



**Krishna Kanta Handiqui State Open
University**

**CERTIFICATE PROGRAMME IN EARLY CHILDHOOD
EDUCATION**

CECE 02

Exam Code:

**PEDAGOGICAL APPROACHES TO EARLY CHILDHOOD
EDUCATION**

CECE 02

Exam.Code:

**KRISHNA KANTA HANDIQUI STATE OPEN
UNIVERSITY**



Certificate programme in Early Childhood Education

**CECE02-PEDAGOGICAL APPROACHES TO EARLY CHILDHOOD
EDUCATION**

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Printed: , 2023

ISBN:



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Printed and published by Registrar on behalf of Krishna Kanta Handiqui State Open University

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(COURSE 2)

PEDAGOGICAL APPROACHES TO EARLY CHILDHOOD EDUCATION

COURSE INTRODUCTION

This is the second course in Certificate in Early Childhood Education. The course consists of fifteen units. This course primarily will deal with the pedagogical approaches to Early Childhood Education. This course will lay emphasis on providing pedagogical knowledge and experiences to the pre-school teachers. After going through this course, the trainees/learners will have a clear picture how to apply different pedagogies in teaching for the overall development of the children.

The course comprises fifteen units. The **first** Unit-***“Early Childhood Education”*** gives you the basic concept and nature as well as the objectives of early childhood education. The **second** unit- ***“Significance of Early Childhood Education”*** covers the Principles of Learning in Early Childhood Education and Significance of Early Childhood Education. The **third** unit- ***“Pedagogy for Early Childhood Education”*** deals with the Concept of Pedagogy, Significance of appropriate pedagogy for ECE. The unit **fourth- *“Methods of Early Childhood Education”*** discusses about important methods of teaching at Early Childhood Education. The **fifth** unit-***“Teaching-Learning Materials”*** deals with the Teaching Learning Material in Early Childhood Education and its Planning and development aspects for transaction. The **sixth** unit ***“Early Childhood Education Curriculum”*** gives details of meaning, concept and objectives of ECE curriculum. The **seventh** unit – ***“Early Childhood Education Curriculum Content”*** deals with different content for ECE curriculum for holistic development of the children. The **eight** unit – ***“Management of Early Childhood Education Curriculum”*** explains about the planning and management process of the ECE curriculum. The **ninth** unit –***“Assessment in Early Childhood Education”*** covers the assessment aspect of children in the Early Childhood Education. The **tenth** unit- ***“Importance of Play in Early Childhood Education”*** focuses on the importance of play in ECE. The Unit **eleventh** and unit **twelve- *“Play Activities for Pre-school children-I”*** and ***“Play Activities for Pre-***

school children II” discuss about different play activities for overall development of the children. The Unit **thirteenth –“Art for Pre-school Children”** deals with the importance of art for young children. The Unit **fourteenth-“Music for Pre-school Children”** explains about the importance of using Music in Teaching and how to Integration of Music with Education. The **last unit** of this course –**“The role of teachers in Early Childhood Education”** highlights the role of ECE teachers as manager, evaluator and Play organizer.

While going through this SLM, you will come across some boxes in the middle of the text. These boxes will explain you more about some important points and concept within the text. Apart from this, there will be some broad and short questions which have been included under **“ACTIVITY”** and **“CHECK YOUR PROGRESS”** in every unit. Activities will increase your thinking and reasoning capacity as questions put in **ACTIVITY** are not directly derived from text. Hints on the answer to the short questions have been put under section **“ANSWER TO CHECK YOUR PROGRESS”**. Besides, a few text-related questions have been out in **“POSSIBLE QUESTIONS/ MODEL QUESTIONS”**. These questions will help to draw your attention on the probable topics for the examinations so that you can prepare for the examination with confidence and determination.

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UNIT 2: Significance of Early Childhood Education

Principles of Learning in Early Childhood Education, Significance of Early Childhood Education, Concept of Pedagogy, Significance of Appropriate Pedagogy for ECE, Understanding How Children Learn

UNIT 3: Pedagogy for Early Childhood Education

Concept of Pedagogy, Significance of appropriate pedagogy for ECE, Understanding How Children Learn

UNIT 4: Methods of Early Childhood Education

Play Way Method, Characteristics of Play, Principles of Play-Way Methods, Significance of Play Way Method, Activity Method, the importance of Activity Based Method, Kinds of Activities, Role of a Teacher in an Activity Based Method, Montessori Method, Principles of Montessori Education, Montessori Method and Teacher, Montessori Method and learning Environment, Montessori Method and Learning Activities, Kindergarten Method, Fundamental Principles of Kindergarten Method, Educational Environments in a Kindergarten

UNIT 5: Teaching-Learning Materials

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UNIT 14: Music for Pre-School Children

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The Role of ECE Teachers, the Role of ECE Teachers as Manager, the Role of ECE Teachers as Evaluator, the Role of ECE Teachers as Play Organizer.

REFERENCES

UNIT 1: EARLY CHILDHOOD EDUCATION

UNIT STRUCTURE

- 1.1 Learning Objectives
- 1.2 Introduction
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1.1 LEARNING OBJECTIVES

After going through this unit, you will be able to—

- define the concept of early childhood education
- describe the nature of early childhood education
- explain the scope of early childhood education
- highlight the objectives of early childhood education

1.2 INTRODUCTION

This unit will make you acquainted with the conceptual understanding of what you have been doing in your field of work. As early childhood educators, you are well-aware of the practical aspects of early childhood education. This unit will boost your knowledge and understanding on the bases of early childhood education. Early childhood education is based on the theories and principles of child development. Let us now look at the concept, nature, scope, objectives of early childhood education.

1.3 CONCEPT OF EARLY CHILDHOOD EDUCATION

If you will go little back in time, you will find that early education was a part of the family. The child received education and care from elders, parents and the community members. The wide existence of joint family provided a rich environment for socialization, inculcation of values, love, care and education for the child. However, the changes in the socio-economic situations have brought about many changes in the early education system. This has given rise to the formal institutions of early childhood education like the Anganwadis/Balwadis, pre-schools, etc.

Now, early childhood education is one of the most important areas in the field of education. It forms the foundation of the entire education structure. It serves the children of age-group of neo-natal to 6 years. So, we can understand early childhood education as the education system designed for holistic development of the children of age group of neo-natal-6 years. It is a preparatory programme for the primary school education, i.e. it prepares the children for entering into the formal education system.

LET US KNOW

- ✓ Early childhood education is one of the most important areas in the field of education. It forms the foundation of the entire education structure. It serves the children of age-group of neo-natal to 6 years

1.4 NATURE AND SCOPE OF EARLY CHILDHOOD EDUCATION

After discussing about the concept of early childhood education, let us try to grasp its nature or characteristics through the following points:-

- a. It focuses on holistic development of the child.
- b. It provides a stimulating play environment for intellectual, language, emotional, physical and social development of the child.
- c. It is based on the principles of child development.
- d. It is a school-readiness programme for the children.
- e. It follows play-way and activity approach.
- f. It encourages interaction with environment, active participation in group activities and creative problem solving among children.
- g. It requires very careful planning and execution.
- h. It involves the parents of the children as well as the community.

Early childhood education is a vast area inter-connected with many related areas. However, its scope can be defined. Let us try to define the scope of early childhood education and look at the aspects that fall under its purview.

- a. Early childhood education is concerned with the children of age-group 0-8 years. Here, zero (0) represents the pre-natal period. Though it is actually up to 6 years, the early years of primary stage of education is also considered under it.
- b. It involves all the aspects of human development—physical, intellectual, emotional, moral and social.
- c. Early childhood education is not only confined to the four walls of the Anganwadi Centres/early childhood education institutions but also within the family and the community that plays an active part in it.
- d. Care is an integral part of early childhood education programme. The education of children goes hand in hand with their care.

CHECK YOUR PROGRESS

Q.1. Define the term early childhood education.

Q.2. State any two nature of early childhood education.

1.5 OBJECTIVES OF EARLY CHILDHOOD EDUCATION

The objectives of early childhood education are determined based on the developmental characteristics and needs of the children at early childhood stage. The objectives of early childhood education are:

- To develop in child a good physique, adequate muscular coordination and basic motor skills.
- To develop in the child good health habits and to build the basic skills necessary for personal, social adjustment such as washing, cleaning, dressing and using of toilet.
- To develop the child's ability to express his/her thoughts and feelings in fluent, correct and clear speech.
- To encourage independence and creativity by providing the child with sufficient opportunities for self-expression.
- To stimulate intellectual curiosity and to help him/her understand the entire world around him/her and foster new interests by providing opportunities to explore, investigate and experiment.

- To develop desirable social attitudes and manners to encourage healthy group participation to make the child sensitive to the rights and privileges of others.
- To develop emotional maturity by guiding the child to express, understand, accept and control his/her feelings and emotions.
- To encourage aesthetic appreciation.

CHECK YOUR PROGRESS

Q.3. State two objectives of early childhood education.

1.6 CHILD-CENTRIC EDUCATION IN EARLY CHILDHOOD EDUCATION

Early childhood stage is the foundation of future studies and habit formation of the child for the entire life. Earlier, it was largely an informal affair involving family, household, and community members. However, the formalisation of these arrangements was required as a result social changes. In this process of formalisation, the child was lost in the desires of the parents, high academic expectations from them and unhealthy competition. The ultimate aim of education is not to make the children literate but to develop desired changes in the physical, social, emotional and intellectual sphere. For this, appropriate arrangement for teaching in this stage is very much important. Child-centric education helps children become more independent, responsible and confident. Child-centric education places the child first, an approach with the belief that all children have the right to an education that helps them grow to their fullest potential.

1.6.1 Importance of Child-Centric Education in Early Childhood Education

The education process during early childhood stage is like gardening. The early childhood educators need to nurture the children as the gardener takes care of a newly grown plant. By following child centric education, the teacher can make early childhood education as it should be. It is very important in early childhood education as it emphasizes:

- **Learner-friendly Environment:** In child centric education, all learners get equal opportunities to take an active participation in teaching-learning activities according to their own interest. Teachers are engaged just as a facilitator. Therefore, it is considered as more effective approach of teaching.

- **Psychological Principles of Learning:** Self-learning is more effective than teacher-centric approach, in which the teachers impose their own ideas on the learners. Child-centric approach encourages the child to learn something directly from their environment, which help them to develop the power of reasoning.
- **Inculcation of Moral Values:** As child centric education emphasises on group activities, it helps them to develop moral values like sharing, caring, co-operation etc. and to live happily.
- **Development of Balanced Personality:** As the children are actively involved in different types of activities, it helps the child to be physically fit, mentally sound, socially adjustable and emotionally attached, which leads to the development of a balanced personality among them.
- **Respecting the Individuality of the Child:** Children's ideas, learning styles and interest are considered the prime factor of learning and it encourages them to engage freely in different learning activities according to their own choices.
- **Joyful Learning:** child-centric education advocates joyful learning which involves activities like games, sports, singing, dancing, role-playing, toy making, etc. as the medium of instruction in this stage. In this way, children enjoy learning. It also makes learning effective and everlasting.

1.6.2 Activities Related to Child Centric Education in Early Childhood Education

Children are very active and constructive by nature. They are ever ready to make new things. Sometimes they break their toys and other items to make something new. The teacher should be able to utilize this instinct by encouraging children to construct and create new things. They are also fond of collecting things. They should be encouraged to collect useful things for their own interest. These allow children to take an active part in the teaching-learning process.

In child-centric education, teachers engage in an “active learning” process and takes on the role of a facilitator. As no formal teaching is associated with early childhood education, the teacher should organise different activities to develop interest and ability to perform different activities required to acquire knowledge in both physical and emotional level.

Some activities related to child centric education in early childhood education are mentioned below—

Activities Related to Games and Sports

Activities like running, jumping, standing in a line, playing with sports materials, etc., which helps the teacher to make the child to be physically strong, mentally sound and emotionally attached with one another.

Activities Related to Collecting Different Items

Teacher should ask the children to collect different items based on the interest of the child. It helps the child to form good habit to collect some important things which also leads them to acquire knowledge about different shapes, size, colour and nature of different things they have collected. These activities help children learn at their own pace. The teacher acts more like a partner while guiding the child in their individual journey.

Activities Related to Making Things

The teacher can organise different group activities to provide opportunities to the children to express themselves. The activities like paper folding, making clay models, tearing and pasting, pattern making, sorting, flower making, drawing, painting, hand painting, etc. in the group to make different items and help them to develop knowledge about different shapes, size, colour, etc. These are also helpful for development of motor skill, moral value as well as cooperative nature among the young children and encourage them to be conscious about health and hygiene.

Activities Related to Singing Dancing etc.

Activities like singing song, reciting poem, dancing, drama etc. help the children to develop the skill of speaking, expressing and have clear thinking and reasoning power. These activities help the teacher to teach the children how to apply what they learn, in real-world situations.

Activities Related to Day-to-Day Activities

Activities like washing hands before and after taking meal, knot tying, changing dresses, keeping things in proper place etc. will help the children to maintain discipline in their life. It also helps them to inculcate good habits from the very beginning.

CHECK YOUR PROGRESS

Q.4. Discuss the term child centric education.

Q.5. Justify the importance of child centric education.

1.7 LET US SUM UP

After going through this unit, it can be summarised as-

- Early childhood education is one of the most important areas in the field of education.
- Early childhood education is the education system designed for holistic development of the children of age group of birth-6 years.
- It is based on the principles of child development and follows play-way approach.
- It is a school readiness programme for children.
- Early childhood education is concerned with the children of age-group of birth-8 years. Here, zero (0) represents the pre-natal period. Though it is actually up to 6 years, the early years of primary stage of education is also considered under it.
- It involves all the aspects of human development—physical, intellectual, emotional, moral and social.
- Early childhood education is not confined only to the four walls of the Anganwadi Centres/Early Childhood Education Institutions but also within the family and the community that plays an active part in it.
- Care is an integral part of early childhood education programme. The education of children goes hand in hand with their care.
- The objectives of early childhood education are—to develop in child a good physique, adequate muscular coordination and basic motor skills; to develop good health habits and to build the basic skills necessary for personal, social adjustment, to develop the child's ability to express his/her thoughts and feelings, to stimulate intellectual curiosity, to develop desirable social attitudes and manners, to develop emotional maturity and to encourage aesthetic appreciation.
- Child-centric education helps children become more independent, responsible and confident.
- Child-centric education places the child first, an approach with the belief that all children have the right to an education that helps them grow to their fullest potential.
- Activities like drawing, painting, recitation, role-play etc. will help both teacher and students to explore the knowledge of discipline

1.9 FURTHER READINGS

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1.10 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

Early childhood education is a readiness programme for the primary school education, i.e. it prepares the children for entering into the formal education system.

ANSWER TO Q.NO.2:

Nature of Early Childhood Education-

- ✓ It provides a stimulating play environment for intellectual, language, emotional, physical and social development of the child.
- ✓ It encourages interaction with environment, active participation in group activities and creative problem solving among children

ANSWER TO Q.NO.3:

Objectives of Early Childhood Education-

- ✓ To develop in child a good physique, adequate muscular coordination and basic motor skills.
- ✓ To develop desirable social attitudes and manners towards encourage healthy group participation and making child sensitive to the rights and privileges of others.

ANSWER TO Q.NO.4:

Child-centric education is characterised by dignity of the child; no discrimination among children; education as fundamental right of the child; child-centric curriculum; syllabi and teaching; emphasis on all-round development of child; continuous evaluation of learning; helping every child to acquire minimum level of learning; teacher as an important factor and collaborative activities.

ANSWER TO Q.NO.5:

Child centric education is important as it helps children become more independent, responsible and confident. Moreover, it boots in the holistic development of the children.

1.10 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

1. Define early childhood education.
2. What are the characteristics of early childhood education?
3. Briefly discuss the objectives of early childhood education.
4. What is meant by child centric education?

B. Long Questions (Answer each questions in about 300-500 words)

1. How do you ensure holistic development of the children in your center/pre-school?
Cite some examples from your daily activities.
2. Do you think early childhood education should be based on play-based activities?
Justify your answer.
3. Discuss the various activities related to child centric education.

UNIT 2: SIGNIFICANCE OF EARLY CHILDHOOD EDUCATION

UNIT STRUCTURE

- 2.1. Learning Objectives
- 2.2. Introduction
- 2.3. Principles of Learning in Early Childhood Education
- 2.4. Significance of Early Childhood Education
- 2.5. Let us Sum Up
- 2.6. Further Reading
- 2.7. Answer to Check Your Progress
- 2.8. Possible Questions

2.1. LEARNING OBJECTIVES:

After getting through this unit, you will be able to -

- discuss the strategies to be followed by teachers for helping the children of Early Childhood stage.
- explain the principles of learning in Early Childhood education.
- highlight the significance or importance of Early Childhood education.

2.2 INTRODUCTION

Early childhood education is important for the holistic development of the child. Through Early Childhood Education we can provide to the child exposure to environment with a variety of

experiences, objects, places and opportunities which provide meaningful and enriching interaction with friend around him. It ensures emotional security among children by creating a supportive environment. It prepares the child with proper physical, social, language development which facilitate him/her towards coping with later stage.

We know that a child's development is orderly and sequential. Therefore, proper care should be taken so that their development occurs according to their needs, interest and capacities. In the early childhood stage, children learn through manipulating objects and materials and exploring the world around them by trial and error. Therefore, education at this stage should promote practices which serve the best interest of young learners in their own social context and help them in active learning together with fulfilling their diverse needs.

2.3 PRINCIPLES OF LEARNING IN EARLY CHILDHOOD EDUCATION

Early childhood is the foundation stage on which children build their lives. At this stage, children develop at different rates and in different ways emotionally, intellectually, morally, socially, physically and spiritually and these are interrelated with each other. Play and conversation are the main ways for children in the early childhood stage in which they learn about themselves and the world around them.

The principles of learning in early childhood education provide guidance for using best strategies for holistic development of children. These principles are given below:

1. **Principle of Play Based Learning:** The children of early childhood stage like to engage themselves in different play activities. Therefore, in this stage opportunities should be provided to learn through play in family and school environment.
2. **Principle of Child Centeredness:** The curriculum for early childhood stage education should be constructed according to the needs, interest, ability and potentialities. Apart from this, the whole teaching learning process for the children of this age group should be child centred. Due to the individual differences teachers should give emphasis on adopting child centred teaching strategies.
3. **Principle of Learning at Own Speed:** In this stage, teachers should provide an atmosphere to the children of early childhood stage, where they can learn at their own speed. In this regard, teacher should give them adequate guidance to learn effectively according to their own abilities and interest.
4. **Principle of Experience-Based Learning:** The experience that support learning for the children of early childhood stage is also an essential principle. In this stage, the teachers should give emphasis on engaging the child with those experiences that support their learning and development. This may include providing various materials

and experience-based learning opportunities such as books, toys, play materials, art materials, outdoor play, science experiments etc.

5. **Principle of Knowledge about Child Psychology:** Knowledge of Child Psychology is an essential requirement for every teacher. The psycho physical characteristics of individuals differs in every stage of human life. Therefore, in early childhood stage the teachers should try to understand the child's interest, attitude, level of intelligence, their unique characteristics etc. to guide them properly in their learning process.
6. **Principle of Active Engagement:** This principle of learning in Early Childhood Education lays emphasis on active involvement of children in learning activities. For active engagement of children in learning process, teachers should provide opportunities for them to learn through problem solving activity, encouraging creativity and imagination, learning through exploration etc.

CHECK YOUR PROGRESS

Q1. Write briefly about the principle of child centredness. (Answer in about 30 words)

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Q2. Why Knowledge of Child Psychology is important for a teacher? (Answer in about 30 words)

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2.4. SIGNIFICANCE OF EARLY CHILDHOOD EDUCATION

Early childhood stage is the most suitable stage of individual's life. The foundation of proper intellectual, personal, social, emotional development occurs at this stage which may have a long lasting influence on their entire life. By providing proper care and education to the children of early childhood stage good physique, adequate muscular coordination and motor skills etc. can be developed. Early Childhood Education is also important for the child to develop good habits, emotional maturity, intellectual capabilities, forming proper social attitudes etc. Early Childhood Education is also important for developing different aspects of children's life such as- socio-economic development, physical and motor development, language development, cognitive development, formation of basic concepts etc.

The significant aspects of Early Childhood Education are as follows:

1. Early Childhood Education is important to develop emotional maturity among children by guiding them to express, understand, accept and control their feelings and emotions.
2. Through early childhood education the child gets assistance to develop good social and interpersonal relationships.
3. It helps the children in developing social attitudes and manners and making the child sensible to the rights and privileges of being a member of social group.
4. Early childhood education provides opportunities to young children towards learning manipulating objects or materials and exploring the world around them.
5. The emotional support provided through early childhood education develops sense of personal and physical security among the child. It also helps the child to strengthen family bonds.
6. Development of social adjustment ability is an important aspect for every child. In this regard early childhood education helps the children to gain social skills and to improve their social relationship. It may lead them towards the smooth progress of their life.
7. Early Childhood Education is important for proper language development of the children. It consists of sound discrimination, listening span, vocabulary development, fluency and clarity of expression, creative expression etc.
8. Early Childhood Education is significant in developing cognitive aspects of the child. It helps in developing problem solving ability, reasoning ability, understanding ability etc.
9. Through Early Childhood Education the child gets assistance in developing better behaviour towards others, better social adjustment, more cooperative spirit etc.
10. It is a school readiness programme. As such, early childhood education prepares the child for formal education. The proper development occurs at this stage, helps the child to make themselves as an efficient and able member of the society in their later developing stage.
11. Early Childhood Education helps in holistic development of child by fostering physical, social, emotional, moral and intellectual development.
12. The early childhood stage is the foundation for personality development of later stage. Early Childhood Education provides proper opportunities to every child for developing wholesome personality.

CHECK YOUR PROGRESS

Q3. Mention two importance aspects of Early Childhood education. (Answer in about 30 words)

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.....
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Q4. Write briefly about the importance of Early Childhood Education. (Answer in about 30 words)

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2.5. LET US SUM UP

After going through this unit, it can be summarized as-

- Early childhood is the foundation on which children build their lives.
- Play and conversation are the main ways by which young children learn about themselves and the world around them.
- It is a programme with a focus on the holistic development of the child.
- Early childhood education lays emphasis on adopting child centred teaching strategies.
- Early Childhood Education is a programme which encourages interaction with environment, active participation in group activities and creative thinking.
- It lays stress on providing real and practical based experiences to children which ensure their development in learning process.
- It develops sense of security among children.
- Early Childhood Education helps children to develop ability to express their thoughts and feelings in correct and clear speech manner.
- Early Childhood Education is important to control child's behaviour, develop positive self-concept, develop social ability, control emotions, formation of good habits etc.

2.6. FURTHER READING

1. Aggarwal, J.C. & Gupta, S. (2007), *Early Childhood Care and Education Principles and Practices*. New Delhi, India.
2. Mishra, R.C. (2007), *Early childhood care and Education*. New Delhi, India.
3. Shukla, R.P. (2008), *Early childhood care and Education*. New Delhi, India.

2.7. ANSWERS TO CHECK YOUR PROGRESS

ANSWER TO Q.NO 1: We know that every child is unique in their mental abilities, needs, interest etc. Therefore, principles of child centredness lays emphasis on adopting the teaching methods and strategies according to individual differences of the children.

ANSWER TO Q.NO 2: The psycho-physical characteristics of children are different according to their age group. The teacher should know about the child's level of intelligence, understanding level, interest etc. before teaching them. This knowledge about the child's development helps him/her to teach them effectively.

ANSWER TO Q.NO 3:

- i) Early Childhood Education is important to develop emotional maturity among children by guiding them to express, understand, accept as well as control their feelings and emotions.
- ii) Furthermore, Early Childhood Education helps in holistic development of child by fostering physical, social, emotional, moral and intellectual development.

ANSWER TO Q.NO 4: Early Childhood Education is also important for developing different aspects of children's life such as- socio-economic development, physical and motor development, language development, cognitive development and formation of basic concepts etc.

2.8 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

- Q1. Write briefly about the principle of active engagement.
- Q2. Discuss about the principles of Early Childhood Education.
- Q3. Why play based learning is important in Early Childhood stage?
- Q4. Why Early Childhood stage refers as a foundation age? Explain.

B. Long Questions (Answer each question in about 300-500 words)

- Q1. Explain the significance of Early Childhood Education.
- Q2. Discuss the different developmental aspect occurs through Early Childhood Education.

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UNIT 3: PEDAGOGY OF EARLY CHILDHOOD EDUCATION

UNIT STRUCTURE

- 3.1 Learning Objectives
- 3.2 Introduction
- 3.3 Concept of Pedagogy
- 3.4 Significance of Appropriate Pedagogy for ECE
- 3.5 Understanding How Children Learn
- 3.6 Let Us Sum Up
- 3.7 Further Reading
- 3.8 Answer to Check Your Progress
- 3.9 Possible Questions

3.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- define the concept of Pedagogy
- explain the significance of Appropriate Pedagogy for ECE
- explain the process in which children learn

3.2 INTRODUCTION

Early childhood is said to be one of the most important phase of life. When a baby is born no one knows what potentialities he/she has or how he/she will develop. However, as the baby grows up he/she extends his/her horizons to learn about the world around. Development of a child depends upon the interaction between innate characteristics and environmental factors. Early experiences of life have a direct impact on the developing structure of the child's brain. The practitioners of early childhood education should have proper knowledge of child's development, on whether that the child is on his/her path of changing activities and experiences which is necessary for his/her developmental process. Children develop ideas and new knowledge at a very young age that helps them to learn about the existing world around them. It is the time when the children can learn new skills and develop ideas. Thus, understanding of the concepts can be overlooked.

Learning is not just a mere transfer of information and knowledge but the development of new understanding on the foundation of the existing knowledge. There are no universal methods of teaching that can be applied to anyone, anywhere and anyhow. Effective teachers apply effective strategies to deal with the students who belong to different backgrounds. Pedagogy is the art of teaching. It is concerned with being able to deliver the content and the skills in such a way that it becomes understandable to the students. Pedagogy at the early childhood education should give more importance to development of skills and new knowledge.

3.3 CONCEPT OF PEDAGOGY

The term 'pedagogy' refers to the applied methods and techniques in any field of study or any theoretical concepts. It is mainly the theory and practice that are important along with how the learners are influenced by this. It considers the interaction that take place during a teaching-learning situation. Pedagogy takes into account the teachers, students, teaching-learning activity and also the learning environment.

It refers to those set of instructional techniques and strategies which enable learning to take place and provide opportunities for the acquisition of knowledge, skills, attitudes and dispositions within a particular social and material context. It refers to the interactive process between teacher and the learner as well as the environment

Pedagogy has three components-

1. Curriculum
2. Methodology
3. Techniques for socialising children

Curriculum is the syllabus or the content that has been prepared for the children to learn within a definite time frame. It is the content of teaching on the part of the teachers that is designed to encourage the learning processes like- memory, attention and observation. The cognitive skills like- reasoning, comparing, constructing and classifying are developed through different kinds of alphabet. **Methodology** is applied for the implementation of the curriculum. It is the interaction between people and materials which are completely planned and used by the teachers. They include teaching style and instructional techniques. The **third aspect of pedagogy** may be thought of as cognitive socialisation which involves the role of a teacher and their applied strategies.

LET US KNOW

- ✓ The term '**pedagogy**' refers to the applied methods and techniques in any field of study or theoretical concepts. It is mainly the theory and practice along with how the learners are influenced by this

3.4 SIGNIFICANCE OF APPROPRIATE PEDAGOGY FOR ECE

The early years of life of an individual are the pivotal years for setting the learning trajectory. It is evident that the children who have strong, dependable caring relationships with adults and have a good experience of early life with the adults are more likely to adapt to the school environment.

The early childhood educators should have their own philosophies and approaches to be applied to the teaching strategies of the children. Their approaches should include knowledge about the early childhood growth and development, knowledge about the theories and a great deal of experiences with the children in different learning environments, so that it will help them to handle any kind of situation. The teachers or the pedagogues should give more importance to the ability of the children to solve the problem than to understand a concept.

Most psychologists lay emphasis on giving importance to "possibility thinking". It is a kind of imaginative technique that aims at providing solutions to the problems or applying techniques that may have the possibility to solve the problem. Another important method to be applied is collaborative learning. It emphasises more on how children learn more than what they have learn.

CHECK YOUR PROGRESS

Q.1. What are the components of pedagogy?

Q.2. What is the basic difference between curriculum and methodology?

Q.3. What is collaborative learning?

3.5 UNDERSTANDING HOW CHILDREN LEARN

It is evident that learning is beyond a cognitive activity only and involves physical movement, relationships with others, communication etc. human beings have this amazing characteristic of elasticity or plasticity of the mind and therefore all known as the architect of their own mind. The Humanistic Psychology as advocated by Maslow, Rogers believed that emotions and feelings have great importance in behaviour and learning. Rogers work led to the increase popularity of Child-Centered education and emphasised the role of the teacher as a facilitator of learning. Another school of education known as Cognitive Psychology as propounded by Wundt, James, Ivan Pavlov, Watson etc. emphasised more on memory, thinking, reasoning, problem solving etc.

During early years of life three areas are regarded as the prime areas of learning and development, namely:

1. Communication and language
2. Physical development
3. Personal, social and emotional development.

Some of the characteristics or features of early childhood stage that helps the child learn better during that stage are as discussed below -

a) Inborn Reflexes

Reflexes are involuntary movements or actions. Some are spontaneous and the others are the actions. Some of the inborn reflexes of the new born are- sucking reflex, grasping reflex,

step or walking reflex etc. Reflexes enable the child to learn and understand about his/her surroundings. It helps to identify the normal bodily functioning of the child.

b) Curiosity

Children are curious by nature. The only challenge is to provide a safe haven to the children where they can express their curiosity that leads to productivity. In the classroom environment the teacher should always encourage the students to ask questions and provide opportunities for thinking. Teacher should value and reward the curiosity of the students. The more curious a child will be the more he/she will learn. It thus stimulates the interest and capacity of the child to learn more.

c) Egocentrism

Between the ages 2-7, egocentric behaviour develops amongst the children. It subsides as gradually the child grows older. It is a tendency to think about only own needs and desires. It is the inborn nature of the child to learn about himself/herself while he/she is the center of attention to others.

d) Concrete Thinking

The mental faculties of the children at this age are in a developing stage, understanding of the abstract concepts becomes difficult to them and they can only learn the concrete ideas. Children during the early stage can learn only about the visible and the measurable. For example- a table has a definite height, weight, length and breadth is understandable to the children. Piaget in his discussion of intellectual development describes this type of learning that involves facts, objects, matter etc.

e) Attention Span

Children at their early stage have a very short attention span. They cannot attend only to a single thing for much longer time and likewise tend to shift their interest from one thing to another. A child aged 5-6 years can attend an activity of their interest for around 30-35 minutes. Again they can attend something in the classroom for 5-30 minutes if they find it uninteresting or it is to be done without adult's supervision. The attention span of the children during the early years is thus very little.

f) Hypothetical Thinking

Hypothetical thinking is the exploration of the possibilities and outcome of an event without the event actually occurring. According to Piaget this kind of mental functioning occurs in the

formal operational stage which starts from the age of 11 years. Abstract thinking, systematic planning, deduction, reasoning etc. are developed during this stage.

g) Imitation

The term 'imitation' in psychology and education refers to the copying of the patterns of behaviour. It is the ability to repeat and practice the actions of others immediately or later. It is a natural way to learn something. Children are very imitative by nature. It is seen that generally a girl child imitates her mother, how she wear a 'saree' or cook etc., likewise a boy child imitates his father, how he talks, behaves or dresses up etc. It is found that children that imitate the adults have a better learning growth. Imitation and role modeling plays a significant role in the development of the personality of the child.

h) Repetition

Repetition plays an important role in the learning at the early childhood years. The learning needs practice so that the child can adapt to it easily which comes from repetition only. Besides, repetition improves the speed, increases the confidence of the child and strengthens the connection. It is needed not only in the skill development but also for the purpose of memorization.

- Repetition helps to strengthen the neural processes of the brain
- It provides reinforcement
- Memorisation becomes easier
- Coordination can be improved through repetition

i) Learning by Doing

Children learn better while doing. Experimental method is the main process applied here. Theoretical learning cannot provide the real experience that can be obtained by performing or doing. Therefore students should be given a free atmosphere to learn from their mistakes and by doing and redoing the same. It provides the ability to apply the learned knowledge. John Dewey always believed that learning should be relevant and practical and not simply theoretical. He emphasised that the school must represent present life- life as real and vital to the child as that which he/she carries on at home, in the neighborhood, or on the playground.

j) Exploration

It is the action of searching the causes or the purposes. Children are full of wonder and they always want to explore the environment. They use all their senses to learn the unknown. Their curiosity can be effectively applied to the teaching learning activity. Children should be given the freedom to explore nature and the world around them. Images in the books cannot provide them with the real life experience which is a must to learn during the early years of life.

Therefore their school curriculum should include visits to the historical places, the museums, national parks and other places of importance.

Activity 3.1

<https://youtu.be/73STNEYrokk>

Watch this video to know about ---Pedagogical organisation of Teaching Learning Environment at Primary stage

CHECK YOUR PROGRESS

Q.4. What is Hypothetical thinking?

Q.5. State some of the inborn reflexes of the new born.

3.6 LET US SUM UP

After going through this unit, it can be summarised as-

- Every situation is a learning opportunity. The children learn better when they feel trusted and loved.
- Every child has his own pace of learning. Therefore there cannot be any universal pedagogy to be applied in the teaching learning activity in the early childhood education. Teacher should emphasis on applying such methods which will enable the child to develop his/her mental faculties
- Pedagogy at the early childhood education should give more importance to development of skills and new knowledge.
- Children during the early stage are very sensitive and adaptive to anything new. Therefore it is the responsibility of the teacher to make utilisation of their purity and thus developing their inborn potentialities and abilities to the fullest.

3.7 FURTHER READING

1. Aggarwal, J. C. and Gupta Suman (2009): *Early Childhood Care and Education*. Shipra Publications
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3. Goffin, Stacie G. and Wilson, Catherian S (2001): *Curriculum Models and Early Childhood Education: Aspiring the Relationship*. Prentice Hall
4. Kochar, S. K (1995): *Methods and Techniques of Teaching*. Starling Publications Pvt Ltd.
5. Mukherji, Penny and Dryden Louise (2017): *Foundations of Early Childhood Principles and Practices*. SAGE publication India Pvt Ltd.
6. Roopnarine, Jaipaul L. and Johnson, James Ewald (2005): *Approaches to Early Childhood Education*. Prentice Hall.

Web-links:

1. https://www.scielo.br/scielo.php?pid=S398402922035000300056&script=sci_arttext&tlng=en
2. <https://iris.peabody.vanderbilt.edu/module/ecbm/cresource/q3/p04/>

3.8 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

Pedagogy has three components-

1. Curriculum
2. Methodology
3. Techniques for socializing children

ANSWER TO Q.NO.2:

Curriculum is the syllabus or the content that has been prepared for the children to learn within a definite time frame whereas, **methodology** applied for the implementation of the curriculum.

ANSWER TO Q.NO.3:

Collaborative learning emphasises more on how children learn more than what they have learnt

ANSWER TO Q.NO.4:

Hypothetical thinking is the exploration of the possibilities and outcome of an event without the event actually occurring.

ANSWER TO Q.NO.5:

Some of the inborn reflexes of the new born are- sucking reflex, grasping reflex, step or walking reflex etc.

3.9 POSSIBLE QUESTIONS

C. Short Questions (Answer each questions in about 150 words)

1. What is your basic understanding on pedagogy?
2. What is exploration?
3. Differentiate between repetition and imitation.
4. What is meant by methodology?

D. Long Questions (Answer each questions in about 300-500 words)

1. Why is it essential to choose specific pedagogy for early childhood education?
2. Discuss how the repetition does help the children in their learning process?
3. Discuss the various ways of learning by tender children.

UNIT 4: METHOD OF EARLY CHILDHOOD EDUCATION

UNIT STRUCTURE:

4.1. Learning Objectives

4.2 Introduction

4.3. Play-way method of teaching

4.3.1. Characteristics of Play

4.3.2. Principles of Play way Method

4.3.3 Significance of Play Way Method

4.4. Activity-based method of teaching

4.4.1. The importance of activity based method

4.4.2. Kinds of Activities

4.4.3. Role of Teacher in Activity Method

4.5. Montessori Method

4.5.1. Principles of Montessori Education

4.5.2. Montessori Method and Teacher

4.5.3. Montessori Method and Learning Environment

4.5.4. Montessori method and Learning activities

4.6. Kindergarten Method

4.6.1. Fundamental Principles of Kindergarten Method

4.6.2. Educational environments in a Kindergarten

4.7. Let us sum up

4.8 Further Reading

4.9 Answer to check your progress

4.10 Possible Questions

4.1. LEARNING OBJECTIVES:

After going through this Unit you will be able to-

- acquaint with different methods of ECE
- explain the play-way method and its principles
- explain the activity methods and role of teacher in activity method
- explain Montessori method and its principles
- elaborate kindergarten method and its principles

4.4 INTRODUCTION

In present day pre-school importance is given on educating the very young students by different kinds of methods. The success of early childhood education depends very much on the effectiveness of the methods used by the teachers. The essence of childhood is to have endless opportunity for play. A child is happiest when engrossed in play like playing with toys, or playing tag, hide seek or simply running about in groups etc. Throughout educational history, all educational reformers believed that childhood is an important period of human growth and development, and that adults should not impose their views and ways upon young children. There are different kinds of methods for teaching the small child which are developed on the basis of such views keeping in mind the psychology of the children. In this Unit, you will be acquainted with some of such methods used in the early childhood education.

4.3. PLAY WAY METHOD

We need to keep in perspective that an activity done in a spirit of fun is not tedious. Children not only learn it better but also retain it better. In fact all modern methods of teaching are efforts in incorporating the element of play in education. The Play-way was first used as a method of teaching by Cadwell Cook. Play helps children to improve their motor skills, enhance their power of imagination and creativity. By introducing Play in education teachers ensure

involvement on the part of the students. It is an excellent way to improve young students' creative skills. Play is regarded as the language of the child. What he cannot express through language, he expresses that through play i.e. doing anything with one's heart in it. Play is an innate, creative, joyful, non-serious, interesting and re-creative activity. It is the activity in which natural urges of the child find spontaneous expression. Play is joyful, spontaneous and creative activity in which man finds fullest self-expression. Play is the activity in which a person engages himself when he is free to do what he wants to do.

LET US KNOW

- ✓ The Play-way was first used as a method of teaching by Cadwell Cook.
- ✓ Play is the activity in which a person engages himself when he is free to do what he wants to do.

4.3.1. Characteristics of Play

The characteristics of play can be stated as-

- It gives pleasure.
- Voluntary acceptance with involvement.
- Physical work turns into an enjoyable experience.
- More concentration but no tiredness.

Pleasure and satisfaction is the basis of play. A child understands his needs and goals while playing. So it is very important to teach children with the play way method. It has been proved that maximum amount of learning results while playing. This is the most desirable method of learning for kids. Thus, when enjoyment is introduced in an activity, it is said to be done in the "play way" spirit. The play way makes difficult and boring task, delightful and pleasurable to the doer, but it does not mean shirking from real work; it is about introducing an element of happiness and satisfaction into otherwise dull and tedious tasks.

4.3.4. Principles of play-way methods

1. **Learning by Doing:** Training of five senses makes all round development in an individual. The principle of learning by doing involves maximum usage of these senses. Any knowledge which a child gains through his head and hands becomes interesting and purposeful for him. The children experiment and discover themselves the required knowledge by means of play-way method.
2. **Principle of individual differences:** The play-way method takes into account the individual differences of the learners. Every individual works according to

his differences in different spheres like interests, attitudes, sentiments, capabilities, intelligence level etc. It makes the learning easy and understandable by involving every learner according to his differences.

3. **Sympathetic Attitude:** Play-way method develops a congenial environment in teaching-learning process. It does not create artificial environment or any compulsion on the learners. Everyone is free to do and act according to his interests. Whenever children need suggestions, they accept them without any hesitation.

4.3.3. Significance of Play way Method

Play way Method is important as --

- Playing is a natural process for children. So, a child actively involves in it. It gets pleasure and satisfaction.
- Similarly, learning takes place naturally through play way method.
- Opportunity is given to a child for full participation in this method.
- It not only develops the knowledge skill of children, but also brings satisfaction in their cognitive level.
- It paves way for self-discipline.
- It gives more opportunities for children's learning with perception and mind.

'Playing' is the predominant factor in play way method. It enhances their learning abilities. So, it is the duty of a talented teacher to make use of the best aspects of this play way method in the teaching and learning. At present, realizing the importance of the play way method and its use for different levels of teaching, it is introduced from the Pre-school stage onwards. Teachers have to follow the principles of the Play Way Method while going to teach the child. It is mandatory for aspiring pre and primary teachers and Montessori teachers to internalize the importance of educating the very young students by following the Play-way principles.

CHECK YOUR PROGRESS

Q.1. State two significance of play way method.

Q.2. Who used play way as a method of teaching for the first time?

4.4: ACTIVITY METHOD

Activity Method is a technique adopted by a teacher to emphasize his or her method of teaching through activity. It is a child-centered approach. It is a method in which the child is actively involved in participating mentally and physically. Learning by doing is the main focus in this method. In an activity based method, learners willingly engage with enthusiasm and implement teaching, concepts relevant to their needs. It requires active problem solving by students in finding patterns in the information through their own investigation and analysis.

The key feature of the Activity based method is that it uses child-friendly educational aids to foster self-learning and allows a child to study according to his/her aptitude and skill. Activities in each milestone include games, rhymes, drawing, and songs to teach a letter or a word, form a sentence or understand a concept. This is a child-friendly way to evaluate and reinforce learning. In the process of learning, they experience, memorize and understand new things. Students need to be provided with data and materials necessary to focus their thinking and interaction in the lesson for the process of analyzing the information. With continued practice in these processes, students learn not the content of the lesson but also develop many other skills.

4.4.1The importance of activity based method

The importance of activity based method can be stated as-

- It exchanges creative aspect of experience.
- It gives reality for learning.
- Use all available resources
- Provide varied experiences to the students to facilitate the acquisition of knowledge, experience, skills and values
- Builds the students self-confidence and develop understanding through works in his/her group.
- Develops interest, enriches vocabulary and provide stimulus for reading.
- Develop happy relationship between students, teachers and students.
- An activity is said to be language of the child a child who lacks in verbal expression can make up through use of ideas in the activity.
- Subject of all kind can be taught through activity
- Social relation provides opportunity to mix with others.

4.4.2 Kinds of activities

The activities used in this strategy can be generalized under three main categories:

- **Exploratory** - gathering knowledge, concept and skill.
- **Constructive** - getting experience through creative works.
- **Expressional** – presentations.

The Activities teacher can focus on:-

1. **Experiencing:** watching, observing, comparing, describing, questioning, discussing, investigating, reporting, collecting, selecting, testing, trying, listening, reading, drawing, calculating, imitating, modeling, playing, acting, taking on roles, talking, writing about what one can see, hear, feel, taste, experimenting and imagining.
2. **Memorizing:** Sequencing ordering, finding regularities and patterns, connect with given knowledge, use different modes of perception, depict.
3. **Understanding:** Structuring, ordering, classifying, constructing, solving, planning, predicting, transferring, and applying knowledge, formulating ones individual understanding, interpreting, summarizing, evaluating, judging, explaining and teaching.
4. **Organizing activities:** The process of organizing activities must be based on curricular aims bringing together the needs, ideas, interests and characteristics of the children with the knowledge, skill, experience, and personality of the teacher within a given environment. The extent to which the teacher works with students individually or in groups affect the relation the teacher has with each child.

4.4.3 Role of a Teacher in an Activity Based Method

Teachers need to be actively involved in directing and guiding the students' analysis of the information. He needs to play the following roles as-

- A planner, an organizer and evaluator.
- Facilitator.
- Decision maker.
- Knowledge imparter
- Disciplinarian

The most important feature of activity based instruction is learning by doing. So this method of instruction can fulfil the natural urge of a growing child on one hand also can help them learn their lesson. It inspires the students to apply their creative ideas, knowledge and minds in solving problems as well as promoting competitive spirit among them. It also helps learner psychologically as they can express their emotions through active participation in something

useful. The method also helps in developing their personalities, social traits and interpersonal management skills. Many renowned educationists are also of the opinion that the activity based method is more suitable for branches of experimental sciences and less useful for subjects of social sciences.

4.5. MONTESSORI METHOD

The Montessori Method was introduced in the early 40th century by Maria Montessori, an Italian educator and physician. It is a child centered educational approach. It is based on scientific observations of children. Her goal was to develop the child and their whole personality through a system that is focused on spontaneous use of the human intellect. This method of education called for free activity in an educational environment. It focused on the basic human characteristics and on the specific characteristics of children at different ages.

In Montessori education method, the content is typically the same as with other methods, but the teaching process is different. Her scientific approach to education was shaped around the individual needs of the child. For Montessori, education is integral to the growth of the child. The Montessori Method focuses on respecting and encouraging each child's individual differences, providing a nurturing environment to teach social interaction and emotional skills. Dr. Montessori believed - that another could teach no human being; one must learn for oneself. In the classroom, children get up and move around and let curiosity be their guide.

4.5.1. Principles of Montessori Education

- 1. Impact of Movement on Learning and Cognition:** In Montessori classrooms, learning is accomplished through movement. In the Montessori classroom, the child is free to move with purpose to acquire materials needed to perform a lesson or activity. Movement in the classroom requires that the child develop self-discipline and self-control. Beginning in the home or day care, infants sleep on floor beds instead of cribs, so they can move around an entire room to explore and get objects. In primary classrooms, children move to wash tables and trace sandpaper letters, to put large wooden map pieces in place, and to play scales and compose music on the Musical Bells.
- 2. Choice and Perceived Control:** Children in Montessori classrooms freely choose their work. They work it for as long as they are inspired to, then they put it away and select something else. They arrive early in the morning, look around the

classroom, and decide what to do. They cycle continues all day. They may choose to engage in learning by themselves, in pairs, or in groups. . Occasionally children, particularly the young ones, might need some guidance in their choices.

- 3. Interest in Human Learning:** Montessori education is designed to awaken interest and to allow children to pursue learning about issues that already personally interest them. One chooses to do what one is interested in doing. The Montessori curriculum presents to learners tasks and subjects of study that are designed to be either personally or topically of interest to a child.
- 4. Extrinsic Rewards and Motivation:** Research shows that children who are given rewards for learning are more likely to rush through a learning activity, less likely to return to that activity and to have a shorter retention of the learning in which they engaged than are children who are not given rewards for engaging in a learning activity. This is why, in a Montessori school, grades and ranking are generally absent. Teachers have their own ways of encouraging children with the goal of developing an intrinsic motivation in the child. Our children engage in learning, because the learning is the learner's reward.
- 5. Peer Interaction:** In a Montessori school, children are placed in multi-age learning groups (eg: 6 – 9 year olds) instead of being grouped by grades. This enables children to teach to and learn from each other. A child who has mastered a learning objective reinforces her/his own learning by teaching that lesson to a younger child. A younger child can excel and teach his or her own peers. Children learn at an early age to depend on and help each other.
- 6. Contextual Learning:** Learning situated in context is often deeper and richer than learning in abstract contexts. It is why the Montessori materials have concrete properties. The control of error built-in with the materials aids the child in a critical thinking process. The children learn to think and discover on their own with the Montessori materials. Once they successfully master a material, the pride of their accomplishment stirs them into a desire for additional learning.
- 7. Adult Interaction:** One of Maria Montessori's tenets was that the interaction between children and teachers in the learning environment should be neither too much nor too little. It must be just right. To allow a child to struggle with a project or a problem long enough to learn from it, but not so long that they become frustrated by it, is a skill that our teachers possess and practice. In a Montessori classroom, the ideal is that the children identify, engage in, and pace their own learning independently, with the teacher available to guide them and, of course, to teach them, but in just the right amounts.

- 8. Order in the Environment:** A Montessori classroom is a calm and orderly place in which children know what to expect. A Montessori classroom environment is orderly both spatially and in terms of its peacefulness. Everything is in its place, and the children are quiet. The teacher's most important goal is to arrange the environment in a way that maximally facilitates learning.

4.5.2. Montessori Method and Teacher

Using the Montessori approach to teach is extremely challenging, but equally exciting and rewarding. In this method, the role of the teachers is more observational than what might be considered traditional or typical. The teacher serves as a guide rather than a giver of information. The teacher acts as a guide, watching over the classroom to remove obstacles from learning but not participating as a direct instructor. She has the leadership skills necessary for fostering a nurturing environment that is physically and psychologically supportive of learning.

Montessori teachers are trained in child development theory and understand the sensitive periods at each stage. It is with this understanding that they are effective guides in the social and emotional issues which children face. They are able to observe children within a specific age range and introduce them to challenging and developmentally appropriate lessons and materials based on observations of each child's unique interests, abilities, and development (social, emotional, cognitive, and physical). She prepares the classroom environment in order to support and inspire the developmental progress of each student and guide each child's learning through purposeful activity.

4.5.3. Montessori Method and Learning Environment

Much of the work of a Montessori teacher occurs in the preparation and organization of materials and a lesson or concept. The teacher spends considerable time gathering, creating and changing these supporting materials, and in general, keeping the classroom environment inviting for discovery. The classrooms are run almost entirely by the students. Children, from preschool on up, learn at their own pace and how they wish to learn – teachers do not guide students to learn certain things but allow students to make the choices themselves with added support. It is based on the understanding that intelligence, creativity and imagination can be found in every child. The true challenge of education is to keep the spark of human intelligence and curiosity alive. They practice new skills until they are mastered. They are encouraged to do their own research, analyze what they have found, and come to their own conclusions.

4.5.4. Montessori Method and Learning Activities

A Montessori classroom is different from a typical classroom in a number of important ways. The teacher, child, and environment create a learning triangle. The child, through individual choice, makes use of what the environment offers to develop himself, interacting with the teacher when support and/or guidance is needed. These changes encourage children to develop independently into well-rounded individuals. By allowing children to play, instead of sit and listen to lectures, the classroom allows children develop the motivation to learn and explore. The environment is adapted to the child and his or her development. Emphasis on how students learn is placed on all five senses, not just listening, watching, or reading, like students in a traditional-style classroom may learn. Montessori believed that the hand is the chief teacher of the brain, students most often learn by touch - by handling specially designed materials such as golden math beads, sandpaper letters, and wooden maps of the world. The teacher's job is to show children how to use these materials - then leave them to learn independently. In early childhood, Montessori students learn through sensory-motor activities, working with materials that develop their cognitive powers through direct experience: seeing, hearing, tasting, smelling, touching, and movement. Instead of instructing with rote lectures, handouts, worksheets, and lesson plans, a Montessori teacher will offer guidance, but the child is ultimately responsible for his or her own individual learning. The whole idea behind the Montessori classroom is allowing children to learn through playing. The classroom is prepared by the teacher to encourage independence, freedom within limits, and a sense of order. The teacher does not make assignments or dictate what to study or read, nor does she set a limit as to how far a child follows an interest. Teachers teach students, not correct them.

Montessori believed that children should be empowered to become independent. Dr. Montessori's Method has been time tested, with over 100 years of success in diverse cultures throughout the world with all kinds of children (blind, gifted, learning disabled, wealthy, poor, etc.) and in many different environments.

CHECK YOUR PROGRESS

Q.3. What is an activity Method?

Q.4. What are the three categories of activities under activity method?

Q.5. Who introduced Montessori Method?

Q.6. "that another could teach no human being; one must learn for oneself"-Who believed in this statement?

4.6. KINDERGARTEN METHOD

The German educator, Friedrich Froebel, who was one of the pioneers of early childhood educational reform believed that every child possessed, at birth, his full educational potential, and that an appropriate educational environment was necessary to encourage the child to grow and develop in an optimal manner. Froebel established the kindergarten, a school for four-and five-year-old children that is found worldwide. The aim of Froebel was to introduce the spirit of play in educational institutions. As he believed that play is the highest phase of child development and the source of all that is good. Kindergarten methods of teaching help children learn at their own pace in a **social and collaborative environment**. Froebel believed that mothers and Kindergarten teachers must therefore be carefully educated about the child's nature, inclination and stages of development.

4.6.1 Fundamental Principles of Kindergarten Method

1. **Self-Activity:** Froebel thinks that children are active by nature. He has therefore, to do something. These instincts for the child to be active and to do something. In other words, children are self-active. By self-activity Froebel meant that the child should not indulge in any activity which is suggested by parents or teachers but he should carry out his own impulses and decisions. Education, he believed, is a process of individual growth. This growth is directed by inner forces in the child. It is this self-activity which merges the child's individuality with the spirit of humanity. Self-activity makes instruction easier and continuous. It requires no artificial techniques. Self-activity arises out of one's own interests and is sustained by one's own power. It is, therefore, essential that all processes of instruction must originate with the interests of the child.

2. **Learning by Playing:** Children like Play by nature. Play is purest, and most spiritual activity of the children and it gives joy contentment, rest and peace. Playing is a natural activity among children. 'Play' according to Froebel is the work of the children. So, that the children may be taught by Play. By teaching children by Play, they will learn many things easily. So, children should be taught by Play.
3. **Social Participation:** Froebel believed that self-activity is effective and productive only when it comes through social participation. Man has a social self. Social instinct is a primary instinct of man. Individual self cannot be developed without social self. According to Froebel, children can develop their self-activities only in the society. For this purpose, he says that collective plays are necessary for the children. The school, Froebel said, is an association for the child wherein he discovers his relations with the society in an effective manner. By collective games, the children will develop the feeling of co-operation, sympathy and oneness. In this way, the children, will become social animals.
4. **Creative principle:** This principle is closely connected with self-activity. Creativeness is the natural inner urge of the child. Man is, he said, by nature an active and dynamic being. He is not a passive and silent observer of events. He wants to do something and must create. Froebel believed in the unitary character of human nature and its harmonious growth. Head, soul and hand are inseparable. They are interdependent parts of man and must be developed together. Mind and soul express themselves through bodily activities. Froebel condemned intellectualism and verbalism. He advocated that thinking and doing must go hand in hand.
5. **Freedom in Education:** Froebel thinks that that child should be given all freedom to learn, to play and to do work. The children like freedom by nature and such there should be full freedom for children in Teaching. The teacher should guide the children but he should not restrict their free development.

4.6.2 Educational Environments in a Kindergarten

Froebel developed a series of gifts and occupations for use in kindergartens. Representing what Froebel identified as fundamental forms, the gifts had both their actual physical appearance and also a hidden symbolic meaning. They were to stimulate the child to bring the fundamental concept that they represented to mental consciousness. Froebel's gifts were the following items-

1. Six soft, colored balls
2. A wooden sphere, cube, and cylinder
3. A large cube divided into eight smaller cubes

4. A large cube divided into eight oblong blocks.
5. A large cube divided into twenty-one whole, six half, and twelve quarter cubes.
6. A large cube divided into eighteen whole oblongs: three divided lengthwise; three divided breadth wise
7. Quadrangular and triangular tablets used for arranging figures
8. Sticks for outlining figures
9. Whole and half wire rings for outlining figures
10. Various materials for drawing, perforating, embroidering, paper cutting, weaving or braiding, paper folding, modeling, and interlacing

(<https://youtu.be/DGZmD85FsFU>) (Froebel's Gift and occupation)

Activity 4.1

Prepare some play material on the basis of principle of gift by Froebel for your students.

As a series, the gifts began with the simple undifferentiated sphere or circle and moved to more complex objects. Froebel's cylinders represented the integration of the sphere and the cube. The various cubes and their subdivisions were building blocks that children could use to create geometrical and architectural designs. Using the sticks and rings to trace designs on paper, children exercised the hand's small muscles, coordinated hand and eye movements, and took the first steps toward drawing and later writing. The occupations were items such as paper, pencils, wood, sand, clay, straw, and sticks for use in constructive activities.

Kindergarten activities included games, songs, and stories designed to assist in sensory and physical development and socialization. Froebel published a collection of kindergarten songs, in 1843. Play-way in Teaching-Some Practical Ways-In Play, a person experiences the pleasure of performing a task for its own sake. The activities in the play way method are according to the person's ability and physical fitness in which the spirit of play may be utilized.

The kindergarten is a special educational environment in which this self-active development occurs. The kindergarten's gifts, occupations, and social and cultural activities, especially play, promote this self-actualization. Many of his ideas can still be observed in kindergarten today: learning through play, group games, goal oriented activities, and outdoor time. The teacher should also be a sensitive, open, and easily approachable person.

CHECK YOUR PROGRESS

Q.7. What is Kindergarten?

Q.8.What do you mean by creative principle of Froebel?

Q. 9. Which early childhood educationists put emphasis on social participation of children?

4.7. LET US SUM UP

After going through this Unit, we can summarise it in the following way:

- The Play-way was first used as a method of teaching by Cadwell Cook.
- The play way makes difficult and boring task, delightful and pleasurable to the doer.
- 'Playing' is the predominant factor in play way method.
- Activity Method is a technique adopted by a teacher to emphasize his or her method of teaching through activity.
- The key feature of the Activity based method is that it uses child-friendly educational aids to foster self-learning and allows a child to study according to his/her aptitude and skill
- The activities used in this strategy can be generalized under three main categories: **Exploratory, Constructive** and **Expressional**.
- The Montessori Method was created in the early 40th century by Maria Montessori, an Italian educator and physician.
- One of the core principles of Montessori education is to instill a love of learning in students.
- Montessori teachers are trained in child development theory and understand the sensitive periods at each stage.
- The German educator, Friedrich Froebel developed Kindergarten method.
- The kindergarten is a special educational environment in which this self-active development occurs.

- The kindergarten's gifts, occupations, and social and cultural activities, especially play, promote this self-actualization.

4.8 FURTHER READING

1. Mohanty, J., Mohanty, B: (1998) *Early Childhood Care and Education*, New Delhi, Deep & Deep Publication.
2. Pankajan, G. (2005): *Pre-primary education, Philosophy and practice*, New Delhi. Concept Publishing Company.
3. <https://en.unesco.org/themes/early-childhood-care-and-education/resources>
4. <https://nou.edu.ng/sites/default/files/4019/04/EDU490%40EARLY%40CHILDHOOD%40EDUCATION%40METHODS-Copy.pdf>

4.9 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

It is important because-

- It paves way for self-discipline.
- It gives more opportunities for children's learning with perception and mind.

ANSWER TO Q.NO.2:

The Play-way was first used as a method of teaching by Cadwell Cook.

ANSWER TO Q.NO.3:

Activity Method is a technique adopted by a teacher to emphasize his or her method of teaching through activity. It is a child-centered approach

ANSWER TO Q.NO.4:

The activities used in this strategy can be generalized under three main categories:

- **Exploratory** - gathering knowledge, concept and skill.
- **Constructive** - getting experience through creative works.
- **Expressional** – presentations.

ANSWER TO Q.NO.5:

The Montessori Method was introduced by Maria Montessori, an Italian educator and physician

ANSWER TO Q.NO.6:

Dr. Montessori believed - that another could teach no human being; one must learn for oneself

ANSWER TO Q.NO.7:

The kindergarten is a special educational environment in which this self-active development occurs. The kindergarten's gifts, occupations, and social and cultural activities, especially play, promote this self-actualizations

ANSWER TO Q.NO.8:

This principle is closely connected with self-activity. Creativeness is the natural inner urge of the child. Froebel believed in the unitary character of human nature and its harmonious growth.

ANSWER TO Q.NO.9:

The German educator, Friedrich Froebel

4.10 POSSIBLE QUESTIONS

E. Short Questions (Answer each questions in about 150 words)

1. What do you meant by Play-way method of teaching?
2. What is the education process of kindergarten?
3. State the principles of Montessori Method.
4. Why is play way important method of teaching at early childhood education stage?
5. List out the gifts of Froebel educational system.

F. Long Questions (Answer each questions in about 300-500 words)

1. How do you conduct play-way teaching in your center/ school by utilizing the available resources? Give example.
2. Discuss the importance of activity-based method of teaching. Do you organize activity-based methods of teaching in your class? If yes, state how do you conduct it and what types of activity you choose for it. If No, state the reason for not being able to organize it.
3. Discuss the role of teacher stated in Montessori Method. Do you think you are able to play such role as a preschool teacher in your school? Evaluate yourself.
4. Discuss the fundamental principles of Kindergarten Method. How do you implement these principles while organizing early childhood education as Anganwadi Worker in your centre/ pre-school teacher? Cite example

UNIT 5: TEACHING LEARNING MATERIAL IN EARLY CHILDHOOD EDUCATION

UNIT STRUCTURE

5.1 Learning Objectives

5.2 Introduction

5.3 Concept of Early Childhood Education

5.4 Teaching Learning Material in Early Childhood Education

5.4.1 Concept of Teaching Learning Material

5.4.2. Types of Teaching Learning Material used in ECE

5.4.3. Types of Teaching Learning Material used in ECE

5.5 Value of Teaching Learning Material in ECE

5.6 Planning and Development of TLMs for Transaction of annual Contextualized ECCE Curriculum

5.7 Strategies of using TLMs for Transaction of Annual Contextualized ECCE Curriculum

5.9 Use of Pre School Education Kit and uses of TLMs in ECCE Centers

5.10 Preparation of Low Cost TLM for ECE

5.10 Let Us Sum Up

5.11 Further Reading

5.12 Answer to check Your Progress

5.13 Possible Questions

5. 1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- define the meaning of Teaching Learning Material
- know the importance of Teaching Learning Material in ECE
- develop positive thinking towards the uses of Teaching Learning Material in ECE
- utilise different types of Teaching Learning Material judiciously among the children of ECE.
- Prepare different low cost Teaching Learning Materials using locally available and waste material

5.2 INTRODUCTION

Early Childhood Education [ECE] considered to the period between births to six years of the life. It is the period when the tiny children come out of their homes and have to adjust with a new situation and people that are totally unknown to them. It is natural that they feel very insecure, lonely and hesitate to cope up with other children and teachers. Therefore, it is the duty of a teacher of early childhood education to motivate them, encourage them and mostly create a friendly classroom environment to make it most interesting, innovative and scientific so that the pupil can feel free and intending to come to school willingly. If the teacher can create a suitable environment in the school and make pupil comfortable it becomes very easy to teach them properly. Teaching Learning Materials are the very important tool for the students as well as the teachers to provide necessary support to develop confidence, make them comfortable and to help to develop proper mental, physical, social and academic growth.

5.3 CONCEPT OF EARLY CHILDHOOD EDUCATION

Early childhood education is a process which encompasses education, among the young child. It helps the young students of below eight years to develop physical, social, and emotional care, intellection, stimulation, health care and nutrition. It also emphasized the family and community support to promote healthy and positive development among the young children. Because it is the period of tremendous growth of the child, when near about 90% growth and development of both body and mind took place.

Children can fully demonstrate their abilities and potentialities for development, when they get opportunities to do something voluntarily. A good education will be achieved more easily if they are based on clear principles and are linked with their daily activities. Early childhood education plays an important role in child development. It helps them to inspire minds, expose them to the joy of learning and give the foundation for lifelong success.

5.4 TEACHING LEARNING MATERIAL (TLM) IN EARLY CHILDHOOD EDUCATION

Teaching learning material (TLM) is very important in early childhood education. In this stage we try to develop the ability of young children to adjust in social life and follow some rules to maintain health and hygiene through different activities, methods and techniques. We also try to impart knowledge about different alphabets, and numeric values, concepts, etc. For this purpose, we are to use different types of games and sports materials along with some other equipments so that we can motivate the students to take part in joyful learning situation. These materials are considered as the teaching learning materials in Early Childhood education.

5.4.1 Concept of Teaching Learning Material (TLM)

All those materials, which are used in teaching learning processes to support both the teachers and students to impart education is called teaching learning materials. It is a generic term used to describe the resources, teachers use to support instruction. It helps the teachers to make teaching more interesting and encourage the pupil to cope up with learning situation and make learning more effective and everlasting. We use different types of teaching learning materials in the teaching learning process in all the stages of teaching.

5.4.2. Types of Teaching Learning Material

Instructional materials are those items that assist the information aspects of teaching. We can say that from textbooks, worksheet to game and sports materials and computer all are consider as TLM. But there is a little bit difference between teaching learning materials and teaching aids. Teaching aid is a tool or technology that uses for support the teaching whereas teaching materials actually target the lessons in them. Therefore, to make it clear TLM are divided into some special categories. These are audio, visual, audio- visual and others.

Audio Aids: can be listening only

Visual Aids: can see and touch

Audio- Visual Aids: can see, touch, listen and interact, and

Others: Commonly use to motivate and impart some extra support.

5.4.5. Types of Teaching Learning Material used in ECE

a) Audio Aids: Radio, Tap recorder etc. are considered as the audio aids which are used to listening music, stories, news, drama, rhymes, talk etc. The teacher can use these types of audio players to support their teaching. Many times government has taken some initiative to

broadcast some programs which are very important and interesting for both teacher and students. Sometimes there may be some provision to ask or place some questions through radio and get proper answer to clear the doubt. In case of early childhood education tape recorders are used to listening music and nursery rhymes.

b) Visual Aids: Different types chart, maps, models, encyclopedia etc. come under this group which can only be seen and touch by the students. It also includes things like photograph, different epics, model, blocks and game etc. as visual teaching aids in early childhood education.

c) Audio- Visual Aids: Different types of audio visual aids like movies, documentaries, cartoon films, computer games, etc. are considered as the audio visual aids. At present, in case of early childhood education videos of rhymes, stories, cartoon films, different video games etc. are generally use in classroom situation.

d) Other Aids: Balls, balloons, blocks, different puzzle boxes, musical instruments, sand, and mud etc. are comes under this group. Young children always love to play game. Therefore, a teacher can use different types of games and sports materials while teaching. They can use these to motivate the students and also to teach them, to maintain discipline, social norms, group feeling etc. in the classroom.

CHECK YOUR PROGRESS

Q.1. What do you understand by TLM?

Q.2. Differentiate between teaching material and teaching aid

Q.3. State some TLM used in early childhood education.

5.5 VALUE OF TEACHING LEARNING MATERIAL IN ECE

It is very important to use different types of teaching learning materials in early childhood education. It helps both teacher and learner to engage in teaching-learning as a joyful activity. It is the main elements that makes classroom more attractive, interesting and innovative. It acts as a pool factor on the young children towards school. Joyful classroom environment can

be created by using different teaching learning materials to support students learning and increase students success. These materials are more valuable in the stage of early childhood education because they can significantly increase student's interest and achievement by supporting them.

An early childhood education programme is developed in a child-centric manner, adopting a holistic approach. It views that the child's learning is not limited to what the teacher transacts in the classroom setting, but rather as being co-created by the children, in the context of their natural and social environment, including home and community. The penetration of technology like computers, video, television, telephones, radio, and telecommunications networks have exerted great influence on how we live, work, and play and learn. It also encompass the students to develop the power of thinking and reasoning as they can get idea by touching, seeing, exploring some new objects of different size, shape, stage, state etc. Object like balls, cubes, blocks, fruits, flowers, cloths, mud, and sand, stone, cotton etc. will help them to identify the items properly. Different types of puzzle box/ puzzle game may help the children to enrich their ability of reasoning in the field of education. It also encourage the young children to cope up with learning situation according to their IQ level.

Moreover, teaching learning materials have great impact on especially able children, as they need some extra care and support to cope up with teaching learning process. But it is worth mentioning that, no teaching learning materials can help any children without the judicious use of it. For that proper and advance teachers training is very essential. Only the well trained and skilled full teacher can make classroom situation more interesting and effective with the help of teaching learning materials and innovative ideas.

5.6 PLANNING AND DEVELOPMENT OF TLMS FOR TRANSACTION OF ANNUAL CONTEXTUALIZED ECCE CURRICULUM

Early childhood education is education imparted to children in 3-6 year's age group. It is the first stage of organized education. Preschool education is also known as pre-primary education. It is provided in any of the settings such as Anganwadis, Nursery Schools, Preschools, Preparatory Schools, Kindergartens, Montessori schools and Pre-Primary sections located in government and private schools. Preschool education envisions promoting access to universal, equitable, joyful, inclusive and contextualized learning opportunities for ensuring holistic development of all children of this stage. These can be ensured by involving parents and teachers in providing an emotionally supportive, culturally rooted, child oriented and stimulating learning environment. It aims at maximizing individual potential by creating strong foundations for lifelong learning through play and developmentally appropriate

practices. It also intends to develop healthy attitude, good values, and skills of critical thinking, collaboration, communication, creativity, technology, literacy and socio-emotional development. It ensures smooth transition from preschool to primary school, thus, enabling children for productive and satisfying life in future.

NCERT has produced two documents: “Guidelines for Preschool Education” and a “Preschool Curriculum”. Their documents aim at helping the teachers, administrators, policy planners and other stakeholders to provide good quality preschool education to children. The guidelines present the parameters for infrastructure, qualifications and salary for preschool staff, admission process and records and registers to be maintained, monitoring and supervision mechanism and importance of coordination and convergence with community and parents. The curriculum has been designed for three years of preschool before class I, which highlights goals, key concepts/ skills, pedagogical processes and early learning outcomes for Preschool I, II and III. It also suggests ways of planning a preschool programme, classroom organizations and management, assessment and building partnership with parents and community.

5.7 STRATEGIES OF USING TLMS FOR TRANSACTION OF ANNUAL CONTEXTUALIZED ECCE CURRICULUM

Following points must be kept in mind while using TLMs for transacting the Preschool Curriculum:

- ***Build on prior knowledge*** – We should always start with what the children know and are familiar with. For such we generally use some common things as teaching learning materials, like some blocks, artificial fruits and vegetable, etc.
- ***Encourage positive interactions (child-child, child-teacher, and child-material)*** – Interactions between children, the range of environmental and cultural experiences along with meaningful dialogues help children to build a solid knowledge foundation, and prepare them for formal schooling. Which includes storytelling, recitation, play way activities etc.
- ***Organize variety of activities*** - Plan and organize lots of games and activities .It is important to build lot of practice and repetition in the skill areas. Teaching routines that ensure personal Safety and hygiene are considered important. We can encourage the young child to walk on straight line, curve line, play with mud, fur, color etc.
- ***Listen to children*** - Listen to what children are talking while they are observing and exploring during the activities, to understand the level of Pedagogical

Approaches for Curriculum Transaction. Informal conversation with the children, group activities etc. will help the teacher to use the TLM judiciously and impart proper knowledge

- ***Spend time in observation*** – Observe children while they are engaged in activities. The teacher may choose to participate in activities with children or decide to stand aside while observing them when they are busy with playing, arranging blocks, coloring, dancing etc.
- ***Celebrate diversity*** - The diverse language and dialects of children may be endorsed and expanded by the teachers. The topics should be addressed by variety of ways like musical, story- based play, discovery, pictorial, artistic, logical deductive because of the fact that children learn in diverse ways and can show understanding by using different symbolic media.
- ***Listen to and co-coordinate with parents and family members*** - Involve parents in the programme, invite them to share local folktales, songs, traditional festivities, and also encourage them to organize meaningful developmentally appropriate activities at home as well.

It is very essential for the teacher to prepare a daily plan / schedule for specific activities, work and play. The teacher must weave the activities into the daily schedule and make it a balanced day's program. A well-designed schedule not only provides for systematic planning, but also allows the teacher the flexibility for effective implementation of the plan. Although planning is done before hand, the planning should be flexible enough to accommodate any change that might become necessary depending on the interest shown by the children at a particular moment. For example, if the plan mentions a music programme but students shows interest in playing with color or blocks the teacher should allow the students to play with these types of equipment.

5.8 USE OF PRE SCHOOL EDUCATION KIT AND USES OF TLMS IN ECCE CENTERS

There are some specially designed kits for Pre School Education prepared by different experts, agencies and NGOs etc. The materials contained in the Pre School Education Kit selected by the UNICEF are Art and craft materials, Reading materials, Playing materials, Expressive activities, Caregiver materials etc.

i) Art and craft materials: Drawing pads, Colored pencils, Jumbo, big size, wax crayon, pencil, pencil sharpener, soft eraser, Safety scissors, Colored paper pads, Modeling clay, glue,

Cardboard book etc. These will help the children in drawing, coloring, making craft, collage etc.

ii) Reading materials: Cardboard book which is suitable for storytelling to 0 to 5 year old children.

iii) Playing materials: Building blocks, Jigsaw wooden puzzle, Counting circle, Chain puzzle, Puzzle blocks, Shape-sorter, Dominoes set, Memory game, Sponge balls etc. for playing activities for the children of below 8 years.

iv) Expressive activities: Hand animal-puppets, Finger animal-puppets, for storytelling and playing activities for 0 to 8 year old children.

v) Caregiver materials: Soap, Plastic water container to wash children's hands and for personal hygiene and to store safe drinking water for the children. Exercise books, Black pens, Decal UNICEF stickers mark and maintain records. T-shirts with UNICEF logo, Flip chart marker, metal box, Carrier bags to carry safely and store materials.

UNICEF ECD Kit materials are intended to stimulate learning, provide playing opportunities and be used in psychosocial activities—therefore, they must be used regularly. It is the duty of a teacher to make it sure that the ECD materials are available to all children, that they are used regularly, and that they are not lost or intentionally damaged. Sometimes ECD caregivers do not use the ECD Kit materials for fear of spoiling the other items.

CHECK YOUR PROGRESS

Q.4. What is UNICEF ECD Kit?

Q.5. State some example of Caregiver materials as selected by UNICEF for ECE.

5.9 PREPARATION OF LOW COST TLM FOR ECE

It is not like that all the teaching learning materials are expensive and collected from market. We can prepare some teaching learning materials by our own, using some unused waste materials according to our own interest, ability and skill. We can prepare some TLM by

using color paper, small pieces of cloths, cane, plastic bottle, jute bag, old socks etc. Teacher can organize different workshop and prepare these types of items. They may engage their children also. It will help the teacher to make their activities more interesting and joyful. Different types of doll, ball, bat, flowers, toys, ring, blocks, etc. can easily be prepared by the teacher with the help of waste material and use in the teaching learning process. Different fruits and vegetables, made from mud or clay are the good example of low cost materials. Sometime the teacher may draw some circles, blocks, lines and curves etc. and ask the children to walk on the line, stand on the circle or block of different color and size. In this way the teacher can prepare different types of low cost teaching learning materials and use for playing and teaching among the young children. Therefore, simply we can say that teaching learning material which can be prepared by the teacher using some waste or low cost materials are called low cost teaching learning materials

Activity 5.1

1. <https://youtu.be/mn6alm3tn9I> (Preparing low cost TLM)
2. https://youtu.be/Y_nczlw6riU (Preparing TLM at Home)

Watch these two video and prepare TLM for the students of your pre-school / center.

5.10 LET US SUM UP

After going through this unit, it can be summarized as-

- Early childhood education is the first formal education system where we can try to familiar our tiny children towards socialization and education. It is the foundation of future education. So it is very essential to make children comfortable and interested to take an active participation in teaching learning process.
- Teaching learning material can take a holistic role to motivate young children towards teaching learning process and education. But appropriate use of teaching learning materials is totally depends on the ability, interest and skillful nature of the teacher.
- There are different types of teaching learning materials available in the field of education. It is the duty of a teacher to select and prepare the appropriate teaching learning material to fulfill the demand of the children and also to support their own teaching.
- Putting the value of teaching learning material in ECE different experts and agencies including UNISEF has taken some initiative to design some teaching learning materials and to make it available among the children of early childhood education programme.

5.11 FURTHER READING

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5.12 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

All those materials, which are used in teaching learning processes to support both the teachers and students to impart education is called teaching learning materials.

ANSWER TO Q.NO.2:

Teaching aid is a tool or technology that uses for support the teaching whereas teaching materials are the actual target lesson in them

ANSWER TO Q.NO.3:

Audio Aids like Radio, Tap recorder. **Visual Aids** like different types chart, maps, models, and encyclopedia. **Audio- Visual Aids** like different types of audio visual aids like movies, documentaries, and cartoon films.

ANSWER TO Q.NO.4:

There are some specially designed kits for Pre School Education prepared by different experts, agencies and NGOs etc. The materials contained in the Pre School Education Kit selected by the UNICEF are called UNICEF ECD Kit.

ANSWER TO Q.NO.5:

Soap, Plastic water container to wash children's hands and for personal hygiene and to store safe drinking water for the children.

5.13 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

1. What is meant by TLM?

2. List out some TLM used in the pre-schools.
3. What are the types of TLM?
4. What is school education Kit?
5. State the category of school education Kit as selected by UNICEF.
6. Write the important features of using TLMs for transacting the Preschool Curriculum

B. Long Questions (Answer each questions in about 300-500 words)

1. Discuss the significance of using TLM in the early childhood education.
2. What essential step should be taken by the teacher to use TLM in ECCE programme?
3. Write a detailed note on planning and development of TLM for transacting ECCE curriculum.
4. Do you think as a preschool teacher, you must often develop low cost TLM for teaching the younger minds? If yes, justify why and how.

UNIT 6: EARLY CHILDHOOD EDUCATION CURRICULUM

UNIT STRUCTURE

- 6.1: Learning Objectives
- 6.2: Introduction
- 6.3: Concept of Curriculum
- 6.4: Early Child Education Curriculum
- 6.5: Objectives of ECE curriculum
- 6.6: Balanced ECE curriculum
- 6.7: Principles of ECE Curriculum
- 6.8: Let us Sum Up
- 6.9 Further Reading
- 6.10 Answer to Check Your Progress
- 6.11 Possible Question

6.1: LEARNING OBJECTIVES

After going through this Unit, the learners will be able to:

- describe the concept of early childhood education curriculum
- explain the objectives of ECE curriculum
- analyse the basic components of balanced curriculum
- enumerate the principles of ECE curriculum in curriculum construction and method of teaching

6.2: INTRODUCTION

Learners, you have already come to know that early childhood education has been defined in various ways and various terms have been used to denote the concept of early

childhood education. It includes a wide range of programmes all aimed at development of physical, mental, emotional, social aspects before they start the formal schooling. During the early childhood years, a rich, experimental curriculum can enable young children to develop a repertoire of encounters with and knowledge about their world that can help them in the future. Young children should be provided with opportunities to practise and develop their investigative skills using everyday materials and organisms. Young children must be encouraged to use all their senses to develop the skills of observing, labelling, describing and sorting, to wonder about differences in their surroundings. And Curriculum is a means to achieve these aims. So an effort has been made to familiarise you with the modalities of curriculum construction. In this Unit, we will discuss on the concept of curriculum, concept of early childhood Curriculum and its objectives. Further we will also discuss on the parameters of balanced curriculum and principles of curriculum construction.

6.3: CONCEPT OF CURRICULUM

The term curriculum has been derived from Latin word 'Currere' which means 'to run a race course'. It is a course which the learners have to go through for reaching certain goals or destination. Traditionally, the term curriculum has been using to mean academic subjects only. It insists on the acquisition of certain skills or knowledge. As the life was too simple at that time so only few subjects in the curriculum were able to meet the needs of the people. The fundamental principle which is behind the curriculum was the desire on the part of the adults to equip the child with knowledge and skills which they thought to be helpful for the child for the future endeavours. But the modern concept of Curriculum is totally different from the traditional one. It includes the totality of experiences that pupil receives through manifold activities that go on in school, classroom, playground and numerous informal contacts which he encounter in his day to day life. This includes all the activities which a school use to achieve the aims of education. It is not static now. As the needs and demands of the society is changing, curriculum has also been changing according to the needs and ideals of the society. Below some of the definitions of the curriculum has been cited-

- According to Payne "Curriculum consists of all the situations that the school may select and consciously organise for the purpose of developing the personality of its pupils and for making behaviour changes in them."
- According to Munroe "Curriculum embodies all the experiences which are utilised by the school to attain the aims of education."
- According to Crow and Crow, " Curriculum includes all the learner's experiences in or outside school that are included in a programme which has been devised to help develop mentally, physically, emotionally, socially , spiritually and morally."

So in a broad sense curriculum does not mean the academic subjects only, it is an experience that is designed for the students to go through. It is a means through the wider objectives of education are achieved. It covers all the wider areas of life and encompasses all the meaningful, desirable activities which are provided to the children in a planned, organised way. The main aim of curriculum is to arrange and provide those subjects which can develop the physical, mental, emotional, social aspects of the learner.

LET US KNOW

- ✓ The term curriculum has been derived from Latin word 'Currere' which means 'to run a race course'.
- ✓ Curriculum does not mean the academic subjects only, it is an experience that is designed for the students to go through

6.4. CONCEPT ECE CURRICULUM

Curriculum are always constructed with the aim of teaching children the subjects, knowledge and skills. The first eight years of a child's life is a period of tremendous growth and development. It is imperative to fully use and strengthen this opportunity to ensure long-term benefits for each individual child's development and for the community at large. Children who have participated in high quality ECE demonstrate considerable gains in social, educational, health and intellectual spheres in comparison to those who have not. ECE is a programme which caters to the needs of the children between the age group of 0 to 6 years. This period is very crucial in the human life. In this period child's development influences the whole personality of the child. It accords highest importance to have a holistic ECE curriculum. ECE curriculum cannot be confined to the scholastic subjects only. The subjects that should be included in the ECE curriculum ranges from the health issues and nutrition of the child to the issues related to the mental, social, motor and physical development of the child.

There are different views regarding what should be included in the curriculum. The National Association for the Education of Young Children USA (1987) believed that children should be provided with such activities which facilitate their ability of exploration, develop their physical, emotional, social and cognitive development. According to the high Scope early childhood Education approach which was used in the preschool, kindergarten or elementary school setting during 1970s in Michigan, active learning should be emphasised in the curriculum of children. High Scope advocated the approach of "Plan, do, review" to implement curriculum. Students should be given direct, hands-on experiences with people, objects, events and ideas. Curriculum should be organised into eight content areas, which are -

1. Approaches to learning
2. Language, literacy and communication
3. Social and Emotional Development
4. Physical development and Health
5. Mathematics
6. Science and technology
7. Social studies
8. Creative art

In 1996 the Welsh Assembly set out Desirable Learning Outcomes for Children's Education before compulsory School age. This framework gave prime importance to play and argues that children learn actively through the hands-on experiences. The areas advocated by them for the curriculum are-

1. Personal, social development and cultural diversity
2. Language and Communication skill
3. Mathematical development
4. Knowledge and understanding of the world.
5. Physical and creative development.

National Early Childhood Care Curriculum framework (2014) gives importance to domains of learning. Skills and concepts should be built on what the children already know. It also suggested that individual variation in learning and development should be given importance. The methods for curriculum implementation should be through activities and hands on experiences. Here, care should be taken to develop the natural endowment of the child. Children should be given a protective environment where he can feel secure and develop his inner talents. Child has to be exposed in his natural environment, his culture and surrounding. Play is the central thing in a child's wellbeing. Children's spontaneous play provides opportunities for exploration, experimentation, manipulation and problem solving that are essential for constructing knowledge. Adults must provide opportunities for children to explore play and apply.

From the above discussion it can be said that all the curriculum frameworks of different countries give importance to the natural development of the child. Hence more or less content of the curriculum supported by different educationists are also similar. ***The early childhood education curriculum should focus on Health, nutrition and early psycho-social***

stimulation with the help of play and interaction. Various games, traditional songs, syllables, stories, drawings should be included. Large group and small group activities should be part of early childhood curriculum. For the development of creative imagination imaginative play, simple question answer and problem solving abilities are important. Reading readiness is also important skill for the child for the future. The knowledge of shapes, phonetics should be an integral part of the curriculum. Along with these activities basic mathematical skills, skills for motor development must be developed. For the motor development activities like running, jumping, balancing activities can be given. Creative drama, cultural activities are important for the development of creative and aesthetic aspects. In the next subunit we will discuss on the objectives of Early Childhood Curriculum.

CHECK YOUR PROGRESS

Q.1. What is holistic ECE curriculum?

Q.2. What is the curriculum approach of High scope early education?

Q.3. National Early Childhood Care Curriculum framework (2014) gives importance to domains of -

6.5 OBJECTIVES OF ECE CURRICULUM

The value of early childhood education lies in the acceptance of that early childhood. Education is necessary for the wholesome development of the child. India has a history of traditional practices on the early childhood care that date back almost 5000 years. Pre-primary education in its broader sense may be divided into the following four parts- Pre-primary education from conception to birth, Pre-primary education from birth to two and a half year, from a two and half to four years, from four to five or six years.

The great philosopher and educationist **Froebel** also laid down some of the important aims of pre-school education. He stressed that-

- Proper environment should be made available for the physical development of the child.
- A conducive learning environment should be provided which can satisfy the needs of the child

- Importance should be given on the development of creative and intellectual abilities of the child.
- One should encourage development and environment where the child can modify his behaviour.
- Pre- school education should offer a common ground between home and school and promote parent-teacher relationship.
- There should be a build-up of warm, happy and wholesome climate for growing children.

The Secondary Education Commission (1952-53) recommended that the child should be taught with joy, companionship and recreational activities. They should be helped to develop the better and healthy habits of life and should be provided with the opportunity to develop.

Child Care Committee (1963-64) under the chairperson of Smt.B.Tarabai, listed the following objectives of Pre-school-

- To take great care for the physical development of the child covering all the aspects such as health, nutrition, posture, capacities and activities.
- To develop habits of cleanliness both at the school and home and proper training and facilities should be provided for the same.
- To provide nourishment for the growth and development of physical, emotional, social, moral aspects.
- To provide for the development of skills to deal with the environment proper playground activities and hand work activities and suitable environment for the development of senses.

According to the Draft National Early Childhood Care and Education (ECCE) Policy (2012) objective of education for all children below six years of age are to --

- Ensure each child is valued, respected, feels safe and secure and develops a positive self concept
- Enable a sound foundation for physical and motor development of each child- as per each child's potential
- Imbibe good nutrition routines, health habits, hygiene practices and self help skills
- Enable children for effective communication and foster both receptive and expressive language

- Promote development and integration of the senses
- Stimulate intellectual curiosity and develop conceptual understanding of the world around by providing opportunities to explore, investigate and experiment
- Enhance development of pro-social skills, social competence and emotional well being
- Develop sense of aesthetic appreciation and stimulate creative learning processes.
- Imbibe culturally and developmentally appropriate behaviour and core human values of respect and love for fellow human beings.
- Enable a smooth transition from home to ECCE centre to formal schooling
- Enhance scope for overall personality development

(Source: Draft National Early Childhood Care and Education (ECCE) Policy (2012) by Ministry of Women and Child Development (GOI), New Delhi.)

From the above discussion on the objectives of education lay down by different Educationist and Commissions it is clear that more or less all the objectives are similar. The objectives are laid on the basis of the various social and psychological needs of the children. So we can summarise the objectives of early childhood curriculum as follows-

1. The main objective of early childhood education curriculum is to provide stimulating environment where the child can develop his innate potentialities, develop the instinct of curiosity, develop intelligence, the power to control his emotions and acquire the socially accepted behaviour.
2. Developing the proper skills for maintaining good health habits.
3. Poverty free society should be the aim of early childhood care and education. Pre-school is desirable to all children but it is also necessary for disadvantaged children.
4. One of the main objectives of early childhood education curriculum is to make the child ready for the school education through various games, traditional songs, syllables, stories, drawings.
5. Language development among preschool children should also be the aim of ece curriculum.
6. To encourage aesthetic appreciation among preschool children should be the aim of early childhood care and education. The children should be motivated to observe

natural phenomena such as beauty in the environment i.e. flowers, birds, butterflies, pictures, music, dance and scenes etc.

7. Developing good social attitudes among children so that they can participate in games and other activities and be sensitive to the rights and privileges of others.

These are some of the fundamental objectives of early childhood curriculum which should be kept in mind while framing a balanced curriculum. In the next sub Unit we will discuss on what balanced curriculum is and contents should be included in the balanced curriculum.

CHECK YOUR PROGRESS

Q.4. State two objectives of ECE curriculum

Q.5. Who was the chairperson of Child Care Committee (1963-64)?

6.6: BALANCED CURRICULUM

A balanced curriculum provides not only information but also equips children with skills, knowledge and understanding they need to develop into well-rounded, informed individuals. The objectives of education should be reflected in the curriculum. First hand experiences can provide good learning to the students. Scopes should be there in the curriculum for hands on training. Balanced curriculum should be instilled as for the balanced development of personality one should explore the capabilities and possibilities of the child. There are various domains considering which a curriculum should be constructed for ECE. To identify and understand the domains of activities for holistic development of children during early years it is essential to look systematically at the domains of child development. Domains of child development may be categorised as follows:

The motor domain- It includes

- Developing Coordination, control, strength of motor muscles
- Integrating and developing a sense of balance in movement.
- Adequate nutrition, personal hygiene skills
- Ability to follow safety rules, make choices and avoid danger

The sensory domain: It includes

- Development of the five senses through visual, auditory, olfactory and kinaesthetic experiences
- the use of different senses
- Learning to control and coordinate their reflexes
- Awareness of space and direction, distance, quantity etc.

The cognitive domain: It includes

- Development of perceptual categorization, concepts of numbers and operations
- Development of memory of objects, people, events
- Develop the skills of observation, reasoning and problem solving, critical thinking
- Ability to explore the physical, social and natural environment
- Differentiate between events that happen in past, present and the future
- Develop knowledge of relationship between people, places and regions

The language domain: It includes

- Development of listening, comprehension skills
- Development of communication, vocabulary and use of language
- Developing literacy skills and love for reading
- Identify and differentiate sounds, phonological awareness;
- Develop competency in home language while acquiring beginning proficiency in language of school transaction

Personal, Social and Emotional Development: It includes

- Development of awareness of their abilities, preferences, self concept; self control; life skills
- Develop curiosity, independence, awareness of behaviour and its effects
- Develop interpersonal skills with respect to peers, family, teachers and community
- Development of attachment, and emotional bonding with adults
- Engagement and persistence in daily activities
- Develop empathy, learn to control feelings and express emotions in relevant manner

Development of Creative and Aesthetic Appreciation: It includes

- Begin to represent objects, events and ideas in the form of drawing, clay modelling and other art forms
- Develop expression, enjoyment and disposition for music and movement

- Demonstrate creativity and inventiveness with materials

Apart from these domains there are certain other aspects which should be taken care of while framing a balanced curriculum for the pre-school child.

INCLUSION: Individual differences are always there and so a balanced curriculum should be able to meet the needs of each child. Along with it children with disabilities should have access to mainstream early learning environments. Children be treated equally rather than be segregated based on their individual, educational, social, emotional or physical impairments. While a learner may have special education need and may need differentiated inputs to be able to learn concepts in a given area, it is critical to identify areas of strength of the child that can be built upon.

In the light of emerging needs and new developments in preschool education, an attempt is being made to ensure that the present curriculum is holistic, developmentally appropriate, indigenous, and most importantly play and activity based.

6.7 PRINCIPLES OF PRE- SCHOOL CURRICULUM CONSTRUCTION

At the pre-school stage, children are curious and excited about the colours, shapes, sounds, sizes and forms around them. During this period learning takes place as a part of communication with adults and peers in which language also plays a very important role. Children need to be given opportunities to investigate, explore, and develop an understanding of their immediate and wider environment – human, social and cultural. The curriculum for preschool education, therefore, includes the specific content and pedagogy to suit the age and developmental requirements of this stage and finds its base from the theoretical and conceptual frameworks in the form of the guiding principles. For construction of curriculum for pre primary stage we are required to follow some particular principles. Let us discuss some important the principles of curriculum construction-

- 1) **Principle of Child centeredness:** Modern approach to curriculum construction should be paedocentric in the sense that the child should occupy a central position in the entire teaching learning process. The curriculum should be framed on the present needs, requirements and circumstances of the child. The child should be the key to all kinds of curricular programmes. His ability, interest, attitudes and needs should be considered at the time of curriculum construction.
- 2) **Principle of experience based:** Children learn by being provided the environment for experiential learning. The child can learn more from the experiences than the instruction. Children learn through active and direct experiences with their

environment, which helps them to construct their knowledge with interaction and guidance from teachers and peers.

- 3) **Principle of individual difference:** Each child is different and grows, learns and develops at her/his own pace. No child is alike that is why curriculum should also cater the individual differences of the children. Although all children largely follow the same sequence of development, each child is unique and acquires abilities and skills at his/her own pace. Therefore, individual differences should be taken care of while framing the curriculum.
- 4) **Principle of developmentally appropriate practices:** The curriculum follows developmentally appropriate practices that are appropriate to their age, stage and context to promote children's optimal learning and development. It suggests the use of multiple teaching strategies to address the needs of children at the different developmental stages.
- 5) **Principle of Play and activity:** Play and activity are the primary context of learning and development child. Play and activity are the best medium for preschool education. They offer opportunities to explore experiment, manipulate and experience the environment thus, children construct their knowledge. The curriculum suggests play activities, having a balance between different kinds of play like free and guided, active and passive, indoor and outdoor, individual and group and structured and unstructured.
- 6) **Principle of Interaction:** Interactive teaching enhances learning experiences. Interaction (child-child, child-teacher, and child-material) is the most significant aspect of quality preschool education. The interaction between children, the range of environmental and cultural experiences along with meaningful dialogues helps children build a solid knowledge foundation and prepares them for formal schooling. Therefore curriculum should provide opportunity for interactive experiences.
- 7) **Principle of Mother tongue/Home language:** Mother tongue/Home language should be the medium of instruction. Language is closely linked to children's identity and emotional security that helps them freely express their thoughts and feelings. Teaching through children's mother tongue/home language, is also internationally recognized as the most appropriate way of working with children in the early years of concept formation.
- 8) **Principle of Family involvement:** Family involvement contributes to learning. Involvement of parents and family contributes to the learning and development of the children. The preschool curriculum recommends participation and involvement of families in preschools as well as at home.

- 9) **Principle of Values:** The curriculum should be designed in such a way that it develops positive feeling and values. The programme devised for the various levels especially at the pre-school level should be able to inculcate social, moral, spiritual, democratic and aesthetic values among the children.
- 10) **Principle of Comprehensiveness:** The curriculum must be able to provide totality of learning experiences. Activities fostering all domains of development should be appropriately planned. Children should be given opportunities to manifold activities inside and outside the classroom.
- 11) **Principle of Integration:** The principle of integration is important for the development of all-round personality of the child. Learning opportunities should be interconnected, linking learning experiences across developmental domains in a meaningful context, reflecting the real life context of the children.
- 12) **Principle of dynamism:** The curriculum of preschool programme should never be rigid. It must be dynamic to fit in the changing situation. And the learners should also be given the opportunity to choose learning activities according to his choice.
- 13) **Principle of Community life:** Curriculum can also be based on the principle that school and community life must be intimately related to each other. Though the child's development and growth is the main consideration of curriculum construction, yet his social behaviour is also to be suitably developed. . Both the individual development and the social development of the child deserve equal attention.
- 14) **Principles of creativeness and enjoyment:** Preschool education curriculum should help the students to develop their inner potentialities and creativity. A wide range of individual and group experiences should be planned which are related to the child's environment, are enjoyable and challenging for children.

6.8 LET US SUM UP

- In this Unit we have discussed on the concept of curriculum. Curriculum does not mean the academic subjects only, it is an experience that is designed for the students to go through. It is a means through the wider objectives of education are achieved.
- The early childhood education curriculum should focus on Health, nutrition and early psycho-social stimulation with the help of play and interaction. Various games, traditional songs, syllables, stories, drawings should be included. Large group and small group activities should be part of early childhood curriculum. Various kinds of activities should be included for the all-round development of the child.

- The main objective of early childhood education is to provide stimulating environment where the child can develop his innate potentialities, develop the instinct of curiosity, develop intelligence, the power to control his emotions and acquire the socially accepted behaviour.
- Every child is a unique individual and has skills and abilities that can be further enhanced and developed. A good early childhood care and education programme respects the different pace of development of all children and ensures that the child develops physically, socially, emotionally, morally and intellectually to their full potential.
- In the last sub-point we discussed the principles of ECE curriculum construction

6.9 FURTHER READING

1. Draft National Early Childhood Care and Education (ECCE) Policy (2062) by Ministry of Women and Child Development (GOI), New Delhi.
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6.10 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

The holistic ECE curriculum is not confined to the scholastic subjects only. The subjects that are included in the ECE curriculum ranges from the health issues and nutrition of the child to the issues related to the mental, social, motor and physical development of the child.

ANSWER TO Q.NO.2:

High Scope advocated the approach of “Plan, do, review’ to implement curriculum. Students should be given direct, hands-on experiences with people, objects, events and ideas

ANSWER TO Q.NO.3:

Learning

ANSWER TO Q.NO.4:

Two objectives of ECE curriculum are-

1. The main objective of early childhood education curriculum is to provide stimulating environment where the child can develop his innate potentialities, develop the instinct of curiosity, develop intelligence, the power to control his emotions and acquire the socially accepted behaviour.
2. To encourage aesthetic appreciation among preschool children should be the aim of early childhood care and education. The children should be motivated to observe natural phenomena such as beauty in the environment i.e. flowers, birds, butterflies, pictures, music, dance and scenes etc.

ANSWER TO Q.NO.5:

Smt.B.Tarabai

6.11 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

1. Define curriculum
2. State the view of ECE curriculum by The National Association for the Education of Young Children USA
3. List out the content areas to be implemented in ECE curriculum according to High scope Early Education.
4. What is “Plan, do, review’ approach?
5. What is meant by Balanced Curriculum?
6. Briefly discuss the domains of child development.

7. Long Questions (Answer each questions in about 300-500 words)

1. Write your experience in implementing the curriculum in your school?
2. ECE curriculum should be based on the needs of the child- Discuss
3. Along with the cognitive domains other domains should be given equal importance in pre-school education – Discuss
4. Discuss some activities that should be included in Early Childhood Education Curriculum.
5. Explain the principles of curriculum construction for pre-school.

UNIT 7: EARLY CHILDHOOD EDUCATION CONTENTS

UNIT STRUCTURE

7.1 Learning Objectives

7.2 Introduction

7.3 Contents for physical and motor development

7.4 Contents for sensory development

7.5 Contents for cognitive and language development

7.6 Contents for social-emotional development

7.7 Activities for implementation of content of curriculum for holistic development

7.8 Integration of play in the Curriculum

7.8.1 Different types of play to integrate in Curriculum of ECE

7.8.2: Some of the play material for holistic development

7.9 Let us sum up

7.10 Further Reading

7.11 Answer to check your progress

7.12 Possible Questions

7.1 LEARNING OBJECTIVES

After going through this Unit, you will be able to-

- describe the content for child's physical and motor development
- explain the content for sensory development
- describe the Contents for cognitive and language development
- elaborate the Contents for social-emotional development
- understand the importance of integration of play in the curriculum

7.7 INTRODUCTION

From the discussion of the previous Units, you must have idea about the concept of early childhood education and its importance. Curriculum are always constructed with the aim of teaching children the subjects, knowledge and skills. According to the Early Childhood Education Curriculum Framework (Draft) 2012 published by MINISTRY OF WOMEN AND CHILD DEVELOPMENT, GOVERNMENT OF INDIA, the ECCE programme should ensure 'holistic development' of the child and reflect the inseparable nature of care and education by comprehensively addressing the need for care, nutrition, health and well-being of young children and parent counselling along with supporting the development of all domains. The holistic development approach is vital for provision of interconnected and interrelated activities covering all domains of development. Here in this Unit, we will focus on the content necessary for the overall development of the children. We will discuss separately about the content necessary for different aspects of personality. Lets' discuss-

7.3 CONTENTS FOR PHYSICAL AND MOTOR DEVELOPMENT

Early childhood is a time of tremendous growth across all areas of development. The dependent newborn grows into a young person who can take care of his or her own body and interact effectively with others. For these reasons, the primary developmental task of this stage is skill development. It should be mentioned here that ECE is not a syllabus bound programme for teaching 3R's nor 'a song and a rhyme and go home' approach. It is also not a teacher centered programme that follows formal classroom approach as in school. National Early Childhood Care Curriculum framework (2014) gives importance to domains of learning. Skills and concepts should be built on what the children already know. It also suggested that individual variation in learning and development should give importance. The methods for curriculum implementation should be through activities and hands on experiences. Before going to discuss about the content for physical and motor development, let's review how a child develop physically-

- Physically, between birth and age three a child typically doubles in height and quadruples in weight. Bodily proportions also shift, so that the infant, whose head accounts for almost one-fourth of total body length, becomes a toddler with a more balanced, adult-like appearance.

- Despite the rapid physical changes, the typical three-year-old has mastered many skills, including sitting, walking, toilet training, using a spoon, scribbling, and sufficient hand-eye coordination to catch and throw a ball.
- Between three and five years of age, children continue to grow rapidly and begin to develop fine-motor skills.
- By age five most children demonstrate fairly good control of pencils, crayons, and scissors. Gross motor accomplishments during these periods may include the ability to skip and balance on one foot. Physical growth slows down between five and eight years of age, while body proportions and motor skills become more refined.
- Physical changes in early childhood are accompanied by rapid changes in the child's cognitive and language development. From the moment they are born, children use all their senses to attend to their environment, and they begin to develop a sense of cause and effect from their actions and the responses of caregivers.

National Early Childhood Care Curriculum framework (2014) always emphasised on that care should be taken to develop the natural endowment of the child. Therefore the curriculum must address interrelated domains of holistic development through an integrated and play based approach which focuses on development of life skills.

According to Early Childhood Education Curriculum Framework (Draft) 2012 **the contents** for physical and motor development **should be-**

- A. Gross motor skills
- B. Coordination of fine muscles with dexterity
- C. Eye hand coordination
- D. Sense of balance
- E. Physical co-ordination

F. Awareness of space and direction

G. Nutrition

H. Health status and practices.

7.4 CONTENTS FOR SENSORY DEVELOPMENT

Gradual development of the perception of size, shape, colour and time etc. is one of the significant features of sensory development among young children. According to Early Childhood Education Curriculum Framework (Draft) 2012 **the contents** for sensory development **should be-**

- Experiences of the five senses through
 - visual,
 - auditory and
 - Kinesthetic experiences.

7.5 CONTENTS FOR COGNITIVE AND LANGUAGE DEVELOPMENT

Following are some of the characteristics of cognitive development in the young children:-

- The child has got varied experiences connected with his immediate environment
- The child accumulates a heap of knowledge
- Understand the basic functional relationship between things and events
- Egocentrism and fantasy are in high degree
- Gradual development of the perception of size, shape, colour and time etc.
- Interest in adventurous activities increases
- Rapid increase in memory, thinking and reasoning
- Creativity and imagination etc. are also developed
- By age eight, children are able to demonstrate some basic understanding of less concrete concepts, including time and money. However, the eight-year old still reasons in concrete ways and has difficulty understanding abstract ideas.

According to Early Childhood Education Curriculum Framework (Draft) 2012 **the contents** for cognitive development **should be-**

- A. Development of various concepts including pre number and number concepts and operations (knowledge and skills related to comparing, classification, seriation, conservation of space and quantity, one to one correspondence; counting)
- B. Spatial sense
- C. Patterns and estimations in measurement
- D. Data handling
- E. Skills related to sequential thinking,
- F. Critical thinking
- G. Observation
- H. Reasoning and problem solving
- I. Knowledge about concepts and physical, social and biological environment

Following are some of the characteristics of language development in the young children:-

- At the age of 4, most children have acquired the basic structures of the language. (ask questions, give commands, give reports)
- Children (3-4 year olds) begin to learn vocabulary at the rate of several words a day.
- They develop their ability in using the language in a widening social environment and variety of situations.
- Children also begin to develop metalinguistic awareness. For example, the ability to treat language as an object separate from the meaning it conveys.
- Over the first three years of life, children develop a spoken vocabulary of between 300 and 1,000 words, and they are able to use language to learn about and describe the world around them.
- By age five, a child's vocabulary will grow to approximately 1,500 words. Five-year-olds are also able to produce five-to seven-word sentences, learn to use the past tense, and tell familiar stories using pictures as cues.

Content for Language Development:

According to Early Childhood Education Curriculum Framework (Draft) 2012 **the contents** for language development **should be-**

- A.** Listening and comprehension
- B.** Oral skills/speaking and communicating
- C.** Vocabulary development

- D. Pre- literacy/emergent literacy skills like phonological awareness
- E. Print awareness and concepts
- F. Letter- sound
- G. Correspondence
- H. Recognition of letters
- I. Building words and sentences
- J. Early writing.
- k. Introduction to language of school transaction.

7.6 CONTENTS FOR SOCIAL-EMOTIONAL DEVELOPMENT

Following are some of the characteristics of socio-emotional development in the young children:-

- A key moment in early childhood socio-emotional development occurs around one year of age.
- This is the time when attachment formation becomes critical. Attachment theory suggests that individual differences in later life functioning and personality are shaped by a child's early experiences with their caregivers.
- The quality of emotional attachment, or lack of attachment, formed early in life may serve as a model for later relationships.
- From age three to five, growth in socio-emotional skills includes the formation of peer relationships, gender identification, and the development of a sense of right and wrong.
- Between ages five and eight, children enter into a broader peer context and develop enduring friendships. Social comparison is heightened at this time, and taking other people's perspective begins

Content for socio-emotional Development:

According to Early Childhood Education Curriculum Framework (Draft) 2012 **the contents** for socio-emotional development **should be-**

- A. Socio-Personal and Emotional Development
- B. Development of self-concept
- C. self-control
- D. life skills/ self-help skills
- E. Habit formation
- F. Initiative and curiosity
- G. Engagement and persistence
- H. Cooperation
- I. Compassion
- J. Social relationships
- K. Group interaction
- L. pro- social behaviour
- M. Expressing feeling
- N. Accepting others feelings.

CHECK YOUR PROGRESS

Q.1. When did Early Childhood Education Curriculum Framework (Draft) was published?

Q.2. What is holistic development as per Early Childhood Education Curriculum Framework (Draft) 2012?

Q.3. --curriculum implementation should be through activities and hands on experiences— who's remark was it?

Q.4. State some contents for cognitive development in the early childhood education curriculum.

Q.5. State two characteristics of language development in the young children.

7.7 ACTIVITIES FOR IMPLEMENTATION OF CONTENTS OF CURRICULUM FOR HOLISTIC DEVELOPMENT

As the framework suggested for implementation of ECE curriculum through play based approach which focuses on development of life skills, it suggested developmentally appropriate activities for ECCE:-

A. For Children under 3 years

- Focusing on health, nutrition and early psycho social stimulation through free play and a lot of adult child interaction. E.g., (infant games, traditional songs & syllables, access to variety of play materials, individualized adult attention and interaction, opportunities to explore, early introduction to stories, infant books, drawings etc.) in safe, spacious and clean environment.

B. For Children between 3 to 4 years

- Planned play based programme for all round development with more of free play.
- Continuous opportunities, more free but some guided, for adult –child, child interaction and interaction with play materials and environment through a variety of individual, small group and large group activities.
- Opportunities to listen to stories, learn rhymes, create, indulge in imaginative play, ask questions, do simple problem solving, experiment to promote active and interactive learning and generally have a ‘feel good’ experience for a positive self-image.

C. For Children between 4 to 6 years

- Moving towards an increasing ratio of adult guided vs. free play activities, and more of large group activities for 4-5 year old
- Focusing more on specific school readiness for 5-6 year old, with increasing complexity in all of above.

- Reading Readiness: e.g. picture –sound matching, shapes, phonetics; increasing vocabulary; verbal expression, developing bond with and interest in re Writing Readiness: e.g. eye hand coordination, interest in writing, left to right directionality.
- Math: developing skills in classification, seriation, pattern making, reasoning, problem solving, forming concepts: pre number and number concepts and space concepts and vocabulary, environment concepts.
- Motor development: fine motor development through activities such as beading, pegboards and puzzles and large muscle development through running, jumping, balancing activities etc.
- Creativity and aesthetic appreciation: Creative drama, cultural activities, field trips etc. The programme should be relevant to individual and societal needs. The age demarcations are indicative and the activities have to be planned according to the developmental level of the children. adding through picture books, storytelling, charts etc. to child

7.8 INTEGRATION OF PLAY IN THE CURRICULUM

Learning through play is one of the significant pedagogical approach of early childhood education. Children should engage in play activities which are neither too challenging nor too easy for their developmental level. In a play based approach stimulating materials and activities are made available by the teacher and children self-select activities according to their interest at each point of time and learn at their own pace. The teacher's role is that of a facilitator and she does not carry out any specific structured activities. In order to enable children to benefit from this approach teachers need to observe and identify learning opportunities and make play materials available accordingly. If a teacher is unskilled and ineffective, it may lead to loss of learning opportunities and learning by doing. The need to integrate play into early childhood curriculum has been supported by decades of child development research. However, the specific aspects of the relationship between play and curriculum remain open to interpretation which affects the beliefs of Early Childhood practitioners as well as their classroom practices.

Research on play in the context of Early Childhood Education has addressed the aspects of the play-curriculum relationship. One set of researchers look into the use of play elements, play environments, or play motivation as a way to enhance instruction in core

subjects such as literacy in mathematics or science, or as a way to promote specific areas of development such as the development of children's social-emotional competencies, oral language or gross and fine motor skills in the ECE curriculum. These studies are primarily focused on the respective academic domain or area of development with play. They viewed play as a means to foster child development in these domains. Researchers focus on play in its multiple forms (e.g., social, pretend or object) and recognized it as a distinct child-initiated activity with its own unique contributions to child development.

The importance of Integration of play in the Curriculum:

- Children learn best through play. They are playful in nature
- Play stimulates curiosity and exploration and leads to mastery of body controls, encourages creativity and social skills, and develops emotional balance and language skills.
- Any pleasure-giving activity is play for them and is central to child's well-being
- It stimulates easy learning
- It helps the teacher to transact the curriculum in easy way
- It induced child imitated activities.

7.8.1 Different Types of Play to Integrate in Curriculum of ECE

Different types of play are prevalent at different ages although all forms continue throughout the early childhood periods. Infant and young children do engage in functional play which involves performing physical activities. At the age of 4 they engage in constructive play by manipulating objects to build things. Pretended play, dramatic play language play are some of the common play by the young children. Great psychologist like Pestalozzi, Dewey and White also recommended to use playful activities as a method to stimulate learning in the pre-school as pre-play activities. Some of such plays are mentioned below that can be integrated in the curriculum. This will not only help to practice the content but also to achieve the goal of holistic development-

A. Water Play

Water play enables children to experiment in a safe environment with basic concepts such as volume. Additionally, water play is great for learning consequences of actions. Add in some hand-eye coordination and physical strength, and water play is a firm favorite.

B. Play Dough

Play dough has immense potential for learning. Not only does it strengthen fingers in preparation for a lifetime of writing, it teaches fine motor skills, creativity, and hand-eye coordination.

C. Dress-Up and Role Play

The children should be left to loose with a bunch of dressing-up clothes and props such as toy doctor's kits, and let their imaginations run wild. Dressing-up helps children to begin to make sense of the adult world, roles, and interests, as well as boosting social interaction. Not least, dressing-up helps to reinforce the self-care aspects of self-dressing which is essential for primary school life.

D. Doll and Character Play

Providing characters in the form of mini-figures and dolls allows children to develop their social play. It encourages imagination and the expression (and labeling) of feelings.



E. Drawing Play

Letting children run wild with paints and drawing tools allows them to experience their world in a sensory way and develop self-expression, whilst also developing pre-writing skills. Furthermore, it is an invitation to learn about colours, mixing, and good-old tidying up.



F. Blocks, Jigsaws, and Shape Sorters

Playing with blocks, jigsaws, and shape sorters all lay the foundations of spatial thinking, logical reasoning, ordering, and recognizing various shapes, sizes, and colours.



G. Music, Dancing, and Singing

Singing and music hugely help to develop language and form the basis of literacy skills, as well as basic mathematical concepts such as counting. Furthermore, they begin to develop rhythm, whilst also refining their listening skills. Dancing helps the child develop strength and coordination, and flexibility.



H. Imaginative Play

All play should be imaginative. All children should be left with nothing but a random selection of objects. Giving a child time and space for imaginative play is essential. It develops their imagination, which is important for literacy skills and intellectual reasoning. Additionally, it increases their sense of self, and self-esteem, as well as making sense of the world around them, as well as ability to handle boredom.



I. Running, Jumping, Climbing, Swinging

Young children have a compulsion to move. Allowing them to do so, and providing safe and age-appropriate challenges, allows them to increase their confidence as well as develop their resilience through risk-taking. Of course, through this play gross motor skills also receive a mighty boost.

J. Nature Play

Children's learning is fueled with rocket-fuel when they are given the play space out in to the great outdoors. It is not only healthy but also teaches them a respect for the environment, and the beginnings of biology. It also helps children to become more independent and inquisitive.



K. Sensory Play

In a nutshell, sensory play is any play activity which involves touch, smell, taste, sight and hearing. This can be provided with a plate of jelly, aqua beads, ice, rainbow rice, or even small world tubs. Sensory play stimulates exploration and the building blocks of science and investigation.



L. Basic Board Games

There are so many board games available for even the youngest players, and these should be embraced – not only for their fun factor, but for their learning potential. In addition to the themes of numbers, colours, shapes, and early phonics, these games are vital for teaching children turn-taking and sharing.



M. Cooking and Pretend-Cooking

Cooking, and pretend cooking, serving, and shops, are great play scenarios for kids. Cooking itself combines elements of sensory play, mathematical concepts, home safety, and following processes. Pretend cooking, serving, and toy shops also teach basic mathematical ideas as well as social interaction, and how to be thoughtful to others.



N. The Cardboard Box

The humble cardboard box is one of the most incredible invitations to play. The child should be provided with scraps of fabric, cushions, pencils and paper plates. It will help them to explore their world, enter their imagination, and begin thinking like an engineer.



Activity 7.1

<https://youtu.be/JDYmywInhQU>
(Learning Mathematics through play)

Watch this video how mathematics is taught through play and try to incorporate play in your teaching

7.8.2 Some of the Play Material for Holistic Development

Some essential play materials are

A. Indoor Material

- Blocks for constructive play
- Manipulative Material for imaginative play /Dramatic play – dolls, puppets, masks, kitchen sets, mirrors, old spectacle frames, purses, old shoes, weighting scales, clock etc.
- **Material to develop Language skills** – books and picture books, storytelling aid, puppets, story cards, sound board, conversation cards, flash cards, picture dominoes, collection of rhymes and stories, visual discrimination and auditory and visual association materials, slates, chalks, crayons, blackboard, drawing paper, etc.

- **Material to develop cognitive skills** – sound boxes, visual discrimination cards, touch cards, feel bag, food items of varying kind to develop sensory skills, number domino cards, picture jigsaw and self-correcting puzzles for matching, sorting, arranging, classifying, problem solving, memory and sequential thinking to develop cognitive skills and materials in the environment
- **Musical instruments o Art material for creative expression** such as paints, crayons, pencil, paint brushes, cotton, threads, clay, knife, papers, scissors, cloth, gum and fevicol, bead, etc. In addition to locally available material, teachers/caregivers can develop play and learning material for specific activities planned in the programme.

B. Outdoor Materials

- Play equipment to build balancing, jumping, climbing, swinging, swaying, cycling, etc.
- Materials like large or small balls, old tires, rings, etc. for throwing, catching, kicking, rolling, etc.
- Sand and water play arrangement with sand pit, mugs, spoons, cups, bucket, sieves, strainer, etc.

Activity 7.2

Prepare some indoor play materials to incorporate in your teaching to develop the language skill of children.

7.9 LET US SUM UP

In this Unit, we have discussed in detailed about content for the curriculum for ECE. Let's summarize it-

- According to the Early Childhood Education Curriculum Framework (Draft) 2012 published by MINISTRY OF WOMEN AND CHILD DEVELOPMENT, GOVERNMENT OF INDIA, the ECCE programme should ensure 'holistic development' of the child and reflect the inseparable nature of care and education by comprehensively addressing the need for care, nutrition, health and well-being of young children and parent counselling along with supporting the development of all domains.
- National Early Childhood Care Curriculum framework (2014) always emphasised on that care should be taken to develop the natural endowment of the child. Therefore the curriculum must address interrelated domains of holistic development through an integrated and play based approach which focuses on development of life skills.

- According to Early Childhood Education Curriculum Framework (Draft) 2012 the contents for physical and motor development should be-Gross motor skills, Coordination of fine muscles with dexterity, Eye hand coordination, Sense of balance, Physical co-ordination, Awareness of space and direction etc.
- The contents for cognitive development are Development of various concepts including pre number and number concepts and operations (knowledge and skills related to comparing, classification, seriation, conservation of space and quantity, one to one correspondence; counting), Spatial sense, Patterns and estimations in measurement, Data handling etc.
- The contents for language development are - Listening and comprehension, Oral skills/speaking and communicating, Vocabulary development, Pre- literacy/emergent literacy skills like phonological awareness, Print awareness and concepts, Letter-sound etc.
- The contents for socio-emotional development are Socio-Personal and Emotional Development, development of self-concept, self-control, life skills/ self-help skills, Habit formation, Initiative and curiosity, Engagement and persistence etc.
- Learning through play is one of the significant pedagogical approach of early childhood education. Children should engage in play activities which are neither too challenging nor too easy for their developmental level.
- Research on play in the context of Early Childhood Education has addressed the aspects of the play-curriculum relationship
- Infant and young children do engage in functional play which involves performing physical activities.
- Some of the play that can be integrated in ECE curriculum are-Play Dough, Dress-Up and Role Play, Doll and Character Play
- Material to develop Language skills are books and picture books, storytelling aid, puppets, story cards, sound board, conversation cards, flash cards, picture dominoes, collection of rhymes and stories, visual discrimination and auditory and visual association materials, slates, chalks, crayons, blackboard, drawing paper, etc.
- Material to develop cognitive skills are sound boxes, visual discrimination cards, touch cards, feel bag, food items of varying kind to develop sensory skills, number domino cards, picture jigsaw and self-correcting puzzles for matching, sorting, arranging, classifying, problem solving, memory and sequential thinking to develop cognitive skills and materials in the environment

7.10 FURTHER READING

1. Aggarwal, J.C. (1996): *Theory and Principles of Education*, Vikash Publishing House, New Delhi.
2. Aggarwal, J.C. and Gupta Suman (2009): *Early Childhood Care and Education*, Shipra Publications.
3. Kochar, S.K. (1995): *Methods and Techniques of Teaching*, Starling Publications Pvt. Ltd.
4. NCERT (2006): *Early Childhood Education* (Position Paper, National Focus Group), New Delhi.
5. UNESCO, Paris (2003): *Early Childhood Care and Education in E-9 Countries: Status and Outlook*. Prepared for the Fifth E-9 Ministerial Meeting.

Other Web-links-

1. http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/early_childhood_education.pdf
2. https://wcd.nic.in/sites/default/files/national_ecce_curr_framework_final_03077014%70%787%79.pdf
3. <http://www.child-encyclopedia.com/play/according-experts/curriculum-and-play-early-child-development>
4. <https://vikaspedia.in/education/teachers-corner/early-childhood-education/the-preschool-curriculum>
5. <https://www.nap.edu/read/9745/chapter/7#716>
6. <http://14.139.60.153/bitstream/173456789/130/1/EARLY%70CHILDHOOD%70EDUCATION%70CURRICULUM%70FRAMEWORK%70%78DRAFT%79.pdf>

7.11 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

In the year 2012

ANSWER TO Q.NO.2:

‘Holistic development’ of the child reflect the inseparable nature of care and education by comprehensively addressing the need for care, nutrition, health and well-being of young children and parent counselling along with supporting the development of all domains.

ANSWER TO Q.NO.3:

National Early Childhood Care Curriculum framework (2014)

ANSWER TO Q.NO.4:

Some content for cognitive development-

- A. Spatial sense
- B. Patterns and estimations in measurement
- C. Data handling
- D. Skills related to sequential thinking,

ANSWER TO Q.NO.5:

Two characteristics of language development in the young children--

- At the age of 4, most children have acquired the basic structures of the language.
(ask questions, give commands, give reports)
- Children (3-4 year olds) begin to learn vocabulary at the rate of several words a day.

7.12 POSSIBLE QUESTIONS**A. Short Questions (Answer each questions in about 150 words)**

1. What is play based approach?
2. Why is play important for young children's learning?
3. What is imaginative Play?
4. List out **the contents** for physical and motor development as recommended by Early Childhood Education Curriculum Framework (Draft)
5. State the Physical developmental feature in young children.
6. What suggestions were given by National Early Childhood Care Curriculum framework (2014) in regard to curriculum content for ECE?

B. Long Questions (Answer each questions in about 300-500 words)

1. Discuss the contents for physical and motor development of children.
2. Discuss the activities for implementation of content of curriculum for holistic development.
3. Elaborate the different types of play that can be integrated in Curriculum of ECE.
4. Justify why play is essential for holistic development of the young children.
5. Discuss various types of indoor and outdoor play materials for all round development of the young children.

UNIT 8: MANAGEMENT OF ECE CURRICULUM

UNIT STRUCTURE

- 8.1 Learning Objectives
- 8.2 Introduction
- 8.3 Planning of Curriculum
 - 8.3.1 Yearly, Monthly, Weekly and Daily Plans (Preparation of Routine)
- 8.4 Transaction of ECCE Curriculum of Assam
 - 8.4.1 Details of the themes- Broad theme & Sub themes
 - 8.4.2 Management of Time and Activities in the Curriculum
 - 8.4.3 Method of transacting one day activities taking one particular theme
- 8.5 Preparation of Activity Book
 - 8.5.1 Overview of Activities linkage with the Themes of ECCE Curriculum
 - 8.6.2 Use of Activity Book
- 8.6 Let Us Sum Up
- 8.7 Further Reading
- 8.8 Answer to check your progress
- 8.9 Possible Questions

8.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- acquire skill to plan a curriculum yearly, monthly, weekly and daily.
- develop insight about transaction of curriculum of early childhood care and education.
- explain the techniques to manage the time and activities of curriculum.
- develop idea about the methods of transaction of one day activities taking one particular theme.
- prepare activity book of ECCE curriculum.
- describe different uses of activity book.

8.2 INTRODUCTION

India has a wealth of traditional practices in Early Childhood Care and Education (ECCE) that date back almost 5000 years. The value of ECCE lies in the recognition and acceptance that ECCE is a vital development need of all children. ECCE must be the first step in the educational ladder and should be part of Education for All. Early childhood care and education is necessary as readiness for formal education. Today there is universal demand for early childhood education in the whole world. Curriculum is an important aspect of ECCE and it is

very essential for the teachers to know that how to manage the curriculum of ECCE. In this unit, we shall discuss about how to plan a curriculum yearly, monthly, weekly and daily; develop insight about transaction of curriculum of ECCE; manage the time and activities of curriculum; develop idea about the methods of transaction of ECCE and understand the activity book of ECCE curriculum.

8.3 PLANNING OF CURRICULUM OF ECCE

In simple words, curriculum includes all the programmes and activities which the school undertakes for the all-round development of the learners. As observed by the Secondary Education Commission (1952-53), it includes the totality of experience that a pupil receives through the manifold activities that go on in the school-in the classroom, library, laboratory, workshop, and playground and in the numerous informal contacts between teachers and pupils. In this case the whole life of the school becomes the curriculum which can touch the life of the students at all points and help in the development of balanced personality.

Effectiveness of curriculum of any stage of education is always based on proper planning. Good planning is the key to making children's learning effective, exciting, varied and progressive. Hence it is necessary to plan the curriculum of ECCE effectively. All that matters to children is play, play and play. Thus the ECCE curriculum adopts a play and activity based approach in which the learning processes are based on the needs, interests, abilities and social context of the children for whom it is planned. ***While planning curriculum, following points should be kept in mind:***

- Curriculum should be based on needs and capacities of young children.
- Curriculum should recognise the special features of children's thinking.
- Formal and informal interaction should be mixed in the curriculum.
- Familiarity and challenge in everyday rhythm.
- Importance should be given on primacy of experience rather than expertise in the curriculum.
- Developmentally appropriate practice and flexibility.
- Use of local material, arts and knowledge which reflect the diversity and culture of the children.

8.8.1 Yearly, Monthly, Weekly and Daily Plans (Preparation of Routine) of ECCE

Planning of ECCE curriculum is divided into four heads. Such as: yearly plan, monthly plan, weekly plan and daily plan. These plans are mentioned below:

a) Yearly Plan:

Yearly plan typically includes setting up the learning environment indoor and outdoor, organising areas of provision, deciding on core equipment, decision about regular routines and devising a strategy to ensure coverage of the six areas of learning and development (Personal, Social, Emotional, Communication, Language Problem & Reasoning Skills, Cognitive Development, Development of Aesthetic and Creative Expression) will be activities in terms of projects and activities on a long term.. Yearly planning of curriculum is termed as long term plan. Yearly planning should be done in terms of:

- The specific developmental objective to be promoted.
- Identification of themes for the year which would form the content of the curriculum.
- Activities based on the themes that would help in promoting development in children in line with the objectives.
- Material required for conducting different activities of the curriculum for the whole year.
- The budget required to implement the planning of curriculum of ECCE.

The full years plan should be split into term/quarterly and then monthly plans, monthly plan is then required into reduced into weekly and then into daily plans.

b) Monthly Plan:

Monthly plan is also known as medium term planning. The medium term planning links the long term opportunities for learning to a focus or relevant theme, based on children's needs, interests or the time of year. The areas of provision and learning environment will be equipped with additional resources to reflect these themes and areas of interest.

c) Weekly Plan:

Different institutions of early childhood education are open for five days in a week for four hours daily. Sample weekly plan on a theme of **Animals** is mentioned below:

Sample Weekly Plan

Theme: Animals

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00-9.30	Circle Time	Assembly	Circle Time	Assembly	Circle Time
9.30-10.00	Free Conversation	Guided Conversation	Free Conversation	Guided Conversation	Guided Conversation

	(Animal Names)	(Homes of Animals)	(Food of Animals)	(Animals and their young ones)	(Uses of Animals)
10.00-10.30	Seriation Activity (Small to large animal)	Sorting Cards (Animals and their young ones)	Soft and Hard Surface	Shape: Circle	Pattern Writing
10.30-11.00	Animal Race	Block Play	Swings and slides	Walking on Zigzag line	Sand Pit
11.00-11.30	Lunch	Lunch	Lunch	Lunch	Lunch
11.30-12.00	Free hand drawing of pet animals	Tearing and pasting on animal drawings	Models of animal homes	Making Clay Animals	Mask Making
12.00-12.30	Animal Rhyme (Pet Animals)	Music and Movement Activity (How animals move)	Rhyme Dramatization (Farm Animals)	Animal Story (Wild Animals)	Song and Dance (Birds)
12.30-1.00	Winding up & Departure	Winding up & Departure	Winding up & Departure	Winding up & Departure	Winding up & Departure

Activity 8.1

Prepare an weekly plan for your school or center on the basis of the above example on the theme water.

d) Daily Plan:

Each day's planning should be detailed. L. N. Bossing said that daily or lesson plan is a statement of the achievements to be realized and the specific meaning by which these are to be attained as a result of the activities engage during the period. The daily plan involves defining the objectives, selecting and arranging the subject matter and determining the method of procedure. It indicates the aims to be realised by teaching a lesson, the methods to be employed and the activities to be undertaken.

Preparation of routine for early childhood education is important for the teacher to frame all the contents of the curriculum properly. An example of weekly routine of early childhood education is given above under the head of weekly plan. It is worth mentioning here that activities may be planned separately for the age group 3-4 years and 4-5 or 6 years.

8.4 TRANSACTION OF ECCE CURRICULUM OF ASSAM

Early childhood education is very important area of education. In our state Assam too, there are many Anganwadi centres, play group and pre-primary schools. Appropriate planning and transaction of the curriculum can improve the scene of ECE in Assam. Following discussion can benefit the early childhood teachers and workers to transact of Early Childhood Care Curriculum in Assam in a meaningful way-

8.4.1 Details of the Themes (Broad theme & Sub themes)

The curriculum must address the following interrelated broad and sub themes of holistic development through an integrated and play based approach which focuses on development of life skills.

- **Physical and Motor Development:** Gross motor skills; coordination of fine muscles with dexterity ; eye hand coordination; sense of balance, physical co-ordination, and awareness of space and direction; nutrition, health status and practices.
- **Language Development:** Listening and comprehension; oral skills/speaking and communicating; vocabulary development; pre- literacy/emergent literacy skills like phonological awareness; print awareness and concepts; letter- sound correspondence; recognition of letters; building words and sentences and early writing. Introduction to language of school transaction.
- **Cognitive Development:** Development of various concepts including pre number and number concepts and operations (knowledge and skills related to comparing, classification, seriation, conservation of space and quantity, one to one

correspondence; counting); spatial sense; patterns and estimations in measurement; data handling; skills related to sequential thinking, critical thinking, observing, reasoning and problem solving; and knowledge about concepts and physical, social and biological environment.

- **Socio-Personal and Emotional Development:** Development of self-concept; self-control; life skills/ self-help skills; habit formation; initiative and curiosity; engagement and persistence; cooperation; compassion; social relationships; group interaction; pro-social behaviour; expressing feelings, accepting others feelings.
- **Sensorial Development:** Development of the five senses through visual, auditory and kinaesthetic experiences.
- **Development of Creative and Aesthetic Appreciation:** Exploring different art forms, develop dispositions, expression and appreciation for artistic, dance/ drama and musical activities.

8.4.2 Management of Time and Activities in the Curriculum

The attention span of young children is 15-20 minutes; therefore the duration of activities should be 20 minutes, with additional time allotted for winding up and initiation of the next activity. However, the programme should allow space and flexibility for need based variations. The duration of the pre-school programmes should be 3 to 4 hours. The programme should provide for some rest period during the day and if it is of longer duration, as a full day programme, then a nap time is to be ensured.

Regarding management of activities in the curriculum, following principle are very important:

- The activities should be age and developmentally appropriate.
- Activities fostering all domains of development should be appropriately planned.
- There should be a balance between structured and unstructured; active and quiet; outdoor and indoor; self-directed and adult initiated learning opportunities and individual, small group and large group activities.
- The experiences should progress from simple to complex.
- Learning opportunities should be interconnected, linking learning experiences across developmental domains in a meaningful context, reflecting the real life context of the children.
- The language used should be the mother tongue of the child. Efforts should be made to extend their language sensitively and introduce the school language gradually to facilitate school readiness.
- The programme should provide opportunities for exploration and experiential learning, promoting active engagement with people and objects in the environment.

All the activities of ECCE curriculum is divided into three parts. Such as: Activities for children under 3 years, activities for children of 3-4 years and activities for children of 4-6 years. These activities are discussed below:

(i) For Children under 3 years:

Focus on health, nutrition and early psycho social stimulation through free play and a lot of adult child interaction (infant games, traditional songs & syllables, access to variety of play materials, individualized adult attention and interaction, opportunities to explore, early introduction to stories, infant books, drawings etc.) in safe, spacious and clean environment.

(ii) For Children between 3 to 4 years:

- Planned play based programme for all round development with more of free play. Continuous opportunities, more free but some guided, for adult –child, child to child interaction and interaction with play materials and environment through a variety of individual, small group and large group activities.
- Opportunities to listen to stories, learn rhymes, create, indulge in imaginative play, ask questions, do simple problem solving, experiment to promote active and interactive learning and generally have a ‘feel good’ experience for a positive self-image.

(iii) For Children between 4 to 6 years

- **Reading Readiness:** e.g. picture –sound matching, shapes, phonetics; increasing vocabulary; verbal expression, developing bond with and interest in reading through picture books, storytelling, charts etc.
- **Writing Readiness:** e.g. eye hand coordination, interest in writing, left to right directionality.
- **Mathematics:** developing skills in classification, seriation, pattern making, reasoning, problem solving, forming concepts: pre number and number concepts and space concepts and vocabulary, environment concepts.
- **Motor development:** fine motor development through activities such as beading, pegboards and puzzles and large muscle development through running, jumping, balancing activities etc.
- **Creativity and aesthetic appreciation:** Creative drama, cultural activities, field trips etc. The programme should be relevant to individual and societal needs. The age demarcations are indicative and the activities have to be planned according to the developmental level of the children.

8.4.3 Method of Transacting One Day Activities Taking One Particular Theme

The curriculum adopts a play and activity based approach. Children are visualized as active beings who construct their own knowledge and the process of teaching –learning is one of co-construction of knowledge, with adults as facilitators. Various approaches are practiced for transacting the Early Childhood Education programme. Some commonly adopted approaches are: Montessori Method, Regio Emilia, Progressive Method, Thematic Approach etc.

In this unit, **one example** is given regarding method of transacting one day activities taking one particular theme. **The theme selected for this example is ‘water’**. The theme ‘water’ helps children to learn that water is very important and is basic for us to stay alive. Although water is one of the natural resources most familiar to young children, they may have never tried to explore it. To begin with, during the circle time a story could be told about a child who went swimming. Gradually the story will lead into a discussion for some other uses human beings have for water. Main objectives of this particular theme are:

- To provide opportunities for young children to learn
- Water is used by humans for many purposes. Water is useful for cleaning, drinking, helping plants to grow.
- We get water from different sources.
- Water has three forms.
- Water is precious and we should not waste it. Importance of water in daily life.
- We also have fun with water.
- Water is colourless, tasteless, and odourless and has weight.
- We all should use it wisely.

Different activities of this theme for one day are mentioned below:

(i) Language and Literary Experiences (Circle Time)

Finger plays will be performed with the help of thunder finger play and in soapy water activity.

(ii) Visits

To provide knowledge about the use of water, following places should be visited: Fire station, Garden/park, Service station (Car/Scooter wash), Water fountain, swimming pool (if any), a nearby lake or river etc.

(iii) Social and Emotional Development

Following activities to be performed for socio-emotional development of children with the help of particular theme:

- Encourage the children to wash their hands before and after every meal
- Discuss the importance of using water wisely and closing the taps after use.
- Take the children to the school garden in small groups and help them water the plants.
- Involve older children to make posters on 'Save Water'.

(iv) Dramatic Play (Small Group Activity)

- To encourage children to think about the uses of water, ask them to dramatize the different uses. Each child can act out one use and the others can guess the use. For example, one child can mime the act of drinking water; another can mime the act of bathing, and so on.
- Provide small umbrella, rain-coats; gumboots (child size) etc., and let children do pretend play.
- Let children wash doll's clothes and hang some to dry in the sunshine and some in a shady place. Let them compare drying times.
- Indoor water play: Provide two-three small tubs of water inside the dry pool or inside a classroom. Spread a plastic sheet below it. Provide small plastic bottles, plastic funnels, write numbers such as 1, 2, 8, 4 as levels and attach these to bottles. Ask children to fill water up to the marked number.

(v) Experiences

- Water colour painting: Mixing different paints with a dropper by using water and then painting with water colour.
- Clay modelling (Potter's clay).
- Coloured drops on a drawing: Draw a water drop on a paper. Provide eye dropper and coloured water to a small group of children. Let children use the eye dropper to drop coloured water on the picture.
- Eye dropper art: Add different food colour to three cups. Add little water to these. Provide eye droppers in a small group and give white A4 size sheets of paper to children. Let children use the eye dropper to drop the coloured water into a paper.
- Painting with water: Let children use big easel brushes and paint with water and watch how the water evaporates.
- Let children colour the picture of an umbrella.
- Paper folding of a boat

(vi) Cognitive Experiences (*Demonstrate all experiments in a small group of children*)

- Put detergent or provide bubble mix to a tub of water for sensory experiences.

- Take out all the washable toys and take them outside.
- Provide kitchen utensils or plastic toys such as funnels, measuring cups, sponges, squeeze bottles etc., to play with water.
- Add sugar, salt, lemon any squash or powdered drink to drinking water. Let children taste them.
- Let children wash doll clothes with water. .
- Provide powdered drink or any squash. Let children mix, stir water into this mix. Help them serve in small glasses.
- Bring ice-cubes in the classroom and let children observe these. Talk how ice cubes are *formed*. Then carefully put the ice-cubes in a frying pan on a low heat.
- Take two-three clear glasses of water. Ask children to observe. Talk about the colour of water (colourless). Then add drops of liquid food colour (red, yellow, green and blue) to each of the glass. Ask children to name the coloured water (do one colour at a time).
- Take a container of slightly muddy water. Let it stand for a while. After sometime sedimentation will take place. Show the children the impurities settled at the bottom of the container. Talk to the children about clean and polluted water.
- Ask a child to fill the bucket with water using a mug. Ask “How many mugs does it take to fill one bucket?” For older children, provide a set of measuring cups and three different sized plastic bottles. Ask how many cups it takes to fill a bottle and so on.
- Provide variety of sponges for sensory experiences. Let children soak sponges in water and then squeeze them into another empty tub. Ask them which ones hold the most water?
- Collect a few things such as sponge, a big piece of cloth, a container full of dry sand, a small empty bucket etc. Let the children handle each object before and after adding water to it and compare their weights.
- Collect lots of objects (leaves, pebbles, paper clips, cork, coins, sponges, beads, twigs, marbles, wooden pieces etc). Provide a small tub of water and encourage children to explore and discover what kind of objects float and what kind of objects sink in water. Let them experiment with different materials with sinking and floating.
- Add different food colour to water and pour in the different plastic ice trays and place these in the freezer (do all these in front of children). After one hour take out and put coloured ice-cubes in different clear glasses. Pour plain water in glasses.
- Pour water in a ice tray and place it in a freezer. Let children observe and inspect after every twenty minutes to observe the ice. Let children observe how it is

changing. Finally, when it is frozen, take the ice out and place it in front of children and let them see how it melts.

- Give an empty bucket to a child. Ask children what happens to the bucket when we fill it with water. Let few children pour water into the bucket till it becomes too difficult to hold. Ask them what happened? The weight of the water can be easily understood.

(vii) Music And Movement (Whole Group Activities)

Different regional song related to water activity should be performed by teacher among the children.

(viii) Story-Telling Time

- Tell stories on "Water". Divide older children into groups and ask them to create a story on water.
- Collect theme related story books (refer to the list).

(ix) Concluding Theme

Ask children:

- Did you like playing in water?
- How do you use water at home?
- Where do we get water from?
- What will happen if we waste water?
- What will happen if there is no water?

[Source of this activity: Soni, Romila (2015). *Theme Based Early Childhood Care And Education Programme: A Resource Book*. New Delhi: National Council **of Educational Research and Training]**

CHECK YOUR PROGRESS

Q.1. State the concept of curriculum as stated by Secondary Education Commission (1952-53).

Q.2. List out two points of consideration while planning ECE curriculum

Q.3. What are the four categories of ECE curriculum planning?

Q.4. What is monthly plan?

Q.5. What do you mean by sensorial development?

Q.6. What is the attention span of young children?

Q.7. What should be the ideal duration of the pre-school programmes?

Q.8. How do the activities of ECCE curriculum divided?

Q.9. Mention some of the approaches that are practiced for transacting the Early Childhood Education programme.

8.5 PREPARATION OF ACTIVITY BOOK

An activity book is a type of book, generally aimed at children, which contains interactive content such as games, puzzles, quizzes, pictures to colour and other elements which involve writing or drawing in the book itself. The book may, or may not, have a loose narrative or contain other non-interactive elements structured around the interactive elements. Activity books may be made for entertainment, education or a mixture of both. Specific types of activity books include colouring books and puzzle books. A book is normally referred to as

an activity book if it combines a variety of interactive elements and does not fall neatly into one of these more specific categories.

Following principles should be kept in mind while planning the activity book for the early childhood care and education:

- Activities should be planned to reinforce spiral and graded learning while catering to all domains and skills.
- Contextually relevant pictures, letters and words may be added during adaptation.
- Incorporating themes in every activity sheet is not necessary.
- The teacher of preschool education should be given orientation during training on the content of the activity book and how it can be used in the classroom to foster children's learning and development needs, not as a substitute for but as a supplement to other interactive group and individual activities.
- The assessment cards should be linked with the activity book so that teacher can observe some related indicators and use the child's output for assessment, in addition to other forms of assessment.

8.5.1 Overview of Activities linkage with the Themes of ECCE Curriculum

Activities linkage with the broad and sub themes in the activity book are varied according to the age group of the children. Activities are mainly divided into three sub heads such as:

(i) Activities for children (3-4 years)

- | | |
|--|-----------------------------|
| • Collage work | • Concept of thick and thin |
| • Colouring | • Free drawing |
| • Colouring | • Functional association |
| • Complete the picture | • Problem solving (Maze) |
| • Concept of different colour | • Sense of taste |
| • Concept of distance | • Shape object matching |
| • Concept of length | • Similar colour matching |
| • Concept of numbers | • Similar object matching |
| • Concept of shape (Circle, Triangle, rectangle) | • Similar shape matching |
| • Concept of size | • Thumb printing |
| • Concept of space | • Trace and colour |
| | • Tracing the dots |

(ii) Activities for children (4-5 years)

Following activities should be included in the activity book for 4-5 years age group in addition to the activities mentioned above with increased level of difficulty:

- Classification-flying and non-flying
- Classification-Vegetables and fruits
- Colour and object matching
- Colour matching
- Concept of position
- Concept of weight
- Concept of width
- Count and draw
- Count and match
- Count and write
- Missing number
- Number Comparison
- Number matching
- Number matching
- Pattern completion
- Picture sound matching
- Sequence of events
- Shape
- Spot the difference

(iii) Activities for children (5-6 years)

Following activities should be included in the activity book for 5-6 years age group in addition to both the group of activities mentioned above with increased level of difficulty for particular age group:

- Addition
- Colour picture and trace letter
- Complete the picture
- Concept of habitat
- Count and trace
- Domestic and wild animals
- Free writing
- Letter shape identification
- Number concept
- Number value
- Pattern completion
- Picture letter matching
- Picture word matching
- Spot the difference and complete the picture
- Understanding of part and whole

8.5.2 Use of Activity Book

Following points are very important regarding use of activity book for the teachers of early childhood education--

- Activity book should not be seen as a replacement of classroom processes, but only as a means to reinforce concepts. Children learn concepts and vocabulary through a process of first engaging with the environment, with objects, with other persons and with materials through concrete activities and experiences. Then only can they transfer that learning to the next level by engaging with symbolic representation of these objects/experiences through pictures and symbols, for which activity books are helpful.
- Teachers should be flexible and conduct a given activity according to the child's needs and pace of learning.
- Young children should not be forced to complete the worksheet neatly or within a stipulated time. Allow them to do their best in their own preferred way, since each child has different interests and abilities.
- It is advised not to use activity books every day. Two worksheets per week are enough to engage young children.
- Talk about the worksheet first and give clear instructions to children.
- Please show the activity books to parents which will help them gain an understanding of an age appropriate program as well as insights on their child's progress.
- Do not grade children or allocate marks since the child should not feel that they are being tested while working on the activity book.

8.6 LET US SUM UP

After going through this unit, it can be summarized as-

- Good planning is the key to making children's learning effective, exciting, varied and progressive.
- Planning of ECCE curriculum is divided into four heads. Such as: yearly plan, monthly plan, weekly plan and daily plan.
- The full years plan should be split into term/quarterly and then monthly plans, monthly plan is then required into reduced into weekly and then into daily plans.

- The attention span of young children is 15-20 minutes; therefore the duration of activities should be 20 minutes, with additional time allotted for winding up and initiation of the next activity.
- All the activities of ECCE curriculum is divided into three parts. Such as: Activities for children under 8 years, activities for children of 8-4 years and activities for children of 4-6 years.
- Various approaches are practiced for transacting the Early Childhood Education programme. Some commonly adopted approaches are: Montessori Method, Regio Emilia, Progressive Method, Thematic Approach etc.
- An activity book is a type of book, generally aimed at children, which contains interactive content such as games, puzzles, quizzes, pictures to colour and other elements which involve writing or drawing in the book itself.
- Activity book should not be seen as a replacement of classroom processes, but only as a means to reinforce concepts.

8.7 FURTHER READING

1. Akshara Foundation (2016): *Pre-School Teacher Trainer's Handbook*.
2. Kaul, V. (2010): *Early Childhood Education Programme*. New Delhi: National Council of Educational Research and Training. New Delhi.
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7. Ministry of Women and Child Development, Government of India: *Draft National Early Childhood Care and Education (ECCE) Policy*. New Delhi.
8. National Council of Educational Research and Training (2019): *The Preschool Curriculum*. New Delhi.
9. Soni, R, Kapoor R, Vashishtha, K. K. (2008): *Early Childhood Education. An Introduction*. New Delhi: National Council for Educational Research and Training.
10. Soni, Romila (2015): *Theme Based Early Childhood Care And Education Programme: A Resource Book*. New Delhi: National Council of Educational Research and Training.

11. Swaminathan, M. and Daniel, P. (2004): *Play Activities for Child Development: A Guide to Preschool Teachers*. New Delhi: National Book Trust.

8.8 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

It includes the totality of experience that a pupil receives through the manifold activities that go on in the school-in the classroom, library, laboratory, workshop, and playground and in the numerous informal contacts between teachers and pupils.

ANSWER TO Q.NO.2:

Two points of consideration while planning ECE curriculum--

- Curriculum should be based on needs and capacities of young children.
- Curriculum should recognise the special features of children's thinking.

ANSWER TO Q.NO.3:

Planning of ECCE curriculum is divided into four heads. Such as: yearly plan, monthly plan, weekly plan and daily plan.

ANSWER TO Q.NO.4:

Monthly plan is also known as medium term planning. The medium term planning links the long term opportunities for learning to a focus or relevant theme, based on children's needs, interests or the time of year

ANSWER TO Q.NO.5:

Development of the five senses through visual, auditory and kinaesthetic experiences

ANSWER TO Q.NO.6:

The attention span of young children is 15-20 minutes

ANSWER TO Q.NO.7:

The duration of the pre-school programmes should be 3 to 4 hours

ANSWER TO Q.NO.8:

All the activities of ECCE curriculum is divided into three parts. Such as: Activities for children under 3 years, activities for children of 3-4 years and activities for children of 4-6 years.

ANSWER TO Q.NO.9:

Some commonly adopted approaches are: Montessori Method, Regio Emilia, Progressive Method, Thematic Approach etc.

8.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

1. What is Curriculum planning in ECE?
2. What is yearly plan?
3. How is daily plan important?
4. How is time managed in ECE curriculum?
5. Briefly mention the principle to be followed in management of activities in the ECE curriculum.
6. What are the activities for ECE curriculum for Children between 3 to 4 years?
7. What is an activity book?

8. Long Questions (Answer each questions in about 300-500 words)

1. Discuss the planning process of ECE curriculum.
2. Discuss the activities planned for ECE curriculum with its educational implications.
3. Discuss about the principles of organizing different activities of ECCE curriculum and also mention the activities.
4. Discuss the method of transacting one day activities taking one particular theme of ECCE curriculum.
5. Explain the uses of activity book of ECCE for teachers.

UNIT 9: ASSESSMENT IN EARLY CHILDHOOD EDUCATION (ECE)

UNIT STRUCTURE

9.1 Learning Objectives

9.2 Introduction

9.3 Assessment in Early Childhood Education

9.3.1 Concept of Assessment

9.3.2 Importance of assessment in Early Childhood Education

9.4 Types of assessment

9.4.1. Scholastic Assessment

9.4.2. Co-Scholastic Assessment

9.4.3. Portfolios

9.4.4. Observation

9.4.5. Child assessment card

9.5 Let us sum up

9.6 Further Reading

9.7 Answer to check your progress

9.8 Possible Questions

9. 1 LEARNING OBJECTIVES:

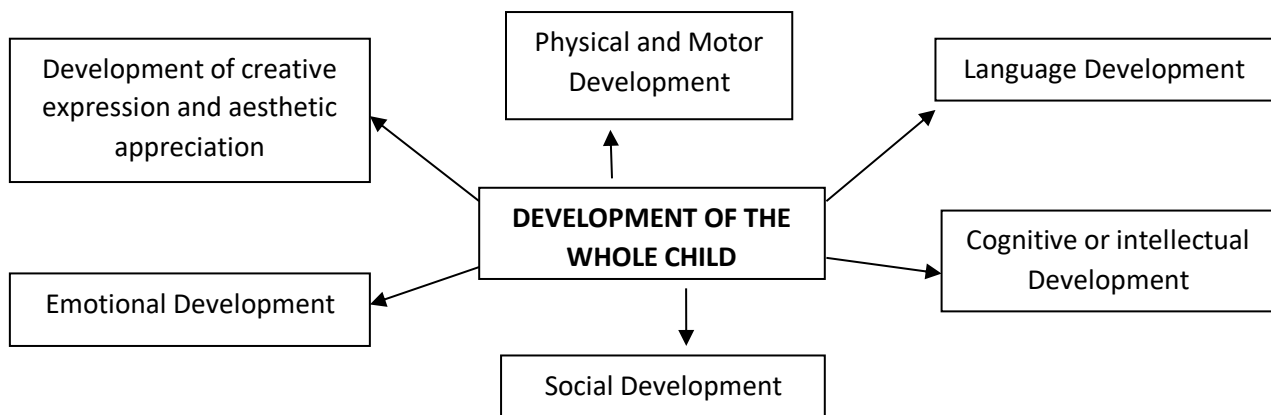
After going through this Unit, you will be able to:

- know how to test the ability of the students in early childhood stage.

- design the plan of action for the betterment of the children.
- develop good relationship among the children, parents and teachers.
- identify the issues related with assessment.
- aware about different types of assessment.

9.2 INTRODUCTION

Early Childhood Education [ECE] is generally defined as the care and education of the children from the period between births to eight years (especially 3 to 8 years) of the life. It is a range of processes and mechanisms that sustain and support development during these early days. Realizing the crucial importance of these days as a period of rapid physical and mental growth the policy has placed a great deal of emphasis on ECE. On the other hand assessment in ECE helps educator to learn about children and identify the way to support their learning and development. Therefore, assessment in early childhood education is a very important tool for the parents as well as the teachers to provide necessary support to grow up with proper mental, physical, social and hygienic conditions. The following diagram shows that what should be included to attain goal of Early Childhood Education ----



Children can fully demonstrate their abilities and potentialities for development, when they get opportunities to do something voluntarily. A good educational aims will be achieved more easily if they are based on clear principles and are linked with their daily activities. Early childhood education plays an important role in child development. It helps them to inspire minds, expose them to the joy of learning and give the foundation for lifelong success. Therefore, the ECE should include activities and experiences for physical and motor development, cognitive development, language development, socio emotional development and development of creative expression and aesthetic appreciation.

9.3 ASSESSMENT IN EARLY CHILDHOOD EDUCATION

Assessment is the process of observing, recording, and documenting the work of children do and how they do which helps the teacher to select appropriate methods, techniques and device of teaching to support their children according to their requirement. It is the process in which teacher can used different tools, methods and techniques to evaluate and measure the young children in different situations. But, it is very important to have proper training for the teachers to conduct assessment in this stage, because the students of this stage are very small and they don't have patience to follow the instruction of the teachers properly and want to perform different activities according to their own idea. Moreover, students of this stage would be too immature to perform their work according to the guidelines prepared by the teachers following different principles.

Since Early Childhood Education is in essence 'Development Oriented' and not 'Syllabus Oriented' continuous informal evaluation of the child in terms of developmental objectives is absolutely essential. The evaluation of the child should be done individually and should cover all aspects of development

9.3.1 Concept of Assessment

Assessment can be defined as the full range of information gathering by the teacher in order to evaluate and measures, to identify the ability and the learning progress of the students with the help of various tools and techniques. It is the systematic process of documenting and using empirical data on the knowledge, skill, attitudes and beliefs to refine program and improve student learning. Assessment can focus on the individual learner, a course, an academic program or education system as a whole. Assessment can also be explain that variety of procedures used to retain information about students' performance including not only the paper pencil work but also the observation of the teachers and self-report of the students. It proves that assessment is much more comprehensive than measurement.

Assessment always follows some principles like clearly specifying, based on the objectivity and an awareness of their implications etc. The National Association for the Education of Young Children (NAEYC) recommends assessment system that includes multiple assessment methods, measures and source of information. A single test administered at one point in time is not likely to yield the accurate information about a child's knowledge and skills. Young children can be

easily distracted and may have difficulty controlling their behavior during resting situations. Standardized measures used with preschool children have poorer reliability and validity than when used with school age children. It is important to remember that young children develop at variable rates, not in the linear incremental process assumed by norm referenced test.

LET US KNOW

- ✓ The National Association for the Education of Young Children (NAEYC) recommends assessment system that includes multiple assessment methods, measures and source of information

9.3.2 Importance of Assessment in Early Childhood Education

Assessment helps the teachers to learn about children and identify tools to support them. It helps the educator to provide ample opportunities to select appropriate device to encourage their students, not only in their learning but also proper growth and development with actual care and nurtured good habit both in the academic field and social conditions. Traditionally, assessment of young children was an expert practice limited to health and education only, but in these days it includes all the areas which will help the teachers, parents and communities to guide their children in a proper way so that they will be able to inculcate a balance personalities among the small children and make them able to cope up with the challenges in real life situation.

Early Childhood Education is the stage which can act as the foundations of future studies and habit formation of the students for the whole life, therefore, proper assessment in this stage is very much important. It can also be used to identify appropriate curricula and teaching strategies for individual children and to observe children's progress over time. Thus, assessment should include desired changes in the intellectual, emotional and physical sphere.

It is worth mentioning that though assessment in early childhood education{ECE} tries to assess the cognitive development, language development and socio emotional development but it is not a syllabus bound programme for teaching the 3R's and not allowed to take formal test to assess the young children. It encourages the teacher to observe the young children which indirectly promotes self-control and inner discipline in children.

CHECK YOUR PROGRESS

Q.1. What is assessment?

Q.2. Fill up the blank----

Early Childhood Education is in essence -----and not 'Syllabus Oriented'

Q.3. Write two feature of assessment.

Q.4. Why is assessment important for early childhood stage?

9.4 TYPES OF ASSESSMENT

In the field of Early Childhood Education assessment is broadly divided into two different types based on the situation, nature of activities, uses of tools to measure and process of measurement etc. They are **formal assessment and informal assessment**.

Generally assessment like scholastic assessment and co- scholastic assessment, methods like observation and tools like portfolios and child assessment card are used by the teacher to assess the students.

9.4.1 Scholastic Assessment

Scholastic assessment is a test that measures verbal and mathematical abilities and achievement in specific subject areas. In ECE level it includes different normative test, demographic matter etc. scholastic assessment specially emphasized on the ability level of students, in the field of reading, writing and arithmetic.

The child development can be thought in different domains or aspects. Every child deserves freedom to express himself/ herself. Many activities can be planned to test the ability of the students

under cognitive domain. The activities like identifying shapes and color, maze, riddles, discussion, storytelling, building blocks, rhymes, auditory and visual games, listening and describing things, narrate events in sequence etc. can be organized by the teacher as no formal examination system is applicable in this stage. Stories, songs, puppet activities, group activities, celebrating special occasion, cleaning and grooming self, music, dance, drama care of animals and garden etc. are helpful for assessing the students under effective domains. Counting fingers, coloring, different types of brain games, solving puzzle game are used by the teacher under psychomotor domain. Ideally, two or three activities from each of the domains should be presented every week. The activities can be graded and arranged to suit varying needs.

9.4.2 Co- Scholastic Assessment

This type of assessment includes some areas like personality, life skill, attitudes etc. in case of ECE programme, the areas like health and hygiene, relation with peer group child, relation with teachers, and good habits etc. are considered as the areas to assess the child.

Different types of co-curricular activities like structured conversation storytelling, singing, dancing, recitation, group activities, celebrating special occasion, cleaning and grooming self, music, dance etc. are generally arranged to assess in the co scholastic area. Habit formation like washing hands before and after meal, maintaining personal cleanliness, eating in proper way, using the toilet properly, putting garbage into dustbins, regularity in attendance etc. can be considered as the criteria for the co scholastic assessment

Physical and motor development of a child is influenced by many factors such as the genetic inheritance, nutritional state and general physical conditions etc. To test the accuracy level of physical and motor development we can ask our young children to perform different activities like running, walking, balancing, dancing and jumping for large muscles development. Drawing, painting, paper folding, clay modeling and pouring can be more effective to measure and develop the fine motor skill.

Each activity can promote many other skills and other aspects of development too like language development, concept development and social development etc. for example throwing of ball also involve with catching. It also promote social development as they share the ball and play together. Likewise, walking with straight line, circle or different pattern will help to develop not only motor skill but all round development of the young children.

9.4.3 Portfolios

It is a systematic collection of students work, which can serves as a variety of instructional and assessment purpose. The value of portfolios depends on clarity of purpose, guidelines for inclusions of materials and criteria to be used in evaluating portfolios. It can be considered as the folder like things, where, all work of a child is maintained in a very systematic way for long time. The quality of a portfolios always determined by purposeful collection of student work, specific time and flexibility in nature etc.

The portfolio approaches to assess have been described in a wide variety of publications so that many descriptions of portfolios exist. It is a systematic collection of a variety of teacher observations and students performance, collected over time that reflects a student's developmental status and progress. It has become very popular in educational setting as a way to examine and measure progress by documenting the process of learning or change as it occurs.

Contents of portfolios can include drawing, photos, video or audio tapes, writing of other work sample, computer disks, and copies of standardized or programme specific activities. Data sources can include parents, staff, and other community members who know the participants as well as the self- reflections of participants themselves. Portfolio assessment provides a practical strategy for systematically collecting and organizing data.

9.4.4 Observation

Observation is recognized as a technique of evaluating various aspects of human behavior in controlled or uncontrolled situations. Its applicability ranges from most causal experiences to sophisticated laboratory experimentation. The specific information generated by an expert through observation can be verified for reliability and validity. It provides immediate recording of events yielding both qualitative and quantitative data which help in arriving at appropriate decisions.

Observation may be of two types' participant and non-participant. In participant observation, the observer becomes more or less one of the group members which is under observation. This kind of observation yields very flexible and more reliable result. It helps in disclosing minute, delicate and hidden facts more economically. On the other hand in non-participant observation, the observer takes a position so that his presence is not disturbing the group. It helps in recording and studying the behavior of a particular child or group in details

Good and reliable observation requires proper planning. For proper planning of an observation certain basic decisions are taken before hand such as identification of specific activities or units or behavior to be observed, tools of observation, types and timing of observation etc.

In ECE activities like circle games, group recitation of rhymes and songs, free conversation, walking through straight and curve lines, block play, sand and water play, etc. are arranged by the teacher and observed the students whether they will be able to perform or not. During the activity there are enough opportunities to develop habits of sharing cooperating and waiting for their etc. and teacher will observed all these activities. Except these storytelling and free conversation help the children learn to listen other and exchange idea with them. It also helps them to acquire talking style and wait for his/ her turn.

9.4.5 Child Assessment Card

It is a process of monitoring system which includes different physical aspects. Generally height, weight, visual acuity, family history, allergy etc. are considered as the item for assessing the child. Sometimes, the teachers may take help of specialist, doctors and counselor

Again, child development card is a tool which help to understand child's learning and development needs. It will help both teacher and parents to find out how child is developing in terms of his/ her age, what he/ she is able to do well and where they may need further help and support.

It is very essential to assess the child and reported, in a regular interval. The duty of a teacher in early childhood education programme to carry out the assessment of the child's learning and development **once in every three months**. The teacher can further track every child's progress in a continuous manner through participation in classroom activities and the interaction with the child. This card helps the teacher to design different activities to create an appropriate environment so that learners can have ample opportunities to perform as per the developmental domains and also provide necessary support.

CHECK YOUR PROGRESS

Q.5. What are the primary types of assessment in ECE?

Q.6. How do teachers test the accuracy level of physical and motor development of the young child?

Q.7. What is scholastic assessment?

Q.8. What is the significance of portfolio assessment?

Q.9. What are the types of observation?

Q.10. What is child assessment card?

9.5 LET US SUM UP

After going through this unit, it can be summarised as-

- Assessment is the process of observing, recording, and documenting the work of children do and how they do which helps the teacher to select appropriate methods, techniques and device of teaching to support their children according to their requirement.

- Early Childhood Education is in essence 'Development Oriented' and not 'Syllabus Oriented'
- Young children develop at variable rates, not in the linear incremental process assumed by norm referenced test.
- Assessment helps the teachers to learn about children and identify tools to support them.
- Early Childhood Education is the stage which can act as the foundations of future studies and habit formation of the students for the whole life, therefore, proper assessment in this stage is very much important
- In the field of Early Childhood Education assessment is broadly divided into two different types based on the situation, nature of activities- **formal assessment and informal assessment**
- Scholastic assessment is a test that measures verbal and mathematical abilities and achievement in specific subject areas
- Co-scholastic assessment includes some areas like personality, life skill, attitudes etc. in case of ECE programme.
- It is a systematic collection of students work, which can serves as a variety of instructional and assessment purpose
- Observation as a technique of evaluating process provides immediate recording of events yielding both qualitative and quantitative data which help in arriving at appropriate decisions.
- Child assessment Card is a process of monitoring system which includes different physical aspects. Generally height, weight, visual acuity, family history, allergy etc. are considered as the item for assessing the child.
- Assessment helps the teachers to identify different problems, prospect and issues and also to select some appropriate methods techniques for proper guidance. It also helps the teacher to design some teaching materials according to the demand of situation. Therefore, assessment in Early Childhood Education is very essential and beneficial for the school as well as society.

9.6 FURTHER READING

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9.7 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

Assessment is the process of observing, recording, and documenting the work of children do and how they do which helps the teacher to select appropriate methods, techniques and device of teaching to support their children according to their requirement

ANSWER TO Q.NO.2:

‘Development Oriented’

ANSWER TO Q.NO.3:

Feature of Assessment-

- ✓ It is the systematic process of documenting and using empirical data on the knowledge, skill, attitudes and beliefs to refine program and improve student learning.
- ✓ Assessment can focus on the individual learner, a course, an academic program or education system as a whole.

ANSWER TO Q.NO.4:

Early Childhood Education is the stage which can act as the foundations of future studies and habit formation of the students for the whole life, therefore, proper assessment in this stage is very much important. It can also be used to identify appropriate curricula and teaching strategies for individual children and to observe children’s progress over time

ANSWER TO Q.NO.5:

In the field of Early Childhood Education assessment is broadly divided into two different types based on the situation, nature of activities. They are **formal assessment and informal assessment**

ANSWER TO Q.NO.6:

Scholastic assessment is a test that measures verbal and mathematical abilities and achievement in specific subject areas

ANSWER TO Q.NO.7:

To test the accuracy level of physical and motor development we can ask our young children to perform different activities like running, walking, balancing, dancing and jumping for large muscles development. Drawing, painting, paper folding, clay modeling and pouring can be more effective to measure and develop the fine motor skill.

ANSWER TO Q.NO.8:

Portfolio assessment provides a practical strategy for systematically collecting and organizing data.

ANSWER TO Q.NO.9:

Observation may be of two types' participant and non-participant.

ANSWER TO Q.NO.10:

It is a process of monitoring system which includes different physical aspects. Generally height, weight, visual acuity, family history, allergy etc. are considered as the item for assessing the child.

9.8 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

1. What is your understanding about assessment?
2. Why is assessment important for teachers?
3. What is meant by scholastic assessment in ECE?
4. List out some activities of ECE under Scholastic assessment and co-scholastic assessment respectively.
5. Differentiate between participant and non-participant observation.
6. Differentiate between child assessment card and child development card.

B. Long Questions (Answer each questions in about 300-500 words)

1. Discuss portfolio as an assessment technique in ECE
2. Highlight the importance of observation as assessment technique.

3. Discuss the types of activities are helpful to assess the cognitive level of the student in ECE.
4. Make a detailed note on child assessment card.
5. Do you think, assessment in ECE is really important? If yes justify your opinion.

UNIT 10: IMPORTANCE OF PLAY IN ECE

UNIT STRUCTURE

10.1 Learning Objectives

10.2 Introduction

10.3 Concept of Play

10.3.1 Definition of Play

10.4 Characteristics of Play

10.5 Types of Play

10.6 Significance of Play for Children.

10.6.1 The Importance of Play in Early Childhood Education

10.7 Let us sum up

10.8 Further Reading

10.9 Answer to Check Your Progress

10.10 Possible Questions

10.1 LEARNING OBJECTIVES

After going through this unit, learners will be able to:

- define the concept of Play
- explain the characteristics of play
- know the types of play
- understand the significance of play for children.

10.2 INTRODUCTION

It is known to us that play is a universal phenomenon as children are playful by nature. Play comes naturally to children as they begin to explore their surroundings. Young Children learn new things just by playing. The role of play in early childhood education should not go unnoticed, instead it should be included in early childhood education (ECE) curriculum. Play in pre-school presents young learners with a means to understand the world works around them. Therefore, professional early childhood teachers who are aware of and comprehend the importance of play in the life of children, are better prepared to use play as a context for instruction at this stage of education. They also understand the importance of play in social, emotional, cognitive, physical, and motor domains of development. Hence, it is extremely important that early childhood educators' should have a clear understanding of play that offer appropriate support to children. This unit discusses the concept, definition, characteristics and types of play. It goes on to examine the importance of play and the significance of play in children's development.

10.3 CONCEPT OF PLAY



Play is the lens through which children experience their world and the world of others. The concept of play seems very simple. Play is any activity undertaken with a playful frame of mind. Play has been defined as any activity freely chosen, naturally driven, and personally directed. It consists of those activities performed for self-amusement that have behavioral, social, and psychomotor rewards. It is child-directed, and the rewards come from within the individual child; it is enjoyable and spontaneous. Thus, play consists of an amusing, pretend or imaginary activity alone or with other. It can be said as a range of intrinsically motivated activities done for recreational pleasure as well as enjoyment.

Play is not just a pass time activity. When it comes to how our kid plays, it turns out that it's not all just fun and games. Play is the work of children. **Valentine** said play is a kind of amusement in the work. In young children play is frequently associated with the all-round development of children. Even some forms of play are rehearsals or trials for later life events. Play is explicitly recognized in Article 31 of the Convention on the Rights of the Child, (adopted by the General Assembly of the United Nations, November 29,1989), which declares:

- Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
- Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate equal opportunities for cultural, artistic, recreational and leisure activities.

10.3.1 Definition of Play

Play is an important element of a child's life. It helps children achieve mastery in certain skills, and they learn to have control over their environment. Play contributes to the development of children. Play is generally associated with children. But it occurs at any life stage and including other higher functioning animals as well. Play, according to the famous psychologist McDougall is a normal innate tendency, similar to suggestion and imitation. Though the definition of play varies from psychologist to psychologist, most of them believe that it is an innate tendency. From the following definitions we will understand it better-

Dewey defines play as "Activities that necessarily performed for the sake of any result beyond themselves."

According to Froebel, "Play is the purest, most spiritual activity of man at this stage (childhood). It gives therefore joy, freedom, contentment, inner rest and peace with the world."

Nunn holds that, "Play is a profound manifestation of creative activities."

Ross regards play as. "Joyful, spontaneous, creative activity, in which man finds his fullest expression."

Rogers and Sawyers opined, "Play is the foundation of children's healthy development."

Crow and Crow: "Play can be defined as the activity in which a person engages when he is free to do what he wants."

So, it can be concluded that play is a volitional, autonomous, instinctive and creative activity, or an activity that manifests these activities and which gives amusement and pleasure to the individual. The term “Play Way” was first used by Caldwell Cook to describe his method of teaching English.

LET US KNOW

- ✓ The term “Play Way” was first used by Caldwell Cook to describe his method of teaching English.

CHECK YOUR PROGRESS

Q.1. What do you understand by Play?

Q.2. Fill in the blank-

Play is explicitly recognized in -----of the Convention on the Rights of the Child.

Q.3. State the declaration of Convention on the Rights of the Child (adopted by the General Assembly of the United Nations, November 29,1989) on play.

Q.4. State the definition of play as defined by Froebel

Q.5. Who used the term Play for the very first time?

10.4CHARACTERISTICS OF PLAY

Any attempt to assess plays needs to find a balance between preserving the spontaneous characteristics of this behavior and the need to impose some structure for the purpose of facilitating interpretation. Play is not neatly defined in terms of any single characteristic; instead, it involves a constellation of characteristics, which have to do with the motives or mental framework underlying the observed behavior. Some characteristics most frequently associated with play are mentioned below -

1. **Play is Active:** During play time, children use their bodies and minds by interacting with the environment, materials and other people.
2. **Play is Communicative:** Play presents a natural opportunity for children to share information and knowledge. Children can communicate verbally, using words or their bodies, postures and other non-verbal cues and these messages can be simple or more complicated.
3. **Play is Enjoyable:** Play is fun. When children play, they enjoy themselves and they can often find excitement and humor in or through their play. If they are not having fun, it probably is not play. Instead of playing to win children should be playing to play and have fun.
4. **Play is Involved:** We all know that play is a child's work. Just like adults need to concentrate while working, children should concentrate during their play also. Children might become very involved while playing as they are actively thinking about what they are doing.
5. **Play is Meaningful:** Play provides opportunities for children to make sense of their world. Through play, children process the things they have seen and heard, what they know and what they don't yet know. These experiences help children build upon their current knowledge as well as grow their knowledge, understanding and skills.
6. **Play is Social and Interactive:** Some of the time, play presents a unique and formative opportunity for children to engage in social interaction and also build relationship with other children and adults.
7. **Play is Therapeutic:** When play is fun, engaging and meaningful, it can be very therapeutic for children. Play can be a natural way for children to relieve stress and work through different emotions and experiences.
8. **Play is Age specific:** As the child progress from infancy towards adulthood, his games gain in complexity and from haphazard movements becomes organized games. As the

child grows older, he embraces the group and collective games along with the individual games he was accustomed to.

10.5 TYPES OF PLAY

More and more parents are conscious of the downside of a generation that's allowed too little time to play. Play is very significant for a child during the early childhood years. Therefore, knowledge of the development of different types of play gives educators and parents a foundation for proper teaching strategies. Knowledge of the development of different types of play gives educators and parents a foundation for proper teaching strategies. Different thinkers categorized play into different type, According to sociologist Mildred Parten Newhall there are six distinctive types of play. Each one of these plays offer an opportunity for your child to learn valuable lessons about herself and the world. These are applicable for children ages 2 to 5. These are-

1. Unoccupied play.
2. Independent or solitary play.
3. On – looker play.
4. Parallel play.
5. Associative play.
6. Co-operative play.
1. **Unoccupied Play:** Unoccupied play refers to those activities when a child is not actually playing at all. He may be engaged in some random moments with no objective. Despite appearances, this definitely is play and sets the stage for future play exploration.

For example when a zero to two-year-old was sitting in a corner and happily playing with her feet, it might not seem like she's doing something. But in this situation the kid is actually busy taking in the world around and observing. Unoccupied play is an important step that will set her up for future (and more active) playtime.



2. **Independent or Solitary Play:** Independent or solitary play is just what it sounds like – when one child plays alone. This type of play varies greatly depending on the child, but might be when the little one sits quietly with a book or plays with his favorite stuffed animal. This type of play is important, because it teaches a child how to keep himself entertained, eventually self – sufficient, any child can play independently, but such type of play is commonly seen in the age group of 2 or 3. At this stage they are still pretty self centered and lack good communication skills.



3. **Onlooker Play:** When a child simply observes other children playing and does not take part in the action, it is called onlooker play. It is common for younger children who are working on their developing vocabulary. For example if Priya watches other kids run up the slide but doesn't join in the fun, she just entered the onlooker play stage, which often occurs simultaneously to solitary play and is actually a vital first step toward group participation. Onlooker play typically occurs around ages two and a half to three and a half.





4. **Parallel Play:** It is a form of play in which children play adjacent to each other but do not try to influence one another's behavior. Children usually play alone during parallel play but are interested in what other children are doing. This typically occurs between ages two and a half and three and a half. When a child is in this phase when he and his partner play with the same toys beside each other but not with each other. This doesn't mean they are frenemies. This play helps child to take turns, pay attention to others and mimic behavior that seems useful or fun.





5. **Associative Play:** It is one of the categories used to describe the development of social play by preschoolers. This stage looks similar to parallel play but is characterized by child's interaction with others without coordination (and typically occurs between ages three and four). It is the first stage where social interaction is required in children's play as they engage in a mutual activity through not working toward a common goal.



ASSOCIATIVE PLAY

- The child plays with other children.
- The play is not coordinated. They may talk and share toys but they are still independent players.



6. **Co-operative Play:** Cooperative play is where all the stages come together and children truly start playing together (typically around the time they start school at age four or five). Cooperative play uses all of the social skills that the child has been working on and puts them into action. Whether they are building a puzzle together, playing a board game, or enjoying an outdoor group game. Such type of play sets the stage for future interactions as the child matures into an adult.

This is when team sports or group performances become a lot more fun (for kids playing and for parents watching). At this phase they are ready to apply the skills they have learned like socializing, communicating, problem solving and interacting to other parts of their life and become fully functioning mini adults





Other Types of Play:

Besides the above types, these are other types of play that also contribute to a child's maturity. These types of play usually develop as a child begins to play and include-

Dramatic/ Fantasy Play: Through this type of play, child's imagination gets a workout. For example, play dress up, act like a doctor, police etc. Through role play, kids are also able to learn about functioning in the greater community.



Physical Play: Gross and fine motor skills really come into play here, whether the child is throwing a ball or riding a bike. Physical play encourages kids to be active.



Constructive Play: it includes building with blocks, making road for toy cars, constructing a fort out of couch pillows, etc. Construction play is helpful for teaching the child about manipulation building fitting things together. Cognitive skills are used to figure out how to make something work best.



Symbolic Play: This type of play can be singing, jokes, rhymes, drawing, coloring, etc. It is helpful for children to develop skills in expressing themselves and exploring their experiences, ideas as well as emotions.



CHECK YOUR PROGRESS

Q.6. Mention two characteristics of play

Q.7. What is parallel play?

10.6 SIGNIFICANCE OF PLAY FOR CHILDREN

Play is very significant for a child during the early childhood years. Play is one of the media through which the child can easily give expression to his general and common tendencies. Play with imagination and fantasy is the child's natural medium of self-expression and one that gives cues about the child's conscious and unconscious states. Play is a necessary element of healthy development for children of all ages. Through play, children build important knowledge that encompasses many developmental domains. Play influences all areas of development; it offers children the opportunity to learn about the self, others, and the physical environment. It encourages aspects of social, emotional, cognitive, and physical development that cannot be achieved any other way. Play reinforces the child's growth and development. Some of the more common functions of play are to facilitate physical, emotional, cognitive, social, and development.

The significance of play for the children can be summarized below-

- 1) **Physical Development:** Play helps in the bodily development of the child. Exercise helps to promote physically fit and healthy children. They also build strong muscles, improve bone-density and increase cardio-vascular function. Encouraging active play can have positive far-reaching health effects. Pre-school physical education programme should also be designed to both fitness and child development. Also physical education programme for the aged between 3-5 years should focus on providing opportunities for children to master motor skills and learn about physical movement.
- 2) **Mental Development:** The play is important in mental development. Children gain knowledge through their play. They exercise their abilities to think, remember, and solve problems. Different games provide opportunities for the exercise of different mental powers and capabilities present in the child. Play develops abstract thinking. This abstract thinking is the foundation for more advanced learning and problem solving. Children increase their problem-solving abilities through games and puzzles. Play can stimulate several types of learning. Language is strengthened as the children model others and organize their thoughts to communicate. Children playing house create elaborate narratives concerning their roles and the nature of daily living. Children also increase their understanding of size, shape, and texture through play.
- 3) **Emotional Development:** Play is an important medium of emotional development. Many suppressed emotions can be revealed with the help of play. In this process child generally learns to express, control and sublimate or transform his emotions. Regular play can reduce anxiety, stress and irritability for children while boosting joy and self-esteem. It improves emotional flexibility, resilience and provides an increased ability to deal with change. Through play, children can confront life's challenges in a way that they can understand and process. It also helps to get rid of destructive emotions like feeling of irritability, the tendency to quarrel, fear, anxiety, and tensions and so on. Emotional stability can be attained through games and sports.
- 4) **Social Development:** Play is important in social development and socialization of the child. It helps in the development of social qualities such as discipline, cooperation, sympathy, tolerance, law abidingness and leadership etc. In the group or collective games, the child is motivated by the interest of the entire group rather than any individual motive. Group play helps children to learn how to interact with peers and they are introduced to social roles and cultural norms. They develop the skills necessary to play cooperatively within group structures. It also

gives them an opportunity to learn about self-control, test relationships and understand acceptable group behaviour.

- 5) **Moral Development:** When children engage in play with their peers and families, they begin to learn some behaviors are acceptable while others are unacceptable. Group play helps the child appreciate teamwork and share and respect others' feelings. Thus the child learns to how to be kind and charitable to others.

10.6.1 The Importance of Play for Early Childhood Education

The play way approach aims at introducing the elements of freedom, interest, realism and spontaneity in to the entire school work. Play shows us how well children are developing and is also a means for further development-

- Play in preschool promotes the development of **strong language and vocabulary skills**. In the earliest years, children become familiar with words by playing with books or other materials that have letters on them. With practice and participation, children begin to understand how language and vocabulary can facilitate communication, express feelings, and improve dialogues within a group.
- **Imagination and creativity** can also be strengthened through organized play in preschool. Arts, crafts, and dramatic play sessions are ways to encourage and support open-ended creative expression. By supplying the necessary tools and making suggestions for opportunities to expand their imaginations, young learners are encouraged to develop a sense of independence, self-confidence, and feelings of accomplishment. During play, children often mimic adults and create make-believe games. When a child does this, they're stretching their imagination.
- In addition, in pre-school children are taught **motor skills through play**. Preschool play builds both gross and fine motor skills. Play, movement and physical activities are extremely important in the development of children. Play gives kids the opportunity to sharpen reflexes, work on movement control, improve gross motor skills and develop greater balance. Playing inside or outside children strengthen their muscles.
- **Problem solving skills and mathematical concepts** are also enriched through play activities in preschool. Building block work puzzles, and games can introduce a variety of challenges that require the need for problem solving. It can create situations that foster early lessons in the subject of math.

- Also, play is children's means of self-expression, which is important for their emotional development. Children learn how to express their feelings; they use play to relax tension and anxiety, release aggression, and express conflict.
- **Activities such as arts and crafts**, building and block discovery, and dramatic performances are a few play ideas that will benefit in progressing the minds and muscles of toddlers.

Thus we can conclude that Play in preschool can build social, emotional, and language development. Through play preschoolers discover and strengthen their proficiency in areas such as language and vocabulary, imagination and creativity, gross and fine motor skills, as well as, problem solving and mathematical concepts. Therefore, in a preschool program incorporating play within the curriculum is essential for children to grow and develop. Recognition of importance of play in an educational will give early learners the most opportunities to learn. It will also succeed in creating a place where cooperative social interactions and individual educational developments are introduced, practiced, and learned. Play in early childhood education should not be understated, as it needs to be part of ECE curriculum.

10.7 LET US SUM UP

In this unit, we have discussed in details about concept of play, characteristics and types and its significance in ECE. Thus it can be summarized as-

- Play is the lens through which children experience their world and the world of others. The concept of play seems very simple. Play is any activity undertaken with a playful frame of mind
- Play is explicitly recognized in Article 31 of the Convention on the Rights of the Child, (adopted by the General Assembly of the United Nations, November 29,1989)
- According to Froebel, "Play is the purest, most spiritual activity of man at this stage (childhood). It gives therefore joy, freedom, contentment, inner rest and peace with the world."
- The characteristics of play are-it is active, it is communicative, it is enjoyable etc.
- According to sociologist Mildred Parten Newhall, there are six distinctive types of play. These are-Unoccupied play, Independent or solitary play, on – looker play, Parallel play, Associative play and Co-operative play

- Play is very significant for a child during the early childhood years. Play is one of the media through which the child can easily give expression to his general and common tendencies.
- Play is very important for the physical, mental, emotional as well as social development of the child.
- The play way approach aims at introducing the elements of freedom, interest, realism and spontaneity in to the entire school work
- Through play preschoolers discover and strengthen their proficiency in areas such as language and vocabulary, imagination and creativity, gross and fine motor skills, as well as, problem solving and mathematical concepts

10.8 FURTHER READING

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2. Upadhyay, G.C. et al. 2000. *Pathyakram Bojh: Purva Prathamik evam Prathamik estar per ek Margdarshi Adhyayan*, Primary Shikshak. No. 3(26). NCERT, New Delhi.
3. Vygotsky, L.S. (1985) *Play and Its Role in the Mental Development of the Child*. In J. Bruner, A. Jolly, and K. Sylva (Eds.). *Play: It's Role in Development and Evolution*. Basic Books, New York. pp 597 – 608

Web links:-

http://www.ncert.nic.in/new_ncert/ncert/rightside/links/pdf/focus_group/early_childhood_education.pdf

<https://www.healthline.com/health/parenting/types-of-play>

http://www.htmlgoodies.com/imagesvr_ce/1292/youtube2.jpg

www.googleimage.play

10.9 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

Play is the lens through which children experience their world and the world of others. The concept of play seems very simple. Play is any activity undertaken with a playful frame of mind. Play has been defined as any activity freely chosen, naturally driven, and personally directed. It consists of those activities performed for self-amusement that have behavioral, social, and psychomotor

rewards. It is child-directed, and the rewards come from within the individual child; it is enjoyable and spontaneous.

ANSWER TO Q.NO.2:

Article 31

ANSWER TO Q.NO.3:

- Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
- Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate equal opportunities for cultural, artistic, recreational and leisure activities.

ANSWER TO Q.NO.4:

According to Froebel, "Play is the purest, most spiritual activity of man at this stage (childhood). It gives therefore joy, freedom, contentment, inner rest and peace with the world."

ANSWER TO Q.NO.5:

Caldwell Cook

ANSWER TO Q.NO.6:

Two characteristics of play are-

1. **Play is Communicative:** Play presents a natural opportunity for children to share information and knowledge. Children can communicate verbally, using words or their bodies, postures and other non-verbal cues and these messages can be simple or more complicated.
2. **Play is Enjoyable:** Play is fun. When children play, they enjoy themselves and they can often find excitement and humor in or through their play. If they are not having fun, it probably is not play. Instead of playing to win children should be playing to play and have fun.

ANSWER TO Q.NO.7:

It is a form of play in which children play adjacent to each other but do not try to influence one another's behavior. Children usually play alone during parallel play but are interested in what other children are doing. This typically occurs between ages two and a half and three and a half. When a child is in this phase when he and his partner play with the same toys beside each other but

not with each other. This doesn't mean they are frenemies. This play helps child to take turns, pay attention to others and mimic behavior that seems useful or fun.

10.10 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

1. Define Play
2. Write short notes on-Play
3. State the declaration of Convention on the Rights of the Child on play.
4. Briefly discuss the characteristics of play.
5. Why is play considered as therapeutic?
6. Why is knowledge of play important for teachers?

B. Long Questions (Answer each questions in about 300-500 words)

1. What are the different types of play? Discuss their educational implication?
2. As a Pre-school teacher which play would you like to suggest for children's over all development and why?
3. Elaborate the importance of play for all-round development of children.

UNIT 11: PLAY ACTIVITIES FOR PRE-SCHOOLERS-I

UNIT STRUCTURE

11.1 Learning objectives

11.2 Introduction

11.3 Play Activities for Sensory Development

11.4 Play Activities for Cognitive Developing

11.5 Play Activities for Concept Development

11.6 Let Us Sum Up

11.7 Further Reading

11.8 Answer to Check Your Progress

11.9 Possible Questions

11.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- explain the play activities for Sensory Development among Young Children;
- plan the Play Activities for Cognitive Developing among Young Children; and
- list out the Play Activities for Concept Development in Pre-School Children.

11.2 INTRODUCTION

In the preceding unit, you have come across the concept of play and how much it is important for children's all-round development. Children are playful in nature. They love to play and learn as well as gain many experiences through play. Indeed, play is an essential means of child's learning and development. Early childhood is often called the "toy age" as at this time, most play makes use of toys in one form or another. As early childhood draws to a close, children no longer endow their toys with the qualities associated with the people, animals, or other object they represent. As a result, they begin to lose interest in playing them as babyish and want to play more grown up games. The play interest of young children conform more or less closely to a pattern which is markedly influenced by their maturational readiness for certain forms of play and by the

environment in which they are growing up. However, there are variation in this pattern. In this unit, we discuss about different play activities for all-round development of the pre-school children. For your better understanding, we will be discussing these under the different heads of developmental aspects.

11.3 PLAY ACTIVITIES FOR SENSORY DEVELOPMENT

The earlier discussion made on developmental characteristics of pre-school children in the first course must have help you to understand its importance. Sense is considered as the gateway of knowledge. It is the first means of child's learning. They learn many thing through senses. You all must understand that that children must experience before learning something. Children gain experiences through the senses. Listening to, looking at, touching and smelling comes naturally in children, without anyone telling them to do so. However, by carrying out different play activities that are based on the senses, teachers can help children to observe things and events in more detail. Observation skill of the children depends on the sensory capacities and only through observation children can one learn more. Sensory knowledge is correlated with concept development of the children. Pre-school teachers can arrange and conduct these activities for sensory development of the children. Lets' discuss some of such play activities associated with the sensory exploration among young children-

A. Play Activities Based on Sense of Touch

- o **Touching game:** Children generally touch the things they play with. Teachers can make arrangement for children to touch play objects made of different materials like wood, cloth, paper, metal, clay. This help them to understand the word and concept of soft, smooth, hard or rough. Playing with these play object also helps them to understand the texture.



ImageSource:

<https://th.bing.com/th/id/OIP.WuhwCZaRrEHBDaMCCTt75QHaE8?w=273&h=182&c=7&r=0&o=5&pid=1.7>

- o **Finding Game:** Pre-school Teacher can put some objects of different textures with which children are familiar with, in a bag or a box. Teacher can ask the children to dip their hands into the bag or box and feel the objects and identify them in a way without seeing them.
- o **Surface game:** The teachers can Create different textured surfaces in the preschool by covering some area with a doormat, sand, grass, bricks, smooth pebbles and wooden planks and leave some area uncovered and ask children to walk barefoot across these surfaces and describe how it feels like- cold, warm, rough, slippery or wet.
- o **Activity game:** Teachers can also make arrangement for children to walk through knee deep water, through a muddy patch after rains, on thorns and so forth to develop their sense.
- o **Cardboard play:** Teacher can two Take piece of cardboard and prepare a play card by Cutting out 10 cm square pieces from it and Putting glue on one side of each piece and paste sand, twig, pebbles, saw dust, velvet paper and other materials of different textures on two cards each. Thus you have one pair of cards of each texture. Teacher can distribute these cards among children and ask each to find another child who has the corresponding pair. This requires children to match their card with those of others and identify the one

which is exactly alike. Thus apart from strengthening the child's understanding of difficult textures, this play activity also helps in the ability to match.

- o **Collection Game:** Teachers can ask the children to collect things that feel smooth on touching such as a round smooth pebble, a smooth leaf, a petal of a flower, a soft feather and things that feel rough like the bark of a tree, a twig, dry grass or sand and asking them to bring these articles to the ECCE center or pre-school for presentation.

B. Play Activities Based on Sense of Smell

The play activities that focus on the sense of smell help children to be more observant. Activities based on the sense of smell will help children to understand the meaning of the words such as sweet-smelling, foul-smelling, pungent and sharp-smelling. It also foster concepts development and increase vocabulary. Some of such activities are-

- o **Finding out the smell Game:** Children can be asked to answer or respond while they sit down for a meal to the smell of the covered meal provided to them at the ECCE center or Pre-school to develop their sense of smell.
- o **Vegetable Game:** When vegetables like -cauliflower, turnip, radish, and fenugreek greens are cooked at the ECCE center or pre-school, teacher can play a game by asking and encouraging the children to guess the name of the dishes from the aroma.



Image Source:

<https://th.bing.com/th/id/OIP.gyXxlvU16hOBg8R7wYTaqgHaFj?pid=ImgDet&rs=1>

- o **Guessing Game:** Children can be given ginger, garlic, and onion, orange peel, mustard oil, crushed leaves of a lemon tree, a rose and other things with a specific smell. Once given, later teacher can put these in a small box each and ask children to identify them by their smell.
- o **Flower Game:** Most flowers have a distinct smell. Teachers can bring different flowers and encourage children to smell flowers and list them in their neighboring area. Tell children the names of different flowers. Children may not be immediately able to associate the name with the smell, but they will begin to do so over a period of time.

C. Play Activities Based on Sense of Taste

Young children should be encouraged to taste many kinds of food. The different types of food they ate are bitter, sour, sweet, and salty. It will help them to develop these concepts of taste. The tongue is also an organ for judging. Moreover, children will be able to talk about whether the food they ate was soft or hard. Pre-school teachers can perform the following play activities-

- o **Chart Game:** Teacher can put up a chart on wall of the ECCE center or school and divide it into columns with categories — salty, sweet, sour, bitter. As and when children tell the taste of things they ate, teacher can enter their names on the chart.
- o **Food Partner Game:** Teachers can also asked the children to share their favorite taste and find partner of the same kind. Then they are asked to sit together and find more food items of the category of taste they like.



Image Source:

<https://th.bing.com/th/id/OIP.g-Tc3Pu6ppwOccmx0oWqMgHaHa?pid=ImgDet&rs=1>

D. Play Activities Based on Sense of Vision and Hearing

- o Teachers can ask children to recall what they saw on the way to the ECCE centre/pre-school.
- o Teacher can encourage the children to note and locate what is new about a particular plant in the centre or school— there may be a new flower, a shoot, and a few leaves that have turned brown and so on.
- o Teachers can talk to children about the various sounds they can produce using their body.
- o Teachers can bring to the notice of the children about the sounds we make all the time but pay no attention to, such as heart beats, breathing and the sound of our footsteps.
- o Teacher can ask one children to play the role of 'leader'. The leader will clap or stamp in a particular rhythm and other children will repeat it. .

The sensory experience is usually a total experience involving all the senses. When children eat different foods they will taste it, they smell it as well and look at its appearance all at once. Therefore, teacher can organize these activities as a whole to help the children to explore their sensory activities.

CHECK YOUR PROGRESS

Q.1. Why is sense learning important for young children?

Q.2.Fill in the blank-

Sensory knowledge is correlated with -----of the children

Q.3. List out some Play Activities Based on Sense of Touch

Q.4. How are activities based on the sense of smell beneficial for children?

11.4 PLAY ACTIVITIES FOR COGNITIVE DEVELOPMENT

In the earlier course you have read about cognitive and concept development in young children. These abilities are basic to developing higher order thinking and acquiring concepts. The aim of early childhood education is to give children an opportunity to handle a variety of play materials and take part in play activities which will help them to develop cognitive abilities and concepts. Cognition are the base on which later learning finally develop in children. In this section of this unit, we shall talk about some play activities that will foster the development of the abilities to match, classify, compare, seriate, find common relations, which basically indicates the cognitive

development in children. It is important for pre-school teachers to keep the level of difficulty in mind while planning activities. Initially, teachers should organize simple tasks for matching, classifying, seriating and so on before gradually making the activities complex. Some of such play activities are discussed here-

Activities to foster Matching abilities:

- **Matching Game:** Children can be provided with a variety of materials like-leaves, sticks, blocks, toys, buttons, pencils, containers and things easily available for matching activities so that they have varied experiences. Children can be asked to pick out leaves of a particular shape and colour from a collection of leaves of different shapes and colours, separating onions from a basketful of vegetables, which requires the children to match the vegetables in terms of their shape, colour and, maybe even smell, in order to pick out all the onions.



Image Source:

https://m.media-amazon.com/images/I/71wuwp6HQWL._AC_UL480_QL65_.jpg

- **Card Game:** Teacher can make some cards from covers of old notebooks, calendars or greeting cards. They can draw or paste pictures of different objects on these cards. Each objects must be drawn on two cards. They can also draw a pair each of the faces. These cards can be distributed among the children and ask them to look for the child who has a card like theirs.

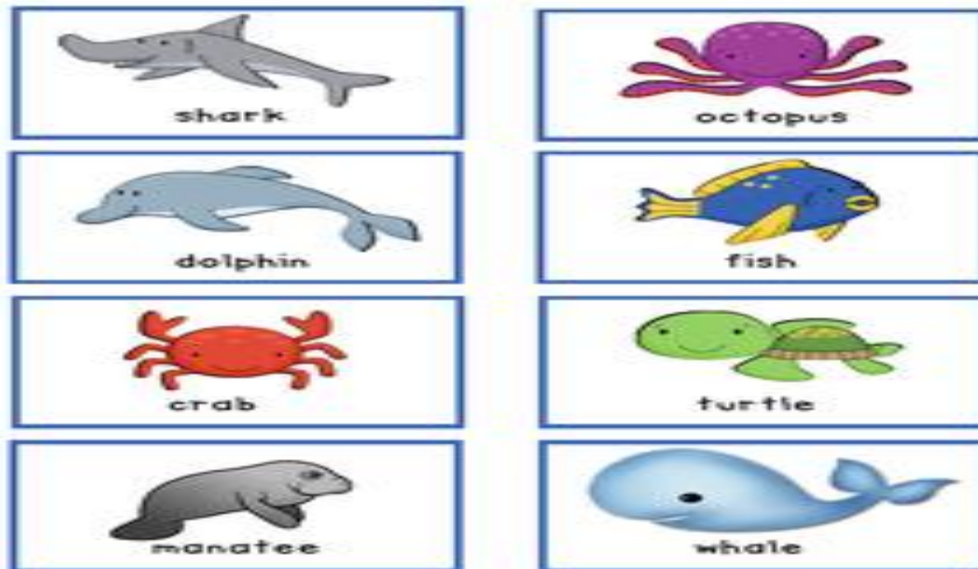


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- **Pulse Game:** Children can be provided with a mixture of two pulses. Teacher can ask them to separate them into two heaps. To make the task difficult, the number of pulses in the mixture can be increased. Moreover, teacher can include some that are similar in shape or colour, for example, red gram and Bengal gram. To separate the pulses, children will need to consider their colour and shape.

Activities to foster the ability to Classify

The ability to classify develops from the ability to match and most of the play activities designed to foster the ability to match can be developed into classification activities. Once children are able to match, they are ready for sorting or classification activities

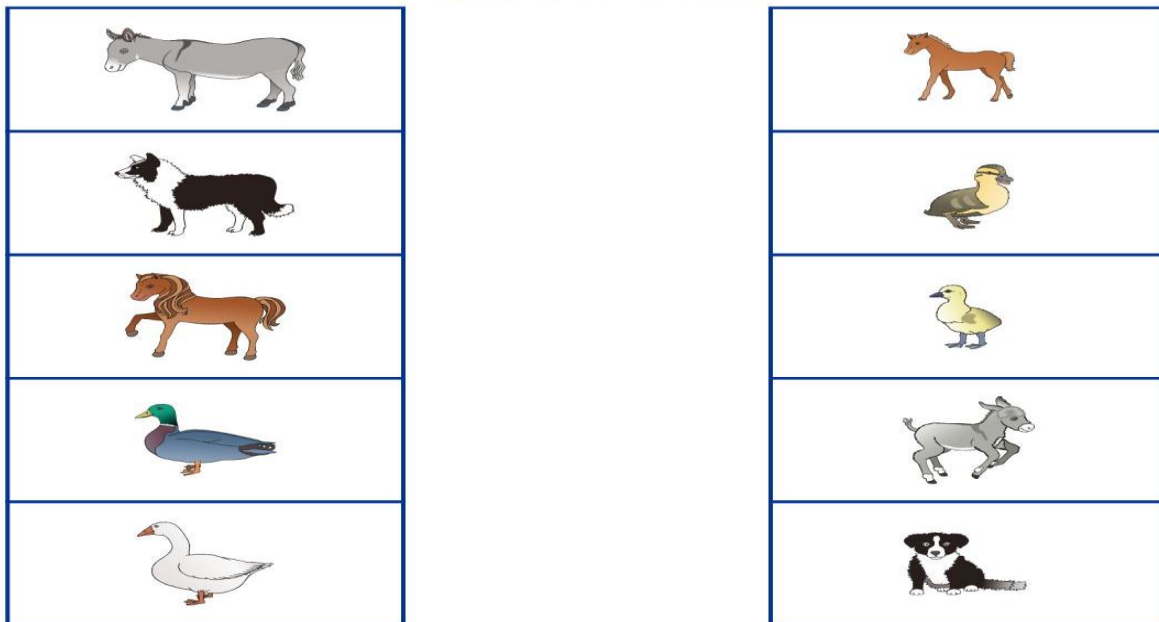
- **Vegetables Game:** Teachers can make available a variety of vegetables for the children and ask children to sort them into groups. Children should be left to evolve their own criteria for classification and group them in any way they like on the basis of color, size or shape. Once they complete the activity, teacher should talk to them about the criteria they have evolved by asking them questions like: "Why are these together?", "Why not put this here?"

- **Block Game:** When children finish playing with blocks and are putting them away, teacher should ask them to put blocks of a particular colour and shape together.
- **Variety Box Game:** In the school or ECCE centre, teacher can play this play by filling a box each with a variety of shells, seeds, beads, or rocks. The teacher then should ask the children to sort these on the basis of shape, size or colour.

Activities to foster the ability to Identify Common Relations

- **Relationship Game:** Teacher can Collect or prepare pictures of animals and their young ones and ask children to match the young one to the adult animal.

Are You My Mother?



ImageSource:

<https://th.bing.com/th/id/R.53582baa952d1bf01dfedd18d19a7d11?rik=piPS9zJy0b%2f8Vg&riu=http%3a%2f%2fwww.printablee.com%2fpostpic%2f2011%2f06%2fmother-baby-animal-match-worksheet>

- **Sticking Game:** Draw pictures of various vegetables and fruits. Draw the vegetables and fruits separately on different cards and ask children to stick the appropriate fruit/vegetable on the plant. If children are not familiar with the plants, they will find the task difficult. In such situation teacher can Substitute the plants and vegetables with familiar things.

- **Pairing Game:** Teachers can take some pairing object such as cup and saucer, shoes and socks, toy-dog and its leash and so on. These can be mixed and put in a box. Teacher will ask children to pair them. Children will enjoy pulling them out one by one and pairing them.

CHECK YOUR PROGRESS

Q.5. List out play activities that foster ability to classify among children.

Q.5. What is Paring Game?

Activities to foster the ability of Comparing

Comparing involves only two objects. It involves establishing a relation. When children compare, they develop concepts of big and small, long and short, thick and thin, new and old, more and less, many and few, heavy and light, loud and soft and so on. This ability is basic to counting.

- **Pebble Game:** Teacher can take some pebbles and divide them into two groups with four and six pebbles each. Teacher can then ask children to say which group has more pebbles. For a child who cannot count, this involves setting objects in one set into one-to-one-correspondence with objects in the other and seeing in which group the pebbles are left over. Such activities strengthen the concepts of more than, less than, how many and same.



Image source:

<https://th.bing.com/th/id/OIP.rgS5FHBojqB4FnXL0s8pEwHaPO?pid=ImgDet&rs=1>

- **Seriating Game:** children can be asked to stack play material according to size, with the big ones first, then the smaller ones and then the smallest one on the top. Moreover, they can also be asked to arrange flowers, sticks or leaves according to increasing or decreasing size.
- **Container Game:** To develop the ordering or sequencing ability children can be given containers or rings of different sizes to be fitted into each other so that none remain.

Activity 11.1

List out some more play activities for cognitive development of the children of your pre-school or center.

11.5 PLAY ACTIVITIES FOR CONCEPT DEVELOPMENT

In the previous unit, you have been able to understand that during early childhood period, the children develop many new concepts. The play activities that we have discussed in the preceding sections of this unit contributes in the concept development of the children in a significant way. However, here in this section, we are going to discuss some of the play activities that foster development of some specific concepts. Teaching the young children about numbers from 1 to 10 or asking them to write these without fostering hand-eye coordination and with proper

understanding have no value. It basically leads to rote learning only. Children must develop concept before starting to learn it. Some of the play activities are discussed here-

Activities fostering the development of Concept of Shape and size:

- **Matching Game:** Children can be given buttons, bottle caps, leaves, pebbles, beads, pens, containers and anything else easily available in the school or center of different shapes and ask them to **"put together those that are alike"**. Teachers can help children by creating groups and asking them to add more to each group from the pile. As they get experiences with this, they will be able to make groups on their own.
- **Blocks, Jigsaws, and Shape Sorters game**
Playing with blocks, jigsaws, and shape sorters all lay the foundations of spatial thinking, logical reasoning, ordering, and recognizing various shapes, sizes, and colours.



Image Source:

<https://th.bing.com/th/id/OIP.zKU9JLHfkntb6xb62djAtwAAAA?pid=ImgDet&rs=1>

Activities fostering the development of Concept of Number:

The ability to match, classify, seriate and set objects in one to one correspondence are basic to developing a concept of number. Some of such activities are-

- ✓ Teacher can Layout a row of pebbles and ask the child to make another row with as many pebbles as the first one.
- ✓ Teacher can ask the children to put out as many beads as the number of leaves; as many paint brushes as the number of children; to put one toy car each in the toy garages. Through such activities children develop the idea of Numbers.

Activities fostering the development of Concept of Time

Younger pre-schoolers can talk about the present, the immediate past, and the immediate future. They understand morning, evening and night, day before, today and tomorrow. They also

remember some salient event that may have happened some time back — such as a trip or an accident where they hurt themselves or see other being injured.

Teacher can depict a sequence of events on cards and ask children to arrange the cards according to how the events would have occurred.



Image Source:

<https://ecdn.teacherspayteachers.com/thumbitem/Early-Intervention-Visual-Schedule-4932779-1570748820/original-4932779-2.jpg>

Activity 11.2

Think and list out some more play activities for concept development of the children of your pre-school or center.

11.6 LET US SUM UP

After going through this unit, it can be summarized as-

- Early childhood is often called the “toy age” as at this time, most play makes use of toys in one form or another. As early childhood draws to a close, children no longer endow their toys with the qualities associated with the people, animals, or other

object they represent. As a result, they begin to lose interest in playing them as babyish and want to play more grown up games.

- Sense is considered as the gateway of knowledge. It is the first means of child's learning. They learn many things through senses.
- Some Play Activities Based on Sense of Touch are- Touching game, Finding Game, Cardboard play etc.
- Activities based on the sense of smell will help children to understand the meaning of the words such as sweet-smelling, foul-smelling, pungent and sharp-smelling.
- Some of the Play Activities Based on Sense of Smell are- Finding out the smell Game, Guessing Game, and Guessing Game etc.
- Some of the Play Activities Based on Sense of Taste are- Chart Game, Chart Game etc.
- Cognitions are the base on which later learning finally develops in children
- The development of the abilities to match, classify, compare, seriate, find common relations basically indicates the cognitive development in children.
- Matching Game, Card Game, Pulse Game, Variety Box Game are some of the play activities that a pre-school teacher can arrange for cognitive development of the children.
- Various activities can be organized for the concept development of the children like- Matching Game, Blocks, Jigsaws, and Shape Sorters game etc.

11.7 FURTHER READING

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11.8 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

Sense is considered as the gateway of knowledge. It is the first means of child's learning. They learn many thing through senses. You all must understand that that children must experience before learning something. Children gain experiences through the senses.

ANSWER TO Q.NO.2:

Concept development

ANSWER TO Q.NO.3:

Some of the Play Activities Based on Sense of Touch-

- o **Touching game:** Children generally touch the things they play with. Teachers can make arrangement for children to touch play objects made of different materials like wood, cloth, paper, metal, clay. This help them to understand the word and concept of soft, smooth, hard or rough. Playing with these play object also helps them to understand the texture.
- o **Finding Game:** Pre-school Teacher can put some objects of different textures with which children are familiar with, in a bag or a box. Teacher can ask the children to dip their hands into the bag or box and feel the objects and identify them in a way without seeing them.

ANSWER TO Q.NO.4:

Activities based on the sense of smell will help children to understand the meaning of the words such as sweet-smelling, foul-smelling, pungent and sharp-smelling. It also foster concepts development and increase vocabulary.

ANSWER TO Q.NO.5:

Play activities that foster ability to classify among children.

- o **Vegetables Game**

- **Block Game**
- **Variety Box Game**

ANSWER TO Q.NO.6:

Teachers can take some pairing object such as cup and saucer, shoes and socks, toy-dog and its leash and so on. These can be mixed and put in a box. Teacher will ask children to pair them. Children will enjoy pulling them out one by one and pairing them.

11.9 POSSIBLE QUESTIONS

A. Short Questions (Answer each questions in about 150 words)

1. What is sense learning?
2. Discuss any two Play Activities Based on Sense of Touch.
3. List out the Play Activities Based on Sense of Taste.
4. State the activities to foster the ability to Identify Common Relations among children.
5. What is pebble game?

B. Long Questions (Answer each questions in about 300-500 words)

1. Discuss the play activities that foster ability to match among children.
2. Discuss the various play activities fostering cognitive development in children.
3. Elaborate the various play activities that pre-school teachers can organize for concept development in children.
4. As a pre-school teacher, how would you incorporate play for sensory development in children?

UNIT 12: PLAY ACTIVITIES FOR PRESCHOOLERS-II

UNIT STRUCTURE

12.1 Learning Objectives

12.2 Introduction

12.3 Fantasy Among children

12.3.1 Advantages of Children's Fantasy

12.4 Story Telling by Children

12.4.1 Benefits of Story Telling in Early Childhood Education

12.5 Dramatization for Children

12.5.1 Importance of dramatization For Children

12.6 Let us Sum Up

12.7 Further Reading

12.8 Answer to Check Your Progress

12.9 Possible Question

12.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- state the fantasy among preschoolers
- explain how story telling help in development in children
- organize dramatic play in your school or centre.

12.2 INTRODUCTION

In the previous unit, we have discussed about different play activities that pre-school teachers can organize in their respective schools or center for all-round development of the children. Play is essential component of child's learning. During play, children engage themselves in various activities. One such important activity is fantasy. Children like to imagine. They have their own fantasy world. The characters that they see in the cartoon visuals are important for them, as they create their own world with themselves, and relate their life-activities with them. Children like to

listen stories from the elders. In the pre-school, teachers use to tell stories to make them aware about different concept and provide knowledge. Along with storytelling, teachers make use of dramatic play as one of the important methods of teaching at early childhood phase. As such, it is important for all pre-school teachers to be familiar with these concepts. This unit will focus on that aspects of preschoolers.

12.3 FANTASY AMONG CHILDREN

Fantasy is one of the most significant characteristics among young children. Children develop various emotions and they go through it. Sometimes, they are very happy and sometime they are sad. Separation from mothers, siblings, playmates makes them sad. As such, they feel like very complicated. Fantasy is the means which helps the child to deal with emotions and to adjust to various situations. Children love to hear stories. It helps in development of their imaginations, their fantasy. They create their own world of fantasy. While playing, they take part of different roles such as-father, mother, grandfather, doctor, nurse, teacher, magician, reporter, journalists, you tuber, fruit seller, farmer, truck driver and bus conductor etc. By and large, children pretend to be characters they see around them in real life. They fantasize about how it will be when they grow up. They see their parents and other family members who are adults and imitate them in their pretend plays and games.



Image Source:

https://mir-s3-cdn-cf.behance.net/project_modules/dis/b153fe36249813.56063d6701602.jpg

CHECK YOUR PROGRESS

Q.1. What is meant by Children's fantasy?

Q.2. State two uses of Fantasy by Children.

Q.3 Mention some of the advantages of Children's Fantasy.

There are varied views regarding the fantasies of children. There are some people who believe that children use fantasies to get away from the real world, to escape from their real problems. As such they create a world of fantasy where they imagine they are the most powerful ones, they can do as they please and make others do what they want. But, this view is true only in some cases. In general, children use fantasy to know the real world.

Use of Fantasy among Children:

- ❖ Children wish to be part of the world of adults they see around and to work like them. They want to talk, behave, walk, drive, dress, and eat like the adults. These are the fantasies that they have and this is reflected in their play.
- ❖ Mostly, it can be said that fantasies are children's day dreams through which they express what they want to do and what they want to be. Children's fantasy play reflects the real experiences of everyday life.
- ❖ Children use fantasy to organize and understand the world around them. They projected into their play what they have seen.
- ❖ Out of fantasy, they imitate their adults and reflect it in their play. Through these and similar games, they explore the world of adults and add that part of reality to their experience.

Activity 12.1

Arrange a situation in the class of your school or center to initiate fantasy among the children on the particular theme.

12.3.1 Advantages of Children's Fantasy

Fantasy though imaginary, but helps the children in many ways:

- ❖ Children's fantasy grows out of reality and accordingly it helps them to understand the reality in a better way. For example; by playing the role of a farmer in a scorching heat, they realize the struggle of a farmer. This is how fantasy helps children to accept reality.
- ❖ Fantasy also helps the children to understand abstract facts, a point which adults often fail to realize because, fantasy is children's way of connecting new ideas to the ones they already have.
- ❖ Fantasy also helps children to deal with their emotions. Being into their own world of fantasy, children often get involved in the activities which gives them happiness and pleasure. It also offers opportunities for children to explore different emotions and practice emotional control and self-regulation.
- ❖ Along with this, fantasy makes the child's life richer and gives him/her courage to face situations.
- ❖ It encourages imagination and creativity among children
- ❖ Fantasy helps in building children's confidence as they experience the freedom to 'be' whomever or whatever they want to be.
- ❖ It provides an opportunity for children to play games involving social rules, cooperation and collaboration, leading to social development.
- ❖ Another important benefit of fantasy is it encourages children to empathize with others.
- ❖ It helps the children to deal with changes in their lives.
- ❖ It allows the children an element of control in their lives
- ❖ It improves children's language and communication skills and extends children's vocabulary.
- ❖ It develops children's cognitive skills and provides opportunities for literacy and numeracy.
- ❖ It enhances children's understanding about the real world and how things work.

- ❖ It also allows children to practice fine and gross motor skills.

Childhood is the time when fantasies need to be nurtured. Unrealistic but happy fantasies during childhood give the child a sense of security and confidence. It must be noted that the fantasy itself is unreal, the good feelings that it gives children about oneself and the future are real. The fairy tale provides happy fantasies in a manner which the child finds easy to understand. When the future seems hopeful, the anxiety is gone and the present becomes more bearable.

CHECK YOUR PROGRESS

Q.1. What is meant by Children's fantasy?

Q.2. State two uses of Fantasy by Children.

Q.3 Mention some of the advantages of Children's Fantasy.

12.4 STORY TELLING BY CHILDREN

Storytelling is one important part of childhood. It's one of the oldest and purest forms of teaching. In early childhood education, storytelling is not only an effective way of grasping the attention of children but also has many developmental benefits. Story telling is one of the most important way of engaging children. It not only develops their patience of hearing but also develop some other cognitive skills such as-imagination, finding relationship between two or more object or people, reasoning, justifying, logical thinking etc. This is the best way of presenting material for imagination than telling a story. A story transports the child into a new world. Listening to stories is an integral part of growing up and the children who have missed it have missed the world of fantasy. For storytelling, reading books is not the only form. There are a few other forms of storytelling that can be incorporated in the early learning centers. They are-Nursery rhymes,

Songs, Picture books, Cultural stories, Fables, Storytelling with puppets or other characters, Personal or a child's experiences.



ImageSource:

https://1.bp.blogspot.com/Q9bQjce0dUw/Ter18FIQOVII/AAAAAAAAAC3M/fS4F87HcveQ/s400/scooley_r.JPG

Besides these, as pre-school teacher, you must know that Stories can be different types which can be incorporated in child's learning. They are:

- **Stories Based on Real Life:** These stories would include stories based on some phenomena of nature, science stories, stories about children growing up in different regions or stories about growing up itself, stories about brave men and women.
- **Stories Based on Imagination and Fantasy:** These would include fairy tales, folk tales, stories containing impossible events, stories from the Panchatantra, stories based on 'Superman' or 'Batman', Shaktiman.
- **Stories from a specific culture:** These would include myths, legends, epics and other folklore. Some example of these are the epic about Ram and Sita from Ramayana, Judisthir, Arjun, Draupadi from Mahabharata, stories about gods, goddesses and demons from different other classic stories or epics.

Characteristics of Good Stories:

All stories do not attract the children, and requires certain characteristics to appeal them. Some of these characteristics are:

- A story must arouse curiosity among children.
- It must be joyful and interesting.
- It must entertain them.
- It must stimulate the imagination of the children.

- It must appeal to their sense of adventure
- It must cater and be in tune with their hopes, desires and fears
- It must clarify their concept, ideas.
- It must deal with the emotions of the children
- It must give recognition to their problems and suggest solutions or help them
- It should develop their intellect and self-confidence.
- It must enrich children's life and relate to aspects of their personality.
- It must help them to develop their inner resources

Activity 12.2

List out some interesting and creative stories for your students that initiate creative thinking

12.4.1 Benefits of Story Telling in Early Childhood Education

Story telling serves many benefits to the children. Some of them are discussed here:

✓ It Helps in Improving Language Skills:

Reading is not the only the option which promotes children's language development skills. Storytelling is a fun way for the children to get accustomed to hearing different words, syllables and sounds that they may not have normally heard in regular daily conversations.

✓ It Boosts Memory:

Storytelling boosts the memory of the children. While listening to a story, children will have to remember the plot, scenario, characters and important details. Through the storytelling, the teachers build on the benefit of memory-learning by asking questions about the story. This encourages children to pay attention along the way and to actively try to remember the storyline.

✓ It Fosters Imagination, Creative Thinking and Cognitive Skills:

Storytelling to children without the addition of illustrations or any other visual aid allows them to imagine characters and settings. This is important for their creative and imaginative thinking. Instead of a video or image doing the work for them, children instead, are forced to think of it themselves. Here, critical thinking about situations described in storytelling is introduced and is important for developing this skill later on.

✓ **It Encourages Learning, Writing and Reading among Children:**

Storytelling is a fun and interactive activity for children. As they learn through the process and content of storytelling, children begin to learn to love learning and associate it with a fun activity. This encourages a healthy perspective on learning and school later on in life. It also teaches the children the key skills for their formal schooling such as being able to sit and listen, think critically and comprehending.

✓ **It Develops Cultural and Moral Understanding**

Every story carries moral as well as it is based on a cultural base depicting through different character and content. As such, children can learn valuable cultural and moral lessons. Some stories explain the cultures of different places and people. Children also learn to explore their own cultures and begin to develop an understanding that people come from different backgrounds, religions and countries

A story telling session need not be confined to an adult telling a story. Teacher must encourage children to tell stories.

CHECK YOUR PROGRESS

Q.4. Write short notes on story telling as play activity.

Q.5. What are the types of stories?

12.5 DRAMATIZATION

Dramatization is the most significant model as well as basic play activity for learning for children. It helps the children to think about their individual or social problems. Children can learn to explore issues, events, and connections, by means of drama or role-play. Through dramatization children can gather variety of knowledge and experience of the real world. At around age three, children's dramatization consists of playing with toys in ways that imitate life experiences. Later, children play make believe with their friends-cops and robbers, based on stories shown in movies or television. It is the most significant model and basic activity for learning. It helps children to think about their individual or social problems. Children can learn to explore issues, events and connections, by means of drama or role play.

Dramatization is the centre of existence because it is a valuable form of communication. It provides children with an opportunity to work together cooperatively on a shared life. As a result, it gives children the chance to express themselves more effectively in everyday situations. Through dramatization, children learn to get along with others and to find out how they stand in relation to others. It is the only and the natural way through which they learn about themselves and the world. Dramatization is useful in developing play so that children can extend themselves creatively and constructively. With this, children are able to express and communicate their feelings and understandings in their own way. It gives children practice in reasoning and acknowledging. Moreover, it also provides emotional content in their socialization.



Image Source: <https://theindianpublicschool.org/wp-content/uploads/2020/11/drama-header.jpg>

In dramatization, children are assigned roles by someone else and enact them. Dramatic play is an important play activity for children. Dramatic play, fantasy play, pretend games and symbolic play all are same thing and they have been used interchangeably. When children engage in dramatic play, they are their own actors and directors. They choose the setting, select their costumes and props and develop their own dialogues. Pre-school teachers can encourage dramatic play by providing a variety of play materials that lend themselves to imaginative play by keeping the play area appealing and giving children enough time for the play.

12.5.1 Importance of Dramatization For Children

Dramatization serves the following benefit for the development of the children:

- A) Development of Imagination:** Dramatization or role play helps the understanding human behavior in terms of how people feel and behave in certain situations. This enriches their imagination. Indeed, dramatization is an imaginary play.
- B) Active Learning:** Dramatization ensures active learning on the part of the students. Through role play, they gather knowledge about many things, events and relationship. It is an interesting activity that includes a lot of fun, learning new ideas linked to everyday experiences.
- C) Social Development:** Dramatization also leads to the development of social behavior among the children. Through role play, they acquire many social qualities like empathy, sympathy, sensitivity, involvement, collaboration and so on.
- D) Development of Creative Problem Solving Quality:** Dramatization is a social activity. Since children work together on problem-solving through dramatization, they are working towards expressing their thoughts and solutions.
- E) Language Development:** Children get a lot of oral practice through dramatization which helps in their language development. It leads to the improvement of pronunciation and fluency in the language, they use.
- F) Emotional Development:** The children have to enact the characters so that they get better insights into the ancient characters, events, episodes, etc. The children are actively involved as they can feel the emotions of the characters in which they play. It also makes it easy for children to express their emotions to their parents and teachers.
- G) Skill Development:** All senses are actively involved in dramatization so that the process of learning becomes better. The dramatization includes the development of skills like listening, speaking, reading, and even writing.

CHECK YOUR PROGRESS

Q.6. What is dramatic Play?

Q.7. Why is dramatization important for children?

12.6 LET US SUM UP

After going through this unit, it can be summarized as-

- Play is essential component of child's learning. During play, child engage themselves in various activities. One such important activity is fantasy.
- Fantasy is the means which helps the child to deal with emotions and to adjust to various situations.
- Regarding fantasy of children, there are varied views. There are some people who believe that children use fantasies to get away from the real world, to escape from their real problems. In general, children use fantasy to know the real world
- Children use fantasy to organize and understand the world around them. They projected into their play what they have seen.
- There are lots of advantages of fantasy such as it helps them to understand the reality in a better way, encourages imagination and creativity, allows the children an element of control in their lives and so on.
- Storytelling is one important part of childhood. It's one of the oldest and purest forms of teaching
- There are a few other forms of storytelling that can be incorporated in the early learning centers. They are-Nursery rhymes, Songs, Picture books, Cultural stories, Fables, Storytelling with puppets or other characters, Personal or a child's experiences.

- Story telling serves many benefits to the children, such as- helps in Improving Language Skills, Boosts Memory, Encourages Learning, Writing and Reading among Children and so on.
- Dramatization is the most significant model and basic activity for learning for children. It helps the children to think about their individual or social problems. Through dramatization children can gather variety of knowledge and experience of the real world
- Dramatic play is an important play activity for children. Dramatic play, fantasy play, pretend games and symbolic play all are same thing and they have been used interchangeably.

12.7 FURTHER READING

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12.8 ANSWER TO CHECK YOUR PROGRESS

ANSWER TO Q.NO.1:

Fantasy is one of the most significant characteristics among young children. By and large, children pretend to be characters they see around them in real life. They fantasize about how it will be when they grow up. They see their parents and other family members who are adults and imitate them in their pretend plays and games.

ANSWER TO Q.NO.2:

- ❖ Children wish to be part of the world of adults they see around and to work like them. They want to talk, behave, walk, drive, dress, and eat like the adults. These are the fantasies that they have and this is reflected in their play.
- ❖ Mostly, it can be said that fantasies are children's day dreams through which they express what they want to do and what they want to be. Children's fantasy play reflects the real experiences of everyday life.

ANSWER TO Q.NO.3:

Some of the advantages of Children's Fantasy-

- ❖ Fantasy helps in building children's confidence as they experience the freedom to 'be' whomever or whatever they want to be.
- ❖ It provides an opportunity for children to play games involving social rules, cooperation and collaboration, leading to social development.
- ❖ Another important benefit of fantasy is it encourages children to empathize with others.
- ❖ It helps the children to deal with changes in their lives.

ANSWER TO Q.NO.4:

Storytelling is an important part of childhood. It's one of the oldest and purest forms of teaching. In early childhood education, storytelling is not only an effective way of grasping the attention of children but also has many developmental benefits. Story telling is one of the most important way of engaging children. It not only develops their patience of hearing but also develop some other cognitive skills such as-imagination, finding relationship between two or more object or people,

reasoning, justifying, logical thinking etc. This is the best way of presenting material for imagination than telling a story.

ANSWER TO Q.NO.5:

Stories can be different types which can be incorporated in child's learning. They are:

- Stories Based on Real Life
- Stories Based on Imagination and Fantasy
- Stories from a specific culture

ANSWER TO Q.NO.6:

Dramatic play is an important play activity for children. Dramatic play, fantasy play, pretend games and symbolic play all are same thing and they have been used interchangeably. In dramatic play, children choose the setting, select their costumes and props and develop their own dialogues.

ANSWER TO Q.NO.7:

It helps in –

- ✓ Development of Imagination
- ✓ Active Learning
- ✓ Creative Problem Solving Quality
- ✓ Development of essential skills

12.9 POSSIBLE QUESTION

A. Short Questions (Answer each questions in about 150 words)

1. What is your understanding about children's Fantasy?
2. Why do children fantasize?
3. Briefly discuss the uses of fantasy by children
4. Why is story telling important?
5. State the types of stories.
6. List out the characteristics of good stories.
7. What is a dramatic play?

B. Long Questions (Answer each questions in about 300-500 words)

1. Discuss the advantages of fantasy among children.

2. Elaborate the benefits of telling stories to children with proper example.
3. As a pre-school teacher would you like to organize dramatic play? If yes, give your justification.
4. Discuss the importance of dramatization as play activity for children.

UNIT 13: ART FOR PRE-SCHOOL CHILDREN

UNIT STRUCTURE

- 13.1 Learning Objectives
- 13.2 Introduction
- 13.3 Art – Its Meaning for Young Children
- 13.4 Drawing and Painting
 - 13.4.1 Drawing
 - 13.4.1 Painting
- 13.5 Materials for Drawing and Painting
- 13.6 Clay
- 13.7 Tearing and Pasting, Paper Folding, Paper Cutting, Collage, Making Picture Books, Making Toys, etc.
- 13.8 Role of Early Childhood Teachers
- 13.9 Let Us Sum Up
- 13.10 Further Reading
- 13.11 Answers to Check Your Progress
- 13.12 Possible Questions

13.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- explain the importance of art for pre-school children
- identify suitable art activities for pre-school children
- identify the material and tools required for different art activities
- plan and organise different types of art activities that suitable for pre-school children

13.2 INTRODUCTION

This is the thirteenth unit of the course. The unit highlights the significance of art in Early Childhood Education, emphasizing how it contributes to the development of creativity, problem-solving skills, and aesthetic appreciation in preschool children. The unit also

acknowledges the role of pre-school teachers in facilitating and promoting children's artistic growth through the provision of materials and opportunities for self-expression and creativity. The unit concludes by stating its intention to familiarize early childhood teachers with various forms of art for preschool children.

13.3 ART – ITS MEANING FOR YOUNG CHILDREN

Art is an important aspect of Early Childhood development as it allows young children to express their thoughts, emotions, and creativity in a non-verbal way. Art can be defined as any form of creative expression, such as painting, drawing, sculpting, dancing, or singing that is intended to be aesthetically pleasing or meaningful to the viewers.

For young children, art is a way to explore the world around them and express their thoughts, feelings, and ideas. It can take many forms, including drawing, painting, sculpture, collage, and more. Through art, children can experiment with colours, textures, and shapes, and learn about cause and effect.

Art can also be a way for young children to develop their social skills. When they participate in group art activities, they learn how to share materials, take turns, and collaborate with others. They can also learn to appreciate the unique perspectives and creative ideas of their peers.

In addition to its developmental benefits, art can also be a fun and enjoyable activity for young children. It can provide them with a sense of accomplishment and pride in their work and can help build their self-esteem.

Young children should be encouraged to engage in art activities as often as possible. This can be done by providing them with a variety of art materials such as paints, crayons, markers, clay, and paper. Children can also be taken to art museums, galleries, and cultural events to expose them to different types of art.

It is important that to remember that young children should be allowed to explore art freely without too much emphasis on the end product. The process of creating art is more important than the final product. Children should be allowed to experiment, make mistakes, and explore their creativity without feeling pressured to produce a perfect piece of art.

Overall, art is an essential component of young children's development and should be incorporated into their daily lives as much as possible to foster their creativity, imagination, and self-expression.

CHECK YOUR PROGRESS

Q 1: How should young children be encouraged to engage in art activities?

13.4 DRAWING AND PAINTING

13.4.1 Drawing

Development of drawing by young children typically follows a predictable sequence of stages, although the timeline and pace of this development can vary from child to child. Given below is a general overview of the typical stages of development of drawing in young children:

1. **Scribbling (ages 2-3):** At this stage, children make random marks on paper with no particular purpose or meaning. These marks may be circular, zigzag, or back-and-forth lines.
2. **Controlled Scribbling (ages 3-4):** In this stage, children start to make more deliberate marks and shapes, such as circles, squares, and triangles. They may also begin to understand that their drawings represent real objects or ideas.
3. **Pre-Schematic (ages 4-5):** At this stage, children begin to draw recognizable objects, such as people, animals, and houses. These drawings are often simplified and may not have all the details to represent or proportions correct.

4. Schematic (ages 5-7): In this stage, children begin to use symbols and basic shapes to represent objects. They may draw stick figures and symbols such as hearts or stars.
5. Realistic (ages 7 – 9): Children begin to incorporate more details and realistic proportions into their drawings. They may draw more complex scenes and objects, and begin to use shading and perspective to create a sense of depth.

It is important to note that these stages are general guidelines and that each child develops at their own pace. Encouraging children to draw and providing them with the necessary materials and support can help foster their development and creativity.

13.4.2 Painting

Painting is a fun and effective way for young children to express themselves and explore their imagination. As children are still developing their fine motor skills and hand-eye coordination, their paintings may not always be very detailed or realistic. However, this does not mean that artwork is any less meaningless or important.

Young children very often use bright colours and bold brushstrokes, creating abstract and imaginative images. This type of painting can be a reflection of their emotions and inner thoughts. It is important to encourage young children to express themselves freely through their artwork, without placing too much emphasis on the final product. There are many different varieties of paintings that are suitable for young children, depending on their age and interest. As a pre-school teacher, it is important to expose young children to different types of painting techniques and styles. At the same time, it is important to choose techniques and materials which are safe, non-toxic, and easy to use by children. Mentioned below are some types of painting that are suitable for young pre-school children:

1. Finger Painting: This is a fun and messy way for young children to explore colour and texture. Children can use their fingers to create different shapes and patterns on paper.
2. Watercolour Painting: Watercolour paints are a good option for young children, as they are easy to use and can create beautiful soft images. Children can experiment with different colours and learn about colour mixing and blending.
3. Sponge Painting: Children can use sponges to create textured and colourful paintings. This technique is easy and fun for young children.

4. Nature Painting: Kids can use leaves, flowers, other natural objects to create beautiful paintings that reflect the world around them. This is a great way for young children to connect with nature and explore different textures and colours.
5. Sand Painting: Sand painting involves creating colourful designs and patterns by sprinkling coloured sand onto a surface. Teachers can introduce sand painting by providing trays or containers with sand and coloured powders. Children can use their fingers or small tools to sprinkle and spread the sand onto a surface, such as paper or cardboard, to create their own designs.
6. Thread Painting: Thread painting involves using coloured threads or yarn to create designs and images on fabric or paper. To introduce thread painting, teachers can provide pre-schoolers with blunt needles and various colours of threads or yarn. Children can then weave and stitch the threads onto a pre-drawn design or use their imagination to create their own patterns. Supervision and guidance from the teacher are important to ensure safety and assist children in handling the materials appropriately.

Overall, there are many different types of paintings that a teacher can teach young children. By exposing children to different techniques and styles, they can develop their creativity, observation skills, and artistic abilities.

CHECK YOUR PROGRESS

Q 2: What are the stages of drawing development in young children?

Q 3: Why is painting important for young children?

Q 4: What are the benefits of finger painting for young children?

13.5 MATERIALS FOR DRAWING AND PAINTING

Some tools and materials for drawing and painting that are suitable for pre-school children are –

1. Crayons: They come in a variety of colours and are easy to grip for small hands.
2. Washable markers: These markers are easy to use and can be easily cleaned up with water.
3. Finger paints: They allow kids to be more tactile and can help them develop fine motor skills.
4. Water colours: They are easy to mix and blend and can create beautiful washes of colour.
5. Paint brushes: You can get a variety of sizes and shapes, depending on the requirement of your students.
6. Drawing paper or sketchbook: A blank canvas for their imagination.
7. Construction paper: This type of paper is sturdy and comes in a variety of colours, perfect for creating all kinds of artworks
8. Play dough or modelling clay: It's a fun material that can be moulded and shaped into different forms.
9. Coloured pencils: These are usually suitable for older children who want to add details and shading to their artwork.
10. Smocks or aprons: Old clothes may be used as a smock or apron to protect a child's clothing from any accidental spills or splatters of paint and other art materials.

Remember to always supervise your students while they are using these materials and encourage them to have fun and be creative.

13.6 CLAY

Clay is a versatile and popular art material used by children of all ages. It is a natural material that is derived from decomposed rocks and is often available in a variety of textures and colours. Young children, in particular, enjoy working with clay because of its tactile qualities and the ease with which it can be moulded into different shapes.

There are many different types of clay available for use in art activities, such as, air-dry clay, polymer clay, pottery clay, etc. But, for young children, it is important to use non-

toxic, child-friendly clay that is easy to manipulate and shape. Soft, pliable clay that does not require baking or firing is ideal, as it allows children to focus on the process of moulding and shaping the material without added complexities of drying and firing. In this regard, **air-day clay** is a popular choice for pre-schoolers, as it can be used without the need for a kiln or other specialised equipment. This type of clay dries naturally when exposed to air, making it easy for young children to use and handle. It is also non-toxic and safe for children to touch and play with.

To make the most of clay as medium of art activities with pre-schoolers, it is important to provide them with simple, age-appropriate tools that they can use to create basic shapes and forms. Play dough tools, plastic cookie cutters, and plastic knives or spoons can be great for pre-schoolers to experiment with. It is also important to provide children with a safe and clean workspace, such as plastic tablecloth or mat to prevent clay from sticking to surfaces, and to supervise them while they work with the material.

Benefits of Clay Art Activities for Young Children:

Young children are naturally drawn to tactile experiences and enjoy exploring new textures and materials. Clay provides a unique sensory experience that engages children on many levels. The soft and malleable nature of clay allows young children to mould it with their hands, creating a physical connection between themselves and their creations. This tactile experience promotes sensory development and helps children develop their fine motor skills and hand-eye coordination, as they learn to manipulate the clay into various shapes and forms.

Art activities using clay can also help young children develop their creativity and imagination. Clay provides a blank canvas for children to create whatever they desire, allowing them to explore their own ideas and develop their unique artistic style. This type of creative expression is crucial for young children, as it helps them develop their confidence and self-esteem.

Additionally, working with clay can be very calming and therapeutic experience for children. The act of kneading, shaping and moulding clay requires concentration, focus,

and patience, which can be helpful in improving children's attention spans and ability to focus on a task. This can also help children regulate their emotions and reduce stress.

Furthermore, clay art activities can also provide children with a sense of accomplishment and pride in their work, boosting their self-esteem and confidence.

In conclusion, art activities using clay can be a valuable and enriching experience for very young pre-school children. It promotes sensory development, fine motor skills, creativity, and emotional regulation, making it an excellent tool for early childhood educators and parents alike. By providing young children with a safe and stimulating environment in which to explore their creativity, we can help them develop their skills and confidence they need to succeed in all areas of their lives.

CHECK YOUR PROGRESS

Q 5: Why is clay a popular art material for children?

Q 6: What are some types of clay suitable for young children?

13.7 TEARING AND PASTING, PAPER FOLDING, PAPER CUTTING, MAKING PICTURE BOOKS, MAKING TOYS

13.7.1 Tearing and Pasting

Tearing and pasting is a simple but effective art activity that encourages children to explore their creativity and imagination. The activity involves tearing up small

pieces of paper and then gluing them onto a larger sheet of paper to create a collage.

To get started, provide children with different types of papers, such as tissue paper, construction paper, and magazine pages, and a glue stick or liquid glue. Encourage them to tear the paper and then paste them onto a larger sheet of paper to create collage.

As they work on their collage, encourage children to experiment with different colours and textures, and to create different shapes and patterns. You can also suggest different themes or ideas for their collage, such as nature, animals, or their favourite foods.

Tearing and pasting can be a messy activity, so be sure to provide children with a clean work surface and aprons or smocks to protect their clothes. And most importantly, let children have fun and enjoy the creative process.

Following are the Benefits of Tearing and Pasting Activities:

One of the benefits of tearing and pasting as an art activity is that it can develop a child's fine motor skills. Tearing paper requires the use of small muscles in the hand and fingers, which can help to improve a child's dexterity and hand-eye coordination. Pasting the torn pieces of paper onto the larger sheet of paper also helps to improve a child's hand-eye coordination, as they need to carefully place the pieces in the right location.

In addition, tearing and pasting can also help to foster a child's creativity. Children can experiment with different colours, shapes, and textures as they create their collages, and they can use their imagination to come up with new and interesting designs. This can help boost a child's self-confidence and encourage them to express themselves through art.

Tearing and pasting is also a great activity for promoting concentration and focus. Children need to pay attention to what they are doing as they tear and paste their paper, and they need to stay focused on their project to complete their collage.

Overall, tearing and pasting is a fun and engaging art activity that can have many benefits for preschool children. It can help to develop fine motor skills, foster creativity and imagination, promote concentration and focus, and provide an outlet for self-expression.

13.7.2 Paper Folding

Paper folding, also known as *origami*, is a popular art activity for preschool children. Origami involves folding a flat sheet of paper into a three-dimensional shape, such as an animal or a box.

To get started with paper folding, you can provide children with square sheets of paper and instructions for simple origami designs, such as a paper boat or a paper crane. As children become more experienced with origami, they can try more complex designs and experiment with different types of paper.

The benefits of Paper Folding are discussed below:

One of the benefits of paper folding as an activity is that it can help develop a child's fine motor skills. Origami requires precise folding and manipulation of the paper, which can help to improve a child's dexterity and hand-eye coordination. It also requires patience and attention to detail, which can help to improve a child's focus and concentration.

Another benefit of paper folding is that it can help to foster a child's creativity. Children can experiment with different colours and patterns of paper, and they can use their imagination to come up with new and interesting designs. Paper folding can also be a fun activity to do together with friends or family, encouraging social interaction and collaboration.

In addition to developing fine motor skills and fostering creativity, paper folding can also help to promote problem-solving abilities. Origami often involves following a set of instructions or diagrams to create a specific design, which can help to improve a child's spatial reasoning and logical thinking skills.

Overall, paper folding is a fun and engaging art activity that can have many benefits for pre-school children. It can help to develop fine motor skills, foster creativity and imagination, promote problem-solving abilities, and provide an outlet for self-expression.

13.7.3 Paper Cutting

Paper cutting is another fun and creative art activity for pre-school children that can help them to develop their fine motor skills, hand-eye coordination, and creativity. Here are some ideas for paper-cutting activities for pre-schoolers:

1. **Simple Shapes:** Start with some simple shapes such as squares, circles, and triangles. Draw these shapes on construction paper and have your student cut them out with child-safe scissors. You can use a ruler to draw the shapes, if you want them to be precise, but it's also okay to let the child freehand draw them. You can also create patterns by cutting out shapes from one colour paper and gluing them onto a contrasting colour. Encourage the children to experiment with different sizes and colours.
2. **Paper Chains:** Cut long strips of construction paper and have your student cut them into smaller pieces. Then, show them how to link the pieces together to make paper chains. This activity can help them develop their counting skills as they try to make the longest chain possible. You can also make the chains into decoration by hanging them on a wall or door.
3. **Paper Dolls:** Draw a simple figure on construction paper and have your student cut it out. Then, encourage them to decorate the figure with crayons or markers. To make the paper doll sturdier, you can glue the paper onto a piece of cardboard before cutting it out. You can also make paper clothes for the doll and decorate them.
4. **Collage:** Cut out a variety of shapes and colours of construction paper and have your child glue them onto a larger piece of paper to make a collage. You can provide a theme for the collage, such as animals or flowers, to give your students some inspiration. You can also have them cut out pictures from magazines or newspapers to add to the collage. Encourage them to experiment with different shapes and sizes.
5. **Snowflakes:** Fold a piece of white paper in half and then in half again to make a triangle. Cut small shapes out of the edges of the triangle, being careful not to cut through the middle. When you unfold the paper, you will have a beautiful snowflake. To make the snowflakes look more intricate, you can fold the paper onto smaller triangles and cut out more shapes. You can also experiment with different types of paper, such as coloured tissue paper, to take the snowflakes more unique.

Remember to always supervise your young students during paper-cutting activities and provide child-safe scissors. It's also important to let your child be creative and make their

own choices during the activity, even if it means the project doesn't turn out exactly as planned. Make sure to praise your students for their efforts and creativity, and have fun.

13.7.4 Making Picture Books

Making picture books for pre-school children can be a fun and engaging activity for both you and the children involved. Here are some steps to help you get started:

1. Choose a topic: When selecting a topic, it is important to keep in mind the interest and developmental levels of the pre-schoolers. You can ask them what topics they enjoy learning about or use common themes such as animals, family, friends, seasons, etc. You can also tie the topic to a specific lesson or activity you're doing in the classroom.
2. Gather materials: Make sure you have plenty of materials on hand, such as construction paper, scissors, glue, markers, crayons, and any other art supplies you might need. It is important to use materials that are safe and age-appropriate for pre-schoolers.
3. Brainstorm ideas: Get your students involved in the creative process by asking them to share their ideas for the story. You can ask open-ended questions like, "What do you think happens next?" or "What would you like to see in the story?" This will help the children feel like they have ownership over the project and will also help you create a story that they will be interested in.
4. Create the story: Based on the ideas generated, create a simple story that can be illustrated with pictures. Keep the story short and simple, with clear concise sentences. Use language that is appropriate for preschool children and avoid complex vocabulary or sentence structures.
5. Draw the picture: Give children the opportunity to draw pictures that depicts the story. You can also provide them with templates of the character and setting, or let them create their own. Encourage them to use their imagination and creativity while drawing the pictures. Once the drawings are completed, select the best ones to include in the book.
6. Assemble the book: Use construction paper or cardstock to create the cover and pages of the book. Cut out the pictures and glue them onto the pages. You can add text by writing the story on the pages or typing it and printing it out. Make sure the book is easy for pre-schoolers to handle and read.

7. Celebrate and share: Once the book is completed, celebrate the achievement with the children. You can read the book aloud to them or have them read it to each other. You can also share the book with their families or display it in the classroom. This will help to build their confidence and pride in their work and give them an opportunity to share their creativity with others.

Involving children in the process of making picture books is a great way to foster their creativity and imagination, and literacy skills. It also helps to build their confidence and self-esteem as they see their ideas and drawings come to life in a tangible way. By following the steps given above and adapting them to the interests and abilities of your students, you can create a fun and engaging activity that promotes learning and development.

13.7.5 Making Toys

Toys are an essential part of any early childhood classroom, as they provide children with opportunities to explore, learn, and develop important skills. However, there is another aspect of toys that is often overlooked, which is toy making.

Toy-making is an excellent way to promote creativity, problem-solving, and critical thinking skills among young children. When children are involved in the process of creating their own toys, they are not only engaged in a fun and meaningful activity, but they are also developing a sense of ownership and pride in their work.

The process of toy making can involve a range of activities and materials, depending on the age and skill level of the children involved. As an early childhood educator, you can encourage toy-making in a variety of ways. Here are some steps you can follow to guide the process:

Select age-appropriate materials: When choosing materials for toy making with very young children, it is important to select materials that are safe and age-appropriate. Soft, lightweight materials such as **felt**, foam, and fabric are good choices, as are materials that can be easily manipulated, such as pipe cleaners, pom poms, and stickers.

Felt

Felt refers to a type of fabric made from wool or other animal fibres that have been matted together using heat, moisture, and pressure. Felt is often used for crafts, as it is easy to cut and shape, and it comes in a wide range of colours. Felt is suggested as a good choice for crafting for young children due to its softness and lightweight nature.

Provide simple instructions: Keep instructions simple and easy to follow, using pictures or visual cues to help children understand what they need to do. For example, you might show children how to fold a piece of paper to make a simple origami toy or how to string beads onto a pipe cleaner to make a bracelet.

Encourage exploration: Give children plenty of time to explore the materials and experiment with different combinations and arrangements. Do not worry too much about the result; the process of exploration and discovery is more important than the finished product.

Offer support and guidance: Offer support and guidance as needed, helping children to problem-solve and overcome obstacles. Encourage children to try different approaches and to think creatively about how to use the materials in new and interesting ways.

Celebrate the final product: Celebrate each child's unique creativity and individuality by showcasing their creations in the classroom or in a special display. Encourage children to talk about their toys and to share them with others.

Overall, the process of toy-making for very young children should be fun, engaging, and exploratory. By providing age-appropriate materials and simple instructions, you can help children to develop their creativity and problem-solving skills, while also encouraging them to explore new ideas and concepts. Remember that the focus should be on the process, not the finished product, so encourage children to experiment and take risks, and celebrate their individuality and creativity along the way.

CHECK YOUR PROGRESS

Q 7: What is tearing and pasting?

Q 8: What are the benefits of tearing and pasting?

Q 9: What are some benefits of paper cutting for pre-school children?

13.8 ROLE OF EARLY CHILDHOOD TEACHERS

By now, you must be aware of the important role that art education plays in the development of young children. Firstly, it is important to recognize that art education is not just about teaching children how to draw, paint, or sculpt. While developing artistic skills is certainly a part of it, the value of art education goes far beyond that. Art provides a unique way for young children to express themselves and communicate their thoughts and emotions, and it can help to foster their creativity, imagination, and critical thinking skills.

As an early childhood teacher, you can play a crucial role in providing young children with opportunities to engage in art experiences. This might involve setting up a designated art area in your classroom, providing a variety of materials for children to experiment with, and facilitating group projects or individual exploration. You can also expose children to different forms of art, such as paintings, sculptures, drawings, and collages, and encourage them to appreciate the beauty and diversity of the art world.

One of the most important things to keep in mind when it comes to art education for young children is that the process is just as important as the final product. While it can be tempting to focus on the end result, it is essential to encourage children to experiment, explore, and express themselves freely through art. Avoid imposing your own expectations

or standards on their work, and instead, celebrate each child's individuality and unique approach to art.

In addition to fostering creativity and artistic skills, art education can also help support young children's social and emotional development. By providing a supportive environment where children feel safe to express themselves, you can help to build their confidence and self-esteem and teach them important communication and problem-solving skills.

In conclusion, your role in art education is vital to the growth and development of young children. By providing a safe and nurturing environment, encouraging exploration and experimentation, and celebrating each child's individuality, you can help foster their creativity, imagination, and critical thinking skills.

CHECK YOUR PROGRESS

Q 10: What is the role of early childhood teachers in art education?

13.9 LET US SUM UP

- Art is crucial for early childhood development as it enables children to express themselves and explore the world. It helps them develop social skills, boosts self-esteem, and should focus on the creative process rather than the final outcome.
- Drawing development in young children follows a predictable sequence: scribbling, controlled scribbling, pre-schematic, schematic, and realistic stages. Each stage represents progress in their ability to represent objects and incorporate details. It is crucial to provide support and materials to encourage their development and creativity at their own pace.
- Painting is a valuable medium for young children to express themselves and unleash their imagination. Their artwork may not be detailed or realistic, but it holds meaning and importance. Encouraging children to freely express themselves through painting and exploring various techniques, such as finger painting, watercolour painting, sponge painting, nature painting, sand painting, and thread painting, can enhance their creativity

and connection with the world around them. Safety and guidance from teachers are essential in facilitating their exploration and learning.

- Suitable materials for pre-school children in drawing and painting include crayons, washable markers, finger paints, watercolours, paint brushes of various sizes, drawing paper or sketchbooks, construction paper, play dough or modelling clay, coloured pencils (for older children), and smocks or aprons to protect clothing. Supervision is important, and children should be encouraged to have fun and be creative with these materials.
- Clay is a versatile and tactile art material that young children enjoy working with. Non-toxic and easy-to-handle clay, such as air-dry clay, is ideal for pre-schoolers. Clay art activities promote sensory development, fine motor skills, creativity, emotional regulation, and boost self-esteem. Simple tools and a safe workspace are important for young children to explore and create with clay.
- Tearing and pasting is a creative art activity that involves tearing small pieces of paper and gluing them to create a collage. It helps develop fine motor skills, hand-eye coordination, and fosters creativity and imagination in children. Tearing and pasting also promotes concentration, focus, and self-expression. It is a fun and engaging activity for preschool children.
- Paper folding, or origami, is a creative art activity that involves folding paper into various shapes and designs. It helps develop fine motor skills, hand-eye coordination, focus, and concentration in preschool children. Paper folding also fosters creativity, problem-solving abilities, and provides a platform for self-expression and social interaction. It is a fun and beneficial activity for young children.
- Paper cutting is a creative art activity that helps develop fine motor skills, hand-eye coordination, and creativity in preschool children. Ideas for paper-cutting activities include cutting out simple shapes, creating paper chains, making paper dolls, designing collages, and crafting snowflakes. Supervision and child-safe scissors are important, and allowing children to be creative and make their own choices encourages their artistic expression.
- Making picture books for pre-school children is an engaging activity that promotes creativity, imagination, and literacy skills. Steps to create a picture book include selecting a topic, gathering materials, brainstorming ideas with the children, creating a simple story, drawing the pictures, assembling the book, and celebrating and sharing the finished product. Involving children in the process helps build their confidence and allows them to express their creativity while fostering their love for reading and storytelling.

- Making toys is a valuable activity for young children that promotes creativity, problem-solving, and critical thinking skills. By providing age-appropriate materials and simple instructions, educators can encourage children to explore and experiment with different combinations and arrangements, fostering a sense of ownership and pride in their work. Supporting and guiding children throughout the process, while celebrating their unique creations, helps build confidence and encourages them to share their toys with others. The focus should be on the process of exploration and discovery, allowing children to develop their creativity and problem-solving abilities in a fun and engaging way.
- Early childhood teachers play a crucial role in art education by providing opportunities for young children to express themselves, fostering creativity and critical thinking skills, and supporting social and emotional development. They create a safe and nurturing environment, encourage exploration and experimentation, and celebrate each child's individuality and unique approach to art.

13.10 FURTHER READING

1. Bhattacharya, S.K. (2013). Creative Art and Craft Activities for the Early Years. S. Chand Publishing.
2. Gangopadhyay, N. (2010). A Handbook of Art Activities for Pre-Schoolers. Sterling Publishers.
3. Iyer, L. (2015). Art for the Little Ones. Rupa Publications.
4. Phaidon Press. (2005). The Art Book for Children. Phaidon Press India.
5. Singh, S. (2011). Art and Craft for Early Childhood Education. Vikas Publishing House.

Web-Links:

- Art Projects for Kids website (<https://artprojectsforkids.org/category/view-by-grade/preschool-art-projects/>)
- Deep Space Sparkle website (<https://www.deepspacesparkle.com/>)
- KinderArt website (<https://kinderart.com/>)
- National Association for the Education of Young Children website (<https://www.naeyc.org/>) -
- The Artful Parent website (<https://www.artfulparent.com/>)

13.11 ANSWERS TO CHECK YOUR PROGRESS

Answer to Q. No. 1: Young children should be provided with a variety of art materials and opportunities to explore art freely. Emphasis should be placed on the process of creating rather than the end product. Taking children to art museums and cultural events can also expose them to different types of art.

Answer to Q. No. 2: The stages of drawing development in young children are scribbling, controlled scribbling, pre-schematic, schematic, and realistic.

Answer to Q. No. 3: Painting is important for young children as it allows them to express themselves, explore their imagination, and develop their fine motor skills and hand-eye coordination.

Answer to Q. No. 4: Finger painting benefits young children by providing a fun and sensory experience. It allows them to explore colors, textures, and shapes using their fingers, promoting their fine motor skills, creativity, and self-expression.

Answer to Q. No. 5: Clay is a popular art material for children because of its tactile qualities and the ease with which it can be moulded into different shapes. It allows children to engage in a hands-on creative process and offers a sensory experience that promotes their exploration and expression.

Answer to Q. No. 6: Some types of clay suitable for young children include air-dry clay, polymer clay, and pottery clay. For young children, it is important to use non-toxic, child-friendly clay that is easy to manipulate and shape. Air-dry clay, in particular, is a popular choice as it does not require a kiln or specialized equipment, dries naturally when exposed to air, and is safe for children to touch and play with.

Answer to Q. No. 7: Tearing and pasting is a simple art activity where children tear small pieces of paper and glue them onto a larger sheet of paper to create a collage.

Answer to Q. No. 8: The benefits of tearing and pasting include developing fine motor skills, fostering creativity and imagination, promoting concentration and focus, and providing an outlet for self-expression.

Answer to Q. No. 9: Some benefits of paper cutting for pre-school children include the development of fine motor skills, hand-eye coordination, and creativity. By using child-safe scissors to cut out shapes, children can enhance their dexterity and improve their ability to control their hand movements. Paper cutting also allows them to practice hand-eye coordination as they aim to cut along the lines or patterns. Additionally, the activity stimulates their creativity as they experiment with different shapes, sizes, and colors of paper to create artwork.

Answer to Q. No. 10: The role of early childhood teachers in art education is to provide young children with opportunities to engage in art experiences, foster their creativity, imagination, and critical thinking skills, and support their social and emotional development.

13.12 POSSIBLE QUESTIONS

A. Short Questions (Answer each question in about 150 words)

- Q.1:** What are some benefits of art for early childhood development?
- Q.2:** Write some of the characteristics of the pre-schematic stage of drawing in young children.
- Q.3:** What are some types of paintings suitable for young pre-school children?
- Q.4:** What are the benefits of clay art activities for young children?
- Q.5:** What are some suggestions for themes or ideas when doing tearing and pasting collages?
- Q.6:** Write about some specific paper-cutting activities that can be done with pre-school children.
- Q.7:** How can making picture books contribute to a child's creativity and literacy skills?
- Q.8:** How can art education support the social and emotional development of young children?

B. Long Questions (Answer each question in about 300-500 words)

- Q.1:** Discuss the benefits of art for early childhood development.
- Q.2:** How does the realistic stage of drawing in young children differ from the earlier stages in terms of complexity and the use of techniques like shading and perspective? Explain.
- Q.3:** How can pre-school teachers facilitate and guide young children in exploring different painting techniques and materials while ensuring their safety and encouraging self-expression? Elaborate.

Q.4: How can pre-school teachers and parents create a safe and stimulating environment for young children to explore their creativity through clay art activities, and what are the potential developmental outcomes of engaging in such activities?

Q.5: How does paper folding, or origami, benefit preschool children in terms of their fine motor skills, creativity, problem-solving abilities, and self-expression? Describe.

Q.6: What are the steps involved in engaging pre-school children in the process of making their own toys, and how does toy-making promote creativity, problem-solving, and critical thinking skills?

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UNIT 14: MUSIC FOR PRE-SCHOOL CHILDREN

Unit structure

- 14.1 Learning Objectives
- 14.2 Introduction
- 14.3 Meaning of Educational Music
- 14.4 Importance of using Songs in Teaching
- 14.5 Forms of Educational Music
- 14.6 Programmes that Integrate Music with Education
- 14.7 Pedagogies of Early Childhood Music Education
- 14.8 Let us Sum up
- 14.9 Further Reading
- 14.10 Answer to Check Your Progress
- 14.11 Possible Questions

14.1 LEARNING OBJECTIVES

After going through this unit, you will be able to:

- define educational music
- explain the importance of using music and songs in teaching
- identify the various forms and educational pedagogies of music education

14.2 INTRODUCTION

This unit introduces you to some basic concepts of music and its educational significance for pre-school children. This includes the meaning of educational music, effects of music, pedagogy of music and benefits of music. As we know, early childhood or pre-childhood is the crucial stage of growth and development of an individual. Although the development process is continuous, the rate or speed of development varies at different ages of the child. For example, children grow most rapidly during the first three years of life. In their middle childhood, i.e., from 6-12 years, their rate of growth is comparatively slow whereas it is accelerated again when they approach adolescence. A knowledge of the trends and patterns of growth and development will enable you to know how children grow and develop; when and what to expect from them, how to guide them in each stage and provide the environment for their optimum development. Besides, the growth

and development of a child is a joint product of both heredity and environment. But it is not possible to indicate exactly in what proportion heredity and environment contribute to the development of an individual. In fact, for the total growth and development of the child, there is the need of having convenient and comfortable environment to stimulate the positive qualities or potentialities of the child. Music or rhymes are the best ways to motivate the child into productive and positive direction and easily stimulate the child to learn or comprehend the things easily. In this unit, we shall discuss how music is important for teaching and how it is relevant for better teaching-learning processes during pre-school and childhood stage.

14. 3 MEANING OF EDUCATIONAL MUSIC

Early childhood normally refers to a time of rapid developments earmarked by certain major tasks such as Learning to speak, mastering pronunciation, building up a vocabulary etc. It means that at this stage, young children begin to learn more and more words, learn their meanings and combine words into sentences. Children then start speaking simple to complex sentences. In this context, music plays a crucial role for stimulating the language development of the child. **Educational music**, is a genre of music in which songs, lyrics, or other musical elements are used as a method of teaching and/or learning. In fact, music study becomes one of the core subjects for the students to improve their academic performance at secondary and higher educational levels.

Music used for learning can be in many formats, including video recordings, audio recordings, sheet music, and improvised music. Most of the time, music is added to an existing lesson plan or story. Songs are usually easy to sing and catchy, so that they can be repeated for later learning. Certain music is also considered educational, and, historically, most educational music is geared towards children. Besides at the early stage of childhood, some rhymes are used to develop the moral, ethical as well as educational sense of the students in the form of animated videos etc. such as *Jhony Jhony Yes Papa / Eating sugar no papa...*, *Wheels on the Bus goes Round and Round...*, *Brush your teeth ...etc.* Besides, **Sesame Street** is an American educational children's television series that combines live-action, music, sketch comedy, animation and puppetry. Such programmes can be used for educational development of the students during childhood. This video song tries to bridge many cultural and educational gaps in terms of a fun programme.

In fact, songs or arts are important means of expression for young children too. It was rightly stated by Zoltán Kodály on Children's Day Speech, in 1951 that "What a child has heard in his first six years of life cannot be eradicated later. Thus it is too late to begin teaching at school, because a child stores a mass of musical impressions before school age, and if what is bad predominates, then his fate, as far as music is concerned, has been sealed for a lifetime."

(<https://milnepublishing.geneseo.edu/music-and-the-child/chapter/chapter-8/>)

Music has always been a uniting cultural phenomenon throughout human history. Every cultural practice carries significant information about the respective culture and individuality. Music and songs do not have a single purpose of entertaining; instead they also offer a diverse range of educational functions. Songs and music can certainly be considered as one of the useful language learning tools that aid language teaching without putting a lot of academic pressure on the learners. Moreover, songs and music can be proven to be an effective listening activity that has multiple benefits to offer. Particularly in case of young and elementary learners, music has been used widely to teach important concepts in a funny way by second language teachers. One of the many benefits of using music and songs in teaching language is that teachers can acquire the focused attention of learners besides keeping them excited for learning. For any language learning process, it requires a significant amount of repetition to practice the sounds and structures. Here, songs and music help to offer this opportunity as repetition is one of their significant features.

Songs do not only offer language practice opportunities through repetition but also by developing listening skills, language association and assimilation skills, and phonological skills and provide an easy-going learning atmosphere. Hence, many linguistic features can be recycled through using songs while teaching English. Songs can be diffused into different stages of lessons as warm-ups or fillers to keep the students interested in the lesson.

CHECK YOUR PROGRESS

Q 1: What is educational Music?

14.4 IMPORTANCE OF USING SONGS IN TEACHING

Songs can be used as a valuable teaching and learning tool. Using songs can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures. Probably the greatest benefit to using songs in the classroom is that they are enjoyable.

There are many benefits that music provides to children as they continue to grow. The benefits include development of social skills, emotional self-regulating abilities, cognitive benefits, and physical benefits. Socially, children have the opportunity to learn how to take turns and play with others while still playing individually. For example, a band of little players each playing their instrument but yet looking at the big picture of playing with a group of little friends. Music also allows a smooth transitioning throughout daily activities, whether at home or in a classroom setting.

Participation in musical programmes also provides the following benefits to children.

- Allowing children to play with others, including adults or older siblings which boost their self-esteem.
- Different songs show children the different words used for emotions and body awareness, as well as extending their vocabulary in general.
- By extending children's vocabulary, they can also learn of different cultural music and languages.
- Music develops cognitive abilities which include learning how to count, recognizing sequencing and patterns, phonemic awareness, memorizing different songs for different experiences, and simply memorizing songs and their pace and tone.
- Physically, children's all around gross and fine motor skills grow rapidly by learning how to move their body to music, moving their bodies to actions of a song, and as they grow by learning how to hold and play an instrument.
- Music during the preschool stage, enhances the linguistic skills of the students.

CHECK YOUR PROGRESS

Q2: Identify the importance of music in education.

14.5 FORMS OF EDUCATIONAL MUSIC

Music education for young children is offered privately through music classes and music organizations. In some private schools, music programmes are often integrated into education as early as preschool. Early childhood music education in public school settings widely varies, but music programmes are also to be found in some schools starting with kindergarten even in some remote areas. Most early childhood music education is accomplished through parent or teacher guided interactive play. Prenatal activities can include singing and playing music so that it can be heard in the womb and continued on with newborns. From birth, children can listen to music and observe other children in music classes and participate in tactile and parent assisted activities. With parental assistance, infants can partake in body movement and rhythm exercises to sing songs. As children develop independent motor skills, they progress towards doing these activities on their own. Infants and toddlers are often encouraged to sing and explore rhythm through body movements and percussion instruments such as egg shakers, drums, and xylophones. As young children progress, activities can include concepts that introduce counting, solfege, and notation. Some programmes, as in case of the following, then allow young children to shift easily into more formalized dance and instrumental instruction starting at a very early age.

Video: Video recordings are mostly used as part of educational music. Television shows, DVDs, and even some movies use music to teach the viewer, whether it be a moral lesson or a scholastic lesson. Sesame Street and Schoolhouse Rock are some examples of shows that use music to teach topics like math, science, and government. Things like counting, names of the planets, or the law-making process are put to music with simple lyrics to aid in retention of information. In the minds of many elementary children, a video can break the monotony of the school day, and make the content more interesting to learn. Thus, music videos can be very impactful on the brains of elementary school children. Shows such as Little Einsteins use music as a story aid to teach decision-making and music recognition. Instrumental music represents different objects, people, animals, or actions to help the viewer distinguish between various options. Shows such as VeggieTales use a story as well as music to teach biblical and moral lessons to its viewers. This form uses songs to tie the story together and help the viewer remember important aspects of the story.

Audio: Audio music recordings are also used prominently as a form of education. The website called “Songs for Teaching” has many songs for teachers to help kids learn. Baby Genius is a

very popular company that produces educational music CDs for children. The European Union funded an education project to encourage early language learning called Lullabies of Europe that gathered and recorded lullabies in 7 European languages. Some Television shows and DVD series also make Audio recordings of their songs to further learning.

Sheet Music: It is sometimes used to aid in teaching when a song is new and the student can read music. Sheet music is usually used in conjunction with a CD or instrumentation.

Improvisation: It is used in educational music in a few settings. Teachers might make up a song for times tables and teach it to the students, perhaps having students add parts. Some people also make up songs to remember things or to study for a test.

Hip hop: Hip hop demonstrates increasing relevance and success as a pedagogical tool in primary and secondary education.

14.6 PROGRAMMES THAT INTEGRATE MUSIC WITH EDUCATION

Some schools integrate music with other subjects in the hope that the music and the other subjects enhance each other. With this mutual growth, educators hope to improve the overall quality and experiences of education. We may consider the following in this regard:

Changing Education Through the Arts (CETA)

One programme that integrates music in education is the Changing Education Through the Arts (CETA), which is done through the Kennedy Center. CETA is a partnership between the Kennedy Center and eight arts focus schools in the Washington D.C. area. They work together to produce staff that can integrate the arts across the curriculum. CETA aims to integrate music and other arts, such as dance and visual arts, into other scholastic areas, such as math and science to teach and assess the objectives in both the art form and the other subject area. This allows a simultaneous focus on creating, performing, and/or responding to the arts while still addressing content in other subject areas.

The objectives of CETA are to:

- Develop the knowledge, skills, and beliefs in the arts among individual teachers so they can integrate the arts across the curriculum to enhance student learning.
- Purposefully network these individuals in their own schools and with teachers in participating schools to develop their understanding and confidence in integrating the arts across the curriculum.
- Provide an extensive system of internal and external support and resources to the teachers, schools, and the network.
- Share knowledge and experiences with other educators and arts organizations both locally and nationally.

Arts Horizons

Arts Horizons is an arts in education organization that serves schools in New York and New Jersey. They integrate music, as well as other arts, into learning to help children gain appreciation for the arts as well as stimulate children “through the arts to improve their proficiency in reading, writing and math.” Arts Horizons has a variety of programs, including:

- Interactive live performances by professional artists from Broadway, Lincoln Center and around the world.
- Artist in residence programs, custom-designed for your school, that make connections between the arts and the classroom curriculum.
- Three Professional development inspires teachers to introduce innovative, creative approaches in the classroom and implement state learning standards.

An example of an assembly provided by Arts Horizons is the Peter and the Wolf program. In this program, an actor tells the tale of Peter and the Wolf while a woodwind quintet plays the music of Prokofiev to bring the story to life. After the story, students have a chance to learn about the woodwind instruments that were used in the story, as well as other woodwind instruments, and hear other folk tales.

There have been many studies on the use of music to aid in teaching, as well as how an individual who plays music fares in their education. Results show that using music when teaching children to read, for example, can help children learn how to read and give lasting results. A study on elementary students even showed that students with music training have overall better verbal

memory, compared to the memory of those students of the same demographic without music training.

14.7 PEDAGOGIES OF EARLY CHILDHOOD MUSIC EDUCATION

Several pedagogical approaches exist which promote specific methods of training young children in music, including Orff, Kodály, Dalcroze, and the Suzuki method. These are among the most widely recognized ones. Many of these pedagogies share commonalities, such as music and rhythm development through body movements, folk songs, aural training, and the belief that music literacy from an early age is beneficial. Each is known for particular characteristics, such as in Dalcroze Eurhythmics the use of lifelong body movement and expression through music and the Suzuki Method, which is based on the principles of "Mother Tongue", or the belief that music learning builds on the principles of language learning and therefore needs to start at a very early age. Institutions and teachers often use a combination of these pedagogies even if they might be affiliated with only one.

Studies done on children who have had a musical background, have shown that it increases brain function as well as brain stimulation. When children are exposed to music from other countries and cultures, they are able to learn about the instrument while at the same time being educated about a different part of the world.

Music education for young children is an educational program introducing children in a playful manner to singing, speech, music, motion and organology. It is a subarea of music education. In fact, music ignites all areas of child development and skills for school readiness, including intellectual, social-emotional, motor, language, and overall literacy. It helps the body and the mind work together. Exposing children to music during early development helps them learn the sounds and meanings of words.

Pedagogical Advantages:

- Songs can offer a diverse range of pedagogical advantages both in terms of cultural and linguistic knowledge.
- It is to be noted that the lyrics of any song can be both less or more meaningful in the semantic context.

- Songs offer a huge amount of cultural or historical information, common ground, and ideas for intellectual discussions including philosophical ponderings about the song writer's life. All this information including lyrics and background knowledge can be valuable linguistic knowledge that is rich in vocabulary, with repeated grammatical structures and phrases along with a diverse range of stylistic and pragmatic expressions that are easy to remember and memorize due to music
- Cultural or historical knowledge offered by songs can also help to enhance the emotional intelligence of learners.
- Other significant pedagogical advantage of using songs in classrooms is their linguistic usefulness in terms of providing instant new words and pronunciation
- Moralistic role of music is another way where teacher can play a significant role in elevating student's morale.
- Hence, by offering unique forms of communication in terms of linguistics features that have both melodic and rhythmic value, songs tend to aid classroom learning. However, listening to songs may appear to be a simple pleasant activity but alongside this recreational activity, there are multiple cognitive integrations taking place that includes language assimilation, Practising a Word or Sound and so on.
- Music can be used for introducing a Topic (e.g. Latest vocabulary or language point) in a classroom. It can be used as a Listening Tool (for both extensive and intensive listening).
- Songs can be used to stimulate emotive discussions learning context, to offer an easy-going learning environment. Besides it also encourages imagination and creativity power of the learners in the classroom as well as outside the classroom. In fact, songs or music brings the variety and diversity in the teaching methods.

Thus, music making and artistic endeavours represent the heart of a culture, and are part of each culture's core identity: not only what makes us human, but also what makes each group of us unique. In the US, unique genres of music that are part of our cultural fabric have developed over the centuries such as big band, jazz, blues, rock and roll, etc. which are blends of European, Caribbean, and African-American people combined in a way like that of no other culture. In America, all of the music we currently know today is derived from the musical **genres** that came before us. All children are born into that musical environment and pick up the musical repertoire and vocabulary around them. In our society, or in our Indian culture too, there are multiple songs which are used for teaching children at the early stage. Songs are the pillars for creating learning environments or for motivating the small children or kids to learn. In the state of Assam, the

famous poets, writers and singers like Navakanta Baruah, Eli Ahmed, Bhupen Hazarika etc. are well known to all for their tremendous contribution in crating songs through which they tried to provide the basic learning foundations to the small children.

CHECK YOUR PROGRESS

Q 3: Discuss some of the pedagogies that help the learners to learn the contents easily in the classroom.

ACTIVITY 14.1

The different societies of the world believe that children are the key to continuing the traditions of their cultural and musical heritage. There is usually a separate category of songs that teach children their cultural and musical history. In this context,

1. Do you remember your favourite songs when you were a child and why they were your favourite? Did the songs have movements? What does your society think about children's songs?
2. Discuss the educational pedagogies of music and how they are relevant in the present-day learning environment.

14.8 LET US SUM UP

- So, as we come to the end of this unit, we have learnt that music plays an important role in the mental development of the child since early childhood state.
- We have learnt that educational music are specifically prepared musical programmes that aid in the learning processes of the children including body movements. Hence, both at home and school, teaching through music is out an out important for the psychomotor development of the children.
- We have learnt that there are various forms of educational music that can be identified in terms of video and audio programme. In a country like the US, Changing Education

Through the Arts (CETA) and Arts Horizons are some of the programmes that integrate music with teaching.

- Finally, we have learnt that early Childhood Music Education is important pedagogically too as music and songs can offer a wide range of pedagogical advantages both in terms of cultural and linguistic knowledge of the child.

14.9 FURTHER READINGS:

1. Music playschools enhances children's linguistic skills. Retrieved from: <https://www.nature.com/articles/s41598-018-27126-5>
2. Music in Early childhood development. Retrieved from: <https://milnepublishing.geneseo.edu/music-and-the-child/chapter/chapter-8/>
3. Use of Music and Songs as Pedagogical Tools in Teaching English as Foreign Language Contexts. Retrieved from: <https://www.hindawi.com/journals/edri/2022/3384067/>
4. Music education. Retrieved from: https://en.wikipedia.org/wiki/Music_education

14.10 ANSWERS TO CHECK YOUR PROGRESS

Ans to Q No 1: Educational music, is a genre of music in which songs, lyrics, or other musical elements are used as a method of teaching and/or learning. In fact, music study becomes one of the core subjects for the students to improve their academic performance at secondary and higher educational levels.

Ans to Q No 2: Songs can be used as a valuable teaching and learning tool. Using songs can help learners improve their listening skills and pronunciation; they can also be useful for teaching vocabulary and sentence structures.

Participation in musical programmes also provides the following benefits to children.

- Allowing children to play with others, including adults or older siblings which boost their self-esteem.
- Different songs show children the different words used for emotions and body awareness, as well as extending their vocabulary in general.
- By extending children's vocabulary, they can also learn of different cultural music and languages.

- Music develops cognitive abilities which include learning how to count, recognizing sequencing and patterns, phonemic awareness, memorizing different songs for different experiences, and simply memorizing songs and their pace and tone.
- Physically, children's all around gross and fine motor skills grow rapidly by learning how to move their body to music, moving their bodies to actions of a song, and as they grow by learning how to hold and play an instrument.

Ans to Q No 3: Music education for young children is an educational program introducing children in a playful manner to singing, speech, music, motion and organology. It is a subarea of music education. In fact, music ignites all areas of child development and skills for school readiness, including intellectual, social-emotional, motor, language, and overall literacy. It helps the body and the mind work together.

Pedagogies help learners to learn easily as follows:

- Songs can offer a diverse range of pedagogical advantages both in terms of cultural and linguistic knowledge.
- It is to be noted that the lyrics of any song can be both less or more meaningful in the semantic context.
- Songs offer a huge amount of cultural or historical information, common ground, and ideas for intellectual discussions including philosophical ponderings about the song writer's life. All this information including lyrics and background knowledge can be valuable linguistic knowledge that is rich in vocabulary, with repeated grammatical structures and phrases along with a diverse range of stylistic and pragmatic expressions that are easy to remember and memorize due to music
- Cultural or historical knowledge offered by songs can also help to enhance the emotional intelligence of learners.
- Other significant pedagogical advantage of using songs in classrooms is their linguistic usefulness in terms of providing instant new words and pronunciation
- Moralistic role of music is another way where teacher can play a significant role in elevating student's morale.
- Music can be used for introducing a Topic (e.g. Latest vocabulary or language point) in a classroom. It can be used as a Listening Tool (for both extensive and intensive listening).
- Songs can be used to stimulate emotive discussions learning context, to offer an easy-going learning environment. Besides it also encourages imagination and creativity power

of the learners in the classroom as well as outside the classroom. In fact, songs or music brings the variety and diversity in the teaching methods.

4.11 POSSIBLE QUESTIONS

A) Short Questions (Answer each question in about 50 words)

- Q. 1:** What is music?
- Q. 2:** What is meant by educational music?
- Q. 3:** What is educational music pedagogy?

B) Short Questions (Answer each question in about 150 words)

- Q. 1:** What are the importance of educational music in teaching?
- Q. 2:** Why do you think that music develops the aesthetics, cultural and moral values of the children particularly during pre-school stage?
- Q. 3:** Explain briefly the pedagogical advantages of music in class room transaction.

C) Long Questions (Answer each question in about 300-500 words)

- Q. 1:** Discuss the educational pedagogies of music and how they are relevant in the present-day learning environment. Discuss
 - Q. 2:** Elaborate a few programmes that integrate music with education.
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UNIT 15: THE ROLE OF TEACHERS IN EARLY CHILDHOOD EDUCATION

UNIT STRUCTURE

- 15.1. Learning Objectives
- 15.2. Introduction
- 15.3. The Role of ECE Teachers
- 15.4. The Role of ECE Teachers as Manager
- 15.5. The Role of ECE Teachers as Evaluator
- 15.6. The Role of ECE Teachers as play Organizer
- 15.7. Let us Sum Up
- 15.8. Further Reading
- 15.9. Answers to Check Your Progress
- 15.10. Possible Questions

15.1 LEARNING OBJECTIVES

After going through this unit, you will be able to-

- explain the role of ECE teachers;
- discuss the role of ECE teachers as manager, evaluator and play organizer; and
- identify the different techniques and methods employed by ECE teachers.

15.2 INTRODUCTION

The teachers of early childhood education have the responsibility to develop physical, intellectual, social, moral and emotional growth of children and to mould their behaviour and attitude in an effective way. Therefore, teachers should play a pivotal role in the development of children. The role of teachers in early childhood education plays a significant part in shaping proper growth and progress of children in their early years of life. The teacher should inspire, encourage and promote children for their proper development. The teachers of early childhood education should take different roles and responsibilities for the children such as: facilitating group activities,

encouraging good communication, recognizing abilities of children, providing comfortable classroom environment etc. The teachers of early childhood education have to facilitate learning environment by providing appropriate classroom environment and by engaging themselves in active learning through different learning materials. Apart from these the teachers have to provide adequate time to the children to learn with play activities and to provide opportunities to learn through group activities and cooperation. In early childhood education the teacher should take responsibilities to identify child's abilities, potentialities and their weaknesses in different areas and they should know the psycho physical characteristics of every child. It will help the teachers to understand the child in a better way.

15.3 THE ROLE OF ECE TEACHERS

The role early childhood educator is not one sided. They have to play many-sided role. The teachers of early childhood education should take the responsibilities for the children as a caregiver, facilitator, and observer and guide for their sound physical and mental health as well as for social, moral and spiritual development. In this section, we will discuss the roles and responsibilities of early childhood education teachers. These may help you to realize your role as a pre-school teacher:

- A. Teachers as Caregivers and Nurturers of Children:** The pre-school teacher should keep children safe and protected from harm by providing them with their basic survival needs of food, water and shelter as well as providing space for them to move around so that they can develop their large and small muscles. This also includes building relationships which is also done by showing love and affection to the children so that they can feel happy and acceptable in the classroom.
- B. Teachers as Facilitators of Learning:** A pre-school teacher should provide opportunities and activities to the children that encourage creativity and problem solving in the children. The teacher can use a variety of teaching strategies and experiences to enhance children's learning and development throughout the day. They should also provide activities and experiences that encourage children to participate actively and construct their own knowledge and understanding.
- C. Teachers as Observers and Assessors of Children's Development:** This role of ECE teachers involves the collection and analysis of information to help gain an understanding of children's development and programme effectiveness, using developmentally

appropriate observation and assessment instruments and providing objective, accurate, and detailed descriptions of children's behaviours and avoiding subjective comments.

D. Teacher as Professional Advocates: The ECE teachers are also responsible for taking interest in community-based efforts to promote the wellbeing of children and families, taking interest in personal, professional growth and development by joining professional associations and attending conferences and workshops. It also involves obtaining higher qualifications, appreciating and supporting close ties between the child and the family as well as respecting the dignity, worth and uniqueness of each individual child, family members and colleagues.

On the basis of the above discussion, we can summarize the role of a teacher in ECE as below:

- The teachers of early childhood education should encourage the children to participate actively in learning activities.
- The teachers of early childhood education have the responsibility of protecting the child from any kind of harm and to provide them proper emotional support.
- The teachers should observe them properly to find out their capacities as well as they should take initiative to rectify their weaknesses and difficulties.
- Teachers should take the responsibilities of children for moulding their behaviour and personality in a socially accepted way.
- The teachers should provide proper guidance to the children for their holistic development.

15.4 THE ROLE OF ECE TEACHERS AS MANAGER

The teaching learning process depends on the proper classroom management and maintenance of the discipline in the classroom. The teachers have to play the main role in proper planning, organization of classroom resources and monitoring the proper progress of students etc.

As a manager, the teacher of the early childhood education should try to create proper classroom environment by motivating the children to learn, by adopting child centred teaching strategies, maintaining seating arrangement etc.

The teachers of early childhood education have the following roles and responsibilities as a manager:

- For the children of early childhood education, the teacher should take active role for management of classroom environment. The early childhood education teachers should

try to engage children actively in the classroom learning process. The teachers should provide opportunities to the children to learn through cooperation and play activities and through their self-effort. The teachers have to adopt the teaching strategies suitable for the children of early childhood education.

- Teachers should try to motivate the students in learning to maintain classroom discipline. For this the teacher should adopt story telling method, teaching through activity etc.
- As managers of the early childhood education, teachers have to plan in constructing and maintaining proper learning materials for the smooth learning of children.
- The teachers should give emphasizes on developing personal, social, emotional, motor, physical, cognitive and language development of children.
- The teacher should provide opportunities to the children for group learning as well as individual learning.
- As a manager of early childhood education, the teacher should monitor regarding the academic progress of children.
- The teachers should give emphasizes on the identifying child's abilities, competencies and capabilities of the child.

15.5 THE ROLE OF ECE TEACHERS AS EVALUATOR

Besides, teaching and facilitating, a pre-school teacher has to evaluate his/her students. Evaluation is the act of considering or examining something in order to judge its value, quality, importance and condition. In early childhood education, as an evaluator, you should give emphasizes on evaluating the quality of his own teaching strategies, students' academic progress, overall development of children, developmental aspects of children, evaluation of language skills adopted by children etc.

Apart from these the role of early childhood education teachers may be pointed as follows:

- As an evaluator the teacher of early childhood education should evaluate the academic progress of children. The teachers have the responsibility of identifying children's problems in academic area.
- The teachers should evaluate their own teaching strategies adopted for teaching children and they should take initiative for modifying their teaching strategies according to the needs and interest of children.

- The teachers of early childhood education have the responsibility of evaluating the physical, mental, moral, emotional, social, motor and language development of children. They should provide proper opportunities to the children for their overall development.
- The teacher should evaluate the thinking capacity, reasoning ability, aptitude, communication ability, adjustment ability, problem solving ability of children. On the basis of their ability of the teachers should try to provide them proper guidance for their future progress.
- As an evaluator the teacher should diagnose learning difficulties of children.
- The teachers of early childhood education should take initiative for continuous and comprehensive evaluation of children.
- As an evaluator, the teacher of early childhood education should use different evaluation tools such as: Anecdotal record, observation, cumulative record card, case study etc. to evaluate and identify children's behaviour, abilities, problems etc.
- For evaluating the personality of children, the teachers of early childhood education can apply the different personality tests as well as for evaluating the academic achievement of children the teachers may use different type of tests such as written test, oral test, practical test etc.

CHECK YOUR PROGRESS

Q.1. Write some responsibilities of teachers of Early Childhood Education for the holistic growth of children. (Answer in 50 words).

Q.2. Write the role of ECE teachers as evaluator. (Answer in 50 words).

15.6 THE ROLE OF ECE TEACHERS AS PLAY ORGANIZER

Play is a natural and voluntary activity. A child cannot refrain himself from playing. It is the manifestation of creative activities. Educators like Froebel, Montessori and Pestalozzi have appreciated the role of play activities for all round growth and development of children. It has great educational value. It assures maximum freedom for the child, through which children are able to develop power of reasoning, imagination, insight etc.

As play organizer the early childhood education you have to plan and execute different play activities for better learning and maximum growth and development of children.

The early childhood education teachers as play organizer have to adopt different roles, such as:

- The teacher of early childhood education should encourage the children to engage in free play activities without any external restraint. It provides opportunities to the children to explore and express themselves. The different examples of free play activities are: card board games, painting, and picture, block puzzles, sand play etc.
- As play organizers, the early childhood education teachers have to organize age appropriate out-door and indoor play activities for child. Through outdoor play child learns to observe and experience with variety of objects like: flowers, trees, pebbles etc. Indoor play activities also help the children in developing their creative, reasoning, imagination capacity etc.
- The teachers should engage the children in individual and group play activities.
- Teachers should try to teach the children through play activities. It may help the children to retain their learning experiences for long time duration.
- The teachers need not to provide any limitations to children while they are playing. The teachers should play the role as observer, resource supplier and guide for the children.
- The teachers should provide information regarding the educational, emotional, intellectual, physical and social value of play activities.
- For cognitive development of children, the teachers may organize play activities like: puzzles, water play, cooking, building blocks, sequencing etc.
- The teacher as play organizer should give emphasises that the equipment which the children handle and play with, should as far as possible be drawn from the local environment. This will; help the children to have better understanding of environment around them.

15.7 LET US SUM UP

After going through this unit, it can be summarized as-

- In early childhood education the teacher plays the prominent role for the proper growth and development of children. The teachers should give emphasises on overall growth of children.
- Teachers should adopt child centred teaching strategies for the children.
- The teachers should try to teach the children in early childhood education through different play activities.
- Teachers must engage themselves in identifying children's abilities and potentialities in different field for providing proper guidance to them. They should also identify the specific learning difficulties and weaknesses of children for rectify.
- Teachers must take the role as an evaluator for monitoring the proper academic progress as well as their social, moral, physical and emotional development.

15.8. FURTHER READINGS

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Web-link-

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15.9. ANSWERS TO CHECK YOUR PROGRESS

ANSWER TO Q.NO 1: For the holistic growth of children, the teachers of early childhood education should encourage them to participate actively in learning activities. The teachers should take responsibility of protecting the child from any kind of harm and they should provide proper emotional, academic and social support to the children.

ANSWER TO Q.NO 2: As an evaluator the teacher of early childhood education should evaluate the academic progress of children. Apart from this the teachers should evaluate their own teaching strategies adopted for teaching children and they should take initiative for modifying their teaching strategies according to the needs and interest of children.

15.10. POSSIBLE QUESTIONS

A. Short Questions: (Answer each question in about 150 words)

Q1. Write briefly about the role of ECE teachers as manager.

Q2. Write briefly about the role of ECE teachers as play organizer.

Q3. Write short notes on- Teacher as Professional Advocates

B. Long Questions: (Answer each question in about 300 words)

Q1. Discuss the different roles of ECE teachers for all round development of children.

Q.2. Elaborate the role of ECE teachers as evaluator

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