seen with experiences that children naturally learn in a natural setting of being care free and when are we care free, when we are playing. So, all work and no play makes jack a dull boy. Remember in the early years, they really become dull if we start making them learn tables, learn alphabets. There are years ahead when they'll do all these. Let them be with other children, let them interact with other children, let them bounce their story with an incomplete stories with another child. Let another child complete. That is language building, not teaching A B C D, that's not what an ECCE sector should do. So, in a natural play environment, onlooker play is also learning. Sometimes preschool teachers say, oh he is just watching but the child is learning and he will soon step into the circle to play. So, be patient, allow the child to follow his rhythm and unfold his way of being which then makes the child comfortable and

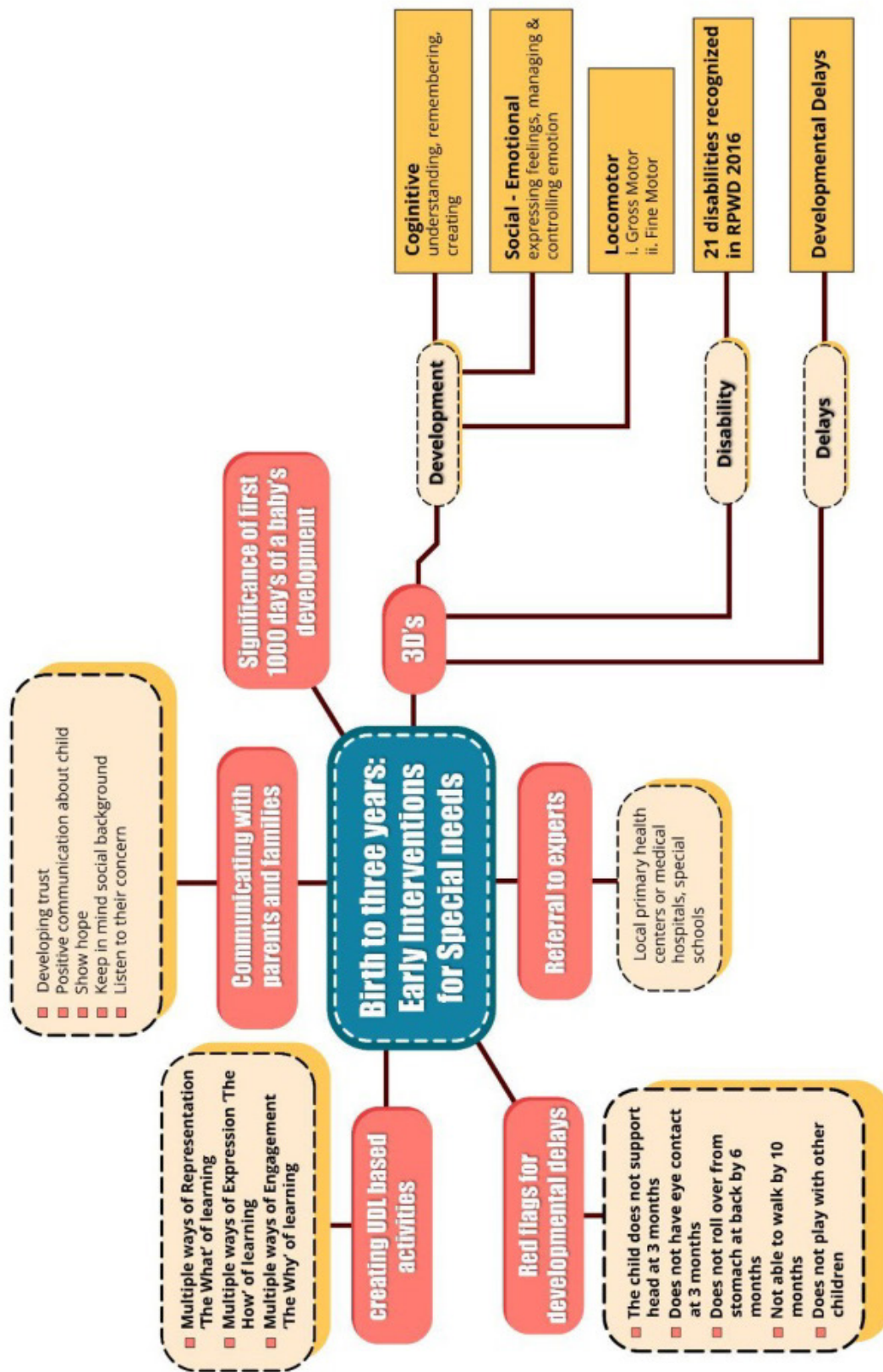
promotes what we know that 80 to 90 percent development takes play in the first 6 years. So we have to be very sensitive about the early years, don't be little these years because later on you have only 10 percent left. So, let them play, let them develop, that's the goal.

**Expert 1:** And when ma'am has said that all work, no play makes Jack a dull boy, let's improvise it a little bit. All work, no play can make anybody a dull person. So that applies both for Jack as well as Jill also .

**Expert 2:** And you can replace Jack and Jill, ofcourse, with our own children .Not overbearing at all.

**Expert 1:** Very well said. So, friends you have just now heard the communication, and expert opinion about how to communicate concerns related to challenges faced by a child in the school and ECCE centers. The mantra as I have understood lies in being polite, being accepting, highlighting the positive first and taking the parents into confidence, taking them as collaborator and building on the cooperative, collaborative foundation of education with love, care and acceptance.

# Summary





# Portfolio Activity

## Assignment

Prepare an intervention plan to make a preschool/ anganwadi centre inclusive and equitable. While preparing the intervention plan, take the following points into consideration:

- Barrier free building and classroom
- Accessible teaching learning material
- Engaging every child in the activities
- Referring for specialist intervention

# Additional Resources

## References

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- ☉ Guidebook for Planning and Organization of Preschool Education Activities in Anganwadi Centers  
<https://www.nipccd.nic.in/file/cmu/ECCE/pse.pdf> accessed on 5 July 2022
- ☉ Community participation—A training module for Anganwadi Workers  
[https://pria.org/knowledge\\_resource/Community\\_Participation\\_-\\_A\\_Training\\_Module\\_for\\_Anganwadi\\_Workers.pdf](https://pria.org/knowledge_resource/Community_Participation_-_A_Training_Module_for_Anganwadi_Workers.pdf) accessed on 2 July 2022
- ☉ ECCE Training Module for Anganwadi Workers  
<https://wcd.nic.in/sites/default/files/EEC%20Training%20Module%20for%20Anganwadi%20Workers.pdf> accessed on 5 July 2022
- ☉ Physical Disabilities: Signs of Concern  
<https://childcare.extension.org/physical-disabilities-signs-of-concern/>  
<https://www.cdc.gov/ncbddd/developmentaldisabilities/language-disorders.html>

## Weblinks

- Early Identification, Early Stimulation & Early Intervention for Every child -  
[https://youtu.be/SN0eb0c\\_-d0](https://youtu.be/SN0eb0c_-d0)
- Early Identification and Intervention-  
<https://youtu.be/19hDLutGoqo>
- Early Intervention Program-  
<https://youtu.be/ZXwFnCmfa3I>
- Challenges to Celebrate-  
[https://youtu.be/0k9whWa\\_Z7A](https://youtu.be/0k9whWa_Z7A)
- Adaptations for children with disabilities-  
[https://diksha.gov.in/play/content/do\\_31359465879946854412082](https://diksha.gov.in/play/content/do_31359465879946854412082)
- Observation of Children's Play and Work in Preschool/Anganwadi-  
[https://diksha.gov.in/play/content/do\\_31359468390455705612193](https://diksha.gov.in/play/content/do_31359468390455705612193)







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