

**SHORT TERM VOCATIONAL  
CERTIFICATE COURSE**

**EARLY CHILDHOOD EDUCATION  
(12 months)**

**Prepared by**

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**&**

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**STATE INSTITUTE OF VOCATIONAL EDUCATION**

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HYDERABAD, TELANGANA**

## **EARLY CHILDHOOD EDUCATION**

<b>Name of the course</b>	<b>: EARLY CHILDHOOD EDUCATION (PPTT)</b>
<b>Sector</b>	<b>: Home Science</b>
<b>Course Code</b>	<b>: ECHE</b>
<b>Entry Qualification</b>	<b>: SSC</b>
<b>Prerequisites</b>	<b>: Basic literacy and numeracy skills, passion for Working with children, strong communication abilities, patience, and empathy</b>
<b>Terminal competence</b>	<b>: Mastery of child development knowledge, Curriculum planning, classroom management, parent teacher cooperation, teaching learning material, assessment, professionalism and positive impact on children.</b>

### **DURATION:**

12 Months - (80Hours: English + Course content:400Hours)

**Introduction of the course:** Early Childhood Education introduces foundational principles and practices for the care, nurturing, and education of young children aged birth to around eight years old. It emphasizes creating safe, inclusive and stimulating environment where children can have holistic development and essential skills and attitudes.

### **Objectives:**

- To know the concepts of growth and development in children.
- To promote Holistic development in children
- To understand behavior problems and disorders in children
- To plan ECE Centre infrastructure, physical environment, criteria for selecting equipment etc.
- To design and implement the curriculum plans.
- To learn various methods for assessing children
- To promote health and nutrition in preschool children
- To learn about the first aid procedures

### **Skills:**

- Knowledge on child holistic development
- Curriculum Planning
- Classroom Management
- Parent teacher cooperation
- Empathy and Patience
- Team work and Collaboration
- Leadership and Advocacy

**SYLLABUS**  
**Module I**  
**Concepts of Child Development**

**Unit I**

**Growth and Development of child**

Introduction - Meaning of growth and development -Principles of growth and development -Factors influencing growth and development -Meaning of Maturation and Learning

**Unit II**

**Areas of Developments During Early Childhood**

Introduction -Physical Development -Motor Development -Emotional Development -Social Development -Cognitive and Intellectual Development - Speech and Language Development-Stimulation

**Unit III**

**Pre School children**

Introduction-Importance of early years-Characteristics of preschool children-Developmental needs of preschool children-need and significance of preschool education-Aims and objectives of preschool education-Habit formation and Discipline

**Unit IV**

**Behavior problems and disorders in early childhood**

Introduction-Meaning of Behavior problems- Causes of Behavior problems- Different types of behavior problems -a) Temper tantrums b) Thumb Sucking c) Nail Biting d) Aggression e) Social Withdrawal f) Pica g) Autism spectrum h) Attention deficit hyperactivity disorders (ADHD)-Positive parenting tips

**UNITV**

**Physical set up of preschool**

Introduction- Methods of preschool education-Selection of site for preschool -Building requirements for preschool -ECE requirements -Selection of Equipment -a) Types of equipment for different areas of developments -b) Records maintained in preschool -c) Factors to be considered for selecting equipment and Teaching learning material -d) Care of equipment

**UNIT VI**

**MANAGEMENT AND PLANNING OF PRESCHOOL ACTIVITIES**

Introduction -Qualities of preschool teacher-Responsibilities of preschool teacher-Basic principles followed while planning preschool programme-Types of programme planning-Importance of preschool activities- Meaning and importance of school readiness, role of teacher in school readiness-Techniques of evaluation / Assessment of preschool children-organizing parent teacher meeting

## **Module II**

### **Early Childhood Health and Nutrition**

#### **Unit I**

##### **Nutrition for preschool children**

Introduction -Importance of nutrition -Macro and Micro nutrients -Definition of Balanced diet and nutritional deficiency diseases-Food groups -Recommended Dietary allowance

#### **Unit II**

##### **Health of Preschool child**

Introduction -Definition of Health-Role of preschool in promoting child's health – Common communicable diseases-a) Pneumonia b) Malaria c) Typhoid d) Tuberculosis e) Chicken pox f) Mumps g) Conjunctivitis h) Scabies- Common ailments in preschool children a) Cold and Cough b) Diarrhea c) Constipation d) Earache e) Flu influenza / Fever f) Vomiting g) Colic- Precautions in treating sick child

#### **Unit III**

##### **First Aid**

Introduction -Definition of First Aid-Importance of First Aid- Contents of first aid box- First aid procedures -a) Cuts and scratches b) Choking c) Bringing out ingested foreign body from nose, ears and eyes d) Nose bleeding e) Electric shock f) Fainting g) Convulsions (Fits) h) Drowning accidents i) Fall from heights j) Insect stings k) Snake bite l) Poisons -Providing child safe preschool environment

### **SCHEME OF INSTRUCTION/MODULE:**

- 1. Communicative English :80 hours**  
**2. Course :400hours**

Duration of Course	Theory		On the Job Training		Total	
	Hours	weightage	Hours	weightage	Hours	weightage
2 Module (12months)	120	30%	280	70%	400	100%

#### **SYLLABUS (MODULE-I THEORY)**

1. Growth and Development of child :6 Hrs  
2. Areas of Developments :16Hrs  
3. Preschool children :8 Hrs  
4. Behavior problems and disorders in early childhood :8 Hrs  
5. Physical set up of preschool :8 Hrs  
6. Management and planning of preschool activities:14Hrs

#### **ON THE JOB TRAINING/PRACTICAL**

1. Growth and Development of child :15 Hrs  
2. Areas of Developments :35 Hrs  
3. Preschool children :20 Hrs  
4. Behavior problems and disorders in early childhood :20 Hrs  
5. Physical set up of preschool :20 Hrs  
6. Management and planning of preschool activities:30Hrs

#### **SYLLABUS (MODULE-II THEORY)**

1. Nutrition for preschool children :20Hrs  
2. Health of Preschool child :20Hrs  
3. First Aid :20Hrs

#### **ON THE JOB TRAINING**

- OJT in Various Schools :140 Hrs

## **LIST OF EQUIPMENT**

1. Weighing machine-height and weight  
(Stadiometer, digital or analogue weighing scale)
2. Puppets
3. Art and craft materials  
(paints, brushes, charts, palette, markers, coloured beads and threads, needles, clay, other natural things)
4. Bulletin board
5. Flash cards and Dominoes
6. Picture cards and picture books
7. Story books
8. Big and small balls
9. Growth charts
10. Computer
11. Printer
12. Scissors/cutters
13. Theme related materials
14. Puzzles
15. Pegboards
16. Traffic signs
17. Thematic appreciation test manual
18. Developmental tasks for kindergarten readiness (activity books)
19. Matching reading data to interventions (a simple tool for elementary educators)
20. Costumes of various roles

### **Qualifications of Teaching Faculty:**

1. B.Sc Home Science (specialized in early childhood education) from any recognized university or equaling degree or diploma in ECCE

### **Reference books/Internet links**

- Preschool teacher training course, Telugu Akademi.
- Early Childhood Education, NCERT.
- Early Childhood development kit guidance, UNICEF.
- Early Childhood care and education by J.C Aggarwal and S. Gupta

### **Division of Marks:**

#### **Theory: 100 Max. Marks**

- |                               |                  |
|-------------------------------|------------------|
| 1. Communicative English      | :20marks         |
| 2. Short Questions            | :6 x 5m =30marks |
| 3. Long Questions             | :4x10 = 40marks  |
| 4. Multiple Choice Questions: | 10x1=10 marks    |

#### **Practical: 100 Max. Marks**

- |                               |          |
|-------------------------------|----------|
| 1. External                   | :40marks |
| 2. Record/Mini Project & Viva | :10marks |
| 3. Internship/OJT             | :50marks |

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**NAMPALLY, HYDERABAD**  
**SHORT TERM VOCATIONAL CERTIFICATE COURSE**

REGD.NO.:

**TIME: 3 HRS**  
**MAX MARKS: 100**

**EARLY CHILDHOOD EDUCATION**  
**MODULE I**  
**CONCEPTS OF CHILD DEVELOPMENT**  
**MODEL QUESTION PAPER (THEORY)**

**SECTION-A**  
**COMMUNICATIVE ENGLISH**

**20 MARKS**

**SECTION-B**

**Note:** a) Answer All Questions.

b) Each Question Carries 5 Marks.

**6X5M=30 MARKS**

1. What is the meaning of growth and development?
2. What are the types of motor development and its examples?
3. Write any five aims and objectives of preschool education.
4. Write about the causes of behavior problems.
5. Write the criteria for selecting the equipment for preschool.
6. List out any five qualities of preschool teacher.

**SECTION-C**

**Note:** a) Answer any **FOUR** questions.

b) Each question carries **10 Marks**.

**4X10M=40 MARKS**

1. Write briefly about the principles of growth and development.
2. Explain the factors which influence speech development.
3. Write about the characteristics of preschool children.
4. Write short notes on
  - a) Autism Spectrum Disorder
  - b) PICA
5. Write briefly about the building requirements of a preschool.
6. Explain the techniques of evaluation/assessment of preschool children.

## **SECTION-D**

**10X1=10Marks**

**1. Unfolding of traits potentially presenting the individual resulting from his heredity endowments.**

a) Growth (b) Development (c) Maturation (d) Learning

**2. Example for positive type of emotion**

(a) Jealousy (b) Joy (c) Anger (d) Sadness

**3. Capabilities involving the large body movements like running, hopping and throwing**

a) Fine motor development b) Gross motor development c) Social development d) Cognitive development

**4. Routines of behavior that are repeated regularly and tend to occur subconsciously**

(a) Discipline (b) Behavior problem (c) Habit formation (d) Social development

**5. Which behavior problem provide sucking satisfaction**

a) Thumb sucking b) Nail biting c) PICA d) Social withdrawal

**6. Abbreviate ADHD**

- a) Attention Dull Hyperactivity Disturbance
- b) Attention Deficit Hyperactivity Disorder
- c) Autism Disorder Hyperactivity Disability
- d) Autism Development Hyperactivity Disorder

**7. What is the indoor space requirement of a preschool child?**

a) 10x20sq ft b) 80x100sq ft c) 60x80sq ft d) 30x40sq ft

**8. What is the minimum age range for the UKG child**

a) 2½ to 3½ years b) 4½ to 5½ years c) 3½ to 4½ years d) 5½ to 6½ years

**9. Who plan daily, weekly and monthly programme and implement the programme?**

a) Preschool teacher b) Parent c) Child d) Preschool Ayah

**10. It means drawing up a programme for a full year**

- a). Daily lesson plan b). Weekly lesson plan c). Short term planning
- d). Long term planning



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**EARLYCHILDHOODEDUCATION**

**Module I**

**Concepts of Child Development**

**MODEL QUESTION PAPER (PRACTICAL)**

**Note:** a) Answer All questions.

b) Each question carries **10Marks.**

**4X10=40MARKS**

1. How do you assess physical growth of a child?
2. Write any ten cognitive developmental activities for the preschool children and prepare any one activity.
3. Write an observational report on any one method of preschool education.
4. Write a case study report on any behavior problem you have observed in preschool children.

**Record/Mini Project & Viva**

**10Marks**

**Internship/OJT**

**50Marks**

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REGD.NO.:

**TIME: 3HRS**  
**MAX MARKS: 100**

**EARLY CHILDHOOD EDUCATION**  
**Module II**  
**Early Childhood Health and Nutrition**  
**MODEL QUESTION PAPER (THEORY)**

**SECTION-A**  
**COMMUNICATIVE ENGLISH      20 MARKS**

**SECTION-B**

**Note:** a) Answer All questions.  
b) Each question carries **5 Marks.** **6X5M=30 MARKS**

1. Define balanced diet and nutritional deficiency diseases?
2. What are macro and micro nutrients?
3. Define health and ailment.
4. Write short notes on conjunctivitis.
5. Define first aid and write any three points on the importance of first aid.
6. Write the first aid procedure for bringing out ingested foreign body.

**SECTION-C**

**Note:** a) Answer any **FOUR** questions.  
b) Each question carries **10 Marks.** **4X10M=40 MARKS**

1. Write the importance of nutrition
2. Write the recommended dietary allowance for a preschool child.
3. Write the role of preschool in promoting child's health.
4. Write short notes on
  - a) Malaria
  - b) Constipation
5. Write first aid procedure for cuts and scratches and nose bleeding
6. How do you provide safe preschool environment.

**SECTION-D**

**10X1=10Marks**

**1. Naturally occurring chemicals substances present in the food.**

- a) Body tissues (b) malnutrition(c) Rickets (d) Nutrients

**2 ----- are the energy yielding foods.**

- a) Leafy vegetables (b) Vitamins (c) Carbohydrates d) Minerals

**3. It is also known as sunshine vitamin**

- a) Vitamin A b) Vitamin D c) Vitamin K d) Vitamin B

**4. Vitamin A deficiency leads to -----**

- a) Night blindness b) Anemia c) Marasmus d) Scurvy

**5. The disease is caused by the bite of female anopheles mosquito**

- (a) Malaria b) Typhoid (c) Pneumonia (d) Scabies

**6. Which vaccine is given to prevent Tuberculosis**

- a) MMR b) DPT c) Typhoid Vaccine d) BCG

**7. This is caused by a tiny flea and this stays in burrows of the skin where blood is not able to reach.**

- a) Conjunctivitis b) Tuberculosis c) Scabies d) Chickenpox

**8. ----- promotes recovery**

- a) Cotton b) Syringes c) Burnol ointment d) First aid

**9. It is an involuntary contraction of many of the body muscles caused by disturbance in the function of the brain.**

- a) Choking b) Convulsions c) Poisons d) Electric shock

**10. Preschool ground must be free from-----**

- a) Drainages b) Broken glass pieces c) Nails d) All the above

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**EARLY CHILDHOOD EDUCATION  
MODULE II  
EARLY CHILDHOOD HEALTH AND NUTRITION  
MODEL QUESTION PAPER (PRACTICAL)**

**Note:** a) Answer All questions.

b) Each question carries **10 Marks**

**4X10=40MARKS**

1. Plan a menu on balanced diet.
2. Write a report on child suffering from tuberculosis.
3. Write an observational report on child suffering from Diarrhea.
4. List out the contents of first aid kit and write first aid procedure for chocking.

**Record/Mini Project & Viva**

**10Marks**

**Internship/OJT**

**50Marks**

## **UNIT I**

### **Concepts in Child Development**

#### **Structure**

#### **1.1 Introduction**

#### **1.2 Meaning of growth and development**

#### **1.3 Principles of growth and development.**

#### **1.4 Factors influencing Growth and development.**

#### **1.5 Meaning of Maturation and Learning**

**Learning Objectives:** After studying this unit, you will be able to know:

- Meaning of growth, development and the principles of growth and development.
- The factors influencing growth and development
- Meaning of Maturation and Learning

#### **1.1 Introduction**

The earlier concepts of child development start with the birth of the child. In order to understand patterns of child development, one must know what happens to the child before he is born. The child is a living growing organism. The child starts with a biological foundation and grows up in social environment.

Child development is a scientific study of the changes in child's biological, social, cognitive, emotional and behavioral areas across the span of childhood.

The terms growth and development have different meanings but are often used synonymously.

#### **1.2 Meaning of Growth**

Growth generally refers to the physical aspect. It is a quantitative change indicating changes in the size shape and proportion of the parts of the body such as the structure of the internal organ's growth can be measured.

#### **Meaning of Development**

This means that development does not consist merely of adding inches to one's height or improving one's ability. Instead, it is a complete process of integrating many structures and functions.

According to Hurlock development is a progressive series of orderly coherent changes leading towards the goal of maturity. Progressive signifies that the changes are directional and that they lead forward than backward. The terms orderly and coherent suggest that there is a definite relationship between a given stage and the stage which have preceded or followed it.

#### **1.3 Principles of Growth and Development**

The principles of development common in all children are:

1. Development occurs at different rates for different parts of the body.
2. Development progresses from the head to downwards. For example, during prenatal

period the brain and nervous system develop first followed by developmental changes in the lower parts of the body.

3. Development proceeds from a general to specific responses. For example, at first an Infant shows his happiness but total bodily expression when he grows older, he expresses the same response with a smile.

4. Growth follows an orderly sequence. Human growth and development are an orderly process. The sequence is same for all individuals. The child crawls before he creeps, stands before he walks and babbles before he talks.

5. Individual differences in growth and development. Individuals follow the same pattern of sequential changes in the dimensions of growth and development. There is a considerable variation among individuals in the rate of growth and development. For example, children vary in height, weight and other dimensions of physical growth.

6. There are critical periods and sensitive periods in growth and development. Critical period in prenatal development is the two months and peaks around four weeks after conception. For instance, if pregnant women are exposed to drugs, X –rays, certain diseases during the first three months of pregnancy, it would result in structural deformity of embryo since organs are formed at this time.

7. Development proceeds in different stages. Each stage has certain unique characteristics. The life span of an individual is divided into various stages as each stage has its unique behavior patterns.

8. Growth and development are related and are continuous explanation.

9. Growth and Development are correlated and integrated. Growth and development do not occur in isolation. Both are interrelated with each other while the child masters the physical skills, simultaneously his mental development also undergoes quantitative changes. i.e.: in thinking and understanding.

10. There are periods of accelerated and decelerated growth. During infancy and early childhood period growth is rapid but not in school age, adulthood and old age.

#### **1.4 Factors influencing growth and development**

There are many factors which influences growth and development are as follow

**1. Heredity:** It means some potentialities are inherited from ancestors. Physical aspects such as color, height, eye colour, texture of hair are naturally passed from parents. In this way heredity determines our body-built and intellectual capacity, as well as many other physical, mental and psycho-social behavior traits.

**2. Environment:** The environment during the pregnancy is an important factor in the later growth and development. If the mother is getting poor nutrition or is emotionally upset or smokes, drinks, or takes some medicine or suffers from certain diseases; the growth of the child can be adversely affected. Even the physical surroundings can affect the child's interests and activities majorly in the post natal life of the child and also while the mental and emotional surroundings will affect how the child surrounds themselves when they grow.

**3. Nutrition:** It is a key factor affecting growth in children. Proper nutrition is essential for the healthy development of a child. A balanced diet, rich in carbohydrates, proteins, fats, vitamins and minerals provides everything that a child's body needs to grow properly. Malnutrition can cause deficiency diseases affecting their growth and development in a major way.

**4. Mental Level:** Higher intelligence is associated with faster development while lower

intelligence is associated with retardation or deprived in various aspects of development. Body and brain are associated as said “healthy mind in a healthy body”.

**5. Emotional Climate of Home:** If there is a lot of conflicts at home or the child is not given enough love and attention or if there is physical/mental abuse of the child, then the child’s development is adversely affected. The affectionate, tolerant or respectful attitude towards others in the family has a positive impact on children.

**6. Health of the Child:** If the child falls sick frequently, or suffers from some disorder, or is disabled or has disturbed endocrine functioning, his development is likely to suffer. Any inner physiological disorder affects the development.

**7. Level of Stimulation:** The amount of stimulation an environment provides, the opportunities for exploration of environment, opportunities of interaction with other people—all influence the rate of development. Stimulation means anything which motivates the person to act.

**8. Socio-Economic Status:** The impact of socio-economic status plays important role. It determines the kind of nutrition, stimulation, facilities and opportunities the child gets and therefore, affect the rate of his development. It also means the social reputation and the financial conditions of the family.

**9. Gender:** The gender of the child is a very common but important factor affecting the physical growth and development of a child. All children follow the same sequence of development. However, certain skills develop faster in girls and vice-versa. For example, the growth pattern of girls and boys is quite different like boys tend to be taller and physically stronger than girls. Gender is also a factor that sometime decides the potential of the child in some aspects of development.

### **1.5 Meaning of Maturation and Learning**

Development depends upon maturation and learning. The research evidences indicate that the development of physical and mental traits come partly from inherent maturing of these traits and partly from exercise and effort on part of the individual. So, the development is the product of maturation and learning. Learning and maturation are closely interrelated and lead to behavioral changes.

#### **Meaning of Maturation**

Maturation refers to the unfolding of traits potentially present in the individual resulting from his heredity endowment. Some of these are insensitive to environmental influence while others are dependent upon environmental conditions. For example, crawling, sitting, standing, walking etc. appear with physiological maturation of the system, whereas swimming, cycling etc. require training or practice. Further mental abilities simply do not depend upon maturation but on environmental conditions in which children are brought up.

#### **Meaning of Learning**

Learning refers to the acquisition of a new behavior or modification of the previous behavior, consequent upon some kind of practice, exercise or efforts on the parts of the individual. Learning is acquisition of new skills due to the environmental stimulation.

#### **Interrelationship between learning and Maturation**

Both are interrelated. Maturation is primarily based on heredity and it is an automatic process for behavioral change. Practice is not required for maturation. It is natural process. It continues up to certain age. It involves changes that are associated with

normal growth. Learning on the other hand is a change in the individual which is not an account of genetic inheritance. It is a process which takes place as a result of stimuli from outside. Activity, experience and training leads to changes in the behavior from outside. Thus, learning takes place only if the stage for that type learning has been achieved through a process of maturation.

Deprivation of learning opportunities limits the development. Regardless of how much efforts children put into learning; they cannot learn until they are developmentally ready to learn.

### **Summary**

Growth and development have different meaning includes processes like maturation and learning. Individuals follow the same pattern of sequential changes in the dimensions of growth and development. Factors like heredity, environment, nutrition, gender, stimulation etc plays important role in influencing growth and development. Maturation is based on heredity and learning take place from stimuli from outside. Thus, maturation and learning are interrelated. Stages of Human development was understood according to Hurlock.

### **Short Answer Type Questions**

1. Define growth.
2. What is meant by development?
3. Define maturation.
4. What is meant by learning?

### **Long Answer Type Questions**

1. Write about the principles of growth and development.
2. What factors affect growth and development?



## **Unit II**

### **Areas of Developments during early childhood**

- 2.1 Introduction
- 2.2 Physical Development
- 2.3 Motor Development
- 2.4 Emotional Development
- 2.5 Social Development
- 2.6 Cognitive and Intellectual Development
- 2.7 Speech and Language Development
- 2.8 Stimulation

### **Learning objectives**

After studying this chapter, the student will be able to know:

- The pattern and factors influencing physical development in early childhood period.
- The types and factors influencing motor development in early childhood period.
- The types and factors influencing emotional development in early childhood period.
- The process of socialization, the agents of socialization and techniques of socialization and also the factors influencing in early childhood period.
- The pattern, cognitive skills in early childhood period and factors influencing cognitive development in early childhood period.
- Tasks and types involved in speech development, the language skills, speech disorders and also the factors influencing speech development in pre-school period.
- To know the importance of stimulation

### **2.1 Introduction**

From birth to death, living and learning go hand-in-hand. However, nothing quite compares to the first few years of our lives, when we first learn to walk, talk and interact with other people and our environments. Although children progress at different rates, there are a number of key milestones each individual should hit as they develop. There are five domains of development which include physical, motor, emotional, social, cognitive and speech development. Stimulation activities play a very important role for the all-round development.

### **2.2 Physical Development**

During early childhood growth is not as rapid as it is during infancy. Most children grow approximately 7.5 to 8 cms annually and weight gain is 1.8 kg per year. Girls and boys are very similar in their pattern of physical growth and development during pre-school years. Some children grow taller and develop more quickly than other children due to genetic factors.

#### **a) Meaning of physical development**

It refers to the development of the body, structure and its components. It includes height, weight, skeleton, muscles, bones, teeth and body proportions.

#### **b) Pattern of physical development**

**Body Proportions:** Baby look disappears. Body proportions widen in relation to its length. Arm, legs and feet grow bigger in size. Boys have slightly bigger feet than girls

**Body built:** Most children have similar body built though some are fatter than others. Some children tend towards endomorphic, some towards mesomorphic and some towards ectomorphic.

**Bones and muscles:** Bones gradually harden throughout childhood due to deposition of calcium and other mineral on the surface of cartilage. This process is known as ossification. Ossification proceeds at different rates for different parts of the body. Girls are advanced than boys in ossification.

**Muscles:** Muscles grow larger and stronger so the child can participate in more activities with less fatigue. Boys have a larger proportion of muscles tissue and girls have more fat tissues. Girls mature earlier than boys and their growth is more predictable. Girls are superior to boys in flexibility and use of their muscles.

**Teeth:** During the first four months of early childhood, the child cuts his last 4 baby teeth, back molars. As they are flat and large, eruption makes the child feel discomfort. During the last half of early childhood, the child begins to lose the baby teeth which are replaced with permanent teeth. Girls usually shed their baby teeth earlier than boys and they get permanent teeth also earlier.

Permanent teeth have an important physiological significance for the young child. The shedding of baby teeth changes the child's appearance as well as the feelings about himself.

### **c) Factors Influencing Physical Development**

**1. Heredity:** The physical development of children depends upon their parents' physique and genes. If the parents are weak, generally children are also weak.

**2. Nutrition:** In order to reach optimal physical growth and development, especially at times when their brains and bodies are developing young children require healthy, balanced diets that provide vitamins, minerals, and other nutrients. Children with good nutrition develop adequate physical skills rather than children with malnutrition

**3. Parenting practices:** Parents should stimulate and encourage by providing adequate opportunities to their children to participate and explore things which are necessary for physical growth and development. Young children rely on parents and other primary caregivers for safety and security, Parents should provide adequate nutritious diet for children to get optimum physical development. If such practices are not met by the child, it impacts on physical development of the child

**4. Health:** Children with health problems like asthma have an inflammation in bronchial tubes which causes difficulty in breathing

**5. Environment:** Fresh air and sunlight helps in physical development of child. The children who are exposed to hazards chemicals like lead may become more hyperactive, impulsive and more frustrated or withdrawn.

**6. Social class:** Children who are grown in poverty tend to be smaller in height and weight than children from middle and upper classes.

**7. Sleep and rest:** For proper physical development sleep and rest is compulsory.

**8. Emotional neglect:** Children from more stressful family environment such as depressed care giver, a diverse parent, family economic hardship tend to suffer from

neglect. Though their physical needs are met they tend to develop growth related disorders that is known as deprivation dwarfism. It is a growth-related disorder that appears because of environmental factors such as emotional deprivation and lack of affection which appear to interfere with the production of growth hormone.

**9. Intelligence:** Children with high I.Q levels the children will be taller than average children.

**10. Physical Exercises:** The children have to play and to do exercises by moving their hands and legs. So that the child can have physical exercise.

The pattern and factors influencing physical development in early childhood period build up good physique.

## **2.3 Motor Development**

Motor development is the process to change in motor behavior brought by an interaction between heredity and environment. It is a continuous change based on the interaction between maturation, prior experience and new motor activities.

Acquisition of basic skill is of great personal importance to the child. Skills we learnt are an asset to the young child in his early attempt to make social contacts. Early childhood is the most favorable period to learn skills which are basic to life.

In the early stages of development of skills, the movements of the child are clumsy, awkward and uncoordinated. Motor development - skills include gross motor development, fine motor development.

### **a) Meaning of Motor Development**

Motor development is the development of control of every body movement through the coordinated activity of the nerve's centers, the nerves and the muscles. It includes two types' fine motor development and gross motor development.

### **b) Types of Motor development**

Motor development of children includes fine motor system and gross motor system

#### **1. Fine motor development**

It involves the movement of refined use of the small muscles which control the hand, fingers and thumb is called Fine Motor Skills

For e.g. grasping, reaching, holding, banging, pushing, turning are fine motor skills. Differentiation, co-ordination and control are important skills developed during early childhood years. The developmental progression in fine motor skill from less to more differentiation, co-ordination and control is apparent during the preschool years. Skills in feeding and dressing are perfected in early childhood. Brushing the hair and bathing are acquired in early childhood.

Between the ages of five and six years, most children become proficient in throwing and catching balls, a three-year-old can drive nails into wood with a hammer, six year old can use his carpentry skills to make simple objects like boats, carts and carriages.

#### **2. Gross motor development**

It is involving the movements of the entire body like arms, legs and trunk, using various large muscle groups. The developments of the children's brain lay the ground work for balance, control and using hands. New skills emerge rapidly during pre-school period.

Once he establishes skill in walking, he turns his attention to learn other skilled

movements which required the use of legs. These children can learn to run, slide, jump, hop, and gallop at the age of five or six years.

At 3 years, a child can ascend and descend stairs or ladder. Between the ages of three and four years he can learn tricycling and try stunts, such as riding backward or turning the corner sharply.

### **c) Factors influencing Motor Development**

**1. Nutrition:** Children with good nutrition develop adequate skills than the children with mal-nutrition.

**2. Parenting practices:** Parents who tend to give more opportunities and stimulation for exploration and other activities, which are necessary for motor development will have good motor skills.

**3. Environment:** Children who are exposed to many opportunities to play with various toys will be able to perform better motor abilities than children who are less exposed to play material and other play activities.

**4. Injuries or accidents:** The child's motor abilities may affect if they get injured either their brain or any part of the body.

**5. Health:** The good health also affects the motor development. Healthy children will acquire skills more rapidly than unhealthy children.

**6. Socio-economic status:** The children from upper class will be at performing more motor abilities than lower class because they can afford to buy the equipment, toys etc.

### **2.4 Emotional development**

The emotions of early childhood are common and more intense. Emotions are important in child personal and social adjustment. The emotional expressions are different at different ages. As age increases the way of emotions and expressions are also changed. The child learns appropriate emotions due to maturation and learning.

#### **a) Definition of emotions**

Emotions are the feelings of a person like joy, sorrow, love and hate, loneliness and belongingness, frustration, satisfaction, fear and so on. Emotional feelings are responses to events people and circumstances.

#### **b) Classification of Emotions**

The emotions generally classified into two types. They are

1. Positive emotions
2. Negative emotions

**1. Positive Emotions:** These are curiosity, love, joy and affection.

**Curiosity:** It is a positive emotion. They are very curious about their own bodies, the bodies of older children and of adults. In a conducive environment, the child develops curiosity instead of fear. At first, they express their curiosity by exploring or examining the objects or toys.

He reacts positively to new, strange, mysterious elements in his environment by moving towards them, by exploring and manipulating them. Babies express curiosity by tensing the face muscles, opening the mouth, stretching out the tongue. As the child grows, he satisfies his curiosity by asking questions. It begins at three years and reaches it when they enter into first grade. As children learn reading, they satisfy their curiosity.

**Joy:** It is a pleasant emotion, pleasant, diligent and happiness is milder forms of joy. When the child grows, he expresses joy by clinging to people he loves. For the preschool children, presence of playmates gives joy. They are happy when their achievement is more than their playmates. The joy response of the child consists of smiling, laughing, clapping hands, jumping up and down.

**Affection:** It is also a pleasant emotion. The young child learns to love those who give him pleasure and satisfaction. It is directed towards a person animal or a thing. It may take a physical or verbal form. It indicates a regard, friendliness, sympathy or helpfulness. Girls are more affectionate than boys. The expressions of affection also change from seeking reassurance to seeking attention and approval.

## **2. Negative Emotions:** They are fear, Anger and Jealousy

**Fear:** Certain fears are characteristically found at some age and are called typical fears. Fear responses become increasingly more specific, as children become older. The most common fear-provoking stimuli in babyhood are big animals, darkness, loneliness, pain, strange persons, places and objects. Preschool period is a peak stage of specific fears. The fear stimuli occur suddenly and unexpectedly. Young children express their fear by turning away their head, crying and clinging to older persons.

**Anger:** It is the most commonly expressed emotion in early childhood. When a young child becomes angry, he expresses his anger by intense outbursts or temper tantrums. It occurs most frequently in childhood because children discover that it is an effective way of getting attention. The frequency and intensity with which children experience anger varies from child to child.

By the age of 4 years anger responses are directed more towards a younger child. Children show their anger in the form of kicking, biting, jumping and using abusive language.

**Jealousy:** It is also a negative emotion. It is a normal response to actual loss of affection. It is an outgrowth of anger. Jealousy often begins between the age of two and five years. During early childhood, jealousy is expressed as anger. Jealousy is more common among girls than boys. The jealous person feels insecure.

In childhood jealousy is due to social situations like arrival of new born baby in the home and material possessions.

The children usually show their jealousy in the form of kicking, biting, pushing, stealing, cheating, hitting, throwing away the belongings and screaming. Older children may show infantile behaviors like bedwetting pretending to be ill, being naughty.

### **c) Factors influencing emotional development**

There are so many factors which influence emotional development. They are

**1. Heredity:** It has been seen that some similarities are found between the emotional development of parents as well as children.

**2. Learning and maturation:** As the child develops mentally, he also gets emotionally matured. And children also learn through conditioning.

**3. Parenting:** The parents those who express positive attitude towards their children, they express positive emotions. If parents show negative emotions children also express the same

**4. Health:** Children with sound health are able to control their emotions in a better way.

Children who are weak remain, irritable, easily excitable and emotionally unstable.

**5. Intelligence:** Children who are intelligent are emotionally stable. Children with low intelligence quotient are emotionally unstable.

**6. Social environment:** Parents, teachers and friends influence on emotional development. If people around are emotionally stable, they express their emotions in a socially approved way.

**7. Ordinal position:** The birth order will also have influence on child's emotions.

## **2.5 Social Development**

The important forms of social behavior necessary for successive social adjustment begin to develop during early childhood period. The 2–6 years period is marked by rapid social development in children. Early childhood age is the pre-gang stage of social development. This stage is crucial stage in development because the basic social attitudes and the pattern of social behavior are established

### **a) Meaning of Social Development**

Social development is a process, where by an individual's attitudes, skills, motives, standards and behaviors are shaped by the society. These behaviors are desirable and appropriate according to the society.

### **b) Meaning of Socialization**

Socialization is a process which begins by the birth and ends with the death of a person. The basic process of socialization is interaction and communication in between an individual and other individual. This varies from individual to individual.

### **c) Pattern of Social Development**

The pattern of social development is similar for all children, because it makes it possible to predict what behavior to expect at different ages. It provides a schedule for training social skills and attitude.

Early childhood is known as the pre-gang age because, at this time, children are learning to adjust to peers to develop patterns of behavior that confirm to social expectations. Social skills of sharing and taking turns, co- operating, learning to get along with others, understanding what it means to be a girl or boy are typical at this stage. Adults need to encourage these and reinforce them from time to time. Children acquire self-control around 4 to 5 years. Rules gradually become internalized and children act on those rules. Adults need to explain these rules and help children to form rules for themselves. e.g. Rules for outdoor play, lunch time, activity time and so on.

**d) In the process of socialization some important forms of social behavior appear**

#### **Social forms/pattern**

1. Imitation
2. Rivalry
3. Cooperation
4. Sympathy
5. Empathy
6. Social Approval
7. Sharing
8. Attachment Behavior

### **e) Techniques of socialization**

## **1. Reward and punishment**

Usually, reward reinforces positive behavior pattern. The effects of punishment are damaging. It may lead to passive and withdrawal behavior among children. It is advisable to combine punishment with rewards to have desirable outcome in child's behavior.

## **2. Modeling**

Another method of socialization is modeling, which means the person being socialized seems a person he/she admires and chooses to imitate his/her behavior. This is also known as natural socialization,

## **3. Identification**

It is the process through which an individual adopts the attitudes, beliefs, values and characteristics of the persons. The child generally seeks to model who is more powerful respected loved and similar to self.

## **4. Social cognition**

It is the application of thoughts and beliefs about the social world. The process involved in perceiving other people and how to know about the people in the world around us.

## **5. Self-discovery**

The child develops his own identity and matches his behavior to his thought.

## **f) Agents of socialization**

It refers to the people who play an important role in socializing the child.

**1. Parents:** Mother who feeds and comforts the child is a powerful model in socializing the child. Parents are first models for imitation and identification.

**2. Teachers:** They become powerful models next to parents who often use praise and give punishment to children.

**3. Peer groups:** Children of same age who can accept or neglect the child.

**4. Other members:** These are people who play important role in the child's life such as relatives and neighbors.

## **g) Factors influencing social development**

There are some factors which influence social development

**1. Family:** Relationship with family members, parents, siblings and grandparents affect children's attitudes towards outsiders.

**2. The size of the family:** In which children grow up not only affect their social experiences but also leaves its mark on their social development.

**3. Parental expectations:** These motivate children to put forth effort to learn to be behaving in a socially acceptable way.

**4. Child rearing practices:** In the early years of life, the most important influence on children's social behavior and attitudes is likely to be the child training method used by their parents.

**5. Peer group:** This has a strong influence on child's social attitudes.

**6. Teacher in pre-school:** Has to give opportunities for communicating and involving them in the school events helps in their social development.

## **2.6 Cognitive and Intellectual Development**

Cognition refers to the mental activities involved in the acquisition, processing, organization and use of knowledge.

Mental development refers to overall functioning of mind

### **a) Meaning of Cognitive Development:**

It includes thinking, memory, perception, imagination, refers to qualitative and quantitative changes in thinking organizing perceiving reasoning and problem solving.

Cognitive process deals with perception of receiving information about the environment through the sensory system.

Jean Piaget, a Swiss psychologist has shown interest in the child's cognitive process. For Piaget, cognitive development, intellectual development and development of intelligence are more or less synonymous.

**Definitions:** Cognition is defined as a way of understanding his environment where he lives.

For example, the child looks at, listens to, and touches smells, tastes, anything he can. The child undergoes a continuous and progressive change. He establishes many interactions with his capacities and environment.

The child starts first from simple associations to complex next work interactions. The child slowly acquires knowledge through maturation and learning. An understanding of the meaning of what he looks what meaning he acquires depends partly on his intelligence and partly on his previous experience.

Piaget referred the abilities such as verbal comprehension, word influence numerical ability, perceptual speed, reasoning as cognitive abilities

**b) According to Piaget,** knowledge is divided into 3 types

**1. Physical knowledge:** Physical knowledge resides within the object themselves and can be discovered by exploring objects and noticing their qualities. These are facts about the features of something. The window is transparent, crayon is red, the cat is soft, the air is warm and dry today.

**2. Social knowledge:** These are names and conventions, made up by people. My name is David, Christmas is on Dec 25, it is polite to say thank you for a gift. Social knowledge is arbitrary and knowable only by being told or demonstrates by other people.

**3. Logic-mathematical knowledge:** This is the creation of relationships. The brain builds neural connections which connect pieces of knowledge to one another to form new knowledge. The tricky part to understand here is the relationships don't exist in the external world. They often appear to, but this is an illusion. Logic-mathematical knowledge is constructed by each individual inside his or her own head. It doesn't come from the outside. It can't be seen heard, felt or told.

Cognitive activity consists of active processes in perception, memory identification, reasoning and evaluation. The major cognitive units include images symbols, concepts and rules.

The new world opens up to the child when is able to recall and imagine. Imagination plays an important part in cognitive development. The imaginative activity of children under three year of age involves.

(a) Personification, such as talking to inanimate objects.

(b) Make-believe use of material like riding a stick (horse), moving stick (train).

(c) Participation in make - believe situations like taking a meal with toy vessels, taking a bath etc.

A child of three or four who has developed a firm sense of autonomy tries to



explore the world through his sense, imagination and through thinking and reasoning. Around 4 years, some children may even have imaginary companions with whom they play.

**c) Cognitive skills in early childhood**

**1. Language Development:**

Receptive Language, Expressive Language

**2. Memory:**

Working Memory, Long-Term Memory

**3. Attention:**

Selective Attention, Sustained Attention

**4. Problem-Solving:**

Critical Thinking, Logical Reasoning

**5. Mathematical Thinking:**

Number Sense, Spatial Reasoning

**6. Executive Function:**

Cognitive Flexibility, Working Memory

**7. Symbolic Play:**

Pretend Play

**8. Visual Processing:**

Visual Discrimination, Visual Memory

**9. Auditory Processing:**

Auditory Discrimination, Auditory Memory

**10. Social Understanding:**

Theory of Mind, Empathy

**11. Scientific Thinking:**

Observation, Predicting, Experimentation

**12. Literacy Skills:**

Print Awareness, Phonological Awareness, Emergent Reading and Writing

**13. Self-Regulation:**

Emotional Regulation, Behavioral Regulation

**d) Factors influencing cognitive development**

The factors which influence cognitive development are

1. **Socio-economic status:** The higher socio-economic status family gives more opportunity to child to expose him through different activities and this help to develop better intelligence than the children who do not get enough opportunity.

2. **Nutrition:** Malnutrition may retard mental development and negatively impacts the neurological situation.

3. **Age:** As the age increases, the intellectual ability of a person increases and reaches its peak in the middle age.

4. **Gender:** Research indicates that boys tend to be more intelligent in mathematics and problem solving and girls are more intelligent in grammar and verbal skills.

5. **Environment:** It gives opportunity to develop his creativity, mental ability. If the intelligence of the child is stimulated in a positive way.

6. **Heredity:** Cognitive development largely depends on heredity if there is evidence of mental retardation in the family. Then probably a child would be slow learner and if the parent with high I.Q., the child may have high I.Q.

7. **Emotional development:** Intellectual functioning is closely related to emotional functioning. It shows an active child who is curious and is likely to be initiative does well on I.Q scores.

## **2.7 Speech and Language development**

Learning to speak properly in early childhood is important because speech is an essential tool in socialization. Many people use the term speech and language interchangeable. There are not synonymous. Speech is a form of language in which articulate sound or words are used to convey meaning to others.

The foundations for speech are laid in babyhood. On these foundations the speech skills are built, the child's future competence is influenced by them. For this reason, early childhood is a critical period in the development of the speech pattern of an individual. Speech development parallels motor development in early years of life. As the neuromuscular systems mature and lay the foundation for motor skills, they also lay the foundation for speech skills.

The increase in use of words makes communication with others more meaningful. The child uses the language to talk to him and others.

### **a) Types of speech**

Piaget has focused attention on the egocentric and socialized functions of the language.

1. **Egocentric speech:** In egocentric speech, the child does not bother to know to whom he is speaking or whether he is being listened to. He does not attempt to understand the others point of view. This type of speech lasts up to the age of 5 to 6.

As the children grow older, their speech becomes less egocentric and socio-centric. Egocentric speech is an indication of children's immaturity. It permits the child to talk to himself and understand the environment. In this way he acquires labels for objects, people, properties and events which are useful in communicating with each other.

2. **Socialized speech:** At the age of 5 to 6 years with the increasing socialization of the child, the socially oriented speech is rewarded more frequently and more strongly. He also finds that socialized speech commands more attention than egocentric speech. Socialized speech consists of communication, addressed to another person when his response or point of view is considered.

### **b) Characteristics of children's language**

1. Children language deal with present and egocentric.
2. Child does not know the parts of speech.
3. Children are active participants in their own language learning.
4. Use of speech is not initiative but productive and creative.
5. Language development is a process of maturation.

### c) Language skills in early childhood

There are two types of skills

1. Receptive skills
2. Expressive skills

1. **Receptive skills:** It is what children acquire when they learn to listen and understand. E.g.: Conversation, ways of talking, expressive language, ways of asking question.

2. **Expressive skills:** It is the way a child expresses his wants, needs and feelings. It includes words, grammar and elaboration of sentences.

### d) Tasks in learning speech skills

1. Increasing comprehension
2. Building vocabulary
3. Mastering pronunciation and
4. Combining words into sentences

1. **Comprehension:** The first step for communication is the ability to understand what others say. When he enters the school, the child would have enough comprehension to understand the meaning of stories read to him.

2. **Building vocabulary:** The child's vocabulary increases rapidly through out pre-school years. The young child not only learns many new words everyday but also new meaning for old words. A young child does not easily understand words that should a like but have different meanings. He also acquires a vocabulary of colors so that at the age of five year he can distinguish blue, yellow, green and white. He learns the meanings of number so that by the age of five years, he can count up to hundred.

At the age of fifth or sixth year they can distinguish between coins. The pre-school child knows and uses such words which denote time as morning, afternoon, night and seasons such as winter and summer. Many children have larger vocabulary than they seem to have because they have a number of different meanings associated with the same word.

3. **Mastering pronunciation:** A young child pronunciation improves rapidly depending upon the correctness of the models he imitates and the guidance he receives in correcting mispronunciation. Learning to pronounce all words correctly is difficult for a child, but certain sounds and sound combinations have been difficult. Consonants and consonant blends are more difficult for the young children. The difficult consonant blends are st, str, dr and fl. Some of the easier consonants to pronounce are t, b. p. m and n, the easy vowels are i, a, e, and u.

4. **Forming sentence:** The formation of sentences follows a fine and predictable pattern in early childhood. Three-year-old use short sentences of three or four words. These sentences have more nouns but lack of verbs, prepositions and conjunction. After three years, complete sentence of six to eight words a used by children. They increase the e length of sentence by y combining two or more simple sentences with the conjunction 'and'.

### e) Speech Disorders

Speech disorder refers to serious form of erroneous pronunciation. These disorders may come from organic cause such as nasal obstructions, malformation of the teeth, jaws,

lips, palates etc. Some young children develop speech disorder in addition to errors in speech.

There are 3 most common disorders tend to develop during early childhood are

1. Lisp
2. Slurring
3. Stuttering

1. **Lisp**: Lisp or letter sound substitution. It is one of the most common disorders of early childhood. For eg: Some children say 'rip' for ship when first tooth falls and the second is yet to appear there is a gap in front of the jaws where the second teeth will eventually cut through. At the time there is often a slight lisp.

2. **Slurring**: It is an indistinctness of speech caused by inactivity of the lips, tongue or jaw. The activity may be due to the child's timidity but it more often arises from excitement and a desire to things quickly because they are important. As speech in the pre-school years has not yet become habitual, the child must give conscious attention to what he is saying, to what words he will and how he will combine them into sentences. If he tries to speed up, he runs his words together causing slurring.

3. **Stuttering**: Stuttering is repetition of sound syllables, or even words. It is often accompanied by deadlocking of speech usually referred as Stammering. In which case the individual is unable to produce any sound for a time and then suddenly sounds come out in a torrent.

Like Slurring, Stuttering is caused mainly by nervous and emotional tension. Between the ages of two and four years slow, repetition of speech or more or less characteristics of all children stuttering also occur between the fifth and sixth years. This period represents an important break in the child life.

#### **f) Factors influencing speech in early childhood period**

The factors which influence speech development are:

1. **Intelligence**: Intelligence level of the child play a great role in the language development. Bright children usually begin to talk at an early age. They also use longer and more correct sentences grammatically
2. **Health**: Illness during first two years of life delays the development of speech organs.
3. **Socio-economic status**: Children from higher income group have better language development. They get better environment, better opportunities, better school and teachers, so automatically their language development is good. They speak correctly and they have a rich vocabulary. They make sentence choosing better words.
4. **Gender**: On average girls seem to be superior to boys in overall development of language.
5. **Family**: The language of family members affects the language development of the child. And children from joint families learn language faster than children from nuclear families. The vocabulary of children of joint families is more than the vocabulary of children of nuclear families.
6. **Motivation**: Encouragement and reward to speak are crucial for language development.
7. **Vocal organs**: Normal vocal organs are necessary for clarity in speech development.
8. **Child rearing practices**: Parents who give more opportunities for reinforcement of language will develop more vocabulary

**9. Culture:** The culture in which a child develops will have its own values, beliefs and tools of intellectual adaptation. Some use several words to describe a concept and other use only one word to describe the same concept.

## **2.8 Stimulation**

Stimulation means giving the child a variety of opportunities to experience, explore, interact and play with things around him which fosters over all development of the child. Early stimulation is necessary for the optimal development of every child in various domains, including cognitive, social, emotional and physical.

### **Importance of stimulation**

- Early stimulation fosters brain growth, neural connection and enhances learning capacity.
- Helps the child to have movement, body control, strength and balance.
- Improves listening and understanding skills
- Helps the child to be independent and self-sufficient
- Lack of stimulation during critical period can lead to developmental delayed and have long term effects on child's overall development.

### **Summary**

During early childhood age children's growth rate in relatively rapid. Girls and Boys are very similar in their patterns of physical growth and development in this age. The bones will ossify during this stage and become hard. Muscles grow larger and stronger. The body build of children may be ectomorphic, mesomorphic and endomorphic. The child cuts his last 4 baby teeth and back molars. During this age the child begins to lose one or two baby teeth and replaced by permanent teeth. Health and nutrition, child rearing practices, ill health, environment, social class, sleep and rest, emotional neglect, intelligence, physical exercises will influence the physical development.

Motor development is a continuous change based on the interaction between maturation, prior experience and new motor activities; Motor development includes gross motor, fine motor development. Gross motor skills include the larger muscular skills where the fine motor skill include smaller muscular skill i.e. hand skills. There are some factors like nutrition, parenting practice, environment, injuries, accidents health, etc. will influence motor development in early childhood.

The emotions of early childhood period are common and more intense. The child's emotional expressions are appropriate due to maturation and learning.

Emotions are of two types. They are 1. Positive emotions 2. Negative emotions. Emotions play an important role in the development of child. The positive emotions are curiosity, joy and affections whereas negative emotions are jealousy, fear and anger. The factors like temperament, parenting social status, health, gender and ordinal position which influence emotional development of the children.

Early childhood is known as pre gang age, because the foundation for future social expectations will be attained. Socialization is the process of interaction and communication in between the individuals. Early social experiences are important in determining whether children want to be social or unsocial. Reward and punishment, modeling, identification, social cognition is the socialization techniques.

Parents, teachers peer group and other family members are the socializing agents. The family, family size, parental expectations, child rearing practices etc will affect the social development of the children.

Cognitive development refers to overall functioning of the mind. Cognition is the way of understanding his environment in which he lives. Thinking, memory perceptions, imaginations etc. were involved in cognitive development. The cognitive abilities were verbal comprehension, word fluency numerical ability, reasoning etc. During early the childhood usually serration the skills of enquiry, classification, serration, number concept, time concept etc. are developed. Nutrition, emotional behavior, socio economic status, environment, sex, age and heredity will influence the cognitive development.

Speech is a tool for communication and important in socialization. During early childhood the vocabulary increases and the child can speak 5-to-6-word sentences. Piaget's concepts in speech are two types. Egocentric and socio-centric speech. Lispings, Slurring and Stuttering and three speech disorders are found in early childhood. The child develops receptive skills and expressive skills of language during early childhood period. The receptive skill is what the child acquires when they listen and understand where as the expressive skill is what child express produce to speak like words, grammar, elaborating the sentences. Intelligence, health, motivation, vocal organs, family relations, gender, culture, etc. influence the speech development in children. On the whole the speech development plays an important role in learning and understanding.

Stimulation means giving the child a variety of opportunities to experience, explore, interact and play with things around him which fosters over all development of the child.

### **Short Answer Type Questions**

1. What is meant by physical development?
2. What are the types of motor development?
3. Mention the social forms?
4. What are the techniques of socialization?
5. Mention the agents of socialization.
6. What is socialization?
7. What is cognitive development?
8. Mention the cognitive skills of early childhood period.
9. Mention the types of speech.
10. Mention the speech disorders.
11. Mention the language skills
12. List out the activities of emotional development
13. What is meant by stimulation?
14. Write the importance of stimulation.

### **Long Answer Type Questions**

1. Write about the pattern of physical development.
2. Explain the factors which influence or physical development.
3. Explain the factors which influence motor development.
3. Discuss the emotional development in preschool.
4. Explain the factors which influence emotional development in early childhood period.
5. Explain the factors influencing social development in children.

6. Write briefly about the cognitive development in early childhood period.
7. Explain the factors which influence cognitive development in children.
8. Explain briefly about speech development in early childhood period.
9. Write in detail about the factors involved in speech development.
10. List out five activities of speech development and cognitive development.

### **Unit III**

#### **Pre School children**

- 3.1 Introduction
- 3.2 Importance of early years
- 3.3 Characteristics of preschool children
- 3.4 Developmental needs of preschool children
- 3.5 Significance and need of preschool education
- 3.6 Aims and objectives of preschool education
- 3.7 Habit formation and Discipline

#### **Learning Objective**

- To know the significance of pre-school years
- To understand the characteristics of pre-school children
- To know the needs of preschool children
- To know the significance and need of pre-school education
- To know the objectives of pre-school education.
- To know about habit formation and discipline.

#### **3.1 Introduction**

Childhood begins after babyhood at approximately the age of two years and extends the time when the children begin sexually mature.

Childhood period is subdivided into two periods. Early childhood and late childhood. The early childhood age is 2 to 6 years and late childhood from 6 years to the time the child becomes sexually mature.

Toddler hood period is 2 to 3 years. This period is characterized by elaboration of locomotion, language development and fantasy plays. The child is very active and curious and gets actively into exploration of the environment. This age also known as 'Terrible Twos'.

The education of the child begins with conception. The children of today should be prepared for the vast complex and rapidly changing world of tomorrow. This calls for an integrated and meaningful educational system.

#### **3.2 Importance of early years**

- The first six years of a child's life are truly critical and lay the foundation for lifelong well-being, and overall growth and development across all dimensions - physical, cognitive, and socio-emotional.
- During this period remarkable changes occur.
- This is foundation period for personality development of the child.
- Early childhood is the preschool period and also known as the 'pre gang age, the problem age and the age of exploration. Educators refer to early childhood as the preschool age. To the psychologist it is pre-gang age. This age presents many

behavior problems for parents.

- The major development during this period is gaining control over the environment
- The pace of brain development in these years is more rapid than at any other stage of a person's life.
- Research from neuroscience informs us that over 85% of an individual's brain development occurs by the age of 6.
- The rate of growth and development is fast, any stimulation along these lines will have its maximum effect during early childhood.
- Hence critical importance is given for appropriate nutrition, care and stimulation in a child's early years to promote sustained and healthy brain development and growth.
- From birth till age 3, children benefit greatly from simple activities such as playing, listening to stories, and singing, which improve their ability to think, communicate, and connect with others.
- Sensory activation is vital to the development of brain pathways - for example visual stimulation through primary colours and shapes; hearing, identifying and imitating different voices, music, and sounds; stimulating touch through different textures like smooth, rough, bumpy, etc; tasting different types of food, from salty to sweet to bitter, soft or crunchy; smell, aroma/smell of food to various smells from the environment
- Such stimulation improves memory, attention span and ability to learn, calming a child and encouraging joyful play, creativity and fun, enabling them to engage with the world around them.
- They begin to work and play co-operatively with other children. During play, they show skill and ingenuity.
- These years are the flowering of the self. Rapid growth at the pre-school stage necessitates the provision of a suitable environment for optimum development.
- This stage is crucial in terms of the child development of interest, attitudes and values.

### **3.3 Characteristics of pre-school children:**

**The general characteristics of pre-school children are**

1. They are energetic, curious, eager to learn. Bones and muscles are still in the process of developing.
2. Fine muscle co-ordination particularly wrist and fingers need strengthening
3. Their attention span is limited to a maximum of 7 to 15 minutes.
4. The thinking is perception bound and limited to concrete objects and events. Logical and abstract reasoning is still to develop.
5. Listening, comprehension and social skill are inadequate in groups.

**From 2 ½ to 4-year characteristics**

1. Child walks around on his own visit neighbors.
2. Learn to dress and undress alone.
3. Acquires toilet training at night.
4. Recognizes two or three colours.
5. Speaks intelligibly but still using childish language. His average vocabulary is 2000 words.
6. Asks many questions and is interested in how children are born.



7. Play with other children begins to share things.
8. Becomes able to perform simple tasks.

#### **From 4-5 years**

The child will be able to

1. Leaps, Jumps and swings.
2. Walks down stairs putting one foot on each step.
3. Speak quite intelligibly.
4. Knows how to count his finger.
5. Listens to story and can repeat its substance.
6. Still asks many questions, takes as an interest is new words and their meaning.
7. Can recognize four colours.
8. Can assess shape and size, distinguish large from small.

#### **From 5-6 years**

The child will be able to

1. Know how to climb trees and dance to music.
2. Can catch a ball thrown from a distance of one meter.
3. Speaks correctly, relinquishes childish language.
4. Draws a figure with head, trunk, limbs and hands.
5. Begins to distinguish right from left, yesterday from tomorrow.
6. Asks for meaning of abstract words.
7. Distinguish between sweet, salt, sour and bitter flavors.
8. Develops fast friendship with children of his own gender
9. Performs simple tasks with interest.

### **3.4 Developmental Needs**

Usually all of us have needs but certain needs are more important in childhood. Children are dependent on others for the satisfaction of their needs. If their needs are met adequately, they will develop as balanced individuals.

Child needs may be broadly be categorized under the following headings.

1. Physiological needs
2. Emotional needs
3. Intellectual needs
4. Social needs

It may be remembered that all these needs are inter-related. If a child is not given proper nourishment, not only affects physical health, but also his emotional, intellectual, social and moral behaviors.

#### **1. Physiological needs**

Human need for air, food, water, light, physical activity, rest and sleep are important in childhood. If the children have sufficient fresh air, a balanced diet, clean water, rest and sleep etc. their growth and development will be smooth.

In many cases parents are unable to provide for the basic needs of their children on account of poverty. But there are numerous cases where ignorance on the part of the parents is the main cause for non-fulfillment of the basic needs of children.

In both the cases, educational institutions and their teachers can do a lot by providing mid-day meals in the school. School buildings need to be provided with sufficient open space, a small garden and well-ventilated rooms.

Health programs, may be planned arrangement of clean water in the school immunization against infectious diseases may be arranged. Children should be guided to develop habits of personal and environmental cleanliness.

## **2. Emotional needs**

The need for love is one of the most basic needs. A child who does not get love feels irritated and unhappy. Children need security. Conflicts in the home make children insecure.

## **3. Intellectual needs**

The desire to learn to know is very strong in children. They need opportunities for self-expressions. Children have a need to learn and to develop their abilities. They need to discover things. Children may be encouraged their environment. Educational needs of children with specific learning problems require special attention. The school programme and the methods of teaching must be geared to their needs.

## **4. Social needs**

Belongingness is an important social need of the children. In the beginning children belong to a family. When they grow up they need to belong to groups. Acceptance by their peer group is very important. If they feel they are being left out, they may indulge in antisocial activities. Discipline in the school helps the children need to participate in group activities than children need independence, they also need control and discipline.

## **3.5 Significance and need of preschool education**

The progress and prosperity of a nation are intimately related to the growth and development of its children.

- The growth and development of children depend upon the type of education provided to preschool children of the age group of 2 ½ to 6 years.
- Gandhiji stressed the importance of early childhood is "The real education begins from conception as the mother begins to take up on the responsibility of the child. If a mother is correctly instructed and prepared for the coming responsibility, then that will be the education of the child as well.
- **Preschool education refers** to the early childhood educational programs and activities designed for children typically between the ages of three to six years, before they enter formal schooling. It is also commonly known as pre-kindergarten or early childhood education.
- It includes formal as well as non-formal education i.e. education imparted in a school as well as outside.
- **Formal Education** refers a systematic, organized and structured education administered according to a set of laws and norms which plays a crucial role in societal development, providing a foundation for intellectual, social, and emotional growth.
- **Informal education** refers to the learning and knowledge acquisition that occurs outside the structured and organized settings of formal institutions. It is often spontaneous, incidental, and learner-driven, taking place in various day-to-day life experiences.
- The main purpose of preschool education is to provide young children with a structured and nurturing environment that fosters their cognitive, social, emotional, and physical development.
- Preschools often focus on various aspects of early childhood learning, including

basic literacy and numeracy skills, socialization, communication, motor skills development, and emotional regulation.

- The curriculum in preschools is usually play-based and designed to be age-appropriate, encouraging hands-on activities, creative expression, and exploration.
- The early years are the most significant years for human growth, development and learning of all children including those with special needs due to disability conditions.
- **Inclusive education** refers as a system of education, wherein children with and without disability learn together, and the system of teaching and learning is suitably adapted to meet the learning needs by removing, exclusion, discrimination and barriers to learning and participation of different types of children with disabilities, scheduled castes, scheduled tribes, economically weaker sections etc.
- The all-round capacities that emerge in 3 to 6 years age group are the pre-requisites for later success in school and life.
- Dr. Rajendra Prasad, the first president of Indian Republic, said "if one childhood is well spent, well-regulated and well organized, the better will he take up the responsibilities of a full grown up citizen".
- "Our Nation's future, prosperity or poverty, strength or weakness depend upon the care with which we build up the character and habits of our children" by Dr. Radha Krishnan.
- Therefore, Pre-primary education may be divided into four parts
  1. Pre-primary education from conception to birth
  2. Pre-primary education from birth to 2½ years
  3. From 2 ½ to 4 years.
  4. From 4 to 5 or 6 years.

During the I and II stage, for the mother and child together, the education is informal.

- The task of the pre-school is to promote regular habits of personal hygiene, food etc. Hence it provides with play activities and also elementary training in three 'R's (Reading, Writing, and Arithmetic).

### **3.6 Aims and objectives of Preschool Education**

- The aims of Preschool education are providing strong foundations for all round development and lifelong learning.
- Preparing the child for school
- To ensure child friendly environment where each child is valued, respected, feels safe and secure and develops a positive self-concept.
- To enable a sound foundation for physical development in terms of good health, well-being, nutrition, healthy habits, cleanliness and hygiene.
- To enable children to become effective communicators and foster both receptive and expressive language.
- To help children become involved learners, think critically, be creative, collaborate, communicate and connect with their immediate environment.
- To enable a smooth transition of children from preschool to primary schools.

- To work as partners with parents and community to enable each child to flourish and allows each child's individual needs to be met.
- To provide opportunities for developing good behavioral patterns.
- To enhance all the areas of developments through play

### **3.7 A) Habit formation and Discipline**

#### **a) Meaning of habit and habit formation**

Habits are routines of behavior that are repeated regularly and tend to occur subconsciously. Habitual behavior often goes unnoticed in persons exhibiting it, because a person does not need to engage in self-analysis when undertaking routine tasks.

Habituation is an extremely simple form of learning, in which an organism, after a period of exposure to a stimulus, stops responding to that stimulus in varied manners. Habits are sometimes compulsory. Habit is thus the result of many repetitions of the act. The process by which new behaviors become automatic is habit formation.

Old habits are hard to break and new habits are hard to form because the behavioral patterns we repeat are imprinted in our neural pathways.

#### **b) Habits are divided into three groups**

**Bodily habits:** where bodily skills like walking, speaking, exercises, eating, sleeping, dressing, toilet training and the skills where bodily powers are used.

**Habits of character or dispositions:** These habits depict the character of a person like telling the truth, hospitality, punctuality, sincerity, cleanliness etc.

**Habits of thoughts:** these habits are based on thinking like seeking reasons and causes, observation and testing results, accuracy of thinking etc.

#### **c) Importance of habit formation**

- Habits reduce fatigue.
- Habits make movements simpler for example if a child is learning dance, in the initial stages it will be difficult for her to move her body according to the music but later she develops the skill and make the body movements freely and more accurately.
- Habits make own movements accurate.
- Habits endure greater speed.
- Through habit formation it is possible to do many things at a time.
- The ability to form habits is the most striking and the most useful characteristic of man, whether he is an infant, adolescent or an old man.
- Good moral character is also a matter of habits.
- A person who is able to follow the part of honestly even in the face of temptation is able to be honest only because of his good habits.
- The aim of any education at home and school is to inculcate good habits.

#### **d) Role of parents and teachers in inculcating good habits to the children**

Habit is an accustomed way of doing things. It is the name given to the behavior which when often repeated becomes automatic. Family plays an important role in developing habits in their younger ones because parents are the primary socializing agents of the child the child is subjected to change his character and his habits in the prevailing environment both the parents and teachers play an important role in inculcating good habits.

- i) Get the child started with the correct habit right from the very beginning
- ii) Ensure that the child has adequate opportunity to follow the right habit
- iii) Direct every emotional prompting and experience towards forming the desired habits.
- iv) Encourage the child to seize every opportunity for practicing the desired habit.
- v) Direct the child to exercise the new habit voluntarily as often as possible because repetition provides regular reinforcement.
- vi) Motivate the child in building a habit by creating an interest.
- vii) Maintain training regularly because no habit results when the effort is irregular.
- viii) Love and affection are essential from both the parents as well as the teachers in enforcing good mental health in child.

**B) Discipline** tendencies to act in a socially disapproved manner nor does it guarantee that the abandon activity will be replaced by more acceptable manner. Discipline refers to any attempt by parents to alter children's behavior or attitudes. Disciplining children starts only after 2 years.

**a) Definition of Discipline**

"Discipline is an organized regulated, orderly way of life". It means helping the child to become a happy, outgoing, expressive, co-operative individual and helping him recognize "bad feelings" and learn acceptable ways of expressing his feelings.

**b) Need and Importance of discipline**

- It is a process of training and learning that fosters growth and development.
- Discipline is also a societies' way of teaching the child moral concepts and behavior approved by the group.
- Every child needs to be helped to understand the values of discipline through appropriate experience.
- He must learn to conform to the expected patterns of behavior and customs in an acceptable manner, use freedom wisely and distinguish between 'safe' and 'unsafe' actions.
- Discipline fulfills certain needs of a child and thus adds to his happiness facilitates his adjustment.

**c) Techniques which are used to inculcate discipline are of three types.**

They are

1. Authoritarian disciplinary technique
2. Permissive disciplinary technique
3. Democratic disciplinary technique.

### **1. Authoritarian disciplinary technique**

The characteristics of the method are

1. Strict rules and regulations
2. The parents using this approach are very rigid and inflexible
3. No freedom of action, thought and movements
4. No scope for questioning or reasoning
5. There is little opportunity for the children to take initiative because everything is dictated and demanded.
6. Not respecting individual rights
7. Too much emphasis on perfection
8. Not involving children in decision making. Little or no recognition praise etc.

#### **Effect of Authoritarian Techniques on Children**

Authoritarian parents, guardians and teachers who use harsh and punitive methods to achieve the ends of discipline. The child may

- Believe and feel that the world is hostile and become hostile to the world.
- Become submissive and obey the adult without questioning or may become rebellious.
- Turn their anger and aggressions inward.
- Feel lack of confidence and that might lead to feelings of guilt.
- For the child in such a situation developing relationship with peers is very difficult.
- This has a direct impact on their school performance.
- Some children may become timid, while others may become aggressive.

### **2. Permissive disciplinary techniques**

The characteristics of permissive disciplinary techniques

1. Employ little or no discipline.
2. It is the other extreme.
3. It is totally a free approach.
4. Children are given all the freedom to do as they want.
5. Parents are least concerned and totally non-interfering children.
6. In this kind of families have very few or no responsibilities.
7. Parents liberally express their warmth and love to the children.
8. Children do not make their own decisions.

#### **Effect of Permissive disciplining technique**

Under the influence of this technique children might

- Get confused and become insecure
- Have no concept of right and wrong
- Become fearful and anxious
- Turn unmanageable in the school or neighborhood.
- Expect a great degree of patience from other.

Sometimes children may become dominating and would always want the adult to behave according to their desires.

### **3. Democratic disciplinary technique**

The democratic disciplinary technique is synonymous with education and counseling in that they emphasize growth, self-discipline and self-control. The characteristics of this method are.

1. Explanation, discussions and reasoning to help the child understand why he is expected to behave in a certain manner.
2. Punishment only at appropriate times.
3. Children are given due recognition and praise
4. No harsh punishment, at any time
5. Methods to develop inner control by educating the child to understand and behave in the approved manner.
6. Appropriate means to motivate the child to live up to expectations.

### **Effect of democratic disciplinary technique on children**

- It also encourages the child to express her true feelings to the parents.
- This gives feelings that children opinions are also important and the parents in true sense are caring.
- When parents have reasonable expectation from the child and their expectations are achievable, it gives a sense of satisfaction and confidence to the child.
- This help in fostering independence and self-reliance in children.
- They would be more creative, emotionally stable, mentally alert and socially acceptable.
- Children tend to take their own decisions which in turn will make them more responsible.
- They achieve healthy, positive, confident, self-concept and also achieve desirable personal and social adjustment.

### **Summary**

The preschool period is characterized by rapid physical and physiological development and development of self-concept. During this period remarkable changes occur. This is foundation period for personality development of the child

The general characteristics of pre-school children are they are energetic, curious, eager to learn. Bones and muscles are still in the process of developing. Fine muscle co-ordination particularly wrist and fingers need strengthening. Their attention span is limited to a maximum of 7 to 15 minutes.

Child need's may be broadly be categorized under the following headings. Physiological needs, Emotional needs, Intellectual needs, social needs.

**Preschool education** refers to the early childhood educational programs and activities designed for children typically between the ages of three to six years, before they enter formal schooling. It is also commonly known as pre-kindergarten or early childhood education.

The aims of Preschool education are providing strong foundations for all round development and lifelong learning. Preparing the child for school.

Habits are routines of behavior that are repeated regularly and tend to occur subconsciously. The process by which new behaviors become automatic is habit formation.

"Discipline is an organized regulated, orderly way of life". It means helping the child to become a happy, outgoing, expressive, co-operative individual and helping him recognize "bad feelings" and learn acceptable ways of expressing his feelings.

### **Short Answer Type Questions**

1. Write any five points on the significance of pre-school period?

2. Write any three sentences on the significance of pre-school years.
3. Define preschool education.
4. What is meant by formal and informal education?
5. Define inclusive education.
6. What is meant by habit and habit formation.
7. Write the importance of habit formation.
8. Classify habits.
9. Define discipline and mention the techniques of discipline.

### **Long Answer Type Questions**

1. Write about the characteristics of pre-school children.
2. Explain briefly about the developmental needs of pre-school children.
3. What are the aims and objectives of preschool education?
4. What is the role parents and teachers in inculcating habits
5. Write about the best method of discipline.

## **Unit IV**

### **Behavior problems and disorders in early childhood**

- 4.1 Introduction
- 4.2 Meaning of Behavior problems
- 4.3 Causes of Behavior problems
- 4.4 Different types of behavior problems
  - a) Temper tantrums
  - b) Thumb Sucking
  - c) Nail Biting
  - d) Aggression
  - e) Social Withdrawal
  - f) Pica
  - g) Autism spectrum
  - h) Attention deficit hyperactivity disorders (ADHD)
- 4.5 Positive parenting tips

### **Learning Objectives**

After studying this unit student will be able to

- Know what is behavior problem
- Understand the causes of behavior problems
- Know the different types of behavior problems
- Know how to respond/prevent the problems

### **5.1 Introduction**

Numerous behavior problems arise in daily life. No child grows up without exhibiting some problem behavior or other at some time or another period in life. When the urge to grow is inhibited, checked or thwarted the child reacts with assertion of his independence, resentment or rebellion against the interfering person or circumstances. If, for example a baby is annoyed by hindrance with his movements or play he will react by hitting, biting, kicking or using abusive language. However, problem behaviours although normal for a child to develop, should not be ignored.

### **5.2 Meaning of Behavior Problem**

The term 'behavior problem' is used to designate a deviation in behaviour from the



one expected or approved by the group. Problem behavior is that behavior which makes life difficult and unsatisfactory for the child and his parents. (Hurlock, 1974).

In Verma's (1964) view, behavior problem is nothing but a deviation from the accepted pattern of behavior on the part of an individual in society.

In general, the behavior problems observed in children are aggression thumb sucking, nail biting, temper tantrums, stealing and bed wetting. The problems in children will have to be solved carefully with love, affection and patience.

Childhood disorders are typically identified as exhibiting significant changes in behavior, emotional regulation, social skills or cognitive development that are not associated with normal stages of childhood development or other medical conditions.

### **5.3 Causes of Behavior Problems**

1. Problems are due to genetic weakness.
2. Some defects that make him vulnerable to stress.
3. Conflict between the children is basic drives and a forbidding environment which demands the child to inhibit the expression of his drives.
4. Learned or conditioned ways of behaving
5. Consequence of inability or failure to meet the demands that are set by adults.

### **5.4 Different types of Behavior Problems**

#### **a) Temper tantrums:**

A temper tantrum refers to an intense and uncontrolled emotional outburst, typically exhibited by children, characterized by strong expressions of frustration, anger, or distress. During a tantrum, a child may display behaviors such as screaming, crying, stomping, hitting, kicking, and other physically expressive actions.

Tantrums are a common and developmentally typical behavior in early childhood, usually peaking around the age of 2 to 3 years old. These are not ordinarily a sign of severe emotional or personality disorders. If handled successfully, they usually diminish in intensity and frequency by age four to five.

#### **Causes**

- Tantrums are often a response to the child's inability to cope with frustration, an unmet need, or a desire not being fulfilled.

#### **Prevention**

- Establish a Routine
- Provide Choices
- Communicate Effectively
- Anticipate and Address Basic Needs
- Teach Coping Strategies
- Set Clear Expectations
- Positive Reinforcement
- Offer Emotional Support
- Model Calm Behavior
- Create a Safe Environment
- Be Mindful of Triggers
- Provide Transition Warnings
- Encourage Independence

- Offer Distractions

### c) **Thumb sucking:**

Thumb sucking is a common behavior among infants and young children and is generally considered normal during the first few years of life. It often serves as a self-soothing mechanism, providing comfort and a sense of security.

### **Complications of Thumb Sucking**

- Dental Issues
- Speech Development
- Social Concerns
- Skin Problems
- Concerns About Oral Hygiene

### **Prevention of thumb sucking**

#### **1.Positive Reinforcement:**

Encourage positive behavior by praising the child when they are not thumb sucking.

#### **2.Identify Triggers:**

Identify situations or emotions that triggers thumb sucking.

#### **3. Use of Distractions:**

Provide distractions or activities that keep the hands busy.

#### **4. Involve the Child:**

Include the child in discussions about the habit, explaining the potential consequences.

#### **5. Reward Systems:**

Implement a reward system to motivate the child to refrain from thumb sucking.

### c)**Nail Biting:**

Nail biting, is a common habit characterized by the repetitive action of biting, chewing, or nibbling on one's fingernails. This behavior often involves putting the fingers or nails into the mouth, and it is commonly observed in children, adolescents, and adults.

### **Causes**

- Nail biting is considered a common nervous habit and can be a response to various **emotional states, stress, anxiety, boredom, or as a way to cope with tension.** They start to bite when they are anxious. If a child bites his nails persistently then one should look for a cause either at home or at school. Sometimes the high expectations of the parents and teacher make a child nervous and worried.

### **Prevention**

- Try to reduce the anxiety in children
- Don't punish them
- Distraction from nail biting will give better results than severe punishment
- Find out the pressures on the child and try to relieve them

- Avoid nagging the child and over disciplining.

#### **d)Aggression**

Aggression in children refers to behaviors that are intended to cause harm or distress to others. It is a normal part of development, and many children go through phases of displaying aggressive behaviors. However, when aggression becomes frequent, intense, or significantly impacts a child's functioning, it may be a cause for concern.

##### **Types of Aggression:**

- ❖ **Physical Aggression:** E.g.: hitting, kicking, biting, or other forms of bodily harm.
- ❖ **Verbal Aggression:** Includes hostile or threatening language, name-calling, or verbal abuse.
- ❖ **Relational Aggression:** Involves using social manipulation, exclusion, or spreading rumors to harm relationships.
- ❖ **Reactive Aggression:** Arises in response to frustration or perceived threat.
- ❖ **Proactive Aggression:** Deliberate and goal-oriented aggression used to achieve a specific outcome.

##### **Steps to be followed to prevent aggression**

- Teach Alternative Behaviors
- Model Calm Behavior
- Set Clear Limits
- Reinforce Positive Behavior
- Encourage Communication
- Provide Consistent Discipline
- Limit Exposure to Violence
- Seek Professional Help
- Promote Empathy
- Encourage Social Skills
- Monitor Stressors

#### **(e) Social withdrawal**

Social withdrawal in children refers to a pattern of behavior where a child consistently avoids or withdraws from social interactions with peers, family members, or other individuals. This behavior can manifest in various forms and may have different underlying causes.

##### **Types of Social Withdrawal:**

- ❖ **Shyness:** Some children may be naturally shy and may withdraw from social interactions due to feelings of discomfort or anxiety.
- ❖ **Isolation:** Children may purposefully isolate themselves from others, preferring to be alone rather than engaging in social activities.
- ❖ **Avoidance:** Children might actively avoid social situations or gatherings, making excuses to stay away from group activities.

### **Causes of Social Withdrawal:**

- **Social Anxiety:** Children with social anxiety may fear judgment or rejection, leading them to withdraw from social interactions.
- **Bullying:** Experiences of bullying can result in social withdrawal as a protective mechanism.
- **Family Issues:** Problems at home, such as family conflict or instability, can contribute to social withdrawal.
- **Learning or Developmental Challenges:** Children facing difficulties in communication or social skills may withdraw due to frustration or fear of failure.

### **Signs and Symptoms:**

**i) Limited Eye Contact:** Avoiding eye contact can be a sign of discomfort or social anxiety.

**ii) Few or No Friends:** A child consistently lacking close friendships may indicate social withdrawal.

**iii) Lack of Initiative:** Children who rarely initiate social interactions or play may be experiencing withdrawal.

### **Steps to prevent social withdrawal**

1. Promote a Positive Home Environment
2. Develop Social Skills
3. Address Bullying and Peer Issues
4. Encourage Extracurricular Activities
5. Monitor Screen Time
6. Be Mindful of Family Dynamics
7. Identify and Address Learning or Developmental Challenges
8. Promote Inclusivity and Acceptance
9. Positive Reinforcement
10. Seek Professional Help when Needed
11. Set Realistic Expectations

### **(f)Pica**

Pica disorder in children is a condition characterized by persistent eating of non-nutritive, non-food substances over a duration of at least one month. Common substances ingested by individuals with pica may include paper, soap, cloth, hair, wool, soil, chalk, talcum powder, metal, pebbles, charcoal, ash, clay, starch, or ice. Pica often begins in early childhood, typically between the ages of 1 and 6 years.

### **Symptoms of Pica**

- i. Toxicity
- ii. Gastro intestinal problems
- iii. Blood in stools Infections
- iv. Dental issues
- v. Learning disabilities
- vi. Nutritional deficiencies
- vii. Psychological distress
- viii. Social isolation

## Causes and Risk Factors:

- **Nutritional Deficiencies:** iron deficiency, zinc deficiency, or other nutritional imbalances.
- **Developmental Issues:** developmental disorders, such as autism spectrum disorder.
- **Family Factors:** Environmental factors, family stress, and lack of supervision.

## Prevention

- 1. Early Intervention:** Identify and address potential risk factors early on, especially in children.
- 2. Education and Awareness:** Educate parents, caregivers, and individuals about the potential risks associated with ingesting non-food substances and raise awareness about the importance of providing a safe environment.
- 3. Nutritional Support:** Ensure a well-balanced and nutritious diet to prevent nutritional deficiencies, which may contribute to pica behavior.
- 4. Supervision:** Provide close supervision, especially for young children or individuals with developmental disorders.
- 5. Environmental Modification:** Make changes in the environment to limit access to non-food substances.
- 6. Addressing Psychological Factors:** Encourage open communication and seek professional help if there are signs of emotional distress.
- 8. Professional Assessment:** If there are concerns about an individual's behavior, seek a professional assessment by a healthcare provider or mental health professional.

## g) Autism Spectrum Disorder (ASD)

Autism, or Autism Spectrum Disorder (ASD), is a neuro-developmental disorder characterized by challenges in social interaction, communication, and repetitive behaviors. The term "spectrum" reflects the wide variation in challenges and strengths possessed by each person with autism.

## Symptoms

- i. **Social Challenges:** Difficulty with social interactions, such as understanding social cues, making eye contact, and forming relationships.
- ii. **Communication Difficulties:** Challenges in verbal and nonverbal communication, including delayed language development, limited use of gestures, and difficulty understanding and using spoken language.
- iii. **Repetitive Behaviors:** Engaging in repetitive actions or having restricted interests, which can manifest as intense focus on specific topics or objects.

## Treatment

Treatment for autism often involves a multi-disciplinary approach, including behavioral therapies, speech and language therapy, occupational therapy and social skill training.

Early intervention through behavioral therapies and educational support can help manage symptoms and improve outcomes for individuals with autism.

## h) Attention Deficit Hyperactivity Disorder (ADHD)

It is a neuro developmental disorder that affects both children and adults. It is characterized by persistent patterns of inattention, hyperactivity, and impulsivity that can interfere with daily functioning and development. ADHD is usually diagnosed in

childhood, but symptoms can persist into adolescence and adulthood.

**There are three main types of ADHD:**

- **Predominantly Inattentive Presentation (ADHD-PI):** Individuals with this type primarily struggle with attention and focus. They may have difficulty organizing tasks, completing assignments, and paying attention to details.
- **Predominantly Hyperactive-Impulsive Presentation (ADHD-HI):** People with this type exhibit hyperactivity and impulsivity without significant issues related to inattention.
- **Combined Presentation (ADHD-C):** This type involves a combination of inattention, hyperactivity, and impulsivity. It is the most common form of ADHD.

**Common symptoms of ADHD include:**

- i. **Inattention:**
  - Difficulty sustaining attention in tasks or play activities
  - Frequent careless mistakes in school or other activities
  - Forgetfulness in daily activities
- ii. **Hyperactivity:**
  - Fidgeting or tapping hands and feet
  - Inability to stay seated in situations where it is expected
  - Difficulty engaging in activities quietly
- iii. **Impulsivity:**
  - Acting without thinking about consequences
  - Interrupting others during conversations
  - Difficulty waiting for one's turn

ADHD's exact cause is not well understood, but a combination of genetic, neurological, and environmental factors is believed to contribute.

## **Treatment for ADHD**

A combination of behavioral therapy, psycho-education and in some cases, medication.

### **4.5 Positive parenting tips**

Positive parenting involves fostering a supportive and respectful relationship between parents (or caregivers) and children. When dealing with children who exhibit behavior problems, adopting a positive parenting approach can be particularly effective. Here are some tips:

1. **Build a Strong Connection:**
  - Focus on building a strong emotional connection with your child. Show love, warmth, and support to create a foundation of trust.
2. **Set Clear Expectations:**
  - Clearly communicate expectations for behavior. Establish age-appropriate rules and consistently enforce them.
3. **Positive Reinforcement:**

- Reinforce positive behavior with praise, encouragement, and rewards. Positive reinforcement can motivate children to repeat desirable behaviors.

**4. Consistency is Key:**

- Be consistent in your responses to behavior. Consistency helps children understand expectations and consequences.

**5. Model Positive Behavior:**

- Children often learn by observing. Model the behavior you want to see in your child. Demonstrate patience, kindness, and problem-solving skills.

**6. Use Effective Communication:**

- Encourage open communication. Listen actively to your child's concerns and feelings. Validate their emotions and help them express themselves.

**7. Provide Choices:**

- Offer choices to empower your child and give them a sense of control. This can help prevent power struggles.

**8. Time-In Instead of Time-Out:**

- Instead of traditional time-out, consider using a "time-in" approach where you stay with your child during a difficult moment. Use this time to connect and discuss the behavior.

**9. Teach Problem-Solving:**

- Help your child develop problem-solving skills. Encourage them to think about solutions to issues and discuss the consequences of different choices.

**10. Set Realistic Expectations:**

- Recognize and appreciate small improvements. Set realistic expectations based on your child's age and developmental stage.

**11. Provide Structure and Routine:**

- Children often benefit from a structured environment and routine. Predictability can help reduce anxiety and challenging behaviors.

**12. Use Positive Language:**

- Frame instructions positively. Instead of saying "don't run," say "please walk." Positive language focuses on what you want your child to do rather than what you want them to avoid.

**13. Seek Professional Help if Needed:**

- If behavior problems persist or escalate, consider seeking guidance from a pediatrician, child psychologist, or counselor. Professional support can provide valuable insights and strategies.

**14. Encourage Independence:**

- Allow your child to take on age-appropriate responsibilities. Encourage independence to build confidence and a sense of accomplishment.

**15. Practice Self-Care:**

- Taking care of yourself is crucial. Parenting can be challenging, and maintaining your own well-being allows you to better support your child.

## **Summary**

Behavior problems are common during preschool period. They can be prevented by giving sufficient love and care. Childhood experiences deeply influence the development of personality of the children. Hence parents and teacher must guide the children properly.

Common behavior problems in children include temper tantrums, thumb sucking, nail biting, aggression, pica, autism, and ADHD.

Understanding and addressing child behavior problems often involves a multifaceted approach. Positive parenting strategies, such as setting clear expectations, using positive reinforcement, and modeling positive behavior, are essential. Consistency in responses, effective communication, and encouraging problem-solving skills can contribute to positive outcomes. It's crucial to consider the child's developmental stage, individual needs, and any underlying factors that may contribute to behavior challenges.

## **Short Answer Type Questions**

1. What is meant by behavior problem?
2. List out the causes of behavior problems.
3. Mention the behavior problems noticed in preschool children.
4. What are the complications of thumb sucking?
5. How do you prevent nail biting?
6. Mention the types of aggression?

## **Long Answer Type Questions**

1. Discuss briefly about temper tantrums.
2. Write the symptoms and treatment of autism spectrum disorder?
3. Write the symptoms of ADHD?
4. Write short notes on the positive parenting tips towards the child's behavior problems?

## **UNIT V**

### **Physical set up of preschool**

#### 5.1 Introduction

#### 5.2 Methods of preschool education

#### 5.3 Selection of site for preschool

#### 5.4 Building requirements for preschool

#### 5.5 ECE requirements

#### 5.6 Selection of Equipment

- a) Types of teaching learning material for different areas of developments
- b) Records maintained in preschool
- c) Factors to be considered for selecting equipment and teaching learning material
- d) Care of equipment

## **Learning Objectives**

- To know about the selection of site of pre-school
- To understand about the building requirements for establishing pre-school



- To know about ECE requirements
- To know about the selection and care of equipment
- To know about the staff pattern

## **5.1 Introduction**

Planning and establishing an early childhood center is a specialized job. Every element in the whole ECE programme has to be planned in advance. The principal/ head mistress should outline all the activities, aims, objectives, characteristics and purposes of the programme. She has to decide the exact number of pupils, teachers, and others to be accommodated. She should visualize the type of equipment to be used in school, kind of play ground to be developed and number of class rooms to be raised. Therefore, the principal/ head mistress should have an idea about the site to be selected for establishing a school, building requirements and selection and care of equipment. She should also identify the teaching learning activities to be performed, number and type of groups to be accommodated and infrastructural facilities to be provided.

## **5.2 Methods of preschool education**

There are different methods of preschool education offered through different types of ECE centers.

### **a) Kindergarten method**

Kindergarten is a preschool educational institution for children. The term "Kindergarten" was created by Friedrich Froebel. He described school as a garden, children like tender plants and teacher as gardener. His goal was that children should be taken care of and nourished like plants in the garden. Fredrick Froebel (1782-1852) opened the first kindergarten in Germany in 1837. He formulated his philosophy around the spontaneous and self sustaining nature of children. A school prior to the entrance to the first grade is designated as kindergarten.

- It is the unit of the school which enrolls 5 years old children on a regular basis for a year.
- The purpose of the kindergarten programme is to promote the developmental growth of the children programme is to promote interest and help children.
- Many of these units are a part of the public school system; others operate as church related, privately owned or sponsored groups. (a) Functions of Kindergarten
- In kindergarten schools, major emphasis was given on sociability, aesthetics, sensory, motor development and achievement motivation.
- The functions of the kindergarten school according to Headley (1965) are to assist the child towards realization of the following objectives.
- Friendliness and helpfulness in relationship with others.
- Greater power to solve problems based on individual activities and group relationships.
- Responsiveness to intellectual challenges
- Achievement of good sensory-motor coordination
- Understanding of concepts necessary for the continued pursuit of learning
- Responsiveness to beauty in all forms (aesthetic appreciation)

- Realization of individuality and creative properties

### **Curriculum of Kindergarten**

It includes gifts, occupations, games and songs and nature study. Creative activities, music, language based and self care activities are the activities which are included in curriculum of kindergarten. In our country, kindergarten programme is offered at two levels ie Lower kindergarten and Upper kindergarten wherein the formal teaching starts.

#### **b) Montessori method**

Maria Montessori developed this method for slum children in Rome. Her programme includes practical life activities, sensory training, nature study, intellectual activities and language activities, pre reading, pre writing and pre numbering activities.

#### **The basic principles of Montessori are**

- Every child has the capacity within him for his own development.
- Environment can modify development by helping or hindering it.
- The child develops through a series of stages. At each stage he requires a new type of learning experience.
- Freedom of action allows the child to seek out situations from which he can learn.
- The child must be moulded by him rather than moulded by an adult.
- The role of the school is to create an environment where the child has an opportunity to learn, based on his developmental needs.

#### **c) Nursery school**

These are of many types and forms based on the purpose they serve. This includes cooperative nursery schools, laboratory nursery schools and traditional nursery schools.

(i) **Traditional nursery school:** Started by MacMillan sisters in England in 1911. The main objective of the nursery school is to help in the physical and mental development of young children. Curriculum stresses more upon basic socialization and child's physical health needs. Emphasis is also laid upon fantasy play to promote sensory, motor and emotional development.

(ii) **Cooperative nursery school:** It is an educational group voluntarily organized by parents for their preschool children under the guidance of a trained and experienced teacher. The remarkable feature is parents' cooperation and participation in the nursery school. Mothers take part in the school and assisting the teacher-in-charge.

(iii) **Laboratory-nursery school:** Mostly serves as a research center for an institution or agency and mostly to facilitate student participation for practical purpose and also to provide on the job training to the teachers. The emphasis is on the 3 R's.

#### **d) Play way method**

- The term play-way was first used by Caldwell Cook to describe his method of teaching English to a class of boys at Pre School.
- He believed that "Good work is more often the result of spontaneous effort and of interest than of compulsion and forced application".
- While teaching, he found that children showed unwillingness for lessons in English literature, so he employed a method called play way by means of which children showed a keen interest in the subject.

- He organized an open-air theatre in the school. Play activities were planned for grammar and composition lessons. The students participated eagerly in the lessons and were allowed to express their ideas freely. Thus the English period was welcomed with joy. Gradually the scope of play-way became enlarged and it began to be applied to the teaching of other subjects also.
- Play-way method introduced the elements of reality, freedom and responsibility in the school work.

### **Principles of Play-Way method**

The play-way method is based on the following principles

1. Learning takes place through doing.
2. Learning takes place in an atmosphere of freedom.
3. Learning should reflect to life situations and not to books.
4. The method should be suited to the needs and interests of the children.
5. The child should be free from authoritarianism.
6. The children should take the responsibility of learning and progress in studies.
6. Ample opportunities should be provided to children for self- expression.

Various Play-Way activities include dramatic play, games, amusement games, watching others, looking at pictures, listening to stories, listening to poems, listening to music, watching television, sand play, water play etc.

### **e) Anganwadies**

Anganwadies were established under the Integrated Child Development Service (ICDS) scheme. It is a centrally sponsored programme introduced in 1975, with the main objectives of reducing the incidence of mortality, morbidity, malnutrition and school dropouts in the age group of 3 to 6 years. This scheme also focuses on laying the foundation for proper psychological, physical and social development of the child and enhancing the mother's capability to look after the child's health needs through health and nutrition education.

This programme was designed for the disadvantaged section of the community. The target group includes children from birth to 6 years, pregnant and lactating mothers of low-income groups. Non formal pre-school education (through Anganwadi) is one of the important services offered by the ICDS to the community.

#### **The main activities of the Anganwadi center includes**

- Outdoor games
- Informal talk
- Rhymes
- Stories
- Science experiences
- Creative activities
- Field trips etc.

**The main services offered to the community are:** Immunization, health checkup, referral services, non-formal preschool education, health and nutrition education and supplementary nutrition. Anganwadi workers are trained through specially designed training programs.

### **5.3 Selection of site for pre- school**

- An early childhood center should be located on a site that is easily accessible to the parents as well as to the children.
- It should be away from crowd and noisy areas.
- The site should be large enough and it should ensure safe access.
- There should be separate play spaces for individual and group activities or games
- Space: It should have adequate indoor and outdoor space for children to give freedom of movement to the young children.
- Outdoor play area must be large enough, i.e., minimum 300/450 (15×20/30) square meters per 25 children in the preschool to play and run around safely. Indoor standard floor area of a preschool classroom should be of minimum 35 (5×7) square meters to accommodate a maximum of 25 children.
- If a preschool is located in a large building complex, one should check that the center is located in a separate wing.
- The center should have its own entrance, play space, learning space and other spaces and areas for specific activities.
- The children individually, as well as in group, should be able to move freely from one place of activity to another.
- Safety and security of the child must be the first priority.

### **5.4 Building Requirements for preschool**

#### **a) Building of an ECE center should have**

- Good lighting and ventilation.
- Non slippery flooring to avoid accidents by falls.
- The floors should not be too smooth/rough but easy to clean.
- Walls should be painted with colorfully and attractively
- Adequate indoor and outdoor space
- Plenty of storage space is needed in rooms for keeping the children's belongings.
- Provision for kitchen, sick rooms and adequate and separate child friendly toilets and hand wash facilities for girls and boys with adaptation for children with disability.
- Soundproofing system
- Low hooks for bags, clothing accessories, child size toilets and wash basins
- Broad windows, low height-shelves to develop independence in children.
- Shady open play ground with fence for the safety of the children.
- Sand pit and an enclosure for water play
- Provision for future expansion and gardening.
- Good teaching and learning materials.

- Easy accessibility from indoors to outdoors
- Clean and hygienic environment
- Provision for the teachers and other adults to watch the children
- Sufficient furniture and equipment
- Display boards and spaces
- Administrative space

**d) The following are the suggestive activity areas which should be equipped with adequate material for children:**

● **Book area:** This area should have variety of age-appropriate children's magazines, information books, picture books, story books, large books, local folk-tales, thematic books, comics, slates, chalks, etc.

● **Doll's area and dramatic play area:** The materials to be kept here can be various kinds of dolls, doll-sized furniture and clothes, doll-sized cooking utensils (pots, dishes, spoons, etc.), pretend food (vegetables or fruits made of clay), dress-up clothes (scarf, cap, stole, jacket, small sari, long pieces of cloth, etc.), combs, mirrors, walking sticks, old spectacles, non-functional telephones or cameras, a briefcase and a lunch box, etc.

● **Discovery area:** It should be equipped with materials like magnifying glasses, shells, plants, seeds, magnets, iron objects, weighing scales and weights, measuring tapes or any other locally available materials.

● **Block building area:** This area should have variety of blocks of different colours, shapes and sizes, such as, hollow blocks, interlocking blocks, foam blocks, wooden blocks, etc. ● **Manipulative:** This area should have manipulative materials, such as, puzzles, matching cards, lacing cards, seeds, seriated shapes, inset boards, shells, material for sorting, strings and beads, small toys, such as, cars, trucks, animals, toy figures, take apart toys, number rods, abacus, and other objects from the environment, such as, leaves, stones, pebbles, twigs, flowers, etc.

● **Music and movement area:** The music area may be equipped with daphli, bells, bowls, flutes, tambourines, string instruments, rattles, utensils of different types or metals, local musical instruments, music system and a variety of DVDs of songs, poems and rhymes. This area may have material such as ribbons or scarves for the children to use as props to promote creative movement.

● **Art area:** The materials in this area should have different types of papers (lined, unlined), crayons, pencils, washable markers, slates, colored chalks, pieces of fabric, paints, brushes, tape, play dough or clay, rolling pins, boards, stencils, old newspapers, magazines, ice-cream sticks and other locally available materials.

### **5.5ECE requirements**

**Age:** Three years of preschool education has been suggested before Class I, i.e., Preschool I (3-4 years), Preschool II (4-5 years) and Preschool III(5-6 years). No child below the age of 3 years should be admitted to a preschool programme.

**Duration:** Preschool education programme is conducted for four hours daily with the children (with half an hour snack/break time) preferably in the morning as young children can actively participate during the starting hours of the day. For two-and-a-half-year-old, this period may be shortened by another half an hour based on the convenience of the center and the children. For some schools like day care centers, it may be longer because the young children have to stay back at the center till their parents return from the job. As the age increases, the time the children spend, in the school can be more (preferably more than half a day).

**Size of the class/Strength:** Depends on type of school, the age of the children, space available for each child and qualification and experience of teachers.

**Staff:** The teachers are to be well qualified and dedicated to work in ECE centers. Along with teachers all the staff members in ECE center need to be professionally trained and are to be quite fit physically and mentally to deal with the young children. They should also attend job course training, induction training and refresher courses to enhance their knowledge and efficiency in the field of ECE.

**Teacher child ratio:** One teacher for 20 children with a helper for 3–4 years old.

One teacher for 25 children with a helper for 4–6 years old.

Helper One for 20–25 children up to 3–6 years old.

## 5.6 selection of equipment for preschool

Equipment is the most essential thing for running an ECE center effectively. Equipment for a pre-school is planned and selected keeping in view the needs of the specific group of children and the process of learning. Proper equipment and material are helpful in creating a satisfactory learning situation. The ECE teacher needs variety of equipment to provide the children with challenging and interesting learning experiences. Different types of equipment are necessary for development of muscular coordination, language, creativity, imagination, cognitive and social skills.

### Types of teaching learning material for different areas of development

Area of Development	Suggestive activities/Skills	Teaching Learning Material
Physical and Motor development Gross motor development	Running, Jumping, Walking, Throwing, Catching, balancing, Music and Movement, Outdoor games etc.	Jungle gym, swings, balancing boards, merry-go-round, slides, climbers, large building blocks, sand and water toys, wheel toys, tricycles etc.
Fine motor development (Eye hand coordination)	Indoor games, Threading, building blocks, cutting shapes, peeling and placing stickers, Turning the pages of a book, Coloring, Drawing and painting, Tracing, Writing, Pasting and gluing, musical etc.	Beads, blocks, textured papers, scissors, glue, stickers and other art and craft materials, crayons, pencils, drawing books etc.
Language Development	Free talking, conversation, listening to stories, singing	Books, pictures, flannel graphs/cards, photos, tape recorder, flash cards,

	rhymes and songs, read aloud, picture reading, tongue twisters, acting out role play etc.	story books etc.
Social and Emotional Development- Dramatic play	Practice sharing and taking during daily routines (snack, circle time), group play, pretend play, Creating personalized social stories, Playing games where children have to listen carefully to each other (e.g., Simon Says). Role play, dramatization, Field visits, playgrounds and other public places, participating in events, mimicking games, dolls, etc.	Costumes, puppets, safety mirrors, child sized furniture, doll accessories, cooking utensils, story books, materials available in nature like pebbles, leaves, fruits etc.
Cognitive development	Provide opportunities for play and explore materials, Asking open-ended questions, Critical thinking, memory games, identification games, activities for basic concept development etc.	Construction toys, beads, blocks, puzzles, accessories, puzzles of animals, nesting toys, vehicles, materials used for different senses, picture cards, flash cards etc.
Discovery and Science	Field trips to various places like zoo, parks, historical places, nature walk, gardening etc.	Natural materials, textured materials, magnifying glasses, magnets, weights, measuring cans, mirrors, scales, small pets etc.
Creativity	Music and Movement, Art and Craft, Dramatic play, Drawing, Coloring, Scribbling, Clay Modeling, Sand play, Water play,	Water colors, dough, clay, crayons, sketches, tapes, glue, scissors, paints, brushes, different textured papers, water, tape record, costumes, sand etc.
Musical activities	Playing or singing songs or rhymes, dance for music, playing on various instruments etc.	Musical instruments like manjiras, drums, flute, mouth organ, record player etc.
Activities for pre reading skills	Matching games, word games, rhyming games, reading stories, conversation games, singing rhymes and songs,	Matching cards, dominoes, activity books which involves matching shapes, pictures and letters, identification of objects, story books, flash cards, picture books, etc.

	labeling picture cards etc.	
Activities for pre writing skills	Colouring and scribbling, tracing names, letters and numbers, colouring within lines, cutting and pasting, writing from dictation, writing from memory etc.	Crayons, activity books, glue, tracing letter and number books, scissors, white board, pencils, chalk piece etc
Activities for pre-math skills	Sorting, seriation, ordering from big to small, clapping and counting, completing puzzle, counting set of objects, knowing time, identifying money etc.	Various objects big and small, seeds, puzzles, Legos, money notes and coins, clock etc.

**a) Records to be maintained in preschool**

- i) Enrollment forms of children
- ii) Admission/ Enrollment register for recording profile of children and parents
- iii) Attendance register
- iv) Maintenance of quarterly health checkup record for children
- v) Stock register
- vi) Fee record and receipt book
- vii) Record of parent and teacher meetings
- viii) Visitors record
- ix) Record of daily diary

**c) Factors to be considered for selecting equipment and play materials**

Along with the suitability, durability and economy, ease of maintenance, attractiveness, teacher preference and safety, there are also some other points to be considered for selecting equipment and play material. The focal points of a center will be based on its philosophy and will determine in part the types of equipment and the quantity of equipment of various types that is purchased.

**Usefulness:** The usefulness of equipment is measured first by how well it meets the developmental needs of the children in the programme and second by whether the equipment has multiple uses.

**Developmental needs:** The developmental needs, capabilities and the age range of the children enrolled influences the purchases in a center. For example, young children need some pull toys and small climbers, small furniture such as cribs, changing tables, rocking chairs which are not useful for older children. Infants also require washable toys, sheets, blankets, nursing bottles, disposable diapers etc.

**Multiple uses/multipurpose equipment:** A piece of equipment that can be used in several ways is useful financially as well as in terms of enriched learning experience for children. Such equipment not only saves space and money but also gives children the opportunity to use their imagination in creating different foundations for one object. For example, the children can use wooden blocks in many ways like by constructing buildings or by sorting out the same color blocks separately and playing a game on color concept etc.

**Suitability:** Some equipment must be provided in several sizes. Specific equipment must



be provided to meet the needs of each user. For example, children must have standard sized chairs around 10, 12 or 14 inches high depending on their height and age.

**Durability and economy:** Durability and economy often go hand in hand. When more durable items are purchased, the center is not faced with the problem of replacement so often and considerable transporting costs are saved particularly with large pieces of equipment.

**Ease of maintenance:** Ease of maintenance should also be considered in choosing equipment like sinks, toilets and drinking fountains that must be cleaned daily or table tops that must be washed several times each day. They should be extremely simple to clean. The surface should be smooth and all areas should be able to reach.

**Attractiveness:** Child care center equipment should be well designed and aesthetically attractive. Most parents and teachers would like their children to appreciate beauty and one of the best ways to help the children acquire this appreciation is to surround them with beauty. An attractive environment also impresses both the children and parents and care is to be taken by the management to make their environment beautiful.

**Safety:** The equipment must be safe though it is versatile, attractive, durable, economical and suitable. It should be made of non-toxic material and must not have sharp or pointed edges.

#### **(d) Care of equipment**

There are a number of important things to consider after equipment is delivered to the center. The equipment must be checked and entered in stock register before it is stored and a maintenance plan should be set up to minimize repair and replacement needs.

- When equipment is received it must be checked against the order in terms of quantity, size, color and so forth.
- It is also important to make certain that only the items actually received are listed on both the order and the packing slip and those prices are correct.
- As soon as equipment is placed in the center, the job of maintenance begins.
- Equipment used by the children must be checked daily and if it needs repair replace as soon as possible.
- Children need attractive usable equipment. Puzzles with missing pieces, bikes with missing pedals or books with torn pieces should not be left in the classroom.
- Storage of equipment is also directly related to its maintenance.
- It is easy to replace equipment after it has been used at a clearly known space in the storage room.
- Each center must work out a method for storing certain equipment that are used daily and which must remain in the classroom.
- Other supplies should be returned to the central area. Storage must also be provided for items such as tricycle that are used daily and must be protected from theft.

#### **Summary**

- An early childhood centre should be located on a site that is easily accessible for both children and parents.

- The ideal teacher child ratio in India is 1: 15 for the younger age group and 1: 20 for the older age group of children. There should be two helpers to take care of the children.
- Building of an ECE center should have adequate indoor and outdoor space and plenty of storage space is needed in rooms for keeping the children's belongings.
- Equipment for a pre-school is planned and selected keeping in view the needs of the specific group of children and the process of learning
- Suitability, durability and economy, ease of maintenance, attractiveness, teacher preference and safety are some of the points to be considered while selecting the equipment
- The equipment must be checked and inventoried before it is stored and a maintenance plan should be set up to minimize repair and replacement needs.

### **Short Answer Type Questions**

1. What is the indoor and outdoor space requirement for a preschool child?
2. Mention the areas of developments?
3. Mention types of equipment required for language development.
4. What type of equipment required for physical and motor development?
5. Mention any three materials required for creative development and science experience.
6. Write any equipment used for social and emotional development.
7. List out the records maintained in preschool.

### **Long Answer Type Questions**

1. Explain any one method of preschool education.
2. What are the points to be considered for selection of site for a pre-school?
3. Enlighten on the building requirements for a pre-school.
4. Mention the activity area with its equipment.
5. What are the ECE requirements? Explain.
6. Write briefly about the criteria for selecting the equipment.
7. How do you take care of the equipment?

## **UNIT VI**

### **MANAGEMENT AND PLANNING OF PRESCHOOL ACTIVITIES**

- 6.1 Introduction
- 6.2 Qualities of preschool teacher and responsibilities of preschool teacher
- 6.3 Basic principles followed while planning preschool programme
- 6.4 Types of programme planning
- 6.5 Importance of preschool activities
- 6.6 Meaning and importance of school readiness activities and role of teacher
- 6.7 Techniques of evaluation / Assessment of preschool children.
- 6.8 Organizing parent teacher meeting

### **Learning Objectives:**

- To know the characteristics of pre-school teacher
- To understand the role and responsibilities of pre-school teacher
- To know the basic principles while planning preschool programme

- To know the importance of preschool activities
- To understand about school readiness
- To know the techniques of evaluation
- To organize parent teacher meeting

## **6.1 Introduction**

A teacher is a person who provides education for the students. Teacher's always plays a continuous, ongoing and a formal role carried out at a school or other place of formal education. The teacher should have a relevant educational qualification, serve as a role model for the children belonging to pre-school years. Most of the children learn from their teachers as they spend most of their valuable time in schools.

Early childhood teachers differ from other teachers in the field of education. Team teaching, teacher child interaction, small group emphasis and adult relationships are more emphasized in the ECE schools than in other types of formal schools. The teaching role is not restricted to just working with the children. They have to play multiple roles. They need to supervise and manage the classroom, interact with children and a number of adults. They need to attend meetings, write the reports, organize parent meetings, purchase or prepare materials etc.

Planning an ECE programme is very important particularly because components are involved and also due to the special requirements of the play way and activity-based methods.

### **6.2 a) Qualities of a pre-school teacher**

The early childhood teacher should possess the following qualities/ characteristics. The ECE teacher should

- Be confident about her abilities
- Accept challenges and responsibilities and fulfills these according the best of her capabilities
- Be up to date with the pre-school methods and techniques
- Motivate the children
- The ECE teacher should not be too young or too old and should be active
- Have a positive attitude towards her work
- Be unprejudiced
- Be patient and understanding
- Be resourceful
- Be alert, active and attentive
- Be tactful in her dealings with parents
- Be pleasant and cheerful
- Have the knowledge of child development and child psychology
- Respect the individuality of the child
- Have thirst for knowledge and love for the profession
- Be punctual and systematic in planning ECE programs
- Have good physical and emotional health

- Be progressive and enthusiastic
- Provide good counseling to parents and value their ideas
- Share ideas and knowledge with other staff
- Participate in local professional organizations related to the welfare of children

#### **b) Responsibilities of a pre-school teacher**

- Overall supervision of the pre-school
- Plan daily, weekly and monthly programme and implement the programme through participation.
- The activities planned for the children in the school should fulfill the needs of children and should cater to the all-round development of the children.
- The teacher should prepare a stimulating environment for children by making the things made available for children to explore, manipulate and to work on problems on their own.
- The material in the class room should be arranged in an organized way, so that it is easy for the children to get used to the activities
- The teacher should guide the children in using the play material and facilitates them in learning. She should give the necessary instructions to the children by using simple, clear and understandable language.
- The teacher should provide opportunities for the children to explore on their own and discover new things; provide plenty of opportunities for self-expression. In between the conversation, the teacher should ask some questions to the children which enables the children to think and answer the questions.
- The teacher should be in a position to observe the children by using some scientific methods like observation, guessing, testing manipulating, exploring etc.
- The teacher should maintain all the registers and records (like admission, attendance, stock, and health records etc.) required for running the ECE center
- Should watch the children when they are having snacks or lunch
- Establish good relations between the home and the pre-school
- The teacher should be resourceful and make use of existing resources for the benefit of children. Sometimes the teacher should invite experts in the field of puppetry, creative drama etc. to stimulate the imagination of children.
- Equipment is most essential for running an ECE programme effectively. The teacher needs a variety of equipment to provide children with challenging and interesting learning experiences. The teacher should be very careful in selecting the equipment.

### **6.3 Basic principles involved in planning a preschool programme**

A number of considerations to be taken while planning an ECE programme. Some of the basic considerations are as follows

- The programme should be planned keeping the whole child in view. His family background and immediate environmental needs.

- Programme should provide for security, acceptance and proper emotional growth.
- A balance should be maintained between individual and group activities active and quiet activities, outdoor and indoor activities, free and structured activities.
- The programme planning should follow a logical sequence. Children should neither be made to sit passively for a long time nor should they have long periods of active play leading to more loss of physical strength.
- A good pre-school programme provides opportunities for self-development and creative self-expression.
- The programme should be so designed that the activities encourage self-discipline.
- The child should be provided ample opportunities to talk, to interact with peers, materials, toys and other adults.
- Children should get turns to share work, proceed from the familiar to the unfamiliar, simple to complex and from easy to difficult activities.
- Activities for young children should be planned in such a way that they provide experiences in real life situations through manipulation of materials, toys, building blocks, flash cards, and pictures, paintings or drawings of real-life experiences and by working with abstract materials like alphabets, words, sentences, dramatic expressions and sounds.
- The preschool programme should always be planned keeping in view the age and developmental levels of the child

#### **6.4 Types of program planning in preschool**

An ECE programme should be flexible and innovative. The teacher has to be clear about the long term developmental objectives. She has to provide a balanced ECE programme for the children. There are different types of programme planning. They are

1. Long term planning
2. Short term planning
3. Weekly planning
4. Daily planning

##### **1. Long term planning**

Means drawing up a program for the full year. This should be done in terms of:

- The specific developmental objective should be promoted.
- Identification of themes for the year which would form the content of the programme.
- Activities based on the themes that would help in promoting development in children in line with the objectives.
- Material required for conducting the activities.
- The budget requirement to implement the plan.
- The full years plan should be split into term, quarterly and then monthly plans. Monthly plan is then required to be reduced into weekly and then daily plans.

## 2. Short term planning

Short term planning is concerned with weekly/daily activities laid out with differentiation and planning for needs of the specific groups and individual children. It provides all the details of activities, experiences, resources, groupings, and teaching strategies which are identified through ongoing observations and assessment of young children.

## 3. Weekly planning

Weekly schedules should be designed by the ECCE teacher so that they are activity-based. Theme-based and age-appropriate. While drawing up a weekly schedule, it should be ensured that the theme-related activities for all developmental domains are covered over a course of a week.

One sample weekly schedule is given below as a reference for planning. It is provided as guideline and is not to be followed rigidly. It should be adapted to suit the specific requirements and the context of different programs.

### Example of weekly lesson plan

Time	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 - 9.30	Circle time	Assembly	Circle time	Assembly	Circle time
9.30 - 10.00	Free conversation (animal names)	Guided conversation (homes of animals)	Free conversation (food of animals)	Guided conversation (Animals and their young ones)	Guided conversation (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's 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

## 4.Daily Lesson plan

The daily routine is an order of events that shape a child's day so that they can anticipate what will happen next. In general terms, it should consist of 'activity blocks.

<b>30 min</b>	<b>Welcome, Warm up Activities, Cleanliness Check up</b>	<b>Teacher Directed Large Group Activity.</b>
30 min	Free play in activity/Areas	Child-initiated small group activity
15 min	Circle time: Free conversation	Teacher guided large group activity
15 min	Guided conversation	Teacher guided in large group
30 min	Numeracy activity	Teacher guided and child initiated
30 min	Writing readiness/early literacy/art activities	Child initiated
30 min	Snack time	Hand wash 10min before and 10min after snacks
30 min	Outdoor play	Child initiated and teacher guided
30 min	Story making	Child initiated; teacher guided
10 min	Good bye circle	Large group activity, teacher guided

The daily schedule must meet individual needs, and therefore variations in scheduling will occur. The routine should be displayed in a location accessible to parents. It should also be posted at children's eye level and in a format the meets their developmental needs, such as a picture schedule indicating the activities for the day.

### Sample Daily Routine

1. Morning circle time (30 min): welcome/ greeting, prayer, conversation.
2. Work with materials (80 min): free play and guided play (40min each)
3. Outdoor games (30 min)
4. Goodbye circle time (40 min): Story/ rhymes based on identified themes
- School readiness activities (30 min): for children aged 5-6 years
5. In this sample, at least an hour each day is spent on the allotted theme.

A Day's schedule: Sample

### 6.5 Importance of preschool activities.

Preschool activities play a crucial role in the overall development of young children. These activities are designed to be age-appropriate, engaging, and stimulating, providing a foundation for various aspects of a child's growth.

Preschool activities provide a holistic approach to early childhood development by addressing cognitive, social, emotional, physical, and language domains. They create a positive and nurturing environment that supports the growth and well-being of young children, setting the stage for lifelong learning and success.

#### a). Importance of informal talk

Informal talk, also known as casual conversation or everyday communication, plays a

crucial role in preschool. Learning language is the most important aspect of early childhood development. Children learn to speak by imitating others around them. Therefore, the pre-school teacher should talk or converse with the children, encourage the children to use proper language, self-expression through repetition, praise, attention, affection and understanding.

#### Informal talk

- Helps to language development
- Enhances social skills
- Promotes cognitive development
- Builds Relationships
- Helps in balancing the emotions
- Creates cultural and social awareness
- Preparing them in formal learning
- Encourage curiosity

#### **b). Importance of prayer**

Prayer in a preschool can provide a sense of routine, promotes mindfulness and help children develop a concept of gratitude and values.

- Develop spirituality
- Promotes cultural and family values
- Establishing Routine and Structure
- Promotes a sense of calmness and focus
- Cultivating a positive and grateful mindset
- Fosters sense of community, unity, and shared values
- Promotes kindness and understanding.
- Develops moral values.
- To cope-up with stress, anxiety, or difficult emotions.

#### **e) Importance of Rhymes:**

Rhymes play a significant role in preschool education, contributing to various aspects of a child's development. Here are several reasons highlighting the importance of incorporating rhymes into preschool activities:

- It helps in language development
- Creates phonemic awareness skill which is foundation for early literacy and future reading success.
- Helps in speech development- by repeating rhymes clear pronunciation and articulation can be developed.
- It enhances memory by repetition of rhymes
- Learning and reciting rhymes involve memorization and sequencing, which contribute to the development of cognitive skills.



- It helps to improve listening skills which is an essential component of effective communication.
- Participating in group activities helps to improve social skills.
- Helps to develop creativity and imagination
- Rhymes often convey emotions and feelings
- Develops pre-reading skills.
- It gives fun and enjoyment.

#### **d). Importance of stories**

Storytelling holds immense importance in preschool education, as it contributes significantly to various aspects of a child's development. Here are several reasons highlighting the significance of storytelling in preschool:

- Children learn new words, sentence structures, and a diverse range of expressions, fostering language development through stories.
- Through storytelling, children develop essential listening skills, which are crucial for comprehension and effective communication.
- Cognitive development takes place by promoting critical thinking, problem-solving, and understanding cause-and-effect relationships.
- Stories helps in imagination and creativity
- Creates cultural awareness
- Develops moral and social values
- Builds narrative skills in both oral and written forms.
- Improves memory skills
- Helps in positive emotional development
- Improves pre-reading skills
- Develops attention and concentration

#### **e). Importance of creative activities**

Creative activities play a pivotal role in the development of preschoolers, the ability of putting prior experiences to be something new is creativity. Pre-school teachers should value creativity and try to enhance it by fostering self-expression in children. Hence activities such as drawing, painting, clay moulding and dancing can be presented to children to foster unique personal responses.

- Encourage imagination and explore different ways of thinking in a creative way will help in cognitive development.
- Strengthen the fine muscles.
- Develops the aesthetic sense and talents in child.
- Expresses his own ideas, feelings in a creative manner.
- Develop communication skills.
- Fostering emotional well-being and self-awareness.
- Boosts child's confidence and self-esteem.

- Fosters joy can create a positive attitude toward learning.

#### **f). Importance of science experiments**

Children who are engaged in science experiences manipulate a variety of things around them. Encouraging children's investigation in their world is primary focus of the science experiences. Teachers should guide children towards an understanding of scientific processes happening around them. Science experiments for preschool children include seed germination, measuring, absorption experiment, butterfly life cycle, colour mixing, densities, colourful, ice melting, gravity, flower printing etc. Children benefit most from exploring and working with real materials. Science experiences help the children to

- Develop scientific approach and critical thinking skills.
- Provides opportunities to explore, manipulate and experiment
- Creates an awareness in the child about the various things in the environment.
- Promotes curiosity and exploration
- Enhances language development
- Helps in fine muscle development
- Cultivating a sense of wonder
- Team work fosters social skills.

#### **g). Importance of outdoor games**

Outdoor games play a crucial role in the overall development of preschool-aged children. These activities include running, jumping, pushing, throwing and chasing balls, blowing bubbles and chasing them, climbing, balancing, dancing etc. These activities provide a variety of physical, cognitive, social, and emotional benefits that contribute to a child's holistic growth. Through outdoor play activities children can understand of the world around them.

- Help children to develop their gross motor skills
- Develop problem-solving skills
- Develop a sense of their surroundings, which is essential for cognitive development.
- Outdoor games often involve group play, fostering cooperation and teamwork in this way facilitates social interactions
- Improves their communication skills as they express ideas, negotiate, and collaborate.
- Develops leadership qualities.
- Provides a natural outlet for stress.
- Boosts a child's self-esteem and confidence.
- Outdoor environments provide various sensory experiences, such as feeling different textures, hearing natural sounds, and observing changes in weather which contribute to sensory development.

- Promotes physical exercise and helps in healthy lifestyle by preventing sedentary habits.
- Exposure to sunlight during outdoor activities helps in the natural synthesis of vitamin D, essential for bone health.
- Development of creativity and fosters a child's imagination.

#### **h). Importance of indoor games**

Indoor activities play a crucial role in the development of preschool children as they provide a structured and safe environment for learning, exploration, and development. Indoor play activities for preschool children include playing with Legos, art and craft, playing with building blocks, threading beads, board games, puzzles, passing the ball game etc. Indoor games

- Indoor activities often involve puzzles, games, and activities that encourage critical thinking and problem-solving, fostering cognitive development.
- Many indoor activities, such as reading books or engaging in interactive games, contribute to the development of language skills, vocabulary, and communication abilities.
- Activities like drawing, coloring, and playing with small objects help develop fine motor skills.
- Dancing, jumping, and other physical activities indoors contribute to the development of gross motor skills.
- Indoor activities often involve group play, encouraging children to work together, share, and develop social skills.
- Activities like art and imaginative play helps children to express emotions, enhancing emotional development.
- Activities such as drawing, painting, and crafting allow preschoolers to express their creativity and imagination.
- Many indoor activities are designed to introduce basic academic concepts like numbers, letters, and shapes, helping prepare children for formal education.
- Improves attention and concentration

#### **i)Importance of Dramatization/ Puppet show**

1. Dramatization and puppet shows play a crucial role in the development of preschoolers, providing them with valuable learning experiences and contributing to their overall growth. Puppetry traditions can vary widely across cultures and regions. Puppets have been used for entertainment, education, storytelling, and cultural expression throughout history. Puppets can be usefully manipulated to foster child's development. There are different types of puppets like hand puppets, glove puppets, rod puppets, string puppets, shadow puppet, finger puppets etc.
  - Develops social and emotional development which includes empathy, cooperation and team work

- Encourages in creativity, Imagination and problem-solving skills
- Solves problems and promotes critical thinking.
- Improve memory skills and attention span
- Helping to develop both fine and gross motor skills.
- Manipulating puppets, enhancing their hand-eye coordination.
- Understanding narrative structure and organizing skills in a situation

#### **j) Importance of field trips:**

Field trips can play a crucial role in the development and education of preschool children. A field trip to a nearby park, garden, zoo or a museum provides ample of opportunities for observation and interaction in children. Here are some reasons why field trips are important for preschoolers:

- **Promotes the first hand experience.**
- Sensory exploration enhances their understanding of the world around them.
- Helps in the development of social skills, such as communication, cooperation, and sharing.
- Introduces children to diverse cultures, traditions, and environments, promotes cultural awareness.
- Contribute to the expansion of their vocabulary and language skills.
- Enhances curiosity and Inquiry
- Promotes fine and gross motor skills
- Experiencing new things during field trips can create lasting memories for children.
- Fosters Joyful learning

#### **k). Importance of snacks**

Snacks play a crucial role in the overall nutrition and well-being of preschool children. Here are several reasons highlighting the importance of snacks for this age group:

- Snacks provide an opportunity to supplement their nutrient intake.
- Nutrient-dense snacks contribute to cognitive development, helping with concentration, memory, and overall learning.
- Establishing healthy eating habits
- Sharing snacks and sitting together can promote social skills, cooperation, and communication.
- Preventing overeating and can have sensory exploration as children experience various tastes, textures, colors, and smells.
- Promoting good hydration habits.

### **6.6 a) Meaning and importance of school readiness activities**

School readiness activities refer to a set of experiences, skills, and knowledge that children acquire before they enter formal schooling, typically at the preschool or kindergarten level. These activities typically focus on developing cognitive, social,

emotional and motor skills. Examples include basic literacy and numeracy exposure, social interaction, following instructions and fine motor skill development.

School readiness is a comprehensive concept that goes beyond academic skills and includes a range of developmental areas. The goal is to help children adapt the school environment and facilitate a smoother transition to formal learning.

**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.

**Number Readiness:** developing skills in classification, seriation, pattern making, reasoning, problem solving, forming concepts: pre number and number concepts and space concepts and vocabulary, environment concepts.

### **b) Importance of school readiness**

The importance of school readiness lies in its impact on a child's early academic experiences and long-term educational outcomes. Importance of school readiness includes academic success, social and emotional development, positive learning experiences, reduced risk of academic struggles, cognitive skills, and communication. Establishing a strong partnership between home and school can positively influence a child's school readiness and overall academic success.

### **c) Teachers' role for school readiness**

Teachers play a crucial role in preparing children for school by fostering an environment that promotes learning, social development, and emotional well-being. Here are some key aspects of a teacher's role in promoting school readiness:

#### **1. Create a Positive Classroom Environment:**

- **Warmth and Support:** Teachers should create a nurturing and positive atmosphere where children feel safe, supported, and encouraged to explore and learn.

#### **2. Build Relationships:**

- **Relationships with Students:** Establishing strong, positive relationships with each child helps create a sense of security and trust, which is essential for learning.
- **Collaboration with Families:** Working closely with parents and caregivers to understand each child's individual needs and background is crucial for effective support.

#### **3. Promote Social and Emotional Development:**

- **Social Skills:** Teach and model appropriate social behaviours, such as sharing, taking turns, and resolving conflicts.
- **Emotional Regulation:** Help children identify and manage their emotions, promoting a positive emotional climate in the classroom.

#### **4. Encourage Independence:**

- **Self-Help Skills:** Support the development of basic self-care skills, fostering independence in tasks such as dressing, eating, and toileting.
- **Responsibility:** Encourage a sense of responsibility for personal belongings and classroom materials.

#### **5. Provide Opportunities for Play and Exploration:**

- **Learning through Play:** Design activities that allow for imaginative play, exploration, and hands-on experiences, as play is a vital part of early childhood learning.
- **Interest-Based Learning:** Tailor activities to the interests and curiosity of individual children to enhance engagement.

#### **6. Develop Language and Communication Skills:**

- **Rich Language Environment:** Create an environment rich in language by exposing children to diverse vocabulary, conversations, and storytelling.
- **Encourage Communication:** Foster communication skills through group discussions, show-and-tell, and other interactive activities.

#### **7. Support Cognitive Development:**

- **Literacy and Math Skills:** Introduce age-appropriate literacy and math activities to lay the foundation for academic skills.
- **Critical Thinking:** Encourage problem-solving and critical thinking through open-ended questions and activities.

#### **8. Individualized Instruction:**

- **Recognize and Address Differences:** Understand and address the individual needs and developmental levels of each child, providing differentiated instruction when necessary.

#### **9. Collaborate with Other Professionals:**

- **Special Education and Support Services:** Collaborate with specialists, such as special education teachers and support staff, to address the unique needs of children requiring additional support.

#### **10. Promote a Love for Learning:**

- **Foster Curiosity:** Encourage a love for learning by nurturing children's natural curiosity and providing opportunities for exploration.
- **Celebrate Achievements:** Recognize and celebrate each child's achievements, promoting a positive attitude toward learning.

### 6.7 a) Techniques of evaluation / Assessment of preschool children.

Points to be kept in mind while doing assessment

- Assessment must be based on qualitative judgements of children's activities, status of their health, nutrition, physical and social well-being.
- Each child should be assessed individually through informal and systematic observations of children's play and other activities.
- On no account, should children be made to take any form of test or examination, either oral or written.
- The purpose of evaluation at the preschool stage is not to label a child as 'pass' or 'fail'.
- Assessment should provide direction for learning new skills.
- Assessment should focus on child's strengths rather than deficits.

The progress of children should be recorded for each aspect of development on a continuous basis.

- Assessment should help in identifying children who have some special needs.
- The teacher should plan activities based on the assessment of children.
- Parents and teachers need to monitor the progress of children collectively

### b) Assessment can be done by using various tools and techniques:

(i) **Anecdotal records:** Brief written notes based on observations of children—how and where children spend time, their social relationships, their use of language, modes of interaction, information about health and nutrition habits.

(ii) **Portfolios:** A portfolio is a flexible and adaptable collection over time of various concrete work samples showing many dimensions of the child's learning. This type of assessment also focuses on the child's strengths and demonstrations of knowledge and skills. Samples of children's work in art, painting, craft work, collage making etc., also become a part of the portfolio.

(iii) **Observations:** Observation could be planned purposefully for observing a child or group of children in specific situation. It is also carried out as an on-going natural process in everyday teaching-learning activities. Observation carried out scientifically is source of valid information about a child's various personality dimensions and learning progress.

(iv) **Checklist:** It is a list of learning outcomes, behaviours, or traits of a child in a particular development area. A teacher is to determine whether these traits exist in a child or not. She has to mark on the checklist as 'Yes' or 'No' to indicate whether a particular child exhibited a behaviour during that observational period. (v) **Rating Scale:** A rating scale is a tool used for assessing the performance of tasks, skill levels, procedures, processes, qualities, quantities or end product. Rating scales are similar to checklists except that they indicate the degree of accomplishment rather than just 'yes' or 'no'.

(vi) **Photographs and video clips:** Videos and audio help teachers to assess a child's progress and programme progress and boost the motivation and confidence of children. Teachers can accordingly design and modify suitable classroom practices by viewing and listening to the recordings subject to privacy considerations.

### 6.8 Organizing parent teacher meeting

Organizing a parent-teacher meeting for a preschool involves careful planning and communication to ensure that both parents and teachers have a productive and positive experience. Here's a step-by-step guide to help you organize a successful parent-teacher meeting:

1. **Set a Date and Time:** Choose a date and time that works well for most parents. Consider scheduling meetings during non-working hours or weekends to accommodate working parents. Ensure you give parents enough notice to plan accordingly.
2. **Send Invitations:** Send out invitations or notifications well in advance. You can use various methods such as emails, printed flyers, text messages, or announcements during pick-up and drop-off times.
3. **Create an Agenda:** Prepare a structured agenda for the meeting. Include topics such as child development updates, curriculum overview, classroom activities, upcoming events, and any concerns or questions parents may have.
4. **Arrange for Childcare:** Since parents will be attending the meeting, make arrangements for childcare if necessary. You can have volunteers or staff members supervise a play area for the children during the meeting.
5. **Prepare Materials:** Gather all necessary materials such as progress reports, samples of children's work, curriculum outlines, and any other relevant documents to share with parents during the meeting.
6. **Provide Translators if Needed:** If you have parents who speak languages other than the primary language of instruction, arrange for translators to ensure effective communication.
7. **Set Up the Space:** Arrange the meeting space in a comfortable and welcoming manner. Make sure there are enough chairs, and consider having refreshments available.
8. **Welcome and Introductions:** Start the meeting by welcoming parents and introducing yourself and any other staff members present. Encourage parents to introduce themselves as well.
9. **Presentation and Discussion:** Present the agenda items one by one, allowing time for discussion and questions after each topic. Be prepared to address any concerns or questions parents may have.
10. **Encourage Parental Involvement:** Highlight the importance of parental involvement in their child's education and encourage parents to participate in school activities and events.
11. **Provide Resources:** Offer parents resources such as books, websites, or workshops related to early childhood education and parenting.
12. **Follow-Up:** After the meeting, follow up with parents to address any outstanding issues or questions and provide any additional information or support they may need.
13. **Feedback:** Finally, gather feedback from parents about the meeting to help improve future events. Ask for suggestions on topics they would like to discuss or ways to enhance communication between parents and teachers.

## Summery

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 counseling along with supporting the development of all domains. Planning has to follow an integrated approach with a view to developing the child's personality in a harmonious manner. The preschool programme should always be planned keeping in view the age and developmental levels of the children. There are different types of programme planning-long term planning, short term planning, weekly planning, and daily planning. Preschool activities play a crucial role in the overall development of young children.

School readiness activities refer to a set of experiences, skills, and knowledge that children acquire before they enter formal schooling, typically at the preschool or kindergarten level. These activities typically focus on developing cognitive, social, emotional and motor skills. • Assessment must be based on qualitative judgment of children's activities, status of their health, nutrition, physical and social well-being. Organizing a parent-teacher meeting for a preschool involves careful planning and communication to ensure that both parents and teachers have a productive and positive experience

### **Short Answer Type Questions**

1. Write any five qualities of preschool teacher.
2. What is meant by long term planning?
3. Write short notes on importance of prayer.
4. Write the importance of rhymes in preschool.
5. Write short notes on the importance of field trips.
6. What is meant by school readiness?

### **Long questions**

1. What are the responsibilities of preschool teacher? Explain.
2. Explain about the basic principles followed while planning a preschool programme.
3. Write briefly about short term planning and daily lesson plan.
4. Write briefly about the importance of stories and creative activities in preschool.
5. What is the importance of indoor and outdoor games?
6. What is the role of teacher in school readiness?
7. What are the techniques of assessment?
8. How do you organize parent teacher meeting?

